

# **COUNCIL ON HIGHER EDUCATION**

## **STRATEGIC PLAN 2010/11-2014/15**



**November, 2010**

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## ANNEXES

1. List of delegates that attended the one day workshop held on 28<sup>th</sup> September 2010 to validate the findings of the situational analysis
2. List of delegates that attended the Strategic Planning workshop on 29<sup>th</sup> and 30<sup>th</sup> September 2010

## **LIST OF ACRONYMS**

AIDS	Acquired Immuno Deficiency Syndrome
CAS	Centre for Accounting Studies
CHE	Council on Higher Education
CHAL	Christian Health Association of Lesotho
COSC	Cambridge Overseas School Certificate
CSF	Critical Success Factor
DTEP	Distance Teacher Education Programme
HE	Higher Education
HEQAC	Higher Education Quality Assurance Committee
HIV	Human Immunodeficiency Virus
HR	Human Resources
ICT	Information Communication Technology
IDM	Institute of Development Management
IE	Institute of Education
IEMS	Institute of Extra-Mural Studies
ISAS	Institute of Southern African Studies
LAC	Lesotho Agricultural College
LCE	Lesotho College of Education
LIPAM	Lesotho Institute for Public Administration and Management
LP	Lerotholi Polytechnic
LUCT	Limkokwing University of Creative Technology
MOET	Ministry of Education and Training
MOFDP	Ministry of Finance and Development Planning
M&E	Monitoring and Evaluation
NMDS	National Manpower Development Secretariat
NHTC	National Health Training College
NUL	National University of Lesotho
SADC	Southern African Development Community
SWOT	Strengths, Weaknesses, Opportunities and Threats

## **Foreword**

Lesotho, like all other countries, is concerned about improving its economy and the life of Basotho in general. It has become evident that higher education is one of the key players that could contribute to accelerate the economic growth and alleviate and/or eradicate poverty. This means that more Basotho aspire to enrol in higher education of good quality that recognises developments in the subsector including information and communication technologies as a critical enabler.

Through this strategic plan, the Council on Higher Education (CHE) will endeavour to develop structures, policies, guidelines and strategies that will ensure execution of its mandate. These efforts will facilitate and encourage strengthening of management structures that will promote and assure quality education in higher education institutions. Through the strategic plan the CHE will make efforts to ensure that higher education is responsive to the national needs while also recognising and respecting the authority and autonomy of the institutions as well as their governing bodies.

The strategic plan is intended to provide a common understanding of the mandate of CHE to all stakeholders. While the Higher Education Act of 2004 articulates the functions of CHE, the strategic plan goes further to provide the long-term vision, mission, core values, and strategic objectives of the CHE.

The strategic plan is also a response to today's environment where organisations and their governing bodies are held accountable for fulfilling the organisational goals. The plan therefore defines the strategic direction of the CHE against which the performance can be monitored and evaluated. A detailed operational plan and a performance monitoring framework have also been developed to guide the monitoring and evaluation process.

The situational analysis of the environment in which CHE is operating was undertaken through consultations with different stakeholders that included the higher education institutions who are the CHE primary clients. This formed the basis of the challenges that the CHE needs to address in order to achieve its mandate. Members of the Council and Higher Education Quality Assurance Committee participated actively in the development of the strategic plan. It is important to acknowledge the inputs and contributions of all those who participated in the process because without their efforts the project could not have been a success.

As the Council, we believe that this strategic plan will go a long way in ensuring proper execution of the regulatory, policy and strategy development and funding mandates of CHE. However, the challenges facing CHE cannot be overcome unless members of the Council, Committees of Council and the Staff at the Secretariat focus their energies on implementation and monitoring of the strategic plan. I therefore call upon all the categories listed and all relevant stakeholders, especially the existing and potential higher education institutions to work together in tackling the challenges of higher education.

**Dr Samuel Motlomelo**  
**Chairman – CHE**

## **1.0 BACKGROUND AND CONTEXT**

### **1.1 Introduction**

The Higher Education Act No.1 of 2004 provides for the regulation of higher education in Lesotho through the establishment of the Council on Higher Education (CHE). The specific functions of the Council as outlined in the Act are to:

- Monitor the implementation of the policy on higher education institutions;
- Publish information regarding developments on higher education on a regular basis;
- Promote access of students to higher education institutions; and
- Perform any other function that is conferred on or assigned to it in terms of the Act or delegated or assigned to it by the Minister of Education and Training.

Eleven members of the Council, including its Chairperson, were appointed in 2008 to operationalize the Act. As a first step towards operationalizing the Act, the Council appointed the Chief Executive to become head of the Council's Secretariat in January 2010. The Chief Executive is the twelfth member of the Council, and is *ex-officio*.

The Act further provides for the establishment by CHE of the Higher Education Quality Assurance Committee (HEQAC) to perform quality promotion and quality assurance functions. HEQAC has fifteen (15) members and all of them have been appointed, including the Chairperson.

In its endeavors towards attaining full and comprehensive operationalization of the Higher Education Act, CHE has developed this 5-year Strategic Plan. The plan will guide its operations and activities towards improving its effectiveness and efficiency as an apex body that has been established to regulate higher education in the country.

## **1.2 An Overview of Higher Education in the Country**

Higher education in Lesotho is broadly perceived to be a tertiary level of education that includes all post-high school education with a minimum continuous duration of at least two academic years. Higher education as a sub-sector of education in Lesotho is entrusted with the responsibility of training and supplying high level human resources for national development. This sub-sector consists of several public and private institutions. Amongst the public institutions there is the National University of Lesotho (NUL); Lesotho College of Education (LCE); Lerotholi Polytechnic (LP); Lesotho Agricultural College (LAC); National Health Training College (NHTC); Institute of Development Management (IDM); Lesotho Institute for Public Administration and Management (LIPAM); and Centre for Accounting Studies (CAS).

Only three of these are regarded as major institutions of higher learning. NUL is the highest and largest academic institution in the country. It offers a wide range of programmes at both undergraduate and postgraduate levels in the Faculties of Agriculture, Education, Health Sciences, Humanities, Law, Social Sciences, and Science and Technology. NUL also houses three institutes namely, the Institute of Education (IE) which undertakes research in education and offers in-service training for practicing teachers, the Institute of Extramural Studies (IEMS), which offers part-time diploma and degree programmes in adult education, business studies and mass communication, and Institute of Southern African Studies (ISAS), which is a research centre for the University. The second largest institution of higher learning in the country is the Lesotho College of Education. LCE trains pre-primary, primary and secondary school teachers at both pre-service and in-service levels. The duration of diploma programmes that the College offers is three academic years. Through a Distance Teacher Education Programme (DTEP), the College offers a four-year diploma for unqualified full-time practicing teachers. The third largest institution is the Lerotholi Polytechnic. LP has three Schools that offer diverse fields of study at diploma and certificate levels. These are the School of the Built Environment, the School of Engineering and

Technology, and the School of Enterprise and Management. The other institutions of higher learning namely, LAC, NHTC, IDM, LIPAM, and CAS offer certificate and diploma programmes in different fields of study in agriculture (LAC), health (NHTC), management development (IDM), accountancy (CAS), management and public administration (LIPAM). Almost all of these public institutions are entirely funded by the Government.

The private institutions are relatively small in number. They include the newly established Limkokwing University of Creative Technology (LUCT) and four schools of nursing owned by the Christian Health Association of Lesotho (CHAL) namely, Roma, Paray, Mapoteng and Scott. Limkokwing offers 3-year Associate Degree and 4-year Honors Degree programmes. The schools of nursing offer Diploma in Nursing and Midwifery.

Table1 below provides a summary of student enrollments in the various institutions of higher learning during the last three years:

Table1

<b>Institute</b>	<b>2008/9</b>	<b>2009/10</b>	<b>2010/11</b>
LP	1640	1874	2200
LCE	3788	3752	4437
NUL	10468	11565	11425
NHTC	325	345	291
LAC	701	592	659
CAS	1217	1359	1482
LUCT	1045	2361	3112
Scott	55	83	87
Roma	85	89	90
Maluti	102	111	120
Paray	48	70	84
<b>TOTALS</b>	<b>19 474.00</b>	<b>22 201.00</b>	<b>23 987.00</b>

In addition to students that enrolled in the local institutions of higher learning provided in Table 1 above, consultants sought to obtain numbers of students that were studying in institutions of higher learning outside the country from the National Manpower Development Secretariat (NMDS) during 2008/9, 2009/10, and 2010/1. They were however informed that such records were not readily available. The only records that were made available to consultants were those of new student placements into various institutions outside the country summarized in Table 2 below.

Table 2

<b>2008/9</b>	<b>2009/2010</b>	<b>2010/11</b>
791	697	257

*(Source: NMDS records)*

Government of Lesotho is currently the main provider of funding of higher education public institutions for both capital and recurrent expenditure.

Table 3 below provides a summary of the budget allocations for the financial years 2008/9 to 2010/11.

Table 3

<b>Year</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
Budget	186,100,000.00	196,235,019.00	134,449,190.00

*(Source: MOET Expenditure Budget files)*

In addition to providing funding for capital and recurrent expenditure of the higher education public institutions, the Government also pays student fees to higher education public and private institutions under a student bursary scheme.

Table 4 below provides figures showing amounts spent on student fees for the period 2008/09 to 2010/11, for students attending higher education institutions inside and outside the country.

Table 4

<b>Year</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
Budget	328,524,520.00	362,659,550.00	448,653,641.00

*(Source: NMDS records)*

## **2.0 METHODOLOGY**

A 2-step approach was used in the development of the CHE Strategic Plan 2010/11-2014/15. The first step entailed a situational analysis of the environment in which CHE is operating. The purpose of the situational analysis was to describe and analyze the situation within which CHE is operating, identify pertinent issues that were to be considered when developing the strategic plan, and document good practices in the governance of higher education in countries inside and outside the Southern African region. The analysis entailed a review of documents and holding of in-depth interviews and focus group discussions with various stakeholders involved in higher education. A report of the findings of the situational analysis was presented for validation by stakeholders in a one-day workshop held on 28<sup>th</sup> September 2010. Subsequent to their validation, the findings of the situational analysis were taken into consideration when developing the CHE Strategic Plan 2010/11-2014/15.

The second step was the holding of a two-day strategic planning workshop by members of CHE and HEQAC on September 29<sup>th</sup> and 30<sup>th</sup>, 2010, in which this strategic plan was formulated.

### **3.0 RATIONALE AND PURPOSE OF THE CHE STRATEGIC PLAN 2010/2011-2014/15**

In today's regulatory environments, governance bodies (Boards, Councils etc.) of non-profit making organizations are held accountable for appropriately fulfilling their fiduciary duties. One such fiduciary duty is to oversee the operations of their organizations. In order to become effective in playing this oversight role, the governance bodies assist management to set and monitor the organization's strategic direction. The principal representation of the strategic direction is the strategic plan.

As a new Council, CHE has found it imperative to define its own strategic direction by developing this strategic plan. Among other issues, the strategic plan articulates CHE's mission, its core values, a long-term vision, and shorter-term strategic objectives. Through defining its mission, CHE provides its stakeholders with a common understanding of its mandatory business. The core values define norms, standards and principles that CHE will uphold in its business undertakings, whilst the long-term vision defines the destination which the latter aims to reach in its journey towards becoming an effective regulator of higher education in the country. The shorter-term strategic objectives are specific changes that CHE plans to attain during the period of the implementation of strategic plan.

#### **4.0 CHALLENGES FACING THE COUNCIL ON HIGHER EDUCATION**

In preparing for the formulation of the strategic plan, a situational analysis study that was undertaken revealed a list of challenges that may hamper its effectiveness. The findings of the study were discussed and amendments were made by stakeholders in a one-day validation workshop that preceded the strategic planning workshop. Below are lists of challenges identified under each of the areas that were investigated during the study:

##### *a) Legal and policy framework*

- Inappropriate definition of Higher Education in the Higher Education Act.
- Lack of clarity on the role of CHE in the formulation of both the higher education policy and the policy on the funding of higher education.

##### *b) Operationalization of CHE*

- Limited institutional capacity of the Secretariat.
- Poor attendance of Council meetings.
- Absence of a policy on higher education.

##### *c) Governance of higher education*

- Existence of conflicting roles and responsibilities between CHE and the Tertiary Education Sector of the MOET.
- Absence of a policy on governance of Higher Education Institutions.
- Unclear mechanisms for integrating legally established regulatory professional bodies into CHE governance structures.

##### *e) Funding of higher education*

- Declining funding of higher education to support expansion of existing higher education programmes and/or introduction of new ones.

*f) Access to higher education*

- Limited capacity of institutions of Higher Learning.
- Poor COSC results in Mathematics, Science, and English Language.
- Limited career choices for students in institutions of higher learning.

*g) Quality and relevance of higher education*

- Inappropriate block classification of higher education institutions.
- High representation of MOET in HEQAC.
- Limited professional capacity of HEQAC as presently constituted.
- Exclusion from CHE structures of existing legally constituted bodies that perform accreditation functions.
- Disparity between some programmes offered by higher education institutions and market needs.

*h) Development of higher education*

- Limited financial resources to support the development of high quality programmes.
- Inability to recruit and retain teaching staff of high quality by the institutions of higher learning.
- Absence of an appropriate and flexible policy on governance of the institutions of higher learning.
- Absence of a comprehensive infrastructure development plan for higher education institutions.
- Absence of an overarching national manpower development plan for the country.

The above challenges were taken into consideration when developing the CHE Strategic Plan 2010/11-2014/15.

## 5.0 CHE SWOT ANALYSIS

During the strategic planning workshop, delegates undertook analyses of both the internal and external environments surrounding CHE, using the SWOT analysis technique. The results of the analysis guided delegates in selecting strategic options that were to be considered in formulating the strategic plan. Below are the results of the SWOT analysis.

<b><u>STRENGTHS</u></b>	<b><u>WEAKNESSES</u></b>
<ul style="list-style-type: none"> <li>• CHE has been legally established through an act of Parliament, which prescribes its mandate, and the Council has strong corporate governance structures.</li> <li>• The Council membership is well balanced with requisite skills, diverse competencies, and occupational backgrounds.</li> <li>• All management structures of CHE are in place: All members of CHE and HEQAC are in place and the Executive Manager of the Secretariat has been appointed.</li> <li>• The Ministry of Education is well represented within the structures of CHE. This will enable CHE to get the necessary support at ministerial level.</li> <li>• CHE is starting on a clean slate – carries no unwanted baggage / negative history.</li> <li>• Government provides financial support to CHE.</li> </ul>	<ul style="list-style-type: none"> <li>• CHE is highly dependent on government subvention for its finances.</li> <li>• The Secretariat is not adequately resourced in terms of               <ul style="list-style-type: none"> <li>- Physical Infrastructure,</li> <li>- Staff numbers</li> <li>- Budget allocation.</li> </ul> </li> <li>• There are inadequate policy guidelines (operational).</li> <li>• Poor attendance of Council meetings by some members.</li> <li>• The chairperson of CHE is not full-time in the position.</li> <li>• The general public and other key stakeholders do not yet understand the mandate of CHE.</li> <li>• Employers including the Ministry of Public Service are not particularly represented in the membership of CHE.</li> <li>• There is insufficient experience in regulating Higher Education Institutions among members of CHE, and there is no institutional history in the country to draw from.</li> <li>• CHE has no linkages with other similar bodies either regionally or internationally, for purposes of collaboration.</li> </ul>

<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• CHE can improve higher education in the country, through enhancing the quality of post secondary education.</li> <li>• Improved post secondary education will contribute significantly to the economic growth of the country.</li> <li>• CHE can take advantage of existing SADC protocols to establish linkages with other bodies performing similar functions to those of CHE.</li> <li>• There is an availability of established similar bodies within the region and elsewhere from whom CHE can learn through networking for purposes of its development.</li> <li>• There are other statutory accrediting bodies in the country that CHE can collaborate with in fulfilling its mandate. These are the Lesotho Institute of Accountants, the Medical Council of Lesotho, and the Lesotho Nursing Council.</li> <li>• In collaboration with its key stakeholders namely, institutes of higher learning, CHE has the potential for fund raising.</li> <li>• There is willingness amongst the higher education institutions to collaborate with CHE.</li> <li>• CHE enjoys financial and political support from government.</li> </ul>	<ul style="list-style-type: none"> <li>• There is inadequate funding (subvention) due to recession and a constrained national budget, due to the economic situation of the country.</li> <li>• Financial support from government may not be sustainable.</li> <li>• CHE may be susceptible to changing priorities due to changing government priorities.</li> <li>• The autonomy of CHE is limited, by its founding act.</li> <li>• There is no policy of higher education.</li> <li>• There is no national manpower development plan, to guide the sector.</li> <li>• There are misconceptions about role of CHE within the higher education sector.</li> <li>• HIV and AIDS has a negative impact on human resources and students.</li> <li>• There are inconsistencies in the remuneration of Council members as specified by the founding act.</li> <li>• CHE has to compete for scarce human resources with other bodies performing similar functions in the region.</li> </ul>

## **6.0 CHE STRATEGIC PLAN 2010/11 – 2014/15**

This section presents the 5-year strategic plan comprising the following:

- Vision
- Mission
- Corporate values
- Conditions critical to the success of the plan
- Focal Areas, Strategic Objectives and Strategies

### **6.1 Vision**

By 2020, the Council on Higher Education will have developed a system of higher education that is effectively regulated, well coordinated, accessible, equitable and relevant to the development needs of Lesotho.

### **6.2 Mission**

To facilitate the creation of an enabling environment that defines, promotes and maintains academic excellence in higher education in the country in order to advance national development and instill public confidence in the sub-sector.

### **6.3 Corporate Values**

To realise our vision and achieve our mission, we shall adhere to the following values in all our dealings with our stakeholders:

- **Integrity**

We strive for honesty, fairness and objectivity in all our dealings with higher education institutions and other stakeholders.

- **Professionalism**

We are committed to upholding and maintaining high standards of professionalism when providing services to higher education institutions.

- **Accountability and Transparency**

We are committed to being fully accountable to those we serve, and strive to become transparent, tolerant, respectful, and sensitive in leading the transformation of higher education in the country.

- **Teamwork and Innovation**

We endeavour to be a learning organisation which values the combined strength of its team as well as other points of view in pursuit of quality and creativity in higher education.

- **Partnerships**

We value the collective wisdom that emerges from sustainable and beneficial partnerships with public and private organizations both locally and internationally.

- **Good Corporate Governance**

We dedicate ourselves to good governance by upholding such principles as responsibility, honesty, trust, openness, performance orientation, and respect for others.

#### ***6.4 Conditions critical to the success of the strategic plan***

Critical Success Factors (CSF) are conditions on which successful implementation of the CHE Strategic Plan 2010/11-2014/15 will depend. These conditions include:

- **Leadership and political commitment**

It is critical for the political leadership to be fully committed to successful implementation of the Higher Education Act No.1 of 2004 by supporting plans and activities undertaken by CHE.

- **Availability of resources**

It is vital that adequate resources (finance, human, infrastructure, transport, technology) be available to CHE for it to fulfill its mandate of regulating higher education in the country.

- **Good governance and accountability**

Success of CHE in meeting the requirements of its mandate depends in part on how well it is governed by those designated to do so. It is critical therefore that the governing structures of CHE (Council on Higher Education, Higher Education Quality Assurance Committee, and the Secretariat) should possess appropriate competencies required for their tasks.

- **Cooperation by institutions of higher learning**

Level of cooperation of institutions of higher learning with CHE will determine the extent to which the latter will succeed in achieving its goals. It is therefore important that CHE works very closely with the institutions in implementing its mandate.

- **Effective communication**

In order for CHE to become successful in fulfilling the requirements of its mandate, it is critical that a clear and effective communication process be established and facilitated. This will enable a smooth flow of information between itself, institutions of higher learning, and other relevant stakeholders.

- **Commitment of Councilors**

The level of commitment of members of the Council is essential to the success of the latter in implementing its mandate. It is therefore critical that all members of the Council show commitment and provide dedicated and selfless service to the latter.

### ***6.5 Focal Areas, Strategic Objectives and Strategies***

CHE will address the following ten focal areas during the implementation of its Strategic Plan 2010/11-2014/15:

1. Strengthening the governance capacity of CHE;
2. Building the capacity of the CHE Secretariat;
3. Developing quality assurance systems and mechanisms;
4. Raising public and stakeholder awareness about CHE and its operations, as well as developments in higher education;
5. Mobilizing resources for CHE;
6. Reviewing the legislative framework;
7. Collaborating and cooperating with other organizations;
8. Developing facilitating policies;

9. Managing the spread of HIV and AIDS in Institutions of Higher Learning;
10. Monitoring and evaluating the strategic plan.

**Strategic objectives** to be attained under each focal area and corresponding **strategies** are outlined below.

***Focal Area 1: Strengthening the governance capacity of CHE***

**Strategic objective 1.1:** The capacity of members of CHE enhanced to ensure good governance.

**Rationale**

The CHE comprises members that are new to the responsibility of regulating higher education. In order to ensure good governance, Council members need to be empowered with full knowledge and understanding of higher education regulatory frameworks.

**Strategies**

- Provide members of Council with training and exposure to best corporate governance practices, principles and values.
- Develop and implement a performance management system for the Council.
- Develop a code of conduct for members of the Council.
- Develop operational procedures to guide activities of the Council.

***Focal Area 2: Building the capacity of the CHE Secretariat***

**Strategic objective 2.1:** The capacity of the Secretariat strengthened to empower it to effectively facilitate and coordinate the regulation of higher education on behalf of the Council.

## **Rationale**

The CHE Secretariat is the executing arm of the Council. For the Secretariat to become fully functional and effective in providing the leadership and guidance expected of it, there is a need to strengthen its technical and organizational capacities.

## **Strategies**

- Employ a full complement of competent, resourceful, and innovative staff.
- Continuously upgrade skills of new and existing staff.
- Develop a competitive reward system in order to attract and retain high caliber professional staff.
- Secure appropriate working office space to house the CHE Secretariat.
- Procure requisite office equipment for the operations of the Secretariat including information and communication technology.
- Develop and implement operational policies for the Secretariat.
- Seek and acquire technical support from external donor agencies/cooperating partners to provide assistance to the Secretariat.

## ***Focal Area 3: Developing quality assurance systems and mechanism***

**Strategic objective 3.1:** HEQAC operational and effective

## **Rationale**

The organizational effectiveness of CHE relies in part on the operational efficiency and effectiveness of HEQAC. Delays in getting HEQAC functional, has meant that, although CHE has been in place since 2008, the body has not begun addressing its principal responsibility of quality promotion and assurance among higher education institutions. Any further delays in getting HEQAC operational will continue to render CHE ineffective.

## **Strategies**

- Develop an operational plan for HEQAC.
- Conduct a baseline survey among institutions of higher learning to establish the status of quality assurance.
- Develop and implement a quality assurance plan for higher education institutions.
- Develop the capacity of HEQAC members in quality assurance issues.
- Develop and implement a performance management system for HEQAC.
- Develop a database of higher education quality assurance skills in the country.
- Engage experts to undertake quality assurance assignments in higher education institutions.
- Collaborate with the existing professional bodies namely, the Lesotho Nursing Council, the Lesotho Institute of Accountants, and the Medical Council of Lesotho to participate in undertaking quality assurance assignments in higher education institutions.

### ***Focal Area 4: Raising public and stakeholder awareness about CHE and its operations, as well as developments in higher education***

**Strategic objective 4.1:** Stakeholders and members of the public are knowledgeable about CHE and its operations, as well as programmes and activities of higher education institutions.

#### **Rationale**

The Council on Higher Education is a new institution dedicated to facilitating the development of higher education in the country. For its role to be accepted and appreciated by its stakeholders and members of the general public, it needs to make itself known and well understood by all. It also needs to promote and maintain the critical value of higher education in national development.

## **Strategies**

- Regularly disseminate information about CHE, its operations, and developments.
- Conduct a baseline survey of all higher education institutions and document their profiles and programmes.
- Regularly disseminate information on developments in higher education, including findings of research conducted by the latter.

### ***Focal Area 5: Mobilizing resources for CHE***

**Strategic objective 5.1:** An effective resource mobilization and utilization strategy in place for successful regulation and monitoring of the higher education sub-sector.

#### **Rationale**

Given the economic recession that the country is currently experiencing which is expected to last for the next few years, it will be difficult for the government to provide adequate resources to support the operations of CHE. It is therefore crucial that CHE finds other alternative ways of obtaining resources.

#### **Strategies**

- Identify resource needs of CHE.
- Develop and implement a resource mobilization plan.

### ***Focal Area 6: Reviewing the legislative framework***

**Strategic objective 6.1:** An enabling legal environment to facilitate the operations of CHE in place.

#### **Rationale**

The law that establishes the Council on Higher Education was promulgated in 2004, and members of the Council were appointed four years later in 2008. A close examination of the law has revealed that it does have some deficiencies. If not addressed, these deficiencies may impact negatively on

the work and development of CHE as a regulator of higher education in the country.

### **Strategies**

- Advocate for a review and amendment of the Higher Education Act No.1 of 2004 in order to address deficiencies that may hinder the operations of the Council on Higher Education.

### ***Focal area 7: Collaborating and cooperating with other organizations***

**Strategic objective 7.1:** Collaboration and cooperation established between CHE and well-established equivalent bodies inside and outside the Southern African region, and also between CHE and higher education institutions to enhance its organizational effectiveness.

### **Rationale**

As a new institution charged with the major responsibility of facilitating the development of higher education in the country, CHE requires all kinds of assistance it can get in order to become effective. There is a lot that CHE can learn through collaboration with well-established bodies with similar functions outside the country.

### **Strategies**

- Identify reputable bodies with functions similar to CHE in the Southern African region and abroad.
- Establish collaborative linkages with the higher education regulating bodies.
- Develop working relations between CHE and institutions of higher learning locally.

### ***Focal Area 8: Developing facilitating policies***

**Strategic objective 8.1:** Appropriate policies in place to ensure effective regulation of higher education in the country.

#### **Rationale**

The Higher Education Act No.1 of 2004 indicates that CHE will advise the Minister of Education and Training on the development of policy on higher education, as well as the policy on funding of higher education. Both these policies are still to be developed. Implementation of the policy on higher education is one of the major responsibilities of CHE. It is therefore critical that the two policies be expeditiously developed to ensure CHE's effectiveness.

#### **Strategies**

- Facilitate the development of the higher education policy.
- Develop a monitoring and evaluation framework for the implementation of the higher education policy.
- Advocate for the development of a policy on funding of higher education.
- Develop a monitoring and evaluation framework for the implementation of the policy on funding of higher education.

### ***Focal Area 9: Managing the spread of HIV and AIDS in institutions of higher learning***

**Strategic objective 9.1:** HIV and AIDS policies and implementation plans in place within institutions of higher learning.

#### **Rationale**

With an estimated HIV and AIDS prevalence rate of 23.2% (UNAIDS 2007), Lesotho is ranked the third highest country in the world. The national response to HIV and AIDS calls on all sectors to devise mechanisms through

which the spread of the disease can be arrested. It is therefore imperative that institutions of higher learning develop and maintain appropriate policies and strategies to fight against the spread of the pandemic.

### **Strategies**

- Facilitate a review of existing HIV and AIDS policies and the development of new ones in institutions where they do not exist.
- Facilitate the standardization of HIV and AIDS institutional policies and strategies.

### ***Focal Area 10: Monitoring and evaluating the strategic plan***

**Strategic objective 10.1:** CHE Strategic Plan 2010/11-2014/15 effectively monitored and evaluated.

### **Rationale**

In order to establish whether planned outcomes are being attained through the implementation of the strategic plan, it is important that close monitoring and evaluation of the plan be conducted.

### **Strategies**

- Develop and implement a performance monitoring framework for the strategic plan.
- Evaluate the effectiveness of the strategic plan.

## 7.0 LOGICAL FRAMEWORK FOR CHE STRATEGIC PLAN 2010/11 –2014/15

<b>1: Strengthening the governance capacity of CHE</b>				
<b>Strategic objective 1.1:</b> The capacity of members of CHE enhanced in order to ensure good governance.				
<b>Strategies</b>	<b>Verifiable Indicators</b>	<b>Means of Verification</b>	<b>Risks and Assumptions</b>	
1.1.1 Provide members of Council with training and exposure to best corporate governance practices, principles and values	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>CHE annual training plans in place</li> <li>Number of Councilors trained in corporate governance per annum</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Active participation of all Councilors in discussions and debates during meetings</li> <li>Reduction in incidents of bad corporate governance by Council members</li> </ul>	<ul style="list-style-type: none"> <li>Training reports</li> <li>Council minutes</li> <li>CHE performance reports</li> <li>annual review</li> </ul>	<ul style="list-style-type: none"> <li>Commitment of Council members</li> <li>Availability of funds</li> </ul>	
1.1.2 Develop and implement a performance management system for the Council	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Council guidelines and procedures on monitoring and evaluation of its performance in place</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>High success rate in meeting annual targets</li> </ul>	<ul style="list-style-type: none"> <li>Council policy and procedures manual</li> <li>CHE performance reports</li> <li>annual review</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation by Council members</li> </ul>	

<p>1.1.3 Develop and implement a code of conduct for members of the Council</p>	<p>set by CHE</p> <p><u>Output</u></p> <ul style="list-style-type: none"> <li>Code of conduct for Councilors in place</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Minimal cases of non-compliance by Councilors per quarter</li> </ul>	<ul style="list-style-type: none"> <li>CHE policy and procedures manual</li> <li>CHE performance reports</li> <li>CHE policy and procedures manual</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation by Council members</li> </ul>
<p>1.1.4 Develop operational procedures to guide activities of the Council</p>	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Guidelines to guide Council operations in place</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>High achievement rate in conducting the business of the Council</li> </ul>	<ul style="list-style-type: none"> <li>CHE performance report</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation by Council members</li> </ul>
<p><b>2. Building of the capacity of the CHE Secretariat</b></p>			
<p><b>Strategic objective 2.1:</b> The capacity of the Secretariat strengthened to empower it to effectively facilitate and coordinate the regulation of higher education on behalf of the Council.</p>			
<p>2.1.1 Employ a full complement of competent, resourceful, and innovative staff</p>	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>List and positions of appointed professional staff</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Increased delivery of services by the</li> </ul>	<ul style="list-style-type: none"> <li>HR Files</li> <li>Annual reports of the</li> </ul>	<ul style="list-style-type: none"> <li>Availability of funds</li> <li>Availability of skilled candidates</li> <li>Staff commitment</li> </ul>

	Secretariat per annum	Secretariat	
2.1.2 Continuously upgrade skills of new and existing staff	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Annual training plans in place</li> <li>Number of trained staff members per annum</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Improved quality of services provided by the Secretariat.</li> </ul>	<ul style="list-style-type: none"> <li>Training Reports</li> <li>Annual performance reports of the Secretariat</li> </ul>	<ul style="list-style-type: none"> <li>Availability of Funds</li> <li>Staff commitment</li> </ul>
2.1.3 Develop a competitive reward system in order to attract and retain high caliber professional staff	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Approved salary structure</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Minimal professional staff attrition rate per annum</li> </ul>	<ul style="list-style-type: none"> <li>HR files</li> <li>Annual performance reports of the Secretariat</li> </ul>	<ul style="list-style-type: none"> <li>Availability of funds</li> </ul>
2.1.4 Secure appropriate working office space to house the CHE Secretariat	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>List of offices available</li> <li>Number of staff appropriately housed</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Improved quality of services provided by the secretariat</li> </ul>	<ul style="list-style-type: none"> <li>Contract of occupancy</li> <li>Annual performance reports of the Secretariat</li> </ul>	<ul style="list-style-type: none"> <li>Availability of funds</li> <li>Availability of suitable offices for rental</li> </ul>
2.1.5 Procure requisite office equipment for the operations of the Secretariat including information and	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Fully furnished offices</li> <li>Details of ICT installations</li> <li>Number of staff that</li> </ul>	<ul style="list-style-type: none"> <li>CHE office and equipment inventory</li> </ul>	<ul style="list-style-type: none"> <li>Availability of funds</li> </ul>

<p>communication technology</p>	<p>have access to appropriate office equipment</p> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Improved quality of services provided by the Secretariat per annum</li> </ul>	<ul style="list-style-type: none"> <li>Annual performance reports of the Secretariat</li> </ul>	
<p>2.1.6 Develop and implement operational policies for the Secretariat</p>	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Approved operational policies for human resources, financial management, assets, etc.</li> <li>Degree of compliance by staff members to the various policies per quarter</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Improved efficiency in the operations of the Secretariat</li> </ul>	<ul style="list-style-type: none"> <li>CHE Secretariat policy manual</li> <li>Quarterly reports of the Secretariat</li> </ul>	<ul style="list-style-type: none"> <li>Availability of external expertise in policy development</li> <li>Availability of funds</li> <li>Cooperation by staff members</li> </ul>
<p>2.1.7 Seek and acquire technical support from external donor agencies/cooperating partners to provide assistance to the Secretariat</p>	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Number of technical experts assigned to the CHE Secretariat per annum</li> <li>Signed performance contract</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Improved quality of</li> </ul>	<ul style="list-style-type: none"> <li>HR files</li> <li>Annual performance reports of the Secretariat</li> </ul>	<ul style="list-style-type: none"> <li>Willingness of cooperating partners to support CHE</li> <li>Cooperation by MOET</li> <li>Availability of technical experts</li> </ul>

	services provided by the Secretariat per annum.		
<b>3: Developing quality assurance systems and mechanisms</b>			
<b>Strategic objective 3.1: HEQAC operational and effective</b>			
3.1.1 Develop an operational plan for HEQAC	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Annual work plan for HEQAC in place</li> <li>Operational procedures and guidelines in place</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Improved effectiveness of HEQAC</li> </ul>	<ul style="list-style-type: none"> <li>HEQAC manual of guidelines and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Commitment of HEQAC members</li> </ul>
3.1.2 Conduct a baseline survey among institutions of higher learning to establish the status of quality assurance	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>TOR for the baseline survey</li> <li>Findings of the baseline survey</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Data bank on status of quality assurance in the various institutions of higher learning</li> </ul>	<ul style="list-style-type: none"> <li>Baseline survey report</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation by Institutions of Higher Learning</li> <li>Availability of funds</li> </ul>
3.1.3 Develop the capacity of HEQAC members in quality assurance issues	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>HEQAC annual training plans in place</li> <li>Number of members trained in quality assurance issues per annum</li> </ul>	<ul style="list-style-type: none"> <li>Training reports</li> </ul>	<ul style="list-style-type: none"> <li>Commitment of HEQAC members</li> <li>Availability of funds</li> </ul>

		<p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Increased involvement of all members in quality assurance discussions and debates</li> </ul>	<ul style="list-style-type: none"> <li>HEQAC minutes</li> <li>HEQAC annual performance review reports</li> </ul>	
3.1.4 Develop and implement a performance management system for HEQAC	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>HEQAC procedures and guidelines on monitoring and evaluation of its performance in place</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>High success rate in meeting set annual targets by HEQAC</li> </ul>	<ul style="list-style-type: none"> <li>HEQAC manual of guidelines and procedures</li> <li>HEQAC performance reports</li> <li>HEQAC annual review</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation by HEQAC members</li> </ul>	
3.1.5 Develop and implement a quality assurance plan for higher education institutions	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Quality assurance plan document in place</li> <li>Number of higher education institutions implementing quality assurance in their programmes per annum</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>% of higher education institutions that fully comply with quality assurance procedures</li> </ul>	<ul style="list-style-type: none"> <li>HEQAC quarterly progress reports</li> <li>HEQAC annual performance report</li> </ul>	<ul style="list-style-type: none"> <li>Availability of expertise in quality assurance</li> <li>Cooperation by institutions of higher learning</li> </ul>	

3.1.6 Develop a database of higher education quality assurance skills in the country.	and requirements per annum	<ul style="list-style-type: none"> <li>• HEQAC quarterly progress reports</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of local expertise in higher education assurance</li> </ul>
3.1.7 Engage experts to undertake quality assurance assignments in higher education institutions	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>• Data base/list of local experts possessing quality assurance skills and their profiles</li> </ul> <p><u>Output</u></p> <ul style="list-style-type: none"> <li>• Letters of appointments of quality assurance experts</li> <li>• Number of institutions of higher learning in which assurance work has been completed per quarter</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>• % of institutions of higher learning that fully comply with quality assurance requirements per annum</li> </ul>	<ul style="list-style-type: none"> <li>• HEQAC quarterly progress reports</li> <li>• HEQAC annual performance report</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness of experts to offer services to CHE</li> <li>• Availability of funds</li> </ul>
3.1.8 Collaborate with the existing professional bodies namely, the Lesotho Nursing Council, the Lesotho	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>• Memorandum of agreement between HEQAC and the various professional bodies</li> <li>• List of appointed</li> </ul>	<ul style="list-style-type: none"> <li>• HEQAC quarterly progress report</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation by professional bodies</li> <li>• Availability of funds</li> </ul>

<p>Institute of Accountants, and the Medical Council of Lesotho to participate in undertaking quality assurance assignments in higher education institutions</p>	<p>representatives of the various professional bodies to take part in quality assurance assignments of HEQAC</p> <ul style="list-style-type: none"> <li>List of quality assurance assignments completed per annum</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Enhanced delivery of quality assurance services by HEQAC</li> </ul>	<ul style="list-style-type: none"> <li>HEQAC annual performance report</li> </ul>	<ul style="list-style-type: none"> <li>Commitment of members of the designated quality assurance task group</li> </ul>
<p><b>Focal Area 4: Raising public and stakeholder awareness about CHE and its operations, as well as developments in higher education.</b></p>			
<p><b>Strategic objective 4.1:</b> Stakeholders and members of the public knowledgeable about CHE and its operations, as well as programmes and activities of higher education institutions</p>			
<p>4.1.1 Regularly disseminate information about CHE, its operations, and developments</p>	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Annual dissemination plan in place</li> <li>Number of dissemination activities completed per quarter</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Increased collaboration between CHE and stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Campaign reports</li> <li>CHE performance report</li> <li>CHE annual review</li> </ul>	<ul style="list-style-type: none"> <li>Availability of funds</li> <li>Cooperation by stakeholders</li> </ul>
<p>4.1.2 Conduct a baseline survey of all higher education institutions and document their profiles</p>	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>TOR for the baseline survey</li> <li>Findings of the</li> </ul>	<ul style="list-style-type: none"> <li>Baseline survey report</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation by Institutions of Higher Learning</li> <li>Availability of funds</li> </ul>

and programmes	baseline survey	<ul style="list-style-type: none"> <li>• CHE performance report</li> <li>• CHE annual review</li> </ul>	
4.1.3 Regularly disseminate information on developments in Higher Education, including findings of research	<p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>• Increased cooperation with CHE by higher education Institutions</li> </ul>	<p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>• Number of publications on higher education developments per quarter.</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>• Increased awareness and knowledge among members of the public about programmes and activities of institutions of higher learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation by Institutions of Higher Learning</li> <li>• Availability of funds</li> </ul>
<b>5: Mobilizing resources for CHE</b>			
<b>Strategic objective 5.1: An effective resource mobilization and utilization strategy in place for successful regulation and monitoring of the higher education sub-sector</b>			
5.1 Identify resource needs of CHE	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>• List and details of resource requirements of CHE</li> </ul>	<ul style="list-style-type: none"> <li>• CHE resource needs assessment report</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of funds</li> <li>• Availability of expertise to undertake the resource needs assessment</li> </ul>

5.2 Develop and implement a resource mobilization plan	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Inventory of resources acquired per quarter</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Improved delivery of services by CHE per annum</li> </ul>	<ul style="list-style-type: none"> <li>CHE progress reports</li> <li>CHE performance reports</li> </ul>	<ul style="list-style-type: none"> <li>Availability of funds</li> <li>Availability of expertise to undertake the resource needs assessment</li> </ul>
<b>Focal Area 6: Reviewing the legislative framework</b>			
<b>Strategic objective 6.1:</b> An enabling legal environment to facilitate the operations of CHE in place.			
<ul style="list-style-type: none"> <li>Advocate for a review and amendment of the Higher Education Act No.1 of 2004 in order to address deficiencies that may hinder the operations of the Council on Higher Education.</li> </ul>	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Proposed amendments</li> <li>Parliamentary draft amendment bill</li> <li>Amended Higher Education Act</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Improved organizational effectiveness of CHE</li> </ul>	<ul style="list-style-type: none"> <li>Report of the review of the Higher Education Act</li> <li>Cabinet whitepaper</li> <li>Government gazette</li> <li>CHE performance review report</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation by MOET</li> <li>Availability of legal expertise</li> <li>Availability of funds</li> </ul>
<b>7: Collaborating and cooperating with other organizations</b>			
<b>Strategic objective 7.1:</b> Collaboration and cooperation between CHE and well-established equivalent bodies inside and outside the Southern African region, and also between CHE and higher education institutions established to enhance its organizational effectiveness			
7.1.1 Identify reputable bodies with functions similar to CHE in the Southern African region and abroad	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>List and profiles of Higher Education regulatory bodies</li> </ul>	<ul style="list-style-type: none"> <li>CHE progress reports</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation by Higher Education regulatory</li> </ul>

7.1.2 Establish collaborative linkages with the Higher Education regulatory bodies	identified		bodies
<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Signed collaborative MOUs on partnerships with higher education regulatory bodies</li> <li>Number of collaborative activities undertaken with various higher education regulatory bodies per annum</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Enhanced confidence of CHE in carrying out its functions</li> <li>Recognition by regional and international organizations</li> <li>Enhanced credibility of CHE</li> </ul>	<ul style="list-style-type: none"> <li>CHE progress reports quarterly</li> <li>CHE performance report annual review</li> </ul>	<ul style="list-style-type: none"> <li>Availability of funds</li> <li>Cooperation by Higher Education regulatory bodies</li> <li>Availability of funds</li> </ul>	
7.1.3 Develop working relations between CHE and higher education institutions locally	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Number of higher education institutions that comply with the Higher Education Act No.1 of 2004 per annum</li> <li>Number and details of joint activities</li> </ul>	<ul style="list-style-type: none"> <li>CHE programme reports quarterly review</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation by Institutions of Higher Learning</li> </ul>

	completed between CHE and the institutions	<ul style="list-style-type: none"> <li>• CHE performance report</li> <li>• CHE annual review</li> </ul>	
<b>Focal Area 8: Developing facilitating policies</b>			
<b>Strategic objective 8.1 : Appropriate policies in place to ensure effective regulation of higher education in the country.</b>			
8.1.1 Facilitate the development of the higher education policy	<p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>• Improved collaboration between CHE and Institutions of Higher Learning</li> </ul>	<ul style="list-style-type: none"> <li>• MOET official files</li> <li>• CHE quarterly progress reports</li> <li>• CHE performance report</li> <li>• CHE annual review</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation by MOET</li> <li>• Availability of an overarching national manpower development plan for the country</li> <li>• Cooperation by Institutions of Higher Learning</li> </ul>
8.1.2 Develop and implement a monitoring and evaluation framework	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>• Number of higher education institutions that fully comply with the requirements of the higher education policy per annum</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>• Effective regulation of higher education in the country.</li> </ul>	<ul style="list-style-type: none"> <li>• CHE performance report</li> <li>• CHE quarterly</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of funds</li> </ul>

<p>for the implementation of the higher education policy</p>	<p>education institutions that have developed plans to implement the higher education policy</p> <ul style="list-style-type: none"> <li>• CHE M&amp;E plan for regulating higher education in place</li> <li>• Institutional progress reports on implementation of the higher education policy</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>• % increase in the number of higher education institutions that fully comply to the policy on higher education per annum</li> </ul>	<p>progress reports</p> <ul style="list-style-type: none"> <li>• CHE performance reports</li> <li>• CHE annual review</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation by Institutions of Higher Learning</li> </ul>
<p>8.1.3 Advocate for the development of a policy on funding of higher education.</p>	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>• Approved policy on funding of higher education in place</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>• Improved system of funding of higher education</li> </ul>	<ul style="list-style-type: none"> <li>• MOET official files</li> <li>• CHE performance review</li> <li>• CHE annual review</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation by MOET and MOFDP</li> </ul>

<p>8.1.4 Develop a monitoring and evaluation framework for the implementation of policy on funding of higher education</p>	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>• Annual financial audit reports of institutions of higher education</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>• Improved system of funding of higher education</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly financial statements of institutions of higher learning</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation by institutions of higher learning</li> </ul>
<p><b>9: Managing the spread of HIV and AIDS in Institutions of Higher Learning</b></p>			
<p><b>Strategic objective 9.1: HIV and AIDS policies and implementation plans in place within Institutions of Higher Learning.</b></p>			
<p>9.1.1 Facilitate a review of existing HIV and AIDS policies and the development of new ones in institutions where they do not exist</p>	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>• HIV and AIDS institutional policies and implementation plans in place</li> <li>• Progress reports on the implementation of plans</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>• Reduction in HIV infections and AIDS related illnesses among students and staff in all institutions of higher learning</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional HIV and AIDS programme monitoring reports</li> <li>• CHE performance reports</li> <li>• annual review</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation by Institutions of Higher Learning</li> <li>• Availability of funds</li> </ul>

<p>9.1.2 Facilitate the standardization of HIV and AIDS institutional policies and strategies</p>	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Uniform guidelines for HIV and AIDS institutional policies and strategies in place</li> <li>Number of institutions of higher learning that utilize the guidelines</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Increased effectiveness of HIV and AIDS interventions in the various institutions</li> </ul>	<ul style="list-style-type: none"> <li>CHE HIV and AIDS monitoring reports</li> <li>CHE performance reports</li> <li>CHE annual review</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation by institutions of higher learning</li> <li>Availability of funds</li> </ul>
<p><b>10. Monitoring and evaluating the strategic plan</b></p>			
<p><b>Strategic objective 10.1: CHE Strategic Plan 2010/11-2014/15 effectively monitored and evaluated.</b></p>			
<p>10.1.1 Develop and implement a performance monitoring framework for the strategic plan</p>	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>Approved performance monitoring indicators for the strategic plan</li> <li>Regular performance monitoring reports</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Increased degree of attainment of the objectives of the strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>CHE M&amp;E manual</li> <li>CHE performance reports</li> <li>CHE annual review</li> </ul>	<p>Commitment by the Chief Executive</p> <p>CHE Secretariat adequately capacitated</p>

	annum	
<p>10.1.2 Evaluate the effectiveness of the strategic plan</p>	<p><u>Output</u></p> <ul style="list-style-type: none"> <li>List and details of successes, limitations and constraints in implementing the strategic plan</li> </ul> <p><u>Outcome</u></p> <ul style="list-style-type: none"> <li>Enhanced effectiveness of the strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>Mid-term review report</li> </ul>
		<p>Availability of funds</p>

## ANNEX1

### LIST OF DELEGATES THAT ATTENDED THE WORKSHOP TO VALIDATE THE FINDINGS OF THE CHE SITUATIONAL ANALYSIS

Date : 28/09/2010

No	Name	Organisation/Institution
1	Nthabiseng Molise	National Health Training College
2	'Mamatsutsu Matsutsu	Scott Hospital School of Nursing
3	'Mabataung Litsebe-Tsikoane	Roma College of Nursing
4	Ntšiuoa Ralise	Education Sec. Methodist Church of Southern Africa
5	Seng Khalema	Lesotho Evangelical Church- School Secretariat
6	Lehlohonolo Masoabi	Roma College of Nursing
7	Francis Seme	Limkokwing University
8	S.J. Amoako	Seventh Day Adventist Secretariat
9	T. Lebina	Lesotho Institute of Public Administration and Management
10	S. Monamoli	Lesotho Institute of Public Administration and Management
11	A.M. Mokoqo	Anglican Church of Lesotho-School Secretariat
12	Mirriam Shawa	Paray School of Nursing
13	Neo Sehalahala	Lesotho College of Education
14	Sr. Marie Annunciata	Paray School of Nursing
15	Mubita Anakoka	Centre for Accounting Studies
16	P. Peko	National University of Lesotho
17	E.M Sebatane	National University of Lesotho
18	L. Lesoma	LENUS President

19	K.Lelosa	Maluti School of Nursing
20	L. Maqalika-Lerotholi	Institute of Development Management
21	Tseleng Kena	Institute of Development Management
21	Ratšhame Khampane	President LESPA
22	Ntoi Rapapa	HEQAC
23	Puleng Lebitsa	CHE
24	Vuyelwa Ntoi	HEQAC
25	T. J. Mokaloba	HEQAC/LP
26	P. Mohale	MOET
27	M. Ntimo-Makara	HEQAC
28	Nthabiseng Moalosi	National Health Training College
29	Victoria V Nteso	Maluti School of Nursing
30	Matjato Moteane	CHE
31	M.T. Motseko	CHE
32	Jane Ramokhitli	HEQAC
33	'Malebona Mphalane	HEQAC
34	S. Motlomelo	CHE
35	T. Metsing	CHE
36	P. Hanson	HEQAC
37	T. Mosena	CHE
38	D.M. Mohapi	HEQAC
39	Lekhooa Machache	Lesotho Agricultural College
40	Machela Nkhethoa	Lerotholi Polytechnic
41	'Manthabiseng Maine	Scott Hospital-School of Nursing
42	Refiloe Malefetse	Lesotho Association of Non-formal Education

43	'Matšepo Mahlelebe	Lesotho Association of Non-formal Education
44	N. Shale-Tlhomola	Ministry of Public Service
45	Mokatse Nketekete	Centre for Accounting Studies
46	Teboho P. Tolo	Roman Catholic Church - School Secretariat

## ANNEX2

### LIST OF DELEGATES THAT ATTENDED THE STRATEGIC PLANNING WORKSHOP

Date: 29/09/ 2010

No	Name	Organisation/Institution
1	Ntoi Rapapa	HEQAC
2	Puleng Lebitsa	CHE
3	Vuyelwa Ntoi	HEQAC
4	T. J. Mokaloba	HEQAC
5	P. Mohale	HEQAC/MOET
6	M. Ntimo-Makara	HEQAC
7	T. Mohapi	CHE
8	Matjato Moteane	CHE
9	M.T. Motseko	CHE
10	Jane Ramokhitli	HEQAC
11	M. Mphalane	HEQAC
12	S. Motlomelo	CHE
13	T. Metsing	CHE
14	P. Hanson	HEQAC
15	T. Mosena	CHE
16	D.M. Mohapi	HEQAC

Date: 30/09/2010

<b>No</b>	<b>Name</b>	<b>Organisation/Institution</b>
1	Vuyelwa Ntoi	HEQAC
2	T. J. Mokaloba	HEQAC
3	P. Mohale	HEQAC/MOET
4	M. Ntimo-Makara	HEQAC
5	Matjato Moteane	CHE
6	M.T. Motseko	CHE
7	Jane Ramokhitli	HEQAC
8	M. Mphalane	HEQAC
9	S. Motlomelo	CHE
10	T. Metsing	CHE
11	P. Hanson	HEQAC
12	T. Mosena	CHE
13	D.M. Mohapi	HEQAC