



ANNUAL REPORT 2024-2025

MINISTRY OF EDUCATION AND HUMAN RESOURCE

INTRODUCTION

In line with the requirements of the Finance and Audit Act, the Ministry of Education and Human Resource (MoEHR) has prepared its ninth Annual Report on Performance for the fiscal year 2024-2025.

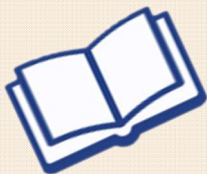
The Report has been structured as per the guidelines issued by the Ministry of Finance (MoF) and gives a comprehensive overview of the significant activities and initiatives carried out by this Ministry throughout the financial year 2024-2025.

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

This report serves as a tool for promoting transparency, accountability and good governance practices, making this information accessible to Ministries and 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



List of Acronyms

AC	Audit Committee
AGO	Attorney General's Office
AI	Artificial Intelligence
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
MES	Mauritius Examination Syndicate
MGI	Mahatma Gandhi Institute
MIE	Mauritius Institute of Education
MITD	Mauritius Institute of Training and Development
MNI	Ministry of National Infrastructure
MEDCO	Mauritius Educational Development Company Ltd
MoEHR	Ministry of Education and Human Resource
MoF	Ministry of Finance
MoGEFW	Ministry of Gender Equality and Family Welfare
MOHW	Ministry of Health and Wellness
MoU	Memorandum of Understanding
NCE	National Certificate of Education
NYCBE	Nine Year Continuous Basic Education
NECS	National Education Counselling Service
NGO	Non-Governmental Organisation
NQF	National Qualification Framework
PPA	Public Procurement Act
PPO	Public Procurement Office
PSAC	Primary School Achievement Certificate
PSEA	Private Secondary Education Authority
QAID	Quality Assurance and Inspection Division
QAF	Quality Assurance Framework
RCEA	Roman Catholic Education Authority
SC	School Certificate
SEN	Special Education Needs
SENADC	Special Education Resource Development Centre
SESW	Senior Educational Social Worker
STEM	Science, Technology, Engineering, and Mathematics
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
ZEP	Zone d'Education Prioritaire

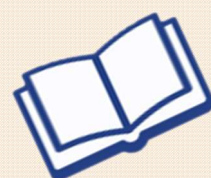
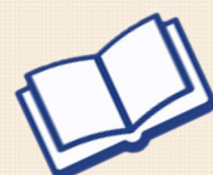


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STATEMENT FROM THE HONOURABLE MINISTER OF EDUCATION AND HUMAN RESOURCE



It is with a deep sense of pride and commitment that I present the Annual Report of the Ministry of Education and Human Resource for the financial year 2024–2025. This period has been one of reflection, renewal and resolute action as we continue to lay the foundations for a more inclusive, equitable and future-ready education system for all citizens of the Republic of Mauritius.

At the heart of our vision for transformation lies *Les Assises de l'Éducation 2025*, a landmark national dialogue which has brought together educators, parents, students, partners and stakeholders from across Mauritius, Rodrigues and Agalega. The discussions and insights gathered have culminated in a comprehensive Blueprint for Education, which will guide our collective efforts toward a learner-centred, competency-based, and technology-enabled education system. This blueprint embodies our shared aspiration for an education system that nurtures lifelong learners and responsible citizens, anchored in the values of excellence, inclusion and integrity. The Blueprint will be published in due course.

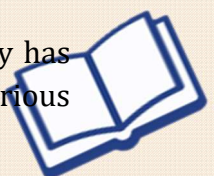
In line with our core priorities, the Foundation Programme for Literacy, Numeracy and Skills has been introduced in Lower Secondary Schools as from January 2025 as a new three-year Foundation Programme in replacement of the Extended Programme which failed to achieve the desired results. The programme has been implemented with a view to empower our youngest learners with essential competencies that will shape their lifelong learning journey. Its impact has been strengthened through continuous support to educators, innovative teaching approaches and targeted interventions to ensure that *no child is left behind*.

A strong focus has also been maintained on Special Needs Education, ensuring that every learner regardless of ability has access to meaningful learning opportunities. Through dedicated training, improved facilities and inclusive pedagogical approaches, the Ministry continues to promote dignity, equality and empowerment for learners with special educational needs.

Our cultural identity remains a cornerstone of national unity. In this regard, the Ministry has intensified efforts in promoting Kreol Morisien as a language of learning, expression and belonging, affirming our shared heritage and fostering linguistic pride among our youth.

Connectivity across our island nation remains a priority. Efforts to strengthen the educational linkages between Mauritius, Rodrigues and Agalega are ongoing, ensuring that every child, irrespective of geographical location, benefits from equitable access to quality education, resources and opportunities.

Recognising the vital role of education in shaping responsible citizens, the Ministry has intensified its fight against drug abuse, bullying and violence in schools. Through various



workshops, awareness campaigns and preventive education, we continue to build resilience and foster a culture of respect and safety in our educational institutions. This endeavour has been supported by the capacity building of educators, psychologists, counsellors, social workers, mentors, parent-educators, administrators, NGOs and other key partners, reflecting a whole-of-society approach to child and youth wellbeing.

As we look ahead, our resolve remains steadfast to ensure that education continues to be the heartbeat of national development and the bridge to a prosperous, just and united Mauritius. The achievements so far are the result of collective dedication, innovation and partnership, and I extend my sincere gratitude to all those who have contributed to this shared mission.

Together, we shall continue to nurture a generation of learners who are not only academically accomplished but also socially conscious and globally competitive and true ambassadors of a thriving and compassionate Mauritius.

Dr the Honourable Mahend GUNGAPERSAD, PDSM

Minister of Education and Human Resource



STATEMENT FROM THE SENIOR CHIEF EXECUTIVE

It is with a deep sense of pride and responsibility that I present the Annual Report 2024/2025 of the Ministry of Education and Human Resource, which highlights the progress achieved by the Ministry during the year under review.

During the year, the Ministry has consolidated its efforts across several fronts:

Budget Implementation 2024/2025

The Budget 2024/2025 has reaffirmed Government's commitment to education as a central pillar of national development and human capital empowerment. Significant allocations have been directed towards implementation of several key initiatives and have provided the Ministry with the resources necessary to advance its strategic priorities, focusing on human resource development, infrastructure enhancement, curriculum reform, and the integration of digital technology in education. The Ministry has effectively utilized these resources to strengthen institutional capacity, enhance learning outcomes, and ensure that education continues to be a cornerstone of national development.

Pre-Primary Education

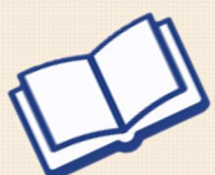
The National Curriculum Framework for Early Childhood Care and Education continues to guide teaching and learning at the Pre-Primary level. The curriculum emphasises play-based learning, holistic child development, and the nurturing of social, emotional, and cognitive skills. Teachers have been encouraged to adopt inclusive and child-centered pedagogies that promote creativity, curiosity and early literacy and numeracy skills.

Primary Education

In the sphere of primary education, significant progress has been achieved in improving the learning environment and strengthening foundational literacy and numeracy. Teacher support mechanisms have been enhanced through regular in-service training and the use of digital learning tools. The Ministry also pursued infrastructural upgrades in several primary schools to ensure safe, modern, and inclusive learning spaces. Special attention has been given to the integration of inclusive education practices, ensuring that learners with different abilities are supported to achieve their full potential.

Secondary Education

At the secondary level, the Ministry has continued to focus on curriculum reform and student support initiatives that foster holistic development. Emphasis was placed on Science, Technology, Engineering, Arts, and Mathematics (STEAM) education, as well as on strengthening guidance and counselling services to support learners' academic and personal growth. Teacher development in subject mastery and assessment methods has been a key area of investment, ensuring that learning delivery remains relevant and of high quality.



Staff Training and Capacity Building

A major area of focus during the year has been the continuous professional development of educators and administrative personnel. Numerous training programmes and workshops were conducted to strengthen pedagogical skills, digital literacy, leadership, and classroom management with an emphasis on new teaching methodologies and student-centered learning practices. The Ministry also expanded its partnerships with local and international institutions to enhance training quality and ensure that staff remain well-equipped to meet evolving educational demands.

Other Key Achievements

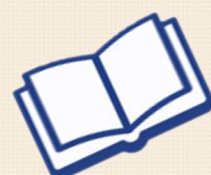
In addition to these, the Ministry has made headway in several strategic areas:

- **Digital Transformation:** The integration of ICT in schools has been accelerated with the expansion of digital classrooms, enhanced e-learning platforms, and the continued distribution of digital tools to both educators and learners to promote blended learning. These initiatives are equipping students with future-ready skills while modernising pedagogy.
- **Curriculum Reform and Inclusive Education:** Substantial progress has been made in curriculum innovation with a focus on competence-based learning, critical thinking, and creativity. Support measures for vulnerable learners have been strengthened, ensuring that inclusivity remains at the core of our education system.
- **Technical and Vocational Education and Training (TVET):** In line with Government's vision of fostering employability and entrepreneurship, the Ministry has expanded TVET opportunities, with stronger collaboration to promote industry partnerships to align training with labour market needs, and enhanced lifelong learning pathways.
- **Infrastructure Development:** Upgrading and maintenance of school buildings, laboratories, and ICT facilities to provide a conducive learning and teaching environment.
- **Equity and Inclusion:** Continued implementation of support schemes for vulnerable learners and families, ensuring that no child is left behind.

The achievements of the past year stand as a testament to the dedication and professionalism of our educators, administrators, and staff at all levels. I extend my sincere appreciation to all stakeholders for their continued collaboration and commitment to the Ministry's mission.

As we look ahead, the Ministry remains firmly dedicated to consolidating the gains achieved under Budget 2024/2025, while deepening our reforms to ensure that the Mauritian education system continues to nurture responsible, competent, and innovative citizens capable of contributing meaningfully to the nation's sustainable development.

Devendre Gopaul
Senior Chief Executive



PART I: 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 and a Gender Statement.



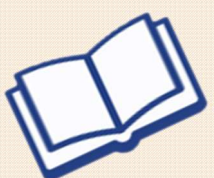
VISION AND MISSION

Vision

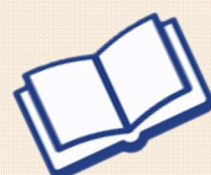
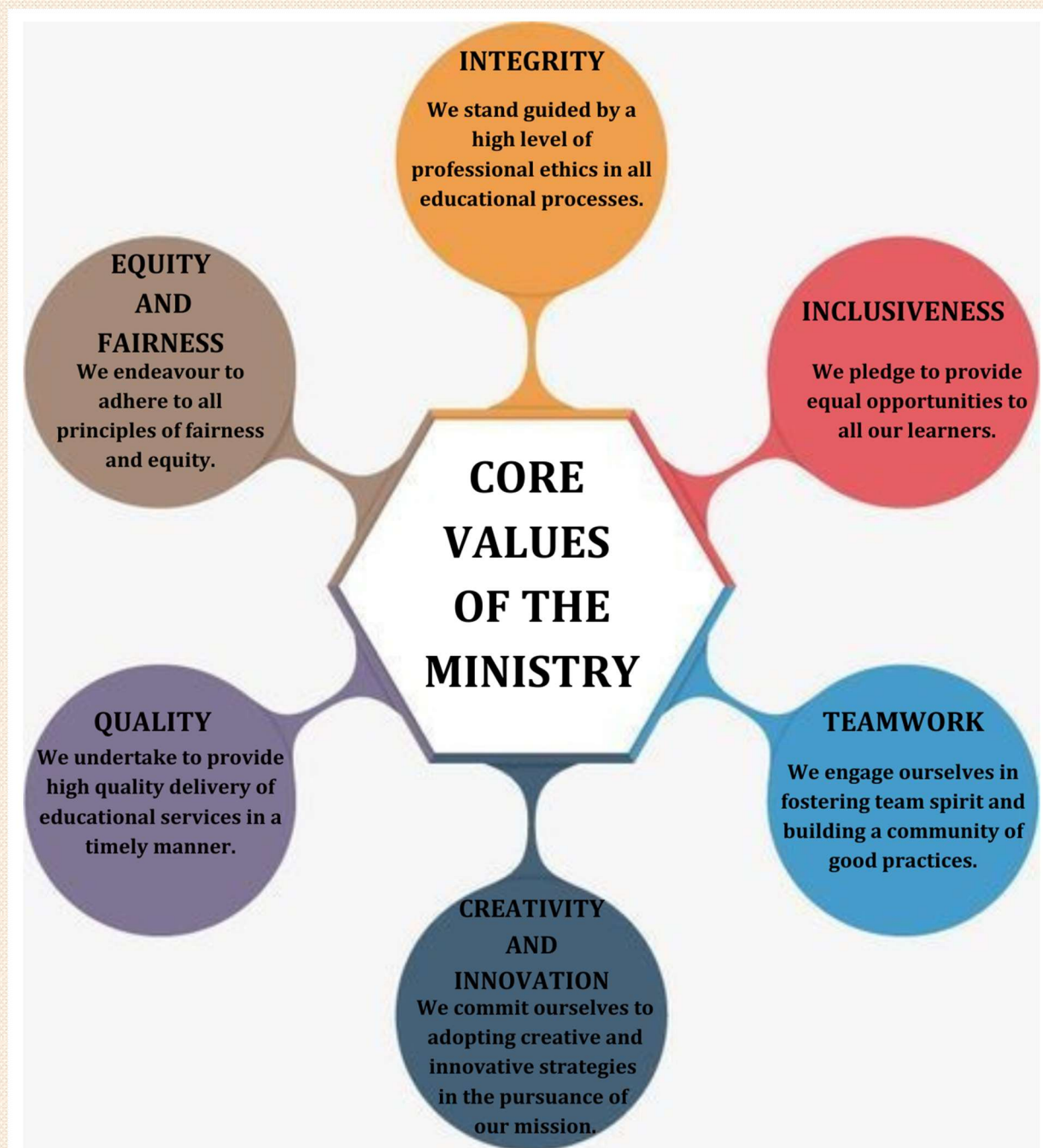
To create the next generation of forward-looking and innovative leaders contributing to the transformation of the Republic of Mauritius into a high ranking and prosperous nation.

Mission

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



CORE VALUES OF THE MINISTRY



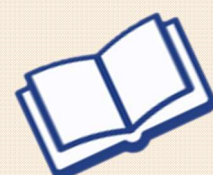
ROLES AND FUNCTIONS OF THE MINISTRY

The MoEHR is responsible for the development and delivery of sound education services in the Republic of Mauritius.

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

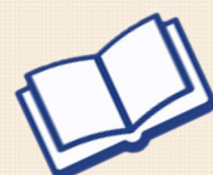
KEY FUNCTIONS OF THE MINISTRY

-  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.
-  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 (SEN) as part of the inclusion process;
 - through scholarships to meritorious as well as needy students to pursue post-secondary education;
 - to all learners of pre-primary, primary and lower secondary schools as well as to all needy students, through the provision of educational materials; and
 - to students to practice and participate in healthy and creative activities.
-  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.	Early Childhood Care and Education Authority Act 2007
ii.	Education Act 1957 (and subsequent amendments)
iii.	Institute of Technical Education and Technology Act 2021
iv.	Licensing of Recruiting Agents for Overseas Educational and Training Institutions Act 2006
v.	Mahatma Gandhi Institute Act 1982
vi.	Mauritius Examinations Syndicate Act 1984
vii.	Mauritius Institute of Education Act 1973
viii.	Mauritius Qualifications Authority Act 2001
ix.	Private Secondary Education Authority Act 2016
x.	Rabindranath Tagore Institute Act 2002
xi.	Rajiv Gandhi Science Centre Trust Fund Act 1994
xii.	Sir Seewoosagur Ramgoolam Foundation Act 1981
xiii.	Special Education Needs Authority Act 2018
xiv.	World Hindi Secretariat Act 2002
xv.	Human Resource Development Council Act 2003
xvi.	Institute of Technical Education and Technology Act 2021
xvii.	Mauritius Qualification Authority Act 2001
xviii.	Skills Development Authority Act 2019
xix.	Mauritius Institute of Training and Development Act 2009



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

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

PRIMARY EDUCATION

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

SECONDARY EDUCATION

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

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.

CURRICULUM DEVELOPMENT AND EVALUATION

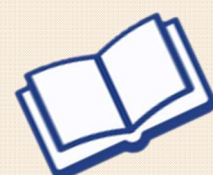
- ✎ Provides policy guidelines for the design, elaboration, monitoring and review of curriculum at primary and secondary levels in line with the NYCBE Policy.

STRATEGIC PLANNING

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

INTERNATIONAL RELATIONS

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



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

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

SCHOLARSHIPS

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

HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT

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

PLANNING AND BUDGETING DIRECTORATE

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

EXTRA AND CO-CURRICULAR ACTIVITIES

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

HEALTH AND WELLNESS

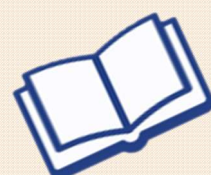
- ✎ Promotes and provides services to support physical, mental and social well-being of students.
- ✎ Monitors the adherence to all sanitary protocols.
- ✎ Provides pupils and students with opportunities to achieve their full potential in performing arts and physical education.

NATIONAL EDUCATION COUNSELLING SERVICE

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

SPECIAL EDUCATION NEEDS UNIT

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



QUALITY ASSURANCE AND INSPECTION

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

INFRASTRUCTURE MANAGEMENT UNIT

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

SECRETARIAT OF NATIONAL EQUIVALENCE COMMITTEE

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

CITIZEN SUPPORT UNIT

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

CUSTOMER CARE UNIT

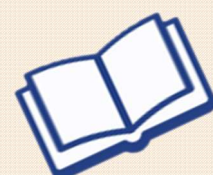
- Attends to the public, manages queries, complaints, and phone calls from stakeholders, and coordinates with departments for appropriate actions.
- Assists in the organisation of workshops, press conferences and meeting preparations.
- Ensures the smooth execution of events and distribution of materials.

CORPORATE SERVICES

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

ZONAL DIRECTORATES

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



STATUTORY BODIES AND COMPANIES

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

STATUTORY BODIES

EARLY CHILDHOOD CARE AND EDUCATION AUTHORITY, responsible for

-  Implementing policies regarding Early Childhood Care and Education.
-  Regulating and promoting the development of quality pre-primary education.
-  Registering and Supervising pre-primary educational institutions.

INSTITUTE OF TECHNICAL EDUCATION AND TECHNOLOGY, responsible for

-  Implementing policies for the delivery of high quality technical and technology education.
-  Operating technical education centres.
-  Awarding technical and technology qualifications.

MAURITIUS EXAMINATIONS SYNDICATE, responsible for

-  Organising and conducting assessments/ examinations in line with educational policies and awards certificates.

MAHATMA GANDHI INSTITUTE/ RABINDRANATH TAGORE INSTITUTE, responsible for

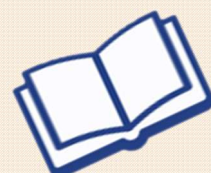
-  Promoting, consolidating and disseminating Indian culture and traditions.
-  Undertaking curriculum development and textbook production in Asian Languages.
-  Furthering the progress of education, including at Tertiary level and culture in general.

MAURITIUS INSTITUTE OF EDUCATION, responsible for

-  Promoting the advancement of learning and knowledge in the field of education.
-  Conducting teacher training and pedagogical research.
-  Undertaking curriculum development and textbook production.

MAURITIUS QUALIFICATIONS AUTHORITY, responsible for

-  Developing, implementing and maintaining the National Qualifications Framework (NQF).



- ✚ Recognising and evaluating qualifications for the purpose of establishing their equivalence.
- ✚ Recognising and validating competencies acquired outside the formal education and training systems (Recognition of Prior Learning and Recognition of Prior Experience).

PRIVATE SECONDARY EDUCATION AUTHORITY, responsible for

- ✚ Overseeing and regulating the provision of private secondary education.
- ✚ Managing the disbursement of grants to non-fee paying private secondary schools.
- ✚ Monitoring teaching and learning in private secondary schools.

SPECIAL EDUCATION NEEDS AUTHORITY, responsible for

- ✚ Providing the relevant regulatory framework for provision of education to learners with SEN.
- ✚ Registering SEN Institutions, their personnel and resource persons.
- ✚ Harmonising and promoting programmes and policies for the education and development of learners with SEN.

WORLD HINDI SECRETARIAT (*Bilateral Organisation – India and Mauritius*)

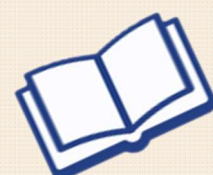
- ✚ Act as a global body for the promotion of Hindi as an international language and for the coordination of Hindi-related activities

HUMAN RESOURCE DEVELOPMENT COUNCIL, responsible for

- ✚ Developing, implementing and maintaining a NQF;
- ✚ Ensuring compliance with provisions for registration and accreditation in this Act; and
- ✚ Ensuring that standards and registered qualifications are intentionally comparable.

MAURITIUS INSTITUTE OF TRAINING AND DEVELOPMENT, responsible for

- ✚ Promoting excellence in technical and vocational education and training;
- ✚ Promoting research and enhancing knowledge in technical and vocational education and training;
- ✚ Increasing access to technical and vocational education and training through the setting up of training centres;
- ✚ Promoting exchange programmes and courses with other institutions in technical and vocational education and training; and
- ✚ Assisting in the apprenticeship of persons who are, or will be, employed in commercial, technical and vocational fields.

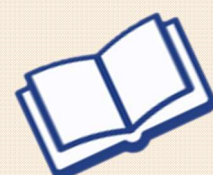


SKILLS DEVELOPMENT AUTHORITY, responsible for

-  Regulating Technical and Vocational Education and Training (TVET) sector;
-  Ensuring quality assurance in TVET sector;
-  Conferring awarding powers to training institutions;
-  Developing a skills framework; and
-  Maintaining the Skills Development Fund

STATE-OWNED COMPANIES**MAURITIUS EDUCATIONAL DEVELOPMENT COMPANY (MEDCO) LTD, responsible for**

-  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/excess staff of private secondary schools and absorbing all future redundant/excess teachers and non-teaching staff to redeploy them in the state schools and government departments.



GENDER POLICY STATEMENT

The MoEHR 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:

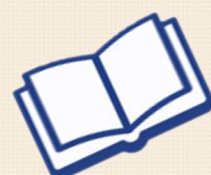
- ✎ Sustaining high performance on education indicators, particularly in accessibility, availability, quality, and affordability of education for all learners.
- ✎ Providing free education at all levels up to the first undergraduate degree, guaranteeing equal opportunities for boys and girls across the system.
- ✎ Maintaining gender parity in enrolment at pre-primary, primary, and secondary levels.
- ✎ Ensuring gender parity in literacy for the 12–24 age group sustained.
- ✎ 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 are: -

- ✎ 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
- ✎ Challenging entrenched gender stereotypes and cultural barriers that influence subject and career choices.

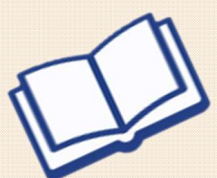
Gender responsive strategies/actions: -

- ✎ 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 that are free of bias and promote inclusiveness.



-  Mainstreaming gender policies in all TVET and higher education 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 actions, the Ministry remains committed to building an education system that not only ensures equal access and opportunities, but also empowers all learners—girls and boys alike—to achieve their fullest potential, free from gender-based barriers.



ABOUT OUR PEOPLE

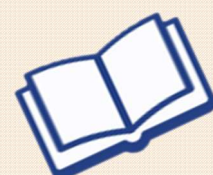
The Ministry employs more than 12,000 persons across various categories and levels. The Senior Chief Executive is the Supervising, Responsible and Accounting Officer of the MoEHR, responsible for the overall administration and general supervision of the different sections including bodies falling under 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 22.

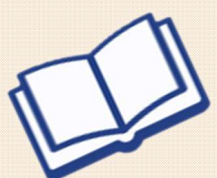
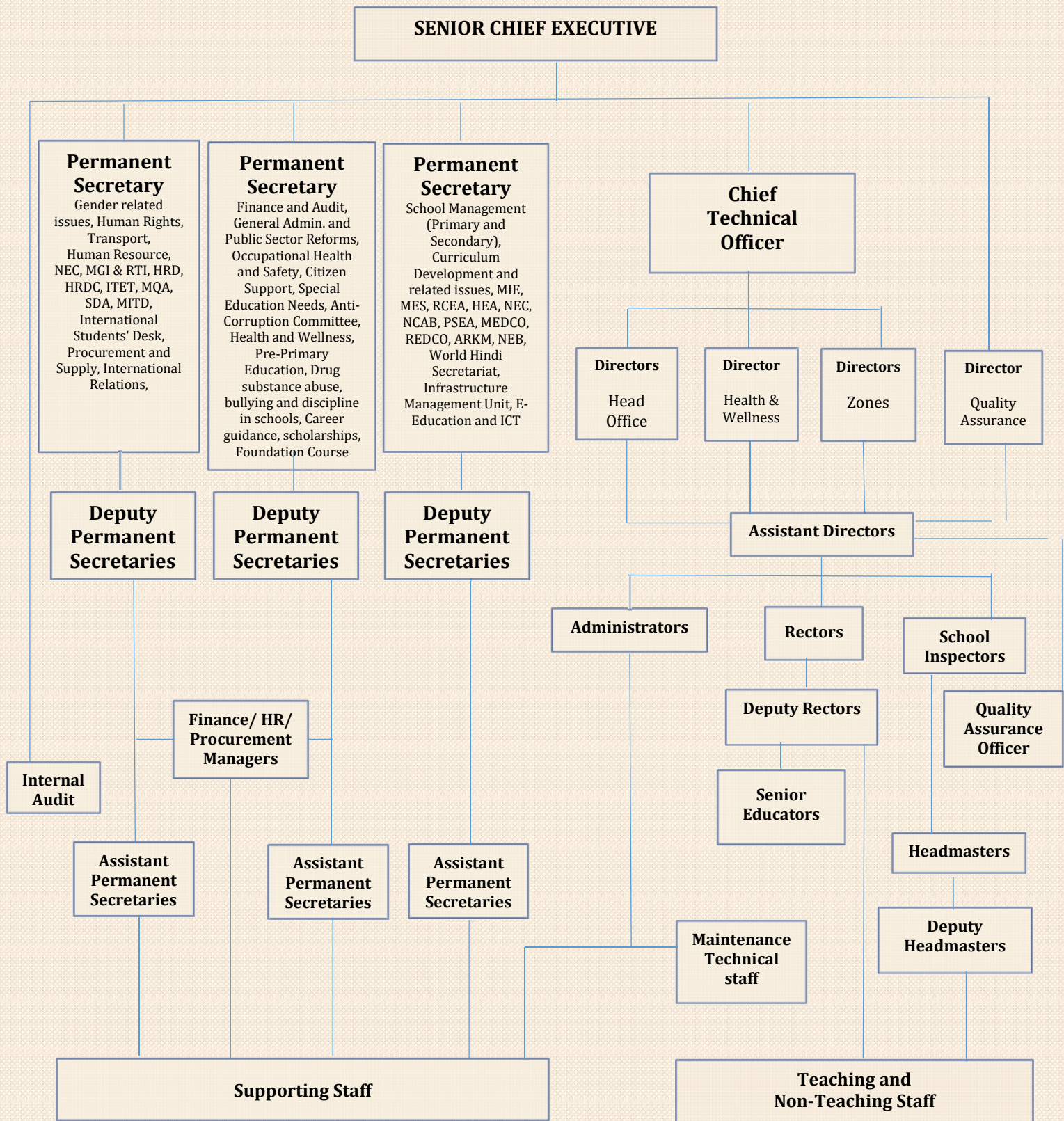
Directors of Zones are responsible for the smooth running of primary and secondary schools and report to the Chief Technical Officer. They are assisted by Assistant Directors, Administrators, School Inspectors and Heads of the Human Resource Management, Finance, Infrastructure Management and Procurement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



ORGANISATION CHART



FUNDED POSITIONS BY SECTOR

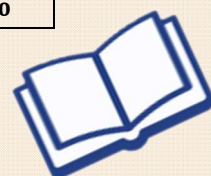
During the financial year 2024-2025, the Ministry had a total of 12,503 funded positions, as follows:

A. MANAGEMENT AND GENERAL

Job Title/Category	Funded positions 2024/25	In Post	
		Male	Female
Senior Chief Executive	1	1	-
Permanent Secretary	2	2	-
Deputy Permanent Secretary	6	2	3
Assistant Permanent Secretary	11	6	5
Chief Technical Officer (Education)	1	1	-
Director	6	-	-
Assistant Director	6	5	1
Administrator (Education)	9	5	4
Director Quality Assurance	1	-	-
Assistant Director Quality Assurance	1	-	1
Director (Health and Wellness)	1	-	1
Assistant Director (Health and Wellness)	1	1	-
Quality Assurance Officer	18	6	9
Other Technical Staff	26	17	11
Other Support Staff	226	58	143
TOTAL	316	104	178
Percentage Gender Distribution		37%	63%

B. PRE-PRIMARY AND PRIMARY

Job Title/Category	Funded positions 2024/25	In Post	
		Male	Female
Director	1	-	-
Assistant Director	2	1	1
Assistant Director (Primary)	1	-	1
Inspectorate	55	18	33
Supervisory Group	28	6	4
Headmaster	210	85	93
Deputy Headmaster	814	247	548
Teaching Staff	4301	613	3102
Other Technical Staff	117	28	77
Support Staff	1150	313	764
TOTAL	6679	1311	4623
Percentage Gender Distribution		22%	78%



C. SECONDARY

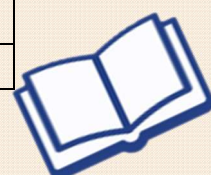
Job Title/Category	Funded positions 2024/25	In Post	
		Male	Female
Director	2	-	-
Assistant Director	2	2	-
Administrator (Education)	8	5	3
Rector	63	27	35
Deputy Rector	63	24	39
Senior Educator (Secondary)	63	16	30
Educator/ Teacher	3592	1159	2359
Other Technical Staff	188	38	140
Support Staff	1429	511	809
TOTAL	5413	1777	3415
Percentage Gender Distribution		34%	66%

D. SPECIAL EDUCATION NEEDS (SEN)

Job Title/Category	Funded positions 2024/25	In Post	
		Male	Female
Head SEN Resource Centres	3	1	-
Inspectorate	2	1	1
Officer-in-Charge, Specialised Schools/ Special Education Resource Development Centre (SENTRDC)	9	2	6
Educator SEN	47	4	25
Therapists	8	-	7
Other	16	10	6
TOTAL	85	18	45
Percentage Gender Distribution		29%	71%

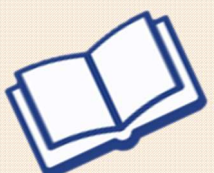
E. CAREERS GUIDANCE

Job Title/Category	Funded positions 2024/25	In Post	
		Male	Female
Director, Human Resource Development	-	-	-
Principal Human Resource Analyst	-	-	-
Human Resource Analyst/Senior Human Resource Analyst	2	2	-
Careers Counsellors	8	3	5
TOTAL	10	5	5
Percentage Gender Distribution		50%	50%



PART II: ACHIEVEMENTS AND CHALLENGES

Part II describes the major achievements, key challenges and the performance of the Ministry during the Financial Year 2024-2025. It also provides a status on the implementation of Budget measures and Actions for the year 2024-2025.



MAJOR ACHIEVEMENTS

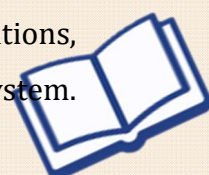
ASSISES DE L'ÉDUCATION

In the wake of the preparation of the Blue Print for education, the Ministry of Education and Human Resource initiated a broad and inclusive consultation process aimed at redefining priorities and strengthening the foundations of quality, equity, and innovation within the education system. This process began with a series of Stakeholders' Meetings held on 9, 16 and 19 December 2024, gathering more than 1,200 participants from across the education sector. The participants included heads of schools, union representatives, pre-primary and secondary school managers, educators, NGOs, and technical partners.

The momentum created by these preliminary meetings culminated in the organisation of Les Assises de l'Éducation, held from 15 to 17 April 2025 at the Mahatma Gandhi Institute in Moka. This major national event brought together a diverse audience of educators, rectors, teacher unions, technical experts, representatives of higher education institutions, and partners from the private and public sectors. Over the three days, participants engaged in thematic sessions covering curriculum renewal, digital education, teacher professional development, and inclusive education. The event provided a platform for frank dialogue on the achievements and challenges of the current system, while consolidating a collective vision for the next phase of educational transformation.



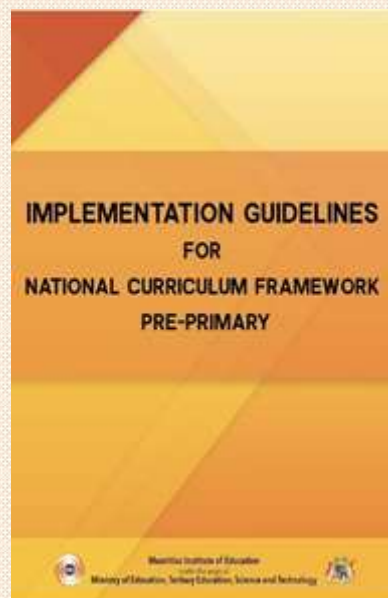
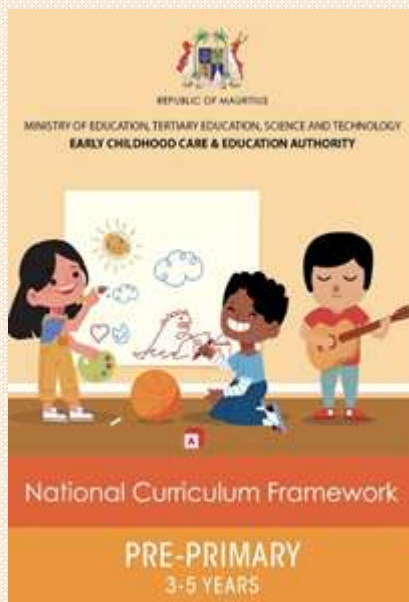
Following this successful national forum, the Ministry extended the consultative exercise to Rodrigues with the organisation of Les Assises de l'Éducation à Rodrigues on 26 and 27 May 2025. The event, held at the Malabar Conference Hall in collaboration with the Rodrigues Regional Assembly, brought together educators, rectors, parents' associations, and regional officers to address the specific challenges of the island's education system.



Discussions focused on teacher deployment and training, the need to enhance digital infrastructure and connectivity, and the adaptation of vocational education to the local economy, particularly in the areas of agro-processing, fisheries, and eco-tourism. The Assises of Rodrigues provided a constructive platform for stakeholders to identify priorities and propose locally relevant solutions, ensuring that the broader national reforms translate effectively into equitable outcomes across all regions.



PRE-PRIMARY EDUCATION



The National Curriculum Framework was accompanied by an implementation guide designed to assist teachers in its effective application.

Literacy and Numeracy Workshops were conducted during the second term school holiday with the participation of teachers in the four zones. The sessions aimed at strengthening



pedagogical skills, enhancing the use of innovative strategies, and equipping educators with practical tools to improve classroom delivery. The initiative also provided teachers with an opportunity to share best practices, reflect on challenges, and collaboratively explore solutions to support the development of literacy and numeracy among learners.

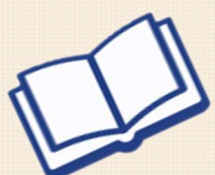


During the second trimester, fire safety training was delivered to ECCEA pre-primary attendants. The programme covered basic fire safety, awareness, hazard identification, and preventive measures. Practical sessions demonstrated the proper use of fire extinguishers, equipping staff with essential knowledge and hands-on skills to respond effectively during fire emergencies.



Upgrading works were undertaken in schools with the objective of improving infrastructure and creating a more conducive environment for teaching and learning. The initiative focused on the renovation of classrooms, enhancement of sanitation facilities, and provision of essential resources to support both students and educators.

These improvements are expected to contribute significantly to the overall quality of education and ensure that learners benefit from safe, inclusive, and well-equipped school settings.



EARLY CHILDHOOD CARE AND EDUCATION AUTHORITY (ECCEA)

-  The re-opening of Docker's Village Pre-Primary School which has been fully renovated and is scheduled to take place soon.
-  Cité Florida Pre-Primary School which had long been without maintenance, has been recently upgraded and fully equipped with new pedagogical resources and improved indoor and outdoor facilities.
-  Sixty-one Pre Primary Schools have been provided with new outdoor and indoor play equipment.
-  Major repair and maintenance works which were overdue have been successfully completed in more than 15 Pre-Primary schools across the country.
-  Pedagogical, health and safety inspections in all Pre-Primary schools across the country have been reinforced.
-  Training with regards to continuous pedagogical development has been carried out for teachers and caregivers from all ECCEA Pre-Primary Schools during Easter Holidays 2025. The training focused on inclusive education, project based learning, pedagogical planning, and health and fire safety.

PRIMARY EDUCATION

-  Support Teachers will be able to become full-fledged Primary School Educators (Support) following successful completion of a Top-up Diploma course offered by the Mauritius Institute of Education (MIE).
-  A stakeholder meeting was held on 09 December 2024 at which more than 300 heads of primary schools participated for an open discussion on pressing issues for the sub-sector.
-  The Assises de l'éducation 2024 for the primary sub-sector were held on the 16 April 2024. Plenary and breakout sessions were organised to discuss major issues, and the inputs received from the discussions served as the basis for developing a blueprint for the advancement of education.
-  A workshop was held on Monday 17 March 2025 for selected headmasters and inspectors to discuss the future of the Mauritian Education System.
-  An evaluation of selected school textbooks was conducted in October 2024 as part of an international exercise with the Conférence des Ministres de L'Éducation des États et Gouvernements de la Francophonie (CONFEMEN) and was presented to local stakeholders in November 2024.



-  Learners were allowed to participate in a reassessment for up to three subjects and those failing were given the opportunity to repeat Grade 6.
-  A Winter School Programme was organised for pupils of Grade 5 and 6 in fifty-one lead schools across the Republic in August 2024.
-  "Welcome back to school" was organised on a pilot basis in four schools through activities and games to give a boost to the school climate in January 2025 with very positive results.

SECONDARY EDUCATION

A total of 60 Educators were recruited across various subjects for the secondary education subsector, strengthening the Ministry's commitment to providing quality education and addressing the evolving needs of students and institutions.

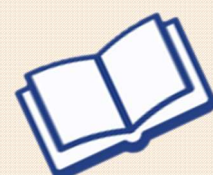
Programme for International Student Assessment (PISA)

The Programme for International Student Assessment, is conducted by the Organisation for Economic Co-operation and Development (OECD). PISA 2025 is the 9th PISA assessment that has been conducted since 2000 and involves around 90 participating countries/economies. It is an international benchmark that assesses the skills and knowledge of 15-year-old students. Rather than testing how well students have memorized specific curriculum content, PISA evaluates their ability to apply knowledge in Reading, Mathematics, and Science to real-life challenges as well as assess their readiness for adult life.

Field Trial and the Main Survey

The Field Trial for PISA 2025 was conducted in 2024 and the Main Survey was conducted on 25 June 2025 in Mauritius and on 1 July 2025 in Rodrigues. For the Field Trial, a total of 32 schools participated (4 from Rodrigues and 28 from Mauritius). Some 1,275 students participated in the Field Trial.

The main survey was conducted on a larger scale and a total of 129 schools (7 from Rodrigues and 122 from Mauritius) participated in same. About 5,350 students participated in the main survey. The mix of participating schools was varied including state secondary schools, grant-aided secondary schools as well as fee-paying secondary schools.



Undertaking PISA is important because the results of the assessment can be used:

- ✎ to indicate how well-prepared students in the Republic of Mauritius are for learning once they leave school
- ✎ to identify areas for improvement over time by schools, education systems, and governments; and
- ✎ to enable comparisons of student performance and the learning environment across different countries/economies.

The Purpose of PISA: Why should it matter to us?

At its core, PISA aims to provide comparable data on student performance across different countries and education systems.

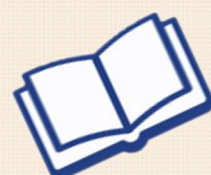
PISA offers several key benefits:

- ✎ International Benchmarking
- ✎ Informing Educational Improvement
- ✎ Focus on Future-Ready Skills
- ✎ Understanding Equity

INFRASTRUCTURE MANAGEMENT

The following infrastructure projects were implemented in 2024-2025:

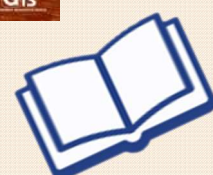
- ✎ Construction of new specialist rooms at Goodlands SSS, Prof Hassan Raffa SSS, Seewa Bappoo SSS, Swami Sivananda SSS and Piton State College;
- ✎ Conversion of existing classrooms into specialist rooms in the following Academies: Forest Side SSS (Girls), Queen Elizabeth College, A.H.G.M Issac SSS and Royal College Port Louis
- ✎ Construction of new toilet block at Residence Vallijee GS,
- ✎ Upgrading works at Quartier Militaire SSS (Multi Purpose Hall), Gopeenath Cheetamun GS, Baichoo Madhoo GS, Maheshwarnath GS, N. Saddul GS, Gaetan Raynal SC and Sodnac SSS;
- ✎ Waterproofing works at James Toolsy GS, St Hubert GS, Emilienne Rochecouste GS, Fond du Sac GS and La Gaulette SSS;
- ✎ Reroofing works at Lapeyrouse GS;



- ✚ Infrastructural works at La Sourdine GS, Mon Desert Mon Tresor GS, Nouvelle France GS, M. Burrenchobay GS, Wooton GS, Willoughby GS, Robert Edward Hart GS;
- ✚ Refurbishment of electrical installations at Manilall Doctor SSS;
- ✚ Construction of internal drains at Ramlall Motee GS and Swami Vivekananda SSS;
- ✚ Reconstruction of boundary walls at Roche Brunes GS and Barkly Government School,
- ✚ Upgrading and renovation works at Moka SENRDC;
- ✚ Raising of boundary wall, upgrading of high level fencing, painting, waterproofing, clearing of site, and repairs to expansion joint, at Bambous Geoffroy GS
- ✚ Construction of additional cubicles for staff, repair of drainage pipes and gutters, repair of toilets and repairs leaks in CIS covered classroom at La Gaulette GS; and
- ✚ Concrete repair and upgrading works, replacement of entrance gate & upgrading of boundary wall, demolition and re-construction of boundary wall at S. K. Kanhye GS.

SCHOLARSHIPS

- ✚ 77 scholarships were awarded for undergraduate degree for the year 2024-2025 and 51 scholarships were awarded for postgraduate studies.
- ✚ A reception was held on 17 May 2025, to honour the 49 laureates recognised for their outstanding performances for the 2024 Higher School Certificate (HSC) examinations.
- ✚ 7 scholarships have been awarded under Vulnerable families & Disabilities.





SPECIAL EDUCATION NEEDS (SEN)

Two Special Education Needs Resource and Development units (SENRDU) have been set up at Beau Sejour G.S and at New Bambous Geoffroy G.S. The two centers are operational as from January 2025 and are fully equipped with adapted equipment. Learners who need therapy will be provided with those services at the two centers upon appointment.

AKADEMI KREOL REPIBLIK MORIS

The Akademi Kreol Repiblik Moris (AKRM) has organised for the third consecutive year Kreol Morisien (KM) courses for the general public involving some 40 participants. This course was fully sponsored by the AKRM under the aegis of the Ministry of Education and run in collaboration with UoM, CSU and MIE on a hybrid mode.

HEALTH AND WELLNESS

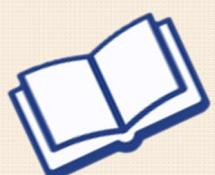
Healthier Kids Programme

The MoEHR in collaboration with Nestle Mauritius Ltd and MIE had organized two editions of the 'Happier and Healthier Kids' Quest at the Casela Nature Park for the Financial Year (FY) 2024/2025.



The programme is designed as an experiential and fun learning activity for Grade 4 pupils focusing on nutrition and sustainability, namely:

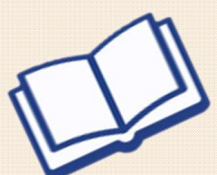
- (i) Treasure Hunt/ Scavenger Hunt Led by MIE facilitators, this activity engages students in exploring the components of a healthy plate and the concept of a healthy planet in a collaborative and interactive setting.
- (ii) Interactive Talk at Casela Learning Centre Pupils attend a sensitisation session on sustainable habits and their positive impact on the environment.
- (iii) Safari Visit / Truck Tour - This activity raises awareness of biodiversity and wildlife conservation through a guided tour of the park.





National Outreach in Rodrigues (17 Primary Schools)

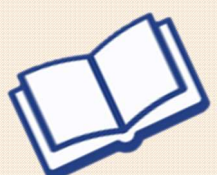
Following the nationwide implementation of the Nestlé for Healthier Kids programme in Mauritius since 2019, the initiative was officially extended to Rodrigues in March 2025.



The MIE has conducted capacity-building sessions to train educators on the Nestlé for Healthier Kids curriculum for Grades 2 to 5.



Opening Ceremony at Cotton Bay Hotel in March 2025





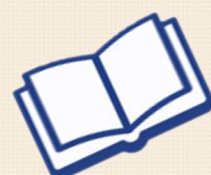
Training Session in March 2025 with HEP Educators at HRD Malabar Training Centre

The RE Sustainability Project

The RE Project was successfully implemented in schools under the Heathier Kids programme to promote environmental responsibility and behavioural change among young learners. In 2023–2024, the project made significant progress through two main pillars:

(i) **Education for Sustainability (N4HK Programme):**

The Reducing, Recycling, and Repurposing components were embedded into the Nestlé for Healthier Kids (N4HK) curriculum for Grades 2 to 5. The Objectives of the 'RE' components are to encourage learners to Reduce, Reuse and Repurpose their packaging materials.

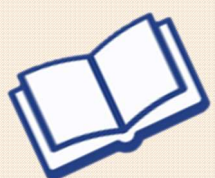


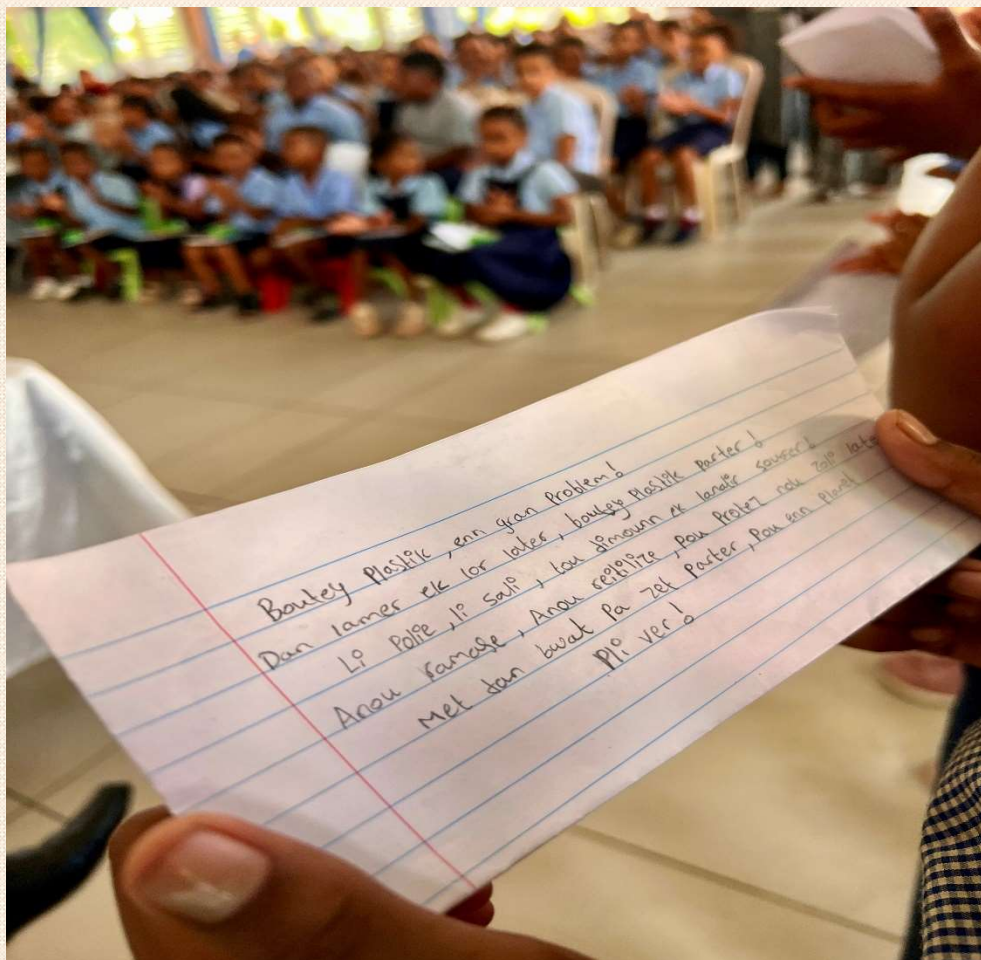
(ii) Plastic Waste Collection & Awareness Programme:

To further encourage environmental action, a plastic waste collection initiative was launched in ZEP schools in 2023.

745 kg of plastic were collected between August and December 2023, with over one tonne collected in 2024.

An inter-school competition was launched in partnership with the Ministry of Education. Pointe-aux-Piments Government School emerged as the winner for the highest waste collector among the 27 ZEP schools.





For the year 2025, Plastic Waste Collection Programme has been introduced in 13 ZEP Schools, 12 secondary schools and 14 primary schools across the four zones to promote the RE education programme.

The Education of 'RE' empowers the next generation to make responsible choices for waste disposal.



Allied Health Professionals

- (i) Professional Development Workshop held at Moka SENRDC. A one-day workshop was held to upskill carers and teacher assistants working with children with special educational needs.
- (ii) The event focused on practical training, ethical workplace practices, and strategies for working with learners with Autism Spectrum Disorder.
- (iii) Key highlights included live demonstrations and expert presentations, notably supported by the SEN Inspector. The workshop fostered collaboration, deepened understanding, and reinforced the Centre's commitment to inclusive education.





Les Amis de Zippy

In line with the commitment to support and empower our learners particularly in managing their emotions, the MoEHR has initiated the nationwide rollout of the "Zippy's Friends" (ZF) programme across all Grade 1 classes in the academic year 2024 and Grade 2 classes in the year 2025 across the 257 Primary Schools.

This initiative is tailored for children aged 5 to 7 and uses a combination of storytelling, discussions, games, role-playing, and drawing to help them build emotional resilience, social skills, and emotional awareness. The programme follows the adventures of three cartoon characters and their pet stick insect, Zippy. Its modules address key themes such as understanding emotions, effective communication, building and ending relationships, handling bullying and conflict, coping with change and loss, and moving on positively.

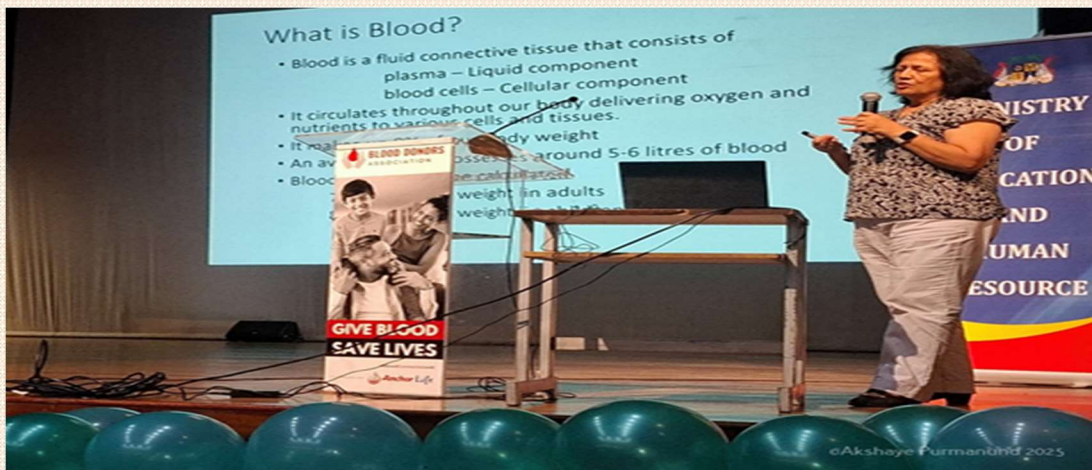


Pledge 15 Club – Blood Donors Association

The Blood Donors Association (BDA) officially launched a Pledge 15 Club on April 3, 2025, at Lady Sushil Ramgoolam SSS in Triolet, in partnership with the college and the local village council. The event included the participation of notable figures such as the Minister of Health and Wellness, Anil Bachoo, as well as other dignitaries.

It is a youth-focused initiative encouraging young people to commit to donating blood at least 15 times during their lifetime - a pledge to nurture lifelong donors. The Pledge 15 Clubs are typically established within secondary schools and colleges, building a culture of blood donation among students. The goal is to replenish and maintain a steady reserve of blood donated by cultivating, committed, young donors.





EDYCS

The EDYCS Epilepsy Group, a leading non-governmental organisation (NGO) in the Republic of Mauritius dedicated to supporting individuals living with epilepsy, plays a crucial role in improving the lives of people affected by the neurological disorder, particularly children and young people.

In this respect, EDYCS Epilepsy Group in collaboration with the MoEHR carried out a study “Savanne Bien” Comics, a quasi-experimental study conducted in 16 Primary Government Schools. The Study involved 240 children from Grades 5 and 6. The following Primary Schools were involved in the survey:

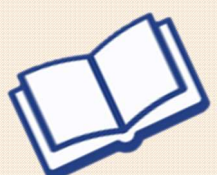


- E. Anquetil GS
- Stanley GS
- Mohunlall Mohit GS
- Hugh Otter Barry GS
- James Toolsy GS
- Curepipe Rd GS
- Palma GS
- Baichoo Madhoo GS
- Bheewa Mahadoo GS
- Mohabeer Foogooa GS
- Fond Du Sac GS
- M. Kisnah GS
- B. Khmoliva GS
- Petit Raffray GS
- Brisee Verdiere GS
- R. Edward Walter GS

It is to be noted that a pre-test and a post-test were carried out. Results were published internationally in the European Journal of Epilepsy.

About 100 participants who are Special Education Needs (SEN) Teachers, Headmasters and Deputy Headmasters of the 16 Primary Schools mentioned above, Psychologists, Senior Disability Empowerment Officer of the Ministry of Social Security, Senior School Inspectors, Principal Schools Inspectors, Music organisers, Managers of SEN Schools, Social Workers and Family Welfare and Protection Officers from the Ministry of Gender Equality and Family Welfare (MoGEFW) who attended the event.

The sensitisation workshop on quasi-experimental study entitled “Evaluating the Effect of an Educational Comic Book on the Knowledge, Attitudes and Practices regarding Epilepsy among Public School Children in Mauritius” was organised on 23 June 2025. The results of the survey carried out in the above-mentioned schools were reported by Prof. Sarah Altayyar, Researcher from the University of Limoges.



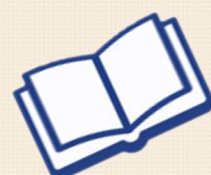


Oral Health

The National Action Plan for Oral Health (2022-2027) aims to prevent oral diseases and reduce the proportion of children and adults with untreated oral disease and help the population attain an optimum Oral Health.

In this context, the Ministry of Health and Wellness conducts annual activities for primary and secondary school children such as oral health, educational talks and tooth brushing demonstrations along with dental treatment to the students in their school.

The World Oral Health Day was Celebrated on 20 March 2025 with a view to raising awareness on the theme “A Happy Mouth...A Happy Mind” at Bheewa Mahadoo Government School.





NATIONAL EDUCATION COUNSELLING SERVICE (NECS)

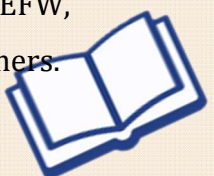
In the year 2024, some 3,916 students benefited from the services offered by 60 counselling units known as 'Service D'Ecoute' established in state secondary schools. The initiative was designed to facilitate positive learning environments, promote healthy behaviour, and support the overall development of students.

Counselling sessions providing support and guidance were conducted for a total of 13,768 learners across pre-primary, primary, secondary, and SEN institutions. These sessions addressed the diverse emotional, social, and academic challenges that learners may face in their educational journeys.

An Awareness Programme on "Body Safety and Well Being" was initiated for pupils of Grade 4 whereby 193 primary schools were sensitised. A total number of 8050 pupils were educated on personal safety, body awareness, and well-being, equipping them with essential knowledge.

28,372 students and 2,924 parents have been sensitised over the course of the academic year 2024 on topics related to stress management, emotion recognition and regulation, bullying and its implications, gender-based violence, body safety and well-being, psychosocial well-being of students and their families, positive discipline, importance of education and its values among others.

A total of 17 case conferences were organised to address various concerns through a holistic approach, engaging the active participation of key stakeholders. These stakeholders included representatives from the Primary Inspectorate, the MoGEFW, Brigade pour la Protection de la Famille, the Ombudsperson for Children amongst others.

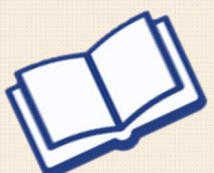


In 2024, NECS Zones 1 and 3 facilitated a workshop focused on Self Care, attended by 89 Educators from the School Care and Counselling Desk. The workshop was aimed to equip Educators with essential self-care strategies, emphasising the importance of mental and emotional well-being for those in caregiving roles.

The Youth-to-Youth Empowerment Project conducted by Senior Educational Social Worker & Educational Social Workers of Zone 2 was aimed to empower students of Ebene SSS (Boys), Manilall Doctor SSS and Marcel Cabon SSS through the development of various skills and tools.

The overarching goal was to equip young individuals with the necessary resources to foster their personal growth and confidence and thus, create a ripple effect, enabling these empowered students to facilitate positive changes not only in their lives but also within their peer groups, families, and community. The project involved three state secondary schools, with a focus on six critical topics designed to address pressing issues impacting youth today, namely:

- (i) Managing Emotions
- (ii) Bullying/ Indiscipline in and outside school
- (iii) Communication Skills
- (iv) Children's Act 2020
- (v) Drug Use Prevention and
- (vi) Suicide Prevention.





The Senior Educational Social Worker (SESW) and Educational Social Workers of Zone 2 have embarked on a Literacy and Numeracy Development project at Barkly GS. Thirty-five pupils were enrolled, and the classes were conducted by resource persons from the Centre of Learning.

La Sourdine GS Project (Apr 2023 – Dec 2024): SESW and Educational Social Workers of Zone 3 supported nine Grade 2 and 3 pupils in improving attendance, literacy, and numeracy, while engaging families and raising awareness about education. Educational Social Workers provided guidance, strengthened school-family links, and promoted child welfare. The school ensured daily follow-up. Results showed increased student interest and reduced need for support.

E-EDUCATION

The Digital Proficiency Course (DPC), which is offered to students of all secondary schools starting with Grade 7 in 2025, and will gradually extended to Grades 8 and 9 in the subsequent years. This initiative undertaken in collaboration with the Mauritius Digital Promotion Agency under the aegis of the Ministry of Information Technology, Communication and Innovation, was officially launched on 23 May 2024 for the general public.

The DPC is a comprehensive 45-hour training programme aiming at enhancing the digital skills of the population and equipping young students with essential digital skills for the



digital age, thereby, enabling learners to navigate the digital world of tomorrow with confidence and competence.

A training session for Educators from all secondary schools regarding the DPC course was organised on 3rd April 2025 at Mahatma Gandhi Institute (MGI) as the course is being implemented in all secondary schools from the current academic year.

NATIONAL EXAMINATIONS BOARD

The National Examinations Board in collaboration with the Mauritius Examination Syndicate (MES) has successfully carried out the second cohort of National School Certificate Examinations in KM in October/November 2024 whereby 530 students took part in the examinations. The pass rate was 92.1%.

INTERNATIONAL RELATIONS

In 2024, the Concours d'Éloquence was held in Mauritius in collaboration with the Institut Français de Maurice and other cultural partners. The competition was aimed to promote public speaking, critical thinking, and youth empowerment through the art of eloquence, with several talented Mauritian students proudly representing the island at the regional level.

The APPRENDRE Project (2024) in Mauritius is part of the international programme APPRENDRE – Support for the Professionalisation of Teaching Practices and Resource Development, led by the Agence Universitaire de la Francophonie (AUF) and funded by the French Development Agency (AFD). In 2024, the Ministry of Education and Human Resource in Mauritius joined this initiative to strengthen the professional skills of teachers through workshops, technical assistance, and communities of practice. The project's main goal is to improve teaching quality, support national education reforms, and promote innovative and inclusive learning practices.

For the International Day of Yoga 2024, the High Commission of India in Mauritius in collaboration with the Ministry of Education and Human Resource, organized large-scale celebrations involving students and schools across the island. The events emphasized harmony between individual well-being and collective balance. More than 1,200 participants, including pupils, educators, and yoga practitioners, gathered at the Côte d'Or



National Sports Complex to perform yoga sessions under the guidance of instructors and in the presence of dignitaries from both India and Mauritius.

QUALITY ASSURANCE AND INSPECTION DIVISION

The Quality Assurance and Inspection Division (QAID) was actively involved in the administration and coding of the Programme for International Student Assessment Main Survey 2025 set by the Organisation for Economic Co-operation and Development in both Mauritius and Rodrigues.

Pending the review of the QAF in line with the upcoming blueprint for the Ministry, the QAID continued to ensure through its school visits that institutional practices align with established standards and learner needs.

Through feedback loops, the division promotes continuous improvement and pedagogical integrity.

By identifying strengths as well as gaps, QAID helps cultivate a culture of reflection and responsiveness across teaching, leadership and support systems.

CITIZEN SUPPORT UNIT

Status of tickets received on the Citizen Support Portal for period 01 July 2024 to 30 June 2025:

No. of Tickets	Total	Percentage
Received	199	-
Resolved/ Closed	149	74.87 %
Open/ In progress	50	25.13 %

HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT DIRECTORATE

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.

Induction of Newly Recruited Secondary Educators:

A structured induction programme was conducted for newly appointed Educators (Secondary). The programme familiarised them with the organisational structure and functioning of the Ministry while providing essential pedagogical guidance to effectively manage classrooms and deliver quality teaching and learning.

Capacity-Building in Digital Competencies

In collaboration with the Civil Service College, training sessions in Advanced Excel were organised for Rectors, school personnel, and Ministry staff, among other training carried out for staff. This initiative aimed at enhancing data management, analytical, and reporting skills to strengthen evidence-based decision-making and improve administrative efficiency.

GLOBE Programme

(i) International Virtual Science Symposium 2025- Winner for African Region

A team of students of Pamplémousses SSS, under the guidance of their Educator, participated for the first time in the International Virtual Science Symposium of the GLOBE Programme, and won the first prize for the African region.



Team at Pamplémousses SSS with the Regional Coordinator, Mr Mark Bretteny, during his visit on 19 June 2025.



(ii) GLOBE Programme Teacher Training Workshop

The Ministry organised a 2-day teacher training workshop, in collaboration with the US Embassy and the Rajiv Gandhi Science Centre on 19 and 23 June 2025, for Educators from 40 Secondary Schools, as well as one Administrator per Zone. The workshop was carried out by the Regional coordinator of GLOBE Africa, Mr Mark Brettenny.



Group photo of Participants with the Regional Coordinator and representatives of the US Embassy



Award of certificates by Mrs Marion Wohlers, Public Affairs Officer at the US Embassy following the workshop on 23 June 2025.

FOUNDATION PROGRAMME IN LITERACY, NUMERACY AND SKILLS

The Foundation Programme in Literacy, Numeracy and Skills (FPLNS) is a new government initiative. It was introduced in January 2025 in Grade 7, Grade 8 and Grade 9 to replace the Extended Programme that had an average success rate of 6%. The targeted groups are students who have not achieved the minimum requirements of the PSAC.



The aim of FPLNS is to develop the individual potential of learners by providing them with basic literacy, numeracy and vocational skills and open doors to opportunities for employability in the job market.

The new Foundation Programme offers a blend of academic knowledge and vocational skills ensuring a progression of students to the TVET stream. A 'Foundation Technical Committee' was set up in January 2025.

The FPLNS Curriculum is divided into three Clusters:

- Functional Literacy & Numeracy
- Life Skills and Values
- Trade and Livelihood Skills

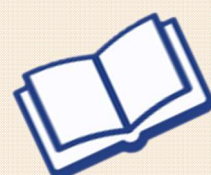


Achievements of FLPNS:

- ✍ Development of teaching and learning syllabi for all subjects by MIE
- ✍ Validation of teaching and learning syllabi by Educators of State, MGISS and Private grant-aided schools.
- ✍ Development of 11 electives for the Trade and Livelihood Skills (Cluster 3)
- ✍ Setting up of subject panels for the development of Teaching and Learning materials for Grades 7, 8 and 9.
- ✍ Development of teaching and learning materials (worksheets for students and teachers' guides for Educators) for 2nd and 3rd terms of 2025 has been completed and uploaded on MIE website



- 📌 School FP Monitoring Committees have been set up in all schools for the effective implementation and monitoring of the Foundation Programme.
- 📌 Capacity-building (workshops) for Educators and Ex-facilitators of State, MGISS and Private grant-aided schools (Mauritius and Rodrigues).
- 📌 Information sessions for Administrators, Rectors, Quality Assurance Officers, Deputy Rectors and Senior Educators of State, MGISS and Private grant-aided schools.
- 📌 Development of Performance Criteria for all subjects for Grades 7, 8 and 9.
- 📌 Accreditation of FPLNS at NQF Level 2 by Mauritius Qualifications Authority (MQA)
- 📌 Criteria (Award Rule) for Certification (National Foundation Certificate of Education-NFCE) have been completed in collaboration with MES
- 📌 Development of Student Report Sheets for Grades 7, 8 and 9 of the Foundation Programme
- 📌 Development of guidelines for evaluation of FP students in all subjects at Grades 7, 8 and 9.



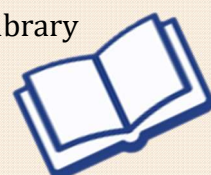
MISCELLANEOUS ACTIVITIES

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

- ✎ The National Model United Nations (NMUN) Conference 2024 took place successfully on August 5-6, bringing together students from schools across Mauritius to simulate the operations of the United Nations. The conference, themed "One Earth, One Chance, Our Responsibility," was aimed at developing diplomatic skills, enhancing global awareness, and promoting critical thinking among the youth.



- ✎ The Zonal Model United Nations Activities for 2025 were carried out with much enthusiasm from April to June 2025
- ✎ In July 2024, a song was composed on the "Responsibilities of Children's Rights".
- ✎ As part of the sensitisation of Children's Rights, a song was composed on this particular theme.
- ✎ The National Essay Competition was launched by the Office of the President in February 2025 and more than 1063 entries from Mauritius, Rodrigues and Agalega were submitted.
- ✎ Activities celebrating Environment Day were organised in close collaboration with the Rotary clubs in June 2025
- ✎ On the Spot Drawing and Painting competitions from March to June 2025
- ✎ Learners also participated in the SADC Essay Competitions (2025)
- ✎ National Fresque Competition in collaboration with the Ministry of Youth and Sports in May 2025
- ✎ A Photography Competition was organised by Indian Ocean Historical Image Library from May to June 2025



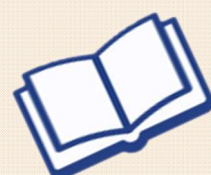
- ✎ Various Competitions were organised by Rajiv Gandhi Science Centre from March to June 2025
- ✎ Youth painting Competitions were organised by VP Hakka Friendship Association in June 2025
- ✎ Learners also participated in the Omnicane Award
- ✎ Painting competitions were organised by Rabindranath Tagore Institute from April to June 2025
- ✎ The Commonwealth Short Stories Prize Competition was launched in 2025
- ✎ Competitions on agricultural sustainability were launched in Primary Schools by Vivo Energy
- ✎ Recycling Awareness programmes were conducted by Green Rangers
- ✎ Integrity clubs and Tax clubs were launched in Secondary Schools in 2025
- ✎ Gender Equality Movement Clubs launched in State Secondary Schools
- ✎ "WE RECYCLE" Awareness programmes on solid waste pollution were organised
- ✎ "Partage ene Sourire" clubs were established in Secondary Schools
- ✎ Eloquence competitions were organised by the Institute Francais de Maurice
- ✎ Celebrations were held on International Yoga Day
- ✎ Learners took part in biodiversity projects organised by Odysseo
- ✎ "Bis Lamer" schools sessions on reef conservation were conducted.

Other Activities for year 2024

i.



19 July 2024: Lecture on the theme "Music in the context of Higher Education" by lecturers from South Africa by Prof Prevanand Ramrathan from University of Kwazulu South Natal, Prof Pedro Du Preez, University of Stellenbosch and Prof Lesley de Grange from University of Stellenbosch in collaboration with the MGI. Lecture was attended by Music and Dance Educators of State and Private Schools.



- ii. September 2024 - Award ceremony for participants and prize winners who participated in various artistic activities of UNESCO. Swami Vivekananda SSS won the first prize for the category film for the UNESCO Peace Competition. Ebene SSS Girls won the first prize and the third prize for the Cycladic Arts Competition, Greece.

iii.



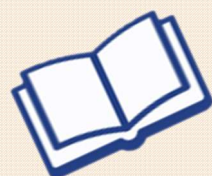
19 September 2024: Lecture Demonstration on Sitar by Pandit Sugato Nag at the MGI.

iv.



20 September 2024: Lecture Demonstration by Prof Allen from UK on Excellence and Inclusion in Music Education in collaboration with the MGI. Lecture was attended by Music and Dance Educators of State and Private Schools.

v.





24 October 2024: Lecture Demonstration – Vocal Hindustani by Professor Ojesh Pratab Singh from India, MGI

vi. *28 November 2024: Lecture Demonstration and Sarod Recital by Shri Sabhyasachi Bhattacharya from India at the MGI*

vii.



Mrs Rohini Kandala in Kuchipudi, Mr Shanmuga Sundaram in Bharata Natyam and Mr Tushar Bhatt in Kathak.



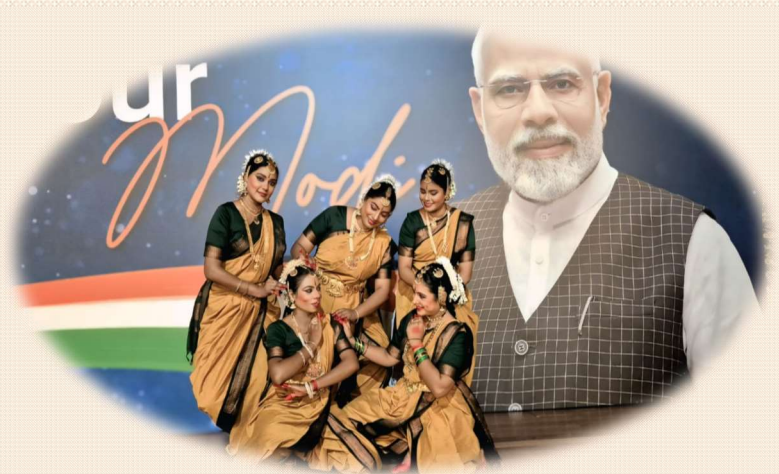
viii.



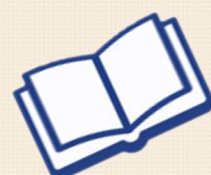
10 December 2024: Lecture Demonstration on the Maintenance and Care of Harmonium by Shri Suvojit Pakrashi, MGI.

Other Activities for year 2025

i.



11 March 2025: Music and Dance Educators performed for the community event organized during the visit of His Excellency Shri Narendra Modi, the Prime Minister of India to Mauritius.



ii.



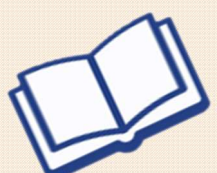
April 2025: OSAKA project- 5 movies were conceptualized in collaboration with the Ministry of Foreign Affairs, Primary, Pre- Primary, SEN, Outdoor, Secondary.

iii.



May 2025: Leadership session organized for the students of Grade 12 at Pamplémousses SSS. Session was conducted by the faculty members of the African Leadership College for Higher Education (ALCHE)

iv.



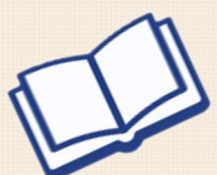


30 June 2025: National Group Dance Competition, Secondary organized by the Ministry of Education & Human Resource in 2 categories: Mainstream and Foundation Stream, Finals were held at MGI

V.



01 July 2025: National Music Competition Primary organised by the Ministry of Education & Human Resource in 2 categories: Instrumental Music and Song, Finals were held at MGI.



vi.

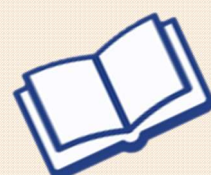


A skit competition on Sexual Violence among adolescents was organized by the Ministry of Health and Wellness in collaboration with the Ministry of Education and Human Resource. St Mary's College won the first prize for this competition

vii.



14 July 2025: Lecture Demonstration in Bharata Natyam and Kuchipudi by Mrs Vimmi Bagadeeswar from UAE at MGI



viii.

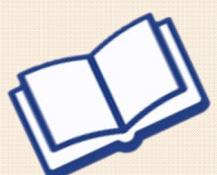


21 July 2025: Lecture by Prof Zoe Sherinian on Technological Innovations for Teaching Music Online- Challenges and Best Practices, MGI

ix.

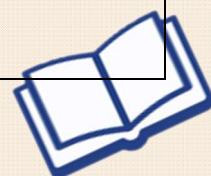


23 & 24 July 2025: Holistic Education Workshop for 430 Holistic Educators at the MGI in Dance, Instrumental Music, Western Music, Drama and Vocal

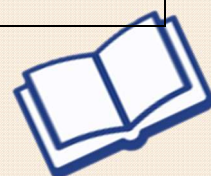


STATUS ON THE IMPLEMENTATION OF BUDGET MEASURES FOR FINANCIAL YEAR 2024 - 2025

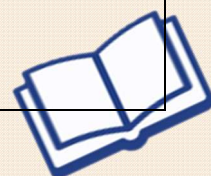
Budget Para	BUDGET MEASURES	STATUS
155	Training courses involving Artificial Intelligence (AI) will be eligible for an increased refund of 90 percent.	For the period from 01 July 2024 to 30 June 2025, the Human Resource Development Council (HRDC) has received 493 Training Grant Applications (G1) from employers in respect of training programmes in AI whereby refund of training cost will be effected to the respective employers upon completion of the training programmes and submission of relevant documents to the HRDC. As at 30 June 2025, a total amount of Rs 2,771,620 has been refunded in connection with 37 G3 applications. The other applications will be processed for refund as and when employers submit their G3 applications after the completion of the training programmes.
286	In order to incentivise owners of pre-primary buildings to integrate into the Free Pre-Primary Education Scheme, we will further provide for compensation equivalent to rental payment for use of building: (a) Consultation with stakeholders (b) Finalisation of amendments to Grant-In-Aid (GIA) Formula	Completed. In progress
289	Increasing the provision for GIA formula for assistance to SEN schools, by 10 percent to Rs 330 million.	Disbursement of funds to SEN Institutions Amount Disbursed as at June 2025: (i) NGOs: Rs 407 M (ii) Roman Catholic Education Authority (RCEA): Rs 29.2 M Total: Rs 436.2 M
292 (a)	The living allowance for beneficiaries of all scholarship schemes is being increased by 50 percent, irrespective of whether they are studying locally or abroad.	Operational as from July 2024. An amount of Rs 98,876,286.57 has been disbursed to 329 beneficiaries as at end of June 2025. Note: Applicable as and when each student proceeds with studies, either locally or overseas.



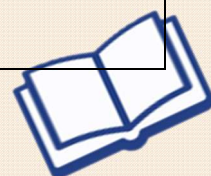
Budget Para	BUDGET MEASURES	STATUS
292(b)	HSC Professional Scholarship holders will henceforth benefit from a full scholarship and a living allowance instead of Rs 400,000 actually	Operational as from July 2024. An amount of Rs 3,270,377.64 has been disbursed to 5 beneficiaries as at end of June 2025. Note: Applicable as and when each student is proceeding for studies, either locally or overseas.
292(c)(i)	The 50 laureates under the Additional Scholarship Scheme and the Additional Scholarship Based on Merit and Social Criteria will benefit from an increase in the annual all-inclusive financial grant from Rs 400,000 to Rs 600,000 if they study abroad;	Operational as from July 2024. An amount of Rs 29,996,081.36 has been disbursed to 69 beneficiaries as at end June 2025. Note: Applicable as and when each student is proceeding for studies.
292(c)(ii)	The 50 laureates under the Additional Scholarship Scheme and the Additional Scholarship Based on Merit and Social Criteria will benefit from an increase in the annual Allowance from Rs 105,600 to Rs 150,000 if they study locally	Operational as from July 2024. An amount of Rs 9,144,740.50 has been disbursed to 66 beneficiaries as at end of June 2025. Note: Applicable as and when each student is proceeding for studies, either locally or overseas.
292(c)(iii)	The 50 laureates under the Additional Scholarship Scheme and the Additional Scholarship Based on Merit and Social Criteria will benefit from an increase in the entitlement on tuition fees and other related charges from Rs 150,000 to Rs 225,000	Operational as from July 2024. An amount of Rs 9,144,740.50 has been disbursed to 66 beneficiaries as at end June 2025. Note: Applicable as and when each student is proceeding for studies, either locally or overseas.
292 (d)	Beneficiaries of the Scholarship to Children from Vulnerable Families studying locally will benefit from an increase in the annual living allowance to Rs 100,000.	Operational as from July 2024. An amount of Rs 1,358,000.02 has been disbursed to 8 beneficiaries as at end June 2025. Note: Applicable as and when each student is proceeding for studies.
456	Introduction of free distribution of sanitary towels to all girls from Grade 6 to Grade 13, as from the 1 st January 2025.	Decision has been taken not to proceed with this measure.



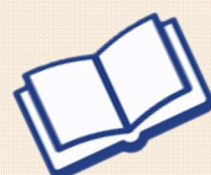
Budget Para	BUDGET MEASURES	STATUS
461	Provision of a full subsidy on SC and HSC examination fees for those who have either not obtained their 5 credits or not passed the SC or HSC as from this year: (a) Consultation with stakeholders (b) Working on modalities and criteria for refund (c) Approval of modalities (d) Disbursement of funds - refund of SC/ HSC fees (i) cohort 2024 (ii) cohort 2025	Completed. Eligibility Criteria for the refund of the School Certificate (SC)/HSC fees have been finalised in consultation with MES. Necessary actions are being initiated for payment. Amount disbursed: NIL [Expected disbursement of Rs 61,099,247 from MoEHR] Number of beneficiaries: (i) Cohort 2024: 3392 (ii) Cohort 2025:3400 Estimated Amount: Rs 65,000,000 For the 2025 cohort, funds to the tune of Rs425 M have been made available for FY 2025-26 to cater for first timers and second timers (SC & HSC)
B.9 (a)	Supporting Education, Training and Apprenticeship - An Ed Tech Strategy will be developed to increase the use of technology in schools and improve learning outcomes: (a) Drafting the Terms of Reference for the Consultant (b) Seeking financial clearance for enlistment of Consultant. (c) Procurement Process	Ongoing Financial Clearance has been sought in Budget FY 2025-2026. Based on the Expression of Interest World Bank recommendations consultancy services will be enlisted.
	For Private Secondary Schools, the monthly variable grant per capita will be a minimum of Rs 1,000. Any college, where the monthly variable grant per capita is of less than Rs 1,000, will receive a top-up to bring it to this minimum. In the case of a college already receiving an amount of Rs 1,000 or more, the amount will	



Budget Para	BUDGET MEASURES	STATUS
(b)	be maintained: (a) Setting up of Technical Working Group (b) Submission of Technical Working Group report to the Ministry (c) Cabinet approval (d) Amendments to Comprehensive formula (e) Amount disbursed.	Completed Completed Completed Completed Completed. Number of private secondary schools benefitting the top-up variable grant: 61 Grant disbursed for September 2024- April 2025: Rs 136,627,352 Grant disbursed for the month of April 2025: Rs 21,922,923 Amount to be disbursed by June 2025: Approximately Rs 176M (Payable monthly)
(c)	Digital eye glasses will be provided for all low vision learners of primary and secondary schools: (a) Consultation with officers of Ministry of Health and Wellness (MoHW). (b) Setting up of technical committee with officers of this Ministry and MoHW. Specifications and Market survey to be carried out. (c) Medical screening for Students to assess for blind and low vision learners (d) Procurement Exercise	Completed. Ongoing Ongoing Express of Interest for digital eye glasses was launched on 17 October 2024 with closing date 04 Nov 2024. No bids were received for this procurement. Second bidding exercise is being initiated with updated specifications.
B.9(d)(i)	Government will enhance its support to training and apprenticeship programmes by setting up a High Skills Apprenticeship Scheme for undergraduates	The project has not yet been initiated.
(ii)		



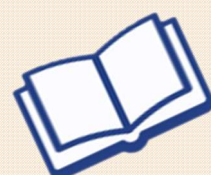
Budget Para	BUDGET MEASURES	STATUS
(iii)	Government will enhance its support to training and apprenticeship programmes by organising a National Apprenticeship Award 2024 jointly by the Mauritius Institute of Training and Development (MITD), HRDC and Business Mauritius	Project at the conceptual stage.
	Government will enhance its support to training and apprenticeship programmes by implementing a comprehensive career guidance programme for Grade 6, SC and HSC students.	In a nutshell, the Careers Guidance Unit conducted career presentations and counselling sessions across 62 secondary schools in 2025, reaching over 10,800 students through 165 sessions. These initiatives focused on helping students in Grades 9, 11, and 13 make informed decisions about subject choices and career paths, covering areas such as self-awareness, educational pathways (TVET and academic), labour market trends, and job-readiness skills. Besides, one-to-one, group counselling sessions were held in 12 schools, benefiting 58 students. These sessions are aimed to align students' interests and abilities with suitable educational and career options. Regular follow-ups were also carried out by Career Counsellors to provide continuous guidance and support.



STATUS ON THE IMPLEMENTATION OF KEY ACTIONS FOR FINANCIAL YEAR 2024-2025

The table below shows the status on the Key Actions and the Key Performance Indicators included in the Budget 2024-2025.

Outcome Indicator		Target	Achievement
Percentage of students who have successfully completed the 9 years basic education (Republic of Mauritius)		78%	69.5 %
Key Action	Key Performance Indicator	Target	Achievement
Ensure and improve quality standards for the ECCEA	Percentage of pre-primary schools adhering to ECCEA norms and standards	88.0%	87.0%
Improve performance of pupils at Primary School Achievement Certificate (PSAC)	PSAC pass rate (Republic of Mauritius)	84.0%	79.5%
Improve student performance at secondary education examinations in the Republic of Mauritius	National Certificate of Examination (NCE)	75.0%	69.5%
	SC pass rate	75.0%	72.7%
	HSC pass rate	85.0%	78.9%
Boost up STEM in Secondary Education	Percentage of students taking at least 2 STEM subjects for HSC	36.0%	38.2%
Digitalisation of the Curriculum	No of grades for which e-resources have been developed	Grades 1-11	Grades 10-13 being developed
Capacity Building of Educators in online teaching	Percentage of educators trained	50.0%	45.0%
Training of primary school teachers trained in use of ICT	Percentage of primary school teachers trained in use of ICT	95.0%	95.0%
Barrier free access to Secondary Education for students with Special Needs	Percentage of State Secondary schools provided with barrier-free facilities (Cumulative)	90.0%	97.0%



RISK MANAGEMENT

INTERNAL AUDIT

The Ministry has an independent Internal Control Unit 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 2024 to June 2025, giving priority to areas which posing the greatest risk to the Ministry. Emphasis was also placed on specific areas identified by Management.

The Internal Control Unit completed a total of 9 audits as per the approved Annual Plan and two specific assignments during the financial year. A total of 373 recommendations were made following these audits and assignments.

Follow-up was carried out on the 422 recommendations issued for the financial years 2022-2023, 2023-2024 and 2024-2025 and at least 76% of the recommendations have been implemented.

RISK MANAGEMENT FRAMEWORK

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

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

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



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

AUDIT COMMITTEE

The Audit Committee (AC), an integral element of public accountability and governance, was 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.

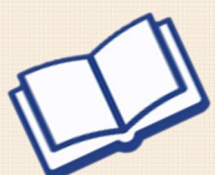
COMPOSITION OF THE AUDIT COMMITTEE AS AT JUNE 2025

The composition of the Audit Committee for FY 2024/25 (*re-constituted*) is as follows:

Membership		Name	Designation
Chairperson		Dr S. Ramasawmy	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 four times during the financial year 2024-2025 and analysed the following reports:

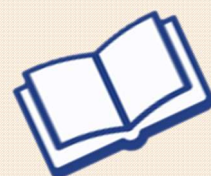
-  Director of Audit Reports for the financial years 2019-2020, 2020-2021, 2021-2022 and 2022-2023 and 2023-2024;
-  Third report of the Public Accounts Committee; and
-  Internal Control Reports for financial years 2019-2020, 2020-2021, 2021-2022 and 2022-2023, 2023-2024 and 2024-2025.



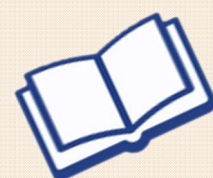
IMPLEMENTATION PLAN – DIRECTOR OF AUDIT COMMENTS

The Director of Audit issued his report on accounts of the Republic of Mauritius for the financial year ending 30 June 2024 in February 2025 and made various recommendations for the Ministry. The status of actions/measures undertaken to address the issues highlighted in the Director of Audit's (DOA) are shown in the table below:

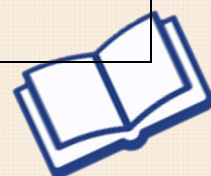
Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2025
5.1 Violence in Schools	- The Ministry should conduct a study on violence and behavioural problems in schools and come up with recommendations. - Supervision at schools should be enhanced through the recruitment of Discipline Masters or other relevant personnel. - Teachers, administrative staff, and parents should be trained on how to manage violence and indiscipline at schools and at home.	The Ministry is presently engaged in a comprehensive anti-bullying campaign and the recommendations emanating therefrom will contribute towards the preparation of a report on combating bullying and indiscipline in schools. Organisation of Extracurricular activities is an ongoing process either organised by the Ministry or in collaboration with other organisations. These include debates, music and dance competitions, inter-college sports competition.
5.2 Substance Abuse in Schools	- Regular school surveys should be conducted to identify causes of drug abuse and targets should be set to assess the effectiveness of the programs in place. - Teachers and parents should receive training that enables them to recognise early warning signs of substance abuse and respond appropriately.	The Ministry considers that all learners are particularly at risk, irrespective of their backgrounds, residence or social status. Drug Prevention Programme aim to provide all learners with the necessary skills and competencies. The reason for this approach is that there is no stigmatization towards any specific group of students. Actions are underway to start the Get Connected Programme as early as Grade 7 and continued through Grade 8, with six modules in each year.



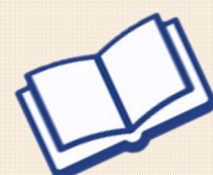
Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2025
5.3 Utilisation of the e-Register System (e-RS) in Secondary Schools	• The Ministry should establish a comprehensive policy that makes it compulsory for all secondary schools to use the e-RS so that all absences are communicated to the responsible parties to ensure the safety and security of the students. • The policy should outline clear guidelines and responsibilities of the Head of School to ensure effective use and compliance of the e-RS. • The schools should update the parents' contact details regularly by devising a clear policy in that regard. • Consideration be given to upgrade the existing e-RS so as to improve its functionality.	A policy decision has been taken for the use of e-Register mandatory in State Secondary Schools. The usage of the e-Register however cannot be enforced on Private Secondary Education Authority (PSEA) schools. The responsibility rests on the head of school to ensure that parents are informed to notify the school in case of change of mobile number so as to avoid undelivered messages. Since the e-RS dates to 2011, there is a need for it to be revamped, either stand-alone or integrated as a module in Education Management Information System.
5.4 Implementation of Free Pre-Primary Education	• The Ministry should ensure that a unit is set up at the ECCEA to monitor the free Private Pre-Primary Units under the GIA Scheme and ensure its effective implementation. • The ECCEA should ensure that all private pre-primary schools under the GIA scheme adhere to the ECCEA's regulations. • The Ministry should establish appropriate guidelines regarding the maintenance and replacement of pre-primary school facilities. • The ECCEA's new mandate, which involves managing and supporting increased enrolment and service delivery, requires the necessary personnel to ensure effective operation.	According to the ECCEA, there is no need to set-up a GIA Unit, as the Free Pre-Primary Scheme will lapse with effect from January 2026 and will be replaced by the Grant-In-Aid- Rs2750 Per Head. All Private Pre-Primary Schools under GIA Scheme adhere to the GIA Agreement made by ECCEA. They are being closely monitored by Unit Coordinators. The Safety and Health Officer has already started a survey Exercise regarding maintenance and replacement of Pre-Primary School facilities.



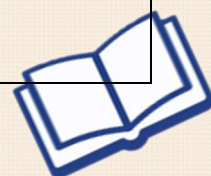
Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2025
5.5 Central Supplies Division (CSD)	- MoEHR should adhere to the Public Procurement Act (PPA), procurement legislations and Public Procurement Officer (PPO) directives. - A proper procurement plan, that outlines responsibilities and budget for each procurement project, should be developed to ensure the timely receipt of school requisites for more efficient teaching and learning. - The Ministry must ensure that contracts are formalised and signed by both parties. - The Ministry should take immediate steps to forfeit the performance security. - The Performance Review Committee should monitor the performance of suppliers and necessary actions should be taken in cases of default by the latter. - The acceptance letters to suppliers should include clear delivery deadlines and include provisions for penalties to prevent the recurrence of delays in textbook deliveries.	The PPA, procurement legislations and PPO directives are being strictly adhered to. A Work Session with all Managers Procurement and Supply of the Head Quarters, CSD and Zones, under the Chairpersonship of the Permanent Secretary is being set up to look into the procurement plan and all the loopholes identified by the National Audit Office. Immediate steps to forfeit the performance security are being taken. Performance of the suppliers is being monitored and action is being taken accordingly if they default. The Procurement Plan for FY 2025- 2026 is currently being prepared by the Procurement and Supply Section. It will be finalised shortly.
5.6 High-Speed Internet Connectivity in Secondary Schools not operational	- The Ministry's initiative to deploy a wireless area network in 162 secondary schools should be implemented for the benefit of students in this digital age. - The Ministry should set up a dedicated technical support team to address operational challenges in schools where the GINS network remains unused. - MoEHR should define a timeframe to connect the remaining 115 sites to the GINS network.	An approach to resolve the complexity of the connectivity project has already been devised by the Ministry of Information Technology, Communication and Innovation (MITCI) and MOEHR by including all secondary schools in the GINS2.0 Framework Agreement and a simpler tender for the provision of LAN/WiFi covering the whole school. Funds are needed to continue the implementation of GINS2.0 in 116 remaining schools and launching of the WiFi/LAN tender at Central Procurement Board.



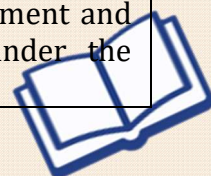
Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2025
	• A Memorandum of Understanding (MoU) which clearly defines the roles and responsibilities of each stakeholder, the expected completion date and the cost to be subsequently incurred by the Ministry should be signed between MoEHR and (MITCI) • Consideration should be given to entrusting the management of the project to MoEHR. • Monitoring and reporting mechanisms should be reinforced to track progress and mitigate delays.	The Ministry is in the process of drafting an EdTech Strategy in collaboration with the World Bank. The EdTech strategy will lay emphasis on a blended/hybrid mode of learning. The hybrid learning ecosystem requires the following components to be in place: good infrastructure, devices, training of educators and students and a robust e-learning platform. High speed internet connectivity is a prerequisite for EdTech strategy to materialise successfully. ICT Teams at Zone level monitor usage of GINS 2.0 network. PSEA school managers have been requested to ensure monitoring. Funding remains the fundamental problem. MITCI cannot enroll more schools on GINS 2.0 unless it receives funding. The MoU has not been signed yet but there has been close collaboration between MoEHR and MITCI. A Steering Committee has been set up where both Ministries are represented and their roles and responsibilities have been clearly defined. Issues that have already been taken up at the level of the Steering Committee are in respect of the project timeline and costs. It is to be highlighted that the MITCI will bear all the implementation costs for the project. After completion, the project will be handed over to MOEHR and the recurrent costs for rental and maintenance will be borne by this Ministry.



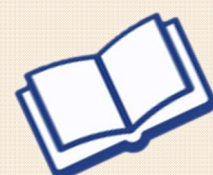
Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2025
5.7 Delayed Implementation of Infrastructural Facilities at State Schools	• The Ministry should improve its planning and monitoring processes. • Contract should be signed promptly to avoid unnecessary delays in project implementation. • Thorough site investigations and surveys should be carried out before the planning and design stage. • Extension of time should be granted based on justified reasons. • Liquidated damages as per the contractual rate should be applied in the next payment.	Due to poor performance of the contractor and despite close follow up being conducted, yet it has negatively impacted the project. Progress of work: 98% as at 15.05.2025. The contractor initially submitted an insurance document that was not in order and consequently, provided an amended insurance cover on 3 February 2023. As per Clause 26 of the General Conditions of Contract, the decision to assess variations rest with the Project Management Team of the MNI. Variations are approved at the level of the Director / Deputy Director of the Architect Section of the MNI. Only the professionals of the MNI have the competency and technical expertise to assess whether a variation is major, minor or significant. In this case, the MNI has assessed that the Contractor was eligible to an Extension of Time of 392 days. Project Management is done at the level of the MNI.
5.8 Governance Issues – Non-compliance with Legislation	Non-Submission of Financial Statements for Audit	Ongoing Number of parastatals = 4 Parastatal that have not submitted Financial Statement for audit = 4
	Annual Reports not laid before the National Assembly	Ongoing Number of parastatals = 7 Number of parastatals for which annual reports not laid before the National Assembly= 3



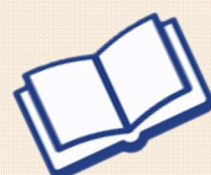
Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2025
5.9 Follow-up of Matters Raised in the Audit Report 2022-2023		
Design-Build/Turnkey and the construction of a Training Centre at Beau Vallon on a Design -and- Build Basis-Delay in Completion of Projects	The Accounting Officer and MITD should take appropriate measures to expedite the completion of the construction project so that the Centre becomes operational.	Implemented
Construction of new Ramsoondar Prayag SSS	Actions should be taken to recover the loss and amount due from the Contractor.	Partly Implemented
Reunion Road Government School- Additional claims from contractors due to extended stay as a result of late instructions by MNI	The Accounting Officer should initiate action for the completion of the outstanding works at the new block.	Partly Implemented Outstanding works are being partly carried out by Contractor under Framework Agreement and partly by Energy Services Division. Works have been completed at 75% upon termination.
Extended Programme	▪ Feedback and insights from students, parents, educators, facilitators and other stakeholders should be gathered on the program's effectiveness for future enhancements. ▪ Targeted support should be developed for students who did not pass the NCE examination and left the education system.	Given that the Extended Programme has been replaced by the Foundation Programme w.e.f January 2025, the findings are no longer valid.
Institute of Technical Education and Technology	▪ Timely action needs to be undertaken to render ITET operational.	With the setting up of the new Government, the portfolio for training, including MITD, Skills Development and Human Resource are now under the responsibility of this Ministry.



Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2025
(ITET) not fully operational	▪ ITET should be properly staffed to meet its objectives as set out in the Act.	This Ministry is proposing to have a holistic review of the TVET, Human Resource and Skill Development Landscape. The Board of ITET was constituted on 19 June 2025. ITET comprises of 23 staff members across various grades. No recruitment exercise has been carried out since October 2024 due to the election period. Awaiting the first Council Meeting.
Procurement and Supplies Management - Central Supplies Division	A proper procurement plan that outlines timelines, responsibilities and budget for each procurement project should be developed.	Implemented The bulk of the required chemicals have already been delivered to schools and same are being used by educators and students for the conduct of practical classes in laboratories. As far as expired chemicals are concerned, schools have been asked to safely keep these separately for eventual disposal. The Procurement Plan for FY 2025- 2026 is currently being prepared by the Procurement and Supply Section.
Key Performance Indicator	• Target setting should focus on improving the performance of teachers and students. • Targets should be monitored and the causes for non-achievement of goals should be addressed. • Goals and indicators should be set towards education for sustainable development in national education policy and school curriculum	Partly Implemented Implemented Implemented



Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status on Actions taken/ Implementation of recommendations as at 30 June 2025
Government Assets Register (GAR)	The Accounting Officer should ensure timely postings are made on GAR in accordance with Treasury Circular No. 16 of 2017.	Partly Implemented A calendar has been worked out for completion of inputs for all zones and same has been circulated and is expected to be completed by February 2026. Close monitoring is being held by the Ministry and a more efficient way for monitoring the GAR System is being devised with close collaboration of the Accountant General's Office.



PART III:

FINANCIAL

PERFORMANCE

Part III describes the major achievements and the performance of the Ministry during the Financial Year 2024-2025. 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 2023-2024.



FINANCIAL HIGHLIGHTS

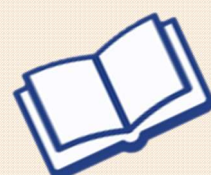
The Ministry was provided with a total budget of Rs 21.041 Billion for FY 2024/25, which was appropriated as follows:

- 📁 Recurrent Budget: Rs 20,405,000,000; and
- 📁 Capital Budget : Rs 636,000,000

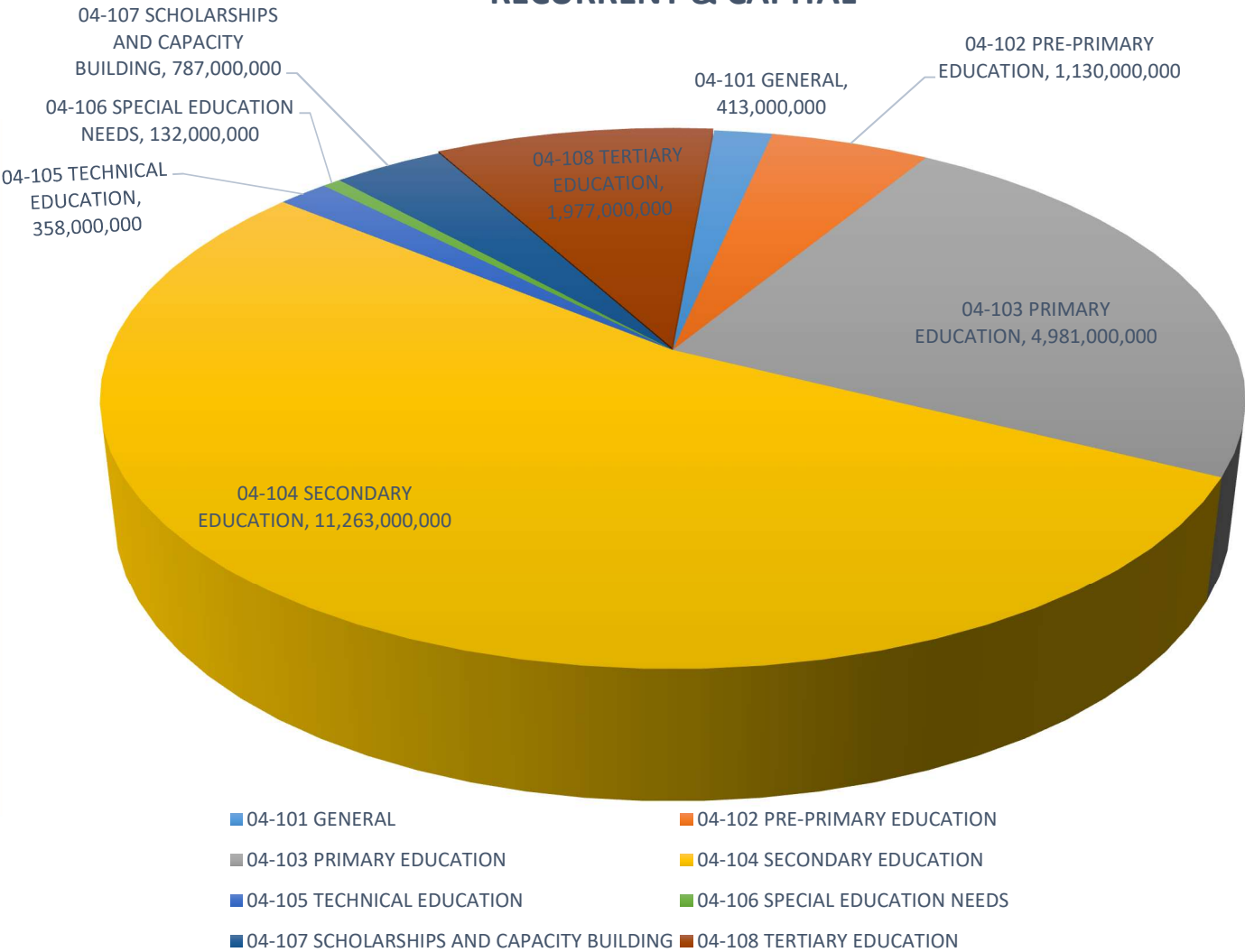
More than half of the budget was allocated to secondary education sub-sector while 24% was provided to primary education sub-sector and the remaining budget was apportioned among the other sub-sectors of education as illustrated below:

ESTIMATES 2024/25

Vote/ Sub Head	Description	Recurrent Rs	Capital Rs	Total Recurrent & Capital Estimates	% Of Total Recurrent & Capital Estimates
04-101	General	351,000,000	62,000,000	413,000,000	2%
04-102	Pre-Primary Education	1,114,000,000	16,000,000	1,130,000,000	5%
04-103	Primary Education	4,770,000,000	211,000,000	4,981,000,000	24%
04-104	Secondary Education	11,108,000,000	155,000,000	11,263,000,000	54%
04-105	Technical Education	314,000,000	44,000,000	358,000,000	2%
04-106	Special Education Needs	109,000,000	23,000,000	132,000,000	1%
04-107	Scholarships And Capacity Building	777,000,000	10,000,000	787,000,000	3%
04-108	Tertiary Education	1,862,000,000	115,000,000	1,977,000,000	9%
TOTAL		20,405,000,000	636,000,000	21,041,000,000	100%



RECURRENT & CAPITAL



The Pie Chart represents the different Votes with its respective voted amount for Financial Year 2024/2025.



EXPENDITURE

The Ministry was allocated an amount of RS 20,405,000,000 as Recurrent Expenditure for FY 2024/2025.

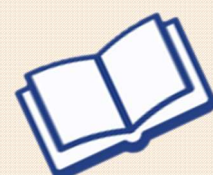
RECURRENT EXPENDITURE BY VOTE AND SUB - HEAD

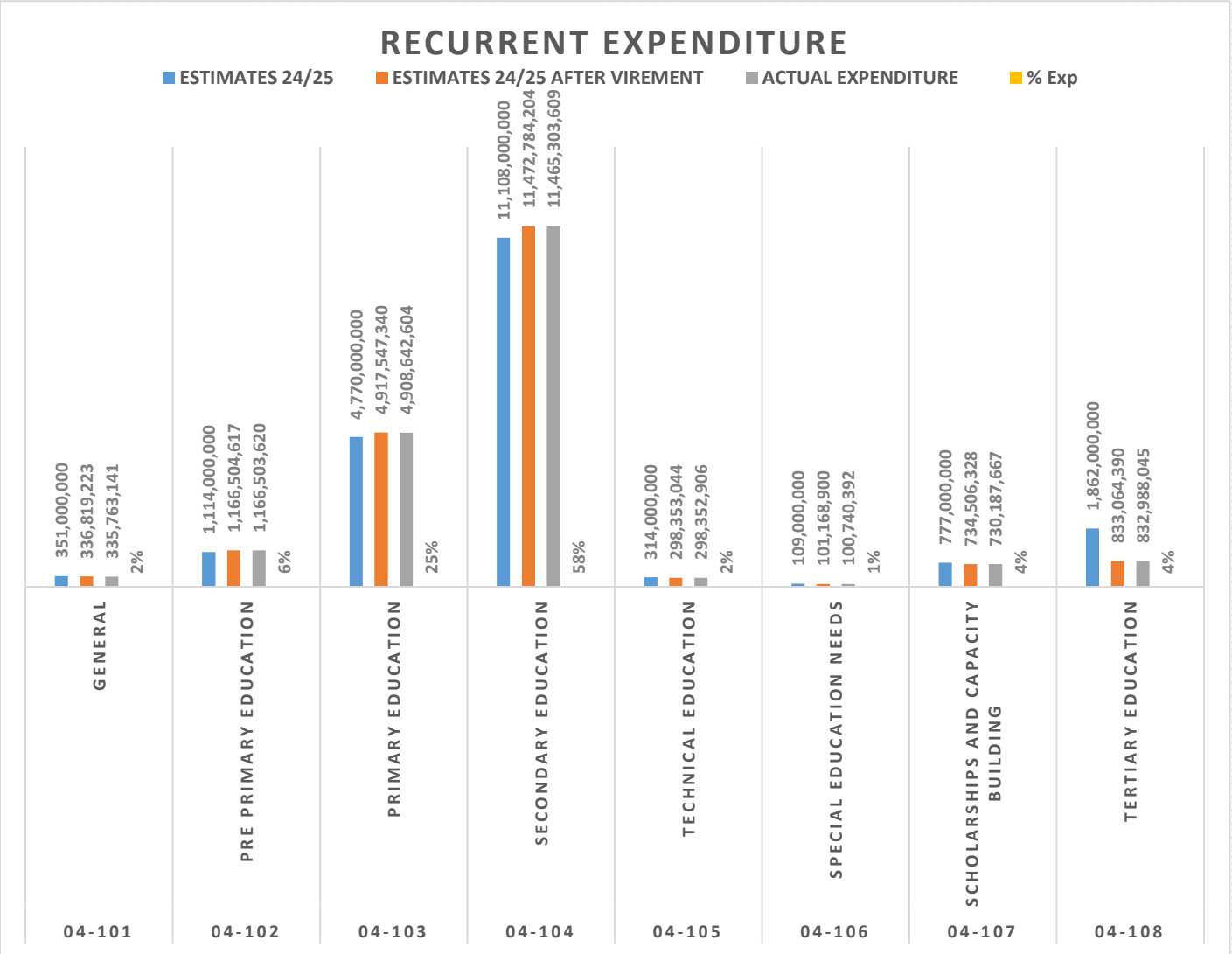
The Ministry incurred a total amount of Rs 19,838,481,984 as expenditure for FY 2024-2025. This included an amount of Rs 375,649,500 over and above the estimated budget which was made available by the MOF through Virement. The amount requested as Virement was due mainly for the payment of Grants to Extra-Budgetary Units (EBUs) where expenses were inflated due to payment of arrears of allowances and salaries as well as the unforeseen expenses that had not been forecast during budget preparation. The Vote/ Subhead 04-108 has been reduced mostly due to the Transfer of Funds in respect of EBU's falling under the aegis of Tertiary Education. The actual expenses included the amount already incurred for EBU's which were transferred afterwards.

Recurrent Expenditure for FY 2024-2025 amounted to Rs 19,838,481,984 after virement as illustrated below:

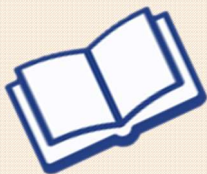
Expenditure By Sub Head- Recurrent

Vote/Sub Head	Description	Estimates 24/25	Estimates 24/25 After Virement	Actual Expenditure	% Exp.
04-101	General	351,000,000	336,819,223	335,763,141	2%
04-102	Pre Primary Education	1,114,000,000	1,166,504,617	1,166,503,620	6%
04-103	Primary Education	4,770,000,000	4,917,547,340	4,908,642,604	25%
04-104	Secondary Education	11,108,000,000	11,472,784,204	11,465,303,609	57%
04-105	Technical Education	314,000,000	298,353,044	298,352,906	2%
04-106	Special Education Needs	109,000,000	101,168,900	100,740,392	1%
04-107	Scholarships And Capacity Building	777,000,000	734,506,328	730,187,667	3%
04-108	Tertiary Education	1,862,000,000	833,351,000	832,988,045	4%
TOTAL		20,405,000,000	19,861,034,656	19,838,481,984	100%





The Table Chart shows actual Expenditure incurred after Virement for Financial Year 2024/2025.



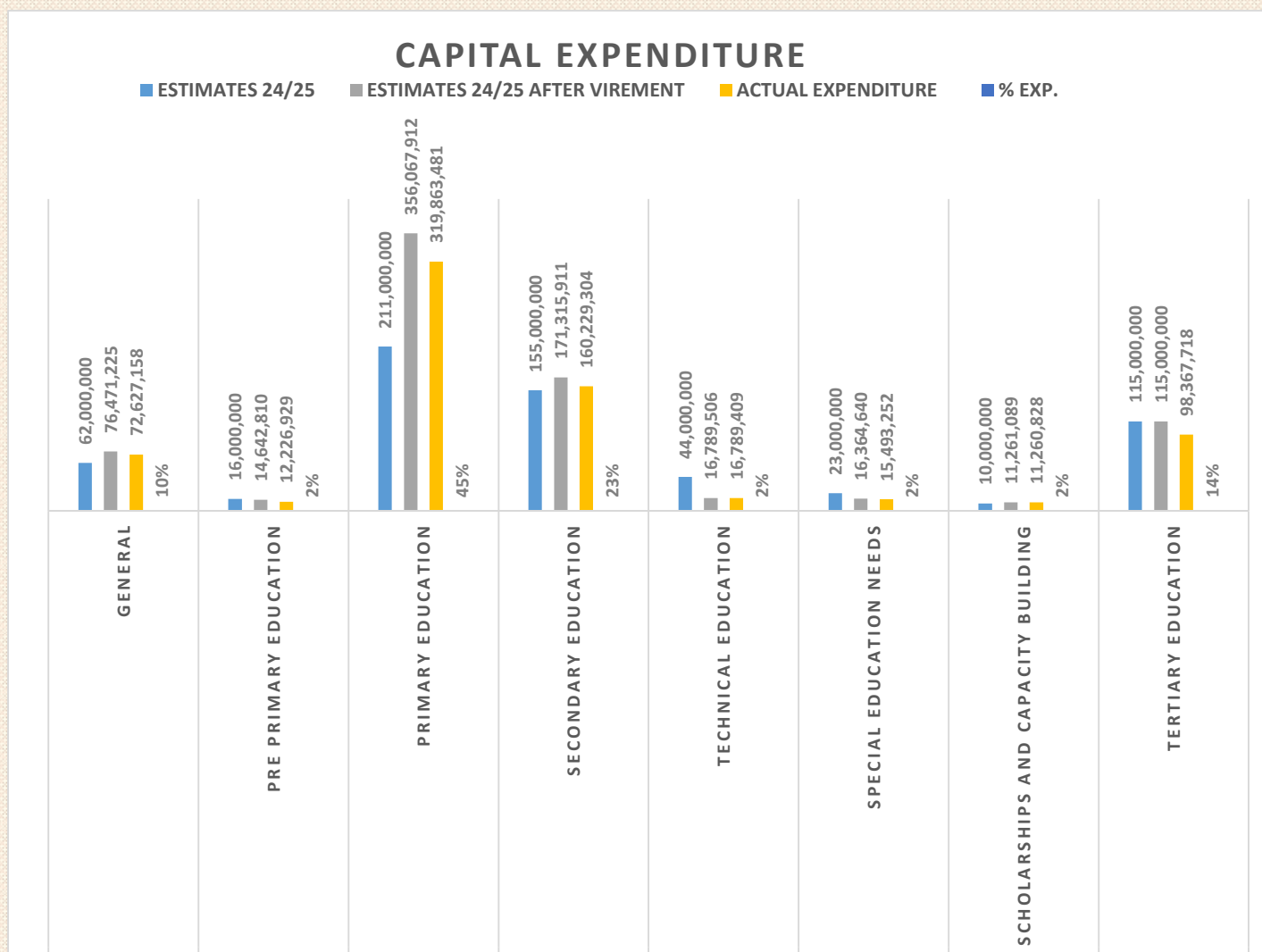
CAPITAL EXPENDITURE BY VOTE AND SUB - HEAD

The Capital Expenditure incurred for the Financial Year 2024-25 amounted to Rs 706,858,079 as illustrated below:

Expenditure By Sub Head- Capital

Vote/Sub Head	Description	Estimates 24/25	Estimates 24/25 After Virement	Actual Expenditure	% Exp.
04-101	General	62,000,000	76,471,225	72,627,158	10%
04-102	Pre Primary Education	16,000,000	14,642,810	12,226,929	2%
04-103	Primary Education	211,000,000	356,067,912	319,863,481	45%
04-104	Secondary Education	155,000,000	171,315,911	160,229,304	23%
04-105	Technical Education	44,000,000	16,789,506	16,789,409	2%
04-106	Special Education Needs	23,000,000	16,364,640	15,493,252	2%
04-107	Scholarships And Capacity Building	10,000,000	11,261,089	11,260,828	2%
04-108	Tertiary Education	115,000,000	115,000,000	98,367,738	14%
TOTAL		636,000,000	777,913,093	706,858,099	100%

The Table Chart below shows actual Capital Expenditure incurred after Virement for Financial Year 2024/2025.



ANALYSIS OF MAJOR CHANGES

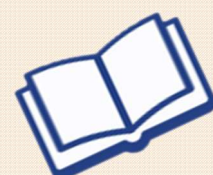
COMPARISON OF ESTIMATES BY VOTE AND SUB-HEAD

	Estimates 2023-2024 (Rs)	Estimates 2024-2025 (Rs)
4-101: General	401,300,000	413,000,000
4-102: Pre-Primary Education	694,700,000	1,130,000,000
4-103: Primary Education	4,825,400,000	4,981,000,000
4-104: Secondary Education	10,659,300,000	11,263,000,000
4-105: Technical Education	331,000,000	358,000,000
4-106: Special Education Needs	284,100,000	132,000,000
4-107: Scholarships and Capacity Building	655,500,000	787,000,000
4-108: Tertiary Education	1,848,700,000	1,977,000,000
TOTAL	19,700,000,000	21,041,000,000

There has been an increase of 6.37% in Estimates for 2024 – 2025 compared to Estimates 2023-2024. The main reason is the implementation of the Free Pre-Primary Education Scheme, increase of grant to SEN institutions and the general annual increase in the staff costs.

COMPARISON OF EXPENDITURE BY ECONOMIC CATEGORY

Economic Categories	Actual Expenditure 2023-2024 (Rs)	Actual Expenditure 2024-2025 (Rs)
Allowance to Minister	2,436,000,000	2,286,433
Compensation of Employees	6,479,832,976	6,973,372,879
Goods and Services	934,157,092	1,116,076,505
Recurrent Grants	10,180,334,736	9,875,021,826
Other Expense	1,337,821,670	1,871,724,335
Capital Grants	84,448,471	120,031,137
Acquisition of Non-Financial Assets	569,068,011	586,826,962
TOTAL	19,588,098,956	20,545,340,077

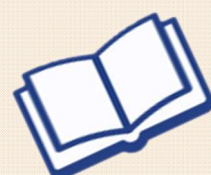


Significant changes in recurrent expenditure were noted under the following economic categories:

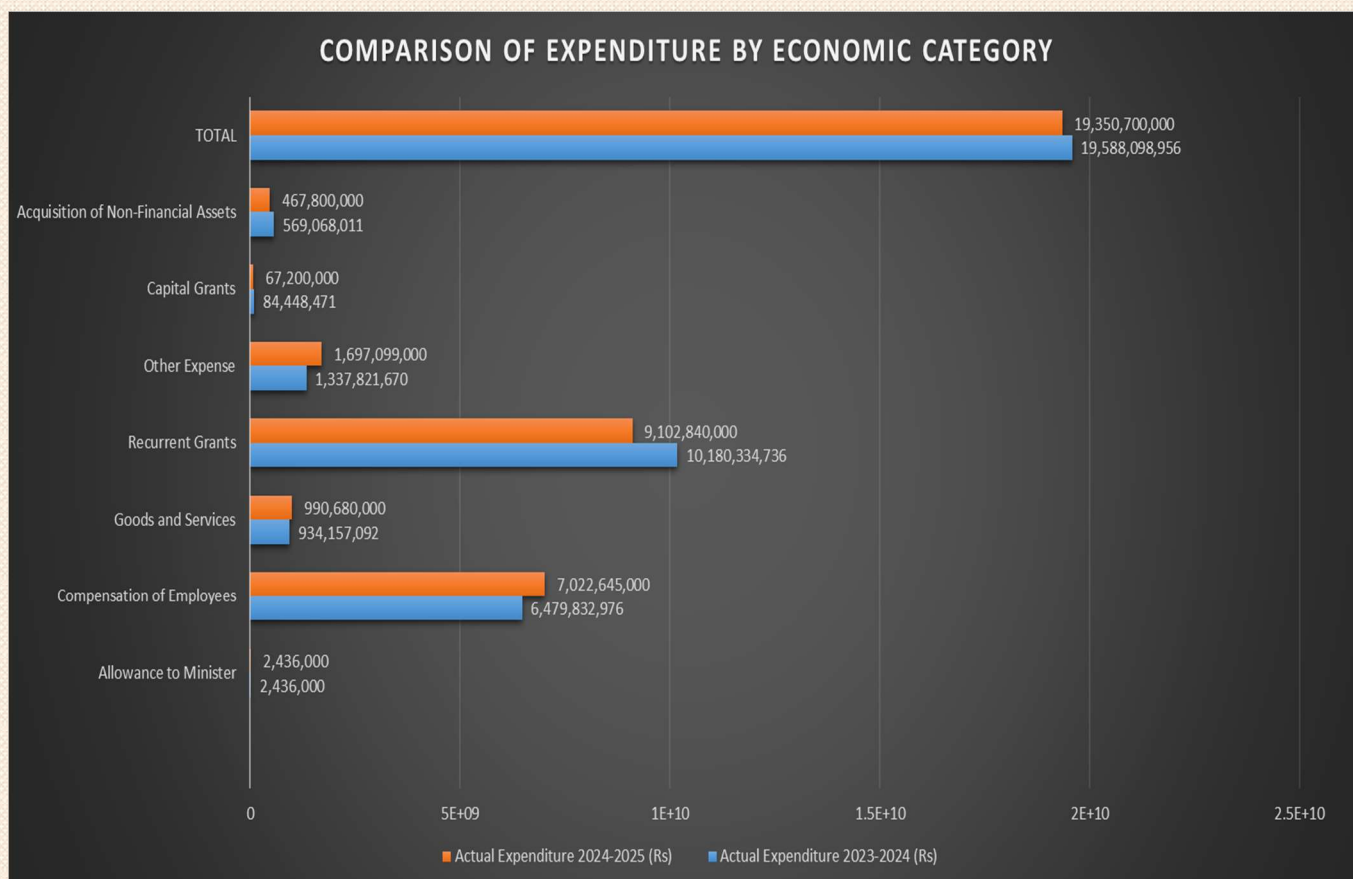
- ✎ Compensation of Employees: Increase due to payment of salary compensation to all employees and annual increment due in January 2025.
- ✎ Goods and Services: Increase due to rise in prices of commodities and services particularly security services with the implementation of minimum wage.
- ✎ In line of 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.
- ✎ Recurrent Grant: The decrease is due to the transfer of Higher Education Commission to the Ministry of Tertiary Education.
- ✎ 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 fund are disbursed to them after expenditure has been incurred and invoices submitted to Ministry.
- ✎ Several Capital Projects which were deemed to be finalized before end of financial year were delayed and the corresponding payments were deferred thereof.

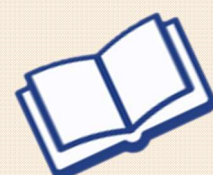


COMPARISON OF EXPENDITURE BY ECONOMIC CATEGORY



COMPARISON OF EXPENDITURE BY VOTE AND SUB-HEAD

VOTE/ SUB-HEAD	Expenditure 2023-2024 (Rs)	Expenditure 2024-2025 (Rs)
4-101: General	351,673,016	408,390,299
4-102: Pre-Primary Education	728,558,800	1,178,730,549
4-103: Primary Education	4,823,545,764	5,228,506,085
4-104: Secondary Education	10,531,330,137	11,625,532,913
4-105: Technical Education	280,735,485	315,142,315
4-106: Special Education Needs	357,176,127	116,233,644
4-107: Scholarships and Capacity Building	584,472,144	741,448,495
4-108: Tertiary Education	1,930,607,483	931,355,783
TOTAL	19,588,098,956	20,545,340,083

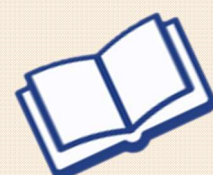


Significant changes in expenditure were noted under the Votes/Sub-Heads 4-102, 4-104, 4-106 and 4-108 and were mainly due to the review in Grant in Aid formula for Assistance to SEN Schools.

STATEMENT OF EXPENDITURE AND REVENUE

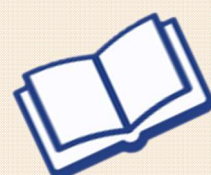
STATEMENT OF EXPENDITURE BY VOTE AND SUBHEAD

VOTE/ SUB-HEAD	Expenditure 2024-2025 (Rs)
4-101: General	408,390,299
4-102: Pre-Primary Education	1,178,730,549
4-103: Primary Education	5,228,506,085
4-104: Secondary Education	11,625,532,913
4-105: Technical Education	315,142,315
4-106: Special Education Needs	116,233,644
4-107: Scholarships and Capacity Building	741,448,495
4-108: Tertiary Education	931,355,783
TOTAL	20,545,340,083



STATEMENT OF EXPENDITURE – GRANTS TO PARASTATAL BODIES

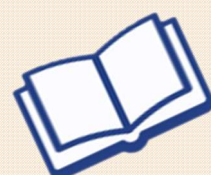
Parastatal Body	Vote/ Subhead	Economic Classification	ESTIMATES 2024/25	Additional Funds from MOFED	Actual Expenditure 2024-2025
Private Secondary Education Authority	40104	26313130	90,000,000	181,109,776	271,109,605
Private Secondary Education Authority	40104	26313131	5,011,000,000		5,048,999,917
Private Secondary Education Authority	40104	26313132	650,000,000		611,857,660
Private Secondary Education Authority	40104	26313170	239,000,000		239,000,000
Private Secondary Education Authority	40104	26313133	10,000,000		10,000,000
Early Childhood Care and Education Authority	40102	26313071	1,114,000,000	52,504,617	1,166,503,620
Mahatma Gandhi Institute	40104	26313123	769,970,000		767,426,459
Special Education Needs (SEN) Authority	40106	26313149	60,200,000		54,515,463
Mauritius Institute of Education	40107	26313125	387,000,000		378,787,031
Mauritius Qualifications Authority	40108	26313041	28,000,000		27,998,180
Mauritius Examinations Syndicate	40103	26313034	185,000,000		184,544,538



Parastatal Body	Vote/ Subhead	Economic Classification	Estimates 2024/25	Additional Funds from MOFED	Actual Expenditure 2024-2025
Mauritius Examinations Syndicate	40104	26313034	275,000,000		270,545,000
Hindu Education Authority Schools	40103	28211001	22,050,000		21,666,038
Rabindranath Tagore Institute	40104	26313122	14,700,000		15,216,494
World Hindi Secretariat	40101	26313099	6,000,000		6,000,000
Roman Catholic Education Authority	40103	28211002	795,000		794,984
Roman Catholic Education Authority	40103	28211060	840,000,000	14,866,787	854,866,783
Technical Education Centres	40105	22900991	251,765,000	11,500,000	287,444,380
Institute of Technical Education and Technology (Beau Vallon)	40105	22900991	45,000,000		
Institute of Technical Education and Technology	40105	26313157	15,000,000		10,908,525

The Table above shows the expenses incurred by Parastatal Bodies for Financial Year 2024/2025.

It is to be noted that funds provided to parastatal bodies falling under the purview of the Ministry of Education in form of grants represented around 50% of the total Estimates for Financial year 2024-2025. However, an additional amount was requested from the Ministry of Finance to cover expenses for which provision had not been made 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.



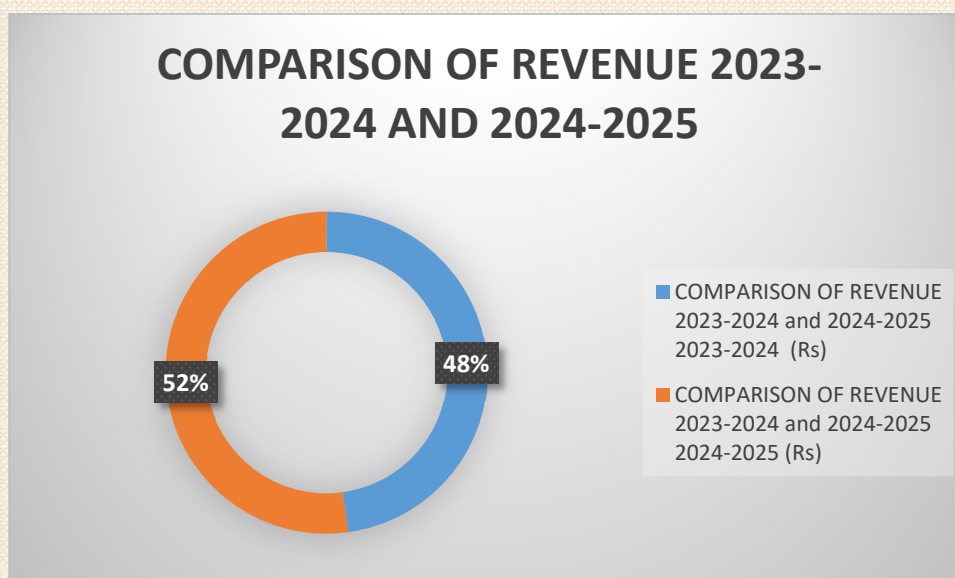
STATEMENT OF REVENUE

Item/Revenue	2023/24 Actual (Rs 000)	2024/25 Estimates (Rs 000)	2024/25 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	13,483
Total Revenue	12,361	12,900	13,483

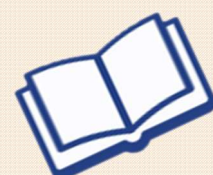
COMPARISON OF REVENUE

COMPARISON OF REVENUE 2023-2024 and 2024-2025	
2023-2024 (Rs)	2024-2025 (Rs)
12,361,000	13,483,443

The pie chart below represents the percentage of revenue collected in FY 2023/2024 and 2024/2025.

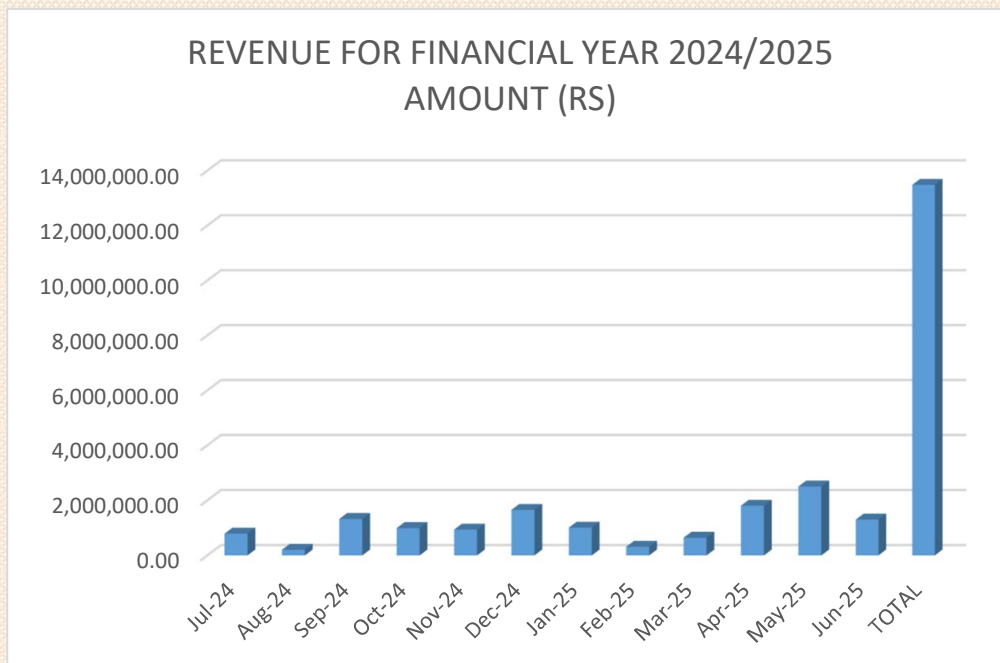


The Ministry has collected a total amount of Rs13,483,443 as revenue generated from refund of bonds, library membership fees, sales of books, use of premises, rental of canteen and other miscellaneous revenues.



REVENUE FOR FINANCIAL YEAR 2024/2025

MONTH	AMOUNT (RS)
Jul-24	789,846.91
Aug-24	205,004.25
Sep-24	1,324,299.54
Oct-24	992,810.83
Nov-24	937,622.92
Dec-24	1,655,164.99
Jan-25	1,008,379.96
Feb-25	315,564.84
Mar-25	644,206.86
Apr-25	1,806,426.30
May-25	2,502,796.21
Jun-25	1,301,320.03
TOTAL	13,483,443.64



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



PART IV:

WAY

FORWARD

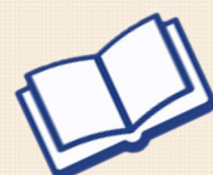
Part IV highlights the trends and challenges and the strategic directions of the Ministry.



TRENDS AND CHALLENGES

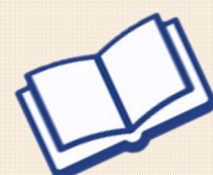
KEY CHALLENGES

- ✎ Sustaining the effort to improve the quality of performance attainment 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 post end of lower 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 in situations of 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 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.
- ✎ 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 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.
- ✎ 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 FPLNS.

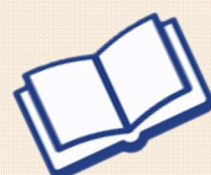


STRATEGIC DIRECTION

Strategic Direction	Enabler
Consolidate foundational learning	▪ Improve the pre-primary school environment that favours 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 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 that promotes	▪ Consolidate the ecosystem of counselling for learners.



Strategic Direction	Enabler
physical, mental, and emotional well-being for all learners within the school community	▪ Network with relevant stakeholders to promote a holistic approach to strengthen the Home/ School/ Community Linkage ▪ Create a supportive school environment that includes access to mental health resources, implement wellness programmes, foster positive relationships, and provide platforms for open communication and emotional expression. ▪ Broaden the scope of policies for the inclusion of SEN learners in across all education subsectors. ▪ Strengthen capacity building of staff to ensure physical, mental and emotional wellbeing of learners. ▪ Enhance the reporting system of absenteeism and the student tracking system for the early identification of dropouts and 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



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