Ministry of Tertiary Education,
Science and Research

2025 HIGHER EDUCATION summit

A Global Vision for Higher Education, Research, Science, Innovation, and Workforce Transformation

Concept Note

Reimagining Higher Education for a Knowledge-Driven Mauritius:
A Visionary Framework for Regional Leadership and Global Engagement

The Higher Education Summit 2025

Venue : Mahatma Gandhi Institute, MOKA
Date : 04 – 06 June 2025

SCAN
to submit your interest to participate in the summit.

Organised by the Ministry of Tertiary Education, Science and Research

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1. Introduction

1.1 Rationale

In its earnest endeavour to diversify its economy, Mauritius is committed to developing its higher education sector into a key economic pillar. This strategic vision is firmly embedded in the national development framework and articulated in the Government Programme 2025–2029[1].

As the higher education landscape enters a profound transformation driven by technological disruption, intensifying global competition, and evolving socio-economic dynamics, the urgency for a coherent, resilient, and future-proof strategy has never been greater. In this context, the **Higher Education Summit 2025** will serve as a catalytic platform to bring together all key stakeholders: government, academics, researchers, regulatory authorities, industry leaders, students, representatives of employees, civil society, and international partners for a comprehensive national dialogue.

1.2 Importance of Higher Education

Higher education is a cornerstone of national progress, serving as both an engine of economic growth and a catalyst for societal transformation. It empowers individuals with advanced knowledge, critical thinking, and specialised skills that drive innovation, fuel entrepreneurship, and enhance a nation's global competitiveness. Beyond individual earnings and employment opportunities, higher education fosters social mobility, uplifts marginalised communities, and promotes greater equity and inclusion. It nurtures informed, engaged citizens capable of sustaining democratic ideals and advocating for justice, freedom, and human dignity. Culturally, higher education broadens perspectives, instils values, and fosters respect for diversity. At an institutional level, universities and research centres are pivotal in generating scientific breakthroughs, shaping public policy, and advancing the Sustainable Development Goals. In an era defined by rapid change and global challenges, a resilient and inclusive

[1] https://govmu.org/EN/Documents/Government-Programme-2025-2029.pdf

higher education system is indispensable for building a future-ready workforce and ensuring cohesive, innovative, and sustainable societies.

It should be noted that graduates make a profound and multi-dimensional contribution to Gross Domestic Product (GDP), reinforcing the critical value of investing in higher education. Their impact is seen through enhanced productivity, increased employment, and greater income and consumption. Graduates typically command a wage premium, reflecting higher productivity levels that bolster national and regional economic output. As active participants in the labour market, their employability drives economic inclusion and sustains growth across diverse sectors. Furthermore, graduates are key drivers of research and development, especially in science, technology, and innovation areas that serve as engines of long-term economic expansion. Their contributions span the tertiary services sector, regional economic development, and knowledge-intensive industries. Ultimately, the presence of a skilled graduate workforce translates into higher consumption, stronger innovation systems, and accelerated GDP growth. This undeniable correlation between higher education and economic advancement affirms the strategic importance of producing and retaining high-quality graduates to fuel national development and global competitiveness.

The World Bank emphasises that tertiary education yields the highest economic returns within the educational system, with graduates experiencing an estimated 17% increase in earnings compared to those with only primary education. This underscores the critical role of higher education in enhancing individual prosperity and national economic development.

1.3 Goals of the Higher Education Summit 2025

The Summit aspires to build a unified, forward-looking vision and a robust policy framework that firmly establishes Mauritius as a regional hub of academic excellence, cutting-edge research, innovation, and sustainable development. It will serve as a strategic turning point for the higher education sector, guiding its transformation in alignment with national priorities and global benchmarks. The outcomes, recommendations, and consensus emerging from the Higher Education Summit will directly inform the formulation of a comprehensive **Strategic Plan for Higher Education,**

Science, and Research, setting the trajectory for the next decade (2025-2035) of inclusive, dynamic, and globally competitive tertiary education in Mauritius.

2. Current Context of Higher Education in Mauritius

Mauritius is strategically positioning its higher education sector as a pivotal pillar of its knowledge-based economy. As of December 2024, the nation boasts 43 higher education institutions: 9 publicly funded and 34 private offering 272 programmes (private HEIs) and 370 programmes (public HEIs) across various disciplines and delivery modes. The Gross Tertiary Enrolment Rate (GTER) reached 50.2% in 2024, surpassing the 50,000-enrolment mark, indicating a positive trajectory towards increased participation in higher education.

2.1 Government Expenditure on Higher Education in Mauritius

Table 1: Government Expenditure on Higher Education

Financial Years	**2014**	**2015**	**2016-2017 (18 months)**	**2017-2018**	**2018-2019**	**2019-2020 (6 months)**	**2020-2021 (18 months)**	**2021-2022**	**2022-2023**	**2023-2024**	**Grand Total**
	RS (m)	**RS (m)**	**RS (m)**	**RS (m)**	**RS (m)**	**RS (m)**	**RS (m)**	**RS (m)**	**RS (m)**	**RS (m)**	**RS (m)**
Recurrent Grant (HEC + 6 HEIs)	805.9	803.0	1,503.9	1,014.7	1,048.9	493.7	1,574.8	1,213.7	1,179.7	1,287.6	**10,925.9**
Capital Grant (HEC + 6 HEIs)	58.3	32.5	76.3	72.1	90.2	18.0	94.1	69.6	55.1	40.0	**606.2**
HEC -Special Items:											**-**
Recruitment of Foreign Lecturers	1.7	1.9	6.1	3.5	6.3	-	5.9	1.0	1.4	1.8	**29.6**
SSR Chair in African Studies	-	0.0	3.1	0.9	-	0.4	2.7	0.1	-	0.9	**8.1**
Africa Scholarships	5.8	6.9	13.4	8.3	3.8	4.3	11.0	10.6	9.9	13.8	**87.6**
Research Fund	-	0.7	2.0	4.6	59.1	5.6	15.9	16.2	13.8	14.5	**132.4**
FTES (10 PEIs)	-	-	-	-	154.2	482.2	553.6	535.3	595.1	743.6	**- 3,064.0**
Total per financial year	**871.69**	**845.03**	**1,604.83**	**1,104.15**	**1,362.47**	**1,004.08**	**2,258.03**	**1,846.52**	**1,854.95**	**2,102.16**	**- 14,853.9**

2.2 Types of Higher Education Institutions in Mauritius

A. Public Higher Education Institutions (HEIs) established by an Act of Parliament.

B. Private Higher Education Institutions (HEIs):

i. Offering higher education programmes in collaboration with local public awarding bodies.

ii. Offering higher education programmes in collaboration with international awarding bodies.

iii. Operating as a branch campus of an overseas HEI.

iv. Set up as a separate entity from the parent institutions, with degree-awarding powers at the start of activities.

v. With sub-degree awarding powers (to award its own Certificate and Diploma level qualifications)

2.3 Evolution in the number of international higher education institutions operating in Mauritius

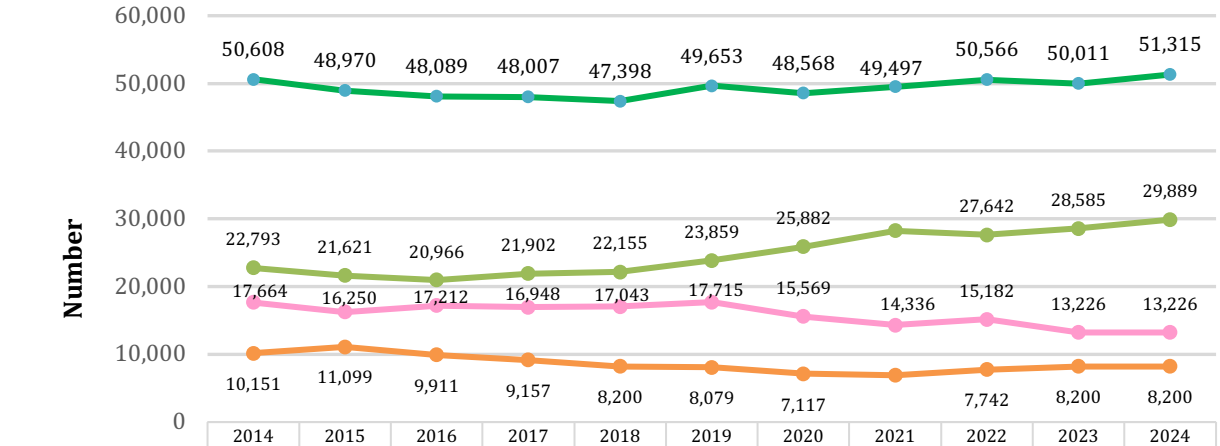
Between 2006 and 2024, Mauritius, as illustrated in Table 2, experienced a gradual yet notable increase in the number of international higher education institutions (HEIs) operating in the country. Beginning with just one institution in 2006, the number rose incrementally to two by 2009 and three by 2012. Growth remained modest through 2018, reaching four institutions, a steady figure until 2023. However, a significant leap occurred in 2024, with the number of international HEIs doubling to eight. This sharp increase reflects renewed momentum in Mauritius's efforts to position itself as a regional hub for quality tertiary education and a destination of choice for globally recognised academic institutions.

Table 2: Number of International Higher Education Institutions (HEIs) Operating in Mauritius (2006–2024)

Year	2006	2009	2012	2018	2019-2023	2024
Number of International HEIs operating in Mauritius (Cumulative)	1	2	3	4	4	8

2.4 Total Enrolment by Source (2014 – 2024)

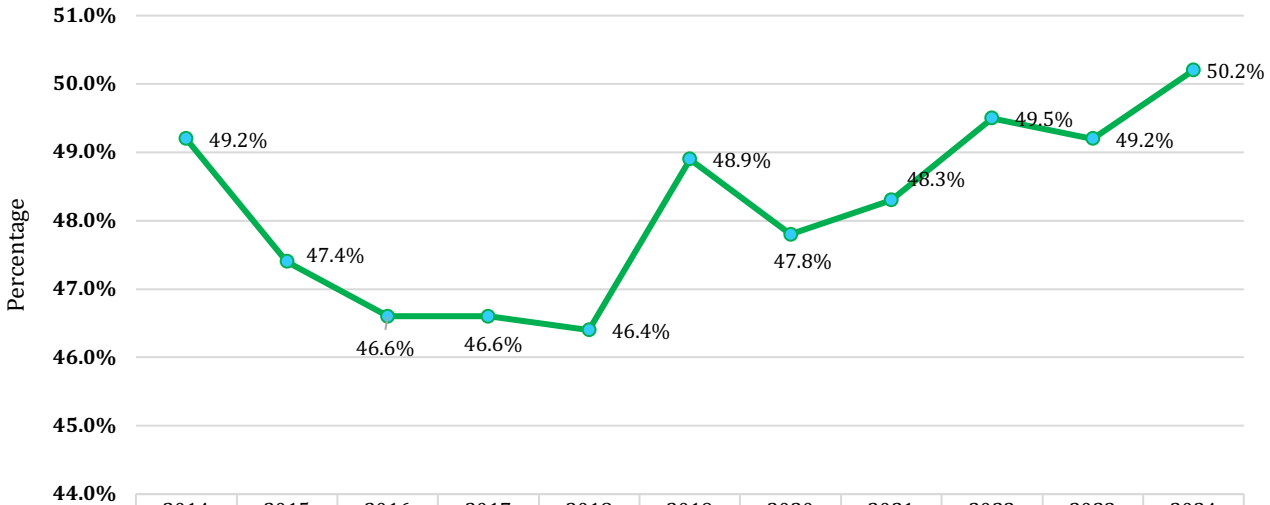
Figure 1: Total Enrolment by Source (2014-2024)



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
PFIs	22,793	21,621	20,966	21,902	22,155	23,859	25,882	28,252	27,642	28,585	29,889
Private	17,664	16,250	17,212	16,948	17,043	17,715	15,569	14,336	15,182	13,226	13,226
Overseas	10,151	11,099	9,911	9,157	8,200	8,079	7,117	6,909	7,742	8,200	8,200
Total Enrolment	50,608	48,970	48,089	48,007	47,398	49,653	48,568	49,497	50,566	50,011	51,315

2.5 Evolution of the Gross Tertiary Enrolment Ratio (2014 – 2024)

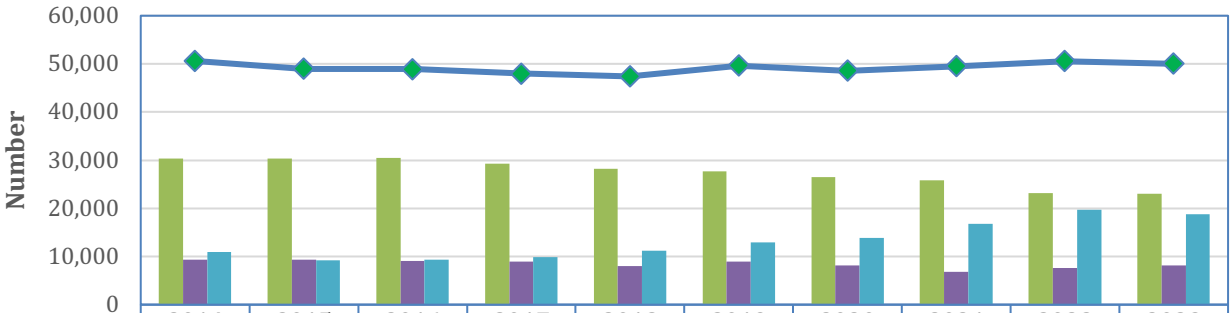
Figure 2: Evolution of the Gross Tertiary Enrolment Ratio (2014 – 2024)



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
GTER	49.2%	47.4%	46.6%	46.6%	46.4%	48.9%	47.8%	48.3%	49.5%	49.2%	50.2%

2.6 Enrolment by mode of study (2014 – 2024)

Figure 3: Enrolment by mode of study (2014-2024)



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
FT	30,370	30,364	30,448	29,218	28,208	27,711	26,534	25,806	23,148	23,044
PT	9,300	9,378	9,117	8,892	7,981	8,980	8,168	6,857	7,666	8,192
DE	10,938	9,228	9,370	9,897	11,209	12,962	13,866	16,834	19,752	18,775
Total	50,608	48,970	48,935	48,007	47,398	49,653	48,568	49,497	50,566	50,011

2.7 Total enrolment by level of study (2024)

The distribution of student enrolment across various programme levels in Mauritius reveals a strong preference for undergraduate education, with Bachelor's degrees accounting for 60.4% of the total enrolment. This is followed by Master's degrees at 13.4%, and Professional qualifications at 12.6%, indicating a growing interest in advanced academic and industry-oriented qualifications. Self-study and overseas enrolment are prominent in specific categories, such as 4,231 students pursuing professional programmes via self-study and 5,000 students enrolled in Bachelor programmes overseas. Postgraduate Diplomas, Certificates, and research-based qualifications like PhDs and MPhil/PhDs make up a smaller share, reflecting a more specialised and limited cohort. The total enrolment stands at 50,011 students, as illustrated in Table 3.

Table 3: Total Enrolment by Level of Study 2024

LEVEL	PFIs No.	PHEIs No.	Self-Study No.	Overseas No.	Total No.	Percentage %
PhD	316	-	-	173	489	1.0
MPhil/PhD	280	-	-	-	280	0.6
DBA	71	-	-	-	71	0.1
Master Degree	4169	826	-	1720	6715	13.4
PG Diploma	304	118	-	-	422	0.8
PG Certificate	1370	-	-	-	1370	2.7
Bachelor Degree	19651	5485	48	5000	30184	60.4
Professional	210	1859	4231	-	6300	12.6
Diploma and Certificate	2214	448	211	1307	4180	8.4
Total	**28585**	**8736**	**4490**	**8200**	**50011**	**100.0**

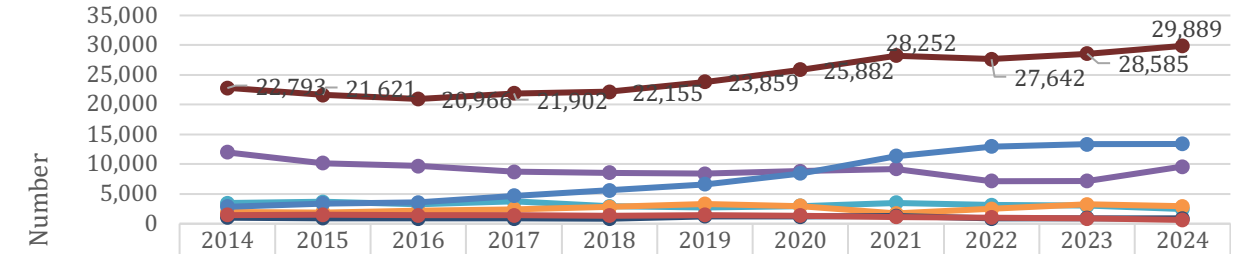
A total of 29,889 students were enrolled in publicly funded institutions (PFIs) across various programme levels as illustrated in Table 4. Most students (21,302) were pursuing Bachelor's degrees, followed by 4,404 at the Master's level. Enrolment in research-based programmes included 318 PhD and 287 MPhil/PhD students, while 1,184 were enrolled in Postgraduate Certificate programmes. Smaller numbers were recorded in DBA (89), Professional (207), and Diploma and Certificate (1,869) programmes, reflecting a broad but concentrated distribution of students in PFIs.

Table 4: Enrolment by Level of Study 2024 in Publicly Funded Institutions

LEVEL	PFIs No.
PhD	318
MPhil/PhD	287
DBA	89
Master's degree	4404
PG Diploma	229
PG Certificate	1184
Bachelor's degree	21302
Professional	207
Diploma and Certificate	1869
Total	29889

2.8 Enrolment in the publicly funded institutions (2014 – 2024)

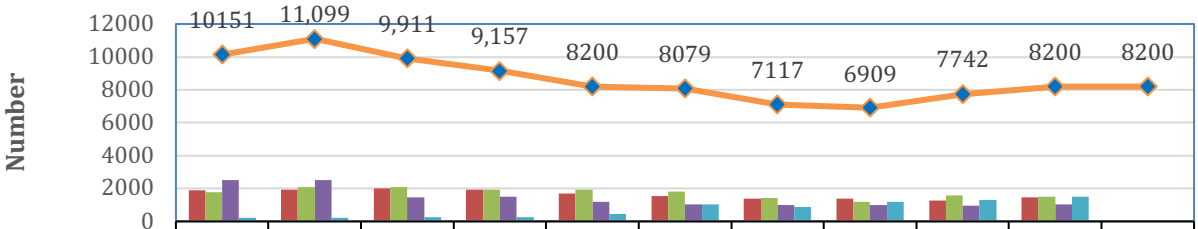
Figure 4: Enrolment in Public Funded Institutions 2014-2024



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
UoM	11,985	10,202	9,671	8,722	8,583	8,406	8,841	9,237	7,181	7174	9613
UTM	3,483	3,669	3,291	3,761	2,940	2,779	2,983	3,500	3,127	3006	2470
MIE	1,976	1,885	2,144	2,439	2,817	3,314	2,996	1,736	2,482	3251	2902
OU	2,841	3,405	3,578	4,712	5,601	6,621	8,471	11,352	12,955	13369	13400
UdM	1,020	946	866	881	837	1,276	1,207	1,301	859	929	868
Others	1,488	1,514	1,416	1,387	1,377	1,463	1,384	1,126	1,038	856	636
Total PFIs	22,793	21,621	20,966	21,902	22,155	23,859	25,882	28,252	27,642	28,585	29,889

2.9 Evolution of Mauritian Students studying abroad (2014 – 2024)

Figure 5: Evolution of Mauritian Students studying abroad (2014-2024)



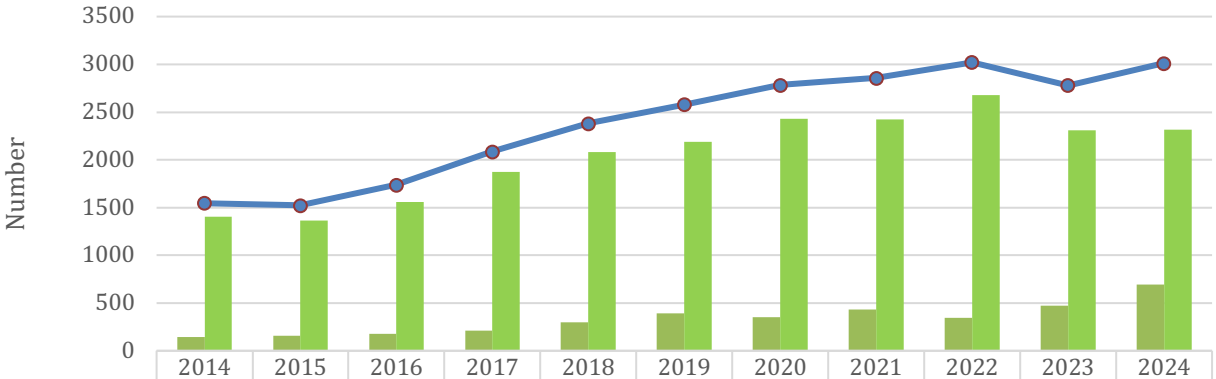
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024 (Provisional estimate)
Australia	1879	1,911	2,016	1,920	1700	1550	1380	1370	1265	1455	
France	1756	2,101	2,096	1,920	1920	1802	1419	1200	1589	1485	
UK	2515	2,506	1,458	1,500	1200	1020	1004	1000	950	1015	
Canada	215	223	255	240	450	1050	885	1195	1300	1500	
Total	10151	11,099	9,911	9,157	8200	8079	7117	6909	7742	8200	8200

2.10 Evolution of international students studying in Mauritius (2014 – 2024)

Between 2014 and 2024, international student enrolment experienced notable fluctuations as illustrated in Figure 6. After a steady start with a slight decline from 1,546 to 1,524 students in 2014–2015, a rapid growth followed from 2015 to 2018, with a substantial increase of 563 students (approximately 37%) due to enhanced recruitment and new programmes. This upward trend continued from 2018 to 2022, reaching a peak of 3,020 students, averaging an annual increase of around 9%. However, 2023 marked a decline of 239 students (–8%), reducing the total to 2,781.

Notably, 2024 saw a resurgence in international student enrolment, reversing the previous year's decline. Regionally, Africa remained dominant, contributing 57% of all international students in 2023, led by Zimbabwe (224) and Madagascar (428). Asia, primarily driven by India, accounted for 36%, with India experiencing a decline from 1,115 in 2022 to 887 in 2023. The overall dip in 2023 largely reflected falling numbers from major sources like India and Nigeria, although some countries, such as Zimbabwe and Madagascar, continued to grow.

Figure 6: Number of International Students Studying in Mauritius by Source (2014-2024)



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
PFIs	141	157	175	212	299	390	355	435	344	472	693
Private	1405	1367	1561	1875	2081	2189	2427	2423	2676	2309	2318
Total	1546	1524	1736	2087	2380	2579	2782	2858	3020	2781	3011

2.11 Enrolment of Students by Gender and by Institution (2019 - 2023)

Table 5: Public Funded Institutions - Local Students Enrolment by Gender

PFI	2019			2020			2021			2022			2023		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
UoM	3337	4939	8276	3433	5243	8676	3631	5379	9010	2886	4074	6960	3014	3994	7008
UTM	1313	1432	2745	1428	1525	2953	1525	1922	3447	1354	1722	3076	1336	1521	2857
ADI	65	96	161	57	96	153	87	159	246	108	191	299	50	114	164
MIE	883	2431	3314	784	2212	2996	468	1268	1736	607	1875	2482	775	2476	3251
MGI	139	490	629	134	420	554	155	439	594	110	282	392	65	209	274
RTI	21	11	32	27	18	45	22	17	39	16	10	26	1	2	3
OUM	2325	4288	6613	2960	5504	8464	3894	7454	11348	4739	8204	12943	4898	8454	13352
UDM	743	320	1063	722	334	1056	718	437	1155	471	332	803	544	254	798
MITD	372	225	597	375	230	605	165	77	242	238	79	317	253	93	346
MIH	30	9	39	18	7	25	-	-	-	-	-	-	24	36	60
Total	**9228**	**14241**	**23469**	**9938**	**15589**	**25527**	**10665**	**17152**	**27817**	**10529**	**16769**	**27298**	**10960**	**17153**	**28113**

Table 6: Public Funded Institutions - International Students Enrolment by Gender

PFI	2019			2020			2021			2022			2023		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
UoM	64	66	130	71	94	165	108	119	227	107	114	221	86	80	166
UTM	22	12	34	16	14	30	20	33	53	28	23	51	69	80	149
ADI	-	-	-	-	1	1	1	3	4	-	2	2	2	4	6
MIE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MGI	1	2	3	-	1	1	-	1	1	-	2	2	-	3	3
RTI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OUM	2	6	8	4	3	7	3	1	4	6	6	12	9	8	17
UDM	108	105	213	67	84	151	81	65	146	33	23	56	87	44	131
MITD	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-
MIH	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	**199**	**191**	**390**	**158**	**197**	**355**	**213**	**222**	**435**	**174**	**170**	**344**	**253**	**219**	**472**

Table 7: Private Funded Institutions - Local Students Enrolment by Gender

Private Funded Institutions	2019			2020			2021			2022			2023			
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	O	T
AMITY Global Business School	28	19	47	21	13	34	24	22	46	33	30	63	7	11	-	18
AMITY Institute of Higher Education	22	35	57	21	38	59	23	27	50	36	34	70	29	27	-	56
Analysis Institute of Management Ltd	48	24	72	55	25	80	40	32	72	37	31	68	41	42	-	83
Charles Telfair Institution	694	839	1533	723	887	1610	726	888	1614	679	866	1545	626	824	-	1450
Centre for Legal and Business Studies	12	6	18	16	6	22	13	5	18	1	2	3	-	-	-	-
ENSA Nantes (Mauritius)	-	-	-	71	25	96	74	18	92	43	30	73	49	34	-	83
Elite School of Business and Finance Ltd	93	92	185	60	64	124	50	47	97	39	25	64	-	-	-	-
Glamis Business School	8	3	11	4	9	13	39	54	93	34	46	80	15	29	-	44
Honoris Educational Network Ltd (YKBS)	-	-	-	-	-	-	187	302	489	219	320	539	225	392	-	617
JSS Academy of Higher Education and Research, Mauritius	-	-	-	5	7	12	17	19	36	18	24	42	22	38	-	60
MCCI Business School Ltd	97	201	298	103	159	262	96	114	210	53	72	125	59	70	-	129
Middlesex University Mauritius	204	291	495	299	346	645	363	397	760	331	373	704	327	359	7	693
Noble Arc Consulting	-	-	-	-	-	-	0	0	0	2	2	4	3	4	-	7
UNICITI Education Hub	172	95	267	39	51	90	33	52	85	33	39	72	19	39	-	58
UOM Enterprise	84	89	173	95	125	220	88	103	191	107	122	229	108	131	-	239
UOM Trust	96	157	253	92	159	251	82	146	228	87	138	225	40	78	-	118
Whitefield Business School	10	2	12	17	12	29	24	20	44	9	5	14	9	11	-	20
SSR Medical College	45	70	115	55	88	143	91	122	213	87	125	212	97	131	-	228
Polytechnics Mauritius Ltd	431	408	839	271	277	548	229	202	431	65	114	179	61	117	-	178
London College of Accountancy	1399	2224	3623	1022	1497	2519	701	1026	1727	610	950	1560	732	1093	-	1825
Belstar Training Services Ltd	6	47	53	8	47	55	1	18	19	14	40	54	6	17	-	23
The Education Trust	-	-	-	-	-	-	2	10	12	2	10	12	3	9	-	12
Malaysian Consortium for Education	-	-	-	92	64	156	-	-	-	10	-	10	3	1	-	4
Rushmore Ltd	214	127	341	191	141	332	230	251	481	221	204	425	98	130	-	228
Trianon Hotel & Tourism Company Ltd	122	165	287	131	155	286	92	167	259	68	93	161	62	101	-	163
Maragadham Education Ltd operating as Anna Medical College	-	-	-	-	-	-	-	1	1	1	3	4	7	6	-	13
Institut Disciples Escoffier Ocean Indien Ltd	-	-	-	30	47	77	28	39	67	37	41	78	40	34	-	74
African Leadership College	9	8	17	9	8	17	5	3	8	3	4	7	4	0	-	4

Private Funded Institutions	2019			2020			2021			2022			2023			
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	O	T
Rishi Dayanand Institute	-	-	-	-	-	-	2	13	15	-	-	-	-	-	-	-
Sagittarius	14	26	40	7	19	26	21	60	81	-	-	-	-	-	-	-
MMA	-	-	-	25	34	59	-	-	-	-	-	-	-	-	-	-
Pronumeris Training Centre Ltd	-	-	-	4	4	8	-	-	-	-	-	-	-	-	-	-
Grant Thornton Business School Ltd	107	84	191	137	105	242	-	-	-	-	-	-	-	-	-	-
The American Campus Ltd	-	-	-	9	4	13	-	-	-	-	-	-	-	-	-	-
BSP School of Accountancy & Management Ltd	289	359	648	66	44	110	-	-	-	-	-	-	-	-	-	-
YK Business School	195	290	485	209	328	537	-	-	-	-	-	-	-	-	-	-
Total	**4399**	**5661**	**10060**	**3887**	**4788**	**8675**	**3281**	**4158**	**7439**	**2879**	**3743**	**6622**	**2692**	**3728**	**7**	**6427**

Table 8: Private Funded Institutions - International Students Enrolment by Gender

Private Funded Institutions	2019			2020			2021			2022			2023		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
AMITY Global Business School	3	3	6	7	1	8	3	1	4	2	2	4	2	3	5
AMITY Institute of Higher Education	106	34	140	96	32	128	82	26	108	211	68	279	103	37	140
Analysis Institute of Management Ltd	5	8	13	5	2	7	7	2	9	10	6	16	12	-	12
Charles Telfair Institution	37	41	78	71	60	131	67	66	133	76	64	140	75	100	175
Centre for Legal and Business Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENSA Nantes (Mauritius)	-	-	-	10	17	27	16	12	28	15	14	29	15	15	30
Elite School of Business and Finance Ltd	1	-	1	1	1	2	-	-	-	-	-	-	-	-	-
Glamis Business School	-	1	1	-	-	-	-	-	-	1	1	2	0	1	1
Honoris Educational Network Ltd (YKBS)	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-
JSS Academy of Higher Education and Research, Mauritius	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-
MCCI Business School Ltd	44	52	96	55	71	126	35	41	76	73	84	157	80	101	181
Middlesex University Mauritius	196	208	404	219	275	494	185	270	455	216	239	455	228	246	474
Noble Arc Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
UNICITI Education Hub	31	30	61	15	12	27	16	11	27	7	13	20	7	8	15

Private Funded Institutions	2019			2020			2021			2022			2023		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
UOM Enterprise	3	-	3	4	-	4	1	-	1	1	2	3	2	2	4
UOM Trust	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Whitefield Business School	3	6	9	7	6	13	3	6	9	-	-	-	4	1	5
SSR Medical College	266	326	592	277	329	606	229	273	502	236	286	522	187	211	398
Polytechnics Mauritius Ltd	1	4	5	1	3	4	1	4	5	-	-	-	-	-	-
London College of Accountancy	-	-	-	-	1	1	-	-	-	1	-	1	-	-	-
Belstar Training Services Ltd	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
The Education Trust	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Malaysian Consortium for Education	-	-	-	-	-	-	110	35	145	6	4	10	5	-	5
Rushmore Ltd	3	2	5	5	2	7	4	3	7	2	3	5	1	5	6
Trianon Hotel & Tourism Company Ltd	38	47	85	27	56	83	46	55	101	35	65	100	20	28	48
Maragadham Education Ltd operating as Anna Medical College	161	117	278	214	166	380	270	225	495	350	289	639	296	274	570
Institut Disciples Escoffier Ocean Indien Ltd	-	-	-	1	-	1	3	-	3	5	-	5	3	2	5
African Leadership College	185	143	328	145	207	352	122	192	314	127	161	288	83	152	235
Rishi Dayanand Institute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sagittarius	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MMA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pronumeris Training Centre Ltd	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grant Thornton Business School Ltd	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
The American Campus Ltd	9	4	13	-	-	-	-	-	-	-	-	-	-	-	-
BSP School of Accountancy & Management Ltd	51	15	66	17	5	22	-	-	-	-	-	-	-	-	-
YK Business School	2	3	5	4	-	4	-	-	-	-	-	-	-	-	-
Total	**1145**	**1044**	**2189**	**1181**	**1246**	**2427**	**1200**	**1223**	**2423**	**1374**	**1302**	**2676**	**1123**	**1186**	**2309**

As shown in Table 9, international student enrolment in Mauritius experienced an overall upward trend from 2014 to 2023, despite some year-on-year variations. Africa remained the leading source region, with enrolment rising from 994 students in 2014 to a peak of 1,705 in 2022, before slightly dropping to 1,581 in 2023. Asia also showed significant growth, starting at 614 students and reaching 1,127 in 2022, though decreasing to 995 in 2023. Other regions such as Europe, North America, Latin America & the Caribbean, and Oceania maintained relatively low but steady enrolment numbers. A notable rise was observed in the "Not Specified" category, which grew from just seven students in 2014 to 186 in 2023, possibly reflecting changes in reporting or classification practices. The total enrolment reached its highest point at 3,020 students in 2022, before declining to 2,781 in 2023.

Table 9: Regional Totals of International Students in Mauritius (2014–2023)

Region	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
Africa	994	1028	1207	1293	1589	1665	1682	1606	1705	1581
Asia	614	489	516	833	925	981	1023	1049	1127	995
Europe	17	17	15	14	15	24	17	14	22	13
Latin America & the Caribbean	6	6	2	3	1	1	2	2	2	0
Northern America	4	6	5	9	9	9	10	15	16	4
Oceania	4	6	5	4	3	3	3	5	6	2
Not Specified	7	6	1	31	44	6	45	67	162	186
Total	**1546**	**1524**	**1736**	**2087**	**2380**	**2579**	**2782**	**2858**	**3020**	**2781**

2.12 Research and Development Expenses (2014 – 2024)

The evolution of expenditure on Research, encompassing research projects funded under the **Research Fund** and **HEC's MPhil/PhD/DBA Scholarships** from 2014 to 2024, is illustrated in Tables 10 and 11.

Table 10: Expenditure on Research Fund from 2015 to 2024 (HEC)

Financial Year	Amount Spent (Rs)
2015	660,520.00
2016-2017 (18 months)	2,045,860.00
2017-2018	4,620,516.00
2018-2019	59,054,144.00
2019-2020 (6 Months)	5,603,740.00
17 Jan 2020-2021(18 months)	15,919,448.00
2021-2022	16,211,780.00
2022-2023	13,838,981.00
2023-2024	14,557,696.00
Total (Rs)	**132,512,685.00**

Table 11: Expenditure on MPhil/PhD/DBA Scholarships from 2014 to 2024 (HEC)

Financial Year	Amount Spent (Rs)
2014	6,455,860.00
2015	6,713,431.00
2016-2017 (18 Months)	7,190,223.00
2017-2018	4,212,325.00
2018-2019	4,961,201.00
2019-2020 (6 Months)	2,641,389.00
17 Jan 2020-2021(18months)	9,297,563.00
2021-2022	7,516,464.00
2022-2023	7,988,674.00
2023-2024	7,746,195.00
Total (Rs)	**64,723,325.00**

Figure 7: Number of Research Articles /Internationally Refereed/Peer-Reviewed Publications

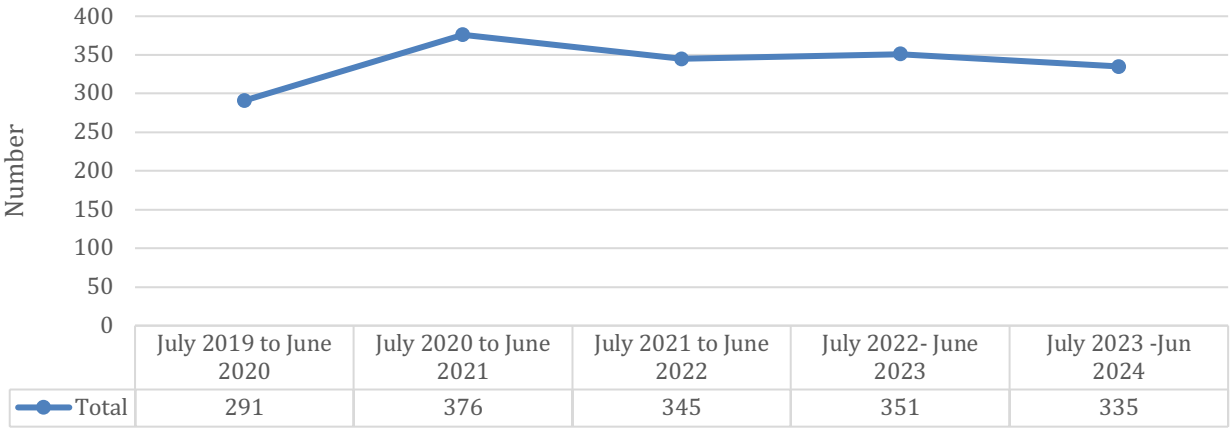


Table 12: Research and Development Expenses (MRC/MRIC)

Financial Year	Total Expenditure On R&D (Rs)	Entity
Jan-Dec 2014 *	29,400,299	MRC
Jan-Dec 2015 *	64,819,054	MRC
Jan 16 to Jun 17 *	88,826,085	MRC
Jul 17 to Jun 18	68,056,212	MRC
Jul 18 to Jun 19	52,510,496	MRC
Jul 19 to Jun 20	55,677,459	MRC/MRIC
Jul 20 to Jun 21	74,938,493	MRIC
Jul 21 to Jun 22	98,624,675	MRIC
Jul 22 to Jun 23	51,313,127	MRIC
Jul 23 to Jun 24	80,157,880	MRIC
Total	**664,323,780**	

Table 13: IP Related Support Services (MRIC)

Financial Year	Number of IP-related Support Services supported by MRIC	Number of Patent/Utility Model Filings Supported by MRIC	Number of Industrial Design Supported by MRIC
2012	-	1	5
2013	-	-	1
July 2014 - June 2015	-	-	2
July 2015 - June 2016	-	-	2
July 2016 - June 2017	-	-	2
July 2017 - June 2018	-	-	-
July 2018 - June 2019	-	-	4

July 2019 - June 2020	-	-	2
July 2020- June 2021	-	-	1
July 2021- June 2022	-	-	-
July 2022- June 2023	6	1*	-
July 2023- June 2024	4	1**	3
July 2024- to date	-	1	4

** Utility Model Granted*

*** Patent Application Filed*

**** One more Patent Application was filed in November 2024*

Mauritius's higher education sector is undergoing significant transformation, marked by increased enrolment, quality enhancements, and international engagement. These developments are integral to the nation's vision of becoming a regional leader in education and a dynamic knowledge-based economy.

3. International Trends in Higher Education: Embracing a Borderless Future

The internationalisation of higher education has emerged as a defining force, reshaping the global educational landscape. Driven by globalisation, digital innovation, demographic shifts, and geopolitical realignments, higher education systems worldwide are transforming to meet the demands of a knowledge-based, interconnected economy.

One of the most significant trends is the **surge in student mobility**. According to UNESCO[2], over 6 million students were enrolled in international programmes in 2023, which is expected to double by 2030. This mobility takes various forms, including traditional overseas enrolment, branch campuses, and transnational online programs. Governments, particularly in Asia and Europe, actively foster this trend through bilateral scholarships, exchange programs, and mutual recognition agreements.

[2] https://www.globalcitizensolutions.com/intelligence-unit/reports/global-education-report/global-education-report-full-report/

The **diversification of educational offerings** is also accelerating. Universities partner across borders to deliver dual degrees, offer English-taught programmes, and expand virtual learning options. This shift is evident in emerging regions like Southeast Asia and Africa, which adapt curricula to reflect global standards and local contexts.

At the heart of this transformation lies **digitalisation**. The global adoption of Massive Open Online Courses (MOOCs), AI-driven learning platforms, and immersive technologies like Virtual Reality (VR) is breaking traditional barriers to access and enabling personalised, flexible learning pathways. Institutions are leveraging EdTech not just to teach, but to assess, collaborate, and connect students globally in real time.

University-business collaboration has also intensified. Internationally, universities are co-creating programmes with industry to align with market needs, enhance employability, and boost innovation. Models such as Germany's dual training system or the Singapore *SkillsFuture* initiative exemplify how education and economic productivity are strategically integrated.

Meanwhile, the **massification of higher education** is expanding access for previously marginalised groups, with inclusion becoming a core policy across continents. However, challenges remain around maintaining quality, ensuring equitable access, and navigating geopolitical and regulatory complexities. Yet the opportunities are profound. Internationalisation enhances institutional prestige, diversifies revenue streams, fosters cross-cultural competencies, and boosts research output through global collaboration.

For Mauritius, aligning with these global trends offers a chance to become a regional hub for higher education. Mauritius can position itself at the forefront of the global academic community by promoting international partnerships, embracing digital innovation, and crafting inclusive policies.

3.1 Trends in the Evolution of the Higher Education Policy Environment – With Global Policy Examples

The global higher education policy environment has undergone seismic shifts over the last three decades. Increasingly, governments are redesigning their higher education systems to respond to globalisation, economic transitions, demographic pressures, digital disruption, and social expectations. These shifts are not isolated but form part of a broader trend toward aligning higher education with innovation-led growth, inclusion, and global competitiveness. Below are six key policy trends with corresponding examples from countries actively shaping their systems in response to these evolving challenges.

3.2 Marketisation and Managerialism

Introducing market principles into higher education has fundamentally altered how institutions operate. In the **United Kingdom**, the *Education Reform Act of 1988*[3] marked a turning point by abolishing tenure and restructuring universities to operate with corporate-style governance. Universities became accountable not only to academic boards but also to funding councils, which introduced performance-linked grants. These reforms created a quasi-market system where competition for students, research funding, and institutional prestige became the norm.

Similarly, **Australia's Higher Education Contribution Scheme (HECS)**[4], introduced in 1989, revolutionised tuition financing by requiring students to share the cost of their education through income-contingent loans. This approach allowed greater access without imposing an immediate financial burden, while simultaneously positioning education as both a public and private good. In **Japan**, the 2004 *National University Corporation Law*[5] granted universities greater autonomy, enabling them to independently manage staff, budgets, and operations. It also subjects them to strict

[3] https://www.legislation.gov.uk/ukpga/1988/40
[4] https://shorturl.at/Ji6sU
[5] https://ad9.org/pegasus/znet/docs/TheProposedLaw.pdf

performance evaluation by the Ministry of Education. This shift from state-controlled to autonomous, performance-driven institutions has led to innovation and administrative pressures.

3.3 Massification of Higher Education

Driven by rising aspirations, population growth, and economic transitions, many countries have implemented policies to expand access to tertiary education. In **India**, the *Rashtriya Uchchatar Shiksha Abhiyan (RUSA)*[6], launched in 2013, aimed to improve access and equity in public institutions, especially in underserved states. By co-funding infrastructure and faculty development with state governments, RUSA sought to close quality gaps and increase enrolment in public institutions, especially in Tier-II and rural cities.

In **South Africa**, higher education was rapidly expanded post-apartheid to redress historical inequalities. Black enrolment increased significantly, aided by the National Student Financial Aid Scheme (NSFAS)[7], which supports students from disadvantaged backgrounds. However, this expansion has strained institutional capacities, leading to student protests such as #FeesMustFall, demanding affordability and decolonisation of curricula. **Brazil's ProUni (University for All)**[8] programme, implemented in 2004, incentivised private universities to offer scholarships to low-income students in exchange for tax exemptions. This model dramatically increased enrolment among marginalised groups, showcasing how public-private partnerships can advance access while preserving fiscal sustainability.

[6] https://www.education.gov.in/rusa
[7] https://www.nsfas.org.za/content/
[8] https://www.ipea.gov.br/ppp/index.php/PPP/article/download/1015/514/4518

3.4 Technological Transformation and EdTech Policies

Technology has emerged as a central force in redefining access, pedagogy, and learner engagement. **China's Education Informatisation 2.0 policy**[9], launched in 2018, envisioned a smart education ecosystem integrating cloud computing, big data, and AI to modernise learning environments. The initiative focused on closing digital divides between urban and rural schools, developing national digital resource platforms, and enhancing the digital literacy of both students and educators. As of 2023, China has launched over 600 MOOCs and piloted AI-based personalised learning algorithms in several provinces.

South Korea has long been a trailblazer in digital education. It's *Cyber University System*, recognised by the Ministry of Education, enables students to earn accredited degrees online, serving working adults and lifelong learners. The government's continued investment in broadband infrastructure and e-learning platforms has facilitated seamless delivery even in remote areas.

3.5 Quality Assurance and International Standards

Governments invest in frameworks to maintain academic standards and institutional credibility as systems expand. **The European Higher Education Area (EHEA)**[10]**,** through its *Standards and Guidelines for Quality Assurance (ESG)*, provides a standard set of internal and external quality assurance principles across 49 member states. These include peer review, student feedback mechanisms, and outcomes-based evaluations, enabling mobility and mutual recognition of qualifications within Europe.

Kenya's Commission for University Education (CUE) [11] has adopted a similar approach, implementing a rigorous accreditation process that includes site visits, curriculum benchmarking, and performance monitoring. CUE's framework ensures that both public and private institutions adhere to

[9] https://files.eric.ed.gov/fulltext/EJ1301603.pdf
[10] https://ehea.info/
[11] https://www.cue.or.ke/

standards, including minimum academic staff qualifications and infrastructure requirements. In **Malaysia**, the revised *Malaysian Qualifications Framework (MQF 2.0)*[12] aligns higher education qualifications with industry competencies, integrating outcome-based education, credit transfer mechanisms, and soft skills assessment. These national quality systems are increasingly being harmonised with global best practices to ensure institutional credibility and graduate mobility.

3.6 Institutional Autonomy and Political-Economic Influence

Institutional autonomy has become a policy priority in many systems to foster innovation, attract talent, and enable strategic responsiveness. In **Germany**, the *Excellence Strategy*[13], a €5 billion federal programme which grants selected universities significant autonomy and resources to pursue cutting-edge research. This policy balances public accountability with academic freedom, encouraging interdisciplinary work and global collaboration while preserving state funding.

In contrast, **Hungary's recent reforms** transferred the governance of public universities to politically aligned private foundations, raising concerns from the European Union about academic independence and freedom of expression. Meanwhile, **Nigeria's TETFUND**[14] (Tertiary Education Trust Fund) provides capital investment in infrastructure and research. Still, governance remains centralised under the Federal Ministry of Education, limiting flexibility for institutions to innovate or raise alternative revenues.

[12] https://www.mqa.gov.my/new/mqf.cfm
[13] https://shorturl.at/NIKsb
[14] https://shorturl.at/DWCyK

4. COVID-19 Response and System Resilience

The COVID-19 pandemic served as a global stress test for higher education systems, accelerating digital transitions and exposing institutional fragilities. In **Canada**, the federal government introduced targeted funding to support digital learning innovation, enhance broadband access in remote communities, and develop national repositories of open educational resources. These measures helped institutions rapidly adapt to remote teaching while preserving educational continuity.

Singapore expanded its *SkillsFuture*[15] programme to reskill and upskill workers affected by economic disruptions. The policy subsidises continuing education through universities and polytechnics, reinforcing the importance of flexible and modular learning. In **Rwanda**, the Higher Education Council launched *Ijwi ry'Uburezi*[16], a mobile-first education platform that offers curriculum-aligned content, helping rural students access learning during lockdowns. These examples illustrate how nations with differing levels of resources adopted tailored, often innovative, solutions to protect education continuity and future-proof their systems.

These global policy examples reveal a converging yet diverse higher education policy environment that must remain agile, inclusive, and quality-driven. Whether through market-based reforms, digital transformation, or equity-focused expansion, the evolution of policy frameworks reflects a shared commitment to building resilient, forward-looking higher education systems capable of navigating 21st-century challenges.

[15] https://www.skillsfuture.gov.sg/
[16]https://www.igihe.com/amakuru/u-rwanda/article/ireme-ry-uburezi-ryagiye-he-mineduc-yabajijwe-impamvu-hari-abarangiza-kaminuza

5. National Committees Set-up From January 2025 to date

Several committees described below have been set up to carry out the necessary groundwork, collect relevant information, meet stakeholders, carry out the analysis to identify the strengths and weaknesses, and make recommendations.

Each of the following National Committees contributes strategically to these objectives:

- **National Committee on Research Strategy:**
  Tasked with positioning Mauritius as a global leader in research and innovation, this Committee has worked on the development of a policy framework that enhances national R&D output, harmonises research policies, promotes impactful research, enhances academia-industry relationships, fosters cross-sector collaboration, and promotes research excellence in national research priority areas.
- **National Committee on Internationalisation of Higher Education:**
  This Committee has worked on the development of an integrated national strategy to attract international students, facilitate academic mobility, and embed global standards within local institutions. It will address structural, logistical, and cultural challenges to promote Mauritius as a vibrant and globally connected knowledge destination.
- **National Committee for Pathways and Technical Education Advancement:**
  Focused on expanding access and employability, this Committee has worked on the design of inclusive pathways between TVET and higher education, aligning curricula with labour market needs, and embedding industry collaboration into programme delivery.
- **National Committee on Branding, Marketing, and Global Positioning of the Mauritian Higher Education:**
  The Committee is tasked with positioning Mauritius as a global education hub by attracting international students and promoting academic excellence. Its strategy includes a strong branding and marketing campaign, targeting key international markets, building global partnerships, engaging alumni, and ensuring a sustainable, culturally sensitive student experience.

- **National Committee on Teaching, Learning, and Quality Transformation:**
  Leading systemic academic reform, this Committee has worked on the development of national benchmarks for pedagogy, assessment, and educational environments. This will help to modernise teaching methods, improve student outcomes, and ensure consistent quality across public institutions while respecting institutional autonomy.
- **National Committee on Science Diplomacy:**
  This Committee articulates a bold vision to position Mauritius as a science diplomacy leader in the region. It also recommends how to align national scientific priorities with global research agendas, strengthen STEM education, and build strategic bridges between academia, government, and the international community.
- **National Committee on Study in Mauritius (SiM):**
  The SiM committee spearheads the development of a seamless, digital, and centralised student application portal, while leading the national campaign to elevate the country's academic visibility. The project will enhance cross-border mobility, institutional collaboration, and access to high-quality tertiary education for both domestic and international students.

Previous research and consultancy research works, including the following, will also be used as input for the Higher Education Summit:

- *The Futures of Higher Education in Mauritius consultation initiative*
- *The Country Private Sector Diagnostic (CPSD) by the World Bank/IFC*

6. Objectives of the Higher Education Summit

The Higher Education Summit 2025 aims to serve as a national platform for strategic dialogue, knowledge exchange, and policy co-creation, bringing together all stakeholders to define a bold and forward-looking vision for the transformation of Mauritius into a regional leader in higher education, research, science, and innovation.

This Summit will foster consensus, drive reform, and serve as the launchpad for a coordinated **National Strategic Plan for Higher Education, Research and Innovation (2025–2035).** The objectives are both overarching and committee-specific, ensuring a holistic and actionable outcome.

6.1 System diagnosis

1. Critically assess the current state of higher education, science, and research in Mauritius**,** identifying key achievements, persistent challenges, and systemic gaps across institutions, regulatory frameworks, and funding mechanisms.
2. Map the sector's core strengths and weaknesses, including the quality of academic programmes, research output, governance, infrastructure, institutional performance, and responsiveness to national development priorities.

6.2 Positioning and global strategy

1. Evaluate Mauritius's readiness to become a regional hub for higher education and research, by identifying both enablers and structural barriers to internationalisation, transnational education, and cross-border academic mobility.
2. Co-develop a robust international branding and marketing strategy under the "Study in Mauritius" campaign to position Mauritius as a preferred destination for students, researchers, and academic partners from around the world.
3. Advance Mauritius' leadership in emerging scientific fields and elevate its active participation in global scientific dialogue through strengthened research capacity, international collaboration, and science diplomacy.

6.3 Core Academic Functions

1. Analyse the underlying causes behind the low volume and limited impact of national research publications, and recommend actionable policies to build research capacity, enhance knowledge production, and strengthen global academic visibility.
2. Examine the effectiveness of current teaching and learning practices and quality assurance systems, with the aim of establishing national standards that ensure academic excellence, innovation, and inclusivity across all tertiary institutions.

6.4 Skills, Access, and Validation

1. Analyse the current state of technical and vocational education and training (TVET) and propose seamless, inclusive pathways that align TVET with higher education, industry needs, and future skills development.
2. Validate the thematic recommendations of the National Committees, ensuring alignment with international best practices and national goals related to economic transformation, social equity, and sustainable development.

7. Expected Outcomes

7.1 Strategic Outcomes

1. Adoption of the National Higher Education, Science, and Research Vision 2035, endorsed by stakeholders as a unified declaration of intent to transform Mauritius into a regional and global knowledge hub.
2. Ratification of National Committee Recommendations on Research Strategy, Internationalisation, Teaching and Learning Transformation, TVET Pathways, and Science Diplomacy, as part of a national implementation agenda.
3. Adoption of elements such as policy priorities, institutional reforms, and developmental linkages encompassing quality assurance, TVET integration, research excellence, digital

transformation, and science diplomacy that will form the basis of the Higher Education Strategic Plan 2025-2035.

4. Elements that form the basis of the **Strategic Framework for Higher Education 2025–2035**, outlining key policy directions, institutional reforms, and national development linkages covering areas such as quality assurance, TVET articulation, research productivity, and science diplomacy.
5. Formal endorsement of the **"Study in Mauritius"** or any other agreed Brand Strategy, with national and institutional commitments to position Mauritius as a preferred destination for higher education, cross-border programmes, and academic collaboration.

7.2 Proposed Operationalisation and Follow-up Mechanisms

- Formation of a National Implementation and Monitoring Task Force to coordinate the execution of Summit outcomes with various stakeholders, including representatives from the parent Ministry, the Higher Education Commission, Business Mauritius, and representatives of the public and private higher education institutions.
- Institutional Performance Dashboards to measure progress against targets such as enrolment growth, research output, graduate employability, and international partnerships.
- Attract funding through donor partnerships, earmarked for reform implementation, innovation pilots, and system digitalisation.
- A comprehensive Implementation Matrix to translate policy recommendations into time-sensitive interventions, supported by well-defined indicators and performance metrics. This will facilitate structured monitoring, enable adaptive management, and allow for policy iteration when necessary.
- A biennial review mechanism will be established to evaluate progress against strategic goals and key performance indicators (KPIs), identify bottlenecks, and recalibrate strategies as needed to ensure continued alignment and effectiveness. This strategy will foster a culture of evidence-informed decision-making and institutional learning. The Summit will serve as the launchpad for an ongoing cycle of reform, reflection, and adjustment, thus embedding resilience, responsiveness, and relevance at the core of Mauritius' higher education system.

7.3 Summit Format and Methodology

The Higher Education Summit will be structured to facilitate inclusive participation, deep engagement, and actionable outcomes. It will bring together a diverse range of stakeholders, policymakers, university leaders, researchers, students, employers, and international experts in a dynamic and collaborative setting.

7.4 Structure of the Event

The Higher Education Summit will be held over three full days, from 4 to 6 June 2025**,** with the official opening ceremony taking place on 4 June. The Summit is designed to foster informed dialogue, collaborative policymaking, and actionable outcomes through a structured series of thematic sessions.

Each day will feature two high-impact thematic sessions, resulting in a total of six sessions across the three days. Each session will run for approximately three hours and will be composed of the following structured components:

- **Part 1 – Presentation of Committee Recommendations (45 minutes):**
  A focused presentation of the key findings, recommendations, and proposed policy directions developed by one or more of the National Committees. This sets the foundation for informed deliberation.
- **Part 2 – Expert Panel Discussion (45 minutes):**
  A moderated dialogue featuring national and international experts, institutional leaders, and industry representatives. The panel will critically engage with the recommendations, share comparative insights, and respond to strategic questions.
- **Part 3 – Networking and Refreshments (15 minutes):**
  A facilitated tea break offering informal networking opportunities among stakeholders, allowing for deeper engagement and exchange of ideas.
- **Part 4 – The People's Voice: Stakeholder Dialogue (45 minutes):**
  An open, interactive segment where participants, including students, educators, industry representatives, and civil society, are invited to pose questions, offer feedback, and contribute

alternative perspectives. This ensures inclusivity, accountability, and co-ownership of the Summit's outcomes.

The format is intentionally participatory, ensuring that each session moves beyond presentation into collective reflection and strategic consensus-building. Outcomes and insights from each session will feed directly into the development of the final Summit Declaration and implementation roadmap.

8. Participants

The effectiveness and legitimacy of any national transformation agenda, especially in a sector as complex and multidimensional as higher education, fundamentally depend on the breadth and depth of stakeholder engagement. In this regard, the **Higher Education Summit 2025** will be founded on the principle of inclusive and deliberative participation. This is not merely a procedural necessity but a strategic imperative for cultivating ownership, fostering consensus, and ensuring that reforms are contextually grounded and widely supported.

The Summit will bring together a diverse group of participants from the higher education ecosystem and related fields. Attendees will include senior officials from government ministries, statutory regulatory authorities, and policy thinktanks, whose insights are crucial for aligning institutional developments with national goals. Also central are the heads of public and private higher education institutions, whose leadership is vital for guiding implementation, as well as academic staff, researchers, and students, whose involvement ensures scholarly rigour, innovation and continuity. Members of the society will be invited to participate.

Moreover, the event will actively engage **industry leaders, professional bodies, employers' associations, and innovation clusters**, thereby grounding higher education reforms in the practical realities of the labour market and emerging economic sectors. The inclusion of students (secondary, TVET, etc) and civil society organisations will ensure that the voices of learners and citizens are not only heard but also integrated into the policy framework.

The involvement of the **Mauritian diaspora**, particularly those in academia, technology, and innovation abroad, is envisioned to potentially act as a significant bridge between global expertise and national development. This broad-based approach reinforces the Summit's dedication to fostering a **new social compact for higher education** that is participatory, forward-thinking, and resilient. Through this holistic engagement strategy, the Summit will encourage the exchange of ideas and the collaborative development of solutions that are both visionary and actionable. This diverse, cross-sectoral engagement aligns with the Government's commitment to promoting a new social pact and participatory governance in the education sector.

9. Conclusion

The convening of the Higher Education Summit 2025 marks a critical juncture in Mauritius' higher education journey, an opportunity not merely to take stock but to **redefine the future with clarity, purpose, and collective resolve**. As the country continues to transition towards a diversified, innovation-driven, and sustainable economy, the role of higher education cannot remain peripheral; instead, it must be repositioned as a central engine of transformation, cohesion, and national advancement.

What this Summit offers is not merely a forum for policy debate, but a **deliberative and visionary space** where competing ideas can converge towards a shared direction that is ambitious yet attainable, grounded in values of equity, excellence, and international relevance. By integrating foresight methodologies, promoting inclusive engagement, and focusing on actionable outcomes, the summit exemplifies a new model of participatory governance in higher education.

The resulting frameworks, policies, and institutional commitments will pave the way for a reimagined higher education system that is globally competitive yet locally rooted, digitally empowered yet human-centred, and resilient in the face of uncertainty. This transformation is not merely an aspiration; it is a **strategic necessity** for Mauritius to thrive in a complex and rapidly evolving global knowledge economy.

The Higher Education Summit 2025 is not just an event; it is a pivotal moment in creating a future-ready higher education system that can nurture the minds, values, and skills necessary for Mauritius to move boldly and confidently into the mid-21st century.

Annex

Higher Education Summit 2025: Stakeholder Briefing Pack

Purpose: This annex outlines a non-exhaustive list of strategic questions that will guide pre-summit reflection, committee discussions, and policy co-creation during the Higher Education Summit 2025. These questions are aligned with the nine strategic objectives of the Summit and reflect national priorities in internationalisation, TVET advancement, research excellence, science diplomacy, digitalisation, and teaching transformation.

A1 System Diagnosis

Objective 1 & 2: Assess the current state and map the strengths and weaknesses of higher education in Mauritius.

- What structural and regulatory constraints are impeding the performance and agility of Mauritian HEIs?
- Which institutions demonstrate replicable models of success in governance, research, or inclusivity?
- What benchmarks and data are necessary to enable strategic comparison with regional and global institutions?
- How can inter-ministerial alignment be improved to connect HE with national development goals?
- What governance principles should guide an agile regulatory system that balances autonomy with accountability?
- What institutional funding frameworks would incentivise innovation, differentiation and quality improvement?

A2 Positioning Mauritius as a Global Education Hub

Objective 3, 4 & 5: Strengthen internationalisation, branding, and science diplomacy.

A2.1 Internationalisation & Study in Mauritius

- What are the most effective enablers and deterrents for international students choosing Mauritius?
- What value proposition should define the "Study in Mauritius" brand to appeal to diverse international markets?
- Which countries, regions, and academic disciplines should be targeted under the Study in Mauritius strategy?
- What infrastructure and support services are needed to improve international student satisfaction (housing, health, integration, visas)?
- What policy reforms are needed to simplify student visa processes, credit transfer, and post-study work rights?
- How can international students be better supported in housing, health, wellness, mental health, language, and cultural integration?
- How can Mauritius enhance bilateral and multilateral higher education partnerships to boost academic exchange?
- Which global and regional platforms should Mauritius prioritise to enhance visibility as a knowledge destination?
- What specific policies and incentives could support HEIs in international marketing and recruitment efforts?
- How should digital tools and partnerships (e.g., with embassies, agents, influencers) be mobilised for strategic outreach?
- What support systems should be developed for online or hybrid international learners?
- How can we leverage the Mauritian diaspora to promote global academic mobility and visibility?
- What performance indicators should measure the success of the Study in Mauritius campaign?
- What strategies can incorporate student and alumni voices into a sustainable brand narrative?

A2.2 Science Diplomacy & Global Visibility

- How can Mauritius position itself as a regional science diplomacy hub among SIDS and African nations?
- What multilateral platforms and bilateral agreements should be prioritised for strategic research alliances?
- How can Mauritius build national capacity for science policy advisory, foresight, and global negotiation?
- How can science advisors be embedded in diplomatic missions to raise Mauritius' global STI presence?
- What international bilateral or multilateral STI agreements are most strategically relevant?
- How can science diplomacy be used to attract research funding, infrastructure support, and global partnerships?

A3 Academic and Research Transformation

Objective 6 & 7: Modernise pedagogy and elevate research impact.

A3.1 Teaching and Learning

- What minimum national standards should be established for course delivery modalities, including classroom contact hours, online live instruction, guided self-learning with learning materials provided, and for assessment practices and quality assurance across all higher education institutions?
- How can EdTech, AI, and blended learning or blearning, strengthen pedagogy and improve student outcomes?
- What are the most promising applications of AI and data analytics for teaching, learning and assessment in Mauritian HEIs?
- How can institutions address digital inclusion, infrastructure gaps, and access disparities?

- What professional development systems are needed for academic staff in digital and inclusive pedagogy?
- What policies are needed to ensure ethical, transparent, and pedagogically sound integration of emerging technologies?
- How should institutions rethink faculty development to support digital transformation?
- What incentives could drive innovation in EdTech, digital content creation, and adoption of open educational resources (OER)?
- How can our national QA framework be used to improve competitiveness in the HE market?
- How can the current quality assurance framework be reformed to support innovation and institutional diversity?
- How can revised accreditation standards effectively integrate micro-credentials, RPL, and lifelong learning?
- How can we embed a culture of continuous improvement without creating additional compliance burdens?

A3.2 Research and Innovation

- What are the key bottlenecks to research output and global visibility among Mauritian HEIs?
- What structural barriers hinder research productivity in Mauritian higher education institutions?
- What funding mechanisms and incentive structures would best promote interdisciplinary and applied research?
- How can Mauritius increase participation in international research consortia and attract global scholars?
- What support structures are needed for research commercialisation, IP management, and start-up incubation?
- How can Mauritius foster stronger collaboration between academia, government, and industry for knowledge transfer?
- What performance indicators should be used to guide the allocation of public and private funds in higher education?

- How can international research cooperation be scaled up to support national priorities and visibility?

A4 Skills, TVET, and Access Pathways

Objective 8: Strengthen seamless, inclusive TVET-to-HE transitions.

- What structural reforms are required to harmonise credit transfer and articulation between TVET and HE?
- What design principles support modular, stackable, and industry-aligned learning?
- How can industry co-creation be embedded in curriculum development and review?
- What forms of assessment and certification better reflect workplace readiness?
- What strategies can attract international students to specialised TVET programmes in Mauritius?
- How can we embed green skills, digital literacy, and entrepreneurship across all TVET disciplines?
- What policies will ensure access for learners with disabilities and those from disadvantaged backgrounds?
- What systems are needed to track transition success and employment outcomes of TVET graduates?
- What funding and industry partnerships can scale modern TVET infrastructure?

A5 Implementation, Policy Integration, and Monitoring

Objective 9: Operationalise Committee recommendations and ensure national alignment.

- How should the outcomes of National Committees be embedded into long-term government strategy?
- What governance models (e.g. task forces, scorecards, dashboards) will support effective follow-through?
- How can stakeholder input be sustained through post-Summit feedback and advisory channels?
- What resource mobilisation strategies (national, private, donor-based) will ensure continuity and reform uptake?

Instructions for Stakeholders: *Please use these questions to guide internal reviews, prepare contributions for Summit sessions, and assess the alignment of your institution or department with national transformation goals.*

2025 HIGHER EDUCATION summit

A Global Vision for Higher Education, Research, Science, Innovation, and Workforce Transformation