

ANNUAL REPORT 2023-2024



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

OCTOBER 2024

INTRODUCTION

In line with the requirements of the Finance and Audit Act, the Ministry of Education, Tertiary Education, Science and Technology (MoETEST) has prepared its eighth Annual Report on Performance for the fiscal year 2023-2024.

The Report has been structured as per the guidelines issued by the Ministry of Finance, Economic Planning and Development (MoFEPD) and gives an overview of the Ministry's main roles/ functions and achievements throughout that year. It also provides updates on the key performance indicators and highlights progress made in the implementation of the budget measures, major projects and programmes.

Additionally, the document includes details on the staffing position of the Ministry, a statement on the revenue and expenditure for the financial year 2023-2024 as well as actions taken to implement the recommendations of the National Audit Office.


The report affords evidence of good governance practices, transparency and accountability at this Ministry.

THE STRUCTURE OF THE ANNUAL REPORT



List of acronyms

AC	Audit Committee
AFD	Agence Française de Développement
AGO	Attorney General's Office
AIHD	Action for Integral Human Development
AKRM	Akademi Kreol Repiblik Moris
AUF	Agence Universitaire de La Francophonie
BoQ	Bill of Quantities
CBBR	Centre for Biomedical and Biomaterials Research
CHU	Centre Hospitalier Universitaire
COL	Commonwealth of Learning
CPB	Central Procurement Board
DIES	Dialogue on Innovative Higher Education Strategies
DoA	Director of Audit
DPC	Digital Proficiency Course
ECCEA	Early Childhood Care and Education Authority
EDLP	Early Digital Learning Programme
EP	Extended Programme
FTES	Free Tertiary Education Scheme
FY	Financial Year
GAR	Government Asset Register
GBV	Gender Based Violence
GS	Government School
HEC	Higher Education Commission
HEI	Higher Education Institute
HSC	Higher School Certificate
ICT	Information and Communication Technology
IMU	Infrastructure Management Unit
IQR	Institutional Quality Reviews
ITET	Institute of Technical Education and Technology
KM	Kreol Morisien
KPIs	Key Performance Indicators
LMS	Learning Management System
MDPA	Mauritius Digital Promotion Agency
MES	Mauritius Examination Syndicate
MFRS	Mauritius Fire and Rescue Services
MGI	Mahatma Gandhi Institute
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
MoU	Memorandum of Understanding
MQA	Mauritius Qualification Authority
MSC	Mauritius Sports Council
NAO	National Audit Office
NCD	National School Drawing
NCE	National Certificate of Education
NCF	National Curriculum Framework
NCVTS	National Credit Value and Transfer System
NECS	National Education Counselling Service



NGO	Non-Governmental Organisation
NQF	National Qualification Framework
NRB	National Remuneration Board
NSW	National Science Week
OER	Open Educational Resource
OSH	Occupational Safety and Health
OUM	Open University of Mauritius
PBL	Project-Based Learning
PLC	Professional Learning Community
PML	Polytechnics Mauritius Ltd
PPO	Public Procurement Office
PRC	Project Review Committee
PS	Permanent Secretary
PSAC	Primary School Achievement Certificate
PSC	Project Steering Committee
PSC	Public Services Commission
PSEA	Private Secondary Education Authority
QAA	Quality Assurance Authority
QAF	Quality Assurance Framework
RLKRM	Rapor Lortograf Kreol Repiblik Moris
SBA	School-Based Assessment
SBM	State Bank of Mauritius
SC	School Certificate
SC	State College
SeDEC	Service Diocésain de l'Education Catholique
SEN IU	Special Education Needs Integrated Unit
SEN	Special Education Needs
SENA	Special Education Needs Authority
SENDC	Special Education Resource Development Centres
SRHR	Sexual and Reproductive Health Rights
SSS	State Secondary School
STEM	Science, Technology, Engineering, and Math
TAFISA	The Association For International Sport for All
TE	Technology Education
TEL	Technology Enabled Learning
ToT	Training of Trainers
UdM	Université des Mascareignes
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UOM	University of Mauritius
UTM	University of Technology Mauritius
ZEP	Zone d'Education Prioritaire



Table of Contents

STATEMENT FROM THE HONOURABLE VICE-PRIME MINISTER, MINISTER OF EDUCATION, TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY	1
STATEMENT FROM THE AG. SENIOR CHIEF EXECUTIVE.....	4
PART I: ABOUT THE MINISTRY	6
VISION AND MISSION.....	7
CORE VALUES OF THE MINISTRY	8
ROLES AND FUNCTIONS OF THE MINISTRY.....	9
KEY LEGISLATIONS.....	10
OVERVIEW OF THE SECTIONS/UNITS OF THE MINISTRY	11
STATUTORY BODIES AND COMPANIES	14
GENDER POLICY STATEMENT	17
ABOUT OUR PEOPLE	19
ORGANISATION CHART	20
FUNDED POSITIONS BY SECTOR.....	21
PART II: ACHIEVEMENTS AND CHALLENGES	23
MAJOR ACHIEVEMENTS	24
MISCELLANEOUS ACTIVITIES.....	38
STATUS ON THE IMPLEMENTATION OF BUDGET MEASURES 2023/24	43
STATUS ON THE IMPLEMENTATION OF KEY ACTIONS FOR FY 2023/24	46
RISK MANAGEMENT.....	47
INTERNAL AUDIT	47
RISK MANAGEMENT FRAMEWORK.....	47
AUDIT COMMITTEE	48
IMPLEMENTATION PLAN – DIRECTOR OF AUDIT COMMENTS	49
PART III: FINANCIAL PERFORMANCE	56
FINANCIAL HIGHLIGHTS	57
EXPENDITURE.....	59
ANALYSIS OF MAJOR CHANGES	62
STATEMENT OF EXPENDITURE AND REVENUE	65
PART IV: WAY FORWARD	67
TRENDS AND CHALLENGES	68
STRATEGIC DIRECTION.....	70

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



As we reflect over the past financial years, we must recognize the tremendous efforts made by Government in the education sector. Each decision and every action have been geared towards providing an inclusive, equitable and quality education to all learners. This financial year 2023-2024 has witnessed further innovative actions that are far reaching in nature and a few of them deserve to be highlighted.


The Free Pre-Primary Education Scheme has been introduced so as to bring about greater equity in the system. The objectives have been clear from the very outset: the alleviation of the financial burden on parents and the assurance of equal opportunities for all children to access quality early childhood education. In this context, resources are equitably allocated to schools via a Grant-in Aid formula.

We have also intensified the support provided to the Special Education Sector with funding of more than Rs357M, representing an increase of some 43 % over the last year. In addition, a Quality Assurance Framework (QAF) has been implemented to ensure that teaching and learning are done as per international norms and standards.

One of the goals of education is to create possibilities for all learners to find their fitting place in the system. The felt need for new pathways helps explain why technical education has slowly but surely become an important factor in re-engineering the education and skills development system.

Thus, to align our education system with the 21st century global movement towards a competency-based curriculum, Technology Education has been introduced as a new learning pathway for Grades 10 and 11 students since January 2024. The curriculum has been so designed as to impart skills and competencies that are in high demand, particularly in the fields of Science and Technology, thus contributing to the nation's technological and economic advancement.

As importantly, the Institute of Technical Education and Technology (ITET) Training Centre in Beau Vallon was inaugurated on 02 May 2024. A Memorandum of Understanding (MoU) was signed between the ITET and the Madison Area Technical



College, marking a significant step towards bolstering Technical Education through fostering international collaboration.

Digital literacy has become a pre-requisite today and this year has seen a furtherance of the strong efforts towards an accelerated digitalisation of the education system. Google Classroom has been introduced as a Learning Management System (LMS) in Secondary schools and Project-Based Learning (PBL) has been promoted with the use of Information and Communication Technology (ICT) as a leverage.

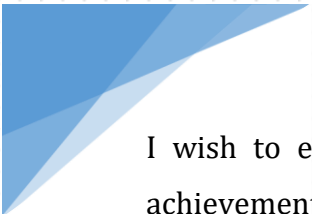
An education system characteristically thrives on an adequate provision of and the quality of its teaching personnel. Thus, some 520 trainee Primary Educators and 547 Secondary Educators have been recruited to ensure an adequate pupil to teacher ratio for effective learning.

Additionally, keeping in view that the professional development of teachers enhances their skills and knowledge while having a positive impact on student learning outcomes, we have extended the Professional Learning Community (PLC) gradually throughout the education subsectors in a bid to share best practices and professionalise the service delivery. Equally, a harmonisation of salaries between qualified educators of the public and private schools has become effective, ensuring greater parity of esteem.

Regarding the Tertiary Education sector, my Ministry and the Higher Education Institutions (HEIs) have sustained various initiatives to put Mauritius on the international forefront and some 39 Memoranda of Understanding and Agreements have been signed with renowned Universities/ Institutions for academic exchanges and scholarly progress.

While we have much to celebrate, we must also acknowledge that the road to excellence in education is long, sometimes bumpy. Reforms and transformations need a gestation period. Upstream actions initiated right from the primary level are very likely to help attain the targets set for the Extended Programme. Collaborative multi-stakeholder actions are afoot to circumscribe the issue of indiscipline while efforts are ongoing to address the lack of human resources and financial constraints for development projects in a holistic and focused way.

Indeed, our commitment to advancing education in Mauritius remains steadfast as we look to the future. The coming year will see a series of actions to further strengthen the education programmes and strategic actions to improve the system.



I wish to extend my deepest gratitude to all who have contributed to this year's achievements and look forward to their continued support. Together, we will strive to build a brighter and more prosperous future for Mauritius.

Thank you.

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




I am pleased to present the 8th Annual Report on Performance of the Ministry of Education, Tertiary Education, Science and Technology for the fiscal year 2023-2024.

In line with its vision, this Ministry has spared no efforts to improve educational achievement, sustain innovation, and ensure equitable access to quality education for all. We have completed the full cycle of free education this year from pre-primary to tertiary benefitting around 200,675 learners.

We have strived to ensure efficiency throughout the various initiatives and operations at the Ministry. Projects have been duly executed leading to an overall utilisation of some 99% of our budget for the year 2023-2024. All the nine non-infrastructure budget measures were successfully implemented and most of the infrastructural measures are well on track.

With a view to boosting our service delivery, special attention has been paid to continuous professional development of the staff to strengthen their efficiency and to ensure physical, mental and emotional wellbeing of learners. To that end, some 1129 officers attended training and capacity building workshops, including some 27 at international level. Moreover, some 400 teachers and assistant teachers were trained in the SEN sub-sector to be better equipped to empower SEN learners and to promote inclusion at all levels so that every child is taken on board on the path of development and educational success.

Our learners and stakeholders have remained at the centre of the educational sector and we have adopted a participative approach in our journey towards aiming at better preparing our students for a fast-developing global set-up. We have responded to the need of Industry by providing technical and technology pathways to the students. Technology Education with a competency-based curriculum has been introduced at secondary level and ITET has inaugurated its first Technology Education Centre at Beau Vallon. Polytechnics Mauritius Limited has extended its activities and courses, leading students to more than 90% employment rate on completion of their courses.



The Ministry has, through the Citizen Support Portal, also catered for the need of a broader population and attended promptly to 210 tickets on the platform.

The National Examinations Board was proficiently operationalised and it conducted the examinations and assessment of the National School Certificate for Kreol Morisien. It will widen its activities and carry out the examinations for some 17 subjects of the Technology Education stream as from 2025.

We have further strengthened our resilience and are coming forward with various initiatives to digitalise the education system. After completion of the EDLP project at Primary level and the Student Support Portal at Lower Secondary level, we are embarking on the Google Classroom and the EMIS project with the UNESCO.

I can vouch for the fact that the above would not have been possible without the active participation and valuable contribution of all our dedicated officers of the various Cadres at the Ministry. I take this opportunity to express my sincere appreciation to them for their unflinching support and have a special thought for the Hon Vice Prime Minister who has guided us throughout the years.

I am confident that, with the collaborative spirit and determined efforts of one and all, we will advance towards the achievement of our vision and objectives in the delivery of quality education to the nation.

Mrs Sandrine Valère
Ag. Senior Chief Executive



PART I: ABOUT THE MINISTRY

A photograph of a large, modern, multi-story building with a central tower and a flagpole, surrounded by palm trees and a paved area with orange traffic cones. The image is overlaid with a semi-transparent blue filter.

Part I sets out the Vision, Mission, Overview and Organisational Structure of the Ministry; its Roles and Functions, including those of the major agencies under its purview and a Gender Statement.

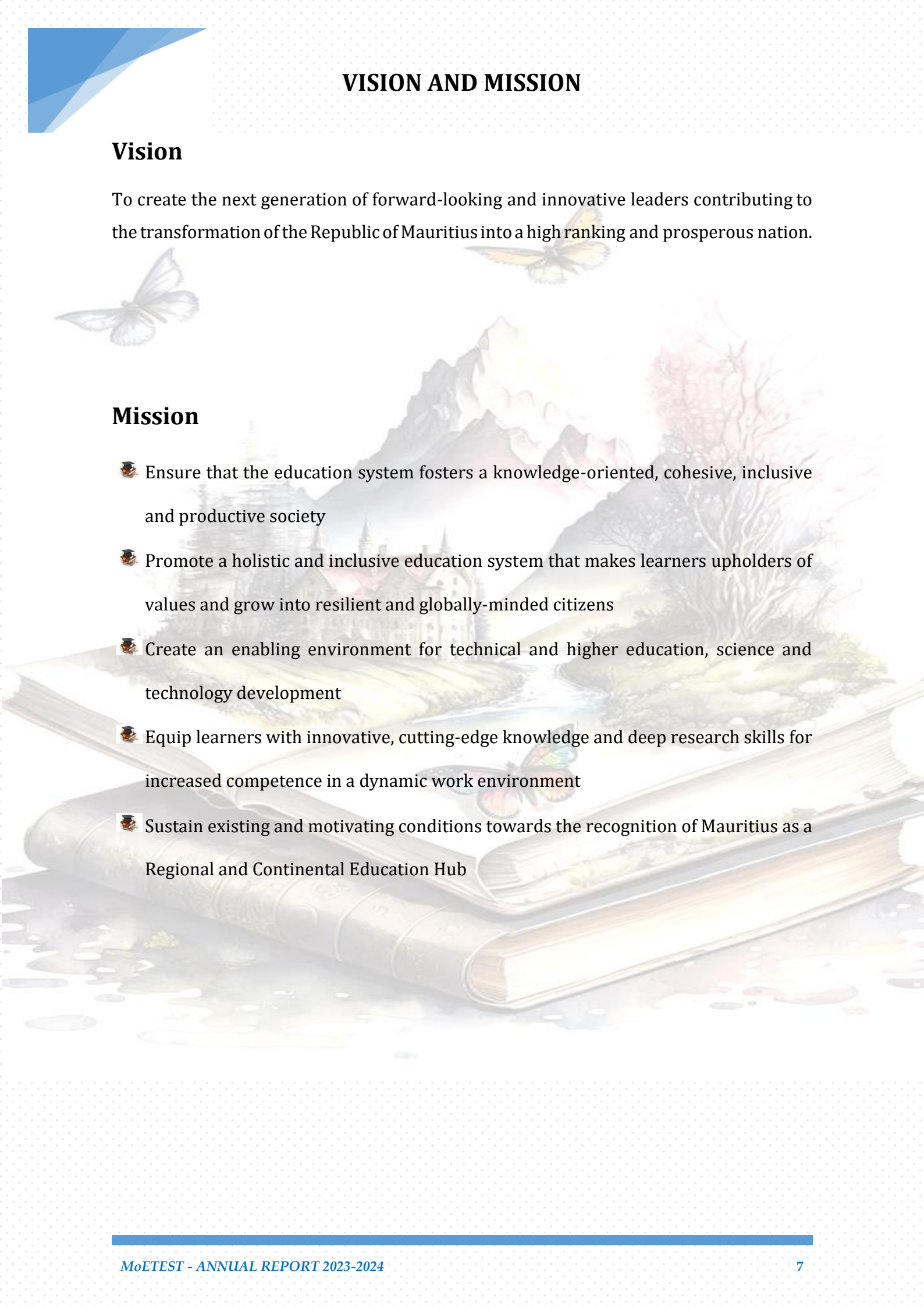


VISION AND MISSION

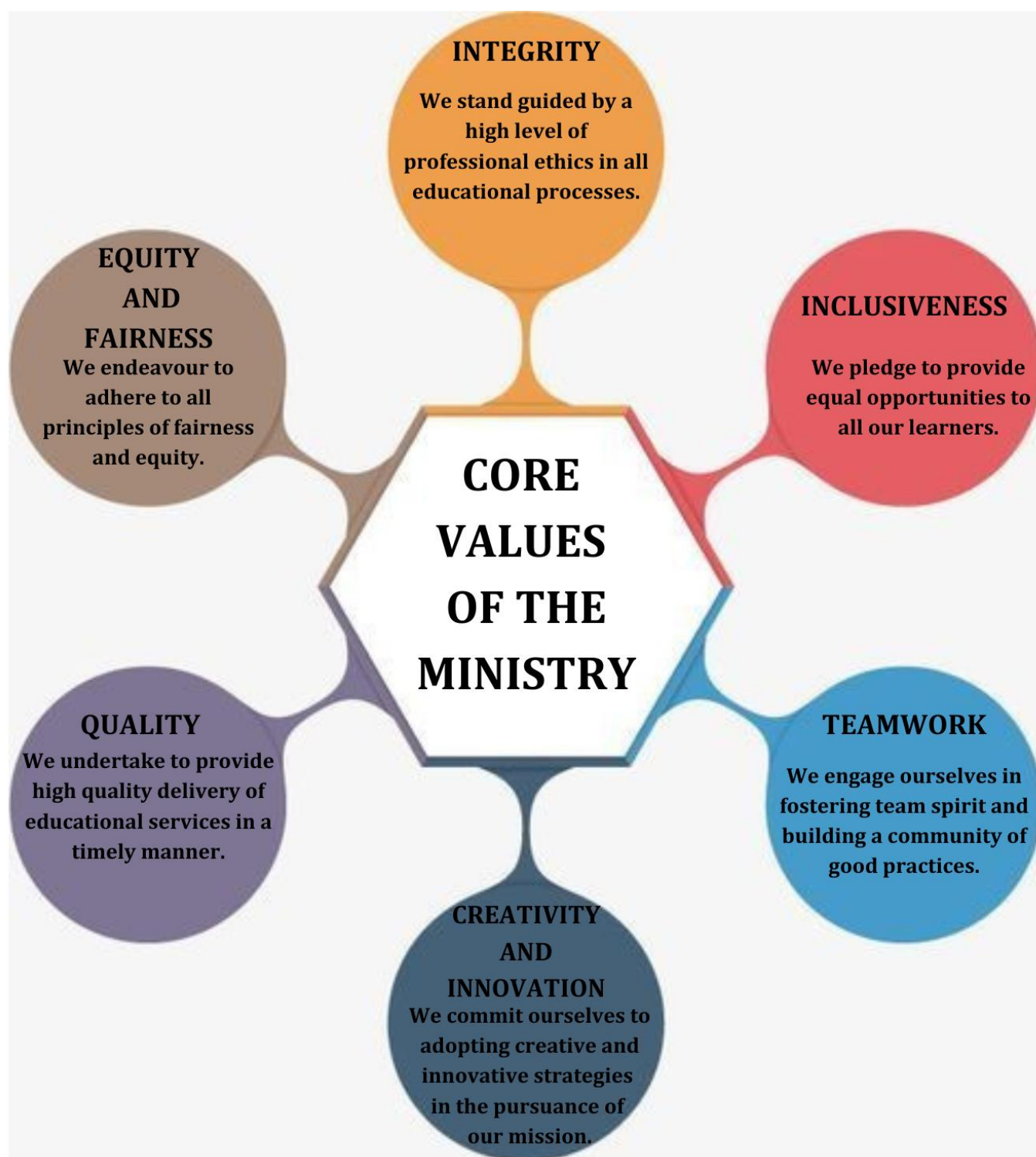
Vision

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 system 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
 - 🎓 Sustain existing and motivating conditions towards the recognition of Mauritius as a Regional and Continental Education Hub

CORE VALUES OF THE MINISTRY



ROLES AND FUNCTIONS OF THE MINISTRY

The MoETEST 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 (NCF) and the implementation of the Nine Year 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 (SEN) 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 lower secondary schools as well as to all needy students, through the provision of educational materials; and
 - 🎓 to students to practice and participate in 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 primary and secondary levels.
- 🎓 Monitors the performance of parastatal bodies operating within its purview.
- 🎓 Formulates and implements health promotion policies and sanitary protocols in all education subsectors.
- 🎓 Formulates policies for the enhancement of the higher education sector, including research capabilities.
- 🎓 Promotes collaboration with international partners for continued improvement in education regulatory frameworks 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 that 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 the establishment of 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.
- Develops policies to promote innovation and research for enhanced societal impact including the promotion and uptake of science and technology across all education sectors.
- Regulates 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

- Implements EdTech strategies including the enhancement of 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 in the use of ICT in education.

CURRICULUM DEVELOPMENT AND EVALUATION

- Provides policy guidelines for the design, elaboration, monitoring and review of curriculum at primary and secondary levels in line with the Nine-Year Continuous Basic Education Policy.



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 UNESCO's thrust areas, namely, Education, Culture, Science, Information and Communication Technology and Communication and Information.
- 🎓 Assists in and facilitates the implementation of UNESCO's various activities at national level.

SCHOLARSHIPS

- 🎓 Implements and manages the 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 and Budget Plans for the Ministry.
- 🎓 Plans and monitors the provision of funds to all subsectors 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 these 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 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 through a wide range of integrated services.
- 🎓 Collaborates with the families of the learners to provide support and guidance tailored to the needs of learners.

SPECIAL EDUCATION NEEDS UNIT

- 🎓 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 (QAF) 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.

CITIZEN SUPPORT UNIT

- 🎓 Scrutinises and channels complaints, general inquiries and suggestions received on the Citizen Support Portal.
- 🎓 Ensures follow up with the concerned authority regarding the status of actions taken.
- 🎓 Keeps complainants updated with actions taken or procedures involved.
- 🎓 Ensures that accurate, sufficient information is provided for onward submission to the complainant and within the agreed service level agreements.

CUSTOMER CARE UNIT

- 🎓 Attends to the public, manages queries, complaints, and phone calls from stakeholders, and coordinates with departments for appropriate actions.
- 🎓 Assists in the organisation of workshops, press conferences and meeting preparations.
- 🎓 Ensures the smooth execution of events and distribution of materials.

CORPORATE SERVICES

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

ZONAL DIRECTORATES

- 🎓 Implement at Zone level, the policies and programmes for the smooth running of primary and secondary schools.
- 🎓 Act 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 within its purview. Each Statutory Body is managed by a Board/ Council appointed by the Government. These Bodies operate as autonomous entities and have their specific goals and objectives with 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 policies of Government.
- 🎓 Regulates and monitors the higher education sector.
- 🎓 Formulates guidelines on research grants and provides funding for the conduct of research.

INSTITUTE OF TECHNICAL EDUCATION AND TECHNOLOGY

- 🎓 Implements policies for the delivery of 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.
- 🎓 Undertakes curriculum development and textbook production in Asian Languages.
- 🎓 Further the progress of education, including at Tertiary level and culture in general.

MAURITIUS INSTITUTE OF EDUCATION

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

MAURITIUS QUALIFICATIONS AUTHORITY

- 🎓 Develops, implements and maintains the National Qualifications Framework (NQF).
- 🎓 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 education in higher education institutions 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

- 🎓 Operates 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.

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:

- 🎓 High scores on the education measurements such as accessibility, availability and affordability for all.
- 🎓 Education policies ensuring equal opportunities and access to free education at all levels of the education system indiscriminately – from pre-primary through tertiary for a first undergraduate degree.
- 🎓 Gender parity in enrolment at pre-primary, primary and secondary levels.
- 🎓 Gender parity in literacy for age group 12 to 24 years.
- 🎓 Implementation of Sexual and Reproductive Health Rights (SRHR) in primary and lower secondary school curricula in line with international technical guidance on Sexuality Education.

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

- 🎓 The under-representation of girls and women in Science, Technology, Engineering and Mathematics (STEM);
- 🎓 The under-performance of boys at primary and secondary levels; and
- 🎓 The development and implementation of a Gender Action Plan by all educational institutions.

Gender responsive strategies/actions: -

- 🎓 The development of gender responsive guidelines to encourage more girls to study science and technology related subjects at upper secondary and tertiary levels and to increase the number of women in STEM-related professions.
- 🎓 Advocacy to universities, institutions of higher learning and institutions providing technical education to develop and adopt gender policy statements.
- 🎓 Advocacy to promote gender studies for both 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 stereotypes 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.

- 🎓 Capacity building for all stakeholders of the educational sector on combating Gender-Based Violence.
- 🎓 Development and implementation of programmes for transformative change at school level in relation to gender matters.





ABOUT OUR PEOPLE

The Ministry employs more than 12,000 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. She 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.

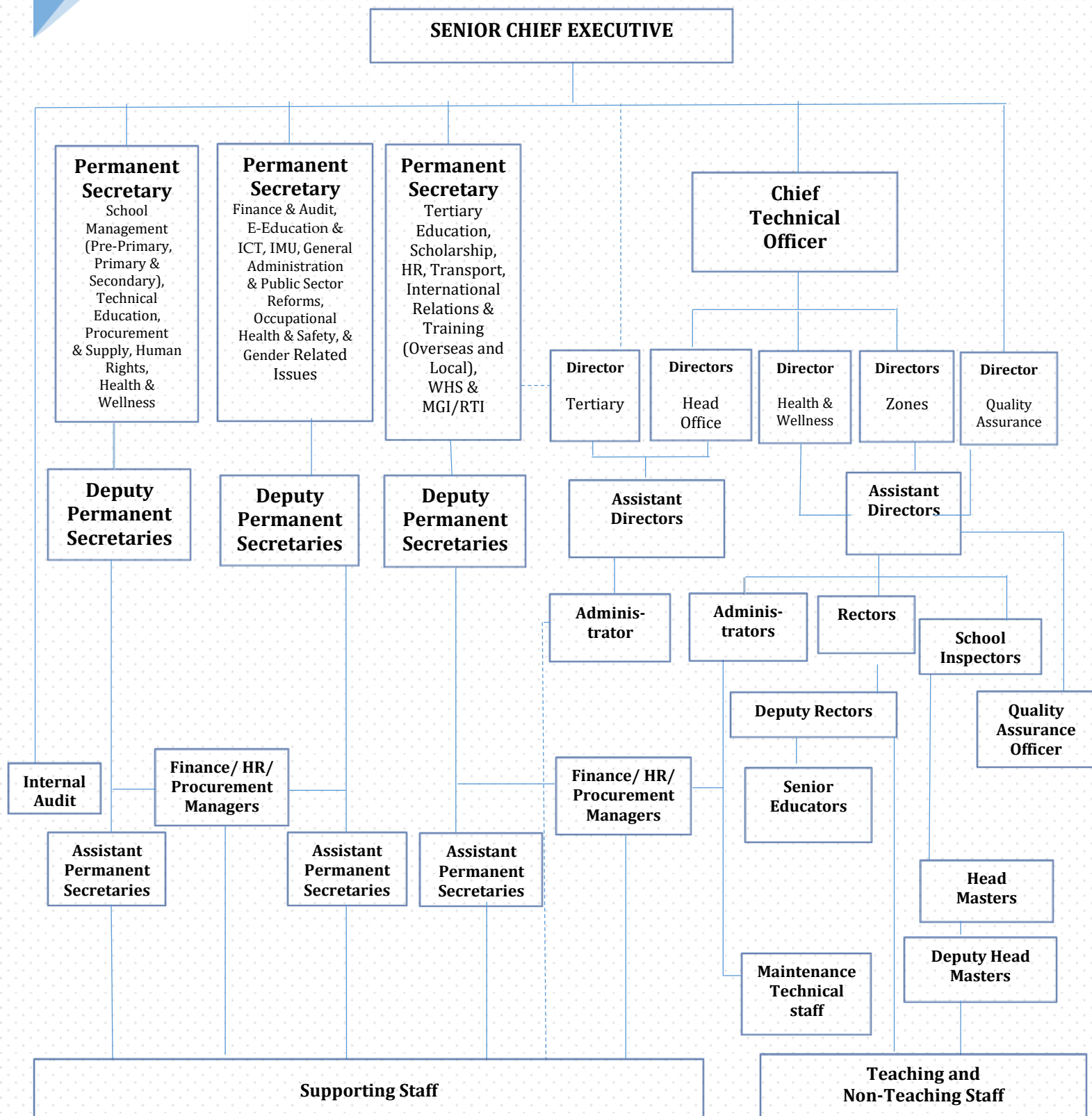
The Senior Chief Executive is assisted in her functions and duties by a pool of officers at all levels including three Permanent Secretaries, the Chief Technical Officer, Directors, Deputy Permanent Secretaries, Assistant Directors, Administrators, Assistant Permanent Secretaries and Officers of the 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 teaching staff engaged in the conduct of classes and non-teaching staff as support.

ORGANISATION CHART



FUNDED POSITIONS BY SECTOR

During the financial year 2023-2024, the Ministry had a total of 12,228 funded positions, as follows:

A. MANAGEMENT AND GENERAL

Job Title/Category	Funded positions 2023/24	In Post	
		Male	Female
Senior Chief Executive	1	-	1
Permanent Secretary	3	2	1
Deputy Permanent Secretary	7	3	3
Assistant Permanent Secretary	13	4	8
Chief Technical Officer (Education)	1	1	-
Director	6	-	1
Assistant Director	6	4	2
Administrator (Education)	9	5	4
Director Quality Assurance	1	1	-
Assistant Director Quality Assurance	1	-	1
Director (Health and Wellness)	1	-	1
Assistant Director (Health and Wellness)	1	1	-
Quality Assurance Officer	18	6	9
Other Technical Staff	26	6	11
Other Support Staff	218	66	127
TOTAL	312	98	169
Percentage Gender Distribution		36%	64%

B. PRE-PRIMARY AND PRIMARY

Job Title/Category	Funded positions 2023/24	In Post	
		Male	Female
Director	1	-	-
Assistant Director	2	2	-
Assistant Director (Primary)	1	-	1
Inspectorate	55	24	31
Supervisory Group	30	7	6
Headmaster	210	98	111
Deputy Headmaster	814	275	528
Teaching Staff	4327	657	3289
Other Technical Staff	131	30	83
Support Staff	1136	353	667
TOTAL	6707	1446	4716
Percentage Gender Distribution		23%	77%

C. SECONDARY

Job Title/Category	Funded positions 2023/24	In Post	
		Male	Female
Director	2	-	-
Assistant Director	2	2	-
Administrator (Education)	8	5	3
Rector	63	27	35
Deputy Rector	63	24	39
Senior Educator	46	16	30
Educator/ Teacher	3265	1337	1907
Other Technical Staff	171	32	82
Support Staff	1483	570	836
TOTAL	5103	2013	2932
Percentage Gender Distribution		40%	60%

D. SPECIAL EDUCATION NEEDS (SEN)

Job Title/Category	Funded positions 2023/24	In Post	
		Male	Female
Head SEN Resource Centres	1	1	-
Inspectorate	2	1	1
Officer-in-Charge, Specialised Schools/ SENRDC	7	2	4
Educator SEN	47	4	25
Therapists	8	-	8
Other	16	15	1
TOTAL	81	23	39
Percentage Gender Distribution		37%	63%

E. TERTIARY

Job Title/Category	Funded positions 2023/24	In Post	
		Male	Female
Director (Tertiary)	1	1	-
Assistant Director (Tertiary)	1	1	-
Administrator (Tertiary)	1	1	-
Other	22	4	18
TOTAL	25	7	18
Percentage Gender Distribution		28%	72%

The background of the page features a light blue dotted pattern. On the left, there are several overlapping circles in shades of blue and green, some with thin white outlines. On the right, there is a stack of colorful books (red, green, yellow, and blue) with a black graduation cap (mortarboard) resting on top. A yellow tassel hangs from the cap. The title text is centered and reads:

PART II:

ACHIEVEMENTS

AND

CHALLENGES

Part II describes the major achievements and the performance of the Ministry during the Financial Year 2023-2024. 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 2022-2023.

MAJOR ACHIEVEMENTS

PRE-PRIMARY EDUCATION

🎓 The Free Pre-Primary Education Scheme has been implemented since January 2024 for children aged 3 to 5 years attending registered private pre-primary schools. Out of the 559 registered private pre-primary schools, 427 have joined the Free Pre-Primary Education Scheme. Some Rs338M have been disbursed as at June 2024 to the schools, thereby benefiting some 13,153 children.

🎓 A Revised National Curriculum Framework for teaching pre-primary children aged 3 to 5 years, was launched on 18 April 2024. The curriculum aims at fostering the holistic development of children during preschool years including social skills, core values, emotional and self-regulation skills and academic knowledge and skills.



🎓 A five-day workshop on Nature-Based Environmental Education Activities in Early Childhood was held from 13 to 17 May 2024. Some 40 school teachers and 40 school managers were trained to effectively implement nature-based environmental education activities and to nurture pro-environmental behaviours while instilling lifelong stewardship values among preschoolers.



PRIMARY EDUCATION

🎓 450 Trainee Primary Educators were recruited and an induction was held on 05 March 2024 with the aim to apprise them of their duties and the requisite skills that would be of utmost importance for teaching children at school.



🎓 “Les Amis de Zippy”, an evidence based social emotional learning programme targeting 5-7 years old, was implemented on a pilot basis in 2019 and extended nationwide in Grade 1 in academic year 2024. In this context, an awareness session was organized in collaboration with KONEKTE (formerly known as AIHD) for all Headmasters/ Deputy Headmasters, Principal School Inspectors, School Inspectors Conseillers Pedagogiques (SeDEC) and Zippy Desk Officers on 30 April 2024. As at date, the programme has reached some 14,562 Grade 2 learners in Mauritius and 2,925 in Rodrigues. 291 newly recruited Educators (Grades 1, 2 and 3) were trained to implement the project for the year 2024.



🎓 Some 12,633 pupils of Grades 4, 5 and 6 of 256 Primary schools have participated in the After-School Sports & Fitness Programme, in collaboration with the Mauritius Sports Council (MSC), over a period of eight weeks.

🎓 9,113 pupils of 234 primary schools have participated in the “Natation Scolaire” programme in collaboration with the MSC and the Ministry of Youth Empowerment, Sports and Recreation.



🎓 A three-day Workshop was conducted on the 28, 29 and 30 May 2024 with some 1,900 Primary School Educators teaching Asian Languages, Arabic, Kreol Morisien and Holistic Education Programme in the

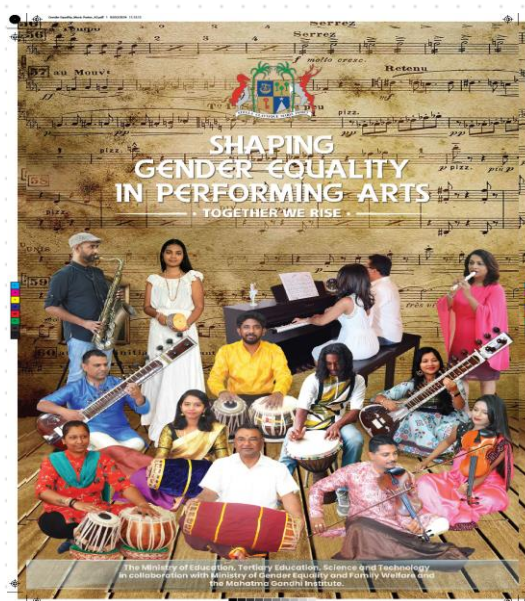
Primary Schools to introduce the concept of Professional Learning Communities for their personal growth as teachers.

🎓 With a view to improving pupils' welfare and school performance in the ZEP schools, the following activities were organised in collaboration with various NGOs:

- ✎ Pull out interventions on literacy and Numeracy at H. Ramnarain GS by Terra Foundation;
- ✎ Reading and writing programme for pupils of Bambous 'A' GS by New Horizon - Medine Foundation;
- ✎ Programmes by Terrain for Interactive Pedagogies through Arts (TIPA) at Nicolay GS, Aimé Césaire GS, Rev Espitalier Noel GS and Bambous A GS; and
- ✎ A programme on marine nature and biodiversity related to Grade 4 Curriculum, by Odysseo in 6 ZEP schools from April to May 2024.

SECONDARY EDUCATION

- 🎓 A total of 547 Educators were recruited across various subjects for the secondary education subsector, strengthening the commitment to provide quality education and address the evolving needs of students and institutions.
- 🎓 184 students sat for the Kreol Morisien National School Certificate Examinations, for the first time in Oct/Nov 2023, with a pass rate of 96.28%. In 2024, 8,339 students at lower secondary level, and 1,299 at upper secondary level, have opted for Kreol Morisien. 527 candidates have entered for Kreol Morisien at the National School Certificate examinations to be held in Oct/ Nov 2024.
- 🎓 With a view to making assessment more meaningful for students of the Extended Programme, a School Based Assessment has been introduced for the students taking the National Certificate of Education (NCE) 2024. Capacity building sessions related thereto for Educators concerned were carried out in April 2024.
- 🎓 To challenge gender stereotypes and eliminate the notion that certain art forms are exclusive to one gender, two posters were created for use in the teaching of Music and Dance in secondary schools. These posters emphasize that all forms of music and dance can be practiced by anyone, regardless of gender.



INFRASTRUCTURE MANAGEMENT

🎓 The following infrastructure projects were implemented for the year 2023-2024:

- ✎ Construction of new specialist rooms at Terre Rouge SSS, Belle Rose SSS, Floreal SSS, France Boyer de la Giroday SSS;
- ✎ Conversion of existing classrooms into specialist rooms in the following Academies: Sir Abdool Raman Osman SC, GMD Atchia SC, Royal College Curepipe, Sir Leckraz Teelock SSS, John Kennedy SC and Sookdeo Bissoondoyal SC;
- ✎ Upgrading and renovation works in SENRDCs and SENIUs such as partitioning works, fencing of yard for safety of pupils, external painting works, building of sheds.

SCHOLARSHIPS

🎓 92 scholarships were awarded for an undergraduate degree for the year 2023-2024 and 35 scholarships were awarded for postgraduate studies.

🎓 A reception was held on April 24, 2024, to honor the 49 laureates who demonstrated with their outstanding performances in the 2023 Higher School Certificate (HSC) examinations.



SPECIAL EDUCATION NEEDS (SEN)

🎓 The Quality Assurance Framework for Special Education Needs (SEN) Schools was launched on 02 May 2024. The Framework aims at improving education practices and sustaining quality education in SEN institutions through the implementation of a set of international norms and standards, all the while upholding children's rights.



🎓 Professional courses for staff of the Special Education Needs (SEN) sector were launched on 02 March 2024. Some 400 teachers and assistant teachers were trained as part of the professionalisation of the SEN sector.

🎓 A workshop focusing on the theme 'Fostering Inclusive Education among School Leaders in Mauritius' was organised by the Special Education Needs Authority (SENA) on 19 March 2024 to promote inclusion at all levels so that every child is taken onboard on the path of development and educational success.



TECHNICAL AND TECHNOLOGY EDUCATION

🎓 Technology Education (TE) was introduced as a new pathway for Grades 10 and 11 students in January 2024. Technology Education is so designed as to provide students with comprehensive skills, blending theoretical knowledge with hands-on learning. This approach prepares students for the rapidly evolving technological landscape and fosters critical thinking, creativity, and adaptability skills. For the cohort 2024, there were 86 students in Grade 10 from six schools namely:

- 🏫 Islamic Cultural College (VDP)
- 🏫 New Eton College
- 🏫 Camp de Masque SC
- 🏫 Emmanuel Anquetil SSS
- 🏫 Loreto Mahebourg College
- 🏫 Swami Sivananda SSS

🎓 91 Educators were involved in teaching Technology Education, all of whom have undergone training before joining the program. Their continuous training is being ensured by the Mauritius Institute of Education and the Mauritius Examinations Syndicate.

🎓 The Institute of Technical Education and Technology (ITET) Training Centre in Beau Vallon was inaugurated on 02 May 2024. A Memorandum of Understanding (MoU) was signed between the ITET and the Madison Area Technical College, marking a significant step towards bolstering Technical Education and fostering international collaboration.



🎓 The PML has crossed the 5,000 active students bar while offering more than 50 programmes with an employment rate of more than 95% after graduation.

AKADEMI KREOL REPIBLIK MORIS

🎓 The Akademi Kreol Repiblik Moris (AKRM) has organised for the 3rd consecutive year Kreol Morisien (KM) courses for the general public involving some 31 participants. This course was fully sponsored by the AKRM and run in collaboration with UoM and MIE on a hybrid mode.

🎓 In May 2024, the AKRM has in collaboration with 14 authors led to the publication of an updated version of the 'Rapor Lortograf Kreol Repiblik Moris (RLKRM)' to consolidate the fundamentals of orthography, lexis and grammar leading Kreol Morisien as a standard language.



HEALTH AND WELLNESS

🎓 A drug use prevention master training workshop on REBOUND was held from 10 to 19 April 2024. It saw the participation of some 60 Senior Educators from public and private schools.



On Wednesday 06 March 2024, a sensitisation workshop on Dengue was organised in collaboration with the Ministry of Health and Wellness. 108 Educators and 177 students attended the event and a 5-minute video explaining key facts about dengue was disseminated thereafter to all the educational institutions.



A two-day 'Anti-Violence and Anti-Bullying Guidelines' workshop was organised on 27-28 May 2024 with Heads of Secondary schools. It urged school leaders to adopt proactive measures for the transformation of the school environment into a conducive one for effective learning and teaching.



NATIONAL EDUCATION COUNSELLING SERVICE (NECS)

Approximately 3,895 students benefitted from the services of the 65 counselling Units 'Service D'Ecoute' set up in State Secondary Schools in year 2023 to facilitate positive learning and behaviour and enhance healthy development.

Counselling sessions targeting a total number of 14,086 learners were held in pre-primary, primary and secondary schools as well as in SEN Institutions.

- 🎓 An Awareness Programme on “Body Safety and Well Being” was initiated for pupils of Grades 4 to 6 whereby 10, 678 pupils of 235 primary schools have been sensitised.
- 🎓 The Educational Social Worker cadre organised a one-day capacity building on 03 April 2024 for the team of Educational Social Workers on Stress Management involving some 24 participants.
- 🎓 NECS Zones 1, 2 and 4 have organised workshops for the Student Care and Counselling Desk members on the 28 March, 18 April and 08 May 2024 respectively on “Promoting Self-Care”.
- 🎓 Some 44 Educational Social Workers, Educational Psychologists and Head of Schools participated in a four-day interactive workshop, in collaboration with the Commission for Education of Rodrigues Regional Assembly, on how to address the socio-emotional and behavioural problems among students and providing sustainable supports in the month of April 2024.

E-EDUCATION

- 🎓 The Digital Proficiency Course (DPC), in collaboration with the Mauritius Digital Promotion Agency (MDPA), under the aegis of the Ministry of Information Technology, Communication and Innovation, was launched on 23 May 2024. The DPC is a comprehensive 45-hour training programme aiming at enhancing the digital skills of the population and equipping young students with essential skills for the digital age, thereby enabling learners to navigate the digital world of tomorrow with confidence and competence.
- 🎓 A one-day workshop on Early Digital Learning Programme (EDLP), aimed at further facilitating the integration of digital technology into teaching and learning of pupils in primary education was held on 18 April 2024. Around 100 School Inspectors attended the workshop which equally aimed at revitalising the implementation of the EDLP and highlighting the importance of monitoring for more efficiency.





- 🎓 Provision of digital tablets to learners under the EDLP has been completed in the primary school cycle since September 2023, with the Grades 5 and 6 classrooms also being fully equipped with tablets, projectors and rack chargers. All in all, about 76,880 tablets, 3,140 rack chargers, 1,401 laptops and 4,380 projectors have been provided under the EDLP project for Grades 1 to 6.
- 🎓 Google Classroom as a Learning Management System was approved by the Government on 24 April 2024, and it kicked off on 6th May 2024 with a briefing session with Rectors. They were briefed on the strategy to implement technology-enabled education in the school curriculum, enrich online teaching as well as to ensure educational continuity during disruptions like bad weather.

TERTIARY EDUCATION

- 🎓 Since the start of the Free Tertiary Education Scheme in January 2019, some Rs3.06 billion have been released in respect of 41,600 students in 10 Public Education Institutions.
- 🎓 Guidelines and a framework on the National Credit Value and Transfer System (NCVTS) were developed for efficient and transparent credit transfer processes between NQF-recognized qualifications.
- 🎓 The Mauritius Qualifications Authority (MQA) has developed a micro-credentials and NCVTS Policy Framework, in collaboration with HEC to enhance accessibility,

mobility, and lifelong learning. The Framework aligns with national skill development policies and outlines principles, stakeholder roles, quality assurance, NQF integration, and technical infrastructure.

🎓 The Commonwealth of Learning (COL) Skill for Work Scholarships granted 447 awards to Special Education Needs (SEN) teachers and 359 awards, with 114 scholarships in biotechnology and related fields.

🎓 The Quality Assurance Authority (QAA) has developed an Institutional Quality Reviews (IQR) manual which transitioned from a compliance-based to an enhancement-led approach.

🎓 The University of Mauritius (UoM) has signed a Cooperation Agreement in October 2023 with the Ministry of Health and Wellness Mauritius, Université de Bordeaux, CHU de Bordeaux, Université de la Réunion, and CHU Réunion to run medical specialist programs for in-service medical officers.

🎓 The Université des Mascareignes (UdM) was awarded "Best Educational Institution" in the Africa Leadership Awards on 12 December 2023.

🎓 The University of Technology Mauritius (UTM) embarked on the construction State-of-the-Art Biotechnology Lab worth Rs 17.5 million in November 2023.

🎓 The UoM has invested in Centre for Biomedical and Biomaterials Research (CBBR) Labs, Food Innovation Lab and Co-Working Space, Dairy Processing Lab and Theatre Lab to improve teaching and research facilities.

🎓 The Université des Mascareignes (UdM) signed the renewal of the Memorandum of Understanding (MoU) with the University of Limoges on 18 April 2024, to prolong the existing collaborative ties for an additional five years, alongside advancing the student exchange initiative. This initiative



enables students from both universities to immerse themselves in a full year of their academic programme in the partner country.

🎓 The National Multiplication Training Programme, launched on 27 February 2024,



forms part of the German “Dialogue on Innovative Higher Education Strategies” (DIES) Programme, and is jointly offered by the Middlesex University of Mauritius and the Université des Mascareignes. The training emphasised capacity-building in

Mauritius for effective implementation of Quality Management Systems in Higher Education Institutions (HEI) with a focus on accreditation, audits, and an introduction to internationalisation.

🎓 The Open University of Mauritius (OUM) achieved the highest student enrolment of nearly 15,000 as at April 2024.

🎓 The Higher Education Commission (HEC) Mauritius, in collaboration with the Commonwealth of Learning (COL), launched the third phase of the Technology Enabled Learning (TEL) project and Open Educational Resources (OER) Training on 03 April 2024.



🎓 The Rajiv Gandhi Science Centre in collaboration with the Ministry of Education, Tertiary Education, Science and Technology organised the National Science Week (NSW) 2024 from 25 to 29 March 2024 on the theme “Innovating for a Sustainable Future: STEM and Mauritius 2030”. A prize-giving ceremony was also held for the



poster competition targeting Grades 5 and 6 students with the theme "Wonders of Science." The Ramlall Motee Government School won the first prize.

Some 39 Memoranda of Understanding and Agreements have been signed with renowned Universities / Institutions for academic exchanges and scholarly progress by HEIs:

HEIs	No. Of MoU/ Agreements signed
UTM	17
UoM	9
UDM	8
OUM	4
HEC	1
MQA	Nil
QAA	Nil

INTERNATIONAL RELATIONS

Following the launch of the "APPRENDRE" Program: Support for the Professionalisation of Teaching Practices and the Development of Resources, in Mauritius in April 2023, 11 Training of trainers Workshops have been conducted from July 2023 to May 2024. Designed specifically for training of trainers, APPRENDRE is a program financed by the Agence Française de Développement (AFD) and coordinated by the Agence Universitaire de la Francophonie (AUF) in 26 African Countries. The series of Workshops brought together approximately 300 participants, including Heads of Primary and Secondary schools, Quality Assurance Officers, Primary School Inspectorate Cadre and key staff of the Ministry and the MIE.



QUALITY ASSURANCE AND INSPECTION DIVISION

The External Quality Assurance exercise was successfully conducted in all 63 State Secondary schools in 2023, and the process is ongoing for 2024. Based on the findings from the external evaluations, corrective measures are being worked out and implemented at school level with the assistance of Zonal Directorates.

CITIZEN SUPPORT UNIT

🎓 Status of tickets received on the Citizen Support Portal for period 01 July 2023 to 30 June 2024:

No. of Tickets	Total	Percentage
Received	210	-
Resolved/ Closed	204	97.14 %
Open/ In progress	6	2.86 %

MISCELLANEOUS ACTIVITIES

The Ministry has at heart the holistic development of learners and thus promotes co-and extra-curricular activities which help to form the personality of the learners while also ensuring that they develop various skills. Some of the activities and competitions in which learners participated are listed hereunder:

🎓 The National Model United Nations (NMUN) Conference 2024 took place successfully on August 5-6, bringing together students from schools across Mauritius to simulate the operations of the United Nations. This year's conference, themed "One Earth, One Chance, Our Responsibility," aimed to develop diplomatic skills, enhance global awareness, and promote critical thinking among the youth.



🎓 180 institutions, including primary and secondary as well as Higher Education Institutions, carried out the Eco-School Programme, which was launched in 2015. For the year 2023, five schools received the bronze award, 15 schools received the silver award and 49 schools were awarded the Green Flag.

🎓 The Mauritius Secondary Schools Football Tournament was organised in collaboration with the British High Commission and Premier League. 12 top-performing teams of boys and girls were qualified to compete in the finals on 14 September 2023 at the Côte d'Or National Sports Complex. Some 1,375 participants from 104 secondary schools were involved in this tournament.



🎓 A Poster Competition on the theme of "Online Safety" was organized in May 2024 for primary school pupils in Grades 4-6 to promote awareness about internet safety. A total of 56 participants from 15 schools took part, with the first prize awarded to Dayanundlall Basant Rai Government School.



🎓 The Cyber Hackathon was held in May 2024 for students in secondary schools to promote creativity, teamwork, and cybersecurity understanding. It saw the participation of 72 students from all educational zones and the Royal College of Curepipe won the first prize.



🎓 The Duke of Edinburg International Award was carried out in about 76 Secondary Schools (State and Private). The award prepared students of Grades 9-13 on activities such as Volunteering, Physical Activities and Skills for Bronze, Silver and Gold level. This award, which was formerly known as the National Youth Achievement Award was introduced in Mauritius in 1966, and renamed Duke of Edinburg International Award in 2013.

🎓 A National School Drawing/ Painting and Slogan Competition on Non-Communicable Diseases was organised in collaboration with the World Health Organisation, which aimed at raising awareness on NCDs and the reduction of associated risk factors. The Award Ceremony was held on Tuesday 19 March 2024.



🎓 A song on “La drog pas toi ki decider” was composed as part of the Flash mop to commemorate the International Day against Drug Abuse and Illicit Trafficking on the 26 June 2024.



🎓 Primary and secondary schools took part in the UNESCO Peace Competition 2022 - 2023 organised in collaboration with France 2. The finals were held in November 2023, where Mauritius won two first prizes:

1st Prize in the category Film for Peace by Swami Vivekananda SSS



1st Prize in the category Photography for Peace by Prof Basdeo Bissoondoyal (Girls) Secondary School.



🎓 Emphasis is also placed on the continuous professional development of Educators, empowering them not only in their teaching roles but also in facilitating extra-curricular activities within schools. Training organised for Educators include the following:

- ☞ A training session was held on 15 February 2024 to introduce the GLOBE Program (Global Learning and Observations to Benefit the Environment) to Rectors and one Educator from all State Secondary Schools. This initiative follows the successful implementation of the program in 20 pilot schools. The GLOBE Program is a global initiative dedicated to fostering scientific literacy through education and environmental observations.
- ☞ The Music Section organised a series of workshops with Educators of both State and Private Schools:

A two-day workshop on vocal training in August 2023 with Katrine Caine-a German Musicologist and Opera Singer based in Mauritius.



5th - 15th September 2023- workshop with all Educators on Sitar in collaboration with the Mahatma Gandhi Institute, Moka by Prof Mahajan from India.



6th- 17th November 2023- Workshop with the Educators teaching Tabla in collaboration with the Mahatma Gandhi Institute, Moka by Pandit Vibhav Nageskar from India.

🎓 A National Group Singing Competition 2024 was launched in April 2024 to showcase students' talents, creativity and passion for music. 38 secondary schools participated in the event and the first prize was awarded to Swami Vivekananda SSS. A special Prize for the most heterogeneous group as part of Gender-Based Violence (GBV) was awarded to Royal College Port- Louis.

***First Prize for National Singing Competition-
Swami Vivekananda SSS***



***Special Prize for most Heterogeneous Group as
part of GBV- Royal College Port- Louis***



STATUS ON THE IMPLEMENTATION OF BUDGET MEASURES FOR FY 2023 - 2024

Budget Para	BUDGET MEASURES	STATUS
168	To promote Mauritian literature, Rs10,000 will be provided to all secondary schools for the purchase of books from local authors.	Completed. 5,331 books have been purchased. A sum of Rs1,573,090 has been received from the National Resilience Fund to effect payment.
259-261	To make Mauritius a country with a complete cycle of free education, the provision of free pre-primary education for all as from the 1st of January 2024 was announced by the Hon. Prime Minister.	Implemented as from January 2024. As at end June 2024, Rs338,493,443 were disbursed to 427 private pre-primary schools benefitting some 13,153 children.
268	The provision for Grant in Aid to SEN schools will be increased by 23 percent to Rs 191 million.	Implemented as from July 2023. Rs236,003,413 were disbursed to 73 SEN institutions registered with SENA as at June 2024,
269	Provision made to increase the daily meal allowance for each SEN student by 60 percent to Rs 120.	Implemented as from July 2023. Rs50,247,600 were disbursed to 73 SEN institutions registered with SENA as at June 2024
270	The minimum eligibility criteria for evening schools running oriental classes will be reviewed from 25 to 10 students per class.	Operational as from August 2023.
271	Increasing the teaching staff by an additional: (a) 200 trainee educators in our primary schools;	Completed. 520 trainee primary educators recruited.
	Increasing the teaching staff by an additional: (b) 200 Educators in our secondary schools;	Completed. 547 secondary educators recruited.
	Increasing the teaching staff by an additional: (c) 14 Educators to cater for the increasing demand for admission of SEN students;	Ongoing. Recruitment exercise completed by the Public Service Commission. Only 3 educators have been recruited. The Post will be advertised anew.
	Increasing the teaching staff by an additional: (d) 50 School Clerks.	Ongoing. Recruitment exercise completed by the PSC. 26 have assumed duty. Recommendation will be made to PSC for the submission of additional names from the merit list.

Budget Para	BUDGET MEASURES	STATUS
INFRASTRUCTURE		
262	Upgrading of the infrastructure of some 100 public pre-primary schools to equip them with the necessary pedagogical materials to promote learning, development and playing.	Procurement stage. Bids launched on 25.03.24. 5 bids received at closing date but none was responsive. Actions initiated for the relaunch of bids.
263	Provision for the construction of a new primary school (including a PPU) in Black River.	Design stage. Awaiting land acquisition from the Ministry of Housing and Land Use Planning.
265	Construction, upgrading and maintenance of school infrastructure which includes: (a) Construction of additional classes for the teaching of Asian languages, a mini gym, a library, a science room and a staff room at the Valetta Government School.	Design stage. Project has been referred to MNICD for preparation of preliminary design/ drawings in October 2023 and the location of the proposed construction has been identified. As end of June 2024, the revised preliminary drawings were awaited from MNICD and clearances had been sought from relevant authorities for the construction.
	(b) Reconstruction of 6 classroom blocks, an ICT room and an administrative block at Rivière des Anguilles Government School.	Design stage. Project has been referred to MNICD for preparation of preliminary design/ drawings on 02 October 2023. Detailed requirements have been forwarded to MNICD on 07 May 2024.
	(c) Construction of 8 new classrooms, an administrative Block, library, ICT room, and staircase at Petit Raffray Government School.	Design stage. Project has been referred to MNICD for preparation of preliminary design/ drawings on 02 October 2023. Detailed requirements have been forwarded to MNICD on 07 May 2024.
	(d) Complete renovation of library, gymnasium and lecture theatre, upgrading of student's corner and raising of boundary walls at Sookdeo Bissoondoyal State Secondary College.	Project was referred to MNICD in 2022 and was split into two distinct projects: (1) Complete renovation of library, gymnasium and lecture theatre, upgrading of Student's Corner and raising of boundary walls - Preliminary stage (2) Renovation of Science laboratories- Design stage BoQ awaited by end of September 2024. The other project will come at a later stage.

Budget Para	BUDGET MEASURES	STATUS
266	In line with the Nine-Year Continuous Basic Education Programme, Specialist Rooms for the teaching of Food & Textile Studies and Design & Technology are being constructed in 11 Academies and 14 Regional State Secondary Schools.	<p><u>Status as at 30 June 2024 are as follows:</u></p> <p><u>Specialist Rooms for 11 Academies:</u> Completed: 8 Construction Ongoing: 1 Procurement: 2</p> <p><u>Specialist Rooms for 14 Regional Schools:</u> Completed: 7 Construction Ongoing: 4 Procurement: 2 Design Stage at MNICD: 1</p>

STATUS ON THE IMPLEMENTATION OF KEY ACTIONS FOR FY 2023-2024

The table below shows the status on the Key Actions and the Key Performance Indicators (KPIs) included in the Budget 2023-2024.

Outcome Indicator		Target	Achievement
Percentage of students who have successfully completed the 9 years basic education (Republic of Mauritius)		70%	74.6%
Higher Education Enrolment Ratio		48.2%	49.5%
Key Action	Key Performance Indicator	Target	Achievement
Ensure and improve quality standards for the Early Childhood Care and Education Authority (ECCEA)	Percentage of pre-primary schools adhering to ECCEA norms and standards	80.0%	75.5%
Improve performance of pupils at Primary School Achievement Certificate (PSAC)	PSAC pass rate (Republic of Mauritius)	83.5%	82.0%
Improve student performance at secondary education examinations in the Republic of Mauritius	NCE	70.0%	74.6%
	SC pass rate	80.0%	73.7%
	HSC pass rate	93.0%	84.4%
Boost up STEM in Secondary Education	Percentage of students taking at least 2 STEM subjects for HSC -	35.0%	34.9%
Digitalisation of Curriculum	No of grades for which e-resources have been developed	Grades 1-11	Grades 1-11
Capacity Building of Educators in online teaching	Percentage of educators trained	60.0%	35.0%
Training of primary school teachers trained in use of ICT	Percentage of primary school teachers trained in use of ICT	75.0%	94.6%
Enhance and expand technology education in Polytechnics	Number of courses offered	50	51
Barrier free access to Secondary Education for students with Special Needs	Percentage of State Secondary schools provided with barrier-free facilities (Cumulative)	90.0%	87.3%
Provide quality higher education adapted to the economy	Number of research articles/ internationally-refereed/ peer reviewed publications	430	335



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 2023 to June 2024, 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 165 recommendations was made following these audits and assignments.

Follow up was carried out on the 248 recommendations issued for the financial years 2021-2022, 2022-2023 and 2023-2024 and at least 85% of the recommendations has been implemented.

RISK MANAGEMENT FRAMEWORK

The Ministry has established a Risk Management Committee on 08 April 2022 headed by a Permanent Secretary to chart the way forward for development of the Risk Assessment Framework and act as a coordinating entity for enforcement and monitoring of risk at the level of management. The Committee has met twice since and has worked out the Risk Management Policy and a broad strategic roadmap for framework development.

The Risk Management Policy was officially signed on 16 November 2023 and circulated to all Head of Sections, Schools, Units and Departments in the Ministry. The Committee has also identified potential risk areas in the Ministry which have been compiled in a single Risk Management Register.

The Risk Committee has been reconstituted and Subcommittees are being established for relevant risk areas and will rope in the existing committees such as Occupational Safety and Health Committee, Anti-corruption Committee, School Emergency Response Team

and Audit Committee for a more concerted and holistic approach to risk management.

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.

COMPOSITION OF THE AUDIT COMMITTEE AS AT JUNE 2024

- The composition of the Audit Committee for FY 2022/23 and 2023/24 (*re-constituted*) was as follows:

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	Deputy Permanent Secretary
Secretary		Mr R. Emrith	Deputy Permanent Secretary

The AC met five times during the financial year 2023-2024 and analysed the following reports:

- Director of Audit Reports for the financial years 2019-2020, 2020-2021, 2021-2022 and 2022-2023;
- Third report of the Public Accounts Committee; and
- Internal Control Reports for financial years 2019-2020, 2020-2021, 2021-2022 and 2022-2023.

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 2023 in February 2024 and made therein various recommendations for the Ministry. The status of actions/measures undertaken to address the issues highlighted in the Director of Audit's (DOA) are shown in the table below:

Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2024
6.1 Lapses in Capital Project Management and Procurement Procedures:		
I. Construction of Training Centre at Beau Vallon on a Design-and-Build basis - Delay in Completion of Project	<ul style="list-style-type: none"> The Accounting Officer and MITD should take appropriate measures to expedite completion of the construction project so that the Centre becomes operational. 	<p>Completed</p> <ul style="list-style-type: none"> Handing over effected between Contractor and MITD on 23 April 2024. Launching of building effected by ITET on 02 May 2024.
II. Construction of New Ramsoondar Prayag SSS	<ul style="list-style-type: none"> Necessary actions should be initiated by the Accounting Officer for the completion of the outstanding works and for the recovery of the loss and amount due from the Contractor. 	<p>Ongoing</p> <ul style="list-style-type: none"> Outstanding works: Bids are ready for launching but no funds have been provided in Budget for FY 2024-2025. Financial clearance being sought thereto. Recovery of the loss: The matter is at Court level.
	<ul style="list-style-type: none"> A Project Steering Committee (PSC) should be set up to ensure proper project monitoring. 	<p>Completed</p> <ul style="list-style-type: none"> The Project Steering Committee was set up under the chair of the Permanent Secretary responsible for the Infrastructure Management Unit (IMU) and regular meetings are held thereto.
III. Reunion Road Government School - Additional Claims from Contractors due to Extended Stay resulting from Late Instructions by MNICD.	<ul style="list-style-type: none"> The Accounting Officer should initiate action for the completion of the outstanding works at the new block. 	<p>Ongoing</p> <ul style="list-style-type: none"> Survey is ongoing by the MNICD for completion of the outstanding works.
	<ul style="list-style-type: none"> Performance of contractors should be closely monitored by the PRC, in line with Section 9 of PPO Regulations and Directives. 	<p>Ongoing</p> <ul style="list-style-type: none"> The PRC regularly monitors the work of Contractors subject to submission of the relevant performance report by the MNICD. No performance report submitted by MNICD.
	<ul style="list-style-type: none"> A PSC should be set up to ensure proper project monitoring. 	<p>Completed</p> <ul style="list-style-type: none"> The Project Steering Committee was set up under the chair of the Permanent Secretary responsible for IMU and regular meetings are held thereto.

Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2024
IV. Conversion and/or Construction of Specialist Rooms	<ul style="list-style-type: none"> The Accounting Officer should ensure that MNICD submits timely information for the proper management of projects. 	Ongoing <ul style="list-style-type: none"> Close follow up is being done with the MNICD through regular meetings and correspondences
	<ul style="list-style-type: none"> A PSC should be set up to ensure proper project monitoring. 	Completed <ul style="list-style-type: none"> The Project Steering Committee was set up under the chair of the Permanent Secretary responsible for IMU and regular meetings are held thereto.
V. Construction of Swimming Pools	<ul style="list-style-type: none"> The performance of contractors should be closely monitored by PRC in line with Section 9 of PPO Regulations and Directives. 	Ongoing <ul style="list-style-type: none"> The PRC regularly monitors the work of Contractors subject to submission of the relevant performance report by the MNICD. No performance report submitted by MNICD.
	<ul style="list-style-type: none"> The Accounting Officer should ensure that MNICD submits timely information for the proper management of projects to prevent additional claims from the Contractor. 	Completed. <ul style="list-style-type: none"> Close follow up effected with the MNICD.
	<ul style="list-style-type: none"> A PSC should be set up to ensure proper project monitoring 	Completed <ul style="list-style-type: none"> The Project Steering Committee was set up under the chair of the Permanent Secretary responsible for IMU and regular meetings are held thereto
VI. Upgrading of Science Laboratories The 4 projects are: <ul style="list-style-type: none"> Upgrading of Laboratories at Queen Elizabeth College Rehabilitation of the Chemistry Laboratories at France Boyer de la Giroday SSS Renovation of Laboratories at Sookdeo Bissoondoyal State College New Science Block at John Kennedy College (at level of CPB) 	<ul style="list-style-type: none"> MoETEST should improve its planning and performance management processes for better achievement of its objectives, in accordance with the Risk Management Policy. 	Ongoing <ul style="list-style-type: none"> All projects mentioned are at the level of MNICD for preparation of bidding documents except for John Kennedy College which is at procurement for launching of bids. Close follow up effected with the MNICD.
	<ul style="list-style-type: none"> The IMU should actively monitor the implementation of projects. 	Completed <ul style="list-style-type: none"> Projects are being followed regularly by the PSC chaired by the Permanent Secretary responsible for IMU
6.2 Extended Programme	<ul style="list-style-type: none"> A comprehensive assessment of the extended education program should be conducted to identify specific challenges and shortcomings. 	Completed <ul style="list-style-type: none"> An evaluation exercise was effected by a Committee set up by the Ministry which recommended the integration a School-Based Assessment (SBA) component into the EP evaluation framework. This would allow for a more holistic assessment whilst considering a

Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2024
		<p>wider range of skills, including practical, social, and vocational abilities.</p> <ul style="list-style-type: none"> Starting from the 2024 academic year, the National Certificate of Education (NCE) assessment for EP will include an SBA along with the traditional written paper. The SBA will contribute 40% to the overall assessment, while the written paper will make up the remaining 60%.
	<ul style="list-style-type: none"> Feedbacks and insights from students, parents, educators, facilitators and other stakeholders should be gathered on the program's effectiveness for future enhancements. 	<p>Ongoing</p> <ul style="list-style-type: none"> The Ministry has set up an EP team comprising three EP Coordinators who have been allocated the task of carrying out school visits for monitoring and feedback on the programme. To date, more than 50% of State Secondary Schools have been visited and meetings held at the level of the schools.
	<ul style="list-style-type: none"> A suitable indicator should be designed exclusively to measure the performance of EP. 	<p>Under consideration</p> <ul style="list-style-type: none"> No action taken yet by the Ministry. Matter to be reflected in more depth as an indicator is already available for the NCE exams and additional indicator for the same exams may be perceived as discriminatory.
6.3 Institute of Technical Education and Technology still not fully operational	<ul style="list-style-type: none"> Timely action needs to be undertaken to render ITET operational. 	<p>Ongoing</p> <ul style="list-style-type: none"> The newly appointed Director is working on a plan for fully operationalizing the ITET.
	<ul style="list-style-type: none"> ITET should be properly staffed to meet its objectives, as set out in the Act. 	<p>Ongoing</p> <ul style="list-style-type: none"> The Director has been recruited and assumed duty on 01 April 2024 and some 20 staff have been recruited in different other grades. Limited funds available to recruit staff and for operations of the ITET. Matter being discussed with MoFEPD.
	<ul style="list-style-type: none"> MoETEST should take appropriate action for the proclamation of Section 31 of the ITET Act. 	<p>Under consideration</p> <ul style="list-style-type: none"> Proclamation will be dependent on the capacity and available resources for the ITET to take over the centres.
6.4 High-Speed Internet Connectivity in Secondary Schools - Lapses in Project Implementation	<ul style="list-style-type: none"> MoETEST should finalise the milestones and timelines for establishing high-speed connectivity in order to implement the WIFI-LAN, which will enable internet connectivity across secondary schools for an effective educational technology strategy. 	<p>Completed</p> <ul style="list-style-type: none"> Milestones and timeframes worked but no funds have been provided in FY 2024-2025 for implementation of the project.

Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2024
	<ul style="list-style-type: none"> The initiatives of MoETEST to deploy a wireless area network in 162 public and private secondary schools in Mauritius and Rodrigues should be implemented for the benefit of students in this digital era. 	In abeyance <ul style="list-style-type: none"> The project is ready for implementation but no funds have been provided thereto.
	<ul style="list-style-type: none"> The PSC should prepare a detailed roadmap for the implementation of the project. 	Completed <ul style="list-style-type: none"> Roadmap is available.
6.5 Procurement and Supplies Management - Central Supplies Division	<ul style="list-style-type: none"> A proper procurement plan that outlines timelines, responsibilities and budget for each procurement project should be developed. 	Ongoing <ul style="list-style-type: none"> Procurement Plan for this financial year is being worked out.
	<ul style="list-style-type: none"> The Director, Primary Education and Director, Secondary Education must ensure that the specifications in bidding documents correspond with those submitted for printing in order to avoid delays in the delivery of textbooks. 	Completed <ul style="list-style-type: none"> The bidding documents for the procurement of textbooks for year 2025 have been thoroughly scrutinised and appropriate clauses have been inserted to ensure that these textbooks are delivered as per established schedules. A platform is also being set up by the MIE for the Ministry to upload soft copies of textbooks for perusal by suppliers and subsequent strike-off by the MIE and MGI to avoid undue delays thereto.
Lease of Office Space for Central Supplies Division - Office Spaces not being utilised for intended purpose	<ul style="list-style-type: none"> There should be a proper planning mechanism in place to assess requirements, identify additional works that need to be carried out and evaluate the corresponding financial implications prior to finalising lease agreements. 	No further action required <ul style="list-style-type: none"> To be implemented for future projects.
6.6 Key Performance Indicators	<ul style="list-style-type: none"> Target setting should focus on improving the performance of teachers and students. 	Under consideration <ul style="list-style-type: none"> No action taken by Ministry as KPI already available. Reviewing the KPIs requires thorough consultation with all stakeholders including the MoFEPD.
	<ul style="list-style-type: none"> Targets should be monitored and the causes for non-achievement of goals should be addressed. 	Completed <ul style="list-style-type: none"> Quarterly returns compiled and provided to MoFEPD including any remedial measures. <p>Note: Some KPIs are independent of the Ministry (e.g, Performance of students at exams)</p>

Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2024
	<ul style="list-style-type: none"> Goals and indicators should be set towards education for sustainable development in national education policy and school curriculum. 	Under consideration <ul style="list-style-type: none"> Reviewing the KPIs requires thorough consultation with all stakeholders including the MoFEPD.
6.7 Government Assets Register	<ul style="list-style-type: none"> The Accounting Officer should ensure timely postings are made in GAR in accordance with Treasury Circular No. 16 of 2017. 	Ongoing <ul style="list-style-type: none"> Reconciliation of the GAR system has been completed up to October 2022. A plan of work is being proposed for the update of the GAR for all Zones for period November 2022 to June 2024.
6.8 Governance Issues - Non-compliance with Legislation	Non-Submission of Report on Performance	Completed <ul style="list-style-type: none"> The annual report for the Ministry was sent to MoFEPD in January 2024.
	Non-Submission of Financial Statements for Audit	Ongoing <ul style="list-style-type: none"> Number of parastatals = 9 Parastatal not submitted Financial Statement for audit = 7
	Annual Reports not laid before the National Assembly	Ongoing <ul style="list-style-type: none"> Number of parastatals = 9 Number of parastatals for which annual reports not laid before the National Assembly = 4
6.9 Follow-up of Matters Raised in the Audit Report 2021-2022		
Non- issue of Chemicals and use of Expired Chemicals for Practical Classes	<ul style="list-style-type: none"> Requisites of chemicals for Biology and Chemistry Laboratories were not issued for the academic years 2020 to 2022. 	Completed <ul style="list-style-type: none"> Chemicals procured under the procurement exercise initiated for the academic years 2020-2022 have been delivered to schools for use in the academic year 2024.
Inadequate Monitoring of the Supplementary School Feeding Programme in Zone D'Education Prioritaires (ZEP) Schools	<ul style="list-style-type: none"> For 14 ZEP schools under Zone 1, it was observed that contracts awarded to two suppliers for the provision of meals to six ZEP schools were renewed on a term or monthly basis for at least two years since August 2020. 	Ongoing <ul style="list-style-type: none"> A ZEP meal monitoring committee has been set up at Zone levels to monitor the quality of meals and performance of contractors. Reports on a fortnightly basis are being submitted by the ZEP Cluster Coordinators to the committee. Non-compliance of contractors is promptly attended to and any eventual decision for renewal of contract will be performance-based.

Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2024
Non - Compliance with Fire Prevention and Fire Safety Requirements - Schools Operating without Fire Certificates	<ul style="list-style-type: none"> According to records of MoETEST, as of September 2023, all the schools were operating without a fire certificate. The Mauritius Fire and Rescue Services (MFRS) had informed the Ministry, since 2017, to take necessary actions to be fire compliant. 	Ongoing <ul style="list-style-type: none"> Out of the 286 educational buildings, 10 already have their fire certificates. The process is being initiated for the other buildings in a phased manner. A forthcoming batch comprising 10 primary schools and 18 secondary schools, where most fire requirements are already available including fire alarms, is being considered on a priority basis. The applications of fire certificate for the remaining schools will be dependent on the completion of installation of fire alarms systems and construction of emergency staircases.
	<ul style="list-style-type: none"> There was no evidence that fire drills were carried out, fire plans were prepared and training was provided to school staff in case of an emergency fire outbreak on school premises as required under Section 75 of the Occupational Safety and Health Act 2005 and Section 19 of the MFRS Act 2013. 	Ongoing <ul style="list-style-type: none"> Fire drills have already been carried out in 46 schools and the drills for the remaining schools are being planned by the OSH Unit of the Ministry. 49 training sessions have been carried out for school staff in "fire safety awareness", "preparedness in case of bomb threat" and "first aid". Further training sessions are being planned in consultation with all stakeholders.
	<ul style="list-style-type: none"> Construction of emergency staircases was still outstanding in 18 schools. 	<ul style="list-style-type: none"> Emergency staircase completed for two schools (Pamplemousses SSS & P.Shibchurn GS). The Ministry is dependent on the MNICD for implementation of works.
	<ul style="list-style-type: none"> Fire Alarms Systems were not operational in eight schools and 47 schools were operating without Fire Alarms Systems. 	Ongoing <ul style="list-style-type: none"> Out of the 286 educational buildings, 10 already have their fire certificates. Almost all the improvements that must be brought to the schools are major ones requiring a fire alarm system. An Action Plan has been drafted to cater for: <ul style="list-style-type: none"> (a) schools with minor improvements; and (b) schools with major improvements. Percentage of the status of minor and major improvements for educational schools is as follows: <ul style="list-style-type: none"> (a) Minor : 9.01% (b) Major : 89.8%
Lapses in Execution and Management of Capital Projects <i>I. Construction of the 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. 	Completed at level of Ministry <ul style="list-style-type: none"> Contract has been terminated. However, the Contractor has entered a Court case against the Ministry which is still ongoing.

Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2024
II. Reunion Road Government School - Works suspended by Contractor due to delay by MoETEST in resolving issues.	<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. 	Completed <ul style="list-style-type: none"> MNICD has submitted its views for termination of contract on 3 June 2024 and actions related thereto are being taken.
III. Provision of Specialist Rooms in Academies and Regional State Secondary Schools - Significant delays in the implementation of projects due to procurement issues.	<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. 	Ongoing <ul style="list-style-type: none"> Status of projects is as follows: Construction in Regional Schools: 20 Completed: 8 Construction ongoing: 7 Procurement: 2 Preparation of Bidding documents at MNICD: 3 Conversion in Academies: 11 Completed: 8 Construction Ongoing: 1 Procurement: 2 Preparation of Bidding documents at MNICD: 0



PART III: FINANCIAL PERFORMANCE

Part III 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.

FINANCIAL HIGHLIGHTS

As per Estimates 2023-2024, the Ministry was provided with a total budget of Rs19.7Bn for fiscal year 2023-2024, which was appropriated as follows:

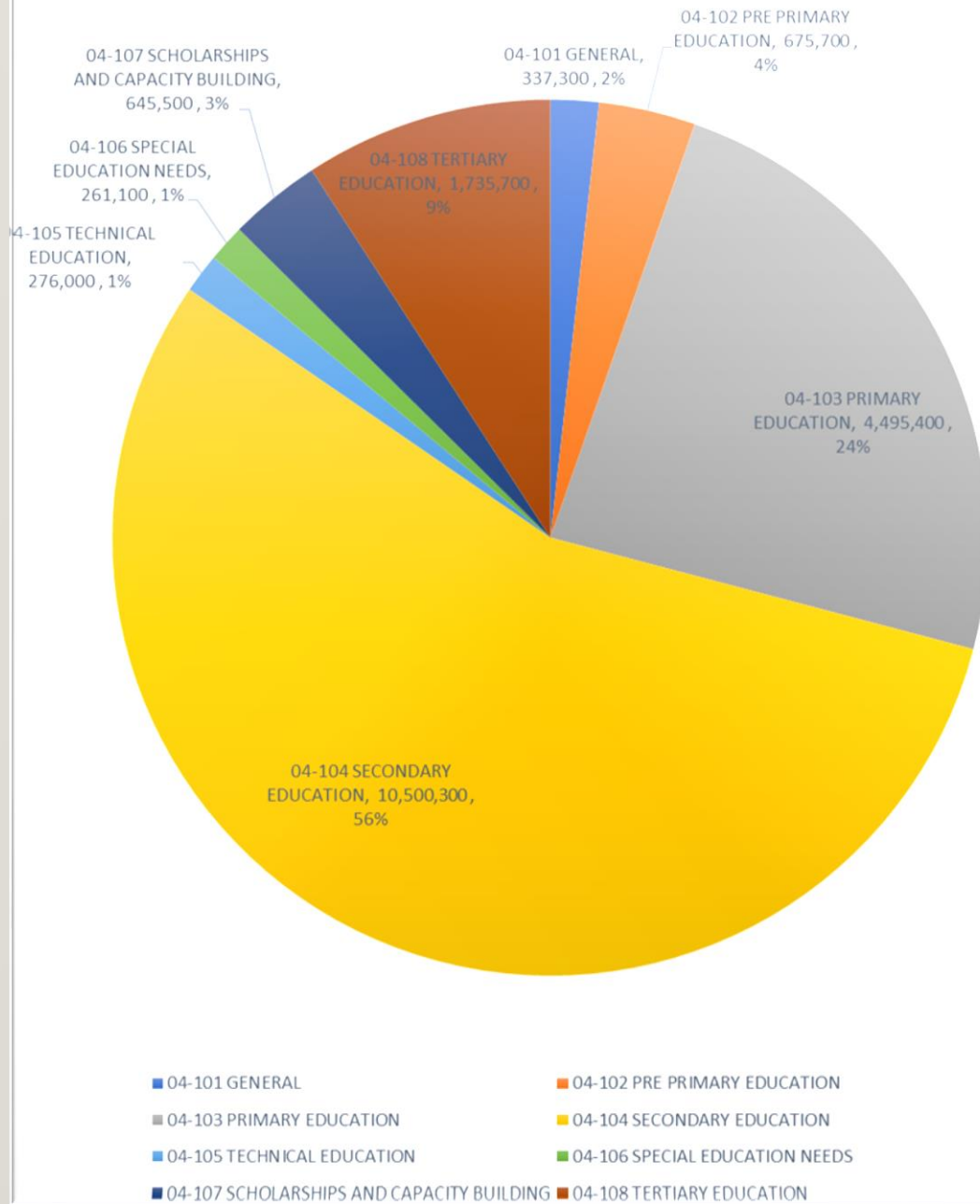
- **Recurrent Budget: Rs18,927,000,000**
- **Capital Budget : Rs 773,000,000.**

More than half of the budget was allocated to Secondary Education subsector while 24.49% was provided to Primary Education subsector and the remaining budget was apportioned among the other subsectors of education as illustrated below:

ESTIMATES 2023-2024

VOTE/SUB HEAD		RECURRENT Rs (000)	CAPITAL Rs (000)	TOTAL	%
04-101	GENERAL	337,300	64,000	401,300	2.04
04-102	PRE-PRIMARY EDUCATION	675,700	19,000	694,700	3.53
04-103	PRIMARY EDUCATION	4,495,400	330,000	4,825,400	24.49
04-104	SECONDARY EDUCATION	10,500,300	159,000	10,659,300	54.11
04-105	TECHNICAL EDUCATION	276,000	55,000	331,000	1.68
04-106	SPECIAL EDUCATION NEEDS	261,100	23,000	284,100	1.44
04-107	SCHOLARSHIPS AND CAPACITY BUILDING	645,500	10,000	655,500	3.33
04-108	TERTIARY EDUCATION	1,735,700	113,000	1,848,700	9.38
TOTAL		18,927,000	773,000	19,700,000	100

ESTIMATES 23/24



An additional amount of Rs141,177,000. was provided by MoFEPD in the last quarter of the financial year to meet the cost for compensation of employees

EXPENDITURE

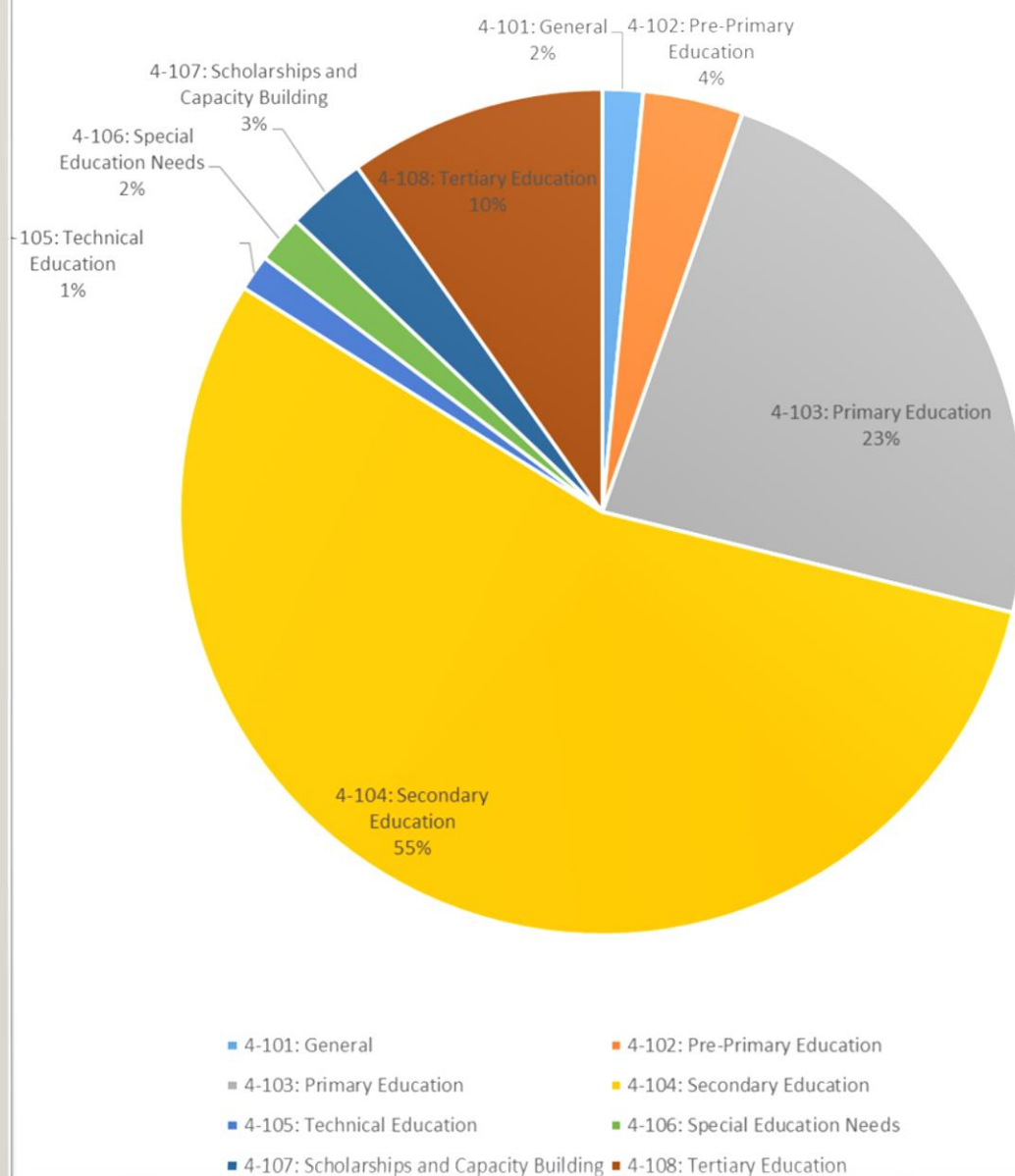
The Ministry incurred a total amount of Rs19,588,098,956 as expenditure for financial year 2023-2024 comprising:

- **Recurrent Expenditure** - Rs 18,934,582,474
- **Capital Expenditure** - Rs 653,516,482.

RECURRENT EXPENDITURE BY VOTE AND SUB-HEAD

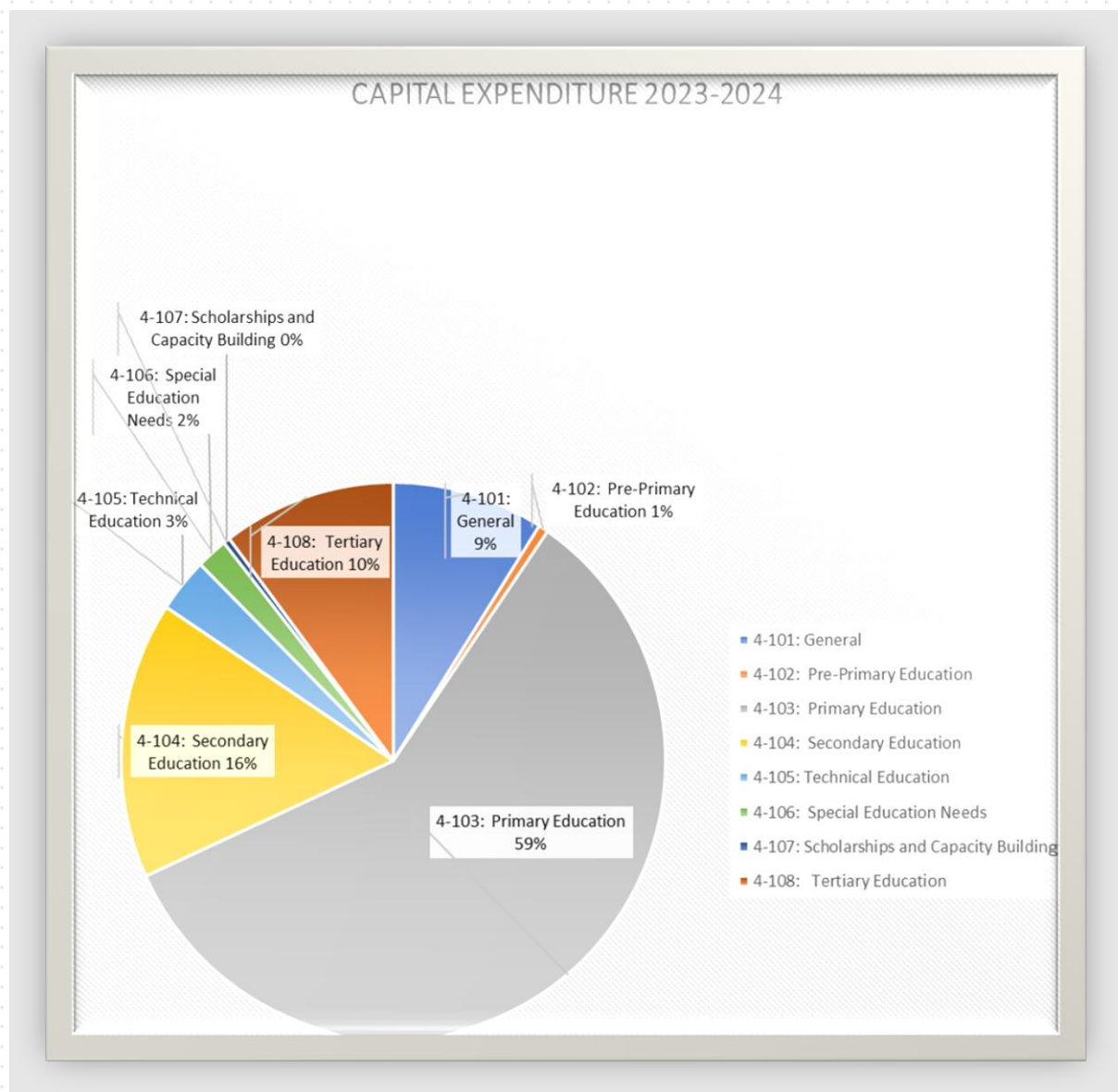
Sub-Head/ Vote Item	Recurrent Expenditure 2023-2024 (Rs)	Expenditure 2023-2024 (%)
4-101: General	292,768,384	1.55
4-102: Pre-Primary Education	724,761,800	3.83
4-103: Primary Education	4,440,629,012	23.46
4-104: Secondary Education	10,426,048,290	55.09
4-105: Technical Education	260,060,000	1.36
4-106: Special Education Needs	345,068,407	1.80
4-107: Scholarships and Capacity Building	581,918,707	3.07
4-108: Tertiary Education	1,863,327,874	9.84
Total	18,934,582,474	100.00

RECURRENT EXPENDITURE



CAPITAL EXPENDITURE 2023-2024 BY VOTE AND SUB-HEAD

Sub-Head/ Vote Item	Capital Expenditure 2023-2024 (Rs)	Expenditure 2022-2023 (%)
4-101: General	58,904,632	9.01
4-102: Pre-Primary Education	3,797,000	0.58
4-103: Primary Education	382,916,752	58.59
4-104: Secondary Education	105,281,847	16.11
4-105: Technical Education	20,675,485	3.16
4-106: Special Education Needs	12,107,720	1.85
4-107: Scholarships and Capacity Building	2,553,437	0.39
4-108: Tertiary Education	67,279,609	10.30
Total	653,516,482	100.00



ANALYSIS OF MAJOR CHANGES

COMPARISON OF ESTIMATES BY VOTE AND SUB-HEAD

	Estimates 2022-2023 (Rs)	Estimates 2023-2024 (Rs)
4-101: General	402,300,000	401,300,000
4-102: Pre-Primary Education	358,000,000	694,700,000
4-103: Primary Education	4,792,500,000	4,825,400,000
4-104: Secondary Education	9,801,300,000	10,659,300,000
4-105: Technical Education	325,000,000	331,000,000
4-106: Special Education Needs	256,300,000	284,100,000
4-107: Scholarships and Capacity Building	677,500,000	655,500,000
4-108: Tertiary Education	1,687,100,000	1,848,700,000
TOTAL	18,300,000,000	19,700,000,000

There has been an increase of 7.11% in Estimates for 2023 – 2024 compared to Estimates 2022-2023. The main reason is the implementation of the Free Pre-primary Education Scheme, increase of grant to SEN institutions and the general annual increase in the staff costs.

COMPARISON OF EXPENDITURE BY ECONOMIC CATEGORY

Economic Categories	Actual Expenditure 2022-2023 (Rs)	Actual Expenditure 2023-2024 (Rs)
Allowance to Minister	2,436,000	2,436,000
Compensation of Employees	6,338,799,784	6,479,832,976
Goods and Services	917,049,846	934,157,092
Recurrent Grants	8,994,945,548	10,180,334,736
Other Expense	1,459,076,075	1,337,821,670
Capital Grants	141,789,985	84,448,471
Acquisition of Non-Financial Assets	748,040,392	569,068,011
TOTAL	18,602,137,630	19,588,098,956

Significant changes in recurrent expenditure were noted under the following economic categories:

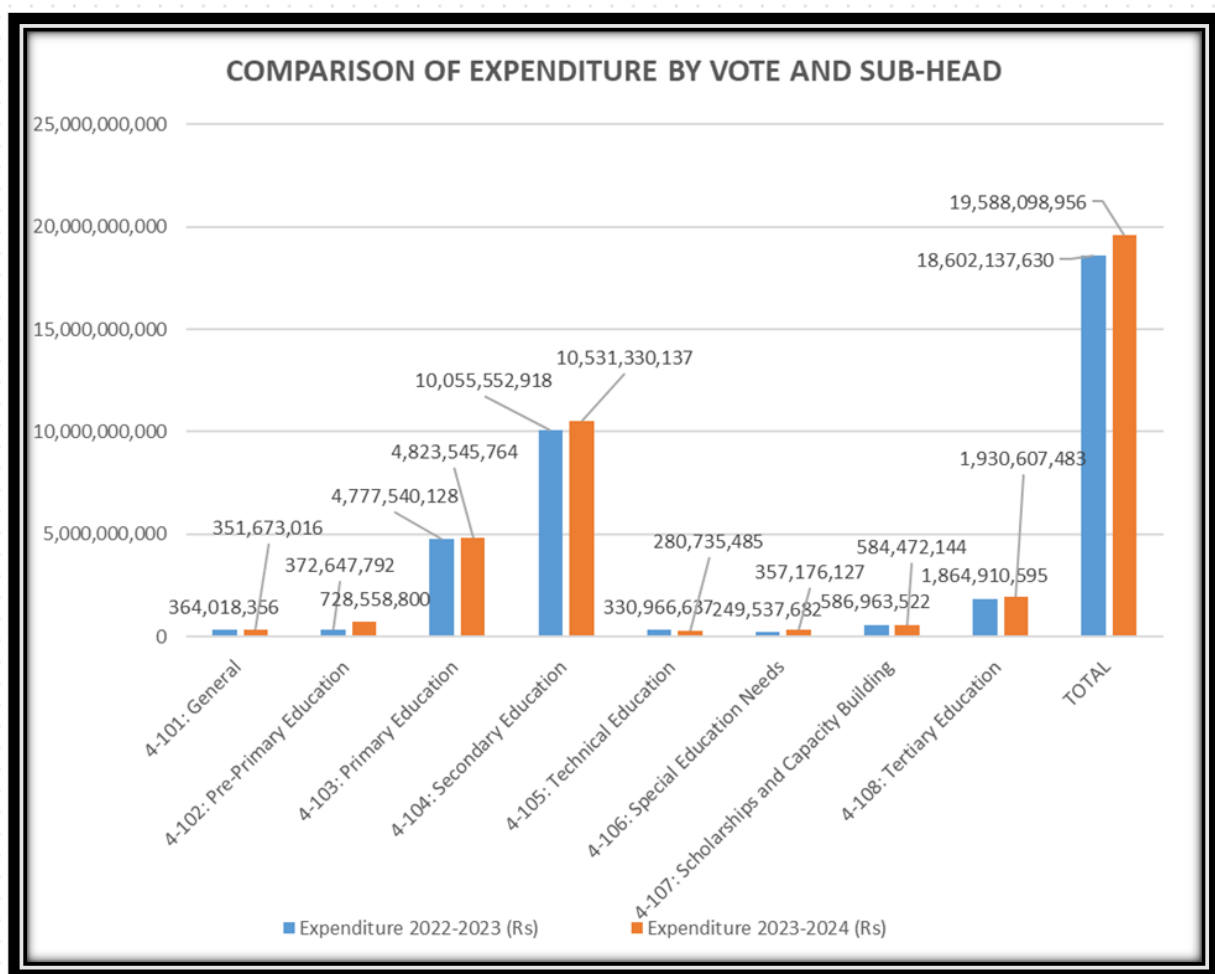
- Compensation of Employees: Increase due to payment of salary compensation of Rs2,000 to all employees and annual increment due in January 2024.
- Goods and Services: Increase due to surge in prices of commodities and services like security services with the implementation of minimum wage.

- Recurrent Grant: increase due to payment of compensation of salaries to all employees of Parastatal Bodies, payment of minimum wage and implementation of free pre-primary education scheme.

Under Capital Expenditures, there has been a decrease under Vote Item “Capital Grants” and Acquisition of Non-Financial Assets due to:

- (1) the normal trend for capital expenditure in parastatal bodies i.e. the fund disbursed to them after expenditure incurred and submission of invoices to Ministry.
- (2) Several Capital Projects which were deemed to be finalized before end of financial year were delayed and the payment deferred thereof.

COMPARISON OF EXPENDITURE BY VOTE AND SUB-HEAD



COMPARISON OF EXPENDITURE BY VOTE AND SUB-HEAD

VOTE/ SUB-HEAD	Expenditure 2022-2023 (Rs)	Expenditure 2023-2024 (Rs)
4-101: General	364,018,356	351,673,016
4-102: Pre-Primary Education	372,647,792	728,558,800
4-103: Primary Education	4,777,540,128	4,823,545,764
4-104: Secondary Education	10,055,552,918	10,531,330,137
4-105: Technical Education	330,966,637	280,735,485
4-106: Special Education Needs	249,537,682	357,176,127
4-107: Scholarships and Capacity Building	586,963,522	584,472,144
4-108: Tertiary Education	1,864,910,595	1,930,607,483
TOTAL	18,602,137,630	19,588,098,956

Significant changes in expenditure were noted under the Votes/Sub-Heads 4-102, 4-104, 4-106 and 4-108 and were mainly due to the following reasons:

- i. implementation of Free Pre-primary Education Scheme with effect from January 2024; and
- ii. implementation of NRB Report for the SEN sector with effect from January 2024, increase in Grant in Aid by 23% in the SEN Sector and increase in daily meal allowance for each learner by 60%
- iii. an increase in the expenses regarding Free Tertiary Education Scheme (FTES) due to:
 - a) coming into operation of new centres of Polytechnics Mauritius Limited; and
 - b) increase of 40% of tuition fees at the UoM.

STATEMENT OF EXPENDITURE AND REVENUE

STATEMENT OF EXPENDITURE BY VOTE AND SUBHEAD

STATEMENT OF EXPENDITURE BY VOTE AND SUBHEAD	Expenditure 2023-2024 (Rs)
4-101: General	351,673,016
4-102: Pre-Primary Education	728,558,800
4-103: Primary Education	4,823,545,764
4-104: Secondary Education	10,531,330,137
4-105: Technical Education	280,735,485
4-106: Special Education Needs	357,176,127
4-107: Scholarships and Capacity Building	584,472,144
4-108: Tertiary Education	1,930,607,483
TOTAL	19,588,098,956

STATEMENT OF EXPENDITURE – GRANTS TO PARASTATAL BODIES

S/N	Parastatal Body	Actual Expenditure (Rs 000) FY 2022-2023	Estimates (Rs 000) FY 2023-2024	Additional funds from MoFEPD- (Rs000)	Actual Expenditure (Rs 000) FY 2023-2024
1	Private Secondary Education Authority	5,450,012	5,869,225		5,745,194
2	Higher Education Commission	1,708,632	1,598,300	50,000	1,739,740
3	Mahatma Gandhi Institute/ Rabindranath Tagore Institute	700,437	673,540		736,472
4	Early Childhood Care and Education Authority	368,019	675,700		724,762
5	Mauritius Institute of Education	380,874	375,000		371,362
6	Mauritius Examinations Syndicate	341,968	345,000	81,177	426,177
7	Mauritius Qualifications Authority	29,718	28,000		23,573
8	Polytechnics Mauritius Ltd	44,746	25,000		25,000
9	Rajiv Gandhi Science Centre	30,337	30,000		33,000
10	Special Education Needs Authority	20,085	206,000		301,700
11	World Hindi Secretariat	4,745	4,745		4,745
12	Quality Assurance Authority	32,158	25,000		25,936
13	Roman Catholic Education Authority	785,794	799,000		829,653
14	Technical Education Centres	245,000	253,000		253,000
15	Institute of Technical Education and Technology	3,600	18,000		7,060
	Total	10,146,125	10,925,510	131,177	11,247,374

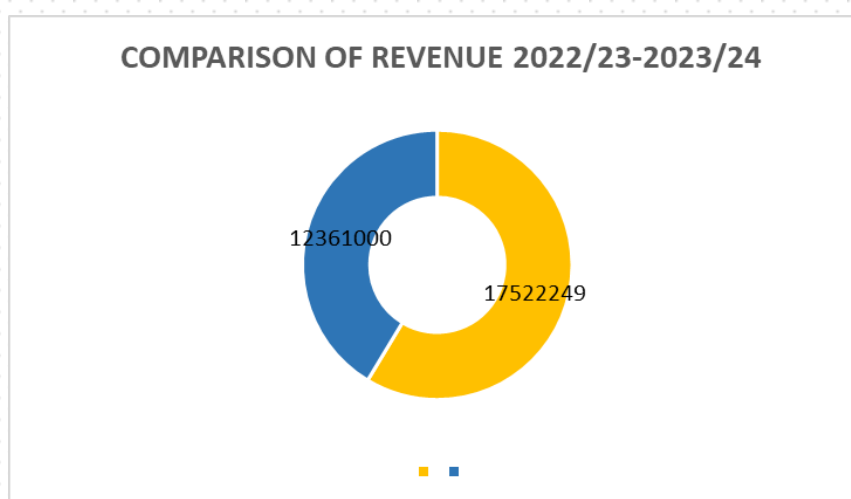
It is to be noted that funds provided to Parastatal Bodies falling under the purview of the Ministry in form of Grants represented around 55.46% of the total Estimates for financial year 2023-2024.

STATEMENT OF REVENUE

Item/Revenue	2022/23 Actual (Rs 000)	2023/24 Estimates (Rs 000)	2023/24 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.	17,522	16,500	12,361
Total Revenue	17,522	16,500	12,361

COMPARISON OF REVENUE

COMPARISON OF REVENUE 2022-2023 and 2023-2024	
2022-2023 (Rs)	2023-2024 (Rs)
17,522,249	12,361,000



The Ministry has collected a total amount of Rs12,361,000 as revenue generated from refund of bonds, library membership fees, sales of books, use of premises, rental of canteen and other miscellaneous revenues.

A decrease in price of books sold to private schools has been noted in 2023-2024 compared to post Covid period 2022-2023.



PART IV:

WAY

FORWARD




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



TRENDS AND CHALLENGES

KEY CHALLENGES

- 🎓 Improving quality of performance attainment at the end of primary and secondary education.
- 🎓 Encouraging secondary and higher education students towards an uptake of Science, Technology, Engineering and Mathematics (STEM) – related subjects.
- 🎓 Reducing the work readiness gap through the alignment of curriculum at upper secondary level with the needs of the economy.
- 🎓 Implementing an Open Educational Resources (OER) platform and producing relevant resources across all educational levels for self-directed learning.
- 🎓 Expanding number of students accessing post NCE technical pathways.
- 🎓 Strengthening the Bright Up Programme which aims at ensuring that learners who have not obtained the NCE have the opportunity to pursue vocational studies and training.
- 🎓 Encouraging high performing students to embrace higher level technical and technology education to meet the needs of emerging sectors of the economy.
- 🎓 Capacity-building and training of Educators at both pre-service and in-service levels.
- 🎓 Further building the ability of Educators and Heads of schools to monitor, accompany and address cases of students in situations of academic difficulties.
- 🎓 Strengthen the ability of schools to address cases of indiscipline and bullying, including cyberbullying.
- 🎓 Preventing resource dispersal and optimise resource utilisation in local public Higher Education Institutions (HEIs) through harmonisation of programmes of study and rationalisation of operations to avoid duplication of processes and activities.
- 🎓 Increasing research to support development in education, including basic education.
- 🎓 Promoting the development of innovative and impactful research that is aligned with



societal and industry needs and contemporary global issues.

TRENDS

- 🎓 Consolidation of foundational learning.
- 🎓 Upgrading qualifications and availability of professionally trained Educators at all levels.
- 🎓 Broadening Technical Education right from Secondary level.
- 🎓 Promoting Social and Emotional well-being of learners.
- 🎓 Strengthening Quality Assurance mechanisms at all levels.
- 🎓 Upgrading of educational facilities.
- 🎓 Strengthening support to students from vulnerable backgrounds.
- 🎓 Developing a Science and Technology Strategy.
- 🎓 Working on the integration of AI in all education subsectors.
- 🎓 Drafting of a National Higher Education (HE) Strategy together with the elaboration of a Roadmap to the Mauritian HE 2040 and the identification of significant milestones to be achieved.
- 🎓 Setting up of a dedicated institution for curriculum research and development for pre-primary, primary and secondary education subsectors.

STRATEGIC DIRECTION

Strategic Direction	Enabler
Consolidate foundational learning	<ul style="list-style-type: none"> ▪ Improve the pre-primary school environment that favours learners' development ▪ Enhance qualification level of teaching staff and improve the teacher-pupil ratio in pre-primary schools
Build and sustain the resilience of the education system in the delivery of all-inclusive, equitable and quality education to learners	<ul style="list-style-type: none"> ▪ Review the pedagogical model and electronic platform for online teaching and learning to enhance the use of collaborative applications for more effective and efficient remote teaching during temporary closures of schools ▪ Enhance schools' network and connectivity ▪ Consolidate the development of high-quality e-content across the subsectors ▪ Regular sharing of best practices and innovative pedagogies through the Professional Learning Communities ▪ Stimulate the immersion of technology in schools' settings ▪ Develop a holistic approach to assessment for students of the Extended Programme
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"> ▪ Seek further international expertise in benchmarking practice with established standards in provision of technical education ▪ Develop and implement a capacity-building development plan for educators to ensure proper implementation of a competency-based curriculum ▪ Improve existing infrastructure and resources with a view to enhance delivery of technical education ▪ Establish opportunities and pathways for learners to engage and pursue studies in Technical and Technology Education. ▪ Develop Technical Education Programmes and curricula in partnership with Industry ▪ Develop a Training of Trainers programme to position Mauritius as a regional training centre in Technical and Technology Education

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

- Formulate a National Higher Education Strategy to align its programmes with the needs of the '*glocal*' economy
- Establish 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

- Consolidate the ecosystem of counselling for learners
- Network with relevant stakeholders to promote a holistic approach to strengthen the Home/ School/ Community Linkage
- Create a supportive school environment that includes access to mental health resources, implement wellness programmes, foster positive relationships, and provide platforms for open communication and emotional expression
- Broaden the scope of policies for the inclusion of SEN learners in across all education subsectors
- Strengthen capacity building of staff to ensure physical, mental and emotional wellbeing of learners
- Enhance the reporting system of absenteeism and the student tracking system for the early identification of drop-outs and provision of support services



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: moeps@govmu.org Website: http://ministry-education.govmu.org
Quality Assurance and Inspection Division	Address: 10th 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