



REPUBLIC OF MAURITIUS

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

**ANNUAL REPORT
2019-2020**

October 2020



INTRODUCTION

In line with the requirement of the Finance and Audit Act which was amended in March 2015, the Ministry of Education, Tertiary Education, Science and Technology has prepared its fourth Annual Report on Performance for the fiscal year 2019/20.

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

This report gives an overview of the Ministry's main roles/functions, achievements and evaluates its key actions, major projects, programmes and measures planned for the year. It also provides a Statement on the revenue and expenditure for the financial year 2019/20.

The structure of the Annual Report is as follows:

Part I: About the Ministry

Part I sets out the Vision, Mission, overview of the Ministry, its roles and functions including that of the major agencies under the purview of the Ministry, and a Gender Statement.

Part II: Achievements & Challenges

Part II contains the major achievements, status on the achievements of budget measures and key actions for the Financial Year 2019/20. It also includes an Implementation Plan giving the Status of Actions taken and planned on the Comments/Recommendations of the Director of Audit on the examination of accounts and records for year 2018/19.

Part III: Financial Performance

Part III provides the financial highlights for the year, an overview of major changes in Financial Year 2019/20 and statements of revenue and expenditure.

Part IV: Way Forward

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

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**Statement from the Hon. Vice-Prime Minister,
Minister of Education, Tertiary Education, Science and Technology**



The Ministry of Education, Tertiary Education, Science and Technology has the second largest share of the national Budget of Mauritius and that, in itself, calls for a commensurate fit between the expenditure incurred and the deliverables. I accordingly welcome this platform as an opportunity to present the fourth Annual Report on the accomplishments of my Ministry as part of the accountability and information-sharing drive.

To say 2020 has been a watershed year for the world as a whole, for the country in general and for the Ministry in particular would be an understatement. The onset of the Covid-19 pandemic, its relentless and so-far unavoidable spread, has shaken the global economy, causing nations to face unprecedented and major cross-sectoral challenges.

The education sector was inescapably among the sectors most affected by the pandemic, as it caused the complete closure of schools.

COVID-19 thus posed a test of the Ministry's resilience, its capacity to adjust to and cope with an unanticipated and unprecedented situation.

I am glad to state that my Ministry met that challenge head on.

We evolved an Education Resilience Strategy for schools to successfully pivot to distance and online learning, thereby ensuring the continuity of learning and forestalling any irreparable learning loss. A slew of policy measures was developed, which included a blend of distance learning, online classes and access to virtual educational resources, in collaboration with the key stakeholders of the education sector.

That remote teaching and learning was a new experience for both teachers and students needed be reckoned with. However, irrespective of the fact that in-school education cannot be completely replaced by online and distance learning, the dire necessity was for students to stay connected with education.

And that was successfully done, largely through the dedication and resourcefulness of Educators who, despite their limited-to-no-prior-experience with the digital media and platforms, sustained the learning drive.

The impact of the Covid-19 pandemic notwithstanding, my Ministry never deviated from its primary concern for the overall development of learners and its emphasis on improving quality as well as reinforcing equity as a leverage for systemic inclusiveness.

Such a concern has cut across all the sub-sectors of education, starting with the pre-school one where pedagogical tools and materials have been provided to private pre-primary schools in poverty areas to upgrade their infrastructure. As well, a new pedagogical inspection tool has been introduced to ascertain quality education is being dispensed in all registered pre-primary schools.

The Equity drive, that also took the shape of free provision of textbooks to all students of Grades 7, 8 and 9 in State and Grant-aided schools as well as the non-neglect of the larger interests of learners with disabilities for increased inclusion, was complemented by a panoply of programs - *Natation Scolaire, After School Sports and Fitness Programme* and the like—as part of the whole –person development. These concerns along with the digitalisation of the education system, starting right from an early age, have remained the linchpin of our reform agenda.

The post-secondary and Higher Education sector, backed by the institutional setting up of the Higher Education Commission and the Quality Assurance Authority, has equally seen no tangential departure from my Ministry's vision for it. Rather, an enhancement of the programmatic relevance to make the institutions more responsive to the needs of the country has remained the guiding principle. Thus, the Higher Education Institutions, including Polytechnics Mauritius Ltd, have been equipping learners with innovative, cutting edge knowledge and deep skills for increased competence in a dynamic work environment.

Partnerships and alliances—both local and international—have been instrumental in the successful diversification of the range of offerings in this sector.

On the whole, it must be asserted that sustaining ongoing efforts to transform the education system while also converting the challenges posed by COVID-19 into opportunities would not have been possible without the collective and concerted effort of all. I accordingly avail myself of the opportunity to thank the personnel of my Ministry, the Heads of schools and Educators as well as the several partners in the education sector, for their unstinted support and collaboration all through this exceptional year.



The Hon Mrs Leela Devi DOOKUN-LUCHOOMUN, GCSK

Vice-Prime Minister

Minister of Education, Tertiary Education, Science and Technology

Statement from Senior Chief Executive

It gives me great pleasure to present the 4th edition of the Annual Report for the Ministry of Education, Tertiary Education, Science and Technology.

Since we embarked on the Nine Year Continuous Basic Education reform in 2015, we have consistently been working towards the successful implementation of the measures and initiatives to ensure the full execution of the reform. In this spirit, the various projects which include the Early Support Programme and the Early Digital Learning Programme, as well as infrastructural projects in our schools, including the barrier free access project, are ongoing. Concurrently, programmes such as *“After School Sports and Fitness Programme”*, *“Natation Scolaire”* and *“Les Z’amis de Zippy”* in primary schools, and *“Get Connected”* in secondary schools, are being sustained as part of the promotion of the holistic development and well-being of learners.

The Financial Year 2019 – 2020 has been exceptional in that we had to face an unprecedented situation with the COVID-19 outbreak. Our response was commensurate with the crisis; we came forward with an Education Resilience Strategy to ensure continuity in Education and obviate learning loss. During the period that schools were closed, the Ministry made arrangement for the preparation and broadcast of educational TV programmes for Grades 1-6 on four MBC TV channels. Similarly, the video lessons from the Student Support Portal for Grades 7, 8 and 9 were also broadcast on three MBC TV channels, whereas students of upper secondary (Grades 10 – 13) followed their classes online, as per their existing timetable, through appropriate video conferencing platforms with their Educators. As a support to Educators, free online resources were provided through web links and apps. The Ministry also issued Office 365 logins to some 8,500 Educators to facilitate the conduct of online classes and provided guidance on the use of different platforms through webinars. Furthermore, action is being pursued for enhancing learning through digital technologies and investment is being made in e-education infrastructure.

The year 2020 has also been a year of numerous challenges, what with a review of the school calendar. Preparatory work for the National Certificate of Education (NCE) assessment 2021, as well as the Primary School Achievement Certificate (PSAC) scheduled for December 2020 and March 2021, is ongoing and has reached an advanced stage. The review of the school calendar has also led to the rescheduling of School Certificate and Higher School Certificate examinations from the October/November series to the May/June series.

We have also reviewed and reinforced our legal and institutional framework for the Higher Education Sector and already initiated action for the operation of key institutions, namely, the Higher Education Commission and the Quality Assurance Authority.

Moreover, with regard to our policy of inclusion of learners with Special Education Needs, we are sustaining our efforts with the enactment of SENA Act and operationalisation of the Special Education Needs Authority.

We have all had to adapt to the *“new normal”* following the confinement period, starting with the observance of a strict sanitary protocol, and the various changes brought in the Education System.

I would like to express my appreciation and gratitude to the Honourable Vice-Prime Minister and Minister of Education, Tertiary Education, Science and Technology for her continuous support. I also wish to thank the staff of the Ministry for their effort and dedication.

Ravi Meettook

Senior Chief Executive

Ministry of Education, Tertiary Education, Science and Technology

PART I – ABOUT THE MINISTRY

Vision and Mission

Vision

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

Mission

- ❖ Re-engineer the education and skills development system to construct a cohesive, inclusive and productive society.
- ❖ Foster a holistic education that makes of learners upholders of values and resilient, globally-minded citizens.
- ❖ Create an enabling environment for a higher education system that both generates and equips learners with innovative, cutting edge knowledge and deep skills for increased competence in a dynamic work environment.
- ❖ Sustain existing and motivating conditions towards the recognition of Mauritius as a major regional and continental Education Hub.

Roles and Functions of the Ministry

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

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

Key Functions of the Ministry

- 1 • Ensures the provision of inclusive, equitable and quality education at the pre-primary, primary, secondary, technical and post-secondary education levels
- 2 • Provides policy guidelines for the development of the national curriculum frameworks and the implementation of the Nine Years of Continuous Basic Education
- 3 • Provides necessary support:
 - (i) through psychological and counselling services to learners and their families;
 - (ii) to students with learning difficulties and those with Special Education Needs as part of the Inclusion process;
 - (iii) through scholarships to meritorious as well as needy students to pursue post-secondary education;
 - (iv) to all pupils of primary schools, lower secondary students and needy students through the provision of textbooks; and
 - (v) to students to practice healthy and creative activities
- 4 • Promotes continuous professional development of all its personnel as part of the lifelong learning process
- 5 • Attests to the equivalence of qualifications across all levels
- 6 • Monitors the performance of parastatal bodies operating under its purview
- 7 • Formulates and implements health promotion policies in all education sub-sectors

Key Legislations under the responsibility of the Ministry

SN	Legislation
1.	Early Childhood Care and Education Authority Act 2007
2.	Education Act 1957 (and subsequent amendments)
3.	Mahatma Gandhi Institute Act 1982
4.	Mauritius Examinations Syndicate Act 1984
5.	Mauritius Institute of Education Act 1973
6.	Mauritius Institute of Training and Development Act 2009
7.	Mauritius Qualifications Authority Act 2001
8.	Private Secondary Education Authority Act 2016 (previously Private Secondary Schools Authority Act 1976)
9.	Rabindranath Tagore Institute Act 2002
10.	Rajiv Gandhi Science Centre Trust Fund Act 1994
11.	Sir Seewoosagur Ramgoolam Foundation Act 1981
12.	The Higher Education Act 2017
13.	The Special Education Needs Authority Act 2018
14.	World Hindi Secretariat Act 2002

Brief Overview of the Sections/Units of the Ministry

The Ministry comprises several Directorates and Units at its Headquarters, which are mainly 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.

Primary Education, Curriculum Development & Evaluation and NatCom for UNESCO

- Oversees the development of primary education and ensures that approved policies are implemented in line with established guidelines and regulatory framework.
- Provides policy guidelines for the development of curriculum for the implementation of the Nine Year Continuous Basic Education (NYCBE) reform.
- Assists in the implementation of UNESCO's education programmes at national level.

Secondary Education

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

Planning & Budgeting and Extra Curricular Activities

- Plans and ensures the provision of resources and infrastructure for a sound and fortified environment in schools.
- Facilitates the organisation of extra curricular activities for the holistic development of learners.

Human Resources Management and Development

- Plans and ensures the provision of Human Resources and promotes continuous professional development.

E-Education, Scholarships & Technical and Technology Education

- Enhances learning experiences through the use of Interactive Technologies and communications systems.
- Upgrades the skills and competencies of learners through the management of national scholarship schemes and those offered on a Government to Government basis.
- Formulates and implements policies for the development of the Technical and STEM (Science, Technology, Engineering and Mathematics) education sectors.

Pre-Primary, Strategic Planning and International Relations	<ul style="list-style-type: none"> • Oversees the development of pre-primary education and ensures that approved policies are implemented in line with established guidelines and regulatory framework. • Coordinates the formulation of strategic plans, programmes and projects in line with reform-driven policy goals. • Establishes linkages and networks with international/regional agencies and consolidates partnerships through strengthened bilateral cooperation.
Quality Assurance and Inspection	<ul style="list-style-type: none"> • Ensures quality teaching and learning at secondary level in line with the Quality Assurance and Inspection Framework.
Infrastructure Management	<ul style="list-style-type: none"> • Undertakes infrastructural works so as to create a sound and fortified environment in schools that is conducive to effective teaching and learning.
School Management	<ul style="list-style-type: none"> • Formulates policies for the development and promotion of primary and secondary education along with appropriate regulatory frameworks.
Health & Wellness	<ul style="list-style-type: none"> • Promotes the psychological and social well-being of school children through counselling services. • Promotes sportsmanship and encourages students to engage in physical activities leading to a healthy lifestyle. • Provides students with opportunities so as to achieve their full potential in performing arts. • Designs, develops and implements an Inclusive Education system that is responsive to the diverse needs of all learners, especially those with Special Education Needs.
Tertiary Education, Polytechnics & Research	<ul style="list-style-type: none"> • Formulates policies for the development, regulation and expansion of higher education and for the promotion of research.
Zonal Directorates	<ul style="list-style-type: none"> • Ensures the smooth running of pre-primary, primary and secondary schools, clustered in four geographical zones.

Statutory Bodies under the purview of the Ministry

During the Financial Year 2019/20, 11 parastatal bodies and institutions have been operating under the purview of the Ministry. Their main functions and aims are as follows:

Early Childhood Care and Education Authority (ECCEA)

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

Mahatma Gandhi Institute (MGI)/ Rabindranath Tagore Institute (RTI)

- Promotes, consolidates and disseminates Indian culture and traditions and furthers the progress of education and culture in general.

Mauritius Examination Syndicate (MES)

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

Mauritius Institute of Education (MIE)

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

Mauritius Qualification Authority (MQA)

- Develops, implements and maintains the National Qualifications Framework (NQF).
- Establishes qualifications equivalence in the TVET sector.
- Recognises and validates competencies acquired outside the formal education and training systems (Recognition of Prior Learning and Recognition of Prior Experience).

**Private Secondary
Education Authority
(PSEA)**

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

**Rajiv Gandhi Science
Centre (RGSC)**

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

**Special Education
Needs Authority
(SENA)**

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

**Higher
Education
Commission (HEC)**

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

**Quality Assurance
Authority (QAA)**

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

**World Hindi
Secretariat (WHS)**

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

Gender Statement

- The Ministry acknowledges that Mauritius has ratified numerous international and regional human rights treaties, and signed declarations and conventions that call on the State to respect, promote and fulfil human rights.
- The Ministry commits to ensure that the concerns, perspective, needs and experiences of women and men, girls and boys are taken into account in the design, implementation, monitoring and evaluation of all policies and projects.
- The Ministry reiterates that Mauritius has achieved the following:
 - + It scores highly on the education measurements on accessibility, availability and affordability for both genders.
 - + Education policies give equal opportunities and access to free education to boys and girls at all levels of education system - primary, secondary and tertiary.
 - + Gender parity in enrolment at primary and secondary levels.
 - + Gender parity in literacy rate for the 12 to 24 age group.
- Gender Related Issues in the Education Sector are:-
 - + The underperformance of boys as compared to girls.
 - + The need for a Gender Policy Statement to be embedded in the policy of all educational institutions.
 - + The underrepresentation of girls and women in science, technology, engineering and mathematics (STEM) which is a concern world-wide, applies to Mauritius as well.
 - + Gender gap in favour of girls in enrolment at tertiary level.
- Strategies/actions required:-
 - + Conduct a study to determine causes the underperformance of boys at school and design appropriate interventions to address the issue.
 - + Universities and institutions of higher learning and other training institutions to develop and adopt Gender Policy Statements.
 - + Conduct a study on girl's under participation in STEM subjects with a view to inform policy and relevant interventions to address the gap.



About Our People

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

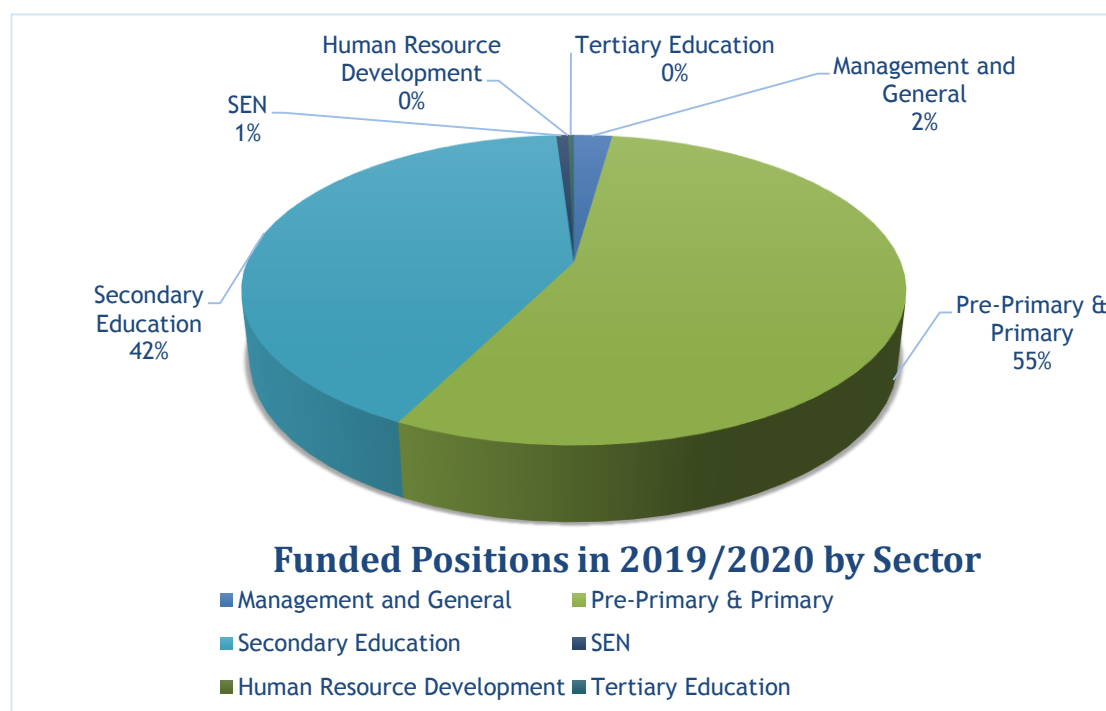
Directors of Zones are assisted by Assistant Directors, Administrators, School Inspectors and Heads of the Human Resource Management, Finance and Procurement Units.

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

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

For the Financial Year 2019/20, the Ministry had a total of 12,643 funded positions, distributed as follows:

<i>Sector</i>	<i>Funded positions 2019/20</i>
Management and General	280
Pre-Primary & Primary	6,982
Secondary Education	5,253
Special Education Needs (SEN)	89
Human Resource Development	10
Tertiary Education	29
TOTAL	12,643



Funded Positions by Sub-Sector

Management and General

<i>Job Title/Category</i>	<i>Funded positions 2019/20</i>
Senior Chief Executive	1
Permanent Secretary	3
Deputy Permanent Secretary	7
Assistant Permanent Secretary	13
Chief Technical Officer (Education)	1
Director	6
Assistant Director	6
Administrator Education	7
Director Quality Assurance	1
Director (Health and Wellness)	1
Assistant Director (Health and Wellness)	1
Quality Assurance Officers	20
Other Technical Staff	25
Other Support Staff	188
TOTAL	280

Pre-Primary and Primary

<i>Job Title/Category</i>	<i>Funded positions 2019/20</i>
Director	2
Assistant Director	2
Assistant Director (Primary)	1
Inspectorate	68
Supervisory Group	51
Headmaster	213
Deputy-Headmaster	814
Teaching Staff	4,293
Other Technical Staff	58
Support Staff	1,265
TOTAL	6,982

Secondary

<i>Job Title/Category</i>	<i>Funded positions 2019/20</i>
Director	2
Assistant Director	2
Administrator	7
Rector	63
Deputy-Rector	63
Senior Educator	63
Inspector (Pre-vocational)	2
Educator/Teachers	3,288
Other Technical Staff	128
Support Staff	1,635
TOTAL	5,253

Special Education Needs (SEN)

<i>Job Title/Category</i>	<i>Funded positions 2019/20</i>
Head SEN Resource Centres	1
Inspectorate	6
Officer-in-Charge, Specialised Schools/SEN RDC	4
Educator SEN	47
Therapists	8
Physiotherapists	5
Other	18
TOTAL	89

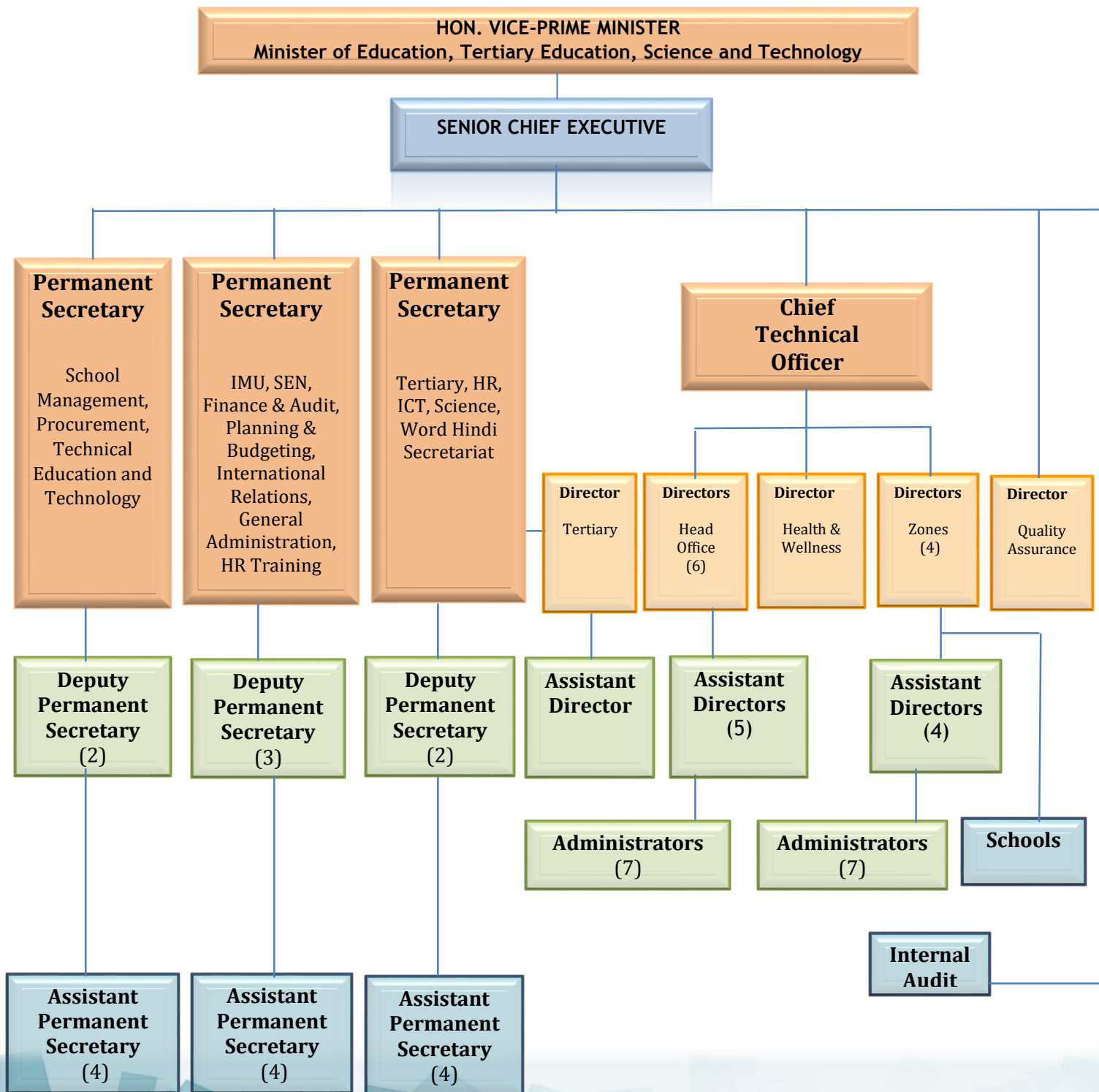
Human Resource Development

<i>Job Title/Category</i>	<i>Funded positions 2019/20</i>
Principal Careers Counsellor	1
Senior Careers Counsellor	1
Careers Counsellor	7
Support Staff	1
TOTAL	10

Tertiary

<i>Job Title/Category</i>	<i>Funded positions 2019/20</i>
Director	1
Assistant Director	2
Administrator	2
Other	24
TOTAL	29

Organisational Structure



PART II – MINISTRY’S ACHIEVEMENTS

Major Achievements

- 115 private pre-primary schools in poverty areas have been provided with pedagogical tools and materials to upgrade their infrastructure.
- A new pedagogical inspection tool has been introduced to monitor the delivery of quality education in all registered pre-primary schools.
- The Early Digital Learning Programme, which aims at integrating ICT in teaching and learning through the use of adapted tablets, has been extended to cover Grade 4 pupils.
- 4,100 pupils in 100 Primary Schools participated in the “*Natation Scolaire*” programme and 35,000 pupils in Mauritius and Rodrigues benefitted from the After School Sports and Fitness Programme.
- In line with the NYCBE reform, a new curriculum has been implemented in Grade 9 as from January 2020. New textbooks have been prepared for all subjects taught in Grade 9, for both the regular and the Extended Programmes.
- The free textbook scheme covering both regular and the extended programmes and Asian Languages/Arabic/Kreol Morisien has been implemented in Grades 7, 8 and 9 as from January 2020. Around 754,000 books have been distributed to students in these Grades.
- A new assessment framework has been prepared for the Extended Programme to cover the entire four-year programme. A mid-term evaluation of the Extended Programme has been carried out.
- A ‘No to Violence’ campaign was launched in October 2019 as part of the strategy against school violence and bullying.
- The Quality Assurance Framework (QAF), which sets out the parameters to gauge the quality of education and provide guidance on the process of schools’ overall evaluation, has been finalized. 180 Rectors, Deputy Rectors and Senior Educators of State Secondary Schools have been trained in the use of the QAF.
- An Education Resilience Strategy has been formulated and implemented in the context of the Covid-19 school closure. Policy measures have been taken to ensure continuity in learning for both Primary and Secondary School students through a blend of distance learning and online classes.
- 4,879 videos on subjects taught at Primary and Lower Secondary Schools, including Kreol Morisien, Arabic and Asian Languages, were produced and broadcast on the local TV channels. In addition, Educators conducted online classes for secondary students as per their school timetables using online platforms. Additional video lessons were developed for the Student Support Portal (SSP) in the different subjects taught.
- The Education Act 1957 has been amended through the Covid-19 (Miscellaneous Provisions) Act 2020 to provide, *inter alia*, for the dispensing of distance education and online learning programmes during the temporary closure of educational institutions.

- The Drug Use Prevention Programme “*Get Connected*” has been extended nationwide to Grade 8 students.
- 102 Educators have been trained to act as mentors/facilitators for School Health Clubs, in collaboration with the World Health Organisation and the Ministry of Health and Wellness.
- 43 State Secondary Schools have been upgraded to make them disabled-friendly.
- The Higher Education Act has been proclaimed and the Higher Education Commission and the Quality Assurance Authority became operational on 16 January 2020.
- The Scheme for Free Tertiary Education has been implemented in January 2019 following a Government decision. 29,252 students have benefitted from free tuition fees at undergraduate level.
- 20 Mauritian students have benefitted from scholarships to read for a Masters degree in Artificial Intelligence and Robotics, awarded jointly by the Université Des Mascareignes and University of Limoges, France.
- In line with the National Educational Counselling Programme, a “*Service D’Ecoute*” has been set up in 48 State Secondary Schools.
- 672 Primary Educators and School Inspectors, as well as 3,895 Teaching and Non-Teaching Secondary staff, have undergone continuous professional development.
- Ten webinars have been held from April to June 2020 with international and regional organisations including UNESCO, African Union Commission and SADC among others, on the educational aspect of the COVID-19 pandemic with a view to sharing experiences and country responses to school closures, ensuring continuity in education, safe re-opening of schools and other challenges stemming from the global health crisis.

Status on Implementation of Budget Measures 2019/20

The table below shows the status of implementation of the budgetary measures 2019/20:

Paragraph in Budget Speech	Budget Measure	Status
49	The Université des Mascareignes will offer a Masters in AI and Robotics in collaboration with Université de Limoges and Université de Nice.	The programme validated by the Université des Limoges as " <i>DU Master Intelligence Artificielle et Robotique</i> " started on 23 September 2019 for a duration of two and a half years with a cohort of 22 students.
51	Employment of 20 more international lecturers under the " <i>Recruitment of International Faculty Scheme</i> ".	Following two calls for proposals, in July and December 2019, respectively, a total of 60 submissions were approved. However, owing to the Covid-19 pandemic, only 30 resource persons had visits for lectures, supervision of research and to provide support on projects and programmes.
227	Introduction of the " <i>Leader In Me Programme</i> " in 20 schools, for students of Grade 7.	Due to the national lockdown, a new school calendar has been established to allow students to cover educational loss and complete their academic programme. Hence, the implementation of the " <i>Leader in Me Programme</i> " is being deferred to the next academic year.
228	Extension of the tablet project (EDLP) to Grade 4 students.	Acquisition and distribution of the tablets to Grade 4 students have been effected and the use of classroom management systems has been integrated in teaching pupils of upper primary.
230	Operationalisation of the Special Education Needs Authority (SENA).	The SENA Board was constituted on the 09 February 2019 and meetings of the Board were being held. Draft Regulations, incorporating the Norms and Standards for health, Safety and quality education were being prepared. Action was initiated for the recruitment of Director and Staff.
231	Provision of Rs 138 M to NGOs running Special Education Needs Schools.	An amount of Rs 137,854,110.80 has been paid to NGOs running 53 SEN Schools to carry out their educational activities to 2,310 learners.
232	Equipping 20 State Secondary Schools with ramps, handrails and adapted toilets for disabled students.	43 State Secondary Schools were made disabled-friendly.
236	MIE will dispense courses to Prevocational Educators to upgrade their knowledge to facilitate their integration in the mainstream programme.	Four courses have been run to train 70 Prevocational Educators.

Paragraph in Budget Speech	Budget Measure	Status
239	Setting up of a Skills Development Authority (SDA) to act as an independent regulator, ensure quality assurance and confer awarding powers to training institutions in the TVET sector.	The SDA Act 2019 has been gazetted on 03 October 2019 *. * <i>The Ministry of Labour, Human Resource Development and Training is now responsible for Human Resource Development.</i>
241	Construction and upgrading of:	
	❖ Eight Government Schools	Contracts have been awarded in respect of four Government Schools, bid documents/clearances are being worked out for three schools and procedures for acquisition of land have been initiated for one school.
	❖ Six Multi-Purpose Halls	Preliminary drawings/bidding documents are being worked out and relevant clearances are being sought.
	❖ Four playfields	Preliminary drawings are being worked out for three playfields and bidding documents are being finalised for one project.
	❖ Three new Science Blocks in Secondary Schools	New Science Block completed – one. Work in progress – one. Pre-bid stage – one.
	❖ 58 specialist rooms in State Secondary Schools for Food and Textile Studies and Design and Technology	Five specialist rooms completed. Implementation of projects ongoing.
242(a)	Recruitment of 8 more Educational Psychologists	Eight Educational Psychologists have been recruited.
242(b)	Recruitment of 6 more Educational Social Workers	Six Educational Social Workers have been recruited.
242 (c)	Recruitment of 34 Discipline Masters	Scheme of Service has been prepared. Financial clearance and Establishment clearance have been obtained. Approval of PSC being sought for ‘ <i>power of employment on a contract basis</i> ’ to be delegated to the Responsible Officer of the Ministry.
243	The Drug Use Prevention Programme currently in place in 48 secondary schools will be extended to all secondary schools.	Training of Educators of public and private Secondary Schools was conducted concurrently in the four Zones.

Paragraph in Budget Speech	Budget Measure	Status
244-245	An Education Hub at Côte D'or which will include an Academy for Teachers, the Mauritius Institute of Education and the University of Technology Mauritius.	Landscape Mauritius Ltd has earmarked land to the extent of 32.5 arpents for educational campuses of the Open University of Mauritius (OUM), University of Technology Mauritius (UTM), and Mauritius Institute of Education (MIE) as well as for the Academy for Teachers and the Education House at Côte D'or. The Concept Paper for the Education Hub Project is under preparation with a view to sharing facilities among institutions concerned.
246	In the meantime, the Academy for Teachers will operate at the Polytechnics in Montagne Blanche	Technical assistance was requested from Singapore in June 2019. A new model for the Academy for Teachers is under planning.
Annex to Budget Paragraph B9(a)	Grant to Pre-primary Schools A one-off grant of Rs 60,000 will be provided to 125 private pre-primary schools in disadvantaged regions in order to equip them with pedagogical tools and materials, upgrade their infrastructure including logistics support.	250 private pre-primary schools had already benefitted from the grant during the first two years. This initiative is being implemented for the third consecutive year, where only 115 schools were found to have met the eligibility criteria. The distribution of pedagogical tools and materials as well as the upgrading of infrastructure has been completed for the 115 schools.
Annex to Budget Paragraph B9(b)	Day-Time Security Services The day-time security services will be extended to 14 additional Primary schools and 11 additional Secondary schools situated in high risk areas.	Contract has been awarded for provision of security services for eight additional Primary and 14 Secondary schools. Day-Time Security Services are hence provided in 45 Primary Schools and 46 Secondary Schools.
Annex to Budget Paragraph B9(c)	Hall of Residence Setting up of a Hall of Residence at Réduit with 110 rooms and a Green building design.	The Structuring Report (feasibility analysis) of the Hall of Residence project has been completed by the Build Operate Transfer (BOT) Unit of the Procurement Policy Office and submitted to the UOM.
Annex to Budget Paragraph B9(d)	"Les Amis De Zippy" Project "Les Amis De Zippy" will be introduced on a pilot basis with 20 Public Pre-Primary schools.	The "Les Amis de Zippy" project was not considered appropriate for pre-primary level. It is being replaced by the "Leader in Me" project.
Annex to Budget Paragraph B9(e)	Scholarships for HSC Pro Students Two Scholarships will be awarded, under the Laureate Scheme, to the two best performing candidates having opted for the HSC Pro.	Discussions have been engaged with Cambridge International Examinations (CIE) regarding the modalities of award of the proposed scholarship for the HSC Pro.

Status on Implementation of Key Actions 2019/20

The table below shows the status of the Key Actions and the Key Performance Indicators (KPIs) of the Ministry as announced in the Budget Speech 2019/20:

Key Action	Key Performance Indicator	Target (as per Budget Estimates)	Status
Enhancing the quality of education at Pre-primary level	Number of low fee-paying Private Pre-primary schools equipped with pedagogical equipment	125	115
Providing basic swimming and survival skills to primary schools pupils under the “ <i>Natation Scolaire</i> ” Programme	Number of pupils initiated to basic swimming and survival skills	3,500	4,100
Fortified Learning Environment Schools (FLES) to instil scientifically-based knowledge, improve secondary school readiness, reduce incidents of disruptive behaviour, foster positive adult-child and child-child relationships and improve teacher retention.	Number of primary schools including ZEP in poverty areas transformed into FLES to improve the performance of these schools	50	49
Extension of the Online Support Student Programme as a digital platform for accessing educational contents at secondary level	Extension of the Student Support Programme to Grades 8 and 9	Grade 9	Extended to Grade 8 in 2019 and to Grade 9 in 2020
Boosting up of STEM (Science, Technology, Engineering, Mathematics) in Secondary Education	Increase in the percentage of students taking at least two STEM subjects for HSC (Cumulative)	41%	35%
Making Secondary Schools disabled-friendly for students with Special Needs (Barrier Free Access)	Number of schools provided with ramps and handrails (Cumulative)	57	43

Key Action	Key Performance Indicator	Target (as per Budget Estimates)	Status
Inclusive education for learners with disabilities	Adapting curriculum for four types of disabilities (visual, hearing, intellectual impairment and autism)	Grade 1-3	Adaptation and production of books in Braille by the MIE for students who are already in schools have been completed for Grades 3 and 5 and is ongoing for Grades 1, 4 and 6. With respect to the three other types of disabilities (hearing impairment, intellectual impairment and autism), panels have been set up by the MIE and the adaptation of books is in process.
Review of TVET programmes in line with industry needs	Percentage of training programmes reviewed (Cumulative)	80%	Vocational Training is under the aegis of the Ministry of Labour, Human Resource Development and Training since November 2019.
Operationalising of Polytechnics	Number of diploma courses offered	10	13
Setting up of the new institutional and regulatory framework for the Tertiary Sector	Higher Education Commission operational	01 June 2020	The Higher Education Act 2017 has been proclaimed and the Higher Education Commission and the Quality Assurance Authority are in operation since 16 January 2020.
Foster research in public universities	Number of Research articles/ internationally-refereed/ peer reviewed papers published	350	586

Internal Control Unit

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

Using a risk assessment model for audit selection, the Unit prepared an Annual Audit Plan for period July 2019 to June 2020, giving priority to areas which posed the greatest risk to the Ministry. Moreover, emphasis is being laid on specific areas as identified by Management.

For the Financial Year 2019/20, the Internal Control Unit covered a total of 21 audits as per the Approved Annual Plan and seven specific assignments identified by Management. A total of 262 recommendations were made following these audits and assignments.



Anti-Corruption Committee

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

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

Three sub-committees have been set up to carry out Corruption Risk Assessments in three key areas, namely, Procurement, Finance and Infrastructure Management. The Procurement and Finance sub-committees have submitted their reports to the Anti-Corruption Committee, while the Infrastructure Management sub-committee was under process.

Audit Committee

The Audit Committee (AC) is an integral element of public accountability and governance. It plays a key role in ensuring compliance of the Ministry with its legal and fiduciary responsibilities, and contributes to maintaining sound control systems and promoting good governance.

The AC was responsible for scrutinizing the observations and recommendations made in the Director of Audit Report for the Financial Year 2017/18, the Public Accounts Committee Report 2018 and the Internal Control Report 2018/19. According to the AC Charter, the Committee should have at least six meetings annually. The AC met five times during the Financial Year 2019/20 and the sixth meeting could not be organised due to the lockdown.

Status Reports on implementation of these respective recommendations were submitted on a quarterly basis to the Office of Public Sector Governance (OPSG).

Implementation Plan – Director of Audit Comments

The actions/measures undertaken by the Ministry to address the issues highlighted in the Director of Audit's (DOA) Report for the Financial Year ending 30 June 2019 are shown in the table below:

Report of DOA FY 2018/2019 (Additional Details in DOA Report)	DOA Comments/ Proposed Measures	Status on Actions taken/ Implementation Date
<p><i>Early Digital Learning Programme – Compliance and Implementation Issues</i></p> <p>In 2018-19, Government decided to implement Phase II of the Early Digital Learning Programme (EDLP) project by extending the Tablet Project to Grade 3 pupils of the 276 primary schools. A review of the project revealed the following:</p> <p>(a) Non-compliance with Public Procurement Act (b) Implementation issues over the Use of Tablets in Schools</p>	<p><i>Non-compliance with Public Procurement Act (PPA)</i></p> <p>On 09 August 2018, an Addendum to the MOU for the extension of the EDLP project for Grade 3 (Phase II) was signed between the Ministry and the Indian Project Management Consultant (PMC) for the supply of 12,880 tablets, 480 projectors, 480 projector screens and 960 rack chargers for a total cost of USD 5.8 M.</p> <p>Prior to that, on 30 April 2018, the Ministry requested the Attorney-General's Office (AGO) to vet the Addendum and on 27 July 2018, the AGO informed the Ministry that it may proceed with the signature of the Addendum, subject to Government's approval as well as other necessary clearances for the implementation of the project have been sought and obtained, and the Ministry has complied with the provision of Section 3(1B) of the PPA.</p> <p>However, a review of the procurement process for the acquisition of the tablets from the Indian PMC revealed that a due diligence report and Ministry's recommendations were not submitted to the HPC.</p> <p>In view of the significant amount of funds involved in the project, the Ministry should have ensured that the requirements of the PPA and the advice of the AGO are being fully complied with.</p>	<p>The procurement for the first phase of the project was exempted by virtue of Section 3(1)(b) of the Public Procurement Act (PPA), pursuant to an Agreement signed between the Government of India and the Government of Mauritius. In view thereof, and the fact that Educational Consultants India Ltd (EdCIL) had performed successfully for Phase I, an Addendum to the MOU which includes provisions for the extension of the Early Digital Learning Programme (EDLP) Project was signed between the Ministry and EdCIL.</p> <p>The extension of the EDLP was a major policy decision and a measure announced in the Budget Speech 2018-2019 and covered under the Appropriation Bill 2018-2019.</p> <p>It is to be noted that in January 2017, the Ministry had initiated the process to perform due diligence by setting up a Due Diligence Committee to analyse the proposal of EDCIL for submission to the High-Powered Committee. In the process, new procurement guidelines were issued by the Procurement Policy Office (PPO) regarding procurement undertaken under a Government to Government Agreement (Circular No. 2 of 2017 from the PPO) which allows a Public Body to be exempted from performing due diligence.</p> <p>Several meetings were held between the Ministry and EdCIL prior to the signature of the Addendum to ensure that value for money is obtained. A market survey was also conducted to ensure that the Ministry obtains value for money.</p> <p>The tablets procured for Phase II were of higher quality and were of the same price as those for Phase I.</p> <p>A Joint Monitoring Committee, as provided in the MOU, co-chaired by the Hon. Vice-Prime Minister and the High Commissioner of India, has been set up to monitor the implementation of the project including disbursement of funds.</p>

Report of DOA FY 2018/2019 (Additional Details in DOA Report)	DOA Comments/ Proposed Measures	Status on Actions taken/ Implementation Date
<p><i>Implementation issues over the use of Tablets in Schools</i></p> <p>A sample of 40 schools in all four Zones was selected for site visits by NAO Officers from 23 to 30 September 2019.</p> <p>Tablets and projectors which were delivered since January 2019 had remained idle. The warranty cost as per the Addendum was USD 223,597 for one year. The delay in finalizing electrification works means only a few months are left before expiry of the warranty period.</p>	<p>In 14 schools visited, it was found that tablets could not be used due to faulty equipment and projectors not yet installed and in some schools, the tablets were not being optimally used as their distribution to pupils on a daily basis during school days was time consuming.</p>	<p>A proper process has been established by the Ministry for reporting faulty equipment and the contact numbers and emails of the four service centres have been published on the Ministry's website.</p> <p>Projector installation was delayed due to infrastructure of some schools being in corrugated iron sheets. All projector installation were completed with help of a metal support or ceiling mount.</p> <p>An Educator can make optimal use of the tablets through proper planning and the MIE dispensed training to that effect.</p>
	<p>As at 24 September 2019, testing and commissioning of electrical works for Grade 3 classes were not yet completed in three primary schools and the 17 Rodrigues primary schools.</p>	<p>Out of 255 Primary schools, electrification works were not completed in only three schools due to a technical requirement. Electrification works in Grade 3 classrooms have been completed in Mauritius and Rodrigues.</p>
	<p>The Ministry should provide guidelines to educators for the effective and efficient use of EDLP equipment in class.</p>	<p>Hands-on training is organized by MIE and MGI. For EDLP Grade 4, training of trainers were held on 17-18 March 2020 and in June 2020.</p>
<p><i>Methods of the tendering had to be changed for the projects</i></p> <p>The construction of multi-purpose halls in six State Secondary Schools, scheduled to start during the financial year 2016-17, was still at bidding stage as of 30 June 2019. Funds available in the budget estimates for 2016-17, 2017-18 and 2018-19 of Rs 25 M, Rs 178 M and Rs 55 M respectively had remained unutilised and the total provisions were reallocated to other items of expenditure.</p>	<p>In two cases, the tenders were launched during 2017. However, bids received for both projects were non-responsive and tenders had to be re-launched.</p> <p>For the other four cases, the projects were planned to be carried out using the Design, Build and Turnkey basis.</p> <p>The scope of the project should be properly defined at inception after consultation with all the stakeholders concerned in order to ensure that projects earmarked in the budget are achievable within the specified period of time and the budget allocated.</p>	<p>The Ministry was advised by the CPB to opt for traditional procurement method, since each site has its own specificity and constraints. It is to be noted that for each capital project, several meetings are held with relevant stakeholders and necessary clearances have to be sought, causing delay in the implementation of projects.</p> <p>Every effort is made by the Ministry to ensure that there would be no delay in the implementation of projects and no cost overrun. Moreover, Liquidated and Ascertained Damages (LAD) have been applied, wherever necessary.</p> <p>All six projects are at pre-bid stage.</p>
<p><i>Capital Projects – Lapses in Contract Management</i></p> <p>A sample of four contracts for a total contract value of Rs 133 M were examined.</p> <p><i>Contract A: (New/Upgrading of Science Block at Sir Leckraz SSS) Non-compliance with</i></p>	<p>Bids were launched twice for Phase I of the project. Out of seven and six bids received for the first and second bidding exercises respectively, bid prices submitted by three bidders were more than Rs 50 M (exclusive of VAT). However, the bids were not referred to</p>	<p>The approval of the CTB was not warranted for the launching of the bids as the initial cost estimate of the project was Rs 53,998,000 inclusive of VAT (Rs 46,954,782 exclusive of VAT), that is below Rs 50 M.</p> <p>The bids ought to have been referred to the CPB for further evaluation.</p>

Report of DOA FY 2018/2019 (Additional Details in DOA Report)	DOA Comments/ Proposed Measures	Status on Actions taken/ Implementation Date
Public Procurement Act (PPA) resulting in delays in execution of the project	the CPB for further evaluation as required by the PPA for both procurement exercises.	
	<i>Unnecessary delays in finalising the contract</i> <i>Delay in the start of the project</i>	The start and implementation of the project were delayed due to: (a) the first bidding exercise being non-conclusive; (b) the re-launching of bids required going through all the preparatory steps anew, including consultations with MPI review of bid documents and drawings, clearances as well as bidding exercise; (c) the bid evaluation exercises were complex and lengthy. Contract awarded on 20 December 2018.
<i>Contract B: (New Multipurpose Hall at Quartier Militaire SSS)</i> Delays in issuing taking over certificate resulting in declaration of Disputes by the Contractor The contract for the Design-Build/Turnkey and completion of the project was awarded to a private contractor on 27 November 2014 for the sum of Rs 45.5 M. Works started on 8 January 2015 and the revised completion date was 20 June 2016. The project was managed by the Ministry Public Infrastructure (MPI) and supervised by the Ministry.	As from December 2016, the Contractor had declared completion of works, except for the testing and commissioning of electrical installation. However, according to the MPI, several issues were still pending, amongst which, a number of snags had to be attended, and due to technical faults on the electrical system, testing and commissioning could not be attended. In addition, the insurance policy and performance security had expired.	In the context of the practical taking over exercise, a joint site visit was effected on 26 October 2017. However, due to numerous shortcomings and defects in the works with respect to roof leakages, the practical taking over exercise was not done. The handing over was subsequently effected on 21 December 2017. On 04 December 2017, the Contractor declared dispute for the following reasons: - reimbursement of charges incurred since December 2016 due to failure of Employer to take over the project; - unlawful deduction of delay damages; and - failure to determine request for extension of time with interests and costs.
	<i>Cost for Extension of Time paid to Contractor</i> Following an Arbitral Award, an amount of Rs 6.4 M, representing Cost for Extension of time for the period 21 June 2017 to 26 October 2017, was paid to the Contractor. Therefore, total payments to the Contractor for the project as at 30 June 2019 amounted to Rs 51.4 M as compared to the Contractual value of Rs 45.5 M.	On 27 January 2017, the Court appointed a Dispute Arbitrator and following a ruling for negotiation, the Contractor was paid accordingly. In fact, an amount of Rs 34,440,771 was paid to the Contractor for certified works and a pre-final payment amounting to Rs 14,393,917.74 was effected as compensation as per ruling of the Arbitration Tribunal. The pre-final payment included deductions of delay damages cost in relation to Extension of Time and release of half of the retention money which was paid on 27 September 2018. An additional amount of Rs 2,570,246.78, representing release of the remaining half of the retention money was paid on 12 February 2019.

Report of DOA FY 2018/2019 (Additional Details in DOA Report)	DOA Comments/ Proposed Measures	Status on Actions taken/ Implementation Date
	<p><i>Compensation to the Contractor following Arbitral Award</i></p> <p>Based on past experiences with the same Contractor, the Ministry should have adopted a more prudent approach, and the project should have been closely monitored to deter the Contractor from further claim of compensation.</p>	Turnkey projects have already been discontinued and the traditional method is being used.
<p><i>Contract C: (Extension of Mahatma Gandhi Institute – Moka)</i> Delays in execution of project due to poor performance of the Contractor and inadequate monitoring and follow up by the Project Manager.</p>	<p><i>Termination of contract</i></p> <p>Contractor filed a case before the Supreme Court</p> <p>The Contractor served a Notice 'Mise en Demeure' to the Ministry claiming the sum of Rs 125 M with interest as from date of the Notice until final payment. The case was still before the Supreme Court as of 30 November 2019.</p>	<p>The Contractor submitted a last claim on 25 June 2014 but same was not certified by the MNICD.</p> <p>During project management, MNICD encountered many problems with the contractor and the contract was terminated. There was much delay in progress of work despite meetings held to sort out the issues and the application of maximum Liquidated and Ascertained Damages (LAD). The case was before the Supreme Court.</p>
	<p><i>Unnecessary delays</i> in the award of contract for the completion of outstanding works. The bids for the outstanding works were launched twice on 08 August 2017 and on 11 June 2018. Inadequate monitoring and supervision of the project due to late instructions/ notifications and assessment of Extension of Time by the Project Manager (MPI) Consequently, additional extension of time with costs would be claimed.</p>	<p>The contract for the completion of the outstanding works was awarded after procedures for assessment of the outstanding works, preparation of designs and cost estimates, submission of new bidding documents and drawings by MPI, launching of bids and obtention of necessary clearances. Moreover, the bids had to be cancelled due to high price quoted by the lowest responsive bidder and bid documents had to be revised, prior to relaunching on 11 June 2018.</p> <p>Practical taking over of the project effected. Project completed.</p> <p>During monthly meetings, the MPI was informed to work out extension of time and instructions be conveyed to Contractor as soon as possible in order to avoid delay and additional costs.</p>
<p><i>Expiry of insurance policy</i></p> <p>As of 21 August 2019, the insurance policy had expired but was not renewed. Works which should have been completed by 04 August 2014 were still on going as of 30 November 2019. Extension of time should be worked out and</p>	<p>Despite the fact that the Contractor was informed that failure to renew the insurance policy would result in non-certification of payment, an amount Rs 1.4 M was paid to the Contractor on 05 October 2019.</p>	<p>The Contractor extended the Insurance Policy up to 16 January 2020 as works were still progressing. The Contractor was requested to further extend the Insurance Policy. An amount of Rs 1.3 M was paid to Contractor for works certified by the MNICD.</p>

Report of DOA FY 2018/2019 (Additional Details in DOA Report)	DOA Comments/ Proposed Measures	Status on Actions taken/ Implementation Date
instructions should be given as soon as possible in order to avoid further delays in completion of the project and additional cost.	For the successful implementation of a contract, a risk management approach should be adopted by the Ministry.	The recommendation for a risk management approach and review of conditions of contract would be taken up with the Procurement Policy Office.
<i>Contract D: (Construction of Abdool Raman Abdool GS)</i> Delays in completion of project due to inefficient contract management	Improper decision to maintain the contract with the Contractor (in receivership).	The decision to maintain the contract with the same contractor was taken so as not to delay the project, as compared to undertaking a new bidding exercise which would have taken more than six months. After the demise of the Director of the Company, in the light of the advice received from the SLO, the Company (in receivership) was allowed to proceed with the works.
<i>Unnecessary delays in completion of works</i> On 21 December 2015, the project reached 85% completion stage, and since then, no progress of works was noted.	Although, on 24 December 2015, the Receiver Manager's Bank agreed to provide financial support up to an amount of Rs 2.8 M to the Company, works did not progress at all. The project would start again on 28 December 2015 and would be completed by 22 February 2016.	Due to no activity on site and slow progress of work, the Ministry decided to terminate the contract. On 28 January 2016, the Contractor (in Receivership) was notified by MPI. On 23 February 2016, the Contractor was warned of the intention to end the contract as per Clause 57(b) - Termination.
<i>Termination of Contract</i> On 28 January and 23 February 2016, the Contractor was notified that, as there was no activity on site since 6 January 2016, this constituted a breach of contract as per Clause 57(b) - Termination.	On 18 May 2017, following advice received from AGO, the contract was terminated for fundamental breach of contract. A total amount of Rs 10.8 M was paid to the Contractor from May 2014 to September 2018.	The amount of Rs 10.8 M paid to the Contractor represented the payment effected in relation to works certified by the MPI. 85 % of works were completed as at 18 May 2017.
<i>Award of contract to the Second Contractor</i> Six months after termination of contract, on 20 November 2017, bids for remaining works were launched and was awarded to Company F for the sum of Rs 6.8 M with intended completion date of 8 September 2018.	On 05 October 2018, works were completed 16 months after the date of termination of the first contract and the overall works were completed with a delay of 625 days.	The MNICD had to prepare the bidding document as well as drawings for the outstanding works in Phase I. Moreover, it took additional time for the works to start after the bidding exercise, verification of associated documents and handing over of site. Project was completed in October 2018.
<i>Insufficient liquidated damages claimed as compared to the period of delays in completion of the project</i> The project which should have been initially completed within six months was completed after 3 years and 9 months.	As per Conditions of Contract, the maximum damages were only for 90 days and Rs 1.8 M were charged before final payment was made on 24 August 2018 to Company E.	The Conditions of Contract did not allow for Liquidated Ascertained Damages (LAD) to be applied for more than 90 days. The maximum penalty was, thus, applied.

Report of DOA FY 2018/2019 (Additional Details in DOA Report)	DOA Comments/ Proposed Measures	Status on Actions taken/ Implementation Date
<p><i>Non-compliance with conditions of contract and remedies could not be claimed for breach of contract</i></p>	<p>As the Performance Security and the Insurance cover had already expired when the contract was terminated with Company E, the Performance Security could not be forfeited.</p>	<p>On 26 September 2016, the Company (in receivership) was requested to extend the Performance Security which was due to be expired on 30 September 2016. Moreover, the Receiver Manager was informed that failure for none extension of the Performance Guarantee would entail to non-certification of payments. However, Performance Security was not renewed. The non-renewal of same is a fundamental breach of conditions of Contract, leading to termination of Contract. Hence, the Contract was terminated on 18 May 2017. Necessary action was taken to avoid cost escalation and further delay in the project. Damages as per conditions of contract were duly applied.</p>
<p><i>Undue delay in finalising the procurement for Phase II of the project</i></p> <p>As of 30 October 2019, the procurement process for Phase II of the project was still at bidding stage. Due to the substantial delay in completing Phase I of the project, the estimated costs would need to be updated again.</p>	<p>Necessary measures should be taken for an effective management of projects to avoid excessive delays. Also, the rate of liquidated damage needs to be revised to prevent undue delays by the Contractor.</p>	<p>The Ministry stands guided by the MNICD which has the appropriate expertise in Project Management. Before the floating of bids for Phase II, the MNICD confirmed that the cost estimate has remained unchanged. Based on advice received from the SLO, the Company (in receivership) was allowed to proceed with the works so as not to delay the project by starting a new bidding exercise which would have taken more than six (6) months. In fact, necessary measures were taken for the management of the project. Moreover, the recommendation for revising the rate of LAD, will have to be taken up with the PPO. Bids have been launched for Phase II of the project at CPB level.</p>
<p><i>Security Services at Schools - Inadequate Monitoring</i></p>	<p><i>Regular thefts were reported by schools</i></p> <p>During FY2018-19, 52 cases of thefts were reported by Primary and Secondary schools throughout the country resulting in losses of assets, for instance, laptops, CPUs, monitors, tablets, projectors, musical instruments, and sports equipment amongst others. Although the Service Providers had refunded the Ministry in some cases, the frequent thefts caused disruptions in school activities.</p>	<p>All classrooms have been burglarproofed. Furthermore, a non-scratchable logo has been placed on the rear of all tablets for easy identification on recovery of any lost tablet. A replacement policy for stolen equipment has been put in place so as not to penalise pupils. Stolen equipment were replaced from a buffer stock, provided that the schools have taken some security measures to prevent recurrence of thefts.</p>

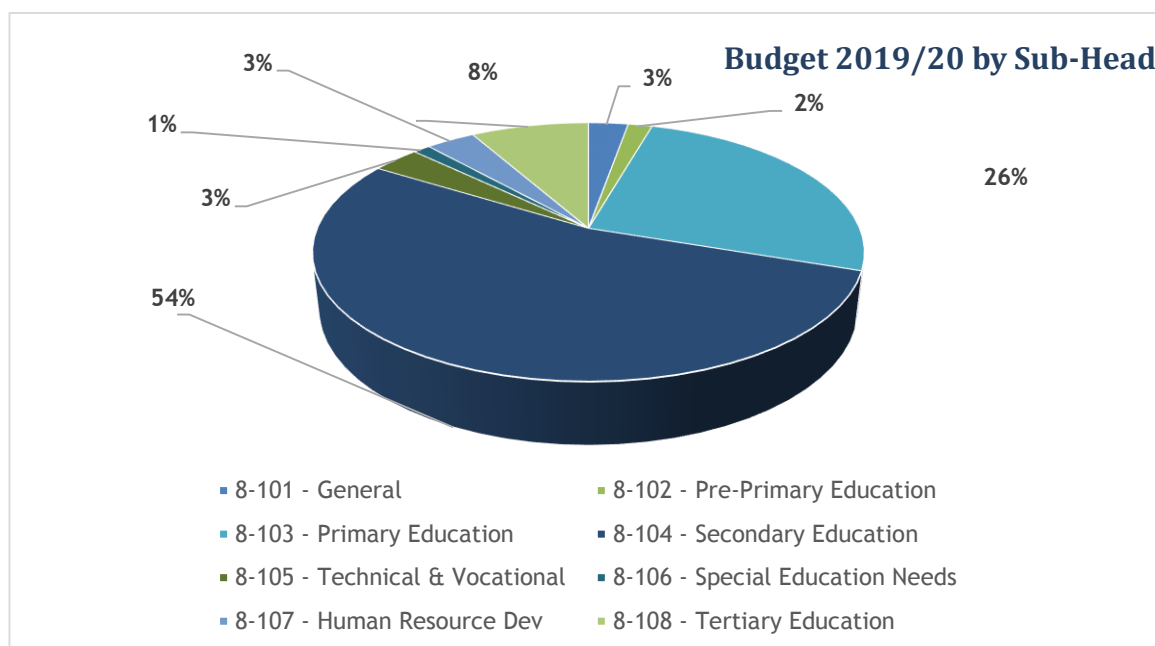
Report of DOA FY 2018/2019 (Additional Details in DOA Report)	DOA Comments/ Proposed Measures	Status on Actions taken/ Implementation Date
<i>High level of absenteeism of security guards was noted at school premises</i>	The Ministry should reinforce security measures and devise a proper monitoring mechanism to ensure that Service Providers fulfil their contractual obligations, thereby safeguarding school assets from thefts and acts of vandalism by intruders. Also, it should be ensured that the Service Providers provide replacement of security guards in case of absenteeism.	In order to address the prevailing issues of absenteeism, amendments have been made to Clause 2.9 of the General Conditions of Contract of the Bidding Document launched on 30 May 2019 for the Provision of Watch Security Services in schools, whereby the Contractor shall be legally answerable and will have to abide to the rate for penalties stated in its contract.
<i>Supply and Commissioning of 23,400 Tablets for Form IV students and Educators</i> I reported that due to delay in taking necessary actions against a defaulting Local Private Contractor for breach of contract, three years later, advance payment of Rs 21.7 M was still not recovered by the Ministry.	As of 30 October 2019, no response had been received from the AGO and no legal proceeding had yet been initiated against the Company. Hence, the recovery of the advance payment of Rs 21.7 M was still uncertain.	The Ministry was pursuing the matter with the AGO with a view to taking legal actions against the Company to recover the advance payment and the sum claimed for the damages and prejudice. The Complaint with Summons was finalised. The State Law Office has applied for leave from Bankruptcy Division of the Supreme Court given that the Company was in liquidation. The Affidavit was signed on 18 June 2020.

PART III – FINANCIAL PERFORMANCE

Financial Highlights

The Ministry's Budget is categorised under eight Sub-Heads, which represent the main sectors of Education, and funds to the tune of Rs 17.1 Bn were appropriated for Financial Year 2019/20.

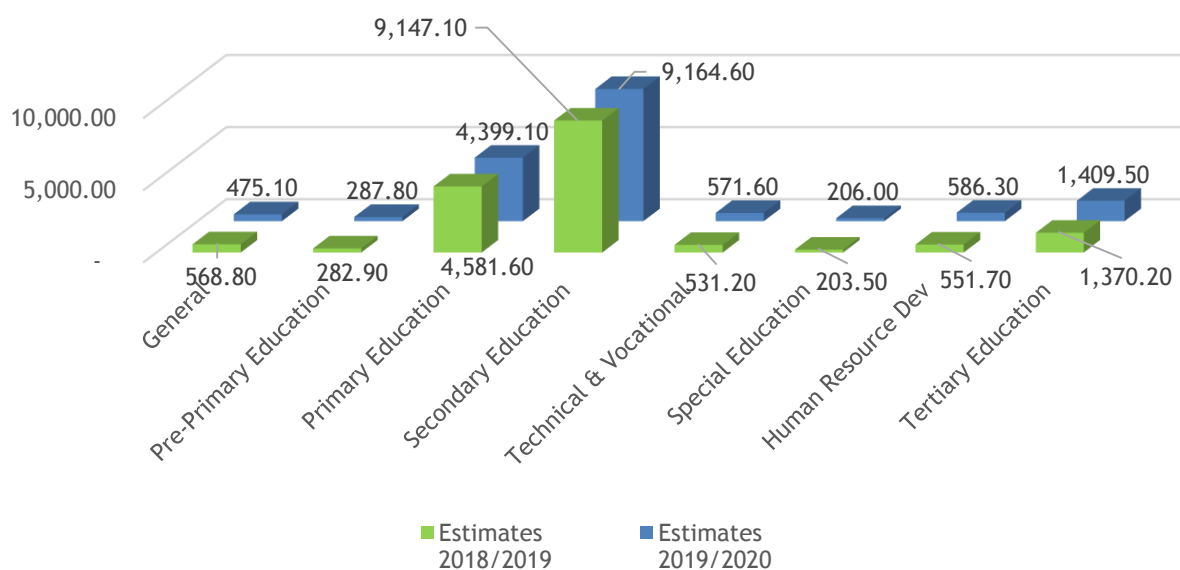
Around 54% of the budget was allocated to Secondary Education, 26% to Primary Education and the remaining 20% was allocated among other sectors as illustrated below:



Comparison between Budget Expenditure by Sub-Heads for Fiscal Years 2018/19 and 2019/20

<i>Vote/Sub-Head</i>	<i>Estimates 2018/2019 (Rs M)</i>	<i>Estimates 2019/2020 (Rs M)</i>
General	568.80	475.10
Pre-Primary Education	282.90	287.80
Primary Education	4,581.60	4,399.10
Secondary Education	9,147.10	9,164.60
Technical & Vocational	531.20	571.60
Special Education Needs	203.50	206.00
Human Resource Development	551.70	586.30
Tertiary Education	1,370.20	1,409.50
TOTAL	17,237.00	17,100.00

Comparison between Budget Expenditure by Sub-Heads for Financial Year 2018/19 and 2019/20



Analysis of Major Changes

Revenue

For Financial Year 2019/20, the total revenue which was derived mainly from refund of bonds, library fees, loss of books, sale of bid documents, use of premises and canteen rent, amounted to Rs 43.16 M and exceeded the forecasted amount of Rs 13.39 M for that year.

Expenditure

Around 46% of expenditure under Vote 8-1 was incurred under Grants, which included Current and Capital Grants to Extra Budgetary Units, namely, Early Childhood Care and Education Authority, Mahatma Gandhi Institute/Rabindranath Tagore Institute, Mauritius Examination Syndicate, Mauritius Institute of Education, Mauritius Institute of Training and Development, Mauritius Qualifications Authority, Private Secondary Education Authority, Rajiv Gandhi Science Centre, Tertiary Education Commission, Polytechnics Mauritius Ltd, Quality Assurance Authority, World Hindi Secretariat, and Contribution to International Organisations as indicated below:

SN	Parastatal Body	Estimates (Rs M) FY 2018/19	Estimates (Rs M) FY 2019/20
1	Private Secondary Education Authority (PSEA)	4,644.7	4,683.40
2	(Former) Tertiary Education Commission (TEC)	1,248.78	1,247.00
3	Mauritius Institute of Training and Development (MITD)	547.60	587.60
4	Mahatma Gandhi Institute (MGI)/ Rabindranath Tagore Institute (RTI)	563.00	580.28
5	Early Childhood Care and Education Authority (ECCEA)	282.90	287.80
6	Mauritius Institute of Education (MIE)	284.80	292.00
7	Mauritius Examination Syndicate (MES)	241.00	137.80
8	Mauritius Qualifications Authority (MQA)	32.60	44.60
9	Polytechnics Mauritius Ltd (PML)	-	38.00
10	Rajiv Gandhi Science Centre (RGSC)	28.80	32.50
11	Special Education Needs Authority (SENA)	10.00	11.50
12	World Hindi Secretariat (WHS)	9.00	10.00
13	Quality Assurance Authority (QAA)	-	3.00
14	Higher Education Commission (HEC)	-	1.00

Compared to 2018/19, there was an increase in Grants released to the Statutory Bodies in 2019/20 with a larger share being provided to the Private Secondary Education Authority and the former Tertiary Education Commission.

Statements of Revenue and Expenditure

The Statements of Revenue and Expenditure have been prepared from the Estimates 2019/2020 and data captured from the Treasury Accounting System (TAS).

Statement of Revenue

Item/Revenue	2018/2019 Actual (Rs M)	2019/2020 Estimates (Rs M)	2019/2020 Actual (Rs M)
Miscellaneous Revenues: Refund of bonds, library fees, loss of books, sale of bid documents, use of premises and canteen rent.	51.44	13.39	43.16
Total Revenue	51.44	13.39	43.16

Statement of Expenditure

Head/Sub-Head of Expenditure		2018/19 Actual (Rs M)	2019/20 Estimates (Rs M)	2019/20 Actual (Rs M)
Allowance		2.40	2.40	2.40
Compensation of Employees		5,728.34	6,038.83	5,756.97
Goods and Services		589.49	656.10	668.64
Grants	Current	7,803.62	7,726.38	7,721.10
	Capital	128.16	263.70	160.55
Social Benefits		300.00	272.00	272.00
Other Expenses		1,061.17	1,199.29	1,082.02
Acquisition of Non-Financial Assets		683.11	941.30	640.69
Total Expenditure		16,296.29	17,100.00	16,304.37

PART IV – WAY FORWARD

Trends and Challenges

In the era of COVID-19, blended learning is becoming a “*new normal*” and will become the new benchmark in education. Blended learning, as its name suggests, implies a combination of both face-to-face and online learning that goes beyond the classroom. Transitioning to this new model of learning at scale and at all levels of the education system will require:

- equitable access of all learners to technology and connectivity;
- redesigning of the curriculum and teacher education programmes;
- new assessment methodologies; and
- building capacity of all teachers for them to confidently leap in the world of virtual teaching and learning to embed new transactional approaches required of online teaching.

The world of Higher Education, which already has a strong reliance on open and distance learning and the use of learning platforms as well as virtual resources, will nevertheless have to innovate in view of restricted student mobility, both locally and internationally.

Strategic Direction

- Strengthen the resilience of the education system to deliver inclusive, equitable and quality education to all learners in times of crisis.
- Harness latest technologies to transform the school system through the use of online digital platforms for blended learning to be an integral part of education.
- Continue to invest in the education system for greater equity in learning outcomes at all levels.
- Develop and implement a strategy for the promotion of STEM among students.
- Enhance technical and technology education as a credible pathway through the new Institute for Technical Education and Technology and the Polytechnics.
- Fully engage in the process of harmonization of and rationalization of resources in the higher education sector.
- Promote networking and collaboration among Educators at all levels in view of building capacity and improving quality of teaching.
- Strengthen educational management through enhanced information flow between Schools and Directorates and among schools.

Summary of Events/Activities in FY 2019/20

18 July 2019	<i>Signature Ceremony</i> - MoU with the Republic of France on the project " <i>Partenariat Hubert Curien (PHC) Le Reduit</i> " to further encourage collaborative research between academics/researchers.
12 August 2019	<i>Exhibition on Innovative Projects</i> in collaboration with Rajiv Gandhi Science Centre to mark the United Nations International Youth Day 2019 under the theme "Transforming Education".
14 August 2019	<i>Ceremony for award of certificates</i> - Training in the Drug Use Prevention Programme <i>Get Connected</i> .
28 - 30 August 2019	<i>Three-day Workshop</i> , in collaboration with the European Union, to disseminate the recommendations made by EU Consultants in their reports on <i>Performance Funding, Improving teaching skills and Upgrading of qualifications of Academics and Quality Assurance Framework</i> , in support of the Higher Education sector in Mauritius.
02 September 2019	<i>Launching Ceremony</i> - School Health Clubs.
October 2019	The " <i>No to Violence</i> " Campaign was launched to sensitise young people against violence.
27 November 2019	Ceremony for the " <i>Eco-schools and Young Reporters for the Environment</i> " Program.
05 December 2019	<i>International Day of Persons with Disabilities</i> organized by Special Education Needs Authority in collaboration with the Mauritius Institute of Education.
29 January 2020	<i>Validation Workshop</i> in collaboration with the Special Education Needs Authority for Norms and Standards governing the SEN Sector.
20 February 2020	<i>Signature Ceremony</i> - MoU with the Ministry of Foreign Affairs and Europe of the Republic of France on the setting up of a " <i>Réseau des études françaises</i> " à Maurice with the assistance of the Prime Minister's Office.
04 March 2020	<i>Goal Graduation Ceremony</i> .
09 March 2020	Hon. Prime Minister meeting with Head Boys and Head Girls.
02 June 2020	<i>Ducere Slam Award Ceremony</i> held online with Australia.
June 2020	Meetings with Rectors and Managers of Private Schools and Unions for resumption of schools in the wake of the Covid -19 pandemic.



18 July 2019 - Signature Ceremony - MoU with the Republic of France on the project "Partenariat Hubert Curien (PHC) Le Reduit" to further encourage collaborative research between academics/researchers.



14 August 2019 - Ceremony for award of certificates - Training in the Drug Use Prevention Programme "Get Connected".





28- 30 August 2019 - Three-day Workshop, in collaboration with the European Union, to disseminate the recommendations made by EU Consultants in their reports on Performance Funding, Improving teaching skills and Upgrading of qualifications of Academics and Quality Assurance Framework, in support of the Higher Education sector in Mauritius.



02 September 2019 - Launching of School Health Clubs.



The "No to Violence" Campaign was launched in October 2019 to sensitise young people against violence. Students were encouraged to prepare posters and set up an exhibition in their respective schools.



09 March 2020 - The Hon. Prime Minister meeting with Head Boys and Head Girls at Cote D'or Sports Complex.



The Early Digital Learning Programme, which aims at integrating ICT in teaching and learning through the use of adapted tablets.



Basic swimming and survival skills to primary schools pupils under the “Natation Scolaire” Programme.



05 December 2019 - International Day of Persons with Disabilities organized by Special Education Needs Authority in collaboration with the Mauritius Institute of Education.



CONTACT DETAILS:

Ministry of Education, Tertiary Education, Science and Technology

MITD House, Pont Fer, Phoenix

Phone: (230) 601 5200 Fax: (230) 698 9627

Email: moeps@govmu.org

Website: <http://ministry-education.govmu.org>