



MINISTRY OF
EDUCATION
AND
HUMAN RESOURCE

**ANNUAL
REPORT**

JULY 2025 - JUNE 2026



QUALITY
EDUCATION



EMPOWERING
PEOPLE



DEVELOPING
POTENTIAL



INNOVATING FOR
PROGRESS



BUILDING A
BETTER FUTURE

*Investing in People,
Building the Nation*



INTRODUCTION

In line with the requirements of the Finance and Audit Act, the Ministry of Education and Human Resource has prepared its tenth Annual Report on Performance for the fiscal year 2025/2026.

The Report has been structured as per the guidelines issued by the Ministry of Finance and gives a comprehensive overview of the significant activities and initiatives carried out by this Ministry throughout the financial year 2025/2026.

Additionally, this report encompasses four main components namely the vision, mission, functions of the Ministry, its achievements and challenges, its financial performance and the proposed way forward.

This Annual Report serves as a tool for promoting transparency, accountability and good governance practices, making this information accessible to Ministries, Departments and to the public at large.

THE STRUCTURE OF THE ANNUAL REPORT

Part I	About the Ministry
Part II	Achievements and Challenges
Part III	Financial Performance
Part IV	Way Forward

CONTENTS

STATEMENT FROM THE HONOURABLE MINISTER OF EDUCATION AND HUMAN RESOURCE	4
STATEMENT FROM THE SENIOR CHIEF EXECUTIVE	7
MESSAGE FROM THE CHIEF TECHNICAL OFFICER	8
MESSAGE FROM THE PERMANENT SECRETARY	9
PART I: ABOUT THE MINISTRY	
VISION AND MISSION	11
CORE VALUES OF THE MINISTRY	12
ROLES AND FUNCTIONS OF THE MINISTRY	13
KEY LEGISLATIONS	14
OVERVIEW OF THE SECTIONS/UNITS OF THE MINISTRY	15
STATUTORY BODIES AND COMPANIES	18
ABOUT OUR PEOPLE	20
ORGANISATION CHART	21
FUNDED POSITIONS BY SECTOR	22
PART II: ACHIEVEMENTS AND CHALLENGES	
MAJOR ACHIEVEMENTS	24
MISCELLANEOUS ACTIVITIES	69
STATUS ON THE IMPLEMENTATION OF BUDGET MEASURES FOR FINANCIAL YEAR 2025-2026	74
STATUS ON THE IMPLEMENTATION OF KEY ACTIONS FOR FINANCIAL YEAR 2025-2026	79
RISK MANAGEMENT	83
INTERNAL AUDIT	83
RISK MANAGEMENT FRAMEWORK	83
GENDER POLICY STATEMENT	84
AUDIT COMMITTEE	86
IMPLEMENTATION PLAN – DIRECTOR OF AUDIT COMMENTS	87
PART III: FINANCIAL PERFORMANCE	
FINANCIAL HIGHLIGHTS	98
STATEMENT OF EXPENDITURE	104
STATEMENT OF REVENUE	108
STATUTORY BODIES AND COMPANIES – ACHIEVEMENT AND CHALLENGES	110
PART IV: WAY FORWARD	
TRENDS AND CHALLENGES	155
STRATEGIC DIRECTION	157

LIST OF ACRONYMS

AC	Audit Committee
AGO	Attorney General's Office
AI	Artificial Intelligence
AIPSI	Atal Bihari Vajpayee Institute of Public Service and Innovation
CONFEMEN	Conférence des Ministres de L'Éducation des États et Gouvernements de la Francophonie
CSD	Central Supplies Division
DPC	Digital Proficiency Course
ECCEA	Early Childhood Care and Education Authority
e-RS	e-Register System
FLPNS	Foundation Programme in Literacy, Numeracy and Skills
FY	Financial Year
GAR	Government Asset Register
GIA	Grant-In-Aid
HRDC	Human Resource Development Council
HSC	Higher School Certificate
ICT	Information and Communication Technology
IMU	Infrastructure Management Unit
ITET	Institute of Technical Education and Technology
KM	Kreol Morisien
MEDCO	Mauritius Educational Development Company Ltd
MES	Mauritius Examination Syndicate
MGI	Mahatma Gandhi Institute
MIE	Mauritius Institute of Education
MITD	Mauritius Institute of Training and Development
MQA	Mauritius Qualifications Authority
MNI	Ministry of National Infrastructure
MoEHR	Ministry of Education and Human Resource
MoF	Ministry of Finance
MoGEFW	Ministry of Gender Equality and Family Welfare
MOH	Ministry of Health and Wellness
MoU	Memorandum of Understanding
NCE	National Certificate of Education
NECS	National Education Counselling Service
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
NYCBE	Nine Year Continuous Basic Education
PISA	Programme for International Student Assessment
PPA	Public Procurement Act
PPO	Procurement Policy Office
PSAC	Primary School Achievement Certificate
PSEA	Private Secondary Education Authority
QAF	Quality Assurance Framework
QAID	Quality Assurance and Inspection Division
RCEA	Roman Catholic Education Authority
SC	School Certificate
SEN	Special Education Needs
SENRDC	Special Education Resource Development Centre
SESW	Senior Educational Social Worker
SCCD	Student Care and Counselling Desk
STEM	Science, Technology, Engineering, and Mathematics
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
ZEP	Zone d'Éducation Prioritaire

STATEMENT OF THE HONOURABLE MINISTER OF EDUCATION AND HUMAN RESOURCE

It is with profound honour and privilege that I present the Annual Report of the Ministry of Education and Human Resource for the financial year 2025–2026. We are no longer in a period of transition. We are moving at full speed to implement the policy of the Government. One of our principal missions is to prepare our children for the future. Every decision taken will determine the future of every child in the Republic of Mauritius. As a responsible Minister of Education and Human Resource in a responsible Government, our intention is never to harm our children. All the flowers in a garden are different, and each of them blossoms at the appropriate time. It is futile to press and pull on flowers to make them grow; rather, patience and perseverance must prevail. All our children have the capacity to achieve greatness. They only need support and proper guidance to fulfil their potential. Our staff — academic, administrative, technical, teaching and non-teaching personnel — remain deeply committed.



The financial year 2025–2026 was a year of determined progress. The Ministry demonstrated resilience, and we were able to lay the foundations of a new education era. Many achievements have been recorded despite financial constraints.

The Ministry bears a moral responsibility towards its citizens. It is our duty to ensure that our pre-primary children are educated in buildings that respect established norms. They have the right to a safe environment. Moreover, the public deserves value for money for every single cent spent. Government agreed to the recommendations of the Inter-Ministerial Committee for the review of the current Grant-in-Aid Scheme for private pre-primary schools.

The Ministry advocates dialogue. The opinions and contributions of parents, stakeholders, students and unions are valued. The Ministry conducted several consultations with the public in Mauritius and Rodrigues, as well as with the State Law Office, for as long as necessary. Our partners in Rodrigues were equally consulted. The Blueprint for reform in the education sector is in progress and its measures would be implemented in phases.

The Regulations governing the use of mobile devices have also been prepared following consultations with parents, school managers, teachers and students during a dedicated workshop. The Ministry also held discussions with the Rodrigues Regional Assembly. The Cabinet has granted its approval for the Regulations, which is effective as from the beginning of the third term. Our objectives are to promote the productive use of technology, to protect our children and to prevent the disruption of classes.

The world is stepping into the era of Artificial Intelligence. Our students must not miss this opportunity, and we are preparing our educators to be fully equipped. The Institute of Technical Education and Technology (ITET) and the Ministry have trained 4,000 educators to use Artificial Intelligence efficiently and ethically. Furthermore, the Ministry, in collaboration with Mauritius

Telecom, has established a digital learning platform — the myt GPT Educational Platform. This platform will offer interactive and adaptive video tutorials, enabling each teacher and student to learn to use this intelligent tool at their own pace.

The Ministry has a duty to protect our students. Head boys and head girls, together with their educators, participated in training to deter cyberbullying. More than 10,000 educators, school teachers, parents and students received training to address bullying and violence in schools. The School Health Programme (SHP), targeting students in Grades 7, 9 and 12 across all public and private secondary schools in Mauritius, was launched with the support of the Ministry of Health. The Health and Wellness Directorate of the Ministry of Education and Human resource is intensifying its sensitisation campaign against drugs in schools. Furthermore, the "Get Connected Programme" and the "Rebound Programme" are being revamped to combat drug use among young people in schools. The "Rebound Programme" is being introduced on a pilot basis in Grade 10 across 25 secondary schools.

Rectors from both state and private schools also participated in an information session on the theme "Strengthening School Health Clubs and Student Wellbeing." The well-being of school administrators and their continuous professional development were at the heart of an empowerment programme, and the mental health of our headmasters and headmistresses was at the centre of several dedicated workshops.

The Foundation Programme in Literacy, Numeracy and Skills (FPLNS) was launched in January 2025 across Grades 7, 8 and 9, replacing the Extended Programme, which had recorded an average pass rate of only 6% between 2022 and 2024. The programme adopts a competency-based approach, blending literacy, numeracy and practical skills with clear pathways towards Technical and Vocational Education and Training (TVET).

The results of the first cohort in 2025 have been most encouraging, with a pass rate of 76.4%. A total of 1,226 students were awarded the National Foundation Certificate of Education (NFCE), pitched at National Qualifications Framework (NQF) Level 2, and were offered enrolment in National Certificate Level 3 (NC3) courses at the Mauritius Institute of Training and Development (MITD). The remaining 378 students were equally supported through enrolment in National Certificate Level 2 (NC2) courses at MITD training centres. The doors of the Institute of Technical Education and Technology (ITET) are open to students from the FPLNS, and new courses have been finalised. Capacity-building for educators is ongoing, and clear vocational progression routes up to NC5 level have been mapped out and communicated to students across both Mauritius and Rodrigues. Three new electives — Ocean Literacy, Basic AI Literacy and Vertical Farming — will soon be introduced to further enrich the programme.

The MITD has actively pursued international partnerships and innovative capacity-building initiatives during the financial year 2025–2026, strengthening its position as a leading TVET institution in the region. The institution participated in the UNESCO-UNEVOC Network Coaction Initiative, contributing to the ASSET Project — an AI-supported self-learning programme designed to build AI competency among TVET educators. Mauritius was one of only three countries involved in this initiative, alongside Germany and Sri Lanka. A total of 33 MITD trainers, including 13 from Rodrigues, successfully completed the pilot run of the programme. The MITD also launched the Electric Vehicle Heavy Vehicle Maintenance project under the British Council's International Skills Partnerships (ISP) programme, in collaboration with Edinburgh College,

Scotland. Furthermore, the MITD assumed the role of Lead Local TVET Partner in a British Council ISP project focused on the Circular Economy, developed in collaboration with UK further education institutions, in direct support of the Government's Roadmap and Action Plan for a Circular Economy in Mauritius.

The Mauritius Qualifications Authority (MQA), which falls under the aegis of the Ministry of Education and Human Resource, has recorded significant achievements in fulfilment of its mandate to develop and maintain the National Qualifications Framework (NQF) and ensure quality assurance in the TVET sector. Mauritius was nominated to chair the SADC Technical Working Group on Micro-credentials and Digitalisation and has been entrusted to host the 4th SADC TCCA Technical Working Group meeting, reflecting the country's growing regional leadership in qualifications frameworks. The Authority developed and reviewed several priority national qualifications, including new qualifications in Renewable Energy, a reviewed National Diploma Level 6 in Nursing — enabling the recruitment of some 200 trainee nurses — and a new qualification in Journalism supporting Recognition of Prior Learning (RPL). The MQA further quality-assured all courses under the Graduate Training for Employment Scheme and the National Skills Development Programme, and commenced RPL-based certification of security guards, raising professional standards in the private security industry.

The Human Resource Development Council (HRDC) has equally delivered a range of impactful initiatives, reinforcing its role as a key driver of skills development and workforce readiness in Mauritius. Through its Skills Interface Initiative, the HRDC organised nine sector-specific sessions bringing together employers, training institutions and public sector stakeholders to identify skills gaps and align training provision with industry demand. The School Placement Programme (SPP) continued to expand significantly, with 729 Grade 12 students from 61 secondary schools in Mauritius completing two-week work placements across 45 host organisations, whilst 24 students from three schools in Rodrigues participated through 10 host organisations. Under the Sectoral Skills Development Scheme (SSDS), the HRDC co-funded a Lean Manufacturing Capacity-Building Programme in collaboration with the Economic Development Board and the National Productivity and Competitiveness Council, from which 35 manufacturing enterprises benefited. The HRDC also advanced its Artificial Intelligence Skills Development Programme, supporting specialised training in AI, deep learning, robotics and machine learning.

As we stand at the dawn of a new financial year, we have acquired the momentum to advance the policy of the Government with resolve. The guiding principles of this Ministry shall remain assiduity, commitment, determination and resilience. We look forward to preparing our children to embrace the future with confidence. This Ministry is steadfast in its commitment that no child is left behind.

Dr. The Honourable Mahend Gungapersad, PDSM
Minister of Education and Human Resource

STATEMENT FROM THE SENIOR CHIEF EXECUTIVE

It is my privilege to present the Annual Report 2025–2026 of the Ministry of Education and Human Resource. The year under review marked an important phase in the transformation of the Mauritian education system. Building on the consultations held through *Les Assises de l'Éducation 2025* in Mauritius and Rodrigues, the Ministry pursued reforms aimed at developing a more learner-centred, inclusive, equitable and future-ready education system.

Across all educational subsectors, priority was given to improving access, quality and learner outcomes. Measures included enhanced support for pre-primary institutions, strengthened foundational literacy and numeracy, remedial education, teacher development and the consolidation of the Foundation Programme in Literacy, Numeracy and Skills across Grades 7 to 9. Support for learners with special educational needs, counselling and psychosocial services, health education, anti-bullying initiatives, sports, music and the performing arts were also reinforced to promote the safety, well-being and holistic development of every learner.

Digital transformation remained a key priority through the expansion of the Digital Proficiency Course, the piloting of artificial intelligence-assisted learning initiatives and increased emphasis on cyber safety and responsible technology use. Progress was also made in the Technical and Vocational Education and Training sector through the development of a national TVET roadmap and the proposed Technical Education Applied Pathway, aimed at widening opportunities and aligning education with industry and labour-market needs.

The Ministry continued to strengthen staff capacity, internal controls, risk management, procurement and institutional governance. Extracurricular programmes, including the National and Zonal Model United Nations Conferences, InnovEd 2026 and initiatives relating to environmental sustainability, human rights, STEM and cultural awareness, further supported learners' creativity, citizenship and personal development.

These achievements reflect the dedication and professionalism of our educators, school leaders, administrative and technical personnel, counsellors, social workers and partners. I extend my sincere appreciation to the Honourable Minister for his leadership and support, and to all officers and stakeholders who contributed to the Ministry's work.

Looking ahead, the Ministry remains committed to strengthening foundational learning, inclusion, learner well-being, digital education, technical and vocational pathways, staff development and good governance, while ensuring that every learner is given the opportunity to realise his or her full potential and contribute meaningfully to the development of Mauritius.

S. D. Gujadhur-Nowbuth (Mrs)
Senior Chief Executive

MESSAGE OF THE CHIEF TECHNICAL OFFICER

It is with satisfaction that I submit these humble words to commend the work of my colleagues of the Ministry and present the Annual Report on our Performance for the year 2025-26. This document provides an overview of the amount of work carried out in the context of the transformation of the education system during the financial year 2025-26, detailing also the Ministry's major achievements in what has been a year of the start of many changes from an education perspective.

To this effect, I am honoured to continue to lead a technical team of committed and dedicated technical officers on an exciting trajectory of dynamically discussing, continuing and strengthening the implementation of reforms.

Under the leadership of the Honourable Minister and the Senior Chief Executive, we have continued to implement the Minister's vision of "Un modèle Éducatif à visage humain" by continuing consultations with stakeholders and building capacity on new areas of need for attention such as combating bullying and strengthening discipline and mental health at school.

The Annual Report 2025/2026 highlights our commitment and actions undertaken, in areas as diverse and key to consolidating education such as governance of the Pre-Primary subsector with new platforms and improving infrastructure in several Pre-Primary Units, thereby providing better facilities to pupils who are starting their educational pathways in quality environments.

At the primary level, the Ministry continued to strengthen support to learning through extra-curricular initiatives aimed at fostering literacy and a culture of reading among primary school pupils.

The financial year 2025-26 has been a positive one for the Ministry. We have spared no effort to sustain our actions and engaging in benchmarking at global level through the participation in the PISA evaluation.

The start of the implementation of the AI-oriented myt GPT learn platform on a pilot basis has been a key achievement of the Ministry, together with its partners, to take secondary school students of Mauritius into exciting new areas of digital discovery and innovation.

On the global arena, the Ministry has collaborated with the Western Australian TVET agency to promote curricular transformation in the planning of a new Technology Education Applied Pathway which will help to transform the secondary education landscape into one where applied learning becomes the norm along with mainstream education.

I would thus like to express my sincere thanks to all teams of the Ministry, both from the Technical Cadre under my direct supervision, Administrative and other support teams for their dedication.

I wish all teams of the Ministry, in partnership with all stakeholders, public and private, many more years of continued close collaboration and engagement to continue to build further the Ministry, under the leadership of the SCE and the Hon Minister, and thereby reach new horizons.

Mr R. G. D. Auckbur
Chief Technical Officer

MESSAGE OF THE PERMANENT SECRETARY

It is a pleasure to share this message for the presentation of the Annual Report of the Ministry of Education and Human Resource for financial year 2025/2026.

The Ministry of Education and Human Resource continues to strengthen the education agenda through strategic reforms, inclusive initiatives and innovative programmes aimed at improving learning outcomes and preparing learners for the future. This Annual Report highlights the Ministry's commitment to transparency, accountability and good governance, while showcasing major achievements and challenges, ongoing projects and future priorities. Despite financial constraints, significant progress has been recorded across various education subsectors.

A strong emphasis has been placed on inclusive education and support for learners with special educational needs. Measures such as the completion of large-print book distribution, provision of assistive devices and continued development of Braille resources demonstrate the commitment towards creating an accessible and inclusive learning environment for all students. Quality improvement remains a key priority, with the functioning of the Quality Assurance Unit. The initiatives aim to enhance standards, strengthen monitoring mechanisms, and ensure better education outcomes across all sub sectors.

The Ministry has also intensified efforts to promote student well-being and safe learning environments. Campaigns addressing cyberbullying, drug prevention, emotional well-being and bullying prevention have been implemented to support students' social and psychological development. Promoting a culture of reading, creativity and scientific curiosity has been another important focus. The School Reading Programme, establishment of reading corners and STEM activities are designed to encourage learners to develop essential skills and become active participants in a knowledge-based society.

The Technical and Vocational Education and Training (TVET) sector has also witnessed important developments through industry-driven programmes, updated curricula and skills training aligned with emerging sectors such as renewable energy, ICT and Fin Tech. These efforts contribute towards improving employability, addressing future workforce needs and reducing skills mismatch.

Key performance indicators reflect encouraging results, including strong progress in special education needs enrolment, TVET employment outcomes and human resource development. The percentage of children with special needs enrolled in schools reached 82.1%, while 76.6% of TVET trainees secured employment within six months of completing their training.

Looking ahead, the Ministry remains committed to building an education system which is inclusive, innovative and responsive to the changing needs of society and its people. Through continued collaboration with stakeholders, investment in quality education and a focus on learner-centred approaches, the foundations are being laid for a stronger and more resilient future generation.

Dr. S. Ramasawmy
Permanent Secretary

SDG 4 QUALITY EDUCATION

The 2030 Agenda for Sustainable Development was adopted by all United Nations Member States in 2015. It provides a shared roadmap for peace and prosperity for people and the planet. At the centre of this transformative agenda are the 17 Sustainable Development Goals (SDGs), which capture an urgent call for action by all countries. The SDGs represent a global commitment to achieving inclusive, sustainable, and equitable development by addressing key challenges such as poverty, inequality, climate change, and social exclusion.

Among these goals, SDG 4, focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, serves as a fundamental pillar for achieving sustainable development. Education empowers individuals with knowledge, skills, and values needed to participate meaningfully in society, drive innovation, promote gender equality, reduce inequalities, and contribute to economic growth. By investing in accessible, quality education and strengthening learning opportunities, countries can build resilient communities and create a more sustainable and inclusive future in line with the broader objectives of the SDGs. The different targets under SDGs 4 are summarised below:

SDG 4 QUALITY EDUCATION

Summary of the principal targets under Sustainable Development Goal 4

- 4.1 Primary and Secondary Education**
Free, equitable and quality primary and secondary education for all.
- 4.2 Early Childhood Development**
Access to quality early childhood development, care and pre-primary
- 4.3 Technical, Vocational and Tertiary Education**
Equal access to affordable technical, vocational and tertiary education.
- 4.4 Skills for Employment and Entrepreneurship**
Increase the number of youth and adults with relevant skills for employment
- 4.5 Equality and Inclusion**
Eliminate gender disparities and ensure equal access for vulnerable groups.
- 4.6 Literacy and Numeracy**
Ensure all youth and a substantial proportion of adults achieve literacy and numeracy.
- 4.7 Sustainable Development and Global Citizenship**
Ensure learners acquire knowledge and skills for sustainable development, human rights, gender equality, peace and global citizenship
- 4.a Education Facilities**
Build and upgrade education facilities that are child, disability and gender sensitive.
- 4.b Scholarships**
Expand scholarships for developing countries.
- 4c Qualified Teachers**
Increase the supply of qualified teachers through international cooperation.

PART 1: ABOUT THE MINISTRY

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

VISION AND MISSION

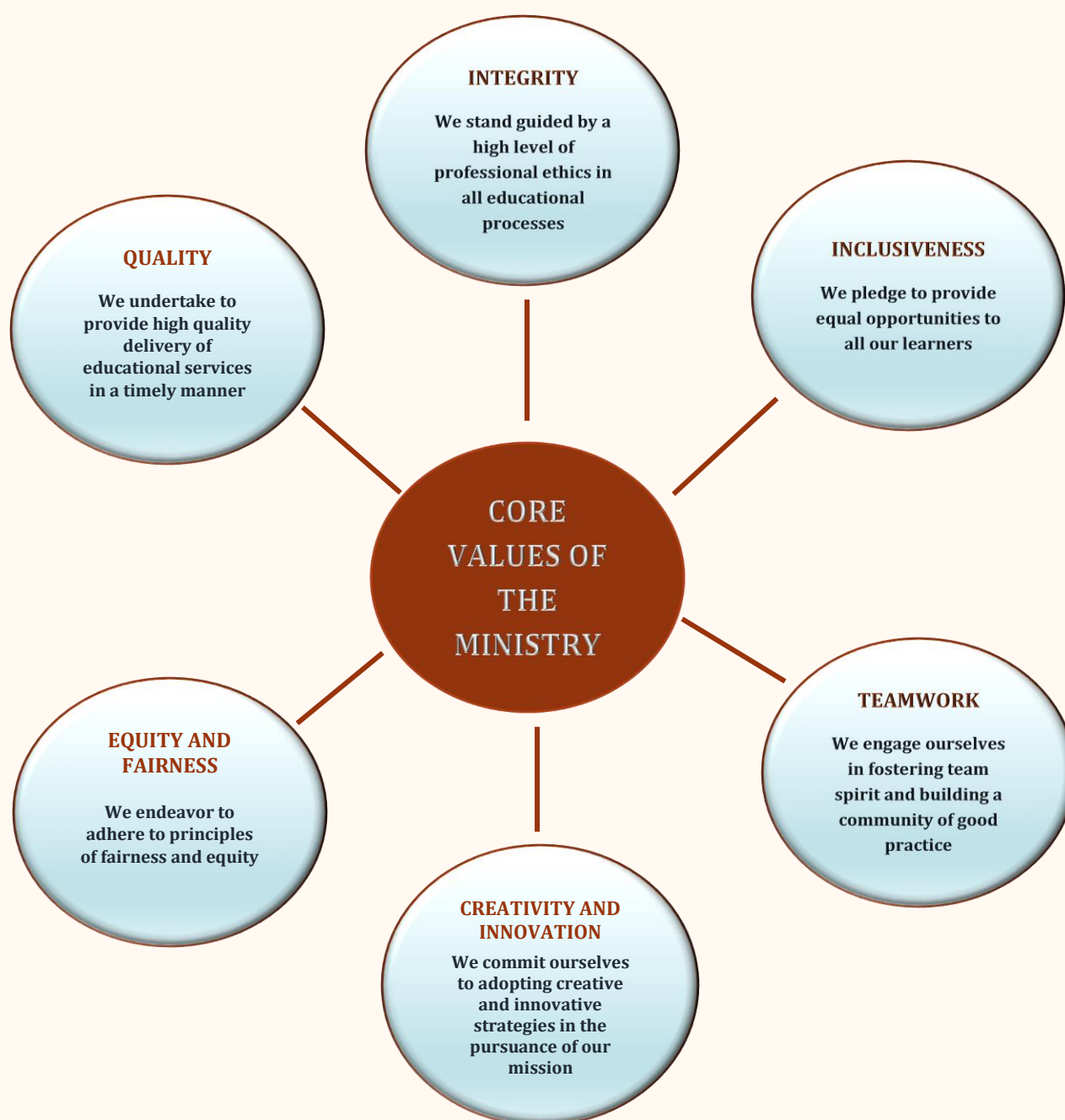
OUR VISION

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

MISSION

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

CORE VALUES OF THE MINISTRY



ROLES AND FUNCTIONS OF THE MINISTRY

- ✍ The Ministry of Education and Human Resource 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

- ✍ Ensuring the provision of inclusive, equitable and quality education at the pre-primary, primary, secondary and technical education levels.
- ✍ Provision of policy guidelines for the development and review of National Curriculum Frameworks for Pre-primary, Primary and Secondary and sub-sectors.
- ✍ Provision of necessary support:
 - through psychological and counselling services to learners and their families;
 - to students with learning difficulties and those with Special Education Needs as part of the inclusion process;
 - through scholarships to meritorious as well as needy students to pursue post-secondary education;
 - to all learners of pre-primary, primary and lower secondary schools as well as to all needy students, through the provision of educational materials; and
 - to students to practice and participate in healthy and creative activities.
- ✍ Promoting continuous professional development of all its personnel as part of the lifelong learning process.
- ✍ Attesting to the equivalence of qualifications across primary and secondary levels.
- ✍ Monitoring the performance of parastatal bodies operating within its purview.
- ✍ Formulating and implementing health promotion policies and sanitary protocols in all education subsectors.
- ✍ Promoting collaboration with international partners for continued improvement in education regulatory frameworks and practices.
- ✍ Promoting Mauritius as an Education Hub.

KEY LEGISLATIONS

SN	Legislation/ Act
i.	Education Act 1957 (as subsequently amended)
ii.	Mauritius Institute of Education Act 1973
iii.	Sir Seewoosagur Ramgoolam Foundation Act 1981
iv.	Mahatma Gandhi Institute Act 1982
v.	Mauritius Examinations Syndicate Act 1984
vi.	Rajiv Gandhi Science Centre Trust Fund Act 1994
vii.	Mauritius Qualifications Authority Act 2001
viii.	Rabindranath Tagore Institute Act 2002
ix.	World Hindi Secretariat Act 2002
x.	Human Resource Development Council Act 2003
xi.	Licensing of Recruiting Agents for Overseas Educational and Training Institutions Act 2006
xii.	Early Childhood Care and Education Authority Act 2007
xiii.	Mauritius Institute of Training and Development Act 2009
xiv.	Private Secondary Education Authority Act 2016
xv.	Special Education Needs Authority Act 2018
xvi.	Skills Development Authority Act 2019
xvii.	Institute of Technical Education and Technology Act 2021

OVERVIEW OF THE SECTIONS/UNITS OF THE MINISTRY

The Ministry houses several Directorates and Units at its Headquarters, 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

-  Provides strategic leadership for the formulation, coordination, implementation and monitoring of policies, programmes and initiatives relating to pre-primary education, in line with the vision and strategic priorities of the Ministry of Education and Human Resource.
-  The Division ensures compliance with the provisions of the relevant legislative and regulatory framework governing early childhood education and works in close collaboration with the Early Childhood Care and Education Authority (ECCEA).

PRIMARY EDUCATION

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

SECONDARY EDUCATION

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

E-EDUCATION

-  Implements EdTech strategies including the enhancement of teaching and learning through the use of technology;
-  Ensures deployment and support of Information and Communication Technology (ICT) equipment, network and facilities in schools;
-  Implements software systems to support education;
-  Assists in capacity building of Educators in the use of ICT in education.
-  Promotes AI in education.

CURRICULUM DEVELOPMENT AND EVALUATION

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

STRATEGIC PLANNING

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

INTERNATIONAL RELATIONS

- ✎ Serves as the focal point for the Ministry's international cooperation agenda by establishing, strengthening and sustaining strategic partnerships with bilateral, regional and multilateral organisations in support of national educational priorities.
- ✎ Coordinates the negotiation, implementation and monitoring of international agreements, Memoranda of Understanding, technical cooperation programmes, capacity-building initiatives and development projects.

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

- ✎ Acts as an interface between UNESCO and local institutions for the advancement of UNESCO's thrust areas, namely Information and Communication Technology, Education, Culture, Science; and
- ✎ Assists in and facilitates the implementation of UNESCO's various activities at national level.

SCHOLARSHIPS

- ✎ Implements and manages the national scholarship schemes and those offered on a Government-to-Government basis.

HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

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

PLANNING AND BUDGETING DIRECTORATE

- ✎ Formulates three-year strategic and budget plans for the Ministry; and
- ✎ Plans and monitors the provision of funds to all subsectors of education.

EXTRA AND CO-CURRICULAR ACTIVITIES

- ✎ Establishes effective partnerships with schools, public sector bodies, non-governmental organisations, international agencies and community-based organisations to design and implement activities which promote leadership, civic responsibility, cultural appreciation, environmental stewardship, innovation, entrepreneurship, creativity and global citizenship.

HEALTH AND WELLNESS

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

NATIONAL EDUCATION COUNSELLING SERVICE

- ✎ Provides support to promote the psychological and social well-being of pre-primary, primary and secondary school-going children through a wide range of integrated services; and
- ✎ Collaborates with families of the learners to provide support and guidance tailored to their needs.

SPECIAL EDUCATION NEEDS UNIT

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

QUALITY ASSURANCE AND INSPECTION

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

INFRASTRUCTURE MANAGEMENT UNIT

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

SECRETARIAT OF NATIONAL EQUIVALENCE COMMITTEE

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

CITIZEN SUPPORT UNIT

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

CUSTOMER CARE UNIT

- ✚ Attends to the public, manages queries and complaints from stakeholders, and coordinates with departments for appropriate action.
- ✚ Assists in the organisation of workshops, press conferences and events.
- ✚ Ensures the smooth running of events and distribution of materials.

CORPORATE SERVICES

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

ZONAL DIRECTORATES

- ✚ The Ministry has four zonal directorates. Zone 1 is situated in Port Louis, Zone 2 in Beau Bassin, Zone 3 in Rose Belle and Zone 4 in Ebène.

These directorates:

- Implement at Zone level, the policies and programmes for the smooth running of primary and secondary schools.
- Act as an interface between Headquarters and educational institutions.
- Bring services closer to the people.

STATUTORY BODIES AND COMPANIES

The Ministry of Education and Human Resource has Statutory Bodies and State-Owned Companies within its purview. Each Statutory Body is managed by a Board/ Council which is appointed by the Government. These Bodies operate as autonomous entities and have their specific goals and objectives with key functions and responsibilities as described below:

STATUTORY BODIES

EARLY CHILDHOOD CARE AND EDUCATION AUTHORITY

- ✎ Implements policies regarding Early Childhood Care and Education.
- ✎ Regulates and promotes the development of quality pre-primary education.
- ✎ Registers and supervises pre-primary educational institutions.
- ✎ Implements projects, programmes and activities on early childhood care and education initiated by the Ministry in collaboration with line Ministries, non-governmental organisations or local and international agencies.
- ✎ takes such action as may be appropriate, in collaboration with relevant line Ministries and authorities, to prevent any form of violence, including sexual abuse, negligent treatment, maltreatment or exploitation on young children.

INSTITUTE OF TECHNICAL EDUCATION AND TECHNOLOGY

- ✎ Implements policies for the delivery of high quality technical and technology education.
- ✎ Operates technical education centres.
- ✎ Awards technical and technology qualifications.

MAURITIUS EXAMINATIONS SYNDICATE

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

MAHATMA GANDHI INSTITUTE/RABINDRANATH TAGORE INSTITUTE

- ✎ Promotes, consolidates and disseminates Indian culture and traditions.
- ✎ Undertakes curriculum development and textbook production in Asian Languages.
- ✎ Furthers the progress of education, (including at Tertiary level) and culture in general.

MAURITIUS INSTITUTE OF EDUCATION

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

MAURITIUS QUALIFICATIONS AUTHORITY

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

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 SEN.
- ✍ Registers SEN Institutions, their personnel and resource persons; and
- ✍ Harmonises and promotes programmes and policies for the education and development of learners with SEN.

WORLD HINDI SECRETARIAT (*BILATERAL ORGANISATION – INDIA AND MAURITIUS*)

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

HUMAN RESOURCE DEVELOPMENT COUNCIL

- ✍ Manages the National Training Fund;
- ✍ Runs training grant schemes to encourage employers to invest in the training of their employees with a view to upgrading their skills and acquiring new skills;
- ✍ Commission research in the field of human resource development;
- ✍ Establish linkages between the education and training systems and the workplace;
- ✍ Provide incentives for training institutions to acquire and upgrade their equipment and facilities

MAURITIUS INSTITUTE OF TRAINING AND DEVELOPMENT

- ✍ Promotes excellence in technical and vocational education and training;
- ✍ Promotes research and enhances knowledge in technical and vocational education and training;
- ✍ Increases access to technical and vocational education and training through the setting up of training centres;
- ✍ Promotes exchange programmes and courses with other institutions in technical and vocational education and training; and
- ✍ Assists in the apprenticeship of persons who are, or will be, employed in commercial, technical and vocational fields.

SKILLS DEVELOPMENT AUTHORITY

- ✍ Regulates Technical and Vocational Education and Training (TVET) sector;
- ✍ Ensures quality assurance in TVET sector;
- ✍ Confers awarding powers to training institutions;
- ✍ Develops a skills framework; and
- ✍ Maintains the Skills Development Fund

STATE OWNED COMPANIES

MAURITIUS EDUCATIONAL DEVELOPMENT COMPANY (MEDCO)

- ✎ Improving the facilities of the MEDCO schools and enhancing the academic and extra-curricular development of students through:
 - Continuous upgrading of infrastructure;
 - Professional development of educators and school administrators and;
 - Provision of up-to-date pedagogical tools.
- ✎ Acting as the employer of redundant or excess staff of private secondary schools and absorbing all future redundant or excess teachers and non-teaching staff to redeploy them in the state schools and government departments.

ABOUT OUR PEOPLE

The Ministry employs more than 13,000 persons across various categories and levels. The Senior Chief Executive is the Supervising, Responsible and Accounting Officer of the MoEHR, responsible for the overall administration and general supervision of the different sections including bodies falling under the aegis of the Ministry and translating government policies and programmes into action.

The Senior Chief Executive is assisted in his duties by a pool of officers at all levels including three Permanent Secretaries, the Chief Technical Officer, Directors, Deputy Permanent Secretaries, Assistant Directors, Administrators, Assistant Permanent Secretaries and Officers of the General Services, Human Resource, Financial Operations, Procurement and Supply and Technical Cadres. Same is illustrated in the organisation chart on Page 21.

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

Each public primary school is headed by a Headmaster, assisted by Deputy Headmaster(s) while State Secondary Schools are each headed by a Rector, assisted by a Deputy Rector and a Senior Educator.

All schools consist of teaching staff engaged in the conduct of classes and non-teaching staff as support, who provides administrative and logistical support.



FUNDED POSITIONS BY SECTOR

During the financial year 2025-2026, the Ministry had a total of 13,104 funded positions, as follows:

A. MANAGEMENT AND GENERAL

Job Title/Category	Funded positions 2025/26	In Post		In Post as at 30 June 2026
		Male	Female	
Senior Chief Executive	1	-	1	1
Permanent Secretary	2	3*	-	3
Deputy Permanent Secretary	6	1	5	6
Assistant Secretary	11	4	4	8
Chief Technical Officer (Education)	1	1	-	1
Director	6	-	-	-
Assistant Director	6	5	1	6
Administrator (Education)	7	4	4	8*
Director Quality Assurance	1	-	-	-
Assistant Director Quality Assurance	1	-	1	1
Director (Health and Wellness)	1	-	1	1
Assistant Director (Health and Wellness)	1	1	-	1
Quality Assurance Officer	17	6	9	15
Other Technical Staff	26	17	11	28*
Other Support Staff	222	53	141	194
TOTAL	309	95	178	273
Percentage Gender Distribution		35%	65%	

* **Note:** Permanent Secretary: The salary of one (1) Permanent Secretary is met by the vote of Prime Ministers' Office

* **Note:** Administrator (Education): Funds have been provided for only 7 posts in Estimates 2025/2026. Financial clearance has been obtained on 14 July 2025 to meet the salary cost for one Administrator (E) from existing provision of the Ministry's budget.

* **Note:** Other Technical Staff: The salaries of two (2) Technical Officers are met by the Ministry of National Infrastructure.

B. PRE-PRIMARY AND PRIMARY

Job Title/Category	Funded positions 2025/26	In Post		In Post as at 30 June 2026
		Male	Female	
Director	1	-	-	-
Assistant Director	2	1	1	2
Assistant Director (Primary)	1	-	1	1
Inspectorate	110	35	61	96
Supervisory Group	26	18	8	26
Headmaster	210	78	87	165
Deputy Headmaster	798	241	547	788
Teaching Staff	4276	649	3427	4076
Other Technical Staff	113	29	84	113
Support Staff	1124	264	506	770
TOTAL	6661	1315	4722	6037
Percentage Gender Distribution		22%	78%	

C. SECONDARY

Job Title/Category	Funded positions 2025/26	In Post		In Post as at 30 June 2026
		Male	Female	
Director	-	-	-	-
Assistant Director	2	2	-	2
Administrator (Education)	8	3	5	8
Rector	58	26	32	58
Deputy Rector	61	22	32	54
Senior Educator (Secondary)	63	20	36	56
Educator/ Teacher	3521	1245	2255	3500
Other Technical Staff	186	35	126	161
Support Staff	2133	904	1108	2012
TOTAL	6032	2257	3594	5851
Percentage Gender Distribution		39%	61%	

D. SPECIAL EDUCATION NEEDS (SEN)

Job Title/Category	Funded positions 2025/26	In Post		In Post as at 30 June 2026
		Male	Female	
Head SEN Resource Centres	3	1	1	2
Inspectorate	4	2	2	4
Officer-in-Charge, Specialised Schools/ Special Education Resource Development Centre (SENKDC)	9*	2	5	7
Educator SEN	44	5	27	32
Therapists	8	-	7	7
Other	31	20	11	31
TOTAL	99	30	53	83
Percentage Gender Distribution		36%	64%	

* **Note:** Head and Deputy Head Specialised Schools.

E. CAREERS GUIDANCE

Job Title/Category	Funded positions 2025/2026	In Post		In Post as at 30 June 2026
		Male	Female	
Director, Human Resource Development	-	-	-	-
Principal Human Resource Analyst	-	-	-	-
Human Resource Analyst/Senior Human Resource Analyst	2	2	-	2
Principal Careers Counsellor	1	-	1	1
Senior Careers Counsellor	1	-	1	1
Careers Counsellors	6	3	3	6
TOTAL	10	5	5	10
Percentage Gender Distribution		50%	50%	

PART II: ACHIEVEMENTS AND CHALLENGES

ASSISES DE L'ÉDUCATION

The outcomes of the *Assises de l'Éducation*, held in April 2025, continued to provide an important foundation for education policy development and implementation during the period July 2025 to June 2026. The extensive consultations undertaken with educators, school leaders, unions, parents, non-governmental organisations, technical experts and other stakeholders enabled the Ministry to identify key systemic challenges, emerging priorities and areas requiring policy intervention.

During the reporting period, the findings and recommendations emerging from the *Assises* served as a key reference in the preparation and implementation of the Education Blueprint and in shaping the Ministry's reform agenda. They contributed to the prioritisation of actions relating, inter alia, to curriculum renewal, digital transformation of education, teacher professional development, inclusive and equitable education, improved governance and the responsiveness of the education system to emerging social and economic needs.



The consultative process also strengthened the Ministry's approach to evidence-based and participatory policymaking by ensuring that reforms were informed by the experience and expectations of stakeholders across the education sector. The specific issues raised during the *Assises de l'Éducation à Rodrigues* further assisted in ensuring that national policy orientations took account of regional realities and the particular educational needs of Rodrigues.

Accordingly, while the *Assises* were held prior to the reporting period, it will create a momentum for reforms and its outcomes would guide policy formulation, programme development and its implementation, thereby translating the national consultation exercise into concrete policy directions and implementation priorities.



LES ASSISES DE L'ÉDUCATION A RODRIGUES



PRE-PRIMARY EDUCATION

1. CURRICULUM



The Early Childhood Care and Education Authority continued the implementation of the play-based National Curriculum Framework across pre-primary schools, thereby reinforcing child-centred teaching and learning.

Additionally, during Financial Year 2025/2026:

- 50 ECCEA schools were equipped with pedagogical materials to strengthen early literacy and numeracy;
- environmental education was further enhanced through the provision of gardening equipment to 24 schools, enabling the establishment of eco-friendly playgrounds and school vegetable gardens;
- to support literacy, numeracy and practical life skills, ten schools were equipped with grocery corner resources; and
- 100 schools received indoor and outdoor play equipment to enhance children's physical, social, emotional and cognitive development.

While significant progress has been achieved, ensuring the consistent implementation of the National Curriculum Framework across both public and privately managed pre-primary schools remains a priority. Continued attention is also required to maintain regular safety inspections; ensure maintenance of indoor and outdoor play equipment; and monitor the effective classroom utilisation of teaching and learning resources.

2. ACCESS AND FINANCING

Government remains committed to ensuring equitable access to pre-primary education by reviewing the Grant-in-Aid formula, thereby providing free education to more than 13,000 pupils enrolled in 417 Grant-Aided Schools. Although this continued financial support has strengthened access to early childhood education, the long-term financial sustainability of private pre-primary providers remains a significant challenge in view of declining enrolment resulting from demographic trends.

3. QUALITY ASSURANCE UNIT

During the reporting period, discussions advanced towards the establishment of a dedicated Quality Assurance Unit, with preparatory work undertaken on the Scheme of Work for Quality Assurance Officers to strengthen the quality of teaching, learning and institutional monitoring across the sector. Finalising the establishment and operationalisation of the Quality Assurance Unit remains a key priority to ensure consistent quality standards and continuous improvement in early childhood education are met.

4. INCLUSIVE EARLY CHILDHOOD EDUCATION

The Early Childhood Care and Education Authority (ECCEA) continued to promote equitable access to quality early childhood education, particularly for children from vulnerable groups and those with disabilities. During the reporting period, 41 children with disabilities were supported across 20 ECCEA schools, while 10 ECCEA schools catering for learners with Special Educational Needs (SEN) were equipped with specialised pedagogical toys to enhance inclusive teaching and learning. Despite these achievements, maintaining uniform specialised support services across all schools remains a challenge. The shortage of specialised carers and trained personnel, together with the need to sustain specialised learning units that cater for children with diverse learning needs, continues to require accentuated focused attention.

5. SECTOR SUSTAINABILITY

The Early Childhood Care and Education Authority continued to strengthen the governance and regulation of the pre-primary sector through ongoing registration and monitoring activities. A major milestone was the launching of the Grant Management System for Pre-Primary Schools, which was developed by State Informatics Limited (SIL), in June 2026. The system facilitates the registration of schools, pupils and staff, as well as the processing of staff emoluments, operational grants and rental fee claims. Training for school managers commenced in July and is expected to end by August 2026 for the implementation of online registration. In addition, strategic regulatory inspections were carried out in April 2026 in 21 schools under the Association des Écoles Maternelles and three ECCEA schools in Rodrigues.

Nevertheless, declining pupil enrolment due to demographic changes continues to pose a challenge to the long-term sustainability of the sector. The transition to digital systems also requires continued support for schools with limited ICT literacy. Furthermore, schools operating under the Association des Écoles Maternelles must be supported to achieve full compliance with the ECCEA Regulations 2011, as many have historically operated without formal registration, guidance and supervision.

6. INFRASTRUCTURE AND FACILITIES

The Early Childhood Care and Education Authority continued to improve the physical learning environment through targeted infrastructure upgrades. Major renovation works were successfully completed at Morcellement Raffray PPU, Black River PPU and Henrietta PPU during May and June 2026, while Cité Florida PPU and Docker's Village PPU were upgraded in November 2025. In addition, toilet facilities in 15 ECCEA schools were upgraded in June 2026, contributing to improved hygiene standards. Despite these improvements, infrastructure development remains a significant undertaking, with only five of the 184 ECCEA schools comprehensively upgraded since last Financial Year. Managing construction activities while ensuring the long-term maintenance and structural integrity of heavily utilised school facilities continues to be an important challenge.

7. PROFESSIONAL DEVELOPMENT

ECCEA remains committed to strengthening the capacity building of educators through structured professional development programmes conducted during each school holiday period. Training covered key areas including early literacy and numeracy, preparation of teaching aids, creativity, Special Needs Education, classroom organisation and lesson planning. A notable achievement during the year was the successful introduction of the first online training programme for 34 pre-primary educators in Rodrigues following the joint ECCEA–Ministry of Education mission in April 2026. Going forward, greater emphasis will be placed on educator wellbeing through the introduction of structured mental health and wellness initiatives, including psychological support services and stress-management programmes, to help reduce occupational stress and promote a healthy and resilient workforce.



PRIMARY EDUCATION

1. QUALITY ASSURANCE UNIT

During the reporting period, consultations were conducted on the proposed model for the operationalisation of a dedicated Quality Assurance Unit to strengthen monitoring, accountability and continuous improvement in primary education. The establishment of the Unit represents an important step towards enhancing educational standards across schools. However, confirmation of the funding required for its operationalisation remains a key challenge before the Unit becomes fully functional.

2. CURRICULUM SUPPORT

The Ministry continued to strengthen curriculum support through initiatives aimed at fostering literacy and a culture of reading among primary school pupils. An essay writing competition was successfully organised under the School Reading Initiative, resulting in the selection of outstanding student essays for publication. In addition, library collections were enhanced through the procurement of new reading materials for 12 school libraries, providing pupils with greater access to quality educational resources. Continued efforts will be required to sustain these initiatives and extend their reach to additional schools.

3. STEM INITIATIVE

Science, Technology, Engineering and Mathematics (STEM) kits for primary schools were designed and procured to support the teaching of science through practical demonstrations and hands-on learning activities. These resources are expected to enhance pupils' scientific inquiry, critical thinking, and problem-solving skills. The effective integration and sustained use of these materials will require ongoing teacher support and continuous monitoring to maximise their educational impact.

4. PROFESSIONAL DEVELOPMENT

The Ministry remains committed to strengthening leadership and instructional quality through the organisation of professional development workshops for school inspectors and headmasters in school Leadership and Management Programme. These capacity-building programmes were designed to enhance school management, instructional leadership and quality assurance practices. Sustaining continuous professional development and expanding training opportunities to meet emerging educational needs will remain an ongoing priority.

5. REMEDIAL EDUCATION

To support learners requiring additional academic assistance, a Winter School Programme was organised during the second-term school holidays in 2025. The programme provided targeted remedial education to help pupils strengthen foundational knowledge and improve learning outcomes. Continued monitoring of learner progress and the provision of sustained academic support will be essential to maximise the long-term impact of such interventions.

6. CO-AND-EXTRA-CURRICULAR ACTIVITIES

The Primary Education Directorate continued to promote holistic learner development through a range of extra-curricular activities. A poster competition was organised in September 2025 to commemorate the birthday of Sir Seewoosagur Ramgoolam, encouraging creativity and civic awareness among pupils. Schools also participated in the National Flag Raising Ceremony held on 11 March 2026, fostering patriotism and national identity. Furthermore, maintaining high levels of participation and ensuring meaningful engagement across all schools remain important considerations for future activities.

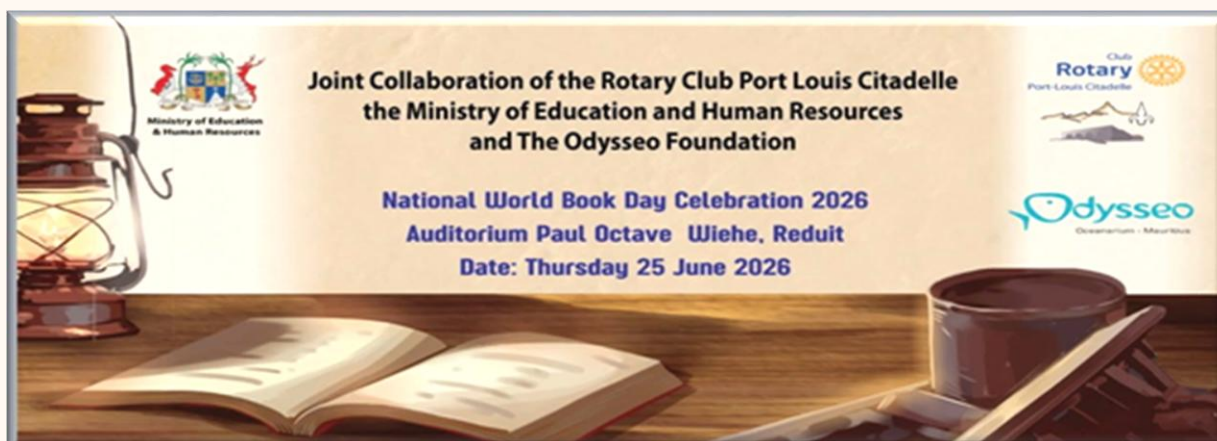


7. DEPLOYMENT OF ICT IN SCHOOLS

The Ministry continued to promote digital innovation in primary education through the pilot implementation of Virtual Reality (VR) and myt Learn projects in selected schools, including a few secondary schools. The projects have provided learners with more interactive and technology-enhanced learning experiences. The Britannica Project was also piloted to improve access to reliable digital educational resources and support research-based learning. As these initiatives expand, continued investment in ICT infrastructure, teacher capacity building and technical support will be vital to ensure effective integration of digital technologies into classroom for teaching and learning.

8. ESSAY-WRITING COMPETITION FOR PUPILS IN GRADE 5 AND 6 OF PRIMARY SCHOOLS IN MAURITIUS

This collection, titled “Voices of Young Mauritius”, was launched on 25 June 2026.

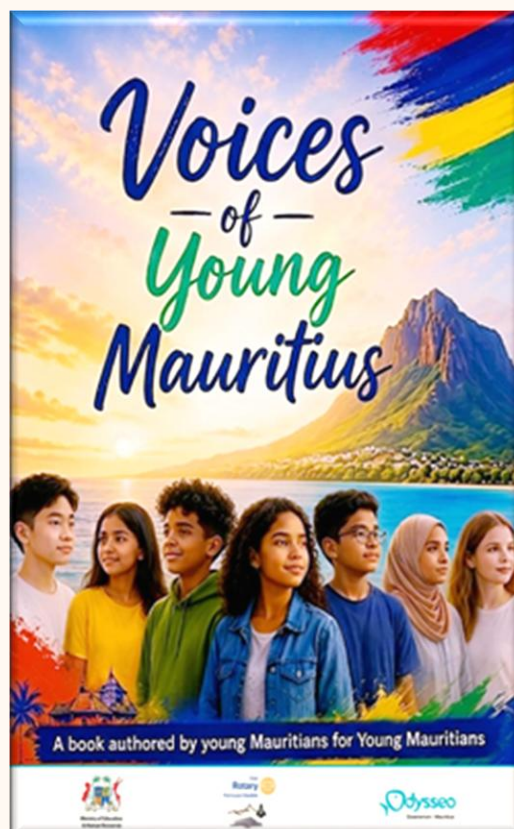


The Primary Education Directorate of the Ministry of Education and Human Resource, in collaboration with the Rotary Club Port Louis Citadelle, organised an essay-writing competition for pupils in Grades 5 and 6 of primary schools in Mauritius.

The competition was launched on 02 February 2026 and 110 entries were received from schools. The competition culminated in a prize-giving ceremony which was held on 25 June 2026, and the best entries at the zonal and national levels were recognised.



Cash prizes were awarded to the National-level winners, and 30 best entries were selected and published in a collection, with the collaboration of Rotary Club Port Louis Citadelle and the sponsorship of Odysseo Oceanarium.



SECONDARY EDUCATION

CONTINUING PROFESSIONAL DEVELOPMENT

The Ministry continued to strengthen leadership and administrative capacity in the Secondary Education Sector through Professional Programmes conducted at the Atal Bihari Vajpayee Institute of Public Service and Innovation (AIPSI) for Rectors, Deputy Rectors, and School Superintendents. The training covered school leadership and management, communication and stakeholder engagement, emotional intelligence, conflict resolution, time management, time tabling, resource optimisation, school governance, safeguarding responsibilities, digital records management, stress management and staff wellbeing topics. It also addressed effective school administration, records management, the use of e-register, data capture, examination support and work organisation. These capacity building initiatives aimed to enhance leadership and administrative effectiveness and improve school performance and promote the efficient functioning of State Secondary Schools.

PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT

The Programme for International Student Assessment (PISA) 2025 main survey was successfully conducted on 25 June 2025 in Mauritius and 1 July 2025 in Rodrigues, with the participation of 129 state secondary schools, grant-aided secondary schools, and fee-paying schools which comprised approximately 5,350 students. Results are expected in September 2026, after which student performance and the effectiveness of education policies can be assessed.

In addition, Government has approved Mauritius' participation in the next PISA cycle (Field Trial in 2028 and Main Survey in 2029), including participation in the optional Financial Literacy assessment, demonstrating the country's continued commitment to benchmarking and improving the quality of secondary education.

PROJECTS AND ACTIVITIES

PROPOSAL FROM SECONDARY EDUCATION

Implementation of projects

Funding up to the tune of Rs 1 million for each project has been earmarked.

(a) Smart Farming

(b) Rainwater harvesting

Zone	1	2	3	4	TOTAL
Smart Farming	0	1	5	0	6
Rain water Harvesting	18	12	10	5	45
TOTAL	18	13	15	5	51

Table: Number of Smart Farming and Rainwater Harvesting Projects

- ✎ The Secondary Education Directorate has initiated the groundwork for reviewing the School Management Manual for Rectors of State Secondary Schools which dates back to 2009. Further input will be considered subject to the recommendations that would come up from the Blueprint for Education.
- ✎ The Secondary Education Directorate collaborated with the Office of the President (State House) for the following activities:
 - (i) National Essay Competition, open to Primary/ Secondary Schools of Mauritius, Rodrigues and Agalega
 - (ii) 'Learn AI challenge project' for Secondary Schools in Mauritius and Rodrigues

SCHOLARSHIP

ACHIEVEMENTS

- ✎ Forty-nine (49) Laureates were proclaimed in February 2026 for the Higher School Certificate (HSC) Examinations held in 2025. In December 2025, twenty-four (24) scholarships were awarded for those who ranked among the 500 in the rank order list on the basis of Social and Merit Criteria for HSC Examinations 2024.
- ✎ A total of twenty-one (21) scholarships for Postgraduate studies were awarded (State of Mauritius Postgraduate Scholarship and Postgraduate scholarship in Digital Technologies). Eighteen (18) scholarships were awarded under the Laureate Postgraduate Scheme. Five (5) scholarships under the "Scholarships to Learners with Disabilities" and four (4) scholarships to "Scholarships to Children from Vulnerable Families"

OPEN SCHOLARSHIPS

- ✎ Under the open scholarship, out of twenty-seven (27) offers of scholarships advertised by the Ministry forty-two (42) scholarships were for awarded for undergraduate degree and twenty-seven (27) scholarships were awarded for postgraduate studies for the year 2025/2026.



INFRASTRUCTURE MANAGEMENT

The Infrastructure Management Unit continued to undertake and oversee various capital projects, major upgrading works under Framework Agreement of the Ministry of National Infrastructure as well as maintenance works through the four Zones in all government schools across the island. The key achievements during the Financial Year 2025–2026 were as follows:

CAPITAL PROJECTS

Nine (9) ongoing capital projects have been completed at **Adolphe de Plevitz SSS, Cascavelle Government School, Fond du Sac Government School, Gaetan Raynal State College, James Toolsy Government School, Permal Soobrayen Government School, Sir Abdool Raman Osman State College, Sir Claude Noel Government School and Sookdeo Bissoondoyal Government School** during the Financial Year 2025–2026 and are presently under the Defects Liability Period, during which the completed works remain subject to monitoring and rectification of any defects identified in accordance with the respective contractual requirements. Works under Phase II of the Construction of the **Abdool Raman Abdool Government School** commenced during the Financial Year 2025–2026 and are currently in progress.

FRAMEWORK AGREEMENT PROJECTS (MAJOR UPGRADING WORKS) OF THE MINISTRY OF NATIONAL INFRASTRUCTURE (MNI)

Major upgrading works were completed at **Emilienne Rochecouste Government School, Cascavelle Government School, Reunion Road Government School, Gaetan Raynal State College, Dr Maurice Curé State College, John Kennedy College, Moka SENRDC, Royal Curepipe College, B. Khemlolia Government School, Docker's Village Pre-Primary Unit (PPU), and Palma State Secondary School.**

Following completion of the works, the **eleven (11)** projects were placed under the Defects Notification Period. During this period, the completed works will be monitored, and any defects attributable to the works will be identified and rectified by the contractor in accordance with the contractual requirements.

During the Financial Year 2025–2026, two (2) new projects at John Kennedy College and Duperre Government School were successfully implemented under the Framework Agreement for Major Upgrading Works.

MAINTENANCE WORKS

In addition to the maintenance works undertaken by the in-house staff of the Maintenance Unit in all government schools, a total of 43 minor upgrading projects up to Rs 2.5 M were undertaken in 38 schools through the four Zone Directorates.

SPECIAL EDUCATION NEEDS

The Special Education Needs sector continued to strengthen inclusive education through significant policy, capacity-building and quality improvement initiatives. Around 400 SEN teachers and assistant teachers benefited from professional development courses during Financial Year 2024–2025, with a similar programme planned for Financial Year 2025–2026, complemented by continuous capacity-building workshops for school leaders and enhanced ICT-based training supported by UNESCO. The introduction and implementation of the Quality Assurance Framework for SEN Schools, together with the continued validation and use of Individualised Education Plans (IEPs), have contributed to standardising teaching quality and promoting learner-centred educational practices. Other key achievements include the adoption of the National SEN Policy and Strategy aligned with the UN Convention on the Rights of Persons with Disabilities (UNCRPD), the introduction of the SEN Certificate and registration framework, the progressive upgrading of SEN schools and SEN units in primary mainstream schools with accessible infrastructures, the expansion of SEN units and therapy services in mainstream schools, the recruitment and training of additional SEN educators and support staff, the procurement of assistive technologies and learning resources, and the provision of allied health services, with approximately 1,200 screenings conducted and around 240 learners referred for therapy services.

Despite these achievements, several challenges remain. The sector continues to face budgetary constraints seriously affecting infrastructure upgrades, limited legal enforcement mechanisms for inclusive education, and inadequate accessibility in many older mainstream schools. Transportation for SEN learners, particularly in rural areas, remains a significant concern. There is also an acute shortage of specialised professionals, including occupational therapists, speech and language therapists, and educational psychologists, leading to increased workloads, teacher burnout, and delays in delivering allied health services. The systematic implementation of Individual Education Plans is constrained by limited manpower, while mainstream teachers continue to require additional support to effectively address diverse learning needs. Furthermore, access to assistive technologies remains uneven across schools; maintenance and replacement of equipment are ongoing challenges; local expertise in advanced assistive technologies is limited; digital learning resources in Mauritian Creole remain scarce; and the expansion of vocational pathways and early screening mechanisms for SEN learners requires further attention.

SPECIAL EDUCATION NEEDS



SPECIAL EDUCATION NEEDS AUTHORITY

MAJOR ACHIEVEMENTS FOR YEAR 2025-2026

1. Renewal of Registration of 57 SEN Institutions.
2. Registration and Screening of 215 SEN Learners for admission 2027.
3. Profiling of SEN Institutions in terms of capacity intake, resources and equipment, pedagogical programme and SEN Teaching staffs.
4. Administration of Grant-In-Aid scheme.
5. School Inspections for Quality Assurance of SEN NGO/RCEA SEN schools.
6. Updating of Database of SEN Learners, SEN Institutions and SEN teaching staffs.
7. Registration of 79 new SEN teaching staff and 76 non-teaching staff for SEN Non-Governmental Organisation/Roman Catholic Education Authority Institutions.

KEY CHALLENGES

- Due to the growing number of registered SEN learners, there is a need to expand the number of SEN Integrated Units and SEN Resource Development Centres.
- More therapy interventions and re-assessment of the Individual Educational Plans are also required for these SEN Learners throughout the year. Therefore, it is vital to recruit more therapists, psychologists, SEN Educators and supporting staff for improved service delivery.
- SEN Pre-Primary Integrated Units is also an imperative for Early identification and intervention.
- Alternative educational and professional routes should also be established to allow better inclusion in the society for SEN learners.

NATIONAL EDUCATION COUNSELLING SERVICE

The National Education Counselling Service (NECS) continued to strengthen learner well-being through a wide range of counselling, prevention, and awareness initiatives. Psychologists (Education) and Senior Educational Social Worker have actively participated in radio programmes broadcast in French, English, Hindi, Creole, and Bhojpuri to raise public awareness and provide professional guidance on key issues affecting the well-being and development of children and adolescents. Topics covered include violence in schools, examination preparation and stress management, child psychology, bullying, the misuse of mobile phones, family-related issues and social development, mental health, burnout and resilience, child protection and welfare and pupil development. These interventions contribute to promoting positive parenting, enhancing public understanding of psychosocial issues, and fostering the holistic development of learners. In the year 2024, some 3916 students benefited from the services offered by 60 counselling units known as 'Service D'Ecoute' established in State Secondary Schools. The initiative was designed to facilitate positive learning environments, promote healthy behaviour, and support the overall development of students.

On 26 February 2026, the Ministry of Education and Human Resource organised a roundtable on Cyberbullying in MGI Auditorium whereby Psychologist (Education) participated.



To strengthen information, education and communication (IEC) strategies and sensitisation campaigns on learners' psychological well-being, the National Education Counselling Service (NECS) had launched an anti-bullying awareness initiative through the distribution of bookmarks and posters to all primary, secondary and PSEA schools in Mauritius, Rodrigues and Agalega. The bookmarks were distributed to every learner, while each school received a poster to be displayed prominently. These materials reinforce the message that bullying is unacceptable, promote kindness, respect and peer support, and contribute to fostering a safe, inclusive and supportive school environment.



The "Nicolay GS Good Behaviour & Learning Champions" project was implemented at Nicolay Government School from January to June 2026 for pupils of Grades 4, 5 and 6. The initiative aimed to promote positive behaviour, enhance students' motivation towards learning, develop social and emotional competencies, and foster a safe, respectful and supportive school environment. As part of the project, a series of age-appropriate psychoeducational classroom talks were delivered, covering topics such as positive behaviour, emotional regulation, friendship, body safety, children's rights and responsibilities, substance abuse prevention, peer pressure, growth mindset, effective study habits, and responsible decision-making. The sessions encouraged active student participation and reinforced positive attitudes towards learning and respectful relationships. The project also promoted student leadership through the selection and recognition of Class Captains, Vice Class Captains and Prefects, who were awarded leadership badges during school assemblies. These initiatives encouraged responsibility, leadership and positive role modelling among pupils. Overall, the project complemented the school's positive behaviour initiatives and contributed to strengthening students' social, emotional and behavioural skills while promoting a culture of respect, responsibility and academic engagement. It supported the school's ongoing efforts to create a positive learning environment through preventive psychological interventions, student leadership opportunities and positive reinforcement.

The NECS participated and shared ideas in the workshops on community of practice, scholarship of teaching and learning. These workshops were in collaboration with l'Agence Universitaire Francophone (AUF) and L'Agence Française de Développement (AFD).



An awareness session on the 'Projet Employabilité des Jeunes' was held on 10 September 2025 at the Bambous SSS (Boys) College by Projet Employabilité des Jeunes (PEJ) of Beachcomber Foundation. Some 17 students of Grade 9 to 11 have attended the session along with 11 teachers. Themes discussed were grooming, communication, resilience, how to achieve goals, values to ensure respectful relationships and affirmation.

Implementation of the JA PROGRAM (JA Notre Quartier) by the NGO Junior Achievement Mascareignes during school holidays in the months of November to December 2025, within community level at La Marie Community Centre, NGO Ti Rayon Soleil and Le Morne Community Centre. The objective was to:

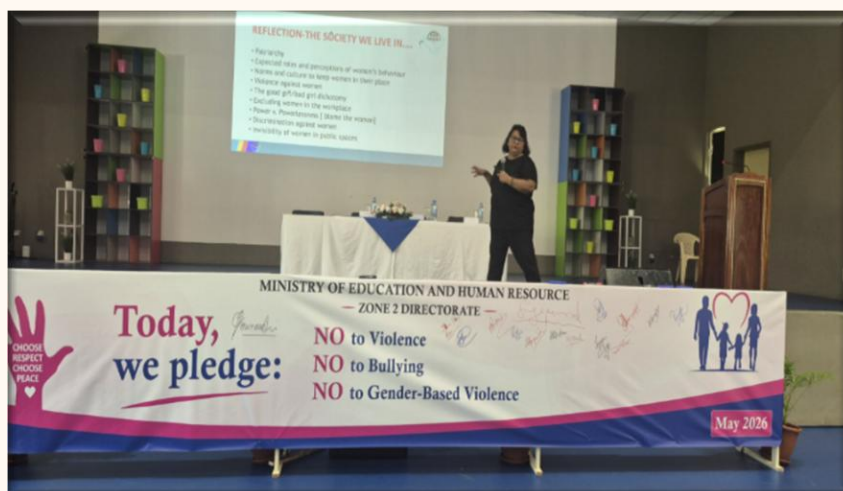
- (i) help youngsters broaden their perspective i.r.o identifying opportunities related to respectable and dignified livelihoods,
- (ii) to learn about their economic and social environment,
- (iii) to learn to recognize and understand the importance of all the economic activities present in their neighbourhood amongst others.

91 children have participated and completed the 5 sessions of JA Notre Quartier. An award certificate ceremony was also held at the end of all sessions.

The Psychologist (Education) in collaboration with the Headmaster and HEP educators conducted a bullying awareness activity at Mohunlall Mohith Government School. The activity involved the participation of students across all grades and aimed to raise awareness about bullying, promote respectful and positive behaviour, and encourage learners to foster a safe, inclusive, and supportive school environment.



Psychologists (Education) from the Directorate Zone 2 acted as resource persons during a workshop on empowering secondary school students about gender-based violence (GBV), where they delivered a session on the theme "Building Healthy Relationships." The workshop brought together officers from the Zone 2 Directorate, rectors and educators from 15 secondary schools, as well as Grade 10 and Grade 12 students. The session focused on promoting healthy and respectful relationships, raising awareness of gender-based violence, and equipping students with the knowledge and skills to recognise unhealthy behaviours and seek appropriate support when needed.



The Psychologist (Education) to promote the mental health and well-being of Grade 5 learners preparing for the PSAC 2025 examinations conducted an intervention project. The project aimed to enhance learners' understanding of academic stress, develop healthy coping strategies, and encourage the adoption of positive practices during the examination period.

A total of 34 learners participated in the programme, including 16 learners from Mohunlall Mohith Government School (8 males and 8 females) and 18 learners from Notre Dame de Lourdes RCA (9 males and 9 females). The intervention consisted of five weekly sessions incorporating stress-relief techniques such as breathing exercises, mandala colouring, positive affirmations, and clay sculpting.



Counselling sessions aimed at providing emotional support, guidance, and appropriate interventions were conducted for a total of 13656 new learners across pre-primary, primary, secondary, and Special Education Needs (SEN) institutions. These sessions addressed a range of emotional, social, behavioural, and academic challenges experienced by learners, with the objective of promoting their well-being, personal development, and successful engagement in the educational environment.

An Awareness Programme on "Body Safety and Well-Being" was conducted for Grade 4 pupils across primary schools, whereby 6963 pupils participated in the programme, which focused on promoting personal safety, body awareness, and overall well-being, while equipping them with the knowledge and skills to recognise unsafe situations, protect themselves, and seek appropriate support when needed.

HEALTH AND WELLNESS

HEALTH PROMOTION AND STUDENT WELL BEING

The Ministry continued to implement a range of health promotion and well-being initiatives aimed at fostering healthy lifestyles, environmental awareness, disease prevention, and positive behavioural change among learners. The **Healthier Kids Programme – Plastic Waste Collection Competition** was expanded to 39 schools (13 ZEP, 14 primary and 12 secondary schools), promoting environmental stewardship, with La Briquetterie Government School winning the competition after collecting over 100 kg of plastic waste and Pointe aux Piments Government School being recognised as Best School of the Year.



The **Healthier and Happier Kids Quest** at Casela Nature Park benefited approximately 1,000 Grade 4 pupils through interactive activities promoting healthy living and environmental conservation. Significant efforts were also made to promote voluntary blood donation through the launch of the **Pledge 15 Club** at Lady Sushil Ramgoolam SSS in Triolet, and the celebration of **World Blood Donor Day 2026**, which included awareness marches, competitions, blood donation campaigns, and youth engagement activities.





In collaboration with the **EDYCS Epilepsy Group**, the Ministry implemented evidence-based epilepsy awareness initiatives, including the internationally recognised “Savanne Bien” Comics study involving 240 pupils from 16 primary schools, with findings published in the *European Journal of Epilepsy*, as well as the **Empowered Project** to reduce epilepsy stigma among secondary school students. School Health Clubs were further strengthened through information sessions for school leaders and the allocation of grants of **Rs 5,000** to every secondary school to implement health-related projects, with several successful initiatives already completed.



In addition, the **Get Connected** programme, an evidence-based drug-use prevention initiative, continued to equip students with essential life skills and was conducted for Grade 7 students. It focuses on intra- and interpersonal skills and enhances young people’s self-discipline, self-respect, respect for others and their feelings, trustfulness, privacy and individuality.

Despite these achievements, several challenges remain. Sustaining the effective implementation of health promotion programmes across all schools requires continued monitoring, adequate resources, and stronger institutional support. Continued efforts are also needed to strengthen learner participation, reinforce preventive health education, and ensure the long-term sustainability and impact of school-based health and well-being initiatives.

PHYSICAL EDUCATION

SECONDARY SCHOOLS

DUKE OF EDINBURGH INTERNATIONAL AWARD

The Duke of Edinburgh International Award is implemented in about 100 Secondary Schools (State and Private schools). The award prepares students Grade 9-13 on activities like volunteering, physical activities and skills for Bronze and Silver level. As for the Gold Level, participants are required to complete a one week stay over expedition abroad or in Mauritius. Participants are then rewarded with medals and certificates ranging from Bronze to Gold as per the level which they have entered and reached.

INTER COLLEGE SPORTS COMPETITION (2026)

Since 2025, the Ministry of Education and Human Resource has been involved in the organisation of the Inter College Sports Competition (ICSC). The following sports disciplines have been included in the ICSC 2026 for both boys and girls:

- National Level: Swimming, Badminton, Basketball and Table Tennis
- Regional and National Level: Athletics, Volleyball and Football

Some 150 schools from State, Private and Fee Paying have participated in the ICSC 2026.

Below are statistics regarding students' participation:

Sports	Boys	Girls	Total No. of Participants
Athletics	4226	3290	7516
Badminton	213	70	383
Basketball	732	216	948
Football	6120	420	6540
Swimming	118	132	250
Table Tennis	135	48	183
Volleyball	893	747	1640
TOTAL	12437	4923	17460



CHESS IN SECONDARY SCHOOLS

Chess in schools has been introduced since the last 15 years in collaboration with the Mauritius Chess Federation and the Ministry of Youth and Sports. Some 25 Educators have recently followed a training in chess and a Grand Master from India was the resource person.

INTERNATIONAL CENTRE OF MARTIAL ARTS (ICM)-UNESCO

Mauritius participated in the 8th Martial Arts Open School 2024, organised by the UNESCO. This global initiative aimed to promote youth development, cultural exchange, and the values of discipline and mutual respect through martial arts. The programme which was held from June to September 2024, included martial arts training (70%) and Educational activities (30%), engaging 1745 participants from both Primary and Secondary Schools. The positive feedback from participants and the community further underscores the success of the programme.

TAFISA WORLD WALKING DAY

The TAFISA World Walking Day is an annual celebration worldwide and this activity is celebrated annually in all Primary and Secondary Schools. In October 2025, This activity was celebrated at both zone and Headquarter's level. Officers were encouraged to enjoy their walk with a target of 30 minutes or more.

PRIMARY SCHOOLS

NATATION SCOLAIRE

The Natation Scolaire Programme has been introduced since 2016 for all primary schools in Mauritius. This programme is a joint collaboration with the Mauritius Sports Council (MSC) for the running of 12-14 swimming sessions per academic year. Natation Scolaire Programme 2026 has been conducted on 9 Swimming Pools for 252 primary schools for 8288 Grade 4 pupils (4021 Boys & 4267 Girls).

KIDS IN ACTION

Kids in Action is a new activity in collaboration with the Ministry of Youth and Sports for Grade 5 (boys and girls) in 24 selected schools. Pupils were exposed to skills in volleyball, basketball, football and athletics during the PE classes.

GRASSROOTS FOOTBALL COMPETITION

The Grassroots Football Competition 2026 is a programme carried out with the collaboration with the Mauritius Football Association. 241 primary schools have participated in Grassroots Football competition and about 5784 pupils participated (2892 boys & 2892 girls).

KIDS ATHLETICS

The Kids Athletics is organised in collaboration with the Ministry of Youth and Sports (MYS) and the Mauritius Athletics Association (MAA) since 2012. The Kids Athletics 2026 has been fully sponsored by the MAA.

The Inter primary schools Kids' Athletics competitions, preliminary phases have been carried out for pupils of Grade 5 (boys and girls) for all schools around the island.

Some 245 primary schools have participated with the involvement of 2450 Grade 5 pupils (1225 Boys and 1225 Girls).



TECHNICAL EDUCATION

TECHNICAL EDUCATION REFORM

The Ministry of Education and Human Resource is collaborating with the Western Australia TVET Consortium (WATVET), supported by the Australian High Commission, to develop the TVET sector including the following phases:

- i. Carrying out a scoping mission, development of a Strategic Roadmap and its validation.
- ii. Technical consultancy for competency-based curriculum development and trainer capacity building.
- iii. The planned introduction of pioneering STEM-based Technical Education Programmes within the mainstream and strengthen vocational streams through joint/dual certifications.

INTERNATIONAL COLLABORATION

The successful WATVET scoping mission conducted in May 2025, involving consultations with key education, training and industry stakeholders, established a strong foundation for international collaboration. Going forward, sustaining technical assistance and securing adequate funding remains essential to support the implementation of subsequent phases.

The Strategic Roadmap for the TVET Sector in Mauritius was successfully developed and validated with broad stakeholder participation, providing a clear framework for future reforms. The key challenge now lies in translating its strategic recommendations into practical, measurable, and sustainable reforms across the sector.



The Six Pillars recommended in the Strategic Roadmap are:

- i. Strengthening Pathways and Curriculum
- ii. Improving Trainer Capacity and Quality of Instruction
- iii. Increasing Industry Engagement towards Course Development
- iv. Development of Infrastructure and Technology for Main TVET Public Providers
- v. Strengthening Governance and Leadership through a dedicated “TVET and Skills Executive” within the Ministry
- vi. Engaging HRDC as a Strategic Enabler

Effective implementation, however, will require stronger coordination among institutions to address fragmented responsibilities and ensure coherent sector-wide reforms.

PATHWAYS AND CURRICULUM DEVELOPMENT

Proposed reforms include the introduction of Technical Education Awareness (TEA), the Technical Education Applied Pathway (TEAP), STEM pathways, micro-credentials and enhanced progression opportunities to strengthen learner pathways. Despite these initiatives, TVET continues to face challenges in attracting learners due to the stronger preference for traditional academic and university pathways.

TRAINER CAPACITY BUILDING

Recommendations have been made to establish a national Train-the-Trainer framework, Continuous Professional Development (CPD) programmes and competency-based teaching approaches to improve training quality. Their successful implementation will depend on addressing shortages of specialised trainers and ensuring continuous upskilling in emerging technologies.

INDUSTRY COLLABORATION

Industry engagement must be strengthened through proposals for dual certification, apprenticeships, and industry-driven curriculum development to improve graduate employability and workforce relevance. Nevertheless, continued collaboration is required to bridge the persistent gap between training provision and evolving labour market demands.

INFRASTRUCTURE AND TECHNOLOGY MODERNISATION

The roadmap proposes the integration of Artificial Intelligence, Machine Learning, Agritech, Smart Technologies, digital learning and modern training facilities to prepare learners for Industry 4.0. Achieving these objectives will require significant investment to modernise existing infrastructure and equipment.

GOVERNANCE AND LEADERSHIP

The proposed establishment of a dedicated TVET and Skills Executive or Directorate is expected to strengthen policy coordination, strategic planning, monitoring and industry engagement. At the same time, existing institutional arrangements must be streamlined to reduce duplication of responsibilities and improve overall efficiency.

TVET PARTICIPATION AND ENROLMENT

The Government continues to expand access to free TVET programmes and alternative technical education pathways to improve participation. However, persistent negative public perception has limited enrolment, with a decrease of 13.1% in 2024 (Education Card 2025), highlighting the need to further enhance the attractiveness and visibility of TVET.

FUTURE SKILLS DEVELOPMENT

Strategic efforts should focus on building skills in emerging sectors such as Renewable Energy, Green Manufacturing, Smart Automotive Technologies, Artificial Intelligence, the Blue Economy and Agritech to meet future workforce demands. This will address skills gaps in current labour market requirements, and other future-oriented industries, requiring continued investment in curriculum development and workforce capability.

For the purpose of developing appropriate curricula for a new Technical Education Applied Pathway at Secondary Level, a second phase of collaboration with Western Australia Technical and Vocational Education and Training (WATVET) is being planned.

THE FOLLOWING ACTIONS HAVE BEEN TAKEN BY MITD

- a) Sector Specific curricula were developed in collaboration with industry partners (ICT, Green Economy, Manufacturing, Finance and Agriculture), including the sustainable Agriculture National Certificate Level 4 (NC4) and Solar Energy Technology National Certificate Level 5 Programmes.
- b) Flagship industry-driven programmes in Renewable Energy. ICT and Fintech were strengthened through the development of a National Diploma in Renewable Energy Technology and the National Diploma in Electromechanical Engineering with Renewable Energy, with curricula completed and submitted to MQA for accreditation and the Renewable Energy programme were expected to launch around June 2026.
- c) Professional upskilling initiatives in ICT, the Green Economy, and advanced manufacturing technologies were implemented through the integration of green competencies into 25 reviewed courses, upgraded training equipment and the launch of green technology awareness programmes following UNESCO supported training.
- d) Industry partnerships were strengthened by developing all training programmes in collaboration with industry stakeholders ensuring they remain demand driven and aligned with established procedures.

E-EDUCATION

The Ministry continues to advance its digital transformation agenda through major initiatives aimed at strengthening connectivity, digital learning, Artificial Intelligence (AI), and education technology. Progress has been recorded under the **School Connectivity Programme**, with continued expansion of digital infrastructure in secondary schools, submission of a request for GINS 2.0 deployment to the remaining State Secondary Schools, and the allocation of **Rs 15 million** under FY 2026–2027 to support Phase I implementation.

The **Cyberbullying Prevention and Online Safety Programme** successfully implemented a national action plan, including workshops, a national roundtable discussion, a video competition for students, and the development and dissemination of awareness materials, supported by a budget allocation of **Rs 1 million**.

Following recommendations from the National Audit Office, work has commenced on developing a **National EdTech Strategy**. Funding has been secured for ministry's officers to complete the EdTech Policy Academy training to assist in preparing the draft strategy. Collaboration was explored with UNESCO and Community Systems Foundation (CSF) towards establishing a national **Education Management Information System (EMIS)** as well as discussions with key government stakeholders, while technical and financial assistance was sought from UNDP.

The **myt Learn Artificial Intelligence Pilot Project** was successfully completed in four primary and four secondary schools, extended to four additional secondary schools, and supported by the preparation of a Data Protection Impact Assessment and the development of myt Learn version 2.0 based on educator feedback. AI innovation was further promoted through the successful organisation of the **Learn-AI Challenge**, while awareness programmes laid the foundation for a structured **AI Capacity Building Programme** for school leaders, educators, and students.

The transformation of the **Early Digital Learning Programme** into the **Digital Learning Laboratory (DLL)** marked a shift towards a structured pedagogical approach to classroom technology integration in primary schools. In addition, planning commenced an **Education Resilience Strategy and Learning Continuity Framework** to ensure uninterrupted learning during school closures through curriculum-aligned learning materials and home-based learning support.

Despite these achievements, several challenges remain. The completion of connectivity in secondary schools requires additional investment in LAN and Wi-Fi infrastructure and the modernisation of internal school networks. Sustaining cyber safety awareness campaigns, expanding AI literacy programmes, and integrating AI activities into mainstream education will require continued financial and institutional support. The National EdTech Strategy requires alternative technical partnerships following changes affecting the planned World Bank consultancy, while the implementation of the national EMIS and LMS depends on renewed implementation frameworks, regulatory approvals, and sustainable funding.

The national rollout of the myt Learn platform remains subject to the completion of data protection and regulatory requirements, the finalisation of partnership arrangements and the evaluation of pilot outcomes. Furthermore, the successful implementation of the Digital Learning Laboratory will depend on strengthening classroom integration, educator capacity building, device maintenance, monitoring mechanisms, and the measurement of learning outcomes. Continued efforts are also required to operationalise the Education Resilience Strategy through adequate resource mobilisation, regular updating of learning materials, and preparedness for future emergencies.

myt GPT PILOT PROJECT

The **myt GPT Pilot Project** marked a significant milestone in the integration of Artificial Intelligence into teaching and learning. Following the signing of the Memorandum of Understanding (MoU) in October 2025, the pilot was successfully implemented in four primary schools and four secondary schools, concluding at the end of May 2026. Key achievements included the training of educators and students on the effective and responsible use of generative AI, followed by the piloting of the platform in participating schools to assess its potential for enhancing teaching, learning, and digital literacy.

The main challenges going forward are to evaluate the pilot outcomes, address data protection, governance requirements and secure the necessary resources as well as institutional support for a phased expansion to additional schools.

NATIONAL EXAMINATIONS BOARD

The National Examinations Board in collaboration with the Mauritius Examination Syndicate (MES) has successfully carried out the third cohort of National School Certificate Examinations (NSC) in Kreol Morisien and the Technology Education cohort (2024-2025) which was piloted in 6 schools in October/November 2025. The pass rate in 2025 for Kreol Morisien at NSC was 91.4% and for Technology Education 94%. The NSC qualifications are awarded by the University of Mauritius.

INTERNATIONAL RELATIONS DESK

The Ministry continues to strengthen international cooperation through strategic partnerships and collaborative initiatives aimed at enhancing quality education, capacity building and regional integration. Key achievements included facilitating Exchange programmes of officers as well as capacity building initiatives, participation in online meetings with SADC and UNESCO, initiated collaborations with France through initiatives such as Eloquence competitions and Journee de la Francophonie.

Student mobility was further promoted through exchange programmes, including educational and cultural visits by students from Réunion Island and Mayotte. At the regional level, the Ministry continued to support SADC and the African Union by providing statistical inputs related to pedagogy and STEM education, thereby contributing to regional education planning and cooperation.

The main challenge remains the consolidation and expansion of these international partnerships to ensure their sustainability, maximise opportunities for knowledge sharing and capacity building, and translate collaborative initiatives into tangible improvements in the education sector.

QUALITY ASSURANCE AND INSPECTION DIVISION

In line with its repositioning toward direct engagement with teaching and learning, the QAID, over the period July 2025 to June 2026, advanced its new mode of functioning across its four core pillars.

Under Performance Analysis, the division produced its Term 1 report as well as separate detailed analyses of the SC 2025 and HSC 2025 results, providing schools and the Ministry with data-driven insights to inform decision-making at both school and division level.

Building on this analysis, QAID strengthened its at-risk identification function by identifying students at risk in grades 9, 11, 12 and 13, enabling timely, targeted intervention before these students reach critical examination years.

Under Monitoring of Teaching and Learning, QAID conducted school visits to monitor teaching and learning practices through departmental meetings and class observations and assisted departments in devising their departmental improvement plans.

Under Assessment and Capacity Building, the division carried out monitoring of assessments and made recommendations for improvement, while an assessment guideline for all State Secondary Schools is currently under preparation to support greater consistency across the system.

This period also saw a major milestone with the launch of the Subject Cluster Panels (SCPs), with three clusters, English, French and Mathematics, which are now operational. These panels create a structured platform for subject specialists to share effective teaching strategies, encourage the adoption of innovative practices, strengthen collaboration and work toward greater consistency in teaching and improved learner achievement across the system.

Together, these achievements mark a concrete shift from QAID's traditional role of whole-school evaluation toward a more direct, data-informed and collaborative engagement with teaching and learning.

CHALLENGES

Despite these achievements, the Division's work during the period was constrained by several challenges. The posts of Quality Assurance Officer and Senior Quality Assurance Officer were rendered evanescent under the Pay Research Bureau (PRB) 2025 report, affecting the division's staffing structure going forward. No funding was received for the roll-out of Subject Cluster Panel activities, limiting the scale and reach of this initiative. In addition, the division experienced a depletion of its staff, placing added pressure on its capacity to sustain the full range of its core tasks.

CITIZEN SUPPORT UNIT

Status of tickets received on the Citizen Support Portal for period 01 July 2025 to 30 June 2026:

No. of tickets	Total	Percentage (%)
Received	111	-
Resolved/Closed	33	29.73%
Open/In Progress	78	70.27%

HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT DIRECTORATE

OVERVIEW AND KEY ACHIEVEMENTS

During the financial year 2025-2026, the Human Resource Management and Development Directorate continued to support effective workforce planning, deployment and professional development across the Ministry, the four Education Zones and State schools. Staffing information for the 63 State secondary schools was reviewed and consolidated to identify shortages, surpluses and redeployment needs. The Directorate also processed matters relating to postings, transfers, acting assignments, recruitment, promotion and confirmation, including cases concerning Rectors, Deputy Rectors, Senior Educators and Educators, while considering service requirements, school complexity and continuity of operations.

Establishment and vacancy information was maintained to support staffing decisions and management reporting. Coordination with Education Zones and schools was strengthened for the collection and validation of human resource data, while guidance continued to be provided on performance management, leave, welfare, employee relations, conduct and applicable Public Service procedures.

PROFESSIONAL DEVELOPMENT

The Ministry sustained efforts to invest in the professional development of its officers through programmes conducted at the Atal Bihari Vajpayee Institute of Public Service and Innovation. A total of 515 officers benefited from the courses, comprising 370 officers who attended programmes with a recorded cost and 145 who participated in programmes with no cost implication.

Total expenditure amounted to Rs 1,364,000. The training covered administrative, technical, leadership and digital competencies, including data analysis, artificial intelligence, project and risk management, communication, performance appraisal, workplace safety and operational leadership.

In the Secondary Sector, professional-development programmes were conducted for Rectors, Deputy Rectors and School Superintendents. These focused on school leadership and management, communication, conflict resolution, timetabling, resource optimisation and governance. Other topics were safeguarding, digital records, the e-register, data capture, examination support, stress management and staff well-being, with a view to strengthening school administration and operational effectiveness.

CHALLENGES AND WAY FORWARD

Key challenges included the timely availability and accuracy of HR data, staffing imbalances across institutions and subject areas, vacancies in critical grades, the complexity of posting and transfer exercises, and reliance on fragmented or partly manual records. Priority will therefore be given to developing consolidated HR information and vacancy-tracking arrangements, strengthening annual workforce and succession planning, standardising deployment processes, streamlining HR workflows and continuing the review of schemes of service and career structures for staff.

FOUNDATION PROGRAMME IN LITERACY, NUMERACY AND SKILLS

1. EXECUTIVE SUMMARY

The Foundation Programme in Literacy, Numeracy, and Skills (FPLNS) introduced in 2025 was mainly a response to persistently high failure rates among students at the Primary School Achievement Certificate (PSAC) Assessment. The FPLNS is a nationally implemented three-year educational initiative launched in January 2025 by Dr the Honourable Mahend Gungapersad, Minister of Education and Human Resource. It targets students in Grades 7, 8, and 9 who have not met the minimum requirements of the PSAC. The programme has been successfully rolled out across 135 secondary schools in Mauritius, Rodrigues and Agalega, benefiting on the overall more than 6,000 students.

2. BACKGROUND AND RATIONALE

The Foundation Programme in Literacy, Numeracy, and Skills was introduced as response to address the persistent underperformance of the Extended Programme (EP), which recorded an average pass rate of approximately 6% between 2022 and 2024. Recognising the urgent need for a more effective alternative, the Ministry of Education and Human Resource introduced FPLNS in January 2025 concurrently in Grades 7, 8 and 9. Notably, the first cohort under the FPLNS achieved a pass rate of 76.4% in 2025, indicating a substantial improvement in student outcome. The new programme places emphasis on:

- Basic literacy and numeracy skills
- Practical and vocational competencies
- Pathways towards Technical and Vocational Education and Training (TVET)

3. PROGRAMME STRUCTURE

The Foundation Programme in Literacy, Numeracy, and Skills is a three-year competency-based programme enrolling students who have not achieved the minimum requirements of the PSAC Assessment. It blends academic and vocational components, thus creating clear pathways for learners.

Upon successful completion of the three-year Foundation Programme, students are awarded the National Foundation Certificate of Education (NFCE), issued by the Mauritius Examinations Syndicate (MES). The National Foundation Certificate of Education is approved by the Mauritius Qualifications Authority (MQA) and is pitched at NQF Level 2.

4. CURRICULUM STRUCTURE

The FPLNS curriculum is divided into three Clusters, covering a total of 14 learning areas, including three (3) elective subjects, for each Grade.

Cluster 1 Functional Literacy & Numeracy	Cluster 2 Life Skills and Values	Cluster 3 Trade and Livelihood Skills (Electives)
Basic English Literacy	Physical Education and Health	Food Preparation and Service
Basic Numeracy	Citizenship and Values Education	Initiation to Smart Agriculture
Basic French Literacy	Art and Design	Arts and Crafts
Basic Scientific Literacy	Performing Arts	Basic Creative Fashion and Textiles
Basic Digital Literacy	Socio-Emotional Well-Being	Basic Electricity
AL/KM/Arabic		Community Service
		Basic Woodwork
		Basic Plumbing and Metal Work
		Basic Domestic Appliance Maintenance
		Initiation to Financial Literacy and Entrepreneurship

5. ASSESSMENT AND GRADING

Evaluation under the FPLNS is carried out through Continuous Assessments, aligned with the competency-based nature of the curriculum. Grading is based on the following three-level competency scale:

- Proficient - Full mastery of competencies
- Intermediate - Partial mastery with areas for development
- Basic - Foundational level requiring further support

6. IMPLEMENTATION AND REACH

The Foundation Programme in Grades 7, 8, and 9 is now firmly established across all State, MGSS, and Private Grant-Aided secondary schools in Mauritius, Rodrigues, and Agalega.

The Key implementation achievements include:

- i. Rollout across 135 secondary schools in Mauritius, Rodrigues and Agalega.
- ii. More than 6,000 students enrolled and benefitted from the programme.
- iii. Development of teaching and learning syllabus covering 14 learning areas, including elective subjects, for each Grade.
- iv. All teaching and learning resources are made accessible through the MIE website.
- v. Workshops and information sessions have been conducted for Educators, Senior Educators, Deputy Rectors, and Rectors in Mauritius and Rodrigues.

FOUNDATION PROGRAMME FOR LOWER SECONDARY

Significant progress has been achieved in the implementation of the **Foundation Programme for Lower Secondary (FPLNS)**. The **Teaching and Learning Syllabi (TLS)** for all subjects, including Trade and Livelihood Skills, electives and other curriculum areas, have been completed by the Mauritius Institute of Education and the Mahatma Gandhi Institute.

Extensive training and workshops have been conducted for Rectors, Deputy Rectors, Senior Educators, and Educators to support the effective implementation of the programme, with continuous professional development planned on an ongoing basis. The development of textbooks for all core subjects namely: Asian Languages, Kreol Morisien, Arabic, Modern Chinese, Performing Arts, and elective subjects has also been completed, while accompanying online learning resources have been uploaded on the MIE website. In addition, the recruitment of FPLNS Coordinators for both Private Secondary Education Authority (PSEA) schools and State Secondary Schools (SSS) has been successfully completed, strengthening programme coordination and its implementation.

Despite these achievements, challenges remain in ensuring the timely printing and distribution of textbooks for use during the current academic year. Continued training and capacity building for school leaders and educators will also be essential to support the effective and sustained implementation of the Foundation Programme across all schools.

CHINESE VOLUNTEERS IN MAURITIUS

STRENGTHENING EDUCATIONAL COOPERATION

Mauritius and the People's Republic of China have enjoyed longstanding and friendly relations, built on mutual respect, cooperation, and cultural exchange. Official diplomatic relations between the two countries were first established on 15 April 1972, marking the beginning of a partnership which has continued to grow across various sectors.

As part of efforts to strengthen bilateral cooperation, the 2007 Agreement between the Ministry of Finance (Government of the Republic of Mauritius and the People's Republic of China promoted collaboration in several fields, including education. A key outcome of this cooperation has been the deployment of Chinese Youth Volunteers to Mauritius to support educational and community development initiatives. Additionally, a Memorandum of Understanding on Education Cooperation was signed in 2022 between this Ministry and the Ministry of Education of the People's Republic of China. Under this Agreement, the Chinese Government further enhanced its assistance to Mauritius through its commitment to provide Volunteer Chinese Teachers for the teaching of Chinese language.

Since July 2008, Chinese Volunteers teachers have been coming to Mauritius to share their skills and expertise, particularly in teaching Modern Chinese Language in primary schools. Over the years, 17 batches of Chinese Volunteers have been deployed, helping Mauritian students gain exposure to the Chinese language and culture while fostering greater understanding between the two nations. For the academic years 2025 and 2026, Volunteer Chinese Teachers were welcomed in Mauritius to continue this valuable educational mission.

During their stay in Mauritius, the Government of Mauritius provides support and facilities to ensure the comfort and well-being of the volunteers. These include free accommodation in fully furnished houses equipped with Wi-Fi, a daily stipend, a monthly telephone allowance, and reimbursement of bus travel expenses.

A dedicated supervisor has been assigned as a focal person to support the volunteer teachers at headquarters. To ensure that the Volunteer Chinese Teachers are well prepared for their mission in Mauritius, comprehensive induction courses, training support, and professional development workshops are organised for them. These initiatives play an important role in helping the volunteers adapt to the Mauritian education system environment, enhance their teaching skills and enjoy the local culture.



Chinese volunteer teachers: Batch of 2026

The induction programmes provide newly arrived volunteers with essential information on their roles and responsibilities, school procedures, classroom management practices, teaching methods, pedagogy and the expectation of Mauritians. They also offer guidance on adapting to life in Mauritius and encourage effective interactions with students, teachers and the wider community. These activities allow the Volunteer Chinese Teachers to exchange experiences, improve their teaching methodologies, explore innovative approaches to language education, and develop effective strategies to engage learners.

Additionally, in recognition of their contribution and to strengthen the bond of friendship, welcome lunches or dinners upon arrival and farewell events at the end of their service are also organised for the Volunteer Chinese Teachers.

The support provided by both countries reflect their mutual commitment to ensuring the success and sustainability of the Volunteer Chinese Teachers programme through the Chinese Embassy.

UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANISATION

The **Mauritius National Commission for United Nations Educational Scientific and Cultural Organisation (UNESCO)** serves as the national clearing house and coordinating mechanism for UNESCO-related matters, facilitating communication and collaboration between UNESCO, the Permanent Delegation of Mauritius to UNESCO (Mauritius and Paris Office), Government Ministries/Departments and other relevant stakeholders. It facilitates the dissemination of UNESCO programmes, initiatives, opportunities, fellowships and awards, as well as the transmission of national inputs to UNESCO. In addition, the Commission coordinates and supports the implementation and monitoring of UNESCO programmes and projects in Mauritius, in collaboration with relevant national stakeholders. Several programmes and projects have been implemented and coordinated during the reporting period.

PARTICIPATION IN THE 43RD SESSION OF THE UNESCO GENERAL CONFERENCE

The Mauritius National Commission for UNESCO participated in the **43rd session of the UNESCO General Conference**, with **Mr Ricaud Auckbur, Secretary-General of the Mauritius National Commission for UNESCO and Chief Technical Officer of the Ministry of Education and Human Resource**, participated on behalf of the National Commission, facilitating coordination and consultation with relevant Ministries/Departments and Directorates on agenda items of national interest.

Inputs and views were sought from relevant authorities on matters relating to education, culture and arts, youth and sports, science and research, digital transformation and artificial intelligence, health and wellness, human resources, primary and secondary education, and educational planning.

The Mauritius National Commission for UNESCO (NatCom) coordinated with relevant stakeholders, including:

- **Ministry of Education and Human Resource** – education, teachers, curriculum, human resources, primary and secondary education and educational planning;
- **Ministry of Tertiary Education, Science and Research** – science, scientific researchers, higher education and emerging technologies;
- **Ministry of Arts and Culture** – culture, arts education and cultural heritage;
- **Ministry of Information Technology, Communication and Innovation** – digital transformation, the digital agenda and ethics of Artificial Intelligence;
- **Ministry of Youth and Sports** – inclusive sport, physical education and youth-related matters;
- **Ministry of Health and Wellness** – ethics of neurotechnology and related emerging issues; and
- **Ministry of Foreign Affairs, Regional Integration and International Trade** – matters relating to international cooperation and Small Island Developing States (SIDS).

The coordination enabled the consolidation and transmission of national inputs on relevant UNESCO agenda items, thereby facilitating Mauritius' effective participation in the deliberations of the General Conference. It enhanced inter-ministerial coordination and strengthened Mauritius' engagement in UNESCO's policy, programme and decision-making processes at the international level.

MEETING WITH UNESCO CLUBS

The Mauritius National Commission for UNESCO organised a **Meeting with UNESCO Clubs** on **Thursday 21 May 2026**, bringing together representatives of UNESCO Clubs and relevant stakeholders to strengthen engagement and coordination in support of UNESCO-related activities in Mauritius.

The meeting was held in the presence of **H.E. Mrs J. Toulouse-Olivier, Permanent Delegate of the Republic of Mauritius to UNESCO, Paris**, and provided an opportunity to exchange views on the role and contribution of UNESCO Clubs in promoting UNESCO's ideals, values and programmes at the national level. The activity also contributed to strengthening communication between the Mauritius National Commission for UNESCO, UNESCO Clubs and other stakeholders, while encouraging greater participation in UNESCO-related initiatives.

KEY ACHIEVEMENT

- Strengthened engagement with UNESCO Clubs across Mauritius.
- Enhanced coordination and communication between the National Commission and UNESCO Clubs.
- Promoted greater awareness of UNESCO's programmes, values and initiatives.
- Encouraged active participation of UNESCO Clubs in supporting UNESCO's objectives at the national level.
- Provided a platform for exchange of views and sharing of experiences among UNESCO Clubs and stakeholders.



PROCESSING OF REQUESTS FOR THE UNESCO PARTICIPATION PROGRAMME

The Mauritius National Commission for UNESCO, in collaboration with **UNESCO, the Mauritius Institute of Education (MIE), the National Parks and Conservation Service (NPCS) and the Forestry Department**, successfully facilitated the resolution of an administrative blockage affecting Mauritius under the **UNESCO Participation Programme**.

The blockage arose from outstanding financial and narrative reporting requirements relating to three projects approved under the **2022–2023 Participation Programme cycle**. Several working sessions were held with the institutions concerned to address the outstanding requirements and facilitate the reimbursement of unspent funds to UNESCO.

The three projects were:

- a) Adaptation and Conversion in Braille and E-Version of Textbooks for Grades 1 to 9 – Mauritius Institute of Education (MIE);
- b) Raising Public Awareness on Laws Governing Nature and Mountain Reserves – Forestry Department; and
- c) Implementation and Setting up of the Newly Designated UNESCO Biosphere Reserve National MAB and Youth Committees – National Parks and Conservation Service (NPCS).

KEY ACHIEVEMENT

- Successfully resolved Mauritius' administrative blockage under the UNESCO Participation Programme.
- Coordinated with relevant national institutions to address outstanding financial and reporting requirements.
- Facilitated the closure of three outstanding projects under the 2022–2023 cycle.
- Enabled Mauritius to proceed with the submission and consideration of new Participation Programme applications.
- Strengthened coordination between UNESCO and relevant national institutions in ensuring compliance with Participation Programme requirements.

SUBMISSION OF UNESCO PARTICIPATION PROGRAMME APPLICATIONS 2026-2027

The Mauritius National Commission for UNESCO coordinated the preparation and submission of **seven national project applications and one regional application** under the **UNESCO Participation Programme 2026–2027**.

The applications were developed in consultation with relevant Ministries, Departments and institutions and covered priority areas including Youth and Education, Culture and Arts, Environment, Heritage, Science and Technology, Communication and Education, Digital Literacy, and Education and Sustainable Development Goals.

The seven national applications addressed the following areas:

- (i) Youth Life Skills and Mentorship Programme for the Development of Active Community Leadership in Secondary Schools (Mauritius) – Youth and Education.
- (ii) Art Without Limits: Challenging Gender Stereotypes through Performing Arts and Culture in Schools – Culture, Arts and Education.
- (iii) Mobilisation of International Experts with UNESCO Support to Strengthen Stakeholder Capacity in Promoting Environmental Education and Culture through Innovative Approaches – STEM and Culture.
- (iv) UNESCO Assistance to Finalise the Draft Planning Policy Guidance (PPG) on Heritage and Tourist Areas, Scenic Landscapes and Routes, and Capacity Building on Heritage Assessment – Culture and Heritage.
- (v) Empowering Local Research Capacity through Hands-on Molecular Genomics Training – STEM.
- (vi) Promotion of Responsible Consumer Behaviour in Secondary Schools – Communication and Education.
- (vii) Empowering Youth through Skills Development and Civic Engagement – Digital Literacy.

A regional application was also submitted under the Arigatou International – Ethics Education Fellowship Programme, entitled “Strengthening Ethics Education for Teachers in Eastern Africa and Small Islands States through Sub-regional Collaboration and Digital Learning”, with the Mauritius Institute of Education (MIE) as the submitting institution.

KEY ACHIEVEMENT

- Coordinated the preparation of **eight Participation Programme applications** for 2026–2027.
- Strengthened collaboration between the National Commission and relevant national institutions in identifying priority areas for UNESCO support.
- Facilitated the submission of projects addressing national priorities in education, culture, environment, science, youth and digital literacy.
- Promoted regional cooperation through the submission of a regional project on ethics education.
- Enhanced opportunities for national institutions to access UNESCO support for capacity-building and development initiatives.

UNESCO AWARD

The Mauritius National Commission for UNESCO, through the UNESCO Section of the Ministry of Education and Human Resource, organised the **UNESCO Award Ceremony 2026** on **Thursday 27 August 2026** at the Mahatma Gandhi Institute (MGI) Auditorium, Moka for competition held in 2025/2026.

The ceremony provided an opportunity to recognise and celebrate the achievements of the 2026 UNESCO award recipients in their respective fields and to highlight their contributions towards the advancement of UNESCO's values and objectives.

The event also served as a platform for bringing together relevant stakeholders and acknowledging the continued engagement and support of individuals and institutions involved in UNESCO-related programmes and initiatives in Mauritius.

KEY ACHIEVEMENT

- Successful organisation and coordination of the UNESCO Award Ceremony 2026.
- Recognition and celebration of the achievements and contributions of the 2026 UNESCO award recipients.
- Enhanced visibility of UNESCO programmes, awards and initiatives in Mauritius.
- Promotion of UNESCO's values and objectives through the recognition of excellence and achievement.
- Strengthened engagement and collaboration with relevant stakeholders and participating institutions.
- Provided an opportunity to acknowledge the continued contribution of individuals and institutions towards UNESCO-related activities in Mauritius.

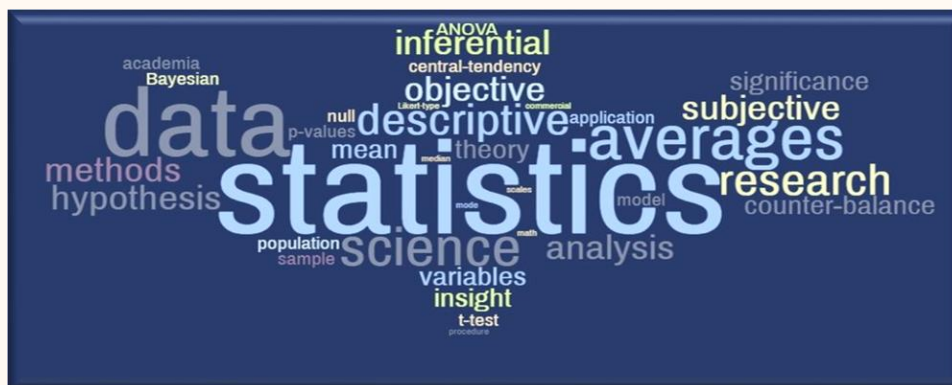
The UNESCO Award Ceremony 2026 successfully provided a platform to recognise and celebrate achievement and excellence in line with UNESCO's mandate. The event contributed to enhancing the visibility of UNESCO's programmes and initiatives in Mauritius, while fostering continued engagement and collaboration among the National Commission, relevant institutions, award recipients and other stakeholders. The ceremony also reaffirmed the importance of recognising individuals and institutions whose achievements and contributions support the advancement of UNESCO's values and objectives in Mauritius. The programmes, projects and activities highlighted in this report represent the **major achievements of the Mauritius National Commission for UNESCO during the 2025–2026 reporting period**. These initiatives reflect the Commission's continued efforts to coordinate UNESCO-related matters, strengthen collaboration with national stakeholders and support the implementation of UNESCO programmes and priorities in Mauritius.

UNESCO AWARD CEREMONY 2026

HELD AT THE MAHATMA GANDHI INSTITUTE AUDITORIUM, MOKA



EDUCATION STATISTICS UNIT



The collection and reporting of education statistics with the Ministry of Education and Human Resource is the responsibility of the Statistics Section, which falls under the Planning and Budgeting Directorate.

The Statistics Section is responsible for coordinating the collection, processing, analysis and dissemination of data relating to pre-primary, primary, secondary, Special Education Needs (SEN), and publicly funded post-secondary institutions.

Education data production is generally centralised within the Statistics Section. In line with the existing institutional arrangements, officers are posted from Statistics Mauritius to the Ministry of Education and Human Resource, where they support the compilation, validation, analysis and reporting of education statistics.

The Ministry of Education and Human Resource, in collaboration with Statistics Mauritius, conducts an Annual Survey in schools every year in the Republic of Mauritius. The main objective of the survey is to collect reliable and updated data on the functioning of schools, teaching and learning conditions for effective policy and decision making in the education sector. To enhance efficiency and minimise the response burden on data providers, maximum use is made of data available from administrative records. This work supports the production of annual statistical reports namely the Economic and Social Indicators on Education Statistics, where main education indicators are compiled and published, the Digest of Education Statistics, where more details are published and the Education Card.

The Economic and Social Indicators on Education Statistics and the Digest of Education Statistics can be accessed on Statistics Mauritius website at the following link:

https://statsmauritius.govmu.org/Pages/Statistics/By_Subject/Education/SB_Education.aspx

and the Education Card is available on the Ministry's website:

<https://education.govmu.org/Pages/Downloads/Statistics.aspx>

Education statistics are compiled, as far as possible, according to the recommendations of the United Nations Education, Scientific and Cultural Organisation (UNESCO).

Statistics are compiled according to the latest international standards, where international classifications are used to enable comparability at the international level. The classification used is International Standard Classification of Education (ISCED) developed by the UNESCO Institute for Statistics.

S.N	Goals/Target set	Achievement 2025/2026
1.	Economic and Social Indicators on Education Statistics 2025	On track. Data were published as per release calendar posted on Statistics Mauritius website
2.	Digest of Education Statistics 2025	On track. Data were published in the required time frame
3.	Education Card 2025	On track. Data was published on the Ministry of Education and Human Resource website in the required time frame
4.	ICT Indicators	On track. Data was submitted to the Mauritius Digital Promotion Agency (ex NCB)
5.	Data on Absenteeism	On track. Data was submitted as and when required
6.	UNESCO Institute for Statistics (UIS) Questionnaires • <i>Questionnaire on Formal Education (ISCED 0-4)</i> • <i>Questionnaire on Educational Expenditure (ISCED 0-8)</i> • <i>National Education Systems</i> • <i>Country Indicator Review</i> • <i>Teachers by level of qualifications</i> • <i>Population data</i> • <i>National Benchmarks on SDG 4 Indicators</i>	On track. Data was submitted to UIS as per deadline set
7.	Annual Survey in Post-Secondary Institutions 2025/2026	On track. Data were published in the required time frame.
8.	Computation of Expenditure on Education	
9.	Computation of Flow rates	
10.	Attend any request for information (local and international) and parliamentary questions	Information provided as and when required

CHALLENGES:

- I. Coordination among data producers: Strengthen coordination among national data producers involved in the collection, processing and dissemination of education data.
- II. Modernisation of the data-processing platform. Use of appropriate software solutions.
- III. Establishment of a central data archive.
- IV Full-fledged Education Management Information System (EMIS): Develop and implement a centralised EMIS to provide timely access to real time education data, reduce duplication of work and strengthen evidence-based planning.
- V. Coverage of non-formal education: Explore the possibility of incorporating non-formal education.

MISCELLANEOUS ACTIVITIES

During the period July 2025 to June 2026, the Extra-Curricular Activities Section of the Ministry of Education and Human Resource successfully implemented a wide range of national programmes aimed at promoting learners' holistic development beyond the classroom setting. Through strategic collaborations with government agencies, international organisations, non-governmental organisations and the private sector, the Section provided students with opportunities to develop leadership, critical thinking, creativity, innovation, civic responsibility, environmental consciousness and global citizenship.

Over the reporting period, the Section coordinated activities involving primary, secondary and ZEP schools across the four Educational Zones, reaching several thousands of learners and educators through competitions, workshops, conferences, awareness campaigns, educational visits and capacity-building initiatives.

1. MODEL UNITED NATIONS (MUN)

The National Model United Nations (MUN) Programme remained one of the Ministry's flagship leadership initiatives.



MAJOR HIGHLIGHTS

- i. The major achievement is the successful organisation of the Zonal and National Model United Nations Conference 2025 at the Mahatma Gandhi Institute (MGI).
- ii. The conferences brought together approximately:
 - 1500 student delegates
 - 250 educators, facilitators and jury members
 - Representatives from partner organisations.
- iii. Students simulated proceedings of the:
 - a. United Nations General Assembly
 - b. Security Council
 - c. Human Rights Council
 - d. Specialised Committees.
- iv. Moreover, educator training sessions and planning meetings were organised in preparation for the 2026 Zonal and National MUN Conferences and collaboration with the United Nations Resident Coordinator's Office (UNRCO) was strengthened.

IMPACT

The programme continued to strengthen students' leadership, diplomacy, public speaking, negotiation and research skills while promoting global citizenship.

2. ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT

Environmental education remained a priority area throughout the reporting period.

❖ Eco-Schools Programme

The eco-school programme was implemented in collaboration with Reef Conservation, the programme supported participating schools in developing projects related to:

- a. biodiversity conservation
- b. waste management
- c. sustainable school practices
- d. climate action

The Award Ceremony for the Eco School programme was held in June 2026

❖ Green Rangers Programme

This programme was implemented in partnership with Quality Beverages Ltd. This initiative encouraged students to become environmental ambassadors by promoting:

- a. recycling
- b. reduction of plastic waste
- c. environmental stewardship

❖ Recycle Programme

The Recycle initiative continued in most of the primary schools, encouraging learners to adopt environmentally friendly, responsible practices through waste segregation and recycling.

❖ **National Environmental Campaigns**

Schools participated in such activities marking the World Water Day, International Day for Biological Diversity and Earth Day.

Activities included drawing competitions, poster competitions, educational talks, awareness campaigns, exhibitions and tree-planting activities.

3. CIVIC EDUCATION, LEADERSHIP AND DEMOCRATIC PARTICIPATION

The Ministry continued to promote responsible citizenship through programmes encouraging active student participation.

Some of the activities included:

- a. civic engagement initiatives
- b. leadership development activities
- c. student participation programmes
- d. volunteerism
- e. community outreach activities

These programmes promoted values of respect, integrity, accountability and democratic participation.

4. DEBATE AND PUBLIC SPEAKING

Communication and critical thinking continued to be strengthened through debates.

The achievements included:

- Organisation of the National Inter-School Debate Competition involving schools from all four Educational Zones;
- Organisation of the National Grade 12 Debate Competition, culminating in the national final held at the Institut Français de Maurice in June 2026; and
- Capacity-building sessions for debate coordinators and students.

5. GENDER EQUALITY, HUMAN RIGHTS AND INCLUSION

The Ministry continued promoting equality, inclusion and human rights education.

❖ **Gender Equality in Schools (GEMS)**

Implemented in collaboration with the Gender Equality Foundation, schools organised:

- a) Gender Clubs
- b) awareness activities
- c) student discussions
- d) advocacy projects

❖ **Essay and Elocution Competitions**

Organised in collaboration with the Ministry of Gender Equality and Family Welfare, these competitions promoted gender equality, mutual respect, inclusion and empowerment.

❖ Human Rights Education

Sensitisation sessions were conducted by the National Human Rights Commission from 11 to 25 June 2026 and FCC targeted both State and PSEA schools on accountability and responsibility. The National Children Council also conducted programmes on the Rights of the Child.

6. SCIENCE, TECHNOLOGY AND INNOVATION

The Ministry continued promoting STEM education through collaboration with the Rajiv Gandhi Science Centre. These *activities included*

- a) participation in World Engineering Day celebrations;
- b) STEM awareness sessions;
- c) career guidance programmes;
- d) innovation activities.
- e) Science Quest

A major event was ***InnovEd 2026*** which involved 50 secondary schools and 67 innovative student projects.

Projects were assessed nationally during **June 2026**, encouraging creativity, innovation and problem-solving.

7. CULTURAL AND HERITAGE EDUCATION

Educational visits were organised in collaboration with institutions including Blue Penny Museum and Bank of Mauritius Museum.

The students participated in guided heritage visits, exhibitions, interactive learning experiences, cultural appreciation activities and activities celebrating the birth Anniversary of Sir Seewoosagur Ramgoolam, Father of the Nation of Mauritius.

These programmes strengthened learners' understanding of Mauritius' rich cultural heritage.

8. HEALTH AND WELL-BEING

The Ministry expanded programmes promoting learners' physical and emotional well-being.

❖ Meditation in Schools Programme

The programme continued to expand across schools, promoting:

- a) emotional resilience
- b) concentration
- c) stress management
- d) mindfulness

9. ARTS AND CREATIVE DEVELOPMENT

The Section continued encouraging artistic expression through programmes including:

- Artistic Dance Programme in collaboration with the Yogasana Sports Association;
- music and dance performances;
- artistic competitions;
- creative exhibitions.
- Painting competitions by Rabindranath Tagore Institute and Samudra Organisation
- Photography competitions

These initiatives nurtured confidence, creativity and self-expression among learners.

10. PARTNERSHIP AND EDUCATIONAL OUTREACH

The Ministry strengthened partnerships with numerous organisations, including:

- Ministry of Environment, Solid Waste Management and Climate Change
- Ministry of Agro-Industry, Food Security, Blue Economy and Fisheries
- United Nations Resident Coordinator's Office;
- Reef Conservation;
- Quality Beverages Ltd;
- Rajiv Gandhi Science Centre;
- Gender Equality Foundation;
- National Human Rights Commission;
- Ministry of Gender Equality and Family Welfare;
- Mahatma Gandhi Institute;
- Blue Penny Museum;
- Bank of Mauritius Museum.
- Financial Crimes Commission
- Ombudsperson for Children

Through these collaborations, the Ministry organised national conferences, workshops, exhibitions, awareness campaigns, competitions, educational visits and leadership programmes.

The activities implemented during July 2025 to June 2026 demonstrated the Ministry's continued commitment to providing a balanced, inclusive and learner-centred education.

STATUS ON THE IMPLEMENTATION OF BUDGET MEASURES FOR FINANCIAL YEAR 2025 – 2026

Budget Paragraph.	BUDGET MEASURES	STATUS
126	Introduction of an appropriate Blueprint to provide clear directions on this critical national project.	In Progress The Blueprint is being finalised.
127	To promote inclusiveness, provision in this Budget is being made to secure greater support for Special Education Needs (SEN) students.	In Progress A. Large-print books The printing and distribution of large-print books have been completed for Academic Year 2025-2026. B. Publication of Braille books The Mauritius Institute of Education distributes the Braille Books (Unit-wise) as and when they become available. C. Acquisition of Assistive Devices for visually impaired learners (i) The Special Education Needs Unit has collected 30 Assistive Devices on 20 May 2026 from Central Supplies Division and the commissioning is in process. (ii) For Optical Magnifier the SEN Desk will provide new specifications as the procurement exercise was not conclusive.
128	Allocation of Rs 20 million to consolidate the Foundation Programme.	Achieved
129 (a)	Setting up of a Quality Assurance Unit for the pre-primary education sectors.	In Progress An initial consultative meeting was held in December 2025 with the participation of the Ag Director of Early Childhood Care and Education Authority (ECCEA) to discuss the setting up of the Quality Assurance Unit. The ECCEA has submitted the proposed Scheme of Service for the various posts in Quality Assurance Unit and same are being examined at the level of this Ministry.

Budget Para	BUDGET MEASURES	STATUS
129 (b)	Setting up of a Quality Assurance Unit for the primary education sectors.	In Progress The Terms of Reference for the establishment of the Quality Assurance Unit have been prepared and submitted for approval. The Schemes of Service for the proposed post have been drafted and approval has been conveyed for the setting up of the unit. The funding requirements are currently being addressed to facilitate its operationalisation.
130 (a)	Establishment of a National Education Council to advise Government on quality improvement for pre-primary, primary and secondary education.	Under discussion This Ministry is in process of setting up a National Curriculum Institute which will take on board the advisory responsibility to advise Government on policy matters and on quality improvement for Pre-Primary, Primary and Secondary Education.
130 (b)	Establishment of a National Curriculum Advisory Board to advise Government on quality improvement for pre-primary, primary and secondary education.	
11(a)(i)	A massive sensitisation campaign on cyberbullying will be undertaken to empower students and instill values of respect, empathy, and ethical online behaviour.	Achieved
11(a)(ii)	Two drug prevention programmes, namely, "Get Connected Programme" and "Rebound Programme" will be set up to intensify sensitisation campaigns against drug abuse in schools and establish a safer and healthier environment for students.	In Progress a) <i>Get Connected Programme</i> The Get Connected Programme was implemented since start of the year and as per a survey conducted, with 86% coverage, most of which completed up to 3 units for first trimester of academic year 2025/ 2026. b) <i>Rebound Programme</i> Implementation of the Rebound Programme to cover Grade 10-13 c) Training of Trainers has been carried out online in April 2026. d) Implementation to be piloted in selected schools by end of second term. e) Cabinet Paper is in preparation.

Budget Para	BUDGET MEASURES	STATUS
11(a)(iii)	Social and emotional well-being programmes will be implemented to help students manage their emotions and, where required, psychological tests will be conducted to determine the cause of mental health symptoms.	In Progress Implementation for the Sensitisation campaigns for the academic year 2025/2026 has started and is being carried out in schools on an ongoing basis. The Information Sheet has been expanded into a comprehensive Reference Guide. The Financial clearance is being awaited for its production. As an initial measure, priority has been given to the printing of Bullying Preventive Measures manual.
11(a)(iv)	A comprehensive audit of all public primary and secondary schools infrastructure will be carried out, in collaboration with the Ministry of National Infrastructure, for judicious investment in infrastructural projects and optimised use of buildings.	In Progress The Ministry of National Infrastructure has completed audit in 22 schools during the Financial Year 2025/2026
11(a)(v)	A school reading programme will be introduced in order to enhance a reading culture for learners in public pre-primary and primary schools.	In Progress Primary Directorate: Purchase and Distribution of books (i) Twelve Champion schools were identified by the Ministry for the implementation of the School Reading Programme. (ii) Organisation of National Competition for the promotion of Reading and Writing for Grades 5 and 6 have been successfully completed. 1. Pre-Primary Directorate: Purchase and Distribution of books – Achieved 2. Setting up of Reading Corners to attract and motivate students - Achieved
11(a)(vi)	A STEM Education Programme, which integrates science, technology, engineering, and mathematics, will be set up to encourage pupils to become “young scientists” and trigger their engagement for science and technical subjects.	In Progress The MIE has worked out STEM activities and projects to be implemented in Primary Schools and has planned workshops with at least Primary School Educators from each school. Procurement for STEM Kits partially completed and remaining funds was disbursed to school for setting up of a STEM corner in schools.

Budget Para	BUDGET MEASURES	STATUS
11(b)(i)	The Career Guidance Unit will be revamped by integrating industry specialists directly into the process.	Achieved
11(b)(ii)	A Technical and Vocational Education and Training (TVET) Strategy will be developed to – • address the issue of skills mismatch; • integrate TVET in the mainstream education; and • ensure that training programmes being offered meet the requirements of the industry.	In Progress Sector-specific curricula were developed in collaboration with industry partners (ICT, Green Economy, Manufacturing, Finance, and Agriculture), including the Sustainable Agriculture National Certificate Level 4 (NC4) and Solar Energy Technology National Certificate Level 5 Programmes. Flagship industry-driven programmes in Renewable Energy, ICT, and FinTech were strengthened through the development of the National Diploma in Renewable Energy Technology and the National Diploma in Electromechanical Engineering with Renewable Energy, with curricula completed and submitted to the MQA for accreditation, Professional upskilling initiatives in ICT, the Green Economy, and advanced manufacturing technologies were implemented through the integration of green competencies into 25 reviewed courses, upgraded training equipment, and the launch of green technology awareness programmes following UNESCO-supported training. Industry partnerships were strengthened by developing all training programmes in collaboration with industry stakeholders, ensuring they remain demand-driven and aligned with established procedures. For the purpose of developing appropriate curriculum for TEAP in secondary schools, a second phase of collaboration with Western Australia Technical and Vocational Education and Training (WATVET) with the support of the High Commissioner of Australia is being planned.

Budget Para	BUDGET MEASURES	STATUS
16(I)	The Free Pre-Primary Education Scheme will be reviewed. As from January 2026, the grant-in-aid provided to private pre-primary schools will be set at Rs 2,750 per child monthly instead of the refund of the operational cost incurred by these schools.	Achieved
16(m)	The Comprehensive Grant Formula will be reviewed to remove the minimum amount of Rs 1,000 granted to Private-Aided Secondary Schools. As from July 2025, the actual amount spent under the Variable Grant will be paid to Private-Aided Secondary Schools.	In Progress No funds have been provided in Financial Year 2025-2026 for the 'Topping Up of Variable Grant to ensure a Minimum Per Capita of Rs 1,000.
16(p)	The subsidy provided on the examination fees for the School Certificate and Higher School Certificate will be reviewed as from academic year 2026. Students attempting these examinations, for the first time and meeting attendance requirement, will be fully subsidised. With regard to repeaters, the subsidy will be limited to households registered under the SRM and those whose parents are recipients of social assistance.	Achieved

STATUS ON THE IMPLEMENTATION OF KEY ACTIONS FOR FINANCIAL YEAR 2025-2026

Programme Outcomes

Programmes	Description	Outcomes	Indicators	2025/26 Target	Achievement as at 30 June 2026
2201	Policy and Strategy for Education and Human Resource Development	Quality education delivered across all sectors	Inequality-adjusted Education Index (Component of HDI) (Score)*	0.678	0.676
2202	Pre-Primary Education	Literacy and numeracy skills acquired by all children aged 3 to 5	Percentage of pupils meeting primary school readiness	100%	100%
2203	Primary Education	Learners are ready for secondary schooling	Primary School Achievement Certificate (PSAC) pass rate	83%	79.50%
2204	Secondary Education	Students are ready for post-secondary education	Percentage of students entering in Grade 7 and graduating in Grade 13	47%	25.7
2205	Technical and Vocational Education and Training	TVET** trainees equipped for higher education and employability	Percentage of TVET trainees in employment within 6 months of completion of training	60%	76.60%
2206	Special Education Needs	Conducive environment for children with special needs	Percentage of children with special needs enrolled in schools	55%	82.10%
2207	Human Resource Development	Empowered and responsive human resource	Number of employees trained	50,000	51,349

*The Inequality-Adjusted Education Index is published by the United Nations Development Programme (UNDP) as a component of the Human Development Index (HDI) in the Human Development Report 2025. The HDI is a composite statistic used to rank countries by their level of human development which ranges from 0 to 1, where higher values indicate greater human development.

**Technical and Vocational Education and Training.

Programme 2201: Policy and Strategy for Education and Human Resource Development

Accounting Officer: Senior Chief Executive			
Outcome: Quality education delivered across all sectors			
Main Service/Delivery Unit	Key Performance Indicator	2025/26 Target	Achievement as at 30 June 2026
Develop policies and strategies for the Education Sector <i>Office of the Senior Chief Executive</i>	Preparation and implementation of Blueprint (Percentage)	50%	Blueprint has been finalised and Cabinet approval would be sought.

Programme 2202: Pre-Primary Education

Accounting Officer: Senior Chief Executive			
Outcome: Literacy and numeracy skills acquired by all children aged 3 to 5			
Main Service/Delivery Unit	Key Performance Indicator	2025/26 Target	Achievement as at 30 June 2026
Regulate and promote pre-primary education <i>Early Childhood Care and Education Authority</i>	Number of inspections carried out	2,000	2012

Programme 2203: Primary Education

Accounting Officer: Senior Chief Executive			
Outcome: Learners are ready for secondary schooling			
Main Service/Delivery Unit	Key Performance Indicator	2025/26 Target	Achievement as at 30 June 2026
Supervision and delivery of primary schooling <i>Public Primary Schools Private-Aided Schools ZEP Schools</i>	Number of inspections carried out on pedagogy and school management	2,200	(i) Primary- 5083 visits effected by school inspectors. (ii) July 25 to June 26- 1124 inspections carried out by ZEP cluster Coordinators

Programme 2204: Secondary Education

Accounting Officer: Senior Chief Executive			
Outcome: Students are ready for post secondary education			
Main Service/Delivery Unit	Key Performance Indicator	2025/26 Target	Achievement as at 30 June 2026
Supervision and delivery of secondary education <i>Public Secondary Schools/ Private-Aided Schools</i>	Percentage of students successfully completed the FPLNS	85%	76.40%
	NCE pass rate: - Public Schools - Private-Aided Schools	83% 63%	70.43%
	SC pass rate: - Public Schools - Private-Aided Schools	82% 66%	69.28%
	HSC pass rate: - Public Schools - Private-Aided Schools	82% 78%	78.98%

Programme 2205: Technical and Vocational Education and Training

Accounting Officer: Senior Chief Executive				
Outcome: TVET trainees equipped for higher education and employability				
Main Service/Delivery Unit	Key Performance Indicator	2024/25 Provisional	2025/26 Target	Achievement as at 30 June 2026
Delivery of TVET <i>Mauritius Institute of Training and Development (MITD) /Institute of Technical Education and Technology (ITET)</i>	TVET full time pass rate	71.2%	72%	72.7%

Programme 2206: Special Education Needs

Accounting Officer: Senior Chief Executive				
Outcome: Conducive environment for children with special needs				
Main Service/Delivery Unit	Key Performance Indicator	2024/25 Provisional	2025/26 Target	Achievement as at 30 June 2026
Regulation of Special Education Sector <i>Special Education Needs Authority</i>	Number of inspections carried out on pedagogy and school management	1,210	1,370	80

Programme 2207: Human Resource Development

Sub-Programme 220701: Careers Guidance

Accounting Officer: Senior Chief Executive				
Outcome: Empowered and responsive human resource				
Main Service/Delivery Unit	Key Performance Indicator	2024/25 Provisional	2025/26 Target	Achievement as at 30 June 2026
Career guidance and counselling service <i>Career Guidance Unit</i>	Number of career guidance talks conducted	209	215	266

Sub-Programme 220702: Training and Capacity Building

Accounting Officer: Senior Chief Executive			
Outcome: Empowered and responsive human resource			
Main Service/Delivery Unit	Key Performance Indicator	2025/26 Target	Achievement as at 30 June 2026
Provide professional development and training of teachers at different levels <i>Mauritius Institute of Education (MIE)</i>	Number of educators trained: - Pre-primary - Primary - Secondary	333 1,200 200	218 486 696
Registration and accreditation of training institutions and programs <i>Mauritius Qualifications Authority (MQA)</i>	Percentage of MQA accredited programmes monitored	100%	100%
Support training at enterprise level <i>Human Resource Development Council (HRDC)</i>	Number of unemployed persons trained and up-skilled for employability	1,500	229

Sub-Programme 220703: Scholarships

Accounting Officer: Senior Chief Executive			
Outcome: Empowered and responsive human resource			
Main Service/Delivery Unit	Key Performance Indicator	2025/26 Target	Achievement as at 30 June 2026
Management of scholarship schemes <i>Scholarship Unit</i>	Number of scholarships awarded to students from low-income families	11	4

RISK MANAGEMENT

RISK MANAGEMENT

Risk management is an important component of good governance, accountability, sound decision-making and effective service delivery. It enables the Ministry to identify and address events or circumstances which may adversely affect the achievement of its mandate, policies, strategic objectives, operations, assets, people, reputation and delivery of services.

INTERNAL AUDIT

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

Using a risk assessment model for audit selection, the Unit prepared an Annual Audit Plan for the period from July 2025 to June 2026, giving priority to areas which pose the greatest risk to the Ministry. Emphasis was also placed on specific areas identified by Management.

The Internal Audit Unit completed a total of 14 audits as per the approved Annual Plan and four specific assignments during the financial year. A total of 459 recommendations were made following these audits and assignments.

Follow-up was carried out on the 715 recommendations issued for the financial years 2023-2024, 2024-2025 and 2025-2026 and at least 73% of the recommendations have been implemented.

RISK MANAGEMENT FRAMEWORK

In accordance with Ministry of Finance Circular No. 8 of 2021 and the Guidelines for Risk Management in the Public Sector, Ministries and Departments are required to establish a formal Risk Management Framework comprising appropriate structures and processes for the identification, assessment, response, control, monitoring, communication and reporting of risks. The overall responsibility for ensuring that adequate arrangements are in place for the management of risk rests with the Accounting Officer.

Against this background, the Ministry established a Risk Management Committee on 8 April 2022, chaired by a Permanent Secretary, to provide strategic direction and coordinate the development and implementation of risk management across the Ministry. The Committee developed a Risk Management Policy and a broad strategic roadmap to guide implementation of the Framework.

The Risk Management Policy was formally signed on 16 November 2023 and circulated to all Heads of Sections, Schools, Units and Departments. The Policy sets the basis for a structured and consistent approach to risk management across the Ministry and is kept under regular review and updated, as and when appropriate, to reflect changes in the operating environment, emerging risks, organisational priorities and evolving governance requirements.

Potential risk areas have been identified and consolidated into a Risk Management Register, which provides a structured mechanism for recording risks, assessing their significance, determining appropriate mitigating measures, assigning responsibility and monitoring the status of agreed actions. The Register supports management in ensuring that material risks are identified, monitored and addressed in a timely manner.

The Ministry adopts an integrated and enterprise-wide approach to risk management, covering strategic and operational risks that may arise in areas such as human resource, finance, procurement, information technology, service delivery, health and safety, business continuity, compliance, fraud and corruption, reputation and the external environment.

To further strengthen implementation, the Risk Management Committee has been reconstituted, and relevant subcommittees are being established for specific risk areas. Existing mechanisms, including the Occupational Safety and Health Committee, Anti-Corruption Committee, School Emergency Response Team and Audit Committee, are being brought within a more coordinated structure to promote consistency, information sharing and a holistic approach to risk management.

GENDER POLICY STATEMENT

The Ministry of Education and Human Resource reaffirms its commitment to gender equality and inclusiveness across all levels of the education system. The Ministry ensures that the perspectives, needs, and lived experiences of learners, educators and stakeholders, irrespective of gender are fully integrated in the formulation, implementation, monitoring, and evaluation of education policies, programmes, and initiatives.

The Ministry has achieved the following:

-  sustaining high performance on education indicators, particularly in accessibility, availability, quality, and affordability of education for all learners.
-  providing free education at all levels up to the first undergraduate degree, guaranteeing equal opportunities for boys and girls across the system.
-  maintaining gender parity in enrolment at pre-primary, primary, and secondary levels.
-  ensuring gender parity in literacy at all levels in education sector with a focus on pre-primary, primary, secondary, special education needs and technical education.
-  strengthening comprehensive sexuality education, including Sexual and Reproductive Health and Rights, in line with international technical guidance. Emphasis is placed on age-appropriate, values-based education to support healthy relationships and respect for diversity.
-  introducing awareness and sensitisation programmes in schools to combat stereotypes and promote positive gender relations.

GENDER-RELATED CHALLENGES IN THE EDUCATION SECTOR IN MAURITIUS

- ✎ Addressing under-representation of girls and women in Science, Technology, Engineering and Mathematics (STEM) pathways and careers;
- ✎ Tackling underperformance and disengagement of boys at primary and secondary levels;
- ✎ Developing and implementing systematic Gender Action Plans in all educational institutions; and
- ✎ Challenging entrenched gender stereotypes and cultural barriers which influence subject and career choices.

GENDER RESPONSIVE STRATEGIES/ACTIONS

- ✎ Promoting girls' participation in STEM through career guidance, mentorship, STEM clubs, competitions, and targeted scholarships at secondary and tertiary levels.
- ✎ Supporting boys' achievement through remedial programmes, alternative pedagogical approaches, and strengthened TVET pathways.
- ✎ Developing and disseminating gender-responsive teaching and learning materials which are free of bias and promote inclusiveness.
- ✎ Mainstreaming gender policies in all TVET and educational institutions, with targeted advocacy for institutional gender policies and reporting mechanisms.
- ✎ Sensitising parents and communities to challenge gender stereotypes, support equal opportunities and promote positive learning environments.
- ✎ Enhancing capacity-building programmes for educators, school leaders, and administrative staff on gender equality, gender-based violence prevention, and inclusive education practices.
- ✎ Implementing transformative school-based programmes promoting respect, equity, and safe spaces for all learners.
- ✎ Strengthening of monitoring and data collection mechanisms to track gender-related progress and guide evidence-based policymaking.

Through these initiatives, the Ministry remains committed to building an education system which not only guarantees equitable access to quality education and opportunities for all learners but also empowers girls and boys alike to realise their full potential in an environment free from gender-based barriers and discrimination.

AUDIT COMMITTEE

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

The Audit Committee is set up in accordance with the Finance and Audit Act 2015 and the Audit Committee Charter. It plays a key role in the governance framework of public sector organisations, provides oversight of financial reporting, risk management, internal content and places greater emphasis on accountability.

The Audit Committee is an independent committee which reports to the Accounting Officer and to the office of the Public Sector Governance (OPSG) only. The OPSG is the technical arm of the Ministry of Financial Services & Economic Planning and is mandated to establish, review and monitor the effectiveness of Audit Committees in Ministries and Departments.

COMPOSITION OF THE AUDIT COMMITTEE 2025/2026

The composition of the Audit Committee for Financial Year 2025/2026 was as follows:

Membership		Name	Designation
Chairperson		Mr R. Nursing	Permanent Secretary
Members	1	Mr H. Aubeeluck	Deputy Permanent Secretary
	2	Mrs L.D. Rupear	Deputy Permanent Secretary
	3	Mrs T. Mudalli	Assistant Director (Quality Assurance)
	4	Mr R.K. Aukhojee	Acting Director (Planning and Budgeting)
	5	Mrs S. Mahadowa Reechaye	Acting Director (Human Resource Management and Development)
	6	Mrs A. Fowdur-Parboteeah	Manager (ICT)
Secretary		Miss N. Golaup	Office Management Assistant

The AC met six times during the financial year 2025-2026 and analysed the following reports:

-  Director of Audit Reports for the financial years 2019-2020, 2020-2021, 2021-2022 and 2022-2023, 2023-2024, 2024-2025 and 2025-2026.
-  Third report of the Public Accounts Committee; and
-  Internal Control Reports for financial years 2019-2020, 2020-2021, 2021-2022 and 2022-2023, 2023-2024, 2024-2025 and 2025-2026.

IMPLEMENTATION PLAN – DIRECTOR OF AUDIT COMMENTS

The Director of Audit issued his report on accounts of the Republic of Mauritius for the financial year ending 30 June 2026 and made various recommendations for the Ministry. The status of actions/measures undertaken to address the issues highlighted by the Director of Audit (DOA) are shown in the table below:

Issues raised by NAO	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2026
Primary Education: • Primary School Achievement Certificate (PSAC): • Declining National Performance • Low Performance of PSAC in Government Primary Schools	The ministry should strengthen early grade learning and systematically monitor PSAC results to address the decline in pass rates	A new literacy, numeracy programme will be implemented at lower primary level to strengthen the ability of pupils in reading and writing.
Extended Programme (EP): • Failure to achieve Key EP Objectives • High Rate of Dropout in the Program	The remedial program (EP) was not effective in improving pass rates. The Ministry should explore new remedial programmes to support low-performing students overcome their difficulties.	The Extended Programme (EP) has already been replaced since January 2025 by the Foundation programme in Literacy, Numeracy and Skills(FPLNS).
Secondary Education: • National Certificate of Education (NCE): • Student Achievement in SC and HSC Examination • Significant Drop Out Rate Across the Education Cycle • Underperformance of SC and HSC	The Ministry should also develop a comprehensive student retention framework focusing on the Key levels: PSAC-NCE and SC-HSC	As at 30 June 2026: The New Blueprint would make provision for a review of the Curriculum Framework for Secondary education sector to improve transition rates from Grade 7 onwards through: (i) review of assessments; and (ii) introduction of a new stream (SC Technical)
Zone D'Education Prioritaire (ZEP)	The Ministry should conduct a comprehensive review of the ZEP programme to ensure that support programmes and interventions are relevant to current needs.	Number of meals are served as per number of pupils present instead of school population.
	Capacity building for teachers and staff should be enhanced to provide continuous professional development to strengthen instructional quality and student engagement. A specific training programme should be designed to address the needs of low-performing students.	Continuous Professional Development will be implemented through the setting up of Professional Learning Communities (PLC) which will work along with the Subject Clusters set up under the Quality Assurance Unit.

Issues raised by NAO	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2026
Persistent Gap between KPI and Actual Performance	There is a need to review how the KPIs are determined and ensure they are realistic and achievable. The Ministry should adopt an evidence-based approach and align with realistic expectations.	KPIs have been reviewed for the pre-primary, primary, secondary, SEN in budget for FY 2026/2027.
	The Ministry should enhance the attendance monitoring system and strengthen collaboration with parents through its social welfare officers.	Schools continuously monitor attendance of students and report extended absences to the Zone for investigation by the Educational Social Workers.
Early Digital Learning Programme (EDLP)	The Ministry should strengthen financial planning and budgetary controls.	A budgetary Planning for each Financial year with regard to EDLP is carried out in consultation with MoF and as per requirements and / or contractual obligations. Maintenance costs along with all other cost for FY is factored in. A redirection of EDLP has been worked out to reduce cost on acquisition of tablets. A redirection of EDLP in Digital Learning lab (DLL) has been approved after a survey in all primary schools have been carried out. The DLL will be initially working on the redirection of EDLP in 219 schools.
	The Ministry should establish a dedicated EDLP governance committee to oversee planning, implementation, renewal, and disposal of EDLP assets and Classroom Management Software/System usage.	A dedicated EDLP Governance committee has been instituted at HQ Level with ag Asst Director as the lead and Technicians at HQ along with collaboration with PICTT and ICTT at Zone level with regard to renewal and disposal of EDLP assets and CMS Usage. The EDLP Desk officers at Zone level in collaboration with Primary school Inspectors oversee the implementation at school level.

Issues raised by NAO	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2026
	The Ministry should establish a structured renewal and replacement policy for the digital equipment. Moreover, faulty equipment should be replaced or repaired promptly, and surplus tablets from low-populated schools should be redistributed.	Survey of faulty EDLP Tablets have been duly carried out in September 2025 and April-May 2025 and a Tablet Review policy has been approved. The Redirection termed as the Digital Learning Lab (DLL) will eventually use less tablets (25-35) for Grades 1-2 at an initial level and as from 2027 other Grades will follow suit. In the context of DLL there will be fewer Tablets and all surplus tablets are being redistributed in schools to replace faulty ones as well as provide to new entrants from private schools. The buffer stock is being reduced accordingly.
	The Ministry should ensure timely provision of credentials for all users to maximise participation and Classroom Management Software/system.	Grades 5 and 6 Credentials have already been provided to schools in April 2026 and Grade 4 generic credentials will be received from EDCIL by June 2026 and distributed to all schools.
	The Ministry should develop a monitoring and evaluation framework to enforce mandatory use of the Classroom Management Software/system platform.	A monitoring of the CM usage has been deployed at Zonal and school level involving HM and Class teachers. An evaluation framework will be worked out based on survey on usage.
	The Ministry should conduct regular awareness, capacity-building, and change management programme for teachers and school management to promote the use of digital learning in classrooms.	As from June 2025 regular school visits by E-Gov Unit and E-Education Directorate are being organised to sensitise on digital learning. The E-Education Directorate has already planned an awareness and capacity building in collaboration with MIE (For General Purpose and Arabic Teachers) and MGI for Asian Language and Mandarin Teachers. School visits are being organised along with ICT technicians and Primary school inspectors for the Management and utilisation of Tablets in primary schools.

Issues raised by NAO	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2026
	The Ministry should review inventory management to avoid unnecessary stockholding and associated costs.	A centralised consolidated register has been devised at E-Govt Unit level and inventory management is being monitored at Zonal level which will eventually consolidate and update the register as from September 2025.
	The Ministry should establish a consolidated register at the Ministry's level and record all assets in the GAR as required by Treasury Circulars.	GAR was initially split and then reverted to a consolidated one.
	The Ministry should conduct physical verification of EDLP equipment at schools.	The Zonal ICT Technician under the lead of the PICTT are conducting the physical verification of the EDLP equipment at schools and updating the inventory management.
	The Ministry should introduce key performance indicators for digital learning, utilisation of tablets, and CMS adoption.	A KPI has been proposed on the usage of Tablets as per a class Timetable based on usage of Tablets in DLL.
School Population Trends and Cost Efficiency in Publicly Funded Primary and Secondary Schools • Significant Decline in Student Population in Primary and Secondary Schools • Lack of Strategic Planning	The Ministry should undertake a comprehensive strategic review of government schools with persistently low enrolment. Data on demographic trends and enrolment patterns should be captured/collected and analysed to facilitate timely decision-making and planning.	Proposals have been made for directions/pathways for low enrolment schools both primary and secondary-Policy decisions being taken at administration level.
	The Ministry should conduct a cost-benefit assessment of maintaining schools with low student populations versus merging low-enrolment schools in the vicinity to optimise infrastructure and personnel. The Ministry should also consider providing transportation to avoid undue hardship to students.	Comprehensive review of low enrolment primary schools are completed. Proposals for merging of schools are completed.

Issues raised by NAO	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2026
	Resources should be reallocated from schools with low enrolment rates to those areas with higher demand to ensure better value for money and improved educational outcomes.	Proposals for reallocation of schools will be done after policy options are evaluated.
	The Ministry should carry out an analysis for the shifting of preference from Government primary and secondary schools to private schools that would assist in policy formulation by the Ministry.	N/A
Procurement and Supplies Management: Central Supplies Division	MOEHR should comply with the PPA Act 2006, Procurement Policy Office's Directives, and MOF Circulars on all procurement activities.	Already implemented
	The Procurement Unit should strengthen planning processes by ensuring that routine procurement activities are included in the Annual Procurement Plan and published on time.	Action initiated to the Annual Procurement Plan. Committee of needs are being done at the level of the Ministry.
	All Departmental Bid Committee recommendations should be formally approved by the Accounting Officer.	Already implemented
	The Ministry should consult the Procurement Policy Office, with a view to revising Clause ITB 37.3 (a) to allow award of multiple lots to a bidder, subject to proof of adequate technical and financial capacity of the supplier to handle more than one lot.	Already implemented. Clause 1 TB 37.3 (a) was imposed for the procurement of textbooks for Academic Year 2026. For Academic Year 2027, Clause 1TB 37.3 (a) has been revised. The Procurement exercise has been carried out on a lot wise basis, but within the relevant circular a lots as issued by the Procurement Policy Office.
	Greater use of E-procurement platform should be made to enhance transparency and accountability.	Already implemented. Paper based procurement are being used under exceptional circumstances and with the approval of the Accounting officer.

Issues raised by NAO	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2026
	The timeliness for carrying out bid evaluation exercises should be improved.	Already implemented. Deadline are being imposed in the letter being issued to Chairperson of Bid Evaluation Committee. The procurement section is following up whether the Bid Evaluation Committee are adhering to the deadline imposed.
	Contract management and drafting of specifications should be improved. Delivery schedules should also be clearly defined.	Being implemented. The Ministry has approved the setting up of different contract management team. These teams would also be responsible for submission of the proper specifications to the procurement section for launching of bids.
Primary School Supplementary Feeding Project - ZEP Schools	Actions should be taken to review the new contractual provisions. Legal advice from the Attorney General's Office should be sought on amending the existing contracts for lots 1 to 4 to revise the formula so that meal distribution is based on attendance instead of the student population.	Advice of Attorney General's Office has already been sought and contract was amended for payment to be effected on attendance basis instead of school population basis. Payment is already being effected on school attendance basis.
	The Ministry should include explicit clauses to prohibit subcontracting without the approval of the Ministry.	Will be taken in the next bidding exercise which is under preparation.
	Appropriate action should be taken to ensure that the supplier adheres strictly to the conditions in the letter of acceptance. Meals must be delivered on time, and liquidated damages provisions should be applied in cases of late delivery.	Cases of non-compliance by the bidder are being escalated to the Performance Review Committee.
	Future bidding documents should clearly specify a fixed and defined delivery schedule.	Will be taken into the next bidding exercise which is under preparation.
	The Ministry should consider awarding contracts on a regional basis to ensure the timely delivery of meals to all ZEP schools.	Proposal already made.

Issues raised by NAO	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2026
	In cases of continued underperformance, the Ministry should consider terminating the contract and initiating appropriate procedures to appoint a new supplier whilst also ensuring continuity of meal provision.	Cases of non-compliance by the bidder are being escalated to the Performance Review Committee. If there are repeated cases of non compliance, the Ministry would consider terminating the ongoing contract.
	A Committee should be set up to address the issues with respect to the primary ZEP schools feeding programme.	A food monitoring Committee is ongoing.
Capital Projects - Lapses in Procurement, Contract Management, and Implementation	The Ministry should establish a robust governance and accountability framework for education infrastructure projects, defining roles, responsibilities, and accountability between MOEHR and MNI.	The Ministry of National Infrastructure while implementation is also monitored by the administrative and technical units of the Ministry of Education and Human Resources.
	The Ministry should improve project planning and feasibility assessments. All projects should be supported by a comprehensive feasibility study.	Project planning processes currently include consultations with relevant stakeholders and technical assessments by the appropriate authorities. Ongoing Projects: a. James Toolsy GS - 99% as at 31 March 2026 b. Sodnac SSS (Specialist Room) - 89% Works Completed. c. Pamplémousses SSS (Specialist Room) - 60% Works completed. Contractor demobilised on site due to late payment in view of budgetary constraint. Negotiation Ongoing. d. Adolphe de Plevitz SSS (Cons. Of Specialist Room) - Completed on 28 January 2026. Project is under Defects Liability Period e. Abdool Raman Abdool GS (30% as at 30.06.2026)

Issues raised by NAO	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2026
	The Ministry should enhance procurement planning and tendering management. The scope of works should be finalised before bidding.	All scope of works are finalised prior to the bidding exercise.
	The Ministry should strengthen contract administration and financial controls by enforcing contractual timelines, monitoring extensions of time, and addressing contractor's non-performance promptly.	Contractual timelines and financial controls are enforced as and when required (e.g. application of liquidated damages).
	The Ministry should strengthen cost control to prevent significant cost escalation by promptly reassessing the project scope following termination.	There are several process involved in the implementation of outstanding works in respect of terminated projects such as the MNI have to carry out an assessment of works completed on site and works outstanding on site as well as any consolidation works that may be required. There may be litigation, thus, clearances from Attorney's General Office (AGO) before initiating any outstanding works are required. Additionally, cost escalation may also be due to non-allocation of budget for the completion of the outstanding works.
	Contractor monitoring should be strengthened in accordance with Directive 75 of the PPO. All delayed projects should be systematically reviewed, contractor performance should be closely monitored and timely sanctions applied where warranted to ensure accountability, timely project delivery and to safeguard public funds.	The MNI (PMT) in its role as Contract Administrator submits Performance Reports on Contractor's performance on individual projects. The MNI also prepares Performance Reports whenever a critical aspect of performance is unsatisfactory or whenever a Contractor fails to make good defects notified during the defects liability period. The Performance Reports are then transmitted to the PRC who makes recommendations on the way forward.

Issues raised by NAO	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2026
	The Ministry should improve the management of contractual disputes and ensure timely legal actions and assessment of potential liability and recoverability.	Timely action is taken to manage contractual disputes. However, it is to be highlighted that the Ministry has to rely on other instances such as the Attorney General's Office, the Procurement Policy Office, the Ministry of National Infrastructure, in the management of contractual disputes and legal action.
	The Ministry should ensure that completed infrastructure, including swimming pools, is fully and effectively utilised and that under utilisation is properly identified and addressed.	The MOU has not yet been signed. An amended MOU is being submitted to the AGO for vetting regarding the sharing of responsibilities between this Ministry and the Ministry of Youth and Sports.
	The Ministry should request the Internal Control Unit to conduct an in-depth investigation of capital projects that have remained ongoing for more than 5 years with a view to clearly identify the responsibilities for such state of affairs.	Internal Control Unit has submitted a draft report .
Utilisation of the E-Register System in Secondary Education	The Ministry should strengthen monitoring and supervision of usage of the E-Register platform and enforce compliance until a new system adopting a modern and integrated attendance system is implemented by the Ministry.	The forthcoming EMIS project will include an attendance module with notification sent to parents. The E-register system is obsolete and as an interim measure GOC has been contacted regarding the possibility of using the school companion application. Use of the new system will be monitored through reports available at zone and HQ level. 11 schools have been identified on a pilot basis.

Issues raised by NAO	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2026
High-speed Internet Connectivity in Secondary Schools Not Operational	The Heads of Schools should ensure effective utilisation of existing GINS connectivity.	Heads of schools and ICT Technicians of zones will monitor effective utilisation of GINS connectivity. Instructions have been issued to all Heads of Schools.
	An MOU clearly defining the roles, responsibilities, and funding arrangements should be formalised between the Ministry and Ministry of Technology, Communication and Innovation for the smooth execution of the project.	The 2 Ministries may opt for an MOU or a jointly chaired Steering Committee.
Drugs in Secondary Schools	The Ministry should extend drug prevention programmes to Grade 7, and integrate them fully into school timetables.	As from the academic year 2026, the Get Connected Programme has been extended to Grades 7 and 8, with the objective of equipping learners with essential life skills and sound knowledge to make informed decisions and resist peer pressure associated with substance use and other risky behaviours.
	The Rebound Programme should be implemented without further delay.	The Rebound Programme will be implemented, an evidence-based and school-led drug use prevention programme, for some 10,000 Grade 10 students in all State secondary schools, Private Grant-Aided Schools and MGI schools. The programme aims to equip learners with essential life skills, critical thinking and informed decision-making skills to help them resist substance use and other risky behaviours.

Issues raised by NAO	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2026
Delayed Upgrading and Rehabilitation of Science Laboratories	The Ministry should expedite the project's implementation. It should establish clear timelines for commencement and completion of the construction and upgrading of the laboratories at the 4 State Colleges.	The projects of Science Laboratories have not yet been implemented due to delay by the MNI to prepare bidding documents. No actions required by this Ministry. The existing science laboratories are fully functional in all the 4 schools. As regards the project for JKC, award could not be made as the BEC was significantly delayed at the level of the CPB, and bid validity had lapsed. In fact, no funds have been provided for the projects in the Ministry's Budget for financial 2024-25 and the projects have been listed as "projects under preparation".
Pre-Primary Units	Adapted toddler sanitation facilities should be procured and installed in the PPUs. ECCEA should enforce compliance with regulatory requirements across PPUs.	During the financial year 2025/2026, repairs and upgrading of toilet facilities were carried out in some 20 public pre-primary schools to continue the upgrading of school infrastructure, including the further improvement of toilet facilities in other public pre-primary schools.
Government Asset Register	The MOEHR and the Treasury Department should strengthen monitoring arrangements to ensure that information relating to capital expenditures is accurately reflected in the GAR	Zonal Directorates will have to identify assets which have already been input in the system from July 2017 to January 2023 and transfer same to an ADI Template. Thereafter, Directorates will have to retire those assets. Once this is done, all assets procured after January 2023 to date will have to be identified and input by each zone in their respective ADI template and thereafter forwarded to the Treasury.

PART III: FINANCIAL PERFORMANCE

Part III describes the major achievements and the performance of the Ministry during the Financial Year 2025-2026. 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 2024-2025.

FINANCIAL HIGHLIGHTS

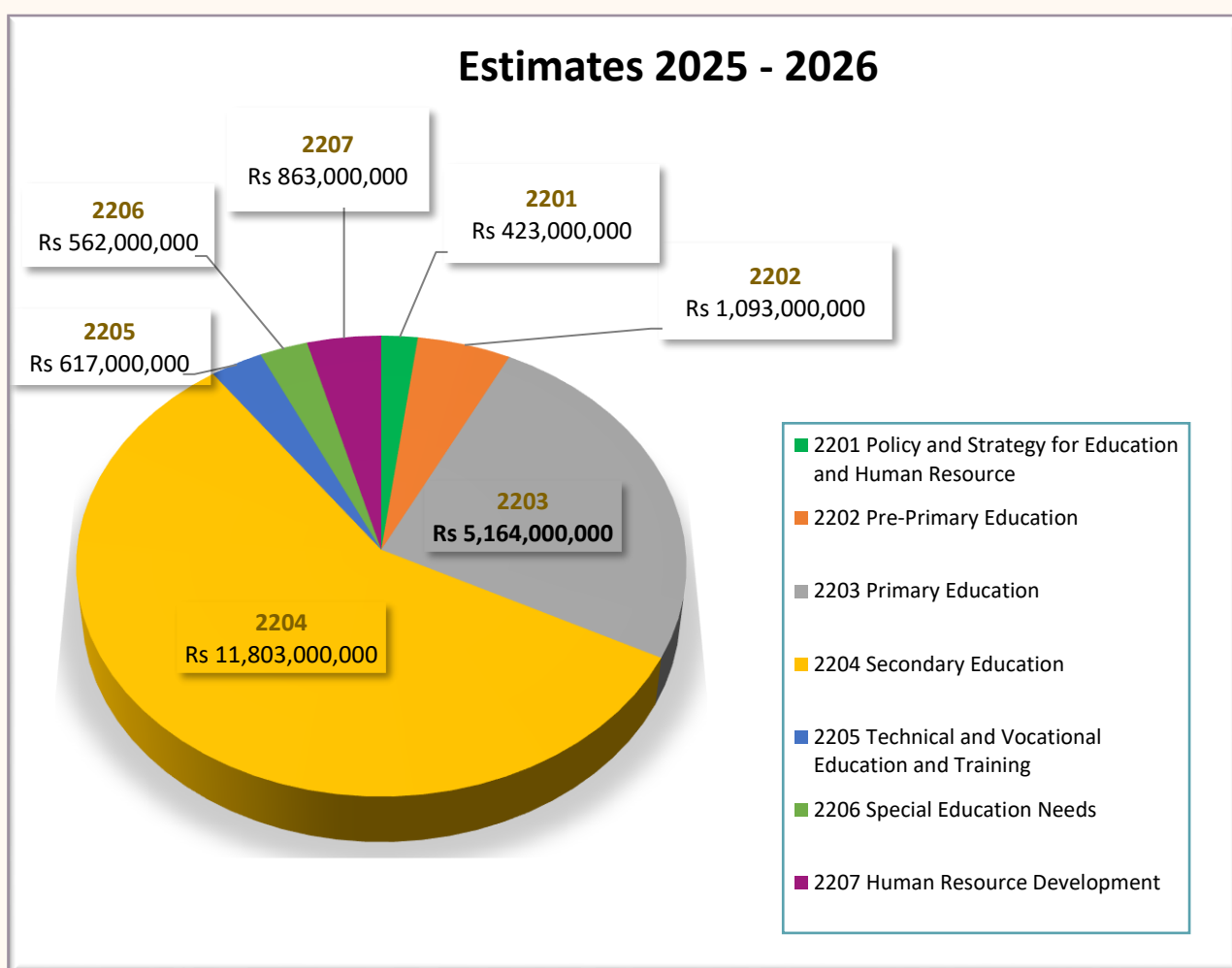
The Ministry was provided with a total budget of Rs 20,525,000,000 for FY 2025/26, which was appropriated as follows:

- **Recurrent Budget** : Rs 19,972,000,000
- **Capital Budget** : Rs 553,000,000

More than half of the budget was allocated to secondary education sub-sector while 24% was provided to primary education sub-sector and the remaining budget was apportioned among the other sub-sectors of education as illustrated below:

ESTIMATES 2025/2026					
Programme	Description	Recurrent	Capital	Total Recurrent & Capital Estimates	% of Total Recurrent & Capital Estimates
		Rs	Rs		
2201	Policy and Strategy for Education and Human Resource	363,800,000	59,200,000	423,000,000	2%
2202	Pre-Primary Education	1,070,000,000	23,000,000	1,093,000,000	5%
2203	Primary Education	4,952,760,000	211,240,000	5,164,000,000	25%
2204	Secondary Education	11,633,840,000	169,160,000	11,803,000,000	58%
2205	Technical and Vocational Education and Training	567,600,000	49,400,000	617,000,000	3%
2206	Special Education Needs	536,000,000	26,000,000	562,000,000	3%
2207	Human Resource Development	848,000,000	15,000,000	863,000,000	4%
TOTAL		19,972,000,000	553,000,000	20,525,000,000	100%

The Pie Chart represents the different Programmes with its respective voted amount for Financial Year 2025/2026.



EXPENDITURE

The Ministry was allocated an amount of RS 19,972,000,000 as Recurrent Expenditure for FY 2025/2026.

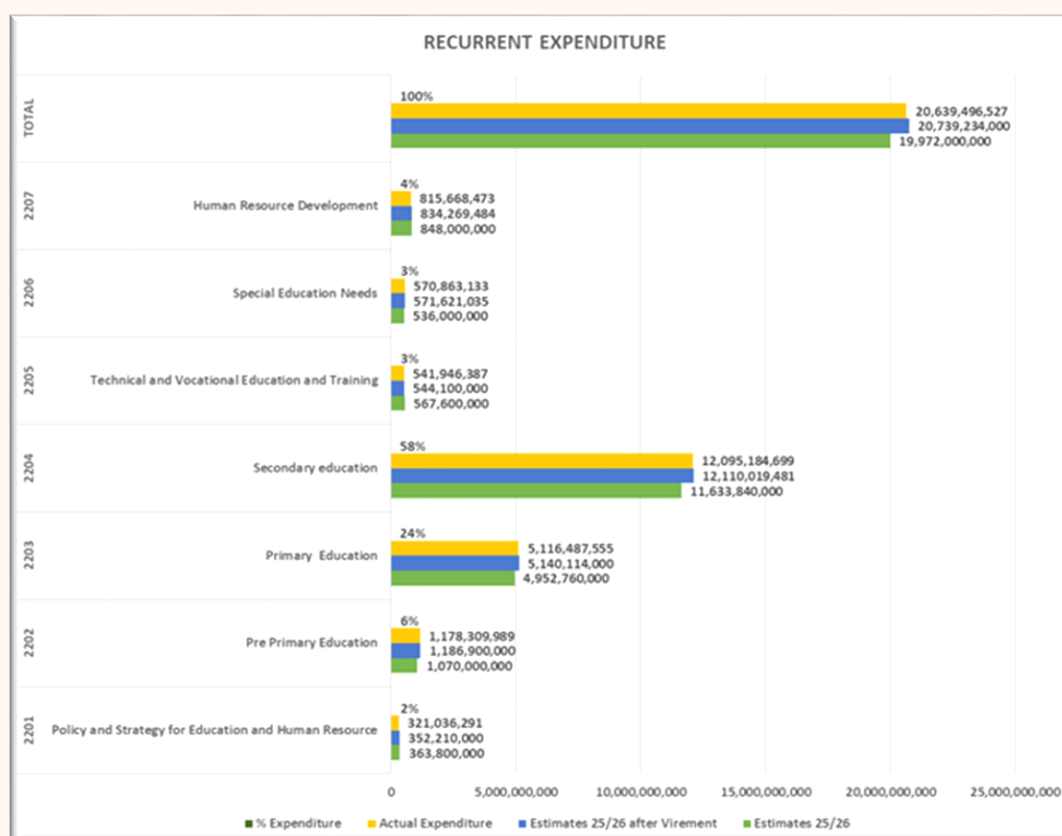
RECURRENT EXPENDITURE BY PROGRAMME

The Ministry incurred a total amount of Rs 20,639,496,527 as expenditure for FY 2025-2026. This included an amount of Rs 667,496,527 over and above the estimated budget which was made available by the MOF through Virement. The amount requested as Virement was mainly for payment of arrears of allowances and salaries, the payment of Grants to Extra-Budgetary Units (EBUs) where expenses were inflated due to application of PRB Report 2026 as well as the unforeseen expenses that had not been forecast during budget preparation.

Recurrent Expenditure for FY 2025-2026 amounted to Rs 20,639,496,527 after virement as illustrated below:

Expenditure By Programme- Recurrent					
Programme	Description	Estimates 25/26	Estimates 25/26 After Virement	Actual Expenditure	% Exp.
2201	Policy and Strategy for Education and Human Resource	363,800,000	352,210,000	321,036,291	2%
2202	Pre-Primary Education	1,070,000,000	1,186,900,000	1,178,309,989	6%
2203	Primary Education	4,952,760,000	5,140,114,000	5,116,487,555	24%
2204	Secondary Education	11,633,840,000	12,110,019,481	12,095,184,699	58%
2205	Technical and Vocational Education and Training	567,600,000	544,100,000	541,946,387	3%
2206	Special Education Needs	536,000,000	571,621,035	570,863,133	3%
2207	Human Resource Development	848,000,000	834,269,484	815,668,473	4%
TOTAL		19,972,000,000	20,739,234,000	20,639,496,527	100%

The Table Chart shows actual Recurrent Expenditure incurred after Virement for Financial Year 2025/2026

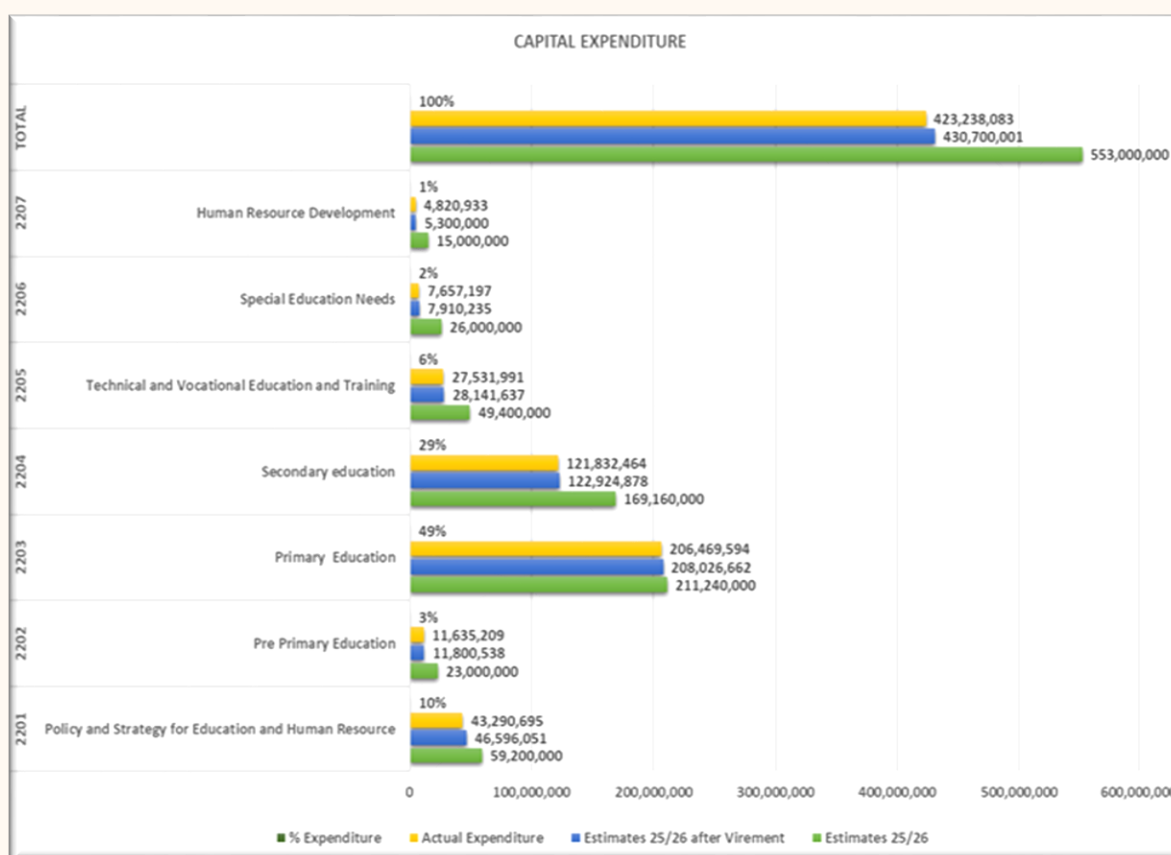


CAPITAL EXPENDITURE BY PROGRAMME

The Capital Expenditure incurred for the Financial Year 2025-26 amounted to Rs 423,238,083 as illustrated below:

Programme	Description	Estimates 25/26	Estimates 25/26 After Virement	Actual Expenditure	% Exp.
2201	Policy and Strategy for Education and Human Resources	59,200,000	46,596,051	43,290,695	10%
2202	Pre-Primary Education	23,000,000	11,800,538	11,635,209	3%
2203	Primary Education	211,240,000	208,026,662	206,469,594	49%
2204	Secondary Education	169,160,000	122,924,878	121,832,464	29%
2205	Technical and Vocational Education and Training	49,400,000	28,141,637	27,531,991	6%
2206	Special Education Needs	26,000,000	7,910,235	7,657,197	2%
2207	Human Resource Development	15,000,000	5,300,000	4,820,933	1%
TOTAL		553,000,000	430,700,001	423,238,083	100%

The Table Chart below shows actual Capital Expenditure incurred after Virement for Financial Year 2025/2026



ANALYSIS OF MAJOR CHANGES

COMPARISON OF ESTIMATES BY PROGRAMME

Programme	Description	Estimates 2024-2025 (Rs)	Estimates 2025-2026 (Rs)
2201	Policy and Strategy for Education and Human Resources	413,000,000	423,000,000
2202	Pre-Primary Education	1,130,000,000	1,093,000,000
2203	Primary Education	4,981,000,000	5,164,000,000
2204	Secondary Education	11,263,000,000	11,803,000,000
2205	Technical and Vocational Education and Training	604,000,000	617,000,000
2206	Special Education Needs	132,000,000	562,000,000
2207	Human Resource Development	827,700,000	863,000,000
	TOTAL	19,350,700,000	20,525,000,000

There has been an increase of 6.06% in Estimates for 2025-2026 compared to Estimates 2024-2025. The increase is due to higher costs of goods and services and the general annual increase in the staff costs with the implementation of PRB 2026

COMPARISON OF EXPENDITURE BY ECONOMIC CATEGORY

Economic Categories	Actual Expenditure 2024-2025 (Rs)	Actual Expenditure 2025-2026 (Rs)
Allowance to Minister	2,286,433	2,400,000
Compensation of Employees	6,479,832,976	7,382,864,647
Goods and Services	934,157,092	1,217,275,440
Recurrent Grants	10,180,334,736	10,189,518,815
Other Expense	1,337,821,670	1,847,437,625
Capital Grants	84,448,471	35,692,772
Acquisition of Non-Financial Assets	569,068,011	387,545,311
TOTAL	19,587,949,389	21,062,734,610

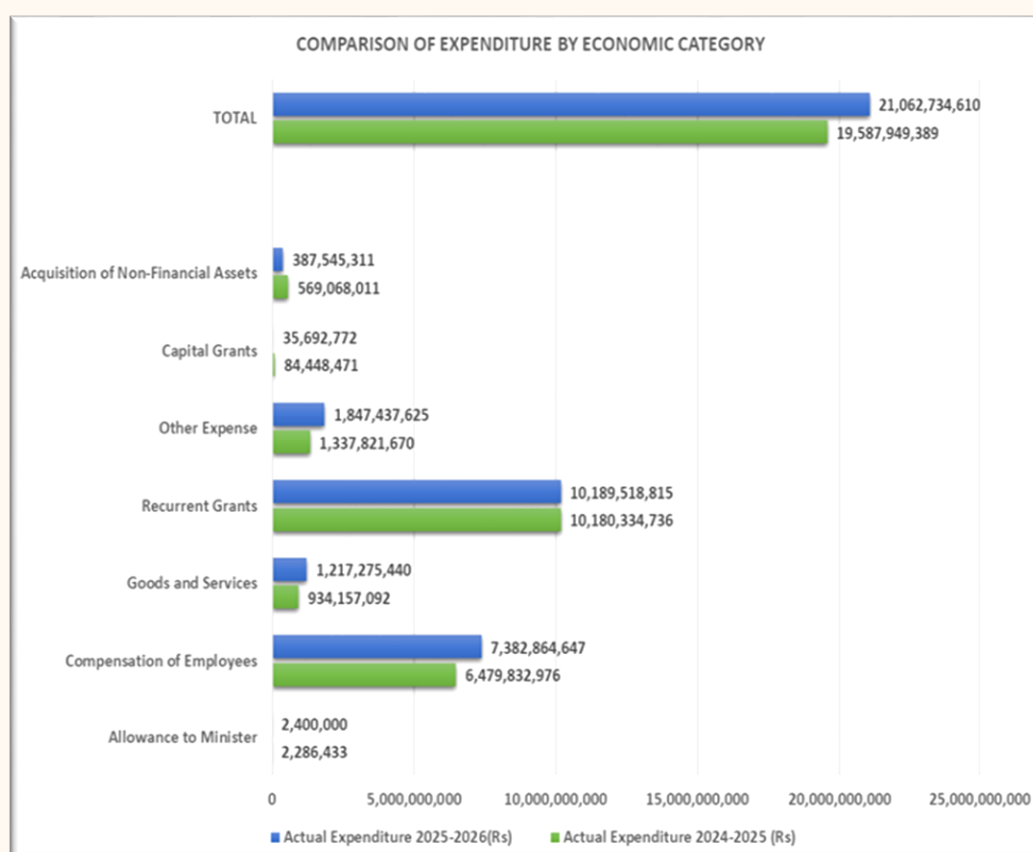
✎ Significant changes in recurrent expenditure were noted under the following economic categories:

- Compensation of Employees: Increase due to implementation of PRB Report 2026 and annual increment due in January 2026.
- Goods and Services: Increase due to rise in prices of commodities, school requisites, textbooks and services particularly security services with the implementation of minimum wage.
- In line with the budgetary measures announced in Budget Speech of 2024/2025, Pre-Primary Education is free and a school allowance was introduced.
- The subsidy for SC and HSC Examination has been restored, providing a full subsidy on SC and HSC examination Fees for candidates who have either not obtained five credits or not passed the SC/HSC exams.
- Scholarship schemes: Revamped to make them fairer and to ensure that all scholarship recipients benefit from the necessary support.

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

- The normal trend for capital expenditure in parastatal bodies, i.e., the funds are disbursed to them after expenditure has been incurred and invoices submitted to Ministry.
- Several Capital Projects, which were deemed to be finalised before the end of the financial year, were delayed and the corresponding payments were deferred thereof.

COMPARISON OF EXPENDITURE BY ECONOMIC CATEGORY



COMPARISON OF EXPENDITURE BY PROGRAMME

Programme	Description	Expenditure 2024-2025 (Rs)	Expenditure 2025-2026 (Rs)
2201	Policy and Strategy for Education and Human Resources	408,390,299	364,326,986
2202	Pre-Primary Education	1,178,730,549	1,189,945,198
2203	Primary Education	5,228,506,085	5,322,957,149
2204	Secondary Education	11,625,532,913	12,217,017,163
2205	Technical and Vocational Education and Training	315,142,315	569,478,378
2206	Special Education Needs	116,233,644	578,520,330
2207	Human Resource Development	741,448,495	820,489,406
	TOTAL	20,545,340,083	21,062,734,610

Significant changes in expenditure were noted under the Programme 2202, 2203, 2204, 2205, 2206 and 2207 were mainly due to application of PRB report 2026 and to the review in Grant in Aid formula for Assistance to SEN Schools.

STATEMENT OF EXPENDITURE BY PROGRAMME

Programme	Description	Expenditure 2025-2026 (Rs)
2201	Policy and Strategy for Education and Human Resources	364,326,986
2202	Pre-Primary Education	1,189,945,198
2203	Primary Education	5,322,957,149
2204	Secondary Education	12,217,017,163
2205	Technical and Vocational Education and Training	569,478,378
2206	Special Education Needs	578,520,330
2207	Scholarships and Capacity Building	820,489,406
	TOTAL	21,062,734,610

STATEMENT OF EXPENDITURE – RECURRENT – GRANTS TO PARASTATAL BODIES

Parastatal Body	Programme	Economic Classification	Estimates 2025/26	Estimates 2025/26 after Virement	Actual Expenditure 2025-2026
Private Secondary Education Authority	220410	26313130	93,000,000	93,000,000	93,000,000
		26313131	5,375,000,000	5,660,000,000	5,660,000,000
		26313132	650,000,000	707,900,000	707,863,105
		26313133	10,000,000	10,000,000	10,000,000
Early Childhood Care and Education Authority	220210	26313071	1,070,000,000	1,186,900,000	1,178,309,989
Mahatma Gandhi Institute	220410	26313123	785,000,000	803,000,000	803,000,000
Special Education Needs (SEN) Authority	220610	26313149	483,000,000	517,866,035	517,732,539
Mauritius Institute of Education	220712	26313125	396,500,000	396,500,000	395,307,316
Mauritius Qualifications Authority	220712	26313041	31,000,000	34,800,000	34,782,847
Skills Development Authority	220712	26313166	5,000,000	Nil	Nil
Mauritius Examinations Syndicate	220310	26313034	191,000,000	186,500,000	186,395,425
Mauritius Examinations Syndicate	220410	26313034	292,000,000	292,000,000	291,032,646
Hindu Education Authority Schools	220310	28211001	2,500,000	2,500,000	2,500,000
Rabindranath Tagore Institute	220410	26313122	15,300,000	16,364,481	16,364,481

Parastatal Body	Programme	Economic Classification	Estimates 2025/26	Estimates 2025/26 after Virement	Actual Expenditure 2025-2026
World Hindi Secretariat	220110	26313099	7,000,000	7,000,000	7,000,000
Roman Catholic Education Authority	220310	28211002	800,000	800,000	800,000
Roman Catholic Education Authority	220310	28211060	860,000,000	892,400,000	892,400,000
Technical Education Centres	220510	22900991	290,000,000	256,500,000	256,376,938
Mauritius Institute of Training and Development	220510	26313027	250,000,000	276,496,839	276,496,839
Institute of Technical Education and Technology	220510	26313157	14,600,000	8,103,161	8,016,900

The Table above shows the expenses incurred by Parastatal Bodies under Recurrent Expenditure for Financial Year 2025/2026.

It is to be noted that funds provided to parastatal bodies falling under the purview of the Ministry of Education in the form of grants represented around 50% of the total Estimates for Financial Year 2025/2026. However, an additional amount was requested from the Ministry of Finance to cover expenses for which provision had not been made at the initial stage of the allocation of funds, e.g., PSEA. As for ECCEA, an additional amount was requested to cover shortfall arising from underestimation during the submission of request in respect of Free Pre-Primary Scheme. Internal virement was effected in respect of the Rabindranath Tagore Institute.

STATEMENT OF EXPENDITURE - CAPITAL – GRANTS TO PARASTATAL BODIES

Parastatal Body	Vote/ Subhead	Economic Classification	Estimates 2025/26	Estimates 2025/26 after Virement	Actual Expenditure 2025-2026
Early Childhood Care and Education Authority	220210	26323071	9,000,000	7,418,000	7,253,998
Mauritius Examinations Syndicate	220410	26323027	10,000,000	7,225,000	7,224,183
Private Secondary Education Authority	220410	26323073	10,000,000	120,000	111,670
Rabindranath Tagore Institute	220410	26323122	2,000,000	0	0
Mahatma Gandhi Institute	220410	26323123	8,000,000	8,038,128	8,000,000
Mauritius Institute of Training and Development	220510	26323027	14,000,000	12,143,936	12,143,936
Institute of Technical Education and Technology	220510	26323157	4,400,000	958,985	958,985

*The Table above shows the expenses incurred by
Parastatal Bodies under Capital Expenditure for Financial Year 2025/2026.*

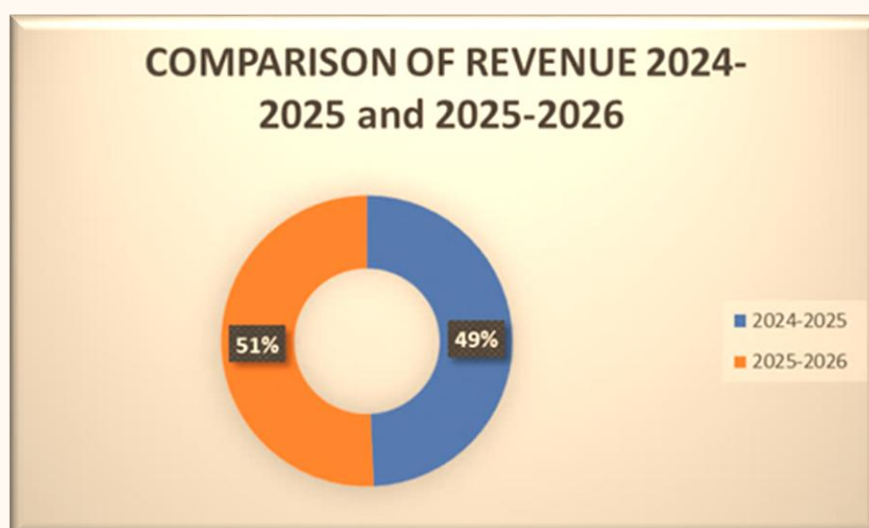
STATEMENT OF REVENUE

Item/Revenue	2024/25 Actual (Rs 000)	2025/26 Estimates (Rs 000)	2025/26 Actual (Rs 000)
Miscellaneous Revenues: Refund of bonds, library membership fees, sales of books, refund for loss of books, sale of bid documents, use of premises and canteen rent.	12,361	12,900	12,733
Total Revenue	12,361	12,900	12,733

COMPARISON OF REVENUE

COMPARISON OF REVENUE 2024-2025 and 2025-2026	
2024-2025 (Rs)	2025-2026(Rs)
12,361,000	12,733,662

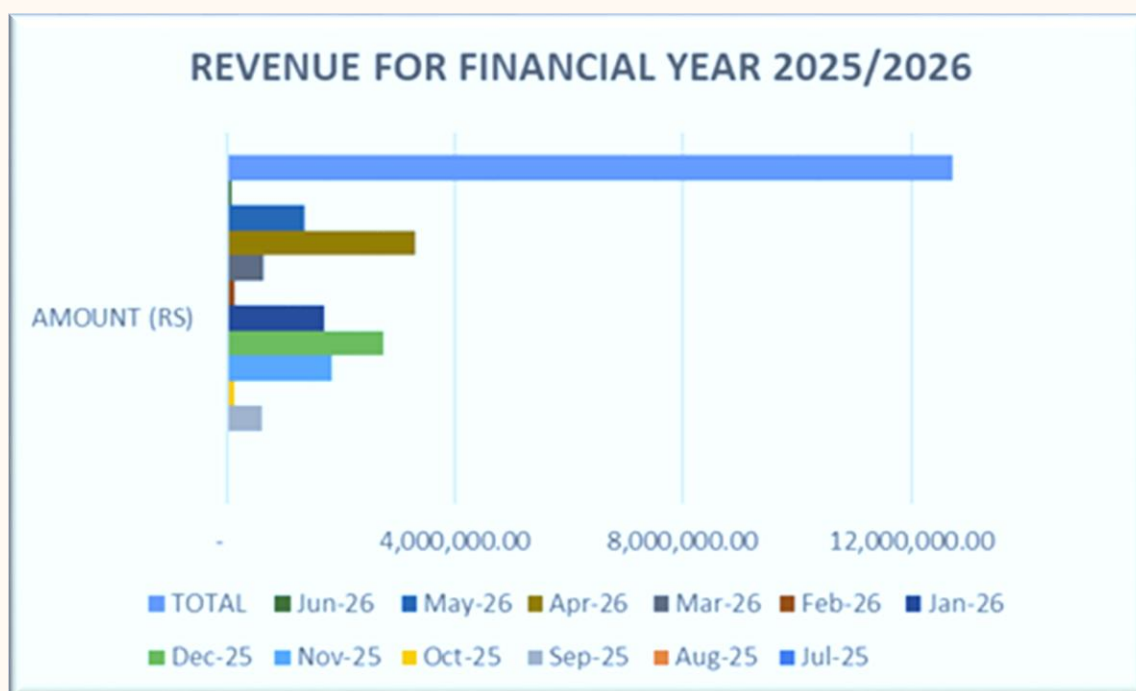
The pie chart below represents the percentage of revenue collected in FY 2024/2025 and 2025/2026.



The Ministry has collected a total amount of Rs 12,733 as revenue generated from refund of bonds, library membership fees, sales of books, use of premises, rental of canteen and other miscellaneous revenues.

REVENUE FOR FINANCIAL YEAR 2025/2026	
MONTH	AMOUNT (RS)
Jul-25	49,136.00
Aug-25	37,963.68
Sep-25	631,643.47
Oct-25	140,074.16
Nov-25	1,836,710.86
Dec-25	2,763,464.30
Jan-26	1,709,960.00
Feb-26	134,511.10
Mar-26	649,936.00
Apr-26	3,306,362.75
May-26	1,371,870.00
Jun-26	102,030.00
TOTAL	12,733,662.32

Details of revenue collected on a monthly basis is shown in the above table.



STATUTORY BODIES AND COMPANIES

MAURITIUS QUALIFICATIONS AUTHORITY

A KEY STAKEHOLDER IN THE IMPLEMENTATION OF NATIONAL SKILLING INITIATIVES

INTRODUCTION

The Mauritius Qualifications Authority has as mandate to develop, implement and maintain a National Qualifications Framework (NQF) which is the cornerstone in defining the country's qualifications system and to ensure that all our qualifications are internationally comparable.

In line with its statutory mandate to develop, implement, and maintain the National Qualifications Framework (NQF) and to ensure quality assurance in the Technical and Vocational Education and Training (TVET) sector. The following six key accomplishments are highlighted.

STRATEGIC ACHIEVEMENTS

Implementation of alternative qualification pathways

The Authority was active in the conception of the National Foundation Certificate of Education, a new and alternative qualification within the TVET pathway designed to provide a progression route for students unable to follow the formal academic stream. The Authority benchmarked and formally included this qualification on the NQF. This landmark initiative is aimed at bringing parity of esteem between TVET and General Education sectors, creating national pathways towards higher level qualifications for all learners.

Integration into the Online Student Visa Platform

The Authority has successfully integrated its systems into the online student visa platform, an initiative devised by the Economic Development Board for the Passport and Immigration Office under the Prime Minister's Office. Following extensive consultations and technical input, the Authority can now validate information pertaining to accredited training programmes entered by training providers directly on this platform. This integration provides the Authority with comprehensive oversight of foreign students enrolled in registered training institutions, significantly enhancing the monitoring of training delivery and ensuring compliance with regulatory standards. This marks a decisive step towards a national approach to managing and facilitating international student mobility.

Regional Leadership in Qualifications Frameworks and Digitalisation

In the fulfilment of its mandate to maintain the NQF, the Authority has strengthened the nation's standing on the continental and regional stage. Through active participation in the SADC Technical Committee on Certification and Accreditation, which is currently reviewing the SADC Qualifications Framework, the Authority's contributions led to Mauritius being nominated to chair the Technical Working Group on Micro-credentials and Digitalisation, set up by the SADC TCCA. Furthermore, Mauritius is among the select few countries that have uploaded national qualifications onto the African Continental Qualifications Framework (ACQF) Qualifications and Credentials Platform. These qualifications are now available for reference and benchmarking across all African Union member states, reinforcing the Authority's role as a leader in qualifications transparency.

Development and Review of Priority National Qualifications

The Authority has directly responded to critical national priorities by developing and reviewing key qualifications:

- **Renewable Energy:** New qualifications in the field of Renewable Energy were developed to address the urgent need for skilled personnel and to support the Government's agenda for a transition to sustainable energy sources.
- **Nursing:** The National Diploma Level 6 in Nursing was reviewed as a regulatory requirement for practice. This critical review directly enabled the recruitment and selection of 200 trainee nurses, addressing the dire shortage of qualified healthcare professionals in the public health sector.
- **Journalism:** A new national qualification in Journalism was developed in close consultation with relevant stakeholders. This now allows experienced professionals in Journalism and Media to gain formal certification through Recognition of Prior Learning (RPL), contributing significantly to the professionalisation of the sector.

Quality Assurance of National Graduate and Skills Development Schemes

The Authority has continued to act as the lead quality assurance agency for major national upskilling initiatives administered by the Human Resource Development Council. The Authority rigorously quality-assured all courses submitted by employers under the enhanced Graduate Training for Employment Scheme (GTES) and the National Skills Development Programme (NSDP). This intervention ensures that unemployed diploma and degree holders are equipped with relevant, quality-assured skills, facilitating their effective transition into gainful employment.

Professionalisation of the Security Guard Sector through RPL Professionalisation of the Security Guard Sector through RPL

The Authority has started the certification of security guards through Recognition of Prior Learning (RPL). Obtaining this Authority-validated national qualification constitutes a legal requirement for practitioners to secure a licence from the Commissioner of Police. This initiative formalises competencies gained through experience, drives up professional standards in the private security industry, and ensures regulatory compliance for public safety.

OPERATIONAL PERFORMANCE

Beyond the strategic initiatives outlined above, the Authority has sustained a high volume of core regulatory activities during the financial year, demonstrating the breadth of its operational mandate and growing demand for its services. The following statistics underscore the Authority's commitment to ensuring that training institutions, qualifications and training programmes meet the established quality standards.

❖ *Registration and Renewal of Training Institutions*

The Authority granted registration to a total of **70** new training institutions and processed **89** renewals of registration for training institutions during the financial year. This reflects the continued confidence of training providers in the regulatory framework and the Authority's commitment to timely service delivery.

❖ *Accreditation of Training Programmes*

A total of **136** training programmes were accredited across various fields of study, ensuring that the curriculum, delivery modes, and assessment strategies of these programmes align with the National Qualifications Framework and meet industry needs.

❖ *Approval of Non-Award Courses*

The Authority approved **3348** non-award courses for training institutions and **216** courses for employers, enabling flexible, short-cycle learning opportunities that respond to immediate skills gaps in the labour market while maintaining quality benchmarks.

❖ *Validation of National Qualifications:*

The Authority validated **15** national qualifications during the financial year, spanning a diverse range of sectors critical to national development. These include, among others:

- Health and Nursing
- Renewable Energy and Sustainable Technologies
- Early Childhood Care and Education
- Hospitality and Tourism
- Construction and the Built Environment

This sustained regulatory and operational activity underscores the Authority's pivotal role as a responsive and robust quality assurance body, processing a growing number of registrations, accreditations, and validations while maintaining rigorous standards. The statistics reflect the Authority's dual focus on facilitating access to quality education and training, and on safeguarding the integrity of the national qualifications system.

In a nutshell, every initiative of the Mauritius Qualifications Authority converges on the single objective of ensuring that the skills developed by the education and training system are the skills the economy needs. These achievements directly support national imperatives ranging from public health and sustainable energy to employment and public safety. The Authority remains committed to upholding the integrity of the national qualifications system.

PRIVATE SECONDARY EDUCATION AUTHORITY

FINANCIAL YEAR 2025-2026

The Private Secondary Education Authority has rolled out the Document/File Tracking System in November 2025. The Authority has been successfully implemented to monitor and record the movement of files and data sheets within the Authority. The system enables the tracking of files at any stage of the workflow, providing real-time information on their location and status. Moreover, it caters for MIS whereby management can retrieve information about user activity.

In addition, the Document/File Tracking System serves as a valuable performance monitoring tool by providing measurable indicators on the processing and handling of files by users. The implementation of the system has significantly improved document management, streamlined administrative processes, and strengthened the Authority's record-keeping and monitoring capabilities.

The Authority has updated the assessment forms for the evaluation of the Norms and Standards of 26 academic and recreational facilities in Private Secondary Schools. These forms have been made available on the Authority's website.

In addition, assessment forms have been developed and finalised for the monitoring of the Norms and Standards of 10 other infrastructural facilities, namely school buildings, school yards, classrooms, offices, staff rooms, mess rooms, sanitary facilities, sick bays, canteens and stores. These forms have also been published on the Authority's website.

The Authority has reintroduced the annual assessment of academic and recreational facilities in Private Secondary Schools, an exercise that had been discontinued since 2016. The assessment commenced in May 2026 and is expected to be completed by the end of September 2026.

This initiative enables the Authority to ensure that school infrastructure, academic and sports facilities and related equipment are maintained in accordance with the prescribed norms and standards, thereby providing a safe and conducive learning environment for students and staff.

MAURITIUS INSTITUTE OF EDUCATION

The Mauritius Institute of Education has undertaken several research, professional development, curriculum, STEM, climate change, mathematics, chemistry, and international collaboration initiatives.

TEACHERS' EXPLANATION OF ORGANIC REACTIONS AT THE UPPER SECONDARY LEVEL aimed to produce two research presentations at conferences, one round-table discussion, and one paper in a peer-reviewed journal. Although some members involved in the project left, new members were incorporated to ensure continuity. Following the round-table discussion held in 2024 and research presentations in 2025, the manuscript was submitted to a peer-reviewed journal, and a response is currently awaited.

THE STEM PROJECT ON STRATEGIES AND MODES OF REASONING IN TEACHING CLIMATE CHANGE AND MOTIFS OF STUDENTS' MENTAL MODELS THROUGH COLLABORATION: AN INTERDISCIPLINARY LENS aimed to produce one paper in a peer-reviewed journal. Since the data transcription presented a challenge during the project, one additional member joined to support the work. The manuscript was subsequently submitted to a Q1 journal, feedback was received, and the paper is expected to be finalised by the end of 2026.

AN INTERNATIONAL SYMPOSIUM ON HIGHER EDUCATION LEADERSHIP, INNOVATION AND CAPACITY DEVELOPMENT was organised in partnership with MIE, UoM, and leading international networks. The goal was to facilitate dialogue on leadership, innovation, artificial intelligence and micro-credentials, while also fostering collaborative partnerships and Memoranda of Understanding. On the other hand, coordinating a large-scale international event involving multiple partners and high-level delegates from Europe, China and Africa presented considerable logistical and communication challenges. These were addressed through the role of Local Coordinator and active participation in the organising committee, which facilitated effective coordination between national and international partners. The symposium was successfully planned and held in July 2026, attracting more than 200 participants, including over 60 international participants from a wide range of international partners, including Vrije University Brussel, Zhejiang University, UNESCO and SICDA.

THE STEM PROJECT: Training of Primary Educators aimed to train representatives from all primary schools in Mauritius on STEM as a pedagogical approach and in the effective use of STEM kits. The main challenge was to develop a training programme that was relevant to a large and diverse group of educators while ensuring that STEM kits could be effectively integrated into the existing curriculum. This was addressed by drawing on experience from previous STEM workshops conducted at the National Institute of Education in Singapore and CEMASTEIA Kenya, as well as on the expertise of the MIE STEM interdisciplinary team. The training programme was successfully completed for primary educators which contributed to the national goal of building capacity in STEM education from the foundational level, aligned with research interest in STEM integration and teacher training.

THE E-STEM COMPETITION, organised in collaboration with CASTMe Mauritius, the Mauritius Institute of Education and the University of Mascareignes, aimed to promote STEM engagement among secondary school students in Mauritius. Although organisational challenges were encountered, effective teamwork and coordination enabled the successful organisation of the competition.

The **OCEAN LITERACY ENGAGEMENT** initiative focused on contributing to research, publication and conference presentations on ocean literacy. Producing impactful research with multiple ongoing projects was a key challenge. This was addressed by prioritising research activities and establishing a strong network of collaborators. As a result, contributions were made to a publication and a conference presentation on ocean literacy, thereby supporting the national agenda for marine education.

AI IN STEM EDUCATION aimed to explore the emerging field of artificial intelligence in STEM education through publication and conference presentations. Keeping abreast of the rapidly evolving field of AI in education required continuous learning and engagement with emerging developments. This was addressed while completing the “Certificate in Apply AI” through the Cisco Networking Academy program and drawing on expertise in STEM integration. A book chapter on the applications, challenges and opportunities of integrating AI in STEM education was published, and the topic was also presented at a conference.

The **NATIONAL SYMPOSIUM ON CHEMISTRY EDUCATION** provided new insights into the teaching and learning of Organic Chemistry, created a platform for participants to share and discuss their experiences, and develop an awareness of research undertaken in Chemistry Education within the Mauritian context. No major challenges were encountered, and full support was received from the Mauritius Institute of Education and the Ministry. The national symposium was successfully planned and implemented in April 2025 for Chemistry Educators from the four different zones, with resource persons from the University of KwaZulu-Natal and the University of Mauritius. Positive feedback was obtained.

The **WORKSHOP ON CLIMATE CHANGE EDUCATION AND SOCIO-EMOTIONAL LEARNING** aim was to develop participants’ awareness and understanding of Climate Change Education and the principles and competencies associated with Socio-Emotional Learning. No major challenges were encountered, and the initiative benefited from strong support from the Mauritius Institute of Education and the Ministry. The workshop was successfully planned and implemented in April 2026 for Grade 6 educators from the four different zones. Participants responded positively to the workshop.

The **ETHICS EDUCATION FELLOWSHIP PROGRAMME** aimed to strengthen ethics education, global citizenship, intercultural understanding and peaceful coexistence among learners through teacher professional development and transformative classroom practices. The programme was implemented successfully, with 138 educators from Mauritius and Rodrigues trained and ethics education activities conducted in 46 schools. Ongoing teacher support was provided through Learning Circles and classroom observations, while international classroom exchanges were facilitated with participating countries. A Port Louis Cultural Field Trip Pack covering 24 cultural and historical sites was developed to support experiential learning, and the resource was further digitalised through the development of the mauritiusculturetrip.mu website. The programme also progressed towards the establishment of Ethics Education School Clubs and a School Exchange Programme, with the broader objective of strengthening learners’ capacities for ethical reflection, dialogue, active citizenship and collective action. The initiative continues to contribute to positioning Mauritius as a regional leader in the integration of ethics education into formal schooling, supporting the development of responsible, engaged and globally minded citizens.

The **CURRICULUM DEVELOPMENT PROJECT** continued to support curriculum development through curriculum evaluation, textbook development and revision, digital learning initiatives, Braille adaptation and educator training. The main challenge was the need to meet strict deadlines, which required additional support from internal staff. Major achievements included the completion of curriculum evaluations for Grades 1–9, the development and validation of new textbooks, the updating of 369 textbooks, and the creation of 174 digital learning resources for Grade 6. Progress was also made in the development of Road Safety Education resources and the Foundation Programme in Literacy, Numeracy and Skills (FPLNS). In addition, training was provided to 1,546 educators and school leaders, while Braille textbook production continued. Ongoing activities include the development of the Road Safety Education App, further development of the FPLNS, Braille adaptation of textbooks, educator training, and preparations for the 2027 textbook printing programme.

The **NATIONAL RESEARCH WEEK 2026**, held on 24 April 2026 under the theme “Future Society, Education and Human Development”, provided a platform for academics, researchers and practitioners to share research findings and engage in discussions on key issues relating to education, society and human development. Although organisational challenges were encountered, strong coordination among the stakeholders involved ensured the successful organisation of the event.

The **RESEARCH SEMINAR ON “CREOLE LANGUAGES IN FOCUS: LINGUISTIC INNOVATION, DOCUMENTATION AND FUTURE DIRECTIONS”** provided a platform for scholarly discussion on the development, documentation and future prospects of Creole languages. One of the main challenges was coordinating the hosting arrangements, logistics and research activities of visiting American linguists during their one-month stay. This was successfully managed through close coordination between the KRM Department, the Research Unit and other MIE staff. The visiting linguists were successfully hosted, the planned research activities, academic exchanges and an in-house session were facilitated during their stay.

The **AFRICA REGIONAL RESILIENCE INITIATIVE ON CLIMATE EDUCATION (ARRICE)**, implemented in collaboration with the Office for Climate Education in Paris and REEF Conservation, aimed to strengthen Climate Change Education in Mauritius, Kenya and Senegal. Despite organisational challenges, important milestones were achieved during the year. The Cabinet-approved ARRICE project was launched on 30 October 2025. Activities included mapping Climate Change Education in the Republic of Mauritius and contributing to the development of the Climate Competency Framework. An online seminar was organised on 28 April 2026 for school leaders, including Rectors and Headmasters from 25 pilot schools in Mauritius and Rodrigues. In addition, a Training of Trainers Workshop on Climate Change Education was by two experts from the Office for Climate Education in Paris.

The **INTERNATIONAL DAY OF MATHEMATICS 2026** was celebrated under the theme “Mathematics and Hope” on 9 April 2026, aimed to promote awareness of the importance of mathematics in education and society. Although organisational challenges were encountered, these were addressed through improved coordination among the stakeholders involved. Key achievements included the official launch of the first newsletter of the Mathematics Education Department by the Minister of Education and the successful organisation of a Prize-Giving Ceremony for the Digital Poster Competition, which recognised and celebrated participants’ creativity and engagement with mathematics.

HINDU EDUCATION AUTHORITY

C/O ARYA SABHA MAURITIUS

Major Achievements and Significant Milestones of

- a) PCK Aryan Vedic School, Vacoas and
- b) R. Ramgutty Aryan Vedic School Laventure

ACADEMIC EXCELLENCE

- Maintained consistently high academic performance with excellent pass rates in national and internal examinations.
- Improved learner achievement through innovative teaching strategies and continuous assessment.
- Recognised for outstanding student performance in literacy, numeracy, science, and languages.

HOLISTIC STUDENT DEVELOPMENT

- Promoted the all-round development of learners through sports, arts, music, dance, and cultural activities as per photos attached.
- Organised educational excursions, field trips, and programmes to enhance experiential learning.

CURRICULUM INNOVATION

- Successfully integrated Information and Communication Technology into classroom teaching and learning
- Introduced learner-centred teaching methodologies
- Strengthened library services to foster a culture of learning.

STAFF DEVELOPMENT

- Supported continuous professional development through workshops, seminars, and training programmes, both internal and at Ministry Level.
- Encouraged collaborative planning and sharing of best teaching practices among staff members.
- Fostered a positive, inclusive, and supportive work environment.

COMMUNITY ENGAGEMENT

- Built strong partnerships with parents, local authorities and community organisations.
- Organised community outreach activities, environmental awareness campaigns, counselling programmes on drug addiction by Sangram Sewa Sadan.
- Promoted active parental involvement in school programmes and student learning.

INFRASTRUCTURE DEVELOPMENT

- Upgraded classrooms and learning facilities to provide a safe and conducive learning environment.
- Enhanced school security, sanitation, and accessibility.

STUDENT WELFARE

- Strengthened guidance and counselling services.
- Implemented programmes promoting health, nutrition, hygiene, and child protection.
- Encouraged inclusive education to ensure equitable learning opportunities for all students.



SIGNIFICANT MILESTONES

ESTABLISHMENT AND GROWTH

- Successful establishment of the school and steady growth in student enrolment.
- Expansion of educational programmes to meet the evolving needs of learners.

INFRASTRUCTURE DEVELOPMENT

- Renovation of classrooms, and computer Labs and other areas.
- Improvement of playground.

DIGITAL TRANSFORMATION

- Adoption of online learning platforms to support blended and remote when necessary.

ACADEMIC RECOGNITION

- Achievement of consistently strong examination results.
- Awards and recognition received at national level.

EXCELLENCE IN CO-CURRICULAR ACTIVITIES

- Recognition in music, dance, drama, art, and public speaking competitions.
- Participation in environmental projects and innovation challenges.

ENVIRONMENTAL AND SUSTAINABILITY INITIATIVES

- Establishment of school gardens and tree-planting programmes.
- Successful implementation of recycling and environmental conservation projects.

PARTNERSHIPS AND COLLABORATIONS

- Development of strategic partnerships with educational institutions, NGOs, businesses, and the Ministry of Education.
- Successful implementation of collaborative educational projects benefiting learners and staff.

SCHOOL CULTURE AND VALUES

- Promotion of respect, integrity, responsibility, and excellence as core school values - Resource persons from Arya Sabha Mauritius.
- Creation of a safe, inclusive, and child-friendly learning environment.
- Strengthened positive behaviour and character education programmes.

LOOKING AHEAD

The school remains committed to providing high-quality, inclusive, and innovative education that empowers every learner to reach their full potential. Future priorities include expanding digital learning opportunities, enhancing academic excellence, strengthening community partnerships, promoting student well-being, and continuously improving learning, and school facilities to meet the needs of future generations.

HUMAN RESOURCE DEVELOPMENT COUNCIL

HRDC's SKILLS INTERFACE

In line with its mandate to strengthen linkages between industry and the education and training systems, the HRDC organised a series of Skills Interface sessions during the financial year 2025/2026. These sector-specific platforms brought together employers, industry associations, education and training institutions, universities, and relevant public sector stakeholders to discuss current and emerging workforce challenges and identify practical solutions to address evolving skills needs.

The initiative seeks to foster closer collaboration between industry and training providers by identifying priority occupations, critical skills shortages, emerging competency requirements, and training priorities. It also provides an opportunity to review the alignment between industry demand and existing training provision, while promoting industry-led, demand-driven approaches to workforce development.

During the period under review, nine Skills Interface sessions were organised across strategic sectors of the economy as follows:

Date	Sector/Subsector
• 27 January 2026	Business Process Outsourcing (BPO)
• 03 February 2026	Medical Laboratories
• 20 February 2026	Care Homes
• 05 March 2026	Private Clinics
• 26 March 2026	Information Technology Outsourcing (ITO)
• 27 March 2026	Textiles
• 10 April 2026	Food Manufacturing
• 02 June 2026	Beverage Manufacturing
• 04 June 2026	Light Engineering and Precision Manufacturing

Skills Interface sessions organised during FY 2025/2026

Each Skills Interface followed a structured format comprising presentations on sectoral developments and workforce trends, updates from education and training providers on existing programmes and facilitated discussions among stakeholders. The exchanges focused on sector-specific workforce challenges, technological developments, critical skills gaps, training bottlenecks, and opportunities to strengthen work-based learning and industry participation in skills development.

Particular emphasis was placed on enhancing partnerships between employers and training providers and identifying flexible, modular and targeted training solutions to support both labour market entrants and the upskilling and reskilling of the existing workforce.

The findings and recommendations emerging from the Skills Interface sessions will serve as a basis for the design of future HRDC-supported training initiatives and contribute to the development of a more responsive, demand-driven and sustainable skills development ecosystem. The initiative also reinforces the HRDC's role as a facilitator of industry-led dialogue and collaboration, supporting the development of a skilled, adaptable workforce that enhances the competitiveness of key sectors of the Mauritian economy.

SCHOOL PLACEMENT PROGRAMME

The School Placement Programme is an ongoing initiative of the HRDC implemented in collaboration with the Ministry of Education and Human Resource and supported by both public and private sector organisations. The programme offers Grade 12 students the opportunity to undertake a two-week work placement during school holidays, providing them with first-hand exposure to real-world professional environments. Through this experience, students gain practical insight into the world of work, develop employability skills and are better equipped to make informed decisions regarding their future education and career pathways.

During the financial year 2025/2026, the School Placement Programme recorded increased participation from schools, students and host organisations, reflecting the growing recognition of the importance of early workplace exposure in supporting students' transition from school to the world of work.

To prepare students for their placements, the HRDC organised an orientation workshop on 03 November 2025 at the Mahatma Gandhi Institute, Moka. The session introduced students to workplace expectations and professional conduct while also encouraging them to adopt a proactive attitude, strengthen communication skills and recognise the importance of lifelong learning. The placements enabled participants to apply classroom learning in real work settings, interact with experienced professionals and gain insight into workplace culture.

Overall, the School Placement Programme continued to expand during the period under review. In Mauritius, 729 Grade 12 students from 61 secondary schools successfully completed placements across 45 host organisations, supported by 61 school mentors. In Rodrigues, 24 students from three secondary schools completed placements in 10 host organisations, further extending the programme's reach.

To recognise the successful completion of the programme, the HRDC organised a Certificate Presentation Ceremony on 14 May 2026 at the Mahatma Gandhi Institute Auditorium, Moka, and on 01 June 2026 at Le Recif Hotel, Caverne Provert, Rodrigues. These events celebrated the commitment of participating students and acknowledged the invaluable contribution of host organisations, school mentors and institutional partners whose continued collaboration has been instrumental to the programme's success.

LEAN MANUFACTURING CAPACITY-BUILDING PROGRAMME FOR EXPORT-ORIENTED SMEs AND MID-MARKET ENTERPRISES

As part of its commitment to strengthening enterprise competitiveness through skills development, the Human Resource Development Council, in collaboration with the Economic Development Board and the National Productivity and Competitiveness Council (NPCC), launched the Lean Manufacturing Capacity-Building Programme on 11 May 2026 under the HRDC's Sectoral Skills Development Scheme.

The programme is designed to enhance the productivity and competitiveness of exporting SMEs and mid-market manufacturing enterprises through the adoption of Lean Manufacturing principles and modern production practices. Based on the International Labour Organisation (ILO) SCORE methodology, the initiative combines capacity building with practical workplace implementation to support sustainable improvements in operational performance.

A total of 35 enterprises from key manufacturing sectors are benefiting from the programme. It commenced with a two-day training workshop on core Lean Manufacturing tools, followed by on-site coaching and implementation support for selected enterprises to facilitate the application of Lean practices. The initiative is expected to contribute to improved productivity, reduced operational waste, enhanced product quality, and the promotion of a culture of continuous improvement within the manufacturing sector.

DEVELOPMENT OF MICRO-CREDENTIAL FRAMEWORKS FOR THE HIGHER EDUCATION AND TVET SECTORS

The Human Resource Development Council is supporting the development of micro-credential frameworks for the higher education and TVET sectors through collaboration with the Higher Education Commission and the Mauritius Qualifications Authority.

The project aims to:

- establish a structured mechanism for the design and approval of micro-credentials;
- implement two pilot initiatives—one at the Higher Education level and one within the Technical and Vocational Education and Training (TVET) sector—based on selected micro-credentials;
- evaluate the pilot outcomes and refine the approval mechanism accordingly.

This initiative is expected to lay the foundation for a flexible, inclusive, and efficient skills development ecosystem, enabling the timely acquisition of job-relevant competencies. It will support the adoption of occupational and qualification standards through innovative qualification formats, underpinned by strong quality assurance principles and responsive, just-in-time learning models.

WORKSHOP ON “GOING FROM THE LAB TO THE FIELD USING MINIMAL BODY-WORN SENSING”

The workshop explored the application of minimal body-worn sensing technologies for movement analysis in real-world environments. Participants were introduced to the use of wearable sensors, inertial measurement units and advanced analytical techniques to monitor movement patterns and physical loading beyond laboratory settings. Practical applications presented included rehabilitation monitoring, musculoskeletal assessment, fatigue detection and data-driven healthcare solutions.

The workshop strengthened participants' understanding of the practical applications of wearable technologies, sensor systems and artificial intelligence in addressing real-world challenges. It also contributed to the objectives of the HRDC Artificial Intelligence Skills Development Support Programme by promoting knowledge transfer, fostering collaboration with international experts and enhancing competencies in emerging digital technologies that support innovation and digital transformation.

NATIONAL YOUTH CIVIC SERVICE PROGRAMME

The HRDC in collaboration with the Ministry of Youth and Sports and other stakeholders, continued to support the implementation of the National Youth Civic Service programme during the financial year 2025–2026. The programme forms part of the Government's commitment to youth empowerment by equipping young people with the knowledge, competencies and values required for active citizenship, employability and entrepreneurship.

The NYCS is a structured 12-week youth development programme designed for young people aged between 16–25 years. The programme adopts a holistic approach to personal development through interactive thematic sessions, teamwork, community projects, field visits, leadership activities, sports and recreational events. Participants who successfully complete the programme receive a stipend of Rs 5,000 funded by the HRDC.

During the financial year 2025–2026, an estimated 644 youths will be successfully completing the programme.

The programme has been successfully implemented in Rodrigues since 2020-2021, where it has become a flagship youth empowerment initiative. Furthermore, participation has been expanded to include young persons with disabilities in both Mauritius and Rodrigues, reinforcing the programme's commitment to inclusiveness.

NATIONAL SKILLS DEVELOPMENT PROGRAMME

The National Skills Development Programme (NSDP) is a flagship project of the HRDC which aims at training unemployed individuals in technical skills which are in high demand. Enterprises with vacancies apply to participate in the programme.

Trainees under this programme follow an MQA or HEC approved/accredited course combined with industrial placement at enterprise level. Training and placement are generally between 3 to 12 months. The focus is to train individuals for low to medium-skilled occupations for which enterprises have vacancies. The programme is targeted at individuals who have studied from Grade 9 up to Diploma level (NQF Level 6).

At the end of the training, successful candidates are likely to be offered a job with the participating enterprises.

SKILLS DEVELOPMENT SUPPORT PROGRAMME FOR ARTIFICIAL INTELLIGENCE

The Skills Development Support Programme for Artificial Intelligence (AI) was launched by the HRDC in early 2019, with the goal of addressing the critical need for AI talent in Mauritius. The programme aims to contribute to national innovation by building capacity in AI, creating a robust pipeline of skilled professionals, and supporting businesses in integrating AI applications and smart technologies through specialised training.

This umbrella scheme focuses on expanding and developing new AI-focused skills development programmes to ensure that the workforce is equipped with the necessary skills to drive the country's technological advancement. Through this programme, the HRDC is working to bridge the gap in AI expertise and enable the widespread adoption of AI across various industries. Since the launch of this scheme, 186 participants have successfully completed their training.

SKILLS DEVELOPMENT RESEARCH AND INITIATIVES

Recognising the evolving nature of the labour market and the growing influence of technological advancements on jobs and skills requirements, the HRDC continued to undertake research and strategic initiatives to identify current and emerging skills needs, assess workforce readiness and inform evidence-based skills development strategies.

During the period under review, the following studies and initiatives were conducted:

STUDY ON THE SKILLS NEEDS OF ENTERPRISES IN THE ADOPTION AND USE OF DIGITAL TECHNOLOGIES

The rapid advancement of digital technologies is reshaping the way industries operate, compete and grow. Such technologies are not only altering job roles and workflows but are also redefining required skills and competencies. To remain competitive and adaptable in this dynamic environment, enterprises must continuously align their workforce capabilities with the myriad of technological developments.

Against this backdrop, the HRDC conducted a study to assess the skills requirements of enterprises in relation to the adoption and use of digital technologies. An online survey was administered from January to June 2026, covering the following nine economic sectors:

- (i) Accommodation and food service activities;
- (ii) Agriculture, forestry and fishing
- (iii) Construction
- (iv) Education
- (v) Financial and insurance activities
- (vi) Information and communication Technology (ICT)
- (vii) Manufacturing (including textile)
- (viii) Wholesale & retail trade, repair of motor vehicles and motorcycles; and
- (ix) Human health and social work activities

The objectives of the study were to:

- understand the extent of digital technology adoption and usage across various economic sectors in Mauritius, and evaluate its impact on jobs, skills, tasks and competencies.
- identify both core technology jobs and those supported by technology.
- identify the core competencies required to support the adoption of digital technologies.
- identify core occupations that could be potentially automated and those gaining prominence due to digital disruption.
- assess the relevance of current training and education programmes in meeting enterprise needs in a digitally evolving landscape.
- inform policy recommendations and skills development strategies that support enterprise competitiveness and workforce readiness in the digital economy.

The findings of the study are expected to contribute to the development of policy recommendations and skills development strategies aimed at enhancing enterprise competitiveness and workforce readiness in the digital economy. The report will be disseminated to relevant stakeholders.

STUDY ON THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (GENAI) FROM EMPLOYEES' PERSPECTIVES

Generative Artificial Intelligence (GenAI) technologies are fundamentally reshaping job roles, tasks, and work processes across sectors, with significant implications for skills demand, workforce adaptability, and training systems. In this evolving context, evidence-based research is essential to support the development of responsive skills strategies and future-ready human capital for Mauritius. Against this backdrop, the HRD Council, at its meeting held on 27 May 2026, approved the undertaking of a National Study on Occupational Exposure to GenAI from the employees' perspective for both private and public sector employees.

The objectives of the study are to:

- assess the level of awareness, knowledge, and use of GenAI tools among employees across occupations and sectors;
- examine how GenAI is being integrated into workplace tasks and work processes within public and private sector organisations;
- analyse changes in skills requirements arising from the adoption of GenAI technologies in the workplace;
- identify the emerging competencies and skills perceived as increasingly important in GenAI-enabled work environments;
- assess employees' access to, and demand for, training related to GenAI and associated digital competencies;
- examine workers' perceptions regarding the future impact of GenAI on jobs, occupations, and work organisation;
- identify variations in GenAI exposure, adoption, and workforce impacts across occupations, sectors, organisation types, and enterprise sizes; and
- generate evidence-based insights to support workforce planning, skills development strategies, training provision, and policy dialogue on the future of work in Mauritius.

The study is expected to provide valuable insights into employees' experiences and perceptions of GenAI and its implications for the future of work. Its findings will contribute to strengthening skills development strategies and training provision, while supporting workforce readiness in an increasingly technology-driven labour market. The data collection exercise will start shortly.

DEVELOPMENT OF AN ACTION PLAN FOR THE ENHANCEMENT OF NATIONAL APPRENTICESHIP PROGRAMME

Following the research conducted by the HRDC on the enhancement of the National Apprenticeship Programme, the HRDC is collaborating with MQA and MITD for the development of an Action Plan for the enhancement of National Apprenticeship Programme.

SERVICE DIOCESAIN DE L'ÉDUCATION CATHOLIQUE

COMPRISING ROMAN CATHOLIC EDUCATION AUTHORITY
PRIMARY, SECONDARY AND TECHNICAL EDUCATION

RCEA PRIMARY SCHOOLS

INTRODUCTION

This annual report for FY 2025/2026 details the financial stewardship of budget granted by the Ministry of Education and Human Resource to the Roman Catholic Education Authority. By aligning our financial resources with our core educational goals, grants allocated were maximised to directly support student success, access to pedagogical programmes for integral development and in-service training programmes for staff. As we continue our mission, our commitment to provide equitable and quality education remains grounded in our core values.

MAJOR ACHIEVEMENTS AND SIGNIFICANT MILESTONES

PSAC Results 2025

After resit: 78.0 %

Child Safeguarding: Policy and Procedures for all Catholic schools

The Catholic Education Child Safeguarding Policy has three objectives. It aims at

- (i) providing guidelines to protect children and prevent abuse
- (ii) defining the school structures for the protection of Children in our schools
- (iii) describing the procedures for children who are suffering from abuse and the steps to be followed in case of allegation involving perpetrators outside or within the school community. The Policy Document is aligned with the Children's Act 2020.

Open days

It is considered as a pedagogical event to increase parental involvement in their children's education. Parents are invited to collect their ward's report book and discuss briefly with the respective educators about their children's academic performance.

Staff professional development

(i) **Pedagogical Conversation Series**

The main objective of the theme-based online pedagogical conversations is to create an ongoing collaborative community of practice where good practices are shared and discussed.

(ii) **"Teachers as Writers" workshop**

Organised jointly by the Mauritius Institute of Education and St Mary's University, Twickenham, London to develop the writing skills of the Educators and enhance classroom practice through writing experience.

(iii) **France Education International and Réseau Canop**

Développer la bibliothèque Scolaire et le plaisir de la lecture chez les enfants

(iv) **Monad Charity NGO**

Workshop for Support Teachers on Specific Learning Difficulties of children

(v) **MCCIBS**

Capacity Building Programme for RCA General Workers titled "Gestion des relations et du travail collaboratif".

KEY CHALLENGES ENCOUNTERED AND MEASURES TAKEN TO ADDRESS THEM

Indiscipline

There are more cases of indiscipline, bullying, ganging and out-of-control pupils. However, these actions are taken:

- (i) class wise meeting at the beginning of the year to reinforce school rules;
- (ii) reporting to the authorities (Family Support Services, Ministry of Education & Human Resource, Brigade pour la Famille);
- (iii) referral to the psychologist (Education);
- (iv) meeting with parents; and
- (v) talks by relevant authorities, mainly Crime Prevention Unit and Brigade pour la Famille.

Safety of staff on work premises

Parents are sometimes not collaborative and aggressive. This is becoming a Union issue. Safety and dignity at work should prevail. There is a need for policies and guidelines from Ministry of Education to ensure safety of staff on work premises.

Shortage of Staff

- (i) Deputy Headmasters are in charge of classes
- (ii) Hiring of Supply Teachers but very low interest in being Supply Teachers because of conditions of service.

Continuity in Teaching and Learning is hindered by the shortage of staff

At any moment of the academic year, new supply teachers are taken on board but without appropriate training.

Mental health of staff

Phenomenon of burn-out amongst teaching staff who are requesting leave or early retirement. Well-being sessions are organised.

Infrastructure: Maintenance and renovation

Regular maintenance is done because the school buildings are old. Major challenges are leaking roof requiring waterproofing, old electrical installations which have been renewed, painting which needs to be done, uplifting, renovation of toilets and so on lack of funds is always a major issue. Apart from the grants provided by the Ministry of Education, networking is done to find sponsors. The Yearly budget is Rs 20M while Grants Government is only Rs 7M.

Upgrading of IT facilities in schools

Renewal of computers in the computer rooms in three phases

100 computers were purchased in 2025. Agreed Grants from Government: Rs 4M Yearly for 2025/2026.

ANY NOTABLE INITIATIVES, PROJECTS OR SUCCESS STORIES

Religious Education and Intercultural Education curriculum is driven by the diocese wide Project Kléopas. The curriculum aligns closely with child development milestones while preserving the core Christian ethos of RCA schools. The focus is on deep exploration of biblical foundations, moral values, and spiritual awareness. As RCA schools welcome children of all religious backgrounds, Intercultural Education provides a dedicated space to celebrate and navigate this diversity. The focus is on the teaching of history, celebrations, traditions, and core values of the varied communities which form the Mauritian society.

Education à L'Affectivité et à la Sexualité

Education à L'Affectivité et à la Sexualité program purposefully shifts the focus from purely biological mechanics to the emotional, relational, and spiritual dimensions of growing up. The core objective is to guide children in developing a healthy, respectful understanding of themselves and their relationships with others within the pluralistic Mauritian context. The curriculum emphasises that sexuality is not just biological, but deeply tied to emotional maturity, respect, and human dignity. Young learners are equipped to identify unsafe situations, ensuring they know how to seek help from trusted adults within the school ecosystem if they feel threatened or confused.

Sponsored Feeding Projects

A sponsored feeding project goes far beyond basic nutrition. It directly impacts equity, classroom focus, and long-term learning outcomes. For children coming from vulnerable backgrounds, a reliable, nutritious meal at school is often the single biggest driver of consistent attendance and improved academic performance.

Enhanced Relationship and collaboration with NGOs for the integral development of the pupils and staff community

KONEKTE: Mental and Social Enterpris

Les Amis de Zippy (Grades 1 and 2) and **Les Amis de Pomme** (Grades 3 and 4) are evidence-based, international emotional literacy programs. Their primary mission is to systematically develop the psychosocial and emotional skills of young children, helping them navigate everyday difficulties. Pupils are taught to find positive solutions to daily problems rather than resorting to withdrawal or oppositional, aggressive behaviours; to identify, express, and safely manage complex feelings such as anger, sadness, jealousy, and anxiety; to promote empathy and constructive communication skills, to strengthen interpersonal skills.

Session de Bien - être and Gratitude work session Training primary educators in positive discipline techniques and psychosocial tools, which reduces classroom stress and shifts teaching from shouting to calm, instructional guidance.

Zippy at Home Extending the emotional vocabulary to the home via joint family activities and "Zippy at Home" sessions to create a cohesive developmental link between home and school environments.

Nurture Science

Is an innovative Mauritian NGO dedicated to introducing science education during the critical early childhood years through play-based and inquiry learning. It explicitly focused on introducing foundational scientific concepts to children starting as from Grade One. The initiative specifically targets children from all socio-economic backgrounds. By bringing hands-on science directly to underserved communities, they actively work to reduce educational gaps. By sparking natural curiosity and discovery early on, they aim to build a sustainable, long-term pipeline of future innovators and problem-solvers to address the island's sustainable development goals.

Monad Charity

Monad charity collaborates with the RCA schools with the aim of strengthening support for Children experiencing learning, developmental, behavioural, emotional or trauma-related challenges which may affect educational progress and well-being. Workshops were organised to help Support Teachers in identifying specific learning difficulties of the pupils.

Mauritian Wildlife Foundation

Conducts a series of interactive Educational Sessions on biodiversity and endemic species in Mauritius while raising awareness about the nature reserves. The activities aim to deepen Students' understanding and appreciation of their local Natural environment.

We-Recycle

Its primary school programme fosters environmental Stewardship around the 3Rs - Reduce, Reuse and Recycle - teaching pupils about pollution, waste sorting and sustainability and their role in keeping Mauritius clean.

Caritas-Soleil de L'Ouest

When collaborating with regional primary schools, Caritas Soleil de l'Ouest operates with a clear objective. The objective is to remove the material and social barriers that cause student absenteeism, school dropout, and academic failure. They support mainly through providing material and financial educational aid at the beginning of the academic year.

The Next -Art Factory

NextArt Factory, a non-profit social enterprise actively spearheads innovative initiatives designed to bridge the gap between children, literature, and Mauritian heritage. It collaborates with schools to set up or enrich school libraries and distribute books by Mauritian authors thus promoting "La Littérature Mauricienne".

Association Mauricienne de la Lecture (AML)

AML targets foundational literacy. Their Saturday interventions provide a structured, low-stakes environment that complements formal weekday teaching. They focus on different reading supports which help engage diverse learners who might feel disconnected from traditional textbooks.

People's Republic of China Embassy

Under its local community development and educational support outreach, the Embassy of the Republic of China in Mauritius provides donation of pupil furniture to primary schools to improve the learning environment.

US Embassy –Books donation

The US Embassy frequently supports English language literacy, STEM resources and socio environmental literature. These donations can significantly enhance local reading initiatives.

Action for Environment Protection

The **"Save Our Common Home"** initiative is deeply rooted in the principles of Pope Francis's *Laudato si'* encyclical and is a powerful framework for environmental education within the RCA schools in Mauritius. By mobilising young learners around concrete ecological actions, this initiative bridges values-based education with active environmental citizenship, perfectly aligning with local sustainability goals.

Vivo Energy

The Aquaculture initiative introduced by Vivo Energy in one primary school offers an incredible, hands-on opportunity for students. It perfectly bridges the practical science of sustainable food production with the values of ecological stewardship already championed by the Diocese of Port-Louis through initiatives like "Save Our Common Home."

Terrain Interactive Pedagogy Through Arts

Terrain Interactive Pedagogy Through Arts (TIPA)'s core mission is to empower vulnerable children to become active and engaged citizens in Mauritian Society. TIPA's Educational Model is based on three pillars namely Values, Interactive Pedagogy and Arts.

Fondation pour L'Enfance Terre de Paix

The foundation helps children grow physically, mentally and socially through Education Activities and tracking of their progress as they start school as early as the Nursery Stage. There is a follow up as they move to pre-primary and primary schools. Meetings with Educators are organised to solve any problems the pupils may face. 22 pupils from Flacq region benefit from the programme.

Open Mind

Open Mind operates a specialised therapeutic day-care center originally based in the St. Pierre/Moka region (located in Verdun). It is the first NGO in Mauritius completely dedicated to the psychological care, mental health support, and rehabilitation of children and adolescents experiencing emotional, behavioural, and developmental difficulties. Some of our students have been referred to OPEN MIND.

Other success stories

(i) **Capacity Building sessions organised by headmasters**

The Art of Tesol Teaching by Danielle Zelin-Jolly phonics Professional Trainer at La Visitation RCA.

(ii) **Capacity Building for parents**

Evening talks by Crime Prevention on use of mobile phones by children at St Jean Parish Hall organised by the school (Eugene Dethise RCA).

(iii) **Collaboration with the Anderson Charitable Foundation**

Setting up of school libraries, ITC lab and installation of class projector.

Awareness sessions

(i) **Crime Prevention Unit**

The Crime Prevention Unit (CPU) of the Mauritius Police Force works in close collaboration with primary schools, to deliver highly targeted sensitisation talks for upper primary school pupils (Grades 5 and 6) to focus on prevention (Substance Abuse Prevention), digital safety (dangers of internet and cyberbullying), civic responsibility (Juvenile delinquency and School Bullying) and Self Defence awareness (identify grooming and predatory behaviour).

(ii) **Action Familiale**

Action Familiale has long been officially mandated by the Ministry of Education and Human Resource to deliver specialised, talks based on values on affectivity and sexuality directly to upper primary school students (**Grades 5 and 6**) across the island. These school talks are designed to support pre-adolescents as they stand on the threshold of puberty, moving them away from confusion and toward self-respect and emotional maturity.

(iii) **KINOUETE**

Highlights the challenges faced by pupils whose parents are imprisoned. The sessions emphasised the importance of support, care and strategies to mitigate the negative effects of incarceration.

RCEA: PHOTOS OF SCHOOL ACTIVITIES AND SCHOOL FACILITIES

PEDAGOGICAL MATERIAL FOR READING AND WRITING

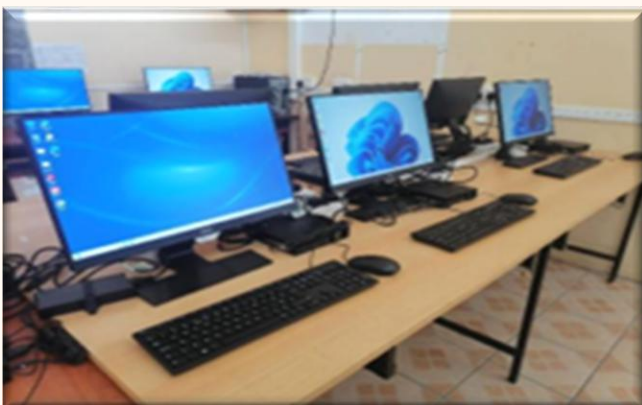


MOBILE CLASS LIBRARY



IT LITERACY

COMPUTER ROOM



ENVIRONMENT LITERACY FOR SUSTAINABLE DEVELOPMENT



SPORTS ACTIVITIES



SCHOOL EQUIPMENT



FREE LUNCH



INFRASTRUCTURE IMPROVEMENT

BEFORE



AFTER



MAURITIUS EXAMINATIONS SYNDICATE

Institutional Background

Established in 1984, the Mauritius Examinations Syndicate is the national examining body responsible for organising and conducting examinations and assessments at primary, secondary and post-secondary levels in Mauritius, and for awarding the corresponding certificates. Its remit spans the Primary School Achievement Certificate (PSAC), the National Certificate of Education (NCE) at the end of Grade 9, and, in collaboration with Cambridge University Press & Assessment, the School Certificate/GCE 'O'-level, IGCSE and Higher School Certificate/GCE 'A' -level examinations, as well as technical, vocational and professional examinations.

The organisation operates under the eight principles of good governance set out in the National Code of Corporate Governance for Mauritius (2016), and its work during 2024–2025 included the continued development of the National School Certificate assessment in Kreol Morisien at Grade 11, undertaken jointly with the National Examination Board and the University of Mauritius, and the development of the assessment framework, conditions, rules and specimen materials for Technology Education.

A significant institutional development affecting continuity of governance was the dissolution of the previous Board on 15 November 2024 and the constitution of the new Board on 22 September 2025. During this transitional period, matters requiring Board-level approval were referred to the Ministry of Education and Human Resource, with items subsequently submitted to the new Board for information. This transition has direct bearing on the pace of implementation of several of the goals set out below.

Goals, Targets, Achievements, Challenges and Measures by Strategic Pillar

The following six strategic pillars, as defined in the Strategic Directions and Implementation Framework, structure the goals and targets for 2025–2026 and the three-year period as a whole.

Enforcement of Security Measures and Governance Issues

Targets for 2025–2026

- Refurbish the strong room with modern racks and shelving systems for safer storage, organisation and retrieval of confidential examination materials.
- Review and strengthen security procedures governing access to restricted areas, including authorisation mechanisms, surveillance systems and regular security audits.
- Advance planning and clearance processes for a modern, state-of-the-art strong room.
- Reinforce internal financial controls, including segregation of duties, periodic reconciliations, enhanced transaction monitoring and regular internal audit reviews.
- Introduce tighter approval, monitoring and review procedures over overtime expenditure.

Progress / Achievements

- status of strong room: refurbishment works and racking installation put in place
- security audits and access-control mechanisms are being reviewed
- Continuity of governance oversight maintained through Ministry-level approval during the Board transition period (November 2024 – September 2025), with matters subsequently tabled to the newly constituted Board.

Challenges Encountered

- Absence of a modern, purpose-built strong room pending construction, requiring reliance on interim physical security arrangements.
- The 10-month gap between the dissolution of the previous Board and the constitution of the new Board constrained the pace of governance decisions requiring Board approval.
- Historical gaps in segregation of duties and overtime monitoring identified as areas requiring stronger internal control.

Measures Put in Place

- Interim administrative and physical security controls maintained pending completion of the state-of-the-art strong room, alongside advancement of design and clearance processes for the new facility.
- Referral of Board-level matters to the Ministry of Education and Human Resource during the transition period, ensuring continuity, with formal ratification by the new Board once constituted.
- Strengthened Finance Department controls introduced, including clearer segregation of duties, periodic reconciliations and regular internal audit reviews, together with stricter overtime approval and monitoring procedures.

Computerisation of Examination Processes

Targets for 2025–2026

- Progressively replace paper-based processes and manual forms with electronic systems across examination management.
- Enable online data capture, automated workflows and electronic document management for candidate registration, deployment of examination personnel, centre management, data collection and reporting.

Progress / Achievements

- New programmes developed in connection with candidate registration.

Challenges Encountered

- Continued reliance on legacy paper-based forms and manual processes across parts of the examination cycle, increasing the risk of manual processing errors.
- Integration of multiple examination administration functions (registration, deployment, centre management, data collection, reporting) into a coherent digital platform is a multi-year undertaking requiring sustained technical and change-management effort.

Measures Put in Place

- Phased rollout of integrated information systems to reduce paper documentation, improve accuracy and accessibility of information, and strengthen stakeholder communication.
- Digitalisation of operational processes

Training and Development of Staff and Examiners

Targets for 2025–2026

- Deliver structured training and professional development programmes across all organisational levels, covering leadership, technical competencies, customer service, IT, examination administration, financial management and governance.
- Provide training to examiners to ensure consistent application of marking schemes and quality-assurance standards.
- Progress the gradual implementation of electronic marking (e-Marking).

Challenges Encountered

- Ensuring consistent, uniform interpretation of assessment criteria across a large pool of examiners remains an ongoing quality-assurance challenge.
- Transition to e-Marking requires new technical competencies among examiners and adequate technical support infrastructure, both of which take time to build.

Measures Put in Place

- Structured, multi-level/in house training and professional development programmes rolled out for employees and examiners.
- Dedicated training and technical support provided to examiners to facilitate adoption of e-Marking, alongside quality-assurance mechanisms to safeguard marking accuracy and consistency during the transition.

Construction of a Science Laboratory for School Certificate Practical Examinations

Targets for 2025–2026

- Plan, design and construct a modern science laboratory meeting recognised health and safety standards for the administration of School Certificate practical examinations.

Progress / Achievements

- The project is at a current stage of planning as at 2025–2026

Challenges Encountered

- Reliance on available facilities for practical examinations pending completion of MES's own laboratory, limiting operational flexibility.
- Capital projects of this nature typically involve extended planning, budgeting and construction timelines that can span multiple programme years.

Measures Put in Place

- Progression of planning, design and construction activity for the laboratory, with compliance to recognised health and safety standards built into the design from the outset.

Improvement in Communication with the Ministry, the Public and Other Stakeholders

Targets for 2025–2026

- Develop more structured, proactive communication mechanisms with the Ministry of Education and Human Resource, schools, candidates, parents, examination personnel and the public.
- Improve dissemination of information via the website, digital platforms, circulars, information sessions and stakeholder forums.
- Strengthen stakeholder feedback mechanisms to better understand needs and expectations.

Progress / Achievements

- communication initiatives undertaken and stakeholder forums organised

Challenges Encountered

- Coordinating timely, accurate and accessible communication across a wide and varied stakeholder base places significant demands on internal communication capacity.
- Absence of previously well-established, systematic feedback channels limits visibility of stakeholder needs and expectations.

Measures Put in Place

- Development of structured communication protocols and expanded use of digital channels, circulars and information sessions to reach stakeholders in a timely manner.
- Introduction of stakeholder feedback mechanisms to support continuous improvement in service delivery.

Reinforcement of Infrastructure and Optimisation of Office Space and Parking Facilities

Targets for 2025–2026

- Assess and reinforce existing building infrastructure to ensure safety, functionality and sustainability of MES facilities.
- Review space utilisation to optimise office accommodation and create a more efficient working environment.
- Address parking constraints through improved management systems and designated arrangements.

Progress / Achievements

- New parking slots identified
- Space utilisation reviewed gradually

Challenges Encountered

- Growing volume and complexity of examination operations placing increasing pressure on existing office accommodation.
- Constrained parking facilities causing inconvenience to staff, examination personnel and visiting members of the public.

Measures Put in Place

- Assessment and reinforcement of building infrastructure, together with reconfiguration of workspaces and adoption of modern office management practices.
- Exploration of improved parking management systems and designated parking arrangements, alongside examination of long-term infrastructure development options to cater for future growth.

Cross-Cutting Challenges

Beyond the pillar-specific challenges above, two cross-cutting factors shaped implementation during the period under review:

- Governance continuity: the ten-month interval between the dissolution of the previous Board (15 November 2024) and the constitution of the new Board (22 September 2025) required interim reliance on Ministry-level approval for matters normally requiring Board decision, with a consequent backlog of items for ratification by the incoming Board.
- Data and reporting continuity: several targets above depend on data (e.g. numbers of candidates processed digitally, training hours delivered, laboratory completion status) that had not yet been consolidated into a formal report at the time this brief was prepared, underlining the importance of establishing regular in-year reporting against the Strategic Directions Framework.

Overall Measures Put in Place

Taken together, the measures introduced or progressed during the period reflect a consistent institutional response across the six pillars: reinforcing physical and administrative security pending capital works; tightening financial controls and oversight of overtime; advancing a phased digitalisation programme; investing in structured staff and examiner training, including for e-Marking; progressing the science laboratory project; formalising stakeholder communication and feedback channels; and reviewing infrastructure and space utilisation. Ministry-level continuity of oversight during the Board transition.

MAHATMA GANDHI INSTITUTE

The Mahatma Gandhi Institute was established in 1970 as a tribute to late Mahatma Gandhi. Its core mandate is to cater for the growing educational, academic and cultural demands of the country.

New Goals of the Mahatma Gandhi Institute

- Goal 1: Excellence in Teaching and Learning
- Goal 2: To enhance Research and Innovation
- Goal 3: To implement Pathways for Lifelong Learning
- Goal 4: To promote Digitalisation and AI Excellence
- Goal 5: Promotion of Culture
- Goal 6: Strategic Objectives for Internationalisation

The Mahatma Gandhi Institute works in collaboration with other institutions for the development of innovative short courses for in-service officers. There is also scope for greater community outreach in view of promotion and development in Asian Languages in multicultural contexts.

Main Achievements

1. Capacity Building

Foundational Course in AI for staff:

(i) Academics November 2025 and (ii) Administrative June 2026

2. Developing Blended Learning Courses

Training Programme for Academics September to November 2025 and May 2026

3. New Short Courses introduced in 2025

i. Appreciation of Mirza Ghalib Poetry

A short course on “An Appreciation of Mirza Ghalib Poetry” was launched in August 2025 by the Department of Urdu Studies and was run over a period of ten weeks.

ii. Murti-Making

The Department of Marathi Studies in collaboration with the School of Fine Arts developed a short course in Ganesh Murti-Making: Arts, Culture and Devotion.

4. Cultural Programmes

30 major cultural programmes have been mounted and performed by staff and students of the School of Performing Arts.

5. Contribution of the Mahatma Gandhi Institute in the Foundation Programme in Literacy, Numeracy and Skills

The FPLNS was launched by the Ministry of Education and Human Resource in January 2025 for Grades 7, 8 and 9 to replace the Extended Programme with the aim to improve employability of learners by developing their basic literary, numeracy and vocational skills. Academics of the MGI are involved in preparation of teaching materials for the FPLNS programme for Asian and Performing Arts.

6. Online Introductory Course in Asian Languages

2025 Seventeen (17) Students were awarded in Hindi, Marathi, Sanskrit and Modern Chinese

2026 Nine (9) Reels developed for advertising campaign on social media

7. Early Digital Learning Programme (EDLP)

(a) Digital content development 2025-2026

- 12 lessons submitted to Ministry of Education and Human Resource – Grade 6
- 12 lessons submitted to Ministry of Education and Human Resource – Grade 5

(b) Finalisation of the Professional Development Module 'Enhanced Teaching with EDLP

(c) Interactive Sessions with representative of EdCIL and E-Education Directorate with participation from Coordinators

8. Educational Video Production in Performing Arts

The Mahatma Gandhi Institute launched the Educational Video production (EVP) in Performing Arts in the 7 disciplines of Indian Music and Dance namely Kathak, Kuchipudi, Vocal Hindustani Music, Vocal Carnatic Music, Bharat Natyam, Tabla and Sitar. Videos have been conceptualised for Grades 7, 8 and 9 Students.

9. Pass Rate – MGISS, MGSSs and RTSS

Higher School Certificate: 91%

School	No. of Students Enrolled	No. of Students Passed	Percentage Pass (%) 2025
MGISS	160	154	96.3
MGSS Moka	55	45	81.8
MGSS Flacq	71	64	90.1
MGSS Solferino	60	52	86.7
MGSS Nouvelle France	61	51	83.6
RTSS	119	113	95.0
Total	526	479	91.06

Number of Laureates: RTSS 3 and MGSS Moka 1

Students ranked after Laureates:

 MGISS-6, MGSS Moka-1, MGSS Flacq-1, MGSS Nouvelle France-1 and RTSS- 55
School Certificate: 94%

School	No of Students		% Pass
	Enrolled	Passed	
MGISS	167	167	100.0
MGSS Moka	73	67	91.8
MGSS Flacq	76	71	93.4
MGSS Solferino	76	70	92.1
MGSS Nouvelle France	58	46	79.3
RTSS	76	75	98.7
Total	526	496	94.3

National Certificate of Education (NCE) Results 2025

Schools	No. of Students who sat for NCE Examinations 2025		Overall Percentage Pass (%)
	No of Boys	No of Girls	
MGSS Moka	75	73	100.0
MGSS Flacq	79	71	97.3
MGSS Solferino	68	50	97.5
MGSS Nouvelle France	89	64	98.7
RTSS	87	93	99.4

10. Opening of Gandhian Basic School

The Gandhian Basic School (GBS) was established in 1984 to cater for needy students. The school was revamped in 2026 and currently delivers courses in the Foundation Programme in Literacy, Numeracy and Skills (FPLNS).

Key Challenges

SN	Key Challenges	Strategies
A	Achievement of Degree Awarding Status of MGI is being delayed.	The Mahatma Gandhi Institute has requested for approval from the Parent Ministry and the Ministry of Tertiary Education, Science and Research for the MGI Act (2002) to be amended and to favourably consider the grant of Degree Awarding status to the Mahatma Gandhi Institute.
B	Lack of Visibility for MGI Course	(a) Dedicated Marketing Budget Allocation (b) Communication Strategy (c) Digital Advertising Policy (d) Outsourcing Policy for Creative Work (e) Data-Driven Decision Policy
C	Decreasing enrolment of Tertiary Students	• Development of Micro credentials • Development of new programmes responding to employment market needs • Internationalise MGI course by: - Partnering with foreign Universities for collaborative learning - Developing Online International courses and Massive Open Online Courses (MOOCs) • Establishing of Recognition of Prior Learning (RPL)
D	Persistent Financial Constraints	• Sustain activities and programmes through sponsorship • Increase revenue generating activities
E	Continuous evolution of Digital Technologies	• Capacity Building • Constant upgrading of skills • AI CISCO Training for MGI Students and Academics
F	Rising competition from other online sources of Learning in MGI's areas of expertise	• Potential collaborations and Memoranda of Understanding with other Universities • Create broader and more flexible learning pathways • Expansion of e-learning and digitisation of modules

THE RABINDRANATH TAGORE INSTITUTE

The Rabindranath Tagore Institute (RTI) is a corporate body, set up under the Rabindranath Tagore Institute Act No 48 of 2002. The Institute has been operating under the purview of the Ministry of Education and Human Resource and the Higher Education Commission to promote, consolidate and disseminate Indian Culture and Traditions and furthers the progress of education and culture in general. The Institute is committed to the principles of good governance which includes ethical practices, risk management, transparency and accountability.

OBJECTS OF THE INSTITUTE

The Rabindranath Tagore Institute was set up as a body corporate, by the Rabindranath Tagore Institute Act No. 48 of 2002 which was passed through the National Assembly on 21 December 2002. The objects of the Institute are: -

- (a) to establish, as a tribute to Rabindranath Tagore, a Centre of studies of Indian culture and traditions; and
- (b) to promote education and culture generally.

THE GOALS OF THE RABINDRANATH TAGORE INSTITUTE

- **Goal 1:** To be a nationally and regionally valued Centre of Learning in the Arts, “where the mind is led forward by thee into ever- widening thought and action”
- **Goal 2:** To be a vibrant meeting place for the practice of arts, craft and heritage, “where the mind is allowed to stumble upon cascades of emotion and where the surprise of creative exchange comes out of the tireless striving towards perfection”
- **Goal 3:** To become a Centre for Research in Diaspora and Transnational Communities “where the clear stream of reason” meanders across the “mutual interconnectedness” of “a world not broken up into fragments by narrow domestic walls”
- **Goal 4:** To produce an imaginatively designed and a humane environment where human, financial and infrastructural resources meet needs
- **Goal 5:** To encourage Community Outreach

KEY CHALLENGES

- To ensure complete education resilience to such extrinsic factors such as pandemics and heavy rainfall.
- Online education has emerged as an immediate alternative to the traditional tertiary education system. The challenge is to adapt to changing demands.
- The sustainability of non-formal courses such as hobby courses in Yoga, Ramayana Chanting, Folk Dance and Folk songs, Harmonium and Guitar has been a major challenge.
- Education is an essential driver of economic and social development and RTI has to formulate strategies to stay competitive.
- New strategies have to be devised to attract new clientele.
- Upgrading of existing infrastructure and recruitment of additional human resource to ensure excellence in teaching and learning.

STRATEGIC DIRECTION

- To develop Diploma and Degree programmes of studies in emerging areas of study.
- To increase access nationally and internationally.
- To provide an efficient and stimulating learning environment.
- To provide a platform for a range of artistic, cultural and intercultural events and activities in line with Tagore's philosophy of festivals.
- To empower teaching and non-teaching staff with the necessary skills and competencies to enable them to better adapt to changes.
- To promote culture through the lenses of cinema.
- To continue to upgrade infrastructure to service staff, students and community.
- To increase the visibility of the Institute.

MAIN ACHIEVEMENTS

Degree Programme of Studies -Academic Year 2025/2026

Programme of Studies	Year	No of students
BA (Hons) Film Production (Full-Time)	2	2

Students enrolment Academic Year 2025/2026

The Rabindranath Tagore Institute started classes for new batches of Certificate Courses in Harmonium, Ceramic and Pottery and Hobby Courses in Yoga and Ramayana Chanting in Academic Year 2025/2026.

The students' enrolment are as follows:

Programme of Studies	Year	No of students
• Certificate in Ceramic and Pottery	2 Years	15
• Certificate in Harmonium (RTI Batch)	2 Years	30
• Certificate in Harmonium (MGI Batch)	2 Years	19
• Hobby Course in Yoga	6 months	35
• Hobby Course in Ramayana Chanting	6 months	15
Total		114

On-the-spot Drawing and Painting Competition

To mark the 165th Birth Anniversary of Rabindranath Tagore, the RTI organised an On-the-Spot Drawing and Painting Competition on Friday 24 May 2026 for students of Grades 7 to 10 from all Zones (State Secondary School) and Mahatma Gandhi Secondary Schools. The competition was highly successful with the participation of 225 students.

18th Tagore Memorial Lecture

The 18th Tagore Memorial Lecture was organised on Monday 01st June 2026. The lecture was entitled: "on Tagore" and was delivered by His Excellency, Mr. Dharambeer Gokhool, G.C.S.K, the President of the Republic of Mauritius.

THE INSTITUTE OF TECHNICAL EDUCATION AND TECHNOLOGY

The Institute of Technical Education and Technology (ITET) advances relevant, inclusive and competency-based technical and technology education. During 2025–2026, ITET focused on school outreach, curriculum consultancy, institutional registration, AI skilling, operational consolidation, the submission of Winter Short Courses to MQA and staff capacity-building, while strengthening its operational base at the Beau Vallon Technical Education Centre.

GOALS/TARGETS AND ACHIEVEMENTS

09/06/2025 to 03/09/2025	School outreach	Increase awareness of technical and emerging technology pathways among secondary students.	During the second and third terms of 2025, ITET reached 33 secondary schools and 1,833 students. The outreach sessions covered artificial intelligence, renewable energy, smart agriculture, financial technology, drone systems, smart buildings, smart environment and engineering.
23/07/2025	Registration as a Training Institution	Secure registration of ITET as a recognised training institution.	ITET was registered by the Mauritius Qualifications Authority (MQA) as a Training Institution at Royal Road, Beau Vallon, on 17 November 2025. The registration is valid until 22 July 2028.
12/11/2025 to 11/12/2025	AI skilling	Train more than 3,000 officers from the education sector.	From November to December 2025, eight sessions of 'Embracing Artificial Intelligence and Technological Change in Education' were delivered. Attendance reached 3,316 participants, exceeding the programme objective.
09/02/2026	Relocation and operational consolidation	Consolidate ITET's administrative operations at the Beau Vallon Technical Education Centre.	In February 2026, ITET's Head Office was relocated from Ebène to the Beau Vallon Technical Education Centre, strengthening institutional readiness and supporting the consolidation of operations at the Centre.
17/06/2026 to 19/06/2026	Staff development	Strengthen communication, engagement, emotional intelligence and teamwork.	A three-day professional development programme was conducted from 17 to 19 June 2026.
25/06/2026	Winter Short Courses	Develop practical short courses for delivery during the winter school holidays and obtain the required regulatory approval.	In June 2026, ITET submitted four Winter Short Courses for accreditation to the Mauritius Qualifications Authority (MQA): Graphic Design Fundamentals, Personal Skills Development, Computer Assembly and Networking, and Creating a 2D Computer Game.
29/06/2026	Human Resource Empowerment	Promote a positive work environment through improved communication, collaboration, trust, and team engagement.	A professional development programme aimed at strengthening communication, employee engagement, emotional intelligence, and teamwork, followed by a team-building programme held on 29 June 2026.

CHALLENGES, MEASURES AND STRATEGIX DIRECTION

One of the key challenges encountered was operational capacity, as the expansion of the Institute of Technical Education and Technology required suitable premises, training spaces, equipment, systems, and administrative support. To address this, ITET secured MQA registration as a Training Institution at Royal Road, Beau Vallon. Head Office operations were consolidated at the Centre, while planning continued for the development of workshops, offices, services, equipment, and connectivity.

FUTURE PROJECTS AND PLANS

The Institute of Technical Education and Technology (ITET) has planned a range of future projects and initiatives aimed at expanding its training portfolio and providing learners and the wider community with relevant, practical, and industry-oriented skills. The planned initiatives include programmes for middle-aged adults, nationwide summer school holiday programmes, and National Certificate Level 3 award courses.

COURSES FOR MIDDLE-AGED ADULTS

ITET plans to introduce short courses specifically designed to support middle-aged adults in developing practical skills for everyday life, digital independence, entrepreneurship, and financial awareness. The proposed courses include: **Digital Confidence for Everyday Life, Staying Safe and Banking Smart, AI and Modern Technology, Setting Up Your Business, and Financial Planning.**

NATIONWIDE SUMMER SCHOOL HOLIDAY PROGRAMME

ITET plans to organise a Nationwide Summer School Holiday Programme providing students with meaningful learning opportunities during the school holidays. The programme will focus on developing practical, technical, creative, digital, and personal skills. Proposed courses include: AI Essentials, Computer Assembly, Cybersecurity, E-Commerce, Graphic Design, hospitality, Import, Warehousing and Customs Logistics, Soft Skills, Emerging Technologies, and Smart Agriculture.

NATIONAL CERTIFICATE LEVEL 3 AWARD COURSES

ITET also plans to start delivering the following National Certificate Level 3 (NC Level 3) award courses as from January 2027:

- National Certificate Level 3 in Digital Technologies
- National Certificate Level 3 in Shipping, Logistics and Customs Operations
- National Certificate Level 3 in Visual Arts and Design Foundations
- National Certificate Level 3 in Digital Workplace Skills and AI Support
- National Certificate Level 3 in Digital Risk Management and Cyber Support

Overall, these initiatives are intended to expand ITET's training provision, respond to emerging industry and community needs, enhance digital and employability skills, and create accessible pathways for lifelong learning, further education, and employment.

THE MAURITIUS INSTITUTE OF TRAINING AND DEVELOPMENT

Mauritius Institute of Training and Development is a body corporate established as per the Mauritius Institute of Training and Development Act 2009. As per Proclamation No. 30 of 2009, the Mauritius Institute of Training and Development (MITD) came into operation as from 16 November 2009. The institution was declared “approved service” under General Notice No. 2236 of 2009.

The objectives of the Institute are to:

- (a) promote excellence in technical and vocational education and training;
- (b) promote research and enhance knowledge in technical and vocational education and training;
- (c) increase access to technical and vocational education and training through the setting up of training centers;
- (d) promote exchange programmes and courses with other institutions in technical and vocational education and training; and
- (e) assist in the apprenticeship of persons who are or will be employed in commercial, technical and vocational fields.

ACHIEVEMENTS

The Mauritius Institute of Training and Development continued to advance its mandate of developing a skilled, adaptable and employable workforce during the period July 2025 to June 2026.

TRAINING AND SKILLS DEVELOPMENT

During the period under review, 4961 trainees were enrolled in various full-time Award Courses delivered under the Apprenticeship mode.

In addition, 4,244 trainees enrolled in a diverse range of programmes delivered through non-award short courses, offering greater flexibility and accessibility to individuals seeking to enhance or diversify their skills.

The effectiveness of MITD’s training programmes is reflected in its strong employment outcomes. During the reporting period, 76.6 % of MITD trainees secure employment within six months of completing their courses. A significant proportion of trainees also pursued further professional development by progressing to higher-level qualifications, thereby contributing to a culture of lifelong learning and continuous skills enhancement.

**Level/Number of full Time Courses offered and Number of
Persons Trained for the period July 2025 to June 2026**

Courses Level	No. of Courses	Number of Trainees		
		Male	Female	Total
National Certificate Level 2	6	1031	421	1452
National Certificate Level 3	26	1373	528	1901
National Certificate Level 4	23	355	131	486
National Certificate Level 5	3	74	55	129
Brevet de Technicien	4	505	12	517
Diploma/National Diploma	5	259	119	378
Higher National Diploma	2	59	39	98
Total	69	3656	1305	4961

The MITD has remained steadfast in its commitment to empowering individuals, strengthening employability and contributing to Mauritius' socio-economic development through skills development, technical and vocational education, and lifelong learning.

CHALLENGES

Addressing Skills Shortages

One of the main challenges confronting the Technical and Vocational Education and Training (TVET) sector in Mauritius is the persistent shortage of suitably trained labour across several key sectors of the economy. These include hospitality, construction, textile and apparel, retail, and healthcare, among others.

Being the country's main public provider of TVET, the MITD has a pivotal role to play in developing a skilled and industry-responsive workforce capable of meeting evolving labour-market requirements.

The institute is responding by expanding training centres, increasing access to training, encouraging female participation, introducing programmes for school leavers, and supporting disadvantaged groups.

Attracting Young People to the Technical and Vocational Education and Training

Another challenge remains the attraction and retention of young people within the TVET sector. Recognising the importance of positioning vocational education as an attractive pathway for education, employment and career progression, the MITD has undertaken a range of measures to enhance the quality, relevance and attractiveness of its training provision.

The MITD is working to make vocational education more attractive by modernising facilities, improving teaching methods and materials, strengthening industry partnerships, and developing employability and life skills. The expansion of the National Apprenticeship Programme has also helped school leavers transition into employment and contributed to increased youth enrolment in TVET programmes.

Looking ahead, the Institute remains firmly committed to anticipating emerging skills needs, empowering individuals and contributing to a resilient, productive and future-ready workforce for Mauritius.

WORLD HINDI SECRETARIAT

BACKGROUND

The **World Hindi Secretariat (WHS)** was established following resolutions adopted and reiterated at various World Hindi Conferences held in Nagpur (1975), Mauritius (1976), New Delhi (1983), Mauritius (1993) Port of Spain and Trinidad and Tobago (1996). The Government of India proposed the establishment of the WHS in Mauritius, and a Memorandum of Understanding was signed between the Government of India and the Government of Mauritius on 20 August 1999 for this purpose.

The Secretariat had been symbolically functioning as a unit under the Ministry for several years. The World Hindi Secretariat Act (2002) was enacted by the Parliament of Mauritius on 16 November 2002, providing for its establishment and management. On 21 November 2003, a bilateral agreement was signed between the Governments of Mauritius and India to promote Hindi as an international language and to support its recognition as an official language of the United Nations. The World Hindi Secretariat officially commenced its operations on 11 February 2008 in a rented building and in 2018 the WHS shifted to its new headquarter situated at Independence Street, Phoenix.

ACHIEVEMENTS

Publications

Two annual magazines namely Vishwa Hindi Patrika 2025 (Research Magazine) and Vishwa Hindi Sahitya 2025 (Literary Magazine) were published. Also, four quarterly newsletters - issue September 2025, issue December 2025, issue March 2026 and issue June 2026 were published. These magazines helped to encourage continuous research and creative writing in the field of Hindi.

Activities organised at National level

Four activities were organised at national level namely Writers' Meet, National Hindi Song Competition and World Theatre Day celebrations. The objective was to promote the culture of reading Hindi books, to provide an appropriate platform for Hindi writers to showcase their writings and to promote Hindi through the art of singing and drama.



Activities organised at international level

Six events were organised at international level such as One Day International Seminar on 'Hindi Song and Ghazal' in the context of Music Day, One Day International Kavi Sammelan, One Week International Workshop on 'Acting and Staging' in the context of Music Day, Two Days International Conference on 'Teaching of Hindi: Innovation and Possibilities' in the context of World Hindi Day, International Writers Meet and One Day International Seminar on 'Teaching & Learning of Hindi Poetry' in the context of Foundation Day. Meaningful and constructive discussions were held during the conference and seminar and rigorous training of drama artists took place during the workshop.

International Competitions

Five international competitions were organised on different occasions namely:

- International Hindi Song Competition
- International Hindi Dialogue Competition
- International Hindi Writing Competition
- International Hindi Elocution Contest
- International Hindi Play Competition

The increase in the number of international competitions has enhanced the motivation of speaking and writing Hindi, especially among the youth.

Exhibitions

Two exhibitions were organised as follows in

- January 2026 on Hindi poems based on the history of Girmitiya
- February 2026 on the poems of Surdas, Pant, Nirala and Mahadevi

The poems were displayed in a visually appealing way along with paintings in order to attract the attention of the students of Hindi literature.

Updating of the WHS database

The WHS database consists of the life and works of Hindi scholars, Hindi writers and Hindi promoting institutions. The WHS database was continuously updated to underline the achievements of Hindi scholars, writers, and institutions.

Collaboration with Hindi promoting organisations

The WHS has been collaborating with other Hindi promoting institutions both at national and international levels to provide necessary support in the organisation of Hindi related activities. Effective networking was carried out with the global Hindi community to ensure better participation in Hindi activities.

COLLABORATION WITH THE RAJIV GANDHI SCIENCE CENTRE

The Centre organised a wide range of science, technology, education and outreach activities targeting students, teachers and the general public. As part of its school competition programme, the Centre organised three competitions between January and June 2026:

- i. Science Quest 2026 – This project-based science competition involved 86 projects from 47 schools, with a total of 344 secondary school students participating.
- ii. Model Glider Competition – This aeromodelling competition comprised workshops, preliminary rounds and a final. It attracted 95 teams, comprising 475 students from 71 secondary schools.
- iii. Deba Klima – This inter-school debate contest on climate change and involved 147 secondary school students from 49 schools, with one team representing each participating school.



THE NATIONAL SCIENCE WEEK

The Centre also organised National Science Week, featuring exhibitions and thematic parallel activities in both Rodrigues and Mauritius. The event was held in Rodrigues from 4 to 8 May 2026, reaching approximately 4180 students and members of the public. In Mauritius, National Science Week was held from 1 to 5 June 2026 and attracted approximately 10000 students and members of the public.

HANDS ON WORKSHOPS AND SCIENCE ACTIVITIES FOR STUDENTS AND TEACHERS

- i. American MAKER Space- Young Makers Programme and Maker Space Education Programmes – These programmes covered STEM activities, educational consultation and related educational materials, reaching approximately 900 primary and secondary school students during the period from July 2025 to June 2026.
- ii. Hands-on Workshop at SSR Botanical Garden held on 14 April 2026, with 30 secondary school students attending the session.
- iii. Teacher Training Workshop for the Early Childhood Care and Education Authority held on 26 June 2026 and involved 60 pre-primary teachers.

CAREER GUIDANCE AND SCIENCE SHOWS

The Centre continued its outreach activities during the period from July 2025 to June 2026 with approximately 735 secondary students through the career guidance sessions, while approximately 950 students and members of the public participated in science shows.

SKY OBSERVATION EVENTS

Approximately 4,600 members of the public attended the different events to observe planets and the Moon through the Centre's telescopes. A total of eight sky observation events were organised between July 2025 and June 2026.

COLLABORATIVE EVENTS

The Centre continued to strengthen its collaboration with local and international partners through a number of joint activities. These included:

- Days of Robotics, organised in collaboration with the Russian Embassy from 17 to 19 November 2025, which reached approximately 300 students and members of the public.
- A lecture by Anton Yurmanov, held in collaboration with the Russian Embassy in February and March 2026, which was attended by 150 secondary students and 100 educators and scientists.
- A Climate Change Workshop for Educators, organised in collaboration with the MCB and Dr François Gemenne of the IPCC.
- The Signing of a Memorandum of Understanding (MoU) and Seminar, organised in collaboration with JSS Academy.
- The US Speaker Programme, featuring Jim Adams and organised in collaboration with the US Embassy with 200 secondary students.
- Women in Engineering: Engineering Intelligence, organised in collaboration with the Institution of Engineers, which was attended by approximately 150 secondary students.

PART IV : WAY FORWARD

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

KEY CHALLENGES

Some key challenges which the Ministry faces are:

- ✎ sustaining the effort to improve the quality of performance attainment of students at the end of primary and secondary education;
- ✎ strengthening the endeavour for secondary school students to choose Science, Technology, Engineering and Mathematics (STEM) – related subjects;
- ✎ reducing the work readiness gap through the alignment of the curriculum at the upper secondary level as per the needs of the economy;
- ✎ creating pathways for learners completing secondary education cycle;
- ✎ bringing a blend of academic and technical streams;
- ✎ capacity-building and training of Educators at both pre-service and in-service levels;
- ✎ further building the ability of Educators and Heads of schools to monitor, accompany and address cases of students experiencing academic difficulties.
- ✎ strengthening the ability of schools to address cases of indiscipline and bullying, including, cyberbullying;
- ✎ increasing research to support development in education, including basic education;
- ✎ securing finance to fund projects and for the provision of furniture for schools;
- ✎ real time information for policy decisions;
- ✎ connecting learners during school closures;
- ✎ review and updating of Schemes of Service: Continuous need to revise and update Schemes of Service across different grades to ensure alignment with evolving educational needs, sectoral reforms, and workforce expectations; and
- ✎ career alignment for Support Teachers: Integration of Support Teachers, previously operating as a stand-alone grade, within the cadre of Primary School Educators to establish a structured and transparent career progression pathway.

TRENDS

- ✎ Consolidation of foundational learning
- ✎ Upgrading qualifications and availability of professionally trained Educators at all levels
- ✎ Broadening technical education right from the secondary level
- ✎ Promoting environmentally sustainable practices and integrate circular economy principles into technical and vocational education
- ✎ Aligning technical and vocational education with emerging industry needs
- ✎ Promoting social and emotional well-being of learners
- ✎ Strengthening quality assurance mechanisms at all levels
- ✎ Upgrading of educational facilities
- ✎ Strengthening support to students from vulnerable backgrounds
- ✎ Developing a Science and Technology Strategy
- ✎ Working on the integration of AI in all education sub-sectors
- ✎ Expand reliable digital infrastructure, connectivity, and access to devices for schools
- ✎ Build a digitally competent teaching workforce through continuous trainings
- ✎ Promote responsible technology use, online safety, cyber wellness, and digital ethics.
- ✎ Strengthen collaboration with local and international organisations
- ✎ Setting up of a dedicated institution for curriculum research and development for pre-primary, primary and secondary education subsectors
- ✎ Career alignment for ICT Support Officers: Measures have been undertaken to integrate ICT Support Officers, initially created as a stand-alone grade, within the broader education cadre (notably Primary School Educators) to provide a clear and structured career path
- ✎ Qualification Framework for Secondary Educators: Entry qualifications and requirements for Educators (Secondary) were reviewed to ensure a sustainable supply of competent human resources to meet sectoral needs
- ✎ Capacity-Building and Professional Development: Strengthening training and upskilling opportunities for Educators and educational staff, with particular emphasis on the effective implementation of the Foundation Programme in Literacy, Numeracy and Skills.

STRATEGIC DIRECTION

Strategic Direction	Enabler
Consolidate foundational learning	▪ Improve the pre-primary school ecosystem which supports learners' development. ▪ Enhance the qualification level of teaching staff and improve the teacher-pupil ratio in pre-primary schools.
Build and sustain the resilience of the education system in the delivery of all-inclusive, equitable and quality education to learners	▪ Review the pedagogical model and electronic platform for online teaching and learning to enhance the use of collaborative applications for more effective and efficient remote teaching during temporary closures of schools. ▪ Enhance schools' network and connectivity. ▪ Consolidate the development of high-quality e-content across the subsectors. ▪ Regular sharing of best practices and innovative pedagogies through the Professional Learning Communities. ▪ Stimulate the immersion of technology in school settings.
Enhance technical and technology education as a viable pathway to meet the present and future skills needs of the economy	▪ Seek further international expertise in benchmarking practice with established standards in the provision of technical education. ▪ Develop and implement a capacity-building development plan for educators to ensure proper implementation of a competency-based curriculum. ▪ Improve existing infrastructure and resources with a view to enhance delivery of technical education. ▪ Establish opportunities and pathways for learners to engage and pursue studies in Technical and Technology Education. ▪ Develop Technical Education Programmes and curricula in partnership with industry.
Healthy and supportive environment which promotes physical, mental, and emotional well-being for all learners within the school community	▪ Consolidate the ecosystem of counselling for learners. ▪ Network with relevant stakeholders to promote a holistic approach to strengthen the Home/ School/ Community Linkage. ▪ Create a supportive school environment that includes access to mental health resources, implement wellness programmes, foster positive relationships, and provide platforms for open communication and emotional expression. ▪ Broaden the scope of policies for the inclusion of SEN learners across all education subsectors. ▪ Strengthen capacity building of staff to ensure physical, mental and emotional wellbeing of learners. ▪ Enhance the reporting system of absenteeism and the student tracking system for the early identification of dropouts and the provision of support services.
Human Resource Development	▪ Ensuring an inclusive education system and the development of a productive and knowledgeable human resource base. ▪ Fostering skills and competency based development to support national socio-economic growth. ▪ Aligning the education and training systems with labour market needs, enhancing quality and leveraging emerging technologies.

MESSAGE FROM THE EDITORIAL TEAM

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” – Malcolm X. It is indeed an immense pleasure for the Editorial Team to be associated with the publication of the 2025/2026 **Annual Report** which serves as the perfect platform to showcase the achievements of the Ministry. The Ministry of Education and Human Resource continues to advance the education agenda in the interest of the citizens, partners and institutions. Our sincere appreciation goes to the Honourable Minister and the Senior Chief Executive for the commendable work they are doing to inspire all and for the opportunity they have given to the team for this assignment. When leadership inspires potential transforms into progress as it continues to shape minds and touch the future of students beyond school premises.

This publication reflects the dedication to lifelong development, echoing the philosophy that the beauty about learning is that no one can take it away from you. Ultimately, this report bears a testimony to that preparation proving that **we are not just educating individuals; we are building our nation’s future and creating other leaders.**

Without any doubt, bringing this publication to light required every section to contribute to its fruition. As noted by global leadership, knowledge is power, information is liberating, and education is the premise of progress in every society. The success of the 2025/2026 Annual Report is hinged entirely on the unwavering support of the Senior Chief Executive, Permanent Secretary, Chief Technical Officer, Directors and supporting staff.

A massive thanks to the commitment of the whole Editorial Team for the tremendous effort we deployed for this timely submission.

TRUE EXCELLENCE IS A COLLABORATIVE JOURNEY AND TOGETHER WE HAVE PRODUCED THIS REPORT



Editorial Team: Mrs S. Mohesh, Mr R. K. Aukhojee, Mr S. Oodit, Mrs E. Hungsraz, Mrs B. Y. Dedaur, Mrs S. Boolaky, Mrs S. Roopowa Chooah

**The Senior Chief Executive
Ministry of Education and Human Resource
MITD House, Pont Fer, Phoenix, Republic of Mauritius
Telephone No.: (230) 601 5200, Fax No.: (230) 6989627,
E-mail: moesceoffice@govmu.org**

30 September 2026