International Conference on Internationalisation of Tertiary Education

Programme & Abstracts

Organised by

Tertiary Education Commission

Reduit

Mauritius

REPUBLIC OF MAURITIUS

MINISTRY OF TERTIARY EDUCATION, SCIENCE, RESEARCH AND TECHNOLOGY

Office of the Minister

Message from Dr R. Jeetah,
Minister of Tertiary Education, Science, Research & Technology

It is a pleasure to welcome you to this conference on Internationalisation of Tertiary Education held for the first time in Mauritius.

The theme of this conference is in line with the Government vision of transforming Mauritius into an Educational Hub. My Ministry will fully take up this challenge of transforming the country through the expansion of Higher Education, and I look forward to achieving this objective through your valuable contributions regarding the very latest developments on the international scene.

This conference comes at the right time for it will provide a platform to explore a number of issues which urgently require attention and investigation. The international panel of researchers, academics, and practitioners in tertiary education will facilitate exchange of information, experience and ideas, and inform the higher education policy debate.

Mauritius forms part of the African region where there are currently major constraints in terms of acquisition of knowledge and provision of research.

The region represents a major market opportunity for provision of tertiary education to over more than 700 million people. Mauritius can seize this opportunity to bring a significant contribution in the tertiary education sector by increasing access to students from the African continent.

It is estimated that by the year 2025, eight million students will be travelling overseas for their studies. I am sure that through the insights, which will be gained from the present Forum, we will be able to increase opportunities in higher education and attract to our shores 100,000 foreign students by 2020.

The internationalisation of tertiary education will not only serve to enhance the quality of tertiary education, but also help to realise the vision of government of achieving one graduate per family in Mauritius by 2020.

I congratulate the organisers for making this milestone event a reality, and wish all the participants a memorable stay in Mauritius and fruitful deliberations during the conference.

Dr R. Jeetah
Minister

4th Floor, Wing A, Cyber Tower 1, Ebene   —   Tel.: 454 1450, Fax : 468 1550

Message from
THE CHAIRMAN AND THE EXECUTIVE DIRECTOR
TERTIARY EDUCATION COMMISSION

It gives us immense pleasure to welcome you all to this Mauritius Conference on internationalisation of tertiary education. Tremendous developments are taking place in internationalisation of tertiary education and this has given new dimensions and challenges to this sector worldwide.

The conference primarily aims at fostering relations. Some of the most promising practices in tertiary education are the creation of spheres for networking and sharing with colleagues from other cultures and countries. It also gives an opportunity for us to learn from each other, to discover new trends in tertiary education and to collaborate on new innovative projects.

The Tertiary Education Commission, which is the regulating body for tertiary education and which oversees quality in the tertiary education sector in Mauritius, is honoured to organise such an important conference and pleased to note the overwhelming participation of researchers, academics and policy makers from various fields of tertiary education. We firmly believe that tertiary education is a wise investment in human resources and which will support the sustainable development of the Mauritian economy.
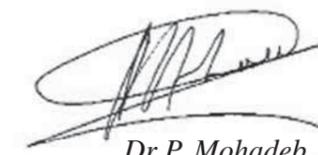
The Conference programme is enriched with your submissions, featuring papers on access, quality, educational services and innovative methods of learning. In line with Government policy, the role of the Tertiary Education Commission is changing to promote Mauritius as a destination for tertiary education in the region. It is expected that the deliberations of the conference will contribute to this endeavour.

We look forward to many productive and lively discussions both within the parallel and plenary sessions. We are convinced that this conference can make important contributions to the development of tertiary education.

We wish to thank our sponsors Air Mauritius, Orange and Fidelity Technolgy for their financial assistance.

We thank all of you for your participation and contribution and wish you all a very successful conference. To our overseas participants, we wish them a pleasant stay in our country.

Prof D. Ah-Chuen
Chairman

Dr P. Mohadeb
Executive Director

OPENING CEREMONY

08:30-09:30	Registration
09:30-09:35	Welcome address by the Executive Director of TEC, **Dr P. Mohadeb**
09:35-09:45	Address by the Chairman of TEC, **Prof D. Ah-Chuen**
09:45-10:15	Address by the **Hon Dr Rajeshwar Jeetah** Minister of Tertiary Education, Science, Research & Technology
10:15-10:45	Refreshments

CONFERENCE PROGRAMME

Date	Time	Event
23 Mar 2011 Wednesday	08:30-09:30	Registration
	09:30-10:15	Opening Ceremony
	10:15-10:45	Refreshments
	10:45-11:15	Keynote Address 1
	11:15-11:45	Keynote Address 2
	11:45-12:30	Lunch
	12:30-14:20	Plenary Session I : **Internationalisation of Tertiary Education – Importance for Mauritius**
	14:20-16:00	Parallel Session I **: Export of Educational Services**
		Parallel Session II : **Increasing and widening access to tertiary education in the context of globalization**
	16:00-16:15	Coffee Break
	16:15-17:30	Parallel Session I **: Export of Educational Services**
		Parallel Session II : **Increasing and widening access to tertiary education in the context of globalization**
	17:30 – 18:00	Plenary Session II
24 Mar 2011 Thursday	09.00 – 11.00	Plenary Session III **Internationalisation of Tertiary Education – Importance for Mauritius**
	11.00 – 11.15	Coffee Break
	11.00-12.30	Parallel Session III**:** **Enhancing quality in Tertiary Education in a globalised context** Parallel Session IV : **Innovation in Tertiary Education**
	12.30-13.15	Lunch Break
	13:15-15:10	Parallel Session III**:** **Enhancing quality in Tertiary Education in a globalised context** Parallel Session IV : **Innovation in Tertiary Education**
	15:10-15:25	Coffee Break
	15:25-17:15	Parallel Session III**:** **Enhancing quality in Tertiary Education in a globalised context** Parallel Session IV : **Innovation in Tertiary Education**
	16:15-17:15	Plenary Session IV
	18:30	**Conference Get-Together (Cocktail/Beach finger buffet)**
25 Mar 2011 Friday	08:45-09:45	Plenary Session V **Enhancing quality in Tertiary Education in a globalised context**
	09:45-10:35	Plenary Session VI **Internationalisation of Tertiary Education – Importance for Mauritius**
	10:35-10:45	Coffee Break
	10:45-11:35	Plenary Session VI **Internationalisation of Tertiary Education – Importance for Mauritius**
	11:35	**CLOSING & Pack Lunch**
	12:30-18:00	**Half Day Island Tour**

DAY 1	WEDNESDAY 23 MARCH 2011	
08.30 – 09.30	Registration, Welcome and Networking	Venue: Foyer Chamarel Ballroom
	OPENING CEREMONY	Venue : Chamarel Ballroom
09.30 – 09.35	Welcome address by the Executive Director of TEC, **Dr P. Mohadeb**	
09.35 – 09.45	Address by the Chairman of TEC, **Prof D. Ah-Chuen**	
09.45 – 10.15	Address by the Hon **Dr Rajeshwar Jeetah** Minister of Tertiary Education, Science, Research & Technology	
10.15 – 10.45	**COFFEE BREAK**	
10.45 – 11.15	Keynote Address I by **Dr Jasen Burgess**, Audit Director, Australian Universities Quality Agency Chairperson : **Dr.P Mohadeb**, Executive Director, TEC	
11.15 – 11:45	Keynote Address II by Prof N. V. Varghese, Head, Governance and Management in Education, IIEP/UNESCO Chairperson : **Dr.P Mohadeb**, Executive Director, TEC	
11.45 – 12.30	**LUNCH BREAK**	
	Plenary Session I Internationalisation of Tertiary Education – Importance for Mauritius **Venue:** Chamarel 2 **Session Chair:** Prof Goolam Mohamedbhai	
12.30 – 13.30	**Prof N. Varghese** Head, Governance and Management in Education, IIEP/UNESCO Internationalisation of Tertiary Education	
13.30 – 13.55	**Dr O N Gangoo**, Academic Dean of D.A.V Degree College, Mauritius Internationalisation of Tertiary Education – Importance for Mauritius	
13.55 – 14.20	**Dr Chineze M Uche** and **Dr Clara O Olele**, University of Port-Harcourt, Nigeria Internalisation profile of Nigerian Higher Education	
	Parallel Session I Export of Educational Services **Venue: Chamarel 1** **Session Chair : Dr Mtinkheni Gondwe**	**Parallel Session II** Increasing and widening access to tertiary education in the context of globalization **Venue : Chamarel 2** **Session Chair : Dr Ramanik Yadav**
14:20 - 14:45	**Dr P. Mohadeb**, Executive Director, Tertiary Education Commission, Mauritius Mauritius: A Destination for Tertiary Education	**Mrs Y Baguant-Moonshiram**, University of Mauritius The importance of open education in 'Increasing and widening access to tertiary education' and 'Exporting of educational services'

14:45 - 15:10	**Dr Kesseven Padachi and Aleesha Mohamudally–Boolaky**, University of Technology, Mauritius The Evolution of Cross – Border Higher Education: The Case of Mauritius	**Prof Jan Persens**, University of the Western Cape, South Africa Access, inclusion and equity : Attempts at narrowing the gaps
15.10 – 15.35	**Mr Arthur Johnson**, University of the Free State, Republic of South Africa Inter-Africa partnership and mobility :The fight against becoming obsolete	**Dr Nittin Essoo**,Rushmore Business School,Mauritius Increasing and widening access to tertiary education in the context of globalization
16.00 – 16.15	**COFFEE BREAK**	
16.15 – 16.40	**Dr. Joseph Benjamin**,St. Francis de Sales' College, RTM Nagpur University, India Internationalization of tertiary Education in the era of Globalisation	**Dr T. L. Adepoju**, Obafemi Awolowo University,Nigeria Widening Access to University Education in Nigeria: The Role of Private Universities, Quality Assurance and Challenges
16.40 – 17.05	**Ms Fazala Haniff & Dr Loveness Kaunda**, University of the Witwatersrand, Johannesburg & University of Cape Town respectively North-South Partnerships - A practical approach to successful collaborations	
17.05 – 17.30	Presentation by ESSEC	
17.30 – 18.00	**Plenary Session II**	

DAY 2 THURSDAY 24 MARCH 2011		
Plenary Session III Internationalisation of Tertiary Education – Importance for Mauritius **Venue:** Chamarel Ballroom **Session Chair :** Prof N. Varghese		
09.00 – 11.00	**Dr Nico Cloete and Dr Nico Jhooste**, Centre for Higher Education Transformation and Nelson Mandela Metropolitan University respectively *Internationalisation: From mobility and multi-culturism to knowledge and innovation*	
11.00 – 11.15	**COFFEE BREAK**	
Parallel Sessions		
	Parallel Session III Enhancing quality in Tertiary Education in a globalised context **Venue : Chamarel 1** **Session Chair : Dr Jasen Burgess**	**Parallel Session IV** Innovation in Tertiary Education **Venue : Chamarel 2** **Session Chair : Prof Jan Persens**
11:15 - 11:40	**Professor Soorianarain Baligadoo**, Ecole de Medecine Louis Pasteur, Mauritius *Quality,Norms and Size of class in Tertiary Education*	**Dr S Kaullychurn,** University of Technology, Mauritius *Performance based funding model for Tertiary Education-The Case of Mauritius*
11:40 - 12:05	**Ms Claudia Bogosian**, National Commission for University Evaluation and Accreditation(CONEAU), Argentina *Rankings vs mutual recognition of quality*	**Professor Stephanie Chitpin & Professor Marielle Simon**, University of Ottawa,Canada *Use of the objective Knowledge Growth framework in Teacher Training*
12:05 - 12:30	**Dr Joseph C Cosam**, Inter-University Council for East Africa *Overview of the IUCEA initiatives on developing a regional Quality Assurance system*	**Mrs Shamim Ajaheb**, University of Mauritius *Drivers of Change in the Tertiary Education Sector in Mauritius*
12.30 – 13.15	**LUNCH BREAK**	
	Parallel Session III Enhancing quality in Tertiary Education in a globalised context **Venue : Chamarel 1** **Session Chair : Dr Jasen Burgess**	**Parallel Session IV** Innovation in Tertiary Education **Venue : Chamarel 2** **Session Chair : Prof Jan Persens**

13:15 - 13:40	**Mr Vinaiyan Teeroovengadum**, PhD Student, University of Mauritius *Enhancing Quality in Higher Education : The Need for a Holistic Approach*	**Dr Locknath Mishra**, Utkal University, Orissa, India *Innovation in tertiary education*
13:40 - 14:05	**Dr. M.D. Lawrence**, Marathwada Mitra Mandal's Commerce College, India *Teacher Development : An Avenue to Quality Enhancement in Tertiary Education*	**Mrs Dorothy Cooshna Naik**, University of Mauritius *Fostering an e-learning culture amongst Mauritian educators*
14:05 - 14:30	**Mrs Sandhya Gunness,**University of Mauritius *The COMESA E-learning Project – Sharing point for sustainable collaborative projects*	**Tara Joyejob and Suniti Nundoo-Ghoorah,** Mauritius College of the Air *Opening doors for the 'less privileged' – The MCA experience*
14:30 - 14:55	**Dr Ramaniklal. J.Yadav**, Shri P.D.Malaviya College of Commerce,Gujarat, India *India's Quality Assurance system for internationalization of Tertiary Education*	**Ms R.S. Fareed, Ms N. Jackaria, & Ms N. Pirbhai-Jetha,** Swami Dayanand Institute of Management,Mauritius *Restructuring the Mauritian post-secondary educational institution to meet the needs of the New Economy*
14:55 - 15:10	**Dr Gautam Banerjee**, Bidhan Chandra College, Asansol,India *Employment Generation – Utility Value of Foreign Language Learning in Mauritius.*	**Dr (Miss) Manta Devi Nowbuth**, University of Mauritius *Education for an innovative society*
15:10 – 15:25	**COFFEE BREAK**	
Parallel Sessions	**Parallel Session III** Enhancing quality in Tertiary Education in a globalised context **Venue : Chamarel 1** **Session Chair : Dr Jasen Burgess**	**Parallel Session IV** Innovation in Tertiary Education **Venue : Chamarel 2** **Session Chair : Prof Jan Persens**
15:25 - 15:50	**Dr Mtinkheni Gondwe**, Netherlands Organisation for International Co-operation in Higher Education *Raising Education Standards in Developing Countries Through Stimulating South-South Academic Mobility*	**Mr Needesh Ramphul,** University of Technology Mauritius *Using the Ansoff Matrix to develop strategies for tertiary education in Mauritius*

15:50 - 16:15	**Dr T. L. Adepoju,** Obafemi Awolowo University,Nigeria *Enhancing quality assurance in higher education in Nigeria: The management strategies for meeting the global challenges*	**Mr Suresh Munbodh,**Global Learning,Mauritius *The Future of Education*

16:15 - 17:15	**Plenary Session IV**
18.30	**CONFERENCE GET-TOGETHER (COCKTAIL/BEACH FINGER BUFFET)**
DAY 3	**FRIDAY 25 MARCH 2011**
**Plenary Session V** Enhancing quality in Tertiary Education in a globalised context **Venue :** Chamarel Ballroom **Session Chair:** Prof N. Varghese
08.45 – 09.45	**Dr Jasen Burgess**, Audit Director, Australian Universities Quality Agency, Melbourne, Australia *Quality in Tertiary Education*
**Plenary Session VI** Internationalisation of Tertiary Education – Importance for Mauritius **Venue :** Chamarel Ballroom **Session Chair:** Prof N. Varghese
09:45 - 10:10	**Ms Deepa Gokulsing**, University of Mauritius *Higher Education in the Context of Globalisation in Mauritius: An academic perspective*
10:10 - 10:35	**Professor Goolam Mohamedbhai**, Former Vice Chancellor of University of Mauritius *Internationalisation of Tertiary Education in Mauritius – Current State, Future Plans and Challenges*
10:35 - 10:45	**COFFEE BREAK**
10:45 - 11:10	Mr Nirmal Kumar Betchoo, Swami Dayanand Institute of Management, Mauritius *Internationalisation of Tertiary Education Importance of Mauritius*
11:10-11:35	Presentation by Board of Investment, Mauritius *Positioning Mauritius as a platform for cross-border education*
11:35-12:00	Mr Kaylash Allgoo, OSK, Director, Mauritius Qualifications Authority *The Transnational Qualifications Framework (TQF) of the Virtual University for Small States of the Commonwealth*
12:00	**CLOSING & PACK LUNCH**
12:30 - 18:00	**Half Day Island Tour**

ABSTRACTS

The importance of open education in 'Increasing and widening access to tertiary education' and 'Exporting of educational services'

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ABSTRACT

The main objective of the Ministry of Tertiary Education, Science, Research & Technology is to transform Mauritius into a Regional Centre of Excellence in Higher Education. The government is targeting 72% enrolment by the year 2015 compared to the actual rate of admission which is 43%. Another main target of the government is to achieve 100 000 foreign students in the country by the year 2020.

In Mauritius, like in other countries, open learning is gaining importance and Open and Distance learning is one of the most rapidly growing fields of education (UNESCO 2002). More and more students over time are turning towards distance education as distance learning offers many advantages especially as it offers flexible learning opportunities to learners. Many educational institutions are promoting distance education via online learning platforms. They make use of open and distance learning to reach out to students even beyond their national boundaries.

The University of Mauritius has also followed the same trend and it has encouraged the use of open learning with the creation of the VCILT – Virtual Centre for Innovative Learning Technologies whose objectives were to increase intake, to enhance distance learning, develop flexible learning and experiment with educational delivery systems, to develop institutional course articulation arrangements and to provide continuing education and life-long Learning.

Since its creation, a number of modules have been migrated towards some online learning platforms, like Moodle. For example, several modules of the Diploma in Town and Country Planning (namely Planning Tools, Environmental Management for Planners, Physical Planning, Introduction to Geographical Information System…) have been put online and are being taught on a blended mode. These can be easily converted to full on-line modules. Several other modules taught in the Civil Engineering Department – Fluid Mechanics 1, Introduction to Autocad, Environmental Impact Assessment which are included in the different courses offered by the department are also on the same platform. The Department of Civil Engineering offers/ has offered several part-time courses (Diploma in Town and Country Planning, BSc Town and Country Planning, Diploma in Public Health Engineering, Diploma in Land Surveying, Diploma in Quantity Surveying, Beng Civil Engineering) and these part-time students are very keen to turn toward open education due to their commitments. These courses, if converted to fully on-line courses where all modules are on-line can be offered to foreign students, specially to students found in the African Continent where these fields are in great demand.

This paper will highlight the ways in which open education can increase and widen access to tertiary education and export this education to other countries

Access, Inclusion and Equity: Attempts at narrowing the gaps

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ABSTRACT

Access, inclusion and equity are hallmarks for educational development. However, these concepts had even been the topic of international conferences or workshops similar to political platforms. In higher education senior executives are being challenged in various ways to respond to this very crucial aspect for which sufficient financial and other means are almost never available. We emphasized that while physical access is necessary it is by no means sufficient. Since good to excellent performance in mathematics is sometimes used as a mechanism to determine access to higher education or to distinguish among learners, there have been various attempts to improve learners' understanding and performance in this subject. In this paper we examine some of these measures and challenges while relating a few simple, but effective, ways of securing epistemological access, drawn from experiences and the literature.

Increasing and widening access to tertiary education in the context of globalisation

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ABSTRACT

Tertiary education, in Mauritius, is facing unprecedented challenges, arising from the combined impacts of globalization, the increasing importance of knowledge as a principal driver of growth, and the information and communication revolution. But these challenges are also a source of opportunities. The role of tertiary education is now more valuable than ever in the construction of a knowledge economy. New types of tertiary institutions and new forms of competition are appearing, which will induce traditional institutions to change their modes of operation and delivery and take advantage of the opportunities offered by the new information /communication technologies and globalisation.

In Mauritius, we face the challenge of widening access to tertiary education and creating more equity in the system. The main stumbling blocks stem from inadequate responses to long-standing problems facing our tertiary education system. Among these unresolved challenges Is the need to expand access to tertiary education in a sustainable way, issues of quality and relevance, and rigid governance structures and management practices.

These issues can be overcome by an evolving role of the state, bringing about change by guiding and encouraging tertiary education institutions, whether public or private, in a more flexible and co-operative manner. This could operate in three ways:

1. By establishing a coherent policy framework

We need a clear strategy for the long-term development of a comprehensive, relevant and sustainable tertiary education system.

2. By creating an enabling regulatory environment

The regulatory environment should recognize that public institutions cannot alone widen access and should encourage initiatives by the private sector to expand access to good-quality tertiary education.

3. By offering appropriate financial incentives.

Financing strategies should be extended to private sector institutions as an equity measure to help disadvantaged students to gain access to and afford tertiary education.

The paper makes an analysis of the current situation in the tertiary sector worldwide and provides an insight into the changing Mauritian tertiary education landscape with a view to making recommendations for the way ahead

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Assessment to access to Tertiary Education in Nigerian

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ABSTRACT

The main purpose of the study is to examine the access to tertiary education in Nigeria. Access to tertiary education is one of the priority areas in developing tertiary education as anchored in African Union's 'Second Decade of Education for Africa'. In Nigeria, there are a lot of difficulties associated with access to tertiary education. Hence over the years a number of policies and formulae have been evolved and are being used to admit students into universities. For instance, one of the current admission policies is that 45 % of catchment area and the last 20% from education disadvantaged areas. The study specifically investigated the proportion of the eligible candidated that got admitted into Nigerian universities over the years, barriers to access to university education and strategies to increase access to university education in Nigeria. The area of study was South East Geopolitical zone of Nigeria which has four federal universities. The population of the study comprised of all candidates that passed Joint Admission and Matriculation Board(JAMB) Examination, who made their first choices of institution ,the four federal universities in the South East Geopolitical zone from 2005/2006 to 2009/2010 academic sessions and all the academic staff of the said Universities. Through a purposive sampling technique two conventional universities were chosen. Through a multistage sampling technique 200 lecturers were selected from each university giving a total of 400 lecturers. All the candidates in the two selected universities numbering 218,949 were used for the study. Data were collected from records and with a questionnaire. The result of the study showed that 14.16% of the candidates that passed JAMB examination were admitted sessions. Some of the barriers to access to tertiary education identified that there are fewer number of universities in comparism to eligible candidates, NUC limiting of the number of candidates each university will admit and negative parental attitude to girl-child education. Some strategies that will increase access include providing adequate infrastructural facilities in existing universities, raising achievement standards in secondary school through adequate funding and introduction of special education support programme for the girl-child.

Assessment to access to Tertiary Education in Nigerian

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ABSTRACT

The essence of education, formal or informal, primary or tertiary, is to explore the edges of possibility and probability needed to transform and improve upon the conditions of both the learner and the community. Though, basic education is essential in taking an individual to the "threshold of self-sufficiency" by providing literacy and a knowledge of how and why things happen, higher education, particularly, university education, on the other hand, has a special responsibility to conduct the scholarship and scientific research necessary to generate the new knowledge needed, and to train the leaders and teachers of tomorrow, laying emphasis on integrative learning and the ability to apply knowledge and skills to real-world settings and towards meeting the global challenges. The demand for university education in Nigeria like in most Third World Countries, has reached an alarming rate to the effect that it is glaring that public universities cannot adequately absorb all the qualified and intending candidates seeking for admission. The effect is that many candidates will be denied university education because of some policies ranging from the quota system, federal character and other problems like socio-economic status, poverty and religious affliction. No doubt, the policy of private participation in higher education marked the era of private universities in Nigeria. The role of private universities in widening and increasing access to university education is critically examined in the paper. The paper also raised some questions on the quality assurance and challenges of education being provided in private universities in Nigeria.

Keywords: University education; Access; Private universities; Role; Quality education; Nigeria

Mauritius: A Destination for Tertiary Education

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ABSTRACT

Today, Massive changes are occurring in the teaching and learning environment at the level of tertiary education. Globalisation, borderless education along with the development of information and communication technologies are posing major challenges to tertiary education, including: internationalisation of tertiary education, quality assurance, privatisation, commoditisation of tertiary education, etc.

The emergence of a global market for higher education is imminent. The demand for higher education outside a student's home country has steadily increased in the past decade, and shows no sign of slowing down. Over the past decades, the number of globally mobile students has increased by 41%, according to UNESCO data. There are now more than 2.5 million students who are enrolled in higher education institutions outside of their home countries and it is estimated that the number will rise to 8 million in 2025.

International education has resulted into a significant economical impact on countries hosting foreign students. As enrolments grow, so does the economic return. Mauritius should take advantage of the international market demand for tertiary education. The Mauritian tertiary education sector can become one of the pillars of the economy by attracting 100,000 foreign students by 2020.

This paper shows the potential for Mauritius to become a preferred destination for higher learning in the region and also present a SWOT analysis of the country.

The Evolution of Cross - Border Higher Education: The Case of Mauritius

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ABSTRACT

The traditional form of cross-border flows in tertiary education for Mauritius has been for students to migrate to other countries such as UK, India, Australia, France and more recently South Africa and South East Asian Countries. this has been the tendency till the late 1990s and it has gained momentum with globalization. However, there has been a structural change in the forms of cross-border higher education across Europe, Asia, America and Australia. Increasingly students are taking advantage of a new option – that is seeking higher education offered by a foreign university without leaving their home country. The landscape of Mauritian Tertiary education has also witnessed similar trends over the last decade, but more pronounced with government new policy on attracting foreign institutions and the setting up of a new Ministry for Tertiary Education.

Thus the primary objective of this paper is to examine the extent to which this new form of higher education has evolved and what are its implications for the education sector. Another objective is to look at the different policy rationales emerging from government decision to facilitate this transition. The study will use a multi-tier approach to get a better insights into this new form of cross-border education. Interviews will be conducted with the chief executive officer of a sample of the foreign institutions.

Key Words: Cross Border Education; Globalisation, Mauritian Tertiary education

Internalisation profile of Nigerian Higher Education

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ABSTRACT

International partnerships with and between African Universities funded by off-continent funding and even with funding on the continent favoured only those African Universities that could adapt to international conditions. The partnerships seem to be driven, not by specific country priorities or national agendas but by forces outside those countries. Millions of dollars are invested in on-continent initiatives, which will undoubtedly have an impact but run the risk of either being under-utilized or unspent due to the lack of sufficient partnerships, alignment and appropriately equipped administrators.

Why and how international partnerships are forged and are more often than not very without taking cognisance of a country's national agenda. Therefore, there appears to be a disjuncture between the impetus that universities provide in responding to the research and innovation needs of a country and what national policy and priorities dictate. There needs to be a closer relationship between government agencies and universities – alignment is key – to increase responsive in this space.

International partnerships, as it were, entered a new dispensation – from mere collaboration and networks to consortia. African institutions simply became familiar with the systems and process governing international networks, when the rest of the world had already embraced the concept of forming consortia. In many respects, for most of these institutions, this is still just a word. The concept has not become real in this context and is rather exclusive. Yet, African institutions are expected to be successful and exploit these opportunities, or miss out and risk being left behind. How to effectively alleviate this apparent tension has not become a question that has been asked often enough by institutions on the continent.

Universities have become obsolete and in responding to the demand of providing capable leaders that would be able to respond to the scholarship, research and innovation needs of the continent. In other words, leaders that would be able to negotiate the demands of our new reality – estude custodians of the earth and responsible living. Establishing partnerships is about re-establish community – restoring brokenness. Universities are indispensible in this project but seem to fail dismally.

Matching in the direction of internationalizing higher education: the story of Kurdistan

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ABSTRACT

Kurdistan's higher education system is slowly regaining shape after a long period in darkness resulting from decades of wars and embargos. This paper analyses the recent efforts in place at various HEIs and the concerted efforts by the Ministry of Higher Education and Scientific Research to revitalize and internationalize higher education in Kurdistan, Iraq. This research involved a review of the existing literature on internationalization, policy review, a survey of three universities in Kurdistan; analysis of the survey results, and integrating the results with the literature and identifying critical gaps. The framework developed by De Wit, H. (2009) on measuring success in the internationalization of higher education has been adopted and as per the framework, the elements assessed are: inputs (resources available to support internationalization efforts), outputs (the amount and types of work or activity undertaken in support of internationalization efforts) and/or outcomes (impacts or end results); both for program strategies and organizational strategies. The study reveals that while some steps in the right direction have been taken, it would be a long way still for complete internationalization.

Keywords: Kurdistan, internationalization, higher education

Internationalization of tertiary Education in the era of Globalization.

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ABSTRACT

Tertiary means third in the rank. When one uses this term in the field of education it is considered as university or college education. In common parlance it equates to higher education. The level of education can be classified as primary, secondary and tertiary. This paper would focus on the impact of globalization on tertiary education. Tertiary education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life. It broadens not only the intellectual power of the individual within a narrow specialization, but also gives him/her a wider perspective of the world around.

There are four predominant concepts of tertiary education: Firstly, Tertiary education is the production of qualified human resources, secondly, tertiary education is the training for research career, and thirdly, tertiary education is the efficient management of teaching provision, fourthly and tertiary education is a matter of extending life chances. All these concepts are integrated and give an overall picture of what constitutes higher education. There has been an effort towards internationalization of the tertiary education across the globe during the era of globalization and after. The main goals of internationalization of tertiary education are 1) creation of favourable conditions for outwardly mobile students and faculty, who wish to do a part of their studies or teaching in another country/ continent; 2) creation of condition that enable foreign students to gain access to local study programmes and addition of an international dimension to the course contents and teaching programmes; 3) Cooperation with foreign partners in developing relevant curricula and educational teaching methods.

Another goal of internationalization of tertiary education is to see that the quality and marketability of tertiary education programmes be measured according to the international norms, and to provide international competence. The goal post of internationalization is economic sustainability, and harmonious bonding between developing countries. This would facilitate humanitarian and peacekeeping related aims.

Era of Globalization has started somewhere in 1991 which has some impact on the tertiary education of the world. It has coincided with end of Cold War and unraveling of former Soviet Union. Globalization is understood as rapid increase in cross- border economic, social and technological exchange and as a process leading to greater interdependence and mutual awareness among economic, political and social units in the world. It offers a splendid opportunity for sharing products hitherto not accessible to wide section of world population due to emergence of a global market. The rosy side of globalization is painted by supporters to convince the world that it will create a new economic and social world where many of the boundaries will be broken to make the world a good place to live in.

Today globalization has become a favourate catchphrase and buzzword and has entered in the lexicon of new education dictionary. Looking at globalization from this new paradigm it is evident that there is an increased presence of corporate sector. There is ample scope as well demand for international mobility of scholars for study purposes. It is a fact that knowledge has become accessible to all and there is consciousness of quality and definite diversification in the field of tertiary education in the new developing countries of Third World. Some of the universities in the developing countries have grown in the past in such a way to compete with other prime institutions of tertiary education in the developed counties of the West. No doubt, due to globalization, education has been commercialized and has acquired brand value and signature. .

The supporters of globalization promote internationalization of tertiary education. They give more emphasis on the quality of education, adopting a new technology of imparting education and re-designing the course content or make it as per international standard. People see the bright side of globalization and hail its impact on education as it creates an atmosphere in developing countries where students have a wide variety to choose from.

The present paper would analyze the impact of globalization of tertiary education. An effort would be made forwards study of internationalization of tertiary education. Study would also focus on the increasing enrollment of foreign students in developing countries. How far quality of research in tertiary education would be maintained is an area to look into in near and distant future. What is the impact of GATTS in the field of tertiary education in the developing countries? Paper would also study the multi-focal ramification and pitfalls of internationalization of tertiary education if there is any. Obviously many imponderables are involved in this calculus.

Internationalisation of Tertiary Education in Mauritius – Current State, Future Plans and Challenge

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ABSTRACT

With the advent of globalization, internationalisation of tertiary education has assumed unprecedented importance over the last decade. There is hardly any institution in the world that has not embraced internationalisation for one reason or other. And internationalisation of tertiary education is being increasingly used as a national strategy for economic motives. This is what Mauritius is planning to do.

In 2005, a proposal was made to develop Mauritius into a Knowledge Hub and a Centre of Higher Learning, the foremost rationale being to reposition Mauritius to meet the needs of an increasingly competitive, knowledge-based and globalised economy. The main strategies to be used are to strengthen the existing publicly-funded tertiary education institutions to enable them to increase their capacity and to attract foreign students; to encourage the setting up of local private universities; and to attract internationally renowned higher education institutions to set up branch campuses. Subsequently, in its 2007-2011 Strategic Plan, the Tertiary Education Commission states its mission as to "position Mauritius in the Region as a world-class Knowledge Hub and the gateway for post-secondary education". Internationalisation of tertiary education is therefore a key economic development strategy for Mauritius.

To implement that strategy, however, it is vital to have information on the current internationalisation activities of tertiary institutions in Mauritius. Although the well-established tertiary education institutions in Mauritius have practised internationalisation almost since their creation, there is a dearth of well-documented information on their internationalisation activities at national or even institutional level. In 2006, a survey was therefore carried out to determine their internationalisation activities. The areas covered in the survey questionnaire sent out included the presence of foreign students and staff; inward and outward mobility of staff and students; partnerships with foreign institutions; membership of regional and international networks and associations; and coordination of internationalisation activities.

This paper will present the main results of the 2006 survey, as well as other national internationalisation activities such as Mauritian students studying overseas. Some of the major changes that have taken place in tertiary education in Mauritius since 2005, particularly with respect to internationalisation, will also be reviewed. The challenges that Mauritius will have to overcome in implementing its national internationalisation strategy in tertiary education, especially in its attempt to create a Knowledge Hub, will then be discussed.

North-South Partnerships - A Practical appraoch to sucessful Collaborations

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ABSTRACT

The last decade has seen an intensification of proposals and requests for individual and network or consortia partnerships between governments and higher education institutions in the north and those in the south. Indeed, many South African institutions are themselves focusing on greater interaction with other institutions on the African continent and other regions of the world. Institutional partnerships and collaborations are an essential ingredient for connecting institutions in an internationalised world and for sharing and disseminating knowledge and expertise. They assist with facilitating student and staff mobility, research collaboration and the development of joint solutions to problems as countries become more dependent on knowledge-driven economies.

However, in order to have mutually beneficial and successful partnerships, these agreements need to involve full participation and buy-in from all participating institutions and government agencies and departments to ensure that goals and outcomes are mutually defined and take into account peculiar circumstances, needs and motivations of all participating institutions and countries. The buy-in and consultation is essential when most south institutions are operating on limited human and financial resources. These resources are further stretched when heavy administrative systems are required for successful partnerships

The aim of this paper will discuss current approaches to partnership and network agreements, consider the implementation challenges of these approaches and consider the ingredients needed for successful partnerships between the north and south.

Quality, Norms and Size of Class in Tertiary Education

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ABSTRACT

To enhance and evaluate quality in tertiary education it is proposed to attempt to define norms in a globalised context. The difficulties of such a task are discussed. One approach is to aim at European norms for institutions with European partnership and to aim at U.S Norms for institutions with U.S partnership, at Indian Norms for Indian Institutions, etc.

A number of suggestions will be made to enhance the quality of tertiary education. As the quality of education is generally higher in a smaller sized class with a higher teacher-student ratio, it is postulated that Mauritius may develop high quality programs based on small sized classes, a high level of student inter-action in the class, a high level of personal work of the student with a very significant amount of student research and a close continuous evaluation with frequent examinations.

A case study will be presented of the advantage of a small class in medical and pharmaceutic studies.

Rankings vs Mutual recognition of Quality

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ABSTRACT

In order to understand the scope and magnitude of the use of internationally comparable indicators on the quality of academic and scientific institutions, will suffice to point out that twenty years ago, the OECD (Organization for Economic Cooperation and Development) was one of the few institutions that generated higher education indicators in coordination with the national statistical office of different countries and within the framework of the Frascati Manual. By the time, it generated less of 5% of the internationally comparable indicators produced today. But not only the amount of indicators has grown, hundreds of diverse institution distributed all over the world in the framework of equally diverse guidelines, disseminates their production.

These data, whether they are selected by randomize mechanisms or deliberately appointed, lead to a conclusion: the quality assurance systems are increasingly permeated by indicators' systems that are built to respond to specific demands and by a combination of data's sources of different origin.

In first place, the evaluation processes are becoming more complex, because the quantitative platforms that serve as starting point of evaluation, are getting bigger and require interpretation and validation for its correct use and, most of the time, to generate intermediate compatibility designs.

In the second place, the evaluation takes a different meaning. The degree of freedom in the evaluation of the Reviewing Peers gets restricted. In one hand, the discussions between Peers and the effort to arrive to a consensus are getting more permeated by the use of the many indicators that are available as evidence. In the other hand, their judgements are more exposed to the external "review"; the non-expert judgement, existing in other non academic interest groups, due mainly to the existence of indicators the simplified the interpretative ability.

Thirdly, we are facing the transition toward what has been call a "system of distributed intelligence where the decisions can be taken and are left to the discretion of multiple actors: evaluators, agencies and governments. Simultaneously, it is evident, that the quality assurance agencies', and fundamentally the Networks that reunite them in specific regional spaces necessarily required to assume an active roll in that scenario.

This effort is necessary to avoid the risk that platforms, that are methodologically feeble and supported over biased indicators or based on scarcely reliable indicators (or both); like the highly promoted rankings, constitute themselves as the central references for key decisions in the evolution of the Higher Education's system, such as the placing of financing or the destination in faculty and students' mobility. But, above all, this effort is necessary for the achievement of a positioning of the regions in the world scene in which it is observed, in a transparent and comprehensible way, the frameworks and institutions with a development level that cover international excellence indicators, as well of those who are in the path to achieve it.

This paper analyses some of the effects that an increased amount and variety of indicators had over the quality assurance systems and processes, as well as some reasons that lead to state that the agencies and, fundamentally the regional and international quality assurance networks, must assume a leading role in the production of quality indicators in order to decrease the impact that non-improvement purpose analysis and evaluation may lead to a segmentation and irreversible higher education asymmetries

Overview of the IUCEA initiatives on developing a regional Quality Assurance system

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ABSTRACT

In the past 10 years, East Africa has experienced growing impacts of Internationalization and Globalization in the context of Higher Education and Research. This is demonstrated by the unprecedented of sporadic expansion of the number and enrollment levels in university institutions as triggered by the exponential increase in demand of access to higher education in each of the countries in the region. Furthermore, during the decade, student mobility within East Africa has increased tremendously, hence creating the need to institute mechanisms for comparability of the quality of education of universities in East Africa so as to maintain inter-institutional comparability of the quality of the academic programmes being offered. Further still, globally, education has become a tradable commodity across borders and hence there have been efforts to institute international safeguards that would ensure maintenance of international quality standards in the education being delivered across borders. Also, it has been witnessed societal needs or market driven research, results oriented or impact oriented impetus that has compelled higher education institutions to re-think and reshape their research approaches and dimensions.

Subsequently, the Inter-University Council for East Africa (IUCEA) being an inter-governmental organization of the East African Community (EAC) partner states (Burundi, Kenya, Rwanda, Tanzania and Uganda), charged to promote strategic, sustainable and competitive development of higher education sector in East Africa has for the last 10 years evolved a number of initiatives which have engraved the current challenges and dynamics in higher education on teaching, research, public service and research. These include among others, mechanisms for maintenance of high and comparable academic standards in higher education, regionally and internationally, with special emphasis on the promotion of Quality Assurance (QA) and maintenance of comparable international academic standards in the East African universities.

Thus, this presentation will give an overview on the process and strategies initiatives of the IUCEA in collaboration with the Higher Education National Regulatory Agency of the Partner States in developing a regional quality assurance framework for East African universities to meet the challenges of internationalization and globalization of higher education and research in the region. These include developing regional QA framework with guidelines and procedures on internal and external quality assurance at programme level, internal quality assurance at institutional level and implementation of QA system at various institutional levels. The progress made in the implementation of the regional framework at national and institutional level and will also be highlighted including future regional plans.

Enhancing Quality in Higher Education : The Need for a Holistic Approach

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ABSTRACT

From the time the world began to move towards a global village, terms like quality assurance, total quality management and other related concepts have gained in importance. Today in order to compete on the international level, organisations are under the compulsion to adopt appropriate quality management models so as to ensure quality and hence their own survival. Universities are no exception and in fact and indeed the need for assuring quality in higher education is now a burning issue. However as opposed to other industries in the education sector, the situation is quite unique, mainly due to the fact that education cannot be limited to a product nor a service per se. Building on the current debate in the literature on quality in education, this paper analyses the present need for a more holistic approach to managing quality in higher education, so as not only to provide high quality service of international standards but also to ensure that the core purpose of education itself which is the transformation of the student is being catered for. The study also proposes a conceptual framework which can be used as a basis for the development of a Holistic Model for Quality Education (HMQE).

Teacher Development : An Avenue to Quality Enhancement in Tertiary

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ABSTRACT

Education indeed plays a pivotal role in the process of socio economic development of every nation and it has a very close link with the nation economic development and growth. Education is the continuous process of imparting knowledge, developing skills, inculcating values and more importantly promoting the overall personality development of human beings.
The long term objectives of any nation are; achieving higher economic growth, augmentation in the net national product, self reliance and removal of unemployment and poverty. The presences of such problems have been mounting comparatively all over the globe. One way of addressing these problems certainly could be through various economic plans, policies and programs coupled with educational policies and programs initially through primary and tertiary education.

Primary education apparently seems to have different objectives and other non- economic goals. However tertiary education can serve as an avenue to address the above problems but this will depend upon the specific areas of concern related to quality aspects of enhancing tertiary education implementing quality tertiary education is greatly influenced by different considerations viz: Curriculum, teacher's information sources, teaching methods, examination systems, evaluation mechanisms and infrastructure developments.

The teacher plays a vital role in ensuring quality enhancement in tertiary education for, a teacher is regarded to be an important component in the education process. Continuous enhancement and up gradation of conceptual knowledge, practical skills and competences in their respective specialized subjects is essential in order to ensure quality enhancement in tertiary education to younger generation. This therefore as obviously become a great concern for all academic international institutions. This paper focuses on addressing these concerns and aims to provide certain suggestions and recommendations by way of the application and use of effective teacher development tools that could pave a way or an avenue towards quality enhancement in tertiary education.

The research paper also analyses the present scenario of the role of a teacher engaged in tertiary education in the globalised context with all its shortcomings, setbacks, weaknesses and threats and suggests remedies to overcome these shortcoming and suggest ways to explore better opportunities so as to ensure quality enhancement in tertiary education.

The COMESA E-learning Project – Sharing point for sustainable collaborative projects.

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ABSTRACT

The COMESA, through its mission statement seeks to "provide excellent technical services to COMESA in order to facilitate the region's sustained development through economic integration". The need for an e-learning platform stemmed from the desire of "making more available and accessible learning materials from various COMESA programmes to COMESA Member States and all stakeholders and capacity-building in various COMESA programmes for their effective implementation" and they thus contracted the Virtual Centre for Innovative Learning Technologies (VCILT) to develop an e-learning platform for COMESA which would allow their staff responsible for various sectors to update the information they are in charge of. The VCILT is currently the only centre in Mauritius actively engaged in parallel into teaching, research, consultancy and administration of e-education/e-learning/educational technology related activities. The e-learning strategy devised by the VCILT consisted of four phases: during the first phase of the project consisted in installing the E-learning platform and training of the system administrator. The second phase of the project focussed on the training of the trainers who would be eventually responsible for training future users. In the third phase, the trainers were given a taste of on-line training by interacting online on the discussion forums and in the fourth phase representatives from member states were invited to participate in an e-learning workshop so as to discover the COMESA e-learning platform and to suggest possible avenues for the utilisation and sustainability of the platform within the member states. This paper presents collaborative ventures and potentials of e-learning as targetted by the COMESA secretariat in Lusaka for its member states, providing an evaluation of how the e-learning platform has been put to use, how the staff were trained and how the collaborative tools available on the e-learning platform augmented the objectives of COMESA to build capacity in computer-mediated communication and collaboration.

India's Quality Assurance system for internationalization of Tertiary Education

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ABSTRACT

India is rapidly developing as a global hub for international education linkages. Tertiary in India is accessible one in ten young Indians. India's higher education system is the third largest in the world after China and the United States. The system has evolved in divergent streams with each stream monitored by an apex body, indirectly controlled by the Ministry of Human Resource Development (MHRD) and funded jointly by the state governments. India's quality assurance systems are undergoing reforms. It was recognized a few years ago that the systems had become unwieldy, too many agencies were involved ,and the quality of the assurance ,accreditation and evaluation processes was compromised. Improving the quality assurance systems became part of the central government's wider drive to upgrade the tertiary education system in India. Since April 2007, a new quality assurance process for the universities has been put in place by the National Accreditation and Assurance Council (NAAC), a sub-agency of the University Grants Commission (UGC). By supporting voluntary self-assessment for quality assurance and being more rigorous and transparent, it aims to improve quality controls in the universities.

There are three central government agencies involved in quality assurance for higher education in India, namely;

• The University Grants Commission (UGC).
• The National Accreditation and Assurance Council (NAAC),
• The Association of Indian Universities (AIU).

The first two of these agencies are central government bodies and both are working under the aegis of the MHRD. The UGC has a big picture quality control and standards setting mandates. The NAAC has the specific task to work with tertiary institutions on a voluntary basis to undertake self review quality assurance exercises which are then peer reviewed. The AIU acts as an inter university support and facilitation body by providing evaluation and equivalency assessments of foreign qualifications to Indian universities.

The present paper examines the quality assurance schemes and standards, performance and achievements in Indian tertiary education system. The main focus is on the NAAC and to understand how quality assurance system helps in promotion of internationalization of tertiary education in India.

Employment Generation – Utility Value of Foreign Language Learning in Mauritius.

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ABSTRACT

The rapid expansion of student enrolment, the knowledge explosion, advances in information and communication technology, globalization, economic restructuring have all contributed to foreign language learning. Though the term 'foreign language' can express a relationship between person and language i.e., the language is 'new' or 'foreign' to an individual; it does not necessarily express the legal status of a language regardless of persons , i.e., a foreign language as a 'non-national' language , a language which has no legal status within the nation. On the other hand, languages in multicultural societies like Mauritius have subsumed both the functions of 'intranational' and 'international' under the term 'languages of wider communication'. Second or foreign language learning both implied a specified speech community or communities as a territorial reference or contact group. International language and intranational language lack this characteristic. Hence learning and using foreign languages must be viewed from different stand points like communication, educational, commercial, political purpose etc.

Quality improvement for teachers and education personnel (QITEP) in language therefore is of great importance. It is felt that language skills and language expertise are also urgently needed to address economic challenges and the strength of Mauritius's business in an increasingly global market. Professions such as law, healthcare, social work, and education callout for an international dimension that reflects the changed world environment and increasingly diverse Mauritius's population.

This paper will focus on addressing business need for international knowledge and foreign language skill component of the curriculum and syllabus designs in foreign language learning and the education programme as a whole with a view to employment generation and establishing sustainable development in Mauritius.

Raising Education Standards in Developing Countries Through Stimulating South-South Academic Mobility

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ABSTRACT

Internationalisation of higher education encompasses many aspects, including adjusting the content of the education provided to make it more relevant and appealing to the rest of the world. Or changing the medium of instruction to a world language (e.g. English, French, Spanish) to accommodate participants from different parts of the globe. Developing countries (e.g. the US, the UK, Australia, France, Spain) are far in achieving international quality standards for the education they offer. This, in combination with limited access to tertiary education in developing countries leads to enhanced student mobility towards these countries. Very often the traffic in the opposite direction (towards developing countries) is limited.

Since incoming mobility provides global insights and offers opportunities for further evolution of education (for instance with regard to quality, content, diversity, focus, relevance, delivery, policy), developing countries are missing out on growth opportunities which occurs through extensive international interaction on home ground. Of course, individual students and staff gain international exposure through study abroad, ploughing back their newly gained expertise and insights into the labour market when they return home. But the rewards specifically for academic institutions are limited. While academic institutions benefit from returned staff members, they often do not directly benefit from individual graduates who studied abroad in their own capacity and end up pursuing their career elsewhere in the labour market when they return. Raising the international exposure of institutions needs to happen via a variety of pathways than through staff mobility alone.

Capacity building in higher education within the context of development co-operation does not only entail the issuance of study abroad scholarships, but is increasingly focussing on institutional capacity building through interventions and projects at the co-operating partners in the South. In the Netherlands, financial investments made into study abroad scholarship programmes are just as large as those made for other capacity building programmes in the partner countries. The agenda for interventions to be made is fully determined by the southern partners. However, interventions also involve partners from the Netherlands which facilitates knowledge sharing at an international level.

For higher academic institutions interventions can entail curricula revisions, setting up Master or PhD programmes, staff training and some capital infrastructure investments. All these raise the capacity of the participating institution to offer quality and accredited education. This in turn makes the institution attractive for international students or partners wishing to collaborate with the institution. International students are a source of income for the institutions and this income can be re-invested in the institution by updating or expanding facilities. For some of the scholarship programmes, scholarships are also offered for study within the home region which also raises the quality of the education offered by receiving institutions and strengthens south-south partnerships.

Scholarship programmes that raise south-south mobility of students and faculty (such as the Mwalimu Julius Nyerere Scholarship Scheme) are good efforts of raising the competitiveness of higher education institutions in securing talented students from other countries. Of course successful region-focussed internationalisation is dependent on increasing capacity of institutions to enrol foreign students in addition to local ones. Already, tertiary institutions in developing countries are bursting at the seams trying to meet the demand for access to higher education as well as possible. Furthermore, institutions would also need to seek international accreditation of their study programmes so that graduates are sure that their degrees will be recognised in whichever country they go to work. Of course it is also important that higher education institutions do not only focus on their quest to serve the international community. The education offered should first and foremost be oriented on the needs of the local labour market and economy within the global context.

In the presentation, an overview will be given of the latest trends being followed by donors active in the field of higher education with regard to supporting south-south academic mobility and raising the higher education standard of developing countries. A higher education standard is in turn, necessary for successful global-wide internationalisation of the academic institutions.

Enhancing quality assurance in higher education in Nigeria: The management strategies for meeting the global challenges

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ABSTRACT

The world all over, there is consensus on the need to make higher education highly and more productive and quality both in its contents and context to meet the global challenges and responsive to the needs and aspirations of the people it serves as well as meeting international competitiveness. This has therefore called for new orientation and paradigm shift in the operations and processes involved. There is no doubt that increasing attention is being paid to quality assurance in higher education systems in developing countries in the recent times. For instance, in the last five years, not less than ten countries in Africa have established the framework for quality assurance. Apart from the government initiatives, respective higher educational institutions have also resolved to put in place institutional self assessment and accreditation mechanisms which have become a favoured mode of quality assurance alongside programme accreditation. Institutional self assessment is a process where an institution is reviewed for the purpose of establishing whether or not the institution meets a particular set of standards. Institutional accreditation considers the characteristics of the institution as a whole. It evaluates the organisational capacity to deliver quality educational programmes. It examines such institutional characteristics as governance, administrative strength, academic policies and procedures, quality of faculty, physical facilities and financial stability. It is an evidence-based process carried out through peer review. The thrust of this paper is therefore to examine quality assurance variables and other approaches to quality assurance and methods use for quality review as they relate to quality assurance. The challenges bedeviling higher educational institutions and efforts at stimulating quality assurance in Nigeria are discussed. The paper also examines some quality assurance drivers (QAD) and the initiatives of the National Universities Commission (NUC) at addressing quality assurance in Nigerian Universities. The paper also came up with a model and management strategies through which quality assurance could be fast-tracked in Nigerian higher institutions of learning

Keywords: Quality assurance; Higher education; Management strategies; Model; National Universities Commission; Nigeria

Importance of Internationalisation of Tertiary Education for Mauritius

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ABSTRACT

A lot of attention is being paid to Tertiary Education in Mauritius. With the setting up of a ministry for this purpose, there is no doubt that the Government of Mauritius, under the leadership of the Prime Minister, Dr. Navinchandra Ramgoolam, is bent upon orienting this sector so that a larger segment of the Mauritian population may benefit from it.

This paper aims at highlighting the scope of what the Tertiary education sector can offer to the nation as a whole. It provides the manpower for both public and private sectors. Hence the necessity of capacity building of our human resource needed for the development.

The Internationalisation of Tertiary education implies the exchange of both personnel and ideas which will benefit the quality of education. It also implies exposing students to a culture which is not their own and ensure that there is no brain drain. The paper also focuses on the experience of the DAV Degree College and the quality of education imparted to our students. Our educational institutions at all levels have a good track record. Of course there are students who cannot respond to academic education.

People who are educated at Tertiary level should have access to high quality education. Quantity and quality should go together for our students at a time when the Mauritian Government is talking out circulatory migration. Migration is a phenomenon of our times. Further the test of graduates will be provided by the way they behave on the work market.

The paper also enables people to realise that for the greater development of Mauritius it has to be accessible to the best that is available in terms of Tertiary Education. As a Small Island Developing State Mauritius has a lot to gain from the internationalisation of Tertiary Education.The methodology used is based on my personal experiences at the DAV Degree College over the years and my own learning.

Internalisation profile of Nigerian Higher Education

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ABSTRACT

Internalization of higher education as described by Kerr, (1994) takes place in the flow of knowledge, flow of scholars, flow of students and the content of the curriculum. This is made manifest in the number of foreign students admitted in nation's institutions of higher learning, how many foreigners are in the staff list and how many people from the institutions are involved in the foreign-linked programmes through exchange and linkage activities in the institutions. Nigeria has many of her students studying overseas and many lecturers have left the shores of the country in search of better jobs in foreign countries. However the extent to which Nigeria is able to attract foreign students' enrolment and staff to her universities and colleges is the puzzle this study is set to unravel. The challenges facing the institutions in meeting internalization standards in this era of internalization of tertiary institutions will also be highlighted. Document analysis will be used to investigate the level of internalization of students, staff and programmes in the country's higher education using the institutions in the southern part of the country as the case study. Recommendations will be based on the outcome of the analysis.

Key words: Internalization profile; Nigeria higher education; Exchange and linkage; foreign students and staff

Higher Education in the Context of Globalisation in Mauritius: An Academic Perspective

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ABSTRACT

Purpose
Higher education is undergoing constant changes under the effects of globalisation. This paper explores the interconnection between globalisation and higher education in Mauritius. Therefore, the paper mainly examines the effects of globalisation on higher education in the Mauritian context from an academic perspective.

Method
Both primary and secondary data will be collected for the purpose of this study. A qualitative research is privileged, whereby interviews will be carried out mainly with the higher education policy makers and professionals such as the vice chancellor, deans, professors and academics who are responsible for enacting reforms and ensuring a high quality and efficient service at the University of Mauritius. The main objective of these interviews is to collect information regarding the higher education systems, policies and the opportunities and threats in the context of globalisation.

Findings
Mauritius cannot be isolated from the globalisation process, has no options but to take advantage of the process and adapt itself as an island state to its challenges. Preliminary findings have shown that according to the some stakeholders, the higher education systems, policies and institutions are being transformed by globalisation. They have agreed that globalisation is not simply an economic term but constitutes a changing and complex environment for higher education institutions and policy makers to operate in. In short, the globalisation process is reshaping the higher education institutions.

However, it can also be noted that a few higher education professionals consider the new realities facing the higher education systems Mauritius and said that we should not allow markets and globalisation to shape the higher education system. The call for a sustained approach, improving the educational infrastructure especially computer and internet access, scientific laboratories and equipment, quality improvement in teaching and research and stakeholder consultation are of key importance in turning Mauritius into a knowledge hub.

Originality / Value
Although there are literatures on globalisation and higher education, this paper will contribute to a better understanding of the higher education system in an island economy in an increasingly globalised context.

Internationalization of Tertiary Education Importance for Mauritius

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ABSTRACT

The breakthrough of information and communication technologies accompanied with a wider access to higher education makes it more practical and logical to think of broadening access to tertiary education. In this context, most nations are willing to develop their domestic environment in order to impart tertiary education within their borders. It might also be imperative for educational institutions with the assistance of government, stakeholders and the educational community to think critically of internationalizing tertiary education. The strategy of making education accessible beyond national borders opens up the way to offering higher level academic and technical education to a wider global community so far disallowed from learning and furthering their education. It is also a process of democratizing access to higher level education whereby the development of a critical mass of highly qualified people would substantially contribute to the economic advancement of their respective nations.

This paper sheds light onto the internationalization of education firstly on a regional basis and gradually reaching global audiences willing to further their educational competences. It considers the democratization of education firstly through the development of government-to-government partnerships in the Indian Ocean region, the opening of universities through more pronounced collaboration within the Indian Ocean and the development of human and technological competencies to ensure that the internationalization of tertiary education gets out of the room debate to a wider and more responsive learning environment. It analyses the challenges and difficulties of tertiary education barred from linguistic, ethnocentric and technical barriers and considers how well partnerships and concrete transfer of competences and skills reasonably contribute to the medium or long-term ambition of governments and educators in the Indian Ocean region to achieving well-integrated regionalization or internationalization of tertiary education.

From this perspective, the paper will explain how Mauritius can take advantage of the situation through its well-structured educational system and the government's intention to create an educational hub. It focuses on the human capital available to undertake the challenges, the linguistic affinities that can be explored as well as technology to develop online learning on a regional basis. In the long run, this could also move through the sub-Saharan African region and even internationally

The Transnational Qualifications Framework (TQF) of the Virtual University for Small States of the Commonwealth

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ABSTRACT

This paper explains the concept, procedures and guidelines of the Transnational Qualifications Framework (TQF) of the Virtual University for Small States of the Commonwealth. It will also provide example of how it can be used to promote and give value to skills oriented qualifications through North-South dialogues and regional cooperation.

The VUSSC was conceived by Ministers of Education at their triennial Conference of Commonwealth Ministers of Education in 2000. Following its approval in 2003, the Commonwealth of Learning (COL) was requested to help in the strengthening of national education institutions. In March 2007, Commonwealth small states originally involved in the setting up of the VUSSC proposed the creation of a mechanism to support the development, international recognition, comparability and easy understanding of qualifications.

This led to the creation of a ten level qualifications framework and the setting up of a TQF Management Committee (TQFMC). The TQF is a translation instrument between the systems in different countries and regions and will help to enhance cross-border provisions that will encourage transfer of courses, qualifications and learners between small states, while allowing for the comparison as well as referencing of qualifications to the TQF Levels.

The TQF will give value to skills oriented qualifications whilst at the same time caters for qualifications up to Doctoral Degree level.

From this perspective, the paper will explain how Mauritius can take advantage of the situation through its well-structured educational system and the government's intention to create an educational hub. It focuses on the human capital available to undertake the challenges, the linguistic affinities that can be explored as well as technology to develop online learning on a regional basis. In the long run, this could also move through the sub-Saharan African region and even internationally

Performance-Based funding models for Tertiary Education: The case of Mauritius

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ABSTRACT

Performance-based funding of publicly-provided goods and services is an output-oriented system which is seen by many experts as a better way of improving efficiency, enhancing public accountability, and improving quality than reliance upon an input-based system. From the early 1980s, the goal has shifted in many OECD countries from accounting for expenditures to accounting for results. The shift gained momentum from movements to re-engineer business and reinvent government. Rewarding quality in tertiary education will be essential for achieving a country's goals for economic and social development. Given the high priority of tertiary education at the international level, empirical studies of performance-based funding (PBF) systems have been largely confined to developed countries. Accordingly, there is a lack of literature on performance-based funding models with regard to tertiary education in small island developing states (SIDS). This research adopts a pluralist methodology which is based on a literature review, a substantive assessment of the five OECD countries (e.g. Australia, United Kingdom, New Zealand, Denmark and Sweden) where PBF models are currently in use in the tertiary education sector and qualitative interviewing. Further, semi-structured interviews were carried out involving political elites and representatives of the tertiary education sector in Mauritius. This research draws key lessons from overseas experience for SIDS, explores the desirability and applicability of a PBF model for tertiary education in Mauritius. Finally, this research argues that there is no 'perfect' PBF model and unintended consequences are likely from any model adopted

Key words: Performance-Based Funding, Models, Tertiary Education, SIDS

Theme 5: Innovation in tertiary education

Drivers of Change in the Tertiary Education Sector in Mauritius

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ABSTRACT

The landscape of Higher Education in Mauritius is undergoing massive changes. Today, we are talking more and more about becoming a knowledge hub in the region. Hence, implementing change in the higher education sector has not only become a major challenge for the Mauritian government but also a valuable asset to the very existence of tertiary education institutions.

Change in higher education can be seen as a result of drastic alterations in the traditional boundaries of our nations' universities. Past patterns of age, ethnicity, academic interests and pre-college preparation are today unrecognisable. Degree programs now meet professional, vocational, continuing education and accrediting needs of students. We are gradually moving from traditional universities to a more flexible (DE), lifelong learning and work-based approach towards acquisition of knowledge. This will inevitably lead to a changing set of values and culture within and/or among higher education institutions.

This paper will explore some of the major issues regarding to changing trends in teaching and learning in Higher Education in Mauritius. The various approaches towards learning and the way this is reflected in the Mauritian education sector will also been analysed. We will see how within a context of rapid technological change, Distance Education is often seen as the ideal solution to provide increased educational opportunities without increasing budgets of educational institutions.

Recent trends in higher education have embraced innovative and reformative structural adjustment to cope with rapid global changes. This paper will essentially look at Mauritius' Higher Education capacity for change in preparation for the 21st Century. The impact of globalisation on higher education worldwide and some of the major drivers of change in tertiary education sector in Mauritius will be examined. The knowledge market is becoming a highly competitive with the major innovations in the field of higher education and development of new technologies in the dissemination of knowledge. This paper will also discuss the new roles of government and educational managers of higher education institutions as agents of change, and how they will contribute to meet up the challenges in the tertiary education sector in Mauritius.

Innovation in Tertiary Education

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ABSTRACT

Change and innovation in developing tertiary education establishments, especially those in India, are inevitable for institutional renewal and transformation. Often, it is *how* to change rather than *what* to change in the prevailing environment of limited resources and inadequate funding that presents the greatest challenge to the managers of change. Change managers therefore need to have a good knowledge of best practices in tertiary education management and some international exposure, a cultivated mind and a certain idea of what is good and beautiful. Management of change in a tertiary institution is productive if the head of institution, as the principal change manager, is constantly driven by the institutional vision, has the right combination of knowledge and management skills to inspire staff and students, the right attitude, and the intellectual presence to implement the right actions in the right way at the right time. Governments, Governing Councils and appointing authorities should therefore ensure that heads of tertiary institutions are hired from among the best brains and most competent hands available. Visionary leadership drives constructive change. Indeed, leadership is everything! Firstly, it is important to build consensus around the proposed innovation by involving all stakeholders, especially staff and students, in the initial discussions and consultations leading to the introduction of the innovation.

Secondly, the benefits of the proposed innovation must be emphasized without ignoring the less palatable dimension of the changes that may occur. Thirdly, every effort must be made to ensure that the innovation does not lead to a dampening of staff morale. Soliciting and taking into account the views of staff during the entire change process is important in maintaining staff participation and morale. fourthly, the support of the Governing Council or the absence of it can make the difference between success and failure of the innovation

- Priorities knowledge diffusion rather than strengthening commercialisation *via* stronger intellectual property rights
- Assess the impact of technology transfer offices (TTOs) in tertiary education institutions (TEIs)
- Encourage diffusion capabilities and interactive support activities of TEIs
- Develop collaboration between the tertiary education sector and firms and public research organisations to improve knowledge diffusion
- Ensure that all tertiary education institutions, including non-vocational TEIs, are responsive to industry needs for co-operative projects
- Ensure that small and medium-sized enterprises (SMEs) and firms from all technological sectors are considered when programmes are designed
- Consider broadening partnerships with industry to include industry representation on management boards or the development of co-operative education programmes
- Provide incentives to facilitate inter-sectoral mobility between firms, TEIs and public research organisations

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- Ease cultural and structural barriers both to attract foreign students and researchers and to retain them

- Build attractive research environments in TEIs with the availability and quality of research infrastructure

- Address the impacts of insecurity on the attractiveness of research careers

- Improve the flexibility of public sector employment policies

- Ensure that salaries remain commensurate with other professions

- Monitor the supply and demand of human resources for science and technology and improve information on supply and demand mismatches and labour market trends

- Improve policy-relevant data on human resources for science and technology (HRST)

- Combine technical skills with problem-solving capabilities and communication and management skills

- Ensure that all TEIs focus on providing their students with flexible and transferable skills and competencies

- Maintain and update regularly research infrastructure, instruments and equipment

- Establish collaborative policies across countries for the replacement of large science facilities

- Try to integrate national measures and instruments – such as education and training policies and infrastructure policies – and companies' globalised knowledge strategies

- Link countries' priorities of specialisation to the research and innovation system

- Ensure that the tertiary education sector retains sufficient diversity so it can respond to future needs in the innovation system

- Achieve a balance between supporting basic and applied research

- Align the establishment and maintenance of centres of excellence with national industry priorities and retain enough flexibility to support emerging areas

- Broaden criteria used in research assessments and develop a broad range of robust performance indicators to ensure that the quality of research in TEIs is maintained and enhanced

- Consider other evaluation mechanisms such as peer review to supplement indicators

Fostering an e-learning culture amongst Mauritian educators

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ABSTRACT

The Virtual Centre of Innovative Learning Technologies of the University of Mauritius, was set up in 2001 with the objective to provide and develop on-line web-based education at the university and throughout the country. Its contribution to the promotion of e-learning within the Mauritian teaching and learning community cannot be ignored. As part of its lifelong learning strategy, the Centre felt that it was important to train professionals who would master the engineering of e-learning content development, communication and pedagogies and would be eager to go beyond the traditional systems of teaching and learning.

Our first online postgraduate programme, the MSc Computer-mediated Communication and pedagogies was launched in 2005 and quite a positive response was received despite prohibitive fees. The first cohort comprised of 15 lifelong learners. This programme was later renamed as MSc Educational Technologies to attract more students. Furthermore, to face the demand of educators who did not have the qualifications to embark on an MSc programme, the centre also launched a BSc (Hons) Top Up Programme in Educational and Instructional Technology in 2009.

This paper will outline the structure of the two above mentioned online graduate and postgraduate programmes, the underlying pedagogical approaches both in terms of content and delivery. A survey will be carried out with one MSc and one Bsc cohort so as to gather their reflections on their e-learning experiences, how far these were enriching and helped them in changing their existing mindsets and practices.

Opening doors for the 'less privileged' – The MCA experience

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ABSTRACT

This paper sets out to highlight four decades of MCA's contribution to making tertiary education accessible to target groups 'marginalised' by conventional systems of teaching/learning. Since its creation in 1971 democratising access to education through mass media has been the *raison d'être* of the Mauritius College of the Air. Along the years, ODL, the *golden goose* of the developing world (Perraton, 2000) and of our instructional system has *laid* flexibile methodologies for higher learning, *hatching* benefits for adults seeking to learn differently at their convenience. The continuing appeal of our ODL methodology lies in its self-learning materials and strong learner support framework which enable self-paced learning anywhere anytime. Learner profile data and a recent survey indicate that our instructional system draws (a) more female enrollees than male (b) a significant number of mature working adults, and (c) learners mostly from less privileged income groups. The survey also shows that women consider learning permissible and compatible with motherhood as well as job constraints within our flexible learning environment. Mature working adult respondents aged 35 and above view our programmes as a second chance, offering the convenience of andragogy and suitable pace. An overwhelming majority of respondents find the cost of our programmes affordable. Globalisation has enabled home-based access to prestigious overseas universities and the import of reasonably-priced courses with self-learning materials from internationally acclaimed institutions such as Indira Gandhi National Open University (IGNOU), Chartered Institute of Logistics and Transport (CILT), University of Madras and Amity. These partnerships have widened our panoply of undergraduate, postgraduate and professional programmes, catering to the needs of individuals employed in education, business and commerce, medical and transport domains. There's a paradigm shift towards innovative ways of collaboration epitomised by interactive tele-learning programmes broadcast in real-time by overseas partner institutions. MCA is now venturing into another dimension of opening the doors of higher learning and bringing it closer to the 'less privileged'.

Keywords: opening doors, less privileged, marginalised, ODL, self-learning materials, second chance, andragogy, tele-learning.

Restructuring the Mauritian post secondary educational institution to meet the needs of the New Economy

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ABSTRACT

Globalization, fierce competitive forces, advancement in Information Communication Technology and ongoing change in the business environment call for the need of a radical transformation in the Mauritian post secondary sector. Hence, we have to find a place in the chaotic and rapid change triggered by global competition; otherwise in the long run, education in the Mauritian post secondary sector will tend to become outdated. In the 70s, the government decided that education at secondary and tertiary levels would be free: the establishment of an educational system was to produce more educated citizens in order to decrease inequality and increase social and economic mobility. Mauritian post secondary education has, without doubt, fulfilled its mission and was highly successful: the percentage of Mauritian students joining a post secondary institution has increased. But vision and mission change as society is not static. Today, economic and social drivers are quite different and we can question some of the assumptions that motivate our institutions. In the New Economy, emphasis is put on various factors, and "knowledge" is a key determinant. Therefore, the purpose of this paper is to meet the demands of the Mauritian labour market in the New Economy. This study will be centered on the skills needed by post secondary students in the New Economy. Problem-solving abilities, communication, technological knowledge, leadership skills, ethics and policies among others would be analysed, in correlation with the needs of organisations in Mauritius. This paper focuses on Mauritius as a "knowledge hub" economy and how post secondary institutions should be re-structured to meet the demands of the labour market. This paper, using mostly qualitative research as methodology, will focus on the "continuous improvement of service" where a new model of a post secondary system would be proposed. The following points will be discussed: partnership between companies and post secondary institutions, development of staff, refocused career education, guidance and training, interactive learning and new technological infrastructure. More important would be the integration of ethics across the curriculum. The new model of a post secondary system must provide students with 'knowledge' that will be useful to them to enable them to make decisions and take actions in the evolving workforce so as to reduce the discrepancies between the training offered and the needs of working organisations.

Keywords: post secondary education, New Economy, ethics, skills, knowledge, policies

Education for an Innovative Society

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ABSTRACT

Education, the enhancement of skills, and the generation of new ideas are essential to the development of human capital and are key engines of economic growth, drivers of market productivity, and sources of cohesion for all nations (G8 Summit, 2006). In the 21st century, it can be emphasised that the economic and social prosperity of a country is very much dependent on the country's ability to educate the members of its society so that they are able to thrive in the rapidly changing world. This can be achieved by developing and integrating all three elements of the "knowledge triangle" (education, research and innovation); by investing fully in people, skills and research, and by supporting modernization of education systems to become more relevant to the needs of a global knowledge-based economy. The education sector in Mauritius has been a dynamic one, constantly changing with the growing needs of the country. The Mauritius Tertiary education system itself has witnessed major growth from the first College of Agriculture set up in 1924 to date. The Government of Mauritius is aiming at increasing participation in the tertiary education sector from 42% in 2009 to 72% by 2015. There will soon be the creation of the first open university to cater for the demand of students for distance education courses. In addition, we also need to work in close collaboration with international organisations. There are a number of international drivers which can help towards achieving this target, namely; promoting tertiary education through distance mode, collaborating with international institutions such as UNESCO, Commonwealth of Learning (COL), IGNOU (India) and GUIDE (Italy) and participating in international forums in the field of education. Already a number of private international institutions in partnership with local institutions have been offering tertiary education mainly in the fields of management, law, finance, information technology, but more recently, in engineering also. COL (Canada) and IGNOU (India) have since long contributed much towards the progress of tertiary education in Mauritius. COL helped to set up the first distance education centre at the University of Mauritius in 1993. Educators have yet to benefit more with international collaborators which are involved with promoting tertiary education through the organisation of international conferences. Educators and policy makers however still have much to benefit from the international meeting of experts involved in the field of education, through the participation in international conferences and workshops. This paper aims at highlighting the potential role of educational platforms (PCF, GUIDE, The Learner), in the tertiary educational sector, with emphasis on the benefits they offer particularly to small islands.

Using the Ansoff Matrix to develop strategies for Tertiary education in Mauritius

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ABSTRACT

Mauritius is aiming to become a knowledge hub in the near future. In this context, it has to further develop its tertiary education sector. The strength and weaknesses have to be analysed to develop appropriate strategies for the further improvement of the services being provided. One of the tools that can be useful for this purpose is the Ansoff's matrix since it will help us to determine the appropriate strategy that is relevant for the Mauritian tertiary education sector. The purpose of this paper is to use the Ansoff's matrix in order to identify the various strategies that are available and recommend the best strategy that can be relevant for the Mauritian tertiary education sector. The conceptual framework that will be developed can be helpful to both academics and policy makers in taking the right decisions in their quest to further develop the tertiary education sector.

Keywords: Ansoff Matrix, Strategic Management and Tertiary Education

The Future of Higher Education

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ABSTRACT

The goal of Higher education has been changing over the years. The higher education system has evolved over a period of 400 years from one which was meant for a very select few to one which is trying to address the needs of the mass. Over the years the system was expanded to cater for the socio-economic needs of the country. The needs of the new global knowledge economy is going to be quite different from the one we are used to which emphasized a different model of development. Knowledge is the most highly valued commodity in the global economy. Nations have very little choice than to increase their mass of knowledge by investing in Research and Development (R&D) and in the development of the higher education sector. However the road ahead seems to be very different from the one we have been treading up to now.

We moved from the stone age to an agricultural economy, and to an industrial economy and a service economy over the last centuries. Many of the countries in the developing world are still dependent on agriculture for their survival and have at the same time to adapt to the modern knowledge economy, putting a lot of stress on the system of education, specially higher education.   Resources are scarce and the higher education sector which is very often also responsible for R&D has been the one which has suffered the most during the structural adjustment period most of the developing countries went through over the last decades.

Based on available data and information it is observed that the developed world has an advantage in the provision of higher education as they have many institutions built over centuries catering for their needs. However, they too, are finding themselves in the difficult situation to meet the fast evolving needs of the knowledge economy mostly because of uncertainty in their financing. The situation in the developing countries is worse as many of these countries are still struggling to provide universal primary education while they need to develop their higher education sector and R&D to catch up in this very competitive world.
 The existing model of higher education is finding it difficult to meet the demands of the system, in terms of the curriculum, access, quality assurance, monitoring and R&D.

Luckily, the advent of information and communication technology (ICT) and the internet have provided us the tools for adapting to the new challenges. Thus we have to revamp completely our vision for the development of the tertiary education sector – a complete paradigm shift is needed. Information and communication technology, the use of the internet and regional partnerships will provide the means to meet the demands of the new system at a much lower cost.

The future of higher education will be different from the traditional system we have been used to. Expanding the present model and doing piecemeal adaptation will not lead us far. A new system and a new model also making use eLearning, tutoring and counseling is evolving, to meet the demands of the knowledge economy. Innovative means with research transforming innovative ideas into products and services have to be put into place to meet the demands of the future.