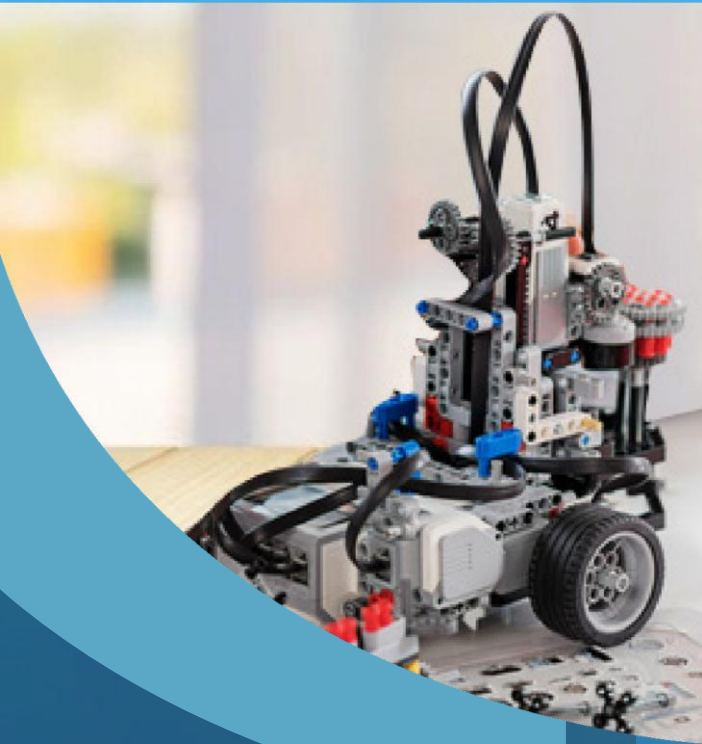
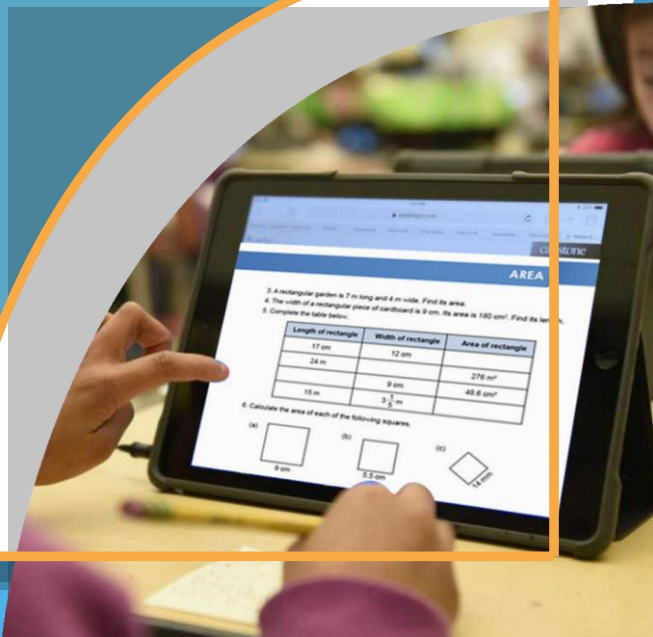




MINISTRY OF EDUCATION, TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY



ANNUAL REPORT 2020-2021

OCTOBER 2021

INTRODUCTION

In line with the requirement of the Finance and Audit Act which was amended in March 2015, the Ministry of Education, Tertiary Education, Science and Technology has prepared its fifth Annual Report on Performance for the fiscal year 2020/21.

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

This Report gives an overview of the Ministry's main roles/functions, achievements and evaluates its key actions, major projects, programmes and measures planned for the year. It also provides a statement on the revenue and expenditure for the Financial Year 2020/21.

The structure of the Annual Report

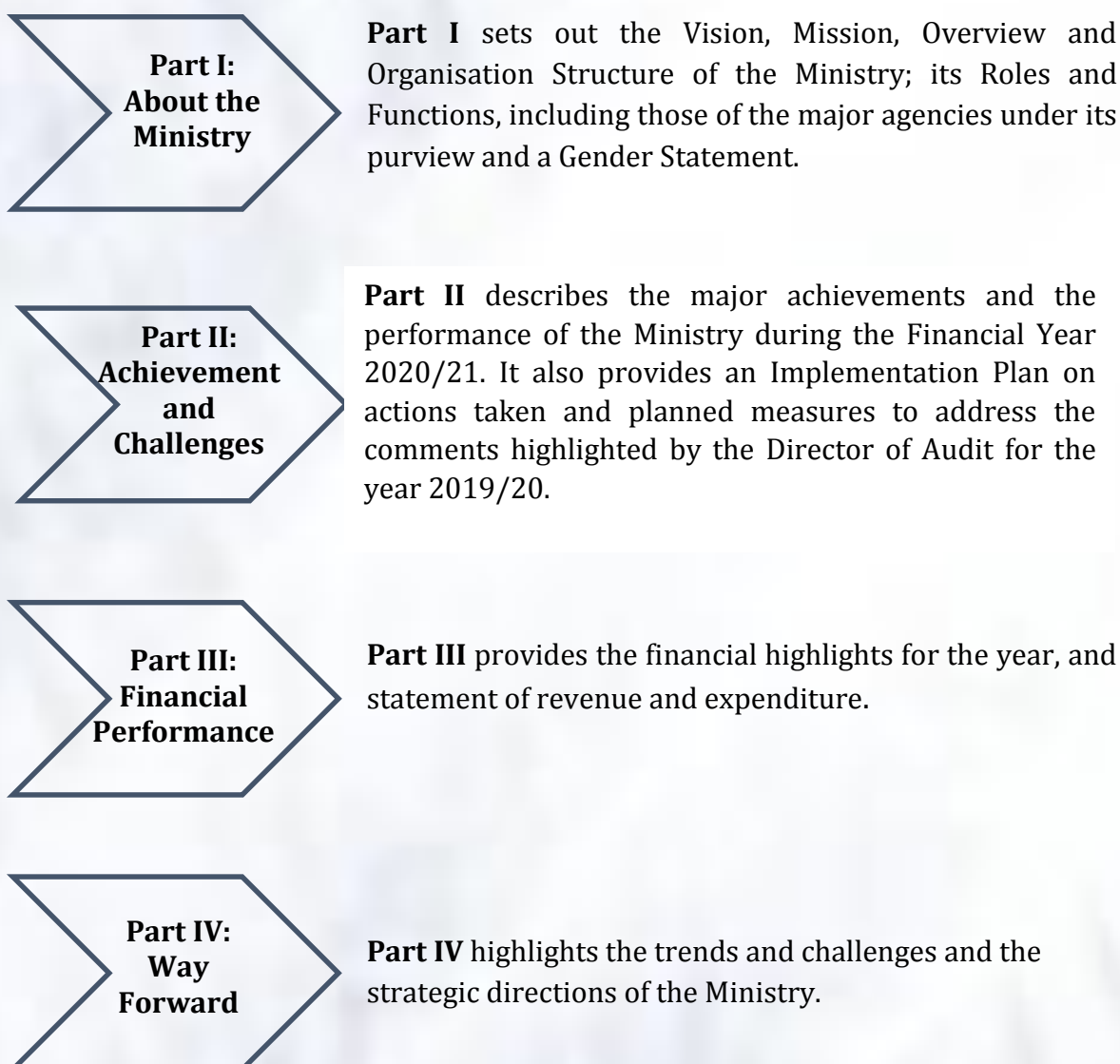


TABLE OF CONTENTS

Statement from the Honourable Vice-Prime Minister, Minister of Education, Tertiary Education, Science and Technology.....	1
Statement from the Senior Chief Executive	3
Part I – ABOUT THE MINISTRY	4
Vision and Mission.....	4
Core Values of the Ministry	5
Roles and Functions of the Ministry	6
Key Legislations.....	7
Overview of the Sections/Units of the Ministry	8
Statutory Bodies under the aegis of the Ministry	12
Gender Policy Statement.....	14
About our People.....	15
Funded Positions by Sector	16
Organisation Structure	18
PART II – Key Achievements and Performance	19
Major Achievements.....	19
Status on the Implementation of Budget Measures 2020/21.....	23
Status on the Implementation of Key Actions 2020/21	24
Risk Management.....	25
Internal Audit.....	25
Anti-Corruption Committee.....	25
Audit Committee	25
Implementation Plan – Director of Audit comments	26
PART III – FINANCIAL PERFORMANCE.....	30
Financial Highlights.....	30
Analysis of Major Changes.....	32
Statements of Revenue and Expenditure	33
PART IV – WAY FORWARD	34
Trends and Challenges.....	34
Strategic Direction	36
Summary of Events/Activities in FY 2020/21.....	37

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



It gives me great pleasure to present the Annual Report of the Ministry of Education, Tertiary Education, Science and Technology for the Financial Year 2020-2021.

The year under review has been yet another challenging year with rethinking of priorities and led to a further reinforcement of the Education Resilience Strategy.

Levering the experience gathered last year and adapting to the “new normal”, my Ministry has managed to successfully sustain a continuum in schooling and keep education on an even keel.

Schools resumed on a full-fledged basis on 1 July 2020 under strict sanitary measures and protocols. The School Calendar *2020-2021* had to be adjusted to cover the loss of school days and the third term was extended up to 26 March 2021. This also necessitated a review of the timings for the main national and international examinations, namely, the Primary School Achievement Certificate (PSAC), National Certificate of Education (NCE) Assessments, the School Certificate (SC) and the Higher School Certificate (HSC). These were scheduled for the second quarter of year 2021.

All examinations were equally subjected to the strict sanitary regime during the second wave of the pandemic with the collaboration of other relevant authorities during the period March to June 2021. The enforcement of the restricted zones and the localised floods rendered this task even more complex. However, all through, the safety of the students and children remained the overriding priority and no stone was left unturned in this endeavor.

We can only be satisfied with the strategies adopted and which led to positive outcomes. A commendable success rate has been noted for both PSAC and NCE, 73.91% and 71.6 %, respectively.

Moreover, 85.67% of the 15,279 school candidates passed the SC- June 2021 series examinations and 90.03% of the 7,866 school candidates succeeded in their HSC examinations.

Concurrently, our efforts to sustain the education reform agenda have been ongoing despite the pandemic. Thus another major landmark was reached with the first cohort of students gaining entry into the 12 co-educational Academies after having taken part in the NCE.

Evidence of the on-going impetus to educational transformation was evident across the sub-sectors. Thus, with the recognition that early learners have to be readied for schooling, pre-primary schools have been provided with digital pedagogical tools to enhance teaching and learning in early years. An upgrade of their infrastructure has also been on the cards with a view to providing an environment conducive to learning. Two new and modern Pre-Primary Schools have been constructed at Grand Bay and Montagne Ory respectively.

In addition, the SEN Institutions are being regulated and a host of facilities and support has been provided for improving the environment of our learners with special needs, thereby ensuring that they get quality education in line with their unique needs to enable them to reach their full potential and become autonomous.

Based on the consideration that learners have diverse abilities and competences, work has been initiated on the possibilities of offering educational routes that provide multiple entry and exit points for higher technical education, this in a bid to facilitate the emergence of technicians and technologists to be responsive to the demand of the skill-driven economy to meet the exigencies of Industry 4.0.

In the same vein, the Polytechnics Mauritius Ltd launched six new Diploma programmes in Cybersecurity, Interactive and Digital Media, Industrial Logistics, Business of Golf and Resort Management, Culinary Arts, and Leisure Management, targeting students possessing SC with 3 credits.

Among the measures taken in the Higher Education sector, it is worthwhile highlighting that a Robotics and a Digital Innovation Lab to boost Research and Development as well as a Faculty of Medicine have been set up by the University of Mauritius. The Higher Education Commission awarded 1,040 scholarships under the “Skills for Work Programme” and 87 Mauritian were also offered scholarships to enrol with reputed universities under the E-VBAB Project.

Indeed, all these achievements would not have been possible without the cooperation of one and all. I have a special thought for all our partners in education, the Ministry of Health and Wellness, the Ministry Land Transport and Light Rail, the Police Department and parents who have collaborated with my Ministry to meet the daunting challenges of the pandemic facing the education sector.

I also seize this opportunity to thank the Senior Chief Executive and all staff of my Ministry for their commitment in performing their duties in a Covid-induced environment and for having at heart the success and wellbeing of students.

I look forward to their continued support, dedication and enthusiasm.



The Hon. Mrs Leela Devi DOOKUN-LUCHOOMUN, G.C.S.K.

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

STATEMENT FROM THE SENIOR CHIEF EXECUTIVE

I am delighted to present the 5th edition of the Annual Report for the Ministry of Education, Tertiary Education, Science and Technology.

The Education Sector has been facing numerous challenges as a consequence of COVID-19 pandemic. Notwithstanding the constraints, we have persevered in our aim for continuity in education through our Education Resilience Strategy, the main challenge being the organisation of the Primary School Achievement Certificate (PSAC) assessment in April 2021, the National Certificate in Education (NCE) assessment in March/April 2021 as well as the School Certificate/Higher School Certificate examinations from March 2021 to June 2021. The examinations and assessments were successfully held, in close collaboration with stakeholders concerned including the Ministry of Health and Wellness and the Ministry of Land Transport and Light Rail, with all measures taken to ensure the security of students.

The marked improvement in the performance of students in School Certificate 2021 examinations and Higher School Certificate 2021 examinations is a testimonial to the fact that the measures taken to ensure the continuity of education, through a blended mode of learning during the lockdown period, as well as the extension of the school calendar 2020-2021, were effective.

This year has also witnessed the holding of the NCE assessments for the first time and following the NCE results, students of Grade 9 who had applied for a seat in Academies, and who satisfied the set criteria, were offered a seat accordingly. Thus Academies became operational as from June 2021.

In line with the Ministry's aim to promote quality education, and in view of the registration of all Special Education Needs Institutions, as stipulated in the regulations made under the Special Education Needs (SENA) Act 2018, a one-off grant of up to Rs. 100,000 is being provided to SEN institutions which are run by non-governmental organisations to upgrade their teaching and learning facilities and to provide a more conducive environment.

In the same spirit, the continuous professional development of Educators and Heads of Schools of the different sectors is ongoing.

Likewise, the tertiary sector is continuously innovating to provide students with relevant courses. Within this perspective, Polytechnics Mauritius has further broadened the range of courses being offered to students to better suit the demand of the labour market.

The Ministry endeavours to leave no stone unturned in our effort to ensure minimal disturbance in the provision of quality education to our learners and I would like to seize this occasion to thank all stakeholders for their invaluable contribution.

I would also like to place on record the effort and commitment of the staff of the Ministry, and I sincerely thank the Honourable Vice-Prime Minister for providing the strategic direction.

Ravi Meettook

Senior Chief Executive

Ministry of Education, Tertiary Education, Science and Technology



PART I – ABOUT THE MINISTRY

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, prosperous nation.



CORE VALUES OF THE MINISTRY

Integrity	<ul style="list-style-type: none">• We stand guided by a high level of professional ethics in all educational processes
Equity and Fairness	<ul style="list-style-type: none">• We endeavour to adhere to all principles of fairness and equity
Inclusiveness	<ul style="list-style-type: none">• We pledge to provide equal opportunities to all our learners
Quality	<ul style="list-style-type: none">• We undertake to provide high quality delivery of educational services in a timely manner
Teamwork	<ul style="list-style-type: none">• We engage ourselves in fostering team spirit and building a community of good practices
Creativity and Innovation	<ul style="list-style-type: none">• We commit ourselves to adopting creative and innovative strategies in the pursuance of our mission

ROLES AND FUNCTIONS OF THE MINISTRY

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

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

Key Functions of the Ministry

1

Ensures the provision of inclusive, equitable and quality education at the pre-primary, primary, secondary, technical and post-secondary education levels.

2

Provides policy guidelines for the development of the national curriculum frameworks and the implementation of the Nine Years of Continuous Basic Education.

3

Provides necessary support:

- (i) through psychological and counselling services to learners and their families;
- (ii) to students with learning difficulties and those with Special Education Needs as part of the inclusion process;
- (iii) through scholarships to meritorious as well as needy students to pursue post-secondary education;
- (iv) to all learners of pre-primary, primary, secondary schools including needy students through the provision of educational materials; and
- (v) to students to practice healthy and creative activities.

4

Promotes continuous professional development of all its personnel as part of the lifelong learning process.

5

Attests to the equivalence of qualifications across all levels.

6

Monitors the performance of parastatal bodies operating under its purview.

7

Formulates and implements health promotion policies and sanitary protocols in all education sub-sectors.

KEY LEGISLATIONS

SN	Legislation
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.	Mahatma Gandhi Institute Act 1982
6.	Mauritius Examinations Syndicate Act 1984
7.	Mauritius Institute of Education Act 1973
8.	Mauritius Qualifications Authority Act 2001
9.	Private Secondary Education Authority Act 2016 (previously Private Secondary Schools Authority Act 1976)
10.	Rabindranath Tagore Institute Act 2002
11.	Rajiv Gandhi Science Centre Trust Fund Act 1994
12.	Sir Seewoosagur Ramgoolam Foundation Act 1981
13.	Special Education Needs Authority Act 2018
14.	World Hindi Secretariat Act 2002

OVERVIEW OF THE SECTIONS/UNITS OF THE MINISTRY

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

Pre-Primary Education

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

Primary Education

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

Secondary Education

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

Tertiary Education, Polytechnics & Research

- Formulates policies for the development, regulation and expansion of higher education and for the promotion of research.

Technical and Technology Education

- Formulates and implements policies for the development of technical and technology education and STEM (Science, Technology, Engineering and Mathematics) sectors.



E-Education

- Enhances teaching and learning through the use of technology.
- Deployment and support of ICT equipment, network and facilities in schools.
- Implementation of software systems to support education.
- Capacity building of educators to innovate in use of ICT in education.

Curriculum Development & Evaluation

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

Strategic Planning

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

International Relations

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

National Commission for UNESCO

- Acts as an interface between UNESCO HQ and the regional office for all programs/projects in the fields of education, culture, science/ technology.
- Assists in the implementation of UNESCO's programmes and projects at national level.

Scholarships

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

Human Resources Management and Development

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

Planning & Budgeting

- Plans and ensures the provision of resources and infrastructure for a sound and fortified environment in schools.

Extra Curricular Activities

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

Health and Wellness

- Promotes physical, mental and social well-being that contribute to positive health & well-being and provides services designed to support healthy lifestyle choices such as physical activities.
- Monitors the adherence to all sanitary protocols.
- Provides pupils and students with opportunities so as to achieve their full potential in performing arts.

National Education Counselling Service

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

Special Education Needs

- Designs, develops and implements an inclusive education system that is responsive to the diverse needs of all learners, especially those with special education needs.

Quality Assurance and Inspection

- Ensures quality teaching and learning at secondary level in line with the Quality Assurance and Inspection Framework.

Infrastructure Management

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

National Equivalence Committee

- Processes application for equivalence and recognition of certificates issued at primary and secondary levels.

Zonal Directorates

- Ensures the smooth running of primary and secondary schools, clustered in four geographical zones.
- Acts as an interface between headquarters and educational institutions.

STATUTORY BODIES UNDER THE AEGIS OF THE MINISTRY

The Ministry has 11 Statutory Bodies/Institutions under its jurisdiction. Their key functions are as follows:

EARLY CHILDHOOD CARE AND EDUCATION AUTHORITY	<ul style="list-style-type: none">• 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 preschools.
PRIVATE SECONDARY EDUCATION AUTHORITY	<ul style="list-style-type: none">• 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.
SPECIAL EDUCATION NEEDS AUTHORITY	<ul style="list-style-type: none">• 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.
MAHATMA GANDHI INSTITUTE/ RABINDRANATH TAGORE INSTITUTE	<ul style="list-style-type: none">• Promotes, consolidates and disseminates Indian culture and traditions and furthers the progress of education and culture in general.
MAURITIUS QUALIFICATION AUTHORITY	<ul style="list-style-type: none">• Develops, implements and maintains the National Qualifications Framework.• Establishes qualifications equivalence in the TVET sector.• Recognises and validates competencies acquired outside the formal education and training systems (Recognition of Prior Learning and Recognition of Prior Experience).



<p>QUALITY ASSURANCE AUTHORITY</p>	<ul style="list-style-type: none"> • Promotes, maintains and enhances quality assurance of higher education in line with international standards.
<p>MAURITIUS INSTITUTE OF EDUCATION</p>	<ul style="list-style-type: none"> • Promotes the advancement of learning and knowledge in the field of education. • Conducts training and pedagogical research. • Undertakes curriculum development and textbook production.
<p>MAURITIUS EXAMINATIONS SYNDICATE</p>	<ul style="list-style-type: none"> • Organises and conducts assessments/ examinations in line with educational policies and awards certificates.
<p>HIGHER EDUCATION COMMISSION</p>	<ul style="list-style-type: none"> • Implements the national higher education strategy of Government. • Regulates, monitors and oversees the higher education sector. • Formulates policies on research and provides grants for the promotion of research.
<p>RAJIV GANDHI SCIENCE CENTRE</p>	<ul style="list-style-type: none"> • Promotes Science and Technology through non-formal science programmes in schools. • Creates awareness on developments in Science and Technology among the public.
<p>WORLD HINDI SECRETARIAT</p>	<ul style="list-style-type: none"> • Acts as a global body for the promotion of Hindi as an international language and for the coordination of Hindi-related activities.

GENDER POLICY STATEMENT

- The Ministry commits to ensuring that the concerns, perspective, needs and experiences of all individuals, irrespective of gender, are taken into account in the design, implementation, monitoring and evaluation of all policies and projects.
- The Ministry reiterates that Mauritius has achieved the following:
 - It scores highly on the education measurements on accessibility, availability and affordability for all.
 - Education policies give equal opportunities and access to free education to boys and girls at all levels of education system – from pre-primary to tertiary.
 - Gender parity in enrolment at pre-primary, primary and secondary levels has already been achieved.
 - Gender parity in literacy for age group 12 to 24 has been attained.
- Gender-related issues in the education sector are:-
 - The underperformance of boys as compared to girls at primary and secondary levels.
 - The need for a Gender Action Plan to be developed and implemented by all educational institutions.
 - The underrepresentation of girls and women in Science, Technology, Engineering and Mathematics (STEM) which is a concern world-wide, applies to Mauritius as well.
 - Gender gap in favour of girls in enrolment at tertiary level.
- Strategies/actions required:-
 - Conduct of studies to determine causes and impact of performance gaps and plan strategies to address these gaps.
 - Universities and institutions of higher learning and other training institutions to develop and adopt Gender Policy Statements.
 - Conduct of studies on girl's participation in STEM subjects with a view to inform policy and relevant interventions to address the gap.

ABOUT OUR PEOPLE

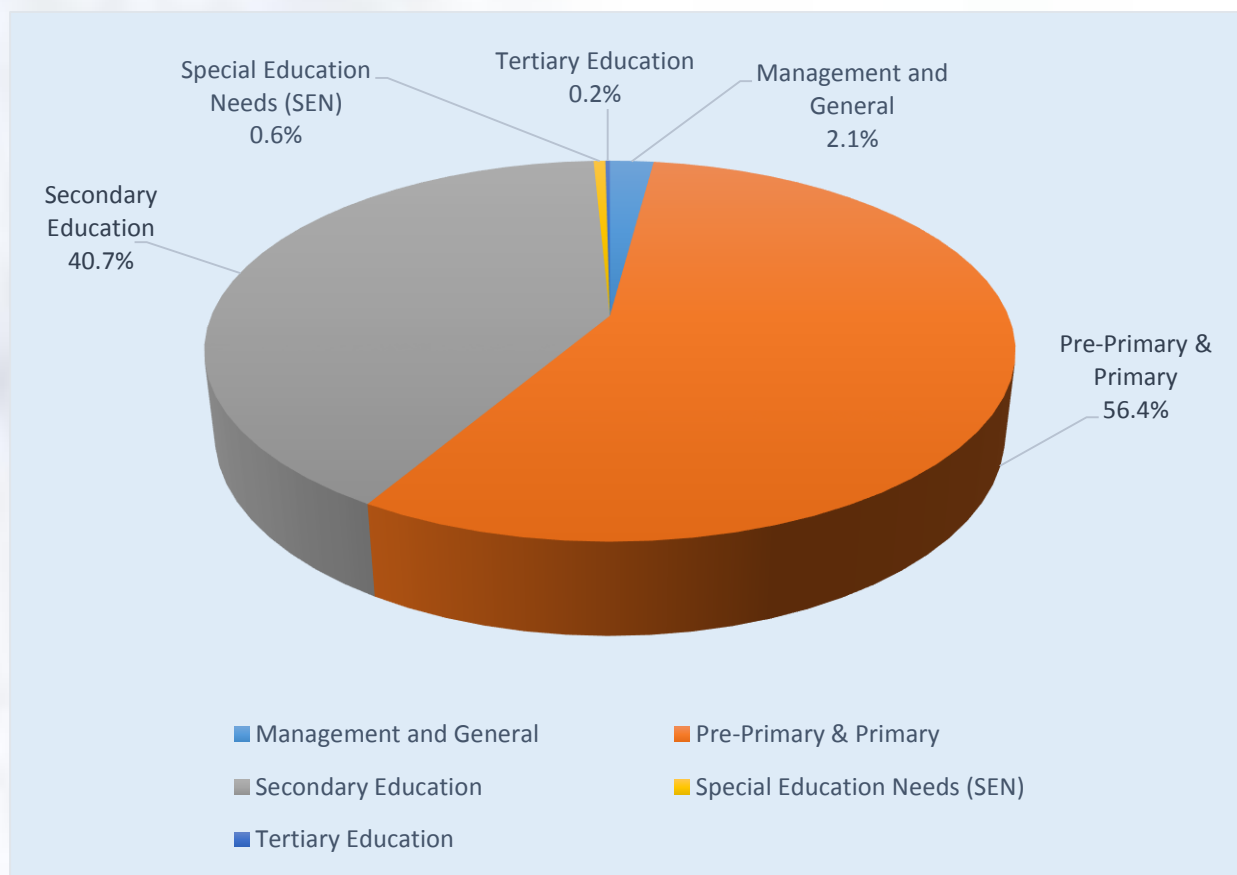
The Senior Chief Executive is the Supervising, Responsible and Accounting Officer of the Ministry of Education, Tertiary Education, Science and Technology. He is assisted by three Permanent Secretaries and the Chief Technical Officer. The Permanent Secretaries are supported by Deputy Permanent Secretaries and Assistant Permanent Secretaries. The Chief Technical Officer is backed by a team of Directors and Assistant Directors, Heads of Sections and Administrators at Headquarters and at Zone levels.

Directors of Zones are assisted by Assistant Directors, Administrators, School Inspectors and Heads of the Human Resource Management, Finance and Procurement Units.

Each Primary School is headed by a Headmaster, assisted by Deputy Headmaster(s).

State Secondary Schools are each headed by a Rector, assisted by a Deputy Rector and a Senior Educator whereas Private Secondary Schools are under the control and responsibility of a Manager, who is assisted by a Rector, Deputy Rector(s) and a Senior Educator.

OVERVIEW OF FUNDED POSITIONS FOR FINANCIAL YEAR 2020-2021 BY SECTOR



FUNDED POSITIONS BY SECTOR

For the Financial Year 2020/21, the Ministry had a total of 12,306 funded positions, as follows:

A. MANAGEMENT AND GENERAL

Job Title/Category	Funded positions 2020/21
Senior Chief Executive	1
Permanent Secretary	3
Deputy Permanent Secretary	7
Assistant Permanent Secretary	13
Chief Technical Officer (Education)	1
Director	6
Assistant Director	6
Administrator (Education)	7
Director Quality Assurance	1
Director (Health and Wellness)	1
Quality Assurance Officer	14
Other Technical Staff	14
Other Support Staff	182
TOTAL	256

B. PRE-PRIMARY AND PRIMARY

Job Title/Category	Funded positions 2020/21
Director	2
Assistant Director	2
Assistant Director (Primary)	1
Inspectorate	55
Supervisory Group	29
Headmaster	213
Deputy Headmaster	814
Teaching Staff	4,250
Other Technical Staff	55
Support Staff	1,525
TOTAL	6,946

C. SECONDARY

Job Title/Category	Funded positions 2020/21
Director	2
Assistant Director	2
Administrator (Education)	7
Rector	63
Deputy Rector	60
Senior Educator	46
Inspector (Pre-vocational)	1
Educator/Teacher	3,171
Other Technical Staff	120
Support Staff	1,536
TOTAL	5,008

D. SPECIAL EDUCATION NEEDS (SEN)

Job Title/Category	Funded positions 2020/21
Head SEN Resource Centres	1
Inspectorate	3
Officer-in-Charge, Specialised Schools/SEN RDC	7
Educator SEN	35
Therapist	6
Physiotherapist	2
Other	16
TOTAL	70

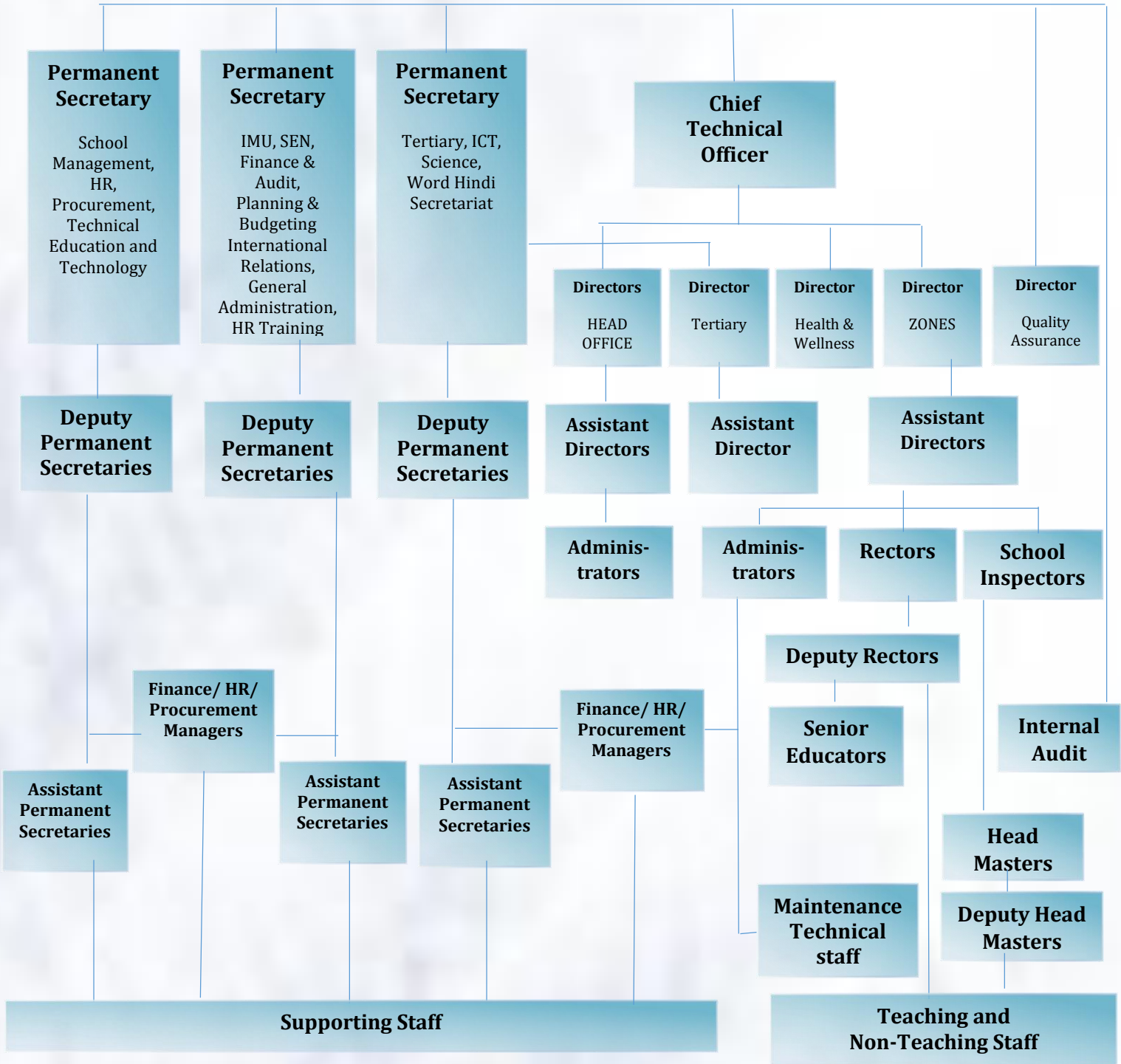
E. TERTIARY

Job Title/Category	Funded positions 2020/21
Director	1
Assistant Director	1
Administrator	1
Other	23
TOTAL	26

ORGANISATION STRUCTURE

HON. VICE-PRIME MINISTER
Minister of Education, Tertiary Education, Science and Technology

SENIOR CHIEF EXECUTIVE



PART II – KEY ACHIEVEMENTS AND PERFORMANCE

MAJOR ACHIEVEMENTS

PRE-PRIMARY

- 122 private pre-primary schools in poverty areas were provided with pedagogical tools and materials to upgrade their learning environment.
- Pre-primary Units of the Early Childhood Care and Education Authority, including those in Rodrigues, have been equipped with tablets to enhance teaching and learning in early years and efficiently manage, monitor and evaluate individual schools in the delivery of pre-primary education.

PRIMARY

- 78.0% of the 14,103 school candidates who sat for the Primary School Achievement Certificate (PSAC) assessment, met the PSAC requirements and attained the National Qualifications Framework Level 1.
- 4178 pupils benefitted from the Early Support Programme which is intended to help children overcome learning difficulties.
- In line with Primary School Supplementary Feeding Project, an enhanced meal is being provided to pupils of ZEP Schools with a view to improving education attainment and child health. Moreover, pupils of the Bois des Amourettes Government School are being provided with hot meals in line with the recommendations of the Ministry of Health and Wellness since January 2020.
- 18,166 pupils of Grade 1 and Grade 4 primary schools were screened with a view to ensure the optical health of our school population.
- “Les Amis de Zippy Programme” was implemented in 28 primary schools.
- 20,816 pupils in 274 primary schools (Mauritius and Rodrigues) and 1,849 students in 52 selected secondary schools participated in the “*After School Sports & Fitness Programme*”.
- 9,113 Grade 4 pupils in 234 primary schools participated in the 10-week “*Natation Scolaire*” project with a view to learning swimming and survival skills.

SECONDARY

- In line with the Free Textbooks Scheme, textbooks including those with enlarged print (for students with impaired vision) were provided to students of Grades 7, 8 and 9.

- In pursuit of the ongoing educational reforms, a new curriculum for Grade 9 has been implemented in the state and private grant-aided secondary schools. New textbooks have been prepared for all subjects.
- 71.6% of the 14,044 school candidates who took part in the first edition of the National Certificate of Education assessment in 2021 met the requirements for the NCE and attained the National Qualifications Framework Level 2. Subsequently, 2,168 students were offered a seat in the 12 academies.
- Despite the prevailing COVID-19-induced environment, the success rate of the 15,279 school candidates who took part in the School Certificate-June 2021 series examinations is 85.67%. A good performance was also noted at Higher School Certificate-June 2021 whereby 90.03% of the 7,866 school candidates who sat for examinations was successful.
- In line with the Education Digital Transformation Strategy, the Online Student Support Programme was extended to students of Grades 10 to 13.
- The Fortified Learning Environment Programme which aims at providing additional educational support and helps in the socio-emotional development of students has been introduced in both state and private secondary schools with the collaboration of the National Social Inclusion Foundation.
- A School Self-Evaluation Rollout Strategy was developed in line with the Quality Assurance Framework. School Action Plans for Quality Assurance in schools were also developed.

EDUCATION RESILIENCE STRATEGY: RESPONSE TO COVID-19

- 2574 educational videos were produced by the Mauritius Institute of Education, Mahatma Gandhi Institute and Open University of Mauritius for TV broadcast during school closure.
- In addition to ensuring continuity in learning and minimising learning loss, the overall health, safety and well-being of our learners remained at the center of all the decisions taken in preparing the School Preparedness Plan and Protocol for Health and Sanitary measures for the resumption of schools post COVID-19 as from July 2020.
- Following the Government decision for schools to resume on a full-fledged basis on 01 July 2020, the initial school calendar was adjusted to cover the loss of school days and extended up to 26 March 2021.

- The timings for the holding of the main national and international examinations, namely, PSAC, NCE, SC and HSC were reviewed and scheduled during the period March to June 2021.
- The Ministry was able to ensure continuity in the conduct of high level assessments and examinations for students located within red zones during the second lockdown.
- Lower grades were automatically promoted and assessments for PSAC and NCE were deloaded.
- Section 38 of the Education Act was amended under the COVID-19 (Miscellaneous Provisions) Act 2020 to make provision for the making of regulations with respect to “age limit of students”. Accordingly, amendments were brought to the Education Regulations and Private Secondary Education Regulations.

CONTINUOUS PROFESSIONAL DEVELOPMENT

- 475 teachers of Grade 4 were trained on the Classroom Management System which is an upgraded tool for Early Digital Learning Programme.
- 360 educators were enrolled for the Bachelor of Education (primary) at the MIE.
- 218 educators of Grade 1 were provided with Primary School Readiness (PSR) training.
- 128 Pre-Voc educators were provided training by the MIE (Bachelor of Education and PGCE Courses) with a view to integrating them in the mainstream.
- A Communities of Practice was set up among educators teaching the Extended Programme for sharing of experiences and best practices.
- 520 educators of both state and private secondary schools were trained on the Drug Use Programme “*Get Connected*”.

SPECIAL EDUCATION NEEDS

In order to ensure the holistic development of students with special education needs in line with the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities:

- the Special Education Needs Authority has been set up to provide the appropriate regulatory framework for learners with special education needs and facilitate the implementation of Government policies on special education needs;
- norms and standards for SEN institutions are being revised in line with international best practices in order to ensure a safe and conducive environment adapted to the unique learning needs of learners with special needs;

- the Special Education Needs Authority (Registration of Special Education Needs Institutions) Regulations 2021 have been promulgated;
- a one-off grant of Rs100,000 is being provided to each of the SEN Institutions run by NGOs to help improving their learning environment;
- with a view to further facilitating access to education for learners with special education needs, activity books adapted for learners with hearing, visual and intellectual impairment, as well as autism were produced in collaboration with the MIE; and
- in line with the Supplementary Feeding Programme, a daily meal allowance of Rs 60 per learner was provided to ensure a better quality and balanced meal that meets the specific dietary requirements of learners with special needs.

TERTIARY EDUCATION

- For the Financial Year 2020/2021, 24,944 students have benefitted from the Free Tertiary Education Scheme and an amount of Rs 562,096,794 has been disbursed up to June 2021 out of the HRDC and Lotto Fund.
- 87 Mauritian students were offered scholarships to enroll with reputed Indian Universities under the e-Vidya Bharati Aarogya Bharati project.
- A Robotics Lab and a Digital Innovation Lab have been set up by the UOM to boost R&D and foster Innovation.
- 1,040 scholarships were awarded under the *“Skills for work program”*, a collaboration between the Higher Education Commission and the Commonwealth of Learning.

INFRASTRUCTURE PROJECTS

- Two new and modern pre primary schools with all amenities have been constructed at Montagne Ory GS and Grand Bay.
- The infrastructure of 53 secondary schools has been upgraded to make them more accessible to SEN students.
- Construction and extension works were carried out in some 20 schools to provide a safe and secure environment to our learners.
- Some 60 infrastructure projects such as waterproofing, external painting, drains, construction of canopy and other works have been undertaken during the fiscal year.

STATUS ON THE IMPLEMENTATION OF BUDGET MEASURES 2020/21

Para-Budget Speech	Budget Measure 2020/21	Status as at June 2021
296 (b)	Develop a National e-Learning Platform to connect educators of secondary schools with their students.	<p>e-Learning carried out in 150 secondary schools (State and PSEA) on two fronts:</p> <p>(i) lower secondary students (Grades 7 to 9) to have access to educational resources available within the Student Support Portal (SSP); and</p> <p>(ii) classes are conducted online for upper secondary students (Grades 10 to 13) using Microsoft Teams for educators to ensure continuity in learning.</p> <p>As at 30 June 2021, there were 1,915,259 visitors on the SSP.</p>
298	<p>A comprehensive package of incentives to encourage the top 500 institutions worldwide to set up branch campuses in Mauritius, which includes:</p> <p>(a) Tax holiday for the first eight years of operation</p> <p>(b) Exemption of tax on IT and IT related materials and equipment for the purpose of online education.</p>	<p>The instruments in the form of processes, procedures and guidelines have been developed and a Standing Committee, comprising representatives of MoE, EDB, NCB, MRA, & HEC was set up in February 2021 by the Higher Education Commission to validate same. Documents being finalised.</p>
300	Earmarking an amount of Rs 138 million as the grant-in-aid to NGOs running Special Education Needs (SEN) Schools	An amount of Rs136,057,612 was disbursed as Grant-In-Aid on a quarterly basis to 42 NGOs running 53 SEN Schools to carry out educational activities to 2377 learners.
301	Provision of a one-off grant of Rs 100,000 to each SEN school run by NGOs to improve their learning environment	Following the call for application for the one-off grant, out of 53 applications received and assessed, around 20 projects were approved for an initial disbursement of 50% of funds. The remaining projects were being processed.

STATUS ON THE IMPLEMENTATION OF KEY ACTIONS 2020/21

The Table below shows the status of the Key Actions and the Key Performance Indicators (KPIs) pertaining to the Ministry included in the Budget 2020/21.

Key Action	Key Performance Indicator	Target	Achievement
Improve quality standards for the Early Childhood Care and Education (ECCE) sector	Percentage of preschools adhering to new ECCEA norms and standards	65%	65%
Improve overall performance in the Primary School Education assessment	Pass rate at Primary School Achievement Certificate	77.5%	78%
Improve student performance in Secondary Education exams	School Certificate pass rate	73%	85.67%
	Higher School Certificate pass rate	77%	90.03 %
Boost up STEM (Science, Technology, Engineering, Mathematics) in Secondary Education	Percentage of students taking at least 2 STEM subjects for HSC	41%	41%
Barrier free access to Secondary Education for Students with Special Needs	Number of secondary schools provided with ramps and handrails (Cumulative)	50	53
Increase level of performance in Physical Education at the Primary & Secondary level	Percentage of students attaining proficiency in Physical Education	65%	95%
Increase employability of Technical Education graduates	Percentage of students in employment, part time jobs, pre-employment internship, or having started a business, 6 months after having finished training	72%	PML students not yet graduated.
Foster research in public universities	Number of Research articles/internationally-refereed/peer reviewed publications	375	376

RISK MANAGEMENT

Internal Audit

The Ministry has an Internal Control Unit which operates independently and 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 period July 2020 to June 2021, giving priority to areas which posed the greatest risk to the Ministry. Moreover, emphasis was laid on specific areas as identified by Management.

For the Financial Year 2020-2021, the Internal Control Unit covered a total of 18 audits as per the approved Annual Plan and six specific assignments identified by Management. A total of 800 recommendations was made following these audits and assignments. At least 62% of the recommendations has been implemented with 30% still in progress.

Anti-Corruption Committee

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

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

Three sub-committees were set up to carry out Corruption Risk Assessments in three key areas, namely, Procurement, Finance and Infrastructure Management and each sub-committee has submitted its report on potential risk areas and made recommendations on how to mitigate the risks identified. Discussions were ongoing with the ICAC for the preparation of an Action Plan.

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.

The AC met six times during the Financial Year 2020/21 and analysed the following reports:

- Director of Audit Report for the Financial Year 2018/19;
- Public Accounts Committee Report 2019 ;and
- Internal Control Report 2018/19.

Status Reports on actions and measures taken to address the shortcomings were submitted on a quarterly basis to the Office of Public Sector Governance (OPSG).

IMPLEMENTATION PLAN – DIRECTOR OF AUDIT COMMENTS

The actions/measures undertaken by the Ministry to address the issues highlighted in the Director of Audit's (DOA) Report for the Financial Year ending 30 June 2020 are shown in the table below:

Report of DOA FY 2019/20 <i>(Additional Details in DOA Report)</i>	Comments/ Proposed Measures by DOA	Remarks/ Status on Actions taken/ Implementation
<p>11.1 Early Digital Learning Programme (EDLP)- Compliance and Implementation Issues</p> <p>i. Lapses in procurement procedures – non-compliance with Public Procurement Act: No Report on Due Diligence was submitted to the High-Powered Committee.</p>	<p>The requirements of the PPA should be complied with as advised by the PPO.</p>	<p>In accordance with the guidelines from the PPO(Circular No. 2 of 2017), the Ministry, as a Public Body, is exempted from performing due diligence, as the procurement is, <i>inter alia</i>:</p> <p>(a) undertaken by a Foreign State; (b) of goods, services and consultancy; and (c) funded by at least 50 % of the estimated project value.</p> <p>USD 14M grant was from the Government of India out of the total estimated project value of USD23.5M for Phase I, II and III. Cabinet was apprised of the implementation of EDLP Phase III project, The due diligence exercise was in fact carried out prior to the procurement process by a team of experts comprising, amongst others, a representative of the Central Informatics Bureau (IT experts), the Director eEducation and the Manager ICT, to ensure value for money. The amount disbursed for the project reflects value for money as additional features and devices were included in the project while the price of the tablets was the same as in Phases I and II. Phases I, II, III have been completed.</p>
<p>ii. Delay in finalising the second Addendum resulting in late deliveries of EDLP equipment.</p>	<p>The delay was mainly due to late finalisation of the 'Second Addendum' by two and a half months, following the introduction of a more technologically advanced tool for the EDLP Phase III project.</p>	<p>The preparation and finalisation of the Second Addendum was a lengthy process and involved numerous consultations/negotiations with relevant stakeholders to look into the specifications and implications of the system.</p>
<p>iii. Issue over the use of EDLP Equipment/ Delay in finalising the Classroom Management Software.</p>	<p>EDLP equipment were partially being used in schools. Notebooks issued to educators were being used in Grade IV classrooms but training had not yet been provided to the educators. The warranty period for tablet PCs started as from 13 March 2020. However, as of November 2020, tablets issued to pupils were not being utilised and remained idle at schools.</p>	<p>Tablets were used for teaching and learning. Training of Trainers and Educators were carried out in 2020/21. Updated training programme on usage of tablets in Grades 1 to 4 for all Inspectors and Headmasters would be held in 2021/22. The Server to host the CMS has been acquired after a long process and being used.</p>
<p>iv. Testing and commissioning not yet done for completed works and electrification works not yet carried out in some schools for Grade IV classrooms.</p>	<p>To ensure the successful and timely implementation of the project, procurement of both the hardware and software and the electrification works should be undertaken concurrently to ensure that all pupils benefit from the same facilities at the same time.</p>	<p>Electrification works which involve the expertise of other Ministry/Depart have been completed in Grade IV classrooms.</p>

Report of DOA FY 2019/20 (Additional Details in DOA Report)	Comments/ Proposed Measures by DOA	Remarks/ Status on Actions taken/ Implementation
v. Security issues – Thefts perpetrated at schools causing an increase in number of stolen tablet PCs.	To strengthen the security measures to deter the recurrence of theft and the loss of assets.	Head of Schools have been strongly advised to maintain security of tablets and ensure burglar proofing of school premises. Sensitization campaigns on security at schools were carried out in 2019 in collaboration with the Police Crime Prevention Unit. Action taken to deduct the value of the stolen items from the monthly amount payable to the Security Service provider. Collaboration of the Police has been sought for strengthened surveillance and vigilance especially in high risk prone areas.
11.2 School Requisites - Free Textbook Scheme for Grade 7, 8 and 9 - Inadequate Control Mechanism.	Lapses in financial procedures.	<p>The Ministry had to implement a policy measure announced by Government within a time span of six weeks and this at a time when a contract had already been awarded by the Mauritius Institute of Education (MIE) to the selected bidders, on the basis that the books were to be initially delivered to bookshops/ booksellers. Hence, the MIE, governed by the MIE Act and covered under the Public Procurement Act, being the implementing arm of the Ministry for curriculum development, was entrusted with the responsibility to undertake the procurement of textbooks for Grades 7, 8 and 9.</p> <p>Nevertheless, prior to launching the bid exercise, legal advice was sought and all procedures and legal parameters were adhered to.</p> <p>The Free Textbook Scheme was an exceptional measure requiring an exceptional process for the benefit of all students, especially those coming from vulnerable groups. The contract was between the MIE and the supplier. Payment was effected against invoice after confirmation of distribution.</p>
i. Deliveries of textbooks were effected after scheduled dates.	As per the contracts, deliveries of the textbooks for mainstream and extended programme should have been effected by 6 and 16 December 2019, respectively. However, as per records, deliveries for the mainstream programme were completed in March 2020 while that for the extended programme, delivery was only completed in August 2020.	The Ministry monitored the delivery of the textbooks to schools by way of an online feedback system on a daily basis.
ii. Lapses in Procurement Procedures - inadequate monitoring and control over the receipts of textbooks.		Textbooks delivered after schedule dates were mainly Part 2 Textbooks of Extended Programme (EP) which were required during mid-second term at school level and some Performing Arts textbooks received at the end of the confinement period. Distribution was effected on resumption of schools in July 2020, following the confinement period.
11.3 Procurement of Watch and Security Services for Schools and Institutions i. Delay in awarding the contract-recommendation of the Central Procurement Board to proceed with Framework Agreement not adopted	The Ministry should consider entering into a FA contract as recommended by the CPB as there are only a few contractors for the provision of Watch and Security Services in the market.	Following the recommendation of the Central Procurement Board (CPB) to proceed with the procurement of security services for one year only and, thereafter, to consider a Framework Agreement (FA) for the subsequent two to three years, the Ministry, with the approval of Procurement Policy Office (PPO), launched bids for a period of 12 months on 19 July 2017 through the e-procurement system. On 21 February 2018, the PPO was informed of the recommendations of the CPB

Report of DOA FY 2019/20 (Additional Details in DOA Report)	Comments/ Proposed Measures by DOA	Remarks/ Status on Actions taken/ Implementation
for the provision of Watch and Security Services.		and its advice to proceed with a FA was sought. Subsequent bids for the said service were launched through the CPB on 30 May 2019 for a period of three years. The proposal for the Ministry to consider entering into a FA would be taken up afresh with the PPO.
ii. Tendering procedure cancelled due to challenges by unsuccessful bidders;		Provisions of the PPA and relevant Regulations, have to be complied with. Hence any delay due to challenges cannot be imputed upon the Ministry.
iii. Renewal of contracts for more than 48 months.		In view of the above, Contracts were extended on a month-to-month basis, on the same terms and conditions, as the security services could not be stopped. Given this temporary arrangement, Performance Securities were not warranted.
11.4 Capital Projects: Delays in Execution of Projects due to Poor Performance of the Contractors	Delays in project due to poor performance of contractor.	All required procurement procedures are followed to implement the large number of capital projects each year (300 in the Financial Year 2019/20). Given their specific technical nature and scope, implementation of each project is guided by a series of distinct steps and the expertise of third parties, namely, the Ministry of National Infrastructure and Community Development (MNICD). When there are defaulting Contractors, the Ministry may, upon the advice of the MNICD, terminate the contract but for some projects, where there is few outstanding works termination of contract is not cost effective. Liquidated damages are also applied where required. On 06 February 2020, the Ministry reported a list of Contractors to the PPO for poor performance.
i. Lapses in procurement process and delays in taking over projects.	The Schedule of Rates (SOR) method may be applied for preparation of cost estimates. Hence, the contract price for similar projects would be harmonised and more reliable cost estimates would be prepared.	Contracts are either awarded to the Contractor under the Framework Agreement by the MNICD with respect to small projects not exceeding Rs 10 M, or through a bidding exercise. The recommendation for use of the SOR method will be communicated to the MNICD.
ii. Delay in execution of projects due to incomplete scope of works.		Due to unforeseen technical problems, additional works may have to be carried out. The cost estimates and the Scope of Works are worked out by the technical cadre of the MNICD and the bidding documents are in line with the guidelines of the PPO.
iii. Significant delay in award of contract and inadequate monitoring of projects.		There are different levels of monitoring at the level of the Ministry and the MNICD. All records of regular site meetings are available in files at the Ministry. Moreover, dedicated meetings to resolve issues of delay and poor workmanship are held.
11.5 Infrastructural Management Unit (IMU) - Inadequate monitoring of Projects i. Poor performance of the Contractors resulting in significant	Contractors' performance should be closely monitored and strict measures should be taken against defaulting contractors.	The MNICD is responsible for implementing and monitoring projects carried out by Contractors under the Framework Agreement. Unforeseen circumstances may cause delays and, hence, Contractors are granted extension of time or liquidated damages are applied, whenever required.

Report of DOA FY 2019/20 (Additional Details in DOA Report)	Comments/ Proposed Measures by DOA	Remarks/ Status on Actions taken/ Implementation
delays in completion of projects.	The number of contractors under the FA should be reviewed so that projects are delivered on time.	The recommendation to review the number of Contractors under the Framework Agreement will have to be taken up at the level of the MNICD.
ii. Liquidated Damages not consistently applied due to inadequate monitoring.		Liquidated Damages were applied in all relevant cases after examination of claims for extension of time submitted by Contractors and adjustment of the contract period accordingly. The PPO would be approached for a ruling to the effect that the rate of total liquidated damages be increased so as to serve as a deterrent against abusive delays on the part of Contractors.
Follow up to Matters raised in Audit Report 2017-2018 11.6 Project Records for Capital Projects and the Infrastructure Maintenance Unit were still not complete.	It is essential to have accurate and up to date information to ensure that a complete and reliable database is maintained which will assist for monitoring, control and decision making purposes.	Relevant information are available in dedicated files for each and every project. Moreover, an Excel file is maintained at the Infrastructure Management Unit. The implementation of an Infrastructure Management System project is complex involving numerous tasks/activities. Specifications and bidding documents were under preparation.
Follow up Matters raised in Audit Report 2018-2019 11.7 Contract D - Abdool Rahman Government School - Rs 70.5 million	<i>Undue delay in finalizing the procurement for Phase II of the project</i> Due to substantial delay in completing Phase I of the project, procurement procedures for Phase II were still at bidding stage.	Delay has been caused due to a number of factors that was beyond the control of this Ministry, namely, the demise of the Director of the Company (whereby works ceased for six months) and bankruptcy of the Company in receivership when some 85% of the works had already been undertaken.
11.8 Governance Issues - Non-compliance with Legislations	Ministries should, through their representative on the Boards, exercise control over Statutory Bodies to ensure that they fulfil their statutory responsibilities regarding the preparation of Financial Statements, their submissions for audit and tabling before the National Assembly.	A circular has been issued to Head of Units to inform the Representatives of the Ministry on the relevant Boards to monitor the timely preparation of Financial Statements and their submission for audit purpose. Necessary actions have been taken for tabling of the following Annual Reports :

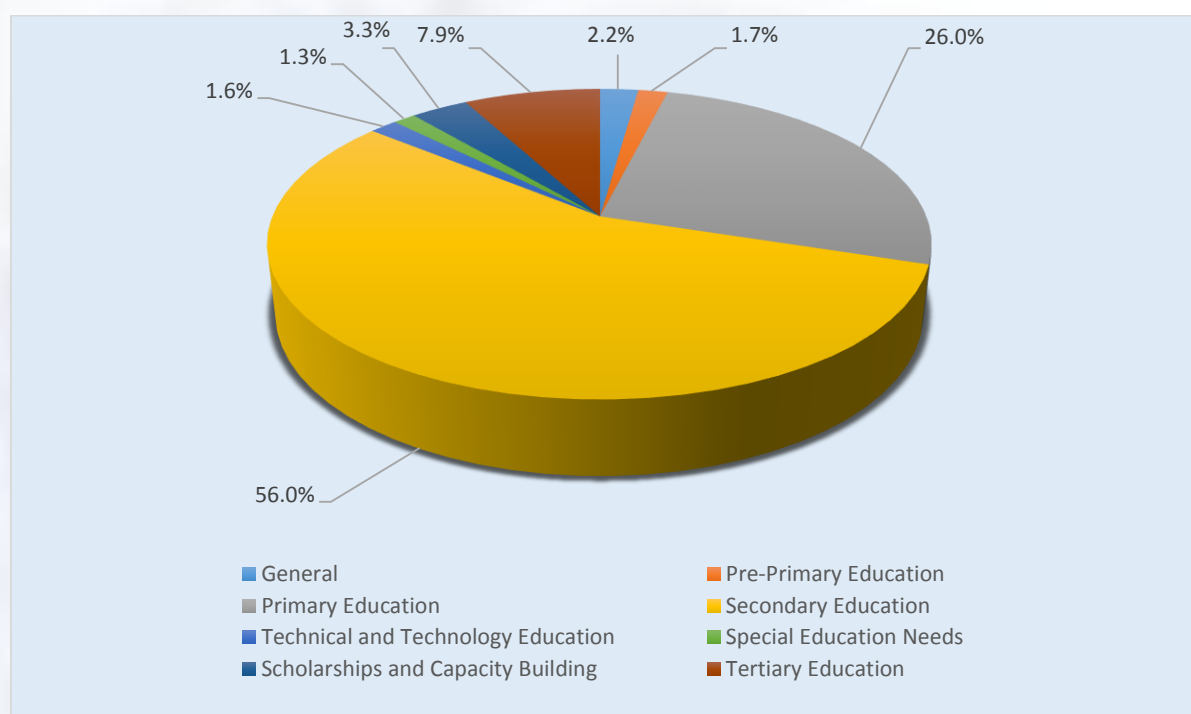
Statutory Body	Financial Statement Period
1.Early Childhood Care and Education Authority	01.01.2016 30.06.2017
2.Open University of Mauritius	2018-19
3.Private Secondary Education Authority	2018-19
4.Tertiary Education Commission (now Higher Education Commission)	2018-19
5.University of Mauritius	2013, 2018-19
6.University of Technology Mauritius	2011, 2012, 2013 2014
7.Mauritius Qualification Authority	2017-18
8.Industrial Vocational and Training Board	01.07.2009-15.11.2009

PART III – FINANCIAL PERFORMANCE

FINANCIAL HIGHLIGHTS

The Ministry's Budget was categorised under eight Sub-Heads, representing the main sectors of education, and Rs 15.025Bn were appropriated for Financial Year 2020/21.

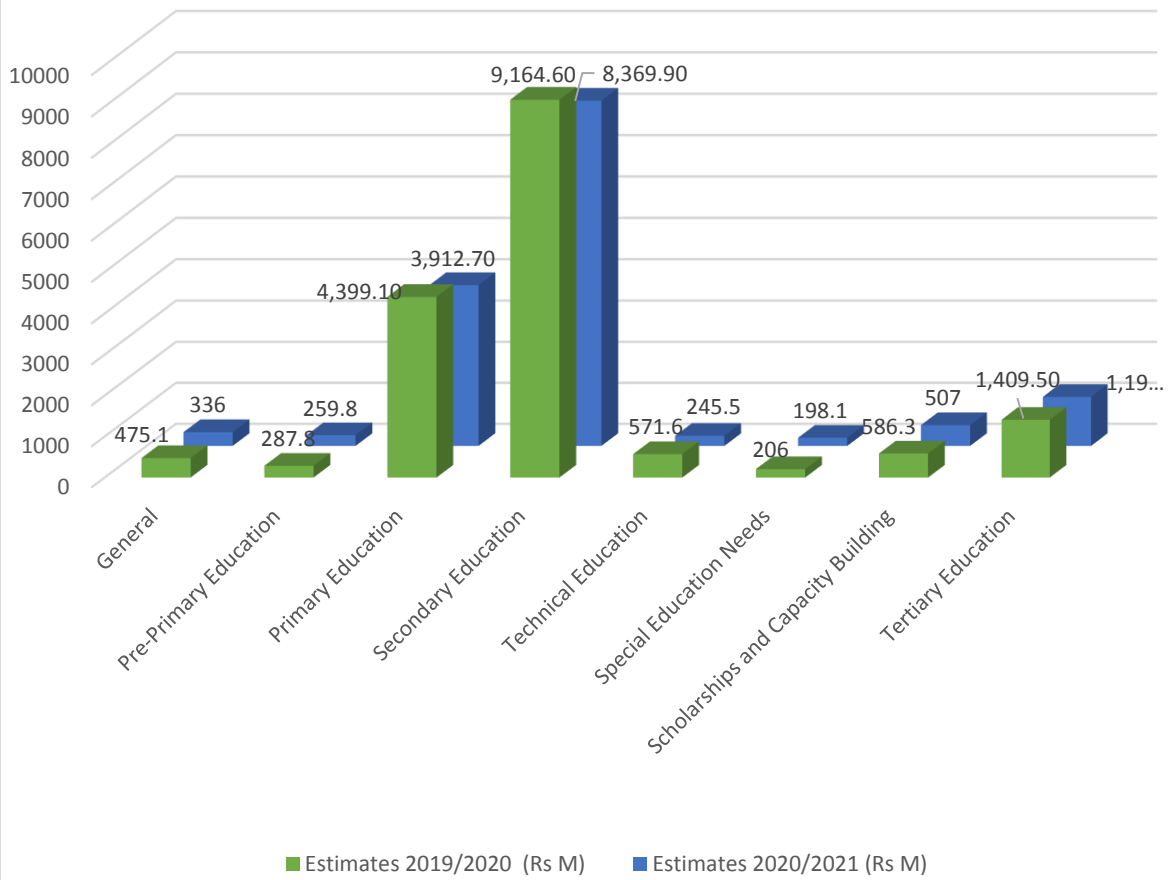
More than 50% of the budget was allocated to secondary education sub-sector, 26% to primary education sub-sector and the remaining 18% was allocated among the other sub-sectors of education as illustrated below:



Comparison between Budget Expenditure by Sub-Heads for Fiscal Years 2019/20 and 2020/21

Vote/Sub-Head	Estimates 2019/2020 (Rs M)	Estimates 2020/2021 (Rs M)	% 2020/2021
General	475.10	336.00	2.2
Pre-Primary Education	287.80	259.80	1.7
Primary Education	4,399.10	3,912.70	26
Secondary Education	9,164.60	8,369.90	56
Technical and Technology Education	571.60	245.50	1.6
Special Education Needs	206.00	198.10	1.3
Scholarships and Capacity Building	586.30	507.00	3.3
Tertiary Education	1,409.50	1,196.00	7.9
TOTAL	17,100.00	15,025.00	100

Comparison between Budget Expenditure by Sub-Heads for Fiscal Years 2019/20 and 2020/21



ANALYSIS OF MAJOR CHANGES

REVENUE

In respect of Financial Year 2020/21, the total revenue which was derived mainly from refund of bonds, library fees, loss of books, sale of bid documents, use of premises and canteen rent amounted to Rs 6.91M. The forecasted amount was Rs 10M for that year.

EXPENDITURE

Around 46% of expenditure under Vote 4-1 was incurred under Grants, which included Current and Capital Grants to Extra Budgetary Units, as follows:

SN	Parastatal Body	Estimates (Rs M) FY 2019/20	Estimates (Rs M) FY 2020/21
1	Private Secondary Education Authority	4683.4	4575
2	Former Tertiary Education Commission Now Higher Education Commission	1248	1055.5
3	Mauritius Institute of Training and Development	587.60	-
4	Mahatma Gandhi Institute/Rabindranath Tagore Institute	580.28	541
5	Early Childhood Care and Education Authority	287.80	255.80
6	Mauritius Institute of Education	292	261
7	Mauritius Examinations Syndicate	137.80	-
8	Mauritius Qualifications Authority	44.6	33
9	Polytechnics Mauritius Ltd	38	37.6
10	Rajiv Gandhi Science Centre	32.5	30.3
11	Special Education Needs Authority	11.5	11.8
12	World Hindi Secretariat	10	10
13	Quality Assurance Authority	3	7
14	Roman Catholic Education Authority	635	607
15	Technical Education Centres	-	245.5

For Financial Year 2020/21, no provision was made for the MITD as there was a change in Ministerial Portfolio. Provision was also not made for MES in 2020/21 Estimates as per the decision of the Ministry of Finance, Economic Planning and Development. As in 2019/20, the larger share of the Grants went to the Private Secondary Education Authority followed by the Higher Education Commission .

STATEMENTS OF REVENUE AND EXPENDITURE

The Statements of Revenue and Expenditure have been prepared from the Estimates 2020/21 and data captured from the Treasury Accounting System (TAS).

STATEMENT OF REVENUE

Item/Revenue	2019/20 Actual (Rs M)	2020/21 Estimates (Rs M)	2020/21 Actual (Rs M)
Miscellaneous Revenues: Refund of bonds, library fees, loss of books, sale of bid documents, use of premises and canteen rent.	43.16	10	6.91
Total Revenue	43.16	10	6.91

The decrease in rent received for year 2020/2021 was mainly due to school closure during confinement in the wake of the COVID-19 pandemic and there was no request for use of premises by the public.

STATEMENT OF EXPENDITURE

Head/Sub-Head of Expenditure	2019/20 Actual (Rs M)	2020/21 Estimates (Rs M)	2020/21 Actual (Rs M)
Allowance	2.4	2.4	2.4
Compensation of Employees	5756.9	5571.8	5438.8
Goods and Services	667.6	756.9	865.8
Grants			
Current	7748.7	6686.7	6733.2
Capital	129.7	152.9	86
Social Benefits	272	-	-
Other Expenses	1082	1104.1	1077.1
Acquisition of Non-Financial Assets	638.1	750.1	568.6
Total Expenditure	16297	15025	14772

PART IV – WAY FORWARD

TRENDS AND CHALLENGES

KEY CHALLENGES

- Continuity of teaching and learning in the wake of COVID-19.
- Devising and implementing a new comprehensive sanitary protocol for educational institutions during the prevalence of the COVID-19 pandemic.
- The Covid-induced situation resulted in extended school closure during first and second confinements. During this period the Ministry had to show resilience and ensure continuity in education by engaging educators to conduct distance education including online teaching. However, initially not all students had necessary tools to follow online classes.
- Holding of national and international exams during the pandemic situation, including within quarantine centres and red zones.
- Expansion of technical education to cover the secondary education sector through the development of a new school certificate technical/ technological pathway, including new domains, as well as a new scholarship scheme, for HSC Pro.
- Ensuring availability of educators and supply teachers in all subjects, more specifically in the scarcity areas for the smooth running of classes.
- Provision of support and training to newly recruited or appointed teaching and non-teaching staff in schools at all levels in the context of continuous professional development.
- Intensifying online teaching and learning through collaborative platforms and improving the Online Learning Management System of the Higher Education Institutions, especially in the light of school closures.



TRENDS

- Schools being resilient with respect to COVID-19 infections with an increase in positive cases and close contacts, but at the same time ensuring that teaching and learning happens in a safe supportive environment.
- Changes in Education Regulations due to changes in school year.
- Closure of schools has resulted in new education norms. Online platforms and tools such as Zoom and MS Teams are being widely used as a medium for teaching and learning, conducting e-assessments, monitoring and evaluation.
- A review of curricula is warranted for the technical education to make technical education programmes, including for those of the Institute of Technical Education and Technology, to be aligned with the evolving industrial market demands and economic needs of the country.
- Engaging in a sensitisation campaign which is adapted to the prevailing sanitary conditions.
- In line with recommendations of the PRB, and Ministry's strategic policy direction for improving efficiency, capacity building in skills and competencies will be an ongoing process for educators and administrative staff in schools.
- Fostering student mobility and flexible learning pathways.
- Development of the national Open Educational Resources Policy for the tertiary sector.

STRATEGIC DIRECTION

- Extend the process of digitisation of schools through expansion of EDLP project to Grades 5 & 6 and boosting broadband internet coverage in the secondary sector.
- Enhance monitoring of quality in secondary schools through analysis of outcome of the first Quality Assurance Audit carried out.
- Empower heads of schools and teaching staff with the necessary skills, competencies and digital tools to conduct and monitor online teaching and learning so as to keep pace with the evolving changes in the education sector.
- Develop and implement a drug use prevention programme for upper secondary students.
- The Ministry has already embarked on a new mode of video lessons production so that in case of any school closure, teaching and learning can be continued via airing of Video lessons on the MBC.
- Capacity building programmes for continuous professional development of school leaders and educators.
- Reinforce the blended mode of teaching and learning so that students of all grades are catered for.
- Strengthen the student support portal and set up a National Learning Management System to cover all grades at secondary level.
- Establish an additional support layer of a student-initiated and student-run peer counselling services and offer a more supportive environment which is inclusive, accessible and confidential.
- Rationalise the programmes offered in the different higher education institutions to ensure greater efficiency and effectiveness in the delivery of programmes in the sector.
- Expand the internationalisation and promotion of the higher education sector which has been slowed down due to closure of borders in Mauritius and other countries.

SUMMARY OF EVENTS/ACTIVITIES IN FY 2020/21

04 – 06 August 2020	Training of Trainers on the Drug Use Prevention Programme at the World Hindi Secretariat.
10 September 2020	Certificate of participation to 40 HEP Educators for online teaching during confinement period, April- June 2020. Certificate of participation - Short stories and video lessons on Music for the Primary Schools prepared by the Music Department.
21-25 September 2020-	Art week in all Primary Schools.
October 2020	TAFISA Walking Week in Secondary Schools.
19-20 October 2020 and 08- 09 December 2020	Work-related exchanges and collaboration for Heads of Primary Schools at Côte D’or National Sports Complex.
26 October 2020- 18 February 2021	Basic swimming and survival skills to primary school’s pupils under the “Natation Scolaire” Programme.
3,4 and 9 November 2020	In the context of Canadian Fund for Local Initiatives, sensitisation, workshops on Infection Prevention Control of COVID-19 targetted to members and patrons of school health clubs in collaboration with the Ministry of Health and Wellness and the World Health Organisation. 98 Educators (Patrons) and 157 students (Health Ambassadors) participated in the workshops.
November 2020	Launching of the Faculty of Medicine and Health Sciences.
11 January 2021	One-day workshop for all HEP Educators held at Côte D’or.
19 -27 January 2021	Three-day workshop, held in the four Zones on the Drug Use Prevention Programme “Get Connected” during which 265 additional educators were trained.
25 January 2021	Training conducted for 34 Vision Screeners (Health and Physical Education Instructors and others).
26 January - 22 February 2021	Vision Screening Exercise was carried out in all primary schools including SEN integrated units, SENRDCs and RCAs.
18 February 2021	Launching of the Digital Innovation Lab.
June 2021	Participation of Primary and Secondary Schools for the UNESCO Peace competition in collaboration with PAIX France Television.



TAFISA World Walking Week



Certificate of Participation for online teaching during confinement to 40 HEP Educators.



Initiation to Basic swimming and Survival skills to pupils of primary schools.



Art week in Primary Schools.



Certificate of Participation for Short stories and video lessons on Music for the Primary schools prepared by the Music Department.



1-day workshop for all HEP Educators held at Côte D'or.



Participation of Schools in the UNESCO Peace Competition in collaboration with PAIX France Television.



Workshops on Drug Use Prevention Programme "Get Connected" for 265 additional educators.



Launching of the Faculty of Medicine and Health Sciences.



Launching of the Digital Innovation Lab.



Winners of the African Code Challenge 2020 organised by the Rajiv Gandhi Science Centre.

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