

Ministry of Tertiary Education,
Science and Research

National Strategy

for

Higher Education, Science and Research

• 2025 - 2035 •



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List of Acronyms

ACQF	African Continental Qualifications Framework
AI	Artificial Intelligence
ARC	Academic Research Committee
BISE	Bureau for Innovation Scouting and Extension
CPD	Continuous Professional Development
DOAJ	Directory of Open Access Journals
DOI	Digital Object Identifier
ECTS	European Credit Transfer System
EDB	Economic Development Board
EQF	European Qualifications Framework
ERP	Enterprise Resource Planning
FT	Full-time
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GGR	Gross Graduation Ratio
HCERES	High Council for the Evaluation of Research and Higher Education
HCI	Human Capital Index
HE	Higher Education
HEC	Higher Education Commission
HEIs	Higher Education Institutions
HSC	Higher School Certificate
ICT	Information, Communication, Technology
IMC	Implementation Monitoring Committee
IORA	Indian Ocean Rim Association
iPhD	industrial PhD
IQRs	Institutional Quality Reviews
ISSN	International Standard Serial Number
LMS	Learning Management Systems
MIBL	Mauritius Institute of Biotechnology Ltd
MoTESR	Ministry of Tertiary Education, Science and Research
MoUs	Memorandum of Understanding
MQCHE	Mauritius Quality Code for Higher Education
MRAs	Mutual Recognition Agreements
MREF	Mauritius Research Excellence Framework
MRIC	Mauritius Research and Innovation Council
MRJ	Mauritius Research Journal
MTPA	Mauritius Tourism Promotion Agency
MUR	Mauritian Rupee

NCCHE	National Curriculum Committee on Higher Education
NCRE	National Centres of Research Excellence
NCVTS	National Credit Value and Transfer System
NEET	Not in employment, Education or Training
NQF	National Qualifications Framework
NRII	National Research and Innovation Institute
NRPs	National Research Priorities
NSDC	National Science and Innovation Diplomacy Council
OER	Open Educational Resources
PD	Professional development
PFHEA	Principal Fellowship of the Higher Education Academy
PGCE	Postgraduate Certificate in Education
PhD	Doctor of Philosophy
PIs	Principal investigators
PSAC	Primary School Achievement Certificate
PT	Part-time
QA	Quality Assurance
QAA	Quality Assurance Authority
RGSC	Rajiv Gandhi Science Centre
RPL	Recognition for Prior Learning
RTA	Research Training Academy
SADCQF	Southern African Development Community Qualifications Framework
SIDS	Small Island Developing States
SIM	Study in Mauritius
SIS	Student Information System
STEM	Science, Technology, Engineering and Mathematics
STI	Science, Technology and Innovation
TEF	Teaching Excellence Framework
THE	Times Higher Education
TNE	Transnational education
TTOs	Technology Transfer Office
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organisation
US	United States
USA	United States of America
WIL	Work-Integrated Learning

PREFACE BY THE MINISTER



Mauritius stands at a defining juncture. The choices we make now will decide whether we attain high-income status or succumb to the middle-income trap. The **National Strategy for Higher Education, Science and Research 2025–2035** is not a routine policy exercise but a blueprint for national renewal, an exacting, evidence-based programme designed to convert potential into sustained performance.

This Strategy emerges from a truly national endeavour. Seven technical committees drew on expertise from across the system, refining their work through open discussion at the Higher Education Summit held from 4 to 6 June 2025, where more than 300 stakeholders were convened.

The process embodied rigorous thinking, honest debate, and shared commitment, not bureaucratic decree.

The diagnosis is unequivocal. Teaching standards across in-person, hybrid, and online modalities vary widely; digital tools are frequently used without the necessary pedagogical underpinnings, quality learning resources, integrated LMS platforms, or sufficient e-library infrastructure. Research lacks clear guidance, and protections against predatory publishing are uneven. Technical Education (TE/TVET) remains stigmatised and marked by discontinuous progression pathways, while digitalisation efforts are fragmented and poorly aligned. Such structural weaknesses are untenable in a knowledge-driven global environment.

The Strategy responds with clarity and ambition. Its five pillars: **Excellence in Teaching and Learning; Research and Innovation; Pathways for Lifelong Learning; Science Diplomacy; and Digitalisation and AI Excellence** form an integrated architecture. We will set minimum contact and engagement

standards across all modes of delivery; introduce a Mauritius Quality Code and a Teaching Excellence Framework; align research with national priorities through a Mauritius Research Excellence Framework; modernise the National Qualifications Framework to include stackable micro-credentials and seamless credit transfer; institutionalise science diplomacy to advance national interests; and build a unified, interoperable digital ecosystem that enables secure, ethical, and analytics-driven education and research.

This is not merely prospective. Implementation has commenced: a memorandum of understanding has been signed between the Higher Education Commission and the UK Quality Assurance Agency; the Mauritius Quality Code for Higher Education has been announced; regulations on teaching face to face and hybrid mode have been developed; regulations governing the responsible use of AI in the higher education sector have been made; and policies on micro-credentials and credit portability are advancing. These actions demonstrate the capacity to move from aspiration to execution and signal the tempo at which we intend to deliver. The timing could not be more propitious. As traditional economic models are disrupted, artificial intelligence reshapes industries, and climate change demands innovation at scale, those nations that invest decisively in human capital, research capability, and technological infrastructure will lead. Mauritius, by virtue of its strategic

location, multilingual population, stable institutions, and growing research base, is singularly well placed to do so.

The Strategy aligns fully with the Government Programme 2025–2029 – A Bridge to the Future. It operationalises the Government’s ambition to position Mauritius as a global education hub; to widen access to high-quality, flexible, and inclusive lifelong learning; to deepen research and innovation aligned to national priorities; and to harness AI and digital technologies across the system. By tying funding and incentives to quality and impact and strengthening governance, transparency, and accountability, we are creating the conditions for excellence to endure.

The outcomes are clear. Students, on campus or online, will benefit from assured contact hours, well-designed curricula, modern facilities, and strong support. Researchers will operate within a coherent framework that upholds integrity, quality, and societal value. Learners will advance through flexible, recognition-enabled pathways without dead ends. Institutions will use secure, shared digital platforms that personalise learning, enhance research, and protect privacy, while science diplomacy expands channels for knowledge, investment, and influence.

This is, above all, a covenant with our citizens. It reinforces our commitment to an equitable system that expands opportunity for all learners, including addressing long-standing gender

gaps in participation, progression, and leadership. It affirms that public investment will yield better teaching, stronger research, broader opportunity, and greater international standing. It also calls for a collective ethic: principled leadership, ambitious scholarship, and exacting partnership. We must embrace change whilst preserving what is sound; think globally whilst serving local needs; and act with urgency, for the window of opportunity will not remain open indefinitely.

With this Strategy, Mauritius signals its commitment to disciplined implementation rather than drift, coherence rather than inconsistency, and proactive opportunity rather than inertia. The blueprint has been set. It is now the shared responsibility of all stakeholders to convert these commitments into measurable outcomes, and those outcomes into a more equitable and prosperous future.

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Minister of Tertiary Education, Science and Research
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01 Executive Summary



1. Executive Summary

Mauritius stands at an inflection point in its socio-economic development. With rising global competition, technological disruption, demographic transitions, climate vulnerability, and productivity stagnation, the country must undergo a rapid structural transformation to avoid the middle-income trap. Achieving this transformation requires repositioning higher education, science, and research as the backbone of a modernised, innovation-driven economy.

The **National Strategy for Higher Education, Science and Research 2025–2035** provides a coherent, future-oriented roadmap that positions Mauritius as a globally connected education and innovation hub, leveraging internationalisation as a strategic instrument for talent development, research collaboration, science diplomacy, and regional engagement, particularly with Africa and the Global South. It moves the system from fragmented progress toward coordinated excellence, ensuring that teaching, learning, research, science diplomacy, and digitalisation collectively drive national competitiveness, social mobility, and global relevance. **Gender equality and inclusiveness run as cross-cutting themes throughout the Strategy, shaping priorities across teaching, research, digitalisation, and partnerships.**


The Strategy is anchored in five mutually reinforcing pillars:



Together, these pillars prepare Mauritius for the next decade of economic, technological, and societal change, ensuring a resilient, flexible, and future-ready education and research ecosystem.

Currently, Mauritius faces pressing challenges requiring an upgraded tertiary education and research system:

- Middle-income trap pressures, stagnating productivity and limited innovation.
- Ageing population and high youth unemployment, shrinking labour force and rising dependency ratios.
- Climate and environmental risks threatening infrastructure and economic stability.
- Negative trends in governance, labour productivity, and institutional quality.
- Skills mismatch: emerging industries lack the talent needed to scale.
- Declining full-time university enrolment, changing learner profiles, and rapid demand for re-skilling.



Globally, nations that invest in talent pipelines, research excellence, and science-driven international partnerships are demonstrating superior resilience and competitiveness.

Mauritius already has strong foundations:

- A diversified tertiary system of 44 institutions and 51,000 students, including 3,000 international learners.
- Strong human capital indicators (second in Africa on the HCI).
- A multilingual, safe, politically stable environment attractive for global partnerships.

Building on these foundations, the Strategy places strong emphasis on internationalisation as a catalyst for quality enhancement, innovation, and global engagement. Mauritius' political stability, rule of law, bilingual academic environment, and internationally aligned quality assurance frameworks position the country as a trusted platform for global academic partnerships. Internationalisation is leveraged not only to attract talent, but to enable joint research, capacity building, digital collaboration, and science diplomacy, reinforcing Mauritius' role as a regional gateway for Africa and a credible partner for leading global institutions.

This Strategy leverages these strengths to build a knowledge-intensive, innovation-led model of growth aligned with the Government Programme 2025–2029.

The Five Strategic Pillars

Pillar 1: Excellence in Teaching and Learning

This pillar addresses long-standing fragmentation in teaching quality, curriculum design, and online learning. Reforms include:

- Establish a national quality system aligned with global standards, including the Mauritius Quality Code and a Teaching Excellence Framework.
- Professionalise academic teaching through continuous capacity development in pedagogy, digital delivery, curriculum design, and use of AI in education.
- Upgrade teaching infrastructure, learning spaces, and student support systems.
- Harmonise standards for curriculum, assessment, teaching and research across all public HEIs.

Expected Outcomes

- Improved credibility and global recognition of Mauritian qualifications.
- Consistent quality across modalities.
- Better student progression, stronger graduate employability, and a modern teaching workforce.

Pillar 2: Research and Innovation

Mauritius currently lacks national research priorities, consistent quality standards, and adequate research impact. Reforms include:

- Establish National Research Priorities (NRPs) aligned with national development needs such as food security, public health, digital trust, climate resilience, water management, waste valorisation.
- Create the National Research and Innovation Institute (NRII) to coordinate national research agendas and manage

research funding, and strengthen university–industry collaboration.

- Standardise journal and research quality benchmarks and eliminate predatory publications.
- Shift incentives toward impact-driven research (policy uptake, commercialisation, societal benefit).

Expected Outcomes

- More impactful, globally visible, and ethically sound research.
- Stronger contribution to innovation, policy, and economic diversification.
- A larger, better trained, and internationally connected research workforce.

Pillar 3: Pathways for Lifelong Learning

Mauritius cannot achieve its economic goals without modernising skills systems and eliminating dead ends between Technical Education (TE/TVET), professional training, and higher education. Reforms include:

- Develop a coherent, flexible, modern National Qualifications Framework integrating academic, vocational, micro-credential, and professional qualifications.
- Strengthen mobility between TE and HE through credit transfer, RPL mechanisms, and transparent articulation pathways.
- Modernise TE institutions: industry-aligned curricula, high-tech equipment, apprenticeship integration, and digital and green skills training.
- Scale micro-credentials as stackable learning options for rapid upskilling.

Expected Outcomes

- A seamless education system enabling learners of all ages

- to progress.
- A labour force equipped for the green, blue, digital, and creative economies.
 - Reduced NEET levels and expanded opportunities for unemployed youth and adult learners.

Pillar 4: Science Diplomacy

Science diplomacy positions Mauritius as a regional innovation and partnership hub. Science diplomacy is operationalised through the internationalisation of higher education and research, enabling Mauritius to act as a convenor, connector, and trusted intermediary in regional and global knowledge networks. Reforms include:

- Institutionalise science diplomacy within the government, embedding STI capabilities in foreign policy.
- Forge bilateral and multilateral partnerships to support technology transfer, climate adaptation, research collaboration, and talent mobility.
- Leverage the Mauritian diaspora for high-skill networks and knowledge exchange.
- Strengthen STI intelligence, governance, and foresight capabilities.
- Promote Mauritius as a regional convenor for science, research, and innovation forums.

Expected Outcomes

- Increased global visibility, funding access, and scientific influence.
- Stronger domestic innovation ecosystem supported by international expertise and partnerships.
- Enhanced leadership in climate diplomacy, ocean economy, and regional STI cooperation.

Pillar 5: Digitalisation and AI Excellence

Digitalisation is both a stand-alone pillar and a cross-cutting enabler. Reforms include:

- Build a unified, interoperable digital ecosystem including national SIS, LMS, ERP, and digital credentials.
- Expand AI-enabled learning tools and analytics to personalise education and early-warning systems.
- Strengthen researcher access to digital tools, computing platforms, and data repositories.
- Promote digital inclusion through device access, connectivity, and staff/student digital literacy programmes.
- Ensure cybersecurity, data governance, and ethical AI frameworks.

Expected Outcomes

- Seamless experiences for students, staff, employers, and international partners.
- Higher-quality teaching, improved student retention, and stronger evidence-based decision-making.
- A digitally empowered workforce aligned with the needs of a knowledge economy.

The Expected Transformational Outcomes (By 2035)

For Learners

- Globally recognised qualifications.
- Flexible pathways with no dead end.
- Greater employability and preparedness for future industries.
- Personalised, technology-enabled learning experiences.

For Institutions

- Stronger academic quality and research productivity.
- Digital-ready, interoperable systems for teaching, research, and administration.
- Greater international partnerships and visibility.

For the Nation

- Positioning Mauritius as a regional and global knowledge hub, and a trusted gateway for Africa-focused education, research, and science diplomacy.
- Strengthened competitiveness, productivity, and resilience.

- Evidence-driven policymaking and improved public sector innovation.
- Enhanced science diplomacy footprint and international influence.

To conclude, the **National Strategy for Higher Education, Science and Research 2025–2035** provides a unified, ambitious, and disciplined roadmap for Mauritius’s transition to a high-performing knowledge economy. It commits the nation to quality, equity, and global competitiveness through coordinated reforms in teaching, research, innovation, digitalisation, science diplomacy, and lifelong learning.

This Strategy is not merely a policy document. It is a national transformation plan. It ensures that Mauritius is prepared not only to adapt to change but to shape it.

With strong implementation, professionalised governance, and sustained investment, Mauritius will position itself as a beacon of excellence, a regional nucleus of innovation, and a globally connected education hub capable of driving prosperity for the next generation.



02 Introduction



2. Introduction

Tertiary education - vocational, technical, professional and academic, is a cornerstone of national progress, serving as both an engine of economic growth and a catalyst for societal transformation. Experts agree that it is vital in developing a modern and knowledge-driven society. It empowers individuals and communities with practical and advanced knowledge, critical thinking, and specialised skills that drive innovation, fuel entrepreneurship, contribute to equity and social cohesion and enhance a nation's global competitiveness. As such, it is a personal asset and a collective investment in the country's future.

The **National Strategy for Higher Education, Science and Research 2025-2035** is a forward-looking roadmap designed to consolidate and expand the current foundations of the teaching and learning process, research, and scientific innovation ecosystem to contribute meaningfully to the socio-economic development of the Republic of Mauritius. This strategic framework aims to foster a culture of creativity and innovation, promote focused and impactful inter and multi-disciplinary research, create flexible pathways for lifelong learning, transnational education, and strengthen the alignment between education outcomes and labour market demands, lead in science diplomacy, and embrace digital transformation and specifically the potential of Artificial Intelligence (AI). Central to this Strategy is building a resilient and future-ready workforce capable of adapting to emerging trends and technologies.

Importantly, the Strategy is closely aligned with the Government Programme 2025–2029, A Bridge to the Future, which outlines a bold ambition to position Mauritius as a global education hub. This includes attracting international students, establishing world-class academic and research institutions, and expanding access

to inclusive and flexible lifelong learning opportunities. By doing so, Mauritius will enhance its global standing and create a sustainable model for inclusive socio-economic development.

The Strategy strongly emphasises harnessing emerging technologies, especially artificial intelligence, while ensuring high-quality, learner-centred education for local and international students. This vision is firmly anchored in global standards and underpinned by uncompromising financial governance, transparency, and institutional accountability rigour. Equally, the well-being of both students and staff is placed at the forefront, recognising that a thriving academic community is the foundation of excellence and innovation.

The **National Strategy for Higher Education, Science and Research 2025–2035** is more than a strategy document. It represents a national commitment to harnessing knowledge, innovation and talent as drivers of long-term prosperity and global standing. **As a blueprint, it defines the path for positioning Mauritius as a recognised international hub for higher education, shaping the future of learning, research and development for the next decade and beyond.**



03 Purpose



3. Purpose

The tertiary education system, vocational, technical, professional and academic, has always provided society and industry with the knowledge, values and skills needed to navigate the constantly changing global and the resulting national and international landscapes.

The institutions and stakeholders within the tertiary education system have jointly played a crucial role in preparing individuals for the workforce by imparting knowledge and developing skills relevant to various industries today and tomorrow, shaping Mauritius' short-term to long-term development agenda. They focused on providing in-depth knowledge and specialised skills in multiple fields, producing competent individuals equipped to work in a range of capacities, as professionals and associate professionals, as needed during the development process of various industries. They also contributed to supplying technical and vocational skills through specialised programs and collaborations with industry partners.

The system has produced high-calibre individuals who have supported the country's transformation from an Agri-based economy to a service economy and have also shone internationally. It has produced the skills needed to re-engineer the sugar industry into a cane industry, develop the financial and ICT sectors, and establish the vibrant tourism sector.

However, Mauritius finds itself at a crossroads. It faces structural challenges and desires to attain high-income country status. It has Africa's second-highest Gross Domestic Product (GDP) per capita at US\$11,882 (2024), eight times the African average, behind only Seychelles which is classified as a high-income country with GDP per capita at US\$17,859 (2024). The country faces a

classic middle-income trap¹ where middle-income countries face serious headwinds related to economic growth, wage competition and innovation, and often rely on “policies predicated on superficial measures of economic efficiency.” The circumstances make middle-income countries “especially prone to premature slowdowns in development” (World Bank).

Mauritius faces various challenges, including an ageing population, climate change risks, decline in governance and institutional quality, declining productivity and efficiency, and macro-economic constraints that restrict its capacity for more profound structural transformation.

To achieve a responsible, fast-paced structural transformation, Mauritius needs to reinvent itself and transition to a new economic model with the knowledge economy as a key component, increasing its growth potential. This model will necessarily be based on digitalisation, research and innovation, enhancing productivity and high-value production in existing key economic sectors, such as tourism, ICT, biotechnology, and financial services, while developing new pillars. The country is already, albeit at variable speed, transitioning towards the ocean economy, renewable energy, knowledge centre of excellence and biomedical hub as new growth pillars.

This transition naturally calls upon the tertiary education system to continue to rise above the challenges. The system requires strategic foresight and proactive leadership to adapt to the rapidly changing world, driven by digital transformation, AI, globalisation, and evolving workforce demands. This transformation involves not just technological upgrades but also a fundamental shift in how institutions operate to increase efficiency, to address issues of equity and access, to conduct research and transform research into innovative ideas, to integrate technologies to enhance learning experiences, and to engage with students to generate critical thinking and creativity.

¹ The concept of a middle-income trap grew from the observation that middle-income countries graduated to high-income status far less often than low-income countries became middle-income countries – IMF 2014 - <https://www.imf.org/en/News/Articles/2015/09/28/04/53/socar121614a>



04 Background



4. Background

The link between tertiary education and socio-economic development is well recognised and established through various channels, including training and skilling a versatile labour force, knowledge generation through research, and fostering innovation by applying generated and adopted knowledge and technology.

The Mauritius tertiary education system¹, through its training providers, universities, and other research institutions, has undeniably played an essential role in the country's socio-economic development. The higher education system includes 34 private institutions and 10 publicly funded institutions. A range of programmes from diplomas to doctoral degrees is offered. In 2024, the total number of students enrolled was close to 51,000, of whom around 3,000 were international students. This represents a Gross Enrolment Ratio (GER) of 54.7%, reflecting the country's significant progress in expanding access to higher education over the past decade.

Mauritius has achieved remarkable progress in expanding access to higher education, doubling the enrolments in public HEIs over the past quarter-century. **The introduction of a blended mode of education offered numerous benefits such as increased flexibility, personalised learning experiences, and improved engagement and retention.** The online learning mode has enhanced the equality of opportunity for higher education, catering to learners' diverse needs by dismantling access barriers such as location, transport, safety concerns, and students with parental or other responsibilities. By increasing access, online learning in higher education can be improved. Enrolment for distance/online education increased 4-fold in the

² In the context of this Strategy, references to the tertiary education system refer to the vocational, technical, professional and academic at tertiary level.

last decade.

This Strategy recognises and integrates all forms of learning: formal, vocational, experiential, and micro-credentialled, into coherent pathways that support lifelong learning, workforce development, and higher education, ensuring skills are aligned with national priorities, industry needs, and societal aspirations.

Over the years, institutions have evolved and adapted to respond continuously and positively to social, economic and cultural changes. There is a direct connection between Mauritius' remarkable achievement on equitable economic growth and human development, on the one hand, and the performance of the higher education system, on the other. Mauritius ranks 58th out of 174 countries on the World Bank's Human Capital Index (HCI) 2020, the second-best result among African countries, just after Seychelles, which is ranked 52nd ². A Mauritian child born today will be 62 per cent as productive when s/he grows up as s/he could be if s/he enjoyed a complete general education and full health³.

While the secondary school gross enrolment ratio is around 93 per cent⁴, the tertiary education gross enrolment ratio is around 50 per cent. This is definitely higher than most African countries but lower than the UK and the USA. Therefore, the higher education system has the space to capitalise on this vast potential of young people from general education. Its higher education output, as measured by the gross graduation ratio⁵ (GGR), is at 29 per cent, which is in line with other selected high middle-income countries like Indonesia, Brazil and Thailand and much higher than Malaysia, South Africa and Botswana.

³ This measures the population within the typical secondary school age range that was enrolled in secondary education.

⁴ Gross graduation ratio from first degree programmes (ISCED 6 and 7) in tertiary education, both sexes (%).

⁵ 10th out of the 53 upper middle-income countries.

⁶ 56 per cent is the worldwide average.



05

**The Ministry of Tertiary
Education, Science and
Research**



5. The Ministry of Tertiary Education, Science and Research

The Ministry of Tertiary Education, Science and Research aims to build an inclusive, accessible, and future-ready education system that empowers learners and drives national progress.

The Ministry is responsible for all matters relating to tertiary-level education, both academic and higher-level technical education. The Ministry oversees a dynamic network of public Higher Education Institutions (HEIs) that caters to diverse academic interests from science, technology, and engineering through research, to arts, education, and vocational training. As the cornerstone of the nation's intellectual and socio-economic advancement, the public HEIs are dedicated to fostering excellence, innovation, and inclusivity. These institutions are pivotal in equipping students with world-class knowledge, technical expertise, and critical thinking skills, empowering them to contribute meaningfully to Mauritius' vision of a sustainable, knowledge-driven future.

The Ministry of Tertiary Education, Science and Research is also responsible for the Higher Education Commission (HEC), the Quality Assurance Authority (QAA) and for scientific research and the promotion of science and technology. As such it is responsible for scientific societies, the Mauritius Research and Innovation Council (MRIC), the Rajiv Gandhi Science Centre (RGSC), and the Mauritius Institute of Biotechnology Ltd (MIBL)

The HEC, established under the Higher Education Act 2017, serves as the national body responsible for regulating and overseeing the higher-education sector. Its functions include registering higher-education institutions, accrediting institutional accreditation,

ensuring quality assurance, and recognising local and foreign qualifications. HEC also allocates Government funding to public HEIs, supports research and institutional development, and guides sector planning to ensure efficient use of resources. The HEC additionally approves and recognises micro-credentials. Altogether, the HEC ensures that higher education in Mauritius is well-regulated, properly funded, and aligned with national priorities for quality, relevance, and lifelong learning.

The QAA is a statutory body established to uphold and elevate the quality of higher education in Mauritius. It ensures institutions meet rigorous national and international standards through systematic quality audits, harmonised oversight, and alignment with global best practices. Following the amendments to the HEC Act in July 2025, QAA will henceforth develop and maintain a Higher Education Quality Code for Mauritius.

The mandate of the RGSC is to enhance public understanding of science and technology, supplement school curricula, and inspire creativity, particularly among youth. Its vision is to be a hub for informal science education, driving awareness of global scientific advancements and nurturing a scientifically literate society. Core objectives include promoting STEM education, encouraging innovation, and democratizing access to scientific knowledge. It is also responsible for the dissemination of advances in the Scientific World.

The MRIC is the national apex body driving research, innovation, and technological advancement. It is pivotal in fostering a culture of scientific excellence and innovation to support socio-economic development, positioning Mauritius as a competitive knowledge-based economy. MRIC's mandate is to promote, coordinate, and fund research and innovation across priority sectors, including health, agriculture, ICT, and environmental sustainability. Its vision is to transform Mauritius into a dynamic innovation hub by empowering researchers, entrepreneurs, and industries through strategic partnerships, capacity-building programmes, and cutting-edge technological solutions. MRIC supports researchers from both public and private sectors. It



also organises national competitions to encourage people to create and innovate regardless of age.

The MIBL drives innovation and excellence in biotechnology. It focuses on advancing cutting-edge research, commercialisation of biotech solutions, project implementation and development of the pharmaceutical sector to position Mauritius as a hub for scientific and industrial progress in the region. MIBL's mandate is to accelerate the development of the biotechnology sector while fostering high-impact research across all biotechnology sectors.



06 Vision, Mission and Core Values

6. Vision, Mission and Core Values

6.1 Vision

The Vision of the Ministry of Tertiary Education, Science and Research is to be a leading Ministry driving Mauritius towards global distinction as a world-renowned hub of excellence in tertiary education, science, research, and innovation fuelling sustainable socio-economic prosperity, inspiring ethical and visionary leadership, and empowering inclusive, resilient, sustainable, and healthy communities through transformative digital innovation, quality education, strategic global partnerships, and interdisciplinary research breakthroughs.

6.2 Mission

The Ministry of Tertiary Education, Science and Research's Mission is to deliver transformative leadership in cultivating a dynamic, innovative, sustainable, inclusive and quality higher education and research ecosystem that anticipates global trends, aligns with national priorities, and produces ethical, healthy, and globally competent graduates fully equipped to thrive in evolving labour markets.



6.3 Core Values

The following high-level objectives underpin the realisation of the Ministry's vision:

Enhancing Quality and Accessibility of Higher Education

- Elevate the quality of higher education through innovative policies, strategic programmes, and quality assurance frameworks.
- Increase access to higher education for all, particularly vulnerable and underrepresented groups, by implementing inclusive educational policies and support systems.
- Develop systemic measures to improve participation and completion rates for students from diverse backgrounds.

Global Excellence and Internationalisation

- Establish Mauritius as a world-class destination for higher education through strategic global alliances and the “Study in Mauritius” initiative.
- Align educational standards with international benchmarks to elevate academic quality and institutional prestige.
- Foster interdisciplinary collaboration and international research partnerships to address global challenges.

Promoting Research and Innovation

- Embed a culture of innovation and entrepreneurial thinking within higher education institutions to drive economic resilience.
- Develop cutting-edge innovation hubs and incubators to translate research into impactful solutions and commercial ventures.

Digital Transformation and Technological Leadership

- Harness advanced digital learning platforms and emerging technologies to deliver accessible, flexible, and high-impact education.
- Prioritise robust data security, ethical AI integration, and seamless digital infrastructure across institutions.
- Support the development of technology-driven universities and smart campuses that enhance educational delivery and student experience.

Ethical Leadership and Governance

- Promote ethical research practices by upholding integrity, transparency, and accountability in academic and scientific work.
- Ensure that all research activities adhere to the highest ethical standards, addressing concerns such as plagiarism and research authenticity.
- Implement effective governance frameworks for policy development, strategic planning, and programme evaluation to ensure continual improvement.

Labour Market Alignment and Workforce Readiness

- Align higher education curricula with labour market demands to ensure graduates are equipped with future-ready skills.
- Forge stronger industry-academic collaborations to enhance employability and address evolving market trends.
- Advance technical and vocational education pathways that equip learners with practical, industry-relevant skills.

Sustainable Financial Stewardship

- Establish resilient and diversified funding models through strategic partnerships, global grants, and entrepreneurial ventures.
- Ensure robust governance and accountability mechanisms for optimal resource management and financial sustainability.

Inclusive and Lifelong Learning

- Expand lifelong learning pathways and accessible education through micro-credentials and flexible learning models.
- Promote inclusive education policies to bridge socio-economic divides and empower all learners.

Global Thought Leadership and Policy Innovation

- Position Mauritius as a global thought leader in higher education policy and transformative research innovation.
- Shape progressive policies that drive sustainable development, equity in education, and research excellence.

Responding to Emerging Challenges

- Develop adaptive strategies to ensure resilience in the higher education and research sectors in response to crises such as global pandemics.
- Foster a proactive and flexible policy environment that can quickly adapt to global disruptions and technological advancements.



07 Methodology

7. Methodology

The **National Strategy for Higher Education, Science and Research 2025–2035** results from an extensive, inclusive, and evidence-based process grounded in wide-ranging stakeholder engagement and expert analysis. This forward-looking Strategy is rooted in the collaborative work of seven national technical committees that were set up at the beginning of the year 2025 and were tasked with exploring a specific yet interrelated thematic area critical to the transformation of Mauritius' higher education and research landscape.

These seven national technical committees were:



The committees were composed of subject-matter experts and institutional representatives, and undertook a rigorous process of consultations, data collection, and analytical review. Stakeholder engagement was a core component, involving public and private higher education institutions, government departments, the private sector, civil society, and local and international students. This collaborative approach enabled the identification of key strengths, systemic gaps, and opportunities for reform, ensuring that the resulting recommendations are both nationally relevant and globally informed.

The findings and preliminary recommendations from each committee were presented at the **Higher Education Summit 2025**, a landmark three-day, from 4 to 6 June 2025, national forum that convened a broad cross-section of stakeholders including government officials, academics and students from both public and private higher education institutions, researchers, industry leaders, regulatory bodies, students, employers, civil society, and international partners.




*A Global Vision for Higher Education, Research,
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The Summit served as a platform for national dialogue, fostering rich exchanges through expert panel discussions and participatory sessions such as the “Voice of Our People”.

Feedback received during the Summit was pivotal in refining the committees’ reports, incorporating fresh insights, and ensuring the Strategy reflected grassroots concerns and expert perspectives. These enriched reports provided the foundation upon which the final Strategy was developed.

The complete committee reports are publicly accessible on the Ministry of Tertiary Education, Science and Research’s official webpage, reinforcing the Government’s commitment



to transparency, accountability, and participatory policymaking. This Strategy represents a collective national vision for transforming higher education, research, and innovation into drivers of sustainable development, global competitiveness, and inclusive growth for Mauritius over the next decade.

During a focused consultative workshop held on 28 and 29 July, and facilitated by the Commonwealth of Learning, members from the national technical committees were invited to provide input in forming a National Strategy. The consultation resulted in the identification of five Strategic Pillars. Members provided critical input regarding the background of these Pillars, formulated strategic objectives per pillar, and considered issues, challenges, enabling factors, and risks.

The inputs from this consultative workshop form the basis for this National Strategy. In fact, they bring together the insights and critical input emerging from the extensive, inclusive, and evidence-based process.



08 Internationalisation of the Higher Education and Research



8. Internationalisation of the Higher Education and Research

8.1 Introduction

The **internationalisation of higher education and research** stands at the forefront of Mauritius's vision to build a globally connected and innovation-driven knowledge economy. It is not merely an aspiration but a strategic imperative that supports the nation's transition towards higher value creation, inclusive growth, and enhanced global competitiveness. Through this Strategy, the Ministry of Tertiary Education, Science and Research (MoTESR) reaffirms its commitment to positioning Mauritius as a regional and global hub for knowledge, innovation, and talent mobility.

This focus is fully aligned with the Government's priorities for economic transformation, social advancement, and strengthened international engagement, ensuring that Mauritius continues to play an active and influential role in the global knowledge ecosystem.

By internationalising its higher education and research system, Mauritius will unlock new opportunities for growth, innovation, and collaboration. **Strengthened global partnerships will enhance institutional capacity, diversify academic offerings, and raise the quality and impact of research. International engagement will also enable the country to attract and retain global talent, foster cross-border knowledge exchange, and elevate its reputation as a trusted destination for education and innovation.** Collectively, these outcomes will contribute to building a more resilient, inclusive, and globally competitive tertiary education and research ecosystem.

These benefits demonstrate that internationalisation is not an end, but a powerful means to enhance the quality, relevance, and sustainability of Mauritius's tertiary education and research system. By deepening international collaboration, the country can harness global knowledge networks to build local capacity, stimulate innovation, and strengthen evidence-based policymaking. This strategic approach will ensure that higher education institutions remain adaptive, future-ready, and fully aligned with national development priorities.

The following key areas outline how internationalisation can drive transformative change across the academic, economic, and societal dimensions of Mauritius's higher education landscape.

- **Enhanced academic quality:** internationalisation exposes students and faculty to different academic cultures, teaching methodologies, and research approaches, fostering innovation. The HEIs can learn from and adapt good practices from other countries, leading to higher standards of education and research. It will provide additional possibilities to collaborate with international institutions, through student and faculty exchange programs, collaborative research initiatives, allowing for access to specialised knowledge and expertise, enriching the educational experience.
- **Increased regional and global competitiveness:** over the years, by learning through its own experiences, Mauritius can develop a strong internationalisation strategy to attract talented students and scholars from around the world, boosting a country's reputation and contributing to its knowledge base. Exposure to diverse ideas and perspectives can stimulate innovation and entrepreneurship, leading to economic growth.
- **Improved cultural understanding:** by promoting intercultural understanding, students will be better prepared to navigate the diverse and interconnected world. International experiences can help students develop a more global perspective and a sense of belonging to a broader community.

- Economic benefits: Internationalisation can boost Mauritius's economy as international students often pay higher tuition fees and contribute to the local economy through living expenses. International students and researchers, and their families can also contribute to the tourism sector, by becoming ambassadors for the country. A strong international reputation in higher education can attract foreign investment and talent.

8.1.1 Mauritius' Strategic Value Proposition for Global Academic Partners

Mauritius' internationalisation strategy is underpinned by a distinctive strategic value proposition that makes the country an attractive, credible, and low-risk partner for leading global universities and research institutions.

- Mauritius benefits from a long-standing tradition of political stability, democratic governance, and respect for the rule of law. This stable institutional environment provides predictability and confidence for international partners engaging in long-term academic, research, and investment collaborations. The continuity of public policy and the reliability of regulatory frameworks significantly reduce operational and reputational risks associated with transnational education and research partnerships.
- Mauritius operates a national quality assurance and regulatory framework aligned with internationally recognised standards. The higher education system is grounded in transparent accreditation processes, external peer review, and outcome-based education principles, ensuring that qualifications awarded in Mauritius are comparable, credible, and internationally recognised. This alignment facilitates joint and dual degree arrangements, credit transfer, and mutual recognition, enabling seamless academic collaboration with global partners.
- Mauritius offers a bilingual academic environment, with English and French widely used across teaching,

research, administration, and policy engagement. This linguistic duality enhances accessibility and inclusivity, supports collaboration with institutions across Europe, Africa, and beyond, and strengthens Mauritius' role as a bridge between Anglophone and Francophone academic communities.

- Mauritius benefits from strong diplomatic, regional, and academic networks, particularly within Africa and the wider Global South. These networks position the country as a trusted platform for convening, dialogue, and collaboration, enabling international partners to engage with diverse regional contexts through a stable and well-regulated base.
- Mauritius demonstrates a clear commitment to reform, innovation, and sustainability, as reflected in the National Strategy on Higher Education, Science and Research 2025–2035. Ongoing reforms in governance, digitalisation, lifelong learning, and research policy signal a forward-looking system that is adaptable, open to co-creation, and aligned with global priorities such as sustainability, digital transformation, and inclusive growth.

Together, these attributes position Mauritius as a credible gateway for international engagement, offering global academic partners a stable, trusted, and future-oriented environment for education, research, and innovation collaboration.

8.2 The Current Context

Currently, international students account for approximately eight percent of total enrolment across higher education institutions in Mauritius, i.e. a fourfold increase from just two percent in 2010. Most of these students originate from African countries (62 percent of which 20 percent from Madagascar) and India (39 percent). Notably, the share of students from Africa has continued to grow steadily, rising from 56 percent in 2021 to 62 percent in 2024. This upward trend underscores Mauritius's growing appeal and potential to position itself as a key higher education destination for students from the African continent.

The principal fields of study among international students include Medicine (35 percent), Management and other arts-related disciplines (22 percent), Information Technology (14 percent), and Law (5 percent). These enrolment patterns reflect both the country's established strengths in specific academic areas and the regional demand for high-quality, internationally recognized qualifications.

These encouraging developments provide a solid foundation on which to build a more comprehensive and targeted internationalization strategy, one that not only consolidates Mauritius's position as an education hub for Africa and beyond but also enhances the global visibility and competitiveness of its higher education and research system.

In line with its commitment to advancing the internationalisation of higher education and research, the MoTESR has introduced a series of initiatives to strengthen institutional readiness and global engagement.

Key measures implemented in 2025 include:

- i. The introduction of a national credit value and transfer system (NCVTS) to facilitate academic recognition and student mobility across institutions and borders.

By standardising the measurement of learning outcomes and facilitating the seamless transfer of credits between programmes and institutions, this system allows Mauritian students to pursue part of their studies abroad and international students to integrate more easily into programmes offered by institutions in Mauritius. The national credit value and transfer system strengthens Mauritius' position as a flexible, globally connected higher education hub, attracting international learners and promoting cross-border academic engagement.

- ii. The development of micro-credentials in higher education to support flexible and targeted learning pathways.

The Mauritius' Blueprint on Micro-credentials in Higher Education provides a national framework for systematic development and implementation of Micro-credential courses. By promoting flexible, modular and recognised learning pathways, the Blueprint enhances Mauritius' capacity to engage in international partnerships and align with global standards in higher education. It positions the country at the forefront of regional innovation in flexible and lifelong learning, enabling Mauritian institutions to collaborate with foreign universities and the private sector in the co-development and offering of micro-credentials. This, in turn, supports cross-border mobility, attracts international learners, and strengthens Mauritius' role as a regional hub for quality, future-oriented education.

- iii. The formalisation of partnerships with international quality assurance agencies, such as the United Kingdom and France, to ensure global standards are met

Mauritius continues to strengthen its position as a regional hub for higher education through enhanced international partnerships and regulatory cooperation. The Higher Education Commission (HEC), the national regulatory authority for higher education in Mauritius under the aegis of the MoTESR, has entered into or is in the process of formalising partnerships with several quality assurance and regulatory bodies, including the Quality Assurance Agency for Higher Education (QAA) in the United Kingdom, the High Council for the Evaluation of Research and Higher Education (HCERES) in France, amongst others.

These collaborations have contributed to streamlining the accreditation and quality assurance processes, thereby facilitating the establishment and operation of foreign university campuses in Mauritius. The presence of these international campuses not only diversifies the higher education landscape but also offers Mauritian and regional students access to globally benchmarked qualifications within the country.

Such initiatives significantly enhance Mauritius' attractiveness as a destination of choice for international students seeking high-quality education in a safe, multicultural, English- and French-speaking environment. The growing number of international campuses from UK, Australia, France and India contribute to greater student mobility, knowledge exchange, and institutional collaboration, while also strengthening research partnerships and innovation ecosystems. This trend supports Mauritius' vision of positioning itself as a knowledge-based economy and a preferred education hub in the region, where local and international students coexist and collaborate within a globally connected higher education system.

To strengthen transnational education (TNE), the Strategy promotes the establishment of additional foreign branch campuses. Quality assurance mechanisms will continue to align with international standards to ensure mutual recognition of qualifications across borders. Mauritius will deepen engagement with regional and global frameworks such as the Southern African Development Community Qualifications Framework (SADCQF), the African Continental Qualifications Framework (ACQF), and the European Qualifications Framework (EQF) to support harmonisation and mobility. These efforts will position Mauritius as a trusted location for high-quality international education and academic cooperation.

All these steps are designed to create a more seamless, transparent, and internationally compatible higher education system, enhancing Mauritius's attractiveness as a destination for both students and scholars while supporting the broader objectives of innovation, excellence, and global collaboration.

8.2.1 Africa as a Strategic Education, Skills, and Research Space

Africa's demographic and socio-economic transformation present a significant long-term opportunity for higher education, skills development, and research collaboration. The continent

has the youngest population globally, and by 2050 is expected to account for approximately 30 percent of the world's population under the age of 25. This demographic trend will generate sustained demand for tertiary education, postgraduate training, research capacity, and lifelong learning pathways over the coming decades.

At present, higher education provision across many African countries remains insufficient to meet this growing demand. Capacity constraints persist at undergraduate, postgraduate, and doctoral levels, alongside gaps in specialised skills, research infrastructure, and academic staffing. Addressing these challenges will require not only national efforts within African countries, but also regional and international collaboration.

In this context, Mauritius is well positioned to act as a regional hub and gateway for Africa-focused higher education and research engagement. Rather than competing with African universities, **Mauritius can play a complementary role by supporting capacity building, joint programme delivery, academic mobility, and collaborative research initiatives. Its stable institutional environment, internationally aligned quality assurance systems, and bilingual academic culture provide a trusted platform through which global partners can engage with Africa at scale.**

By leveraging its geographic location, diplomatic relationships, and academic networks, Mauritius can facilitate access to African student and research communities while offering international partners a reliable base for long-term engagement. This positioning enhances Mauritius' contribution to regional development while enabling global universities to pursue meaningful, responsible, and scalable collaboration across the African continent.

8.3 Key Proposed Actions Strengthening Internationalisation

Building on these positive trends and the foundational initiatives already undertaken, this Strategy outlines a comprehensive

set of actions to further strengthen the internationalisation of Mauritius's higher education and research system. These measures aim to enhance the student experience, streamline administrative processes, improve institutional capacity, and position Mauritius as a preferred global destination for higher education.

Key initiatives under this Strategy include:

- Development of a centralized “Study in Mauritius” portal to streamline and facilitate the application and admission process for domestic and international students, providing a single, transparent, and efficient platform for all HEIs.
- Targeted student visa and work permit reforms, including the simplification and digitalization of the student visa application process through a secure online system, ensuring faster, more transparent, and time-bound processing. Reforms will also explore enhanced work rights during studies and post-graduation opportunities.
- Robust marketing and branding campaigns to position Mauritius as a preferred global higher education destination. This includes organizing higher education fairs in targeted countries, coordinated with EDB, MTPA, Ministry of Foreign Affairs, and embassies/consulates. Campaigns will run simultaneously across social media platforms, with collaboration with major media agencies and local influencers to promote Mauritius as a center of academic excellence.
- Strengthening quality assurance frameworks by streamlining the accreditation process to enable timely programme approvals and launches. National accreditation and recognition frameworks will be aligned with internationally recognized standards, with improved cross-border education recognition through mutual recognition agreements (MRAs) and standardized degree structures aligned with international qualifications frameworks (e.g., European Credit Transfer and Accumulation System – ECTS).
- Expansion of online and hybrid learning opportunities, including the development of internationally accredited online and hybrid degree programmes. A national micro-credential framework, incorporating both academic and industry-led micro-credentials, will be implemented to attract and support international learners.

- Promotion of international research collaborations and academic partnerships, including joint research agreements with recognised foreign universities and inter-university research coordination. Notably, in partnership with the World Bank, the University of Mauritius has joined the Africa Centre of Excellence. A national research repository and open-access platform will be developed to share publications, data, and best practices.

Collectively, these actions are designed to ensure that Mauritius's tertiary education ecosystem is more accessible, globally competitive, and fully aligned with international standards and best practices, positioning the country as a leading regional and global hub for higher education and research.

8.3.1 Internationalisation as an Instrument of Science Diplomacy

Internationalisation of higher education and research also serves as a strategic instrument of science diplomacy, strengthening Mauritius' role in regional and global knowledge governance. Through international academic collaboration, Mauritius can contribute to building trust, fostering dialogue, and addressing shared global challenges in areas such as climate change, ocean sustainability, public health, digital transformation, and emerging technologies.

Mauritius' neutral positioning, stable governance, and strong diplomatic relationships enable it to act as a convenor and facilitator of international scientific collaboration, particularly between partners from the Global North and the Global South. By hosting joint research platforms, regional centres of excellence, and multilateral academic initiatives, Mauritius can support the co-creation of knowledge that is both globally relevant and locally impactful.

Science diplomacy initiatives will be supported through

strategic partnerships with international universities, research councils, multilateral organisations, and development partners. These collaborations will strengthen research capacity, enhance policy-relevant evidence generation, and promote the exchange of expertise and best practices across borders.

By embedding science diplomacy within its internationalisation agenda, Mauritius reinforces the role of higher education and research as tools for global engagement, cooperation, and sustainable development, while enhancing its visibility and influence within the international knowledge ecosystem.

8.3.2 Digitalisation and AI-Enabled Internationalisation

To further strengthen internationalisation, Mauritius will leverage digitalisation and artificial intelligence (AI) to expand access, enhance quality, and enable new models of cross-border collaboration. Beyond online and hybrid learning, digital technologies will support virtual mobility, joint digital campuses, and AI-enabled teaching and research partnerships.

Internationally accredited online and hybrid programmes, including micro-credentials, will be developed in collaboration with global partners to reach diverse learner populations across regions. Digital platforms will also facilitate collaborative research, data sharing, and open science initiatives, strengthening Mauritius' integration into global research networks.

By embracing digital and AI-enabled internationalisation, Mauritius positions itself at the forefront of innovative transnational education models, enhancing resilience, scalability, and inclusivity in higher education and research collaboration.

In summary, the internationalisation of higher education and research is a central pillar of Mauritius's strategy to become a knowledge-driven, innovation-led, and globally connected economy. The initiatives outlined in this chapter, including the development of a centralized "Study in Mauritius" portal, targeted visa and work permit reforms, robust marketing campaigns, enhanced quality assurance frameworks, expanded online and hybrid learning, and

strengthened research collaborations, collectively provide a comprehensive framework to attract, retain, and support international students and scholars. These actions are designed not only to enhance the quality, relevance, and competitiveness of Mauritius's tertiary education and research system, but also to generate broader economic, social, and cultural benefits.

By fostering international partnerships, promoting global mobility, and aligning with internationally recognised standards, Mauritius is positioning itself as a preferred destination for higher education in the region and beyond. The successful implementation of this Strategy will require coordinated efforts across government agencies, higher education institutions, and international partners. Continuous monitoring, evaluation, and adaptation will ensure that these initiatives remain responsive to global trends and local needs, securing Mauritius's role as a dynamic hub for knowledge creation, talent development, and innovation.

The National Strategy on Higher Education, Science and Research 2025–2035 is structured around five (5) interrelated Strategic Pillars that provide a comprehensive roadmap for the decade ahead:

- Excellence in Teaching and Learning,
- Research and Innovation,
- Pathways for Lifelong Learning,
- Science Diplomacy, and
- Digitalisation and AI Excellence.

Each pillar complements the others, ensuring that internationalisation is fully integrated across all aspects of higher education and research, from curriculum development and academic quality to innovation, global partnerships, and digital transformation.

As the document progresses, the subsequent chapters will elaborate on these Strategic Pillars, outlining specific objectives, initiatives, and actions that will strengthen Mauritius's global competitiveness, advance knowledge creation, and enhance opportunities for all learners and researchers. Collectively, these pillars provide the roadmap for a higher education system that is inclusive, globally connected, and future-ready, positioning Mauritius as a leading knowledge hub in the region and beyond.



09 The Strategic Pillars and Objectives

9. The Strategic Pillars and Objectives

9.1 Overview

The **National Strategy for Higher Education, Science and Research 2025–2035** consists of five Strategic Pillars, namely:

- i. Excellence in Teaching and Learning
- ii. Research and Innovation
- iii. Pathways for Lifelong Learning
- iv. Science Diplomacy
- v. Digitalisation and AI Excellence

While each of the five strategic pillars addresses a specific focus area, they are interconnected and collectively they are guided by a commitment to internationalisation, advancing the overarching vision of positioning Mauritius as the region's hub for academic excellence (Figure 1).



Figure 1: A visual representation of the five Strategic Pillars of the Strategy

9.2 Strategic Pillar 1: Excellence in Teaching and Learning

Excellence in teaching and learning lies at the heart of a high-performing higher education system. As the sector evolves globally, Mauritius must ensure that its pedagogical approaches, delivery modalities, academic standards, and student support mechanisms keep pace with emerging expectations. The post-pandemic period has made this imperative even clearer, revealing the need for more coherent, intentional, and standards-driven approaches to both in-person and online learning.

This Pillar therefore sets out a comprehensive framework to strengthen teaching quality, modernise delivery methods, and ensure that all learners, regardless of mode, benefit from robust curricula, effective engagement, and well-designed learning environments.

The COVID-19 pandemic accelerated the adoption of online teaching and learning, but often without the necessary systems and preparation. In many instances, digital platforms were deployed reactively to compensate for the suspension of face-to-face sessions. To this day, several programmes continue to operate without the required pedagogical foundations, purposeful instructional design, integrated learning management systems (LMS), quality-assured materials, and well-resourced e-libraries. This reactive approach undermines educational quality and limits student outcomes.

Going forward, online learning must be positioned as a deliberately designed, pedagogically sound mode of delivery, underpinned by planning, appropriate resources, and staff with the specialist skills required to teach effectively in digital environments. Equally, full-time students must have meaningful and guaranteed in-person engagement, delivered through minimum standards for face-to-face contact hours that foster direct staff–student interaction, peer collaboration, and applied learning.

These imperatives call for urgent institutional action to rationalise teaching methods, standardise delivery protocols, and ensure that both online and hybrid models meet the highest standards of academic rigour and student support. Currently, no harmonised

national standards exist, resulting in inconsistent quality across institutions and modalities.

The overall strength of the Mauritius higher education brand is intrinsically linked to the credibility of its curricula, the integrity of its assessment practices, the preparedness of its graduates, and the alignment of its programmes with current and future industry needs. To sustain and enhance this brand, Mauritius requires a flexible yet rigorous national quality system capable of strengthening existing frameworks and expanding them where necessary.

This Strategy will enable a new ecosystem built on high-quality human resources, trained to embrace technology and lead innovatively and ethically. Academics will be supported to adapt their teaching and research to national priorities, improving the alignment between curriculum design, learning, assessment, and societal needs.

At the same time, the Strategy places students at the centre of the system. It commits to ensuring that learners have access to holistic support services, smart learning spaces, and state-of-the-art facilities that enhance their academic and personal development. The reformed system will facilitate a seamless student journey, enabled through lifelong learning opportunities, credit transfer mechanisms, micro-credentials, and multiple entry and exit pathways.

As such, the overall quality of higher education in Mauritius will significantly improve by raising academic excellence, establishing minimum hours of teaching for the different modes of learning, enhancing teaching practices benchmarked against international best practices, ensuring an effective learning environment and strengthening student learning outcomes. Moreover, it will contribute to fostering global recognition and improving the credibility of qualifications offered in Mauritius.

Operationalising the strategy will support university staff in adopting innovative teaching methods, integrating emerging technologies like AI, and designing learner-centred, outcomes-based curricula. These efforts will elevate institutional quality, align programmes with global trends, improve student outcomes, and position higher education as a key driver of innovation in the digital age.

with global trends, improve student outcomes, and position higher education as a key driver of innovation in the digital age.

The Strategy will ensure the availability of up-to-date facilities and secure digital infrastructure to enhance the overall learning experience, boost institutional reputation and global competitiveness, and ensure alignment with future workforce needs. At the same time, modern support services will promote student well-being, inclusion, and academic success.

Gender equality will be embedded in all teaching and learning reforms. HEIs will adopt gender-responsive pedagogies, eliminate gender stereotyping in curricula, ensure safe and inclusive learning environments, and integrate gender considerations in student support services. Teaching staff will receive training on inclusive delivery and creating gender-sensitive classrooms.

This Strategic Pillar capacitates Higher Education Institutions (HEIs) to be guided by a common set of academic and operational standards that will significantly enhance higher education coherence, credibility, and competitiveness. Such harmonisation will ensure that all degrees and qualifications offered in Mauritius meet nationally and internationally accepted benchmarks. Moreover, harmonisation will improve accountability and ensure education is responsive to national priorities and global expectations.

Finally, Excellence in Teaching and Learning will ensure robust and equitable governance and leadership frameworks to infuse efficiency and accountability at all levels; embracing appropriate technologies to drive the operations and academic elements of the higher education sector, contributing to graduate excellence achieved by means of high-quality teaching and research in a variety of environments.

9.2.1 Strategic Objectives: Excellence in Teaching and Learning

- i. Strengthen national quality systems to enhance the quality of teaching, learning and assessment aligned with international norms and standards.
- ii. Empower staff to creatively design, teach and evaluate higher education programmes in an AI-led context.
- iii. Ensure the availability of innovative and up-to-date facilities and support services to improve the learning experience.

- iv. Harmonise norms and standards for research, teaching, learning and assessment for HE.

9.2.2 Overview of Strategic Objectives, Key Actions and KPIs

Key Actions	Inputs / Outputs (Implementation Milestones)	Outcome KPIs (Performance Indicators) with Baseline and Targets
SO1.1: Strengthen national quality systems to enhance the quality of teaching, learning and assessment aligned with international norms and standards.		
Develop and implement the Mauritius Quality Code for Higher Education (MQCHE).	Cabinet has taken note of the MQCHE, Code disseminated to HEIs; HEIs integrate the Code into their QA systems.	% of HEIs rated “compliant” under the Quality Code during institutional reviews; Baseline: 0%; Target: 70%, 80% and 100% by years 3, 5 and 10 respectively.
Conduct cyclic Institutional Quality Reviews (IQRs).	Calendar developed; Reviews initiated for all HEIs.	Average institutional quality score improved across HEIs; evidenced by ‘compliance’ with the quality standard Baseline: TBD after first cycle; Target: 60%, 70% and 80% by year 3, 5 and 10 respectively.
Develop and implement a Teaching Excellence Framework (TEF)	The TEF is developed and shared with all HEIs.	% of HEIs demonstrating improved teaching quality (via TEF assessment as part of IQRs); Baseline: 0%; Target: 70%, 80% and 90% by year 3, 5 and 10 respectively.
Develop and conduct, annually, a national student experience survey; and the findings used by HEIs to initiate quality enhancements.	Students experience survey tool is developed and piloted.	National student satisfaction index (teaching, support, inclusiveness) improved; Baseline: TBD after first survey; Target: 65%, 75% and 85% satisfaction (score) by year 3, 5 and 10 respectively.
Establish and adopt a national performance appraisal mechanisms / framework. (PMS).	A national performance appraisal mechanism / framework is developed and the mechanism adopted by all HEIs.	% of staff meeting at least a “satisfactory” rating in appraisals; Baseline: TBD in year 1; Target: 70%, 80% and 90% by year 3, 5 and 10 respectively.

Integrate gender-responsive teaching and learning standards across HEIs.	Develop national guidelines on gender-responsive pedagogy and inclusive teaching; Review curricula to eliminate gender stereotyping; Train academic staff on gender-sensitive delivery and assessment; Strengthen policies ensuring safe and inclusive learning environments (anti-harassment, reporting systems); Embed gender considerations in student support services (counselling, advising, wellbeing); Annual monitoring of implementation across HEIs.	<p>% of HEIs implementing gender-responsive teaching and learning standards</p> <p>Baseline: 0% Target: 50%, 80% and 100% by year 3, 5 and 7 respectively</p> <p>% of academic staff trained in gender-responsive pedagogy</p> <p>Baseline: 0% Target: 40%, 70% and 100% by years 3, 5 and 7 respectively.</p>
SO1.2: Empower staff to creatively design, teach and evaluate higher education programmes in an AI-led context.		
Develop and implement a coordinated national plan for professional development (PD), including a Mandatory Code (points system).	PD plan developed, approved and shared with HEIs.	% of staff completing required (defined by the plan) CPD training; Baseline: 0% ; Target: 80% and 100% by years 3 and 5, respectively.
Establish a sustainable national consortium for continuous capacity building related to the professional development plan. (action above)	Consortium established and operational.	% of staffs per HEIs participating in the training/ capacity building; Baseline: 0% ; Target: 70%, 80% and 100% by year 3, 5 and 10, respectively.
Establish career pathways for both teaching and research.	Framework developed and adopted by institutions.	% of HEIs implementing dual career tracks (teaching/research); Baseline: 0% ; Target: 100% by Year 3.
SO1.3: Ensure the availability of innovative and up-to-date facilities and support services for improvement of the learning experience.		
Define and ensure minimum infrastructure standards for HEIs, (including classrooms, laboratories, libraries, and recreational facilities.)	Standards defined	% of HEIs meeting the defined infrastructure standards; Baseline: 0% ; Target: 80%, 90% and 100% by year 3, 5 and 10 respectively.
Implement comprehensive student support services (academic advising, mental health resources, peer mentoring and career guidance).	Policy framework for student support services developed.	% of students satisfied with institutional support (as part of student experience survey); Baseline: TBD ; Target: 70%, 80% and 90% satisfaction by year 3, 5 and 10 respectively.

SO1.4: Harmonise norms and standards for research, teaching, learning and assessment for HE.		
Develop and implement a national academic workload framework for public HEIs.	Framework developed, approved and shared with public HEIs.	% of HEIs implementing the academic workload framework; Baseline: 0%; Target: 80% and 100% by years 2 and 4 respectively.

9.3 Strategic Pillar 2: Research and Innovation

Achieving the vision of establishing Mauritius as a regional hub for academic excellence is dependent not only on increasing impactful research efforts, outputs and innovation but also on creating a supportive and enabling environment for institutions and individual researchers to contribute to this vision. Focused and impactful research and innovation are furthermore linked to social well-being and economic progress, providing nations with a source of competitive advantage by providing the necessary impetus for innovation and entrepreneurial initiatives.

Becoming the regional hub for academic excellence is irrevocably linked to the reputation of Mauritian institutions and researchers and will be dependent on increasing not only the quality and number of research projects and outputs, but also their societal and industrial impact.

The national research landscape reveals a critical need for reorientation and reform. While a wide range of studies are being conducted, too little research is directed towards solving pressing national priorities such as food security, water resource management, waste management, and climate change. Where solutions are being implemented, they do not always stem from thorough scientific inquiry, leaving gaps in evidence-based policymaking. Compounding this challenge is the absence of clearly defined National Research Priorities (NRPs), which would serve to guide research agendas, attract targeted funding, and ensure that scholarly work directly supports national development.

At the level of universities, further inconsistencies weaken the quality and impact of research. Institutions adopt differing lists of acceptable journals, with some failing to exclude predatory

publications, thereby undermining the credibility of outputs. This variability, coupled with promotion criteria that place disproportionate emphasis on the quantity of publications rather than their quality or impact, risks skewing the research culture towards superficial output.

Addressing these systemic challenges calls for both strategic alignment and institutional coherence. Similar imperatives demand immediate national action to establish clear National Research Priorities, standardise quality benchmarks for research outputs, and recalibrate promotion and funding criteria to privilege high-quality, impactful research that meaningfully addresses national needs. To drive and coordinate these reforms, the Government proposes the establishment of the National Research and Innovation Institute (NRII) — a dedicated apex body with enhanced operational and coordination capacities to scale up impact across the national R&I landscape. **The NRII will unify fragmented research efforts, provide leadership in setting and implementing National Research Priorities, and ensure that research and innovation are systematically harnessed for evidence-based policymaking, industrial competitiveness, and societal well-being.**

This Strategic Pillar supports research on national development goals and evidence-informed policy development and implementation. While increasing institutional and individual researcher reputation and gravitas will include fundamental disciplinary and theoretical research, this Strategy encourages and will support applied research that attempts to find solutions to specific practical problems (economic, environmental, social, cultural, political, technological, etc.). However, societal, planetary and industry-related problems will require innovative multi, inter- and transdisciplinary research that will require researchers to move beyond disciplinary boundaries.

Research is not the sole prerogative of higher education. As such, Mauritian higher education and individual researchers will be encouraged to explore and create multi-stakeholder research initiatives in the service of, inter alia, national and international research imperatives. Increasing the quality, number and impact of research, however, will require not only responsive national and institutional leadership, but also serious consideration of creating the necessary enabling conditions to support research and innovation.

Women researchers face challenges due to their dual family-professional responsibilities and obligations that interfere with their career and research activities. The implications of this are that some women researchers may experience a decline in research productivity and reduced research visibility, and face challenges in seeking research collaborations because of gender homophily tendencies. These gender sensitivities should be addressed.

This Strategy will promote gender equity by encouraging and facilitating women in undertaking research and innovation. Funding schemes and doctoral/postdoctoral programmes will include gender targets. National Research Priorities will integrate gender where relevant, and gender-disaggregated data will be mandatory in monitoring research outputs.

Operationalising the Objectives of this Strategic Pillar will result in research and innovation that shall be useful and relevant to the Mauritian economy, society and industry. The quality of research published in scientific journals shall improve, leading to research excellence and increased reputational gravitas for institutions and individual researchers. The academia-industry-societal linkages shall become stronger, with implications for research impacts. Finally, Mauritius shall have a well-trained pool of researchers.

9.3.1 Strategic Objectives: Research and Innovation

- i. Promote impactful research aligned with National Research Priorities.
- ii. Strengthen research productivity and international visibility of Mauritian academia
- iii. Deepen academia-industry collaboration and knowledge transfer.
- iv. Enhance national capacity for research management, governance and ethics.

9.3.2 Overview of Strategic Objectives, Key Actions and KPIs

Key Actions	Inputs / Outputs (Implementation Milestones)	Outcome KPIs (Performance Indicators) with Baseline and Targets
SO2.1 Promote impactful research aligned with NRPs.		
Determine and approve National Research Priorities (NRPs).	Undertake consultations and submit the priority list to Cabinet.	% of publicly funded research are aligned with NRPs, across all HEIs within the MoTESR managing public research funds; Baseline: 0% ; Target: 70%, 80% and 100% by years 3, 4 and 5, respectively.
Review national research funding mechanisms and introduce a performance-based allocation model aligned with National Research Priorities (NRPs).	Review current funding rules and schemes; conduct analytical review of research funding impact and alignment with NRPs; validate revised funding criteria and performance indicators followed by Cabinet agreement.	
Develop and implement a Mauritius Research Excellence Framework (MREF).	Framework developed by the Academic Research Committee (ARC) and implemented.	% of research projects/papers using MREF standards; Baseline: 0% ; Target: 80% and 100% by year 3 and 5, respectively.
SO2.2 Strengthen research productivity and international visibility of Mauritian academia.		
Provide incentives for publication in high-impact (Q and Q2) journals.	Policy and incentive schemes approved and implemented.	Avg. number of publication in Scopus (Q1, Q2)/JIF-Clarivate per academic per year; Baseline: 0.3; Target: 0.4, 0.6 and 1.0 by year 4, 6 and 10 respectively.
Launch National Post-Doctoral Fellowship Scheme together with a dedicated funding scheme.	Scheme established and quality guidelines developed by HEC;	Number of active post-doctoral researchers; Baseline: 0 ; Target: 5, 10 and 15 by year 3, 5 and 10 respectively.

Gender-responsive research funding schemes.	Develop funding guidelines integrating gender criteria (participation of women researchers, gender-balanced research teams, inclusion of gender analysis where relevant); Launch gender-responsive competitive grants and fellowship opportunities.; Annual monitoring of gender-disaggregated awardees and research teams.	% of publicly funded research projects led by women principal investigators (PIs). Baseline: TBD in year 1 Target: 20%, 30%, and 40% by Year 3, 5, and 10 respectively.
Launch the Mauritius Research Journal (MRJ) to provide a national peer-reviewed platform for disseminating research and enhance visibility of Mauritius globally.	Establish editorial board and define governance and peer-review policy; Develop publication and indexing strategy (ISSN registration, DOI setup, repository integration); Launch Journal website and submission system; Publish inaugural issue featuring best papers from National Research Week; Secure indexing in open-access databases (Google Scholar, DOAJ).	% of MRJ papers indexed in international databases (e.g. Google Scholar, DOAJ); Baseline 0; Target 50% , 60% and 75% by years 3, 5 and 10 respectively.
Develop a repository of 'Mauritius Research and Innovation Impacts Case Studies.	Template and guidelines developed; repository platform created and launched;	% of publicly funded research projects that submit an impact case study to the national repository; Baseline: 0% ; Target: 70%, 80% and 100% by years 3, 4 and 5 respectively.
SO2.3 Deepen academia–industry collaboration and knowledge transfer.		
Establish National Centres of Research Excellence (NCRE) with the support of and funding from industry partners.	MoUs signed with industry.	No. of industry co-funded research projects; Baseline: 0; Target: 5, 10 and 15 by years 3, 5 and 10 respectively.
Develop an industrial PhD (iPhD).	Policy and regulations approved by HEC.	No. of students enrolled in iPhDs; Baseline: 0 ; Target: 3, 6 and 10 by year 3, 5 and 10 respectively.
Strengthen the Technology Transfer Office at the MRIC for dissemination, patenting, and commercialisation.	TTOs operational in public HEIs; guidelines finalised; patent policy/guidelines developed.	No. of licences / patents/ spin-offs created; Baseline: 0; Target: 10, 20 and 50 by year 3, 5 and 10 respectively.

SO2.4 Enhance national capacity for research management, governance, and ethics.		
Establish Research Training Academy (RTA) under NRIL.	Curriculum developed; deliver training courses on policy-relevant research methodologies.	% of academic staff trained in research methods; Baseline: 0% ; Target: 70%, 80% and 100% by year 2, 4 and 5 respectively Public Officers trained in research methods; Baseline 0; Target: 50 and 100 within 2 and 3 years respectively.
Implement Research Ethics and Integrity Framework.	Framework developed and cabinet agreement.	% of HEIs with institutional ethics committees; Baseline: 0%; Target: 100% by Year 3.

9.4 Strategic Pillar 3: Pathways for Lifelong Learning

As a small island developing state (SIDS) without natural resources, Mauritius depends directly on its population to contribute to its economic emancipation. With almost half of the current population below the age of 35, and huge attrition rates from PSAC to HSC, a concerning percentage of youth who are not in employment, education or training (NEET), Mauritius stands at a critical juncture to harness this demographic dividend by turning its youthful population into a powerful resource to enhance its economic positioning while exponential changes are transforming the fundamental ways in which we work and live. Amid a world characterised by social, political, environmental, economic, legal and technological changes, humanity faces unprecedented, often multi-constitutive crises necessitating continuous learning and adaptation, learning, and up-skilling.

Considering the types and foci of educational provision ranging from technical and vocational training to higher education, as well as formal and non-formal educational and training opportunities, it is crucial to re-examine and change the narratives of technical and non-formal education as sub-standard options. Currently, learners face various challenges in articulating from Technical Education to Higher Education or within different educational sectors. Clear articulation pathways, credit transfer systems and consistency among HEIs are needed to ensure all learners can progress smoothly without duplication or loss of prior learning achievements. This promotes inclusivity and maximises learners' educational potential. In light of the Government Programme 2025-2029, "A Bridge to the Future", there is a need to examine and reimagine linked and complementary pathways, ensuring

that every learner faces no dead ends in their skilling journey. This strategic pillar adopts an expansive view of a lifelong learning strategy, resulting in a modernised, streamlined qualifications system that facilitates credit accumulation and transfer, enabling flexible learning pathways.

This Strategic Pillar contributes to a new narrative where every form of learning and educational provision is encouraged, recognised and responsibly linked to pathways to different options, whether recognition of prior learning, workplace or apprenticeship learning, vocational training or micro-credentials, short-courses and higher education programmes, ensuring a comprehensive skilling agenda that meets the demands of industry and society at large. With the evolving landscape of education, qualification types and workforce needs, there is therefore a need to review the current NQF. Revising the NQF will ensure an up-to-date, unified, single, comprehensive and adaptable framework, allowing for integration of diverse qualification types such as academic, Technical Education (TE), micro-credentials and professional certifications. It will also promote transparency, uniformity and international alignment of qualifications, supporting lifelong learning and skills recognition.

Revisiting the NQF will also bridge the gap between academia and industry and ensure that education and training align with current labour market demands. Active collaboration between education providers, industry, society and regulatory and quality assurance bodies will drive curriculum relevance, practical skills development, work-based learning opportunities, different qualifications such as micro-credentials, a variety of intersecting and linked pathways and contribute to a capacitated workforce in both the informal and formal economies of Mauritius.

This Strategic Pillar will provide, recognise and result in the accreditation of various flexible, interlinked and complementary learning pathways embracing mobility and recognition. The Strategic Pillar objectives will result in improved responsiveness of programmes to economic and technological changes and a stronger ecosystem supporting workforce development and economic sustainability. It will remove systemic barriers and promote inclusive education, facilitate vertical and horizontal articulation between different education levels fundamentally enhancing social equity and mobility and unleashing the nation's full human capital potential.

As such the Pillar and its objectives will unite education providers, industry, and learners in a flexible regulatory framework in service of the socio-economic priorities of Mauritius and contributing to

Mauritius as a premier international hub for trusted, high-quality education and talent development.

9.4.1 Strategic Objectives: Pathways for Lifelong Learning

- i. Establish a coherent, flexible and modern qualifications and progression system enabling mobility between TVET and higher education.
- ii. Modernising and strengthening the relevance, quality and attractiveness of TE through industry-aligned programmes, flexible training models, and high-tech, digitally enabled learning environment.

9.4.2 Overview of Strategic Objectives, Key Actions and KPIs

Key Actions	Inputs / Outputs (Implementation Milestones)	Outcome KPIs (Performance Indicators) with Baseline and Targets
SO3.1 Establish a coherent, flexible and modern qualifications and progression system enabling mobility between TVET and higher education.		
Review and modernise the National Qualifications Framework (NQF) to integrate TE and micro-credentials.	NQF revised and submitted to Cabinet;	% of HEIs and TE institutions aligned to the revised NQF; Baseline: 0%; Target: 70%, 80% and 100% by year 3, 4 and 5 respectively.
Develop and implement TE Quality Assurance Mechanism.	Standards developed, validated, and approved.	% of TE programmes meeting quality standards; Baseline: 0%; Target: 80%, 90% and 100% by years 3, 4 and 5 respectively.
Introduce recognition of micro-credentials and digital badges.	Guidelines developed; workshops conducted and piloted.	No. of micro-credential learners completing certified modules; Baseline: 0; Target: 100, 300 and 1,000 by years 3, 5 and 10 respectively.

Develop an Articulation Pathway and Credit Transfer Policy Framework between TVET and HE.	Framework developed, approved, and operationalised.	% of HEIs adopting the articulation framework; Baseline: 0%; Target: 80% and 100% by year 2 and 4 respectively.
SO3.2 Modernise and strengthen the relevance, quality, and attractiveness of Technical Education through industry-aligned programmes, flexible training models, and a high-tech, digitally enabled learning environment.		
Develop and launch new industry-aligned TE programmes (specialised, professional/licensing, apprenticeship/COOP), validated through NCCHE.	NCCHE established and operation; Work-study and financing model (MoTESR + Business Mauritius) developed; Apprenticeship (L8) and COOP (L7) guidelines developed by HEC following NQF approval.	Number of new TE programmes approved by NCCHE; Baseline:0; Target: 3, 5 and 10 by years 2, 3 and 5 respectively Number of professional licences awarded;
		Baseline:0; Target: 100, 200 and 1,000 by years 3, 5 and 10 respectively Enrolment in new specialised/COOP/licensing programmes; Baseline:0; Target: 100 and 500 in years 5 and 10 respectively.
Implement Work-Integrated Learning (WIL) pathways, including the Learn & Earn dual training scheme.	Learn & Earn framework approved and piloted.	% of TE learners in work-integrated learning; Baseline: 0%; Target: 10%, 20% and 40% by year 3, 5 and 10 respectively.
Position TE as a high-value, attractive learning and career pathway (“Smart Choice”).	TE branding strategy developed; Five sector-focused campaigns implemented; TE pathways communicated through digital and traditional channels.	TE enrolment; Baseline: TBD in year 1; Target: grow by 10%, 30% and 50% by year 3, 5 and 10 respectively.
Operationalise Chambres de Métiers for professional recognition and licensing.	Chambers established and licences issued.	Number of professional licences issued; Baseline 0; Target 300, 500 and 1,000 in 3, 5 and 10 years respectively.
Introduce advanced learning technologies (AR/VR, simulation, shared service models).	AR/VR introduced in at least 1 programme per Faculty/School. Shared service model for simulators and high-tech tools developed.	Number of TE programmes using AR/VR or emerging technologies; Baseline 0; Target 3, 5 and 10 by years 3, 5 and 10 respectively.
Deploy AI-enabled digital systems across TE institutions.	AI policy developed and approved; AI-enabled LMS & SIS deployed across all TE institutions.	% of TE institutions with AI-enabled LMS/SIS; Baseline 0%; Target 70%, 80% and 100% by years 3, 5 and 10 respectively

9.5 Strategic Pillar 4: Science Diplomacy

Strengthening Mauritius' ambition to become a globally recognised, innovation-driven nation requires not only a strong domestic STI ecosystem but also a strategic engagement with international scientific networks, partnerships and governance mechanisms. Science diplomacy enables Mauritius to leverage scientific knowledge in foreign policy, advance national development priorities, and enhance the country's international standing. **As global challenges become increasingly complex, climate change, food and energy insecurity, global health risks and rapid technological transformation, Mauritius must rely more heavily on scientific cooperation and evidence, informed policymaking to safeguard its development trajectory.**

Despite notable collaborations with regional and international partners, the national landscape remains fragmented and reactive. International scientific partnerships are often pursued independently by institutions without alignment to national priorities or long-term developmental needs. This results in uneven technology transfer, limited access to global research infrastructure, and missed opportunities to strengthen the country's evidence base for diplomatic engagement. Compounding this challenge is the absence of a national governance mechanism dedicated to coordinating and guiding science diplomacy initiatives. Without structured oversight, the contribution of international scientific engagement to national development remains inconsistent and under-optimised.

Mauritius possesses significant potential to lead and influence global conversations in areas such as climate resilience, ocean governance, renewable energy, public health, and digital transformation. Its strategic location, democratic stability, strong scientific diaspora, and emerging research capacities uniquely position the country as a bridge between Africa, Asia and the Indian Ocean. However, realising this potential requires coherent national direction, strengthened institutional coordination, and a dedicated platform for integrating scientific evidence into foreign policy and international cooperation. Addressing these structural gaps will demand decisive national action through the creation of clear governance mechanisms, strategic STI priorities, and a whole-of-government approach to international scientific engagement.

To drive these reforms, this Strategy proposes the establishment of the National Science and Innovation Diplomacy Council (NSDC) as a dedicated body with enhanced coordination functions. The NSDC will unify fragmented initiatives, provide national leadership in setting science diplomacy priorities, and ensure that partnerships are strategically aligned to national development objectives. The NSDC will be established under the Partnership and Innovation Division of the NRII. The Council will work closely with the Ministry of Foreign Affairs, Regional integration and International Trade to embed scientific advisory capacities in key diplomatic missions, enabling Mauritius to identify emerging global trends, secure high-value partnerships, and engage effectively in international STI negotiations.

This Strategic Pillar supports international cooperation, technology transfer, and evidence-informed diplomacy by strengthening networks among academia, industry, government and international partners. While Mauritius will continue to value fundamental scientific exchange and intellectual collaboration, this Strategy places emphasis on partnerships that enable practical solutions to national challenges, particularly in climate adaptation, sustainable oceans, health security, and digital governance. Addressing these priorities will increasingly require interdisciplinary and cross-sectoral cooperation that mobilises expertise from research institutions, diaspora scientists, industry actors and development partners.

Science diplomacy is not confined to higher education. Mauritian institutions, researchers, innovators and policymakers will be encouraged to participate actively in regional and global STI platforms, develop multi-stakeholder initiatives, and contribute to international research agendas. Increasing the quality, relevance and impact of international scientific engagement will also require targeted investments in institutional capacity, scientific advisory functions, and professional training in science diplomacy.

Women and early-career researchers often encounter barriers to participating in global scientific networks due to time constraints, unequal professional responsibilities and limited access to international funding or mobility schemes. These constraints restrict research visibility, collaboration opportunities, and leadership pathways. This Strategy will promote gender equity by supporting women and emerging researchers to participate in global scientific platforms, ensuring that international programmes include gender targets and requiring gender-disaggregated data in the monitoring of international STI engagement.

Operationalising the objectives of this Strategic Pillar will enable Mauritius to integrate scientific evidence into foreign policy, enhance access to international research infrastructure, and strengthen the country's influence in regional and global STI ecosystems. The quality and strategic value of international partnerships will increase, with greater alignment between national priorities and global scientific cooperation. Over time, Mauritius will build a strong culture of science-informed diplomacy, deepen academia-industry-government linkages, and position itself as a credible, forward-looking scientific voice on issues of global importance.

9.5.1 Strategic Objectives: Science Diplomacy

- i. Institutionalise Science Diplomacy.
- ii. Forge Strategic bilateral and multi-lateral STI Partnerships.
- iii. Strengthen STI governance, coordination, and Intelligence.
- iv. Build human and institutional capacity for Science Diplomacy.
- v. Promote Mauritius as a regional innovation and Science Diplomacy hub.

9.5.2 Overview of Strategic Objectives, Key Actions and KPIs

Key Actions	Inputs / Outputs (Implementation Milestones)	Outcome KPIs (Performance Indicators) with Baseline and Targets
SO4.1 Institutionalise Science Diplomacy		
Establish the National Science and Innovation Diplomacy Council (NSDC), under the Partnership and Innovation Division of the NRII.	Cabinet agreement; Council operational.	No. of national policies influenced by science diplomacy inputs; Baseline: 0 ; Target: 5, 10 and 15 by year 3, 5 and 10 respectively.
Creation of a Science Diplomacy Desk.	Operationalise a Science Diplomacy Desk.	No. of science diplomacy projects coordinated through the Desk; Baseline: 0 ; Target: 5, 10 and 20 by years 3, 5 and 10 respectively.
SO4.2 Forge strategic bilateral and multilateral STI partnerships		
Launch of bilateral and multilateral STI collaboration agreements and participate in multilateral STI consortia (e.g. IORA, UNESCO).	MoUs signed with at least 3 countries (e.g. India, France, South Africa); Submission of application for membership in two new regional/international science bodies.	Value of research/innovation funding mobilised via partnerships; Baseline: 0; Target: MUR 20, 40 and 100 million by year 3, 5 and 10 respectively.
Establish Mauritius Innovation Venture Facility (public-private).	Facility launched with co-funding from private sector.	Value of venture capital invested in research startups; Baseline: 0; Target: MUR 20, 50 and 100 million by year 3, 5 and 10 respectively.
SO4.3 Strengthen STI governance, coordination, and intelligence		
Operationalisation of the Bureau for Innovation Scouting and Extension (BISE).	Cabinet agreement, Bureau launched; quarterly reports published.	No. of innovations identified and supported annually; Baseline: 0; Target: 10, 20 and 50 by years 3, 5 and 10 respectively.

Establish Mauritius STI Observatory and Data Portal.	Portal operational and accessible to stakeholders.	Frequency of STI policy briefs produced; Baseline: 0; Target: 2 per year.
SO4.4 Build human and institutional Capacity for Science Diplomacy.		
Develop STI Framework and develop science diplomacy training modules that will be delivered by the Capacity Building and Talent Development Division under the NRII.	STI Framework developed and submitted to Cabinet.; Training curriculum designed and delivered.	No. of officials and researchers trained; Baseline: 0 ; Target: 100, 200 and 500 by years 3, 5 and 10 respectively.
Secondment of Science Envoys to strategic embassies.	Science envoys posted abroad.	No. of international STI partnerships facilitated through envoys; Baseline: 0 ; Target: 5, 10 and 50 by year 3, 5 and 10 respectively.
Launch joint PhD programmes.	Joint PhD programmes initiated.	No. of students enrolled in joint PhD programmes; Baseline: 0; Target: 10, 20 and 50 students by years 3, 5 and 10 respectively.
SO4.5 Promote Mauritius as a regional innovation and science diplomacy hub.		
Island Innovation Challenge/ Regional Innovation Challenge.	Island/regional innovation challenge implemented.	No. of regional innovations piloted or scaled; Baseline: 0; Target: 2, 5 and 15 by years 3, 5 and 10 respectively.
Establish “Mauritius STI Connect” Platform.	Platform for diaspora engagement and collaboration launched.	No. of active diaspora researchers engaged; Baseline:0; Target: 20, 50 and 100 by years 3, 5 and 10 respectively.

9.6 Strategic Pillar 5: Digitalisation and AI Excellence

Digital transformation is central to the modernisation of the Mauritian higher education system and to positioning the country as a competitive regional hub for international students.

While institutions have made gradual progress in digitising internal functions, the national landscape remains fragmented, outdated, and heavily reliant on manual administrative processes. These inefficiencies disproportionately affect international students, whose application, admission, visa, accommodation, and integration processes are characterised by complexity, poor coordination, and limited transparency. As Mauritius seeks to expand its global footprint in higher education, a comprehensive sector-wide digital reforms have become imperative.

Currently, the absence of a centralised, user-friendly digital infrastructure poses significant challenges throughout the student lifecycle. International applicants must navigate multiple institutional websites, inconsistent instructions, and duplicate application procedures. The lack of a harmonised online admissions system, coupled with limited multilingual support, creates barriers that reduce Mauritius' competitiveness relative to regional peers such as Malaysia and South Africa. Visa and immigration procedures remain largely manual and indirect, with universities acting as intermediaries between students and the Passport and Immigration Office. Without digital tracking systems, real-time updates, or standardised workflows, students experience uncertainty, administrative delays, and repeated document submissions. These systemic inefficiencies result in avoidable frustration and weaken the attractiveness of Mauritius as a study destination.

Moreover, institutional information relevant to foreign applicants, recognition of qualifications, accreditation status, language requirements, financial instructions, and medical screening guidelines that is, often fragmented and inconsistently updated. The absence of an authoritative, centralised information portal increases the risk of misinformation, complicates decision-making, and discourages prospective students who increasingly expect integrated and reliable digital services. Similarly, student support structures such as accommodation guidance, health insurance information, mental health resources, academic support, peer mentoring, and employment authorisation procedures remain inadequately digitised or entirely absent. These gaps highlight

a broader misalignment between Mauritius' internationalisation aspirations and the digital tools required to support a modern, student-centred education ecosystem.

To address these systemic challenges, this Strategy proposes the development and implementation of the Study in Mauritius (SiM) Centralised Digital Portal, a comprehensive platform serving as the single national gateway for international and local student applications, visa processing, document verification, payments, accommodation support, health insurance information, and post-arrival integration. The SiM Portal will include multilingual interfaces, end-to-end application tracking, automated eligibility checks, secure digital uploads, integrated visa workflows with the Passport and Immigration Office, and institution-specific dashboards. It will also be complemented by a dedicated mobile app providing real-time updates, SOS/emergency assistance, transport information, currency and banking guidance, digital student wallet services, and targeted support for housing and healthcare access. These features will reduce administrative burdens, improve communication, and offer a seamless and user-friendly experience aligned with global best practices.

Beyond international admissions, this Strategic Pillar envisions a fully digital higher education ecosystem underpinned by interoperable systems, shared digital standards, and AI-enabled tools. This includes online registration processes, campus-wide Wi-Fi expansion, digital resource centres, AI-supported academic advising, and smart learning management systems that personalise learning pathways. Digitisation reforms will explicitly address the gender digital divide by improving women's access to devices, digital skills training, and AI-enabled learning tools. AI governance standards will safeguard against algorithmic bias, ensuring that digital transformation benefits all learners equitably.

Operationalising this Pillar will enhance administrative efficiency, reduce duplication, and modernise the student experience across all institutions. Academic staff will be empowered to adopt digital pedagogy, improving instructional quality and student engagement. Students will gain equitable access to high-quality digital learning resources, while AI-driven analytics will support early identification of academic risk, reduce dropout rates, and provide targeted support to learners based on individual needs. Institutions will benefit from improved data coordination, enhanced monitoring and evaluation systems, and streamlined compliance with quality assurance requirements.

Their digitisation process will follow the principles of the ICT Blueprint and national interoperability standards, leveraging open standards and API-driven integration to ensure sustainability, flexibility, and scalability.

Ultimately, the Digitalisation and AI Excellence Pillar will serve as a cornerstone of a modern, resilient, and globally connected higher education sector. By transforming admissions, academic delivery, student support, and system governance, Mauritius will not only strengthen its regional leadership in tech-enabled education but also ensure that its institutions remain competitive, inclusive, and aligned with global standards. These reforms directly support the Government’s commitment, as articulated in the Government Programme 2025–2029 and the 2025/2026 Budget Speech, to establishing Mauritius as a global education hub through digital innovation, coordinated branding under the “Study in Mauritius” identity, and a harmonised national approach to international student recruitment and support.

9.6.1 Strategic Objectives: Digitalisation and AI Excellence

- i. Build a unified digital infrastructure for higher education.
- ii. Digitalize the university application process.
- iii. Enhance digital teaching and learning and research capacity.
- iv. Promote equitable access and digital inclusion across the higher education ecosystem.

9.6.2 Overview of Strategic Objectives, Key Actions and KPIs

Key Actions	Inputs / Outputs (Implementation Milestones)	Outcome KPIs (Performance Indicators) with Baseline and Targets
SO5.1 Build a unified digital infrastructure for higher education to enable integrated learning, research, and governance systems.		
Develop and deploy a shared cloud-based AI-powered platform for HEIs (LMS, SIS, research repository).	Framework developed; piloted and rolled out in all HEIs.	% of HEIs using integrated LMS/SIS; Baseline: 0%; Target: 70%, 80% and 100% by years 3, 5 and 10 respectively.
Each HEI to implement an Enterprise Resource Planning (ERP) System (HR, Finance, Asset, Procurement).	ERP finalised and deployed.	% of administrative processes digitalised; Baseline: 0% ; Target: 60%, 80% and 100% by years 3, 4 and 5 respectively.

SO5.2 Digitalise the university application process.		
<p>Develop a centralized “Study in Mauritius” portal to streamline and facilitate the application and admission process.</p> <p>Establish Mauritius Innovation Venture Facility (public-private).</p>	<p>Specification finalized, procurement done and portal developed.</p> <p>Visa document updated to clearly specify the 20hrs work; submit Cabinet paper to revise regulation to (i) allow part time students to work for 30 hours and (ii) to allow all students to work for 40 hours during breaks; Visa application digital system developed, tested and implemented.</p>	<p>% of number of students application processed through SiM portal; Baseline 0; Target 25%, 75% and 100% in 3, 5 and years respectively</p> <p>%of student visa applications processed through the digital system; Baseline:0%; Target: 50%, 75% and 100% in 3, 5 and years respectively</p>
SO5.3 Enhance AI-based teaching and learning and research capacity.		
<p>Develop and deploy an AI powered help desk across each institution.</p>	<p>Knowledge-base defined and implemented; Students can submit tickets and AI agents responding to them.</p>	<p>% of queries going through helpdesk system; Baseline: 0%; Target: 50%, 80% and 100% by years 3, 5 and 10 respectively.</p>
<p>Develop and implement an AI-based early-warning system to identify students in need of targeted academic support</p>	<p>Predictive analytics model designed and validated; Early-warning system deployed across HEIs.</p>	<p>% of identified students receiving timely interventions; Baseline: 0%; Target: 50%, 80% and 100% by years 3, 4 and 5 respectively.</p>
<p>Deliver nationwide digital and AI upskilling programmes for academic and technical staff.</p>	<p>Programmes in AI pedagogy developed and capacity building done.</p>	<p>% of academic staff certified in AI pedagogy; Baseline: 0% ; Target: 50, 80% and 100% by years 3, 4 and 5 respectively.</p>
<p>Provide access to digital library across HEIs and AI-powered research platforms (e.g. Scopus AI).</p>	<p>Academics and students have unlimited full-text access to AI powered research platforms.</p>	<p>% of staff using AI research tools.; Baseline: 0%; Target: 100% in 3 years.</p>

Develop and implement personalized learning processes and tool.	Adaptive learning framework designed and integrated into institutional LMS platforms, enabling customised learning pathways for diverse student profiles; Pilot of personalized learning tools rolled out, with real-time analytics informing instructional adjustments and learner engagement strategies.	% of student success in modules using personalized learning tools.; Baseline: TBD after 1st year that personalized learning has been introduced; Target: 50% and 75% better by year 3 and 5 respectively.
SO5.4 Promote equitable access and digital inclusion across the higher education ecosystem.		
Enhance the National Open Educational Resources (OER) Repository.	Digital learning resources produced for each module are openly shared.	% of courses incorporating OERs; Baseline: 0%; Target: 50%, 60% and 100% by year 3, 5 and 10 respectively.
Expand internet access and device availability for underserved learners in the HEIs.	Policy framework developed and adopted.	% of students reporting adequate digital access.; Baseline: 0%; Target: 100% in 3 years.



10 Enablers



10. Enablers

10.1 Overview

The successful implementation of the Higher Education Strategy will depend on several cross-cutting enablers that support and sustain transformation across all Strategic Pillars. The Strategy enhances and promotes multi-sectoral coordination, including between sectors responsible for education and training and those responsible for labour and employment (across government and the private sector).

These include:

- Effective Regulation and Governance – to strengthen coordination, quality assurance, and accountability.
- Sustainable Funding Mechanisms – to ensure predictable, performance-based resource allocation.
- Human Capacity Development – to build institutional and system-level capabilities.
- Digitalisation and AI Integration – to enhance efficiency, innovation, and data-driven decision-making.

While Mauritius has made remarkable progress in expanding access to higher education, through diversified learning modes, quality assurance systems, and increased enrolment, significant structural and operational challenges persist. Digital transformation remains fragmented, under-resourced, and loosely coordinated. Addressing these enablers is therefore critical to achieving the Strategy's vision of a resilient, inclusive, and globally competitive higher education ecosystem.

10.2 Regulatory and Policy Enablers

A coherent regulatory framework underpins quality, flexibility, and innovation across the higher education sector. Key areas for reform include:

- Strengthening academia–industry linkages through updated

- regulations supporting work-integrated learning, industrial PhDs, and collaborative R&D.
- Enhancing Research and Innovation Governance by introducing ex post evaluation of projects, strengthening doctoral programmes, and establishing a National Centre of Research Excellence.
 - Advancing Lifelong Learning through flexible articulation pathways, micro-credentials, and recognition of prior learning to promote equity and mobility.
 - Clarifying institutional mandates and improving coordination among national agencies to reduce overlap and enhance policy coherence.

These reforms will provide the enabling environment for improved accountability, efficiency, and responsiveness to national development priorities.

10.3 Funding and Resource Mobilisation

The implementation of this Strategy will follow a phased and adaptive approach, combining immediate actions with medium- and long-term investments. Achieving the strategic goals will require both regulatory reform and targeted funding, guided by principles of efficiency, performance, and sustainability.

10.3.1 Short-Term Actions and Quick Wins

The Ministry of Tertiary Education, Science and Research (MoTESR) has been allocated Rs 12 million under the current financial year 2025-2026. This allocation will be used to finance quick wins and foundational actions in the first year of implementation of the Strategy that can yield visible and catalytic results in the short term. These include:

- Strengthening coordination mechanisms and quality assurance systems across Higher Education Institutions (HEIs).
- Supporting capacity-building and digital readiness initiatives.
- Developing pilot programmes under each strategic pillar, such as the design of the Post-Doctoral Fellowship Scheme, digitalisation pilots, and preliminary work on pathways for lifelong learning.

These early initiatives will create the institutional and technical groundwork required for scaling up in subsequent phases.

10.3.2 Integrated and Parallel Implementation

The five Strategic Pillars of this Strategy are interdependent and mutually reinforcing. As such, actions are not strictly sequential but can and should be implemented in parallel where synergies exist. For example:

- Digitalisation and AI integration will support teaching, research, and lifelong learning simultaneously.
- Strengthened Science Diplomacy will enhance international collaboration and funding opportunities for Research and Innovation.
- Reforms in governance and regulation will facilitate concurrent progress across all pillars.

This integrated approach ensures that each intervention contributes to system-wide transformation, maximising impact and avoiding duplication of effort.

10.3.3 Phased 10-Year Implementation and Resource Mobilisation

While the Strategy spans a 10-year period, implementation will occur in phases, determined by the level of financial resources available from annual government budget allocations and resources mobilized from other partners. Each phase will focus on consolidating the gains of previous stages while scaling up strategic initiatives that demonstrate impact.

To complement domestic resources, MoTESR will also mobilise external grant financing and technical assistance through partnerships with development partners, bilateral donors, and multilateral agencies. to accelerate digitalisation, strengthen research excellence, and expand lifelong learning opportunities. MoTESR will also collaborate with the private sector to jointly finance some of the activities, for example the industrial Ph.D.

10.3.4 Funding Principles and Mechanisms

To ensure sustainability and accountability, the following mechanisms will guide resource mobilisation and allocation:

- Performance-Based Funding: Rewarding institutions for achieving measurable outcomes in teaching, research, and

- innovation.
- Co-Financing and Partnership Models: Leveraging contributions from industry, private sector, and international agencies.
 - Targeted Budget Lines: Ensuring dedicated funds for staff development, infrastructure renewal, and digital transformation.
 - Resource Reallocation: Prioritising high-impact initiatives aligned with national development priorities.

This Strategy balances immediate impact with long-term transformation. By strategically utilising the Rs 12 million current budget, implementing actions in parallel, and adopting a phased funding approach over the decade, the higher education sector will progressively move towards a more inclusive, innovative, and globally competitive system.

10.4 Human Capacity Development

A well-trained, motivated, and adequately supported workforce is central to strategy implementation. The following areas are prioritised:

10.4.1 Excellence in Teaching and Learning

- Strengthen supervision and quality assurance through continuous professional development.
- Establish academic career pathways and workload frameworks to ensure balance and motivation.
- Provide training in HR, finance, e-library, IT, procurement, QA, and academic advising.

10.4.2 Research and Innovation

- Build research capacity through doctoral and postdoctoral fellowships.
- Train academics and technical staff in writing research proposals for mobilising research funding and managing high-valued research projects, through the Research Training Academy within the National Research and Innovation Institute.
- Expand access to global databases and AI-assisted research tools.

10.4.3 Pathways for Lifelong Learning

- Implement a national Train-the-Trainer programme and PGCE-T qualification.

- Develop mentorship frameworks linking education and industry experts.
- Promote pedagogical innovation in green, blue, and digital skills.

10.4.4 Science Diplomacy

- Train at least 100 public officials, diplomats, and researchers by 2027.
- Deploy Science Advisors/Envoys to strategic diplomatic missions.
- Integrate STI teaching across higher education.

10.4.5 Digitalisation and AI Excellence

- Build institutional capacity for digital pedagogy, data analytics, and cybersecurity.
- Ensure continuous professional certification in digital ethics and adaptive learning.

10.5 Digital Transformation and AI Integration

Digitalisation is both a stand-alone pillar and a cross-cutting enabler of the Strategy. A coordinated national approach will allow Mauritius to leverage technology for inclusion, quality, and innovation.

10.5.1 Key Priorities:

1. Integrated Digital Infrastructure – Develop a national education technology framework linking LMS, SIS, ERP, and research databases.
2. AI for Learning and Governance – Deploy AI tools for adaptive learning, academic analytics, and early warning systems for student support.
3. Digital Inclusion – Ensure equitable access to connectivity and devices for all learners and staff.
4. Data Governance and Cybersecurity – Implement robust standards for privacy, ethics, and system resilience.
5. Digital Credentials – Explore blockchain for secure transcript verification and degree authentication.

10.5.2 Flagship Initiatives:

- National Learning Management System (LMS) and Student Information System (SIS).
- AI-enabled adaptive learning platform and Open Educational Resources (OER) repository.

- Mauritius STI Connect portal for global collaboration and diaspora engagement.
- National Research and Innovation Data Hub for policy analytics and monitoring.

The enablers will be operationalised through a phased implementation plan aligned with the Strategic Pillars. Annual performance reviews and monitoring frameworks will ensure that investments yield measurable improvements in quality, equity, and innovation across Mauritius' higher education landscape.



11 Risk Management



11. Risk Management

Though the Strategic Pillars and their objectives share some general risks in terms of human resources, reputation, technology, financial and environmental risks, each Strategic Pillar also faces some Pillar-specific risks.

Strategic Pillar 1 – Excellence in Teaching and Learning			
Risks Identified	Risk Description	Potential Negative Impact	Mitigation Measures
Human Risk	Shortage of qualified academic staff; resistance to change	Declining teaching quality, reduced student outcomes, difficulty meeting accreditation standards.	Strengthen recruitment and retention incentives; institutionalize professional development; implement performance management reforms; foster adaptability through change management programs.
Reputation Risk	Suboptimal student progression and poor alignment with regulatory standards.	Reduced institutional credibility, lower enrolment, diminished national reputation.	Monitor KPIs for student progression; implement quality improvement programs; participate in international benchmarking exercises.
Technology Risk	Low adoption of digital tools; insufficient IT and cybersecurity measures.	Reduced teaching effectiveness, cyber risks, inefficient digital investments	Implement structured change management; strengthen IT governance and cybersecurity; provide staff digital skills training.
Financial Risk	Insufficient or unpredictable funding.	Delayed initiatives, compromised education quality, limited institutional capacity.	Secure multi-year funding commitments; implement financial forecasting and contingency planning.
Environmental Risk	Exposure of campuses to natural disasters	Infrastructure damage, teaching disruptions, increased repair costs	Implement climate-resilient design; regular safety audits; disaster preparedness and contingency budgeting.
Strategic Pillar 2 – Research and Innovation			
Risks Identified	Risk Description	Potential Negative Impact	Mitigation Measures
Human Risk	Resistance to modern research practices; misalignment with international standards.	Low research productivity, poor quality publications, reduced global visibility.	Embed reforms in regulatory frameworks; adjust academic workloads to prioritize research; strengthen performance management.
Reputation Risk	Failure to produce high-quality outputs	Negative impact on rankings, innovation indices, and national research reputation.	Provide structured research support; incentivize high-impact publications; align research agendas with national priorities.
Technology Risk	Uncritical use of AI and ethical challenges.	Loss of research credibility, reduced quality, reputational damage.	Provide AI training; establish ethical guidelines; integrate responsible innovation principles.

Financial Risk	High costs of databases, AI tools, and licensing	Limited research output and innovation capacity.	Prioritize investment in essential infrastructure; explore shared-access models; seek donor/private sector support.
Environmental Risk	High energy consumption of research facilities and AI use.	Operational costs, reputational risks, environmental impact.	Promote energy-efficient infrastructure; adopt green ICT practices; integrate sustainability metrics.

Strategic Pillar 3 – Pathways for Lifelong Learning

Risks Identified	Risk Description	Potential Negative Impact	Mitigation Measures
Human Risk	Resistance to articulation between TE and HE; shortage of qualified instructors.	Exclusion of learners, skills mismatch, weak sector capacity.	Promote inclusive policies; mandate professional development; establish train-the-trainer programs.
Reputation Risk	Perceived inaccessibility of lifelong learning pathways.	Loss of public trust, reduced participation.	Proactively communicate inclusion initiatives; demonstrate measurable outcomes; broaden TE and lifelong learning access.
Technology Risk	Unequal access to digital tools for learners.	Exclusion of vulnerable learners, reduced retention/performance.	Provide devices and connectivity support; integrate hybrid and accessible learning platforms; deliver targeted digital skills programs
Financial Risk	Insufficient resources and affordability barriers.	Programme discontinuity, exclusion of disadvantaged learners.	Embed access principles in funding frameworks; provide scholarships and financial support; implement long-term budgeting aligned with strategic objectives
Environmental Risk	Climate-related disruptions to learning.	Reduced retention, infrastructure damage, compromised learning outcomes.	Develop resilient and accessible infrastructure; implement hybrid/online learning; adopt sustainable campus and facility practices


Strategic Pillar 4 - Science Diplomacy

Risks Identified	Risk Description	Potential Negative Impact	Mitigation Measures
Human Risk	Brain drains of skilled professionals.	Weak national innovation system, loss of talent.	Introduce return incentives; institutionalize remote collaboration; enforce scholarship return clauses.
Reputation Risk	Failure of international partnerships or collaborations.	Reduced credibility, diminished global influence.	Pilot new initiatives; implement robust communication; monitor and evaluate outcomes.
Technology Risk	Dependence on foreign platforms and infrastructure.	Reduced autonomy, exposure to geopolitical risks.	Build local capacity; adopt technology transfer protocols; utilize open-source frameworks
Financial Risk	Insufficient funding for collaborations.	Limited participation in global networks, weakened reputation.	Diversify funding; establish blended finance facilities; secure multi-year commitments.

Environmental Risk	STI initiatives not aligned with safeguards.	Environmental degradation, reputational damage.	Conduct environmental impact assessments; prioritize green technologies; integrate sustainability in project execution.
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Strategic Pillar 5 - Digitalisation and AI Excellence

Risks Identified	Risk Description	Potential Negative Impact	Mitigation Measures
Human Risk	Resistance to digital adoption; low digital literacy.	Delayed transformation, operational inefficiencies, cybersecurity vulnerabilities.	Provide structured digital literacy and AI training; align roles with digital goals; support staff well-being
Reputation Risk	Inconsistent digital/AI-enabled services; data breaches.	Loss of trust, negative international perception.	Standardize service delivery; enforce cybersecurity; monitor user feedback.
Technology Risk	Rapid obsolescence, interoperability issues.	System downtime, increased costs, reduced credibility.	Upgrade infrastructure regularly; adopt modular systems; strengthen in-house technical capacity.
Financial Risk	Overreliance on government funding; underestimated costs.	Wasted investments, incomplete transformation.	Diversify funding; conduct long-term cost planning; implement phased investment strategies.
Environmental Risk	High energy use, e-waste, poor green ICT practices.	Environmental degradation, operational costs, reputational risk.	Implement e-waste recycling; adopt energy-efficient data centers; integrate sustainability metrics into planning.



12 Implementation Coordination and Strategy Review



12. Implementation Coordination and Strategy Review

To ensure disciplined execution, continuous learning, and alignment with national priorities, a robust governance and review architecture will be established as part of this Strategy.

This will provide clear lines of responsibility, strengthen cross-institutional coordination, and create mechanisms for regular stocktaking and course correction.

12.1 Implementation Monitoring Committee (IMC)

An Implementation Monitoring Committee (IMC) will be set up within the Ministry to serve as the central engine for driving and monitoring the delivery of the Strategy. Its key functions will include:

- Overseeing day-to-day implementation of strategic actions across all institutions under the Ministry. The IMC will be empowered to gather detailed implementation plans and implementation progress from the various agencies responsible for leading specific agenda items, as outlined in the annexed implementation matrix.
- Ensuring alignment and coherence between interventions implemented by the various institutions – the HEC, the QAA, the MRIC, public and private HEIs and other stakeholders.
- Resolving bottlenecks by identifying risks early, coordinating inter-agency responses, and elevating systemic issues to the Minister as appropriate.
- Maintaining a central results dashboard, tracking progress against key performance indicators, and preparing quarterly and annual implementation reports and submit same to the Minister.

The IMC will consist of the Directors of the four core departments of the Ministry, namely the department of the Tertiary Education department of Science and Research, department

of Internationalisation, Partnership and Quality Assurance and department of Innovation and Digital Transformation. Based on their respective specialised skills and technical expertise each of the directors will be mapped to the five pillars of the Strategy. The IMC will also consist of the Permanent Secretary and other high-level staffs at the Ministry of Tertiary Education science and Research with expertise in policy coordination, higher education governance, monitoring and evaluation, data management, and stakeholder engagement.

12.2 Strategy Review Mechanism

To maintain relevance and adaptability, two formal Interim Strategy Reviews will be conducted after each three years period – 2028 and 2031. The review will be led by the Ministry and coordinated by the IMC, with substantive inputs from all the institutions involved in the implementation process.

A final project completion review will be conducted in 2036 which will draw necessary lessons that will feed into the next medium term strategy document for this sector.

Specifically, the reviews will:

- Assess progress against strategic objectives, KPIs, and implementation milestones.
- *Evaluate the continuing relevance* of the Strategy considering emerging global and national trends in terms of technological developments, demographic changes, labour market shifts, funding realities, and sector performance.
- *Identify* gaps, risks, and opportunities requiring policy adjustments or new interventions.
- *Recommend revisions to priorities*, action plans, financing frameworks, and institutional responsibilities for the subsequent planning cycle.

12.3 Reporting and Accountability

The outcomes of each Strategy Review will be compiled into a Strategy Review Report submitted to the Minister and subsequently presented to Cabinet. A public version of the report will be released to ensure transparency, promote sector-wide ownership, and strengthen accountability. Annual implementation summaries will also be published by the IMC to keep stakeholders informed of progress and challenges.



13 Conclusion



13. Conclusion

This Strategy emanates from intensive consultations and sets out a clear, disciplined and ambitious path from intent to impact. Mauritius has the talent, institutions and partnerships to transform tertiary education, science and research into a strategic engine of national prosperity, social mobility and global credibility. The pillars articulated in this document are not parallel agendas; they are mutually reinforcing levers that, when executed together, will deliver durable gains for learners, employers and society. This conclusion binds them into a single, actionable commitment grounded in quality, equity and measurable results.

Our future competitiveness depends on programmes designed with rigour, relevance and real-world application. This Plan proposes to standardise curriculum design principles across the sector, embed active and experiential pedagogies, and ensure every programme has clearly specified learning outcomes, assessment rubrics and graduate attributes aligned to the needs of the economy and society. Online and hybrid delivery will no longer be an emergency substitute but a deliberately engineered mode of instruction that requires planning, robust learning materials, integrated learning management systems, and adequate e-library and digital support. At the same time, students on full-time programmes will receive guaranteed, meaningful in-person engagement that nurtures staff–student interaction, peer collaboration and hands-on learning. Academic development for staff will become routine and evidence-based, so teaching excellence is recognised, rewarded and scaled.

Research and Innovation will now be reoriented to national priorities. This Plan proposes to establish National Research Priorities (NRPs) that explicitly target food security, water stewardship, waste valorisation, public health, digital trust and climate resilience. Funding, facilities and doctoral training will be aligned to these

NRPs, ensuring that public investment and private co-funding flow to problems that matter and to teams capable of solving them. Research integrity will be safeguarded through standard quality benchmarks: harmonised lists of credible journals, decisive exclusion of predatory outlets, robust ethics review, and open-science practices where appropriate. This Plan proposes to evaluate research by citations or counts of outputs, but by translational impact, policy influence, commercialisation, and societal benefit.

Digitalisation and AI are horizontal enablers across all pillars. This Plan proposes to build secure, interoperable digital infrastructure: sector-wide LMS standards, identity and access management, modern student information systems, e-library platforms, and data warehouses that protect privacy while enabling insight. AI will be used responsibly to enhance teaching, research, student services and administration, but never as a shortcut, always with transparent governance, transparency and human oversight. Staff will receive targeted training in digital pedagogy, learning analytics and AI literacy; students will graduate with the digital fluency and ethical judgement required in an AI-enabled economy.

A modern skills ecosystem is essential. This Plan aims to strengthen TVET pathways, apprenticeships and applied degrees, and mainstream micro-credentials as stackable, quality-assured components that support reskilling and lifelong learning. Pathways will be seamless: credit transfer will be clear, recognition of prior learning will be fair, and guidance will ensure that learners can navigate from certificate to diploma to degree to postgraduate study, according to their goals and circumstances. Employer partnerships will shape curricula, co-deliver modules, offer placements and capstone projects, and co-assess work-integrated learning.

Quality Assurance and Standards bind excellence to evidence. This Plan proposes to streamline and strengthen external quality assurance, align internal quality assurance across institutions, and adopt transparent, comparable academic rigour and student success indicators. Programme approvals, periodic reviews and professional accreditations will be rigorous yet enabling, with fast tracks for high-performing units. Promotions and recognition will balance teaching excellence, research impact, and service, as well

as correcting incentives that reward quantity over quality.

Sustainable Funding and Governance will turn ambition into execution. This Plan proposes to move towards performance-informed funding that rewards quality, access, equity, research impact and graduate employability, while protecting mission-critical disciplines and public goods. Multi-year budgeting, co-funding with industry and philanthropy, and competitive research grants will improve stability and spur innovation. Governance will emphasise autonomy with accountability: clear roles for councils and senates, robust risk oversight, ethical compliance and stakeholder voice, including students and employers. Internationalisation and Science Diplomacy will amplify Mauritius' footprint. It is proposed that strategic alliances be built with leading universities and research centres, joint degrees and labs be co-created, global talent and returnees be attracted, and Mauritius will be positioned as a hub for regional collaboration and African knowledge leadership. Mobility will be purposeful, not cosmetic; partnerships will be grounded in co-development, reciprocity and shared outcomes. Science diplomacy will leverage our niche strengths to engage multilaterals, contribute to global public goods, and attract research and innovation investment to our shores.

Innovation, Commercialisation and Industry Linkages will convert ideas into value. It is proposed that technology transfer, IP management, and entrepreneurship support be professionalised, incubators and accelerators expanded, and clear routes for spinouts, licensing, and public-private partnerships created. Procurement, regulation and data-sharing will be innovation-friendly, and the government will act as an early, intelligent adopter where appropriate. Our goal is not only to publish but to pilot, discover, and deploy.

Infrastructure, Student Support and Inclusion ensure that no learner is left behind. Campus facilities, laboratories and digital environments will be safe, accessible and resilient. Student support services like academic advising, mental health, careers, and financial aid will be timely, data-informed and seamlessly integrated into the student journey. Thus, the access gaps will be closed for underrepresented groups and success rates will be improved through targeted support,

bridging programmes, and early-warning systems that trigger humane, effective interventions.

Environmental Sustainability and Climate Resilience are both moral and strategic imperatives. Institutions will set and meet clear targets for energy efficiency, renewable adoption, green buildings and sustainable procurement. Curricula will embed sustainability competencies; research will accelerate adaptation and mitigation solutions; campuses will serve as living laboratories for circular economy practices. Business continuity planning will anticipate climate and other shocks, protecting learning, research and critical services.

Data monitoring and Evaluation will anchor the delivery of facts. The Plan proposes to build a coherent sector data architecture and publish transparent dashboards tracking access, progression, completion, employability, research outputs, commercialisation, international engagement and financial health. Milestones will be clear; course-correcting will be expected; success will be celebrated and replicated. Support will be offered where performance lags, and consequences, where necessary, will follow.

Finally, Implementation Capacity is our hinge between promise and proof. It is proposed that a time-bound delivery plan be established with owners, budgets, and risks; an agile portfolio management approach be run; and cross-institutional task forces be convened for the most complex reforms. Professional development will upgrade leadership and operational capabilities; change management will be deliberate and inclusive; and communication will be honest and frequent so that staff, students, employers, and partners can see progress and participate meaningfully.

In sum, this Strategy is a contract between our learners, researchers, partners, and nation. It commits us to high standards, purposeful collaboration, and disciplined execution that turns policy into results. The next Mauritius will be built in our classrooms, laboratories, workshops and communities. With urgency and unity, we will deliver teaching that empowers, research that solves, technology that enables, partnerships that multiply value, and governance

that sustains excellence. That is how we will convert potential into prosperity, opportunity into outcomes, and pride into progress for every learner, family, and our country.





Appendix A

Appendix A

Strategic Pillar 1: Excellence in Teaching and Learning

Key Actions	Inputs / Outputs (Implementation Milestones)	Lead Agency	Additional Cost Estimations (MUR)	Timeline:	Outcome KPIs (Performance Indicators) with Baseline and Targets
SO1.1: Strengthen national quality systems to enhance the quality of teaching, learning and assessment aligned with international norms and standards.					
Develop and implement the Mauritius Quality Code for Higher Education (MQCHE).	Cabinet has taken note of the MQCHE, Code disseminated to HEIs; HEIs integrate the Code into their QA systems.	QAA	Nil	12 months	% of HEIs rated “compliant” under the Quality Code during institutional reviews. Baseline: 0% Target: 70%, 80% and 100% by years 3, 5 and 10 respectively.
Conduct cyclic Institutional Quality Reviews (IQRs).	Calendar developed; Reviews initiated for all HEIs.	QAA	Nil	3 months to develop a calendar for the cyclic review and reviews initiated within 24 months.	Average institutional quality score improved across HEIs; evidenced by ‘compliance’ with the quality standard. Baseline: TBD after first cycle. Target: 60%, 70% and 80% by years 3, 5 and 10 respectively.
Develop and implement a Teaching Excellence Framework (TEF).	The TEF is developed and shared with all HEIs.	QAA	Nil	18 months	% of HEIs demonstrating improved teaching quality (via TEF assessment as part of IQRs). Baseline: 0% Target: 70%, 80% and 90% by years 3, 5 and 10 respectively.

Develop and conduct, annually, a national student experience survey; and the findings used by HEIs to initiate quality enhancements.	Students experience survey tool is developed and piloted.	QAA	Nil	18 months	National student satisfaction index (teaching, support, inclusiveness) improved. Baseline: TBD after first survey Target: 65%, 75% and 85% satisfaction (score) by years 3, 5 and 10 respectively.
Establish and adopt a national performance appraisal mechanisms / framework. (PMS)	A national performance appraisal mechanism / framework is developed and the mechanism adopted by all HEIs.	QAA	1 M	12 months	% of staff meeting at least a "satisfactory" rating in appraisals Baseline: TBD in year 1 Target: 70%, 80% and 90% by years 3, 5 and 10 respectively.
Integrate gender-responsive teaching and learning standards across HEIs.	Develop national guidelines on gender-responsive pedagogy and inclusive teaching; Review curricula to eliminate gender stereotyping; Train academic staff on gender-sensitive delivery and assessment; Strengthen policies ensuring safe and inclusive learning environments (anti-harassment, reporting systems); Embed gender considerations in student support services (counselling, advising, wellbeing); Annual monitoring of implementation across HEIs.	HEC Implementation by all HEIs	3 M annually	12 months	% of HEIs implementing gender-responsive teaching and learning standards Baseline: 0% Target: 50%, 80% and 100% by years 3, 5 and 7 respectively. % of academic staff trained in gender-responsive pedagogy. Baseline: 0% Target: 40%, 70% and 100% by years 3, 5 and 7 respectively.
SO1.2: Empower staff to creatively design, teach and evaluate higher education programmes in an AI-led context.					
Develop and implement a coordinated national plan for professional development (PD), including a Mandatory Code (points system).	PD plan developed, approved and shared with HEIs.	HEC	0.3 M	12 months	% of staff completing required (defined by the plan) CPD training. Baseline: 0% Target: 80%, and 100% by years 3 and 5 respectively.

Establish a sustainable national consortium for continuous capacity building related to the professional development plan. (action above)	Consortium established and operational.	MTESR	2026/2027: 5 M 2027/2028: 8 M 2028/2029: 10 M	18 months (i.e. 12 months after the plan is developed)	% of staffs per HEIs participating in the training/ capacity building. Baseline: 0% Target: 70%, 80% and 100% by years 3, 5 and 10 respectively.
Establish career pathways for both teaching and research.	Framework developed and adopted by institutions in 12 months.	HEC	Nil	12 months	% of HEIs implementing dual career tracks (teaching/research). Baseline: 0% Target: 70%, 80% and 100% by years 3, 5 and 10 respectively.
SO1.3: Ensure the availability of innovative and up-to-date facilities and support services for improvement of the learning experience.					
Define and ensure minimum infrastructure (including digital infrastructure) standards for HEIs, (including classrooms, laboratories, libraries, and recreational facilities.)	Standards defined	MoTESR	HEI capital Budget	12 months	% of HEIs meeting the defined infrastructure standards. Baseline: 0% Target: 80%, 90% and 100% by years 3, 5 and 10 respectively. % of HE staffs with baseline digital competency. Baseline: TBD Target: 80% and 100% by years 3 and 5 respectively.
Implement comprehensive student support services (academic advising, mental health resources, peer mentoring and career guidance).	Policy framework for student support services developed.	HEC	Nil	12 months	% of students satisfied with institutional support (as part of student experience survey). Baseline: TBD Target: 70%, 80% and 90% satisfaction by years 3, 5 and 10 respectively.

SO1.4: Harmonise norms and standards for research, teaching, learning and assessment for HE.

Develop and implement a national academic workload framework for public HEIs.	Framework developed, approved and shared with public HEIs.	HEC	Nil	6 months	% of HEIs implementing the academic workload framework. Baseline: 0% Target: 80% and 100% by years 2 and 4 respectively.
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Strategic Pillar 2: Research and Innovation

Key Actions	Inputs / Outputs (Implementation Milestones)	Lead Agency	Additional Cost Estimations	Timeline:	Outcome KPIs (Performance Indicators) with Baseline and Targets
SO2.1 Promote impactful research aligned with NRPs					
Determine and approve National Research Priorities (NRPs).	Undertake consultations and submit the priority list to Cabinet.	MoTESR through NRRI	Nil	3 months	% of publicly funded research aligned with NRPs, across all institutions within MoTESR managing public research funds. Baseline: 0% Target: 70%, 80% and 100% by years 3, 4 and 5 respectively.
Review national research funding mechanisms and introduce a performance-based allocation model aligned with National Research Priorities (NRPs).	Review current funding rules and schemes; Conduct analytical review of research funding impact and alignment with NRPs; Validate revised funding criteria and performance indicators followed by Cabinet approval.	MoTESR	Nil	12 months	
Develop and implement a Mauritius Research Excellence Framework (MREF).	Framework developed by the Academic Research Committee (ARC) and implemented.	HEC	Nil	12 months	% of research projects/papers using MREF standards. Baseline: 0% Target: 80% and 100% by years 3 and 5 respectively.
SO2.2 Strengthen research productivity and international visibility of Mauritian academia.					
Provide incentives for publication in high-impact (Q and Q2) journals.	Policy and incentive schemes approved and implemented.	HEIs	2 M	12 months	Avg. number of publication in Scopus (Q1, Q2)/JIF-Clarivate per academic per year. Baseline: 0.3 Target: 0.4, 0.6 and 1.0 by years 4, 6 and 10 respectively.

Launch National Post-Doctoral Fellowship Scheme together with a dedicated funding scheme.	Scheme established and quality guidelines developed by HEC.	MoTESR	2 M annually	12 months	Number of active post-doctoral researchers. Baseline: 0 Target: 5, 10 and 15 by years 3, 6 and 10 respectively.
Gender-responsive research funding schemes.	Develop funding guidelines integrating gender criteria (participation of women researchers, gender-balanced research teams, inclusion of gender analysis where relevant); Launch gender-responsive competitive grants and fellowship opportunities.; Annual monitoring of gender-disaggregated awardees and research teams.	MoTESR / HEC	2 M annually	12 months	% of publicly funded research projects led by women principal investigators (PIs). Baseline: TBD in year 1 Target: 20%, 30%, and 40% by years 3, 5, and 10 respectively.
Launch the Mauritius Research Journal (MRJ) to provide a national peer-reviewed platform for disseminating research and enhance visibility of Mauritius globally.	Establish editorial board and define governance and peer-review policy; Develop publication and indexing strategy (ISSN registration, DOI setup, repository integration); Launch Journal website and submission system; Publish inaugural issue featuring best papers from National Research Week; Secure indexing in open-access databases (Google Scholar, DOAJ).	MRIC/UOM	3 M	12 months	% of MRJ papers indexed in international databases (e.g. Google Scholar, DOAJ). Baseline 0 Target 50%, 60% and 75% by years 3, 5 and 10 respectively.
Develop a repository of 'Mauritius Research and Innovation Impacts Case Studies.	Template and guidelines developed; repository platform created and launched;	MRIC	2 M	24 months	% of publicly funded research projects that submit an impact case study to the national repository. Baseline: 0% Target: 70%, 80% and 100% by years 3, 4 and 5 respectively.

SO2.3 Deepen academia–industry collaboration and knowledge transfer.

Establish National Centres of Research Excellence (NCRE) with the support of and funding from industry partners.	MoUs signed with industry.	MoTESR	Rs 4 M per centre, 50% contribution from private sector, 25% from bilateral coop.	12 months	No. of industry co-funded research projects. Baseline: 0 Target: 5, 10 and 15 by years 3, 5 and 10 respectively.
Develop an industrial PhD (iPhD).	Policy and regulations approved by HEC.	HEC	Nil	1 6 months	No. of students enrolled in iPhDs Baseline: 0 Target: 3, 6 and 10 by years 3, 5 and 10 respectively.
Strengthen the Technology Transfer Office at the MRIC for dissemination, patenting, and commercialisation.	TTOs operational in public HEIs; guidelines finalised; patent policy/ guidelines developed.	MRIC	5 M	12 months	No. of licences / patents / spin-offs created. Baseline: 0 Target: 10, 20 and 50 by years 3, 5 and 10 respectively.

SO2.4 Enhance national capacity for research management, governance, and ethics.

Establish Research Training Academy (RTA) under NRRI.	Curriculum developed; deliver training courses on policy-relevant research methodologies.	NRRI	30 M annually	12 months	% of academic staff trained in research methods. Baseline: 0% Target: 70%, 80% and 100% by years 2, 4 and 5 respectively. Public Officers trained in research methods. Baseline 0 Target: 50 and 100 within in 2 and 3 years respectively.
Implement Research Ethics and Integrity Framework.	Framework developed and cabinet agreement.	HEC	0.5 M	12 months	% of HEIs with institutional ethics committees. Baseline: 0% Target: 100% by Year 3

Strategic Pillar 3: Pathways for Lifelong Learning

Key Actions	Inputs / Outputs (Implementation Milestones)	Lead Agency	Additional Cost Estimations	Timeline:	Outcome KPIs (Performance Indicators) with Baseline and Targets
SO3.1 Establish a coherent, flexible and modern qualifications and progression system enabling mobility between TVET and higher education.					
Review and modernise the National Qualifications Framework (NQF) to integrate TE and micro-credentials.	NQF revised and submitted to Cabinet.	HEC and MQA	5.0 M	6 months	% of HEIs and TE institutions aligned to the revised NQF. Baseline: 0% Target: 70%, 80% and 100% by years 3, 4 and 5 respectively.
Develop and implement TE Quality Assurance Mechanism.	Standards developed, validated, and approved.	QAA	0.25 M	12 months	% of TE programmes meeting quality standards. Baseline: 0% Target: 80%, 90% and 100% by years 3, 4 and 5 respectively.
Introduce recognition of micro-credentials and digital badges.	Guidelines developed; workshops conducted; pilots completed.	HEC	0.25 M	12 months	No. of micro-credential learners completing certified modules. Baseline: 0 Target: 100, 300 and 1000 by years 3, 5 and 10 respectively.
Develop an Articulation Pathway and Credit Transfer Policy Framework between TVET and HE.	Framework developed, cabinet agreement, and operationalised.	HEC/MQA	0.7 M	12 months	% of HEIs adopting the articulation framework. Baseline: 0% Target: 80% and 100% by years 2 and 4 respectively.

SO3.2 Modernise and strengthen the relevance, quality, and attractiveness of Technical Education through industry-aligned programmes, flexible training models, and a high-tech, digitally enabled learning environment.

Develop and launch new industry-aligned TE programmes (specialised, professional/licensing, apprenticeship/COOP), validated through NCCHE.	NCCHE established and operational; Work-study and financing model (MoTESR + Business Mauritius) developed; Apprenticeship (L8) and COOP (L7) guidelines developed by HEC following NQF approval;	MoTESR/ HEC/ QAA	1.5 M + programme budgets	12 months	<p>Number of new TE programmes approved by NCCHE.</p> <p>Baseline:0 Target: 3, 5 and 10 by year 2, 3 and 5 respectively.</p> <p>Number of professional licences awarded.</p> <p>Baseline:0 Target: 100, 200 and 1000 in 3, 5 and 10 years respectively.</p> <p>Enrolment in new specialised/COOP/licensing programmes.</p> <p>Baseline:0 Target: 100 and 500 in 5 and 10 years respectively.</p>
Implement Work-Integrated Learning (WIL) pathways, including the Learn & Earn dual training scheme.	Learn & Earn framework approved and piloted	MoTESR/ HEC	Nil	12 months	<p>% of TE learners in work-integrated learning.</p> <p>Baseline: 0% Target: 10%, 20% and 40% by years 3, 5 and 10 respectively.</p>
Position TE as a high-value, attractive learning and career pathway ("Smart Choice").	TE branding strategy developed; Sector-focused campaigns implemented, TE pathways communicated through digital and traditional channels.	Polytechnics/ MoTESR	1 M	12 months	<p>TE enrolment</p> <p>Baseline: TBD in year 1 Target: grow by 10%, 30% and 50% by years 3,5 and 10 respectively.</p>
Operationalise Chambres de Métiers for professional recognition and licensing.	Chambres established and licences issued.	MoTESR	30 M	24 months	<p>Number of professional licences issued.</p> <p>Baseline 0 Target 300, 500 and 1000 in 3, 5 and 10 years respectively.</p>
Introduce advanced learning technologies (AR/VR, simulation, shared service models).	AR/VR introduced. Shared service model for simulators and high-tech tools developed.	MoTESR	5 M	12 months	<p>Number of TE programmes using AR/VR or emerging technologies.</p> <p>Baseline 0 Target 3, 5 and 10 in years 3, 5 and 10 respectively.</p>

Deploy AI-enabled digital systems across TE institutions.	AI policy developed and approved; AI-enabled LMS & SIS deployed across all TE institutions.	HEC	2 M	12 months	% of TE institutions with AI-enabled LMS/SIS. Baseline 0% Target 70%, 80% and 100% by years 3, 5 and 10 respectively.
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Strategic Pillar 4: Science Diplomacy

Key Actions	Inputs / Outputs (Implementation Milestones),	Lead Agency	Additional Cost Estimations	Timeline	Outcome KPIs (Performance Indicators) with Baseline and Targets
SO4.1 Institutionalise Science Diplomacy					
Establish the National Science and Innovation Diplomacy Council (NSDC), under the Partnership and Innovation Division of the NRII.	Bill prepared and approved by Cabinet; Council operational.	MTESR	Year 1: 5 M; Year 2: 12 M; Year 3: 20 M	6 months	No. of national policies influenced by science diplomacy inputs. Baseline: 0 Target: 5, 10 and 15 by years 3, 5 and 10 respectively.
Creation of a Science Diplomacy Desk.	Operationalise a Science Diplomacy Desk.	MRIC	Nil	6 months following the establishment of the NSDC.	No. of science diplomacy projects coordinated through the Desk. Baseline: 0 Target: 5, 10 and 20 by years 3, 5 and 10 respectively.
SO4.2 Forge strategic bilateral and multilateral STI partnerships					
Launch of bilateral and multilateral STI collaboration agreements and participate in multilateral STI consortia (e.g. IORA, UNESCO).	MoUs signed with at least 3 countries (e.g. India, France, South Africa). Submission of application for membership in new regional/international science bodies.	MRIC	2026: 3 M; 2027: 6 M; 2028 onward 9 M annually	12 months	Value of research/innovation funding mobilised via partnerships. Baseline: 0 Target: MUR 20, 40 and 100 million by years 3, 5 and 10 respectively.

Establish Mauritius Innovation Venture Facility (public-private).	Facility launched with co-funding from private sector.	MRIC	10 M (seed)24 months	Value of venture capital invested in research startups. Baseline: 0 Target: MUR 20, 50 and 100 M by years 3, 5 and 10 respectively.
SO4.3 Strengthen STI governance, coordination, and intelligence					
Operationalisation of the Bureau for Innovation Scouting and Extension (BISE).	Cabinet agreement, Bureau launched; quarterly reports published.	MRIC	2026: 4 M; 2027: 6 M; 2028: 8 M	12 months	No. of innovations identified and supported annually. Baseline: 0 Target: 10, 20 and 50 by years 3, 5 and 10 respectively.
Establish Mauritius STI Observatory and Data Portal.	Portal operational and accessible to stakeholders.	MRIC	2026: 0.5 M; 2027: 1 M; 2028: 1 M	24 months	Frequency of STI policy briefs produced. Baseline: 0 Target: 2 per years
SO4.4 Build human and institutional Capacity for Science Diplomacy.					
Develop STI Framework and develop science diplomacy training modules that will be delivered by the Capacity Building and Talent Development Division under the NRII.	STI Framework developed and submitted to Cabinet. Training curriculum designed and delivered.	MRIC	2027: 6 M 5 M Annually	18 months	No. of officials and researchers trained. Baseline: 0 Target: 100, 200 and 500 in 3, 5 and 10 years.
Secondment of Science Envoys to strategic embassies.	Science envoys posted abroad.	MRIC in partnership with MoFARIIT	3 M	24 months	No. of international STI partnerships facilitated through envoys. Baseline: 0 Target: 5, 10 and 50 by years 3, 5 and 10 respectively.

Launch joint PhD programmes.	Joint PhD programmes initiated.	MoTESR	Nil	18 months	No. of students enrolled in joint PhD programmes. Baseline: 0 Target: 10, 20 and 50 students in 3, 5 and 10 years respectively.
SO4.5 Promote Mauritius as a regional innovation and science diplomacy hub					
Island Innovation Challenge/ Regional Innovation Challenge.	Island/regional innovation challenge implemented.	MRIC	12 M biennially	12 months	No. of regional innovations piloted or scaled. Baseline: 0 Target: 2, 5 and 15 by years 3, 5 and 10 respectively.
Establish “Mauritius STI Connect” Platform	Platform for diaspora engagement and collaboration launched.	MRIC	1 M annually	24 months	No. of active diaspora researchers engaged Baseline: 0 Target: 20, 50 and 100 by years 3, 5 and 10 respectively.

Strategic Pillar 5: Digitalisation and AI Excellence

Key Actions	Inputs / Outputs (Implementation Milestones)	Lead Agency	Additional Cost Estimations	Timeline	Outcome KPIs (Performance Indicators) with Baseline and Targets
SO5.1 Build a unified digital infrastructure for higher education to enable integrated learning, research, and governance systems.					
Develop and deploy a shared cloud-based AI-powered platform for HEIs (LMS, SIS, research repository).	Framework developed; piloted and rolled out in all HEIs.	MoTESR	75 M	24 months	% of HEIs using integrated LMS/SIS. Baseline: 0% Target: 70%, 80% and 100% by years 3, 4 and 5 respectively.
Each HEI to implement an Enterprise Resource Planning (ERP) System (HR, Finance, Asset, Procurement).	ERP finalised and deployed.	MoTESR	8 M	36 months	% of administrative processes digitalised Baseline: 0% Target: 60%, 80% and 100% by years 3, 5 and 10 respectively.

SO5.2 Digitalise the university application process

<p>Develop a centralized “Study in Mauritius” portal to streamline and facilitate the application and admission process.</p>	<p>Specification finalized, procurement done and portal developed.</p> <p>Visa document updated to clearly specify the 20hrs work; submit Cabinet paper to revise regulation to (i) allow part time students to work for 30 hours and (ii) to allow all students to work for 40 hours during breaks; Visa application digital system developed, tested and implemented.</p>	<p>MoTESR</p>	<p>25 M</p>	<p>18 months</p>	<p>% of number of students application processed through SiM portal.</p> <p>Baseline 0 Target 25%, 75% and 100% in 3, 5 and 10 years respectively.</p> <p>%of student visa applications processed seamlessly through the digital system.</p> <p>Baseline:0% Target: 50%, 75% and 100% in 2, 3 and 5 years respectively.</p>
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SO5.3 Enhance AI-based teaching and learning and research capacity.

<p>Develop and deploy an AI powered help desk across each institution.</p>	<p>Knowledge-base defined and implemented.</p> <p>Students can submit tickets and AI agents responding to them.</p>	<p>HEIs</p>	<p>5 M</p>	<p>12 months</p>	<p>% of queries going through helpdesk system.</p> <p>Baseline: 0% Target: 50%, 80% and 100% by years 3, 5 and 10 respectively.</p>
<p>Develop and implement an AI-based early-warning system to identify students in need of targeted academic support.</p>	<p>Predictive analytics model designed and validated.</p> <p>Early-warning system deployed across HEIs.</p>	<p>MoTESR</p>	<p>5 M</p>	<p>24 months</p>	<p>% of identified students receiving timely interventions.</p> <p>Baseline: 0% Target: 50%, 80% and 100% by years 3, 4 and 5 respectively.</p>
<p>Deliver nationwide digital and AI upskilling programmes for academic and technical staff.</p>	<p>Programmes in AI pedagogy developed and capacity building done.</p>	<p>MoTESR</p>	<p>2 M</p>	<p>24 months</p>	<p>% of academic staff certified in AI pedagogy.</p> <p>Baseline: 0% Target: 50%, 80% and 100% by years 3, 4 and 5 respectively.</p>
<p>Provide access to digital library across HEIs and AI-powered research platforms (e.g. Scopus AI).</p>	<p>Academics and students have unlimited full-text access to AI powered research platforms.</p>	<p>MoTESR</p>	<p>52 M triennially</p>	<p>24 months</p>	<p>% of staff using AI research tools.</p> <p>Baseline: 0% Target: 100% in 3 years</p>

Develop and implement personalized learning processes and tool.	Adaptive learning framework designed and integrated into institutional LMS platforms, enabling customised learning pathways for diverse student profiles. Pilot of personalized learning tools rolled out, with real-time analytics informing instructional adjustments and learner engagement strategies.	MoTESR	10 M	24 months	% of student success in modules using personalized learning tools. Baseline: TBD after 1st year that personalized learning has been introduced. Target: 50%, and 75% better by years 3, and 5 respectively
SO5.4 Promote equitable access and digital inclusion across the higher education ecosystem.					
Enhance the National Open Educational Resources (OER) Repository.	Digital learning resources produced for each module are openly shared.	MoTESR	2 M	24 months	% of courses incorporating OERs. Baseline: 0% Target: 50%, 60% and 100% by years 3, 5 and 10 respectively.
Expand internet access and device availability for underserved learners in the HEIs.	Policy framework developed and adopted.	HEIs	10 M annually	24 months following the 1st occurrence of internet and device access.	% of students reporting adequate digital access. Baseline: 0% Target: 100% in 3 years

