

## 19. VICE-PRIME MINISTER'S OFFICE, MINISTRY OF EDUCATION, TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY

- 19.1 The Vice-Prime Minister's Office, Ministry of Education, Tertiary Education, Science and Technology envisions 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.
- 19.2 Its mission consists of, *inter alia*, to: re-engineer the education and skills development system to construct a cohesive, inclusive and productive society; foster a holistic education that makes of learners upholders of values and resilient, globally-minded citizens; create an enabling environment for a higher education system that both generates and equips learners with innovative, cutting edge knowledge and deep skills for increased competence in a dynamic work environment; and sustain existing and motivating conditions towards the recognition of Mauritius as a major Regional and Continental Education Hub.
- 19.3 The main objectives of the Education Sector are to:
- (i) ensure that all children aged 3 to 5 years in Mauritius have the opportunity to develop their individual intellectual, socio-emotional and psycho-motor skills to the best of their capacity in order to build the confidence and self-esteem in learning that will not only prepare them for the next level (primary school) but, more importantly, lay the foundations for learning that support them throughout their lifetime;
  - (ii) sustain equitable access to quality education, ensuring that all learners attain high levels of achievement in Literacy, Numeracy, Information and Communications Technology and such essential life skills as sound human values, healthy lifestyle and so forth as the basis for lifelong learning and good citizenship;
  - (iii) ensure that all students are given the opportunity to embark on and complete higher secondary education for employability, and higher and further education and training with the required maturity and confidence;
  - (iv) build a system that ensures a supply of quality personnel that work collegially with a strong management and quality assurance system to improve and support learning and achievement and overall development of all learners;
  - (v) provide an efficient and effective TVET system of greater public esteem responsive to the present and future needs by having a skilled and flexible workforce;
  - (vi) make Mauritius an intelligent island, a knowledge Hub to serve the region and a Centre for Higher Learning and Excellence;
  - (vii) build a creative and competent human resource base for Mauritius for sustainable national development; and

- (viii) develop the Ministry into an efficient, effective, and accountable functioning public institutions that exemplifies 'best practices' at all levels of the organisation.
- 19.4 The Ministry is responsible for the pre-primary, primary, secondary education as well as the Special Education Needs (SEN). It also covers the tertiary education sector which is dealt with in a separate section of this Chapter.
- 19.5 The pre-primary education is under the responsibility of the Early Childhood Care and Education Authority which is a parastatal body operating under the *aegis* of the Ministry of Education, Tertiary Education, Science and Technology. Appropriate recommendations for this organisation have been made in Volume 2 Part II of this Report.
- 19.6 A Senior Chief Executive is the Supervising and Accounting Officer of the Ministry. He is assisted by Permanent Secretaries and the Chief Technical Officer. The latter is responsible to efficiently monitor and evaluate the overall operational procedure, regulatory compliance and service delivery of the whole education sector with a view to improving the process of quality education and lifelong opportunities to all.
- 19.7 Apart from its core functions, the Ministry also operates a Quality Assurance and Inspection Division and a Library Service. Moreover, 14 Parastatal Bodies, involved in educational activities, operate under its *aegis*.

### **NINE YEAR CONTINUOUS BASIC EDUCATION**

- 19.8 Education reforms will focus on curriculum review and performance improvement at all levels. Remedial education at an early stage of the primary and secondary education cycles will remain a priority in order to deal with learning deficits, early drop-outs and failures." It was further stated in the same document that "Government will introduce a nine-year basic continuous schooling and the Certificate of Primary Education (CPE) will be replaced by an end-of-primary cycle assessment."
- 19.9 The overall goals of the Nine Year Continuous Basic Education can be summarised as ensuring that all children complete nine years of quality basic education and achieve relevant learning outcomes and successfully complete the secondary education cycle, whether general or technical.
- 19.10 Its specific objectives are to:
- (i) equip all students with knowledge, foundational skills and attitudes that will guarantee success to all in their future learning;
  - (ii) inculcate in all students a set of values and a strong sense of moral responsibility and belonging to the country;
  - (iii) promote the holistic and integral development of learners;

- (iv) provide learning opportunities to all students, including those with special education needs, for them to attain high levels of achievement according to their abilities and strengths;
  - (v) achieve a smooth transition for the completion of secondary education; and
  - (vi) give greater recognition to the value of TVET in building human capital that will spearhead the transformation of the country into a knowledge-based, skills-driven economy.
- 19.11 In the context of this review exercise, the Ministry has submitted that the Nine Year Continuous Basic Education is well-anchored in the education sector and the first sitting of the National Certificate Examinations has been set in 2021. The Ministry also informed that all measures pertaining to the smooth implementation of the Nine Year Continuous Basic Education were promptly taken, *viz.* revision of the curricula; transformation of learning environments; remedial education; and introduction of new approaches to assessments and professional development of Educators and school leaders.

### **IMPACT OF COVID-19 PANDEMIC ON THE EDUCATION SECTOR**

- 19.12 In 2020, schools and universities have been closed in most countries around the world in an attempt to limit the spread of the novel coronavirus disease (COVID-19). Mauritius also faced this same unprecedented situation. The Vice-Prime Minister, Minister of Education, Tertiary Education, Science and Technology stated in the National Assembly on the 14<sup>th</sup> of May 2020 that it is the duty of Government to maintain a continuity of teaching and learning for all through remote learning and to mitigate the immediate impact of school closures, particularly for the most vulnerable. Therefore, an Education Resilience strategy was set up and several measures were enumerated as follows:
- to ensure continuity of learning, a host of educational programmes were broadcasted on the National TV channels as well as online during the COVID-19 confinement period. These programmes were prepared by Educators in collaboration with the Quality Assurance and Inspection Division of the Ministry of Education, Tertiary Education, Science and Technology; the Mauritius Institute of Education; the Mahatma Gandhi Institute; and the Open University of Mauritius;
  - several subjects were taught at primary and lower secondary schools including Kreol Morisien, Arabic, Asian languages, among others;
  - in addition to the above, incumbents in the grade of Educator (Secondary) conducted online classes for secondary students as per their school timetables using online platforms; and
  - the Technical Education Centres operating under the *aegis* of the Ministry also delivered online educational programmes for the students; among others.

- 19.13 The Ministry has also informed that the Education Act 1957 has been amended through the COVID-19 (Miscellaneous Provisions) Act 2020 to provide, *inter alia*, for the dispensing of distance education and online learning programmes during the temporary closure of educational institutions.
- 19.14 After the upliftment of the 2020 confinement and following the Government decision for schools to resume on a full-fledged basis on 01 July 2020, a new school calendar was devised to cover the loss of school days. As such the academic year was extended to 26 March 2021. This implied the review of the timing for the holding of the main national and international assessments/examinations, namely, PSAC, NCE, SC and HSC.
- 19.15 With the second wave of COVID-19 in 2021, the academic year 2021-2022 was once again disrupted whereby the date of school resumption was deferred to July 2021 instead of June 2021. Several measures have been undertaken by the Ministry for the resumption of studies in a phased manner and in strict compliance with the sanitary protocol. On this basis, a "guideline for safe operations of schools" has been drafted specifying the measures to be followed. The moreso, remote learning has once again been implemented by way of educational TV programmes to be broadcasted on the national channels of the MBC.

### Major Achievements

- 19.16 The Ministry of Education, Tertiary Education, Science and Technology was allocated a budget of around Rs 17 Billion in the Budget 2021-2022 highlighting the importance of this sector. Some major achievements of the Ministry in 2020 include:
- (i) *Early Childhood Development*
- With a view to providing adapted learning and a conducive environment to early learners, 122 private pre-primary schools in poverty areas have been provided with pedagogical tools and materials to upgrade their infrastructure.
- (ii) *Free Textbook Scheme*
- The Free Textbook Scheme has been implemented as from January 2020 for the benefit of students of Grades 7, 8 and 9 for both Mainstream and Extended programme of State Secondary Schools (SSS) and for grant-aided Private Secondary Schools (PSS).
- (iii) *Early Digital Learning Programme (EDLP)*
- The EDLP aims at aligning the integration of ICT into teaching and learning of pupils in the primary education subsector through the use of adapted tablets.

*(iv) Primary School Supplementary Feeding Project*

- As enunciated in the Government Programme 2020-2024, to alleviate financial burden, improve education attainment and child health, pupils of the Bois des Amourettes Government School are being provided with hot meals (in line with the recommendations of the Ministry of Health and Wellness) since January 2020.
- This project would be extended to all ZEP schools.

*(v) Secondary Education*

- In pursuit of the ongoing educational reforms, a new curriculum for Grade 9 is being implemented in the State and Private grant-aided Secondary Schools. New textbooks have been prepared and are being used for all subjects.
- Launched in 2018 for Grade 7 students, the Online Student Support Programme, which is a digital platform for accessing educational contents at secondary level, was extended to Grade 8 students in 2019 and to Grade 9 in 2020.

*(vi) Special Education Needs (SEN)*

- The Special Education Needs Authority (SENA) has been set up to provide the appropriate regulatory framework for learners with special education needs and facilitate the implementation of Government policies on special education needs.

*(vii) Tertiary Education**Free Tertiary Education Scheme*

- The Free Tertiary Education Scheme came into operation in 2019 and applies for students, both on full time and part time studies, enrolling for a first Certificate, first Diploma or a first Degree.
- The Scheme has led to an upsurge in tertiary education resulting in an additional enrolment of around 3,000 students for a first Certificate, first Diploma and undergraduate programme in 2019 as compared to 2018.

*(viii) Health and Wellness*

- The Healthy Kids Programme has been extended to all primary schools in 2019 and is currently being implemented in Grades 2 to 5 with the aim of promoting healthy eating habits and physical activity in pupils since a young age.
- To further ascertain that pupils adopt and maintain a certain level of physical activity, several projects such as the Kid's Athletics, the "Natation Scolaire" and "After School Sports and Fitness Programme" are being implemented. 4100 pupils in 100 Primary Schools participated in the "Natation Scolaire" programme and 35000 pupils in Mauritius and Rodrigues benefitted from the After School Sports and Fitness Programme.

**PRIMARY SCHOOL SECTOR**

- 19.17 The primary school sector currently consists of 207 primary schools in Mauritius, 17 in Rodrigues and two in Agalega. It covers the curriculum from Grade 1 to Grade 6. The total primary sector population stood at around 82500 as at March 2021. It has been observed that since the publication of the last Report, the total enrolment in primary schools is still on the decline due to demographic factors.
- 19.18 With the introduction of the Nine Year Continuous Basic Education, a broader curriculum has been introduced in the primary sector which now consists of holistic education which includes the non-core subjects, the Arts, Civil Values Education, Health and Physical Education and Road Safety and other core subjects such as Kreol Morisien.
- 19.19 A Head Master is responsible for the day-to-day management of a primary school and for creating a qualitative teaching and learning environment by making optimal use of the human, physical and financial resources available in primary schools. The Head Master is assisted, in the daily school administration, by one or more Deputy Head Master or Deputy Head Teacher (Oriental Languages). The teaching personnel of the primary sector consists of officers in the grades of Primary School Educator, Primary School Educator (Oriental Languages), Health and Physical Education Instructors, Support Teachers, among others. Some Deputy Head Masters and Deputy Head Teachers are also assigned full responsibility of classroom teaching.
- 19.20 The Bureau has examined several requests submitted by the Ministry, Federations, Unions as well as from individuals forming part of the education sector. Wide consultations were also held with both Management and the Unions of the primary education sector.
- 19.21 The main representations of the Unions in the primary education sector are, *inter alia*, as follows:
- (i) alignment of salary of Primary School Educator to that of Educator (Secondary) following the sponsoring of personnel for the Bachelor in Education (B.Ed);
  - (ii) creation of supervisory levels for the grades teaching new subjects i.e. kreol morisien and holistic education;
  - (iii) increase in establishment size of several grades including Deputy Head Teacher (Oriental Languages), grades of the Inspectorate Cadre and Supervisor Cadre, among others;
  - (iv) creation of an intermediate level between Primary School Educator and Deputy Head Master;
  - (v) an increase in the quantum of existing allowances;
  - (vi) upgrading in the salary scale of all grades in the primary sector;
  - (vii) restyling of some grades;

- (viii) upgrading in the salary of Liaison Officers;
  - (ix) provision of appropriate training to all officers; and
  - (x) several other requests pertaining to both general conditions of service and those specific to the Education Sector.
- 19.22 Several meetings were also held with Management of the Ministry of Education, Tertiary Education, Science and Technology which submitted a host of proposals for the main grades in the primary sector namely for Primary School Educator, Support Teacher, ICT Support Officer, Teaching Assistant, Health and Physical Education Inspector, Supervisory Cadre, among others.
- 19.23 The Bureau has examined all the requests of the different Unions and Management. All the requests which do not fall to be considered by the Bureau, as they relate to Management's policy, have been duly transmitted to the relevant authorities during the consultative meetings. All parties were also apprised of the Bureau's policy for the creation of grades which is based on the functional need of the organisation. Several requests were also received from both Unions and Management to make officers in some grades integrate in higher or other grades. Such requests cannot be entertained as it tantamount to giving promotion which is outside the mandate of the Bureau. Requests for the upgrading in salaries are considered after analysing the results of the job evaluation exercise based on the updated scheme of service and Job Description Questionnaires filled in the context of this review.
- 19.24 Several Unions have requested for an alignment in the salary scale for the grade of Primary School Educator to that of Educator (Secondary) on the basis that the Bachelor in Education (B.Ed) has been launched by the Mauritius Institute of Education and several officers in different grades, namely Primary School Educator, Deputy Head Master, Deputy Head Teacher (Oriental Languages) and Head Master have embarked on the course.
- 19.25 The Ministry has informed that two batches from Mauritius and two batches from Rodrigues consisting 248 Primary School Educators, 86 Primary School Educators (Oriental Languages) (Personal); 74 Deputy Head Masters; four Deputy Head Teachers (Oriental Language) (Personal); 5 Head Masters and some officers in other grades namely Mentor and Health and PE Instructor have already embarked on the B.Ed programme.
- 19.26 During consultative meetings, it has been argued that the B.Ed is not a qualifications requirement for appointment to the grade of Primary School Educator while appointment to the grade of Educator (Secondary) is carried out from among Degree holders. Additional information was sought from the MIE which informed that the B.Ed is a two years' part-time course which is, in principle, a development programme for Primary School Educators to upgrade their professional skills.
- 19.27 The Bureau has considered the importance of the education sector, and its specificity and sensitivity in nation building while making its recommendations.

**Assistant Supervisor****Supervisor**

- 19.28 Presently, the grade of Assistant Supervisor (Oriental Languages) is filled by selection from among Deputy Head Teacher (Oriental Languages) who reckon at least three years' service and who have obtained a credit in the appropriate Oriental Languages at School Certificate. Candidates are also required to successfully complete the In-Service Course for Deputy Head Teacher (Oriental Languages). There is also the grade of Supervisor which is filled by promotion from Assistant Supervisor (Oriental Languages) of the relevant Oriental Language in which vacancy occurs and who reckon at least three years' service in a substantive capacity.
- 19.29 During consultations, the Ministry made some proposals for the grades of Assistant Supervisor and Supervisor taking into consideration that, with the Nine Year Continuous Basic Education, new fields such as Kreol Morisien and Non-Core subjects have been introduced in the primary school curriculum.
- 19.30 The submissions made by Management for the grades of Assistant Supervisor and Supervisor were thoroughly examined by the Bureau and we have foreseen some implementation problems due to the existing mode of clustering of subjects. On this basis, the proposals made by Management may not be plausible.
- 19.31 However, in a bid to avoid any hindrance in the smooth dispensing of classes in these specific subjects, we are making an appropriate recommendation to provide the Ministry with a leeway to re-consider its proposal and assess its implications.

**Recommendation 1**

- 19.32 We recommend that the Ministry of Education, Tertiary Education, Science and Technology considers the advisability of creating supervisory levels for the new fields/subjects introduced in the curriculum at primary school level on the basis of its functional and operational needs. The Ministry should ensure that any such request is not fraught with implementation problems.**

**Primary School Educator (ICT)****ICT Support Officer (Personal)**

- 19.33 At present, ICT Support Officers are recruited from among candidates possessing a Cambridge School Certificate with credit in at least five subjects, a Cambridge Higher School Certificate and a Certificate of Proficiency in ICT from a recognised institution. ICT Support Officers are posted in all primary schools and according to its scheme of service, incumbent in the grade is entrusted with duties mainly for helping teachers in the preparation and delivery of the lesson plans using ICT; providing support to teachers/pupils in the use of ICT resources when classes are run; and providing user support for standard hardware, software and network, among others.
- 19.34 The Union has requested that ICT Support Officers be recognised as teaching personnel, the appellation be amended to "Educator" and subsequently the salary



scale be aligned with that of the Primary School Educator. On the other hand, Management made a request to integrate the incumbents in the grade of ICT Support Officer in the grade of Primary School Educator.

- 19.35 Management was apprised that it would not be appropriate for the Bureau to accede to such a request which, in other words, tantamounts to giving promotion to all these officers without going through the promotion process. Moreover, appointment to the grade of Primary School Educator is made from among Trainee Primary School Educators who have completed their Teacher's Diploma.
- 19.36 However, since ICT skills is a non-core subject which is taught up to Grade 6 at primary level, we consider that there is need for a dedicated grade for the teaching of ICT skills with the relevant profile required to perform the duties. We are, herewith, making appropriate recommendations.

### **Recommendation 2**

- 19.37 We recommend that the Ministry of Education, Tertiary Education, Science and Technology considers the advisability of creating the grade of Primary School Educator in the field of ICT. Appointment thereto should be made from among Trainee Primary School Educators who have successfully completed their training course leading to a Teacher's Diploma.**
- 19.38 We also recommend that the grade of ICT Support Officer be made evanescent.**
- 19.39 We further recommend that, with the above amendments to the grade of ICT Support Officer, consequential amendments should be brought to the scheme of service for the grade of ICT Technician/Senior ICT Technician by Management through the Ministry of Public Service, Administrative and Institutional Reforms.**

### **Scheme of Service**

- 19.40 With the lockdown due to COVID-19 Pandemic, teaching personnel of the primary education sector had to make use of a variety of technology-based software/IT tools as alternatives to the traditional classroom, provide lessons through video conferencing and online teaching platforms as well as radio and national television programmes. We are, in this Report, making appropriate provision to cater for such instances.

### **Recommendation 3**

- 19.41 We recommend that the duties in the respective scheme of service for the teaching personnel of the primary education sector, as appropriate, be enlarged to include online teaching, assessment and evaluation, whenever necessary. This element has been considered in arriving at the salary scales recommended for the relevant grades.**

**Deputy Head Master****Deputy Head Teacher (Oriental Languages)****Health and Physical Education Instructor (Personal)**

19.42 In our last Report, a Qualification Bar (QB) was inserted in the salary scale for the grades of Deputy Head Master, Deputy Head Teacher (Oriental Languages) and Health and Physical Education Instructor (Personal). **Incumbents should possess the Diploma in Educational Management (DEM) or Certificate in Educational Management (CEM) to proceed incrementally beyond the Qualification Bar in the respective salary scale recommended for the grades.**

**Primary School Educator**

19.43 Primary School Educators and Primary School Educators (Oriental Languages) (Personal) who have successfully followed the Teacher's Diploma are allowed to move incrementally beyond the Qualification Bar in the relevant salary scale. This provision should continue.

**Recommendation 4**

**19.44 We recommend that officers in the grades of Primary School Educator and Primary School Educator (Oriental Languages) (Personal) who possess the Teacher's Diploma (Primary) should be allowed to move incrementally beyond the Qualification Bar inserted in the respective salary scale.**

**Support Teacher**

19.45 Support Teachers are, in principle, recruited from among candidates who possess a Cambridge School Certificate with credit in at least five subjects and a Cambridge Higher School Certificate. They are called upon, *inter alia*, to: provide support to teaching staff of primary schools on handling children facing problems in acquiring foundational learning skills so as to give them an opportunity to catch up with academic programmes; work collaboratively with the class teacher for developing appropriate teaching lessons for pupils having learning difficulties; and ascertain the re-integration of pupils in mainstream classes after catch up programmes through *ad hoc* assessments and continuous counselling and coaching.

19.46 Most of the Unions have requested that the work being performed by Support Teachers be given due recognition and their salary scale be upgraded. During consultations, Management apprised the Bureau that once recruited in a temporary capacity, Support Teachers are required to undergo training, for a period of at least one year, both theoretical and on-the-job, leading to a Teacher's Certificate. Upon successful completion of the Certificate, candidates are appointed in a substantive capacity.

19.47 A perusal of the scheme of service for the grade of Support Teacher indicates that the requirement to follow a one-year course and consideration for appointment upon successful completion of the course is already included as a "NOTE" therein.

Moreover, the Bureau carried out a fresh assessment exercise of the grade based on (i) newly written Job Description Questionnaires certified by their immediate supervisors; (ii) the requirement to follow a one-year course leading to a Teacher's Certificate; and (iii) the major role, responsibilities and functions of this grade for the re-integration of pupils facing problems in foundational learning skills which is a vital aspect of the inclusive-driven policy adopted by the Ministry.

**19.48 We have carefully considered all the above elements in arriving at the salary scale recommended for the grade of Support Teacher.**

**Teaching Assistant (Personal)**

19.49 The grade of Teaching Assistant is an evanescent one wherein incumbents are required, among others, to: teach subjects forming part of the school curriculum; be responsible to the Head Master for assessing the progress of pupils by way of observation, written/oral test, examination set by a team of Educators; communicating all results to the pupils and recording them in the pupils' progress books; and conduct evaluation tests and end-of-year examinations.

19.50 Management has submitted that incumbents in the grade of Teaching Assistant (Personal) are called upon to perform similar duties as counterparts in the grade of Primary School Educator and as such they should be provided with an appropriate training and compensated accordingly. We are, therefore, making an appropriate recommendation to address this issue.

**Recommendation 5**

**19.51 We recommend that the Ministry of Education, Tertiary Education, Science and Technology should, in collaboration with the relevant authorities, organise a Work Oriented Award Course for Teaching Assistants (Personal).**

**19.52 We also recommend that Teaching Assistants (Personal) who have successfully completed the course be allowed to move incrementally in the Master Salary Scale up to salary point Rs 33175.**

**Zones D' Education Prioritaires (ZEP)**

19.53 At present, there are 30 primary schools classified as ZEP including two in Rodrigues and one in Agalega. The teaching and non-teaching staff of these schools are paid a monthly allowance in view of the extra effort put in for the education of the children. Payment of the allowance should continue.

**Recommendation 6**

**19.54 We recommend that staff of ZEP schools should continue to be paid a monthly ZEP allowance as hereunder:**

<b>Grade</b>	<b>Monthly ZEP Allowance (Rs)</b>
<b>Head Master</b>	<b>3810</b>
<b>Mentor (Personal)</b>	<b>3580</b>
<b>Deputy Head Master Deputy Head Teacher (Oriental Languages)</b>	<b>3350</b>
<b>Primary School Educator Primary School Educator (Oriental language) (Personal) Health and Physical Education Instructor (Personal)</b>	<b>3000</b>
<b>Support Teacher</b>	<b>2100</b>
<b>Teaching Assistant (Personal)</b>	<b>2100</b>
<b>ICT Support Officer (Personal)</b>	<b>1850</b>
<b>School Clerk</b>	<b>1050</b>
<b>Ancillary Staff</b>	<b>765</b>

**Allowance to oversee Pre-Primary Schools**

19.55 Provisions exist for the payment of a monthly allowance to Head Masters who are required to oversee pre-primary schools operating under the *aegis* of the Early Childhood Care and Education Authority and are found on the premises of primary schools. The quantum of the allowance was revised substantially by the EOAC Report 2013 from Rs 1000 to Rs 2000.

**Recommendation 7**

**19.56 We recommend the continued payment of a monthly allowance of Rs 2000 to Head Masters who are required to oversee pre-primary schools which are on the premises of Government Primary Schools.**

**Bibliobus Project**

19.57 Presently, incumbents performing the duties of Animateur in the Bibliobus are being paid a monthly allowance of Rs 1200. We are revising the quantum of the allowance.

**Recommendation 8**

**19.58 We recommend that the monthly allowance being paid to incumbents in the grade of Primary School Educator who are performing duties of Animateur in Bibliobus be revised to Rs 1260.**

**Risk Allowance**

19.59 In our previous Report, provision was made for the payment of a risk allowance to teaching staff who are posted in the Prisons Department to dispense teaching classes to detainees in line with the prevailing school curriculum. This arrangement is still valid.

**Recommendation 9**

**19.60 We recommend the continued payment of a monthly Risk Allowance equivalent to one and a half increments at the initial of the relevant salary scale to incumbents in the grades of Primary School Educator; Primary School Educator (Oriental Languages) (Personal); Deputy Head Master and Deputy Head Teacher (Oriental Languages) who are posted in the Prisons Department for teaching duties.**

**19.61 However, in the event the quantum of the above allowance payable is lower than that drawn as at the eve of the publication of the Report, incumbents should continue to be paid the higher quantum on a personal basis.**

**Refund of travelling by bus to Trainee Primary School Educator**

19.62 Provision exists for the refund of travelling expenses to Trainee Primary School Educator. This provision should continue.

**Recommendation 10**

**19.63 We recommend that Trainee Primary School Educators should continue to be refunded travelling expenses incurred by bus from residence to the place of work/training and back.**

**Special Education Needs (SEN) Sector**

19.64 The Ministry of Education, Tertiary Education, Science and Technology also has a Special Education Needs sector under its umbrella. Learners with special needs are today enrolled in special schools, integrated units or mainstream schools. The Ministry has set up 13 integrated units in Government Primary Schools around the island so as to reach out to those who would otherwise have to travel long distances despite their disabilities. Some of these units are run in partnership with Non-Governmental Organisations (NGOs).

19.65 The SEN sector at the Ministry consists of officers in the grades of Educator (SEN); Deputy Head, Specialised Schools; and Head, Specialised Schools, among others.

**Educator (SEN)**

- 19.66 An Educator (SEN) is required to, *inter alia*, teach subjects forming part of the school curriculum through appropriate media, including sign language, Braille and any other appropriate assisting devices; help in the planning and implementation of an Individual Educational Plan to be prepared at least once a year to meet the educational needs of students; and help in the organisation of extra-curricular activities relevant to children with special needs.
- 19.67 In the context of this review exercise, while carrying out a site visit at the D. Hurry Government School, the Bureau has had the opportunity to also visit the integrated units found on the premises of the aforementioned primary school. The Bureau has observed the dedication and soft skills of those officers in the grade of Educator (SEN). We have also visually assessed the complexity of their duties.
- 19.68 The Bureau has carried out a fresh assessment exercise of the grade based on the newly written Job Description Questionnaires certified by their immediate supervisors. **All the above elements have been carefully considered in arriving at the salary scale recommended for the grade of Educator (SEN).**

**Allowance – Special Education Needs**

- 19.69 Incumbents in the grade of Primary School Educator; Primary School Educator (Oriental Languages) (Personal); Deputy Head Master and Deputy Head Teacher (Oriental Languages) on secondment to specialised schools, penal institutions, probation hostels, rehabilitation centres and shelters for women are paid a monthly allowance to teach all subjects as in the mainstream. We are revising the quantum of the allowance.

**Recommendation 11**

- 19.70 **We recommend that the monthly allowance being paid to incumbents in the grades of Primary School Educator (Oriental Languages) (Personal); Deputy Head Master and Deputy Head Teacher (Oriental Languages) on secondment to serve at the Specialised Schools, Penal Institutions, Probation Hostels, Rehabilitation Centres and Shelters for women be revised to Rs 3415.**
- 19.71 **We also recommend that incumbents in the grades of Primary School Educator and Primary School Educator (Oriental Languages) (Personal) who have successfully completed the training courses and are presently seconded for duty to serve in the SEN Schools should also be considered for appointment to the grade of Educator (SEN).**
- 19.72 **We further recommend that following appointment of Primary School Educators and Primary School Educators (Oriental Languages) (Personal) on secondment at the Specialised Schools to the grade of Educator (SEN), incumbents should be granted:**

- (i) EITHER the next incremental salary point obtained on integration of the monthly allowance of Rs 3415 into their salary which should then lapse OR
- (ii) increments in accordance with paragraph 16.8.6 in Volume 1 of this Report; whichever is the higher, subject to the revised top salary of the grade.

## Recommendation 12

**19.73 We recommend that Educators (SEN) possessing the Diploma (Special Education Needs) who are subsequently appointed to the grade of Deputy Head, Specialised Schools or Head, Specialised Schools should draw salary in the scale as hereunder:-**

Salary Code	Salary Scale and Grade
06 058 081	Rs 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 50900 Deputy Head, Specialised Schools
06 065 084	Rs 33175 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 55900 Head, Specialised Schools

## SECONDARY SCHOOL SECTOR

- 19.74 Secondary Education is free in Mauritius since 1977 and as from 2005, it became compulsory for all up to the age of 16. With the introduction of the Nine Year Continuous Basic Education, children are required to complete the first six years of basic education, that is, Grade 1 to 6 in their primary school and move on to Grade 7 in a secondary school. Grades 7 to 9 correspond to the last three years of the Nine Year Continuous Basic Education Cycle.
- 19.75 Upon completion of their basic education, students pursue their secondary education in Grades 10 to 11 at the end of which they sit for the Cambridge School Certificate. Successful students move on to upper secondary education in Grades 12 and 13 leading to the Cambridge Higher School Certificate. Technical and Vocational Education and Training (TVET) offers alternative pathways to students for post Grade 9, post-Grade 11 or post-Grade 13 studies leading to the award of National Certificates, National Diplomas or Higher National Diplomas in specific fields.
- 19.76 To date, there are 180 secondary schools out of which 69 are State Secondary Schools. A Rector, who heads a State Secondary School, implements the educational policies of the Ministry and ensures the provision of quality education to all students. He/She is also responsible for the overall Management of a State Secondary School/State College. He/She is assisted by a Deputy Rector and an array of grades such as School Superintendent, Assistant School Superintendent, School Clerk, among others, who provide support in the day-to-day administration of the secondary school.

- 19.77 With the Nine Year Continuous Basic Education, all students now progress from Grade 6 in Primary Schools to Grade 7 in Regional Secondary Schools. The criteria for admission in a Regional Secondary School is based on parental choice, aggregate at the Primary School Achievement Certificate (PSAC) and proximity of residence to the secondary school. The learning areas include both core subjects and non-core subjects from Grades 7 to 9. At the end of Grade 9, students take part in a national assessment that leads to the award of the National Certificate of Education (NCE). This assessment is carried out by the Mauritius Examinations Syndicate. Following the National Certificate of Education, students may opt to (i) continue their studies in the respective Regional Secondary School where they will pursue upper secondary education and sit for the SC/GCE 'O' level and HSC/HSC Pro/GCE 'A' level examinations; or (ii) apply for admission in an Academy; or (iii) seek admission in a Vocational Training Centre to obtain a TVET or Vocational/Technical qualification at the level of NC3 and NC4.
- 19.78 An Extended Four-Year Programme has also been introduced in a bid to give sound learning opportunities to students needing more time to attain the required level of competencies. Every Regional Secondary School is required to have a special class for students who have not met the minimum standards at the PSAC. These students complete their Basic Education Cycle in four years instead of three and sit for the National Certificate of Education Assessment at the end of the cycle. With the introduction of the Extended Four-Year Programme, the prevocational sector has phased out.
- 19.79 In the context of this Report, the Bureau had consultative meetings with both Management and the staff side of the Secondary Sector. The Unions mainly requested for: the duration of teaching of an Educator (Secondary) to include activity and replacement classes; an upward review of headship allowance; to review the ratio of Senior Educator to Educator (Secondary) and ratio of Educator to students; the workload of Head of Department to be a certain maximum number of periods; upgrading of salaries for different grades in the Secondary Sector; creation and restyling of some grades as well as an increase in the establishment size of existing grades; among others.
- 19.80 On the other hand, the main submissions of Management for the Secondary Sector pertained to the integration of grades in the prevocational sector into the mainstream grades as the latter has phased out with the introduction of the Nine Year Continuous Basic Education; the scheme of service for the grade of Educator (Secondary) to be reviewed to include online teaching, assessment and evaluation; to maintain the duration of teaching of Educator (Secondary) to 1190 minutes; an upward review of headship allowance; reviewing the qualifications requirement of certain grades; upgrading of salaries of grades at top most level; to review the structure of the Quality Assurance and Inspection Division; and the setting up of and creation of several grades in a specific Directorate for Technical Education and a Directorate for Science and Technology; among others.



- 19.81 From the numerous requests spelled out by the Unions, many do not fall within the ambit of the Bureau as they relate to Management's responsibility. They were also apprised of the Bureau's policy for the creation of grades which is based on the functional needs of the organisation. Moreover, upgrading in salary is determined through a Job Evaluation exercise and changes in the appellation of a grade are considered to better reflect the nature of duties being performed.
- 19.82 We are, in the ensuing paragraphs, making appropriate recommendations for the Secondary Sector taking into consideration several factors such as the introduction of the Nine Year Continuous Basic Education, the phasing out of the prevocational sector and the COVID-19 Pandemic.

### **Educator (Secondary) (Prevocational) (Personal)**

#### **Teacher (Secondary) (Prevocational) (Personal)**

- 19.83 The grades of Educator (Secondary) (Prevocational) and Teacher (Secondary) (Prevocational) presently exist on the establishment of the Ministry of Education, Tertiary Education, Science and Technology. The Ministry has informed that, with the upcoming of the Nine Year Continuous Basic Education, the Prevocational Stream has phased out at the end of the 2019 Academic Year and the grades of Inspector (Prevocational), Educator (Secondary) (Prevocational) and Teacher (Secondary) (Prevocational) should be made evanescent.
- 19.84 The Ministry has also submitted proposals for the integration of incumbents in these grades into the regular stream, that is, to absorb them in the grade of Educator (Secondary). We have been informed that there are 77 Educators (Secondary) (Prevocational) and 51 Teachers (Secondary) (Prevocational). We are, therefore, making appropriate recommendations to enable the Ministry to effectively make use of these officers.

### **Recommendation 13**

- 19.85 We recommend that the Ministry of Education, Tertiary Education, Science and Technology should set up an Implementing Committee to look into the redeployment of officers in the grades of Educator (Secondary) (Prevocational) and Teacher (Secondary) (Prevocational) with the phasing out of the Prevocational Stream.**
- 19.86 We also recommend that the grades of Educator (Secondary) (Prevocational) and Teacher (Secondary) (Prevocational) be made evanescent and abolished on vacancy. A personal salary has been provided for incumbents in post.**

### **Educator (Secondary)**

#### **Educator (Secondary) (Physical Education)**

- 19.87 In our last Report, provisions were made for the Ministry of Education, Tertiary Education, Science and Technology to ensure that incumbents in the grades of Educator (Secondary) and Educator (Secondary) (Physical Education) recruited in a

temporary capacity, be appointed in a substantive capacity only upon successful completion of a one year course leading to an Educator's Licence to be provided by the Ministry. The Bureau was apprised that this recommendation has not yet been implemented and we reiterate the implementation of the recommendation.

#### Recommendation 14

**19.88 We again recommend that, the Ministry of Education, Tertiary Education, Science and Technology should ensure that officers in the grades of Educator (Secondary) and Educator (Secondary) (Physical Education), recruited in a temporary capacity, be appointed in a substantive capacity only upon successful completion of a one year course leading to an Educator's Licence to be provided by the Ministry. Furthermore, the modules taken in the one year training course shall be banked towards a PGCE to be completed within a period of five years.**

**19.89 We also recommend that the Ministry of Education, Tertiary Education, Science and Technology should take the necessary steps to avoid any further delay in the implementation of the above recommendation.**

19.90 With the lockdown due to COVID-19 Pandemic, Educators had to make use of a variety of technology-based software/IT tools as alternatives to the traditional classroom, provide lessons through video conferencing and online learning platforms as well as radio and national television programmes. We are, in this Report, making appropriate provision to cater for such instances.

#### Recommendation 15

**19.91 We recommend that the duties in the respective scheme of service for the teaching personnel of the secondary sector be enlarged to include online teaching, assessment and evaluation, whenever necessary. This element has been considered in arriving at the salary scale recommended for the grades.**

19.92 Provisions were made in the PRB Report 2016 for Educators (Secondary) to teach one or more subjects relating to their academic qualifications for approximately 1190 minutes in a week. In the context of this Report, most of the Unions have requested to reduce the duration of teaching per week; the 1190 minutes of teaching to be inclusive of activity periods, among others. The Management side, however, has expressed that the 1190 minutes of teaching is appropriate.

19.93 We are, in this Report, bringing some clarifications which were provided at the Conciliation Service of the Ministry of Public Service, Administrative and Institutional Reforms regarding the meaning of "approximately" during deliberations.

#### Recommendation 16

**19.94 We recommend that Educators (Secondary) should continue to teach for approximately 1190 minutes in a week, one or more subjects relating to their academic qualifications.**

- 19.95 We also recommend that the 1190 minutes should be inclusive of activity periods. Heads of Departments should ensure that a proper programme is submitted.**
- 19.96 The term "approximately" for the above recommendation is deemed to mean a few minutes less or a few minutes more but not a period less or a period more. It has been used because of divisibility as the duration of a period differs in different schools/colleges.
- 19.97 We are making additional specific provisions for the grade of Educator (Secondary), Educator (Secondary) (Physical Education) and Educator (Secondary) (Prevocational) (Personal).

### **Recommendation 17**

- 19.98 We recommend that candidates possessing a post 'A' level Degree should, upon appointment as Educator (Secondary) or Educator (Secondary) (Physical Education) join the recommended salary scale at the salary point Rs 27400.**
- 19.99 We also recommend that incumbents in the grades of Educator (Secondary), Educator (Secondary) (Physical Education) and Educator (Secondary) (Prevocational) (Personal), who possess a post 'A' level Diploma or a post Cambridge School Certificate Degree and drawing salary which is less than Rs 27400 should, on obtention of the qualifications required to cross the QB, be allowed to join the recommended salary scale at salary point Rs 27400.**
- 19.100 Incumbents in the grades of Educator (Secondary), Educator (Secondary) (Physical Education) and Educator (Secondary) (Prevocational) (Personal), who satisfy the requirements to cross the QB, are presently allowed on reaching the top salary point of Rs 56450 to move incrementally in the Master Salary Scale up to salary point Rs 61325 subject to meeting certain criteria. We are providing the corresponding salary points in the PRB 2021 pay structure.

### **Recommendation 18**

- 19.101 We recommend that incumbents in the grades of Educator (Secondary), Educator (Secondary) (Physical Education) and Educator (Secondary) (Prevocational) (Personal) who satisfy the requirements to cross the QB in the respective salary scale should, on reaching the top salary point of Rs 62700 be allowed to move incrementally in the Master Salary Scale up to salary point Rs 68000 provided they satisfy the performance criteria as set out in the Introductory Chapter of this Volume.**
- 19.102 Educators (Secondary) who are assigned the duties of Head of Department are required to teach subjects of specialisation for approximately 840 minutes weekly against the payment of a monthly allowance of Rs 2000. Both the Unions and Management side have requested for an upward revision of the allowance. We have

rationalised the payment of this allowance throughout the public sector as the EOAC Report granted disproportionate increases giving rise to genuine representations.

### **Recommendation 19**

**19.103 We recommend that Educators (Secondary) assigned the duties of Head of Department on the basis of seniority should continue to teach subjects of specialisation for approximately 840 minutes weekly.**

19.104 The term "approximately" for the above Recommendation is deemed to mean a few minutes less or a few minutes more but not a period less or a period more. It has been used because of divisibility as the duration of a period differs in different schools/colleges.

**19.105 We also recommend that Educators (Secondary) who are assigned the duties of Head of Department should continue to be paid a monthly allowance of Rs 2000.**

### **Allowance**

19.106 Educators (Secondary) who do not possess the qualifications required to cross QB and are called upon to teach Grade 12 and Grade 13 subjects in scarcity areas for at least eight periods per week are being paid a monthly allowance of Rs 2360. The quantum of the allowance is being revised.

### **Recommendation 20**

**19.107 We recommend that Educators (Secondary) who do not possess the qualifications required to cross the QB and who are called upon to teach Grade 12 and Grade 13 subjects in scarcity areas for at least eight periods weekly, should continue to be paid a monthly allowance of Rs 2480. On obtention of the qualifications required to cross the QB, Educators (Secondary) would be eligible (i) to a salary point arrived at after adding the allowance to the basic salary OR (ii) to draw the higher salary point where the sum thus obtained is between two salary points and would draw the new determined salary or Rs 27400, whichever is the higher.**

### **Officer-in-Charge Allowance**

#### **Recommendation 21**

**19.108 We recommend that the most senior Educators (Secondary) (Prevocational) (Personal) assigned duties of Officer-in-Charge in State Secondary Schools (Vocational) should continue to be paid a monthly non-pensionable allowance equivalent to three increments at the salary point reached in the salary scale of the grade.**

**Educational Social Worker Cadre****Risk Allowance**

19.109 Officers in the grade of Educational Social Worker are, by nature of their work, exposed to risky situations/environment. Hence, provision was made for the payment of a risk allowance. This arrangement is still valid.

**Recommendation 22**

**19.110 We recommend that incumbents in the grade of Educational Social Worker, who by nature of their work, are exposed to risky situations/environment should continue to be paid a monthly risk allowance equivalent to one and a half increments at the initial of their salary scale.**

**19.111 However, in the event the quantum of the above allowance payable is lower than that drawn as at the eve of the publication of this Report, incumbents should continue to be paid the higher quantum on a personal basis.**

**QUALITY ASSURANCE AND INSPECTION DIVISION**

19.112 The Quality Assurance and Inspection Division was set up in 2012 at the Ministry of Education, Tertiary Education, Science and Technology. This Division acts as an interface between the Ministry, the State Secondary Schools and other stakeholders in the education sector with the main purpose of ensuring that the vision and objectives of the Ministry are achieved. Quality Assurance in education is a process of monitoring, assessing, evaluating and reporting objectively on all aspects of school life. Its processes and practices are dynamic and provide the needed guidance as well as support to schools for consistent improvement in learning outcomes.

19.113 Presently, the Quality Assurance and Inspection Division comprises the grades of Director, Quality Assurance; Senior Quality Assurance Officer and Quality Assurance Officer. The Director, Quality Assurance is responsible for the management and administration of the Quality Assurance and Inspection Division.

19.114 For this review, Management has submitted that there is need to restyle some grades in the Cadre to better reflect the nature of duties being performed and level of operations, to which we are agreeable.

**Recommendation 23**

**19.115 We recommend that the grade of Quality Assurance Officer be restyled Quality Assurance Officer/Senior Quality Assurance Officer.**

**19.116 We also recommend that the grade of Senior Quality Assurance Officer be restyled Assistant Director, Quality Assurance.**

19.117 The above has been taken into consideration in arriving at the salary scale recommended for the respective grade.

**Director (Health and Wellness)****Assistant Director (Health and Wellness)****Recommendation 24**

**19.118 We recommend that provision as set out at paragraph 36.98 in Chapter Ministry of Health and Wellness of this Volume should be applicable to incumbent in the grade of Director (Health and Wellness) and Assistant Director (Health and Wellness).**

**Directorate for Technical Education****Directorate for Science and Technology**

19.119 In line with its Reforms Strategy, the Ministry has proposed the setting up of a specific Directorate for Technical Education and another one for Science and Technology. Requests were made for the creation of several grades for the manning of the new divisions.

19.120 However, the profiles for all the new grades requested were not submitted to the Bureau for salary grading and inclusion in this Report. Therefore, these requests may be considered on an *ad hoc* basis by the Bureau, whenever required by the Ministry, provided all documents pertaining to these grades are submitted accordingly.

**LIBRARY SERVICES**

19.121 The Library Services falling under the *aegis* of the Ministry of Education, Tertiary Education, Science and Technology, is responsible for the administration and management of school libraries (Primary, State Secondary Schools and State Colleges) and documentation centres of Ministries and public libraries. Its main functions are to: advise on policies, legislation and development in the library sector; ensure proper staffing of libraries including the deployment and placement of officers in the Cadre; monitor and control library expenditure; monitor development and use of library materials; plan and ensure implementation of library projects; and ensure optimum use of library resources through the organisation of activities.

19.122 The staffing structure of the Library Services presently comprises the grade of Head, Library Cadre at the apex, professionals in the grades of Senior Librarian and Librarian and officers in the grades of Senior Library Officer, Library Officer, Senior Library Clerk, Library Clerk and Library Attendant.

19.123 For this review exercise, the Unions requested, among others, to: restyle a few grades; amend the qualifications requirement of certain positions along with an upgrading of their salary; create additional levels; restrict the posting of Library staff in State Secondary Schools; abolish the grade of Trainee Library Clerk given that there are qualified officers in the market; provide training to officers of the Library Cadre leading to a Certificate in Pedagogy; merge the grades of Library Clerk and Senior Library Clerk as well as those of Library Officer and Senior Library Officer; and post Library and Animation Officers in primary schools.

- 19.124 During the consultative meetings, parties concerned were informed of the outcome of most of their demands. In addition, we consider that: restyling of grades should commensurate with the level and nature of duties performed; it is up to Management to increase the establishment size of grades; grades are created based on their functional needs; the scheme of service of existing grades may be reviewed to cater for job enlargement so as to avoid the proliferation of dead-end positions; there is still need to maintain the position of Trainee Library Clerk so as to uphold a degree of flexibility in the recruitment of Library Clerks; and certain representations pertain to internal issues which should be looked into administratively at the level of Management/Ministry.
- 19.125 Among the various proposals made, there are a few which we consider as meritorious. In this context, we are: reviewing the mode of appointment to the grade of Librarian to enable filling of the post from qualified serving officers; providing for the Ministry to consider the advisability of increasing the establishment size of the grade of Librarian; merging the grades of Library Clerk and Senior Library Clerk; and maintaining the payment of an allowance to officers concerned for working at odd hours in public libraries.

### **Librarian**

- 19.126 At present, appointment to the grade of Librarian is made by selection from among candidates possessing a Degree in Library and Information Science or a Degree together with a postgraduate Diploma in Library and Information Science and who are registered as Professional Librarian with the Mauritius Council of Registered Librarians.
- 19.127 The Union has requested to review the mode of appointment of the grade whereby recruitment be made by selection from among serving officers of the Library Cadre of the Ministry of Education, Tertiary Education, Science and Technology.
- 19.128 After carefully examining the request and taking on board the views of parties concerned, we hold that same is meritorious as it would provide better promotional prospects to serving qualified officers of the Library Cadre who reckon long years of practical experience at the Ministry. We further view that the establishment size of the grade needs to be increased for a better service delivery.

### **Recommendation 25**

- 19.129 We recommend that, in future, appointment to the grade of Librarian should be made by selection from among serving officers of the Library Cadre of the Ministry of Education, Tertiary Education, Science and Technology who possess a Degree in Library and Information Science or a Degree together with a postgraduate Diploma in Library and Information Science and who are registered as Professional Librarian with the Mauritius Council of Registered Librarians.**

**19.130 We further recommend that the Ministry should carry out a Human Resource Planning exercise as per provisions made in the Chapter Recruitment, Promotion and Retention in Volume 1 of this Report prior to considering an increase in the establishment size of the grade of Librarian for a more efficient and effective service delivery.**

**Library Clerk/Senior Library Clerk**  
*formerly Library Clerk*  
*Senior Library Clerk*

19.131 The Union has proposed for a merger of the grades of Library Clerk and Senior Library Clerk. After examining the schemes of service and newly written Job Description Questionnaires from officers in the two grades, we consider that the request may be acceded to, given that there is considerable overlapping of duties between the two grades and limited supervision at the level of the Senior Library Clerk. To this effect, we are making an appropriate recommendation.

**Recommendation 26**

**19.132 We recommend that the grades of Library Clerk and Senior Library Clerk be merged and restyled Library Clerk/Senior Library Clerk. Incumbents in the merged grade would be required to perform the duties of the former grades of Library Clerk and Senior Library Clerk.**

**19.133 We further recommend that with the merger of the grades of Library Clerk and Senior Library Clerk, consequential amendments be brought to the scheme of service of the grade of Library Officer.**

**Library Officer**

19.134 At present, Library Officers of the Ministry of Education, Tertiary Education, Science and Technology are allowed to move incrementally in the salary scale of the grade of Senior Library Officer up to a salary point. The Union has proposed to merge the grades of Library Officer and Senior Library Officer.

19.135 After examining the qualifications requirement and duties of both grades, we view that they should be maintained separately given that there is need for a supervisory level. To this end, we consider the present structure appropriate while reviewing the provision for movement.

**Recommendation 27**

**19.136 We recommend that officers in the grade of Library Officer of the Ministry of Education, Tertiary Education, Science and Technology in post as at the eve of the publication of the 2021 Report should be allowed to move incrementally in the Master Salary Scale up to salary point Rs 52550 on a personal basis on the same conditions prevailing previously, provided that they satisfy the performance criteria as set out in the Introductory Chapter of this Volume.**



**Public Libraries**

19.137 Officers in the grades of Library Officer, Library Clerk and Library Attendant/Senior Library Attendant, posted in public libraries, are presently paid a monthly allowance for working beyond normal working hours. We are maintaining the payment of the allowance.

**Recommendation 28**

**19.138 We recommend that officers in the grades of Library Officer, Library Clerk/Senior Library Clerk *formerly Library Clerk and Senior Library Clerk*, and Library Auxiliary/Senior Library Auxiliary *formerly Library Attendant/Senior Library Attendant* should be paid a monthly allowance, equivalent to one increment at the salary point reached in their respective salary scale, for working beyond normal working hours in public libraries.**

**Administrative Support Unit**

19.139 The School Clerk Cadre comprises the grades of School Superintendent, Assistant School Superintendent and School Clerk.

19.140 The main representations from the staff side pertain to: upgrading of salaries, amending the mode of appointment to the grade of School Superintendent; postings of staff; restyling the grade of School Clerk; creation of additional level; repositioning of the QB in the salary scale of School Superintendent; providing training courses; reviewing the hours of work; and providing duty free exemptions and enhanced conditions of service. Union members were apprised on issues that could be entertained by the Bureau as well as on the philosophy behind the creation of grades and change in appellation. They were also informed that conditions of service would be looked into holistically.

19.141 After examining all the other requests, we hold that the current structure is fit for purpose. However, we are addressing the issue of positioning the QB for the grade of School Superintendent.

**School Management Course**

19.142 In the 2016 PRB Report, provision was made for the mounting of a work related Certificate course in School Management for School Superintendents and Assistant School Superintendents. During consultations, the Bureau was apprised that the work related Certificate course run for the School Superintendent differs from that of Assistant School Superintendent. The views of Management were sought on this issue and it responded that the appellation for the work related Certificate course in School Management is the same. However, the course contents are different as a tailor-made course was mounted for each grade. The moreso, their level of responsibilities are distinct.

**Recommendation 29****19.143 We recommend that:**

- (i) progression beyond the QB in the salary scale of the grades of School Superintendent would be subject to successful completion of the work related course Certificate in School Management; and**
- (ii) School Superintendents who have successfully completed the Certificate course and who have attained compulsory retirement age or have attained compulsory retirement age while opting to cash their accumulated Vacation Leave in full before reaching the top salary of the scale should be granted an additional increment at the salary point reached for the computation of their pensionable emoluments.**

**19.144 We further recommend that Assistant School Superintendents who have successfully completed the Certificate course and who have attained compulsory retirement age or have attained compulsory retirement age while opting to cash their accumulated Vacation Leave in full should be granted an additional increment at the salary point reached for the computation of their pensionable emoluments.**

**E-Government Unit**

19.145 The E-Government Unit is responsible for the management, implementation, monitoring and driving of all ICT related projects in the Ministry including primary and secondary schools. It is headed by the Manager (ICT) who is assisted by Assistant Managers (ICT) and officers of the ICT Technician Cadre.

19.146 The main proposals received for the E-Government Unit were to restyle the grade of Principal ICT Technician and ICT Technician/Senior ICT Technician to ICT Coordinator and ICT Officer/Senior ICT Officer respectively. For technical reasons and other implications, we could not accede to the request. As regards the demand made for upgrading of the qualifications requirement of the grade of ICT Technician/Senior ICT Technician from a Diploma to Degree level, we have to this effect, re-assessed the grade and on this basis consider that the level of duties being performed do not warrant the possession of higher qualifications.

19.147 Upon examination, we consider the structure of the E-Government Unit to be appropriate to enable it to effectively deliver its services. Hence, the present set up is being maintained. Following representations received from the staff side, we are, however, reiterating the recommendation made in our last Report for the qualifications requirement of the grade of Assistant Manager (ICT) to be reviewed.

**Assistant Manager (ICT)**

19.148 In our last Report, we recommended that the qualifications requirement of the grade of Assistant Manager (ICT) be amended so that officers of the ICT Technician Cadre possessing the prescribed qualifications requirement and experience may be eligible for same particularly as they operate in the same field and possess the relevant

experience as far as software and maintenance of hardware is concerned. In the course of this exercise, the staff side have re-iterated their demand for the scheme of service of the grade of Assistant Manager (ICT) to be amended to enable recruitment from qualified serving officers. Given that appropriate recommendation to that effect was already made in our previous Report, Management is, therefore, requested to look into the matter.

### **Workshop Assistant/Senior Workshop Assistant**

19.149 Both Management and staff side have urged for an upgrading of salary commensurate with the qualifications and evolution in the nature and complexity of duties shouldered by incumbents in the grade of Workshop Assistant/Senior Workshop Assistant. A scrutiny of the freshly written Job Description Questionnaires has revealed that there has been an evolution in the work complexity of this grade. We are making a provision to this effect.

### **Recommendation 30**

**19.150 We recommend that employees in the grade of Workshop Assistant/Senior Workshop Assistant, who have reached the top salary of their salary scale should be allowed to move incrementally in the Master Salary Scale by one increment.**

### **Abolition of Grade**

19.151 Management has submitted that the post of Seamstress (Personal) is vacant. **We are, therefore, abolishing this grade.**

## **SPECIFIC CONDITIONS (EDUCATION)**

### **Vacation Leave**

19.152 This section should be read along with the Chapter on Leave in Volume 1 of the 2021 Report.

19.153 Specific provisions for Vacation Leave and Casual Leave exist for Teaching Personnel due to the specificities of the Education Sector. Several Unions from both the primary and secondary sectors have represented for some flexibility in the grant of Vacation Leave in specific circumstances.

19.154 The Bureau has analysed all proposals and we are, in the ensuing paragraphs, making appropriate recommendations regarding the specific conditions for teaching personnel in the Education Sector. We are also providing our views on a specific representation regarding vacation leave taken as on and off during third term.

### **Recommendation 31**

**19.155 We recommend that the teaching personnel:**

- (a) subject to the exigencies of the service, may be granted a maximum of up to 19 days' vacation leave during term time; and**

- (b) who do not take advantage of the annual vacation leave entitlement during term time in a calendar year should be allowed to accumulate up to the normal vacation leave ceiling. Additionally, the maximum vacation leave which may be accumulated over and above the vacation leave ceiling should not exceed 50% of the maximum accumulated vacation leave entitlement for the incumbent. Such leave may be taken as leave prior to retirement. If the services of the officer are required during the leave prior to retirement, they should be refunded the accumulated vacation leave at the rate of 1/30 of the last monthly salary per day at the time of retirement.

**19.156 We also recommend that notwithstanding provision at paragraph 19.155(a) above, vacation leave exceeding 19 days during term time should be granted, subject to the exigencies of the service, to officers for:**

- (i) medical treatment overseas for self or to accompany an immediate member of the family for treatment abroad when such treatment cannot be dispensed locally;
- (ii) convalescence purposes following depletion of the officer's sick leave accumulated in bank;
- (iii) immediately after maternity leave;
- (iv) attending to the graduation ceremony of an immediate member of the family abroad;
- (v) the wedding of the officer or the officer's children;
- (vi) proceeding on pre-retirement leave;
- (vii) a male officer, following his wife's confinement; and
- (viii) any other case, (1) once for officers reckoning less than 20 years' service; and (2) not more than twice for those reckoning over 20 years' service inclusive of (1) above.

**19.157 We further recommend that vacation leave may be granted only for reasons specified at paragraph 19.156 above during third term.**

19.158 The term "immediate member of the family", for the purpose of paragraph 19.156 above is deemed to mean the officer's father, mother, brother, sister, husband, wife, son, daughter, father-in-law and mother-in-law.

**19.159 We further recommend that members of the teaching personnel should attend to training course/seminars, talks and workshops organised during school vacation.**

#### **Vacation Leave taken as on and off**

19.160 The Bureau had received a request from the Ministry of Education, Tertiary Education, Science and Technology, on an *ad hoc* basis, concerning leave which may be taken as on and off from the accumulated vacation leave. The gist of the request was whether

the leave which may be taken on and off from the accumulated vacation leave, after exhaustion of the casual leave, is considered as casual leave or vacation leave. Upon information gathered, it was observed that there was no consistency in the implementation of these recommendations across the different Zones. As such some Zones were granting the five days on and off during third term as it was deemed to be casual leave while some Zones were not granting same as it was being interpreted as vacation leave.

- 19.161 The Ministry of Public Service, Administrative and Institutional Reforms (MPSAIR) ruled out that the vacation leave taken on and off is and remains, to all intents and purposes, vacation leave and thereafter requested for the Bureau's concurrence on its stand.
- 19.162 After an in-depth analysis of the aforementioned request of the Ministry of Education, Tertiary Education, Science and Technology, it was observed that (i) officers do not earn passage benefits during both vacation leave and vacation leave taken as casual leave; and (ii) no accrual of leave is permitted during both vacation leave and vacation leave taken as casual leave. In light of the foregoing, the Bureau considers that the stand of the MPSAIR that vacation leave taken on and off, after exhaustion of casual leave remains vacation leave, is appropriate. The Bureau also considers that the Ministry of Education, Tertiary Education, Science and Technology should ensure consistency in the implementation of the recommendations across all the Zones.

### **Casual Leave (Education)**

- 19.163 Members of the teaching personnel are eligible to 11 working days of casual leave per calendar year. Specific provisions exist for the annual refund of unutilised casual leave up to a maximum of 10 days at the rate of 1/66 of their last monthly salary per day in the corresponding year to members of the teaching personnel who are assigned full responsibility of classroom teaching during a whole calendar year and who effectively perform teaching duties.
- 19.164 In the context of this Report, several Unions have requested to review the rate at which the unutilised casual leave is refunded. Given that the rate was reviewed in the PRB Report 2016, we consider that the existing provisions are appropriate and should continue.

### **Recommendation 32**

- 19.165 We recommend that members of the teaching personnel who, during a whole calendar year are assigned full responsibility of classroom teaching and who effectively perform teaching duties, should continue to be refunded annually their unutilised casual leave up to a maximum of 10 days at the rate of 1/66 of their last monthly salary per day in the corresponding year.**
- 19.166 We also recommend that up to a maximum of 10 days of unutilised casual leave should be refunded to teaching personnel on a *pro-rata* basis for the year in which the officer proceeds on retirement or passes away while in service.**

**Loan Facilities to purchase Laptop/PC**

19.167 In view of the fact that teaching personnel are now required to use different techniques to carry out their pedagogical duties, the Bureau is making appropriate recommendation to enable those teaching personnel to avail of the proper tools and equipment.

**Recommendation 33**

**19.168 We recommend that teaching personnel should be provided with loan facilities of up to a maximum of Rs 25000 at an interest rate of 2% per annum for a duration of 24 months for the purchase of a Laptop/PC, as appropriate.**

19.169 For the purpose of this section on SPECIFIC CONDITIONS (EDUCATION), the term "teaching personnel" is deemed to read officers in the following grades:

- (i) Primary School Educator;
- (ii) Primary School Educator (Oriental Languages) (Personal);
- (iii) Deputy Head Teacher (Oriental Languages);
- (iv) Deputy Head Master (assigned full responsibility of classroom teaching and who effectively perform teaching duties during a whole calendar year);
- (v) Mentor (Personal);
- (vi) Health and Physical Education Instructor (Personal);
- (vii) Educator (SEN);
- (viii) Senior Educator (Secondary);
- (ix) Educator (Secondary);
- (x) Educator (Secondary) (Physical Education);
- (xi) Educator (Secondary) (Prevocational) (Personal);
- (xii) Teacher (Secondary) (Prevocational) (Personal);
- (xiii) Support Teacher; and
- (xiv) Teaching Assistant (Personal).

**Scarcity Areas**

19.170 For certain specific subjects falling in scarcity areas, appointment to the grade of Educator (Secondary) is made from among candidates possessing a recognised Degree but who do not possess the prescribed qualifications at School Certificate or GCE 'A' level. This arrangement should continue.

**Recommendation 34**

**19.171 We recommend that holders of a recognised Degree who do not possess the School Certificate qualification or part of it should also be considered for appointment to the grade of Educator (Secondary) in fields where the authorities are facing difficulties of recruitment.**

**Discipline**

19.172 School discipline is important as it sets a congenial atmosphere needed for teaching and learning. Its main goal is to provide and maintain a safe and healthy school climate that in turn allows students to access quality educational programmes for their all-round development.

19.173 The Ministry has informed that, over the past years, there has been an increasing concern among educators, school leaders and policy makers of the education sector regarding student behaviour and their bearing on educational outcomes and attainment. To this level, several measures have been taken to address the issue of indiscipline. The Bureau has been apprised by the Ministry that there is need for a dedicated grade at school level to plan, organise, develop and monitor matters related to school indiscipline. Therefore, the Ministry has decided, on a pilot basis, to recruit Discipline Masters on a contractual basis and subsequently the scheme of service for the grade has been sent to the Public Service Commission. Most Unions have also requested for the creation of a grade of Discipline Master.

19.174 The Bureau is of the view that the creation of a grade of Discipline Master is still arguable in the face of the societal evolution. Moreover, the creation of a grade of Discipline Master would impact on the salary gradings attached to several grades, namely Head Master, Deputy Head Master, Primary School Educator, Rector, Deputy Rector, Senior Educator, Educator (Secondary) and School Superintendent as discipline is a core duty in their schemes of service.

**Hours of Attendance****Recommendation 35**

**19.175 We reiterate that the hours of attendance for the teaching profession and other staff members should continue to be determined by the Responsible Officer of the Ministry.**

**Health Surveillance**

19.176 In our last Report, provision was made for officers in IT grades at the Ministry of Education, Tertiary Education, Science and Technology who are required to work regularly on a computer screen to undergo health/medical check-ups. This arrangement should continue.

**Recommendation 36**

**19.177 We recommend that the Ministry of Education, Tertiary Education, Science and Technology should continue to make necessary arrangements with Health Authorities, for its employees involved in the IT field to undergo a medical surveillance, including regular health check-ups.**

**VICE-PRIME MINISTER'S OFFICE, MINISTRY OF EDUCATION, TERTIARY EDUCATION,  
SCIENCE AND TECHNOLOGY**

**SALARY SCHEDULE**

<b>Salary Code</b>	<b>Salary Scale and Grade</b>
02 000 120	<b>Rs 163250</b> Senior Chief Executive
02 000 114	<b>Rs 132000</b> Permanent Secretary
06 000 110	<b>Rs 119500</b> Chief Technical Officer (Education)
06 000 107	<b>Rs 110125</b> Director Director, Quality Assurance Director (Health and Wellness)
06 091 102	<b>Rs 68000 x 1800 - 69800 x 2000 - 75800 x 2150 - 82250 x 3000 - 88250 x 3125 - 94500</b> Assistant Director Assistant Director (Primary) Assistant Director (Health and Wellness) Principal Physical Education Organiser
06 085 101	<b>Rs 57600 x 1700 - 64400 x 1800 - 69800 x 2000 - 75800 x 2150 - 82250 x 3000 - 88250 x 3125 - 91375</b> Assistant Director (Quality Assurance) <i>formerly Senior Quality Assurance Officer</i>
06 082 098	<b>Rs 52550 x 1650 - 54200 x 1700 - 64400 x 1800 - 69800 x 2000 - 75800 x 2150 - 82250</b> Administrator (Education) Rector



Salary Code	Salary Scale and Grade
06 080 096	<p><b>Rs 49250 x 1650 - 54200 x 1700 - 64400 x 1800 - 69800 x 2000 - 75800 x 2150 - 77950</b></p> <p>Head, National Education Counselling Service Principal School Inspector Senior Physical Education Organiser</p>
06 072 094	<p><b>Rs 39350 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 64400 x 1800 - 69800 x 2000 - 73800</b></p> <p>Deputy Rector Quality Assurance Officer/Senior Quality Assurance Officer <i>formerly Quality Assurance Officer</i></p>
06 073 092	<p><b>Rs 40300 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 64400 x 1800 - 69800</b></p> <p>Inspector (Pre-Vocational) (Personal to holder in post as at 30.06.08) Music Organiser Pedagogical Inspector (Personal to holder in post as at 30.06.03) Physical Education Organiser Senior Educational Psychologist Senior Educator (Secondary)</p>
06 072 090	<p><b>Rs 39350 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 64400 x 1800 - 66200</b></p> <p>Senior Inspector, Specialised Schools/Day Care Centres Senior School Inspector Senior Supervisor Oriental Languages</p>
06 059 088	<p><b>Rs 28225 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 62700</b></p> <p>Analyst (Education) Business Development Officer (Ex-SMEDA) (Personal) Educational Psychologist</p>
06 047 088	<p><b>Rs 21850 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 50900 QB 52550 x 1650 - 54200 x 1700 - 62700</b></p> <p>Educator (Secondary) (Personal) Educator (Secondary) (Physical Education) (Personal to holder in post as at 30.06.03)</p>

Salary Code	Salary Scale and Grade
06 047 088	<p><b>Rs 21850 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 44800 QB 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 62700</b></p> <p>Educator (Secondary) Educator (Secondary) (Physical Education) Educator (Secondary) (Prevocational) (Personal to holder in post as at 31.12.20)</p>
06 068 087	<p><b>Rs 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 61000</b></p> <p>Inspector Specialised Schools/Day Care Centres School Inspector Supervisor Oriental Languages Supervisor (The Arts)</p>
06 065 085	<p><b>Rs 33175 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 57600</b></p> <p>Head Master (possessing Advanced Certificate in Educational Management or Diploma in Educational Management) Head, SEN Resource Centres (possessing Advanced Certificate in Educational Management or Diploma in Educational Management) Head Specialised Schools (possessing Advanced Certificate in Educational Management or Diploma in Educational Management)</p>
06 065 084	<p><b>Rs 33175 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 55900</b></p> <p>Head, Specialised Schools [possessing Diploma (SEN)] Head, SEN Resource Centres [Possessing Diploma (SEN)]</p>
06 047 084	<p><b>Rs 21850 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 55900</b></p> <p>Liaison Officer/Senior Liaison Officer</p>
06 063 083	<p><b>Rs 31525 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200</b></p> <p>Assistant Supervisor (Oriental Languages) Head Master Head, Specialised Schools Head, SEN Resource Centre</p>

Salary Code	Salary Scale and Grade
06 056 082	<b>Rs 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 52550</b> Assistant Supervisor (The Arts)
06 058 081	<b>Rs 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 50900</b> Deputy Head, Specialised Schools (possessing Diploma SEN)
06 049 080	<b>Rs 22625 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250</b> Mentor (Personal to holder in post as at 31.12.20)
06 055 080	<b>Rs 25525 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 QB 47675 x 1575 - 49250</b> Deputy Head Master Deputy Head Teacher (Oriental Languages) Health and Physical Education Instructor (Personal to holder in post as at 31.12.20)
06 051 080	<b>Rs 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 QB 47675 x 1575 - 49250</b> Deputy Head, Specialised Schools
06 047 079	<b>Rs 21850 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 47675</b> Coordinator Health and Anti-Drug
06 047 077	<b>Rs 21850 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 40300 QB 41250 x 950 - 42200 x 1300 - 44800</b> Primary School Educator Primary School Educator (Oriental Languages) (Personal)
06 047 079	<b>Rs 21850 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 47675</b> Educator (SEN)

Salary Code	Salary Scale and Grade
06 055 079	<b>Rs 25525 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 47675</b> Senior Educational Social Worker
06 037 077	<b>Rs 18650 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 44800</b> Educational Social Worker
06 034 071	<b>Rs 17825: 18100 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 38400</b> Teacher (Secondary) (Prevocational) (Personal to holder in post as at 31.12.20)
06 030 069	<b>Rs 16785 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 36550</b> Support Teacher
06 028 062	<b>Rs 16265 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 30700</b> Teaching Assistant (Personal to officers in post as at 31.12.15)
06 031 034	<b>Rs 17045 x 260 - 17825</b> Trainee Educator (Secondary)
06 031 033	<b>Rs 17045 x 260 - 17565</b> Trainee Primary School Educator
04 080 096	<b>Rs 49250 x 1650 - 54200 x 1700 - 64400 x 1800 - 69800 x 2000 - 75800 x 2150 - 77950</b> Manager (ICT)
04 073 092	<b>Rs 40300 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 64400 x 1800 - 69800</b> Assistant Manager (ICT)

Salary Code	Salary Scale and Grade
04 071 088	<b>Rs 38400 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 62700</b> Principal ICT Technician
04 047 083	<b>Rs 21850 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200</b> ICT Technician/Senior ICT Technician
04 033 071	<b>Rs 17565 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 38400</b> ICT Support Officer (Personal to officers in post as at 31.12.20)
16 026 059	<b>Rs 15745 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 28225</b> Printing Machine Operator
<b>LIBRARY SERVICES</b>	
05 082 098	<b>Rs 52550 x 1650 - 54200 x 1700 - 64400 x 1800 - 69800 x 2000 - 75800 x 2150 - 82250</b> Head, Library Cadre
05 073 092	<b>Rs 40300 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 64400 x 1800 - 69800</b> Senior Librarian
05 059 088	<b>Rs 28225 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 62700</b> Librarian
05 060 083	<b>Rs 29050 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200</b> Senior Library Officer

Salary Code	Salary Scale and Grade
05 047 079	<p><b>Rs 21850 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 47675</b></p> <p>Library Officer</p>
05 030 070	<p><b>Rs 16785 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450</b></p> <p>Library Clerk/Senior Library Clerk <i>formerly Library Clerk</i> <i>Senior Library Clerk</i></p>
05 027 029	<p><b>Rs 16005 x 260 - 16525</b></p> <p>Trainee Library Clerk</p>
08 061 082	<p><b>Rs 29875 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 QB 50900 x 1650 - 52550</b></p> <p>School Superintendent</p>
08 041 070	<p><b>Rs 19850 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450</b></p> <p>Assistant School Superintendent</p>
08 030 067	<p><b>Rs 16785 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 34825</b></p> <p>School Clerk</p>
08 029 066	<p><b>Rs 16525 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 34000</b></p> <p>Word Processing Operator (Oriental Language)</p>
11 045 076	<p><b>Rs 21150 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 43500</b></p> <p>Usher/Senior Usher (Education) (Female) (Personal) Usher/Senior Usher (Education) (Male) (Personal)</p>

Salary Code	Salary Scale and Grade
10 047 079	<b>Rs 21850 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 47675</b> Communication Officer
26 060 079	<b>Rs 29050 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 47675</b> Senior Inspector of Works
26 051 074	<b>Rs 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 41250</b> Inspector of Works
26 032 069	<b>Rs 17305 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 36550</b> Assistant Inspector of Works Draughtsman's Assistant
16 047 079	<b>Rs 21850 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 47675</b> Graphic Artist
16 028 070	<b>Rs 16265 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 29875 QB 30700 x 825 - 35650 x 900 - 37450</b> Print Finishing/Book Binding Operator (Roster) <i>formerly Machine Minder/Senior Machine Minder (Bindery) (Roster)</i>
25 044 067	<b>Rs 20825 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 34825</b> Foreman

Salary Code	Salary Scale and Grade
25 026 059	<p><b>Rs 15745 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 28225</b></p> <p>Cabinet Maker Carpenter Electrician General Assistant Mason Painter Plumber and Pipe Fitter Rattaner Welder</p>
25 019 049	<p><b>Rs 13975 x 250 - 15225 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 22625</b></p> <p>Tradesman's Assistant</p>
24 043 068	<p><b>Rs 20500 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 35650</b></p> <p>Senior ICT Laboratory Auxiliary <i>formerly Senior Computer Laboratory Auxiliary</i> Senior Laboratory Auxiliary</p>
24 026 063	<p><b>Rs 15745 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 31525</b></p> <p>ICT Laboratory Auxiliary <i>formerly Computer Laboratory Auxiliary</i> Laboratory Auxiliary</p>
24 033 061	<p><b>Rs 17565 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 29875</b></p> <p>Driver (Bibliobuses) Driver (Heavy Vehicles above 5 tons)</p>
24 027 060	<p><b>Rs 16005 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 29050</b></p> <p>Driver (Roster – Day and Night) (Personal)</p>
24 039 059	<p><b>Rs 19225 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 28225</b></p> <p>Head, Workshop Assistant</p>



Salary Code	Salary Scale and Grade
24 030 059	<b>Rs 16785 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 28225</b> Senior/Head School Caretaker
24 026 059	<b>Rs 15745 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400 x 825 - 28225</b> Driver (Roster)
24 025 058	<b>Rs 15485 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400</b> Driver
24 022 055	<b>Rs 14725 x 250 - 15225 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 25525</b> Home Economics Attendant Library Auxiliary/Senior Library Auxiliary <i>formerly Library Attendant/Senior Library Attendant</i> Workshop Assistant/Senior Workshop Assistant
24 022 052	<b>Rs 14725 x 250 - 15225 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 23950</b> Gardener/Nursery Attendant School Caretaker
24 021 051	<b>Rs 14475 x 250 - 15225 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425</b> Surveillant <i>formerly Security Guard</i>
24 019 050	<b>Rs 13975 x 250 - 15225 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23025</b> Stores Attendant
24 018 048	<b>Rs 13745 x 230 - 13975 x 250 - 15225 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225</b> Handy Worker

Salary Code	Salary Scale and Grade
24 018 047	<b>Rs 13745 x 230 - 13975 x 250 - 15225 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 21850</b> Cloakroom Attendant Lorry Loader
24 001 045	<b>Rs 10250 x 175 - 10775 x 200 - 11775 x 205 - 12595 x 230 - 13975 x 250 - 15225 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21150</b> General Worker General Worker (Ex-SPI) (Personal)

### TERTIARY EDUCATION SECTOR

- 19.178 The Tertiary Education Sector, itself a major pillar of the economy, is tasked with transforming the country into a Knowledge Hub and it operates within the Ministry of Education, Tertiary Education, Science and Technology. The Knowledge Hub is based on the ability to attract brand-named international tertiary education providers as well as international students and academics.
- 19.179 Government's vision is to transform Mauritius into a knowledge based economy, an endeavour requiring high calibre skills, research and innovation. This vision relies on a higher education system which will accompany every citizen on a lifelong learning journey by providing opportunities for further education and training. To this end, the Government introduced free higher education in 2019 in public tertiary institutions for courses leading to the obtention of a first Certificate, a first Diploma or a first undergraduate Degree. The objective is to put Mauritius on a higher growth path, using knowledge as a catalyst in broadening the economic base and providing necessary support to existing and upcoming sectors.
- 19.180 The tertiary education sector comprises public as well as private institutions. The main public tertiary education institutions include the University of Mauritius; the University of Technology, Mauritius; the Open University of Mauritius; the Université des Mascareignes; Mahatma Gandhi Institute (Tertiary) and the Rabindranath Tagore Institute. In addition, the Mauritius Institute of Education and Fashion and Design Institute are amongst the Higher Education Institutions operating in special areas.
- 19.181 Further, with the proclamation of the Higher Education Act, the Higher Education Commission and the Quality Assurance Authority have become operational as from January 2020. The Higher Education Commission is mandated, among others, to monitor and oversee the higher education sector whilst the Quality Assurance Authority has as object to promote, maintain and enhance quality assurance of higher education in line with international standards. The Mauritius Qualifications Authority is also a regulatory body which develops, implements and maintains the National

Qualifications Framework and ensures compliance with provisions for registration and accreditation of training institutions in the TVET/Technical sector.

- 19.182 A Science and Technology portfolio has exclusively been integrated to the Tertiary Education and Scientific Research Division since January 2020. The responsibility to promote new areas of Science and Technology and the task to play a key role for organising, coordinating and promoting science and technologies activities now rests upon the Tertiary Education Division. Its functions are henceforth, to, *inter alia*, transform Mauritius into a knowledge Hub and a Centre of Excellence for Higher Learning which will serve the region and beyond; translate the vision of the Ministry into implementation strategies in Tertiary Education, Science, Research and Technology; design, review, implement and monitor educational policies, strategies and reforms in line with Government Programme; prepare plans for the development of tertiary education sector with focus on access, quality, relevance, equity and achievement of all learners; and create an enabling environment for a higher education system that both generates and equips learners with innovative, cutting edge knowledge and deep skills for increased competence in a dynamic work environment.
- 19.183 In the context of this review exercise, the main request of the Union for grades in the Tertiary Education Sector was to amend the qualifications requirement for the grades of Chief Technical Officer and Director such that, in future, they are filled from internal candidates only. The Bureau sought the views of Management on the request which was, however, not agreed upon as Management considers that there is need to have a wider pool of candidates to facilitate recruitment of candidates with the right skills and aptitudes. The Union also requested for an upward review of the salary scale for the grade of Assistant Director. Representatives were apprised that any upgrading in salary would be considered following reassessment of the grade. On the other hand, Management had no proposals for the Tertiary Education Sector for this Report.
- 19.184 We are, therefore, maintaining the structure which is deemed to be efficient and effective and we are providing for revised salaries.

**VICE-PRIME MINISTER'S OFFICE, MINISTRY OF EDUCATION, TERTIARY EDUCATION,  
SCIENCE AND TECHNOLOGY  
(TERTIARY EDUCATION SECTOR)**

**SALARY SCHEDULE**

Salary Code	Salary Scale and Grade
02 000 114	<b>Rs 132000</b> Permanent Secretary

Salary Code	Salary Scale and Grade
06 000 110	<b>Rs 119500</b> Chief Technical Officer
06 000 107	<b>Rs 110125</b> Director
06 091 102	<b>Rs 68000 x 1800 - 69800 x 2000 - 75800 x 2150 - 82250 x 3000 - 88250 x 3125 - 94500</b> Assistant Director
06 082 098	<b>Rs 52550 x 1650 - 54200 x 1700 - 64400 x 1800 - 69800 x 2000 - 75800 x 2150 - 82250</b> Administrator
06 058 088	<b>Rs 27400 x 825 - 35650 x 900 - 37450 x 950 - 42200 x 1300 - 46100 x 1575 - 49250 x 1650 - 54200 x 1700 - 62700</b> Project Officer
24 025 058	<b>Rs 15485 x 260 - 17825 x 275 - 18925 x 300 - 19525 x 325 - 21475 x 375 - 22225 x 400 - 23425 x 525 - 26050 x 675 - 27400</b> Driver

