



MAURITIUS INSTITUTE OF EDUCATION

ANNUAL REPORT

2024 – 2025



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List of Abbreviations

AAAS: American Association for the Advancement of Science

BEd: Bachelor of Education

BOT: Build Operate Transfer

CATS: Classroom Assessment Techniques

CIFS: Certificate for Instructors – Fire Services

COL: Commonwealth of Learning

DEM: Diploma in Educational Management

DESI: Diploma in Educational Supervision and Inspection

DHM: Deputy Head Master

DRC: Department Research Coordinators

ECETC: Early Childhood Education – Teacher’s Certificate

Ed.D.: 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

HM: Head Master

ICT: Information and Communication Technology

IPSAS: International Public Sector Accounting Standards

ICSA: Institute of Chartered Secretaries and Administrators

KRM: Kreol Repiblik Moris

MA: Masters of Arts

MIE: Mauritius Institute of Education

MIPA: Mauritius Institute of Professional Accountants

MITD: Mauritius Institute of Training and Development

MOEHR: Ministry of Education and Human Resource

MoFEPD: Ministry of Finance and Economic Planning Development

M.Phil.: Master of Philosophy

MRIC: Mauritius Research and Innovation Council

NCERT: National Council of Educational Research and Training

NCF: National Curriculum Framework

PGCE: Post Graduate Certificate in Education

PGDip: Post Graduate Diploma in Education

Ph.D.: Doctor of Philosophy

PPP: Public-Private Partnership

PSAC: Primary School Achievement Programme

RCEA: Roman Catholic Education Authority

RPL: Recognition of Prior Learning

RRA: Rodrigues Regional Assembly

SAM: Stand-Alone Modules

SDG 4: Strategic Development Goal 4

STEM: Science, Technology, Engineering and Mathematics

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'Éducation 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

Thematic approach has been adopted as the foundation of the MIE Strategic Plan 2023-2026. 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, faculty and students are encouraged 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

It is with a deep sense of responsibility and honour that I assumed office as Chairperson of the Council of the Mauritius Institute of Education (MIE) in August this year.

As I take on this role, I look forward to working closely with Council members and management to strengthen governance and transparency, and to ensure that the MIE continues to play a pivotal role in shaping the future of education in Mauritius.

My vision is one of collaboration, innovation, and resilience as we address the challenges and opportunities ahead—some of which are yet to be known.

As we look forward, it is evident that artificial intelligence (AI) is rapidly transforming all spheres of life, including education. This new reality presents both opportunities and challenges for our learners, educators, and institutions. The way forward lies in equipping our teachers not only with the skills to integrate AI tools effectively in their practice, but also with the capacity to guide students in becoming critical, ethical, and responsible users of technology.

The Mauritius Institute of Education, with its mandate in teacher education, curriculum development and research, has a key role to play in shaping this future. By fostering innovation while safeguarding the human values that lie at the heart of education, we shall ensure that our education system remains both relevant and resilient in an AI-driven world.

I extend my sincere appreciation to the Director, academic and administrative staff, and all partners for their dedication and professionalism, which remain the bedrock of the Institute's success. Together, we shall build upon this strong foundation to further the mission of the MIE in nurturing excellence in teacher education and contributing to the national development agenda.



Mr Soondress Sawmynaden

Mr Soondress Sawmynaden

Chairperson
MIE Council

4 Director's Statement

It is with a profound sense of solemn responsibility and humility that I recently assumed the mantle of Director at the Mauritius Institute of Education (MIE) and present this statement for the Annual Report 2024-2025. Although my tenure commenced after the close of the financial year under review, I am deeply honoured to lead an institution whose foundational mission remains as vital today as it was at its inception. The MIE occupies a central and strategic position within the national educational ecosystem, entrusted with the vital mandate of sculpting the pedagogical framework, fostering excellence in teacher education, advancing curriculum innovation, and conducting rigorous, evidence-based research to meet the evolving imperatives of our society.



Mrs Mila Devi
Sewruttun-Dosieah

Globally, the education sector has undergone transformative pressures in recent years, and Mauritius has been no exception. The MIE has had to navigate shifting policy priorities, resource constraints, the imperatives of digital transformation, and the necessity to address persistent inequities in access and inclusion; challenges which call not only for technical competence, but for visionary leadership grounded in ethical purpose.

Teacher education remains the cornerstone of the MIE's endeavours, and the urgency of realigning our programmes with the rapidly changing paradigms of teaching and learning could not be more pronounced. The escalating demands placed upon Educators, in domains such as inclusive education, digital pedagogy, multilingualism, and learner wellbeing, compel us to reconceptualise professional development as a continuous, reflective journey rather than a mere credentialing exercise. During the year under review, the MIE witnessed sustained growth and diversification of teacher education offerings across all tiers, including the integration of blended learning modalities and the establishment of specialised pathways designed to accommodate diverse learner profile. These initiatives mark significant strides toward cultivating a teaching workforce that is simultaneously competent and compassionate, innovative and inclusive.

Curriculum renewal also remains integral to the Institute's core mission. In an era characterised by rapid technological advancements, social complexity, and environmental uncertainty, our curricula must transcend traditional academic knowledge to imbue learners with critical thinking, creativity, intercultural awareness, and a profound sense of civic responsibility. The MIE's curriculum units have actively engaged in revising syllabi, facilitating stakeholder consultations, and ensuring that pedagogical content harmonises global best practices with local realities. This intricate balancing act requires intellectual dexterity and cultural sensitivity, especially within our linguistically and culturally pluralistic context.

A matter of profound ethical and educational significance continues to be the inclusion of learners with special educational needs. The MIE sustains a catalytic role in promoting inclusive education through capacity building, targeted training, and policy advocacy. Nevertheless, structural and systemic barriers persist, ranging from shortages of specialised personnel to inadequacies in infrastructure and pedagogical resources. Addressing these disparities must remain at the forefront of our collective vision, guided by a rights-based approach and informed by research.

Moreover, the digital transformation of education - accelerated by the exigencies of the pandemic era - has engendered both unprecedented opportunities and stark inequities. While the MIE has made commendable advances in embedding technology within teaching and learning frameworks, we remain acutely cognisant of the digital divide that threatens to exacerbate existing educational disparities. In this rapidly evolving technological landscape, the advent of artificial intelligence presents

both unprecedented opportunities and complex challenges. It is imperative that we not only use AI efficiently to enhance pedagogical outcomes but also harness its transformative potential responsibly and ethically. As we champion innovation, it is incumbent upon us to safeguard equity, ensuring that no learner or Educator is disadvantaged by technological or infrastructural deficiencies.

Looking forward, I am profoundly inspired by the unwavering commitment that permeates every echelon of this esteemed institution. The MIE has established itself not only as a bastion of academic excellence but also as a crucible of hope, dialogue, and transformation. My vision is to build upon the existing solid foundations, to consolidate successes, critically reassess areas requiring recalibration, and boldly chart an ambitious course forward in partnership with all stakeholders. This entails fortifying the research ethos within the Institute, fostering robust inter-institutional collaborations, enhancing strategic alignment with the Ministry of Education, and ensuring our programmes and services remain both responsive to current realities and anticipatory of future educational needs.

I wish to convey my heartfelt appreciation to the Chairperson of the MIE, the academic and administrative staff, students, Educators, and all collaborators who have steadfastly upheld the Institute's mission throughout the past year. Though I stand at the beginning of my journey with MIE, I do so with unwavering conviction that the MIE will continue to shine as a beacon of pedagogical innovation and a guardian of educational equity within our Republic. Together, with purpose and perseverance, we shall endeavour to ensure that education in Mauritius remains not only a means of personal upliftment, but a keystone in the architecture of national progress.

Mrs Mila Devi Sewruttun-Dosieah

Director, Mauritius Institute of 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 and Human Resource. 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 sixth 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 (Till 26 November 2024)

Mrs. M A J Jaunbocus, Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology

Mrs. D Ramma, Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology

Ms. P K Daby, Assistant Permanent Secretary, Prime Minister's Office

Mrs. Maneesha Sandiana Bhowon, Assistant Permanent Secretary, Prime Minister's Office

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

Note: MIE Council, along with all its sub-committees, was official dissolved on 15 November 2024 following the general elections that were held in Mauritius on 10 November 2024.

6.1 Profile of Council Members

6.1.1 Dr. (Mrs) J. Naugah, PDSM, FRBSB, 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. He retired from the services of the MIE on 26 November 2024.

6.1.3 Mrs. M. A. J. Jaunbocus

Mrs. M. A. Janick Jaunbocus was 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 was 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 was 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 was 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, was 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, was 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, Lead Analyst, was the representative of the Ministry of Finance, Economic Planning and Development and was 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 was 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 was 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 serving the Ministry of Education, Tertiary Education, Science & Technology as Quality Assurance Officer/Senior Quality Assurance Officer. He is 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 was also the President of the Society of Biology, Mauritius and a member of Mauritius Horticultural Society, member of the Association Pour le Développement 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 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. He is the focal person for Francophonie matters on the Outer Islands and International Affairs Desk of MIE and also the Coordinator for Professional Development Programmes and Other Services (Private Primary Schools).

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 was 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 had 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). He retired from the services of the MIE in February 2025.

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:

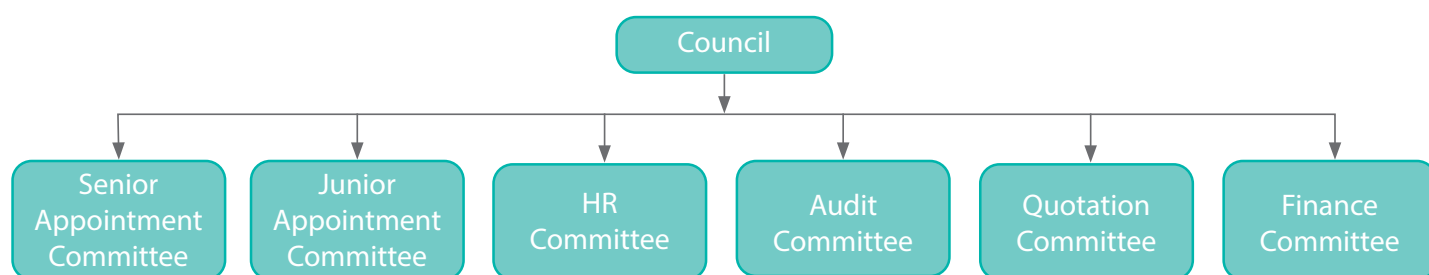


Figure 1: Sub-Committees of Council

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

In line with the MIE Act, the appointment of academic, administrative, technical and library staff is made by Council upon the recommendation of an Appointment 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 were as follows:

- 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 were as follows:

- 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, were as follows:

- 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 Audit 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 Internal Auditor reports to the Chairperson of the Audit Committee. The Committee met on one occasion during the financial year 2024-2025.

The members of the Audit Committee were as follows:

- 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 were as follows:

- Prof. (Dr) Y Ramma, Head School of Mathematics (Chairperson: July 2024 - September 2024)
- Dr. (Mrs) A Ankiah Gangadeen, Deputy Director (Chairperson: October 2024 – June 2025)
- Mrs. R. Tengur-Jeewood, Financial Controller
- Mr. C S Ragoo, Administrative Officer
- Mr. V. Ellayah, Administrative Officer
- Mr. O. Saraye, Registrar (Secretary)

7.7 HR Committee

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

- 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.

In the absence of the Academic Board which was last held in October 2024 and the resulting delays in the proclamation of results for MIE students and approval of new/reviewed programmes, the parent Ministry authorised the establishment of a Special Senior Management Committee as an Interim Committee to facilitate the approval process.

The role of the special SMC as Interim Academic Board was to ensure continuity and uphold academic standards.

To ensure accountability:

- Detailed records of all decisions taken by the Special SMC were maintained.
- These records will be formally tabled at the Academic Board meeting upon its reconstitution.

The Special SMC were held on 08 April 2025, 18 April 2025, 03 June 2025, 11 July 2025, 30 July 2025, 03 September 2025 and 05 September 2025.

7.8.1 Membership of the Academic Board

The Academic Board constituted the following members:

SN	NAME	DESIGNATION
1	Dr H Bessoondyal	Director (Chairperson), MIE
2	Mr O Saraye (Secretary)	Registrar, MIE
3	Dr (Mrs) A Ankiah-Gangadeen	Deputy Director, MIE / Chair, Teacher Education Committee
4	Dr A Ramful	Head, Curriculum Development, Implementation and Evaluation
5	Dr A B Rumjaun	Head, Research Unit & Ag. Head, School of Science and Mathematics
6	Dr (Mrs) S Saddul-Hauzaree	Head, Quality Assurance
7	Dr A Bholoa	Head of Quality Assurance (as from October 2024)
8	Prof Dr (Ms) H Mariaye	Ag. Head, Higher Studies Committee, MIE
9	Dr V Putchay	Head, School of Arts & Humanities (Till 30 March 2025)
10	Dr N Hurreeram	Head, School of Applied Sciences
11	Mr A C Jahangeer	Head, School of Education
12	Mrs S Fulena	Head, Librarian
13	Prof (Ms) S Facknath	Faculty of Agriculture, University of Mauritius (UoM), Reduit
14	Mr Viswanaden Sooprayen Patten	Head Graphics, Publishing & Printing & Team Leader Quality Assurance Division, Open University of Mauritius
15	Mr D Authelsingh	Director, SENA
16	Mr G K Sooklall	Senior Lecturer/Head, School of Indian Studies OR (Alternate) Dr (Mrs) R Dalliah Senior Lecturer/ Head Department of Telugu Studies
17	Mr Sachindev Daiboo	Quality Assurance Officer, Private Secondary Education Authority
18	Dr (Mrs) S Fokeera-Wahedally	Principal Research and Development Officer, Mauritius Examinations Syndicate (MES)
19	Mr Rajiv Aukhojee	Ag. Director Secondary Ministry of Education, Tertiary Education, Science & Technology

20	Dr (Mrs) C Surajbali-Bissoonauth	Ministry of Education, Tertiary Education, Science & Technology
21	Mr Olivier Lonnie Maninte	MIE Student's Union
22	Mr Yugeshwur Kisto	President of the <u>Government Secondary School Teachers' Union</u>
23	Dr (Mrs) Oogarah-Pratap	Head, Outer Islands & International Affairs, MIE
24	Dr (Mrs) T Mohabeer	Head, DEAM
25	Mr K Goodoory	Head, Computer Education, School of Science & Mathematics
26	Mr N Pyeneendee	Head of Dept KRM, School of Arts & Humanities
27	Mrs B Joggesser	School of Applied Sciences, MIE

7.8.2 Senior Management Committee (SMC)

The Senior Management Committee is essential in steering the Institute towards its strategic objectives and ensuring operational excellence. It oversees the implementation of the Institute's strategic plan, aligning efforts across the MIE's three mandates namely Teacher Education, Curriculum Development, and Educational Research. The committee also plays a crucial role in financial planning, policy development, performance monitoring, and risk management, all while fostering a culture of innovation, quality, accountability, and inclusivity to support the Institute's sustained growth and reputation.

Dr. H Bessoondyal chaired the SMC from July 2024 to November 2024. Following his retirement from the MIE in November 2024, the SMC was subsequently chaired by the Deputy Director from December 2024 through July 2025.

The composition of the Senior Management Committee is as follows:

- Director (Chairperson)
- Deputy Director and Head, Teacher Education
- Head, School of Science and Mathematics
- Head, School of Education
- Head, School of Applied Sciences
- Head, School of Arts and Humanities
- Head, Research Unit
- Head, Curriculum Development, Implementation & Evaluation
- Head Librarian
- Financial Controller
- Head, Quality Assurance (In Attendance)
- Registrar (Secretary)

7.8.2.1 Duties of the Senior Management Committee (SMC)

- a. Implement the Institute's strategic plan and ensure its alignment with the institution's overall goals in relation to Teacher Education, Curriculum Development and Educational Research;
- b. Provide input and orientation for the Institute's strategic financial planning;
- c. Develop and approve policies related to academic and non-academic matters, including student services, school affair , research, and overall institutional operations;
- d. Monitor and assess the Institute's performance against established metrics, including enrolment, retention, graduation rates, research output, and other relevant indicators;
- e. Identify emerging trends and issues affecting the Institute and its stakeholders and make recommendations for appropriate action;
- f. Assess and manage the risks that may affect the Institute's operations and reputation; and
- g. Foster a culture of excellence, innovation, quality and accountability while promoting diversity, equity, and inclusion.

Some of the main decisions taken by the committee during the financial year 2024/2025 are the approval of schemes and policies namely:

- Outer Islands and International policy
- Workload Policy
- Sabbatical Leave Scheme
- Proposal for RPL fee policy

7.8.3 The Teacher Education Committee

The Teacher Education Committee (TEC) is a Sub-Committee of the Academic Board responsible to carry out all the technical work and to provide its professional inputs in the development and ratification of programmes and policies pertaining to Teacher Education at the MIE.

7.8.3.1 Duties and Responsibilities

The Chairperson of the Teacher Education Committee acts in consultation with the Director and is responsible for the following:

1. Setting parameters for the design and development of Teacher Education curricula that adequately reflects the national goals of the country;
2. Providing guidance and direction to Teacher Education programme teams and ensuring that all programmes comply with the Teacher Education Professional Standards;
3. Vetting all Teacher Education Programmes/Courses prior to submission to the Academic Board for approval;
4. Commissioning and receiving formal, systematic and continuous evaluation reports on the effectiveness of the Teacher Education curricula and procedures in relation to the needs of the teaching profession;

5. Advising management on new Programmes/courses in line with emergent needs;
6. Monitoring the implementation of Teacher Education Programmes; and
7. Providing a forum for discussion and resolving issues that affect the delivery of Teacher Education.

7.8.3.2 Members of the Teacher Education Committee

- 1) Dr (Mrs) A Ankiah-Gangadeen, Deputy Director, Chairperson
- 2) Dr A B Rumjaun, Acting Head, School of Science and Mathematics
- 3) Mr A C Jahangeer, Head, School of Education
- 4) Dr N Hurreeram, Head, School of Applied Sciences
- 5) Dr V Putchay, Head, School of Arts and Humanities (Till March 2025) (replaced by Dr (Mrs) S Goburdhun, Ag. Head, School of Arts and Humanities (as from April 2025))
- 6) Dr A Bhooloa, Head, Quality Assurance (November 2024 to date)
- 7) Mr M Cyparsade, Chair Award Committee, Primary and Early Childhood
- 8) Dr (Mrs) B Oogarah-Pratap, Resource Person, School of Applied Sciences
- 9) Dr (Mrs) P Auckloo, Resource Person, School of Education
- 10) Mrs J Thaunoo, Head, Early Childhood Education Unit
- 11) Dr (Ms) N Sheik Abbass, Quality Assurance Coordinator for Teacher Education
- 12) Mrs S Fulena, Head Librarian
- 13) Mr C Ragoo, Assistant Registrar & Head, Examinations Section (November 2024 to date)
- 14) Mrs B Bheem Singh, Assistant Registrar (Secretary) – (Till February 2025)
- 15) Mrs L Sookun, Administrative Officer (Secretary) – (As from March 2025)

7.8.3.3 Main Achievements of the Teacher Education Committee

During the period July 2024-June 2025, TEC met frequently to ascertain the development and effective delivery of programmes as well as the ratification of relevant policies and regulations to enhance operations pertaining to teacher education.

7.8.3.4 Pathways for ongoing professional development

SN	Programmes tabled at TEC
1	Post Graduate Certificate in Education (PGCE) Pre-service & In-service
2	Bachelor of Education (Honours) in Technical and Vocational Education and Training - B.Ed (Hons) TVET
3	Bachelor of Education Primary (Honours) Top-Up
4	Bachelor of Education Kreol Repiblik Moris (KRM) (Hons) Top-Up
5	Diploma in Educational Leadership and Management Programme (DELM) Primary
6	Diploma in Educational Leadership and Management Programme (DELM) Early Childhood Education (ECE)
7	Diploma in Educational Leadership and Management Programme (DELM) Special Educational Needs (SEN)
8	Diploma in Educational Supervision and Inspection (DESI)- Two modules tailored for Supervisors
9	Certificate for Instructors Fire Services (CIFS)

SN	Policies tabled at TEC
1	Policy and framework for Programme Development at the MIE
2	AI Policy

The Institute is committed to offering pathways for ongoing professional development and lifelong learning for all stakeholders in the educational sector. In line with its endeavour to create opportunities for all, TEC approved the list of 57 candidates who had cleared Recognition of Prior Learning (RPL) and therefore eligible to apply for MIE Certificate in Educational Management in Early Childhood Education (CEMECE). The committee took note that 6 applicants had not met the requirements for clearance.

TEC also approved the amendment of entry requirements for Diploma Special Education Needs (DSEN) to broaden the spectrum of intakes, thereby catering for applicants holding relevant qualifications from other tertiary institutions.

7.9 Beneficiaries and takeholders

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

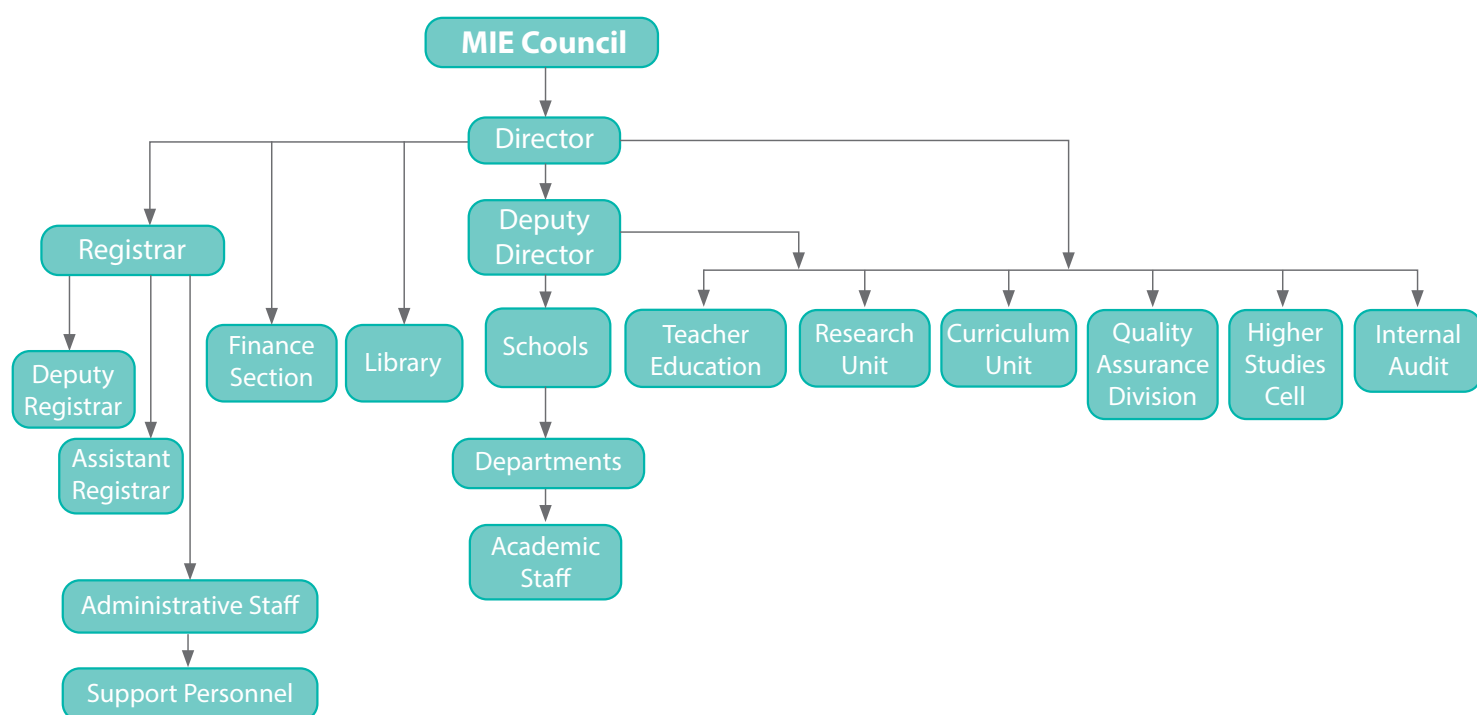


Figure 2: Management Structure

7.9.3 Academic Structure for Schools

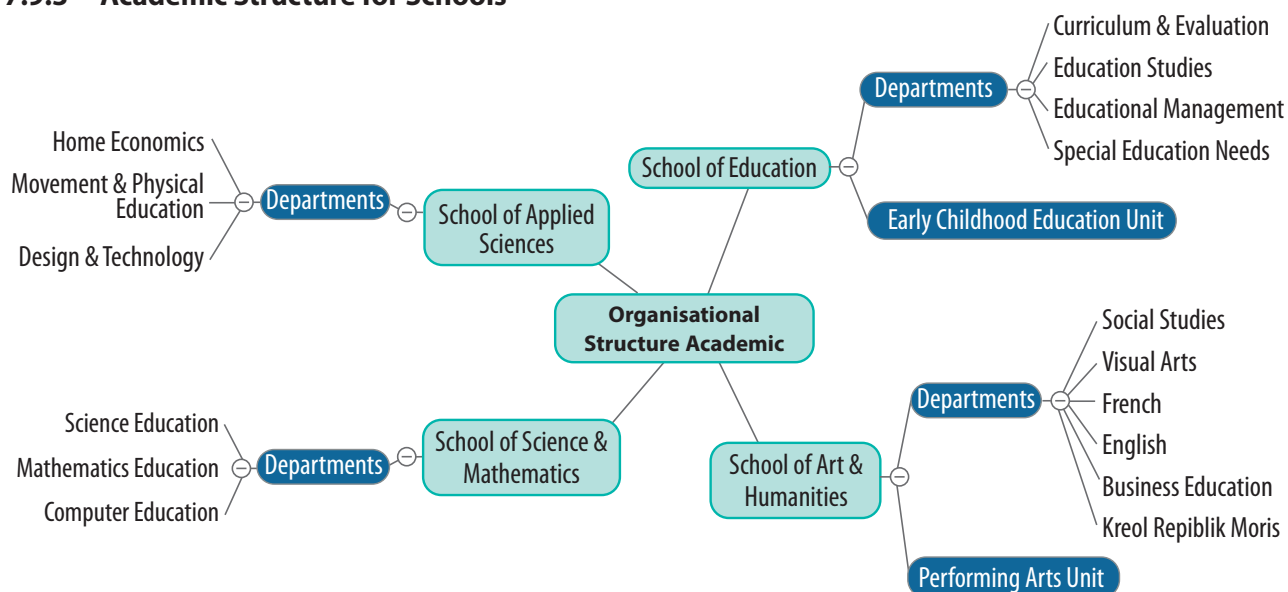


Figure 3: Academic Structure for schools

7.9.4 Administrative Structure

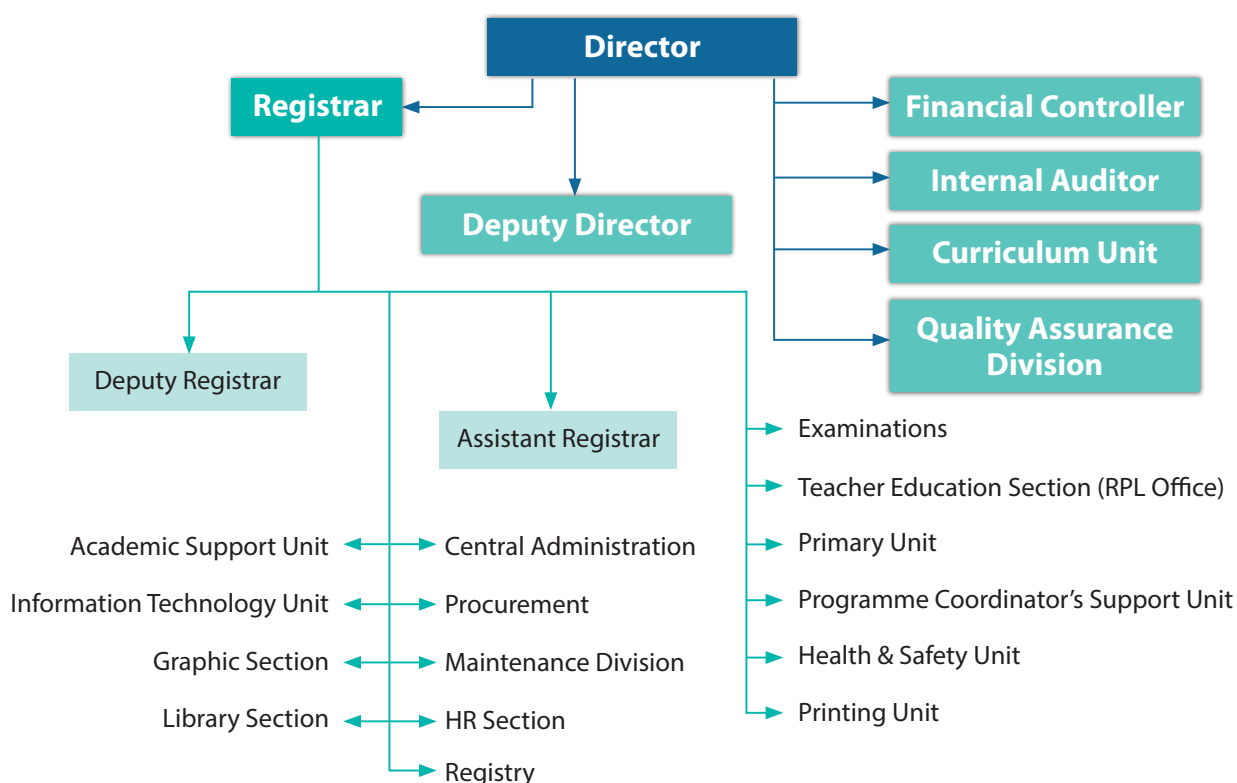


Figure 4: Administrative Structure

7.9.5 Employment Structure and New Recruits

- (a) Number of Employees in-service at the MIE for the period 01 July 2024 – 30 June 2025

Category	In Post	Part-Time basis
Academic	87	141
Administrative Staff	126	-
Support Personnel	57	-
Total	270	141

Table 1: Employees in Service

- (b) During the Financial Year July 2024 to June 2025, 16 staff members were appointed and 20 staff members were promoted. Details are as follows:

- (c)

SN	Posts	No.	Remarks
1	Lecturer	2	Appointed
2	Clerical Officer/Higher Clerical Officer	10	Appointed
3	Clerk/Word Processing Operator	4	Appointed
4	Management Support Officer	5	Promoted
5	Assistant Librarian/Cataloguer	1	Promoted
6	Administrative Officer	3	Promoted
7	Senior Graphic Designer	1	Promoted
8	Senior Procurement and Supply Officer	1	Promoted
9	Office Attendant	3	Promoted
10	Financial Operations Officer	1	Promoted
11	Assistant Procurement and Supply Officer	1	Promoted
12	Principal Executive Officer	1	Promoted
13	Associate Professor	1	Promoted
14	Senior Lecturer	2	Promoted

Table 2: Promotion and Appointment of Staff

(d) During the Financial Year July 2024 to June 2025, 12 staff members retired. Details are as follows:

SN	Posts	No.	Remarks
1	Lecturer	2	Retired
2	Administrative Officer	1	Retired
3	Director	1	Retired
4	Principal Executive Officer	1	Retired
5	Technical Attendant	1	Retired
6	Assistant Registrar	1	Retired
7	Registrar	1	Retired
8	Confidential Secretary	1	Retired
9	Receptionist/Telephone Operator	1	Retired
10	Associate Professor	1	Retired
11	Higher Executive Officer	1	Retired

Table 3: Retirement of Staff

8 Equivalence of Qualifications

The Mauritius Institute of Education plays a central role in the education sector given its position as the sole institution mandated for Teacher Education. It works in close collaboration with two key local regulatory Bodies, namely the Higher Education Commission (HEC) and Mauritius Qualifications Authority (MQA), and during the given period, the Institute has examined numerous requests pertaining to the equivalence of qualifications, as follows:

Higher Education Commission (HEC)

- Bachelor in Education (B.Ed) (Honours) Teaching English as a Second Language (TESL) UiTM, Malaysia against Bachelor in Education (B.Ed) English at MIE
- Diploma in Educational Administration and Management APTTI against Certificate in Educational Management in Early Childhood Education (CEMECE) at MIE
- Bachelor in Education (B.Ed) (Honours) Teaching English as a Second Language (TESL)- UiTM Master of Education (M.Ed) in Educational Leadership and Management – OUM against Bachelor in Education (B.Ed) English at MIE
- Diploma In Early Childhood Education and Care (2023) OUM against Early Childhood Education Teacher's Certificate (ECETC) at MIE
- Bachelor of Education (General) in Sanskrit- Geography against B.Ed (Hons) Geography at MIE
- Diploma In Early Childhood Education and Care (2024) OUM against Teacher's Diploma in Early Childhood Education (TDECE) at MIE
- Bachelor of Education (Hons) in Early Childhood Education and Care OUM against Teacher's Certificate in Early Childhood Education (TCECE) at MIE
- Degree of Bachelor of Arts (Hons) in Early Childhood Studies, University of Warwick, UK against Early Childhood Education Teacher's Certificate (ECETC) at MIE

- Degree of Master of Education OUM against Post Graduate Certificate in Education (PGCE) at MIE
- Postgraduate Certificate in Education (Foundation Phase and Early Childhood Development) OUM against Teacher's Certificate in Early Childhood Education (TCECE) at MIE
- B.Sc (Hons) Marketing Management UOM against B.Ed (Hons) Business Studies at MIE
- Diploma in Early Childhood Education against Teacher's Certificate in Early Childhood Education (TCECE) at MIE

Mauritius Qualifications Authority (MQA)

- CHC50113 Diploma of Early Childhood Education and Care Challenger Institute of Technology, Australia against Teacher's Certificate in Early Childhood Education (TCECE) at MIE
- Diploma of International Children's Services (DICS) South Metropolitan TAFE, Australia against Teacher's Certificate in Early Childhood Education (TCECE) at MIE

9 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.

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.

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 was constituted to monitor the implementation of the project.

The concept design, the draft and final Structuring and Feasibility Report have been prepared by CRISIL Ltd, representing the first three deliverables of the Transaction Advisory Services. A formal reply from the Parent Ministry is awaited to determine the way forward whether in line with the new government policies, the project will still be maintained or not.

10 Supply, Delivery, Installation, Configuration, Testing and Commissioning of an Enterprise Resource, Planning (Cloudbased 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 in due course.

11 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 2024-25, a provision of around Rs 550,000 was allocated for a robust staff professional development framework. Consequently, 17 academic staff members and 11 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 and administrative staff. A key initiative that highlights the institutions endeavor to adequately empower its staff in the face of new developments is the capacity-building workshop, "Teaching with Generative AI", conducted on 08th and 09th July 2025. The aim was to equip MIE academic staff with knowledge, skills and confidence to integrate generative AI tools into teacher education and curriculum development.

12 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.

The Safety and Health Unit remained committed to promoting a safe and healthy environment for all staff and students. During the reporting period, our efforts were focused on strengthening the workplace safety culture, reducing incidents, and ensuring full compliance with Occupational Safety and Health (OSH) regulations, as well as other relevant legislative requirements.

To achieve these objectives, the Unit undertook a series of initiatives focused on raising awareness, ensuring compliance, and proactively mitigating potential hazards across the institution, as outlined below:

1. **Safety and Health Training:**

Safety and health training was provided to staff at various levels to ensure awareness and competency across all departments. The training covered critical topics such as the importance of wearing personal protective equipment (PPE) while working, proper manual handling techniques, and the correct use of firefighting equipment in the event of a fire outbreak.

2. **Safety Audits and Inspections:**

Conducted weekly health and safety audits across offices, laboratories, classrooms, premises, and the canteen. Identified potential hazards and implemented corrective and preventive actions to mitigate risks. Ensured ongoing compliance with health and safety regulations and standards. Maintained accurate documentation of all training records for effective record-keeping and regulatory compliance.

3. **Proactive Risk Assessments:**

Conducted systematic and regular risk assessments across various departments in coordination with unit technicians to proactively identify, manage, and mitigate workplace hazards. All assessments were thoroughly documented and are scheduled for review as necessary to ensure continued relevance and compliance.

4. **Safety and Health Committee Meetings:**

Safety and Health Committee meetings were held every two months to address staff concerns related to safety and health, report safety issues, and provide updates on ongoing safety and health initiatives. The minutes of these meetings are submitted to the Ministry of Labour and Human Resources.

5. **Blood Donation Activities:**

Organized blood donation drives for staff and students, demonstrating the organisation's commitment to social responsibility and community well-being.

6. **Strengthened First Aid and Injury Response Protocols:**

Conducted follow-up on first aid provisions across MIE premises, ensuring timely replenishment of used supplies and replacement of expired items. Established and implemented clear procedures for injury and illness reporting.

7. Provision of Personal Protective Equipment (PPE):

Ensured the availability and proper distribution of appropriate PPE across all relevant departments to enhance workplace safety. Conducted regular checks to verify that staff consistently use their protective equipment during operations. Replaced worn or damaged PPE promptly to maintain safety standards and compliance.

8. Safety and Health Procedures, Protocol and Safety signage:

Reviewed and updated its injury and illness protocol to align with current best practices and regulatory standards. This includes clearer procedures for reporting, responding to, and documenting workplace injuries and illnesses.

In addition, several outdated safety signages were identified and have been replaced with new, compliant signs to improve visibility and ensure alignment with current safety regulations. These enhancements aim to promote a safer environment for all staff, students, and visitors.

9. Incident Report Summary (July 2024 – June 2025):

During the reporting period of July 2024 to June 2025, a total of three incidents involving staff members were recorded by the Institution. The following measures were taken:

- Immediate action in each case to transport the injured individuals to the hospital for appropriate medical attention;
- Investigations were also carried out to determine the root causes of each incident;
- Necessary corrective measures were implemented, including a review of high-risk areas;
- Staff members were sensitized on safety practices to prevent recurrence;
- Proper record keeping of all incidents and actions taken has been maintained.

10. Occupational Health Programmes:

Several staff members from different departments working in high-risk areas were sent for medical health checks to ensure they are in good health.

The Safety and Health Unit remain dedicated to create and maintain a safe, healthy, and compliant work environment by proactively identifying and mitigating hazards, promoting safety awareness, and ensuring adherence to occupational health and safety regulations, thereby reducing workplace accidents, injuries, and illnesses.

13 Maintenance Work at the MIE

The Maintenance Unit is responsible for ensuring the reliability and efficiency of all equipment and facilities within the organisation. The Unit's goal is to ensure maximum efficiency and availability of production equipment, utilities and related facilities at optimal cost and under satisfactory conditions of quality, safety and protection for the staff and students.

Throughout the year, the Unit focused on preventive maintenance, completing 95% of scheduled tasks on time. It catered for preventive maintenance, corrective maintenance and implementation of new projects.

Below are the different projects that have been accomplished during the financial year:

Preventive Maintenance

- Generator Preventive Maintenance Agreement with Scomat Ltée
- Maintenance Agreement for Lifts with Rey and Lenferna
- Maintenance of Fire Fighting Equipment and Water pumps with Rey and Lenferna
- Servicing and Maintenance of Air conditioners with Air Cool Services Ltd
- Maintenance Agreement for servicing of UPS with Rey and Lenferna Ltd
- Pest Control of MIE Buildings with Pest Killer Services Ltd
- Maintenance of Fire Alarm System with Rey and Lenferna Ltd
- Testing of all RCD and Electrical Panels with A Ramkeesoon Construction Company Ltd

Corrective Maintenance and New Projects

- Waterproofing works on the roof of Curriculum Unit – Fineway Sandy Works Ltd
- Waterproofing work on the Roof of the MIE Canteen - Fineway Sandy Works Ltd
- Cleaning of Gutters and Waterproofing works on the 8th Floor, MIE Tower – Newray Construction Ltd
- Repairs of Drainage Pipe in the Primary Block - Newray Construction Ltd
- Tiling works in Primary Block - Fineway Sandy Works Ltd
- Removal of Carpet and laying of Tiles in Room 507, 5th Floor, MIE Tower - A Ramkeesoon Construction Company Ltd
- Fixing of Blinds in Lobby area, 7th floor, MIE Tower –Blinds.mu Ltd
- Supply, preparation and Installation of Alucubond Panels on the Walls of Toilets near MIE Canteen - Fineway Sandy Works Ltd
- Construction of Concrete access ramp to the MIE Canteen- A Ramkeesoon Construction Company Ltd
- Refurbishment of Studio A in Visual Arts Department - A Ramkeesoon Construction Company Ltd
- Replacement of Damaged door in Primary Block - Fineway Sandy Works Ltd
- Waterproofing works on MIE Gymnasium- Newray Construction Ltd

14 Library

The MIE Library's most important role is to offer an effective service to both students and staff through a comprehensive range of resources, appropriate facilities, and assistance to meet their information needs.

New titles have been added to the library's collection through acquisition and donations during this financial year.

Web-based library services are provided through the library portal. It provides integrated access to the metadata of Perlego digital library and Vlebook online library databases.

The library also acts as a link between its users and its online journal service providers, namely: EBSCO and Emerald for resources notifications and updates.

The library continues to work in close collaboration and provide consultation facilities to other tertiary education Institutions as well as the National Library.

We also give access to students and researchers working on special projects of educational interest.

15 Graphic Section

The Graphic Section of the Mauritius Institute of Education (MIE) plays a central role in enhancing the Institute's visibility, professional image, and brand identity through high-quality visual communication. During the financial year July 2024 – June 2025, the Section successfully delivered a wide range of outputs across Curriculum Development, Teacher Education, institutional events, Research and Conferences.

Key achievements include:

- Support for significant institutional events, including graduation ceremonies, workshops, competitions, and public programmes, through the design of booklets, banners, invitations, and other materials.
- Production/Reprint of textbooks across Pre-Primary, Primary, and Secondary levels, Extended Programme, as well as major initiatives in the Holistic Education Programme (HEP), Technology Education (TE) project, Foundation Programme in Literacy, Numeracy and Skills (FPLNS), Western Music, and Kreol Repiblik Moris, in close collaboration with the Ministry of Education and Human Resource.
- Production of high-quality graphical materials that met international standards for the National and International research conferences, namely the National Research week, International Association for the Advancement of Curriculum Studies (IAACS) Conference and Distance Education and Teachers' Training in Africa (DETA) Conference.
- Development and oversight of the Institute's visual identity, ensuring consistency and professionalism across all print and digital platforms, including brochures, posters, publications, websites, advertisements, and promotional materials.

The Graphic Section continues to uphold its commitment to Creativity, Cooperation, and Commitment, delivering design solutions that reflect the MIE's vision of "Empowering Professionals for Quality Education".

16 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. He retired from the services of the MIE on 26 November 2024.

- **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 1st Division and MA English from the University of Delhi, India; Master of Education TESOL from the University of Leeds, UK, and a Ph.D. 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). He retired from the services of the MIE on 18 February 2025.

- **Mrs. B. Bheem Singh**

Mrs. B. Bheem Singh was appointed as Acting Registrar effective February 21, 2025. She joined the MIE since April 2004, as an Administrative Officer. Her career progression within the institution includes a promotion to Assistant Registrar in September 2012.

Mrs. Bheem Singh brings to her role extensive experience in the core functions of the MIE, such as in Teacher Education, Research, and Curriculum Development. With over 20 years of service, she has also

gained valuable experience in Human Resources and central administration, contributing significantly to the institution's operations and strategic initiatives.

Her academic qualifications further complement her professional experience. She holds a Master's in Business Administration from the Management College of South Africa (Mancosa), a B.Sc. (Hons) in Information Systems and Management from the University of London, and a Diploma in Communication Studies from the University of Mauritius.

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

Prof. (Dr) Y 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.

Prof. (Dr) Y 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.

Prof. (Dr) Y Ramma has taken one-year leave without pay as from 16 September 2024 to take up employment as Deputy Director General (Academic) at the Université des Mascareignes (UDM).

- **Dr. V. Putschay**

Dr. Putschay was 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. Dr Putschay retired from the services of the MIE on 30 March 2025.

- **Dr. S. Goburdhun**

Dr (Mrs) Seema Goburdhun was appointed as Acting Head, School of Arts and Humanities as from April 2025.. She holds a PhD in History from Banaras Hindu University, India, and a Master's degree in Education from the University of Brighton, UK. She has developed curriculum materials for both primary and secondary school learners. Her research interests include the teaching and learning of History, Heritage Education, teacher education, and curriculum development.

- **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**

Anwar Bhai Rumjaun is an Associate Professor in the Science Education Department at the Mauritius Institute of Education in Mauritius. Besides his academic duties, he is actively engaged in research at MIE. He is also the Head of the Research Unit and Acting Head of the School of Science and Mathematics. He is currently a Senior Honorary Research Associate at the UCL Institute of Education. He is also collaborating with other foreign universities such as the University of KwazuluNatal in South Africa and the Dublin City University in Ireland. These collaborations contribute to supporting and furthering the research agenda at MIE. He has been leading consultancy for UNESCO on ESD and was the National Consultant UNEP on Biosafety related to participation and information. His research interests are in Science and Biology Education, Environmental, Education/ESD and Policy responses to Science Education. By his associateship with the Office of Climate Education in Paris, the MIE is leading a climate education project, the ARRICE project.

- **Professor (Dr) Miss. H. Mariaye**

Prof. Dr (Ms) Marie Hyleen Sandra Mariaye is Acting Head of the Higher Studies Cell, is Professor of Higher and Post Graduate Education. She currently holds the Chair of Higher Education for Mauritius. She has had a number of leadership roles both nationally and internationally with the Africa Deans of Education Forum, the African Association of Universities and the World Bank leading in 2024 a delegation in Nigeria in the context of the Africa Center of Excellence Impact Project. Working within her area of expertise and drawing on her experience at the Women in Leadership programme at Harvard University, she has a key role in the strategic design and international quality benchmarking of post graduate programmes at the MIE collaborating with international partners from St Mary's University, University of KwaZulu-Natal, Stellenbosch University and University of Botswana among others. She is currently engaged in supporting higher education professionals in earning their credentials to teach in higher education and leading research projects in AI integration in HE and Faculty Wellbeing. Her teaching portfolio is in educational leadership and higher education.

Prof. Dr (Ms) Marie Hyleen Sandra Mariaye holds a Doctor of Education (Ed.D), which she obtained from the University of South Africa (UNISA) in 2006. She also holds a Master of Education, awarded with Distinction by the University of Delhi in 1997. In 1996, she earned a Bachelor of Education (Honours) with First Division from the University of Delhi. Prior to that, in 1995, she completed a Bachelor of Economics (Honours) with Second Division (Upper Class), also from the University of Delhi.

- **Dr. B. Oogarah Pratap**

Dr. (Mrs.) B. Oogarah-Pratap is an Associate Professor at the MIE with over twenty years of experience in teacher education, distance learning, and academic leadership. She currently serves as the Head of the Outer Islands and International Affairs Desk (OIAD). Her academic background includes a Bachelor's degree in Nutrition and Food Science from Curtin University in Australia, a Master's in Public Health Nutrition from the University of Massachusetts, Amherst, USA, and a Post Graduate Certificate in Online Education from the University of Southern Queensland, Australia, completed in 2005. She also completed her doctoral studies with a specialization in online education from the same university.

Dr. Oogarah-Pratap has been actively involved in training teachers in food, nutrition, and health education. Her research interests and publications focus on online education, particularly the use of online discussions to promote deep learning. Additionally, she has led the development and coordination of blended teacher education programs for primary and secondary school teachers and has contributed to national policy on open and distance education.

- **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 discipline .

- **Dr. Ajeevsing Bholoa**

Dr. Ajeevsing Bholoa holds a PhD in Mathematics from Loughborough University, Leicestershire, in the United Kingdom and a Master's in Education (Leadership and Management) from the University of Brighton. He served as the Head of the Mathematics Education Department for a two-year term as from 26 August 2021. Dr. Bholoa is currently the Head of the Quality Assurance Division since 31st October 2024.

- **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.

17 Teacher Education

17.1 MIE Student Population

The MIE offered courses to **2909** students during the Financial Year July 2024-June 2025 as shown in the table below:

ON-GOING PROGRAMMES (July 2024 - June 2025)		
SN	Programmes	TOTAL
1	Master of Philosophy in Education - MPhil (ME)	26
2	Post Graduate Diploma in Education (PGDip Ed)	82
TOTAL (TERTIARY)		108
3	Post Graduate Certificate in Education (Part Time)	935
4	Post Graduate Certificate in Education - Asian Languages (Part Time)	110
5	Post Graduate Certificate in Education - Rodrigues (Part Time)	24
TOTAL (POST GRADUATE CERTIFICATE)		1069
6	Bachelor of Education (Hons) Secondary (Full Time)	98
7	Bachelor of Education (Hons) Top Up - Secondary (Part Time)	12
TOTAL (BACHELOR'S DEGREE SECONDARY)		110
8	Bachelor of Education (Primary)	183
9	Bachelor of Education (Primary) Rodrigues	65
TOTAL (BACHELOR'S DEGREE PRIMARY)		248
10	Diploma in Educational Management - Level I	10
11	Diploma in Educational Management - Level II	103
12	Diploma in Educational Management - Level II (Rodrigues)	7
13	Teacher's Diploma Primary - General Purpose (Mauritius and Rodrigues)	485
14	Teacher's Diploma Primary - Kreol Morisien (Mauritius and Rodrigues)	71
15	Teacher's Diploma Primary - Holistic Education Programme (Mauritius and Rodrigues)	11
16	Teacher's Diploma Primary - Asian Languages	108
17	Teacher's Diploma Primary in Information & Communication Technology	146
18	Teacher's Certificate in Primary Education Support Teachers (Mauritius and Rodrigues)	82
TOTAL (PRIMARY)		1023
19	Teacher Diploma in Early Childhood Education (TDECE)	32
20	Certificate in Educational Management in Early Childhood Education (CEMECE)	91
21	Early Childhood Education - Teacher's Certificate (ECETC) - for In-Service Candidates	145
TOTAL (PRE-PRIMARY)		268
22	Diploma, Special Education Needs (DSEN)	17
23	Certificate in Special Education (Mauritius and Rodrigues)	44
24	Proficiency Certificate in Special Education (PCSE) Full Time	12

25	Proficiency Certificate in Special Education (PCSE) Part Time	10
TOTAL (SPECIAL EDUCATIONAL NEEDS)		83
TOTAL NO. OF STUDENTS ON ROLL		2909

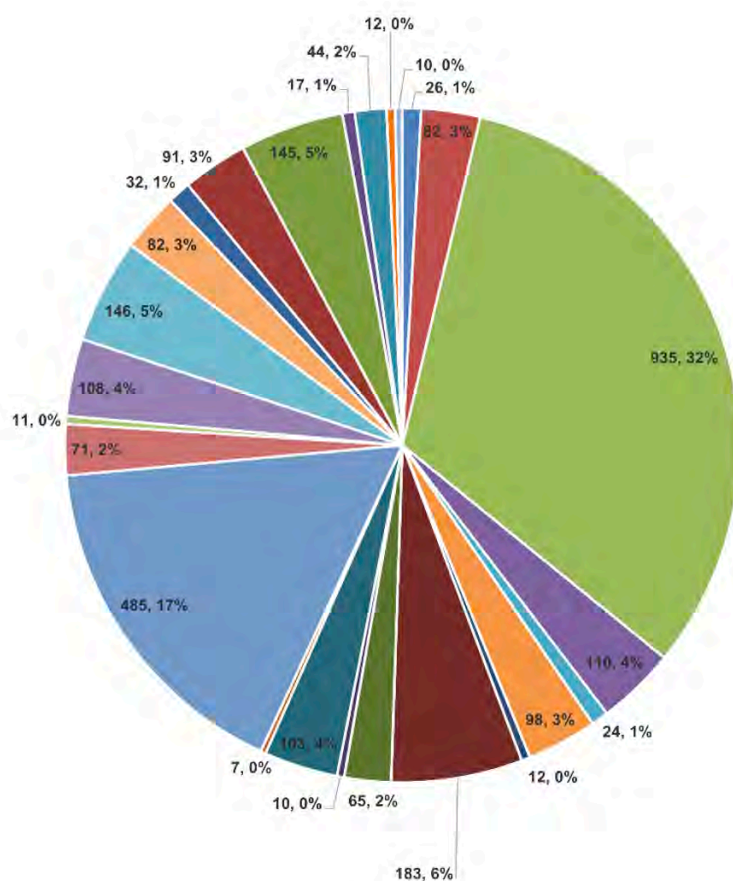
Table 4: Student Population (July 2024 - June 2025)

From the table above, it could be depicted that **108** students were enrolled for Higher Studies particularly on the Master in Philosophy in Education Programme and the Post Graduate Diploma in Education programmes. **1069** students were enrolled at post graduate certificate level, out of whom **24** were from Rodrigues. **110** students were registered for the Bachelor of Education (Hons) Secondary Programme of Studies. Moreover, **248** students were registered for the Bachelor of Education (Primary) Programme, out of which **65** were from Rodrigues. The rest of the students were registered for Certificate/Diploma programmes.

Overall, there were 25 programmes ongoing during that period. Around 45% of the student population comprised those from the tertiary and secondary sectors. Some 37% came from the primary sector, 3% from the SEN sector and the remaining 15%, from the Early Childhood Education (ECE) sector. 66% of the student population comprised part-timers and the remaining 34% were full-timers.

A graphical representation of the student population is showcased below:

Student Population (July 2024 - June 2025)



- Master of Philosophy in Education - MPhil (ME)
- Post Graduate Diploma in Education (PGDip Ed)
- Post Graduate Certificate in Education (Part Time)
- Post Graduate Certificate in Education - Asian Languages (Part Time)
- Post Graduate Certificate in Education - Rodrigues (Part Time)
- Bachelor of Education (Hons) Secondary (Full Time)
- Bachelor of Education (Hons) Top Up - Secondary (Part Time)
- Bachelor of Education (Primary)
- Bachelor of Education (Primary) Rodrigues
- Diploma in Educational Management - Level I
- Diploma in Educational Management - Level II
- Diploma in Educational Management - Level II (Rodrigues)
- Teacher's Diploma Primary - General Purpose (Mauritius AND Rodrigues)
- Teacher's Diploma Primary - Kreol Morisien (Mauritius AND Rodrigues)
- Teacher's Diploma Primary - Holistic Education Programme (HEP) (Mauritius AND Rodrigues)
- Teacher's Diploma Primary - Asian Languages
- Teacher's Diploma Primary in Information & Communication Technology for Support Officers
- Teacher's Certificate in Primary Education (Support Teachers) Mauritius AND Rodrigues
- Teacher Diploma in Early Childhood Education (TDECE)
- Certificate in Educational Management in Early Childhood Education (CEMECE)
- Early Childhood Education - Teacher's Certificate (ECETC) - for In-Service Candidates
- Diploma, Special Education Needs (DSEN)
- Certificate in Special Education (Mauritius AND Rodrigues)
- Proficiency Certificate in Special Education (PCSE) Full Time
- Proficiency Certificate in Special Education (PCSE) Part Time

Figure 5: Student Population (July 2024 - June 2025)

17.2 Output from the MIE

In terms of output statistics during this period, 56 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. 13 students have completed the Stand-Alone Module (SAM) which is a requirement for enrolment on the MA Education programme with the university of St Mary's. 76 students (both in-service and pre-service) completed the PGCE programme.

79 students (both in-service and pre-service) were awarded a **Bachelor of Education (Hons) Secondary** and **116** in-service Pre-Primary Educators were awarded a Certificate in Early Childhood Education.

Overall, a total output of **509** students has been attained for the financial period 2024/2025, out of which **224** students were from tertiary/secondary sectors, representing 44%. **68** students successfully completed their respective programmes in the primary sector, representing 13% of the graduands. From the SEN sector, **100** students have completed their respective programmes, which amount to 20% of the graduands. In the Early Childhood Education sector, **47** students have completed their certificate programme, representing 09% 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 51 students have successfully completed the programme.

17.2.1 Output statistics for the financial year 2024/2025

The output statistics for the financial year 2024/2025 is detailed out as below:

OUTPUT July 2024 - June 2025		
SN	Programmes	Total
Tertiary/ Secondary		
1	Stand Alone Module	13
2	Post Graduate Diploma in Education (PGDip Ed)	56
3	Post Graduate Certificate in Education (PGCE) Full-Time	65
4	Post Graduate Certificate in Education (PGCE) Part-Time	9
5	Post Graduate Certificate in Education (PGCE) Part-Time - <i>Rodrigues</i>	2
6	Bachelor of Education (Secondary) Full-Time	67
7	Bachelor of Education (Secondary) Pre-Vocational Part-Time	12
Sub Total		224

<i>Primary</i>		
8	Diploma in Educational Supervision and Inspection (DESI)	4
9	Diploma in Educational Supervision and Inspection (DESI) - Rodrigues	4
10	Diploma in Educational Management (Level I)	11
11	Diploma in Educational Management (Level I) - Rodrigues	2
12	Teacher's Diploma Primary Full-Time (HEP - Holistic Education) - Rodrigues	11
13	Teacher's Certificate Primary (TCP) Support	36
Sub Total		68
<i>Special Education Needs</i>		
14	Proficiency Certificate in Special Education (PCSE) Part-Time	43
15	Proficiency Certificate in Special Education (PCSE) Full-Time	33
16	Diploma in Special Education Needs (DSEN)	24
Sub Total		100
<i>Pre-Primary</i>		
17	Certificate in Educational Management in Early Childhood Education (CEM-ECE)	1
18	Early Childhood Education-Teacher's Certificate (ECETC) In-Service	78
19	Early Childhood Education-Teacher's Certificate (ECETC) In-Service - Rodrigues	14
20	Teacher's Certificate Early Childhood Education - (TCECE) In-Service	24
Sub Total		117
GRAND TOTAL		509

Table 5: Output Statistics

17.3 Graduation Ceremonies

Graduation Ceremonies held during the year July 2024 - June 2025 provide an indication of the number of educational professionals trained by the MIE.

In Mauritius, the Graduation Ceremony was held in November 2024, whereby 175 students graduated from the following programmes as per the breakdown below:

GRADUATION NOVEMBER 2024 (MAURITIUS)			
SN	PROGRAMME	COHORT	TOTAL
1	PGCE (Part Time)	Jan 2021 - Dec 2023	1
2	DEM (Level II) MRU	Jul 2022 - Jun 2024	4
3	B Ed (Full Time)	Jan 2021 - Dec 2023	1
4	B.Ed (Primary)	Jul 2021 - Jun 2023)	2
5	PGCE (Part Time)	Jan 2022 - Dec 2023	5
6	PGDIP (Ed)	Apr 2022 - Apr 2023	1
7	PGDIP (Part Time)	May 2022 - Apr 2023	12
8	PGCE (Full Time)	Jan 2022 - Jul 2023	2
9	PGCE (Part Time) MRU	Jan 2022 - Dec 2023	9
10	PGCE (Full Time)	Feb 2023 - Jun 2024	65
11	DESI (MRU)	Jul 2022 - Jun 2024	4
12	DEM (Level I) MRU	Jul 2022 - Jun 2024	11
13	B.Ed (Full Time)	Jul 2019 - Jun 2023	1
14	B.Ed (Full Time)	Jan 2021 - Dec 2023	6
15	B.Ed (Part Time) PREVOC	Jan 2020 - Dec 2022	4
16	B.Ed (Part Time) PREVOC	Jul 2021 - Dec 2023	8
17	PGDIP (Ed)	Apr 2022 - Apr 2023	2
18	PGDIP (Ed)	Feb 2023 - Jun 2024	37
TOTAL			175

Table 6: Breakdown for Graduation - November 2024 (Mauritius)

In Rodrigues, the Graduation Ceremony was held in December 2024, whereby 24 students graduated from the following programmes as per the breakdown below:

GRADUATION DECEMBER 2024 (RODRIGUES)			
SN	PROGRAMME	COHORT	TOTAL
1	PGCE (Part Time) ROD	Jan 2022 - Dec 2023	2
2	DESI (ROD)	Jul 2022 - Jun 2024	4
3	DEM (Level I) ROD	Jul 2022 - Jun 2024	2
4	TDP HEP (ROD)	Mar 2022 - Jun 2024	11
5	PGDIP (ROD)	Feb 2023 - Jun 2024	5
TOTAL			24

Table 7: Breakdown for Graduation - December 2024 (Rodrigues)

17.4 Accreditation of Programmes

In line with the requirements of the Higher Education Commission, the process of accreditation for all programmes on offer as well as reviewed and newly developed programmes is on-going. To-date, the following programmes have been accredited:

SN	PROGRAMME	Accreditation Status	Mode of Delivery	Duration (Years)	
				Min	Max
1	Certificate in Educational Management in Early Childhood Education	06 February 2025 - 28 February 2030	Part-Time	1 ½	3
2	Diploma in Educational Supervision and Inspection	06 February 2025 - 28 February 2030	Part-Time	2	3
3	Diploma in Special Education Needs	06 February 2025 - 28 February 2030	Part-Time	3	5
4	Teacher's Certificate in Primary Education - Support Teachers	06 February 2025 - 28 February 2030	Full-time	1	2
5	Bachelor of Education (Secondary) in Physical Education with honours	26 May 2025 - 31 May 2030	Full-time	3	4

6	Bachelor of Education (Hons) in Technical and Vocational Education and Training	26 May 2025 - 31 May 2030	Part-Time	3	6
7	Bachelor of Education (Primary) Kreol Repiblik Moris	26 May 2025 - 31 May 2030	Part-Time (Online)	2	3
8	Bachelor of Education (Primary)	29 May 2025 - 31 May 2030	Part-Time	4	6
9	Bachelor of Education (Primary) Asian Languages (Modern Chinese)	29 May 2025 - 31 May 2030	Part-Time	4	6
10	Teacher's Diploma (Primary)	29 May 2025 - 31 May 2030	Full-Time	2 ¼	3
11	Postgraduate Diploma in Education (PGDip Ed) with specialisation in Leadership and Management	01 July 2025 - 31 December 2029	Part-Time	1 1/3	2 1/3
12	Postgraduate Diploma in Education (PGDip Ed) with specialisation in Learning and Teaching in Higher Education	01 July 2025 - 31 December 2029	Part-Time	1 1/3	2 1/3
13	Postgraduate Diploma in Education (PGDip Ed) with specialisation in Mentoring, Coaching and Supervision	01 July 2025 - 31 December 2029	Part-Time	1 1/3	2 1/3
14	Postgraduate Diploma in Education (PGDip Ed) with specialisation in Quality Assurance	01 July 2025 - 31 December 2029	Part-Time	1 1/3	2 1/3

18 Outer Islands and International Affairs Desk

The **Outer Islands and International Affairs Desk (OIIAD)** was established in 2024. As per the Council's 411th meeting approved paper (28 February 2024), the key role of the OIIAD is to coordinate and facilitate 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 team is composed of dedicated staff members who manage the roles and responsibilities of the OIIAD. Each member is a focal point for specific portfolios to ensure smooth operations and coordination.

Team Members:

Dr. (Mrs.) Brinda Oogarah-Pratap – Head (Associate Professor)

Mr. Kaviraj Sharma Peedoly – Focal Person for Francophonie Affairs and Focal Person for Staff and Student Exchange/Mobility (Senior Lecturer)

Ms. Divyashali Sowdagur – Focal Person for Outer Islands Affairs (Lecturer)

Mr. Satanjay Dhunnoo – Focal Person for Branding and Support Services (Assistant Registrar)

Mrs. Pratimah Appadoo – Focal Person for Logistics Arrangements (Administrative Officer)

Ms. Nalliben Jeewoath – Focal Person for Outer Islands and International Students Admission (Higher Executive Officer)

Ms. Gyanabye Tattea – Secretary (Clerical Officer)

18.1 Activities led by the Desk for the period of July 2024 to June 2025:

1) *Drafting of an institutional International Student Policy*

The OIIAD has drafted 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. The policy has been approved at Senior Management Committee (SMC) level and is now awaiting approval at Council level.

2) *Meet and Greet Activity with On-Campus Rodriguan Students*

On 14th February 2025, the OIIAD organised a Meet and Greet activity to warmly welcome the TDP GP and HEP trainees who had started their two-year training at the MIE in January. The activity provided an opportunity for the trainees to connect with fellow colleagues and share their initial experiences in Mauritius. The OIIAD team took note of the challenges that the trainee teachers faced and made relevant follow-up with local and Rodriguan instances.



3) *Participation at Rodrigues Training and Career Guidance Expo 2025*

The Mauritius Institute of Education (MIE) participated in the Training and Career Guidance Expo 2025 on March 6th and 7th, organized by the Commission for Vocational Training at the Antoinette Prudence Human Resource Development Centre, Malabar.

The MIE was represented by Dr. Oogarah-Pratap and Mr. Dhunnoo who engaged with prospective teachers, high school students and in-service teachers, offering insights into the Institute's pre-service and in-service teacher training programmes. MIE representatives also addressed questions about employment prospects and career paths in the education sector, emphasizing the growing demand for qualified teachers.

The expo served as an important platform for the MIE to connect with the community, raising awareness of the crucial role of the MIE in the professional development of cadres in the education sector to meet the needs of the evolving educational landscape.



4) *Visit to State House for On-Campus Rodriguan Students*

On 25th March, the OIIAD organised a visit to the State House for Rodriguan trainee teachers currently pursuing their teacher education programme at the Mauritius Institute of Education (MIE). Trainees from Teacher's Diploma Programme – General Purpose, Teacher's Diploma Programme – Holistic Education Programme, and Teacher's Certificate Programme – Support, accompanied by the OIIAD team and Programme Coordinators took part in this enriching experience.

A key highlight was meeting the President of Mauritius, who offered valuable insights and encouragement, deepening the trainees' understanding of leadership, governance, and their future role in education. The group also enjoyed a guided tour of the State House, exploring its historic architecture and cultural heritage.

This visit fostered meaningful peer interactions, allowing trainees to exchange ideas and strengthen their connections. It was an inspiring and memorable experience, contributing to the professional development of the trainees as future educators.



5) *Book Collection and Donation to Rodriguan Schools*

Following a book collection initiative led by the OIIAD, 204 story books and other relevant reading materials were donated to pre-primary, primary, and secondary schools in Rodrigues. This initiative aimed at enhancing literacy and instilling a love for reading among learners by providing them with reading materials that can stimulate their imagination and improve their language skills.

In addition to the above, the OIIAD collaborated with MIE Departments to compile a curated list of relevant publications intended for the establishment of an MIE Book Corner at the Human Resource Development Centre (HRDC) in Malabar, Rodrigues. The list has been submitted to the Commission for Vocational Training. The purpose of this corner is to increase access to a diverse range of print-based resources for educators and other educational cadres in Rodrigues to enhance their professional development and practice.

18.2 Teacher Professional Development Activities for Rodrigues

In addition to the above activities, the OIIAD facilitated the conduct of workshops and the delivery of teacher education programmes reaching out to more than 250 Rodriguan pre-service and in-service teachers in the primary, secondary and SEN schools sectors.

The table below shows the workshop that was conducted in Rodrigues upon the request of the Commission for Vocational Training.

SN	Workshop/Short Course	Dates	Target Audience	Objectives
1	Residential Seminar for Heads of Primary Schools on the Theme 'Leading for Excellence in Primary Schools	4 to 6 April 2025	Around 50 School Inspectors, HMs and DHMs from RCEA and RRA	• To equip school heads with effective communication strategies for school leadership and management. • To explore the role of communication in fostering a positive and collaborative school culture. • To provide practical tools for handling difficult conversations and managing conflicts within the school environment. • To enhance leadership skills aligned with the demands of modern school administration.

Table 8: Workshop for Rodrigues (at the request of the Commission)

19 Curriculum Development at the MIE

In addition to its roles in Teacher Education and Research, the MIE holds a critical mandate for Curriculum Development for pre-primary, primary and secondary. Over the years, the Institute has actively participated in various projects and initiatives aimed at supporting the Ministry's education policies. This includes collaboration with other institutions in the field of curriculum development. The key focus areas for 2024-2025 were as follows:

19.1 Textbook production, Review and Evaluation

(i) Report on the evaluation of the Grades 1- 6 and Grades 7-9 curriculum and textbook

The primary and secondary curriculum evaluation reports have been submitted to the parent Ministry. MIE is waiting for policy guidelines for the review of the primary and secondary curricula which date back to 2017.

(ii) Technology Education Grade 10 and 11

Printing and binding of Technology Education textbooks for Grades 10 and 11 have been completed and submitted to the MOEHR.

Capacity building for 64 educators was conducted in July 2024.

(iii) Textbooks for Holistic Education Programme

Review of Holistic Education Programme (Health and Physical Education component for Grades 4 to 6) textbooks have been completed. The textbooks are currently under printing.

(iv) Writing of Western Music Grade 8 textbook

The writing of Western Music Grade 8 Regular stream textbook has been completed, followed by a peer-review exercise.

(v) Writing of Grade 9 Western Music Textbook

The writing of Western Music Grade 9 Regular stream textbook is currently underway.

(vi) Writing of Kreol Morisien Grade 12-13 textbook

About 95% of the textbook has been completed and the final graphic work is currently underway.

19.2 Foundation Programme in Literacy, Numeracy and Skills (FPLNS)

Since the inception of the FPLNS programme in December 2024, the Curriculum Unit has been actively involved in the design and development of the new curriculum as well as its implementation. The following deliverables have been achieved:

- (a) Writing of Teaching and Learning Syllabus (TLS) for 13 Cluster subjects and 12 Electives including validation workshops for each subject area.
- (b) Development of Teachers' guides and Student's worksheets for 13 Cluster subjects and 12 Electives for second term completed and development of resources for first and third terms are underway.
- (c) Capacity building workshops for 1080 Educators for the different electives.
- (d) Capacity building for all state and private schools for Socio-Emotional Development and Citizenship and Values Education.

19.3 Textbook Adaptation for Braille

Adaptation, transcription and embossing of primary and secondary textbooks (Grades 3 – 9) have been undertaken.

19.4 Digitization of textbooks and workshop for Road Safety Education

Digitization of Grade 3 Road Safety Education Textbook in collaboration with the Ministry of Land Transport and Light Rail and the Mauritius Film Development Corporation (MFDC) has been completed. The digital materials will be uploaded on tablets upon receipt of videos from MFDC.

A two-week workshop for Grades 1 and 2 HEP Educators was conducted from 18 November to 2 December 2024.

19.5 Early Digital Learning Programme (EDLP)

The Early Digital Learning Programme (EDLP) aims at the integration of digital technology in the teaching and learning of different subject areas at the primary level. It supplements textbook experiences by providing interactive resources which work across different platforms.

The following digital resources have been developed for Grades 6 from October 2024 to June 2025:

Subject	Number of resources
History and Geography	32
Science	32
Mathematics	56
English	56
French	56
Total	232

19.6 Fortified Learning Environment (FLE) project

In line with the MoU signed with the National Social Inclusion Foundation (NSIF), the MIE has extended its services to provide training for the following support personnel:

- (i) ECE & Upper Primary Tutors
- (ii) Primary Mentors & Coordinators
- (iii) Secondary EP Tutors and Mentors

Number of trainees at the primary level: 33

Number of trainees at the secondary level: 22

19.7 Other Activities

- (i) The Curriculum Unit hosted a delegation from Malawi (from 27-30 August 2024) in relation to curriculum benchmarking
- (ii) Hosting of Experts from NCERT in October 2024.

19.8 On-Going Projects

- (i) Digitization of Grade 4 Road Safety Education Textbooks in collaboration with the Ministry of Land Transport and Light Rail and the Mauritius Film Development Corporation.
- (ii) FPLNS: Development of resources for third and first terms are currently underway.
- (iii) Writing of Grade 9 Regular Programme Western Music textbooks.
- (iv) Artwork for Grade 12 and 13 KM textbooks is being finalise .
- (v) Further development of Grade 6 EDLP resources are underway.
- (vi) Striking off or the printing of primary and secondary textbooks for the year 2026 is on-going.

20 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.

20.1 Research Strategy and Priorities

As per its mandate, research at the Mauritius Institute of Education is a key mission to advance excellence and innovation in the education sector across the country and beyond. Our research strategy, aligned with our strategic plan (2023-2026), aims to support the socio-economic development by responding to emerging educational challenges, technological development and evidence-based teacher education, curriculum development and policy formulation and practices. Thus, our research agenda has undergone a conceptual, theoretical, paradigm, and methodological shift from a well-established uni-disciplinary to a multi-disciplinary, inter-departmental/institutional and collaborative research with other local and international institutions. Our vision includes fostering a culture of research among faculty members, encouraging them to engage in research and data-driven decision making. We aim to promote collaboration among educators, researchers, policymakers and the wider community to generate and disseminate research that not only enhances best practices in teacher education and curriculum development but also contributes to the formulation of educational policies practices. We are currently prioritising research on emerging trends in education, including artificial intelligence, virtual reality, sustainability, vocational education and adaptive learning, to stay at the forefront of educational innovation. Thus, our research priorities, besides creating and establishing a vibrant research culture within the campus, are geared towards sustainability, inclusivity, digitalisation for transformative teaching and learning.

20.2 Research Projects (New and On-going)

The ongoing research are listed in table below. The table indicates that our research proposals focus on a diverse range of research areas related to early childhood, primary, secondary and teacher education. The phenomena explored revolve around well-being, digital/transformational learning, STEM, ethics/values in education. The research is funded by the MIE, HEC and COL.

SN	Title
1	Proficiency of Biology teachers in Maths in relation to teaching and learning at Secondary level
2	Importance of mathematics in understanding science at primary level.
3	Use of lifeskills approach in drug prevention education at two schools: A case study
4	Use of 3D Mind Mapping to enhance understanding of scientific terminology among learners in the extended programme
5	Exploring teaching of socially responsive science in the Republic of Mauritius.
6	Exploring the interconnectedness between educators' explanations and corrective feedback with multivariate mechanistic reasoning when predicting organic reaction outcomes.
7	An exploration of Mauritian educational leaders' professional experiences leading and managing education in the 21st century.
8	Investigating the usefulness and effectiveness of online resources and Open Educational Resources (OERs) on teaching and learning practices: A case study.
9	Influence of parenting styles on educational achievement of wards: A case study
10	Teaching of Health & Physical Education (HPE) in Primary Schools of Mauritius as part of the Holistic Education Programme.
11	Teaching Ethics in Schools: Strategies and Best Practices
12	Development of Educational Apps in SEN schools
13	Building Educator Capacity in Digital Learning
14	Research Project: Teaching of Health & Physical Education (HPE) in Primary Schools of Mauritius as part of the Holistic Education Programme.
15	Assessment of Physical Activity level of primary school children in Mauritius
16	Investigating the possibilities and limitations of implementing Design and Technology activities and related pedagogies for pupils with SEN.
17	Using AI in ELT Teacher Education
18	Unpacking the concept of academic freedom: a study of MIE scholars' perceptions
19	Mapping the Private Tutoring Landscape in Mauritius
20	Leveraging Multilingualism in Higher Education: A Comparative Exploration of Language Practices in Mauritius and Slovenia
21	Exploring Mauritian educational leaders' professional conceptions, experiences, and praxes of educational leadership and management: Implications for national development
22	Investigating proportional reasoning among Mauritian learners at upper primary in English and Kreol Morisien: a longitudinal study
23	Improving Student's performance in Physical Education at 'O' Level
24	Towards the construction of a register of biology terminology in Kreol Morisien for the lower secondary level
25	Récits de vie et pratiques langagières dans l'enseignement du français à Rodrigues: enjeux pour la formation.

The new research proposals are summarised in the table which follows:

1	Development and Implementation of Micro Credential for Teacher Mentoring
2	Adapting Learning Resources in Mathematics for Visually Impaired Students through 3D Printing Technology
3	Regional climate change education (ARRICE Project)
4	Towards the construction of a register of mathematical terminology in Kreol Morisien at lower secondary level
5	Récits de vie et langues : enjeux pour la formation des enseignants de français et de langues

Completed Research

1	Virtual laboratory as an alternative to traditional laboratory practical work in biology
2	Exploring South African and Mauritian science and technology students' and academics' lived experiences of STEM education for 21st century citizenship in the South-South context.

Publications and Dissemination

Research articles for the period of July 2024-December 2024 (First semester FY 2024/25) Reference of articles/book chapters	
·	Bringing History to Life: The Pedagogical Power of Heritage Sites Hurry, S., Goburdhun, S. (2024). Bringing History to Life: The Pedagogical Power of Heritage Sites. In: Boadu, G., Oppong, C.A. (eds) History Education in Africa. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-61388-3_8
·	Oozeerally, S., & Hookoomsing, H. Conflit-friendly centripetal forces in the Mauritian linguistic landscape. In Language Conflict in Educational Settings (pp. 9-28). Routledge.
·	Oozeerally, S. (2025). Towards the construction of technical vocabulary in Kreol Morisien: An insight into mathematics and astronomy. In New Perspectives on Mauritian Creole and Reunion Creole (pp. 207-228). John Benjamins Publishing Company.
·	Marie, W. (2025). Emploi du français et de l'anglais en milieu social et scolaire à Maurice: quelles perceptions ? In "Regards sur la perception et perception(s) de la société". Editions du CIPA, Belgique.
·	Appadoo-Ramsamy, W. (2025) ChatGPT as a Socratic Assistant: Developing Students' Reflective and Critical Skills, https://doi.org/10.20319/ictel.2025.178195 , PUPIL: International Journal of Teaching, Education and Learning (ISSN 2457-0648)
·	Authelsingh, D., Bhoola, A., & Sider, S. (September, 2024). Inclusive education in Mauritius and Ontario, Canada: An exploration of policies and practices. Exceptionality Education International, 34(1), 187-204. Link to article: https://doi.org/10.5206/eei.v34i1.17022
·	Ramma, Y., Bhoola, A., & Watts, M. (October, 2024). In-service physics teachers' content knowledge: a critical reflection on the case of the upthrust concept. Education Inquiry, 1-31. Link to article: https://doi.org/10.1080/20004508.2024.2412878

(Book Chapters)

- Oojorah, V.A., Rao, S.D. (2024). Becoming an Ocean State: Shaping the Future of Mauritius Through a Post-humanist Paradigm Shift in Higher Education. In: Oojorah, V.A., Udhin, W. (eds) *Imagining the Futures of Higher Education in Southern Africa. Future Education and Learning Spaces*. Springer, Singapore. https://doi.org/10.1007/978-981-97-6473-0_7
- Oojorah, V.A., Udhin, W. (2024). Exploring Futures of Higher Education in Southern Africa: The Triple Challenge. In: Oojorah, V.A., Udhin, W. (eds) *Imagining the Futures of Higher Education in Southern Africa. Future Education and Learning Spaces*. Springer, Singapore. https://doi.org/10.1007/978-981-97-6473-0_1
- Udhin, Waaiza & Oojorah, Vicky. (2024). Understanding Multi-layered Conceptualisations of Innovation in Education. *Teacher Education through Flexible Learning in Africa (TETFLE)*. 6. 69-100. 10.35293/tetfl.v6i1.4705.
- Leihy, P., Singh, U., Maistry, S.M., Buzduga, A. and Oojorah, A. (2025). Of exiles and hosts: inbound student surges in South Africa, Chile and Romania in the 2020s, and the contrasting case of Mauritius. *Perspectives in Education*, 43(2), pp.122-134.
- Leihy, P., Singh, U., Oojorah, A., & Buzduga, A. (2025). Critical moments: Educational reflections on the early 2020s in Chile, South Africa, Mauritius and Romania. In T. Sturm, A. Tervooren, M. Schmidt, S. Bärmig, T. Grunau, I. Thaler, S. Grunau, M. Ritter, & D. Wrana (Eds.), *Krisen und Transformationen: Anschlüsse an den 29. Kongress der Deutschen Gesellschaft für Erziehungswissenschaft* (1st ed., pp. 329–342). Verlag Barbara Budrich. <https://doi.org/10.2307/jj.26657240.25>
- Ankiah-Gangadeen, A & Nadal, P. (2024). Insights into the challenges of evaluating young learners' intercultural competences for better living-togetherness. In Spiegel, E., Mutalemwa, G., Cheng Liu, C & LR. Kurtz (Eds.) *Peace as nonviolence: Topics in African Peace Studies*. Springer. pp. 165-176. <https://doi.org/10.1007/978-3-031-52905-4>
- Ankiah-Gangadeen, A & Ramful, A. (2024). Curriculum decision-making in times of uncertainty: A case study of a top-down technicist approach during the Covid-19 pandemic. In Fomunyan, K.G. (Ed.) *Theorising Curriculum in unsettling times in African Higher Education*. UJ Press. pp. 19-46. <https://doi.org/10.36615/9781776460618.12>
- Ankiah-Gangadeen, A & Nadal, P. (2024). Walking the tightrope of decolonisation in education: Critically gauging curriculum emancipation in SIDS contexts. In Fomunyan, K.G. (Ed.) *Theorising Curriculum in unsettling times in African Higher Education*. UJ Press. pp. 237-264. <https://doi.org/10.36615/9781776460618.12>

(Journal articles)

- Santally, M., Rajabalee, Y. B., Cooshna-Naik, D., & Greller, W. (2024). Perception of Education and Industry Leaders on Micro-Credentials and their Potential in Higher Education. *Journal of Learning for Development*, 11(3), 528–539. <https://doi.org/10.56059/jl4d.v11i3.1274>
- Rajabalee, Y.B., Santally, M.I., Halkhoree, R. (2024). Perceptions of Academics on Micro-credentials in Higher Education in Mauritius. In: Yang, X.S., Sherratt, S., Dey, N., Joshi, A. (eds) *Proceedings of Ninth International Congress on Information and Communication Technology. ICICT 2024*. Lecture Notes in Networks and Systems, vol 1012. Springer, Singapore. https://doi.org/10.1007/978-981-97-3556-3_46

- Rumjaun, A., Atchia, S.M.C. (2024). Whole-School Project-Based Approach to Promote Education for Sustainability: A Mauritian Experience. In: Wals, A.E., Bjønness, B., Sinnes, A., Eikeland, I. (eds) Whole School Approaches to Sustainability. Sustainable Development Goals Series. Springer, Cham. https://doi.org/10.1007/978-3-031-56172-6_21
 - Rumjaun, A., Atchia, M. C. S., Bholah, R., & Molefe, L. (2024). Broadening Perspectives of STEM education: A new Conceptual Framework. Journal of Research in STEM Education, 10(1-2), 60–88. <https://doi.org/10.51355/j-stem.2024.170>
 - Atchia, S. and Rumjaun, A. (2025) Navigating the infodemic: Unraveling information reliability challenges in Mauritius during the COVID-19 lockdown. MIE Journal of Education, 12(1), pp.43-54.
 - Narod, F., Narrainsawmy, V. and Murden-Louise, M. (2023) Exploring chemistry educators' experiences of emergency remote teaching. MIE Journal of Education, 13(1), pp.55-80.
 - Mudaly, R, Ndlovu, B.P, Chirikure, T., Sibanda, D., Moodley, M P, Narod F. B., and Narrainsawmy, V. (2025): "Post-graduate Teachers' STEM Education Experiences and the Development of their 21st Century Skills: A Case Study of Two Higher Education Institutions in South Africa and Mauritius," E-Journal of Humanities, Arts and Social Sciences 6, no.4 (2025): 71 – 87. <https://doi.org/10.38159/ehass.2025646>
 - T Hinchoo, DJ Hlalele, R Bholah (2024). Teachers' understanding and enhancement of learning for sustainability in Mauritian primary schools. Global Scientific Journal, 12 (6)
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- Thondee, M. C., Fulena, S., Baichoo, V., & Auckloo, P. A Feminist Gaze on the Primary Curriculum Textbooks of Primary Schools in Mauritius. In The Routledge Companion to Gender and Childhood (pp. 218-231). Routledge.
 - Auckloo, P, Thondee, M. C., Baichoo, V., Ramasawmy, S., Sowdagur, D., Permall, J., Jahangeer, C., & Beedassy, S. (2023). Exploring trainees' experience in the teaching practice component in the post graduate certificate in education part-time programme. Journal of Education, 13(1), 98–118. <https://web.mie.ac.mu/wp-content/uploads/2024/07/MIE-Journal-of-Education-2023-No.1.pdf>

4. Research Capacity-Building

As a follow up to the subsequent previous research weeks and research conference report submitted to the MIE Management and MIE Council, the Research Unit has proposed a series of research seminars/workshops. These workshops/seminars aimed to build/reinforce the capacity of early researchers at MIE. The workshops were facilitated by MIE staff and comprised a blend of theoretical input and hands-on activities to enable participants to develop potential research proposals either individually or interdisciplinary or interdepartmental in terms of outputs. The sessions conducted from July 2024 to June 2025 are outlined in the table below:

Session	Components	Resource Person	Venue
1	Presentation of Restructuring of MIE	Consultant	Lecture Theatre
2	Making sense of qualitative data (NVIVO)	Dr. A. Bholoa Dr. S. Purdasseea	The Greek Triad (1A), 1 st Floor Classroom Block
3	Making sense of quantitative data (SPSS)	Dr. K.S. Angateeah Dr. A. Ramful	The Greek Triad (1A), 1 st Floor Classroom Block
4	Applying for funding of Research proposal	Resource Person (TBC) - HEC	The Greek Triad (1A), 1 st Floor Classroom Block
5	Constructing arguments drawing from data	Dr. B. Oogarah-Pratap	The Greek Triad (1A), 1 st Floor Classroom Block
6	Making my research/study known in academia	Dr. A. Rumjaun Dr. T Mohabeer Dr. S Atchia	The Greek Triad (1A), 1 st Floor Classroom Block

5. Conferences, Seminars, and Workshops

CONFERENCES 2024 – 2025	
Name of Conference/ Participation/ Presentation of research paper	
1. 2024: MIE Educational conference November 2024	
1.	Dr Thondee Meda Charisma- The representation and interpretation of gender-based issues in Curriculum textbooks of primary
2.	Dr Thondee Meda Charisma- Exploring the narratives of trainee teachers on children's experiences with fear in lower primary school context
3.	Dr Thondee Meda Charisma- Innovative and sustainable pedagogies for children-at-risk in primary school contexts: Workshop for primary school practitioners
4.	Dr Baichoo Vikash- The influence of core qualities on the pedagogical practice of novice primary school teachers
5.	Dr Auckloo Pritee; Dr Ramasawmy Sharone- Navigating between the three compasses: work, child, and child's education
6.	Permall Joann Davenia-Understanding the construction of teacher professional identity of a Holistic Education Programme (HEP) teacher
7.	Sowdagur Divyashali- Exploring authentic learning experiences for student- teachers at a teacher education institution in Mauritius.
Auckloo, P., Bungaree, Callimootoo_Jeewon (2024): Roundtable 2 — Open Educational Practices in Teacher Education. MIE Educational Conference, November 2024, MIE. Mauritius.	
Baichoo. VPaper — To AI or not to AI. My baby steps into AI literacy. Author/Lead V.Baichoo, C. Thondee, J.Belle Workshop 1 — Understanding Indiscipline in Mauritian Secondary Schools: A Multidimensional Analysis (with Sowdagur, Thondee & Belle). Author/Lead S Beedassy & Ramasawmy Conceptual paper Adapting to Change: The Evolving Role of Psychology in Modern Teacher Training. Satyen Beedassy Co-author of Adapting to Change: The Evolving Role of Psychology in Modern Teacher Training (with Baichoo & Ramasawmy) Lead: Charisma Thondee Workshop 1 co-lead — Understanding Indiscipline in Mauritian Secondary Schools Joann Davenia Permall Paper — Understanding the formation of Teacher Professional Identity (TPI) of Primary School Educators in Mauritius.D. Sowdagur Workshop 1 co-lead — Understanding Indiscipline in Mauritian Secondary Schools (with Baichoo, Thondee & Belle). Brings psychological and sociocultural lenses to practical discipline strategies.	
Sharone Ramasawmy	
Paper — Predictors of Teacher Effectiveness a study of Primary School Educators in Mauritius.	
Co-author of Adapting to Change: The Evolving Role Psychology in Modern Teacher Training (with Baichoo & Beedassy). Paper presentation: Reflection on my First Experience as an Early Career Researcher in using Mixed Methods Approach in Educational Research by D. Sowdagur	

- Mr Y. Rama presented a research paper titled “In-service physical education teachers’ teaching experiences of the theory component at upper secondary level in Mauritius” at the MIE Educational Research Conference (18-22 Nov 2024).
- E Kee Mew Wan Khin: Une réflexion autour des apports de la constellation des langues dominantes dans l’apprentissage de la lecture en contexte multilingue
- S Oozeerally and E Kee Mew Wan Khin: Research in motion I: Trialing transduction in a linguistic module among primary trainee educators”
- S Oozeerally and E Kee Mew Wan Khin: Research in motion II: A reflexive discussion on primary trainee educators’ explorations of the field to develop a multilingual pedagogical approach for teaching French in a multilingual context
- S.Goburdhun and R. Korlapu-Bungaree: Museum Spaces as Alternative Learning Environments: Exploring Primary Pre-Service Teachers’ Conceptions and Experiences of Mauritian Museums as Pedagogical Spaces
- R. Korlapu-Bungaree: Developing Empathy through Literature: Narratives of Secondary English Teachers’ Experiences of Humanising Pedagogy
- R. Korlapu-Bungaree, and M. Callimootoo-Jeewon: Academics’ Perceptions and Use of Open Educational Resources (OERs) at the Mauritius Institute of Education
- R. Korlapu-Bungaree and M. Callimootoo-Jeewon: Open Educational Practices in Teacher Education (Roundtable Discussion)
- W. A. Ramsamy: Understanding the influence of teachers’ subjective wellbeing on diffused teacher agencies
- K.R. Gungapersand : A study on Dialogic Talk-Reflections on Methodology
- M. Jawaheer: Increasing Teacher Reader Motivation in Teacher Training
- M Beeharry-Konglar: Exploring the Impact of Canvas and Kahoot on Teaching and Learning in Art and Design: Experiences of In-Service PGCE Trainee Teachers
- S. Goburdhun, J. Ramsaha and P.Ramsaha: Integrating Ethics Education in Curriculum: Secondary School Teachers’ Perspectives and Practices
- J. Ramsaha : Transformative Pedagogy: Challenges and Opportunities

2. IAACS

Dr Meda Charisma Thondee — Presenter and Session Chair.

Talk: “Nomadic Learning Spaces for Children-at-Risk: An Exploration of Performativity, Power and Subjectivities of Teachers Teaching Underachievers in Secondary School Contexts.”

parallel session (Room 2E). Focus: critical look at how teachers work with underachieving learners in precarious contexts, framed through power/subjectivity lenses.

Mrs Joann Permall — Rapporteur across multiple sessions (often in Room 2B).

Role: syntheses/rapporteurs’ notes

Africa Education Leadership

Round Table 2024 (ALERT)

The role of school leadership in teacher retention and attrition in

Sub-Saharan Africa: A review of literature

by D.Sowdagur

Ongoing:

Open Educational Resources and Practices in Teacher Education in Collaboration with MIE and Ou, UK. Auckloo P (2025)

3. INTERNATIONAL CONFERENCES

5th Inter-Ministerial Gender Technical Working Committee to work on Gender Policy May 2025 V Baichoo

Virtual Conference on Chemistry and its Applications (VCCA) 2024 [August 2024]

The VCCA conference is an international conference that focused on Chemistry and its Applications. A virtual presentation entitled “Investigating the Impact of Using Word Search Puzzles in the Learning of Science Vocabulary in the Topic “Air” among Grade 7 Extended Programme (EP) Students” was made in the conference.

(b) XXI IOSTE 2024 Conference (November 2024)

The conference was centred on Science and Technology Education for Sustainability and Social Justice. A virtual presentation entitled “Empowering Early Childhood Teachers to Teach Science through a Continuous Professional Learning Programme in Mauritius” was made in the conference.

World Conference on Research in Education (WORLDCRE) (November 2024)

The paper presented at the conference had as title “STEM Ahead: Igniting Minds and Forging Futures through a STEAM Competition.”

XXI IOSTE 2024 Conference (November 2024)

The conference was centred on Science and Technology Education for Sustainability and Social Justice. A virtual presentation entitled “Empowering Early Childhood Teachers to Teach Science through a Continuous Professional Learning Programme in Mauritius” was made in the conference.

(c) World Conference on Research in Education (WORLDCRE) (November 2024)

The paper presented at the conference had as title “STEM Ahead: Igniting Minds and Forging Futures through a STEAM Competition.”

- W. A. Ramsamy: Teaching English as a Foreign Language in Primary Schools: Using the Tikulu Book Series to Support Language Learning (PHILCON – 6th International Online Student Conference, University of Radom– Crossing Borders, Building Bridges)
- W. A. Ramsamy: ChatGPT as a Socratic Assistant: Developing Students’ Reflective and Critical Thinking (2025 EdTec – International Conference on Education & Learning Technology)
- W. A. Ramsamy: Exploring the Shifting Paradigms in Higher Education and the Humanities (Fulbright Virtual Conference)
- R. Korlapu-Bungaree: Insights into the Use of AI as a Teacher Educator in English Language and Literature (Fulbright Virtual Conference)
- S Oozeerally: Reconnaître, accompagner : quelques éléments réflexifs en formation d’enseignants de langues (français) au Mauritius Institute of Education, en terrain mauricien (Seminar participation (Séminaire Dynadiv, Université de Tours)
- E Kee Mew Wan Khin: Promoting multilingual education: literacy for mutual understanding and peace (organised by Service Diocésain de l’Education Catholique (SeDEC) September 2024) Keynote speaker at the World Literacy Day 2024

6. National Research Week (14 – 18 April 2025)

In the context of the National Research Week 2025, organised by the Ministry of Tertiary Education, Science and Research for all Higher Education Institutions 14-18 April 2025, the Mauritius Institute of Education (MIE) in collaboration with the Open University of Mauritius (OUM) and the Polytechnics Mauritius Ltd (PML) hosted the fifth session of the event on 16 April 2025. This session, entitled **‘EduTech Evolution: Shaping Education with Technology’**, brought together academics, researchers, and practitioners to explore how technology is revolutionising education. The selected presentations provided critical insights into the latest trends, innovations, and challenges in technology-enhanced learning.

The sub-themes of the session which were as follows; Technology-driven education, STEM variations and beyond, Impact of technology on inclusive education, Interdisciplinary education, AI in education, Gamification in education, culminated to a total of 15 research-based TedTalk presentations have been selected reflecting the dynamic and evolving landscape of educational technology. Presentations were made by researchers from MIE, UOM, MGI, PML and UTM researchers.



Session 5 of National Research Week 2025 had the following objectives:

- Examine the transformative role of technology in education through research and innovation.
- Foster dialogue on emerging trends such as AI in education, gamification, STEM advancements, and inclusive learning.
- Promote interdisciplinary collaboration and evidence-based strategies for tech-enhanced education.
- Formulate policy recommendations to guide future integration of educational technology.

The session brought together more than 125 participants from various higher education institutions to explore the impact of technology on teaching and learning. Fifteen carefully selected research-based TEDTalk presentations showcased cutting-edge research from multiple TEIs. The session served as a platform for academia, researchers from MIE, UoM, UTM, MGI and UTM and other stakeholders to collaboratively recommend strategies to align education with technological evolution.

7. Other activities where the Research Unit had its contribution

The Research Unit contributed to the following committees set up by the Ministry of Tertiary Education, Science and Research:

- National Committee for Research Strategy to draft a Strategic Plan for Research for Higher Education Institutions. This has led to a research strategy document entitled “
- Inter-institutional REC meeting to draft an inter-institutional ethical guideline for research. The document entitled “
- Ad-hoc committee to draft a document to support academics from HEIs to supervise doctoral students.

21 Supporting Ministerial endeavours for educational advancement

In line with its mandate and status as a degree awarding institution, the MIE works closely with its parent ministry, the Ministry of Education and Human Resource as well as with the Ministry of Tertiary Education, Science and Research to advance educational goals from Early Childhood to Higher Education. A key feature of this collaboration relates to ‘Les Assises de l’Éducation’ organised by the Ministry of Education and Human Resource and the Higher Education Summit organised by the Ministry of Tertiary Education, Science and Research development in view of developing blueprints for the Mauritian education sector.

“Les Assises de l’Éducation”

The Mauritius Institute of Education (MIE) played a significant role in “Les Assises de l’Éducation” organised by the Ministry of Education and Human Resource from 15 to 17 April 2025 for the Pre-Primary, Primary, Secondary, SEN and TVET sectors. Academic staff from the institution were involved at various levels as follows:

1. Presenters:

Topic: Curriculum and Technology in ECE – Mrs J Thaunoo, Associate Professor and Mr Goodoory, Associate Professor

- Topic: Curriculum and Technology in Primary – Dr C Thondee, Senior Lecturer

2. Sessions Leads for breakout sessions:

Theme: Foundation Programme in Literacy, Numeracy and Skills (FPLNS)

- Dr S Purdasseea, Senior Lecturer & Dr Ramful, Associate Professor

Theme: Curriculum and Extra & Co-curricular Activities

- Dr (Mrs) A Ankiah-Gangadeen, Deputy Director & Mr D Goundory, Lecturer

Theme: Teacher Training and Capacity Building

- Ms K R Gungapersand, Senior Lecturer

Additionally, a total of 18 academics were present as delegates who participated in breakout sessions and were actively involved in the discussion and formulation of recommendations.

Ministry of Tertiary Education, Science and Research

The MIE was represented in several committees and participated in multiple workshops to further develop proposals for a National Higher Education Strategy and Action Plan.

MIE Involvement in Committees

As from 16 January 2025, Senior Management Committee, Chaired by Dr. The Honourable K S Sukon, PFHEA, Minister of Tertiary Education, Science and Research – Represented by Dr (Mrs) A Ankiah-Gangadeen, Deputy Director

Inter-institutional Committee for the development of the Code of Research Conduct and Guidelines for Research Ethics and Ethical Clearance – Chaired by Dr (Mrs) A Ankiah-Gangadeen, Deputy Director

National Committee on Research Strategy – Represented by Dr Anwar Bhai Rumjaun, Associate Professor and Head of Research Unit

Committee on Internationalisation of Higher Education in Mauritius – Represented by Dr (Mrs) Brinda Oogarah-Pratap, Associate Professor and Head of Outer Islands and International Affairs

Committee on Branding, Marketing, and Global Positioning of the Mauritian Higher Education – Chaired by Dr (Ms) Hyleen Mariaye, Professor and Head of Higher Studies

National Committee for Pathways and TVET Advancement – Represented by Dr Navin Hurreeram, Associate Professor and Head of School of Applied Sciences

National Higher Education Summit

The MIE also participated in and contributed to the National Higher Education Summit from 04 to 06 June 2025. The nature of participation ranged from presentation of key findings of the various national committees, panel discussions and interactive dialogue in the People's Voice segment. Professor Hyleen Mariaye, chair of the National Committee on Branding, Marketing and Global Positioning, submitted a report that is available on the Ministry's website and carried out a presentation during the National Higher Education Summit. She subsequently participated in a number of workshops to further develop the proposals into a National Higher Education Strategy and an Action Plan.

22 Outreach

22.1 Community Outreach and Educational Projects: Healthier Kids Programme

The Healthier Kids Programme (formerly known as the Healthy Kids Programme) is a global initiative of Nestlé to promote healthy and sustainable lifestyle habits among children through community-driven partnerships. This unbranded programme is being implemented in over 80 countries worldwide and Mauritius joined the programme in 2015, with the MIE as the key implementation partner. The other key partner of the Ministry of Education and Human Resource.

In Mauritius, the Healthier Kids Programme, has been conceptualised as a school-based educational programme to promote sustainable lifestyle choices for a healthier nation and planet through the Holistic Education Programme of the primary school curriculum. The programme supports the Holistic Education Curriculum by offering resources and activities designed for Grades 2, 3, 4 and 5 students, their families, and their teachers. These resources align with the Health and Physical Education (HPE) curriculum, as well as the Arts and Values & Citizenship Education (VACE) curriculum. The programme is not an "add-on" to the curriculum but works in harmony with existing lessons to strengthen key concepts through a holistic and interdisciplinary approach.

Programme Goals

1. **Empower Children as Ambassadors:** Encourage children to adopt and advocate for habits that contribute to a waste-free environment.
2. **Promote Healthy Eating Habits and Physical Activity:** Foster physical activity, healthy and sustainable eating habits from a young age through the school curriculum.

Key Achievements July 2024 – June 2025:**1. Digitalisation of Pupil's Activity Books for Grades 2, 3, 4 and 5**

- Web-based interactive digital versions of the previous print-based Activity Books have been developed and were launched in the presence of official from the Ministry, primary school inspectors and headmasters from all primary schools in Mauritius in September 2024 at Cote D'or Sports Complex.



- The books are freely accessible to pupils of Grades 2 to 5, their parents, and HEP Primary School Educators. They can be accessed from the MIE portal anytime and anywhere, supporting a flexible learning environment.
- Webinar sessions were held in April 2025 with all HEP Primary School Educators in Mauritius to familiarise them with the different interactive web-based features of the Activity Books to supplement the co-curricular school-based HKP activities in the Teacher's Guide.
- An information leaflet for parents was prepared and distributed to all schools with the support of the Ministry of Education and Human Resource.

2. Extension of the programme to all primary schools in Rodrigues

- The programme is currently reaching Grades 2, 3, 4 and 5 pupils, their parents and the Holistic Education Programme (HEP) Primary School Educators from 275 schools in Mauritius and Rodrigues.
- The launching of the programme in Rodrigues took place in March 2025 and this was followed by a 4-day intensive programme with all HEP Primary School Educators in Rodrigues with the support of the Rodrigues Commission for Education.

Launching Ceremony at Cotton Bay Hotel in March 2025



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



3. *Grade 4 'Quest for Happier and Healthier Kids'*

- This activity, launched in August 2024, is a joint initiative between Nestlé, the Ministry of Education and Human Resource, Mauritius Institute of Education and Casela Nature Parks. It aims at consolidating key nutrition topics in the Grade 4 Health and Physical Education curriculum as well as promoting physical activity and more sustainable lifestyle choices through fun and engaging activities in an outdoor setting. Two editions have been held involving around 2,000 Grade 4 pupils, mainly from socio-economically challenged areas from 60 schools in Mauritius.

22.2 School Activities

In addition to playing a central role in furthering the Institute's mandate through direct involvement in Teacher Education, Curriculum Development, and Research, the different Schools of the MIE were highly engaged in a plethora of educational activities often in collaboration with local/international organisations. A significant aspect of this engagement was the Institute's robust outreach efforts, which extended its impact beyond traditional academic boundaries. These outreach initiatives fostered cross-cultural exchange, capacity building, and the promotion of best practices in education.

School of Education

- **Collaboration with Special Education Needs Authority (SENA)**

The Special Education Needs Department works in close collaboration with SENA. Mr S Jugroo represented the MIE on the Board of SENA and acted as the Chairperson of SENA Technical Committee. Among the key areas of collaboration are the development of a National Curriculum Framework for SEN learners which will be a breakthrough in the Mauritian education landscape.

- **APPRENDRE Project**

The APPRENDRE Programme (Appui à la Professionnalisation des Pratiques Enseignantes et au Développement de Ressources) is a flagship programme of the Agence Universitaire de la Francophonie (AUF), designed to support Ministries of Education in strengthening the professional development of teachers. The Programme is being implemented in 26 African countries including Mauritius. This project is proposed by the Agence Universitaire de la Francophonie (AUF) and geared by the Ministry of Education and Human Resource. A total of six academic staff of the school are involved in this project, with Dr Sharone Ramasawmy and Dr Chandan Boodhoo acting as the local experts for Inclusive classrooms.

- **Committee for the Elimination of Gender-Based Violence (EGBV)**

The MIE 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. Several members of the Education Studies and Curriculum Studies Departments are currently working on schemas to introduce appropriate concepts related to EGBV and gender equity in Teacher Education Programmes.

- **Open Educational Resources (OER)**

Dr Pritee Auckloo from the Education Studies Department is involved in this project at institutional, national and international levels. She is on different working groups engaged in charting a policy on this important pedagogical strategy.

Mr Gian Sandhaya and Dr Chandan Boodhoo from the Curriculum Studies Department are involved in the National Skills Development Strategy 2022 -2026.

School of Arts and Humanities

The School of Arts and Humanities actively contributed to a range of national and institutional initiatives that reflect its commitment to educational excellence and cultural engagement. Key activities undertaken are as follows:

1. Ethics Education Project

Mr Jay Ramsaha from the Social Studies department continues to lead the international project on Ethics Education in collaboration with Arigatou International, Guerrand-Hermes Foundation for Peace, KAICIID Dialogue Centre, Muslim Council of Elders and UNESCO. The project, now in Phase 2, focuses on transforming Education to contribute to Global Citizenship and peaceful and Inclusive Societies. This involves the participation of 114 educators from 38 schools in Mauritius and 24 educators from 8 schools in Rodrigues. The MIE team constitutes academics from the English, Social Studies and Visual Arts departments.

2. Promotion of cultural engagement and child well-being

- (i) The Social Studies Department actively participated in a range of outreach initiatives and workshops aimed at promoting cultural engagement and child well-being. These included delivering a talk on family values and attending international competitions such as the UNESCO Peace Competition, Cycladic International Kids Contest, the Concours de l'Institut Mondial d'Art de la Jeunesse, and a workshop on the UNESCO Island Watch Project.
- (ii) Mr Jay Ramsaha represented MIE in UNESCO initiatives, including the Thematic Indicators for Culture in the 2030 Agenda, and engaged in working sessions with UNESCO and NATCOM officials. He also attended the Human Rights Council symposium on ending violence against children and contributed to the national evaluation report for the World Programme for Human Rights Education (2020–2024).

3. Apprendre Project

Mr Kaviraj Peedoly and Dr Wesley Marie from the French department act as National experts for project APPRENDRE Maurice

4. Workshop on life skills education

The Social Studies department was solicited to conduct a series of half-day workshops focused on Life Skills Education in November 2024. These workshops were organized by the Ministry of Education and targeted newly recruited secondary school educators. 200 educators from each educational zone, who were assigned to teach Life Skills Education, participated in the sessions. The department provided subject-specific expertise and pedagogical guidance.

5. National and International Competitions

- (i) The MIE participated in the first edition of Prix Goncourt 24-25 Choix de l'île Maurice. Mr K. Peedoly is currently supervising a group of BEd FT 24-25 French students who will participate in this event
- (ii) The school has demonstrated strong community involvement through jury service in national competitions such as the President's Essay Competition (Primary, Secondary, and Tertiary levels) and the Concours d'Éloquence. M. Jawaheer and D. Ramchurn from the English department, M. Dausoa from the French department, and P.Jagambrum from the Social Studies department have provided their service as jury for the above competitions.
- (iii) P. Jagambrum from the Social Studies Department has contributed in the archival work as a board member of the Public Records Appraisal Committee, National Archives.

6. Consultancy at national level

- (i) E Kee Mew Wan Khin is a member of National Organising Committee of Journée Internationale du professeur de français (JIPF)
- (iii) N Sheik Abbass was solicited as a member of the consultancy team to support the review of the Adult Literacy Programme (ALP) and the training of Adult Literacy Instructors, following the evaluation of the course delivered by the National Women's Council (NWC)
- (iv) Academics from Business Education, French and Social Studies departments have provided their expertise as resource persons for the Mauritius Examination Syndicate (MES) for the following:
 - O Level Enterprise & Marketing Syllabus
 - Subject Advisory Committee - O Level French Literature (2020)
 - School-Based Assessment (SBA) in Social & Modern Studies
 - Monitoring of Portfolio for Technology Education

School of Science and Mathematics

1. Mathematics Video Competition

The 'Math in Real-Life Video Competition' 2024 was organised in July 2024 and the prize giving ceremony was held on Wednesday 14 August 2024, at the Frank Richard Lecture Theatre, Mauritius Institute of Education (MIE). This event aimed to celebrate and recognize the creativity, innovation, and mathematical skills demonstrated by students from Grades 7-9 and Grades 10-13 across various schools in Mauritius. The competition provided a platform for students to explore and demonstrate the practical applications of mathematics in real-life situations through video submissions. The competition saw the participation of 20 teachers, 44 students and 14 video submissions from various schools.



2. Workshop on Mathematics Education for MGI & RTI Mathematics Educators

Members of the department conducted a workshop for Mathematics educators on Wednesday 17th July 2024, at Mahatma Gandhi Secondary School. The workshop brought 42 mathematics educators of MGI, MGSS and RTI together to discuss about

- spatial visualisation as an essential component to improve understanding of mathematical concepts (such as symmetry, rotational symmetry, 3D shapes),
- the transition from pre-algebraic approach learnt at Grade 6 to algebraic thinking and methods introduced at Grade 7, and
- the exploration and exchange ideas on effective teaching and learning strategies for Additional Mathematics.

3. International Day of Mathematics

In the context of the International Day of Mathematics (IDM), the Mathematics Education Department of MIE organised a live 'Mathematics, Art, and Creativity' activity in the MIE quadrangle on 14th March 2025 at 11:30 am. The event aimed to celebrate the creative and artistic dimensions of mathematics by engaging participants in designing and creating artworks that highlight mathematical concepts in innovative ways. Staff and students participated to produce visual pieces using a variety of materials.

4. National Science Week

As part of their ongoing efforts to promote STEM education and inspire the next generation of scientists, engineers, and innovators, the Rajiv Gandhi Science Center (RGSC) in collaboration with the Ministry of Tertiary Education, Science and Research invited the department of Maths education at MIE to participate in the National Science Week held in March 2025. This event aimed to motivate students to explore STEM programmes and careers. The Members of our department provided valuable insights on mathematics, a core subject within the STEM umbrella, to aspiring students and the opportunities available within the STEM programmes at RGSC and in Mauritius.

5. National Mathematics Contest 2025

The third National Mathematics Contest 2025 was launched by the Rajiv Gandhi Science Centre (RGSC) on 31 March 2025 in collaboration with the High Commission of India and the Mauritius Institute of Education. The National Mathematics Contest (NMC) is a competitive assessment involving Grade 9 students to gauge their mathematical skills and abilities while solving mathematical problems. The NMC aims to promote students' interests in Mathematics and the need to study the subject.

The preliminary and final rounds were held on 03 June 2025. Over 246 students from 65 secondary schools in Mauritius took part in the competition. 32 contestants from 24 schools were retained for the final. The Prize Giving Ceremony was held on 12 June 2025. Dr. The Hon. K. Sukon, Minister of Tertiary Education, Science and Research and His Excellency, Mr. Anurag Srivastava, High Commissioner of India (HCI) were the chief guests on this occasion.



School of Applied Sciences

- **Innovating teaching and learning through the use of new technologies**

The Design and Technology (DT) Department enhanced teaching and learning in its courses using new technologies, such as 3D printer, laser cutting on plywood and Acrylic, TIG and MIG for joining metals, and strip heater for bending Acrylic, in the DT lab.

- **Team building activity for students**

The department organised a team building activity for all BEd FT students on campus through a six aside football tournament held in the gymnasium. This showcases the broader vision of education upheld by the Institute.

- **One-day event on 'Sustainable Use of Energy'**

The department carried out a one-day event on 'Sustainable Use of Energy at the MIE' whereby BEd FT Design and Technology students were involved in talks, exhibition, and a sensitisation campaign in relation to the topic. The event was marked by the distribution of leaflet, posters and stickers.

- **Workshop on 'Designing a sustainable future'.**

The workshop was carried out with BEd FT 23-26 students during which the students discussed how sustainable practices could be implemented at the MIE and at home. They supported their ideas with posters, 3D models and an exhibition in the MIE quadrangle. Following the workshop, the department participated in the Environmental Awards 2024 in the category of higher education

- **Environmental Awards 2024 Winner**

The DT department won the first prize for the Environmental Awards 2024 – under the category 'Tertiary Institutions' organised by the Ministry of Environment, Solid Waste Management and Climate Change

- **Designing and making of shields for DETA conference**

The DT department contributed to the DETA conference by designing and by making the official shield offered to the participants. This innovative endeavour aligns with the Institute's vision of adopting sustainable practices and foregrounding institutional know-how and talent.

- **Education Outreach programme-at Case Noyale**

This project proposed a collaborative effort of academics, technician, attendants and students from the DT department of MIE and a local pre-primary school, namely Vye Pre Primary School situated at Royal Road, Case Noyale.

The following was accomplished through project:

1. Upgrade of the existing playground facilities
2. Provision of a water tank (1000L capacity)
3. Offering of an automatic water pump.
4. Distribution of Pre-primary School materials.
5. Provision of lunch sponsored by Oeudor company to all students and staff

- **Mukakila dance**

This new form of partnership saw the preparation of materials for Transendanse school of dancing further to a request for support for a show that took place on the 17th & 18th of May 2025 at the Caudan Arts Centre. The DT department was responsible for the design of most of the furniture and artefacts for the show.

- **National Science week 2025**

The DT Department participated in the National Science Week 2025 from 25 to 28 March 2025 at Cote D'Or by exhibiting various artefacts and projects. The event was a joint initiative of the Rajiv Gandhi Science Centre and the Ministry of Tertiary Education, Science and Research.

- **World Environment Day - 'Anou Plante!'**

This activity commemorated World Environment Day at the MIE. Plants were obtained from the Ministry of Agriculture and the DT department organised a planting activity in the MIE campus by MIE staff and BEd DT 23-26 students. Tea and snacks were prepared and offered by the department.

23 Conferences, Workshops and Seminars

The MIE remained active in regard to the organization of and participation in National and International Conferences, Workshops and Seminars as detailed out below:

(a) **International Association for the Advancement of Curriculum Studies (IAACS) Conference (25 – 27 June 2025)**

The MIE was approached by the International Association for the Advancement of Curriculum Studies (IAACS) through Professors Labby Ramrathan (University of Kwa Zulu-Natal, South Africa), Petro Du Preez (North-West University, South Africa) and Lesley Le Grange (Stellenbosch University, South Africa) to host the 8th World Curriculum Studies Conference in June 2025.

The International Association for the Advancement of Curriculum Studies (IAACS) is established to support a worldwide field of curriculum studies. The conference, which occurs every four years, attracts a diverse international crowd of scholars and researchers from every continent in the field of curriculum studies to present their findings and discuss improvements over a period of three days.



The objectives of the Conference were as follows:

- (i) Offer a platform for researchers to disseminate the findings of their study and thus contribute to the discourse, understanding and practices in the field of curriculum studies in general, and Higher Education, in particular;
- (ii) Advance curricular practices that are supportive of UN Sustainable Development Goals (SDG) in terms of quality of education and achievement of social justice;
- (iii) Promote comparative perspectives in curriculum studies and enhance creative responses to contextual issues; and

- (iv) Encourage networking across organizations to promote dialogue among practitioners and researchers.

The conference gathered some 85 delegates, mainly from African countries and also from other countries like Australia, Canada, Scotland, UK and USA.

(b) Virtual Conference on Chemistry and its Applications (VCCA) 2024 [August 2024]

The VCCA conference is an international conference that focused on Chemistry and its Applications. A virtual presentation entitled “Investigating the Impact of Using Word Search Puzzles in the Learning of Science Vocabulary in the Topic “Air” among Grade 7 Extended Programme (EP) Students” was made in the conference.

(c) XXI IOSTE 2024 Conference (November 2024)

The conference was centred on Science and Technology Education for Sustainability and Social Justice. A virtual presentation entitled “Empowering Early Childhood Teachers to Teach Science through a Continuous Professional Learning Programme in Mauritius” was made in the conference.

(d) World Conference on Research in Education (WORLDCRE) (November 2024)

The paper presented at the conference was titled “STEM Ahead: Igniting Minds and Forging Futures through a STEAM Competition.”

(e) National Symposium on Chemistry Education (22-23 April 2025)

As part of the CPD for Chemistry Educators teaching at HSC level, a National Symposium on Chemistry Education was organised with the aim of providing participants with new insights into the teaching and learning of Organic Chemistry. The event included presentations from the MIE, University of Mauritius and University of KwaZulu Natal (South Africa), sharing of research findings by Chemistry educators.

(f) National Science Week 2025 (24 – 28 March 2025)

The National Science Week 2025 organised by the RGSC, in collaboration with the Ministry of Tertiary Education, Science and Research, aimed at boosting interest in science and technology among the Mauritian youth and motivating them to embrace careers in science and technology. The department contributed actively to the event through demonstrations on data-logging, use of the microscopes & bio viewers, climate change education, as well as poster presentation.

(g) Workshop for Chemistry Educators on Predicting Organic Reaction Products

The workshop was organised as part of the CPD for Chemistry Educators. Sixty educators teaching Chemistry at the AS & A-Levels attended the workshop held in November 2024.

(h) Organisation of Local Workshops

The following workshops have been conducted by the Science Education department with regards to training and support for Curriculum Implementation:

- (i) **Validation workshop for the foundation programme elective** ("Domestic Appliance Maintenance") – 20 secondary school educators attended the workshop to validate the TLS for the elective module "Domestic Appliance Maintenance".
- (ii) **Capacity building workshop for the foundation programme elective** ("Domestic Appliance Maintenance") – The workshop was organised for 145 secondary school educators to prepare them for the implementation of the lessons on the elective.
- (iii) **Workshop for Educators for FPLNS Scientific Literacy** – Capacity building workshop organised for Science Educators to prepare them for the implementation of Scientific Literacy module.
- (iv) **Capacity building initiatives** on Technology Education. Capacity-building initiatives and training were held for key stakeholders with regards to Technology Education - Educators, Rectors and Quality Assurance officers.

(i) Other Workshops and Seminars

- Erasmus
- Empowering Women and Girls in STEM Initiative
- Workshop on Mathematics Education for MGI & RTI Mathematics Educators
- Workshops in respect to Ethics Education implementation at Secondary Schools
- The Social Studies Department coordinated a workshop entitled 'Les amis de Zippy' and 'Les amis de Pomme' conducted by Association Konekte.
- The French Department coordinated short courses for private and fee-paying institutions, notably coordinating training for Brightfield International School (Primary).

24 Educational Projects

(a) Science Quest 2025

Science Quest is a project-driven science competition organised by the Rajiv Gandhi Science Center with the aim of cultivating scientific consciousness among students and encouraging the practical application of Science and Technology to enhance the quality of life. The department delegated members to form part of a Jury panel for the evaluation of the Science projects.

(b) APPRENDRE Project funded by AUF

The School contributed to the project with members involved in training primary school inspectors, Quality Assurance Officers, and school leaders at both primary and secondary levels, while also supporting schools in strengthening science teaching and learning through the Scholarship of Teaching and Learning (SoTL) approach.



(c) Development of Science Education video for AUF

With the support of AUF, a video was developed for showcasing the use of problem-based inquiry learning at the lower secondary level. This video is currently being used as a resource material in teacher training programmes.

(d) Road Safety Project – Ministry of Public Infrastructure

The Department of Computer Education developed digital resources for road safety awareness, targeting HEP educators. This initiative emphasized the use of digital tools for societal wellbeing.

The activities of the Higher Studies Cell during the year 2024/2025 are summarised as below:

Activities run by the Higher Studies Cell from July 2024 to June 2025				
On	Date	Activity	Presentation/seminar/ workshop details	Facilitators
1	11 to 17 July 2024	Visits from St Mary's University Staff in connection with MA Programme	Visits from SMU staff Dr Mihovilovic	Dr Mary Mihovilovic, Associate Professor/ Subject Lead for the Postgraduate Taught Programmes in Education at St Mary's University, London
2	12 July 2024	Presentation	Who defines the role of the School Leader and the limits of their autonomy? Can principals exercise leadership as their autonomy diminishes or have they become managers?	Dr Mary Mihovilovic Associate Professor St Mary's University
3	16 July 2024	Academic Writing Workshop	Developing a Robust Academic Voice	Workshop leads: Dr Keith Turvey & Dr Alison Barnes University of Brighton
4	17 July 2024	BAICE PROJECT: New Global Networks and Research Capacity	Symposium: Learning from the legacy of international higher education partnerships. Through analysis of a case study of a North South partnership which lasted for 23 years, this symposium offers a platform to explore the affordances of international collaborative work in developing research competence and to interrogate the vision of Higher Education.	Presenters: Dr Keith Turvey, UoB, Dr Alison Barnes UoB, Prof (Dr) Hyleen Mariaye, Acting Head, Higher Studies Cell, Mauritius Institute of Education and Shalini Ramasawmy, Mauritius Institute of Education Discussant: Prof. (Dr) Michael Samuel University of KwaZulu-Natal)
5	18 July 2024	Sustainable Partnerships	DISCUSSION FORUM: Role of Research in Strengthening International Partnerships.	Presenters: Professor (Dr) Michael Samuel, University of KwaZulu-Natal Dr Keith Turvey, University of Brighton
		Workshop on Mixed Methods	Using and Adapting Corpus Analysis Techniques	Workshop leads: Dr Keith Turvey & Dr Alison Barnes, Principal Lecturer in the School of Education University of Brighton

6	22 July 2024	Presentation	Refle ting on the doctoral journey as well as sharing deep refle tive thoughts about post-doctoral trajectory aimed at PhD students- Post-PhD: What Next?	Presenter: Mr Clive Jimmy William Brown, Cape Peninsula University of Technology (CPUT), South Africa
		Discussion Forum	Quality Learning and Teaching in Higher Education: What is at stake?’	Presenters: Prof (Dr) Michael Samuel, University of KwaZulu Natal and Prof (Dr) Hyleen Mariaye, Acting Head, Higher Studies Cell, Mauritius Institute of Education
7	June 2024 - ongoing	AI in Education Working Group	The use of Artificial Intelligence (AI) in education	Led by Prof. Hyleen Mariaye, Acting Head, Higher Studies Cell, Mauritius Institute of Education
8	July 2024 - ongoing	Advance HE Fellowship	Professional framework and finalise the applic tion clusters Applications for Fellowship	
9	13 August 2024	A conversation with Dr Meseret F. Hailu For MPhil CH 1 Students	Title: “Intersection of Policy and Self-Effic y: Women in East African Higher Education Engineering Programs”	Presenter: Dr Meseret F. Hailu, Assistant Professor of Higher Education at the Louise McBee Institute of Higher Education, University of Georgia (UGA)
10	17 & 18 September 2024	Africa Education Leadership Roundtable	Theme: Evolving the education leadership and management landscape in Africa: Towards school effectiveness, improvement, and sustainability.	Organisers: Department of Education Leadership and Management (DELM), University of Johannesburg, South Africa, and Higher Studies Cell, Mauritius Institute of Education (MIE), Moka, Mauritius.

11	18 October 2024	Launching of book	Imagining the Futures of Higher Education in Southern Africa: An Exploration from Multiple Perspectives	Book Editors: Dr Vicky Avinash Oojorah, Senior Lecturer, MIE Dr Waaiza Udhin, Senior Lecturer, MIE
		Workshop	Online Assessment in Higher Education • Introduction and Ice Breaker • Overview of online assessment • Hands-on Session: Creating online quizzes using AI tools • Designing authentic online assignments with AI assistance • Ensuring Academic Integrity in Online Assessments	Presenter: Professor Karen Ferreira-Meyers, Coordinator Linguistics and Modern Languages/ Literature, Institute of Distance Education, University of Eswatini Under UNESCO CHAIR activities
12	12 to 19 November 2024	Visits from SMU Staff Mauritius Institute of Education in collaboration with St Mary's University	Meetings with Management, academic staff and students Meeting icw Research wellbeing Meeting on Private Tutoring research project	Dr Mark Price Associate Professor at the School of Education, St Mary's University, London, UK and Honorary Research Fellow at the Centre for Creative-Relational Inquiry, University of Edinburgh, UK.
13	22 January 2025	Graduate Attributes Workshop	Plenary Presentation The ideal graduate- an institutional signature From UTM's Values and Vision to Competences: What are Graduate Attributes and why they should matter to faculty? UTM Graduate attributes: The conversation begins- The next workshop?	Facilitators: Prof. Hyleen Mariaye Acting Head, Higher Studies Cell, Mauritius Institute of Education Dr Shalini Ramasawmy, Senior Lecturer and PGDip Programme Coordinator, Mauritius Institute of Education
	05 February 2025			
14	18 January 15 March 12 April 07 June	Workshop	For MPhil CH 1 students	Facilitators: Prof. Hyleen Mariaye, Acting Head, Higher Studies Cell, Mauritius Institute of Education

15	31 March to 04 April 2025	Visits from SMU Staff	Quality Assurance of the MPhil (Ed) programme	Dr Mark Price Associate Professor at the School of Education, St Mary's University, London, UK and Honorary Research Fellow at the Centre for Creative-Relational Inquiry, University of Edinburgh, UK.
16	02 April 2025	Mauritius Institute of Education in collaboration with St Mary's University	Seminar with MPhil CH 1 & 2 students- Posthumanism & Educational Research	
17	05 April 2025	Workshop for MPhil Students	Quantitative Methods Using SPSS Software	Facilitator: Dr Ajay Ramful Associate Professor, Mauritius Institute of Education
18	12 April 2025			
19	19 April 2025			
20	26 April 2025			
21	03 May 2025			
22	05 June 2025	Higher Education Summit 2025	National Committee on Branding, Marketing and Global Positioning of the Mauritian Higher	Presentation by : Prof. Hyleen Mariaye Acting Head, Higher Studies Cell, Mauritius Institute of Education
23	24 June 2025	African Deans of Education Forum	ADEF annual general Meeting and symposium	Facilitator: Professor Gbolagade Adekanmbi- Chair, ADEF Professor Hyleen Mariaye, Acting Head, Higher Studies Cell, Mauritius Institute of Education Under UNESCO CHAIR Activities
24	25 to 27 June 2025	International Association for the Advancement of Curriculum Studies (IAACS Conference June 2025)	Curriculum Studies in the Post/Anthropocene	Presentations done by Delegates from 13 different countries
25	30 June 2025	Workshop	Harvesting Research in, on and for the Mauritius Education System Post-doctoral graduates and MPhil students	FACILITATORS • Michael Anthony Samuel, University of KwaZulu-Natal • Hyleen Mariaye, Acting Head, Higher Studies Cell, Mauritius Institute of Education • Clive Brown, Cape Peninsula University of Technology

Table 9: 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
- (b) Junior Appointment Committee
- (c) Finance Committee
- (d) Audit Committee
- (e) Quotation Committee
- (f) 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

The MIE acknowledges the importance of risk governance in ensuring accountability, transparency, and long-term sustainability, and is committed to developing and executing a comprehensive and robust system of risk management.

The Internal Audit of the MIE and the Audit Committee have been designated the task to assist Management in establishing a Risk Management Framework (RMF).

According to the Audit Committee Charter of the MIE, the objective of the Audit Committee is to provide independent assurance and advice to the MIE Council on risk management, internal control, compliance and good governance.

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

Statement of Attendance

Council Meetings

The Council comprises the following members and met on 5 occasions during the Financial Year (01 July 2024 – 30 June 2025) as outlined below:

SN	Members	Status	Meeting Attendance
1	Dr (Mrs) J Naugah, PDSM	Chairperson	5/5
2	Dr H Bessoondyal, OSK	Director	5/5
3	Mrs M S Bhowon	Assistant Permanent Secretary, Prime Minister's Office	3/5
4	Mrs D Ramma	Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology	4/5
5	Mrs H Bedacee-Dindoyal	Deputy Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology	4/5
6	Mr L Dwarkan	Director, Quality Assurance, Ministry of Education, Tertiary Education, Science & Technology	3/5
7	Miss P Docile	Lead Analyst, Ministry of Finance, Economic Planning & Development	5/5
8	Mr M Luchoomun	Director, Private Secondary Education Authority	5/5
9	Mrs B Ramano	Senior Administrative Manager, Representative University of Mauritius	3/5
10	Mr K S Peedoly	Senior Lecturer, Representative Academic Staff on Council	5/5
11	Mr H Seeburuth	Assistant Procurement & Supply Officer, Representative Non- Academic Staff on Council	5/5
12	Mr H Baratram	Student B.Ed FT, Representative Students' Union	4/5
13	Prof. A Carpooran, OSK	Personal Chair in French & Creole Studies and President Creole Speaking Union	4/5
14	Mr P C Nuckchady	Quality Assurance Officer/Senior QA, Ministry of Education, TE, S & T	3/5
15	Mr P Jootun	Former Rector, Hamilton College	4/5

16	Dr D Awootar	Former Associate Professor at the MIE	4/5
17	Dr (Mrs) E Dhunnoo	Chairperson RGSC & Former Educator	2/5
18	Mr O Saraye	Registrar, Secretary	5/5

Table 10: Attendance for Council Meetings

Sub-committees of the Council

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

Senior Appointment Committee

The Senior Appointment Committee comprises the following members and met 8 times during the Financial Year (01 July 2024- 30 June 2025) as outlined below:

SN	Members	Status	Meeting Attendance
1	Mr M Varaden	Chairperson	8/8
2	Dr H Bessoondyal, OSK	Director	8/8
3	Mrs A M Jaunbocus	Member	8/8
4	Mrs D Ramma	Member	8/8
5	Mr P Jootun	Member	8/8
6	Dr (Mrs) E Dhunnoo	Member	8/8
7	Mr O Saraye	Registrar/Secretary	8/8

Table 11: Attendance for Senior Appointment Committee

Junior Appointment Committee

The Junior Appointment Committee comprises the following members and met 8 times during the Financial Year (01 July 2024 - 30 June 2025) as outlined below:

SN	Members	Status	Meeting Attendance
1	Mrs H Bedacee-Dindoyal	Chairperson	8/8
2	Mr P Jootun	Member	8/8
3	Mr O Saraye	Member	8/8
4	Mrs B Bheem Singh	Assistant Registrar/Secretary	8/8
5	Ms U Ramnauth	Administrative Officer/ Secretary	8/8

Table 12: Attendance for Junior Appointment Committee

Human Resource Committee

The Human Resource Committee comprises the following members and met 3 times during the Financial Year (01 July 2024- 30 June 2025) as outlined below:

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

Table 13: Attendance for Human Resource Committee

Audit Committee

The Audit Committee comprises the following members and met only once during the Financial Year (01 July 2024- 30 June 2025) as outlined below:

SN	Members	Status	Meeting Attendance
1	Mrs D Ramdharee	Deputy Permanent Secretary, Ministry of Education, Tertiary Education, Science & Technology (Chairperson)	1/1
2	Mr C Paddia	Ministry of Finance, Economic Planning & Development	1/1
3	Prof A Carpooran, OSK	Council Member	1/1
4	Mr O Saraye	Registrar/Secretary	1/1

Table 14: Attendance for Audit Committee

Finance Committee

The Finance Committee comprises the following members and met 3 times during the Financial Year (01 July 2024 - 30 June 2025) as outlined below:

SN	Members	Status	Meeting Attendance
1	Ms P Docile	Chairperson	3/3
2	Dr H Bessoondyal, OSK	Director	3/3
3	Mr D Toolsee	Manager, Financial Operations, Ministry of Education, Tertiary Education, Science & Technology	3/3
4	Mrs R Tengur-Jeewood	Financial Controller	3/3
5	Mr O Saraye	Registrar/Secretary	3/3

Table 15: Attendance for Finance Committee

Special Senior Management Committee

The Finance Committee comprises the following members and met 3 times during the Financial Year (01 July 2024 - 30 June 2025) as outlined below:

SN	Members	Status	Meeting Attendance
1	Dr (Mrs) A Ankiah-Gangadeen	Chairperson	2/2
2	Mrs B Bheem Singh	Ag. Registrar	2/2
3	Dr A Ramful	Head, Curriculum Development, Implementation and Evaluation	2/2
4	Dr A Rumjaun	Ag. Head, School of Science and Mathematics & Head, Research Unit	2/2
5	Dr N Hurreeram	Head, School of Applied Sciences	2/2
6	DR (Mrs) S Goburdhun	Ag, Head, School of Arts and Humanities	2/2
7	Mr C Jahangeer	Head, School of Education	2/2
8	Mrs S Fulena	Head Librarian	-----
9	Dr A Bhooloa	Head, Quality Assurance Division	2/2
10	Dr (Mrs) B Oogarah-Pratap	Head, Outer Islands and International Affairs desk (OIIAD)	2/2
11	Prof.(Dr) H Mariaye	Coordinator, MPhil & Doctoral Programme	2/2
12	Mrs R Tengar-Jeewood	Financial Controller	1/2

Table 16: Attendance for Special Senior Management Committee

30.2 Academic Board

The Academic Board comprises the following members and met 2 times during the Financial Year (01 July 2024 - 30 June 2025) as outlined below:

SN	Members	Status	Meeting Attendance
1	Dr H Bessoondyal	Director (Chairperson), MIE	2/2
2	Mr Rajiv Aukhojee	Representative, Ministry of Education, Tertiary Education, Science & Technology, MITD House, Phoenix	1/2
3	Mrs C Surajbali-Bissoonauth	Representative, Ministry of Education, Tertiary Education, Science & Technology, MITD House, Phoenix	1/2
4	Dr (Mrs) A Ankiah-Gangadeen	Deputy Director MIE as from December 2023	2/2
5	Dr A Ramful	Head, Curriculum Development, Implementation & Evaluation, MIE as from Feb 2024	2/2
6	Dr A B Rumjaun	Head, Research Unit Ag. H.O.S., School of Sciences and Mathematics	1/2
7	Dr (Mrs) S Saddul-Hauzaree	Head, Quality Assurance	1/2
8	Dr A Bholoa Replacing Dr (Mrs) S Saddul Hauzaree	Head, Quality Assurance	1/2
9	Dr (Ms) H Mariaye	Ag. Head, Higher Studies Cell	2/2
10	Dr V Putchay	Ag. Head, School of Arts & Humanities	1/2
11	Dr N Hurreeram	Head, School of Applied Sciences	2/2
12	Mr C Jahangeer	Head, School of Education	2/2
13	Dr (Mrs) B Oogarah-Pratap	AP, Head, Outer Islands and International Affair	2/2
14	Mr S Daiboo	Quality Assurance Officer, Private Secondary Education Authority (PSEA, ex-PSSA)	2/2
15	Prof (Ms) S Facknath	Professor, Faculty of Agriculture, University of Mauritius (UoM)	1/2
16	Dr (Mrs) S Fokeera-Wahedally	Principal Research and Development Officer, Mauritius Examinations Syndicate (MES)	2/2
17	Mr V Sooprayen Patten	Head Graphics, Publishing & Printing & Team Leader Quality Assurance Division, Open University of Mauritius	1/2

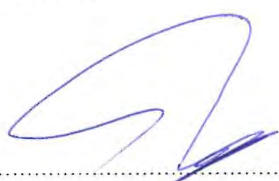
18	Mr M G Sooklall	Senior Lecturer, Head School of Indian Studies, MGI	2/2
19	Mrs S Fulena	Head, Librarian	2/2
20	Mr K Goodoory	AP & Head, Computer Education, School of Science & Mathematics	2/2
21	Mr N Pyeneendee	Head of Department, Kreol Repiblik Moris, School of Arts & Humanities	2/2
22	Mrs B Joggesser	Lecturer, School of Applied Sciences	2/2
23	Dr (Mrs) T Mohabeer	Senior Lecturer, Dept of Educational Administration & Mgt	0
24	Mr Y Kisto	President of the Government Secondary School Teachers' Union	2/2
25	Mr N Pyree Asrayah	MIE Student's Union as from 20.04.2023	2/2
26	Mr P Salick	MIE Student's Union as from 20.04.2023	2/2
27	Mr O Saraye	Registrar, MIE	2/2

Table 17: Attendance for Academic Board Meetings

Approved by the Board of Directors and sign on its behalf

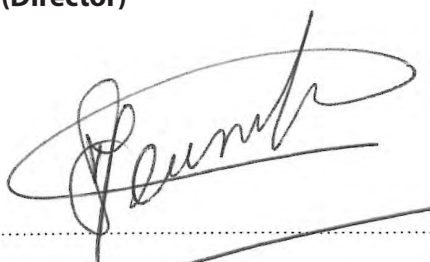
Mr Soondress SAWMYNADEN

(Chairperson)



Mrs Mila Devi SEWRUTTUN-DOSIEAH

(Director)



Date: 21/04/2026

FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2025

Statement of Financial Position

Statement of Financial Performance

Statement of Changes in Net Assets/Equity

Cash Flow Statement

Statement of Comparison Budgeted/Actual Amounts

**Statement showing Reconciliation of Actual Cash Flow with
Statement of Financial Performance**

Notes to the Financial Statements

Part II – FINANCIAL STATEMENT FOR THE YEAR ENDED 30 JUNE 2025



MAURITIUS INSTITUTE OF EDUCATION STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2025

	Notes	July 2024- June 2025	July 2023- June 2024
ASSETS			
		Rs.	Rs.
Current Assets			
Cash and Cash Equivalents	7	30,108,185	29,964,592
Receivables	8	5,886,781	4,780,506
Inventories	9	1,633,719	1,019,911
Trade and Other Receivables	10	4,455,676	5,363,858
		42,084,361	41,128,867
Non-Current Assets			
Receivables	8	20,052,168	16,000,176
Property, Plant and Equipment	11	180,877,710	183,057,552
Intangible Assets	12	5,241,443	1,120,928
		206,171,321	200,178,656
TOTAL ASSETS		248,255,682	241,307,523
LIABILITIES			
Current Liabilities			
Trade and Other Payables	13	27,970,502	25,569,340
Employee Benefit	13	15,008,436	19,373,992
		42,978,938	44,943,332
Non-Current Liabilities			
Payables - Car Loan	14	18,900,347	13,740,889
Employee Benefits Provision	14	128,553,261	128,919,009
Retirement Benefit Obligations	15	1,240,668,436	1,354,650,195
		1,388,122,044	1,497,310,093
TOTAL LIABILITIES		1,431,100,982	1,542,253,425
EQUITY		(1,182,845,300)	(1,300,945,904)
Accumulated Deficit	16	(1,182,845,300)	(1,300,945,904)
TOTAL EQUITY AND LIABILITIES		248,255,682	241,307,523

Soondress Sawmynaden (Mr)
Chairperson

Date: 21/04/2026

M D Selvaruttan - Dosieah (Mrs)
Director

The notes on page 103 to 127 form part of the Financial Statements.



**MAURITIUS INSTITUTE OF EDUCATION
STATEMENT OF FINANCIAL PERFORMANCE
FOR THE YEAR ENDED 30 JUNE 2025**

	Notes	July 2024- June 2025	July 2023 June 2024
		Rs	Rs
REVENUE			
<i>Revenue from Exchange Transactions</i>			
Course Fees and Other Related Revenue	17	21,571,337	25,667,236
Other Income	17	2,749,931	3,633,922
		24,321,268	29,301,158
<i>Revenue from Non-Exchange Transactions</i>			
Grant from Government	17	412,010,428	377,056,717
TOTAL REVENUE		436,331,696	406,357,875
EXPENSES			
Staff Costs and Other Related Costs	18	338,195,440	335,124,924
Academic Expenses	19	19,571,383	20,410,133
Other Operating Expenses	20	35,392,385	25,466,361
Depreciation and Amortisation charges	21	9,155,944	10,222,779
TOTAL EXPENSES		402,315,152	391,224,197
Surplus from operations		34,016,544	15,133,677
Loss on Disposal		(63,773)	
SURPLUS FOR THE YEAR		33,952,771	15,133,677

The notes on page 103 to 127 form part of the Financial Statements.

MAURITIUS INSTITUTE OF EDUCATION
STATEMENT OF CHANGES IN NET ASSETS/ EQUITY
FOR THE YEAR ENDED 30 JUNE 2025

	Accumulated Deficit
	Rs.
Balance at 1 July 2024	(1,300,945,904)
Prior Year Adjustment (IPSAS 41)	(975,601)
Prior Year Adjustment	(299,406)
	(1,302,220,911)
Surplus for the year	33,952,771
	(1,268,268,140)
Remeasurement IPSAS 39	85,422,841
Balance at 30 June 2025	(1,182,845,300)

The Prior Year Adjustment refers to:

- (i) Long Term Receivable (Misappropriation of funds) adjustment under IPSAS 41- Rs 975,601
- (ii) Understatement of Depreciation Office Furniture and Computer Equipment - Rs 299,406

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

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

**MAURITIUS INSTITUTE OF EDUCATION
CASH FLOW STATEMENT
FOR THE YEAR ENDED 30 JUNE 2025**

		July 2024- June 2025	July 2023- June 2024
	Notes	Rs.	Rs.
Cash Flow from Operating Activities			
Net Deficit /Surplus for the Year/Period		33,952,771	15,133,677
Adjustments for:-			
Depreciation & Amortisation		9,455,350	10,222,779
Provision for Employee Benefits		(4,836,290)	5,177,528
Retirement Benefit Obligations		(28,558,918)	(26,602,958)
Loss/Profit on Disposal		63,773	
Operating deficit before working capital changes		10,076,686	3,931,026
Decrease/ (Increase) in Other Receivables		908,182	(446,310)
Increase in Inventories		(613,808)	492,077
(Decrease)/ Increase in Other Payables		1,169,778	3,607,308
Increase/Decrease in Deposits		62,550	75,220
Net cash flows from Operating Activities		11,603,388	7,659,321
Cash flows from Investing Activities			
Purchase of Property, Plant and Equipment and Intangible assets		(11,509,691)	(1,998,970)
Proceed from Disposal		49,896	8,623
Net cash used in Investing Activities		(11,459,795)	(1,990,347)
Cash flows from Financing Activities			
Net (decrease) / increase in Cash and Cash Equivalents		143,593	5,668,972
Movements in Cash and Cash Equivalents			
Cash and cash equivalents at the beginning of the year/period		29,964,592	24,295,620
Cash and cash equivalents at the end of the year/period	7	30,108,185	29,964,592
Net (decrease) / increase in Cash and Cash Equivalents		143,593	5,668,972

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 2024 June 2025	July 2023- June 2024
Cash at Bank	30,108,185	29,964,592
	30,108,185	29,964,592

The entity has no undrawn borrowing facilities.

**STATEMENT OF COMPARISON BUDGETED/ ACTUAL AMOUNTS
FOR THE YEAR ENDED 30 JUNE 2025**

	Budgeted Amount			Actual Amounts On Comparable Basis Rs	Difference Revised Budget and Actual Rs	Reasons for Variance
	Original Budget 2024/25	Revised Budget 2024/25	Rs			
	Rs	Rs	Rs			
RECEIPTS						
Opening Cash Book	3,432,780	3,432,780	7,513,424.00			
Government Grant	387,000,000	387,000,000	386,441,800	558,200	Savings on certain expense account	
Revenue From Students	16,000,000	16,000,000	17,861,322	-1,861,322	New cohorts during the year	
Miscellaneous Receipts	2,100,000	2,100,000	2,885,931	-785,931	Increase in revenue from resit, transcripts, etc.	
Revenue from Rodrigues Regional Assembly	1,500,000	1,500,000	2,021,800	-521,800		
Financing of MIE Campus-Cote- D'or	6,166,800	6,166,800	5,926,240.00	240,560		
Total Receipts	416,199,580	416,199,580	422,650,517			
PAYMENTS						
Wages, Salaries and Employee	362,693,780	362,693,780	353,359,064	9,334,716	Recruitments not as budgeted	
Administrative Costs	27,280,000	27,280,000	37,939,512	-10,659,512	Judicious control over costs	
Operating Costs	26,225,800	26,225,800	19,756,335	6,469,465	Judicious control over costs	
Total Payments	416,199,580	416,199,580	411,054,911	5,144,669		
Net Receipts /(Payments)	-	-	-	-		

**STATEMENT OF COMPARISON BUDGETED/ ACTUAL AMOUNTS
FOR THE YEAR ENDED 30 JUNE 2025**

Capital	Budgeted Amount				Actual Amounts On Comparable Basis	Difference Final Budget and Actual	Reasons for Variance
	Original Budget 2024/2025	Final Budget 2024/2025					
	Rs	Rs	Rs	Rs			
RECEIPTS							
Capital Grants	10,000,000		10,000,000	11,744,971	1,744,971	Additional grants Received	
PAYMENTS							
ERP Financial System	5,000,000		5,000,000	4,140,514	859,486	Project in progress	
Laptop & Computer and Office Equipment	3,750,000		2,500,000	4,354,836	(1,854,836)	Additional grants Received	
Renovation works at MIE & Waterproofing	1,250,000		2,500,000	3,483,329	(983,329)	Additional grants Received	
Total	10,000,000		10,000,000	11,978,679			

Statement Showing Reconciliation of Actual Cash Flow with Statement of Financial Performance

For the year ended 30 June 2025

	Rs
Total revenue as per statement of comparison	422,620,517
Trade and other receivables	2,792,346
Income received in Advance	1,432,760
Technology Education & FPLNS	8,834,480
Other income	651,593
Total revenue as per statement of Financial Performance	436,331,696
 Total Payments as per statement of comparison	 411,054,911
Other payables	- 14,887,578
Externally funded projects	- 4,908,434
Fund MIE student union	- 980,441
Employee Benefits	- 715,691
Other prepayments	1,663,330
Depreciation	9,455,336
Inventories	1,633,719
Total Expenses as per Statement of Financial Performance	402,315,152

MAURITIUS INSTITUTE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025

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, 2025 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

MAURITIUS INSTITUTE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025

liabilities that are not readily apparent from other sources. The areas involving a 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, 2025

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	

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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 2025 was approved by the MIE Council meeting on 4 July 2024. The Budget is prepared on a Cash Basis, classified by nature of expenses and covers the 12-month period 1 July 2024 to 30 June 2025

MAURITIUS INSTITUTE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025

Note 4. Accounting Period

The accounting period relates to 1 July 2024 to 30 June 2025.

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 2025 (Rs)
Financial Assets	
Trade and Other Receivable	4,455,676
Cash & Cash Equivalent	30,108,185
Car Loan	25,938,949
Financial Liabilities	
Trade and Other Payables	27,970,502

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025

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 setting 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 2025**(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 2025. 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 2025

(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 and Human Resource 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 4%, 3% and 1% 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 Insurance Company of Mauritius (SICOM) Ltd. The cost of providing benefits is determined using the projected unit credit method, with actuarial valuations being

MAURITIUS INSTITUTE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025

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
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025

(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 1,471,500 was paid for period January to December 2025 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 32,278,000

**MAURITIUS INSTITUTE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025**

(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 2025

	July 2024- June 2025	July 2023- June 2024
	Rs.	Rs.
7 CASH AND CASH EQUIVALENTS		
Short term deposit - Cash at Bank		
Mauritius Commercial Bank- 000140502343	1,512,424	1,399,777
SBM Bank - Current a/c 61030100007551	8,001,384	14,627,107
SBM Bank - Capital a/c 62025100002303	16,404,541	10,615,031
SBM Bank- Student Union a/c 62010100014994	980,441	917,891
SBM Bank - Canteen a/c 61010100001669	199,975	199,975
SBM Bank- MA Brighton a/c 62010100054682	3,003,481	2,200,069
Petty Cash	5,938	4,740
	30,108,185	29,964,592

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 2024 2025	June June 2024
	Rs.	Rs.
8 RECEIVABLES		
Car Loan	24,681,636	18,415,903
Advance Account	1,257,313	2,364,779
	25,938,949	20,780,682

Receivable are classified as follows:

Current assets- within one year

Car Loan	5,781,289	4,675,014
Advance Account	105,492	105,492
	5,886,781	4,780,506

Non-current assets more than one year

Car Loan	18,900,347	13,740,889
Advance Account	1,151,821	2,259,287
	20,052,168	16,000,176

Receivable in respect of Car Loan represents car loan to employees as at 30 June 2025. The number of employees who benefited from this scheme are 52 (30 June 2024- 49).

The staff car loans bear interest at the rate of 4 %,3% and 1 % 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 2025

	July 2024- June 2025	July 2023- June 2024
	Rs.	Rs.
9 INVENTORIES		
Stationery and Materials for courses	1,633,719	1,019,911
	<u>1,633,719</u>	<u>1,019,911</u>

	July 2024- June 2025	July 2023 June 2024
	Rs.	Rs.
10 TRADE AND OTHER RECEIVABLES		
Registration Fees (Students)	327,175	63,400
Rodrigues Regional Assembly	1,228,690	2,323,155
Other Receivables	1,236,481	1,366,454
Other Prepayments	1,663,330	1,610,849
	<u>4,455,676</u>	<u>5,363,858</u>

**MAURITIUS INSTITUTE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025**

11 PROPERTY, PLANT AND EQUIPMENT

	Fixtures & Fittings	Office Furniture & equipment	Computer Equipment	Motor Vehicles	Buildings	Total
	Rs	Rs	Rs	Rs	Rs	Rs
COST/ VALUATION						
At 01 July 2024	1,574,983	85,892,080	51,702,911	5,944,810	246,918,120	392,032,904
Additions	101,379	1,033,238	3,371,273		2,751,231	7,257,121
Disposal of Unserviceable items		(312,695)	(1,093,894)			(1,406,589)
Disposal (Laptop)			(231,407)			(231,407)
At 30 JUNE 2025	1,676,362	86,612,623	53,748,883	5,944,810	249,669,351	397,652,029
DEPRECIATION						
As at 1 July 2024	799,186	76,918,432	48,196,634	5,944,810	77,116,290	208,975,352
Prior Year Adjustment		78,745	220,661			299,406
Charge for the year	167,650	2,192,868	1,669,982		4,993,387	9,023,887
Disposal of Unserviceable items		(312,695)	(1,093,894)			(1,406,589)
Disposal (Laptop)			(117,737)			(117,737)
At 30 JUNE 2025	966,836	78,877,350	48,875,646	5,944,810	82,109,677	216,774,319
NET BOOK VALUE AT 30 JUNE 2025	709,526	7,735,273	4,873,237	-	167,559,674	180,877,710
At 30 June 2024	775,797	8,973,647	3,506,276		169,801,830	183,057,550

**MAURITIUS INSTITUTE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025**

12 Intangible Assets	Rs		Rs	
	Software	Intangible Assets under Development	Total	
Opening Balance at 1 July 2024	9,252,546	811,866	10,064,412	
Additions	112,056	4,140,514	4,252,570	
Closing Balance as at 30 June 2025	9,364,602	4,952,379	14,316,982	
Amortisation				
Opening Balance at 1 July 2024	8,943,482		8,943,482	
Charge for the year	132,057		132,057	
Closing Balance at 30 June 2025	9,075,539		9,075,539	
Net Book Value at 30 June 2025				
	289,063	4,952,379	5,241,443	
Net Book Value at 30 June 2024	309,064	811,865	1,120,928	

**MAURITIUS INSTITUTE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025**

		July 2024- June 2025	July 2023- June 2024
		Rs.	Rs.
13	TRADE AND OTHER PAYABLES		
	Other Payables	14,867,578	12,686,376
	Income Received in Advance	1,432,760	2,580,160
	Externally Funded Projects	4,908,434	4,709,898
	Short Term Car Loan	5,781,289	4,675,014
	Short Term Vacation Leave	2,193,183	3,978,160
	Short Term Sick Leave	8,315,253	10,895,832
	Short Term Passage Benefit	4,500,000	4,500,000
	Fund - MIE Student Union	980,441	917,891
		42,978,938	44,943,332

**MAURITIUS INSTITUTE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025**

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 30/6/2025. The balance of bank sick is valued at the end of the financial year and is recognised as a long term payable.

	July 2024- June 2025	July 2023- June 2024
	Rs.	Rs.
Provision for Sick Leave	59,127,209	59,352,348
Passage Benefit	12,515,451	11,922,519
Provision for Vacation Leave	56,910,601	57,644,144
Car loan contracted with Ministry of Education, Tertiary Education, Science and Technology	18,900,347	13,740,889
	147,453,608	142,659,899

MAURITIUS INSTITUTE OF EDUCATION
FIGURES FOR IPSAS 39 ADOPTION FOR:
For year ending 30 June 2025

15 RETIREMENT BENEFIT OBLIGATIONS

Amount recognised in balance sheet at end of year:

Defined benefit obligation

Fair value of plan assets

Liability recognised in balance sheet at end of year

Amounts recognised in income statement:

Service cost:

Current service cost

(Employee Contributions)

Fund Expenses

Net Interest expense / (revenue)

P&L Charge

Remeasurement

Liability (gain)/loss

Assets (gain)/loss

Net Assets /Equity (NAE)

Total

Movements in liability recognised in balance sheet:

At start of year

Amount recognised in P&L

(Actuarial reserves transferred in)

(Past Service Liability Contribution)

(Contributions paid by employer)

Amount recognised in NAE

At end of year

Year ending 30 June 2025	Year ending 30 June 2024
Rs	Rs
1,372,807,570	1,459,301,556
(132,139,134)	(104,651,361)
1,240,668,436	1,354,650,195
22,770,800	25,331,873
(7,042,315)	(6,973,349)
1,253,111	464,772
71,142,460	71,420,008
88,124,056	90,243,304
(85,938,987)	101,558,901
516,145	-9,131,084
-85,422,841	92,427,817
2,701,215	182,671,121
1,354,650,195	1,288,825,317
88,124,056	90,243,304
(170,350)	
(100,000,000)	(100,000,000)
(16,512,624)	(16,846,243)
(85,422,841)	92,427,817
1,240,668,436	1,354,650,195

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
15 FIGURES FOR IPSAS 39 ADOPTION FOR:
For year ending 30 June 2025

	Year ending 30 June 2025	Year ending 30 June 2024
Reconciliation of the present value of defined benefit obligation	Rs	Rs
Present value of obligation at start of period	1,459,301,556	1,345,549,942
Current service cost	22,770,800	25,331,873
Interest cost	77,489,174	75,725,058
(Benefits paid)	(100,814,973)	(88,864,218)
Liability (gain)/Loss	(85,938,987)	101,558,901
Present value of obligation at end of period	1,372,807,570	1,459,301,556
Reconciliation of fair value of plan assets		
Fair value of plan assets at start of period	104,651,361	56,724,625
Expected return on plan assets	6,346,713	4,305,050
Employer contributions	16,512,624	16,846,243
Employee contributions	7,042,315	6,973,349
Actuarial reserves transferred in	170,350	
Past Service Liability Contributions	100,000,000	100,000,000
(Benefits paid + other outgo)	(102,068,085)	(86,328,990)
Asset gain/(loss)	(516,145)	9,131,084
Estimated Fair value of plan assets at end of period	132,139,134	107,651,361
Distribution of plan assets at end of period	June 2025	June 2024
Percentage of assets at end of year	47.7%	49.9%
Fixed Interest Securities and deposits	3.1%	3.1%
Loans	16.8%	15.2%
Local equities	31.9%	31.3%
Overseas bonds and equities	0.5%	0.5%
Property		
Total	100%	100%

Additional disclosure on assets issued or used by the reporting entity

	30 June 2025	30 June 2024
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 2025	June 2024
Currency	Rs	Rs
Asset experience gain/(loss) during the period	(516,145)	9,131,084
Liability experience gain/(loss) during the period	573,284	(44,747,819)
Liability gain/(loss) due to change in financial assumptions	85,365,703	(56,811,081)
	85,422,842	(92,427,816)

Year

Expected employer contributions	2025/2026 16,726,611
(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) 12 years	

15 MAURITIUS INSTITUTE OF EDUCATION
FIGURES FOR IPSAS 39 ADOPTION FOR:
For year ending 30 June 2025

The plan is exposed to actuarial risks such as: investment risk, interest rate risk, longevity risk and salary risk/ Pension increase risk. The risk relating to death in service benefits is reinsured.

1. Investment Risk which is the risk that the return earned on the assets may be lower or higher

2. Salary/ Pension which is the risk that the actual salary salary/pension increase granted may be different than what we have assumed. return earned on the assets may be lower or higher than assumed.

3. Longevity Risk is caused by the improvement in mortality rates among pensioners. The longer the later live, the higher is the liability

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 2025	Year ended 30 June 2024
Discount rate	6.00%	5.50%
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 147.1 M (increase by Rs 180.1M) 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 162.3 M (decrease by Rs 54.5 M) if all other assumptions were held unchanged.

If the expected pension growth would increase (decrease) by 1 %, the defined benefit obligation would increase by Rs 109.6 M (decrease by 96.7 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 47.2 M (decrease by Rs 46.7 M) if all other assumptions were held unchanged.

MAURITIUS INSTITUTE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025

	July 2024- June 2025	July 2023- June 2024
	Rs.	Rs.
16 ACCUMULATED DEFICIT		
Balance as at 1 July 2024	(1,300,945,904)	(1,223,973,586)
Prior Year Adjustment	(975,601)	
Prior Year Adjustment	(299,406)	321,823
Surplus for the Year	33,952,771	15,133,677
Remeasurement Pension IPSAS 39	85,422,841	(92,427,817)
Balance at 30 June 2025	(1,182,845,300)	(1,300,945,904)

**MAURITIUS INSTITUTE OF EDUCATION
SCHEDULES TO THE STATEMENT OF FINANCIAL PERFORMANCE
FOR THE YEAR ENDED 30 JUNE 2025**

17 REVENUE	July 2024- June 2025	July 2023- June 2024
<u>From Exchange Transactions</u>		
	Rs.	Rs.
Revenue from students	9,221,838	10,537,505
Revenue from PGDIP Course	1,288,000	1,412,400
Master of Philosophy- University of St Mary's	600,000	1,000,000
Library fees	672,500	1,297,600
Higher Education Commission- International Faculties		455,246
Revenue from Externally Funded Projects	3,924,480	4,913,485
Higher Education Commission - Free Tertiary Education Scheme	4,910,000	4,975,000
IAACS Conference	817,519	
Graduation Ceremony	137,000	1,076,000
	21,571,337	25,667,236
	July 2024- June 2025	July 2023- June 2024
	Rs.	Rs.
OTHER INCOME		
Islands Chief Executive (Rodrigues)	896,531	1,209,465
Library ticket and fines on books	5,118	8,534
Sicom and Others	248,038	507,360
Sale of photocopies and others	819,824	1,058,776
Transcript, Resit and On line Application	780,420	849,787
	2,749,931	3,633,922
Revenue from Non-Exchange Transactions		
Grant from Government - Recurrent MIE	273,991,220	260,721,130
- Contribution Sociale Généralisée	11,990,800	11,408,325.00
- Recurrent NYCBE	459,780	679,636
- Cash Injection Pension Fund	100,000,000	100,000,000
- Cote D'Or Education Hub	5,926,240	840,682.00
- Akademi Kreol Repiblik Moris		725,397.00
- Foundation Programme	2,031,000	
- Technology Education	5,866,418	
- Capital - MIE	11,260,828	2,553,437
- Capital NYCBE	484,143	128,110
	412,010,428	377,056,717

MAURITIUS INSTITUTE OF EDUCATION
SCHEDULES TO THE STATEMENT OF FINANCIAL PERFORMANCE
FOR THE YEAR ENDED 30 JUNE 2025

18 STAFF COSTS

	July 2024- June 2025	July 2023- June 2024
	Rs.	Rs.
Salaries	139,640,266	142,418,034
Compensation	11,624,978	7,985,281
Minimum Salary	128,064	130,910
Salary Relativity	4,625,661	
Sick Leave Credit	9,371,121	13,027,648
End of Year Bonus	17,881,096	12,420,509
Defined Benefit Pension Plan	88,124,056	90,243,304
Cash in lieu of Vacation Leave	1,945,746	3,870,637
Defined Contribution Pension Plan	3,978,592	4,119,193
Reduced Pension	31,609	63,399
Contribution Sociale Généralisée	11,989,347	11,408,308
Extra assistance/ Youth Employment Programme	7,548	39,465
Overtime	4,097,055	5,200,118
Widows/FPS	2,714,647	2,771,200
National Savings Fund	1,994,691	1,935,535
Medical Scheme	1,597,400	1,722,000
Passage Credit	6,408,657	6,452,208
Travelling/Travel grant/Bus fares	19,023,214	19,777,839
Cash in Lieu of Duty Free	4,575,221	3,584,834
Uniforms	672,380	569,351
Insurance of Staff	321,328	874,400
Council chairperson's and members fees	894,375	2,083,936
Part Time Lecture Fees	4,467,042	2,055,386
Acting/Responsibility allowance	1,404,878	1,257,817
Staff Development Programme	676,467	1,113,613
	338,195,440	335,124,924
Number of employees	269	270
	July 2024- June 2025	July 2023- June 2024
Aggregate remuneration comprised:	Rs.	Rs.
Salaries	139,640,266	142,418,034
Other Costs	198,555,174	192,706,890
Total	338,195,440	335,124,924

**MAURITIUS INSTITUTE OF EDUCATION
SCHEDULES TO THE STATEMENT OF FINANCIAL PERFORMANCE
FOR THE YEAR ENDED 30 JUNE 2025**

	July 2024- June 2025	July 2023- June 2024
	Rs.	Rs.
19 ACADEMIC EXPENDITURE		
Expenses - Bachelor in Education Courses	2,665,629	2,885,704
PGCE- Part Time	3,176,047	4,457,762
Bachelor in Education- Primary	768,986	387,755
Newspapers, books and periodicals	350,333	174,749
Digitisation of Curriculum Materials	385,988	556,454
Curriculum Development and Resource Centre	459,780	1,119,544
Materials for courses	212,304	1,727,549
Printing and Publications		43,700
Workshops and seminars	535,467	421,963
MIE 50th Anniversary		293,825
Rodrigues Course	119,662	607,403
Graduation Ceremony	153,492	1,095,354
Development Technology Education	5,520,232	716,870
Research MIE Funded	339,361	194,329
HEC - International Faculties		127,700
IAACS Conference	570,716	
Higher Education Cell	388,905	685,987
Expenditure Externally Funded Projects	3,924,480	4,913,485
	19,571,383	20,410,133
	July 2024- June 2025	July 2023- June 2024
	Rs.	Rs.
20 OTHER OPERATING EXPENSES		
Office Expenses and Incidentals	5,089,804	3,779,327
Publicity and Advertising	51,077	250,942
Postage	428,849	434,909
Staff Welfare	163,000	45,725
Motor Vehicle Running Expenses	607,643	980,622
Hospitality and Ceremonials	652,253	422,590
Rental of land- Landscape Mauritius Ltd	4,710,750	1,350,000
Electricity, Water, Telephone and Gas	6,130,442	5,407,052
Maintenance of Buildings, Grounds and Gardens	6,577,756	5,176,542
Maintenance and Insurance of Equipment	2,647,217	2,846,911
Renewal and Maintenance of software, licences	2,054,304	638,807
Membership to International Organisations	204,246	170,591
Link Agreement	37,638	
Local / International Consultancy Fees		943,528
CRISIL -Transaction Advisory Services	2,644,078	844,031
Recognition of Prior Learning- CEMECE	390,803	
Foundation Programme in Literacy	291,505	
St Mary's PGDIP MPHIL Programme	404,306	
UNESCO Chair	142,868	27,250
Overseas Passage and Allowances	50,461	286,052
Debtors written off		15,100
Quality Assurance	56,100	
Security Services	1,600,637	1,326,385
Legal and Professional Fees	256,650	120,000
Audit fees	200,000	200,000
	35,392,385	25,266,362

**MAURITIUS INSTITUTE OF EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025**

	July 2024- June 2025	July 2023- June 2024
	Rs.	Rs.
21 DEPRECIATION		
Depreciation charged for the year:		
Fixtures and Fittings	167,650	157,498
Office Furniture and Equipment	2,192,868	2,293,366
Computer Equipment	1,669,982	2,694,422
Software	132,057	139,130
Buildings	4,993,387	4,938,362
	9,155,944	10,222,778

	July 2024- June 2025	July 2023- June 2024
	Rs.	Rs.
22 DEPOSITS		
MIE Student Union	980,441	917,891
	980,441	917,891

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 2025**

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:

	July 2024- June 2025	July 2023- June 2024
	Rs.	Rs.
Short-term benefits	13,780,715	15,382,758
Key management personnel includes:		
Director		
Deputy Director		
Registrar		
Financial Controller		
Head Librarian		
Heads of School		
Chairman and Members of the Board	450,375	1,215,038

25 CONTINGENT LIABILITIES

For the period ending 30 June 2025, 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 2025 except for the cases listed below. The estimates of the ultimate cost or recovery is Rs 300,000.

1. Mrs Bhoojata Bheem Singh v/s The Mauritius Institute of Education - Motion



**REPORT OF THE
DIRECTOR OF AUDIT**

**On the Financial Statements
of the Mauritius Institute of Education
for the financial year ended 30 June 2025**

NATIONAL AUDIT OFFICE



Republic of Mauritius

NATIONAL AUDIT OFFICE

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 2025 and the statement of financial performance, statement of changes in net assets/equity, cash flow statement 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 2025, 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.

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.

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 the 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 on Other Legal and Regulatory Requirements' 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.

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.

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 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'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.

Auditor's Responsibilities on Other Legal and Regulatory Requirements

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
14th Floor,
Air Mauritius Centre
PORT LOUIS

29 April 2026



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