

Manz Gato Pima, Tir Plan: Evaluating the Epistemological Monument of the Architecture University in Mauritius

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The purpose of this research is a critical examination of the role of the ENSA-Nantes in Mauritius as an epistemological monument. We examine the extent to which it perpetuates and challenges colonial power structures within architecture education. The curriculum, pedagogical methods, and institutional frameworks of the university are investigated to uncover colonial legacies. Through the application of theories of decoloniality and the coloniality of power, we posit that even though efforts of diversification have been observed, the institution still considerably holds on to Eurocentric paradigms, strengthening power imbalances. The data and findings underline the university's potential to become a site of liberation and educational transformation, as well as a preserver and disseminator of colonial epistemologies. This study aims to contribute to the broader discourse on decolonising education - especially in the realm of postcolonial territories.

Keywords: architecture education; decoloniality; epistemology; monumentalisation; language and identity; colonial power structures