

## **22. MINISTRY OF EDUCATION AND HUMAN RESOURCES, TERTIARY EDUCATION AND SCIENTIFIC RESEARCH**

22.1 The Ministry of Education and Human Resources, Tertiary Education and Scientific Research envisions to provide a quality education for all and a Human Resource Development base to transform Mauritius into an intelligent nation state in the vanguard of global progress and innovation.

22.2 The mission of the Ministry is to:

- develop a culture of achievement and excellence by promoting an efficient and effective education and training system that is inclusive and integrated, comprehensive and holistic;
- foster innovation and generate new knowledge for the socio-economic and sustainable development of the nation; and
- ensure that learning opportunities are accessible to all, provide learners with values and skills to further their personal growth, enhance their critical and exploratory thinking and encourage them to innovate and to adapt to changes in an increasingly globalised environment.

22.3 The main objectives of the Education Sector are to:

- (i) ensure that all children aged three to five 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 will 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 Communication 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 further higher 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 achievement and overall development of all learners;

- (v) provide an efficient and effective Technical and Vocational Education and Teaching (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 institution that exemplifies 'best practices' at all levels of the organisation.

22.4 The Ministry is responsible for providing equitable access to quality pre-primary, primary, secondary as well as for Special Education Needs (SEN). With the Government's new set up, the Ministry, henceforth, also covers the tertiary education sector which is dealt with in a separate section of this chapter.

22.5 The pre-primary education is under the responsibility of a parastatal body, namely the Early Childhood Care and Education Authority. Appropriate recommendations in respect of this institution have been made in Volume 2 Part II of this Report.

22.6 The operational structure of the Ministry comprises a Technical Division which is headed by the Chief Technical Officer who is responsible for developing and overseeing the implementation of educational strategies and policies; a Quality Assurance and Inspection Division, a National Education Counselling Service and a Library Service. It also has under its purview several parastatal organisations which have been ascribed specific role and functions to support the Ministry in the achievement of its objectives. The Ministry is headed by a Senior Chief Executive who is the responsible and Accounting Officer, assisted on the administration side by a Permanent Secretaries, Deputy Permanent Secretaries and Assistant Permanent Secretaries and supported by officers of the general services.

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

22.7 As in many other countries, the Mauritian education system has evolved from a small-scale to a large-scale national, publicly-funded one. This evolution came about with the high social demand for education as the country grew.

22.8 Mauritius's success in achieving universal education demonstrates that education for all is not a utopia, but a goal that can be achieved. However, it requires social stability; commitment of all the partners; involvement of the community; and a

clear vision of education as an integral part of the human resource development process.

- 22.9 This vision has been enunciated in the Government Programme 2015-2019 where it is stated that *“Government will aim to deliver a high standard of academic education and skills for our youngsters. 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.”*
- 22.10 It is 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.”*
- 22.11 In the context of this review exercise, the Ministry has submitted that it has already set the wheels in motion for the introduction of the nine-year basic continuous schooling in response to the fast-paced evolution of society; enormous advancements in technology; the need for competitiveness in a globalised economy; the emergence of knowledge societies; and international trends.
- 22.12 The stated objectives of the nine-year basic continuous schooling are to:
- (i) equip all students with knowledge, foundation skills and attitudes leading to self-empowerment;
  - (ii) promote the holistic development of all students;
  - (iii) inculcate in all students a sense of moral responsibility, a set of values and a strong identity for the country;
  - (iv) provide equitable learning for all opportunities to attain high levels of achievement;
  - (v) achieve a smooth transition to and completion of secondary education; and
  - (vi) give greater recognition to the value of TVET in building human capital for sustainable development.
- 22.13 Measures which would be used by the Ministry in achieving the above objectives include revising the curricula; transforming learning environments; embedding remedial education in the system; introducing new approaches to assessments, and professional development of educators and school leaders.
- 22.14 Under the nine-year basic continuous schooling system, in a bid to promote holistic development, learners would be exposed to a wide array of learning

areas. These learning areas are grouped as core and non-core subjects. Core subjects include English, French, Maths, Science, History and Geography and the Asian Languages/Arabic/Kreol Morisien. Non-core subjects include Physical Education, Civic and Values Education, IT skills, the Arts, etc. These learning areas would be taught by educators for a cluster of subjects.

- 22.15 Against this backdrop, the Ministry has made its submissions to the Bureau based on the expected inputs, in terms of human resources, and expected outcomes of the nine-year basic continuous schooling system for learners, such as critical thinking skills; creativity; innovation, self discipline; fluency in ICT, among others. The Ministry has also requested the Bureau to address some anomalous issues arising out of the EOAC Report. We have carefully examined the proposals of both management and the unions and are making appropriate recommendations. However, each sector i.e. primary, secondary and tertiary are being dealt with in separate sections of this chapter as each has its own specific structure and target population.

### **PRIMARY SCHOOL SECTOR**

- 22.16 The primary school sector consists of 277 primary schools in Mauritius, 16 in Rodrigues and 2 in Agalega. The total primary school population was 90590 as at 2015. However, the Ministry has pointed out that total enrolment in primary schools is on the decline on account of demographic factors.
- 22.17 The primary sector has witnessed, over the years, several reforms programmes for instance, the replacement of ranking by a grading system; implementation of a new broad-based curriculum reform project aiming to include subjects such as Road Safety, Science, History, Geography, Arts and ICT in primary schooling.
- 22.18 A primary school is managed by a Head Master who is responsible for creating a qualitative teaching and learning environment by making optimal use of the human, physical and financial resources available. The Head Master is generally assisted by one or more Deputy Head Master or Deputy Head Teacher (Oriental Languages) in the school administration. The teaching personnel, presently, consists of Teacher/Senior Teachers (General Purpose), Teacher/Senior Teachers (Oriental Languages), Educators (Primary), Health and Physical Education Instructors who are responsible for the implementation of curriculum on health and physical education in a cluster of primary schools, as well as Mentors who provide assistance, guidance and support to Trainee Educators (Primary), Teacher/Senior Teachers, Teacher/Senior Teachers (Oriental Languages) and Educators (Primary).

22.19 In the context of this review exercise, the Bureau has received numerous representations from the Ministry, Federations, Unions and individuals of the education sector, raising a host of issues and demands. The Bureau had wide consultations with both Management and the various unions of the primary education sector. Most of the main representations made by the unions and submissions by management were common and are as listed below:

- (i) alignment of salaries of the grades of Teacher/Senior Teacher and Educator (Primary);
- (ii) additional increments for Diploma In Educational Management (DEM) to Deputy Head Masters/Deputy Head Teachers (Oriental Language) appointed with effect from 01 July 2008;
- (iii) differential in top salary of the grades of Educator (Primary) and Deputy Head Master;
- (iv) equal consideration for teaching personnel under the Mauritian and Rodriguan establishment;
- (v) introduction of Bachelor in Education as a qualification requirement for primary school teachers;
- (vi) introduction of subject teaching in the primary school sector as is the case in secondary schools;
- (vii) Deputy Head Masters and Deputy Head Teachers (Oriental Language) possessing either CEM or DEM be granted the same salary scale;
- (viii) fairness in pupil/teacher ratio;
- (ix) risk allowance to teaching staff posted in the Prisons Department; and
- (x) reviewing the quantum of refund of casual leaves for teaching personnel.

22.20 From the numerous requests spelled out by the different unions, many do not fall to be considered by the Bureau as they relate to Management's policy. However, the Bureau transmitted the requests to Management during the consultative meetings for follow-up actions and appropriate redress. Representations were also received from the staff side for the introduction of a Bachelor in Education for primary school teachers. On this issue, the Ministry has expressed its willingness to upgrade the primary sector in line with its mandate for a quality education for all and would take necessary steps at the right time.

- 22.21 Mauritius has achieved the goals of universal primary education and gender parity in enrolment. Several primary schools have also been set up in isolated localities in line with Government's policy to enable increased access to free education. However, it has been reported that Educators are reluctant to be posted in these remote areas. The Bureau is of the view that this issue should be dealt with administratively by the Ministry of Education and Human Resources, Tertiary Education and Scientific Research in order not to hinder the smooth running of these schools and deprive any child from his/her right to education. **We recommend accordingly.**
- 22.22 The Bureau has carefully examined all the other requests of both Management and the various unions. We are, in the ensuing paragraphs, coming up with appropriate recommendations to bring redress, to the extent possible, to long outstanding issues in the primary education sector.

### **Teacher/Senior Teacher**

#### **Educator (Primary)**

- 22.23 All the unions of the Primary School Sector have made representations for the alignment of salaries of the grades of Teacher/Senior Teacher (General Purpose), Teacher/Senior Teacher (Oriental Language) (possessing the Teacher's Diploma) to that of Educator (Primary). It is important, in the first instance, to understand the root
- 22.24 In 2003, the grades of Teacher/Senior Teacher and Teacher/Senior Teacher (Oriental Languages) existed and were granted same salary scale. Incumbents in both grades holding an Advanced Certificate in Education (ACE) were granted another salary scale. Provision was also made for those Teacher/Senior Teacher and Teacher/Senior Teachers (Oriental Languages), who in addition to holding ACE also possessed a Teacher's Diploma (Primary), to move incrementally beyond top salary up to a certain salary point in the Master Salary Scale with specific conditions.
- 22.25 In the context of the 2008 PRB Report, the Ministry had submitted that the system of dispensing courses in the primary schools by teaching personnel recruited under two distinct streams, i.e. General Purpose and Oriental Languages, was fraught with weaknesses such as uneven workload between the two teaching categories and limited flexibility for better utilisation of resources. At that point in time, all the staff unions were agreeable with the Ministry's proposal to have a single establishment for Teacher/Senior Teacher of both streams.
- 22.26 Therefore, appropriate recommendations were made by the Bureau for the creation of a new grade of Educator (Primary) to be recruited from among Trainee Teachers who have successfully completed the training course leading to a Teacher's Diploma. Teacher/Senior Teachers and Teachers/Senior Teachers

(Oriental Languages), in post as at 30 June 2008, would be allowed to join the newly created grade of Educator (Primary). In this regard, the setting up of a committee under the chairmanship of the Supervising Officer of the Ministry of Civil Service and Administrative Reforms (MCSAR) and the Secretary of the Public Service Commission (PSC) was recommended, to hold discussions with all stakeholders to facilitate the integration of the Teacher/Senior Teachers and Teacher/Senior Teachers (Oriental Languages) in the new grade of Educator (Primary).

- 22.27 However, the Ministry was faced with implementation problems and, therefore, the recommendation for integration did not occur. This resulted into the primary sector having three categories of Teachers, namely Teacher/Senior Teacher, Teacher/Senior Teacher (Oriental Language) and Educator (Primary), all performing similar duties but with different appellations.
- 22.28 Both Management and the Unions have submitted that this situation of having teachers with different appellations is creating much frustration among incumbents in the three grades and requested the Bureau to come up with an acceptable and implementable recommendation on this issue. We are making appropriate recommendations to this effect.

#### **Recommendation 1**

- 22.29 **We recommend that the grades of Teacher/Senior Teacher, Teacher/Senior Teacher (ACE) and Educator (Primary) be merged and restyled to Primary School Educator. Appointment thereto, should be made from among Trainee Primary School Educator *formerly Trainee Educator (Primary)* who have successfully completed their training course leading to a Teacher's Diploma.**
- 22.30 **We also recommend that the Teacher/Senior Teachers (Oriental Languages) and Teacher/Senior Teachers (Oriental Languages)(ACE), in post as at 30 June 2008, be restyled to Primary School Educator (Oriental Languages).**
- 22.31 **We further recommend that the grade of Primary School Educator (Oriental Languages) be made evanescent.**
- 22.32 Consequent to changes for the grades of Teacher/Senior Teacher and Educator (Primary) as described above, **necessary amendments should be brought, by Management through the MCSAR, to relevant schemes of service for the cadre.**
- 22.33 We are also making appropriate provision for those incumbents in the grades of Primary School Educator *formerly Teacher/Senior Teacher, Teacher/Senior Teacher (ACE) and Educator (Primary)* and Primary School Educator (Oriental Languages) (Personal) *formerly Teacher/Senior Teacher (Oriental Language)*

*and Teacher/Senior Teacher (Oriental Language) (ACE) who have successfully followed the Diploma Course through insertion of a Qualification Bar in the relevant salary scales.*

## **Recommendation 2**

**22.34 We recommend that officers in the grades of Primary School Educator formerly Teacher/Senior Teacher, Teacher/Senior Teacher (ACE) and Educator (Primary) and Primary School Educator (Oriental Languages) (Personal) formerly Teacher/Senior Teacher (Oriental Language) and Teacher/Senior Teacher (Oriental Language) (ACE) possessing the Teacher's Diploma (Primary) should be allowed to move incrementally beyond the Qualification Bar inserted in the salary scale.**

## **Compensation for Diploma in Educational Management (DEM) to Teacher/Senior Teachers**

22.35 Prior to this Report, distinct salary scales were provided to the former grades of Teacher/Senior Teacher; Teacher/Senior Teacher (ACE); Teacher/Senior Teacher (Oriental Language); Teacher/Senior Teacher (ACE)(Oriental Languages); AND Deputy Head Master; Deputy Head Teacher (Oriental Languages); Deputy Head Master (CEM); Deputy Head Teacher (Oriental Languages) (CEM); Head Master; and Head Master (ACEM). Transitional provisions in terms of additional increments were also provided for different levels of the hierarchy to motivate them to acquire the DEM qualification.

22.36 The Ministry has submitted that courses leading to the Advanced Certificate in Education (ACE), Certificate in Educational Management (CEM) and the Advanced Certificate in Education Management (ACEM) Course would no longer be run. Henceforth, only the Diploma in Educational Management (DEM) would be run.

22.37 Management has also apprised the Bureau that the scheme of service for the post of Head Master has finally been prescribed on 08 September 2015 wherein the DEM is a requirement for eligibility to compete for the post of Head Master. **Since the DEM qualification is now a requirement for promotion in the cadre, the transitional provisions in terms of additional increments for all levels no longer hold and should therefore lapse. The Bureau recommends accordingly.**

## **Deputy Head Master/Deputy Head Teacher (Oriental Languages)**

22.38 There are presently, distinct salary scales for the grades of Deputy Head Master; Deputy Head Master (possessing CEM); Deputy Head Teacher (Oriental Languages); and Deputy Head Teacher (Oriental Languages)(possessing CEM). Since the CEM would no longer be run, transitional provisions for the obtention of DEM were made in previous Reports as follows:

- (i) in the 2003 PRB Report, Deputy Head Teachers were required to follow the CEM and a different salary scale was provided for those who have followed the course;
- (ii) the EOC Report 2009 made transitional provisions for the replacement of ACEM, CEM and ACE by DEM for all grades in the cadre. Specific provisions for DHM and DHT (Oriental Languages) were also made; and
- (iii) these provisions were maintained in the 2013 PRB Report since the scheme of service for the post of Head Master was not yet finalised.

22.39 There has been much outcry on this issue as the Unions claimed the fact that there is no applicable recommendation to compensate DHMs/DHTs appointed as from 01 July 2008 for DEM, has resulted into differential treatment to officers within the same grade. The case was discussed several times at the level of the MCSAR and the High Powered Committee.

22.40 However, due to bad experiences of the past on similar issues, the Bureau has been cautious in treading on the path of sectoral pay adjustments when a pay review has already reached a long way towards publication. No proper action could be taken at that point in time since the 2016 PRB Report was already underway. **Nevertheless, we have carefully considered this issue in arriving at the salary scale recommended for the grade of Deputy Head Master and Deputy Head Teacher (Oriental Languages).**

22.41 A Qualification Bar (QB) has been inserted in the salary scale for the grades of Deputy Head Master, Deputy Head Teacher (Oriental Languages) and Health and Physical Education Instructor. **Incumbents should possess the Diploma in Educational Management (DEM) or Certificate in Educational Management (CEM) to proceed incrementally beyond the Qualification Bar (QB) in the salary scale recommended for the grade.**

### **Teaching Assistant**

22.42 The Ministry has had recourse to the employment of persons outside the service for the teaching of Asian Languages in order to alleviate the shortage of teaching staff in primary schools since the years 1995/1996. On account of persistent shortage of staff, a group of 29 Supply Teachers have been employed since 1995 and their employment was renewed every successive year.

22.43 At its meeting dated 09 April 2010, the Cabinet took the decision to regularise the situation of 29 Supply Teachers (Primary) (Oriental Languages) whose services have been continuously enlisted for the last 15 years. In this specific context, the grade of Teaching Assistant was created to absorb those 29 Supply Teachers (Primary).

22.44 During consultations for this review exercise, the Teaching Assistants made representations to upgrade their salary as they are called upon to perform almost similar duties as their counterparts in the former grades of Teacher/Senior Teacher and Teacher/Senior Teacher (Oriental Languages) and have acquired long years of experience. The Bureau carried out a fresh re-assessment exercise of the grade based on the newly written Job Description Questionnaires and certified by their immediate Supervisors and has found that there are justifications in the representations made. **We are addressing the issue with a specific recommendation.**

### Recommendation 3

22.45 **We recommend that officers in the grade of Teaching Assistant in post as at 31 December 2015, be granted three additional increments on conversion, subject to the top salary of the salary scale recommended for the grade.**

22.46 **We also recommend that the post of Teaching Assistant be made evanescent.**

### “Zones d’Education Prioritaires” (ZEP)

22.47 Presently, there are 30 schools classified as ZEP including 1 in Rodrigues and 2 in Agalega. The teaching and non-teaching staff in these schools are paid a monthly allowance in view of the extra effort put in for the education of the children.

### Recommendation 4

22.48 **We recommend that the monthly ZEP allowance payable to staff of ZEP schools should be as hereunder:**

Grade	Monthly ZEP Allowance (Rs)
Head Master	3810
Mentor	3580
Deputy Head Master Deputy Head Teacher (Oriental Languages)	3350
Primary School Educator <i>formerly Teacher/Senior Teacher Teacher/Senior Teacher (ACE) Educator (Primary)</i>	3000

Grade	Monthly ZEP Allowance (Rs)
Primary School Educator (Oriental Languages) (Personal) <i>formerly Teacher/Senior Teacher (Oriental Languages)</i> <i>Teacher/Senior Teacher (Oriental Languages) (ACE)</i> Health and Physical Education Instructor	
Teaching Assistant (Personal)	2100
School Clerk	1050
ICT Support Officer	1050
Ancillary Staff	765

### **Allowance to oversee Pre-Primary Schools**

22.49 Head Masters are also required to oversee pre-primary schools operating under the *aegis* of the Early Childhood Care and Education Authority which are found on the premises of primary schools against payment of a monthly allowance. The quantum of the monthly allowance which was substantially revised by the EOAC Report 2013 is being maintained.

### **Recommendation 5**

**22.50 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**

22.51 The objective of the Bibliobus project is to bring library services to pupils of schools in regions where no library services are available. Incumbents performing duties of Animateur in the Bibliobus are being paid a monthly allowance of Rs 1200 which is being maintained.

### **Recommendation 6**

**22.52 We recommend that incumbents in the grade of Primary School Educator *formerly Teacher/Senior Teacher, Teacher/Senior Teacher (ACE) and Educator (Primary)* performing duties of Animateur in Bibliobus be paid a monthly allowance of Rs 1200.**

## **Risk Allowance**

- 22.53 The Unions have represented that there are officers of the teaching personnel who are posted in various prisons to dispense teaching classes to detainees in line with the prevailing school curriculum. This arrangement plays a crucial role in the rehabilitation and social re-integration of detainees. A case was made for the payment of Risk Allowance to these officers as they operate in a different work environment.
- 22.54 The Bureau usually takes into account the element of risk inherent in the job in arriving at the recommended salary of a grade. However, in a few cases, an additional allowance is granted to certain categories of employees where there are strong justifications that they are exposed to relatively higher than normal risks by virtue of their postings.
- 22.55 Teaching personnel posted in the Prisons Department are required to work in same environment as Prisons Officers who have been granted a Risk Allowance. After careful consideration, the Bureau has concluded that there is merit in the demand for the grant of a Risk Allowance on account of the direct/close contact the teaching staff has with detainees of the Prisons Department.

## **Recommendation 7**

- 22.56 We recommend the payment of a monthly Risk Allowance equivalent to 1½ increments at the initial of the relevant salary scale to Primary School Educators formerly Teacher/Senior Teacher, Teacher/Senior Teacher (ACE) and Educator (Primary); Primary School Educators (Oriental Languages) (Personal) formerly Teacher/Senior Teacher (Oriental Languages) and Teacher/Senior Teacher (Oriental Languages) (ACE); and Deputy Head Master and Deputy Head Teacher (Oriental Languages) who are posted in the Prisons Department for teaching duties.**

## **Refund of travelling by bus to Trainee Educators (Primary)**

- 22.57 In our last Report, provision was made for the refund of travelling to Trainee Educators (Primary) to be in line with that existing for Trainees in other sectors. This provision is being maintained.

## **Recommendation 8**

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

## **Special Education Needs (SEN) Sector**

- 22.59 The Special Education Needs (SEN) Sector has the priority task and responsibility of evolving a national policy and strategic plan regarding inclusion and special education needs. It provides education to school-going age children with learning difficulties and disabilities. The SEN sector envisions to enable children with special needs to develop fully their potential so that they can contribute to their own development, welfare and that of the country.
- 22.60 The prevocational and second chance programme will be extended to the SEN sector and new schemes will be introduced to facilitate access to learners with disabilities in the tertiary institutions.
- 22.61 The sector also caters for education of children in penal institutions, probation hostels, rehabilitation centres and shelters for women. Four new Special Education Needs Resources Centres will be operational soon on R. Gujadhur, Moka, Allée Brillant and Rivière des Anguilles Government Schools respectively to ensure that learning opportunities are accessible to all students with disabilities.

## **Allowance – Special Education Needs**

- 22.62 Incumbents in the grades of Primary School Educators *formerly Teacher/Senior Teacher, Teacher/Senior Teacher (ACE) and Educator (Primary)*; 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,. The allowance is being maintained.

## **Recommendation 9**

- 22.63 **We recommend the payment of a monthly allowance of Rs 3255 to incumbents in the grades of Primary School Educators *formerly Teacher/Senior Teacher, Teacher/Senior Teacher (ACE) and Educator (Primary)*; 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.**
- 22.64 **We also recommend that incumbents in the grades of Primary School Educator *formerly Teacher/Senior Teacher, Teacher/Senior Teacher (ACE) and Educator (Primary)* and Primary School Educator (Oriental Languages) (Personal) *formerly Teacher/Senior Teacher (Oriental Languages) and Teacher/Senior Teacher (Oriental Languages) (ACE)* who have successfully completed the appropriate 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). The allowance payable to Primary School Educators and Primary School Educators (Oriental Languages) (Personal),**

on secondment at the specialised schools, should be integrated into the new salary on conversion following the appointment of incumbents to the grade of Educator (SEN) and should then lapse.

#### **Recommendation 10**

**22.65 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:**

**06 054 074 Rs 25525 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 45375**

**Deputy Head, Specialised Schools**

**06 061 077 Rs 30950 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 49950**

**Head, Specialised Schools**

22.66 Management has submitted that, in line with the vision of the Special Education Needs (SEN) Sector that no child is left behind on account of his/her disability, various Integrated Units have been set up in the mainstream primary schools around the island with a view to reaching out to children with special education needs who usually have to travel long distances. There are, at present, 14 such Integrated Units.

22.67 Given that the Integrated Unit is found on the premise of a Government School, the Head Master should oversee the overall management of the Unit and act as a link between officers of the Inspectorate (Specialised Schools), the teaching personnel and the Ministry. **This element has been taken into consideration in arriving at the salary recommended for the grade.**

#### **ICT Support Officer**

22.68 At present, ICT Support Officers are posted in all primary schools mainly to provide support to teachers and pupils in the use of ICT resources and provide user support for standard hardware, software and network. They are also required, as per their scheme of service, to teach ICT, as and when required.

22.69 During consultations, union members have strongly demanded, among others, to review the duties and salary scale of the grade of ICT Support Officer and to sponsor incumbents to follow a Diploma course relevant to their duties. Management, on the other hand, apprised that in the context of the implementation of the Nine Year Schooling Project and Modular Assessment Mechanism, ICT Skills would be taught as a non-core subject up to Grade 6. In this respect, the ICT Support Officers would be required to teach ICT skills for most of the time. In the same breath, incumbents would be sponsored to follow

a certificate course in Pedagogy, given that teaching would be among their core duties.

- 22.70 In the above context, Management submitted a proposed amended scheme whereby it was observed that 75% of the duties are related to teaching and the rest to ICT support. Against this background, the Bureau considers that the current appellation may not be appropriate as same would not be in consonance with the revamped duties of the grade. In addition, we have taken into account the new responsibilities which would devolve on incumbents before arriving at the recommended revised salary.

### **Recommendation 11**

**22.71 We recommend that the Ministry of Education and Human Resources, Tertiary Education and Scientific Research should consider the advisability of:**

- (i) reviewing the appellation of the grade of ICT Support Officer to an appropriate one which would be in consonance with its new duties; and**
- (ii) mounting an appropriate certificate course in Pedagogy for ICT Support Officers, in collaboration with the Mauritius Institute of Education.**

### **SECONDARY SCHOOL SECTOR**

22.72 The Secondary Education Sector caters for the education of students aged between 11 and 20 years. The core activities of this sector are carried out by incumbents in two distinct streams: academic and administrative. The academic stream comprises Educator (Secondary), Senior Educator (Secondary), Deputy Rector and Rector whereas the administrative stream comprises Administrator (Education), Assistant Director, Director and Chief Technical Officer.

22.73 As at date, there are 178 secondary schools catering for some 125,000 students, out of which 59 provide only academic education, one for prevocational education and the remaining 118 cater for both academic and prevocational education. A Rector is responsible for the overall management of a State Secondary School. He is assisted by a Deputy Rector and supported by a School Superintendent/Usher, an Assistant School Superintendent and a School Clerk. Teaching in the mainstream is carried out by Educators (Secondary) and Senior Educators, and in the prevocational stream by Educators (Prevocational).

22.74 Admission to the academic stream of secondary education is open to pupils who have obtained the Certificate of Primary Education (CPE) and the last cohort of pupils in primary schools to sit for the CPE Examinations will be in 2016. With the introduction of Nine Year Schooling as from January 2018, pupils will be admitted

in secondary schools upon completion of the Primary School Achievement Certificate Assessment, which will be introduced in 2017, and it is also expected that the prevocational stream will phase out gradually.

- 22.75 In the context of this review exercise, requests have been received for the review of the allowances as well as number of teaching periods, creation of grades, provision of appropriate training, review of roles and responsibilities of incumbent in certain grades and upgrading of salaries at the different levels. After in-depth examination of all the proposals, both Management and the staff side were apprised on issues that could not be retained and those that need to be analyzed further. On the basis of our analysis, we are making appropriate recommendations.

**Educator (Secondary), Educator (Secondary) (Physical Education) and Educator (Secondary) (Prevocational)**

- 22.76 In the 2008 PRB Report, the Bureau recommended that as from 01 July 2012, an Educator's Licence should be a requirement for the post of Educator (Secondary) and subsequently as from a date after 2010 to be decided by the Ministry of Education and Human Resources, Tertiary Education and Scientific Research, a Post Graduate Certificate in education (PGCE) or its equivalent would also be a requirement. However in the 2013 PRB report, due to dearth of candidates holding those qualifications the new requirements were deferred for a future date to be decided by the then Ministry of Education and Human Resources.
- 22.77 The staff side has submitted that the requirements of the Educator's Licence and Post Graduate Certificate in Education (PGCE) or its equivalent, should no longer be deferred whilst the Management side has apprised the Bureau that there is still a shortage of graduates holding these qualifications, particularly in fields which are scarce, given that relevant courses are not being run by the Mauritius Institute of Education in all subjects.
- 22.78 On this account and to ensure the delivery of quality education by well qualified personnel, the Management side has now proposed that Educator (Secondary), Educator (Secondary) (Physical Education) and Educator (Secondary) (Prevocational), recruited in a temporary capacity be, in future, 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. In addition, Management has also submitted that with a view to ensuring continuous professional development of Educator (Secondary), Educator (Secondary) (Physical Education) and Educator (Secondary) (Prevocational) already in post, the latter should continue to attend training courses, during school vacation. The Bureau has analysed these issues and concurs with the proposals of the Ministry.

## Recommendation 12

- 22.79** We recommend that, in future, the Ministry of Education and Human Resources, Tertiary Education and Scientific Research should ensure that Educator (Secondary), Educator (Secondary) (Physical Education) and Educator (Secondary) (Prevocational) 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.
- 22.80** We further recommend that Educator (Secondary), Educator (Secondary) (Physical Education) and Educator (Secondary) (Prevocational) should continue to be required, to prepare scheme and weekly plan of work in respect of subjects taught; conduct examinations and mark scripts; attend training courses during school vacation; carry out continuous assessment, conduct extension classes, take charge of laboratories, workshops or specialised rooms; organise and participate in extra curricular activities; assist the school administration in attending to problems of discipline (including students' absenteeism), parents' queries and qualms; ensure the overall development of students – intellectual, emotional and moral; and maintain discipline inside the classroom and within school premises.
- 22.81 Among the various requests submitted to the Bureau, the staff side has submitted that the number of periods assigned to Educators be reduced along with inclusion of the activity periods in the total number of teaching periods with a view to enabling them to better perform their tasks. Upon submissions by Management, the staff side was apprised that Management was agreeable for the inclusion of activity periods in the total number of teaching periods, with effect from January 2016 provided a proper programme be submitted. Based on the above and taking into consideration Management commitment during meetings at the Bureau, we are making appropriate recommendation.

## Recommendation 13

- 22.82** We recommend that Educators (Secondary) should teach for approximately 1190 Minutes in a week, one or more subjects relating to their academic qualifications.
- 22.83 The 2013 PRB Report made provision for Educator (Secondary), Educator (Secondary) (Physical Education) and Educator (Secondary) (Prevocational) possessing a post "A" Level Diploma or a post Cambridge School Certificate Degree and drawing salary which is less than Rs 23675 to join the recommended salary scale at salary point Rs 23675 on obtention of the qualifications required to cross the QB. We are maintaining the provision.

#### **Recommendation 14**

**22.84 We recommend that Educator (Secondary), Educator (Secondary) (Physical Education) and Educator (Secondary) (Prevocational) possessing a post “A” Level Diploma or a post Cambridge School Certificate Degree and drawing salary which is less than Rs 25525 should, on obtention of the qualifications required to cross the QB, be allowed to join the recommended salary scale at salary point Rs 25525.**

22.85 At present incumbents in the grades of Educator (Secondary) and Educator (Secondary) (Prevocational) satisfying the requirements to cross the QB are, on reaching the top salary point of Rs 52775, allowed to move incrementally in the master salary scale up to salary point Rs 57275 subject to certain conditions being met. We are maintaining the recommendation whilst updating the salary points.

#### **Recommendation 15**

**22.86 The Bureau recommends that incumbents in the grades of Educator (Secondary), Educator (Secondary) (Physical Education) and Educator (Secondary) (Prevocational) satisfying the requirements to cross the QB should, on reaching the top salary point of Rs 56450, be allowed to move incrementally in the master salary scale up to salary point Rs 61325 provided they:**

- (i) have drawn the top salary for a year;**
- (ii) have been consistently efficient and effective in their performance during the preceding year; and**
- (iii) are not under report.**

#### **Rector**

22.87 The Bureau has recommended in its 2008 Report that with effect from 01 July 2013, the Diploma in Management or Educational Management should also be a requirement for Deputy Rectors and Administrators (Secondary) for appointment to the grade of Rector. In the last report though both the Ministry and the staff side were agreeable to the proposed change in qualifications requirement, request was, however, made for a longer transition period so as to allow concerned officers to acquire the new qualifications. The management side has submitted that discussion has been started with the staff side for the implementation of the new qualifications requirement.

**22.88 In the light of the foregoing, the Bureau maintains its recommendation for the Diploma in Management or Educational Management to be a requirement for appointment to the grade of Rector as from a date to be determined by the Ministry.**

## **Deputy Rector**

22.89 According to the present scheme of service of the grade, Deputy Rectors are required to teach classes as directed by the Rector. Both Management and the staff side have expressed serious concerns on this practice given that as subject teacher, the Deputy Rector is required to report to the Educator (Secondary) who is assigned the duties of Head of Department whilst at the same time he is the supervisor of the school when he is in this position in the hierarchy. Requests have, therefore, been made to waive teaching duties from the scheme of service of the grade with a view to address the problem of reporting line and to enable Deputy Rectors to assist the Rectors particularly in the maintenance of discipline. We consider that there is merit in the proposal and recommend accordingly.

## **Recommendation 16**

**22.90 We recommend that the scheme of service of the grade of Deputy Rector be amended such that incumbents in the grade are no longer assigned any teaching responsibility.**

## **Head of Department**

22.91 Educators (Secondary) who are assigned the duties of Head of Department on the basis of seniority are required to teach subjects of specialisation for a maximum of 25 periods weekly against the payment of a monthly allowance of Rs 2000. In the context of this review exercise the staff side has requested that the quantum of the allowance be increased substantially and the number of teaching periods assigned to Heads of Department be reduced.

22.92 The Management side opined that Heads of Department have to play a major role in the monitoring of teaching and learning at the level of their subject with a view to ensuring improved learning outcomes and better student performance. However, it has also been pointed out that in most cases Heads of Department focus solely on duties of an administrative nature relating mainly to the setting of examination papers and marking of scripts; prescribing textbooks; taking charge of specialized rooms, materials and equipment; and working out allocation of classes.

22.93 Management has, therefore, proposed that Head of Department be tasked with monitoring the implementation of the curriculum, classroom pedagogy and assessments; advising members of their department on appropriate teaching methods; mentoring of newly recruited Educators; conduct performance audit on the basis of assessment results; planning, implementing and monitoring strategies for improvement; organising co-curricular activities; and advising Rectors on school based training for Educators and other staff in the Department,

and the quantum of the allowance be revised taking into consideration the new responsibilities devolving upon the Management.

- 22.94 An in-depth study of the submissions of all parties concerned has revealed that there has been no proper assessment of functions devolving upon Heads of Department and the increase in the quantum of the Allowance is not justified. The Bureau has re-evaluated the work of Head of Department and considers that with the additional tasks mentioned above the quantum of the allowance, paid to Educators assigned the duties of Head of Department is appropriate. In the light of the foregoing, the Bureau is making appropriate recommendation.

#### **Recommendation 17**

- 22.95 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 against the payment of a monthly allowance of Rs 2000. This recommendation for Educators (Secondary) assigned the duties of Head of Department has been taken into consideration all the tasks listed at paragraph 23.93 above.**

#### **Allowance**

- 22.96 Educators (Secondary), not possessing the qualifications required to cross QB, and who are called upon to teach sixth form subjects in scarcity areas for at least 8 periods weekly are presently being paid a monthly allowance of Rs 2250. We are revising this allowance

#### **Recommendation 18**

- 22.97 The Bureau recommends that the monthly allowance payable to Educators (Secondary), not possessing the qualifications required to cross the QB and who are called upon to teach sixth form subjects in scarcity areas for at least eight periods weekly, should be revised to Rs 2360 monthly. On obtention of the qualification required to cross the QB, Educators (Secondary), would be eligible to salary point arrived at after adding the allowance to the basic salary or 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 25525 whichever is the higher.**

#### **Educator (Secondary) (Pre Vocational)**

- 22.98 Following the endorsement of the White Paper on education in 1997 by Government, the then Ministry of Education and Human Resources started to run the Lower Secondary School Project in January 1998 and at the initial stage, amongst others, Teachers/Senior Teachers and Deputy Head Teachers who possessed a degree or diploma were attached to those schools. Thereafter some 57 posts of Education Officer (Pre Vocational) were created on the establishment

of the then Ministry of Education and Human Resources in 2003 to accommodate 42 Primary School Graduates and 15 Degree holders of the Technical School Management Trust Fund. The scheme of service of the grade with a first intake note was prescribed on 14 June 2005.

- 22.99 Representation has been received from the staff side to recognise the 10 years of experience acquired by Teachers/ Senior Teachers from 1998 to January 2008 during their secondment as Educator (Secondary) (Prevocational) and to bring appropriate adjustment in the salary of officers concerned. It has also been contended by officers concerned that they have been worsened off vis-a-vis their former colleagues in the Primary Sector who have already been promoted to higher positions.
- 22.100 Management has submitted that the payment of an allowance as well as the salary in the scale of Teacher/Senior Teacher until the appointment of officers concerned in the post of Educator (Secondary) (Prevocational) might be an issue for consideration.
- 22.101 Considering the fact that Teachers/ Senior Teachers have played a crucial role in implementing a national policy taken by government at that point in time; foregone their chance of being promoted to higher position; and their appointment have been delayed due to certain problems beyond the control of the Ministry, the Bureau is making appropriate recommendation.

#### **Recommendation 19**

- 22.102 The Bureau recommends that incumbents in the grade of Teacher/ Senior Teacher who have served the prevocational sector from 1998 to 2008 prior to their appointment as Educator (Secondary) (Prevocational) in 2008 should exceptionally be granted with effect from 01 January 2016, in addition to their normal yearly increment, two additional increments on conversion, subject to the top salary recommended for the grade of Educator (Secondary) (Prevocational).**

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

- 22.103 Presently the most senior Educator (Secondary) (Prevocational) who is designated as Officer-in-Charge in each of the four State Secondary Schools (Vocational) is paid a monthly allowance equivalent to three increments at the salary point reached. We are maintaining this provision.

#### **Recommendation 20**

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

## **Health and Welfare Division**

**Director, Health and Wellness *formerly Director, Health and Welfare***

**Assistant Director, Health and Wellness *formerly Assistant Director, Health and Welfare***

22.105 Following Management request for a dedicated structure to coordinate and implement health promotion programmes in the primary and secondary education sector, the EOAC Report 2013 recommended the setting up of a Health and Welfare Division in the then Ministry of Education and HR along with the creation of the grades of Director, Health and Welfare and Assistant Director, Health and Welfare. The grades have been thereafter restyled, by the Ministry of Education and Human Resources, Tertiary Education and Scientific Research, to Director, Health and Wellness and Assistant Director, Health and Wellness in the Civil Establishment Order and submitted to the Bureau through the MCSAR for salary grading in view of certain changes brought in the schemes of service.

22.106 The proposed scheme of service of the grade of Director, Health and Wellness has, upon assessment, revealed that the qualification requirements as well as the duties and responsibilities of the grade do not commensurate with the salary granted in the EOAC Report 2013. In view thereof, the Ministry of Education and Human, Tertiary Education and Scientific Research was requested to review the schemes of both grades mentioned above and to submit same to the Bureau for inclusion in this Report. The Ministry has subscribed to the request and we are making appropriate recommendation.

## **Recommendation 21**

**22.107 The Bureau recommends that:**

**(a) appointment to the grade of Assistant Director, Health and Wellness be made by selection from among candidates who are Registered as Medical Practitioner in accordance with legislation in force in Mauritius, reckoning at least seven years' experience relevant to the most common problems affecting/likely to affect the health of school children and who are computer literate and possess any one of the qualifications listed below:**

- (i) Diploma in Public Health;**
- (ii) MSc in Community Medicine**
- (iii) Master in Public Health;**
- (iv) Diplome en santé publique issued jointly by the Mauritius Institute of Health and the University of Bordeaux II**

**Or**

**Equivalent qualifications to (i), (ii), (iii) and (iv) above acceptable to the Public Service Commission**

**(b) appointment to the grade of Director, Health and Wellness be made by selection from Assistant Director, Health and Wellness reckoning three years' service in a substantive capacity; and candidates who are Registered as Medical Practitioner in accordance with legislation in force in Mauritius, reckoning at least 10 years' experience relevant to the most common problems affecting/ likely to affect the health of school children and who are computer literate and possess any one of the qualifications listed below:**

- (i) Diploma in Public Health;**
- (ii) MSc in Community Medicine**
- (iii) Master in Public Health;**
- (iv) Diplomeen santé publique issued jointly by the Mauritius Institute of Health and the University of Bordeaux II**

**Or**

**Equivalent qualifications to (i), (ii), (iii) and (iv) above acceptable to the Public Service Commission.**

### **Senior Educational Social Worker (New Grade)**

22.108 Recruitment to the grade of Educational Social Worker started in 2006 and as at date there are 14 incumbents in post. In the context of this report both Management and staff side have submitted that there is need for the creation of a level to coordinate and supervise the activities conducted by Educational Social Workers in schools, home visits and networking services.

22.109 Management has also submitted that with changes in the social landscape in the country, the number of cases and activities incumbent on officers in this grade have considerably increased. In addition with compulsory education up to the age of 16 years, Educational Social Workers have to empower/ encourage parents to shoulder their responsibilities of sending their children to school so as to comply with the Education Act and to reduce absenteeism and drop-outs among students. The Bureau has analysed the issue and taking into consideration the current establishment size of the grade as well as its national importance, is making appropriate recommendation.

### **Recommendation 22**

**22.110 We recommend the creation of a grade of Senior Educational Social Worker on the establishment of the Ministry of Education and Human Resources, Tertiary Education and Scientific Research. Appointment thereto should be**

**by promotion, on the basis of experience and merit, of incumbents in the grade of Educational Social Worker reckoning at least four years' service in a substantive capacity.**

22.111 Incumbent would be responsible for, *inter alia*, planning, supervising, coordinating and monitoring the work of Educational Social Workers; implementing, monitoring and supervising of programmes and projects; training of new recruits in the grade of Educational Social Worker; ensuring that support and advice are provided to children and families at risk of social exclusion; preparing and submitting reports; and ensuring that sensitisation/awareness programmes with children and parents are implemented in the pre-primary, primary and secondary schools, special schools and other institutions.

### **Educational Social Worker Cadre**

#### **Risk Allowance**

22.112 Educational Social Workers who, are by nature of their work, exposed to very risky situations/environment where alcohol, prostitution and drug trafficking prevail, are entitled to the payment of a risk allowance. The Bureau is maintaining the payment of this allowance.

#### **Recommendation 23**

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

### **LIBRARY SERVICES**

22.114 The Library Services aim at providing an efficient and effective Government Library Services which meet the needs of users. Library Services in the education sector act as a support in school curriculum by encouraging students to read and also by strengthening their reading and thinking skills.

22.115 In the public sector, library facilities are provided in primary/secondary school libraries, public libraries, mobile library, documentation units of Ministries and departmental libraries.

22.116 Presently, Library Services are offered by officers in the grades of Head, Library Cadre, Senior Librarian, Librarian, Senior Library Officer, Library Officer, Senior Library Clerk, Library Clerk and Library Attendant.

22.117 In the context of this Report, staff associations have requested for creation of grades, merging of certain grades, restyling of a few ones, and provision of relevant training facilities. We have examined the representations and consider that the present structure is appropriate to enable the Library Services to be

delivered efficiently and effectively. However, we are allowing the Library Officers to move beyond their top salary as a form of compensation for their experience and contribution.

### **Movement for Library Officer**

#### **Recommendation 24**

**22.118 We recommend that Library Officers, who have drawn their top salary for a year, should be allowed to proceed incrementally in the salary scale of the grade of Senior Library Officer, up to the salary point of Rs 46900 provided they:**

- (i) have been efficient and effective in their performance during the preceding year; and**
- (ii) are not under report.**

**22.119 This recommendation should:**

- (i) be applicable only for Library Officers of the Ministry of Education and Human Resources, Tertiary Education and Scientific Research; and**
- (ii) not preclude Library Officers from being promoted to the grade of Senior Library Officer before they have reached the top of their salary scale or on vacancy arising in the latter grade.**

**22.120 We further recommend that Library Officers should perform the duties and assume the responsibilities of the grade of Senior Library Officer, upon moving in the higher salary scale.**

### **Public Libraries**

**22.121 Library Officers, Library Clerks and Library Attendants who are posted in public libraries are presently paid a monthly allowance for working beyond normal working hours. We are maintaining this provision.**

#### **Recommendation 25**

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

## **ADMINISTRATIVE SUPPORT UNIT**

### **Assistant School Superintendent**

- 22.123 Assistant School Superintendents and School Superintendents provide administrative support to Rectors in state secondary schools while in primary schools, Headmasters are provided administrative support by incumbents in the grade of School Clerk.
- 22.124 Representations have been received that appointment to the grade of Assistant School Superintendent should be made by selection from School Clerks only. Presently, appointment to the grade of Assistant School Superintendent is made by selection from School Clerks reckoning at least four years' experience in a substantive capacity and from outside candidates possessing the Cambridge School Certificate, Higher School Certificate together with a Certificate in IT. It has been argued that candidates who have not served as School Clerks are not acquainted with the array and scope of duties that need to be performed according to the scheme of service. This may impede the smooth running of the Administrative Support Unit. On the other hand, School Clerks know the school environment and are well versed with the nature of these duties.
- 22.125 After having closely examined the case made, the Bureau subscribes to the view expressed and recommends accordingly.

### **Recommendation 26**

- 22.126 We recommend that, henceforth, appointment to the grade of Assistant School Superintendent should be made by selection from among School Clerks reckoning at least four years' service in a substantive capacity in the grade.**

### **School Management Course**

- 22.127 In the 2008 PRB Report we had recommended that the Ministry, in collaboration with the Mauritius Institute of Education, mounts a work related course in School management for School Superintendents and upon successful completion of same, incumbents would be allowed to move beyond the QB inserted in the salary scale. In the EOAC Report the QB was waived and the course in question was not even mounted. During the consultative meetings, emphasis was laid on the pressing need to mount the course so as to better equip the officers to deliver in accordance with their scheme of service. On their part, Assistant School Superintendents have also described the importance of such a course, requesting that the course be extended to them as well. Considering that acceding to the request would result in the betterment of the service, we are making appropriate recommendation.

## **Recommendation 27**

**22.128 We recommend that the Ministry of Education and Human Resources, Tertiary Education and Scientific Research, in collaboration with relevant authorities, mounts a work related certificate course in School Management for School Superintendents and Assistant School Superintendents. School Superintendents who have successfully completed the course would be allowed to move beyond the QB which has been reinserted in their salary scale.**

**22.129 We also recommend that School Superintendents who have already crossed the QB should draw that salary on a personal basis.**

**22.130 We further recommend that:**

- (i) School Superintendents who have successfully completed the course and who on reaching compulsory retirement age have not reached the top salary, should be granted an additional increment for the computation of their pensionable emoluments.**
- (ii) Assistant School Superintendents who have successfully completed the course and have reached compulsory retirement age should be granted an additional increment for the computation of their pensionable emoluments.**

## **E-Government Unit**

**22.131 At present, the E-Government Unit comprises a four-level structure, with the Manager (ICT) at the apex. In the context of this Report, Management has requested for the creation of a Directorate where incumbents would be responsible to lead the policy visioning of e-Education. As regards representations from union members, they were mostly geared towards an upgrading of salary and provision of a better career path.**

**22.132 After an in-depth analysis, the Bureau considers that the creation of a Directorate at the E-Government Unit would not be appropriate and judicious. At present, all IT needs, including the formulation of policies at strategic level, are the responsibility of the Ministry of Technology, Communication and Innovation. Management may therefore seek the expert advice and help of the latter to boost IT in the education sector. We have in this Report recommended many strategic changes to be brought at the level of the Ministry of Technology, Communication and Innovation to reinforce its structure to better respond to the IT needs of Ministries and Departments. Moreover, the Ministry may consider the advisability of upgrading the duties as well as the qualification requirements of the grade of Manager (ICT) so that the latter would also assume duties at strategic level.**

22.133 In addition, further to several requests received from various quarters for the creation of departmental IT grades, the Bureau has provided for another mechanism to address these issues. We have recommended at paragraph 19.10 of this Report for the setting up of a Standing Committee which will have the responsibility of examining such requests and coming up with a general policy on the restructuring of IT units.

### **Assistant Manager (ICT)**

22.134 At present, the qualification requirements of the grade of Assistant Manager (ICT) in the field of Software and Maintenance of Hardware are a degree in Computer Science and Engineering or an equivalent qualification, along with at least three years' post qualification experience in systems engineering (Software and Hardware). The Bureau views that given that ICT Technicians operate in this field and possess the relevant experience, the grade of Assistant Manager (ICT), as far as software and maintenance of hardware is concerned, may be opened to them, whilst maintaining the existing mode of appointment to the grade of Assistant Manager (ICT) for ICT Projects. We are making an appropriate recommendation to that effect.

### **Recommendation 28**

**22.135 We recommend that, Management considers the advisability of allowing entry to the grade of Assistant Manager (ICT) in the field of software and maintenance of hardware to officers of the ICT Technician cadre, possessing the prescribed academic qualifications and at least three years post qualification experience in Systems Engineering or in a relevant field.**

### **Principal ICT Technician**

22.136 The EOAC created the grade of Principal ICT Technician as an avenue of promotion for ICT Technician/Senior ICT Technicians. Further to the re-evaluation of the grade in the context of this Report, the Bureau observed that the salary recommended by the EOAC is not in consonance with the duties and responsibilities devolving upon incumbents. We have, therefore, reviewed the salary of the grade.

### **Senior Inspector of Works (New Grade)**

22.137 Presently incumbents in the grade of Assistant Inspector of Works and Inspector of Works report to the Technical Officers or other senior officers of the Ministry. It has been represented by Unions that there is need for a supervisory level and a dedicated grade to act as a liaison officer between officers in the grade of Inspector of Works and the technical staff. In order to ensure work efficiency and proper coordination, we are making appropriate recommendation to this effect.

## **Recommendation 29**

**22.138 We recommend the creation of a grade of Senior Inspector of Works. Appointment to the grade should be made by promotion, on the basis of experience and merit, of officers in the grade of Inspector of Works reckoning at least three years' service in a substantive capacity in the grade.**

22.139 Incumbent would be required, *inter alia*, to supervise and coordinate the work of officers in the Inspectorate cadre and other staff working under his responsibility; monitor progress of work in respect of the Ministry's minor projects and to take follow-up action, as and when required; and ensure that all requests for minor works, maintenance/repair/renovation works are executed diligently.

### **SPECIFIC CONDITIONS (EDUCATION)**

#### **Vacation Leave**

22.140 This section should be read along with the Chapter on Leave in Volume 1 of the 2016 PRB Report.

22.141 The provisions of vacation leave for teaching personnel of the primary and secondary schools are different from those in other sectors of the public sector in view of the specificities of the Education sector. The present vacation leave provisions for teaching personnel are as hereunder:

- (a) subject to the exigencies of the service, a maximum of up to 19 days vacation leave is granted during term time;
- (b) officers who do not take advantage of the annual vacation leave entitlement during term time in a calendar year are allowed to accumulate up to the normal ceiling and 50% of any leave not taken beyond the ceiling may be accumulated over and above the normal leave ceiling. 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 are refunded the accumulated vacation leave at the rate of 1/30 of the last monthly salary per day at the time of retirement;
- (c) specific provisions were made for officers who had already exceeded half the normal maximum accumulated vacation leave entitlement as at 01 January 2013 to allow them to retain same on a personal basis. Such leave may be taken as leave prior to retirement. If the services of those officers are required during the leave prior to retirement, they are refunded the accumulated vacation leave at the rate of 1/30 of the last monthly salary per day at the time of retirement; and

- (d) notwithstanding provision at sub paragraph (a) above, vacation leave exceeding 19 days during term time is 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 entitlement;
  - (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; and
  - (vii) any other case, once in the officer's career.

22.142 The grant of vacation leave in excess of the normal 19 days during term time to officers, subject to the exigencies of service under criteria "any other case" should be:

- (i) once for officers reckoning less than 20 years' service; and
- (ii) not more than twice for those reckoning over 20 years' service inclusive of (i).

22.143 Vacation leave is granted only for reasons specified at part (d) of paragraph 22.141 above during third term.

22.144 Employees joining the teaching profession as from 01 July 2008 are eligible to vacation leave during term time only in the circumstances described at paragraph 22.141(d).

**22.145 All the above provisions for the grant of vacation leave are still valid and are, therefore, maintained in this Report.**

**22.146 The term "immediate member of the family", for the purpose of sub paragraphs 22.141 (d)(i) and (d)(iv) is deemed to mean the officer's father, mother, brother, sister, spouse and children.**

22.147 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 *formerly Teacher/Senior Teacher, Teacher/Senior Teacher (ACE) and Educator (Primary)*; Primary School Educator (Oriental Languages)(Personal) *formerly Teacher/Senior Teacher (Oriental Languages) and Teacher/Senior Teacher (Oriental Language (ACE)*, Deputy Head Teacher (Oriental Languages), Mentor, Health and Physical Education Instructor; Educator (SEN), Deputy Head Master (assigned full responsibility of classroom teaching and who effectively perform teaching duties during a whole calendar year);
- (ii) Senior Educator (Secondary);
- (iii) Educator (Secondary);
- (iv) Educator (Secondary) (Physical Education);
- (v) Educator (Secondary) (Prevocational);
- (vi) Teacher (Secondary) (Prevocational); and
- (vii) Teaching Assistant

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

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

22.149 Teaching personnel are eligible to 11 working days of casual leave each year. Members of the teaching personnel who, during a whole calendar year, are assigned full responsibility of classroom teaching and who effectively perform teaching duties, are refunded annually their unutilised casual leave up to a maximum of 10 days at the rate of 1/88 of their last monthly salary per day in the corresponding year.

22.150 Several unions have represented that the existing provisions should be reviewed to motivate members of the teaching personnel. In view of the specificity of the education sector and for least disturbance in the proper running of the institutions during term time, we are, in this Report, improving the existing provisions.

### **Recommendation 30**

**22.151 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 be refunded annually their unutilised casual leave up to a maximum of 10 days at the rate of  $\frac{1}{66}$  of their last monthly salary per day in the corresponding year.**

## Scarcity Areas

22.152 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 provision is being maintained.

## Recommendation 31

**22.153 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

22.154 Representations have been made by the unions for the creation of a dedicated grade to cater for discipline in the school compound. The Bureau has thoroughly examined the issue after wide consultations with all stakeholders and has reached the conclusion that **maintenance of discipline within the school compound should be the concern of each and every member of the staff both teaching and non-teaching.** Every member should participate actively to continuously maintain the highest level of discipline at school. They should act proactively and collectively to restore discipline immediately in any situation of unruliness and disorderliness.

## Hours of Attendance

22.155 We maintain 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

22.156 Employees in IT grades of the Ministry of Education and Human Resources, Tertiary Education and Scientific Research are required to work on a computer screen for most of their time, which may be detrimental to their health. In this context, we deem it imperative for the officers concerned to undergo health/medical check ups. We are recommending accordingly.

## Recommendation 32

**22.157 We recommend that the Ministry of Education and Human Resources, Tertiary Education & Scientific Research should make necessary arrangement with Health Authorities, for its employees involved in the IT field to undergo a medical surveillance, including regular health check ups.**

**MINISTRY OF EDUCATION AND HUMAN RESOURCES, TERTIARY EDUCATION  
AND SCIENTIFIC RESEARCH  
SALARY SCHEDULE**

Salary Code	Salary Scale and Grade
02 000 108	<b>Rs 152000</b> Senior Chief Executive
02 000 106	<b>Rs 122000</b> Permanent Secretary
06 000 102	<b>Rs 110000</b> Chief Technical Officer (Education)
06 000 100	<b>Rs 101000</b> Director
06 085 095	<b>Rs 89000 x 3000 – 95000</b> Director, Quality Assurance Director (Health and Wellness) <i>formerly Director (Health and Welfare)</i>
06 085 095	<b>Rs 62950 x 1850 – 68500 x 1950 – 74350 x 2825 – 80000 x 3000 – 86000</b> Assistant Director Assistant Director (Primary) Assistant Director (Health and Wellness) <i>formerly Assistant Director (Health and Welfare)</i> Principal Physical Education Organiser
06 079 094	<b>Rs 53200 x 1625 – 62950 x 1850 – 68500 x 1950 – 74350 x 2825 – 80000 x 3000 – 83000</b> Senior Quality Assurance Officer
06 077 091	<b>Rs 49950 x 1625 – 62950 x 1850 – 68500 x 1950 – 74350</b> Administrator (Education) Rector

Salary Code	Salary Scale and Grade
06 075 089	<p><b>Rs 46900 x 1525 – 49950 x 1625 – 62950 x 1850 – 68500 x 1950 – 70450</b></p> <p>Head, National Education Counselling Service Principal School Inspector Senior Physical Education Organiser</p>
06 068 087	<p><b>Rs 37125 x 1225 – 40800 x 1525 – 49950 x 1625 – 62950 x 1850 – 66650</b></p> <p>Deputy Rector Quality Assurance Officer</p>
06 069 085	<p><b>Rs 38350 x 1225 – 40800 x 1525 – 49950 x 1625 – 62950</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>
06 068 083	<p><b>Rs 37125 x 1225 – 40800 x 1525 – 49950 x 1625 – 59700</b></p> <p>Senior Inspector, Specialised Schools/Day Care Centres Senior School Inspector Senior Supervisor Oriental Languages</p>
06 055 081	<p><b>Rs 26300 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 49950 x 1625 – 56450</b></p> <p>Educational Psychologist Analyst (Education)</p>
06 044 081	<p><b>Rs 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 45375 QB 46900 x 1525 – 49950 x 1625 – 56450</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
06 044 081	<p><b>Rs 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 37125 x 1225 – 39575 QB 40800 x 1525 – 49950 x 1625 – 56450</b></p> <p>Educator (Secondary)  Educator (Secondary) (Physical Education)  Educator (Secondary) (Prevocational)</p>
06 064 080	<p><b>Rs 33425 x 925 – 37125 x 1225 – 40800 x 1525 – 49950 x 1625 – 54825</b></p> <p>Inspector Specialised Schools/Day Care Centres  School Inspector  Supervisor Oriental Languages  Supervisor (The Arts)</p>
06 061 078	<p><b>Rs 30950 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 49950 x 1625 – 51575</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>
06 061 077	<p><b>Rs 30950 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 49950</b></p> <p>Coordinator, Health and Anti Drug  Head, Specialised Schools [possessing Diploma (SEN)]</p>
06 044 077	<p><b>Rs 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 49950</b></p> <p>Liaison Officer/Senior Liaison Officer</p>
06 059 076	<p><b>Rs 29400 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 48425</b></p> <p>Assistant Supervisor (Oriental Languages)  Head Master  Head Specialised Schools  Head, SEN Resource Centre</p>

Salary Code	Salary Scale and Grade
06 053 075	<b>Rs 24750 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 46900</b> Assistant Supervisor (The Arts)
06 054 074	<b>Rs 25525 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 45375</b> Deputy Head, Specialised Schools (possessing Diploma SEN)
06 046 073	<b>Rs 20525 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 43850</b> Mentor
06 052 073	<b>Rs 23975 x 775 – 32500 x 925 – 37125 x 1225 – 40800 QB 42325 x 1525 – 43850</b> Deputy Head Master Deputy Head Teacher (Oriental Languages) Health and Physical Education Instructor
06 048 073	<b>Rs 21475 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 37125 x 1225 – 40800 QB 42325 x 1525 – 43850</b> Deputy Head, Specialised Schools
06 044 070	<b>Rs 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 35275 QB 36200 x 925 – 37125 x 1225 – 39575</b> Primary School Educator <i>formerly Teacher/Senior Teacher</i> <i>Teacher/Senior Teacher (ACE)</i> <i>Educator (Primary)</i> Primary School Educator (Oriental Languages) (Personal) <i>formerly Teacher/Senior Teacher (Oriental Languages)</i> <i>Teacher/Senior Teacher (Oriental languages)(ACE)</i>
06 044 071	<b>Rs 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 37125 x 1225 – 40800</b> Educator (SEN)
06 052 072	<b>Rs 23975 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 42325</b> Senior Educational Social Worker (New Grade)

Salary Code	Salary Scale and Grade
06 034 070	<b>Rs 16075 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 37125 x 1225 – 39575</b> Educational Social
06 031 064	<b>Rs 15150: 15450 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 33425</b> Teacher (Secondary) (Prevocational)
06 027 060	<b>Rs 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 30175</b> Support Teacher
06 025 055	<b>Rs 13530 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 26300</b> Teaching Assistant (Personal to officers in post as at 31.12.15)
06 028 031	<b>Rs 14325 x 275 – 15150</b> Trainee Educator (Secondary)
06 028 030	<b>Rs 14325 x 275 – 14875</b> Trainee Primary School Educator
02 094 096	<b>Rs 83000 x 3000 – 89000</b> Director, Human Resource Development
02 075 087	<b>Rs 46900 x 1525 – 49950 x 1625 – 62950 x 1850 – 66650</b> Principal Human Resource Analyst
02 069 083	<b>Rs 38350 x 1225 – 40800 x 1525 – 49950 x 1625 – 59700</b> Senior Human Resource Analyst
02 054 081	<b>Rs 25525 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 49950 x 1625 – 56450</b> Human Resource Analyst

Salary Code	Salary Scale and Grade
04 075 089	<b>Rs 46900 x 1525 – 49950 x 1625 – 62950 x 1850 – 68500 x 1950 – 70450</b> Manager (ICT)
04 069 085	<b>Rs 38350 x 1225 – 40800 x 1525 – 49950 x 1625 – 62950</b> Assistant Manager (ICT)
04 067 081	<b>Rs 36200 x 925 – 37125 x 1225 – 40800 x 1525 – 49950 x 1625 – 56450</b> Principal ICT Technician
04 044 076	<b>Rs 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 48425</b> ICT Technician/Senior ICT Technician
04 030 064	<b>Rs 14875 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 33425</b> ICT Support Officer
16 023 052	<b>Rs 13010 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 23975</b> Printing Machine Operator
05 077 091	<b>Rs 49950 x 1625 – 62950 x 1850 – 68500 x 1950 – 74350</b> Head, Library Cadre
05 069 085	<b>Rs 38350 x 1225 – 40800 x 1525 – 49950 x 1625 – 62950</b> Senior Librarian
05 055 081	<b>Rs 26300 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 49950 x 1625 – 56450</b> Librarian
05 056 076	<b>Rs 27075 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 48425</b> Senior Library Officer

Salary Code	Salary Scale and Grade
05 044 072	<b>Rs 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 42325</b> Library Officer
05 043 063	<b>Rs 19200 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500</b> Senior Library Clerk
05 027 060	<b>Rs 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 30175</b> Library Clerk
05 024 026	<b>Rs 13270 x 260 – 13790</b> Trainee Library Clerk
08 057 075	<b>Rs 27850 x 775 – 32500 x 925 – 37125 x 1225 – 40800 QB 42325 x 1525 – 46900</b> School Superintendent
08 038 063	<b>Rs 17375 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500</b> Assistant School Superintendent
08 027 060	<b>Rs 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 30175</b> School Clerk
08 026 059	<b>Rs 13790 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 29400</b> Word Processing Operator (Oriental Language)
11 042 069	<b>Rs 18825 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 37125 x 1225 – 38350</b> Usher/Senior Usher (Education) (Female) (Personal) Usher/Senior Usher (Education) (Male) (Personal)

Salary Code	Salary Scale and Grade
10 044 072	<b>Rs 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 42325</b> Communication Officer
26 056 072	<b>Rs 27075 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 42325</b> Senior Inspector of Works (New Grade)
26 048 067	<b>Rs 21475 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 36200</b> Inspector of Works
26 029 062	<b>Rs 14600 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 31725</b> Assistant Inspector of Works Draughtman's Assistant
16 044 072	<b>Rs 19575 x 475 – 21950 x 625 – 23200 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 42325</b> Graphic Artist
16 025 062	<b>Rs 13530 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 25525 QB 26300 x 775 – 31725</b> Machine Minder/Senior Machine Minder (Bindery) (Roster)
24 040 061	<b>Rs 18075 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 30950</b> Senior Computer Laboratory Auxiliary <i>formerly Senior Computer Laboratory Attendant</i> Senior Laboratory Auxiliary <i>formerly Senior Laboratory Attendant</i>
24 023 056	<b>Rs 13010 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 27075</b> Computer Laboratory Auxiliary <i>formerly Computer Laboratory Attendant</i> Laboratory Auxiliary <i>formerly Laboratory Attendant</i>

Salary Code	Salary Scale and Grade
24 030 054	<p><b>Rs 14875 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 25525</b></p> <p>Driver (Bibliobuses) Driver (Heavy vehicles above 5 tons)</p>
24 036 052	<p><b>Rs 16725 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 23975</b></p> <p>Head, Workshop Assistant</p>
24 027 052	<p><b>Rs 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 23975</b></p> <p>Senior/Head School Caretaker</p>
24 024 053	<p><b>Rs 13270 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 24750</b></p> <p>Driver (Roster – Day and Night) (Personal)</p>
24 023 052	<p><b>Rs 13010 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 23975</b></p> <p>Driver (Roster)</p>
25 041 060	<p><b>Rs 18450 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 30175</b></p> <p>Foreman</p>
24 022 051	<p><b>Rs 12750 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200</b></p> <p>Driver</p>
24 019 048	<p><b>Rs 11970 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21475</b></p> <p>Home Economics Attendant (New Grade) Library Attendant/Senior Library Attendant <i>formerly Library Attendant</i> <i>Senior Library Attendant</i> Workshop Assistant/Senior Workshop Assistant</p>

Salary Code	Salary Scale and Grade
24 019 045	<b>Rs 11970 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 20050</b> Gardener/Nursery Attendant School Caretaker Seamstress(P)
24 018 044	<b>Rs 11710 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575</b> Security Guard
24 016 043	<b>Rs 11200 x 250 – 11450 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19200</b> Stores Attendant
24 015 041	<b>Rs 10950 x 250 – 11450 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 18450</b> Handy Worker
24 015 040	<b>Rs 10950 x 250 – 11450 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 18075</b> Cloakroom Attendant Lorry Loader
24 001 038	<b>Rs 7800 x 200 – 8000 x 205 – 8820 x 230 – 10200 x 250 – 11450 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17375</b> General Worker
25 023 052	<b>Rs 13010 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200 x 775 – 23975</b> Cabinet Maker Carpenter General Assistant Maintenance Assistant Mason Painter Plumber and Pipe Fitter Rattaner

Salary Code	Salary Scale and Grade
25 016 042	<b>Rs 11200 x 250 – 11450 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 18825</b> Maintenance Handy Worker Tradesman's Assistant

## TERTIARY EDUCATION SECTOR

- 22.158 The Tertiary Education and Scientific Research Division forms part of the Ministry of Education and Human Resources, Tertiary Education and Scientific Research since December 2014. According to Government's Vision 2030, the confidence built by the country in the higher education sector has, among others, led to the attraction of educational institutions of high repute from France such as Ecole Centrale de Nantes and Université Pantheon – Assas. With the implantation of these institutions, thousands of foreign students are expected to be trained in the mauritian education hub each year and the higher education sector is viewed to be emerging as a strong pillar with robust growth.
- 22.159 The Tertiary Education Commission, Mauritius Qualifications Authority and Rajiv Gandhi Science Centre operating under the *aegis* of the Ministry falls under the responsibility of the Tertiary Education and Scientific Research Division. The Tertiary Education Commission as one of the regulatory arms of the Ministry oversees the Tertiary Education Institutions (TEIs) and has, *inter alia*, the responsibility for allocating public funds, fostering and coordinating the development of post-secondary education and training and regulating the operations of the public and private TEIs whilst the Mauritius Qualifications Authority - another regulatory body, caters for the Technical and Vocational Education and Training Sector and is responsible for the registration, recognition and evaluation of qualifications other than those obtained in the primary, secondary and post-secondary sectors.
- 22.160 In Mauritius, the tertiary education sector comprises public as well as private institutions providing an array of courses, from Certificate to Doctorate Level. The four awarding public universities are the University of Mauritius (UoM), the University of Technology, Mauritius (UTM), the Open University of Mauritius (OUM) and the Université des Mascareignes (UdM). Other public Tertiary Education Institutions (TEIs) include the Mahatma Gandhi Institute Tertiary Section and the Rabindranath Tagore Institute, the Mauritius Institute of Education and the Fashion and Design Institute (FDI). Over the past few years some 50 private institutions have joined the tertiary education sector offering a range of programmes in various disciplines such as Management, Accountancy, Medicine, Dentistry and Information Technology. Most of these private institutions are local counterparts of overseas institutions and offer programmes ranging from sub-degree to postgraduate ones usually through a mixed-mode system, encompassing both distance learning and face-to face tutorials.
- 22.161 In the context of this review exercise the Bureau has been apprised that the current staffing structure of the Division is adequate to enable it to meet its mandate. However, the Management side has requested that the salary of the

Director, be aligned with those of Director in the Secondary Sector. **The Bureau has studied and addressed this issue.**

**MINISTRY OF EDUCATION AND HUMAN RESOURCES, TERTIARY EDUCATION  
AND SCIENTIFIC RESEARCH**

**SALARY SCHEDULE**

<b>Salary Code</b>	<b>Salary Scale and Grade</b>
02 000 106	<b>Rs 122000</b> Permanent Secretary
06 000 102	<b>Rs110000</b> Chief Technical Officer
06 000 100	<b>Rs 101000</b> Director
06 085 095	<b>Rs 62950 x 1850 – 68500 x 1950 – 74350 x 2825 – 80000 x 3000 – 86000</b> Assistant Director
06 077 091	<b>Rs 49950 x 1625 – 62950 x 1850 – 68500 x 1950 – 74350</b> Administrator
06 054 081	<b>Rs 25525 x 775 – 32500 x 925 – 37125 x 1225 – 40800 x 1525 – 49950 x 1625 – 56450</b> Project Officer
24 022 051	<b>Rs 12750 x 260 – 14050 x 275 – 15150 x 300 – 15750 x 325 – 17700 x 375 – 19575 x 475 – 21950 x 625 – 23200</b> Driver

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