

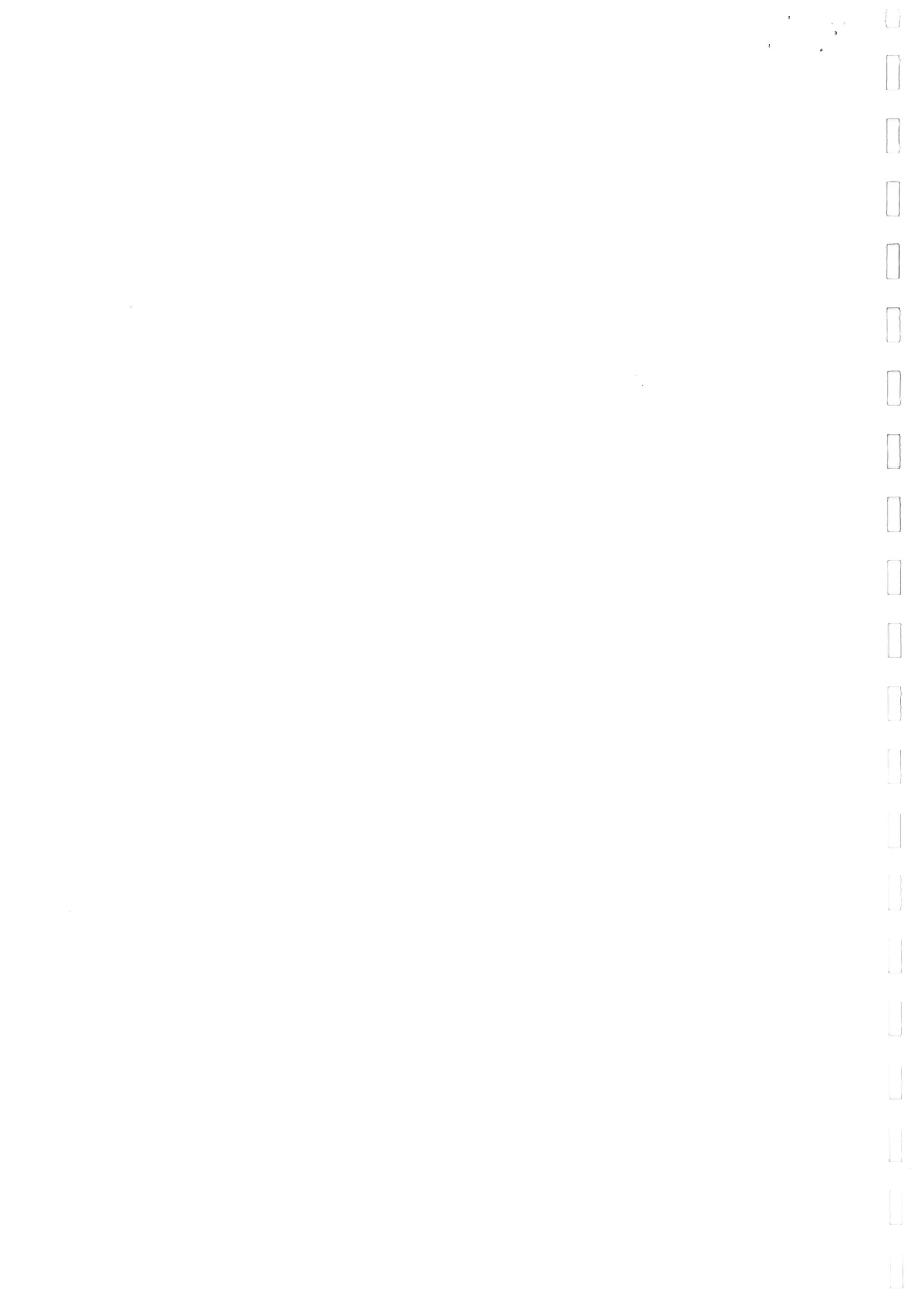


**MAURITIUS INSTITUTE OF EDUCATION**



# **ANNUAL REPORT** 2017-2018

*Empowering Professionals for Quality Education*



Mauritius Institute of Education

Annual Report  
July 2017- June 2018

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## **1 Vision & Mission**

### **Vision of the MIE**

To be a leader in professional development in the education sector and an innovative change maker for the 21st century.

### **Mission Statement**

The Mauritius Institute of Education is committed to advancing professional standards, dedicated to the making of an institution of excellence in teaching, curriculum development and research, while advancing creativity and engagement at all levels.

#### **Strategic Directions**

- Provide quality teacher education and develop a life-long culture for professional development in Education
- Strengthen strategic research and consultancy services
- Sustain a quality culture
- Play a leading role in curriculum development and implementation

## 2 Director's Statement

The Director is responsible for the promotion and maintenance of good order as well as of efficiency at the Institute. He reports to Council. He is the principal academic and administrative officer and it is the Director's responsibility to prepare the financial statement for each financial year, which gives a true and fair view of the state of affairs of the Institute.

The financial statement has been prepared in accordance with existing accounting practices, namely International Public Sector Accounting Standards (IPSAS).

A copy of the MIE's audited financial statement will be submitted to the Financial Reporting Council, in accordance with the Financial Reporting Act 2004.

- Appropriate accounting policies, supported by reasonable and prudent judgments and estimates, have been used consistently.
- Applicable accounting standards have been followed.
- The code of the Corporate Governance has been adhered to.
- The external auditors are responsible to report whenever financial statements are not fairly presented.

## **3 Roles & Functions of the MIE**

### ***3.1 Key Functions of the Institute***

The Mauritius Institute of Education is a parastatal organisation in the field of Higher Education, operating under the aegis of the Ministry of Education and Human Resources, Tertiary Education and Scientific Research.

The key functions of the Institute are as follows:

- Teacher Education,
- Curriculum Development, and
- Educational Research.

The MIE is at the centre of the education sector and is responsible for Teacher Education, Curriculum Planning and Development, and Educational Research. It is responsible for the development of the curriculum for the pre-primary, primary and secondary education sectors in the Republic of Mauritius. It also shoulders the responsibility for the development of all teaching and learning resources such as textbooks and interactive digital materials. It is centrally concerned with the professionalization of other key sectors such as Early Childhood and Special Education.

Teacher Education is the core activity of the MIE. It is the only national body for teacher education in Mauritius. The MIE is responsible for all pre-service and in-service teacher education and continuous professional development. Its Teacher Education programmes include Certificates, Diplomas, Degrees, Post-Graduate Certificates and Post-Graduate Diplomas, Master's and Doctoral programmes. The MIE offers a range of programmes in collaboration with local and international universities, from the UK and South Africa, which include Master's in Education, PhD and EdD programmes.

The MIE is also active in research, which mainly serves to inform educational policy decisions, provide the basis for contextually-appropriate pedagogy for teacher education and teaching, as well as to keep pace with international trends and the needs of 21st Century schools.

### ***3.2 Key Legislation***

The Mauritius Institute of Education is governed by the MIE Act, 1973, as subsequently amended by Act No. 2 of Act 2017, which allows the MIE to award degrees, diplomas and certificates, whether on its own or jointly, with any tertiary education institution.



### **3.3 Gender Statement**

The Institute is fully compliant with and is committed to advancing gender equality. The Academic staff at the MIE is now increasingly female. The gender ratio of male to female academic staff is 1.03 to 1. For Non-academic staff, the ratio of male to female staff stands at 1.3 to 1.

Though we offer equality of opportunity irrespective of gender status, we are committed to acknowledge the multiple roles of women and provide as much opportunity as possible for them to progress as professionals at the Institute.

### **3.4 Council Members**

The composition of the MIE Council is as follows:

- **Mr R P Ramlugun** – Chairperson, MIE Council, and Senior Chief Executive, Ministry of Education & Human Resources, Tertiary Education & Scientific Research

- **Dr O Nath Varma**

Director, MIE

- **Mrs N Boodhoo**, OSK (Till 28 .09. 17)

Chairperson, Public Service Commission

- **Mr S Gunessee**, OSK (As from 29 .09. 17)

Chairperson, Public Service Commission

- **Mr R Meettook**

Permanent Secretary, representative of the Ministry of Education & Human Resources, Tertiary Education & Scientific Research (MoE)

- **Mrs Z Guness-Goolbar**

Representative of the MoE

- **Dr A K Taher** (Till 20 .08. 17)

Representative of the MoE

- **Mr L Dwarkan** (As from 21 .08. 17)

Representative of the MoE

- **Mrs A Pawan** (Till 09 .10. 17)

Representative of the Prime Minister's Office

- **Mrs A Dabeesingh** (As from 10 .10. 17)

Representative of the Prime Minister's Office

- **Mrs S P S Sew Hee**

Representative of the Ministry of Finance & Economic Development

- **Mrs B Ramano**

Representative of the University of Mauritius

- **Dr A Carpooran, OSK**

Member appointed by the Prime Minister

- **Mr T Ramanah**

Member appointed by the Prime Minister

- **Mr P Jootun**

Member appointed by the Prime Minister

- **Mr P C Nuckchady**

Member appointed by the Prime Minister

- **Mr J P D Moutou**

Member appointed by the Prime Minister

- **Dr (Mrs) B Oogarah-Pratap**

Representative of Academic Staff

- **Mr K Seeburrun**

Representative of Non-Academic Staff

- **Ms A Thumiah** (As from 13.07.18)

Representative of the Students' Union

- **Mrs O Cudian**

Registrar, MIE (Secretary)

### ***3.5 Profile of Council Members***

- **Mr R P Ramlugun**

Mr Ramlugun is the Senior Chief Executive at the Ministry of Education and Human Resources, Tertiary Education and Scientific Research. He has been Educator, Assistant Permanent Secretary, Deputy Permanent Secretary and Permanent Secretary in various Ministries.

He holds a BA (Hons.) Administration, University of Mauritius, and a PGCE, Mauritius Institute of Education. He has served as Chairperson and member of various Boards and Committees. He was awarded the 'Chevalier des Palmes Académiques' by the French Authorities in 2006 in recognition of his contribution in establishing closer educational ties and partnership with Réunion Island, France.

He has been the Chairperson of the MIE Council since November 2015.

- **Dr O Nath Varma**

Dr Varma is the Director of the Mauritius Institute of Education. He holds a BA (Hons.) Sociology (University of Bombay), MA Sociology (University of Mumbai), PGCE in Social Studies with History (MIE), and a PhD in Education (UoM). Dr Nath Varma is also the UNESCO Chair in Higher Education.

- **Mrs N Boodhoo, OSK** (till mid-September 2017)

Mrs Boodhoo holds a Diploma in Public Administration and Management from the University of Mauritius.

Mrs Boodhoo was appointed Chairperson of the Public Service Commission and Disciplined Forces Service Commission in August 2014. She has also been a member of the Judicial and Legal Service Commission and a member of the MIE Council from August 2014 to mid-September 2017.

- **Mr S Gunessee, OSK** (As from 29. 09. 17)

Mr Gunessee was appointed Chairperson of the Public Service Commission and Disciplined Forces Service Commission on 23 August 2017. He holds a Diploma in International Relations/Diplomacy, Diploma in International Trade, Bachelor of Commerce, and a Master in Business Administration.

Mr Gunessee has been a Career Diplomat/Ambassador/ Permanent Representative with accreditation to a number of European Countries, EU institutions, UN Agencies to The Hague and Geneva, and African Regional organization. He was also a Member of the Board of Directors of the Mauritius Africa Fund, and Senior Advisor on ACP-EU Relations/Regional Integration. His areas of expertise include Foreign Policy, International relations, Diplomacy, Negotiations of Multilateral/Regional Bilateral Cooperation and Consultancy on International Development Cooperation.

- **Mr R Meettook**

Mr Meettook holds a Diploma in Public Administration and Management (University of Mauritius), a Diplôme du Centre d'Etudes Financière, Economique et Bancaires – (3<sup>ème</sup> Cycle) – Caisse Française de Développement (Paris) and Diplôme d'Etude Supérieure (Management) – Université de Paris (Sorbonne). He has also undergone Professional Training in Economic Diplomacy – London School of Economics and Promotion of FDI – Economic Development Board, Singapore. He is Permanent Secretary at the Ministry of Education and Human Resources, Tertiary Education & Scientific Research.

- **Mrs A Pawan** (Till 09. 10. 17)

Mrs Pawan has been Deputy Permanent Secretary at the Home Affairs Division, Prime Minister's Office since December 2012. She holds a Certificate in Management Studies, Diploma in Business English, Diploma in Administration and Management and a Master in Business Administration.

- **Mrs A Dabeesingh** (As from 10.10.17)

Mrs Dabeesingh, Deputy Permanent Secretary, is currently posted at the Cabinet Office, Prime Minister's Office. Since her appointment as Assistant Secretary in 2001, she has served the Ministry of Education and the Prime Minister's Office (Home Affairs Division).

She is a Fellow of the Association of Chartered Certified Accountants (FCCA) and holds a Diploma in Administration and Management, and a Master's in Public Policy and Administration. She serves on other Boards and Committees, namely the Mahatma Gandhi Institute, the Lottery Committee and the Lotto Fund.

- **Dr A K Taher** (Till 20. 08. 17)

Dr Taher is the Chief Technical Officer at the Ministry of Education & Human Resources, Tertiary Education & Scientific Research.

He holds a License-ès-Lettres Modernes, a Maitrise-ès-Lettres Modernes, a Master de Psycho-Pédagogie, and a Doctorat-ès-Lettres Modernes from Aix-en-Provence University, France.

- **Mr L Dwarkan** (As from 21. 08. 17)

Mr Dwarkan is the Director, Quality Assurance, Ministry of Education & HR, TE & SR. He holds a B Com with specialization in Human Resource Management, an MSc in Mathematics and Physics (specialisation Statistics), an MA in Educational Leadership and Management, and an International Diploma in Educational Planning and Administration.

- **Mrs Z K Guiness-Goolbar**

Mrs Guiness-Goolbar is the Deputy Permanent Secretary, Ministry of Education & HR, TE & SR. She holds a Diploma in Administration and Management with Distinction, University of Technology, Mauritius, BSc (Hons) Economics with 1<sup>st</sup> Class, University of Mauritius, and an MBA (Executive) with Distinction, University of Birmingham, UK.

- **Mrs S P S Sew Hee**

Mrs Sew Hee, Lead Analyst, is the representative of the Ministry of Finance and Economic Development. She holds a BSc Honours degree in Economics from the University of London, UK, and an MSc in International Trade and Economic Diplomacy from the University of Mauritius. She was a Board member of the Central Water Authority, Wastewater Management Authority, Export Processing Zones Labour Welfare Fund and the Fishermen Investment Trust.

- **Mrs B Ramano**

Mrs Ramano is the representative of the University of Mauritius. She joined the University of Mauritius as Administrative Assistant and occupied other positions, namely Assistant Registrar and Administrative Manager. She holds the post of Senior Administrative Manager.



Mrs Ramano is a graduate from the ICSA (Institute of Chartered Secretaries and Administrators, UK). In 2008, she completed her Master of Business Administration with Distinction from the University of Mauritius.

- **Dr A Carpooran, OSK**

Professor Carpooran is the Dean of the Faculty of Social Studies & Humanities, University of Mauritius. He is also the personal Chair in French and Creole Studies.

- **Mr P Jootun**

Mr Jootun is the Rector of Hamilton College. He holds a BA and PGCE. He was a member of the Mahatma Gandhi Institute Council from 1991-1993 and Chairman of the Irrigation Authority from 2001-2005.

- **Mr J P D Moutou**

Mr Moutou holds a Teacher's Diploma in Physical Education, Bachelor in Education - Physical Education and an MA in Communication and Public Relations. He is Deputy Rector at Bhujoharry College, La Tour Koenig.

He was also the secretary of the Lions Club of Port Louis from 2013 to 2014. He was the Vice President for the period 2016 to 2017. He is a member of the Managing Committee of MSSSA 2015 - 2016 (Mauritius Secondary School Sports Association) and was the President of the Mauritius Basketball Federation 2008 – 2011.

- **Mr P C Nuckchady**

Mr Nuckchady was a System Administrator in an offshore company. He is presently working as an Educator in a secondary school and has ten years of teaching experience. He is a graduate from the University of Technology, Mauritius.

- **Mr T Ramanah**

Mr Ramanah is Educator at the Ministry of Education and Human Resources, Tertiary Education and Scientific Research and is also Head of Department (Business Studies). He holds a BA (Hons) E-Business (Huddersfield University), BA (Hons) Business and Management Studies (Leeds University) and MBA (Specialisation in HR).

- **Dr (Mrs) Brinda Oogarah-Pratap** (Academic Staff Representative as from 16 June 2017)

Dr (Mrs) Brinda Oogarah-Pratap is the Ag Head of the School of Applied Sciences since 01 March 2018. She holds a Bachelor in Nutrition and Food Science (from Curtin University, Australia), a Master in Public Health Nutrition (from the University of Massachusetts, USA), a Postgraduate Certificate in Online Education, and Doctor of Education (from University of Southern Queensland, Australia).

- **Mr K Seeburrun**

Mr Seeburrun, Head Librarian, holds a BA in Sociology (1<sup>st</sup> Class Hons.) and a Bachelor of Library and Information Science (BLIS) - (1<sup>st</sup> Class Hons.), Maharaja Syajirao University of Baroda, India. He is a Life Member of the Indian Library Association and is a Member of the Mauritius Council of Registered Librarians. He is the President of the Mauritius Institute of Education Staff Union (MIESU) and representative of Non-Academic Staff on Council.

- **Mrs A Thumiah** (As from 13 July 2018)

Mrs Thumiah holds a BSc in Computer Applications from the University of Mauritius and a PGCE-Computer from the MIE. She is the representative of students on MIE Council and is presently following the Teacher's Diploma Primary (Holistic Education) Programme.

- **Mrs O Cudian** (Secretary)

Mrs Cudian is the Registrar of the Mauritius Institute of Education. She holds a Diploma in Public Administration and Management, a BSc (Hons) Management with specialization in Public Administration and an M.Sc. in Public Sector Management.

***Also See Annex 1: Attendance Council Meeting: 01 July 2017 – 30 June 2018***

### ***3.6 Sub-committees of Council***

To enable Council to pay closer attention to important issues facing the Institute, four sub-committees have been established.

The members of these sub-committees have been appointed on the basis of experience, skills and competencies. As required by the Code of Good Corporate Governance, the Chairperson of Council is not a member of the said committees.

#### **3.6.1 Appointment Committee**

The main function of the Appointment Committee is to provide an efficient mechanism in the field of selection and appointment of officers at the Institute.

In line with the MIE Act, the appointment of academic, administrative, technical and library staff is made by Council upon the recommendation of a committee consisting of a Chairperson appointed by the Minister; the Director; the Permanent Secretary of the Ministry of Education & Human Resources, Tertiary Education & Scientific Research; and two other members of Council appointed by the Minister.

### **3.6.2 Senior Appointment Committee**

The members of the Senior Appointment Committee are:

- Mrs S R Sonah-Ori (Chairperson)
- Dr O Nath Varma Director, MIE
- Mr L Dwarkan, Representative, Ministry of Education & HR, TE & SR
- Mr P Jootun, Council Member
- Mr T Ramanah, Council Member
- Mrs O Cudian, Registrar, MIE (Secretary)

In line with the provision of Clause 16 (i) of the MIE Act 1973, Council at its 343rd meeting held on 9 November, 2017 approved that: “an additional member with appropriate expertise in the particular field be nominated by the Director to sit on that committee”. It also approved that three members may constitute the quorum.

**(See Annex 2.1- Attendance)**

### **3.6.3 Junior Appointment Committee**

The members of the Junior Appointment Committee are:

- Mrs Z Guness-Goolbar, Deputy Permanent Secretary, Ministry of Education & HR, TE & SR (Chairperson)
- Mr P Jootun, Council Member
- Mrs O Cudian, Registrar
- Mr O Saraye, Assistant Registrar (Secretary)

### **3.6.4 Other Committees**

#### **3.6.4.1 Audit Committee**

The Internal Auditor reports to the Chairperson of the Audit Committee. The Committee was set up in March 2013 by the MIE Council to assist the Board in fulfilling its responsibility in monitoring the quality and integrity of the accounting, auditing, and reporting practices of the Institute, including the audit of the Institute’s financial statements. The Committee also addresses issues relating to Good Corporate Governance, Risk Management and Internal Control. It met on two occasions during the year.

The members of the Audit Committee are:

- Mr M Varaden, Deputy Permanent Secretary, Ministry of Education & HR, TE & SR (Chairperson) (DPAM, BA- Health Sciences & Social Services, MBA- Health Care Services)
- Mrs S P Sew Hee, Council Member
- Mr J P Moutou, Council Member
- Mrs O Cudian, Registrar, MIE (Secretary)
- Mr H K Golap, Internal Auditor (In attendance)

**(See Annex 2.2: Attendance)**

#### **3.6.4.2 Finance Committee**

The members of the Finance Committee, as approved by Council, are:

- Mrs S P S Sew Hee, Representative, Ministry of Finance & Economic Development, (Chairperson)
- Mr R Rumzan, Manager, Financial Operations, Ministry of Education & HR, SR & TE
- Dr O Nath Varma, Director, MIE
- Mr N Fulena, Financial Controller, MIE
- Mrs O Cudian, Registrar, MIE (Secretary)

**(See Annex 2.3- Attendance)**

#### **3.6.4.3 Procurement Committee**

The members of the Procurement Committee, as approved by Council, are:

- Dr O Nath Varma, Director (Chairperson)
- Mr N Fulena, Financial Controller
- Mr A Becceea, Ag. Principal Procurement and Supply Officer
- Mrs O Cudian, Registrar (Secretary)

The Committee functions as per the requirements of the Public Procurement Act. In line with Corporate Good Governance, the committee met on seventy-eight occasions in 2017 and seventy-six occasions in 2018.

### **3.7 Academic Board**

The Academic Board is the academic authority of the Institute, responsible for the identification of policy gaps and the development as well as implementation of academic policies to ensure that the Institute is fulfilling its mandate, especially with regards to the quality of the teacher education programmes offered, and educational research. It is also responsible for the award of diplomas, certificates and degrees.

#### **3.7.1 Membership of the Academic Board**

The following members constitute the Academic Board:

Director (Chairperson)

Representative, Ministry of Education & HR, TE & SR

Head, Curriculum Development and Supervision

Head, Centre for Open & Distance Learning

Head, School of Science & Mathematics

Head, School of Arts & Humanities

Head, School of Education

Head, School of Applied Sciences

Director, Private Secondary Education Authority (PSEA)

Representative, University of Mauritius



Representative, Open University of Mauritius  
Representative, Mauritius Examinations Syndicate  
Representative, Mahatma Gandhi Institute  
Head, Librarian, MIE  
Representative, School of Science & Mathematics  
Representative, School of Education  
Representative, School of Arts & Humanities  
Representative, School of Applied Sciences  
Representative, Government Teacher's Union (Primary)  
Representative, Government Secondary School Teacher's Union  
Representative, MIE Students' Union  
Registrar (Secretary)

#### **In Attendance**

Quality Assurance Coordinator  
Head, Examinations Section  
Head, Teacher Education Section

*Also see: Annex 2.4: Attendance Academic Board: July 2017 to June 2018*

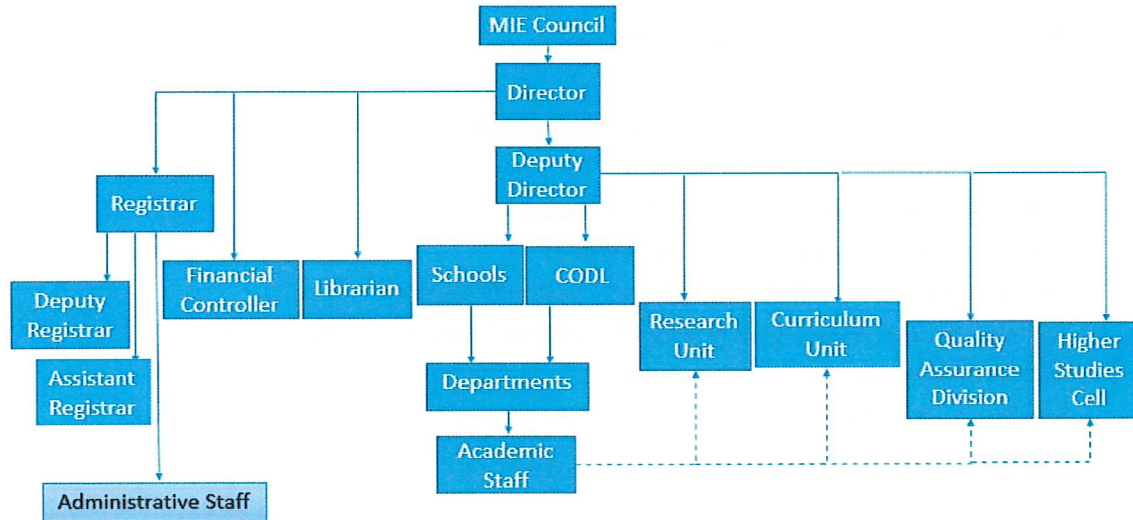
### **3.8 Beneficiaries and Stakeholders**

- Educators, managerial cadres and allied service staff of Pre-Primary, Primary & Secondary sectors in the field of education
- Mahatma Gandhi Institute
- Mauritius Examinations Syndicate,
- Ministries, NGOs, Professionals in Education
- Local & International partners in the field of education

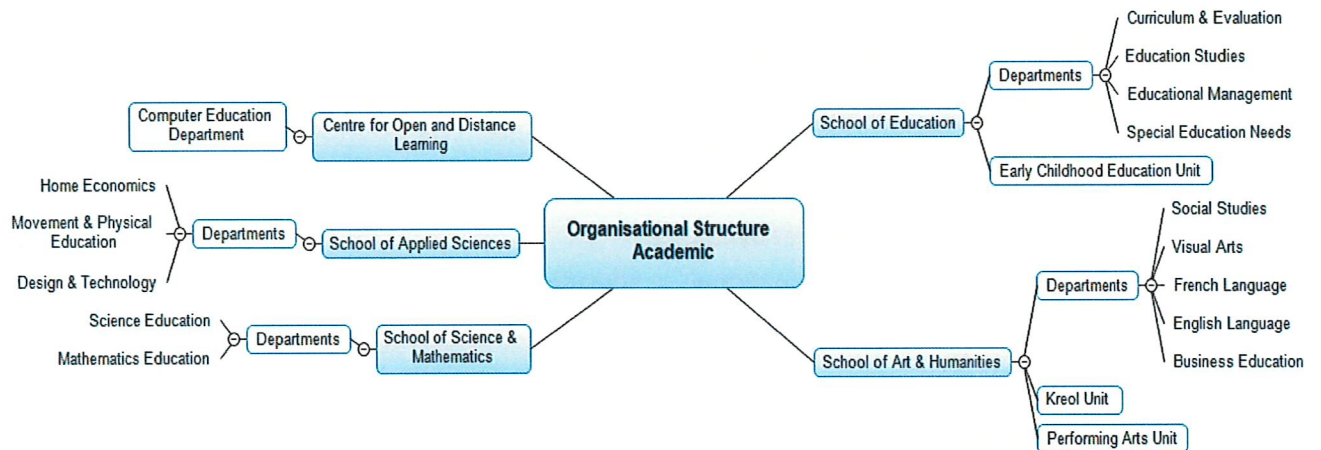
### **3.9 Human Resources**

This section provides an overview of the organisational structure of the MIE. These are the structures that are responsible for the operationalisation and implementation of the academic functions of the Institute as well as the administrative functions which support the achievement of the objectives of the Institute.

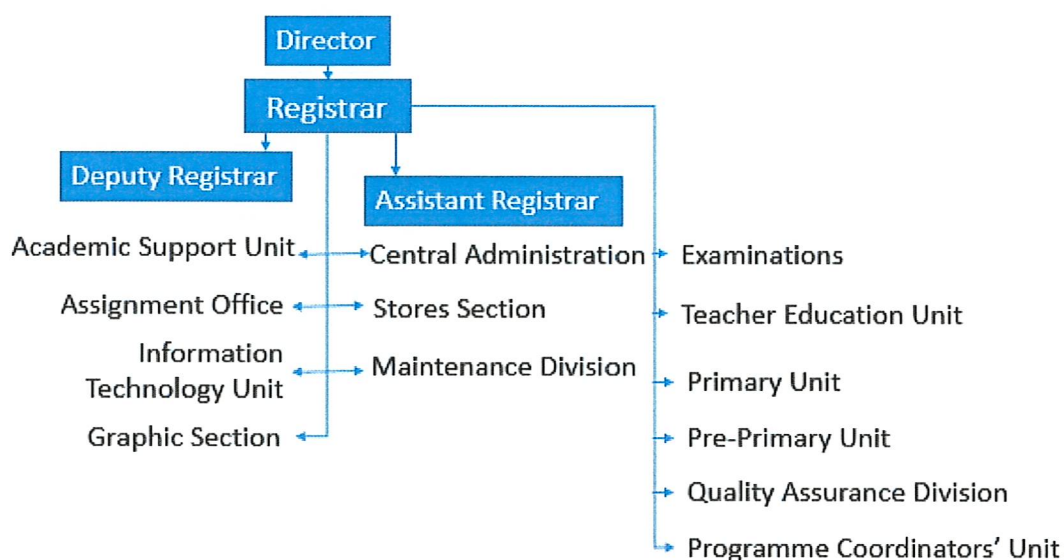
### 3.9.1 Managerial Structure



### 3.9.2 Academic Structure



### 3.9.3 Administrative Structure



### 3.9.4 Employment Structure

Number of Employees in-service at the MIE for the period 01 July 2017–30 June 2018

Category	Establishment	Contract	Part-Time basis
Academic	105	1	108
Administrative Staff	19		
Support Personnel	194	24	
Youth Employment Programme		3	
Total	318	28	108

***Also see: Annex 3: List of staff recruited grade wise from July 2017 to June 2018***

### 3.9.5 Key Staff Capacity Building

Capacity building is a key aspect at the MIE. A special budget item is dedicated to Staff Development. In the Budget for 2017-18, provision was made to the tune of Rs2.5m. Accordingly, 15 academic staff and 9 non-academic staff were sponsored in a bid to provide for capacity building, both overseas and locally.

As an academic institution, the MIE also conducts regular in-house capacity building, and an Induction programme for all its newly appointed academic staff, based on a programme approved by the Academic Board.

### **3.9.6 Health, Safety & Welfare of Staff and Work-Life Balance Initiatives**

The Mauritius Institute of Education is fully committed to bringing about a health and safety culture at work. The Institute maintains a conducive working environment and spares no effort to uplift its physical environment for the welfare of its staff. The MIE has the services of a full-time Health and Safety Officer and a full-time Maintenance Officer.

### **3.9.7 Senior Management Profile**

#### **1. Dr O Nath Varma**

Dr Varma is the Director of the Mauritius Institute of Education. He holds a BA (Hons.) Sociology (University of Bombay), MA Sociology (University of Mumbai), PGCE in Social Studies with History (MIE), and PhD in Education, (UoM). Dr Varma is also the UNESCO Chair in Higher Education.

#### **2. Mrs O Cudian**

Mrs Cudian is the Registrar of the Mauritius Institute of Education. She holds a Diploma in Public Administration and Management (UoM), BSc (Hons.) Management with Specialisation in Public Administration (UoM), and an MSc in Public Sector Management (UTM).

#### **3. Dr (Mrs) N Rughoonundun-Chellapermal**

Dr (Mrs) Rughoonundun-Chellapermal joined the MIE in 1991 and has been appointed Head of the School of Arts and Humanities as from 22 April 2016. She is also the Head of the Yount Kreol Morisien since its setting up in 2011. She holds a Licence en Lettres Modernes, a Maîtrise en Sciences du Langage (Université de La Sorbonne Nouvelle, Paris), a DEA en linguistique générale et appliquée (Université René Descartes, Paris V), and a Doctorat, NR., en Sciences de l'éducation (Université de Toulouse-Le Mirail), all with Distinction. She has been awarded the 'Chevalier de l'ordre des Palmes Académiques' by the French Republic.

#### **4. Mr C Tengar**

Mr Tengar, Associate Professor, joined the Mauritius Institute of Education on a full-time basis in 1995, after a long career of 20 years teaching at secondary level. He holds a BA (1st Class Hons) from Poona University, a PGCE with Distinction (MIE) and an MA in Education (University of Brighton). He has been a lecturer in the Education Studies Department before shifting to the Department of Curriculum Studies & Evaluation, and is presently Head of the School of Education.

#### **5. Professor (Dr) Vassen Naëck**



Professor Naëck holds a PhD (University of Réunion Island) in cognitive education. He has a well-established expertise in psycho-pedagogy. He shouldered the responsibilities of Head of the School of Education and Head of Teacher Education for the Primary and Early Childhood Education till January 2015. He currently heads the Curriculum Unit and is responsible for curriculum development, textbook writing and matters pertaining to assessment. He is the chair of the Teacher Education Committee, the main sub-committee of the Academic Board, responsible for programme development for the MIE.

**6. Professor (Dr) Yashwant Ramma**

Professor Ramma is the Head of the Research Unit at the Mauritius Institute of Education. He is holder of a PhD in Physics, MSc (Physics), MA in Education as well as a Post Graduate Certificate in Professional Studies in Mentoring.

**7. Dr Anwar Bhai Rumjaun**

Dr Rumjaun is the Head of the School of Science and Mathematics. He holds a Licence (Biologie des Organismes), Maîtrise (Biologie des Organismes), DEA (Phytopathologie) and Doctorat (Virologie Végétale) Paris, France.

**8. Mrs S Poonet (as at 28.02.18)**

Mrs Poonet was the Head of the School of Applied Sciences and Head of the Early Childhood Education Unit. She retired from the services of the Institute on 28 February 2018. She holds a BSc in Home Economics (Punjab University, India), Special Certificate in Home Economics Education (Rusden College, Melbourne) and Master of Education (MEd), Deakin University, Australia.

**9. Dr (Mrs) Brinda Oogarah-Pratap (01 March 2018)**

Dr (Mrs) Brinda Oogarah-Pratap is the Ag Head of the School of Applied Sciences and Head of the Early Childhood Education Unit since 01 March 2018. She holds a Bachelor in Nutrition and Food Science (from Curtin University, Australia), a Master in Public Health Nutrition (from the University of Massachusetts, USA), a Postgraduate Certificate in Online Education, and Doctor of Education (University of Southern Queensland, Australia).

**11. Mr K Goodoory**

Mr Goodoory is the Head of the Centre for Open and Distance Learning. He holds a B.Tech. in Computer Science and Engineering from the Indian Institute of Technology (IIT), Bombay, and an MA in Education from the University of Brighton.

**12. Mr N Fulena**

Mr Fulena is the Financial Controller of the Institute. He is a Fellow Member of the Association of Chartered Certified Accountants (FCCA).

**13. Mr K Seeburrun**

Mr Seeburrun is the Head Librarian at the Institute and is the representative of Non-Academic Staff on Council since October 2012. He holds a BA in Sociology (1st Class Hons.) and a Bachelor of Library and Information Science (BLIS) - (1st Class Hons.), Maharaja Sayajirao University of Baroda, India. He is Life Member of the Indian Library Association and he is a Member of the Mauritius Council of Registered Librarians.

## **4 MIE Achievements 2017–2018**

### **4.1.1 Status of the MIE**

2017 was a landmark year for the MIE. In April 2017, the MIE Act was amended to make the institution a full-fledged Degree Awarding body. The Act was proclaimed on 12 April 2018.

### **4.1.2 Development of New Infrastructure**

Space had been an acute problem at the MIE for a number of years. A new building comprising 16 classrooms was completed in November 2017. It is operational as from 2018. The classrooms offer state-of-the-art technology for teaching, as they are equipped with Flat Writable Screen technology with in-built computer and audio systems as well as WIFI technology.

### **4.1.3 New Teacher Education Programmes**

The MIE developed a number of new programmes in line with emerging needs for teacher education in Mauritius and elsewhere. In 2017-18, a new B.Ed. programme for the primary sector was developed. A B.Ed. programme for the secondary sector was initiated.

### **4.1.4 Programmes to Support the Reforms in Education**

The MIE also offered programmes especially designed to support Government initiatives in the context of the Nine Year Continuous Basic Education. These include the Diploma in Holistic Education programme and the Support Teacher Education certificate programme. The Holistic Education teachers are trained for the teaching of non-core subjects such as Performing Arts, and Health and Physical Education. They will have a status at par with the General Purpose Educators in primary schools. The Support teachers are trained to offer assistance to the class teacher to handle the problem of low-achieving learners in the early years.

### **4.1.5 Higher Level Programmes offered by the MIE**

During 2017-18, the MIE consolidated its position with some landmark achievements which today distinguishes it as a forerunner in teaching and learning in the Higher Education Sector. It has set itself the task of fundamentally reviewing its approach to teaching and learning. The Academic Board has already approved the Master's Level Standards for the MIE. The development of Undergraduate Level Standards was initiated and approved by the Academic Board. These Level Standards are meant to offer guidance for programme developers, designers and those responsible for the implementation of the programmes. It is also meant to determine

appropriate learning outcomes and enact curricular and pedagogical choices aligned to international benchmarks. The standards are aligned to the Scottish and European standards as well as the requirements of the National Qualifications Framework from the Mauritius Qualifications Authority.

#### **4.1.6 Postgraduate Programmes**

##### **4.1.6.1 Higher Studies Cell**

The MIE consolidated its range of postgraduate programmes and processes through the setting up of a Higher Studies Cell (HSC). The HSC is responsible for the development and implementation of MIE's postgraduate degree programmes. It works in close collaboration with our international partners, namely the University of Brighton, UK and the University of KwaZulu Natal, South Africa.

##### **4.1.6.2 Master's and Doctoral Programmes**

The MIE offered a Post Graduate Diploma in Education. This Diploma is accredited by the University of Brighton (UoB), UK, as constituting the first part of the Master's in Education Programme. The Master's degree is offered in collaboration with UoB. The last cohort enrolled is the 19<sup>th</sup> cohort of Master's student. In 2017-18 there were 55 students in all enrolled for the Master's programme in Education.

The doctoral programmes offered by the MIE include the Ed.D. programme offered in partnership with UoB and the Ph.D. in Education offered in collaboration with the University of Kwa-Zulu Natal (UKZN). The former recruited its 5<sup>th</sup> Cohort in December 2017, while the latter made a third recruitment of 32 students in October 2017.

Two MIE staff were awarded their PhD in Education in April and July 2017. The titles of their respective theses are as follows:

- 'A study of the design principles used to digitize the primary school curriculum at the Mauritius Institute of Education: An Auto ethnography'
- 'The development of the linguistic repertoire of primary school learners within the Mauritian multilingual educational system'

#### **4.1.7 Major Technological Advances**

The MIE believes in preparing itself for the 21<sup>st</sup> century and implementing advances in the use of technology in teaching. The following advances in technology were prominent in 2017-18.

#### **4.1.7.1 MIE Cloud and SharePoint**

The MIE subscribes to a Cloud system with Microsoft Azure. This has allowed the implementation of Office 365 and SharePoint. A consultant was employed to carry out the deployment of SharePoint so as to provide a learning and administrative management solution for the MIE.

#### **4.1.7.2 Clickers**

The MIE provides for the use of Clickers in classrooms. It is a digital device which enables instant assessment and analysis of results. In 2017-18 the MIE purchased additional Clickers to facilitate technology driven assessment and teaching in classrooms. At present, the MIE is the only institution to offer such possibilities in Mauritius.

#### **4.1.7.3 Online Library**

Provision for access to digital reading materials was enhanced. The MIE offers subscription to an online library, namely Questia, to all its academic staff. This online library has more than 94,000 online books from reputable commercial and academic presses, and more than 14 million quality, citable journal, newspapers and magazine articles. This has enabled the MIE to extend its library services both for its academic staff and students.

#### **4.1.7.4 SWIVL**

The latest addition to technological innovation includes the use of SWIVL (*pronounced 'Swivel'*), a digital device to record classes, especially for the purpose of peer-micro teaching, where it enables the tutors to record and review classes so as to develop trainees' teaching and communications skills in classroom situation. This device can follow the teacher in the classroom and allows for recording of teaching from any angle in a non-intrusive manner as it does not require the services of an operator in the classroom.

#### **4.1.7.5 Coding Competition for Grade 9**

Coding is viewed as an essential skill for young learners for the 21<sup>st</sup> century. The MIE's Centre for Open and Distance Learning (CODL) initiated a Coding competition known as the Code Craft Competition which has been running for the third year in 2017. In 2017, 84 state and private schools have participated, with 125 teams of 4 students. In 2018, 90 schools with 135 teams of 4 students participated in the competition. Students developed educational games using the Scratch software for coding. The theme for 2018 was History of the Republic, to celebrate the 50<sup>th</sup> year of Independence. The Code Craft project is sponsored by the Rotary Club of Port Louis.

#### **4.1.7.6 Coding for Africa**

Staff of the CODL participated in the Africa Code Week 2017 from 14 to 18 August 2017. They were in 50 primary schools in order to teach the pupils the basics of coding through the Scratch software.

#### **4.1.7.7 Incubator**

The MIE, with the financial assistance of the Agence Universitaire de la Francophonie (AUF), engaged in the operation of an Incubator for the development of interactive materials for educational use. This project involved young trainees of the MIE and its objective was to develop entrepreneurial skills in the students for the development of educational interactive materials.

#### **4.1.7.8 Educathon**

The CODL, with the collaboration of the Agence Universitaire de la Francophonie (AUF), organised the Educathon 2017 on 21 and 22 September 2017, where 20 participants showcased their skills, aptitudes and competencies in a collaborative fashion to solve digital problems and design their IT projects.

#### **4.1.7.9 Infotech**

The MIE participated in the 24<sup>th</sup> edition of the InfoTech event on 30 November and 1, 2 and 3 December 2017 at the SVICC, where new technologies such as Clickers, tablet PC apps, Moodle platform and green screen (studio) were showcased.

### **4.1.8 Major Advancements in Quality in Teacher Education**

The MIE has made considerable advances in the provision of teacher education and programme development. This includes:

- Alignment of its Teacher Education provisions on national and international benchmarks through the development of Standards
- Development of guidelines and templates that will inform and facilitate consistent programme development
- Development of well-structured procedures and processes to ensure adequate programme development
- Maintaining high levels of relevance and currency in our programmes by expanding our undergraduate and postgraduate portfolio to respond to the CPD needs of Education professionals

#### **4.1.9 Programme Evaluation and Development**

In a bid to make programme evaluation a regular exercise and review all existing teacher education programmes, the Programme Evaluation team has completed the evaluation of its

Teacher's Diploma Secondary (Full-time & Part-time) and B.Ed. Secondary (Full-time & Part-time) programmes. This has allowed the MIE to initiate the development of new degree programmes to be offered as from 2019.

#### **4.1.10 International Collaborative Projects**

International collaborative endeavours are means through which the MIE is able to collaborate with partner universities and upscale its teacher education curricula. This has been the case for Special Education Needs (SEN). A major collaborative project was developed in association with the Centre international d'études pédagogiques (CIEP) and the Université de la Réunion to fast-track the training of Educators in the Special Education Needs (SEN) sector. The programme will extend over 3 years. The initial stage of this collaboration consists of a training of trainers' programme which includes academic staff of the MIE, psychologists from the Ministry, as well as cadres from the pre-primary, primary and secondary sectors.

#### **4.1.11 Quality Assurance**

The MIE values quality, and in a bid to continuously improve its services, especially with respect to its teacher education provisions, the Institute has made significant efforts to enhance the quality assurance mechanisms and procedures at the MIE. While teaching and learning has been the major focus, actions have been taken to review the quality procedures and develop adequate mechanisms to ensure quality in administration, curriculum development and educational research.

The Quality Assurance Division of the Institute was given additional means to engage in its data collection, analysis and dissemination of good practices. The QA Division has initiated a new approach to collect information and analyse data using Clickers. This has significantly improved data collection procedures and response rate. This technology has also allowed the MIE to close the loop and provide response to students following their feedback. This is expected to enhance students' confidence and response to the QA procedures at the MIE.

As part of its quality assurance engagements in higher education, the MIE devoted considerable time and effort to embrace with an internal process of evaluation, to meet the requirements of the regulatory body, namely the Teacher Education Commission. Indeed, the MIE was fully involved in the collection of data, documentary work, and the writing of its Self-Evaluation Report to be submitted to the Tertiary Education Commission (TEC) in the context of the Institute's Third External Quality Audit due in early October 2018. The report was submitted to TEC in early June 2018.



#### **4.1.12 Research in Education**

The MIE has consolidated its research agenda through the Research Unit and the Higher Studies Cell as well as its collaboration with local and external universities, and academic staff from a number of countries and partner institutions.

##### **4.1.12.1 Capacity Building**

The Institute has invested in capacity building on various fronts. Increased focus was laid by the Research Unit on the development of MIE staff research-based knowledge and experience. One major initiative relates to the organisation of a workshop on research publication, facilitated by Professor Nafsika Alexiadou from Umea University, Sweden. This allowed MIE staff to enhance their skills in writing publishable research papers. These workshops are also meant to enhance staff's methodological grounding.

Other capacity building provisions were related to the development of staff's ability to conduct qualitative data analysis using the NVIVO software. Training on the use of the quantitative data analytical tool, SPSS, was also conducted.

##### **4.1.12.2 Yearly Master's and PhD Research Seminar**

The MIE organised its yearly Master's and Doctoral research seminar in April 2018. Researchers from other institutions were invited to attend and participate. It was an opportunity for researchers to share their experience, reflect and debate on methodological as well as conceptual and theoretical issues related to research. It was also designed as a sharing and learning opportunity for our novice researchers.

##### **4.1.12.3 Research Seminars and Teaching Weeks for Doctoral programmes**

The MIE organised capacity building research seminars for its staff alongside UKZN academic staff on three occasions during the year. They revolved around debates over research activities of people who have a track record of research and publications, as well as sharing and reflection on research with academics both from UKZN and the MIE.

##### **4.1.12.4 Development of Collaborative Research**

Collaborative research endeavours undertaken includes inter-institutional collaboration with colleagues from the University of Mauritius and the Mauritius Academy of Science and Technology on the concept of 'Transitions' from secondary schools to tertiary institutions, and a research on indiscipline in schools with the involvement of an academic staff from the University of Technology.

##### **4.1.12.5 Other Research Initiatives**

Ongoing research includes 'Design and experimentation of digital classroom for 21st century in secondary schools', funded by the Mauritius Research Council.

#### **4.1.12.6 Research with International Collaboration**

A major research project, 'Investigating the relationship between poverty, stress, brain development, and brain function in primary school children in Mauritius' was approved for financing by the Tertiary Education Commission to the tune of Rs4.7m. This research is conducted in collaboration with Professor Jogin Thakore from Trinity College, Ireland and Dr Ridwana Timol, Neuro Psychologist at the Wellkin Hospital and the University of Cape Town, South Africa. The project is expected to be conducted over a period of 3 years.

#### **4.1.12.7 Provision of Academic Platforms for the Dissemination of Research Output**

The Research Unit organised a research seminar entitled 'Strengthening the Research Culture' to offer academic staff who are involved in MIE research-funded projects the opportunity to share their research with colleagues.

#### **4.1.12.8 Participation in the TEC National Research Week**

The MIE participated in the 'National Research Week in Higher Education' hosted by the Tertiary Education Commission in May 2018. It enabled MIE staff to showcase their research work to a wider audience and to extend networks in view of future inter-institutional collaborations. The MIE largely dominated presentations in the field of Education, with as many as 24 researchers/research teams sharing their work. An academic staff from the MIE won the prize for best presentation for the Education strand.

#### **4.1.13 Curriculum Development**

Curriculum development remains the most important and ground-breaking experience at the MIE. During the year 2017-18, the MIE has engaged in several strategic tasks which have helped the progression of the Nine Year Continuous Basic Education (NYCBE) project. For the first time, the MIE produced textbooks for Grade 7. The Institute developed a set of textbooks recommended for Grade 7 in all the 14 subject areas taught at that grade. The MIE had the gigantic task to meet the challenge of producing entirely new textbooks within a short time span. Alongside, the MIE also produced another set of 12 textbooks for students of the Extended Programme. These textbooks were meant for those identified with learning difficulties and who, therefore, needed extra support to engage with their schooling.

##### **4.1.13.1 Development of Syllabus for Grades 7, 8 & 9**

The textbooks also necessitated the development of the Syllabus for Grades 7, 8 and 9. These were completed in 2017, and published on the MIE website ([mie.ac.mu](http://mie.ac.mu)) in August 2017.

##### **4.1.13.2 Secondary School Readiness**

The MIE developed a new set of materials to gauge the readiness of students for secondary schooling, namely the Secondary School Readiness (SSR) tool. It is a unique and original tool, testing Mauritian students, based on our National Curriculum Framework. It helped to establish

the learning profile of students and to develop an individualised learning programme for those with learning difficulty after 6 years of primary schooling.

#### **4.1.13.3 Training**

Alongside the development of materials, the MIE was engaged in the training for all secondary school Educators designated to work in Grade 7 for 2018. This constituted a mass of about 3500 Educators throughout the island. Training was delivered in the 4 educational zones. Training for both the normal stream and Extended Programme was conducted.

#### **4.1.13.4 Community of Practice**

An innovative approach to teaching for the Extended Programme had to be devised. After careful understanding and consultation with Educators, the MIE carried out capacity building for all Educators designated to work in the Extended Programme, as well as for all facilitators identified to provide support in the Extended Grade 7 class. It involved intensive work, for all Educators in the sector in Mauritius and Rodrigues.

#### **4.1.13.5 Video Production for Drama Education**

The MIE developed 15 videos for the teaching of drama in schools with the support of an expert in the field and trainees at the MIE. These videos have been uploaded on the MIE YouTube Channel (*see MIE Hub on Youtube.com*). The post-production work was carried out entirely by a team of the MIE from the Centre for Open and Distance Learning at the MIE Recording Studio.

#### **4.1.13.6 Publication of Grade 7 Textbooks**

The MIE also took the responsibility for the publication of all Grade 7 textbooks to be available in secondary schools for the academic year 2018. These were the recommended textbooks for year 2018 for the grade.

#### **4.1.14 ICT Projects**

The MIE continued to support and provide all technical assistance for the ICT projects of the Ministry. As such, the MIE completed the transformation of textbooks for Grades 1 and 2 for the Early Digital Learning Project (EDLP) of the Ministry. The MIE was also very closely associated with the training of all Educators of Grades 1 and 2 for the utilisation of tablets in the classroom. The MIE continues to assist through school-based training.

##### **4.1.14.1 Early Digital Learning Project**

CODL staff members prepared and organised sensitization/awareness sessions pertaining to Early Digital Learning Programme (EDLP) during two weeks, from 27.11.17 to 08.12.17, whereby Inspectors, Headmasters, 'General Purpose' Educators, 'Kreol Morisien' Educators, HEP Educators and ICT Support Officers were trained in using the tablet PC and educational applications on same.

#### **4.1.14.2 Massively Empowered Classrooms**

The Massively Empowered Classroom project which is a depository of digital materials developed by the MIE, was further consolidated. Educators were provided access to the digital materials on the MEC platform. This platform also allowed the Educators themselves to develop and post their learning resources. It can be consulted at <https://mecformie.azurewebsites.net>

The MIE has also empowered Educators, through continuous training, to use the Sankore Open Source platform, which is a powerful platform for the development of the Open Source Software. The platform allows for customisation and adaptation of materials to our context and needs.

#### **4.1.14.3 Internship at the CODL**

Five HSC PRO students were posted in the Computer Lab of the MIE from 18 July 2017 to 28 July 2017.

Eight interns from the University of Mauritius, enrolled on the BA (Hons) Digital Arts programme, were placed on an internship programme from 12 June 2017 to 04 August 2017 at the MIE, in connection with the planning and development of digital resources for CODL projects.

#### **4.1.15 Graphic Unit of the MIE**

The Graphic Unit of the MIE has a major contribution in the shaping of the curriculum, production of quality presentation and design of all the textbooks. It handled all the pre-press work for the review of the textbooks for Grades 1 to 6, and the development of 14 new Grade 7 textbooks for 2018. It also provided all the digital version of the primary grades 1 to 6 textbooks which is uploaded on the MIE website. Similarly, the layout of all curriculum and syllabus materials for all the Grades was undertaken by the Graphic Unit of the MIE. All pre-press work for 11 textbooks for the Extended Programme was also undertaken by the Graphic Unit.

Besides the curriculum work, the Graphic Unit also provided its services for all the graphic work of the MIE programmes, events and administrative work pertaining to teacher education and research.

#### **4.1.16 Staff Development at the MIE**

The MIE provided opportunities for Staff development through the training of both academic and administrative staff. Fifteen academic staff members and nine non-academic staff of the MIE benefitted from Staff development opportunities. A total of Rs2.5m was assigned to this item in the budget for the year. Additionally, 6 staff members benefitted from attachments

through the sponsorship of the Indian government scholarship programme and one through the Singapore government programme.

#### **4.1.17 Other Activities and Contributions**

Besides shouldering all the responsibilities for Curriculum development, the MIE continued to provide its expertise in several projects undertaken by the Ministry. This included support to the Quality Assurance Division, training in specific subject areas, innovative pedagogy, implementation of the Entrepreneurship Education, Early Digital Learning Programme, and the Road Safety project.

A language development project in primary schools was also initiated with a team from New Brunswick, Canada. It aimed at enhancing the teaching of languages and early communications skills. The project was undertaken in association with the English Language Department.

#### **4.1.18 Regional collaboration**

The MIE has provided strong support to Seychelles in the provision of training for its Special Education Needs sector. A series of training for its SEN teachers have been completed and this will serve to recognise those teachers in the sector by the Ministry. This training has enabled the MIE to forge a longer term relationship with Seychelles and to explore areas of collaboration with the Seychelles Institute of Teacher Education (SITE) which operates under the aegis of the Ministry of Education of Seychelles.

#### **4.1.19 MIE Contribution to the Community**

As in the previous years, the MIE continued its contributions to the community through the provision of its classroom facilities to support the Women's organisation project, which provides free coaching to needy students on Saturdays. The project involved about 300 students who obtained support in diverse subjects by a group of volunteers.

### ***4.2 Challenges and the way forward***

The MIE recognises that the configuration of the higher learning context in Mauritius and worldwide is very competitive. The neoliberal context, dictated by globalisation, has brought the market economy to the forth, such that the provision of education is creating business opportunities for the private sector. In this context, while some private educational organisations may have the prime concern of making profit, the MIE continues to offer its services as a key public institution necessary for the development of an inclusive society and serving as an obligation that government has to provide access and training to all. Additionally, it provides an essential function, that of national curriculum development for the country, a function which no other institution can undertake. It also serves as an advisory body for the Ministry. In so doing, it has the obligation and challenge to support the government in all its

reforms endeavours, including capacity building across the country and in Rodrigues and Agalega for the implementation of government policy in education. It also provides professional assistance to key institutions under the Ministry, such as the Mauritius Examinations Syndicate, the Early Childhood Care and Education Authority, as well as the Private Secondary Education Authority.

In this context, the MIE has to navigate its way very carefully in the meanders of such a reality and constantly strive to achieve the highest standards across its mandates in order to provide quality research as well as quality educational experiences to its clientele and serve its purpose as a public teacher education institution. While it competes on equal terms in the provision of higher education programmes with any other higher education institution, it has forged strategic partnerships with foreign institutions of high repute, ensuring that it maintains a strong quality assurance mechanism, which helps to enhance its status and credibility in the region as an institution of Higher Learning in Education.

## 5 Status on Implementation of Key Actions

### 5.1 Key Actions

Key Actions	Key Performance Indicators	Targets	Status
Provision of in-service and pre-service education	Provision of Under-graduate and Post Graduate programmes (Pre-Primary, Primary & Secondary)		
		Total Award Courses 4000	4004
		Total Non-award Courses 1500	1480
	Service to MES	Support for 'O Level' and 'A Level' training	Cascade training for subjects at O and A level
		Development of Assessment framework for PSAC 2017	Framework completed in 2017
		Supervision of marking for PSAC examinations	Supervision of marking for PSAC examinations 2017- all subjects completed
		Assistance on NCE	Development of NCE Assessment – 50%
	Assistance to MQA	Development of Recognition of Prior Learning Framework for SEN	Pilot Exercise completed  First cohort of candidates awarded



Key Actions	Key Performance Indicators	Targets	Status
		Development Early Childhood Education Framework for MQA	Development of framework completed
Curriculum Development	Curriculum development for Grades 1 to 6 & Grades 7 to 8	Review of Grades 1 to 6 for new textbooks for Year 2018	Completed 165 textbooks in all and submitted to parent Ministry for publication and distribution in schools
		Review of all Pre-Vocational textbooks for Years 1 to 4	Completed 20 textbooks and submitted to Ministry for publication and distribution
		Writing of textbooks for Grade 7	Completed writing of 16 textbooks for Grade 7
		Printing of textbooks	Award of printing and commissioning for the publication of 16 textbooks for January 2018
		Writing of textbooks for Grade 7 Extended Programme	Eleven textbooks Completed and submitted to Ministry for publication
	School Readiness	Develop School readiness for Primary and Secondary schools	Updated Primary School Readiness Manuals for Pupils and teachers  Developed new Secondary School Readiness Manual

Key Actions	Key Performance Indicators	Targets	Status
	Development of digital materials for schools	Development of Massively Empowered Classrooms	Digital curriculum materials for primary sector Grades 4 to 6
		Interactive digital materials for EDLP project	Grades 1 and 2 completed for all subjects for the grades
Capacity building	Training for implementation of curriculum	Training of 3500 educators for Grade 7	Trained completed for 3500 Educators.
		Training for 200 educators in Rodrigues -	210 educators of Grade 7, and Heads of Schools/Rectors
	Support to Extended Programme	Training of Educators and Facilitators for Extended Programme 1500 in all.	Training for 1500 Educators and Facilitators for Grade 7 completed
	Support for Secondary School Readiness	Training of 1500 Educators and facilitators for implementation of SSR	1500 Educators and facilitators in secondary school Grade 7 trained
Research in Education	Capacity building in Research in Education by the Research Unit	Ten projects	Seven projects completed and three are ongoing
		Capacity building workshops for researchers, both for the MIE and external university academic staff	Two workshops

Key Actions	Key Performance Indicators	Targets	Status
	Commissioning of research projects	Commissioning of six research projects	Six research projects commissioned
	External Funding for Research	Staff members to seek funding for research from MRC & TEC	Five major projects ongoing  Three projects funded by MRC and two by TEC
Enhancing ICT Infrastructure	Provision of state of art infrastructure	Equipping of classrooms with digital technology	Completed for 16 classrooms
		Implementation of Office 365	Consultant appointed Completed for whole of the MIE

## **6 Risk Management, Citizen-oriented Initiatives & Good Governance**

### **6.1 Risk Management**

#### **6.1.1 Internal Audit**

The Internal Audit Department identifies and assesses the risks present at the Institute. The Internal Audit Department provides recommendations to the Director or to the Chairperson of the Audit Committee to mitigate the risks identified. The Director is responsible for the mitigation of these risks through the use of such measures, policies, procedures, and other controls that he deems necessary.

Risk management covers risks involved in procurement, security, finance, Information Technology, project management, and safety and health issues.

#### **6.1.2 Internal Control**

Internal Control is exercised at all levels to protect against wastage, fraud, inefficiency and corruption, while ensuring accuracy and reliability of accounting and operating information which are compliant with the policies of the Institute. The Director has the overall responsibility of taking such steps, as are reasonably available to him, to safeguard the assets of the Institute and to detect fraud and other irregularities.

#### **6.1.3 Additional Internal Risk Mitigation Strategies**

The MIE has developed two important policy documents: (i) the Anti-Corruption Policy and (ii) the Code of Ethics for Staff and Students. These documents have been approved by Council. All staff and students are duly informed, and the policies are being duly implemented since 2017.

### **6.2 Communication with Stakeholders and Citizen-oriented Initiatives**

Open lines of communication are maintained to ensure optimal transparency and disclosure of relevant information at all levels. Necessary information is also posted on the official website of the MIE. The MIE is making its contribution and work more visible, through the use of its official website. The Institute is also working towards enhancing its outreach services by significantly enhancing its ICT infrastructure.

### **6.3 Related Party Transaction**

For the purpose of these Financial Statements, parties which are considered to be related to MIE are Ministry of Education and Human Resources, Tertiary Education and Scientific Research, University of Mauritius, University of Technology and Tertiary Education Commission.

### **6.4 Corporate Governance**

#### **6.4.1 The Provisions of the MIE Act**

Under its Act, the MIE is mandated to “To provide facilities for and to engage in educational research, curriculum development and teacher education and thereby to promote the

advancement of learning and knowledge in the field of education and, in particular, to provide a teacher education responsive to the social, linguistic, administrative, scientific, agricultural and technological needs of Mauritius, and to do all such things as are incidental or conducive to the attainment of those objects”.

#### **6.4.2 The Council**

The Council of the Institute is the executive body of the Institute and have the custody, control and use of the common seal of the Institute. It is responsible for the management and administration of the revenue and property of the Institute, and has general control over the conduct of the affairs of the Institute and take such measures as it deems fit to achieve the objects of the Institute.

#### **6.4.3 The Academic Board**

The Academic Board of the Institute is the academic authority and has the responsibility for the academic work of the Institute in teaching and research. It is also responsible for the award of diplomas, certificates and degrees and the regulation and superintendence of the education and discipline of students.

#### **6.4.4 Appointment of staff**

The appointment of staff is governed as per the provisions of Sections 13 (1) and 13 (2) of the MIE Act.

#### **6.4.5 Corporate Governance- Our principles and approaches**

While fulfilling its obligations, the MIE ensures that it follows the principles of the Code of Corporate Governance for Mauritius. This section describes the corporate governance system in place at the Mauritius Institute of Education (MIE). It sets out the systems and processes implemented for maintaining checks and balances, as well as for identifying and mitigating risks.

MIE is committed to achieving its vision and mission as set out in its Strategic Plan through the implementation of practices that uphold the principles of good governance. The system of corporate governance provides effective mechanisms for the good running of the organisation, both internally and externally. The MIE has developed policy and procedures laid down in documents that help to transmit its core values and which set down procedures for ensuring the translation of the principles of good governance into practice across the institution.

#### 6.4.6 Code of Ethics

The MIE Code of Ethics provides guidelines designed to help the staff fulfil their roles honestly and with integrity. The principles and core values of inscribed in its code of ethics are integrity, responsiveness, fairness, equity and inclusiveness, freedom, creativity and innovation, transparency and accountability.

#### 6.4.7 Anti-Corruption Policy

The Anti-Corruption Policy of the MIE provides the framework for the organisation to fight against corruption, approved by the MIE Council in 2018. The Mauritius Institute of Education has committed itself to create a workplace where integrity, transparency and accountability prevail. The policy provides the basis for ensuring ethical leadership and active management with the view to establishing an atmosphere conducive to fostering high professional standards in all activities which guard against unethical behaviour.

An ethical and professional workplace reduces risks to the integrity and acts as a safeguard against malpractices, misconduct and corruption. The Institute aims at adopting a zero-tolerance culture and acting as a model for its engagement in teacher education, curriculum development and research. The MIE ensures that all relevant documents and provisions of the law are brought to the attention of the staff. All the documents about good governance developed by the MIE are publicly available. All staff of the MIE are expected to be familiar with them and apply the principles in their day to day work environment and dealings with the diverse stakeholders.

The Mauritius Institute of Education does not tolerate corruption or malpractices in the administration of its responsibilities at both the administrative and academic levels, whether from inside or outside. It expects the highest standards of conduct from staff (academic and non-academic), Council Members and all those who have dealings with the Institute, including stakeholders and the general public. Accountability, transparency and integrity and ethical practice permeate every aspect of compliance and adherence to regulations in all the various sections of the institute.

**APPROVED BY THE BOARD OF DIRECTORS AND SIGNED ON ITS BEHALF**

  
.....

**Mr. R.P Ramlugun**  
Chairperson

  
.....

**Dr O. Nath Varna**  
Director

Date: 30 May 2019

### PART III - FINANCIAL PERFORMANCE

#### Statement of Revenue

Revenue	Jan 2016 to June 2017 Actual	2017-2018 Estimates	2017-2018 Actual
Property Income	11,297,370	8,300,000	9,835,585
Sales of Goods and Services			
Unspent Cash Book Balance		1,500,000	
Transfer from Reserves		10,150,000	
Other Income	9,094,584		6,928,805
Fines, Penalties & Forfeits			
Miscellaneous Revenues	2,995,367	2,500,000	3,599,510
Total Revenue from Property Income, User Fees & Other Sources	23,387,321	22,450,000	20,363,900

#### Statement of Expenditure

Heads/Sub Head of Expenditure	Jan 2016 to June 2017 Actual	2017-2018 Estimates	2017-2018 Actual
Compensation to Employees	338,471,213	229,110,000	228,967,157
Goods and Services			
Subsidies			
Grants			
Social Benefits			
Other Expenses	64,184,133	33,340,000	48,709,949
Acquisition of Non-Financial Assets	45,731,968	21,000,000	32,881,169
Acquisition of Financial Assets			
Total	448,387,314	283,450,000	310,558,275



