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# ASSISES DE L'ENSEIGNEMENT SUPERIEUR

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**REPORT**  
**Ministry of Tertiary Education, Science, Research and Technology**

FEBRUARY 19, 2014

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## Background

1. The Budget Speech 2013 announced that the Assises de l'Education will be held every year and will develop sector priorities with the participation of stakeholders involved in education. In this context, the Ministry of Tertiary Education, Science, Research and Technology organised the Assises de l'Enseignement Superieur on 30 and 31 October 2013 at Cybertower 1, 1<sup>st</sup> floor, Ebene, with the financial contribution of the Open University, the University of Technology and the Tertiary Education Commission.

## Objective

2. The main objectives of the meeting were to: -

- (i) bring together all stakeholders and identify gaps between industry and academic institutions;
- (ii) examine the role of academic institutions in the context of a changing labour market and emerging technologies;
- (iii) address critical issues such as quality, governance, employability and internationalisation of higher education; and
- (iv) identify priority strategies.

3. 138 participants attended the Assises representing various sectors – private sector organisations, public sector institutions, ministries and departments, non-governmental organisations, academics, researchers and local and international students. A list of participants is at **Annex 1**.



## Programme

4. The programme of the Assises was based on the five central themes –

- Globalisation of Higher Education – Opportunities and Threats
- Higher Education, Labour Market and Employability
- Higher Education and Research for National Development
- Expansion of Higher Education – Quality issues
- Effective Leadership and Management of Higher Education in a Competitive Environment

A copy of programme is at **Annex 2**.

## Keynote Presentations

5. Five international resource persons and one local resource person made keynote presentations, namely –

	<b>Theme</b>
Mr. Brandon Lee, Chief Executive Officer, Council of Private Education Singapore	Regulating Private Education – The Singapore Experience
Professor Nikolas Donos, Director of Research Strategy, UCL Eastman Dental Institute and Chair of the Department of Clinical Research	Dental postgraduate education and integrated research using as model – UCL postgraduate institute;
Mrs Maureen Mac Laughlin, Assistant Director, Quality Assurance Agency, UK	Quality Assurance in UK
Professor Linda Evans, Professor of Leadership and Professional Learning, School of Education, University of Leeds	Effective Academic Leadership
Mr Ahmed Parkar, Chairperson, Joint Economic Council	Higher Education, Labour Market and Employability

The CV's of the key resource persons are at **Annex 3**.

## Moderators, panelists and rapporteurs

6. The five sessions were moderated/chaired by the following persons:-

- Dr Kaviraj S Sukon, Director General, Open University of Mauritius
- Prof Pierre Guillon, Director General, Université des Mascareignes
- Mr Roland Dubois, Adviser, Ministry of Finance and Economic Development, former Director of Mauritius Institute of Training and Development
- Prof Dhanjay Jhurry, National Research Chair, Mauritius Research Council
- Mr Cyril Wong, Vice President, Barclays Bank

Panelists came from tertiary education institutions, private sector organisations and public sector institutions listed below:-

- Mr. Thierry Sauzier, Deputy Chief Executive, Medine Limited
- Mr A. Darga, Chairman, Enterprise Mauritius
- Mr. Nitin Pandea, Senior Director, Board of Investment
- Mrs. Sharon Taylor, Deputy High Commissioner, British High Commission
- Mr. Ken Poonosamy, Managing Director, Board of Investment
- Mr. Kendall Tang, Director, RT Knits Ltd
- Mr. Jocelyn Kwok, Director, Association des Hôteliers et Restaurants de Maurice

- Mr. Charles Cartier, Vice-President of Outsourcing and Telecommunications Association of Mauritian
- Dr. Sabrina Dyal, University of Mauritius
- Dr. A. Suddhoo, Executive Director, Mauritius Research Council
- Mrs. Nirmala Ramburn, Principal Research Scientist, Agricultural Research and Extension Unit
- Dr Sunil Gunness, Director, Cardiac Services, Ministry of Health and Quality of Life
- Dr. R. Badal, Head of Ocean Matters Unit, Prime Minister's Office
- Mr Jogeewar Seewoobaduth, Head of Climate Change Division, Ministry of Environment and Sustainable Development
- Professor Reetoo Banarsee, Senior Research Fellow, Imperial College
- Professor Lucien Finette, Director, Mauritius Examinations Syndicate
- Associate Professor Mr Li Kam Wah, University of Mauritius
- Professor A.K. Bakshi, Executive Director, Tertiary Education Commission
- Professor Paul Brian Curren, Pro Vice- Chancellor, University of Mauritius

7. The rapporteurs were designated by tertiary education institutions and the Mauritius Research Council. The list is at **Annex 4**.

### Opening Ceremony

8. The Opening Ceremony was held on Wednesday 30 October 2013. In his opening address Dr the Honourable Rajesh Jeetah, Minister of Tertiary Education, Science, Research and Technology gave a broad overview of tertiary education in Mauritius and the challenges facing the sector. He highlighted Government's vision to transform the country into a knowledge based economy and to make the knowledge sector become a strong pillar of the economy. A copy of his presentation is at **Annex 5**.



### Summary of Proceedings

#### 9. Session 1 - Globalisation and Opportunities and Threats

9.1 In his keynote address, **Mr. Brandon Lee, Director of the Council of Private Education of Singapore** gave an overview of how the Council of Private Education operates in Singapore. Before the Council was established, the private education institutions' registration was 'permanent', with minimal requirements. The sector experienced exponential growth in early 2000s from 150 institutions in 1987 to 305 in 1997 and about 1,000 private education institutions by December 2009. There was increased public demand to regulate the sector after precipitous school closures and the 'Light-touch' regime was no longer considered sufficient.

9.2 The Government of Singapore enacted the Private Education Act on 16 October 2009 and the Council of Private Education was formally established as a statutory board on 1 December 2009. The vision of the Council is to be a trusted and well-regarded private education sector and the mission is to raise standards in the private education sector through effective regulation, industry development and consumer education.

9.3 The following categories of education institutions come under the scope of the Private Education Act:-

- Commercial and Vocational institutions offering Degree and/or Diploma courses, Full-time post-secondary Certificate programmes
- Institutions offering full-time preparatory courses for Entrance exams to join public schools, External examinations, Foreign System Schools
- Privately-run Special Education Schools

9.4 Public universities and polytechnics do not come under the Council of Private Education's purview. Private education institutions must be registered Companies or Societies and have a management board, must fulfill prescribed duties of managers and must be **'fit and proper'**. They are required to declare substantial business interests. All institutions should have Academic and Examination Boards and mandatory participation in Dispute Resolution Scheme.



9.5 Institutions should have genuine authorisation to offer externally developed courses (authorisation authenticated with external partner) and should not conduct any prior marketing or recruitment. They should satisfy minimum academic qualifications and experience for teachers, provision of proper premises. All names must have prior permission from the Council of Private Education. Marketing materials must carry key information on premises, courses, teachers, managers etc, to enable students to make informed choice. Private Education Institutions have to submit Annual Returns to Council of Private Education and ensure adherence to Advertising Code.

9.6 The registration period and information on course offerings published on the Council of Private Education website. The registration period is determined based on a Private education institutions compliance to the regulations, its track record and assessment of business viability. There are three registration periods: 1, 4 or 6 years.

9.7 Singapore has also an **EduTrust Certification Scheme** with 15 Pre-requisites for certification, for example the institution must be registered with the Council, must at least meet the stipulated baseline credit rating requirements as proof of financial health, must implement Fee Protection Scheme to protect all fees paid by students, must have medical insurance for all full-time students. Marks are allocated as follows:-

Corporate Governance and Administration	(180 pts)
Quality Assurance, Monitoring and Results	(90 pts)
Management Commitment and Responsibilities	(50 pts)
External Recruitment Agents	(120 pts)
Academic Processes and Assessment of Students	(350 pts)
Student Protection and Support Services	(210 pts)

9.8 The Private Education (Dispute Resolution Schemes) Regulation empowers the Council to mandate private education institutions to participate in, and abide by the governing rules of the dispute resolution process initiated by the student. Students only pay 20% of mediation fees and 10% of arbitration fees. It resolves disputes between students and private education institutions which cannot be addressed by the Small Claims Tribunal, e.g., cases that are non-monetary in nature, or involving claim amounts exceeding \$10,000.

9.9 Other presentations highlighted the advantages of Mauritius as a destination for higher education, namely its:-

- (i) geographical location;
- (ii) bilingualism;
- (iii) affordable and cheaper cost of studies;
- (iv) strong existing higher education tradition;
- (v) cultural and historical links with other countries;
- (vi) the natural landscape and scenery;
- (vii) Mauritian hospitality;
- (viii) difficulties for African students to study in Europe; and
- (ix) increasing demand for higher education in India and Africa.

9.10 The benefits of the knowledge sector were summarized as capacity building; foreign revenue and spillover effects such as; infrastructure, indirect jobs, leisure and health care. The challenges were identified as:-

- (i) education becoming a commodity and commercialisation of higher education;
- (ii) increasing competition in the sector;
- (iii) quality assurance and standards;
- (iv) air connection from Africa and other countries;
- (v) provision of better public transport;
- (vi) security of students;
- (vii) availability of leisure activities;
- (viii) student accommodation.



9.11. The main recommendations were as follows:-

- (i) the francophone African market should be tapped;
- (ii) efforts should be made for recognition of qualifications obtained in Mauritius by other countries; need for proper infrastructure and quality teaching and learning;
- (iii) there should be cost competitiveness of local institutions compared to foreign higher education institutions;
- (iv) demand for higher education should be matched with supply of adequate number of seats;
- (v) there should be differentiated research role;
- (vi) culture shocks and any possible xenophobia should be addressed;
- (vii) entry of foreign students should be regulated to avoid pseudo students entering and working illegally;
- (viii) regulation of private institutions should be made more efficient;
- (ix) quality of higher education should be monitored;
- (x) knowledge process outsourcing should be encouraged; and
- (xi) there should be right balance between regulation and over regulation.

## 10. Session 2 – Higher Education, Labour Market and Employability

10.1 In his keynote address, **Mr. Ahmed Parkar, Chairperson of the Joint Economic Council of Mauritius** pointed out that the education sector of a country determines the performance of an economy. With the developments in the global economy and higher expectations, there is a need for world class education. There should be proper structures implemented to ensure growth and success. He quoted the examples of Singapore, China and Scandinavian countries. He drew attention to the need to address the issue of skills mismatch, especially with regard to degree holders not having the required competencies to meet industry needs. He underlined the need to –

- (i) encourage reskilling and retraining of our graduates. Government and private sector should work together to upgrade/retrain the skilled and to train the unskilled through for e.g. part-time or distance learning courses;
- (ii) ensure more consistent career guidance. Career Guidance should start at a young age in order to allow youth to decide on the right career path;
- (iii) undertake research on skills gaps;
- (iv) give recognition to institutions in order to attract regional talents;
- (v) encourage brightest talents to stay in Mauritius;
- (vi) update university courses to become relevant to the needs of the labour market; and
- (vii) promote mobility to meet labour demand.

10.2 In his presentation on Emerging Sectors by **Mr. K. Poonoosamy– Managing Director Board of Investment** stated that some of the challenges to be faced are how to attract more foreign students and top ranking universities. He explained that different sectors have been contributing to the GDP of the country ranging from Agro – Industry, Manufacturing, ICT/BPO, Financial Services, Real Estate, Health Care and Life Sciences among others. These sectors are currently employing foreigners due to the current lack of skills among local graduates e.g. around 20% of Occupational permits are in ICT and 15% in Financial Services. He stressed on the urgent need to identify the right skills in the context of existing and new activities, such as -

- (i) Real Estate - affordable housing, urban regeneration, luxury casinos;
- (ii) Education – Aeronautical engineering and related fields, Architecture, Executive Education;
- (iii) Financial Services - fund managers, insurance and legal experts;
- (iv) Health Care and Life Sciences - Geriatric, retirement villages, stem cell treatment;
- (v) Ocean Economy - Deep sea water application, aqua culture, Hydro carbons and Minerals exploration;
- (vi) Renewable Energies - solar energy, PV panels;



(vii) Film and Creative Arts Industry- Pre and Post production, Dubbing, Studio-Based activities.

10.3 **Mr Kendall Tang, Director RT Knits Ltd** made a presentation on job placement and Internships. Talking about the manufacturing sector, he explained that there are three important categories of employment: short-term, medium term and long term. Most graduates work in the long term category. He made three main observations on graduates –

- Lack of real passion in the chosen field of study
- Lack of knowledge about the manufacturing industry
- Mismatch of knowledge and skills

10.4 His recommendations were as follows –

- interaction opportunities between the company and the future graduates should be increased;
- company to student interaction through e.g. job fairs and factory visits should be increased;
- company internship should be encouraged at different levels such as operator, technician and engineering;
- Win-Win partnerships with universities E.g. private companies financing particular department of the university for specific courses, giving better incentives to adapt the curriculum to the industry needs;
- vocational studies given the different levels of requirements should be promoted;
- need to improve the image of vocational stream should be improved;
- vocational training experiences should be validated through PPPs.

10.5 **Mr Jocelyn Kwok, Director of AHRIM** stated that despite the fact that currently different organizations offer training and education in tourism and hospitality, dysfunctions and mismatch of skills have been observed. He explained that the tourism sector, being an expanding industry, recruits people at a young age and they tend to exit late even to the age of 69 and that the tourism industry has always been open to international migration and global openness. Despite the strong entrepreneurial commitment and attractiveness of the sector, some issues such as long-working hours, competition, and lack of accessibility tend to discourage youngsters. He put forward the proposal for training young people through the young professional programmes, the HSC Pro and extending Work Based Training.

10.6 **Mr Cartier, Vice President, OTAM** also raised the issue of mismatch in the ICT/BPO sector. He pointed out that on the one hand, the ICT sector is looking for skilled labor, and on the other hand most of the unemployed are not even HSC holders. He made the following recommendations:-

- The implementation of the HSC Pro will enable to increase the number of skilled labour available to the ICT BPO industry
- Because there is a large proportion of very young people coming from families who need them to quickly earn an income, short tertiary studies should be promoted (BTS and professional diplomas).
- A large proportion of young people end up in informal apprenticeships or low skilled jobs with no chance to ever make it to the formal labour market. A means

needs to be found to enable them to earn a salary while continuing their learning process. Through a system of "validation des acquis" these young people could have an "HSC equivalent" at a later age than others (22-25 years old) which would open the door of BTS and professional diplomas to them.

- A special scholarship should be given to students with these profiles (HSC equivalents and HSC Pro) to encourage their enrolment at the UOM and University of Technology.

## 11. Session 3 - Higher Education and Research for National Development

- 11.1 Prof Jhurry started the session by highlighting the significance and interrelation between research, innovation and economic growth. In particular, he recalled how the development pathway of the country since independence has relied on incremental innovation and reflected on the need for radical innovation for taking Mauritius to a



higher level of development hinting at the potential of the ocean economy. He emphasised the need for greater collaboration among the private sector, research institutions and Government, as opposed to working in isolation and in an uncoordinated manner, in order to harness the potential of research for economic growth and socio-economic development. He referred to useful examples of national innovation systems that exist elsewhere (e.g Finland) and suggested emulating and adapting these in the local context in order to strategise and meet the above objectives.

### 11.2 Professor Nikos Donos,

Director of Research at University College London and Head of Periodontology, the keynote speaker used the example of the Eastman Dental Institute falling under the aegis of University College London to illustrate, the multiple benefits of integrating academic and research components with health service components to improve the quality and employability of graduates.

- 11.3 He provided examples of how his institution combined research, education and training to meet the NHS workforce needs. The keynote speaker mentioned that Mauritius can become a Global Educational Hub. He emphasized that UCL became a Global Brand due to its reputation for high quality innovation, staff loyalty, excellence, high quality standards, building synergy, networking etc. This model of high quality higher education and research institution could be applicable to any country striving to be an educational hub. The key focus of the research should be people-centred, relevant to the local context and tailored towards the national needs.
- 11.4 **Dr Sabrina Dyal** outlined the various research schemes available at the University of Mauritius and provided facts and figures on the number of students and staff benefitting from these schemes as well as dissemination routes and publication records according to faculty. The constraints faced are: limited research funding, infrastructure and equipment, the procurement of consumables and limited integration into the global scene. She also outlined some future directions for research at the UoM, namely balancing basic and applied research, expanding research capacity and tackling important research problems in a multidisciplinary manner for national and global

progress as well as increase interactions with industry and research institutes. For these to happen she proposed the following:

**11.5 Dr Suddhoo, Executive Director, Mauritius Research Council** mentioned the need for -

- increased budget for research: massive initial injection (purpose built lab and workshop/increase budget for research);
- increased communication at all levels including Stakeholders/Government, building capacity for research introduced at primary school level, modernisation syllabi; review modes of teaching at tertiary level.

He emphasizes of the need for innovation not as the business of one person or one organization but at the level of the country, which he refers as inclusive innovation. His main arguments were that science and technology are necessary but not sufficient for innovation. In particular, he highlights the 'people' dimension behind innovation and stressed that our smallness/strength of proximity can be an enabler of innovation if we break down our institutional barriers to collaborate.

**11.5 Mrs Nirmala Ramburn, Principal Research Scientist at the AREU**, talked about the new opportunities and challenges for research in the non-sugar sector, namely - climate change; shrinking biodiversity; increasing food prices; competition for land; land being reduced due to other emerging sectors; non-tariff barriers; soaring fossil fuels. New opportunities for research present themselves amidst these challenges as outlined below:

- Climate smart agriculture: mutation building, water conservation technique/development of underutilized species in Mauritius
- Research opportunities (sustainable agriculture- green agriculture, organic agriculture, biodynamic agriculture)
- Develop ecologically safe and cost effective methods
- Low carbon footprint production
- Cross border production
- Use of solar energy for farm operations and for agro processing
- Value addition to neglected crops
- Urban/community gardens/roof gardens/territorial identity/ high tech agriculture/ biotechnology/molecular characterisation

**11.6** In his presentation, **Dr Sunil Gunness, Director Cardiac Services, Ministry of Health and Quality of Life** on 'Research in medical and health issues in Mauritius', he identified the main strengths as:

- a young energetic country with visionary and enlightened leadership with clear-cut policies;
- a strong desire to move from developing to developed country;
- our transitional disease status;

- our diverse genetic origins as a nation where 'east meets west';
- a research intensive culture in UOM/MRC; and
- outstanding laboratories and equipment.

11.7 The main weaknesses are:

- the importance of research is not widely appreciated;
- hospitals have little tradition of research;
- research does not bring fast returns on investment;
- ethical issues not the same in the Indian ocean RIM;
- uncertainty about intellectual property;
- inadequate databases;
- clinical research not well developed;
- lack of collaboration among Hospital/university/MRC/ethics committee;
- absence of a critical mass of investigators and population; and
- the absence of a central plan for medical research

11.8 Among the main opportunities, figure our ease of networking and possibility to tap into international collaborations and international conferences. In particular, we should ensure that the research responds to the health needs of our people not just pharmaceutical companies alone. Dr Guinness also highlighted important research areas, namely: congenital and development disorders, Low birth weight/sudden death new born, Rheumatic fever, Cancer, Diabetes and cardiovascular disease, Neurosciences and Trauma. He suggested some ways forward in terms of providing a platform for all doctors to work like a single team; doctors to have a foot at university and a foot at hospital; an updated database of our doctors – locally and abroad; use of telemedicine; reviewing the modalities and frequency of the ethics committee; to consider the possibility of a University/MRC secretariat in hospitals.

11.11 **Dr R Badal, Head of Ocean Matters Unit, focused his intervention on the 'potential for research in the ocean and marine sector'**. The size of our EEZ and the new thrust to develop the ocean economy provide important opportunities for research particularly in terms of the following:

- Maritime boundary delimitation and sovereignty issues;
- Oceanographic research;
- Priority fields in oceanography;
- Legal framework – petroleum act;
- Regulatory framework;
- Living and non-living resources survey;
- Environmental code of practice;
- Geophysical studies;
- Exploration surveys;
- Environmental impact studies;
- Marine related activities;
- Aquaculture and fisheries;
- Navigation and transport of goods;
- Search and rescue;
- Cruise and tourism;
- Pure research ocean state forecast;
- Operational oceanography.

11.12 **Mr J Seewoobaduth, Head of the Climate Change Division of the Ministry of Environment and Sustainable Development, intervened on 'Climate change and research'**. He proposed the preparation of our graduates to ensure understanding of

climate related risks and how to address them in sectors such as businesses, ecosystem management, architecture, healthcare and sees the university as having a critical role to play in preparing community to adapt climate variability and the impact of climate change and extreme events by encouraging research around adaptation/mitigation.

- 11.13 **Professor Reetoo Banarsee, Senior Research Fellow, Imperial College focused on the theme: 'Translational Research from evidence to practice'**. In particular, he referred to the UK model of the 'Clinical leadership in applied health research and care' (CLAHRC) Project which is concerned with academic involvement and use of research to develop capacity, exchange knowledge and mobilize healthcare resources for local service adaptation. The CLAHRC project brings together organizations within the case system under one roof (health/engineer, business, public) enabling stakeholders to address common issues and focuses on practical applications for a better health care delivery. All protagonists including funders/academia/service delivery/patients work under one operation. It uses a multidisciplinary bottom up approach which involves identification of care priorities, the use of carers, local services, health technology.

## 12. Session 4: Expansion of Higher Education – Quality Issues

- 12.1 In her presentation Mrs Maureen McLaughlin, keynote speaker explained that the Quality Assurance Agency operates as a single entity in the UK for all higher education providers (private and public). As UK education has been expanding with an increase in online courses and transnational education, the Quality Assurance Agency must therefore assure UK's world class reputation in education and research. The issues and challenges for quality assurance have been identified as follows:

- (i) different categories of students (school leavers and mature students);
- (ii) need for system to be flexible to cater for differences and similarities between nations (UK and worldwide);
- (iii) focus on needs of students who are at the heart of the system;
- (iv) students study for UK awards in more than 200 countries; therefore quality assurance has to take into consideration the context, operation and mission, study areas, student profiles of each university.

- 12.2 She explained that the Quality Assurance Agency works alongside national quality assurance agencies, signs memorandum of agreement with international partners, visits most UK partners. Quality assurance is done by sampling and survey methods owing to large geographical areas, by case studies. The Quality Assurance Agency must remain independent.

- 12.3 **Prof Lucien Finette, Director of the Mauritius Examinations Syndicate** focused on "Examinations and Assessments – Quality standards". The role of the Mauritius Examinations Syndicate is to ensure integrity, credibility and validity of examinations, ensure maintenance of standards, organisation and conduct of examinations for all local and foreign bodies, ensuring optimum examination conditions for all centres, training of supervisors, ensuring security of question papers and ensuring validity, reliability and transparency in marking.

- 12.4 **Associate Professor, Dr. Li Kam Wah** of the University of Mauritius highlighted the fact that due to different challenges facing higher education namely high increase in student enrolment, outdated teaching methods, mismatch between graduate output and employment., implementation of Quality Assurance (to ensure high quality education,

through effective and efficient structures for monitoring). Both internal and external Quality Assurance is essential to ensure high quality education, through effective and efficient structures for monitoring. Both internal and external Quality Assurance are needed. In Mauritius, more emphasis is laid on improvement rather than accountability.

12.5 **Professor A.K Bakshi, Executive Director of the Tertiary Education Commission** made a presentation on "ICT for enhancing quality of education" centered on the importance of communication and information technologies in higher education. ICT can help in:

- quick revision of syllabus;
- improving teaching and learning strategies;
- computer-based examinations;
- research (use of e-databases);
- Development of high quality multimedia (e-content);
- Capacity building in ICT skills;
- Good infrastructure and connectivity.



13. Session 5 - Effective Academic Leadership, Performance Measurement of Tertiary Education Institutions Managing and Financing Higher Education in a competitive environment

13.1 **Prof. Linda Evans** in her keynote address stated that effective academic leadership is required to make the transition in Mauritius to a knowledge economy. Capacity building should be developed at all levels, namely micro, meso and macro. This aspect concerns mainly the workforce, in other words the individuals. It involves an effective change of priorities and focus.

13.2 Effective academic leadership involves professionalism, creation of professionalism(s) and addressing resistance to change. There are three key components of professionalism: behavioural, attitudinal and intellectual. Professionalism is multi-dimensional. It involves overt behaviour and also the heart and mind of the individual. There are eight key issues involved such as understanding, acceptance, motivation, commitment, attitudes, intellectuality, shared perceptions and values. Top-down approaches may not be the appropriate way to reach professionalism.

13.3 Academic leadership involves –

- academic excellence, citizenship, being an exemplary academic, being a leader in the field;
- Excellence in teaching and pedagogical development;
- Capability of advising and mentoring others and influencing people, and develop relationally;
- Working towards internationalisation of Higher Education;
- Motivating workforce in the higher education sector as a role-model;
- 'Excellence' in research; and
- dissemination of knowledge and values underpinning professionalism.

Research work indicates that there are very few positive remarks on professionalism of high calibre academic professors in UK but many negative remarks such as their individual attitudes, and motivation for personal advancement and personal glory rather than sharing of effective knowledge to junior members of staff.

- 13.4 Changing professionalism(s) equate(s) to professional development of the workforce. This should be a fundamental understanding for all and the recognition of this equation is vital for change to occur. Staff do not develop professionally only through workshops and training sessions but also through situated and implicit learning, together with micro-level development. Staff need to identify new and better ways of doing things. To reach excellence, they should move from restricted to extended researchers' continuum.
- 13.5 **Prof. Maureen Mac Laughlin** considered three questions related to features of QAA, HE providers and their performance, and current governance and financial issues.
- Seven key principles of the QAA methods were identified.
  - Activities of Higher Education providers were enumerated.
  - The importance of reviews, namely for accountability, enhancement of opportunities for stakeholders, and provision of information for all stakeholders was highlighted.
  - Six basic review questions were mentioned.
- 13.6 **Prof. Paul Carrant, Pro Vice Chancellor of the University of Mauritius** highlighted revolutionary ways associated with the use of evolutionary means for Higher Education institutions to attain success in a highly competitive environment. Employability of students and their global development was focused upon. New strategies to finance and manage Higher Education institutions were considered. Collaborative work among all stakeholders in and outside the Higher Education institutions was required for effective change to take place. Transparency and appropriate communication means are also very important to be time-effective and cost-efficient

## 14. Summary of Recommendations

### **Higher Education - Opportunities and Threats**

- (i) *Need for proper infrastructure and quality teaching and learning;*

- (ii) *Ensuring Cost competitiveness of local institutions compared to foreign higher education institutions;*
- (iii) *Ability to match demand for higher education with supply of adequate number of seats;*
- (iv) *Addressing culture shocks and any possible xenophobia;*
- (v) *Regulating entry of foreign students to avoid pseudo students entering and working illegally;*
- (vi) *Implementation of efficient regulation of private institutions;*
- (vii) *Need for proper mechanism for monitoring of quality;*
- (viii) *Francophone African market should be tapped;*
- (ix) *Efforts should be made for recognition of qualifications obtained in Mauritius by other countries;*
- (x) *Knowledge process outsourcing should be encouraged;*
- (xi) *There should be right balance between regulation and over regulation.*

#### **Higher Education – Labour Market and Employability**

- (i) *Reskilling and retraining of our graduates should be encouraged. Government and private sector should work together to upgrade/retrain the skilled and to train the unskilled through for e.g. part-time or distance learning courses;*
- (ii) *Career Guidance should be more consistent. Career Guidance should start at a young age in order to allow youth to decide on the right career path. Career Guidance will also help to balance demand and supply gap;*
- (iii) *Research on skills gaps should be undertaken;*
- (iv) *Recognition should be given to institutions in order to attract regional talents;*
- (v) *Brightest talents should be encouraged to stay in Mauritius;*
- (vi) *University courses should be regularly updated to become relevant to the needs of the labour market; and*
- (vii) *Labour mobility should be promoted to meet labour demand;*
- (viii) *The right skills should be identified in the context of existing and activities, such as Real Estate, Financial Services, Health Care and Life Sciences, Ocean Economy, Renewable Energies, Film and Creative Arts Industry- Pre and Post production, Dubbing , Studio-Based activities, and executive education aeronautical engineering, architecture etc;*
- (ix) *Interaction opportunities between the company and graduates should be improved, through prospective job fairs and factory visits;*
- (xi) *Company internship should be encouraged at different levels such as operator, technician and engineering;*



- (xii) *Win-Win partnerships with universities e.g. private companies financing particular department of the University for Specific Courses, giving better incentives to adapt the curriculum to the industry needs;*
- (xiii) *Vocational studies should be promoted given the different levels of requirements;*
- (xiv) *The image of vocational stream should be improved and vocational training experiences through PPPs should be validated;*
- (xv) *Training schemes should be provided for students and Pre-Voc support at an earlier stage may be Standard II or III and training for Pre-Voc teachers should be considered;*
- (xvi) *Collaboration between TEIs and private sector should be reinforced;*
- (xvii) *Training young people through the young professional programmes, the HSC Pro and extending Work Based Training.*
- (xviii) *Private Sector should sponsor courses in those fields which they consider as priority for their sector.*

### **Research**

- (i) *Research should be people-centred, relevant to the local context and tailored towards the national needs;*
- (ii) *Future directions for research at the UoM, namely balancing basic and applied research, expanding research capacity and tackling important research problems in a multidisciplinary manner for national and global progress as well as increase interactions with industry and research institutes;*
- (iii) *PhD research for innovation should be sponsored through PPP;*
- (iv) *Budget for research should be increased;*
- (v) *Research culture should be introduced from primary education level;*
- (vi) *Private Sector financing of research should be encouraged;*

### **Quality**

- (i) *Integrity, credibility and validity of examinations, should be ensured maintenance of standards, organisation and conduct of examinations;*
- (ii) *Optimum examination conditions for all centres, training of supervisors, security of question papers and validity, reliability and transparency in marking should be guaranteed;*
- (iii) *Both internal and external Quality Assurance are needed. In Mauritius, emphasis should be laid on accountability as well as improvement;*
- (iv) *Use of ICT should be encouraged to improve teaching and learning and high quality research;*
- (v) *Capacity building in ICT skills should be carried out and good infrastructure and connectivity be developed;*

- (vi) A platform for all doctors to work like a single team should be developed and an updated database of our doctors – locally and abroad created;*
- (vii) Use of telemedicine should be encouraged;*
- (viii) The modalities and frequency of the medical ethics committee should be reviewed;*
- (viii) The possibility of a University/MRC secretariat in hospitals should be considered;*
- (ix) Graduates should be prepared to ensure understanding of climate related risks and how to address them in sectors such as businesses, ecosystem management, architecture, healthcare and sees the university as having a critical role to play in preparing community to adapt climate variability and the impact of climate change and extreme events by encouraging research around adaptation/mitigation;*
- (x) Professionalism(s) equate(s) to professional development of the workforce. This should be a fundamental understanding for all and the recognition of this equation is vital for change to occur.*

### **Academic leadership**

- (i) Staff development should be encouraged through situated and implicit learning, together with micro-level development;*
- (ii) Staff should identify new and better ways of doing things.*
- (iii) Staff should move from restricted to extended researchers' continuum. Collaborative work among all stakeholders in and outside the higher education institutions should be encouraged.*
- (iv) Transparency and appropriate communication means are also very important to be time-effective and cost-efficient;*
- (v) New strategies to finance and manage public higher education institutions should be explored.*

### **Note**

The Ministry of Tertiary Education, Science, Research and Technology would like to thank all the panelists, moderators, and keynote speakers as well as all the participants , who contributed to the Assises de l'Enseignement Superieur.



## Annex 1 :

**List of Participants Assises de L'Enseignement Supérieur 30 - 31 October 2013**

SN	Institution	Name of Participant
1.	AEA Training Centre	Mr Girish NUCKCHADY,
2.	Agence Française de Développement	Mr Abendra PATTEN
3.	AHRIM	Jocelyn KWOK
4.	Allied Motors Co Ltd	Mr Philip AH-CHUEN, Chairman of UTM Consultative Committees
5.	Amity Institute of Higher Education	Mr Yogesvara RAMDIN, Head of Marketing
6.	Amity Institute of Higher Education	Mr Rakesh RAM
7.	Amity Institute of Higher Education	Eneni Green OKOROH
8.	AREU	Mrs Nirmala RAMBURN
9.	Association Mauricienne des Femmes Chefs D'entreprise (AMCFE)	Dr (Mrs) Dorish CHITSON, Director OVEC
10.	Australian Trade Commission	Mrs Romina PANRAY
11.	Banque Mondiale	Brinda DABYSING
12.	Board of Investment	Mr Ken POONOOSAMY, Managing Director
13.	Board of Investment	Ms Trishilla KOOLWANT
14.	Board of Investment	Mr Nitin PANDEA, Director
15.	British High Commission	Mrs Helen AH PONG
16.	CBBR/Mauritius Research Council	Dr Dhanjay JHURRY
17.	CERIDIAN	Mr. Vidra MOONEEGAN Senior Vice President & Managing Director
18.	Charles Telfair Institute	Kanya SANTOKHEE
19.	Charles Telfair Institute	Miss Tatiana LEITE, International Student
20.	COI	Ms Veronique ESPITALIER NOEL
21.	Constance Hospitality Training Centre	Mr Claude NARAIN
22.	Constance Hospitality Training Centre	Mr Dhansham ROOPUN, Training Manager
23.	Consultancy Company Ltd (CCL)	Ms Patricia DAY-HOOKOOMSING
24.	Council of Private Education, Singapore	Mr Brandon LEE, Chief Executive Officer
25.	D. Y. Patil MID College	Dr NISHANT KUMAR
26.	Datamatics	Mrs HUSNOO, Director
27.	Ebene School of Accountancy & Finance	Mr Aarav KOOMKHWHA, Programme Administrator
28.	Elite Business School	Ms Pamela GOPEE
29.	Emanuel Training - PVT	Dr Lesley EMANUEL, Chairperson Consultative Committee OU

30.	Enterprise Mauritius	Mr A. Darga, Chairman
31.	Fashion and Design Institute	Mrs Shalini SIBARTIE, Training Officer
32.	Fashion and Design Institute	Mrs Marie Stella MOORGHEN, Training Officer
33.	Fashion and Design Institute	Mr Manoj BUMMA
34.	FTMS	Ms Reneeta SANDHU
35.	FTMS	Mr JOYMUNGUL
36.	Fondation pour L'interculturel et la Paix (FIP)	Dr Issa ASGARALLY, Associate Professor
37.	Glamis Business School	Mr Shyam MARAYE, Director
38.	Global Learning (Intraconsult)	Mr Suresh MUNBODH, Director
39.	Government Information Service, Prime Minister's Office	Ms Karen ANTOINE
40.	Grant Thornton Business School Ltd	Miss Shakti MOTI, Lecturer
41.	Grant Thornton Business School Ltd	Mr Raj THACCOOR
42.	Imperial College UK	Professor R. BANARSEE
43.	Infosys Ltd	Mr V. Roy HAURADHUN
44.	Infosys Ltd	Mr Prithveen Kumar GOBIN
45.	Institut pour la Francophonie et de L'Entrepreneuriat (IFE)	Professor Raymond GUILLOUZO, Director
46.	Joint Economic Council	Mr Ahmed PARKAR, Chairman
47.	LMBS	V. APPANAH
48.	London College of Accountancy	Ms Preetee SEETOHUL
49.	MAA	Kevin SEN
50.	Mahatma Gandhi Institute	Dr (Mrs) Reshmi RAMDHONY
51.	Mahatma Gandhi Institute	Dr (Mrs) V. KOONJAL, Director
52.	Mahatma Gandhi Institute	Mr Kewal NAYECK
53.	Mahatma Gandhi Institute	Mrs Uma Devi KOWLESSER, Registrar
54.	Mahatma Gandhi Institute	Mrs Zareen Nishaat BEEBEEJAUN-MUSLUM
55.	Mahatma Gandhi Institute	Mr Louis Gérard FOY
56.	Mahatma Gandhi Institute	Dr Khesaven SORNUM
57.	Mahatma Gandhi Institute	Dr Santosh Kumar PUDARUTH
58.	Mahatma Gandhi Institute/Rabindranath Tagore Institute	Mr. Bijaye MADHOU, Director General
59.	Mahatma Gandhi Institute/Rabindranath Tagore Institute	Dr Gorayah REDDY LUTHMOODOO
60.	Mauritius Association of Architects	Mr Vinesh CHINTARAM, President
61.	Mauritius Examination Syndicate	Dr L. FINETTE, Director
62.	Mauritius Institute of Education	Mr Ken CATHAN, Associate Professor
63.	Mauritius Institute of Health	Dr Geeta DABY

64.	Mauritius Oceanography Institute - PMO	Dr R. BADAL, Head, Ocean Matters
65.	Mauritius Qualifications Authority	Dr Kaylash ALLGOO, Director
66.	Mauritius Research Council	Dr V. BISSOONAUTH, Research Coordinator
67.	Mauritius Research Council	Mrs Poonam VEER RAMJEAWON, Research Coordinator
68.	Mauritius Research Council	Dr (Mrs) M. MADHOU
69.	Medine Ltd	Mr Thierry SAUZIER
70.	Medine Ltd	Mr Karveen PUDDOO
71.	MEXA	L. RAJMUN
72.	Middlesex University	Mrs Dominique PYDIAH, Campus Administration Manager
73.	Middlesex University Mauritius Branch	Miss Ishita TANNA, International Student
74.	Ministry of Civil Service and Administrative Reforms	Mr. Swaraj RAMASAWMY, Assistant Permanent Secretary (APS)
75.	Ministry of Education and Human Resources	Mr C. BALDEO
76.	Ministry of Environment and Sustainable Development	Mr Girish MUNHURRUN, Environment Officer
77.	Ministry of Finance & Economic Development	Mr R. DUBOIS, Adviser
78.	Ministry of Health and Quality of Life	Dr Tilochun Ram NUNDLALL, Ag. Director, Health Service
79.	Ministry of Information and Communication Technology	Mr Suraj RAMGOOLAM, Project Manager
80.	Ministry of Labour, Industrial Relations & Employment	Mr Swaminathan RAGEN, Permanent Secretary
81.	Ministry of Labour, IR and Employment	Mr Sattianand RAMSAWOCK, Deputy Director, Employment Service
82.	Ministry of Youth and Sports	Mr Shahil REEBYE, Assistant Director of Youth Affairs
83.	MITD – Ecole Hotelière Sir Gaëtan Duval	Mr Harmon CHELLEN, Director
84.	National Development Unit (NDU)	Mr Jiuraz Kishore SOBHEE, Citizens Advice Bureau Coordinator
85.	National Economic and Social Council	Dr Raj DALIAH, Secretary General
86.	National Women's Council	Mr Veekram GOKOOL, Coordinator
87.	National Computer Board	R. MOHAMUDALLY
88.	National Computer Board	Mr Nishal BEETHUE, Manager
89.	Open University of Mauritius	Dr K. S. SUKON, Director-General
90.	Open University of Mauritius	Mr Perienen APPAVOO
91.	Open University of Mauritius	Miss Medha Devi GOKHUL
92.	Open University of Mauritius	Mr Roshun DHURBARYLALL
93.	Open University of Mauritius	Mrs. Margaret Li Yin

94.	Open University of Mauritius	Mrs JEDDA
95.	Open University of Mauritius	Mrs Suniti NUNDOO-GHOORAH, Lecturer
96.	Open University of Mauritius	Indiren SEETARAMADOO
97.	Outsourcing & Telecommunications Association of Mauritius (OTAM)	Mr Charles CARTIER
98.	Police Department	Mr Shyam NANAIRE
99.	Princes Tuna	Mr Phil RYLE
100.	Rajiv Gandhi Science Centre	Dr Aman Kumar MAULLOO, Director
101.	Rajiv Gandhi Science Centre	Mr Arvin MOTEE
102.	RT Knits	Mr Kendall TANG, Director
103.	Rushmore Business School	Mr Nittin ESSOO
104.	SNIT Business School / World Islamic Mission	Mr Shameem CHADY, Manager
105.	Spherinity Ltd	Mr Kelvanen NOWZADICK, Administrative Manager
106.	Spherinity Ltd	Mrs Ashwini BOCHO-NAIKO, Head of Institution
107.	SSR Medical College	Professor Arun Kumar AGNIHOTRI
108.	Tertiary Education Commission	Mr S. KASENALLY, Secretary
109.	Tertiary Education Commission	Prof A. K. BAKSHI, Executive Director
110.	Tertiary Education Commission	Mr Arunen VALAYDON, Head Planning & Research
111.	Tertiary Education Commission	Mrs Karoona CHARITAR, Financial Controller
112.	Tertiary Education Commission	Professor Donald AH-CHUEN, Chairman
113.	UCL - Eastern	N. DONUS
114.	Université des Mascareignes	Dr (Mrs) Francoise DRIVER, Chairperson Board of Governors
115.	Université des Mascareignes	Mr Vijayen VALAYDON, Ag Deputy Director-General
116.	Université des Mascareignes	K. SAURTY
117.	Université des Mascareignes	Dr (Mrs) Neelam PIRBHAI-JETHA
118.	Université des Mascareignes	Prof P. GUILLON, Director-General
119.	Université des Mascareignes	Mr Didier Vincent BOUSOULA, Representative of Student Union
120.	University of Leeds	Professor Linda EVANS
121.	University of Mauritius	Prof (Mrs) Romeela MOHEE, Ag Vice- Chancellor
122.	University of Mauritius	Prof. Paul Brian CURRANT, Pro Vice Chancellor(Planning and Resources)
123.	University of Mauritius	Associate Professor (Mrs)Anita RAMGUTTY-WONG

124.	University of Mauritius	Henri LI KAM WAH
125.	University of Mauritius	Dr S Z SAYED HASSEN
126.	University of Mauritius	S. DYALL
127.	University of Mauritius	Professor Vincent FLORENS
128.	University of Mauritius	Professor Y. JAUFEEERALLY-FAKIM
129.	University of Technology	Dr (Mrs) S. KAULLYCHURN
130.	University of Technology, Mauritius	Mrs. Aleesha BOOLAKY (Lecturer), Head of Schools
131.	University of Technology, Mauritius	Dr Arshad Ahmud Iqbal PEER, Lecturer
132.	University of Technology, Mauritius	Mrs Toshima MAKOONDLALL-CHADEE
133.	University of Technology, Mauritius	Mrs Prabha MUNHURRUN, Senior Lecturer
134.	University of Wolverhampton	Mrs Ann WOO
135.	University of Wolverhampton	Mrs Suneyna RAMSURRUN
136.	Vatel Mauritius	Mr Renaud AZEMA, Director
137.	Whitefield Business School	Mr Krishna GUJADHUR
138.	YK Business School	Mrs Bibi Tasneem JAUMALLY, Manager

Annex 2 :

**PROGRAMME**

DAY 1: WEDNESDAY 30 OCTOBER 2013	
0830h	Registration of participants
0900h -0930h	Opening ceremony <ul style="list-style-type: none"> <li>• Welcome address</li> <li>• Address by Dr The Hon Rajesh Jeetah, Minister of Tertiary Education, Science, Research and Technology</li> </ul> <p style="text-align: center;"><b>Presentation on higher education in Mauritius – Vision and Strategic Objectives</b></p>
0930h -1000h	Tea Break
<b>Session 1 – Globalisation of Higher Education – Opportunities and Threats</b>	
1000h -1100h	Moderator - Dr Kaviraj Sharma Sukon, Director General, Open University, Mauritius <ul style="list-style-type: none"> <li>• <b>Keynote speaker –Mr. Brandon Lee, Chief Executive Officer, Council for Private Education</b></li> </ul> <p style="text-align: center;"><b>Theme - Regulating the Private Education Sector: Singapore's experience</b></p>
1100h -1130h	<p><b>PANEL</b></p> <ul style="list-style-type: none"> <li>• <b>Mauritius: An Education hub for Africa</b> Mr. Thierry Sauzier, Deputy Chief Executive, Medine Limited</li> <li>• <b>The Capacity Building Imperative and the Business of Higher Education</b> Mr A. Darga, Chairman, Enterprise Mauritius</li> <li>• <b>Globalisation of Higher Education</b> Mr. Nitin Pande, Senior Director, Board of Investment</li> <li>• <b>UK Education in Mauritius</b> Mrs. Sharon Taylor, Deputy High Commissioner, British High Commission</li> </ul>
<b>Questions/discussions</b>	
<b>Session 2– Higher Education, Labour Market And Employability</b>	
1130h – 1245h	Moderator - Mr Roland Dubois, Adviser, Ministry of Finance and Economic Development <ul style="list-style-type: none"> <li>• <b>Keynote speaker – Mr. Ahmed Parkar, Chairman, Joint Economic Council, Mauritius</b></li> </ul> <p style="text-align: center;"><b>Theme - Higher Education, Labour Market And Employability</b></p>
1245h -1315h	<p><b>PANEL</b></p> <ul style="list-style-type: none"> <li>• <b>Emerging sectors</b> Mr. Ken Poonosamy, Managing Director Board of Investment</li> <li>• <b>Job Placements and internships</b> Mr. Kendall Tang, Director RT Knits Ltd</li> <li>• <b>Work based training</b> <ul style="list-style-type: none"> <li>(i) Mr. Jocelyn Kwok, Director AHRIM</li> <li>(ii) Mr. Charles Cartier, Vice-President of Outsourcing and Telecommunications Association of Mauritius</li> </ul> </li> </ul>
<b>Questions/Discussions</b>	
1315h -1400h	Lunch
<b>Session 3 – Higher Education and Research for national development</b>	



1400h - 1530h	<p>Moderator – Professor D.Jhurry, National Research Chair and Head of Centre for Biomedical and Biomaterials Research</p> <ul style="list-style-type: none"> <li>• <b>Keynote speaker - Professor Nikos Donos, Professor, Head of Periodontology, Director of Research at University College London</b></li> </ul> <p style="text-align: center;">Theme - Dental postgraduate education and integrated research using as model UCL postgraduate institute</p>
1530h -1615h	<p><b><u>PANEL</u></b></p> <ul style="list-style-type: none"> <li>• <b>Academic Research future directions and strategies</b> Dr. Sabrina Dyal, University of Mauritius</li> <li>• <b>Research and Innovation</b> Dr. A. Suddhoo, Executive Director, Mauritius Research Council</li> <li>• <b>Agricultural research</b> Mrs. Nirmala Rambhurn, Principal Research Scientist, Agricultural Research and Extension Unit</li> <li>• <b>Research in medical and health issues</b> Dr Sunil Gunness, Director, Cardiac Services, Ministry of Health and Quality of Life</li> <li>• <b>Potential for research – Ocean and marine sector</b> Dr. R. Badal, Head of Ocean Matters Unit</li> <li>• <b>Climate change and research</b> Mr Jogeewar Seewoobaduth, Head of Climate Change Division, Ministry of Environment and Sustainable development</li> <li>• <b>Translational Research from Evidence to Practice</b> Professor Reetoo Banarsee, Senior Research Fellow, Imperial College</li> </ul>
16 15 – 16 25 h	Tea Break
16 25 – 16 45 h	Questions and Discussions
16 45 -17 00 h	Presentation of summary of discussions and conclusions

DAY 2:		THURSDAY 31 OCTOBER 2013
<b>Session 4 - Expansion of Higher Education - Quality issues</b>		
0900h -1000h		<p>Moderator- Professor Pierre Guillon, Director General, Université des Mascareignes</p> <ul style="list-style-type: none"> <li>• <b>Keynote speaker – Mrs Maureen Angela McLaughlin, Assistant Director Quality Assurance Agency, UK</b></li> </ul>
1000h-1045h		<p><b><u>PANEL</u></b></p> <ul style="list-style-type: none"> <li>• <b>Examinations and assessment - Quality standards</b> Professor Lucien Finette, Director, Mauritius Examinations Syndicate</li> <li>• <b>Quality assurance in higher education</b> Associate Professor Mr Li Kam Wah, University of Mauritius</li> <li>• <b>ICT for enhancing quality of Education</b> Professor A.K. Bakshi, Executive Director, Tertiary Education Commission</li> </ul> <p>Questions/discussions</p>
1045h -1115h		Tea break
<b>Session 5 – Effective Leadership and Management of Higher Education in a Competitive Environment</b>		
1115h -1215h		<p>Moderator Mr. Cyril Wong, Vice-Chairman, Barclays Bank</p> <p>Keynote speaker - <b>Professor Linda Evans, Professor of Leadership &amp; Professional Learning, School of Education, University of Leeds</b></p>
1215h -1245h		<p><b><u>PANEL</u></b></p> <ul style="list-style-type: none"> <li>• <b>Performance measurement of tertiary education institutions</b> Mrs Maureen Angela McLaughlin, Assistant Director Quality Assurance Agency, UK</li> <li>• <b>Evolution or Revolution for Tertiary Success</b> Professor Paul Brian Curren, Pro Vice- Chancellor, University of Mauritius</li> </ul> <p>Questions/discussions</p>
1245h – 1345h		Lunch
1345h – 1500h		Presentation of summary of discussions and conclusions
1500h		Concluding remarks
		Tea Break

## Annex 3 :

### Curriculum Vitae of Keynote Speakers

#### Professor Nikolaos Donos

##### Director of Research Strategy of the UCL Eastman Dental Institute and the Chair of the Department of Clinical Research

- Qualified in dentistry at the Aristotle University of Thessaloniki, Greece in 1992. Completed training as a specialist in Periodontology and Master of Science Degree in Periodontology at the Royal Dental College, University of Aarhus, Denmark in 1994.
- PhD - Royal Dental College, Department of Periodontology, University of Aarhus, Denmark, June 1998.
- Granted the internationally prestigious ITI Straumann Fellowship.
- Currently the Director of Research Strategy of the UCL Eastman Dental Institute and the Chair of the Department of Clinical Research as well as the Lead of the Oral health Theme at the Joint UCLH/UCL Comprehensive Biomedicine Center.
- Head & Chair of Periodontology and Programme Director for the MclinDent training programme in Periodontology as well as co-Director for the training programme in Implant Dentistry.
- Professor Donos is involved as editorial board member in a number of international and national peer-reviewed journals in the field of Periodontology and Implant Dentistry and has also published extensively in both fields.

#### Professor Linda Evans

##### Professor of Leadership and Professional Learning, University of Leeds

- B.Ed (hons.) class I, Lancaster University, MA in Education, Lancaster University.
- PhD, University of Warwick, Diplôme Approfondi de Langue Française (DALF).
- Her substantive research interests lie in the broad field of professional working life, including professionalism, professional learning and development, and professional work cultures.
- Has carried out empirical studies of teachers' and academics' working lives, including factors influencing their morale, job satisfaction and motivation. Researched what academics, university teachers and researchers think of the quality of academic leadership that they receive from professorial colleagues.
- Currently carrying out two funded studies: one on the preparation and development of university professors, and the other on academic journal editors' professionalism.

#### Brandon Lee

##### Chief Executive Officer, Council of Private Education, Singapore

- President's cum Singapore Armed Forces Overseas Scholar, joined the Singapore Armed Forces in 1992.
- Masters in Business Administration, Massachusetts Institute of Technology Sloan School of Management, 2009.
- Seconded to the Ministry of Trade and Industry (MTI) as Director (Resource Division) where he helped formulate and implement industrial land and manpower policies.
- Involved in the setting up of the National Productivity and Continuing Education Council (NPCEC).

- Director (Human Resource) from April to September 2010. Appointed as Deputy Chief Executive of the CPE in August 2011.

**Maureen McLaughlin**

**Assistant Director, Quality Assurance Agency, UK**

- Audit Secretary of QAA. Currently Institutional Review (England and Northern Ireland) (IRENI) Method Coordinator and has led review teams in the most recent overseas reviews of UK higher education provision in Singapore and China.
- Working in the further education and higher education sector since 1989, she has held senior administrative positions in four UK universities as well as at one time being Manager of the Committee Secretariat at the University of the South Pacific based in Fiji.

**Ahmed Parkar**

**Chairperson Joint Economic Council**

- Joined Star Knitwear Group in 1987 as Production Director and worked to develop the business from 150 employees to 2700 employees in 1995. The Group now exports Rs 1.0 billion annually and has diversified into retail trade such as Mr Price franchise.
- Currently CEO of Star Knitwear Group and developing new business in the region such as Seychelles in trade and food production.
- Chairman of the Joint Economic council, Mr Parkar has held a number of key positions in various organisations such as Former Director of MEF, Former Chairman of MEPZA (2005-2006), Former President of MCCI (2008) and Former Chairman of MEXA (2009 – 2010).

Annex 4 :

**List of Rapporteurs**

THEMES	NAMES	INSTITUTION
<p><b>Session 1</b> – Globalisation of Higher Education – Opportunities and Threats.</p>	<p><b>Mr Roshun Dhurbarrylall</b> academic-affairs@open.ac.mu</p> <p><b>Suniti Nundoo-Ghoorah</b> <a href="mailto:snundoo.ghoorah@open.ac.mu">snundoo.ghoorah@open.ac.mu</a> (5 491 0648)</p>	<p>Open University, Mauritius</p>
<p><b>Session 2</b> – Higher Education, Labour Market and Employability.</p>	<p><b>Mrs P Munhurrun</b></p> <p><b>Mrs T Chadee</b></p>	<p>University of Technology, Mauritius</p>
<p><b>Session 3</b> – Higher Education and Research for national development.</p>	<p><b>Mr A. Peedoly</b> a.peedoly@mrc.intnet.mu</p> <p><b>Mrs P Veer-Ramjeeawon</b> pvramjeawon@mrc.intnet.mu</p>	<p>Mauritius Research Council</p>
<p><b>Session 4</b> - Expansion of Higher Education - Quality issues.</p>	<p><b>Dr. Neelam Pirbhai-Jetha</b></p> <p><b>Mr Darmanaden Sooben.</b></p>	<p>Université des Mascareignes</p>
<p><b>Session 5</b> –Managing and financing higher education in a competitive environment.</p>	<p>Mrs Vina Balgobin</p> <p>Dr S K Pudaruth <a href="mailto:skpudaruth@mgi.intnet.mu">skpudaruth@mgi.intnet.mu</a> (5 9497606)</p>	<p>University of Mauritius</p> <p>MGI</p>

Annex 5 :

**Presentation of Minister of Tertiary Education, Science, Research and Technology**

**“Les Assises de L'Enseignement  
Superieur 2013”**

Address

by

**Dr. the Hon. Rajesh Jeetah**

Minister of Tertiary Education, Science, Research and  
Technology

**World Declaration on Higher  
Education - UNESCO**

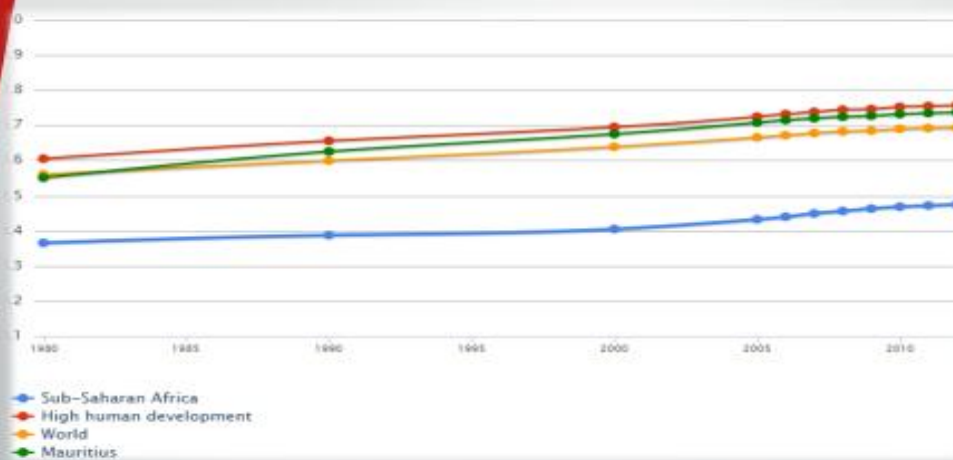
“ Without adequate higher education and research institutions providing a critical mass of skilled and educated people, no country can ensure genuine endogenous and sustainable development and, in particular, developing countries and least developed countries cannot reduce the gap separating them from the industrially developed ones. Sharing knowledge, international cooperation and new technologies can offer new opportunities to reduce this gap.”

## Higher Education and Economic and Social Development

Country	GTER	No. of Students per 100,000 pop.	Per capita income (US \$)	HDI (Rank)
India	12%	1,578	1,192	0.547 (134)
South Africa	15%	N/A	5,733	0.619 (123)
UK	59%	3,969	35,163	0.863 (28)
Australia	76%	5,554	42,131	0.929 (2)
Finland	92%	5,619	45,085	0.882 (22)
USA	89%	6,296	45,758	0.910 (4)

Source: Human Development Report, 2011, UNESCO

## Higher Education and Economic and Social Development



Human Development Index- going beyond income- Introduced as an alternative to conventional measures of national development, such as level of income and the rate of economic growth. The HDI represents a push for a broader definition of well-being and provides a composite measure of three basic dimensions of human development: health, education & income. Between 1980 and 2012, Mauritius HDI rose by 1.3% annually from 0.551 to 0.737 today, which gives the country a ranking of 80 out of 187 countries with comparable data. The HDI of sub-Saharan Africa as a region increased from 0.366 in 1980 to 0.475 today, placing Mauritius above the regional average. The HDI trends tell an important story both at the national and regional level and highlight the very large gaps in well-being and life chances that continue to divide our interconnected world.

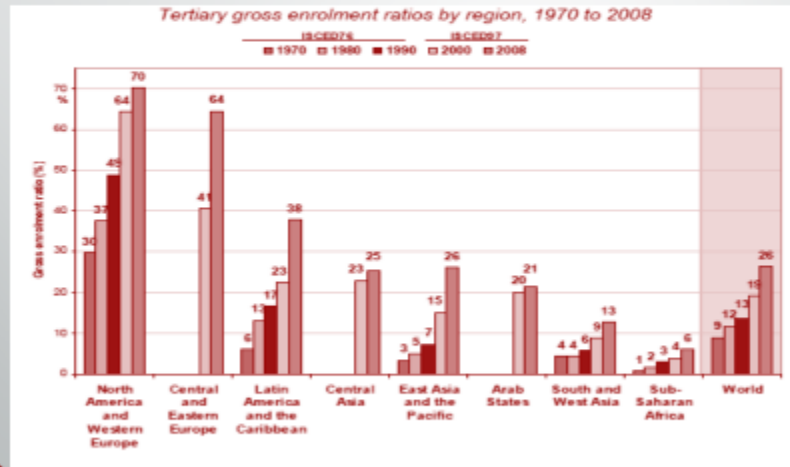
(Source: International Human Development UNDP)

## Trends in Global Student Mobility

- Increase of total enrolment at the tertiary education level from 32 million students in 1970 to 165 million in 2009 – 500%
- Tertiary enrolment in 2009 were 24 times the 1970 figure in Sub-Saharan Africa, and 17 times in the Arab States
- Enrolments multiplied 15-fold in East Asia and the Pacific
- Enrolments in North America and Western Europe rose by 250%
- Enrolment in Sub Saharan Africa – 200,000 in 1970 to 4.5 million in 2008

Source: UNESCO

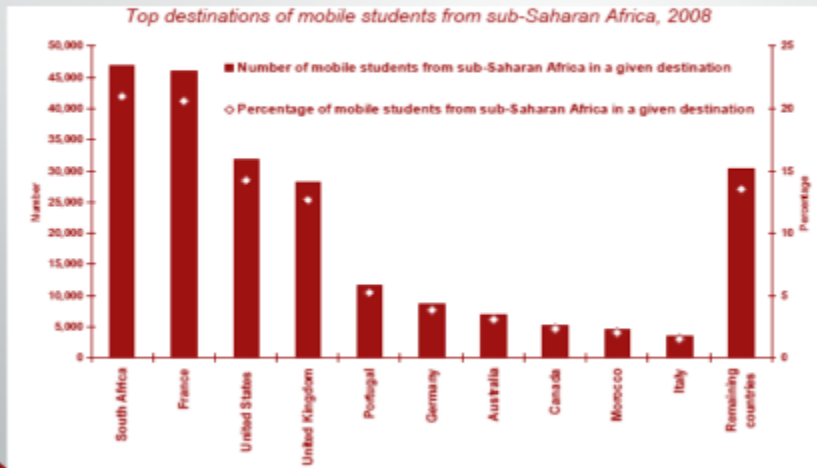
## Long term trends for participation in tertiary education



Source: UNESCO

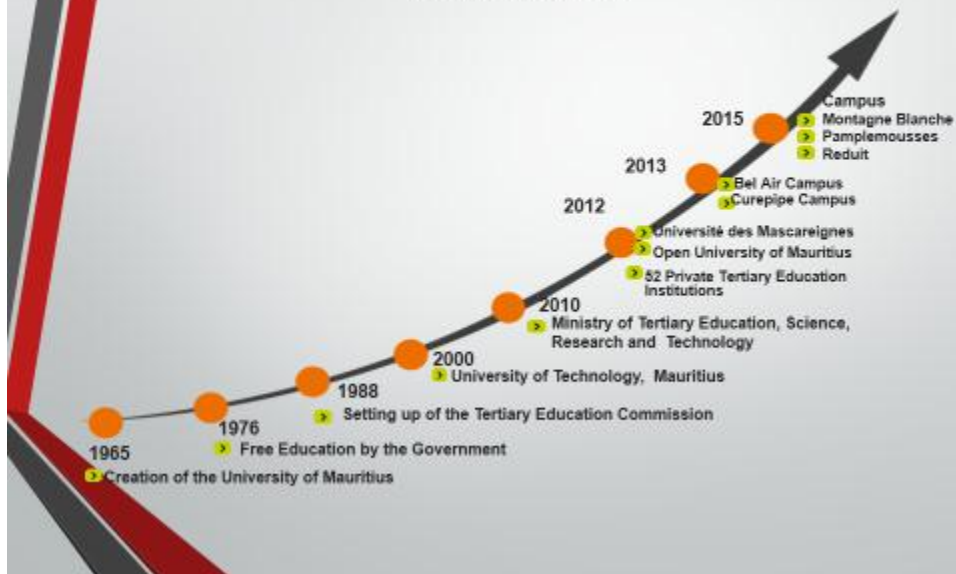


## Mobility of Sub-Saharan African Students



Source: UNESCO

## Evolution of Tertiary Education in Mauritius



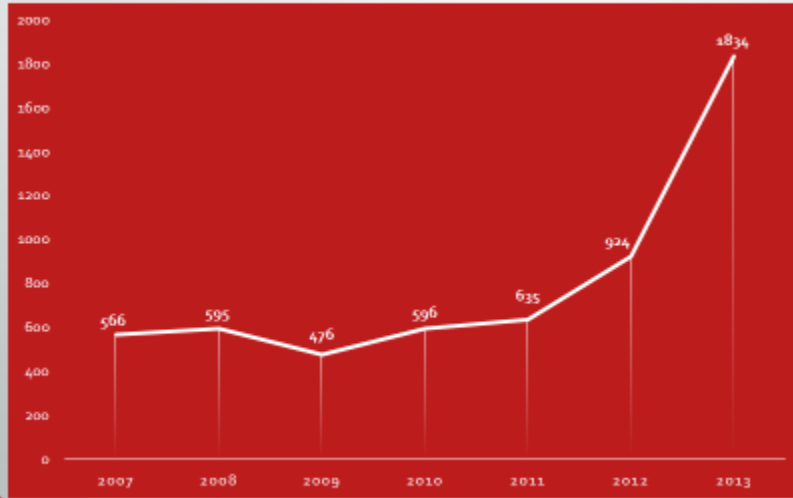
## Achievements

- Gross Tertiary Enrolment Rate increased to 43% in 2009 and to 46.6 % in 2012
- Number of foreign students increased threefold, from 566 in 2007 to 1,834 in 2013
- Setting up of 2 Public universities – Open University (July 2012) & Université des Mascareignes (September 2012)
- 19 Private TEIs as from 2010
- Amendment of FDI Act to give it awarding powers
- 2 new campuses opened in 2012 – University Campus Curepipe & Bel Air Campus
- Acquisition of 175 acres of land to build 4 new modern campuses in 2014-2015 at Montagne Blanche, Pamplémousses, Piton and Rduit
- Medicine courses with the University of Geneva
- Diversification of programmes: 778

## Enrolment in Mauritian Institutions



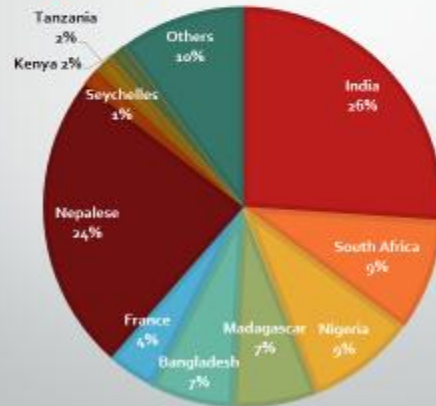
## Foreign Students in Mauritius



## International Students

1,834 INTERNATIONAL STUDENTS BY COUNTRY OF ORIGIN AS AT OCTOBER 2013

India South Africa Nigeria Madagascar Bangladesh France  
Nepalese Seychelles Tanzania Kenya Others



Source: Tertiary Education Commission

## Equity

- **New loan scheme of up to Rs 100,000 per annum for a maximum of 3 years to finance university fees**
  - Low interest rate, No collateral, Repayment one year after completion of course
- **Scholarships to students from vulnerable families who cannot secure student loan – budget of Rs 20 million**
  - No. of State-funded scholarships increased from 16 to 38, 16 Scholarships to best-ranked students with family income of Rs 12,000, 8 to students with family income of Rs 6,000 monthly

### Gender Equality

- **2012 – 58% students in public TEIs, and 52% in Private TEIs, were female**

UOM	UTM	MGI	Open Univ.
59 %	48 %	66 %	71 %

## Quality and Standards

- Tertiary Education Bill to develop framework for higher education
- Access to E-journals through EBSCO, Science Direct, Emerald to 13, 500 top rated journals, over 10 Million peer reviewed articles on 24/7 basis
- Wifi Facilities throughout campus at UOM & UTM
- Partnerships with well-established higher education institutions:
  - Oxford University
  - Universite de Bordeaux
  - Universite de Limoges
  - Imperial College
  - University of Geneva
  - South East University, China
  - Tongji University, China
  - IIT Delhi
  - Universite de Montpellier
  - Kyoto University
- 31 British and 12 French Universities/higher education institutions awarding higher education qualifications in Mauritius
- External examiners for moderation

## **Promoting Mauritius Higher Education**

- Student visa & Part time work for students
- Increase in SME refund scheme from Rs 100, 000 to Rs 200, 000 for participation in international fairs & freight expenses of Rs 20, 000
- MOU for mutual recognition of qualifications with Tanzania signed (MOU with Kenya in process)
- 50 scholarships to African students
- 54 scholarships offered by Open University to Commonwealth students
- Education Fairs organised in Kenya, Uganda, Tanzania & Nigeria

## **Higher Education & Labour Market**

- Setting up of consultative committees mandatory in all public tertiary institutions
- Assises de L'Education
- Advisory Committees at each faculty and school level
- Youth Employment Scheme- Rs 330 Million to facilitate youth employment, Work placements and internships – 778 graduates placed