Ministry of Tertiary Education, Science and Research

Report of the

National Committee on
Internationalisation of Higher Education in Mauritius

HIGHER EDUCATION summit 2025

Executive Summary

Mauritius aspires to position as a global education hub which is in line with the Government Programme 2025-2029. The internationalisation of higher education is a strategic pillar which will enable Mauritius to attract global talent and international students, foster academic excellence, enhance research collaboration and promote cultural exchange.

The Committee on Internationalisation of Higher Education was established to assess current situation, identify the different challenges and opportunities, and to make recommendations to enhance the higher education in Mauritius. The Committee tried to address logistical and cultural challenges, promote transnational education programmes and create a vibrant ecosystem of knowledge exchange and cultural integration through the development of a internationalisation strategy.

This report outlines the findings of the Committee and presents recommendations with a clear responsibility, implementation timeline and the measurable key performance indicator. A situational analysis indicates that while Mauritius has made some progress in hosting international students and developing partnerships, challenges such as low international visibility, complex policies and procedures, and infrastructure constraints with regards to accommodation must be addressed to achieve global competitiveness.

The report is based on four strategic objectives:

- Positioning Mauritius as a global education hub

- International student support and experience

- Transnational education and academic programmes

- Partnerships and international engagement

The committee has developed a national strategy on internationalisation which will help to increase the number of international students, enhance student mobility, strengthen

transnational education partnerships and ensure a world-class academic environment which is line with Government Programme 2025-2029. In order to implement the strategy, a series of initiatives and recommendations has been proposed, including:

- Reforming the visa process, including digitalisation of the student visa application process, introduction of dependent visa, review the authorised hours of work for students registered on part time basis.

- Providing language boot camps, standardised orientation content, list of off-campus housing options, mental health services, free health services in public hospitals, awareness campaign on drug prevention, launching of a nationwide awareness campaign to promote cultural sensitivity and inclusivity.

- Reviewing of current acts (HE and QA) and streamlining the current accreditation process, developing a mutual recognition agreement, developing joint programmes and launching franchised programmes in niche academic disciplines, designing online programmes and investing in digital infrastructure.

- Promoting joint research, organising international meetings and conferences, fostering joint PhDs and faculty exchange programmes, establishing dual-degree programmes.

- Developing heritage tours, local crafts and cuisine workshops and homestay programmes with local communities and launching a student feedback system on the recruitment agents.

- Establishing scholarship schemes based on academic excellence for high-achieving international students and implementing an International Scholarship Scheme for students from Asia and SIDS as well.

The Committee recommends a phased implementation approach. The report also provides an implementation plan with timeline foreach recommendation.

Acknowledgements

The Committee on Internationalisation of Higher Education extends its sincere appreciation to all contributors of this report. We are especially grateful to members of the Committee for their commitment, expertise and collaborative spirit throughout the consultation and drafting process. The diverse perspectives and dedication proposed have been invaluable in shaping a strategy that reflects both global best practices and the unique aspirations of Mauritius.

We also extend our thanks to the various academic institutions, to the representatives of the Ministry of Housing and Lands , the Ministry of Health and Wellness, the Ministry of Arts and Culture, the Ministry of Local Government, the Ministry of Tourism, the Ministry of Labour and Industrial Relations, the Passport and Immigration Office, the Higher Education Commission, the Mauritius Research and Innovation Council and the Quality Assurance Authority as well as representatives of the international students who provided valuable insights and recommendations during stakeholder consultations.

In addition, we would also like to express our sincere gratitude to the distinguished panellists who generously shared their expertise and perspectives during the Higher Education Summit. Their contributions enriched the discussions and helped refine the recommendations put forward. We further extend our appreciation and gratitude to members of the public who provided constructive feedback during the 'People's Voice' session, ensuring that the views and aspirations of a broader cross-section of society were duly considered in shaping the future direction of internationalisation of higher education in Mauritius.

The collective contributions of all involved will serve as the foundation for a vibrant, internationally connected higher education ecosystem that will benefit Mauritius and its future generations.

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Abbreviations

ALU   African Leadership University

BM   Business Mauritius

CTI   Charles Telfair Institution

EDB   Economic Development Board

EMGS   Centralised Education Malaysia Global Services

HE   Higher Education

HEC   Higher Education Commission

HEI   Higher Education Institution

MASS   Mauritius-Africa Scholarship Scheme

MIE   Mauritius Institute of Education

MoHW   Ministry of Health and Wellness

MoLIR   Ministry of Labour and Industrial Relations

MoTESR   Ministry of Tertiary Education, Science and Research

MRIC   Mauritius Research and Innovation Council

NGOs   Non-Governmental Organizations

OUM   Open University of Mauritius

PFIs   Publicly Funded Institutions

PHEIs   Private Higher Education Institutions

PIO   Passport and Immigration Office

PML   Polytechnics Mauritius Ltd

PMO	Prime Minister Office
QAA	Quality Assurance Authority
RGSC	Rajiv Gandhi Science Centre
STEM	Science, Technology, Engineering and Mathematics
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TNE	Transnational Education
UdM	Université des Mascareignes
UoM	University of Mauritius
UTM	University of Technology, Mauritius
YPOP	Young Professional Occupational Permit

1. Introduction

Higher education today operates in an increasingly interconnected and competitive global environment. For Mauritius, internationalisation is not merely an option but a necessary strategy in order to achieve its ambition of becoming a regional knowledge and innovation hub. By attracting international students, fostering academic partnerships and promoting cross-cultural engagement, Mauritius can enhance the quality of its education system, diversify its economy and strengthen its global presence.

The Government Programme 2025-2029 states that **"*Government is determined to position Mauritius as a global education hub in order to attract international students and establish the nation as a centre of academic excellence*"**. The aspiration to establish Mauritius as a global knowledge hub and centre of excellence in education, research and innovation is important to become an education hub. Higher education is recognised as a key pillar in achieving this goal, serving not only as a source of human capital development but also as a catalyst for economic diversification, innovation and international diplomacy. A globally connected and culturally diverse higher education sector will enhance academic quality, promote cross-border collaboration, attract talent and investment, and elevate the global profile of Mauritius. Mauritius can position itself as a preferred destination for quality education and research in the region by fostering international partnerships, increasing the mobility of students and scholars, and embedding global standards within its institutions. In this context, the internationalisation of higher education assumes a strategic importance.

In November 2024, the Government of Mauritius established a dedicated Ministry for Tertiary Education, Science and Research with the aim to make Mauritius a hub of academic excellence, promote the country internationally and secure the financial independence of tertiary institutions. The Ministry intends to improve the quality of higher education through innovative policies, strategic programmes and quality assurance frameworks. Moreover, the Ministry has laid strong emphasis on the promotion of tertiary education at international level so that more foreign students are encouraged to register with public and private institutions. In line with efforts to position Mauritius as an internationally recognised centre for higher education, a Committee on

Internationalisation of Higher Education was established. The set of objectives of the Committee, as listed in Annex 1 were grouped into the following four broad areas (Annex 2):

- Positioning Mauritius as a global education hub
- Enhancing international student support and experience
- Providing transnational education and academic programmes
- Promoting partnerships and international engagement

The Committee was assigned 25 Terms of Reference (ToRs) as provided in Annex 3 and these have been grouped under seven thematic headings outlined in Annex 4. The composition of the Committee is provided in Annex 5. The mandate of the Committee was to develop a comprehensive strategy for the internationalisation of higher education in Mauritius along with a set of recommendations which will provide the necessary ecosystem. As part of this process, an analysis of the current higher education landscape was carried out to identify key opportunities and challenges within the sector.

This report presents the findings and recommendations of the Committee. It serves as a roadmap to guide the development of a vibrant, inclusive and globally engaged higher education sector that can contribute meaningfully to the nation's economy and future.

2. The Higher Education Landscape in Mauritius

Mauritius has developed a diverse and expanding higher education sector, comprising both public and private institutions. The sector is overseen by the Higher Education Commission (HEC), which is responsible for monitoring and regulating the higher education sector among others. While Mauritius has taken steps toward developing its higher education sector, progress has been limited and there remains considerable room for improvement. Currently, there are 39 Private Higher Education Institutions (PHEIs) and 10 Publicly Funded Institutions (PFIs) (Annex 6) which offer programmes that range from diplomas to doctoral degrees. The total number of students enrolled in Higher Education Institutions in Mauritius is 39430 as at 2024 out of which there are 3011 international students.
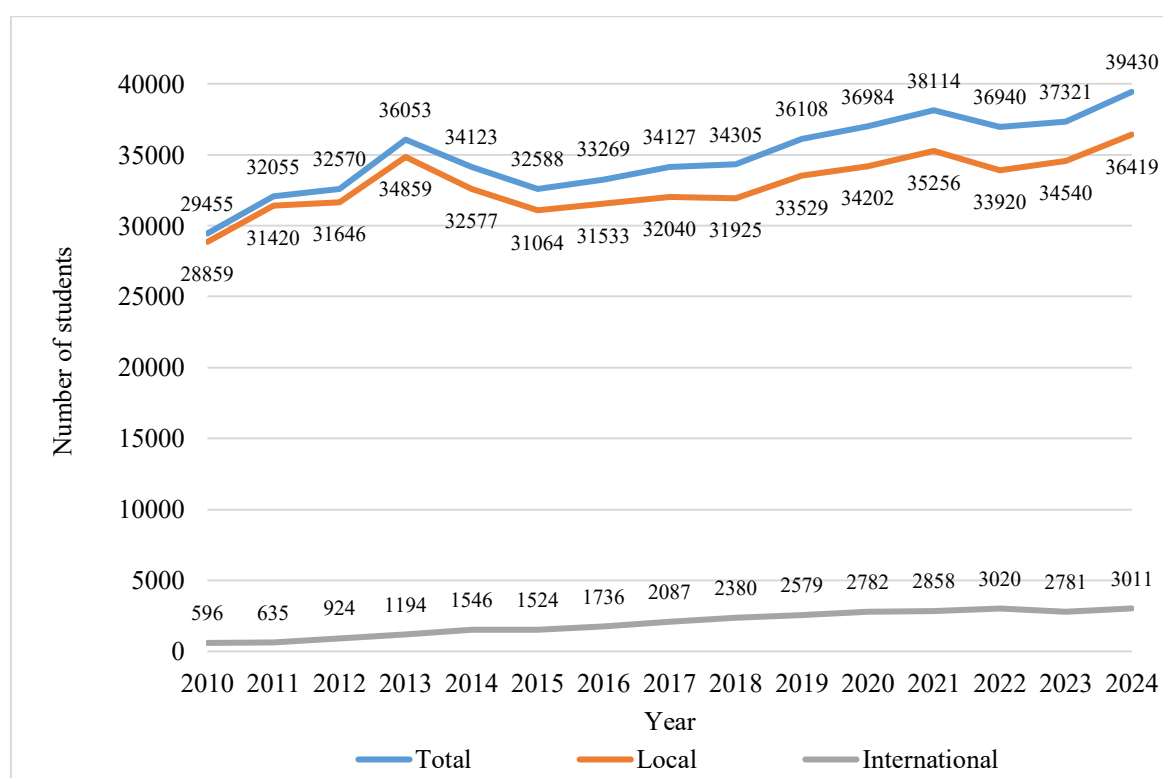
Figure 1: Total Number of students enrolled in HEIs in Mauritius (Source: Data provided by HEC)

Over the last decade, a slight increase in the number of students enrolled in the Higher Education Institutions has been noted. However, the declining youth population, along with dropouts at secondary education level, is putting pressure on the higher education system. Between 2019 and 2024, there has been a steady drop in the number of secondary school students from 112,343 (March 2019) to 94,747 (March 2024) (Statistics Mauritius,

2024). The international students represent 8% of the total number of students enrolled in the Higher Education Institution in 2024. The percentage of international students has kept on increasing from 2% of the total student population in 2010 to 8% in 2024. The international students are mostly based in the PHEIs compared to PFIs as shown in Figure 2. The ratio of international students in PHEIs to PFIs has decreased from 10 in 2014 to 3 in 2024.
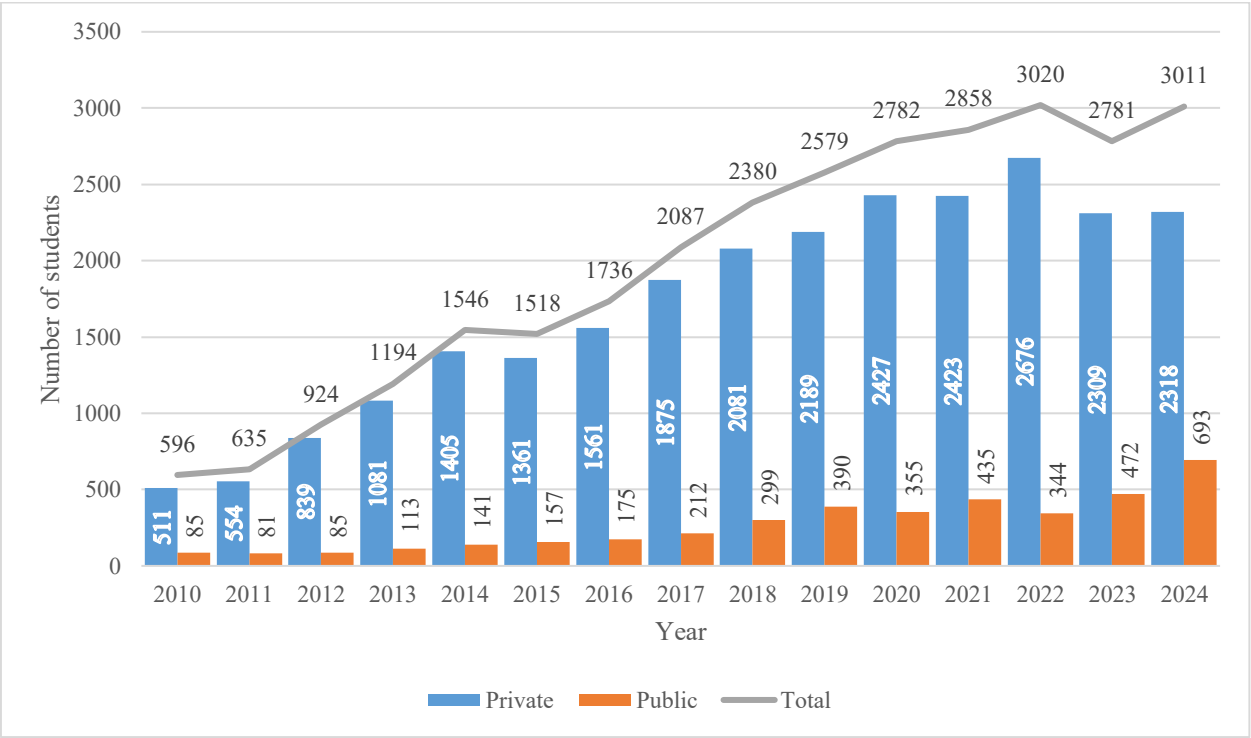
Figure 2: Number of International Students in PHEIs and PFIs (Source: Data provided by HEC)

The international students, both in HEIs and training centres are mostly from India, Madagascar, Zimbabwe Nigeria, South Africa, Tanzania, France, Uganda, Rwanda and Kenya. Students from India represent 39% followed by 20% from Madagascar as shown in Figure 3. The 'others' category collectively representing 9% are mostly from African countries, with each country representing less than 1%.

Distribution by countries
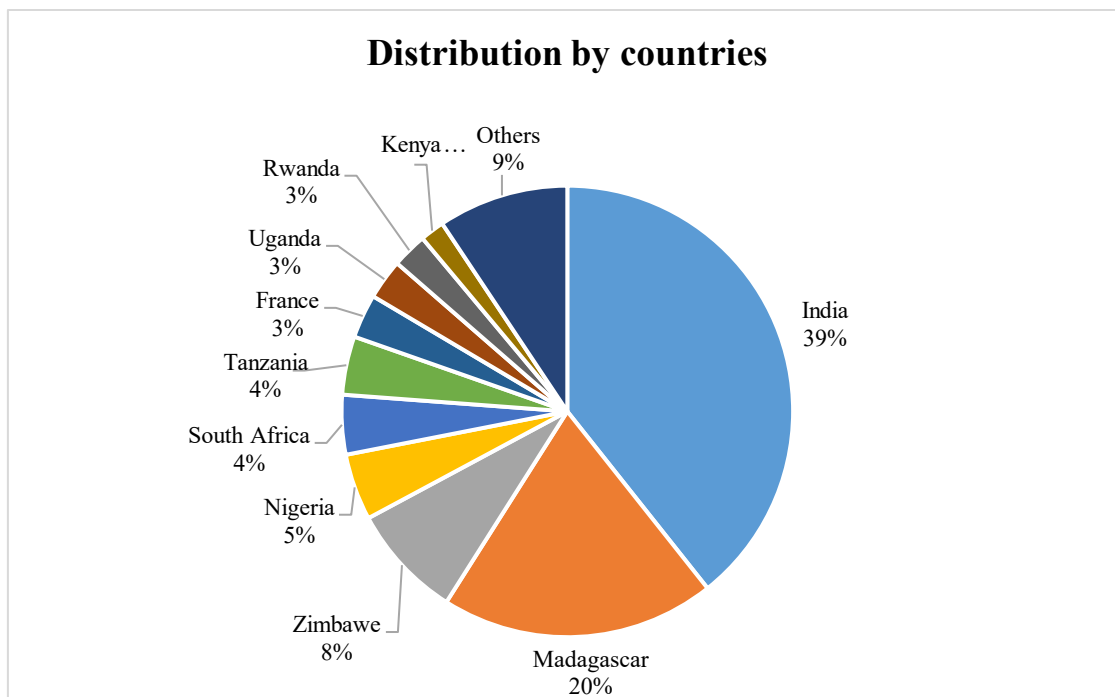
Figure 3: International Students in Mauritius by Country (Source: Data provided by PIO)

Figure 4 depicts the regional enrolment trend over the last four years. The number of students from Africa has kept on increasing.

	Africa	Asia	Europe	Other region
2021	1602	1065	165	26
2022	1649	1135	212	24
2023	1768	903	104	6
2024	1873	970	152	16

■2021 ■2022 ■2023 ■2024
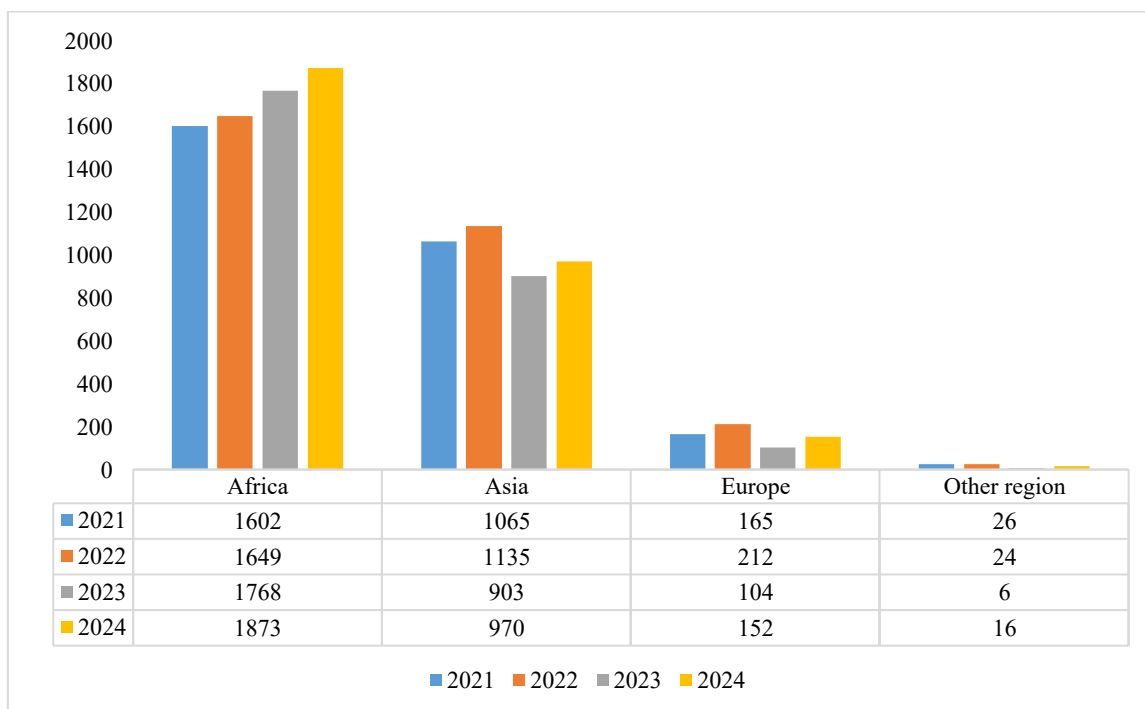
Figure 4: Number of students from different regions (Source: Data provided by HEC)

The large number of African students reflects Mauritius' established role as a key education hub on the continent. International students come to Mauritius primarily to pursue their study in Medicine (35%), Information Technology (14.4%), Administration/Management (11.5%), Business/Commerce/Marketing (9.6%), and Law (4.8%).

The Government offers the Mauritius-Africa Scholarship Scheme (MASS) to students from the African continent. According to this scheme, students from African Union member nations can apply for full-time scholarships at PFIs in Mauritius. The MASS Edition 2024 includes 40 new grants, raising the total number of ongoing scholarships to 92. The chart shows the number of new awards to the PFIs in 2024 namely University of Mauritius (22), Polytechnics Mauritius Ltd (9), University of Technology, Mauritius (7) and Université des Mascareignes (2).
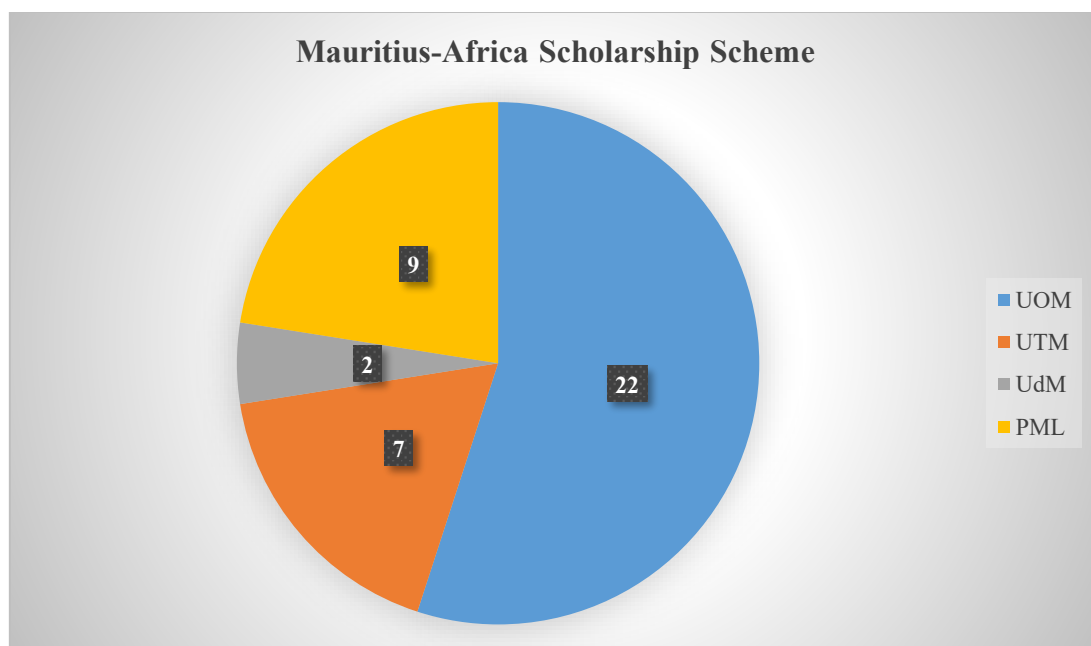
Figure 5: Number of MASS awardees 2024 (Source: Data provided by MoTESR)

3. International Perspective on Internationalisation of Higher Education

In an increasingly interconnected world, the internationalisation of higher education has become a strategic priority for nations seeking academic excellence, talent attraction, economic growth and enhanced global influence. Countries around the world have adopted distinct models tailored to their national priorities, institutional strengths and competitive positioning in the global education landscape. These models range from export-oriented approaches where international education is a key economic sector to regional hub strategies aiming at attracting neighbouring international students, forging global academic partnerships and boosting national competitiveness to research-led and innovation-driven ecosystems. The following provides the strategies of some countries that have been successful in internationalisation of the higher education:

Australia

Australia positions international education as a major economic sector which is based on an export-oriented model. Its National Strategy for International Education 2021–2030 emphasises diversity, skills development, student-focused services and global reach (Australian Government, 2021). The key enablers include:

1. simplified visa systems
2. post-study work opportunities
3. work-integrated learning

Australia hosted over 750,000 international students pre-COVID, generating over AUD 40 billion annually and making education its fourth-largest export industry. It is worth noting that Australia has introduced a cap of 270,000 international students (new) for the year 2025.

Canada

Canada integrates its international education strategy with immigration and labour market policies to enable the aspect of inclusivity. It offers:

1. pathways to permanent residence
2. public promotion campaigns
3. student-friendly support structures

In 2022, international students contributed CAD 37.3 billion and supported over 361,000 jobs. The model reflects an inclusive and long-term talent retention approach (Global Affairs Canada, 2023)

United Kingdom

The UK leverages its historic academic prestige to become a global education leader. It is based on the model of global education hub with transnational reach. The key strategies include:

1. transnational education (TNE) through joint/dual degrees and offshore campuses
2. flagship scholarships like Chevening and Commonwealth awards

In 2021/22, international students added £37.4 billion to the UK economy. The UK remains a top destination due to the flexible delivery models and global alumni networks (London Economics, 2023).

Malaysia

Malaysia aims to become Southeast Asia's education hub (Regional Education Hub) through the Malaysia Education Blueprint 2015–2025 (Ministry of Education Malaysia, 2015). It promotes:

1. international branch campuses (like Monash and Nottingham)
2. centralised Education Malaysia Global Services (EMGS) for international student facilitation

This model focuses on affordability, cultural proximity and regional collaboration.

Germany

Germany attracts students through its tuition-free or low-cost education and robust public funding model. Its strengths lie in:

1. DAAD scholarships
2. strong international research partnerships
3. emphasis on STEM fields and postgraduate mobility

Germany's inclusive and research-oriented system supports its global reputation for academic excellence (DAAD, 2023).

United States

The US hosts the largest international student population globally. It is based on a research-led and market-driven model. It has a decentralised system that allows universities to:

1. lead branding and alumni diplomacy
2. focus on high-end research and global networks

Despite visa and cost challenges, the US remains attractive due to its institutional autonomy and academic leadership (Institute of International Education, 2023).

Singapore

Singapore is one of the strategic and innovation-driven education hubs. It has built a reputation as a high-quality education destination through:

1. the Global Schoolhouse initiative aims to draw international universities and students
2. leading institutions with strong global research links like National University of Singapore and Nanyang Technological University
3. Government investment in research and development, and institutional autonomy

Singapore's compact, tech-forward approach supports both innovation and international competitiveness (Ministry of Education Singapore, 2021).

4. Methodology

A multi-method approach, combining discussions and deliberations at the Committee level, survey-based research and meetings with various stakeholders was adopted by the Committee. This mixed-method design ensured comprehensive input from key actors and triangulation of findings to enhance validity and reliability. Close interactions with key stakeholders in the higher education sector has allowed the committee to gauge the current

landscape of internationalisation in Mauritius together with its challenges and opportunities.

4.1 Committee Meetings

A series of discussions was held with committee members who were responsible for the various Terms of Reference (ToRs). These discussions served the following purposes:

- To conduct a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis on the Higher Education sector in Mauritius

- To determine whether certain ToRs could be merged or streamlined for greater coherence.

- To formulate initial recommendations for each ToR based on expert judgment, institutional knowledge and contextual analysis.

4.2 Survey Research

The following two distinct online surveys were conducted to gather quantitative and qualitative insights from key stakeholders:

1. Survey for Higher Education Institutions (HEIs – "Internationalisation of Higher Education"

- Target Group: 49 higher education institutions (both public and private) with existing or potential capacity to enroll international students.
- Sample Size: 17 respondents.
- Purpose: To assess the current scope, challenges and readiness of institutions in exporting education services and attracting international students.
- Data collected: Current internationalisation activities and challenges faced by HEIs through online administration of a survey questionnaire containing mostly open-ended questions

2. International Students Survey

- Target group: All international students currently enrolled in both public and private higher education institutions in Mauritius.

- Sample size: 150 respondents.
- Purpose: To gather feedback on their experiences, challenges and expectations related to studying and living in Mauritius as international students.
- Data collected: Views on visa and immigration processes, academic experience, cultural integration, student support services and campus life through online administration of a survey questionnaire containing a mix of close- and open-ended questions.

4.3. Stakeholder Consultations and Bilateral Meetings

To complement the survey data and ensure stakeholder alignment, bilateral and consultative meetings were held with a diverse group of stakeholders. These engagements focused on:

- Identifying operational challenges and systemic barriers in the recruitment, enrolment and integration of international students.
- Soliciting suggestions for policy and operational reforms.

The following stakeholders were consulted:

- Government Ministries and Agencies:
    - Ministry of Housing and Land
    - Ministry of Health and Wellness
    - Ministry of Arts and Culture
    - Ministry of Local Government
    - Ministry of Tourism
    - Ministry of Labour and Industrial Relations
    - Passport and Immigration Office (PIO)
    - Higher Education Commission (HEC)
    - Mauritius Research and Innovation Council (MRIC)
    - Quality Assurance Authority (QAA)

- Higher Education Institutions:
    - Representatives from 20 private HEIs
    - Charles Telfair Institution (CTI) -Curtin Mauritius
    - Amity Institute of Higher Education
    - African Leadership University (ALU)
    - International Students - a total of 35 international students participated in focused group dialogues.

4.4. Triangulation of Data

The results from the surveys and stakeholder consultations were triangulated with the outputs of the discussions at the level of the Committee to ensure a comprehensive, evidence-based and balanced understanding of the key issues. This methodological triangulation reinforced the findings and provide context-specific recommendations.

4.5. Higher Education Summit

The findings and recommendations of the Committee were presented during the Higher Education Summit. A dedicated panel discussion comprised of key stakeholders involved in the internationalisation of Higher Education in Mauritius was invited to share their perspectives and provide valuable insights. The discussion also generated additional recommendations to enrich the proposed way forward. Finally, the wider public had the opportunity to provide their views, make suggestions and constructive criticism through the 'People's Voice' session, ensuring that the process was inclusive and participant oriented.

5. SWOT Analysis

The internationalisation of the higher education sector in Mauritius plays an important role in achieving the objective of becoming a regional knowledge hub. Being strategically located between Africa mainland and Asia, Mauritius offers a safe learning environment with a unique blend of cultural diversity and affordability that is appealing to international students. However, to fully harness its potential, it is essential to assess the internal and external factors influencing its internationalisation strategy. The following SWOT

analysis provides an overview of the strengths, weaknesses, opportunities and threats associated with internationalising higher education in Mauritius.

Strengths	Weaknesses
- Strategic geographic position - Multilingual and multicultural environment - Government commitment - Presence of international educational institutions - Affordable education - Economic/Political stability - Free student visa - Cost of living is relatively cheaper compared to other main education hubs	- Complex accreditation process - Limited research output - Infrastructure constraints - Dependence on regional markets - Accommodation issues - Lengthy visa processing time - Financial constraints - Limited visibility of Mauritius as a HE destination - Lack of branding/ marketing strategy of Mauritius as a HE destination
Opportunities	**Threats**
- Expansion into emerging markets - Development of online and blended learning - Public-Private Partnerships/ International collaborations - Research collaborations - Development of niche programmes - Regional academic collaborations - Enrichment of student life through consolidated multicultural experiences/programmes	- Global competition - International economic and political instability - Health crises/Pandemics - Increasing costs of operation

• Potential of becoming an economic sector	

6. Survey Findings

6.1 Survey for Higher Education Institutions

A national survey was conducted across all HEIs (with 17 responses received) to assess current internationalisation practices, challenges and opportunities within the higher education sector in Mauritius. The findings provide insight into institutional readiness, barriers and recommendations to shape the national strategy for internationalisation.

1. Internationalisation Strategy and Student Demographics

- Most HEIs have a formal internationalisation strategy or have integrated elements of internationalisation within their broader strategic plans.

- The majority of institutions, especially private HEIs, recruit international students with enrolment ranging from 20% to over 95% for one private HEIs.

- International students primarily originate from Southern and Eastern Africa, India and Sri Lanka.

2. Marketing Activities

- Limited scholarships are offered. Most applicants rely on the Mauritius-Africa Scholarship Scheme (MASS).

- HEIs primarily recruit international students through:

  o Recruitment agents and education fairs.

  o Social media and university websites.

- Collaboration with external recruitment agencies is common and based on reputation, due diligence and performance.

3. Visa and Work Challenges

- Major concerns:

    o Delays in visa processing (ranging from 2 week to 3 months).

    o Manual submission of original documents.

    o Lack of online tracking or grievance redress systems.

- Students also face barriers to part-time work such as:

    o Language challenges.

    o Lack of clarity on work rights.

    o Employer reluctance due to unclear guidelines.

- Suggestions to deal with the visa and work challenges:
    o Dedicated desk at PIO for improved communication.
    o Clear guidelines/checklist from PIO.
    o Digitalisation of the visa application process.
    o Opportunity to work after graduation (2 years work permit).

4. Student Support & Experience

- Most HEIs provide orientation, cultural exchange programmes, sports facilities, counselling services and monitoring of academic performance.

- Some HEIs have designated support officers for international students.

- Most institutions provide a list of accommodation providers. Some have on-campus residential facilities.

- Suggestions to improve the facilities/services provided to international student for accommodation:

    o Invest in building accommodation facilities.

    o Having a centralised accommodation portal/website.

5. International Student Integration & Welfare

- Student Integration initiatives include:

    o Student clubs and societies.

- o Language courses (e.g., French).

- o Cultural outings and peer engagement.

- Welfare services include:

  - o Dedicated offices for international students.

  - o Mental health support and 24/7 communication channels.

6. Challenges faced by International Students:

- Visa processing/renewal
- Affordable accommodation options
- Cultural adaptation
- Language
- Access to health care
- Working on a part-time basis

7. Suggestions to deal with challenges:

- Provide a holistic conducive ecosystem for international students which can be the following:
  - o Simplify visa processing
  - o Offer pre-arrival guidance through detailed welcome packs and online orientation sessions
  - o Provide language courses
  - o Monitor and regulate private landlords
  - o Open lines of communication with international students
  - o Provide some financial aid like subsidised meals on campus
  - o Promote intercultural events
  - o Set up a dedicated portal for studying in Mauritius

8. International Partnerships

Current State:

- All respondents reported having formal partnerships with foreign institutions.

- Public HEIs lead in dual degrees, collaborative research and student/staff mobility (e.g., Erasmus+).

Challenges:

- Lengthy approval process for MoUs/MoAs and bureaucracy.

- Financial constraints and regulatory barriers.

9. Recommendations to promote internationalisation

- Develop national brand and marketing strategy for higher education.

- Introduce online visa application and coordination systems.

- Promote cultural integration, language support and career services.

- Strengthen international partnerships and research visibility.

- Focus on dual degrees and pathway programmes.

- Organise joint research events and join international networks.

6.2 International Student Survey

This section presents the findings of a student survey conducted among international students enrolled in Mauritian higher education institutions. It aims to evaluate the motivations, satisfaction and challenges of students along with their overall experience and providing insights to improve policy and support systems.

1. Pre-Arrival Decision-Making Factors

Students were asked to rate factors influencing their decision to study in Mauritius on a scale of 1 (not at all influential) to 5 (extremely influential).

Most influential factors are as follows:

- Ease of getting a study visa – this is not about the application of visa or visa processing time but rather the ease of getting visa simply because it is the HEIs that submit the application

- Safety and stability of Mauritius

- Recommended by someone living/studying in Mauritius

- Affordability compared to other countries
- Tolerance and non-discrimination
- Reputation of the education system

2. Factors/Resources influencing the choice of students

The students were asked how they chose Mauritius and which factors/resources influenced their decision. The five factors/resources that influenced their decision were:

- Recommendations by family, friends or alumni

- Institution websites

- Academic ranking and reputation of Mauritius

- Social media platforms

- Recruiting agents

3. Application and Academic Support Satisfaction

58% of respondents were satisfied with the application process while others suggested room for improvement in streamlining communication, support and clarity during the application phase. 50% were satisfied with the academic support available whereas 35% were neither satisfied nor dissatisfied.

4. Perceived barriers in making application

The following were identified as key barriers:

Table 1: Key barriers in making application

Barriers	Percentage of respondents
No student reviews	46%
Small international student community	40%

Barriers	Percentage of respondents
Generic replies to queries	42%
Expensive application fees	37%
Poor services to international applicants	37%
Information on the website is unclear	37%

Although not overwhelming, concerns around transparency, student feedback and access to a diverse international community were flagged.

5. Student Interactions and Institutional Support

Positive experiences were noted with immigration and academic staff, but accommodations need significant improvement.

Table 2: Students interactions experiences

Aspect	Average Rating (out of 5)
Immigration officials	3.83
Faculty interactions	3.76
Admissions team	3.61
Accommodation	3.03

6. Student Well-Being/Inclusion/ Overall experience

Most students reported feeling safe on campus, feeling respected and included in classrooms and study groups, and having a strong sense of belonging. However, 7% reported considering leaving due to feeling isolated or unwelcomed.

The students indicated that the most positive aspects of their experience are the multicultural environment that fosters global perspectives, supportive faculty and academic quality and peaceful, inspiring learning environment. Most students would recommend Mauritius as a study destination.

7. Recommendations for Improvement

1. Improve transport services

- Increase bus frequency and coverage

- Provide dedicated student shuttles

- Upgrade infrastructure at bus stops

2. Enhance food services

- Offer affordable canteen options

- Include menu items to better meet special dietary requirements (in particular, for vegetarians)

- Promote awareness of healthy and varied diets

3. Strengthen communication and support

- Provide multilingual information services

- Organise orientation sessions on living in Mauritius

- Set up a dedicated International Student Office with academic, social and emotional support services

7. Internationalisation Strategy for Higher Education in Mauritius

In pursuit of establishing Mauritius as a recognised hub for higher education, research and innovation within the region and beyond, this report provides a set of focus areas which will be part of the internationalisation strategy. The internationalisation strategy will serve as a roadmap to increase the number of international students, enhance student mobility, strengthen transnational education partnerships and ensure a world-class academic environment.

These focus areas serve as the key pillars for driving internationalisation, strengthening institutional capacity and enhancing the overall student experience. Together, they provide a clear framework for action to attract and retain international students, ensure high academic standards, foster global partnerships and align higher education with national development goals. The focus areas are as follows:

1. Attracting International Students

- Implement the "Study in Mauritius" campaign to promote the country as an education destination.
- Simplify the complex and time consuming visa procedss and introduce fast-track visa options for international students through online application.
- Offer scholarships and financial aid to attract top global talent.
- Establish education fairs and recruitment networks in key regions like Africa and Asia.

2. Enhancing Higher Education Quality

- Encourage international accreditation for Mauritian institutions.
- Develop quality assurance mechanisms to ensure competitive academic offerings.

3. Expanding Transnational Education

- Introduce joint/dual degree programmes in collaboration with foreign universities.
- Develop online programmes to extend international reach.

- Encourage study-abroad and faculty exchange programs to improve learning experiences.

4. Strengthening Research and Innovation

- Establish research collaborations in priority areas.

- Encourage international research grants and funding opportunities.

- Encourage faculty exchange programs with international institutions.

5. Enhancing Student Support Services

- Provide dedicated orientation programs for international students beside the one done along with local students.

- Develop language training programs in English for non-English speakers and French for non-French speakers.

- Improve student accommodation, healthcare and well-being services.

- Establish career guidance and internship opportunities.

6. Strengthening Industry-Academia Linkages

- Enhance the post-study work permits process to retain international talent.

- Foster partnerships between universities and industry for internships and job placements.

- Develop entrepreneurship programs to encourage innovation and a start-up culture.

The detailed strategy is provided at Annex 9. In order to meet the objectives of each focus areas, a set of recommendations is outlined in the following section to enable timely implementation of the strategy.

8. Recommendations

It is important to adopt a coordinated approach to position Mauritius as a competitive and inclusive international education destination. This section provides a set of recommendations across the key thematic and focus areas to achieve the objectives of internationalisation. These proposals are made following extensive discussions, consultations and surveys with the different stakeholders. They are also intended to address existing challenges while unlocking opportunities for growth in the sector. The recommendations focus on policy and visa reforms, improving student support and integration, enhancing quality assurance and academic development, strengthening research, innovation and academic partnerships and reinforcing strategic planning and governance. Each sub-section outlines targeted actions and strategies to ensure effective and coordinated implementation.

8.1. Policy, Legal and Visa Reforms

Mauritius aims to be a higher education hub in the region by attracting and retaining international students. However, legal and regulatory barriers often hinder proper integration. Currently, there are three main visa categories for international students namely Provisional Visa (valid for 3 months), Student Visa (valid for the duration of the programme) and the Young Professional Occupational Permit (post-study). The challenges identified further to meetings and discussions with stakeholders are as follows:

- Complex and lengthy processing discourages international applicants or results in delays in the enrolment. Additionally, there is no clear policy for accompanying spouses or children except under the Premium visa scheme.

- Restrictive work policy, which limits part-time work hours, eventually hinders financial sustainability. There is lack of clarity on work terms for both students and employers and there is an absence of structured post-study work transition mechanisms.

- Limited fast-track option and absence of express visa routes for students whose courses are about to start.

The processing of student visas may take between 2 weeks to 3 months. Moreover, although international students are allowed to work up to 20 hours on a part-time basis, the policy is poorly communicated, leading to confusion among students and employers. The committee is recommending a comprehensive legal reform to streamline student enrolment, work opportunities and long-term retention.

The committee is recommending the following:

Visa Reforms

1. Set a maximum processing time of 2 weeks for both provisional and student visas.

2. Develop digital visa application system under the National E-Licensing System of EDB where students can submit and HEIs can validate the applications.

3. Update the visa documentation to clearly define part-time work rights (20 hrs/week for full-time students, 30 hrs/week for part-time students).

4. Establish a student support desk at the Passport and Immigration Office (PIO) with a dedicated contact line.

5. Introduce a Dependent/Family visa to allow spouses and children of international students to reside in Mauritius.

Work Permit Enhancements

6. Revise regulations to authorise up to 30 hrs/week employment for part-time students.

7. Allow full-time work (up to 40 hours/week) during the vacation period. Students will have to produce a letter from their institution certifying the vacation period.

8. Explore the possibility for students to apply for an extension of 6-month prior to securing a job or launch a 6-month Graduate Work Transition Program bridging graduation and occupational permit issuance.

9. Allow spouses to work to improve family integration and position the country as a more attractive destination for international students.

8.2. Student Support & Integration

To be globally competitive education hub, Mauritius must provide an environment that supports not just academic excellence, but also the overall well-being and integration of international students. Currently, there are several challenges/barriers to create the ecosystem for student support and integration. The following are some of the challenges identified:

- Language barriers for students coming from non-English and non-French speaking countries. These hinder both academic and social integration.

- Fragmented orientation support as the current induction programmes vary in depth and coverage across institutions.

- Inadequate accommodation, transport and dining options.

- Limited mental health services for vulnerable students and no round-the-clock mental wellness services.

- Poor awareness of legal rights and health insurance.

- Limited opportunities to engage with the local community which lead to social isolation.

- Absence of a policy on risk of illicit substances or lack of policy on rehab support framework.

This section addresses multiple dimensions of student support and provides recommendations with emphasis on language training, orientation, housing, mental health, legal rights, integration and holistic well-being.

- **Language Training**

    1. Develop intensive English and French courses tailored for academic and daily life.

    2. Offer language boot camps, online language modules and peer mentoring schemes.

- **Orientation Programs**

  3. Standardise orientation content to cover academics, cultural expectations, emergency contacts, support services, legal rights and drug awareness campaigns.

  4. Organise campus tours and cultural induction activities.

- **Housing, Transport and Dining**

  5. Provide a list of off-campus housing options which have been verified as per the guidelines (Annex 7).

  6. Expand culturally responsive dining facilities and promote off-campus dining guides.

  7. Explore the possibility of having a shuttle service for evening classes.

- **Mental Health and Wellness**

  8. Appoint counsellor at the level of the MoTESR or appoint one dedicated counsellor for HEIs at MoHW.

  9. Explore 24/7 helplines and online counselling platforms.

  10. Provide regular mindfulness, fitness and wellness sessions.

  11. Extend free public hospital healthcare services same as local students.

- **Drug Prevention Framework**

  12. Organise awareness campaigns, including the legal implication, during orientation.

  13. Collaborate with MoHW, NGOs and agencies for counselling and rehabilitation.

- **Legal Rights and Communication Strategy**

  14. Launch a student portal under 'Study in Mauritius' with multilingual resources on rights, insurance and support.

  15. Send monthly updates on policy changes and workshops.

- **Local Integration and Cultural Exchange**

  16. Launch a nationwide awareness campaign across TV, radio and social media channels to promote inclusivity, foster cultural understanding and positive engagement with international students.

  17. Pair students with local mentors through a buddy program.

  18. Facilitate community volunteering, organise local outings and promote cultural exchanges through festivals.

  19. Promote intercultural clubs and programmes.

- **Holistic Student Support Systems**

  20. Bundle career counselling and mental health under a single office (student welfare office) for international student welfare.

  21. Establish dedicated staff teams for continuous student engagement.

8.3. Quality Assurance & Academic Development

Mauritius is redefining its higher education landscape through international quality standards, niche academic offerings and innovative learning pathways. Aligning quality assurance mechanisms, promoting niche academic disciplines and offering flexible learning models are vital in the process of internationalisation. Despite the ambitious nature of this strategy, several challenges on the quality assurance and academic aspects as highlighted below have been identified:

- Regulatory limitations within the current Quality Assurance Act hinder the proper operation of the quality assurance system.

- Lengthy accreditation process that is very complex and which delays the introduction of programmes on the market.

- Lack of online programmes that are internationally accredited and limited trained personnel in international quality assurance standards.

- Lack of mutual recognition of qualifications which is essential for student mobility, graduate employability and international partnerships.

- Financial constraints since high initial investment in infrastructure and capacity building is required.

The following provides recommendations to enhance international quality assurance alignment, identify academic niches and support international student enrolment by offering online and hybrid learning modes.

- **Strengthen Quality Assurance**

  1. Review the current act (HE and QA) and streamline the current process of accreditation of programmes to enable timely approval and launching of the programmes.

  2. Enhance international accreditation and recognition by aligning the national quality assurance frameworks with internationally recognised standards (e.g Bologna Process, ASEAN Quality Assurance).

  3. Improve cross-border education recognition by developing mutual recognition agreements (MRA) with key partner countries and standardising degree structures to align with international qualifications frameworks (e.g., European Credit Transfer and Accumulation System - ECTS).

- **Promotion of Niche Academic Disciplines**

  4. Develop Centres of Excellence in niche areas like marine biology, blue economy, sustainable tourism (including adventure tourism), climate science, early childhood education and sport medicine.

  5. Invest in curriculum development in high-demand areas such as artificial intelligence, fintech and renewable energy.

  6. Develop joint programmes and launch franchised programmes in niche areas with international institutions.

  7. Foster research and public-private partnerships to drive innovation and employability.

- **Online and Hybrid Learning for International Students**

  8. Develop internationally accredited online and hybrid degree programmes.

  9. Implement a national micro-credential framework which can attract international students.

  10. Invest in robust digital infrastructure (LMS, virtual labs, e-libraries).

  11. Offer virtual support to students (orientation, mentoring, helpdesk) and promote student engagement through online clubs, forums and peer mentoring.

8.4. Research, Innovation & Academic Partnerships

It is imperative to adopt a forward-looking strategy that prioritises collaborative research, strategic academic partnerships and enhanced international visibility. In an increasingly interconnected academic landscape, Mauritius must position its higher education and research institutions as active contributors to global knowledge ecosystems in order to:

- drive innovation, address national and regional challenges and build capacity through joint research efforts.

- enhance academic footprint of the country and promote the dissemination of research output on international platforms.

- leverage expertise, expand research opportunities and co-develop academic programmes that meet global standards.

With a view to achieve the set objectives, the following challenges identified need to be overcome:

- Limited research collaboration between HEIs regardless of whether they are public or private.
- Low visibility in global research outputs of HEIs.
- Complex procedures by local funding agencies like HEC and MRIC where fund utilisation monitoring procedures are overly burdensome.
- Low participation in conferences due to limited funding for global academic mobility.

- Few institutional partnerships and insufficient engagement with international institutions that are highly ranked.

In order to achieve the set objectives and to overcome the challenges, the following are recommended:

- **Collaborative Research and Knowledge Sharing**

  1. Establish the Mauritius Research Consortium for inter-university research and policy coordination.

  2. Launch a National Research Grant Program targeting collaborative and interdisciplinary projects.

  3. Promote joint research agreements with recognised foreign universities.

  4. Develop a national research repository and open-access platform to share publications and best practices.

  5. Organise the annual Mauritius International Research Conference in targeted thematic areas (like artificial intelligence, sustainability, blue economy, energy, climate change, waste management) and Vice-Chancellors/Rectors meeting in Mauritius.

Participation in Global Research Networks

  6. Join global research alliances (like ARUA, ACU, Horizon Europe).

  7. Set up a National Research Mobility Fund to support travel grants and to attend virtual conference participation.

  8. Encourage joint PhDs, sabbaticals and faculty exchange programs.

  9. Host regional research symposia and co-branded events with global institutions.

Strategic Academic Partnerships

  10. Approach top-ranked universities for collaboration in relevant areas and for strategic academic partnerships.

11. Establish dual-degree programmes and credit-transfer agreements.

8.5. Marketing, Branding & Promotion

Strategic branding, effective promotion and cultural engagement are vital components for Mauritius to establish as a leading global education hub. Beyond academic offerings, prospective international students increasingly value immersive cultural experiences and trustworthy pathways to admission. However, several challenges hinder the realisation of this strategy, for example:

- Lack of structured initiatives to showcase the rich cultural heritage of the country and limited programmes that promote cultural immersion and cross-cultural understanding.
- The absence of a regulated framework for recruitment agents poses risks to quality assurance, leaving room for misinformation and potential exploitation.
- Lack of a coordinated global branding strategy to promote Mauritius as a higher education destination.
- Limited global visibility and lack of branding as an educational hub.

This section provides possible solutions to these challenges, focusing on the promotion of the cultural identity of Mauritius and the development of a robust, ethical recruitment system. The following are recommended:

Promoting Cultural Heritage

1. Include 'Kreol Repiblik Moris' workshops, workshops about local customs and history sessions in student orientation.
2. Promote International Student Clubs and multicultural festivals on campus.
3. Develop heritage tours, local craft and cuisine workshops, and homestay programmes with local families to promote authentic cultural engagement.

Framework for Student Recruitment Agents

4. Establish a set of criteria for onboarding student recruitment agents which will include adherence to recruitment standards.

5. Launch a student feedback system and agent performance tracking system.

Study in Mauritius Roadmap (Annex 8)

6. **Phase 1**: Identify priority regions/countries.

7. **Phase 2**: Branding campaigns, a multilingual portal and alumni testimonials.

8. **Phase 3**: Active recruitment through fairs, webinars and scholarships.

9. **Phase 4**: Student integration and feedback mechanisms.

10. **Phase 5**: Long-term sustainability, policy refinement and outreach to new markets.

8.6. Funding and Infrastructure

Internationalisation in higher education requires sustainable funding to attract global students, enhance institutional capacity and improve infrastructure. The following barriers hinder progress of internationalisation:

- Budget constraints affect the ability to offer scholarships and invest in infrastructure upgrades.
- Heavy reliance on tuition fees from international students limits strategic flexibility.
- Lack of institutional endowment culture as few universities actively engage alumni or industry in structured fundraising program.
- Opportunities for collaboration with multinational firms and philanthropic organisations are not fully explored.

The committee recommends the following to address the different challenges:

Scholarships and Grants for International Students

1. Establish scholarship scheme based on academic excellence for high-achieving international students as from the second year of their studies.

2. Build on the MASS and provide targeted scholarships for students from Africa, Asia and Small Island Developing States (SIDS) under another International Scholarship Scheme.

3. Apply for funding under Horizon Europe Program for research collaborations.

4. Encourage alumni contributions and endowment funding for scholarships.

Partnerships for Research Capacity

5. Develop joint degree programs with world-class institutions.

6. Establish dual-campus agreements for student mobility and faculty exchange.

7. Seek funding from global foundations (like Bill & Melinda Gates Foundation, Ford Foundation) for capacity-building initiatives.

8.7. Strategic Planning and Governance

A comprehensive and coordinated approach is essential, particularly in the area of strategic planning and governance to become a globally competitive higher education hub. It has been observed that there is:

- A lack of structured student and agent engagement in policymaking.
- Inconsistent tracking and monitoring of internationalisation outcomes.
- Fragmented coordination among institutions and stakeholders particularly in monitoring students who enter the country on a student visa but subsequently stop attending lectures.

The committee recommends the following strategies:

Internationalisation

1. Develop a national strategy on internationalisation aligning with the Government Programme (Annex 9).

2. Simplify student visa process.

3. Promote joint degrees, faculty exchange and transnational education

4. Establish industry partnerships and enhance post-study work policies.

5. Explore fiscal incentives on equipment and infrastructure for HEI.

Performance Indicators

6. The annual intake of international students is projected to grow progressively, starting at 10% in 2025, followed by 20% in 2026, 25% in 2027, and reaching 30% in both 2028 and 2029 and a target of 10 000 in the next 5 years (Annex 10).

7. Increase in global partnerships, exchanges and joint programmes.

8. Organise international conferences.

9. Increase the number of HEIs ranked and improvement in ranking.

10. Retention, satisfaction and post-graduation success rates.

Stakeholder Inclusion Mechanisms

11. Establish the International Student Advisory Committee which will meet, at least, once every 4 months. This committee will comprise of international students and representative from each HEIs.

12. Reserve one seat for one international student on the Student Union.

13. Implement a feedback and incentive system for both students and agents.

Bi-Annual Progress Reporting

14. Establish a dedicated committee at the HEC to review cases of student absenteeism and facilitate timely action by the PIO.

15. Structure reports around KPIs, milestones and challenges.

16. Include strategic updates, data dashboards and policy recommendations.

17. Disseminate findings to stakeholders and international partners.

9. Implementation Plan

The implementation plan outlines a phased and actionable roadmap to support the internationalisation of higher education in Mauritius. It encompasses key areas, including visa reforms, student support and integration, quality assurance, academic partnerships and governance frameworks. There is a timeline for the implementation of each action, ranging from immediate (0–6 months) to short/medium-term (6–18 months) along with clear responsibility of relevant stakeholders and the key performance indicator (KPI). The plan ensures accountability, coherence and coordinated implementation along with mechanisms for performance monitoring and bi-annual progress reporting.

Policy, Legal and Visa Reforms

	Action	KPI	Responsibility	Timeline
1	Set a maximum processing time of 2 weeks for student visa application	Percentage of student visa applications processed within the 2 weeks	PIO	0–6 months
		Average processing time		
2	Develop a digital visa application system under the National E-Licensing System of EDB	Digital system developed and implemented	PMO, EDB, PIO	0–6 months
3	Update visa documentation to clearly define part-time work rights	Visa documentation updated	PMO, PIO	0–6 months
4	Establish a student support desk at the	Implementation and operationalisation of student support desk	PIO	0–6 months

	Passport and Immigration Office			
5	Introduce a Dependent/Family visa to allow the spouses and children of international students to reside in Mauritius	Implementation of dependent/family visa	PMO, EDB, PIO	6–12 months
		Number of dependent/family visa issued		
6	Revise regulations to authorise 30 hrs/week employment for students studying on a part-time basis	Regulation revised and implemented	MoLIR, PIO, MoTESR	0–6 months
7	Allow full-time work (up to 40 hours/week) during vacation period	Policy implemented	MoLIR, PIO, MoTESR. HEIs	0–6 months
		Number of students working full-time during vacation		
8	Explore the possibility for the students to apply for an extension of 6 months prior to securing a job or launch a 6-months Graduate Work Transition Programme	Graduate Work Transition Programme or extension of 6-months implemented	PMO, MoLIR, EDB	6–12 months
9	Allow spouses to work (spousal work rights)	Spouse work permit implemented	PMO, EDB, PIO, MoLIR	6–12 months

Student Support and Integration

	Action	KPI	Responsibility	Timeline
1	Develop intensive English and French courses for academic and daily life	English and French courses developed	HEIs	0–6 months
2	Offer language boot camps, online modules, and peer mentoring	Number of language boot camps offered and online modules developed	HEIs	0–6 months
3	Standardise orientation content across HEIs	Standardised orientation developed and implemented	HEIs, HEC	0–6 months
4	Organise campus tours and cultural induction activities	Number of campus tours and cultural activities organised	HEIs	0–6 months
5	Publish a verified list of off-campus housing options	Verified housing list published	HEC, MoTESR	6–12 months
6	Expand culturally responsive dining facilities and promote off-campus dining guides	Number of dining options	HEC, MoTESR	6–12 months
7	Explore the possibility of having a shuttle service for evening classes	Number and type of facilities provided	Ministry of Land and Transport, HEIs	6–12 months

8	Appoint a dedicated student counsellor at the level of MoTESR or MoH&W	Student counsellor appointed	HEC, MoTESR, MoHW	0–6 months
9	Explore 24/7 helplines and online counselling platforms	Helplines and online counselling implemented	HEC	6–12 months
10	Provide regular mindfulness, fitness and wellness sessions	Number of mindfulness, fitness and wellness sessions conducted	HEIs	6–12 months
11	Extend free public hospital healthcare services to international students	Policy on free public hospital healthcare services to international students implemented	MoHW, MoTESR, HEC	0–6 months
12	Implement orientation-based awareness campaigns on substance abuse including the legal implication	Number of orientation-based awareness campaigns on substance abuse	HEIs, MoHW, Mauritius Police Force	0–6 months
13	Collaborate with MoH&W, NGOs and police for drug counselling and rehabilitation	Number of drug counselling and rehabilitation program conducted	MoHW, NGOs, Mauritius Police Force	6–12 months
14	Launch 'Study in Mauritius' student portal with multilingual resources	'Study in Mauritius' student portal implemented	MoTESR	0–6 months

15	Send monthly updates on policy, workshops, and support services	Number of monthly updates on policy, workshops and support services provided	MoTESR, HEC	Every month
16	Launch nationwide campaign to promote cultural inclusivity	Number of nationwide campaigns to promote cultural inclusivity conducted	MoTESR, HEC, BM	6–12 months
17	Establish buddy/mentorship programme for international students	Number of buddy/mentorship programme established	HEIs	0–6 months
18	Facilitate community volunteering and cultural exchange activities	Number of community volunteering and cultural exchange activities conducted	HEIs, NGOs	6–12 months
19	Promote intercultural clubs and student-led programmes	Number of intercultural clubs	HEIs	6–12 months
20	Bundle career counselling and mental health under a single office	International student welfare office set up and operated	HEIs	6–12 months
21	Assign dedicated staff for continuous international student support	Dedicated staff assigned	HEIs	0–6 months

Quality Assurance and Academic Development

	Action	KPI	Responsibility	Timeline
1	Review the current act and streamline the current process of accreditation of programmes	Number of legislative acts reviewed	HEC, QAA, MoTESR	0–6 months
		Number of accreditation of programmes process streamlined		
2	Enhance international accreditation and recognition by aligning the national quality assurance frameworks with internationally recognised standards	Number of frameworks aligned with international standards	HEC, QAA	0–12 months
3	Develop mutual recognition agreements and align with ECTS for cross-border recognition	Number of mutual recognition agreements signed	HEC	6–12 months
4	Develop Centres of Excellence in niche areas	Number of Centres of Excellence in niche areas developed	HEIs	6–18 months
5	Design curricula for high-demand areas	Number of curricula developed	HEIs	6–12 months
6	Develop joint programmes and launched franchised programmes with	Number of joint programmes and franchised programmes launched	HEIs	6–12 months

	international institutions in niche areas			
7	Foster research and public-private partnerships to drive innovation	Number of research and partnerships initiated	HEIs, MRIC, BM	6–18 months
8	Develop internationally accredited online and hybrid degree programmes	Number of internationally accredited online and hybrid degree programmes developed	HEIs	6–12 months
9	Implement a national micro-credential framework	Number of frameworks developed	HEC	6–12 months
10	Invest in digital infrastructure	Number of digital infrastructures implemented	HEIs	6–18 months
11	Provide virtual support services and promote online student engagement platforms	Virtual student support services established	HEIs	6–12 months
		Number of online support and engagement activities conducted		

Research, Innovation and Academic Partnerships

	Action	KPI	Responsibility	Timeline
1	Establish the Mauritius Research Consortium for inter-university collaboration	Number of consortiums established	HEIs	0–6 months
2	Launch a National Research Grant Program for collaborative/interdisciplinary projects	National Research Grant Programme launched	MRIC	6–12 months
3	Promote joint research agreements with recognised foreign universities	Number of joint research with foreign universities initiated	HEIs	0–12 months
4	Develop a national research repository and open-access platform	National research repository and open-access platform developed	MRIC, HEC	6–12 months
5	Organise an annual Mauritius International Research Conference in priority areas	Number of International Research Conference organised	HEIs, HEC, MRIC	Annually
6	Join global research alliances	Number of research alliances joined	HEIs	0–6 months
7	Set up a National Research Mobility Fund for travel and to attend virtual conferences	National Research Mobility Fund established	HEC, MRIC	6–12 months

	Action	KPI	Responsibility	Timeline
8	Encourage joint PhDs, sabbaticals and faculty exchange programmes	Number of joint PhDs, sabbaticals and faculty exchange programmes conducted	HEIs	6–18 months
9	Host regional research symposia and co-branded events with international institutions	Number of regional research symposia and co-branded events hosted	HEIs, MRIC, HEC	6–12 months
10	Approach top-ranked universities for strategic academic partnerships	Number of strategic partnerships formalised with top-ranked universities	HEIs	6–12 months
11	Establish dual-degree programmes and credit-transfer agreements	Number of dual-degree programmes established	HEIs	6–12 months

Marketing, Branding and Promotion

	Action	KPI	Responsibility	Timeline
1	Include 'Kreol Repiblik Moris' workshops, local customs and history sessions in student orientation	Number of workshops and sessions conducted	HEIs	0–6 months
2	Promote International Student Clubs and	Number of International Student	HEIs, HEC, MoTESR	6–12 months

	multicultural festivals on campus	Clubs set up and multicultural festivals organised on campus		
3	Organise heritage tours, local craft and cuisine workshops and homestay programs with local families	Number of heritage tours, local crafts and cuisine workshops and homestay programs organised	HEIs, HEC, MoTESR	6–12 months
4	Establish onboarding criteria for student recruitment agents	Agent onboarding criteria established	HEC, MoTESR	0–6 months
5	Launch a student feedback system and performance tracking mechanism for agents	Student feedback system launched	HEC, MoTESR	6–12 months
		Performance tracking mechanism for agents implemented		
6	Identify priority regions/countries	Number of countries identified	HEIs, HEC, MoTESR	0–6 months
7	Launch study in Mauritius campaigns/initiatives	Number of campaigns launched under study in Mauritius	MoTESR	6–12 months
8	Implement active recruitment through fairs, webinars and scholarships	Number of education fairs attended	HEIs, EDB, MoTESR	6–12 months
9	Establish student integration processes	Student integration and feedback framework established	HEC, MoTESR	6–12 months

	Action	KPI	Responsibility	Timeline
10	Plan long-term sustainability and policy refinement for global outreach	Global outreach policy developed	MoTESR	12–18 months

Funding and Infrastructure

	Action	KPI	Responsibility	Timeline
1	Establish an International Excellence Scholarship scheme for high-achieving international students	Number of scholarships awarded	HEIs	0–6 months
2	Build on the MASS and provide targeted scholarships for students from Africa, Asia, and SIDS under another International Scholarship Scheme	Number of scholarships awarded to students from Asia and SIDS	MoTESR	0–6 months
3	Apply for funding under the Horizon Europe Program for research collaboration	Number of projects funded under Horizon Europe Program	HEIs	0–6 months
4	Promote alumni contributions and establish endowment	Number of alumni engagement activities conducted	HEIs	6–12 months

	funding mechanisms for scholarships			
5	Develop joint degree programmes with world-class institutions	Number of joint degree programmes developed	HEIs	6–12 months
6	Establish dual-campus agreements to support student mobility and faculty exchange	Number of dual-campus agreements signed	HEIs	6–12 months
7	Pursue funding from global foundations for capacity-building initiatives	Number of funding proposals submitted to global foundations	HEIs, HEC, MRIC	6–18 months

Strategic Planning and Governance

	Action	KPI	Responsibility	Timeline
1	Develop a national internationalisation strategy aligned with the Government Programme	National internationalisation strategy developed and approved	MoTESR	0–6 months
2	Simplify the student visa process	Improvement in visa processing time	PMO, PIO	0–6 months
3	Promote joint degrees, faculty exchanges and transnational education programmes	Number of joint degrees, faculty exchanges and transnational education programmes	HEIs	6–12 months

4	Establish industry partnerships and enhance post-study work policies	Number of partnerships established	HEIs	6–12 months
5	Explore fiscal incentive on equipment and infrastructure	Number of incentives provided	HEIs, HEC, MoTESR	6–18 months
6	Monitor enrolment growth aiming for annual increase, targeting 10,000 students in 5 years	Annual international student enrolment and average annual enrolment growth rate	MoTESR, HEC	Ongoing
7	Track global partnerships, exchange and joint programmes	Number of global partnerships, exchange and joint programmes	HEIs	Ongoing
8	Organise international conferences	Number of international conferences hosted	HEIs	Ongoing
9	Ranking of HEIs and improvement in ranking	Number of HEIs ranked and improvement in ranking	HEIs	Ongoing
10	Measure student retention, satisfaction, and post-graduation success	Percentage of retention rate Percentage of graduation rate	HEIs, HEC	Ongoing
11	Establish the International Student	International Student Advisory Committee established	MoTESR	0–6 months

	Advisory Committee with HEI representation	Number of meetings		
12	Reserve one seat for one international student on the Student Union	Policy implemented to reserve one seat for one international student	HEIs, HEC	0–6 months
13	Implement a feedback and incentive system for international students and recruitment agents	Feedback and incentive system implemented	MoTESR	6–12 months
14	Establish a dedicated committee at the HEC to review cases of student absenteeism	Committee on student absenteeism established	HEIs, HEC, PIO	0–6 months
15	Publish bi-annual progress reports structured around KPIs, milestones, and challenges	Number of progress reports prepared	MoTESR	Every 6 months
16	Include strategic updates, data dashboards and policy recommendations in reports	Comprehensive reports published with updates, and policy recommendations	MoTESR	Every 6 months
17	Disseminate reports to stakeholders and international partners	Reports disseminated to stakeholders	MoTESR	Every 6 months

10. Conclusions

The internationalisation of higher education sector in Mauritius is no longer a choice but rather a necessity to position Mauritius as knowledge hub within the region. It presents an opportunity to enhance academic excellence, drive innovation, stimulate economic growth and strengthen the cultural and diplomatic ties of the country with the world. This report provides a roadmap to enhance the global visibility of the HEIs in Mauritius, attract a diverse international student community and foster academic and research partnerships. The country is well placed to compete with established education hubs in the region and globally by building on our inherent strengths - like political and economic stability, strategic geographic position, multilingual and cultural diversity, government commitment, affordable education among others.

Recommendations outlined in this report address critical enablers, including visa and immigration reforms, improved student support and integration, robust quality assurance frameworks and academic development. The commitment to strengthening research and innovation capacity, encouraging cross-border collaborations and nurturing a welcoming and inclusive environment for international students is of utmost importance.

The recommendations have been crafted following extensive consultation with higher education players and stakeholders, government agencies and the wider public, ensuring that the strategy reflects a shared vision and collective ownership. Timely implementation, regular monitoring and proper fine-tuning as and when required will be vital to respond to evolving global trends.

Mauritius can achieve its objective to become a destination for quality education, research and cultural exchange with strong political will, coherent institutional alignment and active participation and collaboration of all stakeholders. Finally, the internationalisation of higher education in Mauritius will not only drive human capital development but also serve as a game changer for a new economic sector and innovation.

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Annex 1 – Objectives

1. Establish Mauritius as a global education hub and preferred destination for international students.

2. Enhance the credibility and reputation of Mauritius' higher education sector.

3. Align Mauritius' academic and cultural offerings with international standards.

4. Develop guidelines to build trust among international students and their families.

5. Strengthen partnerships between local and international institutions.

6. Promote transnational education programmes such as dual degrees and academic exchanges.

7. Address international student challenges, including visas, language barriers, housing, food diversity, and mental health support.

8. Develop guidelines for organising Summer Schools, Courses, and Classes targeting international students.

9. Establish a framework for Student-Tourist Programmes in niche academic areas.

10. Devise strategies to co-host conclaves of Vice-Chancellors and university leaders in Mauritius.

11. Attract international professors, visiting scholars, and research talents to Mauritius.

12. Develop guidelines to facilitate internships and work placements for international students in local industries.

13. Strengthen research collaborations, faculty, and student exchange initiatives.

14. Develop frameworks to integrate transnational education programmes.

Annex 2 – Objectives grouped under four headings

1. Positioning Mauritius as a Global Education Hub

- Establish Mauritius as a global education hub and preferred destination for international students.

- Enhance the credibility and reputation of Mauritius's higher education sector.

- Align Mauritius' academic and cultural offerings with international standards.

2. International Student Support and Experience

- Address international student challenges, including visas, language barriers, housing, food diversity, and mental health support.

- Develop guidelines to build trust among international students and their families.

- Develop guidelines to facilitate internships and work placements for international students in local industries.

3. Transnational Education and Academic Programmes

1. Promote transnational education programmes such as dual degrees and academic exchanges.

2. Develop frameworks to integrate transnational education programmes.

3. Develop guidelines for organising Summer Schools, Courses, and Classes targeting international students.

4. Establish a framework for Student-Tourist Programmes in niche academic areas.

4. Partnerships and International Engagement

1. Strengthen partnerships between local and international institutions.

2. Strengthen research collaborations, faculty, and student exchange initiatives.

3. Attract international professors, visiting scholars, and research talents to Mauritius.

4. Devise strategies to co-host conclaves of Vice-Chancellors and university leaders in Mauritius.

Annex 3 - Terms of Reference

1. Formulate an Internationalisation Strategy for Higher Education in Mauritius.

2. Develop a roadmap under the banner "Study in Mauritius" to target key regions globally.

3. Review and propose amendments to visa, immigration, fast-track options for visa and work permit policies to facilitate international student mobility.

4. Formulate a strategy to strengthen the international alignment of quality assurance in higher education in Mauritius.

5. Design a framework for the introduction of post-study work visas to encourage talent retention.

6. Suggest intensive English and French language courses for students who have studied in a different language.

7. Recommend legal reforms to streamline the integration of international students into Mauritius' education system and workforce.

8. Identify funding opportunities and partnerships to support internationalisation efforts, such as scholarships, grants, and infrastructure upgrades.

9. Design guidelines for effective orientation programs for international students, including language training.

10. Design guidelines to address housing, transport, and dining facilities to meet diverse needs.

11. Develop a drug prevention and rehabilitation framework to ensure a secure environment for students.

12. Develop frameworks for collaborative research and knowledge-sharing initiatives.

13. Develop a framework for use of services of local and international agents recruiting students to study in Mauritius.

14. Encourage participation in global research networks and conferences to amplify Mauritius' academic visibility.

15. Design programs to integrate international students into local communities, fostering cross-cultural exchange.

16. Suggest ways to expand mental health and wellness services tailored to international students.

17. Design a clear strategy for communication about legal rights, health insurance, and support services.

18. Promote Mauritius' rich cultural heritage as part of the internationalisation process.

19. Set clear performance indicators for the implementation of the internationalisation strategy.

20. Devise mechanisms to co-opt international student and recruiting agents in the committee.

21. Develop strategies to cultivate partnerships with leading national and international universities and educational consortia.

22. Identify and promote niche academic disciplines where Mauritius has developed recognized expertise or strong potential, including marine biology, life sciences or sustainable tourism.

23. Develop frameworks to include international students willing to study using a purely Include online or hybrid.

24. Develop comprehensive support systems for international students, including legal aid, counselling services, and career guidance, tailored to the needs of an international student body.

25. Publish bi-annual progress reports highlighting achievements, challenges, and future priorities.

Annex 4 - Grouped Terms of Reference

1. Policy, Legal & Visa Reforms

- ToR 3 - Review and propose amendments to visa, immigration, and fast-track options for visa and work permit policies to facilitate international student mobility.
- ToR 5 - Design a framework for the introduction of post-study work visas to encourage talent retention.
- ToR 7 - Recommend legal reforms to streamline the integration of international students into Mauritius' education system and workforce.

2. Quality Assurance & Academic Development

- ToR 4 - Formulate a strategy to strengthen the international alignment of quality assurance in higher education in Mauritius.
- ToR 22 - Identify and promote niche academic disciplines where Mauritius has developed recognized expertise or strong potential, including marine biology, life sciences, or sustainable tourism.
- ToR 23 - Develop frameworks to include international students willing to study using a purely online or hybrid mode.

3. Student Support & Integration

- ToR 6 - Suggest intensive English and French language courses for students who have studied in a different language.
- ToR 9 - Design guidelines for effective orientation programmes for international students, including language training.
- ToR 10 - Design guidelines to address housing, transport, and dining facilities to meet diverse needs.
- ToR 16 - Suggest ways to expand mental health and wellness services tailored to international students.
- ToR 11 - Develop a drug prevention and rehabilitation framework to ensure a secure environment for students.

- ToR 17 - Design a clear strategy for communication about legal rights, health insurance, and support services.
- ToR 15 - Design programs to integrate international students into local communities, fostering cross-cultural exchange.
- ToR 24 - Develop comprehensive support systems for international students, including legal aid, counselling services, and career guidance.

4. Research, Innovation & Academic Partnerships

- ToR 12 - Develop frameworks for collaborative research and knowledge-sharing initiatives.
- ToR 14 - Encourage participation in global research networks and conferences to amplify Mauritius' academic visibility.
- ToR 21 - Develop strategies to cultivate partnerships with leading national and international universities and educational consortia.

5. Marketing, Branding & Promotion

- ToR 18 - Promote Mauritius' rich cultural heritage as part of the internationalisation process.
- ToR 13 - Develop a framework for the use of services of local and international agents recruiting students to study in Mauritius.

6. Funding & Infrastructure

- ToR 8 - Identify funding opportunities and partnerships to support internationalisation efforts, such as scholarships, grants, and infrastructure upgrades.

7. Strategic Planning & Governance

- ToR 1 - Formulate an Internationalisation Strategy for Higher Education in Mauritius.

- ToR 2 - Develop a roadmap under the banner "Study in Mauritius" to target key regions globally.
- ToR 19 - Set clear performance indicators for the implementation of the internationalisation strategy.
- ToR 20 - Devise mechanisms to co-opt international students and recruiting agents in the committee.
- ToR 25 - Publish bi-annual progress reports highlighting achievements, challenges, and future priorities.

Annex 5 - Composition of the Committee

Associate Professor Dr Dinesh Surroop	Pro Vice-Chancellor (Planning & Resources), UoM
Professor Boopen Seetanah	Dean, Faculty of Law and Management, UoM
Professor Kavi Kumar Khedo	Deputy Director General, UTM
Dr. Kanayah Saurty	Deputy Director General, UDM
Mr Ashwan Domah,	Deputy Registrar, OUM
Associate Professor Dr (Mrs) Brinda Oogarah-Pratap	Head of Outer Islands and International Affairs Desk, MIE
Dr Assish Jugmohun	Responsible Officer for Partnership and Collaboration Unit, Academic Affairs Division, Open University of Mauritius
Mr Nanda Narrainen	Director, Knowledge, EDB
Mr Dayachand Balgobin	Manager/Curator, RGSC
Mr Vedanand Bhurosah	Assistant Director, Ministry of Tertiary Education, Science and Research

Annex 6 – List of PFIs and PHEIs

	Public Funded Institutions
1	University of Mauritius
2	University of Technology, Mauritius
3	Academy of Design and Innovation
4	Mauritius Institute of Education
5	Mahatma Gandhi Institute
6	Rabindranath Tagore Institute
7	Open University of Mauritius
8	Université des Mascareignes
9	Mauritius Institute of Training and Development
10	Mauritius Institute of Health

	Private Higher Education Institutions
1	AMITY Global Business School
2	AMITY Institute of Higher Education
3	Analysis Institute of Management Ltd
4	Charles Telfair Institution
5	Centre for Legal and Business Studies
6	ENSA Nantes (Mauritius)
7	Elite School of Business and Finance Ltd*
8	Glamis Business School
9	Honoris Educational Network Ltd (YKBS)
10	JSS Academy of Higher Education and Research, Mauritius
11	MCCI Business School Ltd
12	Middlesex University Mauritius
13	Noble Arc Consulting
14	UNICITI Education Hub
15	UOM Enterprise
16	UOM Trust
17	Whitefield Business School
18	SSR Medical College
19	Polytechnics Mauritius Ltd
20	London College of Accountancy

21	Belstar Training Services Ltd
22	The Education Trust
23	Malaysian Consortium for Education
24	Rushmore Ltd
25	Trianon Hotel & Tourism Company Ltd
26	Maragadham Education Ltd operating as Anna Medical College
27	Institut Disciples Escoffier Ocean Indien Ltd
28	African Leadership Unleashed Ltd operating as African Leadership College
29	African Leadership (Mauritius) Ltd trading as African Leadership College of Higher Education
30	Rishi Dayanand Institute
31	Sagittarius
32	MMA
33	Pronumeris Training Centre Ltd
34	Grant Thornton Business School Ltd
35	The American Campus Ltd
36	BSP School of Accountancy & Management Ltd
37	YK Business School
38	Assas International (Mauritius) Limited operating as a branch campus of University Paris-Pantheon-Assas, France
39	VIT (Mauritius) Education Ltd

Annex 7 - Guideline for Student Accommodation for International Students in Mauritius

1. Introduction

Student accommodation is an important component in the internationalisation process of the higher education. It is essential that international students benefit from housing facilities that are safe, inclusive, culturally sensitive, affordable and compliant with quality standards. It is of utmost importance to identify current challenges, set minimum requirements and propose implementable solutions in form of a guidelines.

2. Challenges Identified

- Limited Availability of on-campus housing.
- Quality variance in off-campus housing.
- Lack of oversight in privately owned facilities.
- Safety and security concerns -inconsistent fire, electrical, and personal safety provisions.
- Gaps in inclusive design and support regarding cultural and religious sensitivity.
- Legal Ambiguities regarding tenancy rights for international students.
- Lack of coordinated monitoring by authorities.

3. Proposed Criteria

3.1 Housing Design and Facilities

- Enforce minimum room size: 9m² (single), 16m² (double).
- Provide: bed, cupboard, study desk, chair, lamp, fan/AC, and Wi-Fi.
- Shared amenities (one per five students): toilets, bathrooms, kitchen, laundry, and living room.

3.2 Safety and Health Standards

- Fire safety: 4kg fire extinguishers per 100m², fire exits, signage.

- Electrical safety: Residual Current Device (RCD), separate meters, trunked wiring.

- First Aid: Equipment as per national regulations.

- Accessibility: Easily and safely accessible for students with special needs or other vulnerabilities.

- Emergency contact list posted prominently.

3.3 Support/Integration and Legal/Administrative Measures

- Provide pre-arrival information and welcome packs.

- Standardised lease contracts with clear deposit policies

- Regular inspections by the designated authority (HEC/MoTESR).

- Registration of housing providers with HEC.

3.4 Public-Private Collaboration

- Encourage university–landlord partnerships.

- Offer tax incentives for registered providers.

Annex 8 - Roadmap under the banner "Study in Mauritius" to target key regions globally

1. Introduction

The "Study in Mauritius" initiative is a core component of the country's internationalisation strategy in higher education. With its strategic location, multicultural society, bilingual education system, and safe environment, Mauritius is well-positioned to emerge as a global education hub. This report presents a detailed roadmap to implement the initiative effectively and target key international student markets.

2. Strategic Goals

- Position Mauritius as a preferred study destination in Africa, Asia and beyond.

- Showcase Mauritius as a hub for quality, affordable, and culturally enriching higher education.

- Strengthen international recruitment, partnerships, and student mobility.

- Enhance the global visibility and competitiveness of Mauritian institutions.

3. Roadmap for "Study in Mauritius"

Phase 1: Strategic Planning (0–3 Months)

- Identify target markets and prioritise regions with high outbound student mobility – Africa (Kenya, Nigeria, South Africa, Madagascar) and Asia (India, Nepal, Sri Lanka).

- Develop an app for international students, providing key information about pre-arrival support, arrival and onboarding, student life and wellbeing, and cultural exchange programme.

- Stakeholder engagement involving HEIs, EDB, HEC and the private sector in the planning phase.

Phase 2: Branding and Awareness (3–6 Months)

- Launch the global campaign to create a dedicated multilingual portal with comprehensive information.

- Brand positioning to emphasise on affordability, safety, multilingualism and quality of life.

- Influencer and alumni marketing by using testimonials and brand ambassadors to promote campus life and success stories.

- Content Strategy:

    o Region-specific brochures, infographics and videos.

    o Social media campaigns on Facebook, Instagram, TikTok and LinkedIn.

Phase 3: Active Recruitment and Outreach (6–12 Months)

- Participate in education fairs and hosting booths in major cities in Africa and Asia

- Conduct webinars and organise events in collaboration with embassies and education agents.

- Offer scholarships to high-performing international students.

Phase 4: Student Experience and Retention (6–18 Months)

- Welcome and integration services by providing orientation programmes and international student mentoring.

- Cultural inclusion activities by promoting local experiences and language immersion.

- Feedback mechanisms by conducting periodic student satisfaction surveys to identify improvement areas.

Phase 5: Long-Term Expansion and Sustainability (12–36 months)

- Develop as a Regional Education Hub by extending outreach to SADC, COMESA and Indian Ocean countries.

- Encourage branch campuses and joint degrees to attract foreign institutions to open campus or offer joint degrees.

- Monitor, evaluate and refine strategy by using data to adjust marketing, academic offerings and support systems.

Annex 9 - Internationalisation Strategy for Higher Education in Mauritius

1. Introduction

Mauritius aims to become a global education hub by attracting international students, fostering academic collaboration, and aligning its higher education system with international standards. The proposed internationalisation strategy will serve as a roadmap to increase the number of international students, enhance student mobility and strengthen transnational education partnerships.

2. Objectives

1. Position Mauritius as a global education hub and create an ecosystem to attract more international students

2. Increase international student enrolment and improve visa support services through digitalisation.

3. Enhance the global recognition of Mauritian universities by aligning curricula and accreditation with international standards.

4. Strengthen partnerships with foreign institutions to facilitate student and faculty exchanges.

5. Expand transnational education initiatives, including joint degree programs and online learning and also to encourage the setting up of international Universities to collaborate with the local Universities.

6. Improve student support services, such as accommodation, language training, and career counselling.

7. Promote research collaboration in key fields like artificial intelligence, fintech, climate change, marine sciences, renewable energy and tourism.

8. Encourage international faculty recruitment in niche areas to enhance academic excellence.

9. Develop a clear policy framework for post-study work permits and industry integration.

10. Organise International Conferences in different fields.

3. Focus Areas

3.1 Attracting International Students

- Implement the "Study in Mauritius" campaign to promote the country as an education destination.

- Simplify visa procedures and introduce fast-track options for international students through online application.

- Offer scholarships and financial aid to attract top global talent.

- Establish education fairs and recruitment networks in key regions.

3.2 Enhancing Higher Education Quality

- Foster international accreditation for Mauritian institutions.

- Develop quality assurance mechanisms to ensure competitive academic offerings.

3.3 Expanding Transnational Education

- Introduce joint/dual degree programs in collaboration with foreign universities.

- Develop online courses to extend international reach.

- Promote study-abroad and faculty exchange programs to enhance global learning experiences.

3.4 Strengthening Research and Innovation

- Establish research collaborations in priority areas.

- Create international research grants and funding opportunities.

- Encourage faculty exchange programs with global institutions.

3.5 Enhancing Student Support Services

- Provide comprehensive orientation programs for international students beside the one done along with local students.

- Develop language training programs in English and French for non-English and non-French speakers.

- Improve student accommodation, healthcare, and well-being services.

- Establish career guidance and internship opportunities.

3.6 Strengthening Industry-Academia Linkages

- Enhancing the post-study work permits process to retain international talent.

- Foster partnerships between universities and industry leaders for internships and job placements.

- Develop entrepreneurship programs to encourage innovation and start up culture.

4. Implementation Roadmap

Phase 1: Policy Development (Year 0.5 - 1)

- Establish a Monitoring Internationalisation Committee which should meet at least once every 3 months.

- Develop new policies and guidelines for visa regulations reforms and student housing/accommodation.

- Launch the "Study in Mauritius" campaign.

Phase 2: Institutional Strengthening (Years 1-2)

- Establish global partnerships for student and faculty exchanges.

- Expand transnational education programs.

- Strengthen quality assurance mechanisms.

Phase 3: Expansion and Monitoring (Years 2-4)

- Increase international student enrolment to 10000 by 2029-2030.
- Enhance the global academic ranking of Universities in Mauritius.

- Review and adapt policies based on performance indicators.

5. Expected Outcomes and KPI

- Increase in international student enrolment to 10000 by 2029-2030.

- Publish bi-annual progress reports structured around KPIs, milestones, and challenges.

- Global recognition and improved ranking of Mauritian universities.

- Number of global partnerships, exchanges and joint programmes.

- Number of international conferences hosted.

- Number of HEIs ranked and improvement in ranking.

- Stronger industry-academia collaboration, improving employability for graduates.

- Expansion of transnational education programs and research initiatives.

- Sustainable economic impact through higher education and skilled workforce retention.

- Retention, satisfaction and post-graduation success rates.

Annex 10 – Expected number of international students

The existing infrastructure across HEIs in Mauritius has the capacity to accommodate an additional 6,500 international students. Furthermore, one HEI is planning an infrastructure expansion to host an additional 800 students by 2028. The objective of reaching 10,000 international students within the next five years will be achieved through a combination of strategies such as optimising current infrastructure, launching new academic programmes (including joint and franchised programmes), expanding physical capacity, attracting foreign HEIs to establish campuses in Mauritius (contributing at least 1,000 students), and increasing enrolment through foundation and pathway programmes which can contribute at least 500 students. The target will be achieved through the implementation of the different recommendations including the process of programmes accreditation by HEC.
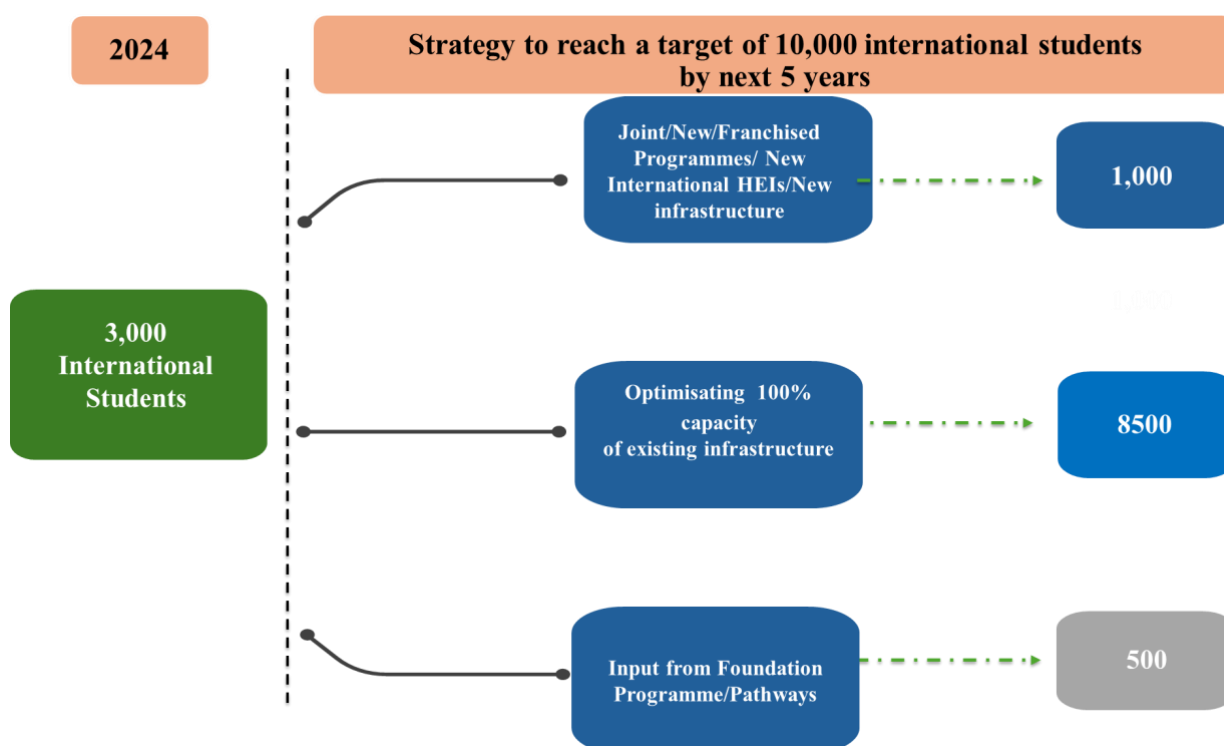
The proposed growth rate plan outlines a progressive increase in international student intake, starting at 10% in 2025 and rising steadily to 20% in 2026, 25% in 2027 and 30%

in 2028 and 2029 respectively. This phased approach will support sustainable expansion while allowing time to strengthen institutional capacity, infrastructure, and support systems.

Year	Growth Rate (%)	New Intakes	Input from Foundation Programme /Pathways	Joint/New/Franchised Programmes/ New International HEIs/New infrastructure	Total New Intakes (Estimates)	Total Enrolled Students	% increase
2022		985				3020	
2023		897				2781	
2024		1100				3011	
2025	10	1210	0	0	1210	3471	15
2026	20	1452	50	100	1602	4187	20
2027	25	1815	100	200	2115	5494	30
2028	30	2360	150	300	2810	7314	32
2029	30	3067	200	400	3667	10012	35

*These are projected figures