



MAURITIUS INSTITUTE OF EDUCATION

*Empowering professionals for quality education*

# ANNUAL REPORT

---

**2023 - 2024**



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## List of Abbreviations

AAAS: American Association for the Advancement of Science  
BEd: Bachelor of Education  
BOT: Build Operate Transport  
CATS: Classroom Assessment Techniques  
CIFS: Certificate for Instructors – Fire Services  
DEM: Diploma in Educational Management  
DESI: Diploma in Educational Supervision and Inspection  
DRC: Department Research Coordinators  
ECETC: Early Childhood Education – Teacher’s Certificate  
EdD: Doctorate in Education  
ESP: Early Support Programme  
FCCA: Fellow member of the Association of Chartered Certified Accountants  
FLE: Fortified Learning Environment  
GP: General Purpose  
HEC: Higher Education Commission  
HEP: Holistic Education Programme  
ICT: Information and Communication Technology  
IPSAS: International Public Sector Accounting Standards  
ISCA: Institute of Chartered Secretaries and Administrators  
KM: Kreol Mauricien  
MA: Masters of Arts  
MIE: Mauritius Institute of Education  
MIPA: Mauritius Institute of Professional Accountants  
MITD: Mauritius Institute of Training and Development  
MoFEPD: Ministry of Finance and Economic Planning Development  
MRIC: Mauritius Research and Innovation Council  
NCF: National Curriculum Framework  
PGCE: Post Graduate Certificate in Education  
PGDELM: Post Graduate Diploma in Educational Leadership and Management  
PGDip: Post Graduate Diploma in Education  
PhD: Doctor of Philosophy  
PPP: Public-Private Partnership  
PSAC: Primary School Achievement Programme  
RPL: Recognition of Prior Learning  
SAM: Stand-Alone Modules  
SDG 4: Strategic Development Goal 4  
TCECE: Teacher’s Certificate in Early Childhood Education  
TCP (ST): Teacher’s Certificate Primary for Support Teachers  
TDECE: Teacher’s Diploma in Early Childhood Education  
TDP (ST): Teacher’s Diploma Primary for Support Teachers  
TDP: Teacher’s Diploma Primary  
TEC: Teacher Education Committee  
TLS: Teaching and Learning Syllabus  
UKZN: University of Kwazulu-Natal  
UNESCO: United Nations Educational, Scientific and Cultural Organization  
UoB: University of Brighton  
UTM: University of Technology, Mauritius  
ZEP: Zones d’Education Prioritaires



## Part I – Mauritius Institute of Education

### 1 Vision & Mission

#### Vision of the MIE

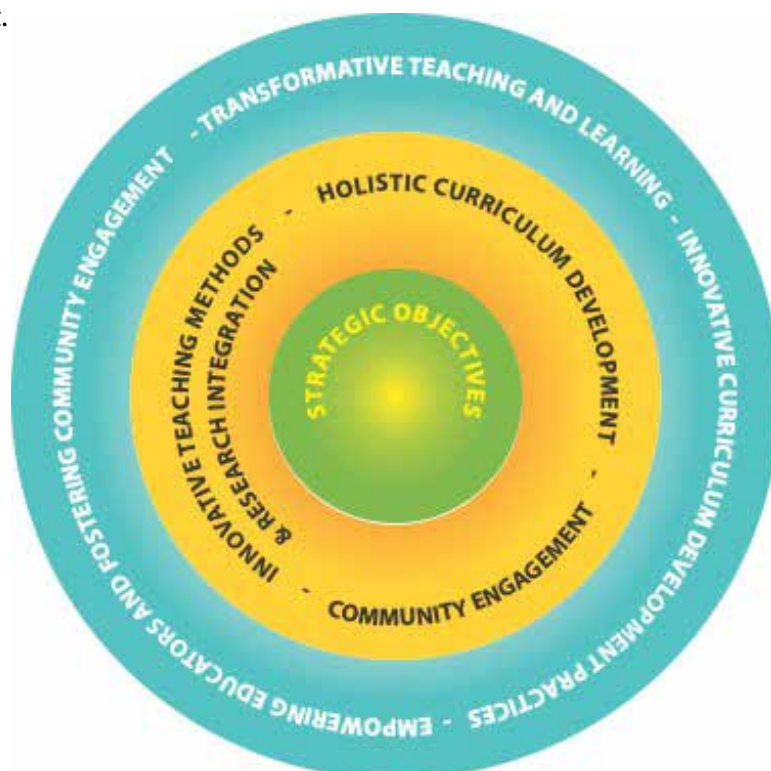
Leading educational transformations through a dynamic teacher education, curriculum, and educational research ecosystem.

#### Mission Statement

To advance the field of education through innovative and evidence-based practices, cutting-edge knowledge and pedagogical technologies, and community engagement.

### 2 STRATEGIC THEMES, GOALS & OBJECTIVES

We have embraced a thematic approach as the foundation of our strategic plan. This approach entails the seamless integration of pivotal themes that encapsulate MIE's three core mandates, highlighting their interconnected nature. Each of these themes is accompanied by an overarching goal and a set of precisely delineated strategic actions. Furthermore, throughout the duration of our strategic plan, we encourage our faculty and students to engage in open debate in response to emerging and evolving contextual issues within the realm of academic freedom. This commitment to academic freedom underscores our dedication to fostering a dynamic and intellectually stimulating environment.



### 3 Chairperson's Statement

I am pleased to present the Chairperson's Statement for the Financial Year 2023-2024. At the outset, I would like to express my heartfelt thanks to all Council members, the Director, the academic and non-academic staff of the MIE, and all the stakeholders for having extended their support during the financial year 2023-2024.



Dr. (Mrs) J. Naugah, PDSM

MIE, the sole mandated teacher education institution, is dedicated to providing initial and continuous learning and professional development opportunities to educational professionals in Mauritius. Through its threefold mandate, namely teacher education, curriculum development and educational research, the Institute has, over the past 50 years, played a key role in the growth of the educational sector while simultaneously pursuing excellence in the achievement of its strategic goals. A well-educated population capable of thinking critically, being innovative and making informed decisions to address complex issues and overcome challenges is the main aspiration of our nation and the MIE is aptly poised to fulfil this goal.

Some key initiatives and events that have marked this financial year are bound to enhance MIE's growth and future. Notable among these are local and international cooperation, partnerships and collaborations at institutional and cross-institutional levels manifested through workshops, conferences, symposiums seminars, memoranda of understandings, visits by international academics and networking.

The Strategic Plan 2023-2026 has set the tone for enhanced response to the current and emerging economic, technological and contextual realities through added emphasis to the teacher education, curriculum development and research nexus. In addition, the restructure exercise that has been initiated will undoubtedly allow the MIE to better respond to the needs of the educational field and confidently enter a new era of its evolution. The proposed MIE campus at Cote d'Or Education and Health precinct, will not only equip the Institute for the envisaged expansion of its activities but will also provide added impetus for innovative practices.

Investment in the continuous professional development of academic and non-academic staff for enhanced performance remains a priority. Opportunities to pursue further studies, follow short courses, and attend conferences or workshops, among others, allow staff to keep abreast with the latest developments in their respective areas. Concurrently, promotion exercises and appointments serve to meet human resource requirements and thereby boost the efficacy of the MIE.

The importance of research is recognised and efforts are being made to boost the research output of the various departments. Findings from cutting-edge research will be incorporated into the curriculum to promote innovative pedagogies and thereby become more responsive to present and future societal and economic challenges in an increasingly digitalized world.

The undertakings of the Financial Year 2023-2024 will certainly have a highly beneficial impact on various facets of the MIE, propelling the Institute to new heights of success. Together, as a team, we have strived to bring innovations at all levels and achieved success.

**Dr. (Mrs) J. Naugah, FRSB (UK), PDSM**  
**Chairperson**  
**MIE Council**

## 4 Director's Statement

The Financial Year 2023/2024 has been a challenging, yet rewarding year for the institution. Growth and expansion have been experienced in the entire range of its portfolio powered by staff dedication and engagement to meeting the expectations of both the immediate stakeholders and the public at a large. Despite the structural limitations and financial constraints, we are proud of the current achievements and confident in the future that we are creating for students, teachers and our own staff.

One of the drivers of revitalisation has been our sustained effort to restructure the MIE. Our post independence institutional legacy has served us well for 50 years but time has come for reinventing who we are, what we do and how we operate. We took a very fresh perspective on our mandate, imagining what future readiness would mean for MIE and how best the agenda of continually serving the educational community locally and regionally could be achieved. The plan is finalised and ready to be rolled out following rounds of consultative meetings with staff, policy makers and students.

What became clear, however, in the process of designing deep organisational change is the potential of MIE to position itself regionally. Teacher shortages on the African continent is expected to hit 17 million over the next twenty years. MIE has a strong card to play if we consolidate the quality of our offerings and make a decisive move to transfer to online or blended forms of delivery. We have already initiated strategic moves in this direction but more significant injection of resources is needed to make online pedagogical transformation a reality.

The report is testimony to the scope of MIE's activities and its impact in the education arena. Recognition for the quality of the work we do came in the form of MIE's UNESCO chair in HE which was officially launched in June 2024. We look forward to a progressive consolidation of ties with local HEIs through collaborative work to strengthen HE provisions, address the AI related challenges and professionalise faculty.

Our central mandate remains Teacher Education which has witnessed significant policy developments in terms of a professional qualification now being mandatory to teach at the secondary level. Our response to this requirement was swift and appropriate given the circumstances generated by a recruitment of more than 600 PGCE students. Our service and efforts to improve educational outcomes continue unabated with us looking to the future with hope of transformative change being rendered possible by supportive frameworks and adequate capacitation.



Dr. Hemant Bessoondyal, OSK

**Dr. Hemant Bessoondyal, OSK**  
Director, Mauritius Institute of Education  
UNESCO Chair in Higher Education

## 5 Roles & Functions of the MIE

### 5.1 Key Functions of the Institute

The Mauritius Institute of Education is a degree awarding Higher Education institution, operating under the aegis of the Ministry of Education, Tertiary Education, Science and Technology. The MIE's key responsibilities, as per its mandate are Teacher Education, Curriculum Development and Educational Research.

The MIE is also responsible for the development of the National Curriculum Framework for the pre-primary, primary, secondary education and the Special Educational Needs for the Republic of Mauritius, as well as the development of all teaching and learning resources such as textbooks and interactive digital materials.

Teacher Education is the core activity of the MIE and it is concerned with the professionalisation of the pre-primary, primary, secondary and SEN sectors. It provides pre-service and in-service teacher education and continuous professional development. Its Teacher Education programmes include Certificates, Diplomas, Degrees, Post-Graduate Certificates, Post-Graduate Diplomas and M.Phil. The MIE also offers a range of programmes in collaboration with international universities, from the UK and South Africa, which include Master's in Education, Ed.D. and Ph.D. programmes.

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

The MIE uses online learning and a blended mode of delivery through Office 365 and Teams Technology. As such, the Institute seeks to reach a global client, who could avail to international qualifications and recognition through MIE's strategic partnership with international Institutions of repute.

### 5.2 Key Legislation

The Mauritius Institute of Education is governed by the MIE Act, 1973, as subsequently amended by Act No. 2 of 2017, which allows the Institute to award degrees, diplomas and certificates, whether on its own or jointly with any tertiary education institution. The amended Act was proclaimed on 13 April 2018.

### 5.3 Gender Statement

The Institute is committed to promoting gender equality. Remarkably, for the fifth consecutive year, the number of female academic staff at the MIE has surpassed the number of male academic staff.

Similarly, the number of non-academic female staff has exceeded that of male staff.

The Institute offers equality of opportunity irrespective of gender status, acknowledges the multiple roles of women, and provides prospects for their professional advancement.

## 6 Council Members

**Dr. (Mrs) J Naugah, PDSM, Chairperson, MIE Council**

**Dr. H Bessoondyal, OSK, Director, MIE & UNESCO Chair in Higher Education**

**Mrs. M A J Jaunbocus, Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology (Till December 2023)**

**Mrs. D Ramma, Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology (As from 07 February 2024)**

**Ms. P K Daby, Assistant Permanent Secretary, Prime Minister's Office (Till 12 October 2023)**

**Mrs. Maneesha Sandiana Bhowon, Assistant Permanent Secretary, Prime Minister's Office (As from 13 October 2023)**

**Mrs. H Bedacee-Dindoyal, Deputy Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology**

**Mr. L Dwarkan, Director, Quality Assurance, Ministry of Education, Tertiary Education, Science & Technology**

**Ms. P Docile, Representative of the Ministry of Finance, Economic Planning and Development**

**Mr. M Luchoomun, Director, Private Secondary Education Authority**

**Mrs. B Ramano, Representative of the University of Mauritius**

**Prof. (Dr) A Carpooran, OSK, 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**

**Dr. D Awootar, Member appointed by the Prime Minister**

**Dr. (Mrs) E Dhunnoo, Member appointed by the Prime Minister**

**Mr. K S Peedoly, Representative of Academic Staff**

**Mr. H Seeburuth, Representative of Non-Academic Staff**

**Mr. H Baratram, Representative of the Students' Union**

## 6.1 Profile of Council Members

### 6.1.1 Dr. (Mrs) J. Naugah, PDSM, FRSB, Cbiol (UK), Chairperson of the MIE Council

Dr. (Mrs) Jayantee Naugah holds a Ph.D in Science Education from Brunel University, West London, a BSc in Biological Science, Master's degree in Comparative Physiology from London University and a PGCE from Greenwich University, UK. She is also a Fellow of the Royal Society of Biology and a Chartered Biologist (UK). She held the position of Associate Professor and Head, School of Science and Mathematics at MIE and played a very important role as Science Curriculum Leader & Coordinator for Environmental Education.

As Chairperson of Gender and Science and Technology Association (GASAT) she hosted International conferences on gender issues in Science Education in Mauritius and Brighton University, UK. She has been a member of CASTME International, Honorary Chair of CASTME, Mauritius and is a member of the Association of Science Education, UK. She has coordinated educational projects funded by UNESCO, Commonwealth Secretariat, IUCN, SADC-REEP and been a temporary Consultant of the World Bank. Before joining the MIE, she served as a Science teacher and was Head of Biology in London. She has published papers on Science Education at international and local levels and wrote a module for the B.Ed for Early Years Science programme for Open University of Mauritius.

Dr. Naugah is a Board Member of the Quality Assurance Authority. She has been Chairperson of the Rajiv Gandhi Science Centre Trust Fund Board and Research Supervisor, Part-time Tutor in Biology and Science Education at the Open University of Mauritius.

She is the founder of the Society of Biology, Mauritius and an active member of a number of NGOs. From 2005 to 2008, she was a Senior Adviser at the Ministry of Environment on issues related to Environmental Education and was involved in sensitising campaigns for the promotion of scientific literacy at national level.

### 6.1.2 Dr. H Bessoondyal, OSK

Dr. H. Bessoondyal, OSK was appointed Director of the MIE with effect from 8 June 2022. He holds a Doctorate in Mathematics Education from Curtin University of Technology, Australia, an M.Phil, M.Sc and a B.Sc in Mathematics from the University of Poona, India. He also holds a Post Graduate Certificate in Professional Education studies from the University of Brighton, UK; a Post Graduate Certificate in Education (PGCE) in Mathematics, and a Post Graduate Diploma in Inclusive and Special Education from the MIE. He has shouldered various key responsibilities at the MIE, namely Acting Head of the School of Science and Mathematics; Head of Department of Mathematics Education; Quality Assurance Coordinator; Head of Higher Studies Cell, as well as Chair of MIE Award Committee for programmes pertaining to Early Childhood Education and Primary Education.

Dr. H. Bessoondyal, OSK was nominated UNESCO Chair in Higher Education in April 2023 for a period of four years. The objectives of the UNESCO Chair in Higher Education are to promote an integrated system of research, teaching and training as well as community engagement and communication.

### 6.1.3 Mrs. M. A. J. Jaunbocus

Mrs. M. A. Janick Jaunbocus is currently the Permanent Secretary at the Ministry of Education, Tertiary Education, Science and Technology, in charge of school management, procurement, technical education, human rights and health & wellness portfolios. She was appointed Permanent Secretary in January 2017 and was posted to the Ministry of Financial Services and Good Governance and subsequently to the Ministry of Gender Equality, Child Development and Family Welfare, the Ministry of Arts and Cultural Heritage and the Ministry of Industrial Development, SMEs and Cooperatives.

Mrs. Jaunbocus has more than 30 years of experience in the field of public administration having served at senior management level in different ministries. From 2003 to 2016, she worked in various Government Departments as Deputy Permanent Secretary. She has represented Ministries on the Boards of numerous parastatal organisations in the course of her career, including the Open University of Mauritius, the then Tertiary Education Commission, National Women's Council, National Children's Council, SME Mauritius Ltd and Intercontinental Slavery Museum (Mauritius) Ltd.

She is an Associate Member of the Chartered Governance Institute, UK and holds a Graduate Diploma in Administrative Leadership and a Master's in Public Policy and Management from the University of New England, Australia and Monash University, Melbourne, Australia, respectively.

### 6.1.4 Mrs. D Ramma

Mrs. Devina Ramma is the Permanent Secretary for School Management of the Ministry of Education, Tertiary Education, Science and Technology. She is holder of a BCom in Administration from the University of Poona, India.

She has had the opportunity to work at the Ministry of Housing and Land Use Planning at Administrative Level.

She is also the representative of the Ministry on the Rajiv Gandhi Centre Board and Institute of Technical Education and Technology (ITET) Council.

### 6.1.5 Mrs. H. Bedacee-Dindoyal

Mrs. Bedacee-Dindoyal is the Deputy Permanent Secretary of the Ministry of Education, Tertiary Education, Science & Technology. She holds a Master's in Business Administration from the Management College of South Africa (2013); a Bachelor's in Science (Microbiology- First Class) University of Mumbai, India (2000); and a Diploma in Administration and Management, University of Technology, Mauritius (2005). She has been Assistant Permanent Secretary and then Deputy Permanent Secretary in various Ministries.

#### 6.1.6 Mr. L. Dwarkan

Mr. Dwarkan is the Director, Quality Assurance, Ministry of Education, Tertiary Education, Science & Technology. He holds a B.Com with specialisation in Human Resource Management, an M.Sc in Mathematics and Physics (specialisation Statistics); an M.A in Educational Leadership and Management; and an International Diploma in Educational Planning and Administration. Mr. Dwarkan is the National Research Coordinator for Mauritius on the Southern and Eastern Africa Consortium for monitoring Educational Quality (SACMEQ), UNESCO, University of Botswana. He is a member of the "Observatoire de la Qualité de l'Éducation" (OQE) of the CONFEMEN, Dakar, Sénégal.

#### 6.1.7 Ms. P. K. Daby

Ms. Daby, Assistant Permanent Secretary, is currently posted at the Cabinet Secretariat, Prime Minister's Office. Prior to that, she held the post of Assistant Chief Executive in the Local Authorities from 2016 to 2020.

Ms. Daby started her professional career as Fund Administrator in the Corporate Secretarial Department of a Management Company in the Global Business Sector. She holds a Degree of Bachelor of Laws – LLB Honours (2012) and has followed the Law Practitioners Vocational Course (2013) at the University of Mauritius.

#### 6.1.8 Mrs. M S Bhowon

Mrs. Maneesha Sandiana Bhowon, Assistant Permanent Secretary, is posted at the Cabinet Office of the Prime Minister's Office since June 2023. Prior to that, she was posted at the External Communications Division of the Prime Minister's Office, from August 2019 to June 2023, the Ministry of Energy and Public Utilities, from April 2012 to July 2019 and the Ministry of Health and Wellness from June 2005 to May 2012. She holds a Bachelor of Sciences in Banking and International Finance from the University of Technology, Mauritius.

#### 6.1.9 Ms. P. Docile

Miss. Docile, Analyst/Senior Analyst, is the representative of the Ministry of Finance, Economic Planning and Development and is responsible for the preparation of the National Budget. She holds a Master's in Sustainability for Business Society and Environment with Distinction from the University of Technology, Mauritius. She is also a member of other Statutory Boards, including the Early Childhood Care and Education Authority.

#### 6.1.10 Mr. M. Luchoomun

Mr. Luchoomun is the Director of the Private Secondary Education Authority and has over 15 years of experience in the private secondary education sector. He began his career as a Mathematics Educator, thereby developing a solid commitment to the social and academic growth and development of every child. Accustomed to working in a multicultural educational environment that emphasises on inclusion, he later on joined the Mauritius Examinations Syndicate (MES). He further expanded on his ability to develop and execute comprehensive strategies to fulfill corporate objectives efficiently. Mr Luchoomun is presently devoted to bringing about effective and innovative changes in the private secondary education sector while ensuring that education is imparted in an environment conducive to effective learning.

#### 6.1.11 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's in Business Administration with Distinction from the University of Mauritius.

#### 6.1.12 Prof. (Dr) A. Carpooran, OSK

Professor (Dr) Carpooran, OSK is the Dean of the Faculty of Social Studies and Humanities, University of Mauritius. He holds a Ph.D in "Sciences du Language" from the Université d'Aix-en-Provence, France. He is the personal Chair in French and Creole Studies and is the President of the Creole Speaking Union. He is also a member of the Audit Committee, a sub-committee of MIE Council, since 27 April 2022.

#### 6.1.13 Mr. P. Jootun

Mr. Jootun was the former Rector of Hamilton College. He holds a Bachelor of Arts and a Post Graduate Certificate in Education from the MIE. He was a member of the Mahatma Gandhi Institute Council from 1991 to 1993 and the Chairman of the Irrigation Authority from 2001 to 2005. He is a member of the Appointment Committee, a sub-committee of MIE Council.

#### 6.1.14 Mr. P. C. Nuckchady

Mr. Nuckchady is currently serving the Ministry of Education, Tertiary Education, Science & Technology as Quality Assurance Officer/Senior Quality Assurance Officer. He was a Secondary Educator at the Ministry of Education, TE & ST and has more than seventeen years of teaching experience. Mr Nuckchady holds a Teacher's Diploma in Design and Technology with Distinction from the Mauritius Institute of Education, a B.A. (Hons.) in Graphic Design with Distinction, and a Master's Degree in Educational Administration and Technology with Merit from the University of Technology, Mauritius.

#### 6.1.15 Dr. D. Awootar

Dr. Awootar retired from the MIE as Associate Professor and Head of School of Applied Sciences, after serving the institution for over 30 years in multiple key responsibilities. He holds a BPE from India (University Gold Medalist), a Master's from the USA, a Post-Graduate Diploma from Kenya, and a Ph.D and Doctor of Literature from India. Dr Awootar has also worked for UNESCO, after serving as Departmental Head for Education in Rodrigues.

#### 6.1.16 Dr. (Mrs) E. Dhunnoo

Dr. (Mrs) Dhunnoo holds a Master's in Biology and is a Doctoral Researcher at the Open University of Mauritius. She comes from a family of educationists and she has a 45-year career as Educator and Head of the Department of Biology in the secondary sector since 1978. She also worked as a part-time lecturer at the Open University of Mauritius and is associated with MES as organiser of examinations, paper setter, vetter and moderator. She is currently the President of the Society of Biology, Mauritius and a member of Mauritius Horticultural Society, member of the Association Pour le Developpement Durable and a Fellow of Royal Society of Biology, UK.

Dr (Mrs) Dhunnoo is the author of many biology textbooks that are being used in secondary schools. With her 45 years of experience in teaching, she passionately promotes science in the community at large, especially among the women and girls. She has been a member of RGSCF Board and Staff Committee earlier before being appointed Chairperson.

#### 6.1.17 Mr. K. S. Peedoly

Mr. Peedoly holds a Bachelor of Arts in French, a Master of Arts in French with specialisation in Literature with Distinction from the University of Mauritius and a Maîtrise en Education (Didactique des langues secondes) from the University of Ottawa, Canada.

He joined the MIE in February 2011 as Lecturer in French with specialisation in Linguistics. He currently holds the post of Senior Lecturer in the French Department at the MIE. He has been the Programme Coordinator for the Teacher's Diploma Primary and Head of the French Department.

Mr Peedoly has also been an active MIEASA executive committee member before being elected as representative of Academic staff on Council.

#### 6.1.18 Mr. H. Seeburuth

Mr. Seeburuth, Assistant Procurement & Supply Officer, holds a BA Public Policy & Governance, from the University of Mauritius. He is the representative of Non-Academic Staff on Council.

#### 6.1.19 Mr. H. Baratram

Mr. H. Baratram is currently enrolled in the Bachelor in Education (Hons) Design and Technology and is the representative of the Students' Union on MIE Council.

#### 6.1.20 Mr. O. Saraye (Secretary)

Mr. Saraye was appointed Registrar of the Mauritius Institute of Education on 17 March 2020. He joined the Public Service in 1987 and moved to the IVTB (now MITD) in 1992, and to the HRDC in 2005. He has a long-standing experience in administration, and he joined the Institute in 2007 as Administrative Officer. He occupied the post of Assistant Registrar till his appointment as Registrar. He holds a Diploma in Management with specialisation in Public Administration and Management (UoM), a BSc (Hons) Management with Specialisation in Human Resource Management (UoM), and a Master's in Business Administration (UTM).

## 7 Sub-committees of Council

To assist Council in attending to the critical functions of the Institute, five sub-committees have been established as follows:

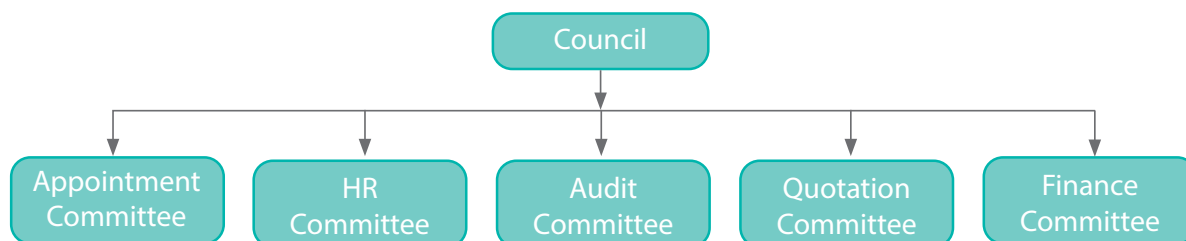


Figure 1: Sub Committees of Council

The Chair as well as members of these sub-committees are appointed on the basis of experience, skills and competencies. Important issues are discussed and actions taken are reported to Council for consideration and approval. As required by the Code of Good Corporate Governance, the Chairperson of Council is not a member of the said committees.

### 7.1 Appointment Committee

The principal function of the Appointment Committee is to establish an efficient mechanism for the 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 responsible for education and two other members of Council appointed by the Minister.

### 7.2 Senior Appointment Committee

The members of the Senior Appointment Committee are:

- Mr. M. Varaden (Chairperson)
- Dr. H. Bessoondyal, OSK, Director, MIE & UNESCO Chair in Higher Education
- Mrs. D Ramma, Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology
- Mr. P. Jootun, Council Member
- Dr. (Mrs) E. Dhunnoo, Council Member
- Mr. O. Saraye, Registrar, MIE (Secretary)

### 7.3 Junior Appointment Committee

The members of the Junior Appointment Committee are:

- Mrs. H. Bedacee-Dindoyal, Deputy Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology (Chairperson)
- Mr. P. Jootun, Council Member
- Mr. O. Saraye, Registrar
- Mrs. B. Bheem Singh, Assistant Registrar (Secretary)

#### 7.4 Finance Committee

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

- Ms. P. Docile, Representative, Ministry of Finance, Economic Planning & Development (Chairperson)
- Dr. H. Bessoondyal, OSK, Director MIE & UNESCO Chair in Higher Education
- Mr. B. Toolsy, Manager, Financial Operations, Ministry of Education, Tertiary Education, Science & Technology
- Mrs. R. Tengur-Jeewood, Financial Controller, MIE
- Mr. O. Saraye, Registrar, MIE (Secretary)

#### 7.5 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 financial statements of the Institute. The Committee also addresses issues related to Good Corporate Governance, Risk Management and Internal Control. The Committee met on two occasions during the financial year 2023-2024.

The members of the Audit Committee are:

- Mrs. B. R. Mohideen, Deputy Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology (Chairperson) (From 11 August 2023 Till May 2024)
- Mrs. D Ramdharee, Deputy Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology (Chairperson) (As from 29 May 2024)
- Mr. C. Paddia, Lead Analyst, Ministry of Finance, Economic Planning and Development
- Prof. (Dr) A. Carpooran, OSK, Council Member
- Mr. O. Saraye, Registrar, MIE (Secretary)
- Mr. H. K. Golap, Internal Auditor (In attendance)

#### 7.6 Quotation Committee

The Committee functions as per the requirements of the Public Procurement Act and in line with Corporate good governance. The members of the Quotation Committee as approved by Council are, namely:

- Prof. (Dr) Y. Ramma, Head, Teacher Education (Chairperson)
- Mrs. R. Tengur-Jeewood, Financial Controller
- Mr. C. Ragoo, Administrative Officer
- Mr. O. Saraye, Registrar (Secretary)

#### 7.7 HR Committee

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

- Mrs. H. Bedacee-Dindoyal, Deputy Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology, Chairperson
- Mr. B. Bhooabul, Assistant Manager-Human Resources, Ministry of Education, Tertiary Education, Science & Technology
- Mr. P. Jootun, Council Member

- Mr. O. Saraye, Registrar, MIE
- Ms. U. Ramnauth, Administrative Officer, MIE (Secretary)

## 7.8 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 the implementation of academic policies to ensure that the Institute is fulfilling its mandate, especially with regard to the quality of the Teacher Education Programmes offered and educational research. It is also responsible for the award of certificates, diplomas and degrees.

### 7.8.1 Membership of the Academic Board

The Academic Board constitutes the following members:

- Director (Chairperson)
- Deputy Director
- Registrar (Secretary)
- Head, Teacher Education
- Head, Curriculum Development, Implementation and Evaluation
- Head, Research Unit
- Head, Quality Assurance
- Head, Higher Studies Cell
- Representatives, Ministry of Education, Tertiary Education, Science & Technology
- Head, School of Science & Mathematics
- Head, School of Arts & Humanities
- Head, School of Education
- Head, School of Applied Sciences
- Representative, Private Secondary Education Authority
- Representative, University of Mauritius
- Representative, Open University of Mauritius
- Representative, Mauritius Examinations Syndicate
- Representative, Mahatma Gandhi Institute
- Representative, Special Education Needs Authority
- Head, Librarian, MIE
- MIE Pedagogical Coordinator Rodrigues
- Representative, School of Science & Mathematics
- Representatives, 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
- Representatives, MIE Students' Union

#### In Attendance:

1. Head, Examinations Section
2. Head, Teacher Education Section

### 7.8.2 The Teacher Education Committee

The Teacher Education Committee, which is a sub-committee of the Academic Board, has been very active during this financial year in the formulation of policies pertaining to teacher education, and the design and development of programmes and the conduct of workshops. It has also played a key role in providing guidelines and support to tutors, Programme Coordinators, Head of Schools, and Head of Departments.

Led by Dr (Mrs) A Ankiah-Gangadeen, Deputy Director, the Teacher Education Committee ascertained continuity in programme delivery.

#### 7.8.2.1 Members of the Teacher Education Committee

- (i) Dr (Mrs) A Ankiah-Gangadeen, Deputy Director – Chairperson
- (ii) Prof. (Dr) Y Ramma, Head, School of Science and Mathematics – as from October 2023
- (iii) Mr A C Jahangeer, Head, School of Education – as from October 2023
- (iv) Dr N Hurreeram, Head, School of Applied Sciences – as from October 2023
- (v) Dr V Putchay, Head, School of Arts and Humanities
- (vi) Dr S Saddul-Hauzaree, Head, Quality Assurance
- (vii) Dr A B Rumjaun, Head, Research Unit & Chair, Award Committee (Secondary)
- (viii) Mr M. Cyparsade, Chair, Award Committee (Primary and Early Childhood Education)
- (ix) Dr (Mrs) B Oogarah-Pratap, Head, Outer Islands and International Affairs Desk, School of Applied Sciences
- (x) Dr (Mrs) S Goburdhun, Resource Person, School of Arts & Humanities
- (xi) Dr (Mrs) P Auckloo, Resource Person, School of Education
- (xii) Mrs J Thaunoo, Head, Early Childhood Education Unit
- (xiii) Mr S Dhunnoo, Associate Professor, School of Education till 21 June 2024
- (xiv) Dr (Ms) N Sheik Abbass, Senior Lecturer & Quality Assurance Coordinator for Teacher Education
- (xv) Mrs S Fulena, Head Librarian
- (xvi) Mr A Dassyne, Ag. Deputy Registrar, Examinations Section

### 7.8.3 Policy Paper

The policy for programme development was designed to help the MIE align its curriculum practices with the requirements of HEC. In designing it, best practices from other contexts were consulted. To assist Coordinators during the programme design and development process and ensure alignment across programmes, two templates were produced. The programme proposal template concerns proposals to be submitted to TEC for approval while the programme handbook template serves to ensure that requisite information is provided to students enrolled on all programmes.

### 7.8.4 Level 5 Descriptors

The MIE Credit Level descriptors guide programme development and ensure alignment with professional qualification offerings with the national benchmark.

A set of standards and level descriptors were developed for all undergraduate programmes, taking into consideration the National Qualifications Framework of the Mauritius Qualifications Authority. As part of the consolidation of the degree-awarding status of the MIE, the standards were also developed to meet the requirements of Quality Assurance at the MIE.

Given that the MIE is now in the process of developing Certificate level programmes, which should be submitted to the Higher Education Commission accreditation, credit descriptors at Level 5 were developed in harmony with the existing level descriptors from 6 to 9.

### 7.8.5 Development of Templates for Conducting Training Workshops

In addition to formal Teacher Education Programmes, the MIE supports Educators and other stakeholders in Mauritius and Rodrigues through on-going workshops. To ensure quality and rigour in the planning and implementation phases, a template for conducting workshops along with a post-workshop reporting template have been developed.

Feedback obtained is ploughed back into the process for enhanced processes and resources. These templates ensure consistency in the way workshops are organised by the various departments. They also cater for accumulation of CATS points and may then be considered for Recognition of Prior Learning (RPL). Several workshops have already been run both in Mauritius and Rodrigues and the post workshop reports are submitted thereafter.

## 7.9 Beneficiaries and Stakeholders

As a key player in the field of education, the MIE caters for the professional development of Educators, managerial cadres and related service staff of Pre-Primary, Primary & Secondary sectors in the field of education and actively collaborates with local organisations. Beneficiaries are as follows:

- (i) Early Childhood Education and Care Authority;
- (ii) Mauritius Examinations Syndicate;
- (iii) Mauritius Institute of Training & Development;
- (iv) Mauritius Fire Rescue Services;
- (v) Rajiv Gandhi Science Centre;
- (vi) Mahatma Gandhi Institute;
- (vii) Ministries, NGOs; and
- (viii) Special Education Needs Authority.

### 7.9.1 Human Resources

This section offers an overview of the organisational structure of the MIE. These structures play a pivotal role in operationalising and executing the academic functions of the Institute, in addition to managing administrative functions that contribute to achieving the Institute's objectives.

### 7.9.2 Managerial Structure

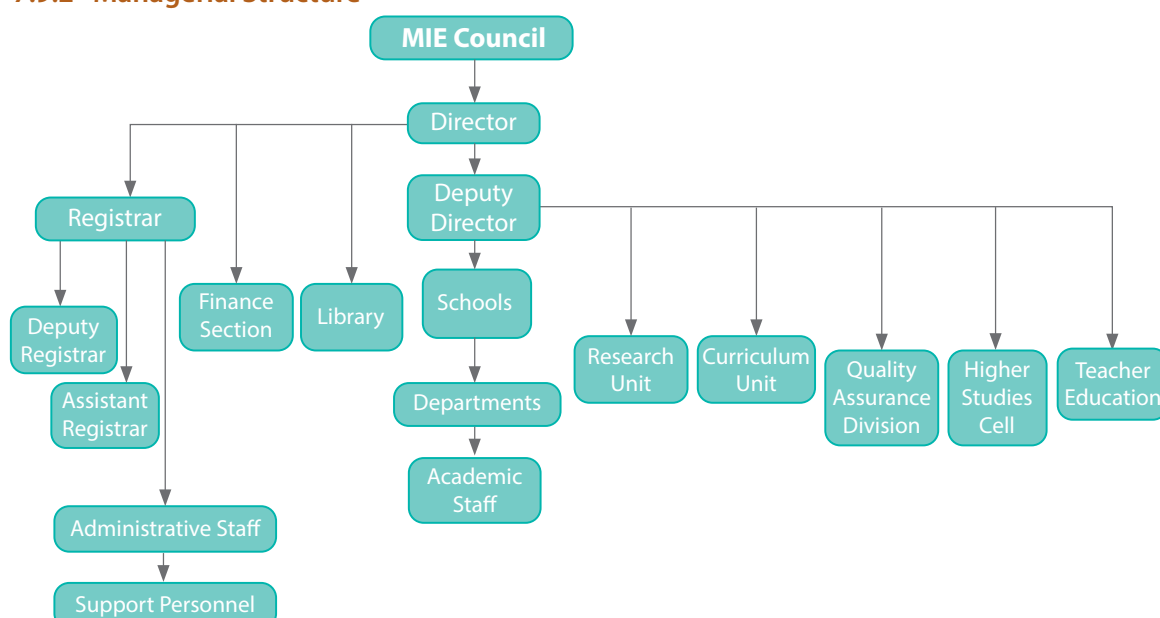


Figure 2: Management Structure

### 7.9.3 Academic Structure for Schools

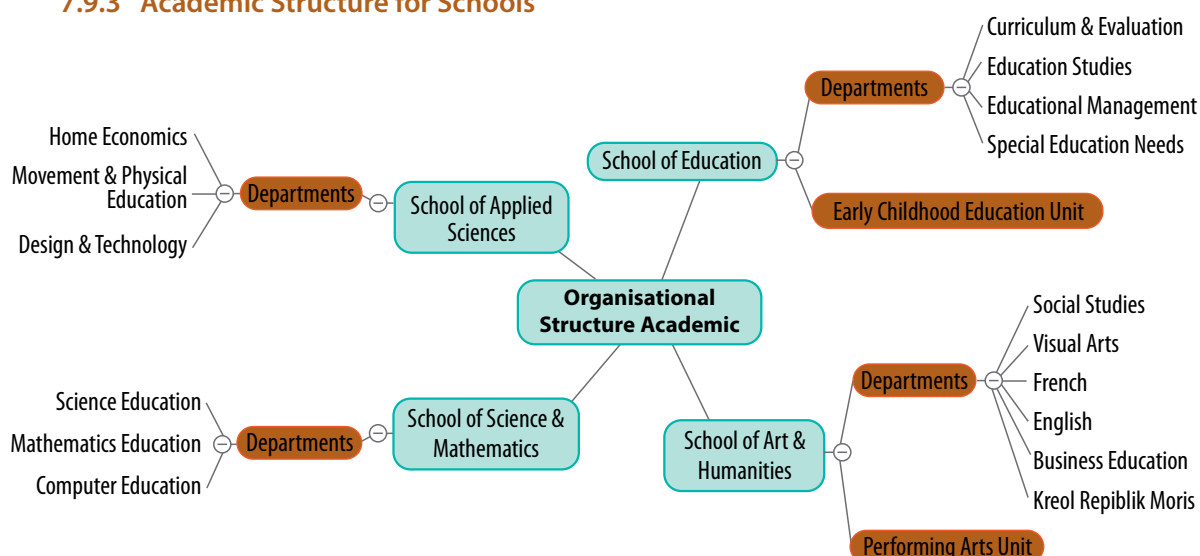


Figure 3: Academic Structure for schools

### 7.9.4 Administrative Structure

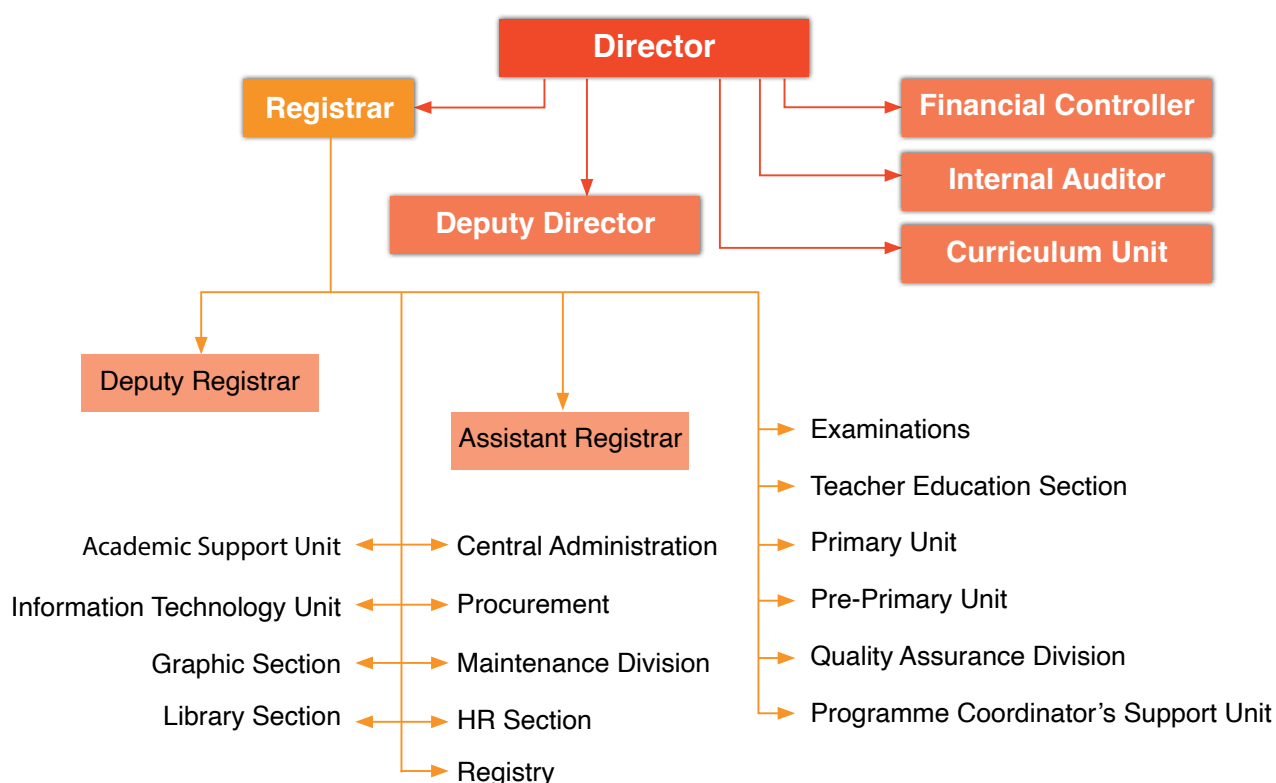


Figure 4: Administrative Structure

### 7.9.5 Employment Structure and New Recruits

(a) Number of Employees in-service at the MIE for the period 01 July 2023 – 30 June 2024

Category	In Post	Contract	Part-Time basis
Academic	88	-	121
Administrative Staff	123	-	-
Support Personnel	59	-	-
Total	270	-	121

Table 1: Employees in Service

(b) During the Financial Year July 2023 to June 2024, 4 staff members were appointed and 30 staff members were promoted. Details are as follows:

SN	Posts	No.	Remarks
1	Clerk/Word Processing Operator	2	Appointed
2	Clerical Officer/Higher Clerical Officer	1	Appointed
3	Electrician	1	Appointed
4	Senior Lecturer	8	Promoted
5	Associate Professor	3	Promoted
6	Deputy Director	1	Promoted
7	Confidential Secretary	2	Promoted
8	Assistant Procurement and Supply Officer	1	Promoted
9	Assistant Financial Operations Officer	1	Promoted
10	Gardener	2	Promoted
11	Senior Assistant Technical (Printing)	1	Promoted
12	Senior Gardener	2	Promoted
13	Office Attendant	1	Promoted
14	Professor	1	Promoted
15	Financial Operations Officer	1	Promoted
16	Assistant Registrar	1	Promoted
17	Senior Financial Operations Officer	2	Promoted
18	Principal Financial Operations Officer	1	Promoted
19	Senior Technician	1	Promoted
20	Information, Research and Documentation Office	1	Promoted

Table 2: Promotion and Appointment of Staff

- (c) During the Financial Year July 2023 to June 2024, 11 staff members retired. Details are as follows:

SN	Posts	No.	Remarks
1	Gardener	1	Retired
2	Senior Lecturer	1	Retired
3	Senior Library Attendant	1	Retired
4	Administrative Officer	1	Retired
5	Technical Attendant	5	Retired
6	Principal Executive Officer	1	Retired
7	Associate Professor	1	Retired

Table 3: Retirement of Staff

## 8 Proposed new MIE campus at Cote D'Or Education and Health Precinct

The Institute entered into a lease agreement with Landscape (Mauritius) Ltd and has secured a suitable plot namely, Plot no. 6A of an extent of 7.5 Acres situated at Côte D'Or in the District of Moka for its new, green and smart campus that will aptly cater for the growing needs of a modern institution.

High tech laboratories, specialist rooms including SEN and Educational Psychology laboratory, Child Study Centre, kindergarten and workshops forming a C-shape will be annexed to the main building. The different laboratories will enable staff to conduct research in diverse fields of education. Working spaces will be designed for more than one person, rather than single occupancy with the concept of plug and work. The building will be designed with the concept of green building to reduce the overall impact on the environment and improvement in the quality of life. The New Campus will cater for all the amenities regarding storm water drainage, water and electricity supplies and a good sewer network with modern leaching fields to reduce environmental impact.

Given the financial constraints, MIE has opted to develop the campus through PPP/BOT route. CRISIL Risk and Infrastructure Solutions Limited has been retained to provide Transaction Advisory services for the 'MIE Campus at Côte D'Or Educational and Health Precinct' under the Public Private Partnership (PPP) mode.

The concept design and draft Structuring and Feasibility Report has been prepared by CRISIL Ltd. A Project Team Meeting comprising members of the MIE, the Parent Ministry and representatives of the BOT Projects Unit, Ministry of Finance, Economic Planning and Development is currently analysing the report which will be finalised in the light of feedback obtained.

## **9 Supply, Delivery, Installation, Configuration, Testing and Commissioning of an Enterprise Resource Planning (Cloud-based system) for the Mauritius Institute of Education**

In view of centralising data and automating processes across Sections/Units to ensure the smooth running of the Institute, the MIE has sought the services of State Informatics Ltd (SIL) for the implementation of an Enterprise Resource Planning (ERP) system.

This system shall consist of different modules to cater for the main organisational structures present within MIE, namely for:

- Finance Section;
- Procurement & Supply Unit;
- Teacher Education Section (Student Admission Office); and
- Human Resource Section

The ERP will make use of Multi-Tier Cloud-based technology such that all applications are accessible through any web browser from any location. The cloud computing services will include servers and storage from reputable and reliable data centres.

State Informatics Limited (SIL) is currently developing and testing the different modules in close collaboration with the different sections/ units concerned. The system is expected to go live by November 2024.

## **10 Professional Development of Staff**

The MIE places great emphasis on ongoing professional development of its staff, which is a crucial aspect of organisational development. A specific budget allocation is consequently earmarked for staff development. In the financial year 2023-24, a provision of Rs 1.85 million was allocated for a robust staff professional development framework. Consequently, 13 academic staff members and 20 non-academic staff members have benefited from professional development initiatives funded by this allocation. As an academic institution, the MIE also conducts regular in-house capacity building sessions as well as an induction programme for all newly appointed academic staff.

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

A Safety and Health Committee has been established as per the requirements of the Occupational Safety and Health Act 2005. Meetings are held once every 2 months to take up all safety and health related issues for appropriate action. Copies of the minutes are sent to Ministry of Labour, Human Resource Development and Training.

Safety and health audits are carried out to identify risks to safety and health in various departments at the MIE at regular intervals.

Fire Certificates have been renewed for the following blocks: MIE Canteen, South Block Buildings, Carpenter Workshop and Gymnasium and are valid for 3 years.

Personal Protective Equipment, namely overcoats, umbrellas, raincoats, earmuffs, respiratory masks, leather gloves, rubber gloves, boots and safety shoes were issued to officers at different levels.

Briefing sessions on the importance of Fire Evacuation drill were carried out with staff members and a fire drill was held on 20 June 2024.

Training on safety and health was provided to staff of different levels.

Review of First Aid at the Institution: The Occupational Safety and Health Act (OSHA) 2005 and First Aid Regulations Act 1989 bind the employers to provide first aid to its employees in case of minor injury or illness at the workplace. In accordance with the above provision, 27 members of staff have been trained in first aid.

First Aid posters and boxes equipped with first aid items have been placed in different sections of the MIE to cater for the needs of staff members.

## 12 Maintenance Work at the MIE

The Maintenance Unit is responsible for ensuring the reliability and efficiency of all equipment and facilities within the organisation. Throughout the year, preventive maintenance was carried as per scheduled tasks on a timely basis.

Preventive Maintenance has been carried out as follows:

- Maintenance of lifts, fire fighting equipment and water pumps, servicing and maintenance of two standby generators, maintenance of fire alarm system with Rey and Lenferna
- Servicing and maintenance of air conditioners with Air Cool Services Ltd
- Maintenance Agreement for servicing of UPS with Scomat Ltd
- Pest control of MIE buildings with Pest Killer Services Ltd
- Testing of all RCD and electrical panels
- Tiling works in the Primary Block, Examinations Section, Old Administration Block and Procurement unit
- Waterproofing works on MIE Gymnasium
- Rerouting of rainwater pipe in the MIE Gymnasium and fixing of zinc coated steel sheeting for covered student corner.

## 13 Library

The MIE Library offers an effective service to both students and staff through a comprehensive range of resources, appropriate facilities, and assistance to meet their information needs.

During the year 2023/2024, 196 new titles have been added to the library's collection. Out of which 62 are in print format.

Web based library services are provided through the library portal which provides integrated access to the metadata of Perlego and Vlebook databases. The library also acts as a link between its users and service providers, namely Science direct, EBSCO and Emerald for resources notifications and updates.

## 14 Senior Management Profile

- **Dr. H. Bessoondyal, OSK**

Dr H Bessoondyal, OSK was appointed Director of the MIE with effect from 8 June 2022. He holds a Doctorate in Mathematics Education from Curtin University of Technology, Australia, an M.Phil, M.Sc and a B.Sc in Mathematics from the University of Poona, India. He also holds a Post Graduate Certificate in Professional Education studies from the University of Brighton, UK; a Post Graduate Certificate in Education (PGCE) in Mathematics, and a Post Graduate Diploma in Inclusive and Special Education from the MIE. He has shouldered various key responsibilities at the MIE, namely Acting Head of School of Science and Mathematics, Head of Department of Mathematics Education, Quality Assurance Coordinator, Head of Higher Studies Cell, as well as Chair of MIE Award Committee for programmes pertaining to Early Childhood Education and Primary Education.

Dr H Bessoondyal, OSK was nominated UNESCO Chair in Higher Education in April 2023 for a period of four years. The objective of the UNESCO Chair in Higher Education is to promote an integrated system of research, teaching and training as well as community engagement and communication.

- **Dr. (Mrs) A Ankiah-Gangadeen**

Dr (Mrs) Gangadeen was appointed Deputy Director of the MIE with effect from 07 December 2023. She holds a BA (Hons) English 1<sup>st</sup> Division and MA English from the University of Delhi, India; Master of Education TESOL from the University of Leeds, UK, and a PhD from the University of KwaZulu Natal, South Africa.

She is the Chairperson of the Teacher Education Committee and is responsible for Teacher Education. She is also a member of the Academic Board, Senior Management Committee, and Staff Development Committee.

She is also involved in research and publication. Her research interests include language teaching and learning in a multilingual context, curriculum policy and practice, and Higher Education.

- **Mr. O. Saraye**

Mr. Saraye was appointed Registrar of the Mauritius Institute of Education with effect from 17 March 2020. He joined the public service in 1987 and moved to the IVTB (now MITD) in 1992 and to the HRDC in 2005. He has a long experience in Administration and joined the Institute in 2007 as Administrative Officer. He occupied the post of Assistant Registrar till his appointment as Registrar.

He holds a Diploma in Management with specialisation in Public Administration and Management (UoM), a BSc (Hons.) Management with Specialisation in Human Resource Management (UoM), and a Master of Business Administration (UTM).

- **Prof. (Dr.) Y. Ramma**

Professor Ramma holds a Ph.D. in Physics and an M.Sc. in Physics (5-year programme) from the former Soviet Union, an M.A. in Education and a Postgraduate Certificate in Professional Studies in Mentoring from the University of Brighton, UK. From September 2021 to April 2023, he served as the Chairperson of the Teacher Education Committee at the Mauritius Institute

of Education (MIE). Prior to this, he was the Chairperson of the Research Unit, and he has also held roles as the Head of the Science Education Department and the Head of the School of Science and Mathematics. He served as Chairperson of the Quotation Committee at MIE.

Professor Ramma has made significant contributions to the field of education, particularly in physics, science, and technology education. He has led several research projects funded by institutions such as the Mauritius Research and Innovation Council (MRIC), MIE, UNESCO, and the Higher Education Commission (HEC). His scholarly work, which includes numerous articles published in international peer-reviewed journals and book chapters, has earned him recognition both locally and internationally. Recently, he provided consultancy on a research project related to assessment in STEM education for the Association for the Development of Education in Africa (ADEA). In addition to his academic contributions, Professor Ramma is a member of the American Association for the Advancement of Science (AAAS), USA, and currently serves as the 2nd Vice-President of the Mauritius Academy of Science and Technology (MAST). He has also been, in the past, the representative of academic staff on the Council.

- **Dr. V. Putchay**

Dr. Putchay is the Head of School of Arts and Humanities from 30 May 2022. He holds a Diplôme d'Études Approfondies en Lettres Modernes, Licence de Lettres Modernes, DEUG de Lettres Modernes, Maîtrise de Lettres Modernes, Licence de Philosophie and Docteur-es-Lettres from Université de Strasbourg, France.

- **Mr. C Jahangeer**

Mr. C Jahangeer, Senior Lecturer is the Head of the School of Education. He has Diplôme d'études supérieures spécialisées (DESS) in Psychology from Université de Rouen, France and a D.E.S.S. in Gestion de Projets, Université de Bordeaux, France.

- **Dr. N Hurreeram**

Dr. Navin Hurreeram, Associate Professor, is the Head of the School of Applied Sciences. He is a holder of a Professional Doctorate in Education and a M.A in Education from the University of Brighton, UK. He also holds a B.Ed. (Hons.) in Design and Technology with first class honours from the University of Mauritius and an Advanced Certificate in Curriculum Design and Instructional Material Development from the National Institute of Technical Teachers Training and Research, India. He was previously the Head of the Design and Technology Department and Programme Coordinator for the PGCE Part-Time programme. He is currently the Assistant Programme Coordinator for MPhil and Doctorate programmes. He also leads the curriculum development of the 'Technology Education for Grades 10-11' programme in his capacity as Project Coordinator for the MIE.

- **Dr. A. B. Rumjaun**

Dr. Rumjaun is the Head of the Research Unit as from 03 November 2021. He was the Head of the School of Science and Mathematics from 22 April 2016 to 29 May 2019. Dr. Rumjaun holds a Licence (Biologie des Organismes), Maîtrise (Biologie des Organismes), DEA (Phytopathologie) and Doctorat (Virologie Végétale) Paris, France.

- **Dr. A Ramful**

Dr. A Ramful is currently the Head of the Curriculum Unit, responsible for curriculum development, implementation and evaluation. He holds a Bachelor's and a Master's Degree in Mathematics from the University of Mauritius and has a Doctorate in Mathematics Education from the University of Georgia, USA. He was previously the Head of the Mathematics Education Department. His research interests include children's Mathematics, teacher knowledge, spatial reasoning and STEM education, particularly the intersection between Mathematics and scientific disciplines.

- **Dr. (Mrs) S. Saddul-Hauzaree**

Dr. (Mrs) S. Saddul-Hauzaree holds a Master and a Ph.D in Physics. She also holds a Master in Education, Curriculum and Instruction (Washington). She was previously Head of Science Department and Head, School of Science and Mathematics. She now holds the position of Head of Quality Assurance Division.

- **Mrs. R. Tengur-Jeewood**

Mrs. Tengur-Jeewood was appointed as Financial Controller on 02 December 2019. She is a Fellow Member of the Association of Chartered Certified Accountants (FCCA) and a member of the Mauritius Institute of Professional Accountants (MIPA). She holds an MBA with specialisation in Financial Management from the University of Mauritius.

- **Mrs. S. Fulena**

Mrs. Fulena is the Head Librarian at the Institute since 24 December 2020. She holds a BA in Information and Library Studies from Charles Sturt University and is a member of the Mauritius Council of Registered Librarian.

## 15 Teacher Education

### 15.1 MIE Student Population

MIE offered courses to 3,372 students during the Financial Year 2023/2024, with 197 students on the MPhil in Education and the Post Graduate Diploma in Education programmes.

A total of 1,293 students were enrolled in the Post Graduate Certificate in Education, out of which 29 were from Rodrigues; and 161 students in the Bachelor of Education (Hons) Secondary Programme, out of which 34 were from Rodrigues. Moreover, 175 students registered for the Bachelor of Education (Primary) Programme, out of which 40 were from Rodrigues. The rest of the students registered for Certificate/Diploma programmes.

Overall, there were 32 ongoing programmes. Around 49% of the student population were from the tertiary and secondary sectors. Some 33% were from the primary sector, 5% from the SEN sector and the remaining 13% from the Early Childhood Education (ECE) sector. 73% of the student population constituted part-time students and the remaining 27% were full-time students.

The student population in figures, together with a graphical representation of the student population, is provided below.

Student Population July 2023 - June 2024		
SN	PROGRAMMES	Total
	Tertiary/ Secondary	
1	Master of Philosophy in Education - MPhil (ME)	26
2	Stand Alone Module	13
3	Post Graduate Diploma in Education (PGDip Ed)	158
4	Bachelor of Education (Secondary) FT	112
5	Bachelor of Education (Secondary) PT - Rodrigues	34
6	Bachelor of Education (Secondary) Top-Up PT	15
7	Post Graduate Certificate in Education (PGCE) FT	75
8	Post Graduate Certificate in Education (PGCE) PT	1189
9	Post Graduate Certificate in Education (PGCE) PT - Rodrigues	29
Primary		
10	Bachelor of Education (B.Ed) Primary PT	135
11	Bachelor of Education (B.Ed) Primary PT - Rodrigues	40
12	Diploma in Educational Supervision and Inspection (DESI)	5
13	Diploma in Educational Supervision and Inspection (DESI) - Rodrigues	4
14	Diploma in Educational Management (Level I)	25
15	Diploma in Educational Management (Level I) - Rodrigues	5
16	Diploma in Educational Management (Level II)	76
17	Diploma in Educational Management (Level II) - Rodrigues	7
18	Teacher's Diploma Primary (TDP) FT	519
19	Teacher's Diploma Primary (TDP) FT - Rodrigues	71
20	Teacher's Diploma Primary in Information & Communication Technology for Support Officers	136
21	Teacher's Diploma Primary in Information & Communication Technology for Support Officers - Rodrigues	15
22	Teacher's Certificate Primary (TCP) Support	73
23	Teacher's Certificate Primary (TCP) Support - Rodrigues	3
Special Education Needs		
24	Diploma, Special Education Needs (DSEN)	42
25	Certificate in Special Education (CSE)	34
26	Certificate in Special Education (CSE) - Rodrigues	12
27	Proficiency Certificate in Special Education (PCSE) FT	48
28	Proficiency Certificate in Special Education (PCSE) PT	46
Pre-Primary		
29	Certificate in Educational Management in Early Childhood Education (CEM-ECE)	93
30	Teacher's Certificate in Early Childhood Education (TCECE)	73
31	Early Childhood Education - Teacher's Certificate (ECETC) In-Service	245
32	Early Childhood Education - Teacher's Certificate (ECETC) In-Service - Rodrigues	14
<b>Grand Total</b>		<b>3,372</b>

Table 4: Student Population (July 2023 - June 2024)

### Student Population July 2023 - June 2024

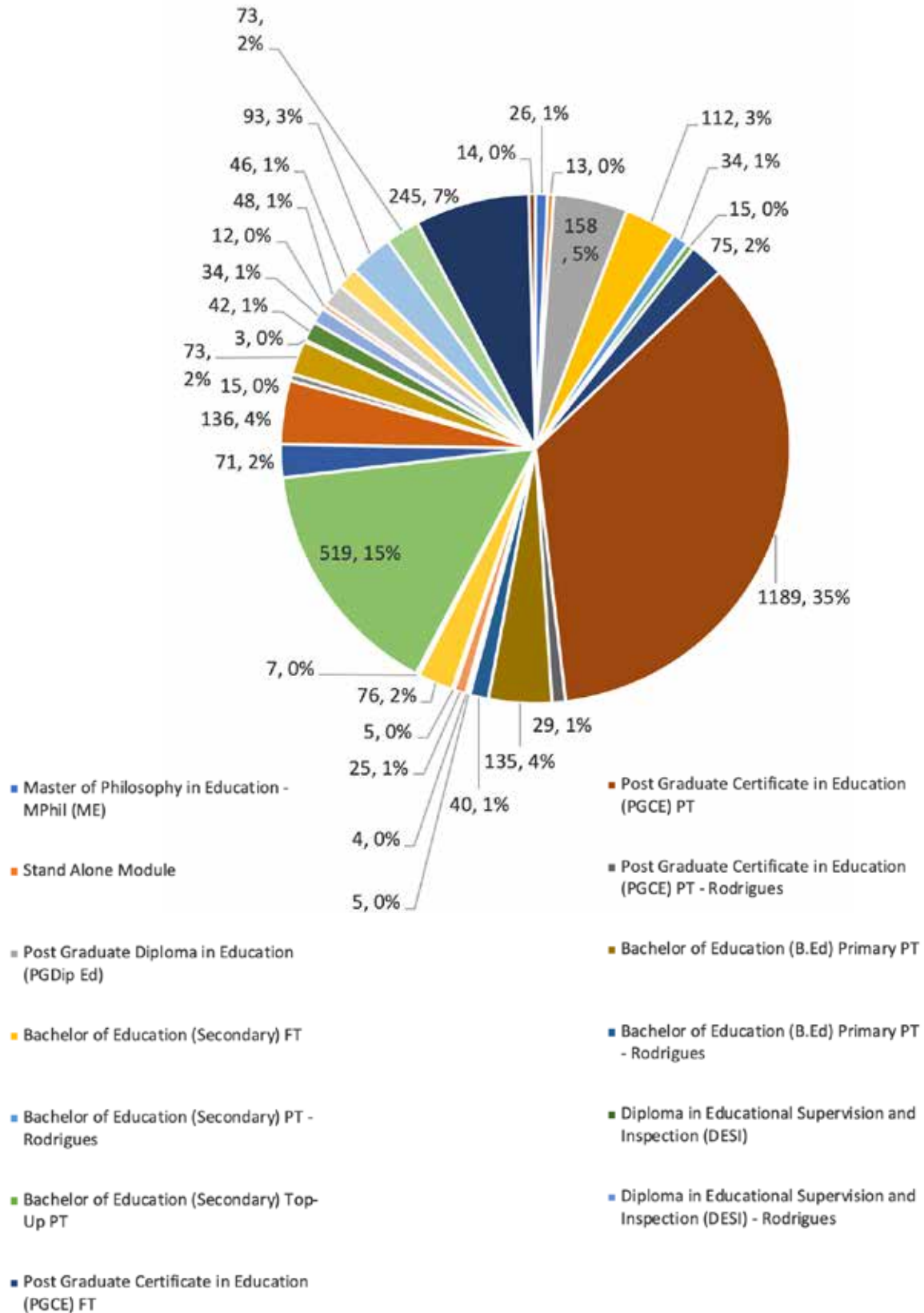


Figure 5: Student Population (July 2023 - June 2024)

## 15.2 Output from the MIE

In terms of output statistics, 60 students successfully completed their higher studies through completion of the Post Graduate Diploma in Education (PGDip Ed) studies with specialisation in Leadership and Management, Quality Assurance, Learning and Teaching in Higher Education and Mentoring, Coaching and Supervision. As regards the Stand-Alone Module (SAM), 13 students completed same, which is a requirement for enrolment on the MA Education programme with the St Mary's university, UK. A total of 212 students (both in-service and pre-service) completed the PGCE programme.

In addition, 95 students (both in-service and pre-service) were awarded a Bachelor of Education (Hons) Secondary and 159 in-service Primary Educators were awarded a Bachelor of Education (Primary).

Overall, a total output of 1,600 students has been attained for the period 2023/2024, out of which 380 students were from the tertiary and secondary sectors, representing 23.8%. For the primary sector, 1,101 students successfully completed their respective programmes, representing 68.8% of the graduands. From the SEN sector, 42 students completed their respective programmes, which amounted to 2.7% of the graduands. In the Early Childhood Education sector, 13 students completed their certificate programme, representing 0.8% of the graduands.

The MIE was solicited by the Ministry of Gender Equality and Family Welfare to offer the Foundation Course for Caregivers working in residential care institutions, whereby 54 students (3.4%) successfully completed the programme.

The MIE was also solicited by the Mauritius Qualification Authority (MQA) to act as awarding body for the National Certificate in Special Education Needs (RPL - Level 4), whereby 10 students (0.6%) successfully completed the programme.

### 15.2.1 Output statistics for the financial year 2023/2024

OUTPUT STATISTICS (July 2023 - June 2024)		
SN	Programmes	No. of Students
	<b>Tertiary/ Secondary</b>	
1	Stand Alone Module	13
2	Post Graduate Diploma in Education (PGDip Ed)	60
3	Post Graduate Certificate in Education (PGCE) FT	47
4	Post Graduate Certificate in Education (PGCE) PT	123
5	Post Graduate Certificate in Education (PGCE) PT - Rodrigues	42
6	Bachelor of Education (Secondary) FT	52
7	Bachelor of Education (Secondary) PT	29
8	Bachelor of Education (Secondary) PT - Rodrigues	8
9	Bachelor of Education (Secondary) Top-Up PT	6
	<b>Sub-Total</b>	<b>380</b>
	<b>Primary</b>	
10	Bachelor of Education (B.Ed) Primary PT	159
11	Diploma in Educational Management (Level II)	697
12	Diploma in Educational Management (Level II) - Rodrigues	11

13	Teacher's Diploma Primary FT (HEP - Holistic Education)	1
14	Teacher's Certificate Primary (TCP) Support	233
	<b>Sub-Total</b>	<b>1,101</b>
	<b>Special Education Needs</b>	
15	Certificate in Special Education (CSE)	13
16	Proficiency Certificate in Special Education (PCSE) FT	29
	<b>Sub-Total</b>	<b>42</b>
	<b>Pre-Primary</b>	
17	Certificate in Educational Management in Early Childhood Education (CEM-ECE)	4
18	Early Childhood Education - Teacher's Certificate (ECETC) In-Service	9
	<b>Sub-Total</b>	<b>13</b>
	<b>Other Courses</b>	
19	RPL Level 4	10
20	Foundation Course for Caregivers	54
	<b>Sub-Total</b>	<b>64</b>
	<b>GRAND TOTAL</b>	<b>1,600</b>

Table 5: Output Statistics

### 15.3 Graduation Ceremonies

Graduation Ceremonies held in 2023 & 2024 provide an indication of the number of educational professionals trained by the MIE.

Mauritius - In July 2023, 332 students graduated from the DSEN, SEN, PGCE and B.Ed programmes as follows:

BREAKDOWN GRADUATION JULY 2023			
SN	COURSE	INTAKE	No. of Students
1	B.Ed (Primary)	Jul 2019 - Jun 2021	12
2	B.Ed (Primary)	Jan 2020 - Dec 2021	101
3	B.Ed (Secondary) TOP UP (PT)	Jan 2019 - Dec 2021	7
4	B.Ed FT	Jan 2019 - Dec 2020	2
5	B.Ed FT	Jan 2020 - Dec 2021	4
6	B.Ed FT	Jan 2019 - Dec 2022	27
7	B.Ed PT	Jan 2020 - Dec 2022	12
8	B.Ed PT	Jan 2019 - Dec 2021	3
9	B.Ed PT PreVoc	Jan 2020 - Dec 2022	11
10	DSEN	Jan 2020 - Dec 2022	31
11	PGCE FT	Jan 2021 - Jul 2022	2
12	PGCE PT	Jan 2021 - Dec 2022	120
<b>TOTAL</b>			<b>332</b>

Table 6: Breakdown for Graduation - July 2023

Mauritius – In April 2024, 1159 students graduated from the PGDip Ed, PGCE, B.Ed, DEM and TDP(HEP) programmes and the breakdown is as follows:

BREAKDOWN GRADUATION APRIL 2024			
SN	PROGRAMME	COHORT	No of Students Graduated
1	PGDip Ed	Apr 2020 - Mar 2021	2
2	PGDip Ed	May 2022 - Ap 2023	46
3	PGCE (Part Time)	Jan 2021 - Dec 2022	2
4	PGCE (Full Time)	Jan 2022 - Jul 2023	45
5	PGCE (Part Time)	Jan 2022 - Dec 2023	121
6	B.Ed (Hons) Secondary (Part Time)	Jan 2019 - Dec 2021	3
7	B.Ed (Hons) Secondary (Full Time)	Jan 2019 - Dec 2022	4
8	B.Ed (Hons) Secondary (Full Time)	Jul 2019 - Jun 2023	16
9	B.Ed (Hons) Secondary (Part Time) PRE-VOC	Jan 2020 - Dec 2021	1
10	B.Ed (Hons) Secondary (Part Time)	Jan 2020 - Dec 2022	2
11	B.Ed (Hons) Secondary (Part Time) PRE-VOC	Jan 2020 - Dec 2020	6
12	B.Ed (Hons) Secondary (Part Time) PRE-VOC	Jan 2020 - Dec 2022	3
13	B.Ed (Hons) Secondary (Part Time) PRE-VOC	Jan 2021 - Dec 2023	31
14	B.Ed (Hons) Secondary (Part Time) PRE-VOC	Jul 2021 - Dec 2023	19
15	B.Ed (Primary) Part Time	Jan 2020 - Dec 2021	13
16	B.Ed (Primary) Part Time	Jul 2021 - Jun 2023	147
17	DEM (Level II)	Aug 2022 - Jun 2023	697
18	TDP HEP	Jul 2017 - Oct 2019	1
<b>TOTAL</b>			<b>1,159</b>

Table 7: Breakdown for Graduation - April 2024

Rodrigues - In May 2024, 56 students graduated from the PGCE, B.Ed and DEM programmes and the breakdown is as follows:

BREAKDOWN GRADUATION MAY 2024 - Rodrigues			
SN	PROGRAMME	COHORT	No of Students Graduated
1	PGCE (Part Time)	Jan 2022 - Dec 2023	42
2	B.Ed (Part Time) Secondary	Jan 2022 - Dec 2023	8
3	B.Ed (Part Time) Primary	Jan 2020 - Dec 2021	2
4	B.Ed (Part Time) Primary	Jul 2021 - Jun 2023	1
5	DEM (Level II)	Aug 2022 - Jun 2023	3
<b>TOTAL</b>			<b>56</b>

Table 8: Breakdown for Graduation - May 2024 (Rodrigues)

## 16 Outer Islands and International Affairs Desk

The Mauritius Institute of Education (MIE) has been providing its services to the Education Sector beyond its 'local' boundaries, namely to Rodrigues Island and other islands in the region in relation to its three mandates for more than two decades. Currently, these services are facilitated by different internal instances, for example the MIE Rodrigues Pedagogical Coordination Committee, the Bureau d'Etudes Francophones, and the Local and International Desk. The setting up of an Outer Islands and International Affairs Desk (OIIAD) was approved at the 411<sup>th</sup> Council meeting on 28 February 2024 to streamline processes and consolidate the institute's outer islands and international portfolio. The Desk will coordinate and facilitate the outer islands, regional and international activities of the Institute by working closely with external partners and MIE instances responsible for research, curriculum development and higher studies.

The scope of responsibilities of the Desk are as follows:

- 1) Facilitate outer islands and international strategic partnerships and mutually beneficial collaborations with educational institutions, organizations, and government authorities in the areas of teacher education, curriculum development and educational research.
- 2) Support outer islands and international educational research collaborations, joint projects, and funding opportunities.
- 3) Coordinate exchange programmes for students, teaching staff (academics) and non-teaching staff, including inbound and outbound mobility initiatives.
- 4) Devise strategies to promote visibility/branding of the institute regionally and globally; and
- 5) Coordinate support services for outer islands and international students, visiting scholars, including orientation programmes, student visa and housing assistance, and cultural integration activities.

The potential benefits of the setting up of the Desk as per above-mentioned responsibilities are:

- 1) Expansion of the network of strategic regional and international partners
- 2) More effective integration of regional and international perspectives in MIE's teacher education programmes, curriculum development and research activities
- 3) Increased access to funding opportunities, expertise, and resources
- 4) More opportunities for professional development for students, teaching staff and non-teaching staff
- 5) Promotion of global citizenship, intercultural competencies and diversity within the MIE community
- 6) Positioning the MIE as a leading institution for Teacher Education in the context of making Mauritius a Regional Knowledge Hub.

The OIIAD is drafting an International Student Policy for the MIE in line with the recommendations of the Higher Education Commission (HEC) and the Ministry of Education, Tertiary Education, Science and Technology to develop optimal strategies for the internationalisation of the HE sector and to make Mauritius a Regional Knowledge Hub.

### 16.1 Teacher Education Activities for Rodrigues

All teacher education activities for Rodrigues, which were previously under the purview of the Rodrigues Pedagogical Coordination Committee, are overseen by the OIIAD since March 2024.

For the financial year July 2023 to June 2024, the MIE conducted several workshops and short training courses, reaching out to 560 educational cadres in the primary and secondary education sectors (see Table 9).

SN	Workshops/Short Courses	Dates	Number of participants
1	Assessment and Evaluation: Empowering educators to enhance students' Assessment Literacy and their own knowledge and skills to use Feedback as a mechanism to prepare, guide and improve students' performance in Grade 9 Exams	17 - 18 July 2023	Mathematics Educators (55 Secondary School Educators)
		19 - 20 July 2023	English Educators (47 Secondary School Educators)
2	Use of innovative and differentiated pedagogy to improvement students' performance in Computer Studies for Grade 10 & 11	24 - 26 July 2023	14
3	Use of innovative and differentiated pedagogy for improvement of students' performance in Business Studies at SC and HSC examinations	26 - 28 July 2023	39
4	Induction Course for Kreol Rodrige Primary School Supply Teachers	8 - 16 February 2024	41
5	Critical Thinking: Empowering educators to enhance their teaching practices and equip their students with vital critical thinking skills (wrt Mathematics and Science subjects) for success in academia and life beyond the classroom	15 - 16 April 2024	Educators of Grade 5 and 6 (36 + 48 = 84 Primary School Educators)
		17 April 2024	HM, DHM and Inspectorate Cadre (51+ 5 = 56)
6	Pedagogy: Differentiated approaches and strategies to teaching and learning for pupils of Grade 3 and 4	15 - 17 April 2024	Educators of Grade 3 and 4 (43+45=88 Primary School Educators)
7	Skills development: Innovative approaches in development and application of soft and hard skills to office and managerial tasks for increased productivity and high performance at work.	18 - 19 April 2024	Non-teaching staff of secondary schools, incl. 2 half-days for non-office based staff. (40 office based +96 non-office based)

Table 9: Workshops/Short Courses (Non-award) for Rodrigues Primary and Secondary Education Sectors

Besides workshops and short training courses, the MIE serviced several award programmes for Rodriguan pre-service and in-service educators of the pre-primary, primary and secondary school sectors.

## 16.2 Award Programmes for Rodrigues Primary and Secondary Education Sectors

sn	Programme Title	Number of registered students for programmes	Number of students successfully completing the programmes
1	B.Ed (Secondary) Part-Time Rodrigues (3 yrs) (Feb 2022 - Dec 2024)	42	ongoing
2	B.Ed (Secondary) Part-Time Rodrigues (2 yrs) Physical Education (Feb 2022 - Dec 2023)	9	8
3	ECETC (July 2022 - June 2024)	17	Awaiting results
4	TCECE (July 2022 - June 2023)	18	18
5	PGCE PT (Jan 2022- Dec 2023)	45	42
6	PGCE PT (July 2023-June 2025)	28	ongoing
7	DEM Level I (August 2022 - June 2024)	5	Awaiting results
8	DEM Level II (August 2022 - June 2023)	18	11
9	DEM Level I (January 2024 – December 2026)	2	ongoing
10	DEM Level II (January 2024 – December 2024)	7	ongoing
11	DESI (July 2022-June 2024)	5	Awaiting results
12	TDP ICT SO (Intake Mar 2024-Dec 2025)	15	ongoing
13	CSE (Jan 2024-Dec 2025)	13	ongoing
14	B.Ed Primary (Intake March 2024-2025)	40	ongoing
15	Post Graduate Diploma in Education (January 2023-May 2024)	7	Awaiting results
16	Post Graduate Diploma in Education (January 2024-May 2025)	7	ongoing
17	Teacher's Diploma Primary- General Purpose (February 2023-May 2025)	41	ongoing
18	Teacher's Diploma Primary- General Purpose (May 2024-May 2026)	4	ongoing
19	Teacher's Diploma Primary- KM (February 2023-May 2025)	3	ongoing
20	Teacher's Diploma Primary- KM (May 2024-May 2026)	12	ongoing
21	Teacher's Diploma Primary-HEP (March 2022-June 2024)	11	ongoing
22	TCP Support Teachers (February 2024-February 2025)	3	ongoing
<b>Total</b>		<b>352</b>	<b>79</b>

Table 10: Award Programmes for Rodrigues - Primary and Secondary Education Sectors

### 16.3 Teacher Education Activities for Agalega

For the financial year July 2023 - June 2024, students from Agalega also enrolled in the following Award Programmes offered by the MIE:

- 1) One student for PGCE PT programme
- 2) One for DEM programme
- 3) One student for TDP ICT programme.

## 17 Curriculum Development at the MIE

Activities pertaining to curriculum development at the MIE are detailed below.

### 17.1 Curriculum Development for Teacher Education

- Conception and design of the following Teacher Education Programmes:
  - i. Teacher's Diploma Primary (Top-Up) Support Teachers (TDP – support Teachers);
  - ii. Teacher's Diploma Primary ICTSO (TDP – ICTSO);
  - iii. B.Ed. (Hons) TVET;
  - iv. Certificate for Firefighters;
  - v. Diploma in Leadership and Management;
  - vi. Post Graduate Certificate in Education (PGCE) (Ongoing); and
  - vii. Diploma in Educational Leadership and Management (DELM) - (Primary, Early Childhood Education and Special Education Needs (Ongoing)
  - viii. Stand Alone Module: Educational Technology as a Medium for Teaching and Learning
  - ix. Stand Alone Module: Critical Thinking in Teaching and Learning
- Resources
  - i. Teacher's Diploma Primary (Top-Up) Support Teachers (TDP – support Teachers);
  - ii. Teacher's Diploma Primary ICTSO (TDP – ICTSO);

#### 17.1.1 Development of Curriculum for Early Childhood Education, Primary and Secondary

Besides Teacher Education and Research, the MIE has the important mandate for Curriculum Development. The MIE has engaged in several projects and activities designed to support the parent Ministry's Reform in Education project and its call to support and associate with other institutions in the field of curriculum development.

The key focus areas for 2023-2024 were as follows:

### 17.2 Development of Curriculum Framework and Materials

- **Introduction of Sex Education in Secondary School**  
Curriculum materials for Grade 9 and conduct of workshops for Educators in Mauritius and Rodrigues.
- **Technology Education**  
Development of Curriculum, Teaching and Learning Syllabus (TLS) and Textbooks for Grades 10 & 11.
- **Grades 1-6 Road Safety Education**
  - (a) Development of Curriculum, Teaching and Learning Syllabus (TLS) and Textbooks for Grades 1-6; and
  - (b) Digitised curriculum resources.

### 17.3 Evaluation and Review of Textbooks

- **Evaluation of the Grades 1- 6 and Grades 7-9 curriculum and textbooks**  
The evaluation of Grades 1- 9 curriculum and textbooks was carried out and the report is being finalized.
- **Textbooks for Holistic Education Programme**  
The textbooks for Holistic Education Programme (Health and Physical Education component for Grades 4 to 6) are currently being reviewed.
- **Western Music Grade 7 textbooks.**  
The Western Music Grade 7 regular stream and Extended Programme (EP) textbooks were produced.
- **Science (Regular and EP) for Grades 9 and 9+**
  - (i) The Teaching and Learning Syllabus (TLS) and textbooks for Science (Regular and Mainstream) for Grades 9 and 9+ was reviewed; and
  - (ii) The National Curriculum Framework (Pre-primary) (NCF- PP) was reviewed and the Implementation guidelines developed. Capacity-building initiatives undertaken to empower teachers for the implementation of the NCF-PP include the production of a series of videos, the training of 1700 teachers and a webinar on Schematic Learning and Teaching Model conducted by Prof. John Siraj-Blatchford.
- **Textbook Adaptation for Braille**  
Adaptation, transcription in braille and printing of primary and lower secondary textbooks are on-going.

### 17.4 ZEP Project

The two-year ZEP project was completed, and the report was sent to the MOETEST in March 2024. The aim of the ZEP project was to address pupils' underachievement in Literacy (English and French) and Numeracy in ZEP schools through enhanced pedagogical approaches and collaborative engagement of stakeholders.

The objectives were to:

- Empower ZEP Educators with adapted pedagogical approaches to enhance the development of Literacy and Numeracy skills and dispositions;
- Empower Headmasters with more effective school leadership and management practices to improve teaching and learning experiences; and
- Develop educational stakeholders' capacity to address specific difficulties (learning and non-learning) through tailored collaborative approach(es).

Simultaneously, the study surveyed the in-school contextual factors that influenced learning and achievement in Literacy and Numeracy as these issues proved to be critical for the implementation of the project.

### 17.5 Fortified Learning Environment (FLE) Project

As per the MoU with the National Social Inclusion Foundation (NSIF), MIE has extended its services for the development of training programmes for the implementation of the Fortified Learning Environment in the Primary and Secondary Sectors for the following categories of support personnel:

- i. Primary School Coordinators;
- ii. Primary/Secondary School Mentors;
- iii. Early Childhood Education Tutors;
- iv. Upper Primary School Tutors; and
- v. Extended Programme tutors.

Two sets of training programmes were conducted: May-June 2024 (for trainees in Rodrigues) and July-August 2024 (for trainees in Mauritius). The teaching practice component for FLE training in October 2023 were completed in January/February 2024.

No. of trainees at primary level (Mauritius and Rodrigues):  $33 + 14 = 47$

No. of trainees at secondary level (Mauritius and Rodrigues):  $22 + 5 = 27$

### 17.6 On-Going Projects

- (i) Digitization of Grades 3 and 4 Road Safety Education Textbooks in collaboration with the Ministry of Land Transport and Light Rail and the Mauritius Film Development Corporation;
- (ii) Development of teaching and learning resources for Grade 8 EP;
- (iii) Writing of Grade 8 Regular and Extended Programme Western Music textbooks;
- (iv) Writing and Printing of Technology Education Curriculum materials for Grade 11;
- (v) Writing of Grade 12 and 13 KM textbooks;
- (vi) A new mechanism has been set up to submit textbooks through OneDrive.

### 17.7 Community of Practice, Training and Workshops

- (i) Training of Mauritius Educational Development Company Ltd (MEDCO) Educators (January 2024);
- (ii) Training Workshop for Educators for Technology Education (Jan-Feb 2024; April 2024);
- (iii) Training of Educators on the new Road Safety Education Curriculum for Grades 1 to 6 (April 2024);
- (iv) Training of Educators in Rodrigues on the Grade 9 Sexuality Education Textbook (April 2024); and
- (v) Organisation and implementation of the Malawi Curricula Benchmarking Study (27-30 August 2024).

## 18 Research

Research being one of the three mandates of the MIE, the Institute ensures that staff are engaged in research activities and provides support through capacity-building. The Research Unit is key to the promotion of research at the MIE and the organisation of related activities.

### 18.1 Research in-house seminars series

In-house seminars conducted for capacity-building in conducting research are as follows:

- Moving from research idea to research question(s) / proposal.
- Finding scholarly sources, evaluating, and synthesising relevant literature.
- Designing my proposed study: paradigm, methodology and data collection instruments.
- Making my research ethically sound.

In-house sessions for sharing of experiences are as follows:

- Workshop and Forum – Trainers Workshop for the Technology-Enabled Learning (TEL) – Ten Pan-Commonwealth Forum on Open Learning.
- Virtual Conference on Chemistry and its Application.
- Langkawi International Art Festival.
- Online Training Programme – “Modernized and Distance Education for African English-speaking Countries.
- South African Education Research Association Conference.
- Micro-Credentialing Mentoring: Development of an Innovative Mentoring Competency Framework.
- Understanding the level of critical thinking internalised by science student-teachers and the associated misconceptions. An international perspective;
- Pedagogical Innovations – MASHAV Course.
- The Implementation of Micro credentials in Formal and Informal Learning: A Systematic Literature Review.
- International Conference on Teaching and Learning in the Digital Age.

In-house sessions for sharing of experiences are as follows:

- Dr Ramesh Caussy, Executive Director of Sustainable Development and Innovation at Yuga Green gave a presentation on “La planète et les hommes dans un monde en transition” in the Frank Ricard Lecture Theatre on 12 July 2023. Dr Caussy, a Mauritian national settled in France, and graduated with a Ph.D from the prestigious Ecole Polytechnique de Paris, situated the role of AI, robotics and virtual reality as tools in teaching and learning.
- Dr Issa Asgarally, CSK and ex-Associate Professor at MIE, gave a presentation on “L’Education interculturelle: Pourquoi et Comment?” on 27 September 2023 in the Frank Richard Lecture Theatre at MIE. His presentation aimed to situate intercultural education in teacher education to support school teachers to address this theme in their own teaching and learning practices. He argued about the need to mainstream IC education in the Mauritian education system due to the diverse cultures cohabitating in Mauritius and thereby promoting exchanges for a sound intercultural dialogue.
- The Higher Education Commission (HEC) organised a Research Capacity Building Workshop for selected participants from the public Higher Education Institutions on 16-17 October 2023 at Caudan Arts Centre, Port Louis. The objective was to introduce key concepts of Research Grant writing for international funding. This was followed

by a half-day session at MIE whereby the participants from MIE and MGI worked on their own proposals using strategies and guidance provided during the workshop. The workshop was facilitated by Alexis Carr, PhD Fellow (SFU, SSHRC, UK and Results-based Management and M&E Specialist and Jeanne Gallagher, Manager, International Scholarships Universities Canada.

- Guillaume Uys, Senior Customer Success Manager, Mathomomayo Solutions from South Africa led an online session on understanding Artificial Intelligence (AI)-generated text and making sense of AI percentage scores on 24 April 2024. During this online session, he shared his insights and expertise on academic integrity in the age of AI, understanding Turnitin's AI writing detection features and capabilities and handling AI detection writing.

## 18.2 Conference

### • MIE Educational Conference

In the context of the 50<sup>th</sup> anniversary, the Mauritius Institute of Education, through the Research Unit, organised an educational conference entitled "Envisioning the Futures of Education through Research" held from 20 - 24 November 2023. The conference aimed to provide a platform to MIE researchers and other Higher Education Institutions (HEIs), both local and international to present and share their research undertakings and findings and to develop inter-institutional research collaborations on key educational interests and issues. The opening ceremony of the conference was graced by the presence of the Honourable Minister of Education, Tertiary Education, Science and Technology. The presentations included one keynote address, a total of 56 paper presentations from MIE, 5 from other local HEIs such as University of Mauritius, Mahatma Gandhi Institute, Mauritius Research, and Innovation Council. Among these paper presentations were 5 online paper presentations from University of KwaZulu Natal, University of Bordeaux and Homi Bhabha Science Center. Besides oral paper presentations, 2 guest speakers gave presentations as follows: Prof. Wim Van Dooren from University of Leuven, on the topic "Mathematical reasoning and its various obstacles – the need for an interdisciplinary approach" and Dr Cliona Murphy from the Dublin City University Institute of Education on "STEM Education and children's learning in science: What research says". Four roundtable discussions, five workshops facilitated by a team comprising both MIE staff and other local HEIs and Ministry of Education were also conducted. The Research Unit is processing the full paper submissions for the conference proceedings and for the MIE Journal of Education.

### • Paper Presentations

#### » MIE Educational Conference - November 2023

- The representation and interpretation of gender-based issues in Curriculum textbooks of primary
- Exploring the narratives of trainee teachers on children's experiences with fear in lower primary school context
- The influence of core qualities on the pedagogical practice of novice primary school teachers
- Navigating between the three compasses: work, child, and child's education
- Understanding the construction of teacher professional identity of a Holistic Education Programme (HEP) teacher
- Exploring authentic learning experiences for student- teachers at a teacher education institution in Mauritius
- The Mauritian multilingual education model and its implications for biliteracy development

- viii. An exploration of the experiences of English teachers with the use of dialogic talk: An interventionist case study at lower secondary school level.
- ix. The use of blackout poetry in developing communicative language skills in trainee teachers.
- » 6<sup>ème</sup> Congrès du réseau francophone de sociolinguistique - 28 mai au 1<sup>er</sup> juin 2024
  - i. “Les récits de vie en sociolinguistique, au défi de la singularité”
- » International Colloquium- Decolonial Dialogues (University of Dalhousie, University of British Columbia, University of Mauritius) 27 - 28 juin 2024
  - i. “Par-delà les décolonialisations des savoirs, quels nouveaux enjeux épistémologiques? Prendre au sérieux le faire signe de la situation mauricienne”
  - ii. “Pour une décolonisation de la recherche en sciences humaines et sociales : amorces d'une réflexion épistémologique en sciences du langage”;
  - iii. Unveiling colonial and monolingual legacies in multilingual children's language representations”;
  - iv. Can the Mauritian curriculum be decolonized?
- » 5<sup>th</sup> AHE-Afrika History Education International Conference (Kenyatta University, Kenya). 2023.
  - i. Teaching sensitive topics in the history curriculum at lower secondary level in Mauritius.
- » 1<sup>st</sup> Values and Life skills- Africa (VaLI-A) Conference, Nairobi, Kenya, 22 July 2023
  - i. Life Skills, Values and Citizenship Education in Mauritius (Online).
- » Colloquium organized by Ledikasyon Pu Travayer (Mauritius) on “Lalit pu Langaz Kreol: Eta-delye Apre 55 an Lindepandans”, October 2023
  - i. “Tention Caïma, renesans literatir morisien an Kreol”.
- **Colloque: L'Esclave, l'Etre Humain, Nov 2023**
  - i. “Déverrouiller l'économie bleue à Maurice : un projet à visage humain”;
  - ii. “La femme: Esclave d'un autre esclave; Ile de La Réunion”
- » 7<sup>th</sup> International Conference on Modern Research in Education, Teaching and Learning at Oxford University (27 to 29 March 2024)

Transformational Public-Private Partnership Framework: Key Considerations in the Design and Implementation of a School-Based Programme for A Healthier Nation and Planet.
- » SCITEED Conference - 2<sup>nd</sup> International Congress & Exhibition on Current Trends on Science Technology Education (21-24 April 2024)

Exploring the impacts of STEM Undergraduate Research Experiences on students in the Global South context.
- » The European Conference on Education (ECE2023)

Enhancing Critical Thinking Skills Through Real-Life Scenarios: An Assessment of Conceptual Understanding.

- » **Conference 'Envisioning Industry 5.0 Holistic Learning Environment'**  
STEAM ahead: Igniting Minds and Forging Futures
- » **Participation in Technology 4 Education (T4E) 2023 Conference**
  - i. Pre-Service Teachers' Approaches to Quantitatively Rich Mathematics Problems: Implications for Mathematical Knowledge for Teaching.
  - ii. Reading between and beyond Cumulative Frequency Curves: Insights from In-Service Secondary School Mathematics Teachers
- » **The European Conference on Education 2023**
  - i. Transforming Science Education at Grade 9 With a Pedagogical Technological Integrated Medium: An Integrated Approach for Teaching, Learning, and Assessment
  - ii. Scenarios as Means for Identifying, Developing, and Accessing Critical Thinking in Pre- and In-Service Teacher Education: A Preliminary Discussion on the Findings of an International Collaboration
- **Research Projects**
  - i. MIE-Funded research project: Exploring Mauritian educational leaders' professional conceptions, experiences, and praxes of educational leadership and management: Implications for national development.
  - ii. Higher Education Commission (HEC) funded research project: Investigating Proportional Reasoning among Mauritian Learners at Upper Primary in English and Kreol Morisien: a Longitudinal Study.
  - iii. Higher Education Commission (HEC) funded research project: Towards the construction of a register of biology terminology in Kreol Morisien for lower secondary level.
  - iv. Towards the construction of a register of mathematical terminology in Kreol Morisien for lower secondary level.
  - v. Récits de vie et langues : enjeux pour la formation des enseignants de français et de langues (in collaboration with Université de Tours, on-going).
  - vi. Investigating the decreasing enrolment rate in Art and Design at upper secondary level in Mauritius (in collaboration with MGI, on-going).
  - vii. Exploring the impact of 'STREAM' approach through Design and Technology experiential learning activities at Grade 8 extended level (on-going)
  - viii. Exploring Teachers' Pedagogical Practices in the teaching of English Language in the different types of secondary schools.
  - ix. Academics' Perceptions and Use of Open Educational Resources (OERs) at the Mauritius Institute of Education (On-going)
- **Publications**
  - » **Book Chapters/Journal Articles**
    - i. A feminist gaze on the primary curriculum textbooks of primary schools in Mauritius - A gendered perspective to analysing pedagogical content
    - ii. Mauritian linguistic landscape. In Y. Rodriguez & A. Elizaincín (Eds.), Language Conflict in Educational Settings: International Perspectives (1st ed.) Routledge.
    - iii. The impact of blurred boundaries on the personal and professional selves: A collaborative autoethnography of challenges faced by Mauritian academics engaged in academic writing during the Covid-19 pandemic. Routledge publications

- iv. Infusion of Inclusion in Mauritian Initial Teacher Education Programmes. In D.Hlalele & T.M. Makoelle (Eds.), *Inclusion in Southern African Education, Understanding Challenges and Enablement* (pp.223-236). Springer
- v. Inclusion in Mauritian Education: Initial Insights. In D.Hlalele & T.M. Makoelle (Eds.), *Inclusion in Southern African Education, Understanding Challenges and Enablement* (pp.57-68). Springer.
- vi. Catering for Learner Diversity: Teacher Perceptions and Practices of Inclusion in Primary Classrooms in Mauritius. In G. Boadu, G. Odhiambo, & P. Marandi (Eds.), *Practices and Perspectives of Teaching and Teacher Education in Africa* (pp. 115-136). IGI Global
- vii. Exploring trainees' experience in the teaching practice component in the postgraduate certificate in education part-time programme. *Journal of Education*, 13 (1), 98-118.
- viii. "Un corpus phonologique pour le français et le créole mauricien", [https://www.shs-conferences.org/articles/shsconf/pdf/2024/11/shsconf\\_cmlf2024\\_09007.pdf](https://www.shs-conferences.org/articles/shsconf/pdf/2024/11/shsconf_cmlf2024_09007.pdf).
- ix. "L'omission de "que" en français mauricien", [https://www.shs-conferences.org/articles/shsconf/pdf/2024/11/shsconf\\_cmlf2024\\_02008.pdf](https://www.shs-conferences.org/articles/shsconf/pdf/2024/11/shsconf_cmlf2024_02008.pdf)
- x. Higher education in Africa: Five case studies. In Adu, E.O., Mavuso, M.P., Duku, N.S. & C. Wolhuter (Eds.) *Foundation of Education: Contemporary social perspectives*. Pitso Publications. pp. 114-126.
- xi. Journeying through languages and voices: A reflexive account of researching teachers' language practices in the multilingual and multicultural context of Mauritius. In Consoli, S & S Ganassin (Eds.) *Reflexivity in Applied Linguistics: Opportunities, Challenges, and Suggestions*. Routledge. pp. 55-73.

» **Research Report**

Phase 1 of Ethics Education Fellowship Program National/Monitoring & Evaluation of Learning (MEL), Arigatou International

## 19 Consultancy/Collaboration with Other Institutions

- **Research Projects**

- i. The APPRENDRE Programme (*Appui à la Professionnalisation des Pratiques Enseignantes et au Développement de Ressources*) is a flagship programme of the AUF, designed to support Ministries of Education to strengthen the professional development of teachers. The Programme is being implemented in 26 African countries including Mauritius. MIE academics are involved in this project as local experts in different areas.
- ii. R Bholah participated in the Colloque Internationale " Enseignement des sciences et éducation au développement durable: Faire germer de nouvelles pratiques".

- **BELC International édition 2023**

Parcours 3 Élaboration d'une boîte à outils. Formation des formateurs, Novembre 2023

- **Institut Français de Maurice**

Présidente du comité national d'organisation de la Journée Internationale des professeurs de français (JIPF) 2023 et 2024

- Membre du comité national d'organisation de la Journée Internationale des professeurs de français (JIPF) 2023
- Animateur d'atelier de travail : Re) positionner la recherche au centre du métier d'enseignant(e) dans le cadre de la Journée Internationale des Enseignants de Français (JIPF); 24 novembre 2024

- **University of Tours; 23 May 2024**  
Doctoral viva jury (soutenance): Member of doctoral viva jury
- **UN-Mauritius and Seychelles - 11 June 2024**  
Resource Person: Bootcamp on Renewable Energy- Presentation Skills
- **The Southern African Development Community (SADC)**
  - i. Jury member for 2024 SADC Tertiary Institution Essay Competition;
  - ii. Preliminaries and finals of the English Speaking Union Public Speaking Competition 2024
  - iii. Drafting of roadmap of the operationalization of the Women in Science, Engineering and Technology (WISETO) - Virtual Regional Experts Meeting.
- **US Embassy, Nelson Mandela Centre for African Culture, and ESU**  
Black History Month Community Service Contest for Grade 12 Students in Mauritius and in Rodrigues.
- **Partenariat Hubert Curien - Le Réduit**  
S Hassamal attended a 2-day workshop/seminar at the Université de la Réunion.
- **Southern African Association for Research in Mathematics, Science & Technology (SAARMSTE) Research School**  
Facilitator in the event "The 22<sup>nd</sup> Annual SAARMSTE Research School for Mathematics, Science and Technology Education" from 25-28 June 2024
- **The United Nations Educational, Scientific and Cultural Organization (UNESCO)**  
Workshop for NGOs and Educators on Sandwatch Programme in the context of the RECOS project.
- **Arigatou International, Kaiciid Dialogue Centre (CIID), Guerrand- Hermes Foundation for Peace, Muslim Council of Elders, The Higher Committee of Human Fraternity & UNESCO**  
S Goburdhun & J.Ramsaha participated as fellows from Mauritius in the International Conference: Convening of Champions - Ethics Education to Contribute to Global Citizenship and Building Inclusive and Peaceful Societies' in Abu Dhabi - UAE, 23 - 25 April 2024.
- **Ministry of Education, Tertiary Education, Science and Technology (MOETEST)**
  - i. Technical Committee for Atlas specifications for Grade 4, Primary Schools
  - ii. Workshop on National Invasive Alien Species Strategy and Action Plan 2023-2030
  - iii. The School of Education is represented on the sub-committee for education on the national High Level Committee for Elimination of Gender Based Violence. Workshops have been organised for education stakeholders on this issue.
- **Ministry of Land Transport and Light Rail (TMSRU), Mauritius Police Force (MPF) & Ministry of Education, Tertiary Education, Science and Technology (MOETEST)**  
Production of Grades 1-6 Road Safety Education Teacher's book and Pupil's Activity Book
- **Nestlé and Ministry of Education, Tertiary Education, Science and Technology (MOETEST)**  
Debriefing Session and Participatory Workshop involving 56 Primary School Holistic Education Educators for the planning of the 2024 edition of the Healthier Kids programme
- **Ministry of Environment, Solid Waste Management and Climate Change (Environment and Climate Change Division)**  
Workshop on Kigali Implementation Plan.
- **Special Education needs Authority (SENA)**
  - i. Development of National Curriculum Framework for SEN learners
  - ii. Drafting of the National Action Plan aimed at enhancing the health and well-being of vulnerable and special needs adolescents: led by Dr. Ory.

- iii. Development of Hot Meal Plan
- iv. Braille training for assistant teachers and how to prepare a syllabus for the teaching of braille to assistant teachers.
- **Open University of Mauritius**  
Resource Person for:
  - i. Production of Curriculum Support Videos for Grades 10 & 11; and
  - ii. Video lessons for English
- **Mauritius Examination Syndicate**
  - (a) Member of Advisory Committee for:
    - i. Accounting, Business Studies, French Literature, Assessment for Technology Education, School Based assessment for National Certificate of Education, Grade 9 Ext.
    - ii. Internal Assessment
  - (b) Resource person for:
    - i. Monitoring of SC and HSC Art and Design project work;
    - ii. NCE Examinations and School Based Assessment (History and Geography);
    - iii. Assessment of Social and Modern Studies (SMS) at the lower secondary level;
    - iv. PSAC Examination; and
    - v. Grade 4 School Based Assessment (History and Geography).
  - (c) Member of Select Committee: Design and Technology O Level and A Level
- **University of Mauritius (UoM)**  
Member of Advisory Committee:
  - i. (BA (Hons) History & Sociology
  - ii. BSc (Hons) Sociology/Sociology with specialization in Gender Studies
- **Human Resource Development Council (HRDC)**  
Involved in the National Skills Development Strategy 2022 – 2026.
- **National Productivity and Competitiveness Council (NPCC) - 11 March 2024**  
Presentation on 'Language Learning'
- **National Archives**  
Public Records Appraisal Committee
- **University of Mauritius (UoM), Akademi Kreol Repiblik Moris (AKRM), Creole Speaking Union (CSU)**
  - i. Kour Kreol Morisien; and
  - ii. 40e Selebrasion Zourne Internasional Kreol 2023.
- **Akademi Kreol Repiblik Moris**  
Writing of 'Lortograf Kreol Repiblik Moris'
- **Rajiv Gandhi Science Centre**  
Science Quest Competition 2024 for Grades 7-13 Students.

## 20 Outreach

- **Project**  
**VYE pre-primary school, Case Noyale:** Decorating premises, repairing of outdoor games, donating a water tank and water pump, and offering lunch
- **Workshops:**  
Newton College: English Syllabus Grade 10 1125 – new syllabus  
Hindu Girls' College: 2nd Session Mathematics Enhancement Programme  
MGI and MGSS: Discussion forum for Mathematics Educators  
Universal College: Workshop for Mathematics Educators  
SENA: Remedial Sessions for visually impaired students

## 21 Workshops and Seminars

The following workshops and seminars were conducted to further empower educators at different levels.

- **B.Ed TVET**
  - i. Teaching and learning material for Technology Education; 8<sup>th</sup> January 2024
  - ii. Educators on the Technology Education Curriculum-Developing scheme of work for implementation of respective subjects; 17<sup>th</sup> November 2023;
  - iii. Technology Education (Grade 10 and 11) Assessment Framework by Mrs Angela Whiteside; 27<sup>th</sup> October 2023;
  - iv. Technology Education Curriculum-working on the TLS in collaboration with MES; 9<sup>th</sup> and 11<sup>th</sup> October 2023; and
  - v. Validation Sessions with Educators.
- **Teacher's Certificate Primary (Support Teachers)**  
Psycho-social support for the teachers organised with Ms. Melanie Vigier de La Tour, October 2023
- **Early Childhood Education**
  - i. Climate Change Education for Pre-Primary Teachers
  - ii. Nature-based Environmental Education (EE) in Early Childhood Education
- **Ministry of Education, Tertiary Education, Science and Technology (MOETEST)**
  - i. Africa Code Week for ICTSOs and SEN Primary Educators
  - ii. Innovative and sustainable pedagogies for children-at-risk in primary school contexts: Workshop for primary school practitioners
  - iii. Google Classroom for Secondary Educators
  - iv. Seminar - Digital Horizons: Education, careers and Digital Lab for lower secondary students and Educators
- **IELTA's 6<sup>th</sup> International Book Club**  
Presentation at the: 'Discovering what it means to be human through Terry Pratchett's Discworld series', Online Seminar, 15 July 2023.

## 22 Educational projects

- **Environment Award 2024**  
BEEd FT 23 - 26 Design and Technology Design students participated in and won the first prize.
- **Environment Day**  
The Design and Technology department organised the Environment Day on the 5th of June: "**Anou Plante**". The project comprised of encouraging staff to plant decorative plants to enhance the MIE compound. Around 25 beautiful pots with plants were given to each School and Unit.
- **National Action Plan on Tobacco Control 2022-2026-Sensitisation**  
Activities consisting of:
  - i. Poster exhibit carried out by TDP students
  - ii. Launching of an E-primer on 'no smoking' -available on MIE Website -under curriculum materials
  - iii. Talk by ADSU with Target audience - MIE Staff and Students
    - » Drugs Prevention: Talk by ADSU Police officer
    - » Smoking prevention: Gallery Walk
- **Professional Development of Academic & Non-academic staff**
  - i. Workshop on Active Learning at MGI on 24<sup>th</sup> October 2023;
  - ii. Technology Enabled Learning workshop: by HEC and COL 22-26 April 2024;
  - iii. Train the Trainer for Competency Based Education by Prof B.Watt; 7<sup>th</sup> Sept 2023;
  - iv. Writing of the Technology Education Curriculum; 6<sup>th</sup> and 7<sup>th</sup> July;
  - v. Technology Education: Working session on TLS by Prof B Watt; 13 September 2023; and
  - vi. Working session on TLS Angela White; 21<sup>st</sup> and 22<sup>nd</sup> September 2023.
  - vii. Workshop on 'Thinking Critically in the Workplace'.
- **Membership in Organisations**
  - i. International Professional Organisation
  - ii. Full member of the Organisation for Women in Science for the Developing World (OWSD)
  - iii. Member of the International Federation for Home Economics (IFHE)
- **Awards and Scholarships**  
Y Mahadeo: Nominated for the FY 24-25 Fulbright African Research Scholar Program

## 23 MIE 50<sup>th</sup> Anniversary Celebrations

A series of activities were organized by the different departments of the MIE in the context of the 50<sup>th</sup> Anniversary Celebrations of the Institute as follows:

- National Mathematics Contest 2023
- Sustainability/sustainable lifestyle (HE)
- Drawing and Painting competition and Exhibition on the theme “Education for all”
- Pétanque, Domino and Carrom competitions for MIE staff
- Inter TEI Futsal Tournament.
- International Day of the African Child
- Badminton Competition for MIE staff
- Sports Competitions for MIE students
- Launching of MIE Journal - Special Issue
- ESD Activity
- Mathematics in Real Life
- Futsal competition for MIE staff
- MIE Open week
- Heart Day & Blood donation
- Round Table with Former Directors of MIE
- Kaleidoscope Creole
- Commemorative envelope (in collaboration with Mauritius Post)
- Sharing of experiences and achievements – students and staff alumni
- Special Issue MIE Newsletter
- Prize giving and official celebration

## 24 Higher Studies Cell

The activities of the Higher Studies Cell during the year 2023/2024 are summarised as below:

No	Date	Activity	Presentation/Seminar/Workshop Details
1	05 July 2023	Seminar	Referencing and Avoiding Plagiarism for Mphil Intake 2023-2025 students
2	03 - 07 July 2023	Visits	Visits to St Mary's University The visit was made following a formal invitation by SMU through Dr Mark Price in his capacity as partnership lead at SMU. It focused on meeting several key staff on the EdD and MA (Ed) programme to discuss the first recruitment process as well as exploring the possibilities for collaborative research and joint supervision of MPhil (Education) students. It also included participation in a writing retreat to contribute to a book on Higher Education pedagogies and in the MA (Ed) Student paper presentations.
3	04 August 2023	Workshop	Academic Enrichment Session 1 for PGDIP Intake 2023- 2024 students
4	11 August 2023	Workshop	Academic Enrichment Session 2 for PGDIP Intake 2023- 2024 students
5	02 September 2023	Seminar	Seminar on Critical Writing for Mphil students Intake 2023-2025
6	29 September 2023	Workshop	Capacity building workshop with Mphil Supervisors & Co Supervisors for Mphil students Intake 2023-2025
7	13 to 17 November 2023	Visits	Visits from SMU Staff icw with Mphil Programme Intake 2023
8	14 November 2023		Workshop on Life History and Narrative for Mphil Intake 2023-2025 students
9	29 January 2024	Workshop	Academic Enrichment Session for PGDIP Intake 2023-2024 students
10	24 February 2024	Workshop	Academic Enrichment Session for Mphil students Intake 2023-2025
11	28 February 2024	Workshop	Capacity building workshop with Mphil Supervisors & Co Supervisors for Mphil Intake 2023-2025
12	02 March 2024	Workshop	SPSS workshop for Mphil students Intake 2023-2025

13	08 to 12 April 2024	Visits	Visits from SMU Staff in connection with Faculty wellbeing in Higher Education: proposal for a collaborative-comparative research study
14	04 May 2024	Workshop	Workshop on Quantitative Data Analysis for Mphil students Intake 2023-2025
15	17 & 18 April 2024	Workshop	Critical reading & writing Session for PGDIP Intake 2024-2025 students
16	02 & 03 May 2024	Workshop	Academic Enrichment Session for PGDIP Intake 2024-2025 students

Table 11: Summary of Activities of Higher Studies Cell

## 25 Corporate Governance

### 25.1 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”.

### 25.2 The Council

The Council of the Institute is the executive body of the Institute and has 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.

### 25.3 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.

### 25.4 Appointment of staff

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

## 26 Code of Corporate Governance of Mauritius

### 26.1 Governance Structure

The composition of the MIE Council has been set up as per section 10 of the MIE Act 1973, as subsequently amended. The composition is spelt out on page 6 of the Annual Report. The Council 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 MIE and take such measures as it thinks fit to achieve the objectives of the Institute.

### 26.2 Structure of the Board and its Committees

To fulfill its objectives, six sub committees have been set up, namely:

- (a) Senior Appointment Committee
- (a) Junior Appointment Committee
- (a) Finance Committee
- (a) Audit Committee
- (a) Quotation Committee
- (a) Human Resource Committee

### 26.3 Director Appointment Procedures

The Director is appointed by the Prime Minister and shall hold office on such terms and conditions and at such remuneration as the Prime Minister thinks fit until -

- (a) His retirement;
- (b) His resignation on giving at least 6 months' notice in writing, of his intention to do so to the Prime Minister, or
- (c) The expiry of any contract he may have entered into at the time of his appointment.

### 26.4 Director Duties, Remuneration and Performance

The Director is the principal academic and administrative officer of the Institute who has general responsibilities to the Council for maintaining and promoting the good order and efficiency of the Institute staff.

He is responsible for leading the organisation in matters relating to Strategic Planning, Quality Assurance, Research and Inter-Institutional links for the development of courses for educators. The Director is responsible for institutional Capacity Building and infrastructural improvement at the MIE including Staff Development to enhance performance for all 3 mandates.

### 26.5 Risk Governance and Internal Control

The MIE ensures that internal control is exercised at all levels to detect fraud and malpractices.

## 26.6 Reporting with Integrity

The MIE Council considers and approves the statement of Financial Position, statement of Financial Performance, the statement of changes in net Assets/Equity, and the cash flow statement in accordance with International Public Sector Accounting Standards. The Annual Report is published on MIE's website.

## 26.7 Audit

The MIE has an effective and independent Internal Audit unit that has the support of both the Board and Management. The Internal Auditor reports to the Chairperson of the Audit Committee. These have been spelt out in Section 7.5 of the Annual Report.

## 26.8 Relations with stakeholders and other key stakeholders

The MIE operates under the aegis of the Ministry of Education, Tertiary Education, Science and Technology and is the executive arm of the Ministry. The beneficiaries and key stakeholders are educators, managerial cadres and related service staff from all sectors of Education.

## 26.9 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 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 set down procedures for ensuring the translation of the principles of good governance into practice across the institution.

## 26.10 Code of Ethics

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

## 26.11 Anti-Corruption Policy

The Anti-Corruption Policy of the MIE, which was approved by the MIE Council in 2018, provides the framework for the organisation to fight against corruption. The Mauritius Institute of Education has committed itself to creating 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.

### 26.12 Equal Opportunity Policy

The Institute has developed its own Equal Opportunity Policy to be in line with the Equal Opportunity Act. The policy aims at promoting equality in the workplace and upholding all staff's right to equal opportunities for their professional growth and career pathway regardless of age, race, gender, sexual orientation, nationality, political opinion, divergent points of view, culture/ethnicity, religious belief, physical characteristics, disability or pregnancy.

The Mauritius Institute of Education follows guidelines of the Equal Opportunities Commission as set forth in its Guidelines on application of an Equal Opportunity Policy at Work in all its employment policies, procedures and practices.

### 26.13 Remuneration Policy

The remunerations of Board members and other committee are as per circular note No. 54 of 2022, dated 21 Dec 2022 emanating from the Ministry of Public Service, Administrative and Institutional Reforms.

## 27 Risk Management, Citizen-Oriented Initiatives, & Good Governance

### 27.1 Risk Management

#### Internal Audit

The Internal Audit Department identifies and assesses the risk areas 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 means of control that he deems necessary.

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

### 27.2 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.

### 27.3 Additional Internal Risk Mitigation Strategies

The MIE has developed two essential 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.

## 28 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. The MIE is making its contribution and work more visible through the use of its official website, where necessary information is also posted and regularly updated. The Institute is also working towards enhancing its outreach services by significantly improving its ICT infrastructure.

## 29 Related Party Transaction

For the purpose of these Financial Statements, parties which are considered to be related to MIE are the Ministry of Education, Tertiary Education, Science and Technology, the University of Mauritius, the University of Technology, MGI and the Higher Education Commission.

## 30 Statement of Attendance

### 30.1 Council

The Council comprises the following members and met on 9 occasions during the Financial Year (01 July 2023 – 30 June 2024) as outlined below:

SN	Members	Status	Meeting Attendance
1	Dr (Mrs) Jayantee Naugah, PDSM	Chairperson	9/9
2	Dr H Bessoondyal, OSK	Director	9/9
3	Ms P K Daby	Assistant Permanent Secretary, Prime Minister's Office	1/2
4	Mrs Maneesha Sandiana Bhowon	Assistant Permanent Secretary, Prime Minister's Office	5/7
5	Mrs A M Jaunbocus	Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology	2/3
6	Mrs Devina Ramma	Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology	5/5
7	Mrs Hansha Bedacee-Dindoyal	Deputy Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology	5/9
8	Mr Locknathsing Dwarkan	Director, Quality Assurance, Ministry of Education, Tertiary Education, Science & Technology	7/9
9	Miss P Docile	Lead Analyst, Ministry of Finance, Economic Planning & Development	7/9
10	Mr Mahesswarnath Luchoomun	Director, Private Secondary Education Authority	9/9
11	Mrs Bodita Ramano	Senior Administrative Manager, Representative University of Mauritius	6/9
12	Mr Kaviraj Sharma Peedoly	Senior Lecturer, Representative Academic Staff on Council	7/9
13	Mr Heyseraj Seeburuth	Assistant Procurement & Supply Officer, Representative Non-Academic Staff on Council	9/9
14	Mr Heerdhay Baratram	Student B.Ed FT, Representative Students' Union	7/9
15	Prof. Arnaud Carpooran, OSK	Personal Chair in French & Creole Studies and President Creole Speaking Union Member appointed by Prime Minister	7/9
16	Mr Poonesh Coomar Nuckchady	Quality Assurance Officer/Senior QA, Ministry of Education, TE, S & T Member appointed by Prime Minister	8/9

17	Mr Premnath Jootun	Former Rector, Hamilton College Member appointed by Prime Minister	7/9
18	Dr Dayasingh Awootar	Former Associate Professor at the MIE Member appointed by Prime Minister	7/9
19	Dr (Mrs) Ellora Dhunnoo	Chairperson RGSC & Former Educator Member appointed by Prime Minister	8/9
20	Mr Omraj Saraye	Registrar, Secretary	9/9

Table 12: Attendance for Council Meetings

### 30.2 Sub-committees of the Council

The sub-committees of the Council assist the latter in attending to the critical functions of the Institute.

### 30.3 Senior Appointment Committee

The Senior Appointment Committee comprises the following members and met twenty-eight times as outlined below:

SN	Members	Status	Meeting Attendance
1	Mr. M Varaden (Chairperson)	Chairperson	28/28
2	Dr H Bessoondyal	Director	28/28
3	Mrs. M A J Jaunbocus	Member	15/15
4	Mrs D Ramma	Member	13/13
5	Mr. P Jootun	Member	28/28
6	Dr (Mrs.) E Dhunnoo	Member	28/28
7	Mr. O Saraye	Registrar/Secretary	28/28

Table 13: Attendance for Senior Appointment Committee

### 30.4 Junior Appointment Committee

The Junior Appointment Committee comprises the following members and met 12 times during the Financial Year (01 July 2023- 30 June 2024) as outlined below:

SN	Members	Status	Meeting Attendance
1	Mrs H Bedacee-Dindoyal	Chairperson	12/12
2	Mr P Jootun	Member	12/12
4	Mr O Saraye	Member	12/12
4	Mrs B Bheem Singh	Assistant Registrar/Secretary	10/12
5	Ms U Ramnauth	Administrative Officer/ Secretary	2/2

Table 14: Attendance for Junior Appointment Committee

### 30.5 Audit Committee

The Audit Committee comprises the following members and met twice times during the Financial Year (01 July 2022– 30 June 2023) as outlined below:

SN	Members	Status	Meeting Attendance
1	Mrs. S Gowrydoss	Deputy Permanent Secretary, Ministry of Education, TE, S & T (Chairperson)	2/2
2	Mr. C Paddia	Lead Analyst, Ministry of Finance Economic Planning and Develop- ment	2/2
3	Prof. (Dr) Y Ramma	Head, Teacher Education	
4	Prof. A Carpooran	Council Member	1/2
5	Mr. O Saraye	Registrar (Secretary)	2/2

Table 15: Attendance for Audit Committee

### 30.6 Finance Committee

The Finance Committee comprises the following members and met six times during the Financial Year (01 July 2023 – 30 June 2024) as outlined below:

SN	Members	Status	Meeting Attendance
1	Ms. P Docile	Chairperson	6/6
2	Dr H Bessoondyal	Director	6/6
3	Mr. D Toolsee	Manager Financial Operations Ministry of Education, TE, S & T	6/6
4	Mrs. R Tengur-Jeewood	Financial Controller	6/6
5	Mr. O Saraye	Registrar (Secretary)	6/6

Table 16: Attendance for Finance Committee

### 30.7 Human Resource Committee

The Human Resource Committee comprises the following members and met fourteen times during the Financial Year (01 July 2023 – 30 June 2024) as outlined below:

SN	Members	Status	Meeting Attendance
1	Mrs. H Beedacee Dindoyal	Chairperson	13/13
2	Mr. B Bhooabul	Assistant Manager - Human Resource, Ministry of Education, Tertiary Education, Science & Technology	13/13
3	Mr. P Jootun	Member	13/13
4	Mr. O Saraye	Member	13/13
5	Ms. U Ramnauth	Administrative Officer	13/13

Table 17: Attendance for Human Resource Committee

### 30.8 Academic Board:

The Academic Board comprises the following members and met 3 times during the Financial (01 July 2023- 30 June 2024) as outlined below:

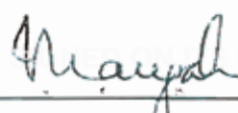
Sn	Name	Details	Meeting Attendance
1	Dr H Bessoondyal	Director (Chairperson), MIE	3/3
2	Mr Rajiv Aukhojee	Representative, Ministry of Education, Tertiary Education, Science & Technology, MITD House, Phoenix	2/3
3	Mrs C Surajbali-Bissoonauth	Representative, Ministry of Education, Tertiary Education, Science & Technology, MITD House, Phoenix	0/3
4	Dr (Mrs) A Ankiah-Gangadeen	Deputy Director MIE <b>as from December 2023</b>	2/3
5	Dr A Ramful	Head, Curriculum Development, Implementation & Evaluation, MIE <b>as from Feb 2024</b>	0/3
6	Prof (Dr) Y Ramma	Head, Curriculum Development, Implementation & Evaluation, MIE <b>as from Feb 2024</b>	2/3
7	Dr A B Rumjaun	Head, Research Unit Ag. H.O.S., School of Sciences and Mathematics	3/3
8	Dr (Mrs) S Saddul-Hauzaree	Head, Quality Assurance	3/3
9	Dr (Ms) H Mariaye	Ag. Head, Higher Studies Cell	3/3
10	Dr V Putchay	Ag. Head, School of Arts & Humanities	3/3
11	Dr N Hurreeram	Head, School of Applied Sciences	3/3
12	Mr C Jahangeer	Head, School of Education	3/3
13	Dr (Mrs) B Oogarah-Pratap	AP, Head, Outer Islands and International Affairs	2/3
14	Mr S Daiboo	Quality Assurance Officer, Private Secondary Education Authority (PSEA, ex-PSSA)	3/3
15	Prof (Ms) S Facknath	Professor, Faculty of Agriculture, University of Mauritius (UoM)	1/3
16	Dr (Mrs) S Fokeera-Wahedally	Principal Research and Development Officer, Mauritius Examinations Syndicate (MES)	2/3
17	Mr V Sooprayen Patten	Head Graphics, Publishing & Printing & Team Leader Quality Assurance Division, Open University of Mauritius	0/3
18	Dr R Appadoo	Associate Professor, Head School of Indian Studies MGI	2/3
19	Mr M G Sooklall	Senior Lecturer, Head School of Indian Studies, MGI	0/3
20	Mrs S Fulena	Head, Librarian	2/3
21	Mr K Goodoory	AP & Head, Computer Education, School of Science & Mathematics	3/3
22	Mr N Pyeneendee	Head of Department, Kreol Repiblik Moris, School of Arts & Humanities	2/3

23	Mr S Dhunnoo	AP & Officer-in-Charge DEAM, School of Education	2/3
24	Mrs B Joggesser	Lecturer, School of Applied Sciences	3/3
25	Dr (Mrs) T Mohabeer	Senior Lecturer, Dept of Educational Administration & Mgt	2/3
26	Mrs S Harpal	Teacher's Union (Primary) GTU	0/3
27	Mrs V Ballgobin-Sookhun	Representative, Teacher's Union (Primary) GTU <b>as from 10.03.2023</b>	2/3
28	Mr Y Kisto	President of the Government Secondary School Teachers' Union	3/3
29	Mr N Pyree Asrayah	MIE Student's Union <b>as from 20.04.2023</b>	2/3
30	Mr P Salick	MIE Student's Union <b>as from 20.04.2023</b>	3/3
31	Mr O Saraye	Registrar, MIE	3/3


Table 18: Attendance for Academic Board Meetings

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

Dr. (Mrs) J Naugah, PDSM (Chairperson)



Dr. H Bessoondyal, OSK (Director)





# **FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2024**

*STATEMENT OF FINANCIAL POSITION*

*STATEMENT OF FINANCIAL PERFORMANCE*

*STATEMENT OF CHANGES IN NET ASSETS/EQUITY*

*CASH FLOW STATEMENT*

*STATEMENT OF COMPARISON BUDGETED/ACTUAL AMOUNTS*

*NOTES TO THE FINANCIAL STATEMENTS*

## Part II – FINANCIAL STATEMENT FOR THE YEAR ENDED 30 JUNE 2024


**MAURITIUS INSTITUTE OF EDUCATION  
STATEMENT OF FINANCIAL POSITION  
AS AT 30 JUNE 2024**

	Notes	July 2023- June 2024	July 2022- June 2023
<b>ASSETS</b>			
		Rs.	Rs.
<b>Current Assets</b>			
Cash and Cash Equivalents	7	29,964,592	24,295,620
Receivables	8	4,780,506	5,362,101
Inventories	9	1,019,911	1,511,988
Trade and Other Receivables	10	5,363,858	4,917,530
		<u>41,128,867</u>	<u>36,087,240</u>
<b>Non-Current Assets</b>			
Receivables	8	16,000,176	15,935,567
Property, Plant and Equipment	11	183,057,552	191,259,067
Intangible Assets	12	1,120,928	989,470
		<u>200,178,656</u>	<u>208,184,104</u>
<b>TOTAL ASSETS</b>		<u>241,307,523</u>	<u>244,271,343</u>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Trade and Other Payables	13	25,569,340	22,468,391
Employee Benefit	13	19,373,992	14,980,073
		<u>44,943,332</u>	<u>37,448,464</u>
<b>Non-Current Liabilities</b>			
Payables - Car Loan	14	13,740,889	13,579,579
Long Term Provisions			
Employee Benefits Provision	14	128,919,009	128,391,567
Retirement Benefit Obligations	15	1,354,650,195	1,288,825,317
		<u>1,497,310,093</u>	<u>1,430,796,463</u>
<b>TOTAL LIABILITIES</b>		<u>1,542,253,425</u>	<u>1,468,244,927</u>
<b>EQUITY</b>		(1,300,945,904)	(1,223,973,586)
Accumulated Deficit	16	(1,300,945,904)	(1,223,973,586)
<b>TOTAL EQUITY AND LIABILITIES</b>		<u>241,307,523</u>	<u>244,271,343</u>

Dr (Mrs) J Naugah, PDSM  
Chairperson

Date: 28/10/2024

Dr H. Sissoondyal  
Director

The notes on pages 64 to 88 form part of the Financial Statements.



**MAURITIUS INSTITUTE OF EDUCATION  
STATEMENT OF FINANCIAL PERFORMANCE  
FOR THE YEAR ENDED 30 JUNE 2024**

	Notes	July 2023- June 2024	July 2022- June 2023
		Rs	Rs
<b>REVENUE</b>			
<i>Revenue from Exchange Transactions</i>			
Course Fees and Other Related Revenue	17	25,667,236	33,012,736
Other Income	17	3,633,922	1,793,733
		<u>29,301,157</u>	<u>34,806,469</u>
<i>Revenue from Non-Exchange Transactions</i>			
Grant from Government	17	<u>377,056,717</u>	<u>384,228,545</u>
<b>TOTAL REVENUE</b>		<u>406,357,875</u>	<u>419,035,014</u>
<b>EXPENSES</b>			
Staff Costs and Other Related Costs	18	335,124,924	323,909,770
Academic Expenses	19	20,410,133	22,006,476
Other Operating Expenses	20	25,466,361	22,380,199
Depreciation and Amortisation charges	21	10,222,779	10,670,583
		<u>391,224,197</u>	<u>378,967,028</u>
<b>TOTAL EXPENSES</b>		<u>391,224,197</u>	<u>378,967,028</u>
Surplus from operations		15,133,677	40,067,986
Profit on Disposal			<u>25,868</u>
<b>SURPLUS FOR THE YEAR</b>		<u>15,133,677</u>	<u>40,093,853</u>

The notes on pages 64 to 88 form part of the Financial Statements.

**MAURITIUS INSTITUTE OF EDUCATION  
STATEMENT OF CHANGES IN NET ASSETS/ EQUITY  
FOR THE YEAR ENDED 30 JUNE 2024**

	<b>Accumulated Deficit</b>
	<b>Rs.</b>
<b>Balance at 1 July 2023</b>	<b>(1,223,973,586)</b>
<b>Prior Year Adjustment</b>	<b>321,823</b>
	<b>(1,223,651,763)</b>
 Surplus for the year	 <b>15,133,677</b>
	<b>(1,208,518,086)</b>
Remeasurement IPSAS 39	<b>(92,427,817)</b>
<b>Balance at 30 June 2024</b>	<b>(1,300,945,904)</b>

**The Prior Year Adjustment refers to:**

- (i) Overstatement as regards software amortisation - Rs 162,373
- (ii) Creditors written back - Rs 159,450

**MAURITIUS INSTITUTE OF EDUCATION  
STATEMENT OF CHANGES IN NET ASSETS/ EQUITY  
FOR THE YEAR ENDED 30 JUNE 2023**

	<b>Deficit</b>
	<b>Rs.</b>
<b>Balance at 1 July 2022</b>	<b>(1,205,249,912)</b>
<b>Prior Year Adjustment</b>	<b>(18,151)</b>
	<b>(1,205,268,063)</b>
 Surplus for the year	 <b>40,093,853</b>
	<b>(1,165,174,210)</b>
Remeasurement IPSAS 39	<b>(58,799,377)</b>
<b>Balance at 30 June 2023</b>	<b>(1,223,973,586)</b>

**MAURITIUS INSTITUTE OF EDUCATION**  
**CASH FLOW STATEMENT**  
**FOR THE YEAR ENDED 30 JUNE 2024**

	July 2023- June 2024	July 2022- June 2023
Notes	Rs.	Rs.
<b>Cash Flow from Operating Activities</b>		
<b>Net Deficit /Surplus for the Year/Period</b>	<b>15,133,677</b>	<b>40,093,853</b>
<b>Adjustments for:-</b>		
Depreciation & Amortisation	10,222,779	10,670,583
Provision for Employee Benefits	5,177,528	4,711,401
Retirement Benefit Obligations	(26,602,958)	(39,547,722)
Loss/Profit on Disposal		(25,868)
<b>Operating deficit before working capital changes</b>	<b>3,931,026</b>	<b>15,902,247</b>
Decrease/ (Increase) in Other Receivables	(446,310)	(1,994,012)
Increase in Inventories	492,077	209,700
(Decrease)/ Increase in Other Payables	3,607,308	(1,094,277)
Increase/Decrease in Deposits	75,220	78,425
<b>Net cash flows from Operating Activities</b>	<b>7,659,321</b>	<b>13,102,084</b>
<b>Cash flows from Investing Activities</b>		
Purchase of Property, Plant and Equipment and Intangible assets	(1,998,970)	(10,972,233)
Proceed from Disposal	8,623	43,114
<b>Net cash used in Investing Activities</b>	<b>(1,990,347)</b>	<b>(10,929,119)</b>
<b>Cash flows from Financing Activities</b>		
<b>Net (decrease) / increase in Cash and Cash Equivalents</b>	<b>5,668,972</b>	<b>2,172,963</b>
<b>Movements in Cash and Cash Equivalents</b>		
Cash and cash equivalents at the beginning of the year/period	24,295,620	22,122,657
Cash and cash equivalents at the end of the year/period	7 29,964,592	24,295,620
<b>Net (decrease) / increase in Cash and Cash Equivalents</b>	<b>5,668,972</b>	<b>2,172,963</b>

The Cash Flow has been prepared using the indirect method.

**Cash and Cash Equivalents**

Cash and cash equivalents consist of cash at bank and deposit in money market instruments. Cash and cash equivalents included in the cash flow statement comprise the following statement of financial position amounts.

	July 2023- June 2024	July 2022- June 2023
Cash at Bank	29,964,592	24,295,620
	<b>29,964,592</b>	<b>24,295,620</b>

The entity has no undrawn borrowing facilities.

**STATEMENT OF COMPARISON BUDGETED/ ACTUAL AMOUNTS  
FOR THE YEAR ENDED 30 JUNE 2024**

	Budgeted Amount			Actual Amounts On Comparable Basis Rs	Difference Revised Budget and Actual Rs	Reasons for Variance
	Original Budget 2023/24 Rs	Revised Budget 2023/24 Rs				
<b>RECEIPTS</b>						
Opening Cash Book	9,018,300	9,018,300	5,410,515.00	-		
Government Grant	375,000,000	375,000,000	377,056,717	-2,056,717	Fund received for Cote D'or	
Revenue From Students	18,000,000	18,000,000	18,531,657	-531,657	New cohorts during the year	
Miscellaneous Receipts	3,500,000	3,500,000	3,633,922	-133,922	Increase in revenue from resit, transcripts, etc.	
Revenue from Rodrigues Regional Assembly	7,000,000	7,000,000	2,323,156	4,676,844	Receipt for year 2023/2024 received in next financial year.	
AKRM	500,000	500,000	478,147.00	21,853		
<b>Total Receipts</b>	<b>413,018,300</b>	<b>413,018,300</b>	<b>407,434,114</b>			
<b>PAYMENTS</b>						
Wages, Salaries and Employee	359,656,300	359,656,300	327,832,260	31,824,040	Recruitments not as budgeted	
Administrative Costs	31,735,000	31,735,000	27,654,960	4,080,040	Judicious control over costs	
Operating Costs	21,627,000	21,627,000	17,847,113	3,779,887	Judicious control over costs	
<b>Total Payments</b>	<b>413,018,300</b>	<b>413,018,300</b>	<b>373,334,333</b>			
<b>Net Receipts /(Payments)</b>	<b>-</b>	<b>-</b>	<b>34,099,781</b>			

**STATEMENT OF COMPARISON BUDGETED/ ACTUAL AMOUNTS  
FOR THE YEAR ENDED 30 JUNE 2024**

Capital	Budgeted Amount		Actual Amounts On Comparable Basis Rs	Difference Final Budget and Actual Rs	Reasons for Variance
	Original Budget 2023/24 Rs	Final Budget 2023/24 Rs			
<b>RECEIPTS</b>					
Capital Grants	10,000,000	10,000,000	2,553,457	7,446,543	
<b>PAYMENTS</b>					
ERP Financial System	5,000,000	5,000,000		5,000,000	Project in progress
Laptop & Computer and Office Equipment	3,750,000	3,750,000	2,158,970	1,591,030	Payments effected after Financial year
Renovation works at MIE & Waterproofing	1,250,000	1,250,000		1,250,000	Project not yet started
<b>Total</b>	<b>10,000,000</b>	<b>10,000,000</b>	<b>2,158,970</b>	<b>7,841,030</b>	

## MAURITIUS INSTITUTE OF EDUCATION

### NOTES TO THE FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 30 JUNE 2024

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#### Note 1. Legal Form and Activities

The Mauritius Institute of Education, situated at Réduit is a para-statal body functioning under the aegis of the Ministry of Education, Tertiary Education, Science and Technology. It was established in 1973 under the MIE Act 1973, subsequently amended in 1984.

The objects of the MIE shall be to provide 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 all such things as are incidental or conducive to the attainment of those objects.

The Financial Statements of the MIE are for the year ended June 30, 2024 and accounting policies have been applied consistently throughout.

#### Note 2. Statement of Compliance and Basis of Preparation of the Financial Statements

##### (a) Statement of Compliance

The Financial Statements have been prepared in accordance with and comply with International Public Sector Accounting Standards (IPSASs) issued by the International Public Sector Accounting Standard Board (IPSASB). Where IPSAS does not provide any guidance for any specific transaction(s), the appropriate International Financial Reporting Standards (IFRSs) are applied.

##### (b) Basis of Preparation

The Financial Statements have been prepared on historical cost basis, except for certain financial instruments that are measured at fair value at the end of each reporting period, as described in Note 4 below. The statement of cash flow is prepared using the indirect method. The Financial Statements are prepared on accrual basis using going-concern principle.

In line with IPSAS requirements, the use of certain critical accounting estimates have been used in the preparation of the MIE's Financial Statements. In the application of its Accounting Policies, the Management is required to make judgements, estimates and assumptions about the carrying amounts of assets and liabilities that are not readily apparent from other sources. The areas involving a

**MAURITIUS INSTITUTE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 30 JUNE 2024**

higher degree of judgement or where assumptions and estimates are significant to the Financial Statements have been disclosed in Note 6 – Accounting Policies.

The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates. The estimates and the underlying assumptions are reviewed on an on-going basis. Revisions of accounting estimates are recognised in the period in which the estimate is revised if the estimate affects only that period or in the period of the revision and future periods if the revision affects both current and future periods. Estimates include, but are not limited to fair valuation of inventories, accounts receivables, accrued charges, contingent assets and liabilities, and degree of impairment of Property, Plant and Equipment.

The Financial Statements have been prepared and presented in Mauritian Rupee (Rs), which is the functional and reporting currency of the MIE. The amounts have been rounded to the nearest rupee.

**(c) Adoption of New and Revised IPSAS and Revision for the year ended June 30, 2024**

Accounting Standards issued but not yet effective. The Mauritius Institute of Education has not opted for early adoption.

IPSASs	Summary of Changes	Effective Date	Remarks
IPSAS 43, Leases	Sets out the recognition, measurement, presentation and disclosure requirements for leases.	On or after January 1, 2025	
IPSAS 44, Non-current Assets Held for Sale and Discontinued Operations	Sets out the accounting for non-current assets held for sale and the presentation and disclosure of discontinued operations.	On or after January 1, 2025	

**MAURITIUS INSTITUTE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 30 JUNE 2024**

IPSAS 46, Measurement	To define measurement bases that assist in reflecting fairly the cost of services, operational capacity, and financial capacity of assets and liabilities.	On or after January 1, 2025	
IPSAS 47, Revenue	To establish the principles that an entity shall apply to report useful information to users of financial statements about the nature, amount, timing and uncertainty of revenue and cash flows arising from revenue transactions.	On or after January 1, 2026	
IPSAS 48, Transfer Expenses	To report useful information to users of financial statements about the nature, amount, timing and uncertainty of expenses and cash flows arising from transfer expense transactions.	On or after January 1, 2026	
IPSAS 49, Retirement Benefit Plans	To prescribe the accounting and reporting requirements for public sector retirement benefit plans, which provide retirement benefits to public sector employees.	On or after January 1, 2026.	

**Note 3. Budget Information**

The MIE's budget for the year ended 30 June 2024 was approved by the MIE Council meeting on 27 June 2023. The Budget is prepared on a Cash Basis, classified by nature of expenses and covers the 12-month period 1 July 2023 to 30 June 2024.

**MAURITIUS INSTITUTE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 30 JUNE 2024**

**Note 4. Accounting Period**

The accounting period relates to 1 July 2023 to 30 June 2024.

**Note 5. Revenue recognition**

**(i) IPSAS 9- Revenue from Exchange Transactions**

Revenue from course fees is recognized on an accrual basis. According to IPSAS 9, course fees have to be recognised over the period of instruction; and

**(ii) IPSAS 23- Revenue from Non-Exchange Transaction**

The MIE receives Grants from the government. Capital grants are recognised on a cash basis.

**Note 6: Accounting Policies**

**(a) Financial Instruments**

Financial assets and Liabilities are initially recognized at their invoice amounts, which approximate their fair value at recognition.

These instruments are subsequently measured at amortized cost. As the financial instruments held by MIE are predominantly short-term in nature and do not involve significant interest or discounting, the invoice price is considered a reasonable approximation of amortized cost.

**Categories of Financial Assets**

Categories	30 June 2024 (Rs)
<b>Financial Assets</b>	
Trade and Other Receivable	5,383,858
Cash & Cash Equivalent	29,964,592
Car Loan	20,780,779
<b>Financial Liabilities</b>	
Trade and Other Payables	25,569,340

**MAURITIUS INSTITUTE OF EDUCATION  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 30 JUNE 2024**

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**Credit Risk****Expected Credit Loss (ECL) Model and Credit Risk**

Although financial assets are measured at invoice price, the institute assesses ECL under IPSAS 41. Due to historically low default rates, the institute assesses ECL to be minimal.

The MIE is exposed to minimal credit risk on its cash and cash equivalents, as there are held with reputable financial institutions.

Credit Risk relates to the possibility of default by employees in settling their loan obligations towards the MIE. The MIE has established a "lien" policy on cars purchased by those employees who benefit from such car loans. Thus, the credit risk associated with car loans to staff is considered minimal.

**Interest rate risk**

The MIE's income and operating cash flows are substantially independent of changes in the market interest rates.

**Liquidity risk**

No significant liquidity risks exist. Payables are settled at invoice amounts within standard credit periods, and the entity maintains sufficient liquidity through cash.

The entity maintains adequate short-term liquidity through its cash balances and MIE has no borrowing. Financial liabilities (consist of mainly of trade payables) are settled at invoice amounts within standard credit periods.

**Market risk**

The MIE's activities do not expose itself to this kind of risk.

**Currency risk**

The MIE did not engage in activities which would require foreign currency exposure hedging.

**MAURITIUS INSTITUTE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 30 JUNE 2024**

**(b) Property, Plant and Equipment**

Property, Plant and Equipment are initially stated at cost less accumulated depreciation. No impairment review was carried out during the financial year ended 30 June 2024. Cost comprises any costs directly attributable to bringing the asset to working condition for its intended use. A full year's depreciation is provided for assets purchased in the financial year. No depreciation is charged in the year of disposal.

Depreciation is charged so as to write off the cost or valuation of assets, over their estimated lives, using the straight-line method as follows:

Asset type	Expected useful life (Years)	Rate of depreciation per annum (%)
Building	50	2
Fixtures & Fittings	10	10
Office furniture & Equipment	10	10
Software	5	20
Computer Equipment	5	20
Sports & Educational Equipment	5	20
Motor Vehicles	5	20

Where the carrying amount of an asset is greater than its estimated recoverable amount, it is written down immediately to its recoverable amount.

The gains or losses arising on disposal or retirement of an item of Property, Plant and Equipment is determined as the difference between the sales proceeds and the carrying amount of the asset is recognized in the Statement of Financial Performance. Information is being gathered to assess the value of land not disclosed in the accounts.

**(c) Intangible Assets**

IT Software costs are recognised as intangible assets and amortised in the Statement of Financial Performance using the straight-line method over its estimated useful lives of five (5) years.

**(d) Cash and Cash Equivalents**

Cash and cash equivalents comprise bank balances and cash in hand.

**MAURITIUS INSTITUTE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 30 JUNE 2024**

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**(e) Foreign Currency Transactions**

Transactions in foreign currencies are translated to Mauritian rupees at the exchange rate ruling at the date of the transaction.

**(f) Inventories**

Inventories are measured at the lower of cost (determined mostly on a first-in-first-out basis) and Net Realisable Value. Cost includes all costs of purchase, cost of conversion and other costs incurred in bringing the inventories to their present location and condition. Net Realizable Value represents the estimated costs of completion and costs to be incurred in marketing, selling and distribution.

**(g) Car Loans**

Car loans are disbursed to the MIE by the Ministry of Education, Tertiary Education, Science and Technology upon applications by eligible employees as part of the conditions of service. The loans are executed by way of a registered Agreement between the MIE and the employees. The car loans which bear an interest of 3% per annum are repayable monthly over a period of five or seven years (as per the recommendations of PRB Report). The balances of principal amounts are shown as short-term and long-term loans. Corresponding carrying amounts are shown under receivables.

**(h) Provisions**

Provisions are recognized when the MIE has a present obligation as a result of a past event, and it is probable that the MIE will be required to settle that obligation. Provisions are measured at the Management best estimate of the expenditure required to settle the obligation at the balance sheet date, and are discounted to present value where the effect is material.

**(i) Defined Benefit Pension Plan**

Contributions to defined contribution retirement benefit plans are recognized as an expense when employees have rendered service entitling them to the contributions.

Provision for retirement pension benefits is made under the Statutory Bodies Pension Funds Act of 1978, as amended. The pension Scheme is administered by the State

**MAURITIUS INSTITUTE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 30 JUNE 2024**

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determined using the projected unit credit method, with actuarial valuations being carried out at the end of annual reporting period. Remeasurement, including actuarial gains and losses, is reflected immediately in the Statement of Financial Position. Past service cost is recognised in the Statement of Financial Performance in the period of a plan amendment. Net interest is calculated by applying the discount rate at the beginning of the period to the net defined benefit liability or asset.

**(j) Defined Contribution Pension Plan**

The Institute contributes to a defined contribution plan for its employees who have been employed on permanent and pensionable employment with effect from January 2013. Under this plan, the reporting entity's obligation for each period is determined by the amounts contributed for that period. No actuarial assumptions are required to measure the obligations or the expense, and there is no possibility of any actuarial gain or loss. Moreover, the obligations are measured on an undiscounted basis, except where they do not fall due wholly within twelve months after the end of the period in which the employees render the related service. The contributions made by the Institute to the pension plan are recognised as an expense in the Statement of Financial Performance.

**(k) Employee Leaves Entitlement**

**(i) Sick Leave and Vacation Leave**

Employees are allowed to accumulate sick leave and vacation leaves not taken at the end of each calendar year up to a maximum of 110 days and 210 days respectively as per PRB Report 2021. There was no cash refund of unutilized sick leave for the year 2020 exceptionally in the context of COVID-19 pandemic. In line with Circular Note No 17 of 2021 from the Ministry of Public Service, Administrative and Institutional Reforms, such leave has been accumulated, up to a maximum of 16 days, in the sick leave bank of eligible officers. The monetary value of balance of bank sick leave and vacation leave are computed at the end of the reporting date and are recognised as liability in the financial statement. Sick leave payable to retiring officers within one year include Vacation leaves refunded to retiring officers during the year and encashment of annual entitlement of sick leaves not taken at the end of every calendar year, are expensed in the Statement of Financial Performance in the year it is accrued.

**MAURITIUS INSTITUTE OF EDUCATION**  
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**FOR THE YEAR ENDED 30 JUNE 2024**

**(ii) Passage Benefits**

Passage benefits are provided to eligible employees as per the recommendations in the PRB 2021 Report. It is calculated as a percentage of employee's salaries and are earned during active employment, which is accrued. They are therefore classified as employee benefits and are measured at their nominal value. The provision made for the estimated liability for passage benefits is based on the passage benefit register updated each month. The passage benefits for each staff are valued at year end and is accounted as liability in the Statement of Financial Position. For this financial year, an amount equivalent to budgetary provision for Passage Benefit payments is transferred from long term liabilities to short term liabilities classified under current liability. The passage benefits earned during the year by eligible staff are computed and expensed in the Statement of Financial Performance.

**(i) Operating Leases**

The Mauritius Institute of Education has signed a lease agreement with Land scope (Mauritius) Ltd on 10 January 2022 regarding rental of apportion of land to the extent of 31,657m for the construction of a new MIE Campus in the Educational Hub at Cote D'or in the district of Moka. The lease is for an initial duration of 30 years renewable for two consecutive periods of 30 years of expiry of the lease. The lease is treated as an operating lease.

An amount of Rs 1350,000 was paid for period January to December 2024 for lease of land at Cote D'or. The annual rental payable shall be subject to an increase of 9 % every three years up to the end of the first lease of 30 years. The total of future minimum lease payment is as follows:

Not later than 1 year	Rs 1,471,500
Later than 1 year not later than 5 years	Rs 5,886,000
Later than 5 years	Rs 33,750,000

**MAURITIUS INSTITUTE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 30 JUNE 2024**

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**(m) Related Parties**

Related parties are considered to be related if one party has ability to control the other party in making financial operating decisions.

All transactions undertaken with related parties are at commercial terms and conditions.

**(n) Critical Judgements and Key Sources of Estimation Uncertainty**

The preparation of Financial Statements in accordance with IPSAS requires the directors and management to exercise judgement in the process of applying the accounting policies. It also requires the use of accounting estimates and assumptions that may affect the reported amounts and disclosures in the Financial Statements. Judgements and estimates are continuously evaluated and are based on historical experience and other factors, including expectations and assumptions concerning future events that are believed to be reasonable under the circumstances. The actual results could, by definition therefore, often differ from the related accounting estimates.

Where applicable, the notes to the Financial Statements set out areas where Management has applied a higher degree of judgement that have a significant effect on the amounts recognized in the Financial Statements, or estimations and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

The key assumptions concerning the future and other key sources of estimation uncertainty at the balance sheet date include allowance for inventories and retirement benefit obligations.

**MAURITIUS INSTITUTE OF EDUCATION  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 30 JUNE 2024**

	July 2023- June 2024	July 2022- June 2023
	Rs.	Rs.
<b>7 CASH AND CASH EQUIVALENTS</b>		
Short term deposit - Cash at Bank		
Mauritius Commercial Bank- 000140502343	1,399,777	1,410,530
SBM Bank - Current a/c 61030100007551	14,627,107	6,234,223
SBM Bank - Capital a/c 62025100002303	10,615,031	13,405,601
SBM Bank- Student Union a/c 62010100014994	917,891	842,671
SBM Bank - Canteen a/c 61010100001669	199,975	199,975
SBM Bank- MA Brighton a/c 62010100054682	2,200,069	2,200,069
Petty Cash	4,740	2,550
	<b>29,964,592</b>	<b>24,295,620</b>

Cash and Cash Equivalents : SBM Bank current A/c 61030100007551 include funds received for Exterior- Funded Projects to the amount of Rs 4,709,898. This amount is exclusively reserved & utilised.

	July 2023 June 2024	July 2022 June 2023
	Rs.	Rs.
<b>8 RECEIVABLES</b>		
Car Loan	18,415,903	18,836,188
Advance Account	2,364,779	2,461,480
	<b>20,780,682</b>	<b>21,297,668</b>
Receivable are classified as follows:		
<b>Current assets- within one year</b>		
Car Loan	4,675,014	5,256,609
Advance Account	105,492	105,492
	<b>4,780,506</b>	<b>5,362,101</b>
<b>Non-current assets more than one year</b>		
Car Loan	13,740,889	13,579,579
Advance Account	2,259,287	2,355,988
	<b>16,000,176</b>	<b>15,935,567</b>

Receivable in respect of Car Loan represents car loan to employees as at 30 June 2024. The number of employees who benefited from this scheme are 49 (30 June 2023- 54).

The staff car loans bear interest at the rate of 3% per annum and is repayable over a period of 5 or 7 years.

Receivable in respect of Advance Account represents misappropriation of funds by a former Assistant Finance Officer, Mr T Nujjoo. The Court Judgment was received on 26 October 2021. It has been agreed in court that Mr Nujjoo will settle the amount of Rs 8,791/ (comprising capital and interest) on a monthly basis for 300 consecutive months.

**MAURITIUS INSTITUTE OF EDUCATION  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 30 JUNE 2024**

	<b>July 2023- June 2024</b>	<b>July 2022- June 2023</b>
	<b>Rs.</b>	<b>Rs.</b>
<b>9 INVENTORIES</b>		
Stationery and Materials for courses	<b>1,019,911</b>	1,511,988
	<b><u>1,019,911</u></b>	<b><u>1,511,988</u></b>

	<b>July 2023- June 2024</b>	<b>July 2022 June 2023</b>
	<b>Rs.</b>	<b>Rs.</b>
<b>10 TRADE AND OTHER RECEIVABLES</b>		
Registration Fees (Students)	<b>63,400</b>	67,850
Rodrigues Regional Assembly	<b>2,323,155</b>	1,314,544
Other Receivables	<b>1,366,454</b>	1,682,415
Other Prepayments	<b>1,610,849</b>	1,852,721
	<b><u>5,363,858</u></b>	<b><u>4,917,530</u></b>

**MAURITIUS INSTITUTE OF EDUCATION  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 30 JUNE 2024**

**I1 PROPERTY, PLANT AND EQUIPMENT**

	Fixtures & Fittings		Office Furniture & equipment		Computer Equipment		Motor Vehicles		Buildings		Building in Progress		Total
	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs
<b>COST/ VALUATION</b>													
At 01 July 2023	1,574,983	85,236,426	50,720,134	5,944,810	246,918,120								390,394,473
Additions		787,450	1,103,306										1,890,755
Disposal (Laptop)			(43,114)										(43,114)
Disposal (unserviceable items)		(131,795)	(77,415)										(209,210)
<b>At 30 JUNE 2024</b>	<b>1,574,983</b>	<b>85,892,080</b>	<b>51,702,911</b>	<b>5,944,810</b>	<b>246,918,120</b>								<b>392,032,904</b>
<b>DEPRECIATION</b>													
As at 1 July 2023	641,688	74,756,861	45,614,118	5,944,810	72,177,928								199,135,405
Charge for the year	157,498	2,293,366	2,694,422										-
Disposal (Laptop)			(34,491)										10,083,649
Disposal of unserviceable items		(131,795)	(77,415)										(34,491)
<b>At 30 JUNE 2024</b>	<b>799,186</b>	<b>76,918,432</b>	<b>48,196,634</b>	<b>5,944,810</b>	<b>77,116,290</b>								<b>208,975,353</b>
<b>NET BOOK VALUE AT 30 JUNE 2024</b>	<b>775,797</b>	<b>8,973,647</b>	<b>3,506,276</b>	<b>-</b>	<b>169,801,830</b>								<b>183,057,552</b>
At 30 June 2023	933,295	10,479,564	5,106,016		174,740,191								191,259,066

**MAURITIUS INSTITUTE OF EDUCATION  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 30 JUNE 2024**

**12 Intangible Assets**

	<b>Rs</b> Software	<b>Rs</b> Assests under Development	<b>Rs</b> Total
Opening Balance at 1 July 2023	9,144,331	811,866	9,956,196
Additions	<u>9,144,331</u>		
Closing Balance as at 30 June 2024	<u>108,215</u>		<u>9,956,196</u>
	<u>9,252,546</u>		
<b>Amortisation</b>			
Opening Balance at 1 July 2023	8,966,725		8,966,725.00
Prior Year Adjustment	(162,373)		(162,373)
Charge for the year	139,130		139,130
Closing Balance at 30 June 2024	<u>8,943,482</u>		<u>8,943,482.00</u>
<b>Net Book Value at 30 June 2024</b>	309,064	811,865.50	1,120,928
Net Book Value at 30 June 2023	989,470		989,470

**MAURITIUS INSTITUTE OF EDUCATION  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 30 JUNE 2024**

		<b>July 2023- June 2024</b>	<b>July 2022- June 2023</b>
		<b>Rs.</b>	<b>Rs.</b>
<b>13</b>	<b>TRADE AND OTHER PAYABLES</b>		
	Other Payables	12,686,376	11,803,909
	Income Received in Advance	2,580,160	
	Externally Funded Projects	4,709,898	4,565,202
	Short Term Car Loan	4,675,014	5,256,609
	Short Term Vacation Leave	3,978,160	2,034,829
	Short Term Sick Leave	10,895,832	8,445,244
	Short Term Passage Benefit	4,500,000	4,500,000
	Fund - MIE Student Union	917,891	842,671
		<b>44,943,332</b>	<b>37,448,464</b>

**MAURITIUS INSTITUTE OF EDUCATION  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 30 JUNE 2024**

**14 PAYABLES**

Payables represents Provision for Sick leave, Passage Credit, Vacation Leave and Car Loan

**Passage Benefit:** It is estimated that the amount of passage benefit payable within the forthcoming year will be Rs 4.5 M.

**Sick Leave :** Employees are allowed to accumulate sick leave not taken at the end of the calendar year up to a maximum of 110 in a sick leave bank as at 30/6/2024. The balance of bank sick is valued at the end of the financial year and is recognised as a long term payable.

	July 2023- June 2024	July 2022- June 2023
	Rs.	Rs.
Provision for Sick Leave	59,352,348	58,479,172
Passage Benefit	11,922,519	12,363,313
Provision for Vacation Leave	57,644,144	57,549,084
Car loan contracted with Ministry of Education, Tertiary Education, Science and Technology	13,740,889	18,836,182
		-
	<b>142,659,899</b>	<b>147,227,751</b>

**MAURITIUS INSTITUTE OF EDUCATION**  
**FIGURES FOR IPSAS 39 ADOPTION FOR:**  
**For year ending 30 June 2024**

**15 RETIREMENT BENEFIT OBLIGATIONS**

	Year ending 30 June 2024	Year ending 30 June 2023
	Rs	Rs
<b>Amount recognised in balance sheet at end of year:</b>		
Defined benefit obligation	1,459,301,556	1,345,549,942
Fair value of plan assets	(104,651,361)	(56,724,625)
<b>Liability recognised in balance sheet at end of year</b>	<b>1,354,650,195</b>	<b>1,288,825,317</b>
<b>Amounts recognised in income statement:</b>		
Service cost:		
Current service cost	25,331,873	23,578,636
(Employee Contributions)	(6,973,349)	(6,843,819)
Fund Expenses	464,772	456,274
Net Interest expense / (revenue)	71,420,008	59,801,434
P&L Charge	90,243,304	76,992,525
<b>Remeasurement</b>		
Liability (gain)/loss	101,558,901	59,851,366
Assets (gain)/loss	-9,131,084	-1,051,989
Net Assets /Equity (NAE)	92,427,817	58,799,377
<b>Total</b>	<b>182,671,121</b>	<b>135,791,902</b>
<b>Movements in liability recognised in balance sheet:</b>		
At start of year	1,288,825,317	1,269,573,662
Amount recognised in P&L	90,243,285	76,992,525
(Past Service Liability Contribution)	(100,000,000)	(100,000,000)
(Contributions paid by employer)	(16,846,243)	(16,540,247)
Amount recognised in NAE	92,427,817	58,799,377
At end of year	<b>1,354,650,176</b>	<b>1,288,825,317</b>

The plan is a defined benefit arrangement for the employees and it is a funded plan. The assets of the funded plan are held independently and administered by The State Insurance Company of Mauritius Ltd.

**MAURITIUS INSTITUTE OF EDUCATION**  
**FIGURES FOR IPSAS 39 ADOPTION FOR:**  
**For year ending 30 June 2024**

	Year ending 30 June 2024	Year ending 30 June 2023
	Rs	Rs
<b>Reconciliation of the present value of defined benefit obligation</b>		
Present value of obligation at start of period	1,345,549,942	1,286,627,896
Current service cost	25,331,873	23,578,636
Interest cost	75,725,058	61,557,950
(Benefits paid)	(88,864,218)	(86,065,906)
Liability (gain)/Loss	101,558,901	59,851,366
Present value of obligation at end of period	1,459,301,556	1,345,549,942
<b>Reconciliation of fair value of plan assets</b>		
Fair value of plan assets at start of period	56,724,625	17,054,234
Expected return on plan assets	4,305,069	1,756,516
Employer contributions	16,846,243	16,540,247
Employee contributions	6,973,349	6,843,819
Past Service Liability Contributions	100,000,000	100,000,000
(Benefits paid + other outgo)	(89,328,990)	(86,522,180)
Asset gain/(loss)	9,131,084	1,051,989
Estimated Fair value of plan assets at end of period	104,651,380	56,724,625
<b>Distribution of plan assets at end of period</b>		
Percentage of assets at end of year	June 2024	June 2023
Fixed Interest Securities and deposits	49.9%	53.9%
Loans	3.1%	2.8%
Local equities	15.2%	14.0%
Overseas bonds and equities	31.3%	28.8%
Property	0.5%	0.5%
<b>Total</b>	<b>100%</b>	<b>100%</b>

**Additional disclosure on assets issued or used by the reporting entity**

	30 June 2024	30 June 2023
Percentage of assets at end of year	(%)	(%)
Assets held in the entity's own financial instruments	0	0
Property occupied by the entity	0	0
Other assets used by the entity	0	0

**Components of the amount recognised in NAE**

Year	June 2024	June 2023
Currency	Rs	Rs
Asset experience gain/(loss) during the period	9,131,084	1,051,989
Liability experience gain/(loss) during the period	(44,747,819)	(59,851,366)
Liability gain/(loss) due to change in financial assumptions	(56,811,081)	N/A
	<b>(92,427,816)</b>	<b>(58,799,377)</b>

**Year** **2023/2024**  
Expected employer contributions 17,863,327  
**(Estimate to be reviewed by Mauritius Institute of Education)**  
Weighted average duration of the Defined Benefit Obligation  
(Calculated as a % change in PV of liabilities for a 1% change in discount rate) 13 years

**MAURITIUS INSTITUTE OF EDUCATION**  
**FIGURES FOR IPSAS 39 ADOPTION FOR:**  
**For year ending 30 June 2024**

The plan is exposed to actuarial risks such as: investment risk, interest rate risk, longevity risk and salary risk.

The cost of providing the benefits is determined using the Projected Unit Method. The principal assumptions used for the purpose of the actuarial valuation were as follows:

	Year ended 30 June 2024	Year ended 30 June 2023
Discount rate	5.50%	5.82%
Future salary increases	4.50%	4.50%
Future pension increases	3.50%	3.50%
Mortality before retirement	NIL	
Mortality in retirement	PA (90) Tables- rate down by 2 years	
Retirement age	65 Years	

The discount rate is determined by reference to market yields on bonds.

Significant actuarial assumptions for determination of the defined benefit obligation are discount rate, expected salary increase and mortality. The sensitivity analyses below have been determined based reasonably on possible changes of the assumptions occurring at the end of the reporting period.

If the discount rate would be 100 basis points (one percent) higher (lower), the defined benefit obligation would decrease by Rs 163.3M (increase by Rs 201.8M) if all other assumptions were held unchanged.

If the expected salary growth would increase (decrease) by 1 %, the defined benefit obligation would increase by Rs 70.4 M (decrease by Rs 61.3 M) if all other assumptions were held unchanged.

If life expectancy would increase (decrease) by one year, the defined benefit obligation would increase by Rs 51.1M (decrease by Rs 50.5M) if all other assumptions were held unchanged.

In reality one might expect interrelationships between the assumptions, especially between discount rate and expected salary increases, given that both depends to a certain extent on expected inflation rates. The analysis above abstracts from these interdependence between the assumptions.

**MAURITIUS INSTITUTE OF EDUCATION  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 30 JUNE 2024**

	<b>July 2023- June 2024</b>	<b>July 2022- June 2023</b>
	<b>Rs.</b>	<b>Rs.</b>
<b>16 ACCUMULATED DEFICIT</b>		
Balance as at 1 July 2023	<b>(1,223,973,586)</b>	(1,205,249,912)
Prior Year Adjustment	<b>321,823</b>	(18,151)
Surplus for the Year	<b>15,133,677</b>	40,093,853
Remeasurement Pension IPSAS 39	<b>(92,427,817)</b>	(58,799,377)
<b>Balance at 30 June 2024</b>	<b><u>(1,300,945,904)</u></b>	<b><u>(1,223,973,586)</u></b>

**MAURITIUS INSTITUTE OF EDUCATION  
SCHEDULES TO THE STATEMENT OF FINANCIAL PERFORMANCE  
FOR THE YEAR ENDED 30 JUNE 2024**

<b>17 REVENUE</b>	<b>July 2023- June 2024</b>	<b>July 2022- June 2023</b>
<u>From Exchange Transactions</u>		
	<b>Rs.</b>	<b>Rs.</b>
Revenue from students	10,537,505	13,951,815
Revenue from PGDIP Course	1,412,400	1,337,300
Master of Philosophy- University of St Mary's	1,000,000	800,000
Library fees	1,297,600	953,500
Higher Education Commission- International Faculties	455,246	82,000
Revenue from Externally Funded Projects	4,913,485	7,265,020
Higher Education Commission - Free Tertiary Education Scheme	4,975,000	7,360,000
University of KwaZulu Natal		57,501
Graduation Ceremony	1,076,000	1,205,600
	<b>25,667,236</b>	<b>33,012,736</b>
	<b>July 2023- June 2024</b>	<b>July 2022- June 2023</b>
	<b>Rs.</b>	<b>Rs.</b>
<b>OTHER INCOME</b>		
Islands Chief Executive (Rodrigues)	1,209,465	315,270
Library ticket and fines on books	8,534	7,005
Sicom and Others	507,360	307,000
Sale of photocopies and others	1,058,776	493,334
Transcript, Resit and On line Application	849,787	671,124
	<b>3,633,922</b>	<b>1,793,733</b>
<b>Revenue from Non-Exchange Transactions</b>		
Grant from Government - Recurrent MIE	260,721,130	261,074,265
- Contribution Sociale Généralisée	11,408,325	11,257,371.00
- Recurrent NYCBE	679,636	2,667,210
- Cash Injection Pension Fund	100,000,000	100,000,000
- Cote D'Or Education Hub	840,682	
- Akademi Kreol Repiblik Moris	725,397	557,754.00
- Capital MIE	2,553,437	8,542,844
- Capital NYCBE	128,110	129,101
	<b>377,056,717</b>	<b>384,228,545</b>

**MAURITIUS INSTITUTE OF EDUCATION  
SCHEDULES TO THE STATEMENT OF FINANCIAL PERFORMANCE  
FOR THE YEAR ENDED 30 JUNE 2024**

**18 STAFF COSTS**

	<b>July 2023- June 2024</b>	<b>July 2022- June 2023</b>
	<b>Rs.</b>	<b>Rs.</b>
Salaries	142,418,034	146,478,675
Compensation	7,985,281	3,190,600
Minimum Salary	130,910	
Sick Leave Credit	13,027,648	16,333,346
End of Year Bonus	12,420,509	12,676,862
Defined Benefit Pension Plan	90,243,304	76,992,525
Cash in lieu of Vacation Leave	3,870,637	2,082,083
Defined Contribution Pension Plan	4,119,193	4,256,849
Reduced Pension	63,399	63,399
Contribution Sociale Généralisée	11,408,308	11,212,846
Extra assistance/ Youth Employment Programme	39,465	85,340
Overtime	5,200,118	4,383,468
Widows/FPS	2,771,200	2,785,277
National Savings Fund	1,935,535	1,821,654
Medical Scheme	1,722,000	1,856,302
Passage Credit	6,452,208	6,306,721
Travelling/Travel grant/Bus fares	19,777,839	20,366,814
Cash in Lieu of Duty Free	3,584,834	2,536,873
Uniforms	569,351	659,814
Insurance of Staff	874,400	860,644
Council chairperson's and members fees	2,083,936	3,108,323
Part Time Lecture Fees	2,055,386	3,498,769
Acting/Responsibility allowance	1,257,817	1,410,832
Staff Development Programme	1,113,613	941,752
	<b>335,124,924</b>	<b>323,909,770</b>
Number of employees	<b>270</b>	<b>292</b>
	<b>July 2023- June 2024</b>	<b>July 2022- June 2023</b>
	<b>Rs.</b>	<b>Rs.</b>
Aggregate remuneration comprised:		
Salaries	142,418,034	146,478,675
Other Costs	192,706,890	177,431,094
<b>Total</b>	<b>335,124,924</b>	<b>323,909,770</b>

**MAURITIUS INSTITUTE OF EDUCATION  
SCHEDULES TO THE STATEMENT OF FINANCIAL PERFORMANCE  
FOR THE YEAR ENDED 30 JUNE 2024**

	July 2023- June 2024	July 2022- June 2023
	Rs.	Rs.
<b>19 ACADEMIC EXPENDITURE</b>		
Expenses - Bachelor in Education Courses	2,885,704	5,369,809
PGCE- Part Time	4,457,762	
Bachelor in Education- Primary	387,755	546,943
Newspapers, books and periodicals	174,749	425,112
Digitisation of Curriculum Materials	556,454	518,720
University of KwaZulu Natal - Expenses		25,932
Curriculum Development and Resource Centre	1,119,544	2,191,610
Materials for courses	1,727,549	2,006,301
Printing and Publications	43,700	62,675
Workshops and seminars	421,963	420,373
MIE 50th Anniversary	293,825	
Rodrigues Course	607,403	1,133,452
Graduation Ceremony	1,095,354	1,035,647
Video Production		113,630
Development Technology Education	716,870	
Research MIE Funded	194,329	310,799
HEC - International Faculties	127,700	311,145
Higher Education Cell	685,987	269,308
Expenditure Externally Funded Projects	4,913,485	7,265,020
	<b>20,410,133</b>	<b>22,006,476</b>
	July 2023- June 2024	July 2022- June 2023
	Rs.	Rs.
<b>20 OTHER OPERATING EXPENSES</b>		
Office Expenses and Incidentals	3,779,327	3,443,737
Publicity and Advertising	250,942	158,183
Postage	434,909	453,762
Staff Welfare	245,725	
Motor Vehicle Running Expenses	980,622	756,867
Hospitality and Ceremonials	422,590	906,189
Rental of land- Landscape Mauritius Ltd	1,350,000	1,350,000
Electricity, Water, Telephone and Gas	5,407,052	4,901,144
Maintenance of Buildings, Grounds and Gardens	5,176,542	4,365,445
Maintenance and Insurance of Equipment	2,846,911	3,503,766
Renewal and Maintenance of software, licences	638,807	
Membership to International Organisations	170,591	136,878
Local / International Consultancy Fees	943,528	80,000
CRISIL -Transaction Advisory Services	844,031	
UNESCO Chair	27,250	
Overseas Passage and Allowances	286,052	336,320
Debtors written off	15,100	28,750
Security Services	1,326,385	1,471,160
Legal and Professional Fees	120,000	238,000
Audit fees	200,000	250,000
	<b>25,466,361</b>	<b>22,380,199</b>

**MAURITIUS INSTITUTE OF EDUCATION  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 30 JUNE 2024**

	July 2023- June 2024	July 2022- June 2023
	Rs.	Rs.
<b>21 DEPRECIATION</b>		
Depreciation charged for the year:		
Fixtures and Fittings	157,498	157,498
Office Furniture and Equipment	2,293,366	2,424,884
Computer Equipment	2,694,422	2,694,422
Software	139,130	455,417
Buildings	4,938,362	4,938,362
	<b>10,222,779</b>	<b>10,670,583</b>

	July 2023- June 2024	July 2022- June 2023
	Rs.	Rs.
<b>22 DEPOSITS</b>		
MIE Student Union	917,891	842,671
	<b>917,891</b>	<b>842,671</b>

**23 STATE LAND**

The MIE has constructed its building on a plot of land belonging to the Government. No information is available as to the area of land and the date the portion of land was vested in the MIE. The cost/value of the land has not been reflected in the Financial Statements.

**MAURITIUS INSTITUTE OF EDUCATION  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 30 JUNE 2024**

**24 RELATED PARTY DISCLOSURE**

For the purpose of these Financial Statements, parties which are considered to be related to MIE are the Ministry of Education, Tertiary Education, Science and Technology and the Higher Education Commission.

**Remuneration of Key Management Personnel**

The remuneration of Directors and other members of key management during the year was as follows:

	<b>July 2023- June 2024</b>	<b>July 2022- June 2023</b>
	<b>Rs.</b>	<b>Rs.</b>
Short-term benefits	<b>15,382,758</b>	<b>13,444,341</b>
Key management personnel includes:		
Director		
Deputy Director		
Registrar		
Financial Controller		
Head Librarian		
Heads of School		
Chairman and Members of the Board	<b>1,215,038</b>	<b>915,055</b>

**25 CONTINGENT LIABILITIES**

For the period ending 30 June 2024, there is no pending litigation, claim, judgements or settlement which the Mauritius Institute of Education is a party, or of any transactions or changes in the Mauritius Institute of Education is a party, or of any transactions or changes in the Mauritius Institute of Education's policies or business activities, which have had or might have a significant effect on the financial position or results of operation that could materially affect the accounts as at 30 June 2024 except for the cases listed below. The estimates of the ultimate cost or recovery is Rs 900,000.

1. Prof Dr Y Ramma v/s MIE- Employment Relations Tribunal
2. Mrs P Beergunnot v/s (i) MIE (ii) Mr O Saraye, Registrar of MIE - Equal Opportunity Commission
3. Mrs B Bheem Singh v/s MIE- Motion

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**STATEMENT SHOWING RECONCILIATION OF ACTUAL CASH FLOW WITH  
STATEMENT OF FINANCIAL PERFORMANCE**

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For the year ended 30 June 2024

	Rs
<b>Total revenue as per statement of comparison</b>	<b>407,434,114</b>
Trade and other receivables	(3,753,100)
Income received in Advance	2,580,160
Other income	96,701
	<u>406,357,875</u>
<b>Total revenue as per statement of Financial Performance</b>	<b><u>406,357,875</u></b>
 <b>Total Payments as per statement of comparison</b>	 <b>373,334,333</b>
Other payables	(12,686,376)
Externally funded projects	(4,709,898)
Fund MIE student union	(917,891)
Employee benefits	23,350,493
Other prepayments	1,610,849
Depreciation	10,222,776
Inventories	1,019,911
	<u>391,224,197</u>
<b>Total Expenses as per Statement of Financial Performance</b>	<b><u>391,224,197</u></b>





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**REPORT OF THE  
DIRECTOR OF AUDIT**

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**On the Financial Statements  
of the Mauritius Institute of Education  
for the period ended 30 June 2024**

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**NATIONAL AUDIT OFFICE**

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# **REPORT OF THE DIRECTOR OF AUDIT**

## **TO THE COUNCIL OF THE**

## **MAURITIUS INSTITUTE OF EDUCATION**

### **Report on the Audit of the Financial Statements**

#### **Opinion**

I have audited the financial statements of the Mauritius Institute of Education, which comprise the statement of financial position as at 30 June 2024 and the statement of financial performance, statement of changes in net assets/equity, statement of cash flow and statement of comparison of budget and actual amounts for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying financial statements give a true and fair view of the financial position of the Mauritius Institute of Education as at 30 June 2024, and of its financial performance and cash flows for the year then ended in accordance with International Public Sector Accounting Standards (IPSASs).

#### **Basis for Opinion**

I conducted my audit in accordance with International Standards of Supreme Audit Institutions (ISSAIs). My responsibilities under those standards are further described in the 'Auditor's Responsibilities for the Audit of the Financial Statements' section of my report. I am independent of the Mauritius Institute of Education in accordance with the INTOSAI Code of Ethics, together with the ethical requirements that are relevant to my audit of the financial statements in Mauritius, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

#### **Emphasis of Matter**

I draw attention to the accumulated deficit in the financial statements, which stood at some Rs 1.3 billion as of 30 June 2024, representing an increase of Rs 77 million compared to the previous financial year. The continued rise in accumulated deficit is primarily attributable to the rising pension liabilities over the recent years. The statement of financial position also reported a deficit of Rs 1.35 billion in respect of Retirement Benefit Obligations as of 30 June 2024 compared to Rs 1.29 billion as of 30 June 2023. The actuarial valuation as of the financial year end indicated that, if no cash injection is made, the fund will have no assets to meet pension benefit payments as from the year 2026 onwards.

My opinion is not modified in respect of these matters.

## **Key Audit Matters**

Key Audit Matters are those matters that, in my professional judgment, were of most significance in my audit of the financial statements of the current period. These matters were addressed in the context of my audit of the financial statements as a whole, and in forming my opinion thereon, and I do not provide a separate opinion on these matters.

I have determined that there are no key audit matters to communicate in my report.

## **Other Information**

Management is responsible for the other information. The other information comprises the information included in the annual report of the Mauritius Institute of Education, but does not include the financial statements and my auditor's report thereon.

My opinion on the financial statements does not cover the other information and I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact. I have nothing to report in this regard.

## **Responsibilities of Management and Those Charged with Governance for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with IPSASs, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Mauritius Institute of Education's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management intends to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Mauritius Institute of Education's financial reporting process.

## **Auditor's Responsibilities for the Audit of the Financial Statements**

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISSAIs, will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISSAIs, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Mauritius Institute of Education's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Mauritius Institute of Education's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Mauritius Institute of Education to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

I also provide those charged with governance with a statement that I have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on my independence, and where applicable, related safeguards.

From the matters communicated with those charged with governance, I determine those matters that were of most significance in the audit of the financial statements of the current period and are therefore the key audit matters. I describe these matters in my auditor's report unless law or regulation precludes public disclosure about the matter or, when, in extremely rare circumstances, I determine that a matter should not be communicated in my report because the adverse consequences of doing so would reasonably be expected to outweigh the public interest benefits of such communication.

## **Report on Other Legal and Regulatory Requirements**

### **Opinion**

#### ***Statutory Bodies (Accounts and Audit) Act***

I have obtained all information and explanations which to the best of my knowledge and belief were necessary for the purpose of my audit.

In accordance with the requirements of the Statutory Bodies (Accounts and Audit) Act, I report as follows:

- (a) this Act, in so far as it relates to the accounts, has been complied with. No direction relating to the accounts has been issued by the responsible Minister to Mauritius Institute of Education;
- (b) in my opinion, and, as far as could be ascertained from my examination of the financial statements submitted to me, expenditure incurred were not of an extravagant or wasteful nature, judged by normal commercial practice and prudence; and
- (c) in my opinion, the Mauritius Institute of Education has been applying its resources and carrying out its operations economically, efficiently and effectively.

#### ***Public Procurement Act***

In accordance with the requirement of the Public Procurement Act, the auditor of every public body shall state in his annual report whether the provisions of Part V of the Act have been complied with.

In my opinion, the provisions of Part V of the Act have been complied with as far as it could be ascertained from my examination of the relevant records.

### **Basis for Opinion**

I performed procedures, including the assessment of the risks of non-compliance with laws and regulations, to obtain audit evidence to discharge my responsibilities as described in the 'Auditor's Responsibilities' section of my report as referred to below. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

#### ***Management's Responsibilities for Compliance***

In addition to the responsibility for the preparation and presentation of the financial statements described above, management is also responsible to ensure that the Mauritius Institute of Education's operations are conducted in accordance with the provisions of laws and regulations, including compliance with the provisions of laws and regulations that determine the reported amounts and disclosures in the entity's financial statements.

#### ***Auditor's Responsibilities***

In addition to the responsibility to express an opinion on the financial statements described above, I am also responsible to report to the Council whether:

- (a) I have obtained all the information and explanations which to the best of my knowledge and belief were necessary for the purpose of the audit;
- (b) the Statutory Bodies (Accounts and Audit) Act and any directions of the Minister, in so far as they relate to the accounts, have been complied with;
- (c) in my opinion, and, as far as could be ascertained from my examination of the financial statements submitted to me, any expenditure incurred was of an extravagant or wasteful nature, judged by normal commercial practice and prudence;
- (d) in my opinion, the Mauritius Institute of Education has been applying its resources and carrying out its operations economically, efficiently and effectively; and
- (e) the provisions of Part V of the Public Procurement Act regarding the bidding process have been complied with.



**DR D. PALIGADU**  
Director of Audit

National Audit Office  
14<sup>th</sup> Floor  
Air Mauritius Centre  
**PORT LOUIS**

28 April 2025



