



Tertiary Education Strategic Plan 2013-2025

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Tertiary Education Strategic Plan 2013-2025



Foreword

I have the pleasure to present this Strategy Paper for Tertiary Education 2013-2025, which outlines the Government vision to transform the country into a knowledge-based economy. Mauritius has achieved remarkable progress in the provision of primary, secondary, vocational and higher education. The expansion of education has been one of the main factors influencing the economic and social advancement of the country. Government is now working towards building Mauritius as a knowledge centre by expanding access to quality higher education and strengthening research, development and innovation.



It is important for countries like Mauritius to develop higher skills, professional capacity and advanced knowledge and to make optimum use of technology to address sustainable development challenges if they are to sustain growth in a globalised context. Mauritius needs to implement the right strategies in order to become an active player in the international higher education market by enhancing quality, widening access, increasing research and development, generating new knowledge and innovation.

It is with this objective that the Government of Mauritius, guided by the vision of the Prime Minister is placing high importance on knowledge-driven growth and innovation for its future development. This policy has prompted the Government to create a ministry dedicated to tertiary education, science, research and technology and to define a vision based on widening opportunities to quality higher education not only to meet the needs of Mauritius but also of the region. Major investments are being made by the Government to develop three new modern campuses within knowledge parks in the coming year and others in the medium term. The policy of “One Graduate per Family” aims at increasing the skills and competence of our young people, promoting social mobility and improving quality of life. Reputable tertiary education institutions are being encouraged to operate in Mauritius. Some of them already have branches in Mauritius or are working in partnership with local institutions, namely ESSEC, Science Po, Imperial College and University of Geneva. Open learning is expected to play a significant role in creating higher education opportunities through the newly established Open University. The Université des Mascareignes was set up last year to offer courses geared towards industry and the Fashion and Design Institute will be given awarding powers.

Special attention is being given to quality of programmes teaching and learning. It is intended to strengthen quality assurance at all levels of the tertiary education sector, through upgrading of qualifications of faculty members, peer review of teaching and by increasing research and publications. A Tertiary Education Bill will be enacted to provide for clear and transparent quality assurance mechanisms.

The tertiary education sector strategy is placing emphasis on the participation of the private sector in research and innovation as well as in increasing employability of graduates through effective linkages with the private sector to obtain key information on labour market needs.

The ultimate objective is to develop the knowledge sector as a new pillar of the economy and increase its current contribution of 2.7 % of GDP to about 10% by 2025.

This strategy outlines our vision and how we intend to achieve it. Strategies are not meant to be static but should evolve. It will therefore be reviewed and updated, as and when the need is felt. The implementation of the strategy, of course, depends on the participation of all the stakeholders and I look forward to their support. I would like to thank all the local institutions and international organisations which have contributed to the preparation of this document.

A handwritten signature in black ink, appearing to read 'R. Jeetah'. The signature is stylized and written in a cursive script.

Dr R. Jeetah
Minister of Tertiary Education, Science, Research and Technology

EXECUTIVE SUMMARY

Mauritius has achieved substantial progress in the provision of education and has now to address challenges of a globalised economy which requires higher skills, more research and innovation. In the context of its Economic and Social Transformation Plan, the Government's vision is to transform the country into a knowledge based economy by 2025. In this context, in 2010, Government set up a ministry dedicated to Tertiary Education, Science, Research and Technology.

The challenges faced by the tertiary education sector are to develop high value-added knowledge which would enhance its competitive advantage, prepare itself to operate in an internationalised higher education environment, widen access and ensure equity, improve quality, increase and sustain investment in research and innovation and strengthen the governance and financial sustainability of the higher education sector.

While addressing the concerns for equity and widening access, the tertiary education institutions are also expected to internationalise and operate in a more competitive environment. The demand for higher education is expected to continue increasing in the region and Mauritius aims at playing a meaningful role by offering quality tertiary education, increasing enrolment of international students and attracting reputed universities to Mauritius. Research and innovation is critical to the development of new knowledge and need to be encouraged through increased publications and patenting and more private sector participation in research funding.

Based on the consultations held with stakeholders and international agencies, five strategic goals have been identified as follows :

- Strategic Goal 1 - Widening access and ensuring equity
- Strategic Goal 2 - Improving Quality and Relevance
- Strategic Goal 3 - Internationalisation of Tertiary Education
- Strategic Goal 4 - Enhance Research and Innovation
- Strategic Goal 5 - Strengthen Governance and Financial Sustainability

Actions will be geared towards increasing the demand for higher education by promoting lifelong learning, continuous professional development, creating campus infrastructure, increasing the diversity of programmes, flexible learning opportunities and ensuring equity throughout the system. Emphasis is being placed on quality through a clear regulatory framework for independent quality assurance, upgrading of qualifications of faculty members and improving teaching and learning. The strategy proposes actions to strengthen the linkages between private sector and academia to ensure that labour market needs are addressed.

It is also proposed to increase the enrolment of international students and ensure that necessary facilities are put into place to facilitate the entry, accommodation, facilitation and integration of these students. The necessary regulatory framework will be established to provide an enabling environment for reputable universities to run higher education programmes in Mauritius. The strategy also places great importance on increasing investment in research and innovation. Finally, the strategy addresses the need for strengthening governance and financial sustainability of the tertiary education institutions and proposes the introduction of a legal framework in the form of the Tertiary Education Act, establishing well defined indicators for funding of public tertiary education institutions, development of an equal opportunity policy and optimising the use of resources.



1.0

Methodology

Consultative process

1.1

Following the establishment of the Ministry of Tertiary Education, Science, Research and Technology, it was decided to formulate a strategy for tertiary education. The process adopted was to hold consultations with key stakeholders, analyse relevant reports on education and in particular on tertiary education and take stock of studies carried out by UNESCO, World Bank, OECD and other international publications on the subject. The international best practices in the field of higher education have also been thoroughly documented.

1.2

A consultative workshop was held on 22 July 2011, following which a first draft strategy paper was prepared. A list of participants in the workshop is at Annex 1. Consultations were also held with World Bank education specialists. A Technical Committee was set up at the Ministry of Tertiary Education, Science, Research and Technology to work on a draft working document for further consultations. A second consultative workshop was held on 28 February 2013. The list of participants from ministries, parastatal organisations, public and private tertiary education institutions and private sector organisations is given at Annex 2. The purpose of the consultative process was to take stock of the major challenges facing tertiary education in Mauritius, to identify current constraints and appropriate strategies for the development of the sector in a new internationalised and competitive environment.

1.3

Desk studies were carried out including a review of international best practices and higher education and research policies and strategies of several countries amongst which Malaysia, South Africa, New Zealand, Australia, Ireland, as well as past reports on education in Mauritius.

1.4

A situational analysis of the sector was conducted by analysing available data including student enrolment rates, gender analysis, research and publication output, international student mobility, choices of fields of studies, labour market trends, investment and funding in tertiary education and research.

2.0

Context for the Tertiary Education Strategy

Mauritius – Geography, Demography and Society

2.1

The Republic of Mauritius covers a surface area of 2,040 square kilometres. It was colonised successively by the Dutch, French and British. The country became independent in 1968 and acceded to the status of Republic in 1992.

2.2

The Mauritian population has ancestral origins from Africa, China, Europe and India. As at December 2012, the population was estimated to be around 1,293,549 (637,000 males and 656,549 females). The population increase is estimated to be around 0.4% annually.

Mauritius has a population density of 634 persons per square kilometre. The population of Rodrigues was estimated at 38,240 and other islands 289. Persons aged below 15 years made up 20.6% of the population in 2012. Persons aged 15 to 64 years represented 71.8% and elderly persons aged 65 years and above, 7.6%. The dependency ratio in 2012 was 393 compared to 398 in 2011.¹

2.3

Mauritius is an active member of the Commonwealth, the African Union, the Common Market for Eastern and Southern Africa, the Indian Ocean Commission, the Organisation Internationale de la Francophonie, the Indian Ocean Rim Association for Regional Cooperation and the Southern African Development Community, among others.

Economy

2.4

With an estimated GDP of US\$11.26 billion in 2012, Mauritius is considered to be an upper middle income country with its per capita income at US\$12,150. It has solid economic fundamentals: open to FDI, export oriented (5,000 US million in 2010, 57 per cent of GDP), high standards of governance² (43rd in the 2012 Transparency International Corruption Perceptions Index) and business friendly (the top-ranked African country in business climate, ranked 19th globally in the 2012 World Bank Doing Business report).

The World Economic Forum's global competitiveness index ranked Mauritius 54 out of 133 countries in 2011 - 2012, behind only South Africa in the Africa Region. It topped the 2012 Mo Ibrahim Index of African Governance, and is ranked 36 in the AT Kearney Global Services Location Index 2011.³

2.5

Over the years Mauritius has successfully geared its economy to adapt to international challenges. The economy, which was based on a single crop economy for many years, has diversified with the development of new sectors such as manufacturing, tourism, financial services, ICT and the seafood hub.

Higher Education – Facts and figures

2.6

The history of education has been very dynamic in Mauritius. Since 1968, substantial investments have been made in education as a means to encourage social mobility, increase participation of the population in democratic governance and provide skilled manpower for the economic development of the country. The 60's and 70's were characterised by the expansion of primary and secondary education. In 1976, free education was extended to secondary education in both public and private schools and to the University of Mauritius.



¹ Statistics Mauritius Population and Vital Statistics 2012

² Board of Investment

³ World Bank Country Brief November 2012

2.7

As at March 2012, there were 312 primary schools with 113,634 pupils (51% boys, 49% girls). The Gross Enrolment Ratio is 99% and the pupil/teacher ratio 28. There were 178 schools providing secondary education in the academic stream with an enrolment of 115,289 (48% boys, 52% girls) and Gross Enrolment Ratio of 71% and the pupil/teacher ratio 14. Pre-vocational education was dispensed in 126 schools in March 2011 with an enrolment of 7,221 students (64% boys, 36% girls) and 629 teaching staff. The pupil/teacher ratio was 11.⁴ The Government budget in education amounts to about 12% of the national expenditure.

2.8

The tertiary education sector has been growing steadily over the last decades with the setting up of new public and private institutions and a wide range of programmes of studies being offered. The publicly-funded institutions are as follows :

(i) The University of Mauritius – In 1965, there was only one university offering agriculture. The University of Mauritius has since expanded into five Faculties, namely Agriculture, Engineering, Law and Management, Science, and Social Studies & Humanities. It has also a Centre of Information Technology and Systems, a Virtual Centre for Innovative Learning Technologies, a Centre for Professional Development and Lifelong Learning, a Consultancy and Contract Research Centre, a Centre for Information Technology and Systems, a Lifelong Learning Cluster, a Centre for Biomedical and Biomaterials Research and a Centre for Professional Legal Studies.

(ii) The University of Technology, Mauritius, which started to operate in 2000, has five Schools, namely, the School of Business Management and Law, the School of Accounting, Finance and Economics, the School of Innovative Technologies and Engineering, the School of Sustainable Development and Tourism and the School of Health Sciences.

(iii) The Mahatma Gandhi Institute was established in 1970 as a joint Government of Mauritius and Government of India venture for the promotion of education and culture, in general, with emphasis on Indian culture and traditions. In addition to its secondary school, it has been running programmes in Indian Studies, Performing Arts, Fine Arts, Chinese and Mauritian Studies. It has five main schools operating at the tertiary level, namely the School of Indian Studies, the School of Music and Fine Arts, the School of Indological Studies, the School of Performing Arts and the School of Mauritian and Area Studies.

(iv) The Rabindranath Tagore Institute was set up in 2002 to establish, as a tribute to Rabindranath Tagore, a centre of studies of Indian culture and traditions and to promote education and culture generally.

(v) The Open University of Mauritius was established in July 2012 and has taken over the former Mauritius College of the Air which was set up in 1971. It has the responsibility to promote open and distance education. It has linkages with the Commonwealth of Learning and the International Council for Open and Distance Education.

(vi) The Fashion and Design Institute, which was set up in 2009, is offering tertiary level programmes in fashion, textile and graphic design with animation and other related fields.

(vii) The Université des Mascareignes was set up in September 2012 to inter alia, provide tertiary education in fields of engineering, sustainable development, management and information technology. It has taken over the Institut Supérieur de Technologie and the Swami Dayanand Institute of Management. It is working in close collaboration with the Université de Limoges, France.

⁴ Statistics Mauritius- Education

(viii) The Mauritius Institute of Education is involved in teacher training, curriculum development and educational research and offers PGCE, Bachelor and Masters programmes in Education in collaboration with the University of Mauritius and other foreign universities. It operates under the aegis of the Ministry of Education and Human Resources.

(ix) The Mauritius Institute of Training and Development, which also operates under the aegis of the Ministry of Education and Human Resources, runs vocational courses leading to the National Trade Certification and as from 1998, it has also started running tertiary level programmes at the levels of certificate and diploma in selected areas including Hotel Management, Automation and Information Technology.

(x) The Mauritius Institute of Health operating under the Ministry of Health and Quality of Life was set up in 1989. It caters for the training needs of health professionals, local and regional, through programmes, mostly at post graduate level of short duration.

2.9

The Tertiary Education Commission is the regulatory body with the responsibility for allocating funds to the publicly funded tertiary education institutions, monitoring quality in the tertiary education institutions, registration of private post-secondary education institutions, and programme accreditation, ensuring accountability and optimum use of resources. It was established in 1988.

2.10

In the context of the Government policy to promote a knowledge based economy and create a strong tertiary education sector, in May 2010, Government set up a separate Ministry for Tertiary Education, Science, Research and Technology to deal with policy and strategies for the development of the sector.

2.11

The Mauritius Research Council, which operates under the aegis of the Ministry for Tertiary Education, Science, Research and Technology, was set up in 1992 as an apex body to promote and coordinate investment in research. It also has a Centre for Applied Social Research, a Technology Transfer Office and an antenna based in Rodrigues.

2.12

The Rajiv Gandhi Science Centre Trust Fund, which operates under the Ministry for Tertiary Education, Science, Research and Technology has the responsibility to promote science and technology, supplement school education through non-formal programmes and create awareness on developments in science and technology among the public.

2.13

The Mauritius Qualifications Authority was set up in 2001 to develop, implement and maintain a National Qualifications Framework, ensure compliance with provisions for registration and accreditation by training providers and ensure that standards and registered qualifications are internationally comparable. It operates under the aegis of the Ministry of Education and Human Resources.

2.14

The Human Resource Development Council, which is under the aegis of the Ministry of Education and Human Resources, was set up in 2003 to promote human resource development in line with national and social objectives, stimulate a culture of training and lifelong learning at the individual, organisational and national levels for employability and increasing productivity and provide the necessary human resource thrust for successful transformation of the economy of the country into a knowledge economy.

2.15

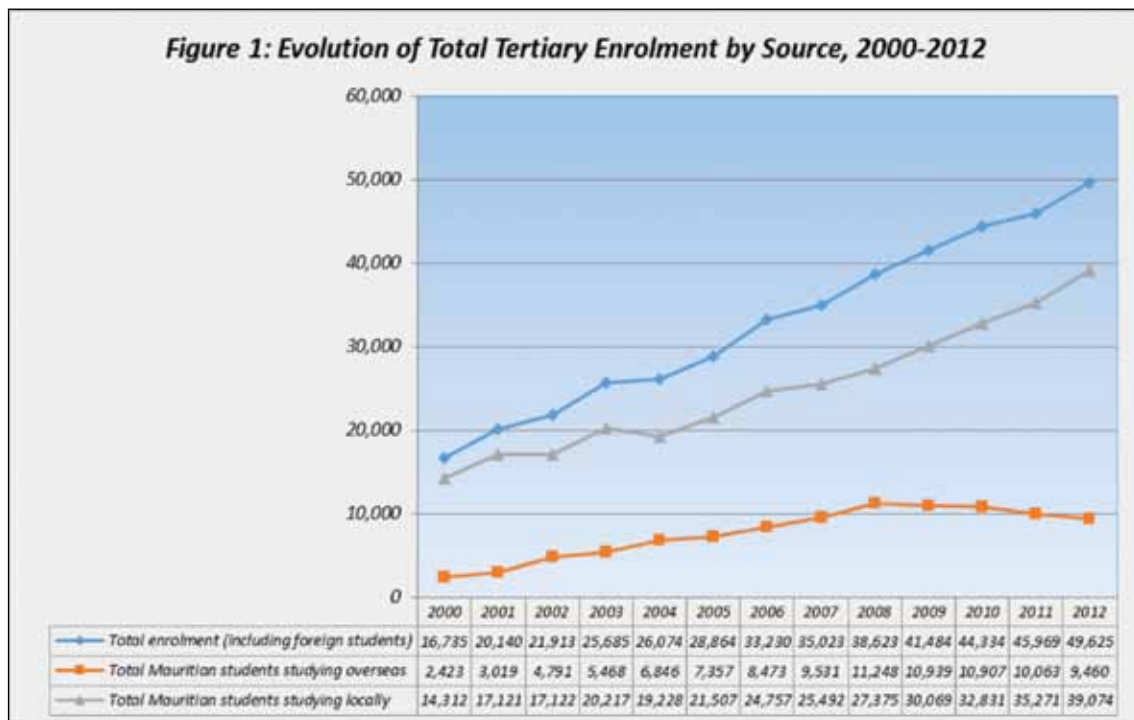
In addition to the above publicly-funded institutions, as at December 2012, 67 private tertiary education institutions were registered with the Tertiary Education Commission (of which 53 are operational). 73 awarding bodies (64 overseas and 9 local) delivered tertiary-level programmes locally, mostly in niche areas like Information Technology, Law, Management, Accountancy and Finance. Some 830 programmes were being run locally, of which about 40% was offered on a full-time basis. The publicly-funded institutions offered some 463 programmes and private/distance education providers 367 programmes. It is estimated that the tertiary education sector employs a total of some 2,700 persons on a full-time basis, of which around 400 are working in private institutions. Overall, 30% of the employees are in the academic category, 35% in the administrative category, 15% in the technical/paraprofessional fields and 20% in the services/maintenance cadres.

2.16

The tertiary student population stood at 49,625 in 2012, as compared to 16,735 in the year 2000. 243 students were enrolled in research programmes and some 5,000 in postgraduate programmes locally. A total of 40,165 students (81%) were pursuing their higher studies locally: 21,562 students (43.4%) attended publicly-funded institutions and 18,603 (37.5%) students were studying in private institutions or through the distance education mode directly with an overseas institution. Some 9,460 (19.1%) students were studying abroad.⁵ Enrolment at the University of Mauritius increased from 4,930 in 2000 to 11,318 in 2012 while at the University of Technology, Mauritius, it went up from 368 in 2001 to 3,727 in 2012. (Note -The figures for students enrolled in distance education overseas are based on the data available for those registered to take examinations at the Mauritius Examinations Syndicate and may therefore be higher as they do not take into account those who are registered but have not yet registered for the examinations. It is difficult to capture the exact number of such students.)

2.17

The Gross Tertiary Enrolment Rate, which measures the total number of Mauritians enrolled in tertiary education, both locally and overseas, as a percentage of the population aged 20-24 years, stood at 46.6% in 2012. The evolution of total tertiary enrolment by source from 2000 to 2012 is given in Figure 1 below.



⁵ Tertiary Education Commission

Challenges to Tertiary Education

Developing the Pre-requisites for the Knowledge Based Economy

3.1

An OECD report explains that the term 'knowledge-based economy' results from a fuller recognition of the role of knowledge and technology in economic growth. Knowledge, as embodied in human beings (as human capital) and in technology, has always been central to economic development. But only over the last few years has its relative importance been recognised, just as that importance is growing. In the current context of fast moving technology and intense competition, knowledge is considered as the key driver of growth and development. It is widely acknowledged that countries with higher skill levels have greater potential to sustain economic growth. Employment trends in the world show that employment has been shifting significantly from unskilled to skilled labour and there is increasing demand for higher skills.⁶

3.2

The World Bank points out that in Sub-Saharan Africa, qualified human capital remains scarce compared to the continent's development needs. This situation hinders growth and undermines the foundation for sustainable development and that because skills for the knowledge economy are built at the tertiary education level, improving tertiary education systems should be high on Sub Saharan Africa development agenda. And African tertiary education institutions and policy makers must ensure that the workforce acquires the skills to compete, innovate, and respond to complex social, environmental, and economical situations.⁷

3.3

The Knowledge Economy Index (KEI) takes into account whether the environment is conducive for knowledge to be used effectively for "Economic development" economic development. [HYPERLINK "http://en.wikipedia.org/wiki/Economic_development"](http://en.wikipedia.org/wiki/Economic_development). It is an aggregate index that represents the overall level of development of a country or region towards the Knowledge Economy. The Knowledge Economy Index is based on the average of the normalised performance scores of a country or region on all four pillars related to the knowledge economy.

- An **economic and institutional** regime to provide incentives for the efficient use of existing and new knowledge and the flourishing of entrepreneurship.
- An **educated and skilled population** to create, to share, and use knowledge well.
- An efficient innovation system of firms, research centres, universities, consultants and other organizations to tap into the growing stock of global knowledge, assimilate and adapt it to local needs, and create new technology.
- **Information and communication technology** to facilitate the effective creation, dissemination, and processing of information⁸.

⁶ OECD – Knowledge based economy 1996 OCDE/GD(96)102

⁷ World Bank 2002. Constructing Knowledge Societies: New Challenges for Tertiary Education

⁸ World Bank Knowledge for Development

The KEI ranking for Mauritius was 62 out of 146 countries in 2012⁹.

3.4

The Government Programme 2012-2015 has set out the Government vision as follows :

Mauritius has attained significant economic and social achievements. It has successfully reached the level of upper middle income countries according to the World Bank. We now have to turn our eyes to a whole new phase of economic growth and focus on becoming a high income nation. Government will co-ordinate our national effort to achieve this greater prosperity, it will raise the skills and capacities of our people, harness the power of technology, modernise and streamline our institutions, accelerate innovation in existing industries and encourage diversification and growth in new and more sophisticated sectors.¹⁰ As Mauritius is moving to a higher level of development, it faces new challenges. It has to attract further foreign investment, encourage new avenues of economic development and increase its competitiveness through innovation and creativity. As a small island developing state, Mauritius has to face environmental challenges and to develop strategies and policies for sustainable development.

3.5

In order to address these challenges, Government has to promote investment in human capital and accumulation of knowledge as a means to foster the productive potential of the economy. Research and development should be encouraged to develop innovation, creation of new intellectual assets of high value and to increase knowledge which is vital for the competitiveness of the country.

Ensuring Equity

3.6

Unequal access to tertiary education often reflects inequalities that exist at primary and secondary education levels, such as income, gender, language, culture and disability, among others. These inequalities act as impediments to the development of the potential of young people. Studies have shown that support schemes and outreach programmes, which are well designed, can reduce or mitigate these inequalities, while ensuring social mobility.

3.7

Equity has been defined not only as the openness of higher education in terms of access but also in terms of success. Higher access rates are not meaningful if they are combined with high dropout/failure rates. The tertiary education institutions should therefore also ensure that there is an effective teaching and learning environment, strong quality assurance systems and that students complete their course successfully. Access to tertiary education should aim at ensuring an inclusive development.

Adapting to the Internationalisation of Higher Education

3.8

In the recent years, there has been a growing trend towards internationalisation of higher education and research. All over the world higher education is undergoing considerable changes with globalisation and is affected by technological developments and changing skill requirements in the labour market.

⁹ World Bank Knowledge for Development index

¹⁰ Government programme 2012 -2015 Para 10 – Introduction

According to UNESCO, total enrolment at the tertiary education level soared from 32 million students in 1970 to 165 million in 2009 an increase of around 500 per cent. The gross enrolment ratio for tertiary enrolment in 158 countries for which data are available is below 20 per cent in 43 per cent of the countries and falls between 20 and 50 per cent in a quarter. Another quarter (26 per cent) of the countries falls between the 50 to 80 per cent range. The Gross Enrolment Rate registers above 80 per cent in only nine nations¹¹. Tertiary enrolments in 2009 were 24 times the 1970 figure in sub-Saharan Africa and 17 times in the Arab States. Enrolments multiplied 15-fold in East Asia and the Pacific, which now boasts the highest tertiary education enrolment of any region (52 million). Enrolments in North America and Western Europe rose by 250 per cent, but the region's share of total tertiary enrolment dropped from nearly half (45 per cent) in 1970 to less than a quarter (22 per cent) in 2009¹².

3.9

In addition to increased student mobility, the sector has also witnessed increasing institutional mobility through setting up of branch campuses, franchising or twinning arrangements. The General Agreement on Trade and Services (GATS) defines trade in educational services as being based on five sub-sectors of education, categorized by the United Nations Provisional Central Product Classification. These sub-sectors are: primary education, secondary education, higher education, adult education and others. The three categories most relevant to tertiary education are: higher education, postsecondary technical and vocational education services and other education services¹³. The tertiary education sector should be prepared for a paradigm shift in order to operate in an internationalised and competitive higher education environment.

Quality, Relevance and Linkages with Industry

3.10

The increasing mobility in higher education and diversity of programmes and institutions require new frameworks to deal with issues such as quality assurance, recognition of qualifications, regulation of private institutions and accreditation of programmes. The use of technology for the delivery of higher education programmes, such as open and distance learning, places additional responsibilities on quality assurance institutions. The main challenges to quality assurance are the availability of professionals and qualified human resources to carry out quality assurance and audits, the need to develop guidelines and standards for quality assurance of open and distance learning programmes, training of personnel of quality assurance bodies and avoiding overlapping of responsibilities.

3.11

A report of the International Labour Organisation states that "There is a need to equip a growing young workforce with skills required for the jobs of the future, not to mention re-equipping the current workforce with the skills required to keep up with a changing world. The greatest challenge lies in the technology and knowledge intensive sectors that also have the highest potential for economic growth and employment" (ILO – The Youth Employment crisis 2012). Skills mismatch should be addressed through consultations with private sector, work placements and internship schemes. The private sector should play a more active role in defining needs and skills requirements. In the current labour market, it is necessary to establish formal linkages between tertiary education institutions and industry to integrate the concept of employability in the development of academic programmes.

¹¹ UNESCO Enrolment and gender trends tertiary education

¹² UNESCO Enrolment and gender trends tertiary education

¹³ UNESCO Trade in Higher Education and GATS

Research and Innovation

3.12

Research and innovation are critical for sustainable development and economic growth. They go beyond contributing to economic growth. They also enhance the quality of life. Higher education institutions have an instrumental role in promoting research in areas of national interest and policy-based research. Our institutions of higher education have the responsibility to lead research and innovation.

Universities should be encouraged to commercialise research results and increase patenting. However, strengthening research in higher education is dependent on financial resources, research capacity and availability of high level academics, scientists and researchers. One of the major challenges is to increase investment in research by identifying new sources of research funding and become a regional centre for research in selected themes or fields.



Societal Commitment to Education

3.13

As our societies are becoming more complex and new social problems are emerging, higher educational institutions are expected to show greater social responsibility. Education is viewed not just as a stepping stone to a career but also as a means of reducing poverty, promoting intercultural understanding and peace. UNESCO underlines that in today's globalized era, personal intellectual advancement must go hand in hand with broader goals of sustainable development, poverty reduction, peace and human rights. In the current period of environmental and economic crisis, institutions of higher education can play a meaningful role by serving as observatories and think tanks, by carrying out research on emerging issues of national concern to guide policy makers and by promoting values and civic and social responsibility.

4.0 Strategy

Strategic Direction

Vision

Transform Mauritius into a knowledge based economy by 2025

Mission

To create and maintain a conducive environment to make Mauritius a centre of knowledge of high quality and values, strongly anchored in science, technology and innovation while ensuring equitable access to tertiary education to every citizen.

Objectives

- Foster development of skills and knowledge through increased access to quality tertiary education.
- Promote the development of higher education with a view to inculcating values for responsible and caring citizenship.
- Continuously improve quality of teaching and learning in tertiary education.
- Offer opportunities for lifelong learning through open and distance learning and use of information and communication technology.
- Develop effective linkages between academia and industry to address the skills and technology needs.
- Develop a culture of research and innovation to foster creativity and innovation and adaptability to the fast changing needs of industry.

4.1 Widening Access and Ensuring Equity

Widening Access

4.1.1

The importance of higher education for economic development cannot be understated. A strong correlation exists between per capita GDP and the participation rate at the tertiary level internationally. A more qualified labour force leads to increased productivity and economic efficiency, promotes growth through higher value activities and improves competitiveness. In the context of globalisation, a higher participation rate in tertiary education will help in meeting regional and global needs. Tertiary education is equally instrumental in reducing poverty and bringing improvements in living standards of the population as well as in nation building.

4.1.2

The Mauritian tertiary education landscape has witnessed important transformation within the last four decades. There has been a steady increase in the number of Mauritian students enrolled both locally and overseas. As indicated in Figure 1, the number of Mauritian students enrolled and based locally increased from 14,312 in 2000 to 39,074 in 2012, while the number of Mauritian students studying overseas went up from 2,423 to 9,460 over the same period.

The objective is to further increase access of Mauritians to tertiary education, in line with the policy of one graduate per family, so as to attain enrolment of 68,000 students by 2025 or a net enrolment increase of 18,000. This enrolment increase is expected to emanate, amongst others, from higher demand for tertiary level programmes including continuous professional development, and lifelong learning, upgrading of qualifications to higher levels and through such policies related to mature students, recognition of prior learning, and foundation programmes.

4.1.3

The demand for seats at the University of Mauritius has been increasing every year and exceeds supply. In 2001, the University of Technology, Mauritius opened its door and helped to satisfy the increasing demand for higher education to a certain extent. In spite of this, the demand for seats in these two institutions continues to largely exceed their intake capacity. There is a major capacity constraint in all the publicly funded tertiary education institutions.

For example, the University of Technology, Mauritius was built for 1000 students is now accommodating more than 3500 students and requires additional accommodation capacity for about 10,000 students. Student intake at the tertiary level is expected to nearly double by 2025, thereby underlining the need to develop new physical infrastructure and university campuses.

4.1.4

The growth of Open Educational Resources is an important development in the world of education as it opens access to quality learning or research materials, available in the public domain or released with an intellectual property license that allows for free use, adaptation, and distribution. In 2001, the Massachusetts Institute of Technology made almost all its courses freely available on the internet. The Paris Declaration on Open Education Resources of 2012 recognises that the Open Education Resources movement will create great synergies for access, collaboration and quality of learning, education and training.

Ensuring Equity

4.1.5

Mauritius adheres to the principle of equal opportunity in access to education. In addition to free transport provided to students through Government funding, various scholarships and financial assistance schemes (loans and grants) support students from low income groups. While many families already have one or more than one graduate, a number of families have none. Government has set the objective of One Graduate per Family, which is based on the policy of giving every person the chance to pursue higher education and increase his or her employability. This policy aims at giving a chance to members of those families who could not follow post-secondary education to do so.

4.1.6

In order to open access to tertiary education, tertiary education institutions have the possibility to offer foundation programmes as part of their entry requirements on the basis of the guidelines established by the Tertiary Education Commission or to admit students on the basis of a clearly predefined and transparent system of recognition of prior learning or to enrol mature students in accordance with an established framework.

4.1.7

As regards gender equality, girls have equal access to education at all levels. In fact, the enrolment rates indicate that 58 % of students enrolled in public tertiary education institutions were female, with 56.5% enrolled on full time basis.

In private tertiary education institutions, 52% of students were females.¹⁴ Out of 21,766 students enrolled in publicly funded institutions in 2010, female students outnumbered male students by some 2,950. Boys and girls were equally likely to study up to a Bachelor degree. However, 11% of the boys were studying at Masters Level against 7.8% for girls. Among both boys and girls, some 56% were enrolled full time. However, female students were less likely to be enrolled part-time (26% against 29% for male students), and more likely to study through the Distance Education mode (18% against 15% for male students).¹⁵ The percentage of female students taking engineering and science subjects has been lower than for boys and enrolment at technical institutions indicate a lower rate for girls. These issues will have to be addressed through appropriate policies to encourage girls to study science and technology and take part in research and innovation.

4.1.8

Strategic Goal 1 – Widening Access to Tertiary Education and Ensuring Equity

Strategic Objective - Increase access to tertiary education to achieve by 2025, enrolment of 68,000 students, including secondary school leavers, students enrolled in continuous professional development, lifelong learning and upgrading of qualifications.

Democratic well Strategic Objective and expected outcome - A skilled, competent labour force to meet the needs of the knowledge based economy and to improve quality of life.

Activities

1 DEMAND FOR TERTIARY EDUCATION

- I. Raise awareness of importance of tertiary education opportunities among students and the community.
- II. Develop strategies with the primary and secondary education sectors to increase efficiency of the feeder systems for tertiary education.
- III. Encourage professional training, retraining and upgrading of the skills of the workforce through Continuous Professional Development and open and distance learning.
- IV. Introduce flexible entry and exit points in the TVET/Tertiary Education System.

2 INCREASE INTAKE CAPACITY AND DECENTRALISE ACCESS TO TERTIARY EDUCATION

- I. Create tertiary education infrastructure of modern standard to expand and decentralise access to tertiary education at Montagne Blanche, Pamplémousses, Réduit, Rose Belle and Piton.
- II. Encourage greater participation of private sector in building infrastructure for and provision of quality tertiary education.
- III. Establish a clear and well defined regulatory framework to encourage reputed universities to set up campuses/branches in Mauritius.

¹⁴ Tertiary Education Commission – Participation in Tertiary Education 2011

¹⁵ Gender Statistics 2011- Statistics Mauritius

3 INCREASE DIVERSITY OF PROGRAMMES AND FLEXIBLE LEARNING OPPORTUNITIES

- I. Offer wider range of distance education and lifelong learning programmes.
- II. Introduce new programmes such as architecture, landscaping, nanotechnology, veterinary science, pilot training, petroleum engineering and postgraduate courses in medicine, and paramedical fields and programmes for the culture industry.
- III. Create an enabling environment conducive to the development of the knowledge sector such as extending opening hours of tertiary education institutions, ensuring security on campuses and availability of public transport for students attending late evening courses.
- IV. Establish multiple points of entry and exit to tertiary education programmes, use mixed-mode delivery methods to reach learners already in employment and recognise in-house staff development courses for the award of credits.
- V. Develop with the collaboration of private sector and other stakeholders a long term programme for continuous professional development in all sectors of the economy.
- VI. Establish a Course Credit Accumulation and Transfer Framework.
- VII. Develop an Open Education Resources Policy and create a national Open Education Resources platform.

Ensure equity

- Encourage access of students from low income families to tertiary education through support schemes including award of scholarships.
- Ensure that all tertiary education institutions provide facilities and infrastructure to facilitate access to students with disabilities.
- Ensure that all tertiary education institutions adopt gender mainstreaming policies.
- All tertiary education institutions to develop an equal opportunity policy.
- Provide facilities to students from Rodrigues and Outer Islands to pursue tertiary education.

4.2

Quality and relevance

4.2.1

The market for higher education is becoming increasingly regional and international, as well as more diverse and competitive. In this context, only those local institutions which provide quality tertiary education will survive and thrive. They will have to constantly re-invent and re-engineer themselves and set up robust quality assurance processes.

Stronger emphasis will be laid on enhancing quality in the tertiary education system and the need to improve the world ranking of the Mauritian universities. The system should ensure that students are provided with both quality and relevant education to increase their employability.

4.2.2

With the expansion of tertiary education, there are diverse operators public and private and a wider range of programmes. This brings along risks of fraud, bogus institutions or fake credentials and underlines the necessity for strong quality assurance mechanisms.

Quality assurance includes internal quality assurance, which refers to each institution's mechanisms to ensure that standards are applied and external quality assurance which refers to an external quality assurance agency and determines whether institutions are meeting the agreed standards. This includes accreditation, assessment or audit. Another recent development in the world of education, is the growth of Open Educational Resources, which according to UNESCO provides a strategic opportunity to improve the quality of education as well as facilitate policy dialogue, knowledge sharing and capacity building. Through Open Education Resources, tertiary education institutions have the possibility to benefit from quality education resources from Top ranking universities.

4.2.3

STRATEGIC GOAL 2 – IMPROVING QUALITY AND RELEVANCE

STRATEGIC OBJECTIVE - Achieve high quality standards of tertiary education and improve the ranking of tertiary education institutions in Mauritius

EXPECTED OUTCOME - High quality skills and competence produced to respond to the economic and social needs of the country and ranking of at least one public university improved.

ACTIVITIES

1 Quality assurance

- I. Establish a transparent and clear regulatory framework and mechanisms for independent quality assurance;
- II. Strengthen capacity to implement quality assurance throughout the tertiary education system.
- III. Develop and implement a quality assurance framework for open and distance education.
- IV. Introduce ranking of universities and a system to reward quality enhancement.
- V. Improve the world ranking of at least one public university.
- VI. Link funding of public tertiary education institutions to quality improvement.

Teaching and learning

- I. Upgrade the qualifications of teaching staff of public institutions to ensure that at least 75% of lecturers in public institutions of higher education hold a PhD or its equivalent in the medium term.
- II. Require all prospective academic teaching staff to hold a Postgraduate Diploma in Higher Education.
- III. Introduce peer review of teaching to improve teaching.
- IV. Review regularly the curriculum, teaching and learning methodology, taking into account new developments and technology.
- V. Encourage tertiary education institutions to participate in an Open Education Resources platform to increase access to teaching and learning resources.



3. Infrastructure and other university services

- I. Develop tertiary education infrastructure of international standard including facilities for extra-curricular activities (sports, music, literary activities).
- II. Carry out national student surveys on a regular basis including a student feedback system and publish results.
- III. Develop specialised e-library facilities/Open education resources platform to facilitate access to educational materials and research publications.
- IV. Introduce WIFI facilities in all campuses.



4.2.4

STRATEGIC GOAL 2 – ENSURING THE RELEVANCE OF TERTIARY EDUCATION PROGRAMMES TO ECONOMIC AND SOCIAL NEEDS OF THE COUNTRY AND THE REGION

Expected outcome - Skilled and professional labour force to serve the needs of the country and the region.

Activities

1. Develop skills for labour market

- I. Strengthen links between tertiary education institutions, industry and the community through formal structures such as Consultative Committees and annual consultations at national level with all stakeholders.
- II. Elaborate a national policy for internships and placements of students in industry.
- III. Strengthen career guidance services within the tertiary education institutions and increase number of job fairs.
- IV. Promote mobility between technical and vocational training and tertiary education.
- V. Ensure that academic programmes give adequate importance to development of soft skills and generic competencies such as presentation skills, communication skills, team work, capacity to innovate, skills for continuous learning.
- VI. Work with the Human Resource Development Council to establish skills requirements, and establish list of priority fields of studies
- VII. Introduce policies to increase enrolment in science and technology-related fields, including IT.
Require tertiary education institutions to carry out tracer studies in respect of their graduates on a three yearly basis and publish their findings.



4.3

Internationalisation of Tertiary Education

4.3.1

According to OECD projections, cross border students, that is, those studying outside their home country, are projected to increase to some 8.0 million by 2025, up from 3.0 million, presently. Mauritius will position itself to take advantage of the fast-changing higher education landscape and capture a share of this global market. The target is to reach an enrolment of 100,000 international students by 2025.

4.3.2

A student visa has already been introduced and international students are allowed to work part time for 20 hours weekly. The Board of Investment is supporting private higher education providers through a grant of Rs 200,000 annually to participate in education fairs to market Mauritian higher education. A Study Mauritius Office has been set up at the Ministry of Tertiary Education, Science, Research and Technology to provide information and guidance to students. The Government is also offering 50 scholarships to African students and 54 scholarships for distance education courses to Commonwealth countries at the Open University of Mauritius.



4.3.3

Appropriate strategies should be devised to attract foreign students, to create quality infrastructure and facilities for vibrant campuses, to build centres of excellence for research and develop an environment conducive to learning. To meet the target of 100,000 international students by 2025, the tertiary education institutions will need to be innovative and responsive to the changes intervening locally and internationally as well as adopt a proactive stance to improve the way of doing business in an increasingly globalized and more competitive market for tertiary education so as to be able to meet the growing and diverse needs of stakeholders. A more aggressive marketing strategy should be adopted to attract students from other countries to study in Mauritius.

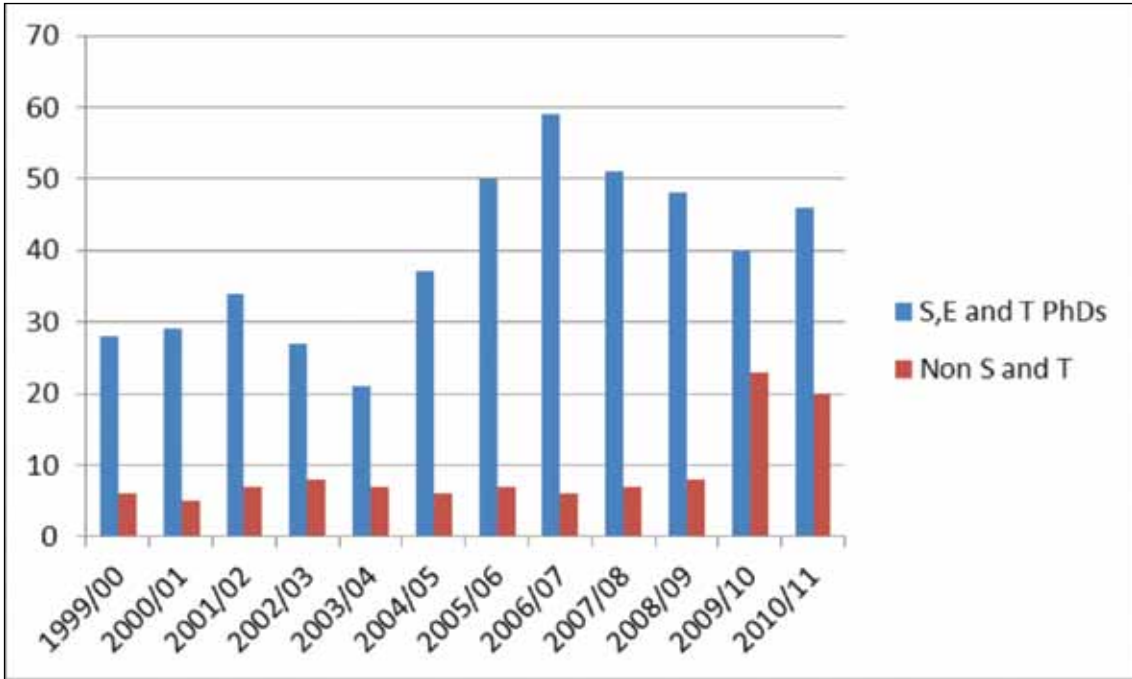


Figure 2: Number of students enrolled for PhD (Source - MRC)

4.3.4

Several initiatives have been taken by the Board of Investment to attract reputed universities to set up branches or work in partnership with educational institutions in Mauritius. Qualifications for several programmes are currently being awarded by internationally reputed institutions such as University of London, Curtin University of Technology of Australia, the Université de Limoges while some well-known universities such as Middlesex University, ESSEC Business School, and Science Po are offering programmes in Mauritius. Efforts should be maintained to encourage top ranking universities to establish in Mauritius.

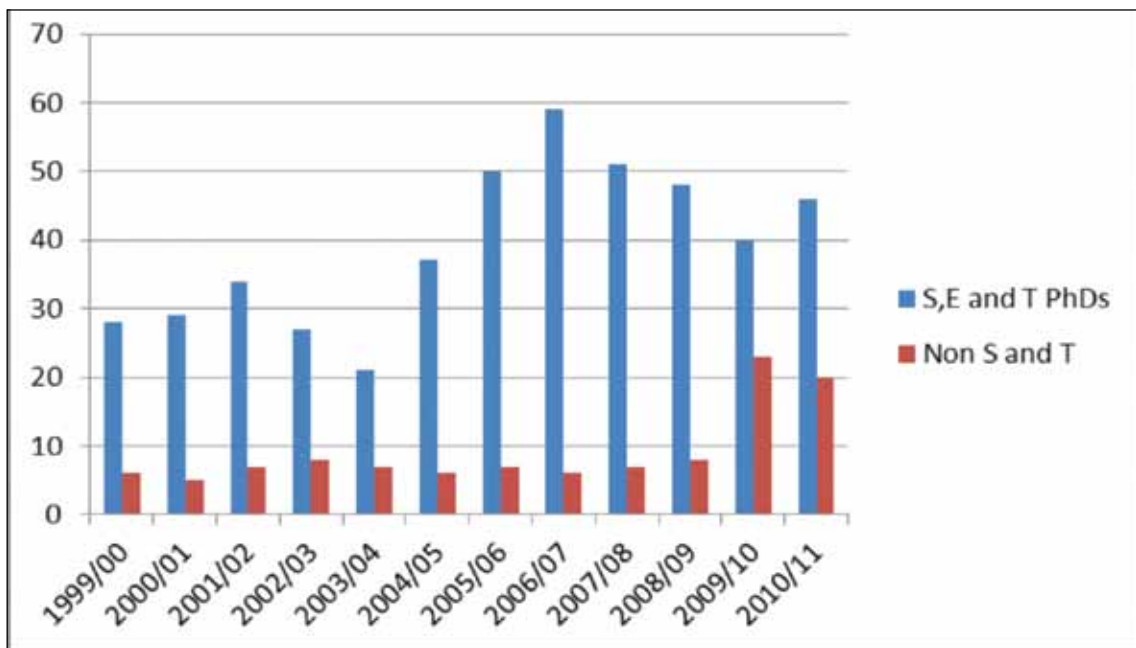


Figure 3: PhD per population (Source- MRC)

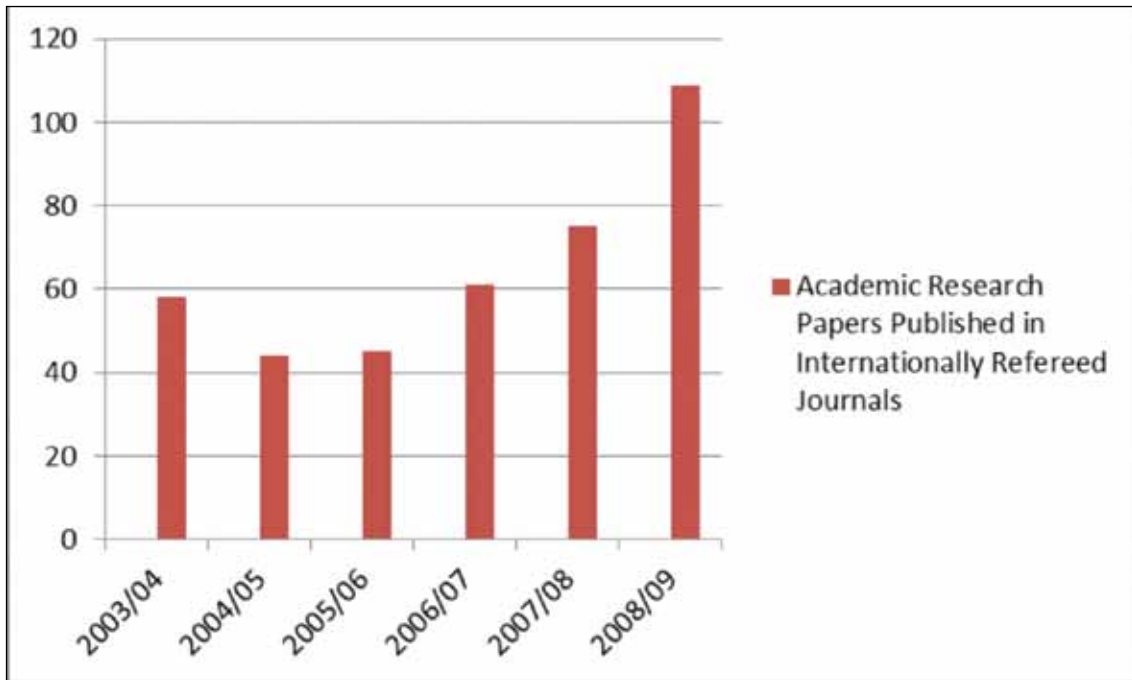


Figure 4: No of Research Papers published (Source - MRC)

4.3.5

Strategic goal 3 – Internationalise the Mauritian Tertiary Education

STRATEGIC OBJECTIVE - Transform Mauritius into a prime destination for higher learning

EXPECTED OUTCOME - 100,000 international students enrolled by 2025 and at least one top ranking university established in Mauritius.

ACTIVITIES

1 Internationalisation

- I. Implement marketing schemes to attract International students to study in Mauritius.
- II. Encourage International tertiary institutions of high reputation, including renowned institutions among the top 500 universities to set up local campuses/units or partnerships in Mauritius.
- III. Establish mutual recognition of qualification agreements on both bilateral and multilateral basis.
- IV. Encourage public-private partnerships to develop infrastructure projects for tertiary education.
- V. Establish scholarships for international students to study in Mauritius.

2 Regulatory framework

- I. Conduct a detailed review of the laws and regulations to establish an enabling environment for the setting up of reputable tertiary education institutions in Mauritius
- II. Enhance the capacity of the Tertiary Education Commission to respond to and establish acceptable targets to deal with accreditation requests and management reporting to ensure that these are adhered to.
- III. Make provisions in the regulatory framework to allow local public and private institutions to establish branch campuses outside Mauritius.
- IV. Clearly define the responsibilities of the Tertiary Education Commission and Mauritius Qualifications Authority to prevent overlapping mandates.

3 Marketing Mauritian tertiary education

- I. Develop an integrated plan, with proper time frame and budget in collaboration with the Board of Investment to market Mauritius as a destination of higher education.
- II. Strengthen the Study Mauritius office as the focal point to provide information to students and increase its visibility through website/media and other communication methods.
- III. Improve the student visa policy and ensure close coordination with Passport and Immigration Office and Work permit section with regard to visa for students and authorisation to work.
- IV. Support participation of tertiary education institutions in international student fairs to market the Mauritian tertiary education.
- V. Develop networking through the Mauritian diplomatic missions overseas to provide information on Mauritian tertiary education.

4 Create favourable environment for recruitment of International students

- I. Establish guidelines for student accommodation and prepare a catalogue of suitable and affordable student accommodation.
- II. Encourage development and management by the private sector of purpose built student accommodation.
- III. Develop a model of pastoral care for international students.
- IV. Setting up of dedicated desk at tertiary education institutions to facilitate procedures for integration of international students.
- V. Require institutions to publish their prospectus and course calendars well in advance of the forthcoming academic year to enable prospective international students to plan their education.
- VI. Seek the collaboration of Ministry of Arts and Culture and the Ministry of Youth and Sports to promote sports, cultural and entertainment activities for the benefit of international students, such as International Student Week, sports events.

4.4

Research and Innovation

4.4.1

Research and innovation are critical for sustainable development and economic growth. They contribute to enhance the quality of life. One of the main criteria for world ranking of universities is research, citations and research influence. Research in Mauritius is mainly conducted by government institutions, parastatal bodies and academic institutions. The only institutions which have a broad mandate which can overarch a number of research sectors are the public tertiary education institutions and the Mauritius Research Council, while the other public research institutions are mainly concerned with conducting research in specific sectors such as agriculture (MoA as well as AREU, MCIA), Ocean and Marine Sciences (MOI), AFRC under Ministry of Fisheries, environment (Ministry of Environment and National Development Unit), health (Mauritius Institute of Health).

4.4.2

Research in publicly-funded tertiary education institutions is almost wholly funded by Government, whose expenditure on research over the period 2000 to 2011 has increased almost three times from Rs 7.3 M to Rs 22.0 M. The Tertiary Education Commission also finances some 15 full-time MPhil/PhD Scholarships, 15 Part-time Bursaries and for 2 Postdoctoral Fellowships undertaken at the University of Mauritius and University of Technology, Mauritius. It launched a Research Grant Scheme in 2009/10 inviting candidates of Mauritian nationality who have more than 30 years' experience in specific fields to conduct research. The Commission also operates a Publication Grant Scheme, targeted for staff of the tertiary education institutions as well as researchers, in general.

4.4.3

Since 2011, three national research chairs have been appointed in fields of science. Two others are reserved for fields of social science and humanities.

There has been an increase in number of PhD students over the years, most of whom enrol for science and technology fields of study as well as in research output over the last ten years (88 % increase in publications in peer reviewed journals in 5 years, 41 % increase in annual production rate of PhDs over the last 10 years). The tables below give the data on the number of students enrolled for PhD, the number of PhD per population and the number of research publications for period 2003-2009.

4.4.4

Investment in Research and Development programmes has been estimated to be around 0.36% of the GDP, compared to the 2 to 3% in the European countries, South Korea and Singapore.



International comparisons showed that the level of private sector investment in research is low (15 to 20 % of Research and Development funding) compared to other countries with private investment of up to 60-70%. (MRC, 2008).

4.4.5

Innovation depends to a large extent on our capacity to develop skills in scientific and technological fields. The estimated percentage of students taking science at A level is estimated to 30%. (MRC, 2009).

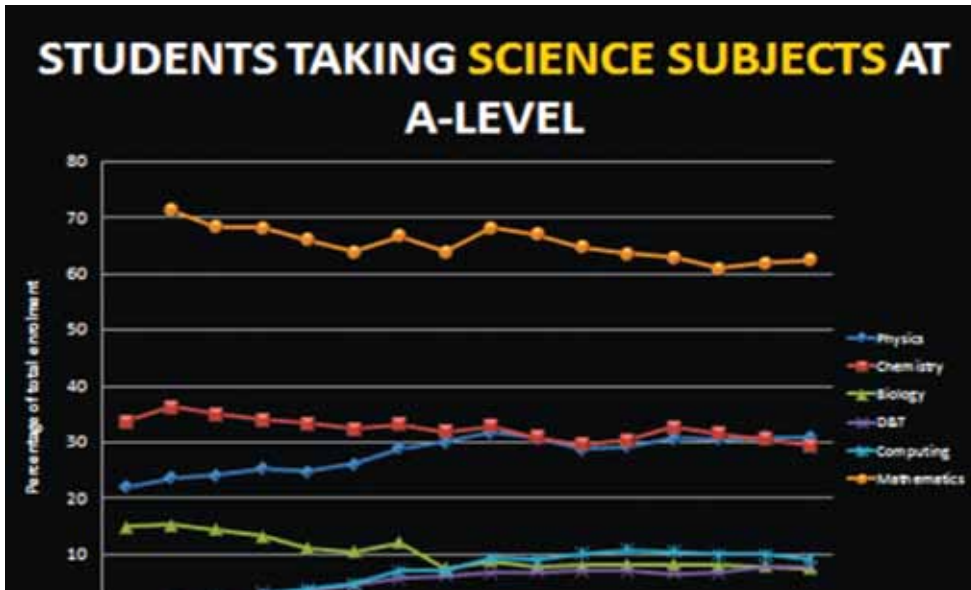


Figure 5: Percentage of students taking science at A level

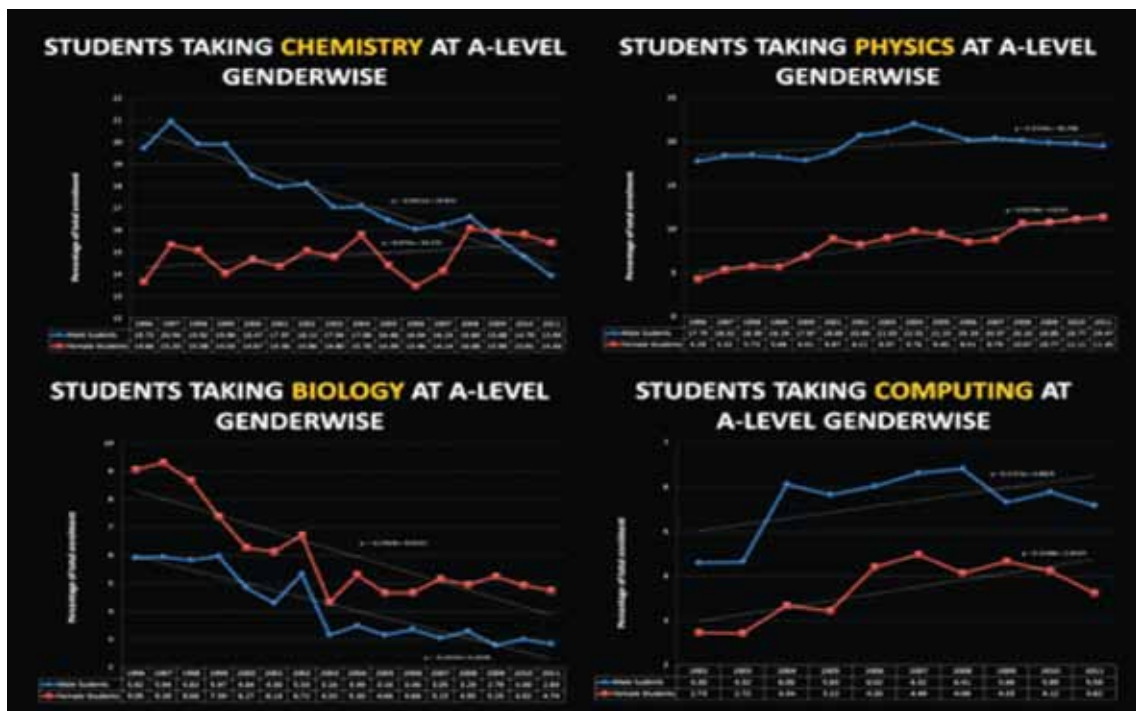


Figure 6: Male and Female students taking science subjects at secondary level

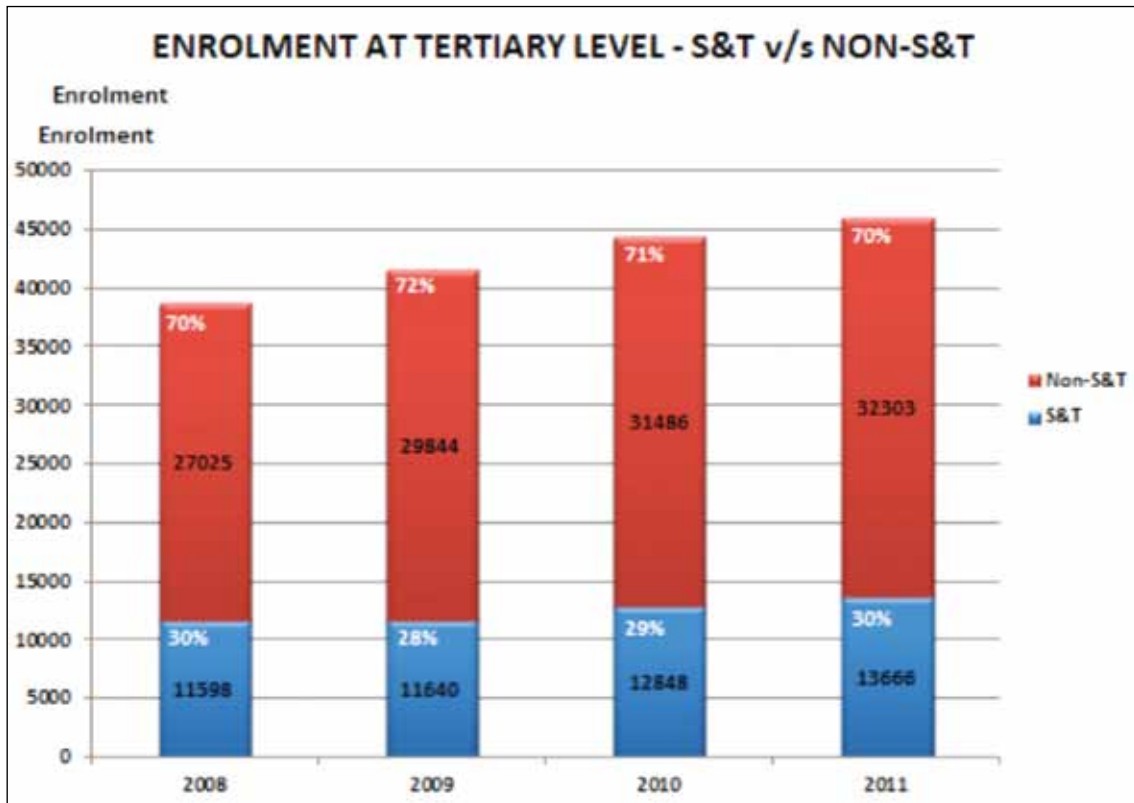


Figure 7: Enrolment in PFIs

4.4.6

Strategic Goal 4 – Enhance research and innovation

STRATEGIC GOAL - Strengthen capacity for research and innovation to respond to economic and social needs.

EXPECTED OUTCOME - Number of publications and patents by local researchers increased by 75% by 2025.

Activities

1 Policy and institutional structure

- I. Rationalise research by creating a national research and innovation platform and a national research and innovation fund.
- II. Strengthen the regulatory and legal framework to enable commercialisation of research.
- III. Increase the percentage of GDP allocated to research to reach 1% by 2025.
- IV. Develop schemes to encourage private sector financing of academic research.

- V. Establish institutions (based on IIT model) and centres of excellence to promote research.
- VI. Formulate a national science, technology and innovation policy to optimise impact of science and technology on socio economic development.
- VII. Develop an academic research and innovation action plan for the next 5 years
- VIII. Create appropriate mechanisms to allow interaction between policy makers and researchers to identify priority research needs and support policy and decision making.

2 Capacity Building and Human resources

- I. Develop a critical mass of researchers to achieve a reasonable ratio of researchers per workforce.
- II. Implement programs to encourage academic/research staff of local tertiary education/ research institutions to upgrade their qualifications to PhD and to publish research documents.
- III. Promote entrepreneurial knowledge in academic research programmes.
- IV. Develop continuous research development programs to complement their academic training such as courses on scientific writing, presentation/communication skills, Technology Transfer and Intellectual Property.
- V. Review graduate programmes to include modules on research methodology.
- VI. Provide training to cater for research needs of professionals exercising in non- academic, including public and private sectors.
- VII. Support the advancement of women to more prominent roles in science and technology initiatives



Enhancing science, technology, research and innovation

- I. Facilitate access to information and existing knowledge databases on research through ICT platforms and Open Education Resources.
- II. Provide incentives in the forms of awards and national recognition to researchers and innovators for outstanding achievement.
- III. Introduce a Young Innovators award to encourage creative skills of students.

- IV. Engage in intensive long term campaign to raise public awareness on research, science and technology.
- V. Facilitate international linkages and strengthen strategic collaboration between local and foreign higher education/research institutions and regional/international instances.
- VI. Increase number of publications in peer reviewed journals.

4.5

Strengthening Governance and Financial Sustainability

4.5.1

In order to operate in a new globalized tertiary education landscape, tertiary education institutions have to bring about changes in both the governance and funding frameworks, enhance the entrepreneurial capacity, be more efficient in their strategy to attract international students and modernise management structures. Issues pertaining to optimal use of human, infrastructural and other resources must also be tackled through enhanced governance and monitoring mechanisms.

4.5.2

An ADB report points out that the higher education sector is a strategic lever for long-term and sustainable development.

It is commonly viewed in Asia that higher education is more than the provision of a public good but is also a strategic move toward greater growth and social solidarity. Universities are being affected by change and have to adapt to those changes. With increasing competition and a wider range of providers, tertiary education institutions have to be more attentive to issues such as employability, relevance and efficiency. Universities have to review and modernise their governance structures to enable them to operate in the increasingly competitive environment.

4.5.3

Strategic Goal 5 – Strengthening Governance and Financial Sustainability

STRATEGIC OBJECTIVE 1 - Create the necessary institutional framework for tertiary education institutions to respond to the needs of the knowledge based economy

EXPECTED OUTCOME - Institutional and regulatory framework strengthened

ACTIVITIES

1 Governance

- I. Introduce a Tertiary Education Act to establish a legal framework for tertiary education.
- II. Establish strategic plans for tertiary education every five years.
- III. Strengthen the governance of publicly funded tertiary education institutions to ensure that they are responsive to the needs of an internationalised and competitive tertiary education sector.
- IV. Each institution to be required to develop, implement and update their strategic plans and to report on progress periodically and to implement a Performance Management System.
- V. Each institution to establish necessary processes to ensure accountability and transparency with the relevant Code of Ethics/ Code of Corporate Governance.
- VI. Establish complaint procedures and implement a student charter.
- VII. All institutions to establish a Management Information System (MIS) and to report annually on performance indicators relating to enrolment, output, investment, employment, space and infrastructure, finance, health and safety, research among others.

STRATEGIC OBJECTIVE 2 - Effective use of resources and sound financial management

EXPECTED OUTCOME - Financial sustainability of tertiary education sector.

Activities

- I. Establish well defined key performance indicators for each publicly funded tertiary education institution and mechanisms to link funding to quality improvement.
- II. Establish mechanisms to ensure cost-effectiveness by measures to rationalise programmes and promote sharing of facilities.
- III.
- IV. Devise schemes for private participation, including endowment funds, or collaborative ventures in financing of tertiary education.
- V. Optimise the use of physical resources and equipment through, among others, centralised procurement of common equipment and materials.
- VI. Encourage institutions to develop fee paying for service programmes such as summer schools, workshops, short courses and consultancies.

5.0 Conclusion

This Strategy paper is the outcome of consultations with all stakeholders and will be followed by an action plan with a time frame and financial forecast for implementation. Like all other strategy documents, it may be reviewed and updated as and when required, depending on the economic, social and other developments. The strategy paper is based on a long term vision and has taken into consideration economic and social factors as well as the regional perspective. It therefore reflects the views of the ministries, departments, private sector bodies, students and other parties concerned.

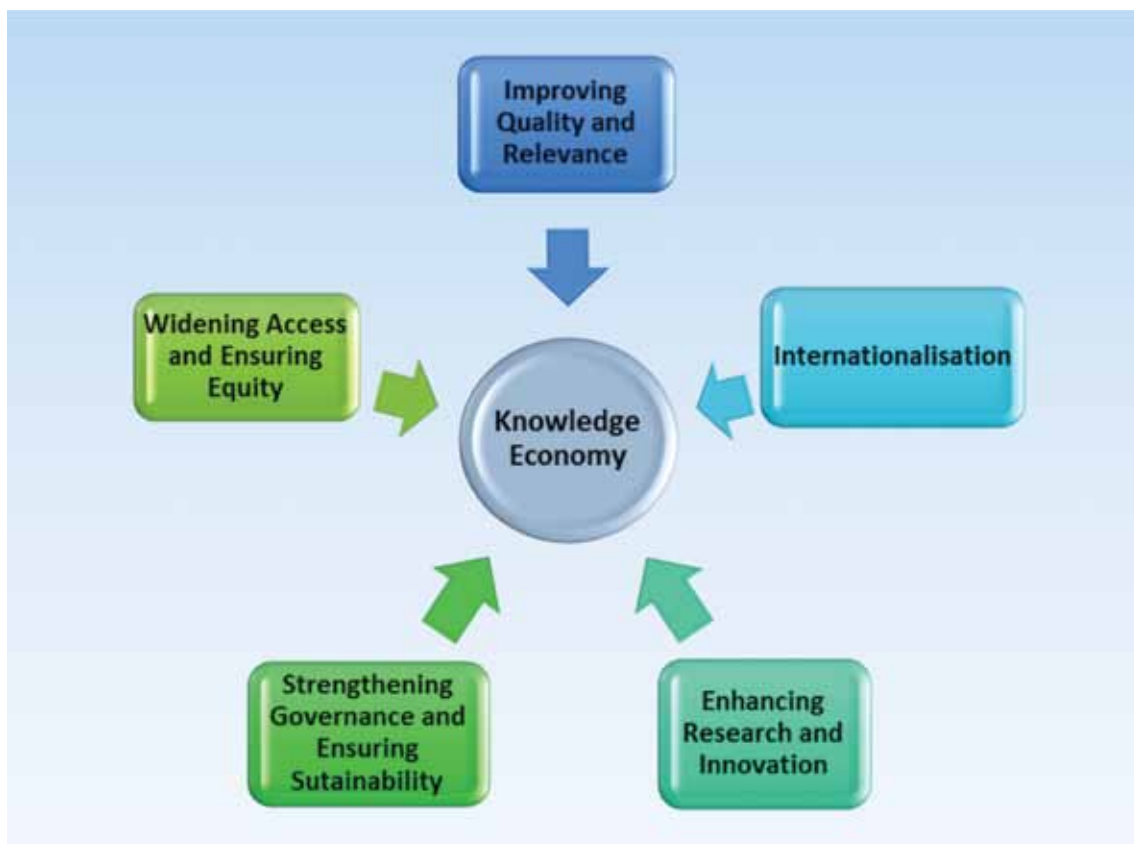


Figure 8: Strategic Goals

Annex 1 – List of Participants in First Consultative Workshop 22 July 2011

Ministry of Tertiary Education, Science, Research and Technology
Ministry of Education and Human Resources
Ministry of Health and Quality of Life
Ministry of Information and Communication Technology
Ministry of Finance and Economic Development
Ministry of Industry, Commerce and Consumer Protection
Ministry of Business Enterprise and Cooperatives
Tertiary Education Commission
University of Mauritius
University of Technology, Mauritius
Mahatma Gandhi Institute
Mauritius Research Council
Institut Supérieur de Technologie
Swami Dayanand Institute of Management
Fashion and Design Institute
Mauritius College of the Air
Mauritius Institute of Education
Rabindranath Tagore Institute
Middlesex University
SSR Medical college
Mauras College of Dentistry
JSS Academy
Rushmore Ltd
Charles Telfair Institute
DY Patil Medical College
Human Resource Development Council
Mauritius Institute of Training and Development
National Economic and Social Council
Private Secondary Schools Authority
Mauritius Employers Federation
Joint Economic Council
Mauritius Chamber of Commerce and Industry
Mauritius Bankers Association
Outsourcing and Telecommunications Association
Mauritius Export Association
Association of Mauritian Manufacturers
Association des Hoteliers et Restaurateurs de l'île Maurice
Association of Management and Trust Companies
Association of Small Entrepreneurs
Enterprise Mauritius
Board of Investment
National Economic and Social Council
Council of Registered Professional Engineers
Association of Human Resource Professionals
Surat and Co
Bureau D'Education Catholique

ANNEX 2 – List of participants in second consultative workshop 28 February 2013

Ministry of Tertiary Education, Science, Research and Technology
Ministry of Public Infrastructure and National Development Unit, Land Transport and Shipping
Ministry of Health and Quality of Life
Ministry of Business Enterprise and Cooperatives
Ministry of Finance and Economic Development
Ministry of Labour, Industrial Relations and Employment
Ministry Social Security, National Solidarity and Reform Institutions
Ministry of Housing and Lands
Ministry of Gender Equality, Child Development and Family Welfare
Ministry of Agro-Industry and Food Security
Ministry of Foreign Affairs, Regional Integration and International Trade
Ministry of Fisheries
Ministry of Environment and Sustainable Development
Ministry of Education and Human Resources
Ministry of Industry, Commerce and Consumer Protection
Ministry of Civil Service and Administrative Reform
Ministry of Tourism and Leisure
Ministry of Energy and Public Utilities
Ministry of Arts and Culture
Ministry of Youth and Sports
Prime Minister's Office
Medical Council
Embassy of Russia
National Empowerment Foundation
Tertiary Education Commission
Government Information System
Human Resource Development Council
High Commission of South Africa
Open University of Mauritius
Mauritius Research Council
University of Mauritius
Université des Mascareignes
University of Technology, Mauritius
Rajiv Gandhi Science Centre
Mauritius Qualifications Authority
Mauritius Employers' Federation
Board of Investment
National Computer Board
Joint Economic Council
FTMS Global Education
AEA Training Centre
Whitefield Business School
The Datamatics Computer Centre Ltd
Charles Telfair Institute
London College of Accountancy Ltd
Institute of Marketing and Management Ltd
JSS Academy of Technical Education, Mauritius
Indian Ocean Rim Association for Regional Cooperation
Amity Institute of Higher Education
Isitech Business School Ltd
Mauritius Institute of Health

ANNEX 3 – ABBREVIATIONS AND GLOSSARY

AFRC	- Albion Fisheries Research Centre
AREU	- Agricultural Research and Extension centre
AU	- African Union
ESSEC	- École Supérieure des Sciences Économiques et Commerciales
GDP	- Gross Domestic Product
GTER	- Gross Tertiary Enrolment Rate
ICT	- Information and Communication Technology
MCIA	- Mauritius Cane Industry Authority
MOA	- Ministry of Agro Industry and Food Security
MOI	- Mauritius Oceanography Institute
MCIA	- Mauritius Cane Industry Authority
NEPAD	- New Partnership for Africa's Development
PGCE	- Post graduate Certificate in Education
PMO	- Prime Minister's Office
OECD	- Organisation for Economic Co-operation and Development
TVET	- Technical and Vocational Education Training
UNESCO	- United Nations Education, Scientific and Cultural organization

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