



ANNUAL REPORT 2021-2022

MINISTRY OF EDUCATION, TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY

October 2022

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INTRODUCTION

In line with the requirements of the Finance and Audit Act, the Ministry of Education, Tertiary Education, Science and Technology has prepared its sixth Annual Report on Performance for the fiscal year 2021-2022.

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

This Report gives an overview of the Ministry's main roles/functions, achievements and evaluates its key actions, major projects, programmes and measures planned for the year. It also provides a statement on the revenue and expenditure for the Financial Year 2021-2022.

THE STRUCTURE OF THE ANNUAL REPORT

Part I: About the Ministry

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

Part II: Achievements and Challenges

Part II describes the major achievements and the performance of the Ministry during the Financial Year 2021-2022. 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 2020-2021.

Part III: Financial Performance

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

Part IV: Way Forward

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

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



It is with much pleasure that I associate myself with the publication of the Annual Report of the Ministry of Education, Tertiary

Education, Science and Technology. The Financial Year 2021-2022 was yet another year marked by the COVID-19 pandemic, with the consequent impact and disruption that were inevitably felt, as in other sectors of activity, on Education as well.

Hence the education system had to be recalibrated through the reliance upon such unprecedented measures as remote learning and staggered classes, the latter involving around half the school population coming to school at one go in a bid to comply with the sanitary protocols. We will recall that remote learning became an even more positive asset as schools closed again from November 2021 until February 2022.

The consequent extension of the academic year to November 2022 also had a silver lining in that it helped to compensate for learning losses and ensured full coverage of the curriculum. As well, it favoured the completion of course works and other practical sessions that were interrupted by the pandemic. In addition, bilateral negotiations with CIE led to the rescheduling of the School Certificate and Higher School Certificate

examinations to the October/November Series.

All of these actions were backed by relevant amendments to existing regulations. These were brought to the Education Regulations and the Private Secondary Education Regulations to ensure that all students had an equal opportunity to complete their secondary education and are not penalised on grounds of age criteria following school closures.

Fairness also dictated that students whose studies were delayed due to the pandemic be exceptionally offered opportunities to catch up. For the first time ever, accordingly, pupils of Grade 5 were allowed, following parental request, to sit for PSAC examination in October 2022 with the possibility of moving to grade 7 in January 2023. Similarly, with the re-scheduling of both international examinations, opportunities were provided for Grades 10 and 12 students to exceptionally sit for these, subject to them meeting the prescribed eligibility criteria and conditions for the Government Sponsorship.

In addition, for all the constraints posed by the pandemic, there was no let-up in positive actions across the sub-sectors of education, from the Pre-primary through to Higher Education. Thus, we ensured that early childhood education institutions adhered to ECCEA norms and regulations - a figure amounting to around 72 percent. Some 19,611 pre-primary pupils also benefitted from an

increase in the monthly per-capita grant from Rs 200 to Rs 400, in the name of access and equity.

On the other hand, financial support to the tune of some Rs 151M was provided to SEN institutions through the Grant-in-Aid formula and meal allowance.

One far-reaching significance of education lies in ensuring that capacities of staff are strengthened for value-adding and enhanced delivery for learning. Thus, several training programmes were carried out, including a virtual capacity building programme for Heads of Secondary Schools by the Commonwealth Secretariat. As part of the equity drive, a series of measures was taken for the professionalisation of Educators working with children with Program', a collaborative venture between the Higher Education Commission and Commonwealth of Learning.

One other area that saw significant action being undertaken is that of Technical and Technology education. Indeed, with a view to addressing the middle to high skills needs of the country

and to provide more opportunities and pathways for students, the Institute of Technical Education and Technology (ITET) legislation 2021 was enacted on 24 July 2021 and proclaimed on 28 January 2022. On the other hand, Polytechnics Mauritius Ltd kept making in-roads into raising the higher-end technical skills of young people by expanding its programs with 14 new ones introduced in Financial Year 2021-2022.

Let me state here that all the above achievements would not have been possible without the support, dedication and enthusiasm of all the Education Stakeholders, staff and the Senior Chief Executive of my Ministry. I would like to seize this opportunity to extend my sincere appreciation to all of them for their dedication, good work and commitment.

I look forward to the continued efforts, team spirit and allegiance of one and all as we transform and reinvent our education system to make good on our commitment to foster greater equity, inclusiveness and quality lifelong education for all.



The Honourable 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

It gives me great pleasure to present the sixth edition of the Annual Report for the Financial Year 2021-2022 for the Ministry of Education, Tertiary Education, Science and Technology.

In the wake of the COVID-19 pandemic, the education resilience strategy was reinforced in the year 2021-2022. Face to face classes resumed on a staggered mode as from July 2021 with a strict sanitary protocol and with remote classes ongoing to ensure that learners were continuously in touch with their studies. In parallel, several steps were taken to ensure the safety of learners, as well as the staff in schools, namely through sensitisation campaigns, vaccination of school staff and learners (aged 5 to 17 years), cleaning and disinfection of educational institutions. However, with the resurgence of cases, schools had to be closed again in November 2021 and remote learning was resorted to until all schools opened in February 2022. Mindful of the learning loss encountered by all learners, and to provide them with more time to develop preparedness, the school calendar was once again extended leading to national as well as international assessments being postponed to October/November 2022.

During the year, efforts were also sustained to implement ongoing reforms thus leading to the Early Support

Programme being extended to all grades in the primary sector through the recruitment of 235 additional support teachers. The registration of Special Education Needs (SEN) institutions is also ongoing to ensure quality and inclusive education. Furthermore, emphasis is also being laid on technical and technology education. The legal and institutional framework was further strengthened. Thus, the Institute of Technical Education and Technology (ITET) Act 2021 was enacted on 24 July 2021 and proclaimed on 28 January 2022.

In the Higher Education sector, a national consultation was conducted with regard to the finalisation of the Open Educational Resources policy.

The Ministry also has at heart the capacity building of the teaching staff as well as for school leaders from pre-primary to secondary schools and accordingly several training programmes were carried out, including a virtual capacity building programme for Heads of Secondary Schools by the Commonwealth Secretariat.

To conclude, I would like to express my sincere gratitude to the Honourable Vice-Prime Minister for her unflinching support and extend my appreciation to the staff of the Ministry for all their efforts.

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 and prosperous nation.

Mission

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

CORE VALUES OF THE MINISTRY

➤ **INTEGRITY**

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

➤ **EQUITY AND FAIRNESS**

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

➤ **INCLUSIVENESS**

We pledge to provide equal opportunities to all our learners.

➤ **QUALITY**

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

➤ **TEAMWORK**

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

➤ **CREATIVITY AND INNOVATION**

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

ROLES AND FUNCTIONS OF THE MINISTRY

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

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

KEY FUNCTIONS OF THE MINISTRY

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

KEY LEGISLATIONS

SN	Key Legislations
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	Open University of Mauritius Act 2010
10	Private Secondary Education Authority Act 2016
11	Rabindranath Tagore Institute Act 2002
12	Rajiv Gandhi Science Centre Trust Fund Act 1994
13	Sir Seewoosagur Ramgoolam Foundation Act 1981
14	Special Education Needs Authority Act 2018
15	Université Des Mascareignes Act 2012
16	University of Mauritius Act and Statutes 2013
17	University of Technology Mauritius Act 2000
18	World Hindi Secretariat Act 2002

OVERVIEW OF THE SECTIONS/UNITS OF THE MINISTRY

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

PRE-PRIMARY EDUCATION

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

PRIMARY EDUCATION

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

SECONDARY EDUCATION

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

TERTIARY EDUCATION AND SCIENTIFIC RESEARCH

- Formulates policies for the development, regulation and expansion of higher education and for the promotion of research for enhanced societal impact. The Directorate also looks into the development of science and technology.

TECHNICAL AND TECHNOLOGY EDUCATION

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

E-EDUCATION

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

CURRICULUM DEVELOPMENT AND EVALUATION

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

STRATEGIC PLANNING

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

INTERNATIONAL RELATIONS

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

NATIONAL COMMISSION FOR UNESCO

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

SCHOLARSHIPS

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

HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT

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

PLANNING AND BUDGETING

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

EXTRA AND CO-CURRICULAR ACTIVITIES

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

HEALTH AND WELLNESS

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

NATIONAL EDUCATION COUNSELLING SERVICE

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

SPECIAL EDUCATION NEEDS

- Designs, develops and implements policies and strategies to promote an inclusive education for learners with special education needs.

QUALITY ASSURANCE AND INSPECTION

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

INFRASTRUCTURE MANAGEMENT

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

SECRETARIAT OF NATIONAL EQUIVALENCE COMMITTEE

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

CORPORATE SERVICES

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

ZONAL DIRECTORATE

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

STATUTORY BODIES AND COMPANIES

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

STATUTORY BODIES

EARLY CHILDHOOD CARE AND EDUCATION AUTHORITY

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

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.

SPECIAL EDUCATION NEEDS AUTHORITY

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

MAURITIUS EXAMINATIONS SYNDICATE

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

MAHATMA GANDHI INSTITUTE/ RABINDRANATH TAGORE INSTITUTE

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

MAURITIUS INSTITUTE OF EDUCATION

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

MAURITIUS QUALIFICATION AUTHORITY

- Develops, implements and maintains the National Qualifications Framework.
- 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).

INSTITUTE OF TECHNICAL EDUCATION AND TECHNOLOGY

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

HIGHER EDUCATION COMMISSION

- 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.

QUALITY ASSURANCE AUTHORITY

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

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.

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.

UNIVERSITY OF MAURITIUS

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

UNIVERSITE DES MASCAREIGNES

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

UNIVERSITY OF TECHNOLOGY, MAURITIUS

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

WORLD HINDI SECRETARIAT (Bilateral Organisation –India & 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 LTD (MEDCO)

- Improves the facilities of the MEDCO Schools and the academic and extra-curricular outlook of all the students through continuous upgrading 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 at mid-management level to serve the emerging needs of Mauritius for a qualified and skilled human resource.

- Equips learners with high-end technical skills through state-of-the-art infrastructure, highly qualified academics, affordable career focused courses through partnership with local and international institutions and industry partners.

GENDER POLICY STATEMENT

The Ministry commits to ensuring that the concerns, perspectives, needs and experiences of all individuals, irrespective of gender, are considered in the design, implementation, monitoring and evaluation of 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 ensure equal opportunities and access to free education to boys and girls at all levels of the 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 underrepresentation of girls and women in Science, Technology, Engineering and Mathematics (STEM) which is a concern world-wide, applies to Mauritius as well.
- ❖ The need for a Gender Action Plan to be developed and implemented by all educational institutions.
- ❖ The underperformance of boys as compared to girls at primary and secondary levels.

Strategies/actions required: -

- ❖ Conduct a study on girls' participation in STEM in Mauritius for policy consideration.
- ❖ Develop gender responsive guidelines to increase the number of women in STEM subjects and introduce mentorship programmes to encourage more girls to venture in science and technology related subjects.
- ❖ Advocate for universities, institutions of higher learning and institutions providing technical education to develop and adopt gender policy statements, promote women, and gender studies for men and women and further integrate gender mainstreaming in general regular courses.

- ❖ Review the curriculum materials to facilitate learners to be gender neutral and change their mindset on gender and gender relations.
- ❖ Enforce collection of gender statistics and data disaggregated by intersection-sex, age, level of education and disability.
- ❖ Promote all-inclusive learning for boys and girls with disabilities and sensitise parents and families on the importance of children with special needs to attend school and facilitate their access thereto.
- ❖ Expand the curriculum on age-appropriate sexuality education in schools at all levels to provide accurate information and build awareness on matters of sexual and reproductive health and rights.
- ❖ Develop and implement programmes for transformative change at school level.
- ❖ Mount training programmes for all educators on Gender Based Violence.
- ❖ Undertake regular gender-sensitive content analysis of the curriculum for the primary school level.
- ❖ Develop and implement a reintegration programme for teenage mothers at the level of schools.

ABOUT OUR PEOPLE

The Senior Chief Executive is the Supervising, Responsible and Accounting Officer of the Ministry of Education, Tertiary Education, Science and Technology. The Senior Chief Executive is also responsible for the overall administration and general supervision of all Departments and Bodies falling under the aegis of the Ministry. He is assisted in his functions and duties by a pool of officers of all levels and from different cadres, among others, three Permanent Secretaries, the Chief Technical Officer and technical cadre, Deputy Permanent Secretaries, Assistant Permanent Secretaries, Officers of the General Services Cadre, Human Resource Cadre, Financial Operations Cadre and Procurement and Supply Cadre.

The Chief Technical Officer is backed by a team of Directors, Assistant Directors, Heads of Sections, Administrators and other support staff at the Headquarters and Zone levels.

The staff also comprises the Director and officers of the Tertiary Education and Scientific Research Directorate.

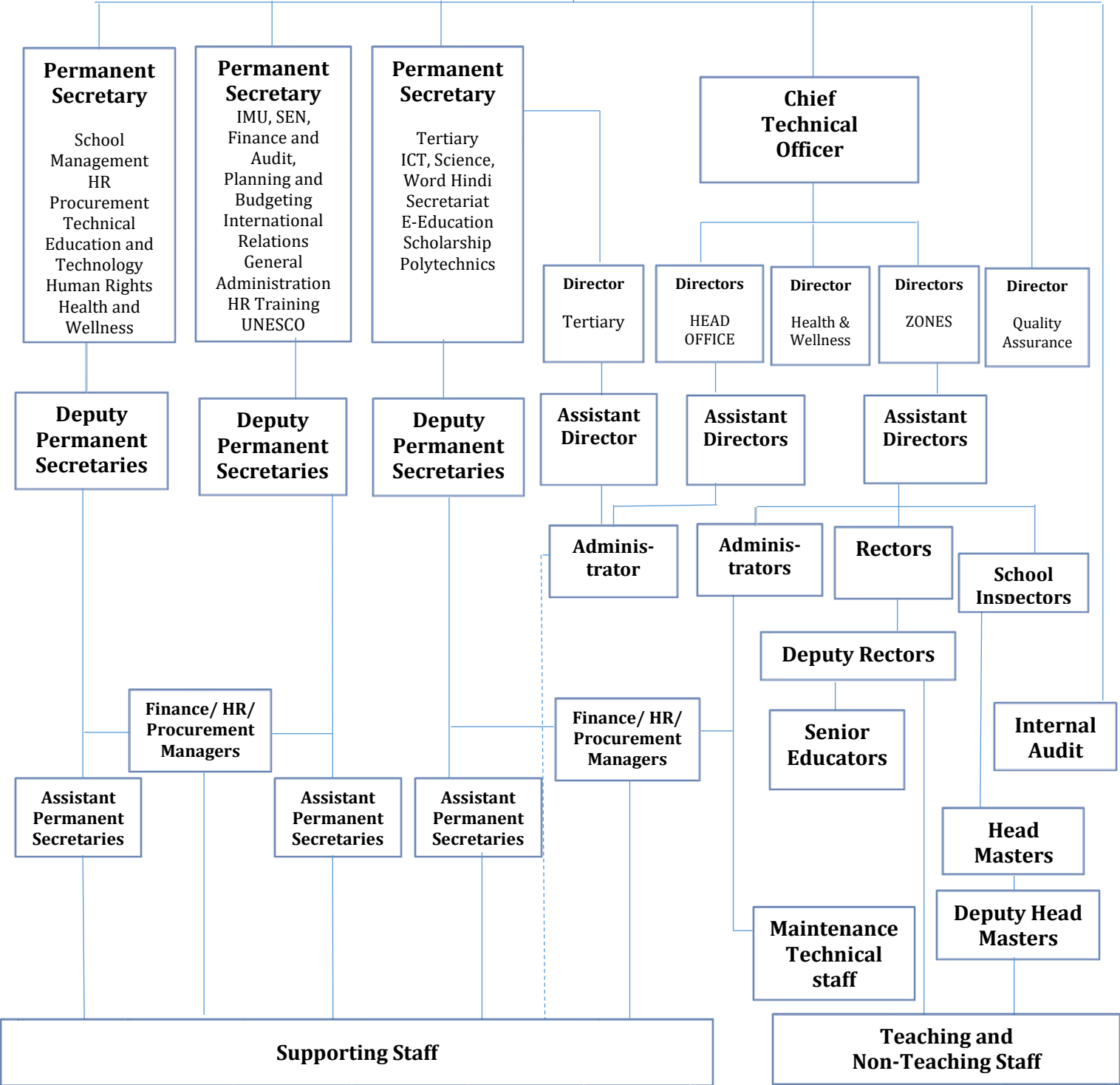
Directors of Zones are assisted by Assistant Directors, Administrators, School Inspectors and Heads of the Human Resource Management, Finance, Infrastructure Management and Procurement and Supply Units along with other support staff.

Each 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. On their side, the 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 under the overall purview of the PSEA.

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

ORGANISATION CHART

SENIOR CHIEF EXECUTIVE



FUNDED POSITIONS BY SECTOR

During the Financial Year 2021/22, the Ministry had a total of 12,538 funded positions, as follows:

A. MANAGEMENT AND GENERAL

Job Title/Category	Funded positions 2021/22	In Post	
		Male	Female
Senior Chief Executive	1	1	-
Permanent Secretary	3	1	2
Deputy Permanent Secretary	7	2	5
Assistant Permanent Secretary	13	4	9
Chief Technical Officer (Education)	1	-	-
Director	3	2	1
Assistant Director	6	-	-
Administrator (Education)	7	4	3
Director Quality Assurance	1	-	-
Assistant Director Quality Assurance	1	-	1
Director (Health and Wellness)	1	-	1
Quality Assurance Officer	14	6	8
Other Technical Staff	13	4	9
Other Support Staff	210	51	139
TOTAL	281	75	178

B. PRE-PRIMARY AND PRIMARY

Job Title/Category	Funded positions 2021/22	In Post	
		Male	Female
Director	1	-	-
Assistant Director	2	-	-
Assistant Director (Primary)	1	-	1
Inspectorate	55	13	20
Supervisory Group	27	8	11
Headmaster	213	79	97
Deputy Headmaster	814	281	432
Teaching Staff	4,379	721	3184
Other Technical Staff	330	37	79
Support Staff	1,368	422	580
TOTAL	7,190	1561	4404

C. SECONDARY

Job Title/Category	Funded positions 2021/22	In Post	
		Male	Female
Director	1	-	-
Assistant Director	2	1	-
Administrator (Education)	7	5	2
Rector	63	29	34
Deputy Rector	60	8	15
Senior Educator	46	8	16
Inspector (Pre-Vocational)	-	-	-
Educator/ Teacher	3,166	1071	2011
Other Technical Staff	181	23	132
Support Staff	1,445	504	835
TOTAL	4,971	1649	3045

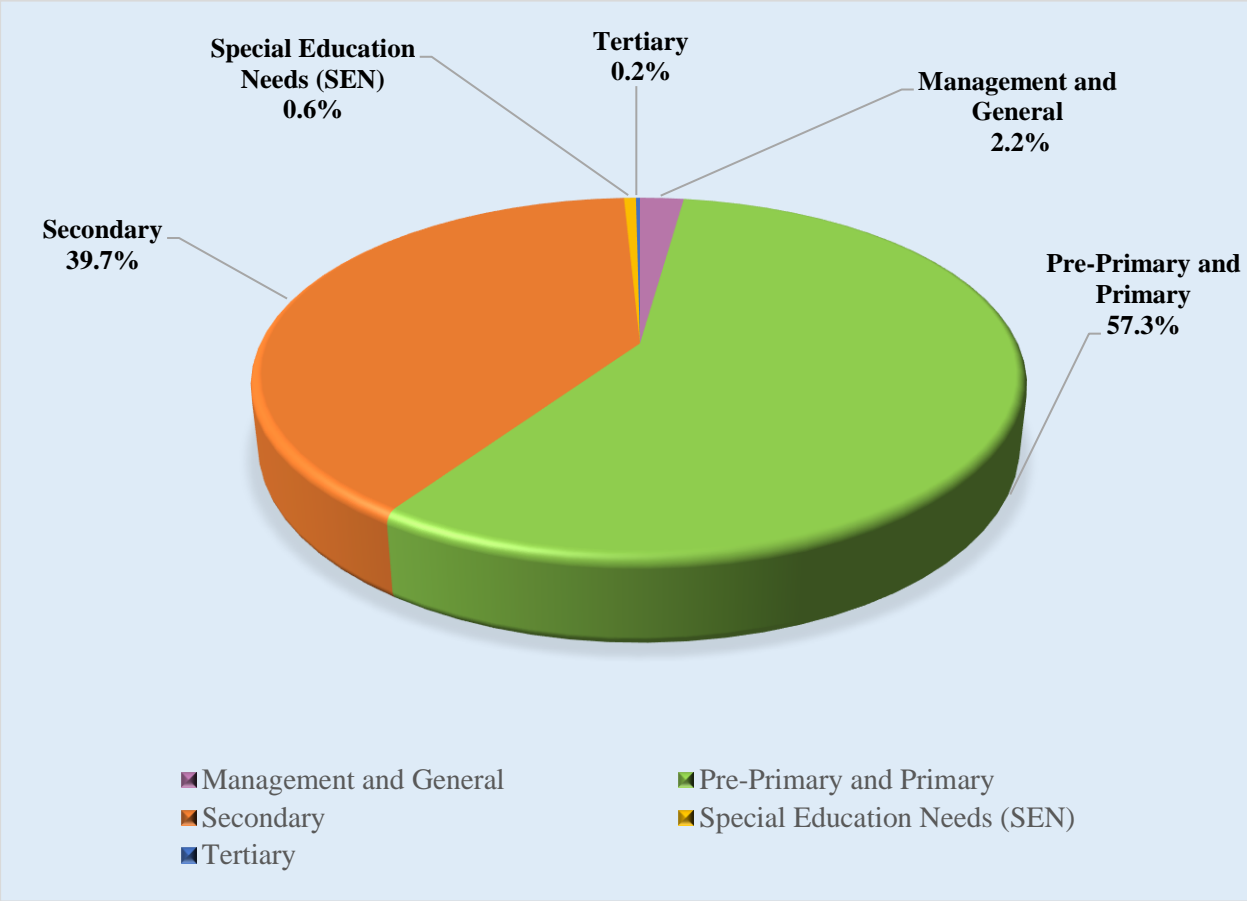
D. SPECIAL EDUCATION NEEDS (SEN)

Job Title/Category	Funded positions 2021/22	In Post	
		Male	Female
Head SEN Resource Centres	1	-	-
Inspectorate	3	-	1
Officer-in-Charge, Specialised Schools/ SENRDC	7	2	4
Educator SEN	35	6	25
Therapist	6	-	6
Physiotherapist	2	-	2
Other	16	15	1
TOTAL	70	23	39

E. TERTIARY

Job Title/Category	Funded positions 2021/22	In Post	
		Male	Female
Director	1	1	-
Assistant Director	1	1	-
Administrator	1	1	-
Other	23	4	19
TOTAL	26	7	19

OVERVIEW OF FUNDED POSITIONS FOR FINANCIAL YEAR 2021-2022 BY SECTOR



PART II –ACHIEVEMENTS AND CHALLENGES

MAJOR ACHIEVEMENTS

Education Resilience Strategy

- The prevailing pandemic situation in 2021 and 2022 posed a number of challenges with a direct impact on education. The Ministry had, therefore, engaged into major proactive measures to ensure continuity of learning along with the safety and well-being of learners.
- Lessons were conducted online and through televised programmes alongside the distribution of learning packs to keep students on task.
- Other measures taken to mitigate the consequences of the COVID-19 pandemic on schooling were:
 - The academic year 2021-2022 was extended to November 2022 to recover learning loss.
 - As a consequence, Grade 1 pupils born between 01 January 2015 and 31 May 2015 were allowed to move to Grade 2, upon request from Responsible Party. A total of 3,022 students moved to Grade 2 after following a dedicated curriculum and taking a school-based assessment.
 - Some 3,800 pupils having completed Grade 5 were allowed to sit for the PSAC Assessment in October 2022 with the opportunity to move to Grade 7 after meeting the requirements of NQF level 1, upon request from their respective Responsible Party.
 - Special measures were taken for Grades 10 and 12 students willing to sit for the SC and HSC exams respectively to take part in the said exam in October/ November 2022.
- Amendments were brought to the existing legislations to:
 - review the maximum age threshold for secondary students to remain in school thereby ensuring that they are not penalised on grounds of age.
 - provide for a new cut-off date for admission to Grade 1 in line with the new School Calendar .
 - revise the School Calendar to start in January to end in November.
- The following health and preventive measures were implemented in parallel to ensure the safety of students:

- A COVID-19 Vaccination Campaign for students aged 15 to 17 years was carried out and some 42,590 students were vaccinated. Education personnel (Teaching and Non-teaching) were also vaccinated.
- The Paediatrics Pfizer COVID-19 Vaccination campaign for learners aged 5 to 11 years was launched on 23 May 2022 and 12,285 learners were administered their 1st dose of the vaccine.
- Mobile COVID-19 testing teams were set up in collaboration with Polytechnics Mauritius Ltd to perform rapid antigen tests and 41,031 tests were effected during the period 10 February 2022 to 30 June 2022.

Major achievements sector wise:

Pre-primary Education

- The monthly per-capita grant for children attending private pre-primary schools was increased from Rs 200 to Rs 400 benefitting some 19,611 children over the year.
- Around 72 % of the preschools adhere to the ECCEA norms and regulations.
- Some 25 officers and 200 Educators have been trained on improving of quality standards for early childhood care and education and to keep the front liners in the pre-primary sector up to date.
- For a better inclusive approach in pre-school education and for enhancement of the children's welfare, two new grades have been created on the ECCEA establishment, namely, Child Psychologist and Social Worker.

Primary Education

- Some 43,344 Grade 4 pupils benefitted from the EDLP Project and action has been initiated to extend the EDLP project to Grades 5 and 6 pupils to complete the primary education cycle.
- Around 12,000 pupils in Government and SeDEC primary schools in Mauritius participated in the Natation Scolaire Programme which aims at preparing them for safe swimming and awareness of water safety.
- A standardized Pupil's Report book has been developed for distribution to all Government and SeDEC Primary schools to follow progress of learners in the Primary Education Cycle.

Secondary Education

- Kreol Morisien has been successfully rolled out to Grade 10.
- The Fortified Learning Environment (FLE) for Grade 7 Extended Programme (EP) students implemented with the collaboration of the National Social Inclusion Foundation (NSIF) has been extended to Grade 8 EP students. Some 717 and 683 students in Grade 7 EP and Grade 8 EP respectively, participated in the programme.
- Outdoor Education Programs, consisting of both water and land-based activities, team building, environmental education and cultural activities, were carried out for secondary school students.
- Six sessions of capacity building programme on School Leadership were run virtually for Heads of Secondary Schools by the Commonwealth Secretariat as part of the Commonwealth Leadership Programme.
- With a view to promoting a culture of reading, enhancing creativity and a desire to learn, the Ministry successfully implemented the “*one-off Rs 500 Book Voucher Scheme for children aged 15 to 18*”. Some 47500 students and Trainees have benefitted from the scheme.

Special Education Needs

- The Special Education Needs Authority (SENA) has been operationalised in 2021 with the appointment of a Director and a core staff. The mechanism for the Registration of SEN schools has been put in place by the SENA along with provision of grants to SEN schools.
- The quantum of Grant to 42 NGO-run SEN schools was increased from Rs 138 million to Rs 151 million to cater for Basic Grant for each student, meal allowance and support to SEN students with autism and those suffering from visual and hearing difficulties.
- Activity books of Grades 1 to 6 were adapted for learners with visual, hearing, intellectual impairment, as well as for autism.
- A new screening tool which aims at ensuring the most appropriate education setup for learners with special needs, adapted to their unique needs with the appropriate support and assistance has been developed.
- An Individualised Education Plan (IEP) has been developed to harmonise the setting of learning goals across all SEN institutions.
- A brainstorming workshop was organised by SENA to identify gaps in the SEN Sector.
- Managers and Educators of SEN Institutions participated in a Training Needs Analysis.

- Staff working in the SEN Sector have been trained on core values such as Empathy, Good Governance, Ethics and Integrity in SEN institutions.
- Workshops and working sessions on SEN-related issues were organised in Rodrigues.

Akademi Kreol Repiblik Moris (AKRM)

- The AKRM had successfully organised three major events, namely the:
 - *International Translation day in Sept 2021*;
 - *Zourne Internasional Kreol*; and
 - *Zourne internasional lang maternel on 21 February 2022* by hosting a Round Table Conference at MIE with major stakeholders.
- AKRM also launched short courses on Kreol Morisien, approved by the Mauritius Qualifications Authority (MQA), under the aegis of the University of Mauritius.

Health and Wellness

- In order to promote the health and wellbeing of our students, in addition to the vaccine-related activities and programme, the following were also carried out in collaboration with the Ministry of Health and Wellness:
 - With the objective to reduce the incidence and prevalence of Oral diseases, some 759 Oral Health Kits were distributed to learners in primary schools and SEN Institutions.
 - 152,400 pamphlets and flyers were distributed to all primary and secondary schools around the island including Rodrigues to sensitise students about the precautionary measures against the COVID-19 virus.

Road Safety Education

- HEP Educators and Health and Physical Education Instructors participated in Road Safety Education in the context of the Continuum of Road Safety Education.
- A National Curriculum Framework for Road Safety Education with its Teaching and Learning syllabus has been developed.

Prevention-Drug and Violence

- In line with the recommendations of the Commission of Inquiry on Drug Trafficking and the zero tolerance policy of the Ministry aiming for drug free schools, a five-

pronged drug prevention approach has been adopted, namely: Prevention, Education, Reporting, Monitoring and Psychosocial intervention.

- Sensitisation campaigns have been held in Educational Institutions (Primary, Secondary and Tertiary Institutions and MITD Centres) in collaboration with the ADSU and the Harm Reduction Unit.

National Education Counselling Service

- Approximately 2,500 students benefitted from the services of the 54 Counselling Units 'Service D'Ecoute' set up in State Secondary Schools to facilitate positive learning and behavior and enhance healthy development.
- Counselling sessions targeting a total number of 9,292 learners were held in pre-primary, primary, secondary and SEN Institutions.
- A series of 3-Day workshops were organised for the members of the Student Care and Counselling Desk on "Basic Interpersonal Communications and Peer Counselling Skills" and 80 students of Grade 12 and 40 educators across 40 State Secondary Schools were trained.
- A workshop was organised for 138 educators, members of the Student Care and Counselling Desk, of State Secondary Schools on "Suicide Prevention and Stress Coping Strategies.
- Working sessions on 'Nurturing Resilience" were organised with the cohort of students of Grade 13 who had taken part in the 2021 Cambridge Examinations.

Infrastructure

- The following infrastructure projects were implemented :
 - Construction of a Library, Science Lab, Art Room, Staff Room and Multimedia Room at Ernest Florent GS.
 - Reconstruction of new blocks at Baichoo Madhoo GS.
 - Construction of toilets for Pre-Primary Units (PPUs) at Roches Noires GS and Nicolay GS
 - Upgrading works in primary and secondary schools.

Performing Arts

- As part of changing gender stereotypes in the field of Indian Music and Dance, initiatives were taken to introduce the teaching of dance to a boys' school and the teaching of tabla to a girls' school.
- Art Day was celebrated for the first time in all Secondary schools in June 2022. Various artistic activities were organized in all secondary schools to valorise the arts.
- In collaboration with France 2 Television, seven artistic works of 7 secondary schools in Mauritius were selected for the finals of the UNESCO Peace Competition. Hamilton College Girls won the first prize in the category "Film for Peace" and Souillac RCA was awarded the first prize in "Play for Peace".
- Students' projects were selected among the 50 Artistic Works for the Creafestival of Paris under the theme "Le Poisson qui revait de sa Liberté".

Technical Education/ Institute of Technical Education and Technology

- The Institute of Technical Education and Technology (ITET) Act 2021 was enacted on 24 July 2021 (Act No 13 of 2021) and proclaimed (except Section 31) on 28 January 2022. The ITET Council has been constituted for a period of 3 years with effect from 28 January 2022.

Polytechnics Education

- Polytechnics Mauritius Limited (PML) has reached five years of operation, with several milestones crossed. Student population has reached above 3,500, with over 50% of them having O-level qualifications with three credits.
- A new Campus of PML has been opened in Rodrigues.
- Fourteen new courses in the fields of IT and Emerging Technologies, Health Sciences and Nursing, Tourism and Hospitality, Leisure and Sports as well as Engineering were offered by PML.

Continuous Professional Development

- With a view to promoting lifelong learning, CPD was offered to the personnel of the Ministry, Heads of schools and teaching staff of all Education subsectors.

Tertiary Education

- Some 23,030 students have benefitted from the Free Tertiary Education Scheme and an amount of Rs 617 M was disbursed up to June 2022. Since the start of the scheme in January 2019, some Rs 1.8 billion has been provided to educational institutions for some 33,562 students.
- Some 3,014 scholarships were awarded under the 'Skills for Work program', a collaboration between the Higher Education Commission and Commonwealth of Learning.
- Some 39 scholarships under the Mauritius Africa Scholarship Scheme were awarded as follows:
Two (2) at Diploma level, 19 at Degree level, 15 at Masters level and 14 at MPhil/PhD level.
- A national consultation on the Open Educational Resources (OER) Policy was conducted with the stakeholders on 30 May 2022.
- An international virtual workshop on the theme '*Smart Agriculture for Developing Nations: Broader Perspectives and Special Challenges for Island States*' was hosted by the Ministry in collaboration with the Centre for the Science and Technology of the Non-Aligned and Other Developing Countries, New Delhi, in August 2022. Participants of some 13 countries attended the workshop.
- The UOM was ranked among the top institutions worldwide in the field of tourism and hospitality as per the 2021 Shanghai Global Ranking of Academic subjects.
- The UDM has set up a Robotics Laboratory for AI and Robotics programme.
- The learning centre for e-Vidya Bharati Aarogya Bharati project and the E-VBAB Computer Laboratory, hosted at the Open University of Mauritius, was inaugurated in April 2022. Twenty-four (24) programmes have been recognised by HEC and enrolment of learners for the programmes has started.
- With a view to promoting science and technology, the Rajiv Gandhi Science Centre launched the "Fly Me into Space" exhibition which portrayed the conquest of space by Russian Scientists, whereby some 11,960 secondary school students participated in the event. Moreover, around 144 students participated in a 4-Minute Science Communication Contest which encouraged students to disseminate scientific information and explain its relevance to society, to a non-specialist audience, thereby promoting a creative expression of science.
- Guidelines were developed by Mauritius Qualifications Authority following the approval of Non-Award Courses to be dispensed by Registered Training Institutions and

Employers. The document will support potential training institutions in developing high quality structured courses and providing trainees with good training experiences and learning outcomes.

STATUS ON THE IMPLEMENTATION OF BUDGET MEASURES 2021/22

Para Budget Speech	Budget Measures 2021/22	Status as at June 2022
231	50 Government scholarships for African students will be open to students attending public universities.	Out of the 50 scholarships awarded in the Higher Education Institutions, 39 students have accepted the offer and have started their courses in Oct/Nov 2021
268c	Recruitment of: (i) 257 Surveillants/ Discipline Master	Consultations regarding salary scale ongoing with MPSAIR.
	(ii) Library Officers	56 Library officers were recruited in June 2022.
	(iii) 34 Educational Psychologists for primary and secondary schools.	14 Educational Psychologist were recruited in June 2022. The post will be advertised again for the remaining vacancies.
	(iv) 10 Coordinators and 10 Assistant Coordinators for pre-primary school.	10 Coordinators were recruited. Recruitment exercise for Assistant Coordinators ongoing.
	(v) 235 additional support teachers for the extension of the Early Support Programme to all primary pupils.	235 support teachers were recruited.
270-271	Increase in the monthly per-capita grant for children attending private pre-primary schools from Rs 200 to Rs 400. Measure will benefit some more than 22,000 children annually.	Increase effective as from July 2021 for all children aged 3-5 years attending the 518 registered private pre-primary schools against their roll of attendance. An amount of Rs 82,102,400 was disbursed. Some 19,611 children benefitted from the measure.
273	The Grant to NGOs running SEN schools will be increased from Rs 138 million to Rs 151 million to cater for: (a) An increase from Rs 5,400 to Rs 6,000 for the Basic Grant component in the Grant-in-aid formula for each student; (b) An increase in the meal allowance for students attending SEN schools from	Amendments have been brought to the Grant-in-Aid Formula for the Basic Grant and Supplementary Feeding Programme items. An amount of Rs 140,621,286.10 was disbursed as Grant-in-Aid to 42 NGOs to carry out educational activities for around 2377 learners. An amount of Rs 15, 873, 788.82 was disbursed in respect of meal allowance for students attending SEN schools.

Para Budget Speech	Budget Measures 2021/22	Status as at June 2022
	Rs 60 to Rs 75 per day; and (c) A grant to new registered NGOs to support SEN students with autism and those suffering from visual and hearing difficulties.	Registration of SEN institutions ongoing.
275	Activity books of grades 1 to 6 will be adapted for learners with visual, hearing, intellectual impairment, as well as for autism.	Production of Braille Textbooks for Visual Impairment for Grades 1-6 is ongoing.
280	These sport facilities will be made available to the general public after school hours and during week-ends.	Sports facilities have been made available to members of the public.
282a	An Institute of Technical Education and Technology will be set-up to provide Technical education and Technology.	The ITET Act 2021 (except section 31) has been proclaimed with effect from 28 January 2022. The ITET Council has been constituted and the organisation structure for the operation of the ITET is being set up.
342	Introduce Outdoor education programs in the secondary school curriculum for all students in grades 10 to 12.	The Outdoor Education program consists of water-based activities and land based activities, team building, environmental education and cultural activities. Outdoor Education program started on 31 May 2022 on the four sites of Outdoor Educational Centres: <ul style="list-style-type: none"> • Anse la Raie Outdoor Education Centre; • Pointe Jerome Outdoor Education Centre; • Flic en Flac Outdoor Education Centre; and • Belle Mare Outdoor Education Centre. Approximately 1,900 students from 15 Schools participated in the program.
344	The Natation Scolaire Programme will be fully integrated in the school curriculum to ensure that all primary school leavers have acquired swimming skills and are able to enjoy our lagoons safely.	Grade 4 and Grade 5 pupils participated in the Natation Scolaire Programme.
427	A one-off Rs 500 voucher to children aged 15 to 18 to buy books.	The measure has been implemented and 47,500 eligible students/ trainees educational institutions, including SEN institutions have benefitted from the scheme. An amount of Rs11,327,821.02 has been disbursed.

STATUS ON THE IMPLEMENTATION OF KEY ACTIONS 2021/22

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

Outcome	Outcome Indicator	Target	Achievement
A more inclusive and equitable quality education, promoting lifelong learning opportunities and employability for all	Successful completion rate of 9 years basic education	73%	71.60%
	Higher Education Enrolment Ratio	48.5%	48.3%
Key Action	Key Performance Indicator	Target	Achievement
Provision of Pre-primary education and regulation of Early Childhood Care and Education sector	Percentage of preschools adhering to new ECCEA norms and standards	70%	72.1%
Improve performance in the Primary School Education assessment	PSAC pass rate (Mauritius)	77.5%	78%
Improve student performance in Secondary Education exams	SC pass rate (Mauritius)	72%	86.3%
	HSC pass rate (Mauritius)	75.5%	90.3%
Boost up STEM (Science, Technology, Engineering, Mathematics) in Secondary Education	Percentage of students taking at least 2 STEM subjects for HSC (Cumulative)	41.5%	36.1%
Provision of facilities for curriculum development and teacher education	Percentage of Primary and Secondary teaching staff having followed sponsored CPD	60%	69.4%
Introduce new Polytechnics Courses	Number of new courses to be launched	10	14
Barrier free access to Secondary Education for students with Special Needs	Number of state secondary schools provided with ramps and handrails (Cumulative)	59	53
Foster research in public universities	Number of Research articles/internationally-refereed/ peer reviewed publications	400	345

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 period July 2021 to June 2022, giving priority to areas which posed the greatest risk to the Ministry. Moreover, emphasis was laid on specific areas as identified by Management.

The Internal Control Unit has completed a total of 10 audits as per the approved Annual Plan and six specific assignments during the Financial Year. A total of 194 recommendations was made following these audits and assignments.

Follow up was carried out on 258 recommendations issued for the Financial Year 2020/2021 and 2021/2022. At least 71% of the recommendations has been implemented with 25%, still in progress.

ANTI-CORRUPTION COMMITTEE

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

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

Two sub-committees were set up to carry out Corruption Risk Assessments in two key areas, namely, Procurement and Infrastructure Management and each sub-committee has submitted its report on potential risk areas and made recommendations on how to mitigate the risks identified. The Ministry is implementing some of the recommendations of the Procurement and Infrastructure Management sub committees, which have been endorsed by the ICAC.

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 2021/22 and analysed the following reports:

- ✓ Director of Audit Report for the Financial Year 2019/20 and 2020/21; and
- ✓ Internal Control Report 2019/20 and 2020/21.

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 Director of Audit issued his report on the accounts of the Republic of Mauritius for the FY ending 30 June 2021 in February 2022. The actions/measures undertaken by the Ministry to address the issues highlighted in the Director of Audit’s (DOA) are shown in the table below:

Report of DOA FY 2020/21 <i>(Additional Details in DOA Report)</i>	Comments/ Proposed Measures by DOA	Remarks/ Status on Actions taken/ Implementation as at 30 June 2022
7.1 Asset Management – Delay in recording Non-Financial Assets in the Government Asset Register (GAR).	<ul style="list-style-type: none"> • Timely posting in the GAR as guided by the Treasury. • A plan should be prepared to complete the recording in the system. • The Valuation Department to be urged to complete the valuation of land and buildings. 	<p>A grand total of Rs 11.911bn value of non-financial assets has been input on the Automatic Data Interface (ADI) template for the Accountant General’s Office to capture on GAR.</p> <p>Valuation of buildings done by the Valuation Office and 97.3 % of the value has already been input on the ADI template.</p>
7.2 Lease of Office Space for Central Supply Division – Lapses in Procurement	<ul style="list-style-type: none"> • Additional cost would be borne to fully occupy the building. • Proper procurement planning should be done. • Specifications be properly defined and value for money obtained. 	<p>The Central Supply Division had to be relocated urgently due to the Metro Express Project and in view of the time constraint limiting the possibility to carry out a new bidding exercise, the Ministry, upon guidance of the Public Procurement Office proceeded with rental of an office space.</p> <p>The fit-out works for the rented office space were <u>estimated</u> to cost around Rs 11 M and funds were not available for execution of these works in FY 2021-2022.</p> <p>The Ministry is looking into the possibility of relocating the CSD to another building, preferably government-owned, in view of high costs of the works.</p>
7.3 Delay in the setting up of the Special Education Needs Authority	<p>The Authority should be fully operational to ensure compliance with the Act and Regulations, and control over disbursement of funds.</p>	<p>Staff recruited as at 30 June 2021:</p> <ul style="list-style-type: none"> • Director • Administrative Secretary • Receptionist • Driver/ Office Attendant • One STM and 4 retired inspectors and 2 senior inspectors enlisted on temporary basis. <p>Process ongoing for recruitment of additional staff</p> <p>Transition arrangements The Ministry is providing adequate support to the SENA pending the recruitment of staff and is ensuring adequate control over disbursement of funds.</p>
7.4 Lapses in Capital Project Management and Procurement Procedures	<ul style="list-style-type: none"> • Proper procurement planning and compliance with Public Procurement Act, Regulations and procedures. 	<p>Necessary action has been taken for compliance with provisions of the Public Procurement Act, Regulations and instructions issued in Directives and Circulars of the Public Procurement Office (PPO). Training had been organised for staff on</p>

Report of DOA FY 2020/21 (Additional Details in DOA Report)	Comments/ Proposed Measures by DOA	Remarks/ Status on Actions taken/ Implementation as at 30 June 2022
	<ul style="list-style-type: none"> • Definition of appropriate Key performance indicators for the monitoring and evaluation of the performance of Contractors. Appropriate actions to be taken against the poor-performing Contractors. • Specifications of the projects to be prepared in consultation with the users/ stakeholders concerned. Applying LDs as remedial action for serious breach of contract, forfeiture of the performance security to be considered to deter the occurrence of further delays in the implementation of the project. • The financial soundness and capacity of the Contractor for completing all the projects on time should also be properly assessed. The selected bidders demonstrate access to or availability of financial resources other than advance payments to meet the overall cash flow requirements for the contract and its other current commitments. 	<p>procurement and evaluation and additional training would be organised in collaboration with PPO depending on availability of funds.</p> <p>A Performance Review Committee was being set up pursuant to Directive 64 from PPO, to monitor performance of Contractors/Suppliers and to take remedial action as appropriate</p> <ul style="list-style-type: none"> • A timeline has been set up for each project with milestones for follow-up with MNICD to ensure the timely implementation of the project. <p>Projects are determined in line with conditions of the contract. Liquidated damages and all available remedies are applied as far as possible. The costs of termination, legal, financial and time implications are considered on a case-to-case basis.</p> <p>Due to the pandemic situation in 2020 and 2021, there has been major disruptions resulting in delays in implementation of measures, projects, procurement activities and many other administrative tasks.</p> <p>Many issues are beyond the control of the Ministry within the procurement process and certain delays are sometimes unavoidable and independent of effective contract management</p>
<p>Project A Construction of new classroom block and other facilities at Reunion Road GS</p>	<ul style="list-style-type: none"> • Poor Performance of Contractors resulting in delays for Completion of Projects and Termination of Contracts • Lapses in Project Management 	<ul style="list-style-type: none"> • PHASE A <p>Ongoing works 75% completed. The project has been delayed <i>interlia</i> due to slow work rate of contractor and encroachment of neighbours on the part of the site earmarked for construction of boundary walls.</p> <p>Liquidated damages being applied as per contractual terms for delays caused by Contractor.</p> <p>The Performance Review Committee wil monitor performance of Contractors/Suppliers and take remedial action as appropriate</p>
	<ul style="list-style-type: none"> • Delays in the Award of Contracts • Non-compliance with Procurement Rules and 	<p>Provisions of the Public Procurement Act, Regulations and instructions issued in Directives and Circulars are being complied with.</p> <p>Training had been organised for staff on procurement and evaluation.</p>

Report of DOA FY 2020/21 (Additional Details in DOA Report)	Comments/ Proposed Measures by DOA	Remarks/ Status on Actions taken/ Implementation as at 30 June 2022
	Procedures •Lapses in Project Management	
Project B Construction of New Pre-Primary Block at Montagne Ory GS	<ul style="list-style-type: none"> • Poor Performance of Contractors resulting in delays for Completion of Projects and Termination of Contracts • Lapses in cost estimates •Lapses in Project Management 	The project has been successfully completed on 31 May 2021.
Project C Abdool Raman Government School GS (Phase II)	<ul style="list-style-type: none"> •Delays in the Award of Contracts •Non -compliance with Procurement Rules and Procedures •Lapses in Project Management 	Following Legal advice, the contract was cancelled on 25 April 2022. Bid drawings were being worked out by the MNICD for relaunching of bids.
Project D Construction of new science block and renovation, upgrading and refurbishment of existing block at Sir Leckraz SSS Flacq	<ul style="list-style-type: none"> •Poor Performance of Contractors resulting in delays for Completion of Projects and Termination of Contracts 	The Performance Security of Contractor amounting to Rs 4,999,625 was forfeited in April 2022. <ul style="list-style-type: none"> • Phase I 98 % completed Remaining 2 % - Scope of works submitted by MNICD on 18 July 2022 for consideration. • Phase II Preliminary design submitted by MNICD on 14 July 2022 for consideration.
Project E Construction of U-shaped building and other Facilities at Robinson Rd GS	<ul style="list-style-type: none"> • Poor Performance of Contractors resulting in delays for Completion of Projects and Termination of Contracts • Non -compliance with Procurement Rules and Procedures • Contractor debarred due to Fraudulent Practice and delay in the Start of Projects due to Insolvency 	Contract terminated on 10 March 2022 for fundamental breach of contract by the Contractor. Performance security of the Company was forfeited on 28 April 2022. New procurement exercise to be effected for outstanding works.
Project F Construction of Swimming Pool - Permal Soobrayen GS	<ul style="list-style-type: none"> •Non -compliance with Procurement Rules and Procedures •Lapses in Cost Estimates •Contractor debarred due to Fraudulent Practice and delay in the Start of Projects due to Insolvency •Lapses in Bidding Procedures 	The Ministry had followed all procedures and advice of the Attorney General's Office (AGO) and PPO on the matter. All contracts cancelled and new procurement exercise in process.

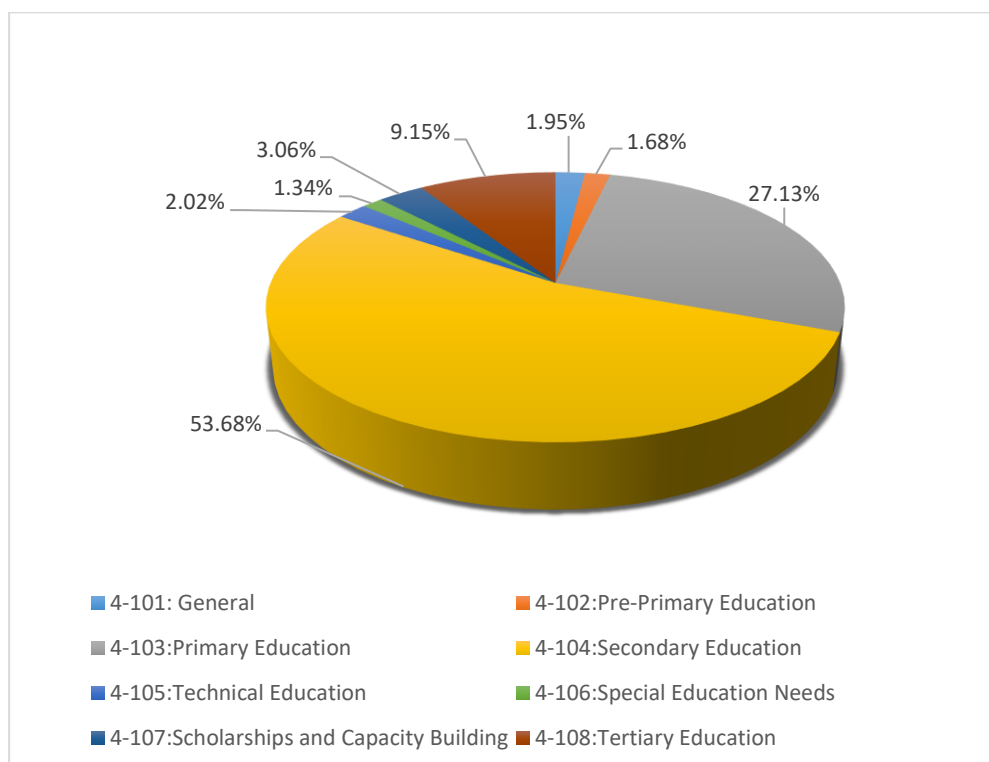
Report of DOA FY 2020/21 (Additional Details in DOA Report)	Comments/ Proposed Measures by DOA	Remarks/ Status on Actions taken/ Implementation as at 30 June 2022						
Project G Construction of Swimming Pool-Melrose GS	<ul style="list-style-type: none"> • Non -compliance with Procurement Rules and Procedures • Lapses in Cost Estimates • Contractor debarred due to Fraudulent Practice and delay in the Start of Projects due to Insolvency • Lapses in Bidding Procedures 	<p>The Ministry has followed all procedures and advice of the AGO and the letter of termination was issued on 18 February 2022.</p> <p>New procurement exercise in process.</p>						
Project H Conversion of Specialist Rooms	<ul style="list-style-type: none"> • Lapses in Bidding Procedures 	<p>Several factors such as the pandemic, preparation of bidding document, unresponsive bids, among others, were beyond the control of this Ministry which caused delay in implementation of the project.</p> <p>Status of Conversion of Specialist Rooms is:</p> <p>Completed in 27 Regional Schools.</p> <p>➤ Conversion in 11 Academies: Ongoing: 1 Procurement Stage: 9 Design Stage (MNICD): 1</p> <p>➤ Construction in remaining 20 Regional Schools: Completed: 2 Ongoing: 1 Procurement Stage: 6 Design Stage (MNICD): 11</p> <ul style="list-style-type: none"> • Contingency arrangements have been made at school level to allow students to practice the subjects pending the implementation of the projects. 						
Para 7.5 Governance Issues - Non-compliance with Legislation	<ul style="list-style-type: none"> • Control to be exercised over Statutory Bodies and other entities operating under the aegis of the Ministry to ensure that they fulfil their statutory responsibilities regarding the preparation of Financial Statements, their submission for audit and tabling before the National Assembly. 	<p>In line with Circular (no.1 of 2021) dated 16 February 2021 issued by the Ministry of Finance, Economic Planning and Development, a circular was issued through to all Chief Executive Officers, Chairpersons and Members of Boards/Council/ Committees of the Statutory Bodies through Heads of sections for them to ensure strict compliance to statutory responsibilities and obligations.</p> <p>Every Financial Year, the HEC signs a Financial Memorandum with each HEI receiving grant from the HEC. The submission of unaudited and audited Financial Statements by HEIs to the HEC is a condition of the Financial Memorandum.</p> <p>The following Annual Reports have been tabled at the National Assembly:</p> <table border="1" data-bbox="853 1780 1452 1971"> <thead> <tr> <th data-bbox="853 1780 1189 1836">Statutory Body</th> <th data-bbox="1189 1780 1452 1836">Financial Statement Period</th> </tr> </thead> <tbody> <tr> <td data-bbox="853 1836 1189 1904">Mauritius Examinations Syndicate (MES)</td> <td data-bbox="1189 1836 1452 1904">FY 2019-20</td> </tr> <tr> <td data-bbox="853 1904 1189 1971">University of Technology, Mauritius</td> <td data-bbox="1189 1904 1452 1971">FY 01.01.16-30.06.17</td> </tr> </tbody> </table>	Statutory Body	Financial Statement Period	Mauritius Examinations Syndicate (MES)	FY 2019-20	University of Technology, Mauritius	FY 01.01.16-30.06.17
Statutory Body	Financial Statement Period							
Mauritius Examinations Syndicate (MES)	FY 2019-20							
University of Technology, Mauritius	FY 01.01.16-30.06.17							

Report of DOA FY 2020/21 (Additional Details in DOA Report)	Comments/ Proposed Measures by DOA	Remarks/ Status on Actions taken/ Implementation as at 30 June 2022
7.6 Follow up of Matters Raised in Audit Report 2019-20		
11.1 Early Digital Learning Programme – Compliance and Implementation Issues	<ul style="list-style-type: none"> •EDLP equipment were not fully utilised and training were not yet provided to Educators. •Delay in finalising the Classroom Management Software •Delay in signature of the Non-Disclosure Agreement •Delay in electrification works •Security issues 	<p>Necessary training has been provided to the trainers, educators and other school staff during the year 2020 and 2021.</p> <p>The Classroom Management Software was operational.</p> <p>The Non-Disclosure Agreement was vetted by the Attorney General’s Office and communicated to EdCIL for subsequent signature.</p> <p>Testing and commissioning of electrification works have been completed.</p> <p>Working sessions done with the Police Authorities to strengthen the security in schools. Regular monitoring was carried out to ensure security measures are in place. Sensitisation sessions for Heads of Primary School were carried out by the Crime Prevention Unit. Out of 323 tablets lost, 59 were recovered by the police.</p>
11.2 School Requisites - Free Textbook Scheme for Grade 7, 8 and 9 – Inadequate Control Mechanism	<ul style="list-style-type: none"> •Lapses in financial procedures •Inadequate monitoring and control over the receipts of textbooks 	<p>A reconciliation exercise was carried out and MIE refunded the unused funds, i.e. Rs 2,086,442.83 on 06 September 2021.</p> <p>The reconciliation exercise for textbooks at Zone level has been completed.</p>
11.3 Procurement of watch and security services for schools and institutions- Delay in awarding the contract	<ul style="list-style-type: none"> •Delay in awarding the contract 	<p>The bidding documents were being finalised in consultation with the Central Procurement Board, for the launching of fresh bids.</p>
11.4 Capital Projects – Lapses in procurement procedures and contract management/Delays in execution of projects	<ul style="list-style-type: none"> Delays in execution of projects due to poor performance of contractors. Lapses in procurement procedures and delays in taking over of project. Delays in execution of projects due to incomplete scope of works. Significant delays in award of contract and inadequate monitoring of project. 	<p>A performance report on the defaulting contractor was awaited from the MNICD.</p> <p>The setting up of the Education clusters with 48 Officers from the MNICD would enhance the implementation of monitoring of capital projects.</p> <p>The views of all stakeholders and the end-users are taken on board prior to approval of the preliminary drawings.</p> <p>The performance of Contractors are monitored by the MNICD and a report should be provided to the Ministry for poor performing Contractors.</p>
11.6 Project records for capital projects and the IMU were still not complete.	<p>The E-Public Sector Investment Programme (EPSIP) was not fully utilized.</p>	<p>Both MOFEPD and the MNICD have developed their independent software for the monitoring of projects. The Ministry is making use of these software for the monitoring of capital projects after appropriate training. EPSIP is being continuously updated.</p>

PART III – FINANCIAL PERFORMANCE

FINANCIAL HIGHLIGHTS

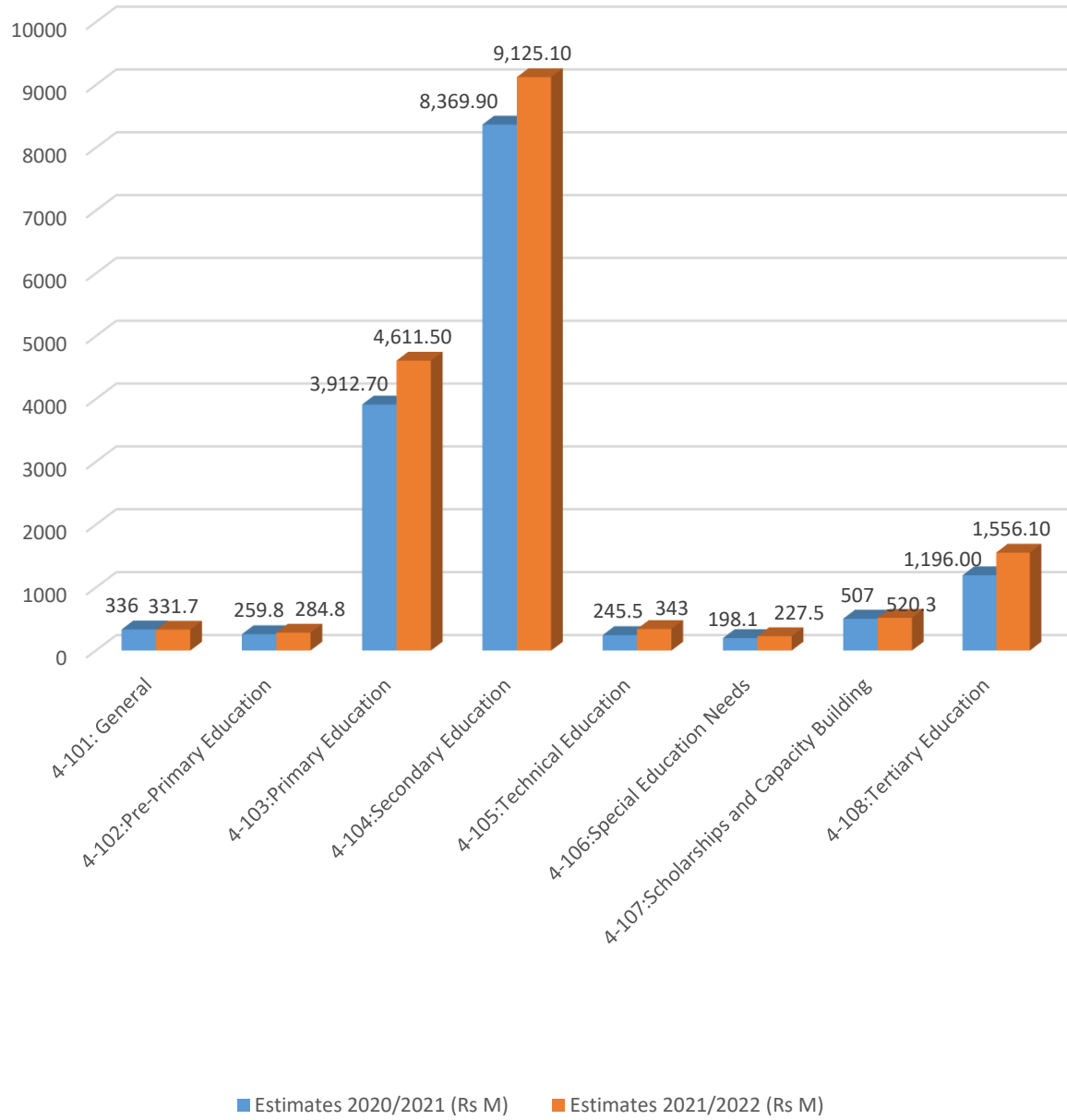
The Ministry's budget was categorised under eight sub-heads, representing the main sectors of education, and Rs 17Bn were appropriated for Financial Year 2021/22. Each year, a significant increase in the budget is allocated to the primary, secondary and tertiary sectors. More than 50 % of the budget was allocated to secondary education sub-sector, 27.13 % to primary education sub-sector and the remaining was allocated among the other sub- sectors of education as illustrated below:



Comparison between Budget Estimates by Sub-Heads for Fiscal Years 2020/21 and 2021/22

Vote/Sub-Head	Estimates 2020/2021 (Rs 000)	Estimates 2021/2022 (Rs 000)	% Increase/Decrease
4-101: General	336,000	331,700	-1.28
4-102: Pre-Primary Education	259,800	284,800	9.62
4-103: Primary Education	3,912,700	4,611,500	17.86
4-104: Secondary Education	8,369,900	9,125,100	9.02
4-105: Technical Education	245,500	343,000	39.71
4-106: Special Education Needs	198,100	227,500	14.84
4-107: Scholarships and Capacity Building	507,000	520,300	2.62
4-108: Tertiary Education	1,196,000	1,556,100	30.10
TOTAL	15,025,000	17,000,000	13.14

Comparison between Budget Estimates by Sub-Heads for Fiscal Years 2020/21 and 2021/22



STATEMENTS OF REVENUE AND EXPENDITURE

The Statements of Revenue and Expenditure have been prepared from the Estimates 2021/22 and data captured from the Treasury Accounting System (TAS).

STATEMENT OF REVENUE

Item/Revenue	2020/21 Actual (Rs 000)	2021/22 Estimates (Rs 000)	2021/22 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.	6,951	10,300	12,317
Total Revenue	6,951	10,300	12,317

STATEMENT OF EXPENDITURE BY CATEGORY

Head/Sub-Head of Expenditure	2020-2021 Actual (Rs 000)	2021-2022 Estimates (Rs 000)	2021-2022 Actual Expenditure (Rs 000)
Allowance	2436	2436	2436
Compensation of Employees	5,438,883	5,940,400	6,014,827
Goods and Services	865,841	921,900	908,216
Grants	Current	6,733,220	7,458,800
	Capital	85,278	205,890
Other Expense	1,077,130	1,476,464	1,281,984
Acquisition of Non-Financial Assets	568,568	994,110	474,953
Total Expenditure	14,771,356	17,000,000	16,448,128

STATEMENT OF EXPENDITURE BY VOTE

Vote/Sub-Head	2020/2021 Actual (Rs 000)	Estimates 2021/2022 (Rs 000)	2021/2022 Actual (Rs 000)
4-101: General	252,082	331,700	275,380
4-102: Pre-Primary Education	274,320	284,800	306,632
4-103: Primary Education	4,095,227	4,611,500	4,297,796
4-104: Secondary Education	8,080,343	9,125,100	8,974,197
4-105: Technical Education	235,971	343,000	297,657
4-106: Special Education Needs	177,629	227,500	204,218
4-107: Scholarships and Capacity Building	430,140	520,300	508,724
4-108: Tertiary Education	1,225,644	1,556,100	1,583,524
TOTAL	14,771,356	17,000,000	16,448,128

STATEMENT OF EXPENDITURE – GRANTS TO PARASTATAL BODIES

S/N	Parastatal Body	Actual Expenditure (Rs 000) FY 2020-2021	Estimates (Rs 000) FY 2021- 2022	Actual Expenditure under Estimates (Rs 000) FY 2021-2022
1	Private Secondary Education Authority	4,405,125	4,678,740	4,697,699
2	Higher Education Commission	1,126,250	1,394,535	1,438,503
3	Mahatma Gandhi Institute/Rabindranath Tagore Institute	552,053	600,000	606,621
4	Early Childhood Care and Education Authority	267,504	272,800	306,632
5	Mauritius Institute of Education	211,119	259,800	270,661
6	Mauritius Examinations Syndicate	150,000	290,000	290,000
7	Mauritius Qualifications Authority	42,616	39,000	33,808
8	Polytechnics Mauritius Ltd	9,180	46,000	46,000
9	Rajiv Gandhi Science Centre	24,154	31,300	25,632
10	Special Education Needs Authority	2,444	13,300	3,350
11	World Hindi Secretariat	0	6,000	6,000
12	Quality Assurance Authority	6,865	16,500	20,032
13	Roman Catholic Education Authority	637,735	669,735	678,811
14	Technical Education Centres	209,788	225,000	225,000

ANALYSIS OF MAJOR CHANGES

REVENUE

The increase in revenue for year 2021/2022 is mainly due to the fact that fee paying schools purchased additional books over and above their requirements.

EXPENDITURE

COMPENSATION OF EMPLOYEES

There was an increase in expenditure over the Estimates on the expenditure item “Compensation of Employees” due to the implementation of the Pay Research Bureau Report 2021. In addition, a sum of Rs 247M was provided by the Ministry of Finance, Economic Planning and Development from the Centrally Managed Budget through Departmental Warrant to meet the cost for the compensation of employees.

ACQUISITION OF NON-FINANCIAL ASSETS

The Ministry faced certain constraints in the implementation of Capital Projects, resulting in reduced projected expenditure for the item “Acquisition of Non-Financial Assets”.

Some projects were delayed due to the impact of COVID-19 pandemic while others had to be reviewed in view of the increase in price of materials.

Moreover, the Ministry depends on MNICD for the preparation of projects which were lengthy and had to include new elements in course of the exercise.

GRANTS (Current and Capital)

In addition to surplus funds required to meet payment of PRB Report 2021 and delays in capital projects, the following was noted regarding expenditure of the parastatal bodies:

- The Special Education Needs (SEN) Authority is a statutory body set up in 2018 and still at its initial early stage of development. Implementation of its activities were delayed due to Human Resources constraints and lengthy administrative processes.
- The Mauritius Qualifications Authority used funds generated from their activities to meet part of their current expenses.

OTHER EXPENSES

The SC/HSC Examinations for Academic Year 2021 were rescheduled for October/November 2022. Following a policy decision, only some students took part in April/May 2022 GCE ‘O’ and ‘A’ levels examinations and consequently funds were partly used.

PART IV – WAY FORWARD

TRENDS AND CHALLENGES

KEY CHALLENGES

- To ensure systemic education resilience to such extrinsic factors such as calamities due to climate change and pandemics in the future.
- Setting up of reliable online platform for Digitally Enhanced Learning and Teaching (DELT) and standardised assessment.
- Building strong foundations at the pre-primary level through reinforced quality assurance for learning success in school and later in adult life.
- Need for upgrading of existing infrastructure and assessing human resources to ensure their optimal and efficient use.
- Boost the uptake of Science, Technology, Engineering, Arts and Mathematics (STEAM) subjects at upper secondary education level for improved participation in these fields both at the technical and tertiary education levels.
- Upgrading pedagogical, managerial and leadership skills of teachers and school leaders and continuous professional development of the teaching staff to promote excellence in teaching and learning.
- Adaptation and digitalization of textbooks for learners with Special Education Needs.
- Re-engineering technical education to boost interest in technical and technology education to meet the skills needs of the economy.
- Establishment of a closer nexus between Higher Education Institutions (HEIs) and the world of work/ industry in view of the volatility and dynamism of the job market and for increased employability.
- Improving research, quality, curriculum relevance and efficiency in higher education to attract students and partners from the region and beyond.
- Need to rationalise educational programmes in HEIs in order to avoid duplication and allow for a wider array of programmes on offer.
- Strengthening the monitoring and evaluation capability in the education system.
- Transforming the pedagogy from the current one-size-fits all to a more personalised form of learning and also facilitating the recourse to self-directed learning among learners.


TRENDS




- Strengthen foundational skills which are the building blocks for lifelong learning.
- The embedding of a blended mode of learning across the education system.
- Transforming the education system for greater resilience and responsiveness to an ever-changing social, economic and cultural environment.
- Improving facilities in terms of infrastructure and materials for learners with special education needs and those from disadvantaged/ vulnerable groups in the name of greater equity.
- Bridging the divide between academic and technical education and promote the uptake of technical education as from secondary education level. This will also call for the establishment of easily accessible learning pathways from vocational/ technical to higher education and the reverse.
- The institutionalisation of the continuous professional development of Educators and school leaders at all levels for increased empowerment.
- Closing the skills gap through strengthening the ties and building stronger partnerships between Education and Training institutions and the world of works.
- The Implementation of an Open Educational Resources (OER) Policy to promote creation and use of freely available material in classrooms as a teaching tool for educators and lecturers.
- A higher focus on learners' emotional well-being and mental health.
- The Greening of Education - Increasing environment and climate awareness among learners for a secure and safe tomorrow.

STRATEGIC DIRECTION

- Develop an EdTech Strategy to guide the use of adaptive intelligent technologies at all levels of education.
- Set up a Learner Management System for effective technology-enabled learning, online assessment and monitoring of teaching and learning
- Develop an e-School Administration platform for the primary sector.
- Review of the National Curriculum Framework for pre-primary education for the holistic development of the child.
- Develop continuous capacity building programmes for Educators and School Leaders through the Academy of Education Professionals.
- Improve infrastructure of Special Education Needs schools and develop appropriate materials to provide an all-inclusive and digital-friendly learning environment.
- Implement relevant programmes to strengthen risk competence regarding alcohol and other drugs.
- Re-design, update and expand curricula for technical education courses for relevant reskilling and upskilling.
- Operationalise the Institute of Technical Education and Technology to provide opportunities for acquiring high-end technical skills.
- Introduce a Technology Education stream in secondary schools for Grades 10 and 11 students.
- Develop a Science and Technology Strategy to promote STEM skills at all levels and spark innovation in technical and higher education sub-sectors.
- Develop closer linkages between HEIs and the industry to better meet the requirements of the labour market by continuously adapting educational programmes/ courses.
- Promote Mauritius as an education hub for quality higher education by developing and implementing a National Higher Education Strategy.
- Enhance quality standards for relevant higher education through a robust quality assurance framework to be established by Quality Assurance Authority.
- Set up a regulatory framework for harmonisation of programmes and development of a funding mechanism for public Higher Education Institutions.
- Develop a collaborative platform for Teaching and Learning and foster a Technology-Enabled Learning Strategy for higher education.
- Boost research activities.

SUMMARY OF EVENTS/ACTIVITIES IN FY 2021/2022

DATE	EVENT
01 June 2022	<p style="text-align: center;">Oral Health Campaign</p> 
18 April to 22 July 2022	<p style="text-align: center;">Training for the Continuum of Road Safety (HEP Educators Primary)</p> 
04 April to 08 April 2022 09 May to 03 June 2022	<p style="text-align: center;">Natation Scolaire Programme Grade 4</p> 

DATE	EVENT
<p>07 March to 07 April 2022</p> <p>09 May to 01 July 2022</p> <p>22 Aug to 07 Oct 2022</p>	<p><i>After School Sports and Fitness Programme (ASSFP) Primary & Secondary</i></p> 
<p>27 Sept to 01 Oct 2021</p>	<p><i>TAFISA World Walking Week</i></p> 
<p>08 June 2022</p>	<p><i>World Ocean Day</i></p> 

DATE

EVENT

23 - 27
May 2022




Physical Activity Week



31 May
2022

Outdoor Education – Land and Water activities



DATE	EVENT
<p>March 2022</p>	<p>UNESCO Peace Competition Award Ceremony</p> 
<p>June 2022</p>	<p>First Edition of Art Day in secondary schools</p> 
<p>18-22 July 2022</p>	<p>Child Abuse Prevention Workshop</p> 

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List of acronyms

AC	Audit Committee
ADI	Automatic Data Interface
AGO	Attorney General's Office
AI	Artificial Intelligence
AKRM	Akademi Kreol Repiblik Moris
ASSFP	After School Sports and Fitness Programme
CEMBA/CEMPA	Commonwealth Executive Master of Business Administration/ Commonwealth Executive Master of Public Administration
CIE	Cambridge International Examinations
CMS	Classroom Management System
CPD	Capacity Building Programme
CSD	Central Supplies Division
DOA	Director of Audit
ECCEA	Early Childhood Care and Authority
EdCIL	Educational Consultants of India Ltd
EDLP	Early Digital Learning Programme
EdTech	Education Technology
EPMIS	Electronic Project Management Information System
EPSIP	E-Public Sector Investment Programme
ESP	Early Support Programme
EVBAB	e-Vidya Bharati Aarogya Bharati
FLE	Fortified Learning Environment
GAR	Government Asset Register
GBV	Gender-based Violence
GCE	General Certificate of Education
GS	Government School
HEC	Higher Education Commission
HEI	Higher Education Institute
HEP	Holistic Education Programme
HR	Human Resource
HRDC	Human Resource Development Programme
HSC	Higher School Certificate
ICAC	Independent Commission against Corruption
ICT	Information and Communications Technology
IEP	Individualize Education Programme
IMU	Infrastructure Management Unit
IPC	Infection Prevention Control
ITET	Institute of Technical Education and Technology
KM	Kreol Morisien
KPIs	Key Performance Indicators
LD	Liquidated Damage
MES	Mauritius Examination Syndicate
MFO	Manager Financial Operations
MHR	Manager Human Resources
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

MoHLUP	Ministry of Housing and Land Use Planning
MPhil/ PhD	Master of Philosophy/ Doctor of Philosophy
MPS	Manager Procurement and Supply
MPSAIR	Ministry of Public Service, Administrative and Institutional Reforms
MQA	Mauritius Qualifications Authority
MSO	Management Support Officer
NAO	National Audit Office
NCE	National Certificate in Education
NECs	National Equivalence Certificates
NGO	Non-Governmental Organisation
NSIF	National Social Inclusion Foundation
OER	Open Educational Resource
OPSG	Office of the Public Sector Governance
PML	Polytechnics Mauritius Ltd
PPO	Public Procurement Office
PRB	Pay Research Bureau
PROMIS	Project Management Information System
PSAC	Primary School Achievement Certificate
PSC	Public Service Commission
PSEA	Private Secondary Education Authority
RCA	Roman Catholic Authority
RSL	Rapid Service Ltd
SC	School Certificate
SeDEC	Service Diocésain de l'Education Catholique
SEN	Special Education Needs
SENA	Special Education Needs Authority
SENADC	Special Education Resource Development Centres
SLO	State Law Office
SSS	State Secondary School
STEAM	Science, Technology, Engineering, Arts and Mathematics
STEM	Science, Technology, Engineering, and Math
STM	Service to Mauritius
TAFISA	The Association For International Sport for All
TAS	Treasury Accounting System
TVET	Technical and Vocational Education and Training
UDM	Université des Mascareignes
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UOM	University of Mauritius
UTM	University of Technology
VAT	Value Added Tax
WPO	Word Processing Officer

