



Ministry of Tertiary Education,
Science and Research

Report of the

National Committee on **Branding, Marketing and Globalisation of the Mauritian Education Sector**

Executive Summary

As Mauritius moves towards internationalising its higher education, by attracting both foreign universities (including branch campuses) and foreign students, it is imperative that the country crafts a unique identity for its higher education system. Besides crafting that identity, Mauritius should also develop an effective communication strategy to attract more foreign students, and other stakeholders. This report provides key recommendations for Mauritius to develop a strong brand message, to build a compelling online presence, and consistently market the destination in partnership with higher education institutions, consulates/embassies and promotion agencies.

Branding and marketing higher education destinations are complex exercises which involve the following:

- Defining the mission and vision of the brand specifying brand values
- Determining the Unique Selling Points (USPs) (i.e. brand differentiators)
- Developing a tag line, visuals and messaging as well as a guideline for its use in the marketing campaign.
- Selecting a few destinations to pilot the marketing, gather data and adjust the strategy.
- Collecting data about the target audience (consumer attributes) from the target markets to create an avatar.
- Selecting marketing strategies and channels.
- Evaluating marketing efforts and adjusting marketing strategies as needed

Filip (2012) argues that marketing in higher education involves strategically aligning institutional offerings with student needs, while differentiating the institution in a competitive marketplace through branding, communication, and service delivery

Currently, Mauritius has around 3,000 intakes of foreign students yearly. These students are mainly attracted through private institutions' agents based in Mauritius. The Government of Mauritius offers scholarships to students from Africa under the Mauritius Africa Scholarship scheme to pursue higher undergraduate studies in public higher education institutions (HEIs). It is expected that with the right internationalisation strategy, together with a well-crafted identity for Mauritius higher education and effective marketing, the number of foreign students can reach around 10,000 by 2029.

Government institutions like the Economic Development Board (EDB) and the Mauritius Tourism Promotion Authority (MTPA) are crucial partners in this endeavour. They have rich experiences, through their engagement in fairs and promotion events, in actively and successfully branding and marketing Mauritius globally. Through a targeted and coherent approach, the higher education sector should leverage on these activities. The study in Mauritius (SiM) platform will play a crucial role in this whole process.

Summary of Recommendations

1	A private advertising agency with proven track record be hired to undertake activities including the following: define the brand mission, vision, and core values, creating logo and tagline, and establish brand guidelines to ensure consistency across platforms, channels and providers.
2	Set up a Study in Mauritius Office (SiMO) to undertake activities including the following: collaborate with International Offices of HEIs, coordinate the branding, marketing and communications, collaborate with the MASS scholarship office to target markets
3	Create a Study in Mauritius (SiMO YouTube channel
4	In partnership with key stakeholders, create extensive content and establish a content release calendar
5	Set up of a wide communication ecosystem that will include, amongst others, the use of social media and influencers
6	Communicate brand meaning, create interest and consideration to ensure customers engagement
7	Conduct assessments to gauge the impact of the various branding and marketing activities, and adjust as needed
8	Provide guidelines to HEIs to implement the branding and marketing action plan of Study in Mauritius
9	Concurrently with the branding and marketing campaigns, HEIs should develop their own internationalisation plan, including review of websites, identification of international recruitment targets, and provision for a dedicated marketing fund, amongst others

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Terms of Reference

The National Committee on Branding, Marketing and Globalisation of the Mauritius Education Sector was constituted by the Ministry of Tertiary Education, Science and Research in February 2025. Its terms of reference were as follows:

- a) Develop a comprehensive marketing strategy and an actionable roadmap to effectively implement the internationalisation objectives, ensuring clear timelines, measurable outcomes, and alignment with Mauritius's vision of becoming a global education hub.
- b) Identify target countries and markets for attracting international students.
- c) Create and oversee the implementation of the “Study in Mauritius” branding and marketing campaign.
- d) Develop promotional materials, including digital and traditional platforms, targeting international students and their families.
- e) Partner with foreign embassies, consulates, and education fairs to promote Mauritius as an educational destination.
- f) Create policies encouraging HEIs to attract international students, including financial, logistical, and academic support.
- g) Develop Key Performance Indicators (KPIs) to measure the success of the internationalisation marketing strategy.
- h) Submit quarterly progress reports to the Ministry of Tertiary Education, Science, and Research.
- i) Leverage the success stories, networks and experience of alumni of Mauritian institutions worldwide to market Mauritius as an education destination.
- j) Integrate language and cultural orientation programs within the structure of support for international students.
- k) Undertake a deeper competitive analysis of Mauritius with other education hubs to identify unique advantages and areas that need improvement to position Mauritius effectively on the global stage.
- l) Focus on sustainability in both the education and campus, attracting a demographic of students that are becoming increasingly concerned with the environment.

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Abbreviations

AfDB	African Development Bank
AIDS	Acquired Immunodeficiency Syndrome
CBBE	Customer-Based Brand Equity
EDB	Economic Development Board
GCI	Global Cybersecurity Index
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIG	Global Index of Good Governance
GII	Global Innovation Index
GNI	Gross National Income
HE	Higher Education
HEC	Higher Education Commission
HEIs	Higher Education Institutions
HIV	Human Immunodeficiency Virus
ICT	Information and Communications Technology
IFC	International Financial Centre
KPIs	Key Performance Indicators
MASS	Mauritius-Africa Scholarship Scheme
MTPA	Mauritius Tourism Promotion Agency
MUR	Mauritian Rupee
NEA	New Economic Agenda
QA	Quality Assurance
SiM	Study in Mauritius
UAE	United Arab Emirates
UGHE	University of Global Health Equity
UK	United Kingdom
USA	United States of America
USD	United States Dollar
USPs	Unique Selling Propositions

1 Introduction

The New Economic Agenda (NEA) 2001 was developed with the primary objective of setting the path for economic diversification with a view to develop into a high-tech, high-income service based and knowledge economy. This Agenda put education first (World Bank 2004). With respect to knowledge economy, the vision of the policy makers was to create, distribute, and make use of knowledge as one of the primary drivers of growth and development. The emphasis was geared towards enhancing intellectual capabilities and innovation to undertake knowledge-intensive activities, such as research, development, and technology, in producing goods and services.

Knight and Motala-Timol (2022) evaluated the higher education landscape of Mauritius over two decades. They found that the Mauritius education system has undergone significant transformation leading to the establishment of Mauritius as an education hub. Their study highlights the critical importance that higher education played in achieving national development goals. They argue that Mauritius constructed a comprehensive three-pronged strategy

- The recruitment of international higher education providers as well as international students from around the world
- The Smart City initiative which focuses on the creation of new cities where higher education is core to its purpose and function, and
- the establishment of bilateral academic partnership/network with other countries.

By analysing data for the period 2011 to 2019, they showed that these strategies have significantly contributed to increased access to higher education for both domestic and international students. However, the number of international students has been on a slow growth path - increasing from 1,524 in 2015 to 2,781 in 2023¹.

Mauritius experienced some success in attracting and retaining international education providers with the establishment of private sector led UNICITI international education hub. The campus hosts institutions of international repute from UK, France, Switzerland and India.

1.1 Structural Barriers to Branding

The limited success in attracting international students at scale, reveals operational and structural barriers within the higher education sector, which must be addressed to ensure that the brand experience resonates with what the brand promise. Some of these barriers are as follows:

- The focus of many HEIs, as evidenced by the contents of their websites, are structurally inward looking. International metrics are always factored in institutional policy decisions and in the marketing strategies of HEIs.
- Internationalization of higher education is still narrowly understood by some important stakeholders. It appears that understanding is limited to

¹ Around 90 percent concentrated in private higher education institutions. .

increasing the number of foreign students, whereas internationalization involves incorporating international perspectives, intercultural understanding, and global issues into various aspects of higher education, such as curriculum development, research collaborations, and student and faculty exchange programs.

- Many HEIs focus primarily on project bound partnerships rather than invest in the more organic collaborative arrangements that require aligning institutional QA policies, procedures and practices in areas like HE curriculum designs, pedagogy and assessment.
- Internationalization strategies or policies at HEIs are currently inexistent or underdeveloped.
- HEIs lack insights on the evolution of African universities in terms of international and regional rankings.
- There is a lack of clarity among major stakeholders on the method of internationalization to be adopted, and the role of public-private sector collaboration on this agenda.
- There is a lack of clarity on some components with regards to student's visa.

1.2 The Road Ahead

To put the higher education sector in good stead, it should go through some activities, including the following (Mohee and Durbarry, 2021):

- Continuous investment by public and private HEIs. The minimum acceptable standard to live up to the image needs to be determined and upheld by all providers.
- An improved regulatory framework to improve the quality of higher education.
- An expanded and diversified portfolio developed with industry input
- A credit system to support curriculum design, quality assurance, student mobility and national comparability of offerings.

Additionally, this necessitates a rethinking of the way Mauritius is engaging with the development and management of its international image as a destination of choice for tertiary education (HEC, 2023). This image must be created/ recreated, understood, shared, owned and used to persuade prospective students and their parents. To achieve this, the image and brand must not remain a promise but reflect the reality on the ground (Alam et al, 2019). The brand equity should be established and progressively consolidated.

To ensure that the Mauritius brand as an identity is credible, meaningful, and successful, some aspects of the current branding and marketing system will have to be reviewed. Based on the investigation conducted, the following are worth noting:

- All higher education providers which intend to recruit foreign students must have the required physical infrastructure, instructional structures and processes as well as qualified personnel to deliver a quality service reflecting the brand promise and the Unique Selling Propositions (USPs).

- Quality assurance should be continuous and aligned with international standards
- Continuous collaboration and regular dialogue between the service providers and the relevant authorities to anticipate and respond to challenges.
- Ensure evidence-based decision making, based on ethical and robust data collection, as well as ensure quick and positive adjustments, whenever necessary, based on students' feedback on their experience.

Four aspects need to be considered when positioning a Mauritius as a Higher Education destination (O'Sullivan et al, 2024):

- (i) purpose, or the long-term commitment to values other than profits – to provide an affordable quality international higher education experience expanding access and success for an increasing number of students from different contexts and socioeconomic status.
- (ii) emotional attributes which students will associate with Mauritius as a multicultural, vibrant, safe and inspiring learning environment and the beginning of their professional career.
- (iii) functional benefits, or the tangible features of quality, technology and sustainability that we want the brand to project and,
- (iv) experiential qualities, or the intangibles (such as consistency, convenience, and expertise) of the brand to represent in the target markets.

1.3 Current International Branding and Marketing Practices

The Economic Development Board (EDB) and the Mauritius Tourism Promotion Agency (MTPA) are the two key governmental bodies promoting Mauritius abroad.

The MTPA focuses on promoting Mauritius as a tourist destination and fostering the growth of the tourism industry. It has developed extensive expertise in international branding, strategic communications and market positioning for Mauritius as an up-market tourist destination. It has a track record in promoting the country as a prime holiday and up-market destination. Through advertising campaigns, participation in global tourism fairs, and collaborative promotional initiatives, the MTPA has been working towards the enhancement of the global visibility of Mauritius.

This experience of MTPA in branding Mauritius can be leveraged to provide valuable insights and models that can guide the development of a coherent branding strategy for the higher education sector, and position Mauritius as a hub for quality higher education.

The EDB is the leading Government agency mandated to provide strong institutional support for strategic economic planning and to promote Mauritius as an attractive investment and business centre, a competitive export platform as

well as an International Financial Centre (IFC). It has been actively promoting Mauritius as a study destination through various initiatives, including showcasing the country's unique study-live-play environment and internationally recognized qualifications.

In Africa, the EDB spearheaded the Mauritius-Africa Scholarship Scheme (MASS) to make higher education in Mauritius more accessible to African students to pursue undergraduate diploma, undergraduate degree or post graduate degree courses. This scheme provides financial assistance to deserving students from Africa, allowing them to pursue higher education in Mauritius. Public Higher Education Institutions (HEIs) in Mauritius actively participate in the EDB's efforts, offering programs and welcoming students through the scholarship scheme. Scholarships are a good strategy to create brand awareness. The MASS is its 11th year with some 230 beneficiaries, altogether.

The EDB has been organising countries during the past years. Higher Education Institutions (HEIs) both public and private have endeavoured to participate in such missions. Recently the EDB organized "Export Services" missions in several African, including Rwanda, Kenya, Tanzania and Uganda and promoted Mauritius as an education destination as one of the sectors it focused on.

The promotional tours are planned with local agents in the targeted countries who ensure attendance of and interaction with school going students about to complete their secondary studies. On average 3-4 schools are targeted per destination with some 200-300 students visiting the exhibition per school amounting to some 1,000 students per country. These tours are organised at least once annually by the EDB and representatives from both public and private institutions participate. This is an insignificant targeted number given the school student population, which ranges in millions.

The private institutions, however, prefer marketing through local agents. The contractual services provided by these agents often include the setting up and management of a website where information about the university and its range of offerings are advertised. Recruitment agents are incentivised through commission earned – ranging between 10-25 percent of the yearly fees. Some private international HEIs have developed a joint marketing strategy to promote their own institutions within the overall brand.

As Unique Selling Propositions (USPs) for Mauritius as an education hub, the EDB emphasizes the following characteristics: affordability, robust academic and regulatory framework, internationally recognized qualifications, diversity of programmes, cosmopolitan and multicultural environment, political and social stability, streamlined procedures for visa, modern expanding infrastructure, strategic location bridging Asia, Africa and Australia, scholarship provision and

work permit during studies and possibility to apply for work permit for 3 years after full time studies².

However, these USPs have been defined prior to establishing a brand value. While every branding exercise requires that USPs are identified, this is usually established after the brand value, vision and mission have been defined (O'Sullivan et al, 2024). Therefore, there is a need to review these USPs once the brand value for Mauritius as a higher education destination has been established

There is, so far, no record of any systematic study on the outcomes of the approach used by the EDB to brand and market the Mauritian higher education destination.

2. Limitations of the current branding and marketing strategy

2.1 Lack of a Brand Value

The USPs, defined by EDB, are not enough to launch a branding campaign. Prospective students and their parents need to relate to what the brand represents beyond the USPs. If, for example, quality is foregrounded, it is underpinned by the twin values of care and trust. These values should therefore be embraced and enacted upon by all service providers – public and private. The vision and mission need to be agreed upon by all stakeholders, including the service providers and stated clearly as part of the development of the brand equity.

2.2 Brand Image without Brand Awareness

Past strategies have focused on the brand image without building any brand awareness, brand value or brand equity. Brand awareness is the ability of a potential customer to recognize the brand as a member of a specific product category. Brand awareness and recognition are essential before attaching attributes to the brand to create a brand image (O'Sullivan, 2024). Mauritius is known predominantly, and almost exclusively, as a high-end tourist destination. For Mauritius to project the image as an international HE provider for higher education, initially it should highlight the qualities attributed in terms of safety, political stability, a democratic multicultural environment and a good overall performance in terms of quality of life.

² A more elaborated list is available on the EDB's webpage: <https://edbmauritius.org/education>

2.3 Lack of Brand Coherence

The website of the EDB is a promotional device for a range of services and not only education. The website, therefore, does not contain any specifically designed logo or message that speaks uniquely to a Higher Education brand or which gets articulated across all the sectors through aligned visuals or messaging. Nor is there a set of guidelines by the overarching brand to which service providers can abide. Brand coherence refers to the consistency in the visual identity, messaging and experience of the brand which is underdeveloped in the Mauritian context. Individual organisations presently develop their branding without a full-fledged framework.

2.4 Absence of Brand Promise

Brand promise refers to the commitment the brand makes to customers to deliver specified experience. Brand promise is critical in developing brand loyalty and reputation. It makes the service provider accountable (Ramesh and Alagappan, 2022). Brand promise, which is the foundation for all marketing efforts, are absent from any branding or marketing of Mauritius as a HE destination.

The incomplete branding and marketing strategy results in the absence of a synchronised coherent sectoral approach. Such an approach could have generated more significant international student recruitment. Private HEIs have adopted their own individual strategies which would need to be harmonised within a broader, unified national branding venture.

2.5 Lack of sustained presence in the targeted markets

Another key weakness in the current marketing practices of the higher education sector in Mauritius is the lack of sustained presence in the targeted international markets. Occasional engagement—such as annual visits—often results in diminished visibility, reduced stakeholder confidence, and a gradual erosion of interest in the institutions. To build credibility and maintain momentum, a strategy grounded in regular, consistent, and high-impact outreach is essential.

3 International Students' Experience in Mauritius – A Survey Analysis

A sample of 40 international students currently studying in Mauritius were surveyed with two objectives:

- To understand how the international students relate to the USPs, and
- To assess whether their experiences cohere with their expectations.

This survey was conducted primarily with students from the African continent. The choice to survey students from Africa is based on the premise that the targeted market, at this stage, for internationalisation of higher studies is Africa. Therefore, this group of students represent the targeted audience for branding and marketing. The data on some aspects of branding that were gathered could be

used, in conjunction with other data, in the development of the branding, marketing and positioning strategy. The following presents the results of the survey.

3.1 Awareness dimension prior to application

Awareness of Mauritius as a country or as an education hub can be divided into 2 segments.

- First, students who already knew Mauritius and its education system, at least to some extent, prior to even applying for their courses. This segment included students primarily from Madagascar.
- Second, students who had limited knowledge or no knowledge at all with regards to the provider or service attributes. This segment included students from other parts of Africa, except Madagascar³. Most of these students were made aware of the option to study in Mauritius by either an agent or an acquaintance. In some instances, elder siblings were already studying in Mauritius, and this provided them with a head start. There are also cases whereby the entire family moved to Mauritius to support two children studying in Mauritius.

It is interesting to note therefore that both controlled marketing (by agents) and uncontrolled marketing (word of mouth) mechanisms are at play.

3.2 Provider attributes considered prior to acceptance of seat

The students were asked to respond on different attributes they or their families considered before selecting Mauritius as the destination for their studies.

- *Geographical accessibility*: The students reported that strategic location was a key determining factor in their parents' selection of Mauritius. The factors that parents considered mainly included accessibility to the country in case of emergency. Accessibility was defined by two factors, namely travel time and ease and speed of getting a visa.
- *Safety*: This attribute comes as an important risk reliever compared to some other African options. In some instances, students accompanied with their parent visited Mauritius prior to accepting the offers to get a general feel about safety in the country and accommodation aspects. The attractions associated with a tropical island seem to have played in favor of their choice.

³ Responses included statements like "*I knew nothing about Mauritius; where it is; we had to look it up when the agent told us*".

3.3 Perceived provider attributes during studies

The students were asked to respond on different provider attributes during their stay in Mauritius. The data gathered provide some indications on what students would like Mauritius to improve to improve learners living experience.

- *Multicultural and multilingual context:* Students appreciate the diverse nature of Mauritian culture. Most of them reported feeling ease and well-integrated in the local community. Language seems to be a barrier to communication. They were led to believe that English language is commonly spoken throughout the country, while this is not the case in practice. This also is the main reason for lack of integration on campus with local students.
- *Accommodation quality and cost:* While students were generally led to believe that Mauritius is an affordable destination, they realised that accommodation costs are in fact very high – ranging between MUR 7,000 to MUR 30,000 depending on size and neighbourhood. Another issue with accommodation is that some students were misled by deceptive accommodation listings where pictures and descriptions did not match the reality of the property. Many students also reported that they struggle with high grocery prices which add to the significantly high accommodation costs.
- *Transport:* Transport has been mentioned as being very problematic given the fact that bus stops do not hold any information about the destination and timings of the bus. As such, some students preferred to have recourse to their own mode of transportation, including bicycle.
- *Work Opportunities:* Almost half of the students interviewed are engaged in part-time jobs to support their financial needs. They reported that employers are supportive and accommodating on account of the labour shortages. However, there are a few cases of malpractices including lower rates for same job done by Mauritians. Some of the students reported that some employers prefer to offer opportunities to Mauritian students rather than foreign students because of unrealistic perceptions.

3.4 Perceived product and process attributes

The students were asked to respond on the process of their application and on their learning experiences at the universities. Several aspects were considered, including ease of registration, quality of teaching, tuition fees, and the availability of their preferred courses. The following were noted:

- The students were positive about these attributes. They highlighted factors such as good access to resource, appreciable teaching and support from tutors.
- Classroom interaction between local and foreign students appears to be a challenge because of the widespread use of Creole by local students.

- Internship is a huge challenge, despite being part of course completion. Local firms discriminate against international students because of language and lack of knowledge of local realities and cultures.
- Student life on and off campus was raised as another challenge. Inter-institutional events are rare. Social gatherings end quite early in the evening.

3.5 Perceived provider attributes internationally

The responses from the survey conducted about provider attributes are similar to responses of similar surveys undertaken in other parts of the world. Table 1 provides a summary of the key findings from student surveys conducted in 2023 and 2024 by a professional marketing agency, namely Quacquarelli Symmonds International Student Survey (QS ISSS). The surveys involved more than 66,000 prospective higher education students from various countries and regions: Spain, UK, Africa, India and Indonesia amongst others.

Table 1: Key perceived provider attributes in Africa, India and Indonesia

African Continent	• Affordable tuition fees – 63 percent • Scholarships – 58 percent. • Post-graduate taught programs – 53 percent • Work after their studies – 50 percent. • Vibrant and beautiful destination 57 percent • Ability to connect with international students – 64 percent
Indonesia	• Cost of living – 71 percent • Reaching out to existing international students in deciding where to study – 54 percent. • Used Instagram to research about study destinations – 77 percent.
India	• High teaching quality, evidenced by independent ratings, is the most important factor. • Cost of living – 70 percent • Work after studies – 58 percent • Used Youtube to research about study destinations – 66 percent.

4 Competitor Analysis

In this section two African education hubs, namely Botswana and Rwanda are reviewed. The objective for this review is to understand and showcase how other countries in the region are also internationalising their higher education as a growth sector. There are valid lessons that Mauritius can learn from the experiences of these two countries.

4.1 Botswana Education Hub

Botswana identified and prioritized six industrial sectors to improve doing business conditions - diamonds, agriculture, medicine, transport, tourism, education, and innovation (Moremi, 2018). The education hub was envisioned as serving to educate, train, and supply the required labour. Plans to establish Botswana as an education hub materialised with the setting up of a coordinating office within the Ministry of Education and Skills Development (Trading Economics, 2025).

Within the education hub, consolidating medical research and training capacities was considered as being critical to respond to regional health care issues such as TB, HIV/AIDS and malaria. A partnership with Harvard School of Public Health with focus on virology, molecular biology, immunology, genetics, epidemiology, and social and behavioural issues relevant to the AIDS epidemic in Botswana and southern Africa, was formed 1996 (Wilmoth and Mokopakgosi, 2014).

Table 2: Botswana International Students Country of Origin

Country Name	Females	Males	Total	Country Name	Females	Males	Total
Angola	2	4	6	Tanzania ¹²	3	7	10
Burundi	1	1	2	Zambia	22	20	42
Cameroon	5	4	9	Zimbabwe	200	162	362
Congo	7	4	11	Antigua & Barbuda	1	0	1
Côte d'Ivoire	1	0	1	Austria	0	1	1
DRC ¹³	1	1	2	Bahamas	2	1	3
Eswatini	181	150	331	Bangladesh	4	1	5
Ethiopia	1	4	5	Bosnia	4	3	7
Ghana	5	2	7	Bulgaria	1	0	1
Guinea	1	1	2	China	5	1	6
Kenya	7	12	19	Cuba	1	2	3
Lesotho	64	67	131	Germany	0	2	2
Liberia	1	12	13	Haiti	0	1	1
Libya	0	1	1	India	20	27	47
Malawi	18	23	41	Israel	0	1	1
Mozambique	1	5	6	Oman	3	2	5
Namibia	32	36	68	Pakistan	8	2	10
Nigeria	14	29	43	Palau	0	1	1
Rwanda	3	1	4	Philippines	1	1	2
Seychelles	2	0	2	Sri Lanka	1	0	1
Sierra Leone	0	2	2	Thailand	0	1	1
Somalia	1	0	1	Ukraine	0	1	1
South Africa	26	12	38	United Kingdom	0	1	1
South Sudan	0	2	2	USA ¹⁴	1	2	3
Sudan	0	1	1	Vanuatu	1	0	1
Uganda	2	6	8	Not Specified	19	23	42
				Total	678	638	1,316

Source: Higher Education Institutions 2022

Botswana has taken some measures to attract more foreign students and international branch campuses. However, due to financial constraints, progress has been slow. It has two universities that are internationally ranked - University of Botswana and Botswana International University of Science and Technology (ranked between 1200-1500). In 2022, the number of foreign students enrolled was only 1,316 (table 2 provides some details).

One of the main challenges is fragmentation of regulatory bodies, and this has negatively impacted on education access, quality and relevance (Samboma, 2017). Comparatively, local efforts to consolidate quality assurance processes through more rigorous regulatory framework will build confidence in the Mauritian brand.

Another challenge that Botswana faces in terms of attracting international students is its limited competitive advantage in terms of fees and cost of living. Its stalling efforts to improve the quality of its offerings is likely to hold it back especially in the face of dwindling financial support from the government. Yearly fees charged to international students at the flagship university-University of Botswana, is between 3,500- 4,000 USD (depending on the course) which is higher than the fees charged at the University of Mauritius which falls within the range of USD 2,000-2500. The estimated subsistence income required for an international student to live in Kigali is USD 400 – 600 which is comparable to Mauritius.

4.2 Rwanda Education Hub

Rwanda is in an expansive phase with its strategy for internationalisation. Its international student population increased from 1,400 in 2017 to 9,109 in 2024. Rwanda's ambition is to be the first choice for higher education on the African continent.

The number of higher education institutions is fast increasing. Currently there are 35 universities, and this number is expected to increase further in years to come. Rwanda's efforts are directed at improving graduate employability. University of Rwanda recently integrated employment focused graduate attributes in its 158 programmes. Currently, the University of Rwanda and the University of Global Health Equity (UGHE) are ranked sixth and eighth, respectively among universities in the Sub-Saharan region by the 2024 Times Higher Education rankings.

One of the major features of Rwanda's higher education landscape is its connection with a range of Chinese universities, including with the premiere China's Tsinghua University which is ranked No. 1 in China, the whole of Asia-Oceania region and emerging countries according to the Times Higher Education. Other collaborations with China include vocational training education. The Chongqing Normal University established the Confucius Institute at the University of Rwanda and Hangzhou Normal University has a cooperative agreement with the Rwandan government. It does appear that China's strategic vision to position its universities in Africa cohere with Rwanda's own vision and will give the latter a decisive advantage since Chinese universities, unlike their

Western counterparts, bring massive state funding in the equation. Notwithstanding Rwanda's very successful inroad in Chinese HE system, prestigious universities like Carnegie Mellon also have well established partnerships with Rwandan institutions of higher learning.

Rwanda's social and political context is very stable, at least after it emerged from civil strife in the late 1990s. Good leadership, effective governance, discipline, and openness are attributes on Rwanda's democratic score card making it an attractive destination for parents and students across Africa and beyond.

Rwanda is a rival destination to Mauritius. One of the advantages that Mauritius has over Rwanda, and which it should capitalise on is its superior percentage of higher education staff who have doctoral degrees and able to deliver post graduate research programmes. However, given the speed with which this sector is evolving in Rwanda, there is the possibility that this advantage will no longer hold in the future.

Rwanda is taking bold, consistent and systemic measures to improve the quality of student experience. As an example, recently, the Higher Education Council enforced that all HEIS must establish a dedicated focal office for international students to support them throughout the educational journey. The next target set by the government is to harmonise visa application and provide for housing facilities for foreign students to accommodate 60 percent of the undergraduate students.

Costs associated with studying in public universities in Rwanda include annual university fees of USD 1000-1200 plus living expenses of USD 500- 700. Fees from private universities can go much higher up to USD 5,000, depending on the courses.

There are similarities between Mauritius and Rwanda. For example, the range of fees and associated university expense are similar, and the post-study work periods are comparable. Rwanda's economic outlook is positive although, comparatively, Mauritius is a more mature economy. However, the public universities in Rwanda are better ranked than in Mauritius and the capacity (in terms of available seats) to accommodate international students is higher.

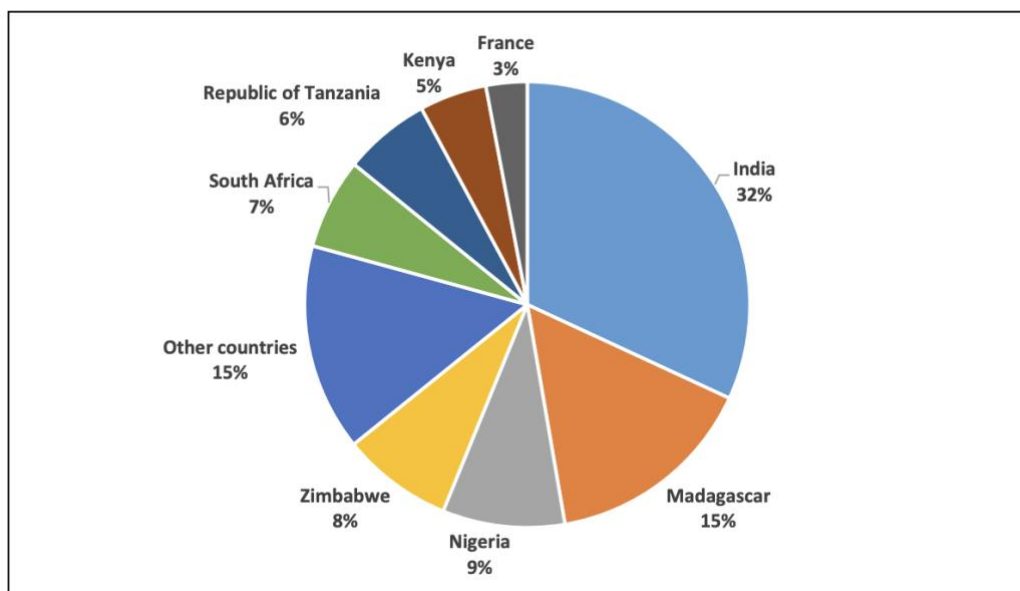
5 Possible destinations to target for branding and marketing activities

One of the tasks of this Committee was to select prospective destinations, on a pilot basis, to target for branding and marketing activities. The Committee considered two approaches to this exercise:

First, to leverage the current recruitment performances as a basis for selecting destinations. The top four countries, as indicated in Figure 1, are India, Madagascar, Nigeria, Zimbabwe. From this list of countries, the Committee

selected India and Zimbabwe as pilot cases. In these markets, there are already some brand awareness and brand equity as substantiated by current recruitment figures and interview data.

Figure 1: Enrolment of students by countries in Mauritius



Source: Higher Education Commission, 2025

Second, two countries from the same two continents as India and Zimbabwe – that is Africa and Asia. These 2 countries are Kenya and Indonesia, and they have been selected based on vital statistics. Africa is particularly interesting for Mauritius for 2 reasons: first, its proximity and second the significant surge of the middle income class in Africa’s population – from 26 percent in the 1980s to over 34 percent ([AfDB 2011](#)). The profile for the African continent is presented in section 6.

Kenya has a large population in the relevant age group, the income level is rising, and demand was favourable. Indonesia is an emerging market and has the required attributes for a successful recruitment (Azzarah and Zahra, 2023; Gaus, 2024). Both Kenya and Indonesia have a large population base which are projected to generate substantial demand for higher education.

5.1 Kenya

Kenya hosts 74 Universities in East Africa with a student population of more than half a million. Despite experiencing a three- fold expansion in the past decade, Kenyan students still need to look for international opportunities as the HE system in Kenya faces the following challenges: inadequate physical infrastructure, lack of qualified personnel, low publication outputs and innovation.

Table 3: Kenya at a Glance

Population	55.86 million; close to 60 percent of population is under 25 years of age.
GDP (Purchasing Power Parity)	\$226.94 billion (in 2017 dollars)
Income	17 percent of the population is in the higher middle-income brackets
Language	English (official), Kiswahili (official), numerous indigenous languages
Secondary completion rates	90 percent of the Kenyans are literate, with an average 20 percent of population having above secondary education. An increase in Kenyan schools offering A-Levels and International Baccalaureate naturally increased the number of students willing to study abroad. Around 90,000 students become eligible for university education yearly. Its GER hovers around 22 percent with local public universities accommodating a maximum of 24,000.
Current Outbound students' statistics	14,060 students studying abroad according to UNESCO but the real figures may be higher.
Current destination choice of outbound students	USA, UK, Canada, Europe, UAE.
Top areas of study	Engineering 22 percent, Health Sciences, 15 percent, Mathematics/ Computer Science 13 percent, Business and Management 13 percent, Life Sciences 10 percent
Government support	The government of Kenya continues to place a high priority on education in its budgetary allocation, in line with its mandate of ensuring every Kenyan citizen is literate and able to access basic education. The Higher Education Loans Board that offers student loans was allocated \$148.4 million. 76

	percent are government sponsored, 22 percent self-sponsored and 2 percent by other means of sponsorship
Internet and Social Media Use	Facebook, Instagram and YouTube

5.2 Zimbabwe

Zimbabwe's troubled history has overshadowed the fact that it has had, at some point, one of the most prized and sophisticated systems of international higher education sector born out of its colonial history. However, currently the sector is under-resourced with thirteen state universities and seven private institutions which offer accredited degrees (ZIMCHE, 2024, Garwe and Thondlahna, 2019).

Table 4: Zimbabwe at a Glance

Population	17.4 million, growing steadily. 62 percent of population is under the age of 25.
GDP (Purchasing Power Parity)	36 billion USD (in 2024)
Income	The average annual income is approximately 2,060 USD.
Language	Zimbabwe officially recognizes 16 languages, making it one of the most linguistically diverse countries in Africa. • Shona – Spoken by about 70% of the population. It is the most widely spoken native language. • Ndebele (Sindebele) – Spoken by around 20% of the population, especially in the southwestern parts of the country. • English – Used in government, education, business, and media. It is the primary language of instruction in schools and official communication.
Secondary completion rates	Lower secondary school completion rate – 71 percent; upper secondary completion rate 16 percent (Zimbabwe Education Sector Analysis, 2020).
Current Outbound	Approximately 15,000 Zimbabwean students are pursuing higher education abroad.

students' statistics	
Current destination choice of outbound students	South Africa- the most popular destination for Zimbabwean students due to its proximity, affordability, and the availability of English-medium instruction (10,000). United States- (1,907) United Kingdom- Not specified- In 2023, over 600 state scholarship for studies abroad to countries including Algeria, Cuba, India, Indonesia, Malaysia, and Russia under the Presidential and National Scholarships programme.
Top areas of study	Education and Teacher Training, Engineering and Technology, Agricultural Sciences, Health Sciences and Medicine, Business and Commerce, Computer Science and Information Technology, Humanities and Social Sciences
Government support	Zimbabwe received grant support for a total of USD 48.8 million for the period covering 2023 to 2026, aimed at improving educational outcomes and equity. Scholarships available to Zimbabweans are the Fulbright Foreign Student Program, Mandela Rhodes Scholarship and Canon Collins Trust Scholarships amongst others.
Internet and Social Media Use	Facebook, Instagram, Messenger, LinkedIn.

5.3 India

India has the second largest higher education systems globally, which includes over 1,100+ universities and more than 45,000+ colleges falling under the jurisdiction of Union and State departments. With a workforce of 1.6 million teachers serving more than 50 million students, India made a strong investment in its higher education sector by dedicating 1.57% of its Gross Domestic Product (GDP) to consolidating and expanding its reach, surpassing many European nations and coming close to the US and the UK (Government of India, 2025).

Table 5: India at a Glance

Category	Data
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Population	46 billion (2024) with over 40% under 25 years of age
GDP (Purchasing Power Parity)	\$14.59 trillion (2024)
Income	A lower-middle-income country with a GNI per capita of \$2,480.8 (2023). Approximately 17 percent in higher middle-income group (USD 1145–4100/month)
Language	Hindi (official), English (associate official), and 21 other recognised languages
Secondary completion rates	Around 76 percent for secondary education completion
Current outbound students' statistics	The figure for the Indian subcontinent varies greatly from one source to another but the range is between 759,000 - 1,300,000 Indian students in 2024.
Current destination choice of outbound students	USA, Canada, UK, Australia, UAE
Top areas of study	Engineering (25 percent), Business & Management (18 percent), Computer Science (15 percent), Health Sciences (10 percent), Math & Natural Sciences (8 percent)
Government support	National scholarships, fee subsidies, and education loans offered through schemes like the National Scholarship Portal and Vidya Lakshmi
Internet and Social Media Use	YouTube, WhatsApp, Instagram, Facebook are top platforms

5.4 Indonesia

Indonesia is the world's fourth most populous country, behind only China, India, and the USA. It is also one of the world's youngest, with almost 50 percent of Indonesians under the age of 30. In 2023, Indonesia's gross enrolment ratio for tertiary education was around 45 percent. The country is 16th largest economy in the world with experts predicting that it will reach the top ten by 2030. The country's

continued economic development has also led to a growing middle class which has doubled in size.

Table 6:Indonesia at a Glance

Population	279 million people with almost 50 percent of Indonesians under the age of 30, and a median age of just 28.
GDP (Purchasing Power Parity)	The 16th largest economy in the world.
Income	Average per capita USD 4,419.
Language	700 languages with Bahasa, Javanese and English gaining ground
Secondary completion rates	Around 70 percent of the school going population successfully complete senior high schools. More schools now teach bilingual and international curricula.
Current Outbound students' statistics	Since 2014, the number of Indonesian students studying abroad has grown by 21% according to the UNESCO Institute for Statistics Indonesia is the third largest source of outbound students for higher education. Tertiary students studying abroad - nearly 60,000, of which 95 percent are self-funded.
Current destination choice of outbound students	Australia, Malaysia, USA, Japan, UK, Germany, Turkey, Japan, Germany, Saudi Arabia.
Top areas of study	Medicine, cybersecurity, electronics, cloud computing, supply chain, teaching, ICT
Government support	In 2012, the Indonesian government started a scholarship programme called LPDP to support post graduate students accepted into the national and world's top universities. More than 45,000 students have benefited from this scholarship scheme.
Internet and Social Media Use	There were 185.3 million internet users with internet penetration stood at 66.5 percent.139.0 million social media users which is 49.9 percent of the total population.

6 The African Continent Profile

“Africa will be home to 40 percent (or one billion) of the world’s children by 2055, and yet, there are currently just about 740 universities across Africa’s 10 most populated countries. (By comparison, the United States has around 5,300 colleges and universities.) Any recruitment strategy that did not seek to attract more students from this fast-growing region, which also boasts a rapidly expanding middle class, would be incomplete at best.” (Harris, 2019)

Interest in Africa, for Mauritius, should not only be tied to student recruitment, but also, to the talent pool this may give access to and the associated soft power which comes with being engaged in the education of future leaders.

Each country in Africa has its own specificity in terms of historical, political, cultural and economic characteristics. There is however undeniable common threads cutting across all these contexts – and one of those is the critical under resourcing of HE which impacts on access, quality and completion rates of HE students.

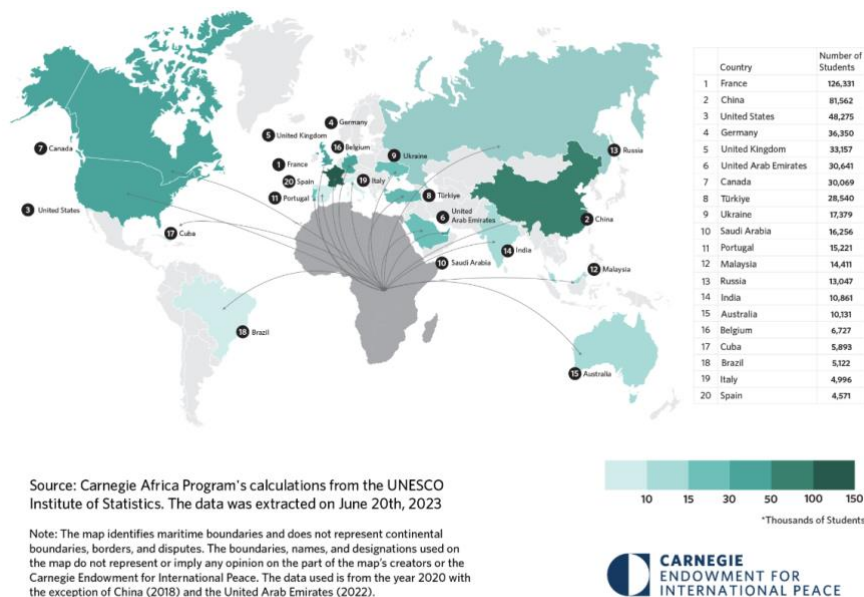
Only a small percentage of potential HE students have the resources to seek and complete overseas international education. For example, only around 8-10 percent of the population may be in the higher income bracket. In fact, even if fees are at a level which Mauritians would consider reasonable, these would represent in many African contexts, a high-end offer (Harris, 2020).

African students, in general, are keen on pursuing international higher education for the following reasons:

- Limited access in local universities.
- Low trust in the quality of local provisions.
- A greater portfolio and innovative courses.
- Greater value placed on international programmes on the local/international job market.
- An opportunity to gain post study work experience in an international context.
- A launchpad for international immigration.
- A possibility for sponsorship.

Africans’ preferred destinations are France, China, Germany and the UK (Figure 2). While data on the percentage of students in these countries who are self-sponsored is not available, it is not unreasonable to assume that the majority obtained some form of scholarships available yearly to African students. Available data shows that African students are moving away from the main four destinations due to affordability issues as well as issues related to visa issuance.

Figure 2: Top HE destinations of African Students



7 Recommendations: The Branding and Marketing Plan

This section proposes a series of recommendations that Mauritius should adopt in a phased manner to drive the branding and marketing of the Higher Education sector of Mauritius. The 7Ps of Services Marketing and Keller's Customer-Based Brand Equity (CBBE) Model has been used, as guiding principle.

The proposal is that the phased approach should include the following activities: the establishment of the brand identity, the creation of two communication pillars - namely a web portal and a channel for showcasing impactful videos, the extensive development of content, gradually increasing the number of communication platforms and intensive advertising.

7.1 Brand, Content and Structure Creation

The first phase involves setting up the brand by:

- Defining the brand mission, vision, and core values.
- Creating logo and tagline, establish brand colours and typefaces.
- Establish brand guidelines to ensure consistency across platforms, channels and providers.

Recommendation: The Committee recommends that a private advertising agency with proven track record be hired to help achieve the above objectives and create all related content.

Mauritius is currently developing a Study in Mauritius (SiM) portal with a view to streamline application processes and facilitate application for higher studies in Mauritius⁴.

Recommendation: This Committee recommends that the SiM portal takes the following into consideration:

- Selecting an appropriate design, structure, and content strategy for the "Study in Mauritius" web portal, which will be developed as both a website and a mobile application. The platform should be dynamic, modern, user-centric, and fully optimised for mobile devices.
- Integrating a chatbot on the portal to help prospective students, current students and parents obtain real time answers to their queries.
- Identifying the links and develop the relevant content and associated apps.

Recommendation: The Committee recommends the development of professional promotional content which:

- Showcases the uniqueness of Mauritius and its HE system.
- Projects on the strengths of HEIs and their programmes.
- Provides links to visa and application procedures.
- Displays testimonials of successful alumni
- Demonstrates the richness and diversity on campuses.
- Foregrounds Mauritius' unique multicultural identity, tropical island setting, festivals, sports.
- Showcases the quality of infrastructure highlighting the technological infrastructure and educational settings.
- Includes invitational messages from the Prime Minister and Minister of Tertiary Education, Science and Research.
- Informs about sponsorship opportunities.
- Displays flagship programmes of public and private universities
- Provide application procedures, links, resources and contact details of universities.

The content should also include details on how well Mauritius is faring on a range of macro indices such as:

- World Happiness Report: Mauritius consistently ranks as the happiest country in Africa.
- Global Innovation Index (GII): Mauritius is frequently recognised as the most innovative country in Africa.
- Global Cybersecurity Index (GCI): Mauritius is ranked first in Africa.
- Global Index of Good Governance (GIG): Mauritius is ranked first in Africa.

⁴ The detailed report on the development of the SiM portal is available on the Ministry's website.

- World Bank's Women, Business & Law Index: Mauritius is ranked first in Africa in this index.

7.2 Setting up of a Study in Mauritius Office

Recommendation: This committee recommends the setting-up of a SiM Office under the Ministry of Tertiary Education, Science and Research. This should be taken as a top-most priority.

This office will be the face of the Study in Mauritius brand. It will have a dedicated team of marketing professionals, administrators and endowed with the required budget. We recommend that at least two staff with a robust work experience in marketing/communications and events management and, one staff in international relations be recruited for the Study in Mauritius Office.

The functions and responsibilities of the Office will be to:

- Work closely with the International Office of all participating institutions channeling queries and responding to those received from prospective candidates.
- Coordinate the branding, marketing and communications of the Mauritian HE brand and oversee implementation across HEIs.
- Commission the production of marketing materials such as posters, flyers, brochures, media adverts and branded items, such as banners, memorabilia (caps, mugs, keychains, t-shirts, pens, bags, stickers, fridge magnets...).
- Work with the MASS scholarship staff to earmark 250-300 scholarships for each targeted destination for both face to face, online as well as full time or part time courses to provide for diverse profiles.
- Research and maintain established email databases for second stage of targeted / profiled marketing.

7.3 Create a SiM YouTube Channel

Recommendation: Create a SiM YouTube channel with student and alumni testimonies, and videos about Mauritius. This channel will:

- Enable students and HEIs to showcase good practices in terms of curricular and extra-curricular activities at their HEIs and their student life experience
- Allow students following media and communications courses to develop content which would allow them to demonstrate their skills and see Mauritius from an outsider- insider perspective. These student-created content will be developed according to certain guidelines set up by the respective HEIs.
- Allow professionals who are involved in servicing international students both on and off campus to submit interesting videos to be uploaded. This collective effort is meant to create a diverse online community dedicated to improving the experience of international students, familiarising and integrating them within that community even they land in Mauritius.

7.4 Extensive content creation

Recommendation: The Committee recommends extensive content creation by the selected agency under the supervision of the SiM office and in participation with key stakeholders. A content calendar should be elaborated so that communication materials are gradually and strategically released in target countries. This will involve the following activities for the SiM office:

- Collaborate with the advertising agency to write scripts, key messages and articles; design communication materials, artworks, electronic posters, flyers, brochures, prospectuses, produce videos for all platforms, special videos to project a unified sector and an appealing destination.
- Collaborate with embassies to collect data on target audience and with dedicated staff at the Embassies to attend queries, help students address visa/ permit issues and become a reliable, responsive port of call for international students and their parents.
- Engage local educational agents in targeted destinations to determine their contractual terms of reference after a due diligence process.
- Collaborate with local campuses and Mauritian students in HEIs to develop their message to international students. This helps to create engagement with the vision and mission, a call to rally around this national effort to boost what can become a key sector of the economy.
- Engage with service providers in transport, accommodation, and catering to design their own content intended for international students. This is meant to raise support for international students for them to have the best experience in and off campus.
- Encourage HEIs to create content based on actionable knowledge which has immediate relevance to the realities of the wider community. These videos create a bridge between the HEIs and the citizens becoming a symbol of goodwill and adding value to the brand and promoting it. Metrics on number of views and comments provide a barometer to assess the relevance and influence of such content.

7.5 Set up a wide communication ecosystem

It is essential to draw up a marketing plan to deploy a full media strategy using a combination of both social and traditional media outlets. The brand should be built as an experience with detailed attention to the needs of the prospective customers.

Recommendation: The Committee recommends the setting up of a wide communication ecosystem. This ecosystem will consider several elements including the following:

- The use of a combination of social media platforms (e.g. Facebook, Instagram, YouTube, TikTok, X) and traditional media platforms (e.g. radio) to shift from product to experience brand. All the social media platforms should be integrated with analytics tools to generate KPIs to evaluate performance and adjust marketing efforts as needed. Evaluating the outcomes of the marketing brand performance and campaign performance

should be given due importance in the whole process as adjustments will be required, periodically, to improve communication and targeting. Other means could include the publication of articles in international university-related press (e.g. University World News and Times Higher Education) and the publication of online newsletters (periodically) giving international students opportunities to foreground their voices and act as ambassadors of the brand.

- Hire the services of influencers in targeted countries with defined roles (e.g. cultural translation of content). These influencers should showcase Mauritius as a HE destination of choice.
- Set up a calendar for brand awareness events in targeted countries. These events can be organized jointly in partnership with embassies (Study in Mauritius desk), influencers, and recruitment agents. These events should coincide with billboards and radio events. Events can also be organized around the signing of government-to-government agreements. As part of brand awareness, live webinars to present the Mauritian HE brand should also be organised regularly, to follow up on face-to-face fairs. During face-to-face events, provision should be made for mass distribution of branded memorabilia items (e.g. caps, mugs, keychains, t-shirts, fridge magnets, pens, etc.). The Committee recommends starting with Zimbabwe, as the first target country, where there is already interest.
- To increase visibility, the Committee advises that provision is made for an increased number of scholarships for undergraduate and post graduate studies (around 1,000 scholarships (partial)). Major announcements, for example of the number and type of scholarships should be well timed, and the results should be announced relatively quickly – a timeframe for evaluations should be set. These scholarships should be rolled out during the marketing campaigns, in partnership with both public and private HEIs. They could also be given a name attached to the country name, e.g. Horizon Mauritius.
- Another way to increase visibility is the organization of international student sports events and to invite students from a range of countries to participate. This event can spotlight Mauritius as an HE destination.
- Domestically the Mauritians should also be made aware on the importance of internationalization of higher education. This calls for internal branding as well. Local campaign events should be undertaken to explain the national objectives and gather national interest and support. These events can take the form of social media, talks on radio, videos on social platforms showcasing talks by the Minister and HEIs representatives, and the use billboards, amongst others. These events will require collaboration with other stakeholders such as the Mauritius Tourism Promotion Authority, the Quality Assurance Authority, the Higher Education Commission and the Economic Development Board to support the campaign.

7.6 Aligning HEIs' branding and marketing strategies to national strategies

HEIs will benefit financially from the internationalization process, through gradual increase in number of international students. As such, these institutions should

also align their branding and marketing strategies to those of the central government.

Recommendation: This Committee recommends that Ministry of Tertiary Education, Science and Research provides guidelines to public and private HEIs to implement the branding and marketing action plan of Study in Mauritius. Some aspects that these guidelines can consider include the following:

- Nomination of brand ambassadors within each HEI to act as a liaison person for continuous branding activities. These ambassadors should be well versed with the requirement of the brand and ensure communication across their institutions. Workshops should be organized periodically to ensure continuous engagement.
- Staff (academic and non-academic) of all HEIs have to be sensitized and motivated to promote the brand.
- All HEIs to have a Study in Mauritius link on their websites and should promote the brand across their social media platforms.
- The international advertising materials of HEIs shall display the Study in Mauritius brand. The Ministry should provide templates to ensure standardization across HEIs.
- Encourage academics presenting papers at international conferences to promote the Mauritian HE brand. One idea could be the creation of professional PowerPoint templates that could be used for presentations.
- All HEIs to distribute a Study in Mauritius Induction Pack for international students. The Ministry, in consultation with HEIs, should define the contents of the pack. This should ensure that the students obtain essential info to communicate with and understand the culture.
- To support the integration of the international student, an induction video about what an international student needs to know about Mauritius, its culture and people must be produced by the Ministry. This video should be made available on HEIs website and updated periodically.
- Pre-arrival counselling must be provided by the host university, using guidelines and policies developed by Study in Mauritius Office.

8 Conclusion

Internationalisation brings in openness and vulnerabilities which can best be mitigated by consolidating the values and quality of all HEIs. Branding is about saying who we are, what we stand for and what we aspire to and why. Marketing involves communicating these to an audience to persuade them that we have something of value to offer and using the feedback to improve the service. The most important factor determining the success of the branding and marketing exercise is to put the right tag on the right product. The crucial elements of the brand value of Study in Mauritius should include are the following:

- Inclusion: Study in Mauritius breaks down barriers to create welcoming, supportive learning environments for all students as well as a range of scholarship options.
- Quality: Study in Mauritius upholds high academic standards through a rigorous system of quality assurance across all providers of international HE.
- Accessibility: Study in Mauritius ensures that higher education is within reach for students and their families.
- Affordability: Study in Mauritius provides opportunities to access a range of internationally benchmarked HE offerings at competitive costs.
- Diversity: Study in Mauritius embraces and celebrates cultural and intellectual diversity, fostering global citizenship and meaningful intercultural exchange.
- Sustainability: Study in Mauritius embeds sustainable practices across campus life, curricula, and community initiatives.
- Relevance: Study in Mauritius encourages the development of programmes aligned with evolving industry needs, preparing graduates to be entrepreneurial, employable, and future-ready.
- Safety: Study in Mauritius ensures a secure, stable, and peaceful environment where students thrive academically and personally.
- Partnership: Study in Mauritius builds strong collaborations with students, industries, governments, and global institutions to co-create knowledge and opportunity for post study employment.

The brand vision and mission should realistically be aligned with brand values of Study in Mauritius.

Vision: To become a destination of choice in higher education in the region, a gateway between Africa, Asia and Europe through a unique blend of international quality provisions, affordability in a safe, multicultural, politically stable and thriving economic environment.

Mission:

- To make quality HE provisions accessible to international students through flexible pathways at competitive costs and a varied scholarship system.
- To create an inclusive, culturally diverse learning and teaching HE ecosystem reflective of high standards expected of an international education hub.
- To develop and strengthen partnerships across all service providers to guarantee quality international student experience both on and off campus
- To support international students to get the best possible start on their post study journey by connecting them with the world of work.

The USPs (brand differentiator) of Study in Mauritius should be realistically defined based on the consumer and provider attributes discussed in this report. Amongst others, they should include the following:

- A rigorously accredited portfolio of qualifications meeting international benchmarks.
- Access to a wide range of courses from reputed international universities, at affordable prices
- A range of high-quality, and innovative programmes developed in collaboration with employers and industry.
- Flexible learning pathways which cater for diverse students' needs.
- A safe, peaceful and politically stable environment promoting cultural diversity.
- Opportunities to connect to the world of work under the “Young Professional Occupational Permit” for 3 years after full-time studies in Mauritius.

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