



**COUNCIL ON HIGHER EDUCATION**

**HIGHER EDUCATION MONITORING AND  
EVALUATION FRAMEWORK**

***TO***

***MONITOR AND EVALUATE IMPLEMENTATION OF THE  
HIGHER EDUCATION SUB-SECTOR POLICY AND STRATEGIC  
PLAN***

**2013/14 – 2017/18**

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## **Preface**

Having developed the Higher Education Policy and the National Strategic Plan to operationalise it, it is imperative that there is a systematic tool to monitor implementation of these documents. The Monitoring and Evaluation Framework serves to ensure that CHE together with MOET and higher education institutions are able to measure progress made in the higher education sub-sector. Measuring progress, achievement or failure is important and informs management decisions on areas of improvement and relevant interventions.

Specific performance indicators in this framework are fully aligned to both the policy through the broad policy goals that are articulated in the policy document, and with the strategic plan in respect of the strategic objectives. The indicators have been formulated to measure performance on the strategic objectives under each policy goal. The indicators will be collected on an annual basis and reports will be compiled to inform policy makers on the progress the sub-sector is making towards responding to the developmental challenges of the Kingdom. This is therefore, a common recipe book of what HEIs, relevant government ministries and other agencies should report to MOET through CHE. It is important for HEIs in particular to include the national level indicators on which they need to report in their own institutional M&E systems. They also stand to benefit from utilization of the data generated at the national level by CHE for their planning processes.

The success of this M&E system is dependent on sub-systems at the institutional level, for, without regular reporting with accurate and reliable data, the system cannot work. The system also has to draw from other sectors such as the labour and trade sectors among others. The country has to invest in monitoring for results, in the education as well as in all other sectors in order to have a fully evidence-based planning and decision making.



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**Mrs 'Makotelo Motseko - Chief Executive  
Council on Higher Education**

## List of Abbreviations

<b>APRL</b>	Assessment and Recognition of Prior Learning
<b>BOS</b>	Bureau of Statistics
<b>CHE</b>	Council on Higher Education
<b>COSC</b>	Cambridge Overseas School leaving Certificate
<b>CPD</b>	Continuing Professional Development
<b>ECOL</b>	Examinations Council of Lesotho
<b>GDP</b>	Gross Domestic Product
<b>HE</b>	Higher Education
<b>HEI</b>	Higher Education Institution
<b>HEA</b>	Higher Education Act
<b>ICT</b>	Information Communications Technology
<b>LANFOD</b>	Lesotho Federation of People with Disabilities
<b>LIA</b>	Lesotho Institute of Accountants
<b>LRA</b>	Lesotho Revenue Authority
<b>MOET</b>	Ministry of Education and Training
<b>MODP</b>	Ministry of Development Planning
<b>MOF</b>	Ministry of Finance
<b>MOHA</b>	Ministry of Home Affairs
<b>MOLE</b>	Ministry of Labour and Employment
<b>MOTICM</b>	Ministry of Trade, Industry, Cooperatives and Marketing
<b>M&amp;E</b>	Monitoring and Evaluation
<b>NHRDP</b>	National Human Resources Development Plan
<b>NMDS</b>	National Manpower Development Secretariat
<b>OER</b>	Open Educational Resources
<b>QA</b>	Quality Assurance
<b>SADC</b>	Southern African Development Community
<b>T&amp;L</b>	Teaching and Learning
<b>UN</b>	United Nations

## 1.0 Introduction

The higher education sub-sector has a policy for effective regulation of higher education institutions in Lesotho in addition to the Higher Education Act of 2004. A national strategic plan on higher education has also been developed to operationalise the policy. It is important therefore, to ensure that these documents are implemented effectively. It is for this reason that a comprehensive monitoring and evaluation framework for the sub-sector is put in place with clear indicators to track progress on all the key areas of the strategic plan. The framework was developed in consultation with all the key stakeholders in the sub-sector, namely, Ministry of Education and Training (MOET), Higher Education Institutions, other Government Ministries and civil society organizations.

This monitoring and evaluation framework articulates some of the components of the Higher Education M&E System and how it should work. It outlines indicators that are directly linked to the objectives in the strategic plan which are themselves informed by policy goals enshrined in the higher education policy document. It provides a comprehensive logical framework which also discusses information required to calculate each indicator, together with sources of data. Furthermore, the document points to how data should flow from various players to the Council on Higher Education (CHE). This is one of the most critical components of the system because without systematic data collection, analysis and compilation of reports, there is no way that monitoring can be done objectively and effectively.

Data will be drawn from HEIs, Government Ministries and agencies together with statutory professional bodies. For instance, the Ministry of Labour and Employment (MOLE) has to provide data on graduate employment related data, while Bureau of Statistics should provide data on population census and other areas on the basis of the population based surveys they are mandated to undertake. Without data from these and other players, reporting on higher education will not be complete, nor can it be meaningful. It is imperative for CHE to ensure commitment of all concerned and agree on intervals for provision of the necessary data.

Monitoring and evaluation should ultimately inform policy makers and management at different levels. This framework outlines information products to be generated out of the data and indicates how the information products will be reported to Government and disseminated to other stakeholders.

## 2.0 Strategic Direction for the Higher Education Sub-sector

The following elements of strategic direction for the higher education sub-sector are Key pillars for both the higher education policy and the strategic plan. It is important for this Monitoring and Evaluation Framework to be fully aligned to the same pillars since it is going to monitor implementation of these two documents. The indicators that are outlined in this document are linked to the goals of the higher education policy as well as to the strategic objectives articulated in the strategic plan.

### 2.1 Mission Statement

*As key actors in Lesotho's higher education sub-sector, our mission is to provide high-quality, relevant and accessible higher education, which is competitive internationally and yet responsive to the socio-economic, political, cultural and technological needs of our country. We produce knowledgeable, skilled, competent and well-rounded graduates capable of providing innovative solutions to society's developmental challenges.*

### 2.2 Vision Statement

*By the year 2030 the Higher Education sub-sector of the Kingdom of Lesotho will be a well-regulated hub of excellence, renowned regionally for pioneering research and the maintenance of high standards. The national system will comprise a diverse range of vibrant and competitive higher education institutions offering accredited and quality-assured programmes, whose graduates are recognised and sought after by employers around the world.*

### 2.3 Broad Policy Goals

As outlined in the *Higher Education Policy for the Kingdom of Lesotho*, agreement has been reached among stakeholders on the future direction for the HE sub-sector. The various actors are committed to the following goals:

- a) Improving teaching and learning in higher education institutions;
- b) Strengthening research and innovation in higher education institutions;
- c) Improving community engagement by higher education institutions;
- d) Aligning higher education programmes with national priorities;
- e) Harnessing new information and communications technologies in higher education;
- f) Improving access to higher education in Lesotho;
- g) Diversifying provision of higher education in Lesotho;
- h) Strengthening institutional arrangements for improved coordination and regulation of the higher education sub-sector;
- i) Strengthening mechanisms for quality assurance in higher education;
- j) Devising an equitable and sustainable approach to the financing of higher education; and
- k) Regular and consistent monitoring of higher education policy implementation.

### 3.0 Key Indicators for the Higher Education Sub-sector

Table 1 below presents key indicators that need to be achieved in order for the higher education strategic plan to be implemented successfully. They are presented with each of the broad goals as articulated in both the higher education policy and strategic plan. It should be noted that since indicators are linked to strategic objectives in the strategic plan, the number of indicators is determined by the number of the objectives. There are eighty two indicators at impact, outcome and output levels (see Annex 1- Indicator Reference Sheet for definition of the indicators). The M&E system will depend on five data sources comprising both routine and episodic data sources to calculate these indicators.

**Table 1: Indicators**

No.	Goals	#	Indicators
<b>A</b>	<b>Improving teaching and learning in higher education institutions</b>	1	Academic staff quality index <sup>1</sup>
		2	% of HEIs compliant with CHE Quality Assurance standards
		3	% of HEIs with operational institutional academic staff Continuing Professional Development (CPD) programmes on T&L.
		4	% of students satisfied with HEI services
		5	% of institutions that conducted student satisfaction surveys in the last 3 years.
<b>B</b>	<b>Strengthening research and innovation in higher education institutions</b>	6	Research funding index <sup>2</sup> .
		7	Research and innovation Council established
		8	HEIs research publications index <sup>3</sup>
		9	Proportion of academic staff whose capacity to conduct research has been enhanced in the last 3 years.
		10	% of institutional programmes with research component
		11	HEI Collaboration Index <sup>4</sup>

<sup>1</sup> Academic Staff Quality Index is the proportion of PHD holders among academic staff in higher education institutions

<sup>2</sup> Research Funding Index is the total amount allocated for research expressed as a percentage of the total institutional expenditure in a given year.

<sup>3</sup> HEIs Research Publication Index is the average number of research publication per academic staff in a year per HEI.

<sup>4</sup> HEI Collaboration Index is the average number of agreements among HEIs. It can be disaggregated nationally, regionally and internationally.

No.	Goals	#	Indicators
		12	Proportion of institutions with policies protecting intellectual property rights for students
<b>C</b>	<b>Improving community engagement by higher education institutions.</b>	13	Proportion of programmes with internship/work attachment component.
		14	% of programmes with community outreach component
		15	Proportion of institutions with institutionalized community linkages
		16	Proportion of students/staff systematically engaged with public & private entities outside the institution
<b>D</b>	<b>Aligning higher education programmes with national priorities.</b>	17	Graduate Employment Rate
		18	Proportion of programmes reviewed in the last 5 years
		19	Framework for assessment and recognition of prior learning (ARPL) developed and operational
		20	Proportion of students who have been assessed and admitted into HEIs on the basis of Prior Learning Framework.
		21	Level of articulation between Diploma and Degree level programmes in the country
		22	Number of HEIs that have done tracer studies in the last 5 years
		23	Business creation rate by new graduates in the last 3 years
		24	Proportion of programmes that are responsive to the national priorities
		25	% of broad-based programmes designed to enable graduates to adapt to future challenges and be lifelong learners
		26	% of students who have received HIV prevention and treatment services in the last 12 months.
<b>E</b>	<b>Harnessing new information and communications technologies in higher education.</b>	27	Higher education ICT index <sup>5</sup>
		28	Ratio of HEI students who have regular access to OERs
		29	% of academic staff with functional ICT skills
		30	Ratio of students per computer
		31	Ratio of staff per computer

<sup>5</sup> HE ICT Index is the proportion of HEIs using ICT and E-Learning for programme delivery in the country.

No.	Goals	#	Indicators
		32	Ratio of HEI with reliable internet connectivity
		33	% of lecturers who have contributed to E-Learning in the last 3 years
		34	Higher education patent/copyright index <sup>6</sup>
<b>F</b>	<b>Improving access to higher education in Lesotho.</b>	35	Enrolment rate
		36	Admission rate
		37	Number of new programmes introduced by a HEI in the last two years
		38	% of under-privileged students supported by the state who participate in HEIs
		39	Proportion of HEI with website or directory with all essential information
		40	Proportion of high schools whose students have received career guidance in the last 2 years
		41	Proportion of HEIs that have subscribed to centralized application system
		42	Number of HEIs with programmes targeted at hard to reach areas
		43	School leaving certificate student completion rate
		44	Higher education student completion rate
		45	Higher education students drop-out Rate
		46	% of adult students (Age from 26 - 50) in higher education institutions
		47	% of students with disabilities in higher education institutions
		48	Level of facilities at HEIs that cater for persons with disabilities
		49	% of programmes in HEIs in Lesotho that articulate with programmes in other countries' higher education institutions in the SADC region
		50	HEI Collaboration Index (disaggregated nationally & regionally – SADC & internationally)

<sup>6</sup> HE Patent/Copyright Index is the proportion of approved patents and copyrights by HEIs.

No.	Goals	#	Indicators
<b>G</b>	<b>Diversifying provision of higher education in Lesotho.</b>	51	Higher Education Unit Cost <sup>7</sup>
		52	% of HEIs that have established centres of excellence in different disciplines
		53	% of HE Private institutions that have registered with MOET
		54	Proportion of HE providers that operate outside the confinements of the law
<b>H</b>	<b>Strengthening institutional arrangements for improved coordination and regulation of the higher education sub-sector.</b>	55	Higher Education Policy gazetted and disseminated widely
		56	Level of alignment of policies affecting HE sub-sector across different sectors
		57	Level of capacity of MOET departments responsible for the HE sub-sector
		58	Higher Education Act amended
		59	% of new programmes that are accredited
		60	Fund established for targeted initiatives for HEIs
		61	Level of participation of professional bodies in CHE QA related activities
		62	HEIs governance index <sup>8</sup>
<b>I</b>	<b>Strengthening mechanisms for quality assurance in higher education.</b>	63	Proportion of programmes accredited in the last five years
		64	Proportion of functional quality assurance units within the Higher Education Institutions.
		65	HEI Collaboration Index
		66	Higher Education Internationalisation Index <sup>9</sup>
		67	Proportion of HEIs that have approved and fully operational Quality Assurance policies.
<b>J</b>	<b>Devising an equitable and sustainable approach to the financing of higher education.</b>	68	Proportion of budget allocated to teaching, learning and research
		69	Law enacted to provide tax relief on donations made to HEIs
		70	Proportion of HEI's budget financed with money generated/mobilised by the HEI itself.

<sup>7</sup> HE Unit Cost is the total expenditure on higher education divided by the total number of students for a given financial year

<sup>8</sup> HEIs Governance Index is the proportion of HEIs with current strategic plans and annual reports

<sup>9</sup> HE Internationalisation Index is the proportion of foreign students and staff in the higher education institutions. This indicator must be disaggregated by staff (expatriate), students and gender.

No.	Goals	#	Indicators
		71	Government Higher Education Funding Index <sup>10</sup>
		72	Higher education funding Index <sup>11</sup>
		73	Regular reporting on utilization of funds by HEIs
		74	Proportion of government funds allocated to HEIs disbursed in a manner that adheres to the funding formula.
		75	Fees as a percentage of total HEI budget.
		76	% of students in higher Education institutions who are self sponsored.
		77	Proportion of student bursaries allocated in line with developmental priorities as articulated in National Human Resources Development Plan
		78	National Human Resources Development Plan (NHRDP) developed and operationalised
<b>K</b>	<b>Regular and consistent monitoring of higher education policy implementation</b>	79	Operational National M&E Framework and Plan with regular information products/reports produced
		80	Extent to which HEIs statistical databases are aligned to CHE annual data collection form.
		81	Proportion of HEIs with trained personnel on data management
		82	Higher Education Biennial Stakeholders' Review Meetings held every two years.

#### 4.0 M&E Framework

The M&E Framework as presented in Table 2 below shows the linkages between strategic objectives, associated indicators together with data requirements and data sources. The strategic objectives are exactly the same as those in the higher education strategic plan. Data requirements indicate the kind of data required to calculate an indicator, starting with numerators and ending with denominators in cases where indicators are quantitative. Data sources have been reflected as institutions for ease of reference, but in actual fact they comprise routine data compiled out of data collected by CHE from HEIs and other agencies using a standard data collection tool, and research and survey reports.

<sup>10</sup> Government HE Funding Index is the overall government expenditure on HE as a percentage of Gross Domestic Product (GDP)

<sup>11</sup> HE Funding Index is the overall (government & others) expenditure on higher education as a percentage of GDP

**Table 2: M&E Framework**

**GOAL A: Improving teaching and learning in higher education institutions**

No.	Strategic objectives	Indicators	Data Requirements	Data Sources
A.1	<i>To ensure that academic staff members at HEIs are suitably qualified in their disciplines;</i>	Academic staff quality index % of HEIs compliant to CHEs recommended standards	Number of academic staff with Degrees/Masters/PhD and Total Numbers of academic staff	HEIs,
A.2	<i>To build capacity and expertise among academic staff members employed by HE providers to deliver a high-quality teaching and learning experience for their students;</i>	% of HEI with operational institutional academic staff CPD programmes on T&L.	Number of HEIs with CPD programmes and total number of HEIs	HEIs
A.3	<i>To promote greater responsiveness among HE providers to the needs and perceptions of the students they serve.</i>	% of students satisfied with HEI services % of institutions that conducted student satisfaction surveys in the last 3 years.	Number of students satisfied with services in HEIs and Total number of students in HEIs Number of HEIs that conducted surveys in the past three years and total number of HEIs	HEIs & survey reports  HEIs

**GOAL B: Strengthening research and innovation in higher education institutions.**

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
B.1	<p><i>To put in place national mechanisms to promote, support and coordinate research &amp; innovation activities across different sectors;</i></p> <p><i>To promote more high-quality, original research by staff and students at HE institutions in Lesotho;</i></p>	<p>Research funding index.</p> <p>Research and innovation Council established</p> <p># of Institutional research institutes</p>	<p>Total research allocation and total of HEI's expenditure.</p> <p>Progress report on establishment of research and innovation Council</p> <p>Number of institutions with Research institute established and total number of HEIs.</p>	<p>HEIs</p> <p>HEIs</p>
B.2	<p><i>To guarantee that the Teaching &amp; Learning experience of HE students is informed by current scholarship and recent research in the discipline being taught;</i></p>	<p>HEIs research publications index</p>	<p>Number of peer reviewed publications by all academic staff and total number of academic staff.</p>	<p>HEIs</p>
B.3	<p><i>To build capacity among academic staff members to design, conduct and report research activities;</i></p>	<p>Proportion of academic staff whose capacity to conduct research has been built in the last 3 years.</p>	<p>Total number of academic staff whose capacity in research has been built and total number of academic staff.</p>	<p>HEIs</p>
B.4	<p><i>To ensure that HE students are exposed to the principles and practices of research in their respective disciplines;</i></p>	<p>% of institutional programmes with research component</p>	<p>Numbers of institutional programs with research component and total number of programmes in HEIs</p>	<p>HEIs</p>

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
B.5	<i>To encourage academic employees to take a more active part in research by enhancing the status of such activities;</i>	HEIs research publications index	Number of peer reviewed publications by all academic staff and total number of academic staff.	HEIs,
B.6	<i>To provide the required infrastructure and facilities for research and innovation;</i>	Research Funding index	Total research allocation and total HEI's expenditure	HEIs
B.7	<i>To promote networking with researchers in Lesotho, as well as with those outside the country in order to create linkages for research;</i>	HEI Collaboration Index	Number of agreements signed nationally/regionally/internationally and number of institutions involved.	HEIs
B.8	<i>To ensure that rights to any original intellectual property arising from student projects are protected.</i>	Institutional policies protecting intellectual property rights for students	Policy documents	HEIs

**GOAL C: Improving community engagement by higher education institutions.**

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
C.1	<i>To promote and facilitate engagement by students and staff of HE providers with entities in the public and private sectors,</i>	Proportion of programmes with internship/work attachment component.  Proportion of students/staff systematically engaged with entities outside the HEI	Number of institutional programmes with internship component and total number of programmes in HEIs  Total numbers of students/staff engaged outside HEI  Total number of students and staff in HEIs	HEIs
C.2	<i>To strengthen linkages between HEIs and local communities throughout Lesotho;</i>	% of programmes with community outreach programmes  Proportion of institutions with institutionalized community linkages	Number of institutional programmes with community outreach component and total number of programmes in HEIs	HEIs
C.3	<i>To promote systematic and sustainable ways for HE providers to engage with local communities and the general public.</i>	Proportion of institutions with institutionalized community linkages	Number of HEIs with institutionalized community linkages and total number of HEIs.	HEIs

**GOAL D:     Aligning higher education programmes with national priorities.**

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
D.1	<i>To guarantee that the output of the nation's higher education system is aligned with the requirements of Lesotho's developing economy.</i>	Graduate Employment Rate	Number of HEIs graduates employed within one year of graduation, and total number of graduates	HEIs, Ministry of Labour and employment, Bureau of statistics and Surveys
D.2	<i>To facilitate planning for the future development of the higher education system so that it is aligned with national development needs;  To enhance the employment prospects of graduates by ensuring that the knowledge and skills they have acquired are in demand by employers.</i>	Proportion of programmes reviewed in the last 5 years  Graduate Employment Rate	Number of programmes reviewed and accredited and the total number of programmes  Number of HEIs graduates employed and total number of graduates	HEIs, CHE  HEIs, Ministry of Labour and employment, Bureau of statistics and Surveys
D.3	<i>To ensure greater flexibility for Basotho who wish to pursue education and/or training at post-secondary level.  To improve articulation between the different sub-systems for providing education and training in Lesotho.</i>	Framework for assessment and recognition of prior learning (ARPL) developed and operational  Level of articulation between Diploma level and Degree level programmes in the country	Number of HEIs adhering to ARPL framework and total number of HEIs  Number of diploma programmes articulating with degree programmes and total number of diploma programmes offered in the country	HEIs, CHE  HEIs

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
D.4	<p><i>To obtain feedback from employers about the shortcomings of the output of the HE system in Lesotho and about problems that graduates have integrating themselves in the workplace.</i></p> <p><i>To ease the transition for graduates from the environment in a higher education institution to the working world.</i></p>	<p>Proportion of institutions that have done tracer studies in the last 5 years</p> <p>Proportion of institutional programmes with work attachments component</p>	<p>Number of HEIs that conducted tracer studies in the past 5 years and total number of HEIs.</p> <p>Number of institutional programmes with work attachments component and total number of programmes in HEIs.</p>	<p>HEIs</p> <p>HEIs</p>
D.5	<p><i>To ensure that higher education students are adequately prepared for the working environment through practical experience in the workplace.</i></p>	<p>Proportion of programmes with internship/work attachment component.</p> <p>Proportion of students who have undergone intership/work attachment in the last twelve months</p>	<p>Number of institutional programmes with work attachments component and total number of programmes in HEIs.</p> <p>Number of students who have undergone internship programme/work attachment in the last twelve months and total number of students in HEIs</p>	<p>HEIs</p>

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
D.6	<p><i>To re-orient graduates of HEIs to create employment for themselves and others, rather than expecting to be given a job;</i></p> <p><i>To ensure that HE students have the skills and experience needed to start up a successful business;</i></p>	<p>Proportion of HEIs with entrepreneurship programmes</p> <p>Business creation rate by new graduates in the last 3 years</p>	<p>Number of institutions with entrepreneurship programmes and the total number of HEIs.</p> <p>Number of graduates creating their own businesses and the total number of graduates in the last 3 years.</p>	<p>HEIs</p> <p>Ministry of Trade &amp; Industry and Professional bodies – LIA, Law Society etc.</p>
D.7	<p><i>To preserve the range of choice for prospective students, by maintaining a balance across the HE system as a whole between programmes targeted at gaps in the labour market and broad-based education in different disciplines;</i></p>	<p>Proportion of programmes that are responsive to the national priorities</p>	<p>Number of programmes that are responsive to the national priorities and total number of programmes offered in HEIs.</p>	<p>HEIs</p>
D.8	<p><i>To ensure that HE graduates have the generic skills to adapt to future challenges and to be effective lifelong learners;</i></p>	<p>% of broad-based programmes designed to enable graduates to adapt to future challenges and be lifelong learners</p>	<p>Number of broad-based programmes and total number of programmes offered in all HEIs</p>	<p>HEIs</p>
D.9	<p><i>To promote the health and welfare of students and staff members at HEIs; and</i></p> <p><i>To guarantee that the work force and student population within HEIs are HIV and AIDS competent.</i></p>	<p>Proportion of students who have received HIV prevention and treatment services in the last 12 months.</p>	<p>Number of students who received HIV prevention and treatment services in the last 12 months and total number of students in HEIs.</p>	<p>HEIs, Surveys</p>

**GOAL E: Harnessing new information and communications technologies in higher education.**

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
E.1	<p><i>To support the transformation of HE Public Institutions in order to keep abreast of international trends;</i></p> <p><i>To enhance the competitiveness of the HE sub-sector in Lesotho in an increasingly globalised market for higher education.</i></p>	Higher education ICT index	Number of HEIs using ICT and e-learning, and total number of HEIs	HEIs
E.2	<p><i>To enable all HEIs in Lesotho to upgrade their ICT facilities in order to enhance and support teaching and learning, research and other functions;</i></p> <p><i>To devise and implement strategies for HE Public Institutions to make effective use of ICTs in order to improve the quality and cost-effectiveness of their operations.</i></p>	<p>Proportion of the HEIs that have ICT facilities with latest technologies</p> <p>Percentage of academic staff with functional ICT skills</p> <p>Ratio of students per computer</p> <p>Ratio of staff per computer</p>	<p>Number of HEIs with latest hardware, software, data speed and the total number of HEIs</p> <p>Number of academic staff who received adequate and relevant ICT skills and the total number of academic staff</p> <p>Total number of students and total number of computers available to students</p> <p>Total number of staff and total number of computers available to staff</p>	HEIs

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
E.3	<i>To enable students to access high-quality learning materials by promoting greater use of Open Educational Resources (OERs) by HE providers in Lesotho.</i>	Ratio of HEI students who have regular access to OER  Ratio of HEI with reliable internet connectivity	Total number of students who have regular access to OER and the total number of students  Total of HEIs with reliable internet connectivity and total number of HEIs	HEIs
E.4	<i>To encourage academic staff members and researchers in HEIs to contribute to the creation of T&amp;L resources for use by their own students as well as for sharing with others in and outside Lesotho.</i>	% of lecturers who have contributed to E-Learning in the last 3 years  Higher education patent/copyright index	Number of lecturers who contributed to e-learning in the last 3 years and total number of lecturers in the last 3 years  Total number of approved patents and copyrights and total number of applications submitted	HEIs  HEIs and Intellectual property offices (Ministry of Home Affairs)
E.5	<i>To facilitate access to a wide range of current literature and other learning resources in different academic disciplines by users throughout the country in a cost-effective manner.</i>	Ratio of HEI students who have regular access to OER	Total number of students who have regular access to OER and the total number of students	HEIs

**GOAL F: Improving access to higher education in Lesotho.**

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
F.1	<p><i>To increase the number of HE places available; and</i></p> <p><i>To introduce new programmes to broaden the range of programmes offered;</i></p>	<p>Enrolment rate</p> <p>Admission rate</p> <p>Number of new programmes introduced by a HEI in the last two years</p>	<p>Number of students enrolled in HEIs and total population of qualifying students (age group 18-25)</p> <p>Number of students admitted at HEI and total number of applications received by HEIs</p> <p>Total number of new programmes introduced by HEI and total number of programmes offered</p>	<p>HEIs for enrolment and BOS for population census</p> <p>HEIs</p> <p>HEIs</p>
F.2	<p><i>To ensure that each and every Mosotho, regardless of his or her economic circumstances or other characteristics, has an equal chance to participate and succeed in HE.</i></p>	<p>Percentage of under-privileged students supported by the state who participate in HEIs</p>	<p>Number of under-privileged students supported by the state who participate in HEIs and total number of under-privileged youth (age group 18-25)</p>	<p>HEIs and Bureau of Statistics</p>

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
F.3	<p><i>To ensure equality of access to information about different HE providers in Lesotho and the programmes they offer;</i></p> <p><i>To facilitate its dissemination to secondary schools, career guidance teachers, learners in higher forms, and parents;</i></p> <p><i>To offer prospective students greater choice and flexibility by enabling them to apply for HE programmes with a number of different HE providers.</i></p>	<p>Proportion of HEIs with website or directory with all essential information (entry requirements, programmes offered, )</p> <p>Proportion of HEI that have outreach programs to provide career guidance to high school students</p> <p>Proportion of high schools that have received career guidance in the last 2 years</p> <p>Proportion of HEIs that have subscribed to centralized application system</p>	<p>Number of HEIs with website or directory with all essential information and total number of HEIs</p> <p>Number of HEIs that have outreach programs and total number of HEIs</p> <p>Number of High Schools that received career guidance and total number of High Schools</p> <p>Number of HEIs that have subscribed to centralized application system and total number of HEIs</p>	<p>HEIs, Ministry of Education and Training</p> <p>HEIs</p> <p>HEIs and High Schools</p> <p>CHE</p>
F.4	<i>To ensure that Basotho living in all parts of the country can access opportunities to study at HE level.</i>	Number of HEIs with programmes targeted at hard to reach areas	Number of HEIs with specific geographical areas targeted and total of HEIs	HEIs

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
F.5	<p><i>To ensure that students who enter higher education have sufficient general knowledge and skills to progress and succeed in their studies;</i></p> <p><i>To enable students to make a successful transition from secondary school to higher education, thus decreasing failure and drop-out rates;</i></p> <p><i>To ensure that the process of preparing students for higher education is carried out in an efficient and cost-effective manner.</i></p>	<p>School leaving certificate student completion rate</p> <p>Higher education student completion rate</p> <p>Higher education students drop-out Rate</p>	<p>Number of school leavers who gain access to HEIs and total number of students who sat for COSC exam</p> <p>Number of students who successfully complete HE programme and total number of enrolment for the programme</p> <p>Total enrolment and number of drop-outs from HEI</p>	<p>ECOL</p> <p>HEIs</p> <p>HEIs</p>
F.6	<p><i>To open up access to higher education for prospective students who are not recent school-leavers but who are capable of making a success of their studies at this level;</i></p> <p><i>To facilitate access for employees who wish to pursue further education and training.</i></p>	<p>% of adult students in higher education institutions</p> <p>% of HEIs that offer Open and Distance Learning in Lesotho</p>	<p>Number of adult students in higher education and total number of prospective adult student population (Age group 26 -50)</p>	<p>HEIs and BOS</p>

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
F.7	<p><i>To safeguard the right of equitable access to higher education for people living with disabilities;</i></p> <p><i>To guarantee that Lesotho lives up to its international obligations, specifically in relation to the UN Convention on the Rights of Persons with Disabilities.</i></p>	<p><i>% of students with disabilities in higher education institutions</i></p> <p><i>Level of facilities at HEIs that cater for persons with disabilities</i></p>	<p><i>Number of students with disabilities in higher education and total population of youth with disabilities (age group 18-30)</i></p> <p><i>Number of institutions with conducive and enabling learning environment for persons with disabilities and number of HEIs</i></p>	<p><i>HEIs , BOS and LANFOD</i></p> <p><i>HEIs</i></p>
F.8	<p><i>To promote greater flexibility and openness for those taking part in higher education;</i></p> <p><i>To enhance horizontal and vertical integration in the nation's higher education system.</i></p>	<p><i>% of programmes in HEIs in Lesotho that articulate with programmes in other countries' higher education institutions in the SADC region</i></p> <p><i>HEI Collaboration Index (disaggregated nationally &amp; regionally – SADC &amp; internationally)</i></p>	<p><i>Number of programmes in HEIs in Lesotho that articulate with programmes in other countries' higher education institutions in the SADC region and total number of programmes in HEIs in Lesotho</i></p> <p><i>Number of agreements signed among HEIs and number of HEIs involved</i></p>	<p><i>HEIs</i></p>

**GOAL G: Diversifying provision of higher education in Lesotho.**

No.	Strategic objectives	Indicators	Data Requirements	Data Sources
G.1	<p><i>To ensure the most cost-effective use of State resources for the provision of higher education in Lesotho;</i></p> <p><i>To strengthen institutional capacity through the creation of a number of centres of excellence in different disciplines; and</i></p> <p><i>To preserve diversity in the sub-sector by maintaining an appropriate balance between different types of HE providers with different missions.</i></p>	<p>Higher Education Unit Cost</p> <p>% of HEIs that have established centres of excellence in different disciplines</p>	<p>Total expenditure of HEIs and total number of students</p> <p>Number of HEIs that have established centres of excellence in different disciplines and total number of HEIs</p>	HEIs
G.2	<p><i>To ensure that HE Private Institutions providing courses or programmes to students residing in Lesotho meet minimum standards in terms of institutional capacity and programme quality;</i></p> <p><i>To safeguard the general public against unregistered HE providers.</i></p>	<p>Percentage of HE Private institutions that have registered with MOET</p> <p>Proportion of HE providers that operate outside the confinements of the law</p>	<p>Number of private HEIs registered with MOET and total number of private HEIs</p> <p>Number of private HEIs not registered with MOET and total number of private HEIs</p>	<p>MOET and CHE</p> <p>Survey results by CHE &amp; MOET</p>

**GOAL H: Strengthening institutional arrangements for improved coordination and regulation of the higher education sub-sector.**

No.	Strategic objectives	Indicators	Data Requirements	Data Sources
H.1	<p><i>To ensure coherence and continuity in guiding the development of Lesotho's HE sub-sector;</i></p> <p><i>To align policies across different sectors to facilitate cooperation between Ministries and State agencies in relation to HE.</i></p>	<p>Higher Education policy gazetted and disseminated widely</p> <p>Level of alignment of policies affecting HE sub-sector across different sectors</p>	<p>Policy approval documents and Number of people informed about the policy</p> <p>All policies related to HE-subsector and High education policies</p>	<p>CHE</p> <p>Mini-study or survey report on policy alignment</p>
H.2	<p><i>To ensure that the MOET department(s) with specific responsibility for aspects of the higher education sub-sector have the capacity to carry out their mandate in a timely and effective manner.</i></p>	<p>Level of capacity of MOET Department responsible for the HE sub-sector</p>	<p>Number of MOET staff in Department responsible for HE sub-sector and the mandate or Term of Reference for the Department/Section</p>	<p>MOET</p>

No.	Strategic objectives	Indicators	Data Requirements	Data Sources
H.3	<p><i>To provide effective mechanisms for coordinating developments across the higher education sub-sector in Lesotho;</i></p> <p><i>To safeguard the general public by ensuring that all programmes of education and training are subjected to uniform and rigorous vetting procedures before they are approved/accredited and prospective students/trainees are allowed to enrol;</i></p> <p><i>To eliminate any possible confusion that may have arisen as a result of overlapping areas of responsibility in existing legislation for the education and training sector;</i></p> <p><i>To further the process of establishing a single regulatory framework to ensure that comparable standards are maintained at high levels in both the TVET and the HE sub-sectors.</i></p>	<p>Higher Education Act amended</p> <p>% of new programmes that are accredited</p> <p>Determination made on Lesotho Qualifications Framework and Lesotho Qualifications Authority</p>	<p>HEA Amendment</p> <p>Number of new programmes that are accredited and total number of new programmes offered in HEIs</p> <p>Approval documents</p>	<p>CHE</p> <p>CHE</p> <p>MOET</p>

No.	Strategic objectives	Indicators	Data Requirements	Data Sources
H.4	<i>To establish a system of financial incentives to encourage and support initiatives targeted at specific developments across the HE sub-sector.</i>	Fund established for targeted initiatives	Budget allocated for the targeted initiatives and total allocation for the HE sub-sector	CHE
H.5	<i>To ensure effective coordination between stakeholders from both the public and private sectors in planning the development of the nation's higher education system;  To facilitate harmonisation between the criteria for accrediting higher education programmes and the criteria for graduates to qualify for membership of different professional bodies.</i>	Level of participation of professional bodies in CHE QA related activities	Number of professional bodies participating in CHE QA related activities and total number of professional bodies	CHE
H.6	<i>To promote sound governance and strengthen corporate oversight in all HE providers in Lesotho.</i>	HEIs governance index	Number of HEIs with requisite governance structures and total number of HEIs	HEIs

**GOAL I: Strengthening mechanisms for quality assurance in higher education.**

No.	Strategic objectives	Indicators	Data Requirements	Data Sources
I.1	<p><i>To reassure prospective students and members of the public that the programmes offered by HE providers in Lesotho meet or exceed minimum quality standards;</i></p> <p><i>To provide a clear framework for guiding the efforts of HE providers to improve the quality of the programmes and other services they provide.</i></p>	<p>Proportion of programmes accredited in a HEI in the last five years</p>	<p>Number of accredited programmes and total number of programmes offered by HEIs</p>	<p>HEIs and CHE</p>
I.2	<p><i>To strengthen the institutional culture and build the internal capacity of HE providers in Lesotho to carry out quality assurance functions on a sustainable basis.</i></p>	<p>Proportion of functional quality assurance units within the Higher Education Institutions.</p>	<p>Number of HEIs with operational Quality Assurance units and total number of HEIs.</p>	<p>HEIs</p>

No.	Strategic objectives	Indicators	Data Requirements	Data Sources
I.3	<p><i>To align practices in individual HEIs in Lesotho with international trends in the area of quality assurance, as a means of making them internationally competitive as well as promoting transnational mobility of students and their qualifications.</i></p>	<p>HEI Collaboration Index</p> <p>Higher Education Internationalisation Index</p> <p>Number of agreements signed and operationalised with international regulatory bodies/national agencies in other countries</p>	<p>Number of collaborative agreements signed among HEIs and Number of HEIs involved</p> <p>Number of foreign students and staff in HEIs and total number of staff in HEIs</p> <p>MOUs, agreements or other legal documents signed and total number of countries in the SADC region.</p>	HEIs
I.4	<p><i>To prioritize implementation of quality assurance in higher education by creating a conducive policy environment and providing adequate resources for quality enhancement in the system; and</i></p> <p><i>To ensure that the mechanisms for quality enhancement and quality assurance adopted across the HE system are effective and sustainable by providing support to institutions.</i></p>	<p>Proportion of HEIs that have approved and fully operational QA policies.</p>	<p>Number of HEIs with operational QA policies and the total number of HEIs</p>	HEIs

**GOAL J: Devising an equitable and sustainable approach to the financing of higher education.**

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
J.1	<i>To ensure that HEIs are operating at optimal efficiency and utilizing funding provided by the State and/or other sources as cost-effectively as possible.</i>	Proportion of budget distribution geared towards teaching, learning and research	Expenditure on teaching, learning and research Total institutional expenditure	HEIs
J.2	<i>To create an enabling environment that encourages individuals, charitable bodies and private sector entities to make donations, endowments or bequests to HE providers that are constituted as not-for-profit bodies;  To develop robust mechanisms to enable HEIs to finance a higher proportion of their development and operating costs from non-Government sources.</i>	Law enacted to provide tax relief on donations made to HEIs  Proportion of donations made to HEIs  Number of claims made to LRA regarding tax exemption for donations to HEIs  Proportion of HEI's budget financed with money generated/raised by HEI itself.	Donations made to HEI and Total budget of HEI.  Revenue generated/raised by a HEI and total budget of HEI.	HEIs  LRA
J.3	<i>To ensure consistency in the allocation and administration of Government funds to HE Public Institutions;  To facilitate monitoring of the expenditure of State funds by HE Public Institutions.</i>	Government Higher Education Funding Index  Higher education funding Index  Expenditure pattern of state funds by publicly-funded HEIs	Total government expenditure and GDP  Total government expenditure & others and GDP  Audited financial statements.	MOET, Ministry of Finance, HEIs

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
J.4	<p><i>To ensure that Government funds are allocated to HE Public Institutions in a fair and transparent manner;</i></p> <p><i>To restore confidence among all stakeholders that the mechanisms for funding HE Public Institutions are genuinely equitable.</i></p>	Proportion of government funds allocated to the HEI disbursed in a manner that adheres to the HEIs funding formula.	Allocation made to each HEI and Total allocation to HEIs	MOET, NMDS & HEIs
J.5	<p><i>To promote greater transparency and accountability by HE providers in reporting the expenditure of funds received from the State, as well as from other sources.</i></p>	<p>Regular reporting on utilization of funds</p> <p>Proportion of HEIs that have implemented standardized presentation of audited accounts</p>	Audited financial statements.	HEIs
J.6	<p><i>To collect appropriate fees for services rendered by HEIs to students</i></p> <p><i>To ensure that adequate consultations take place before any fee changes are introduced by HE Public Institutions in Lesotho.</i></p>	Fees as a percentage of total HEI budget.	Amount of fees collected by HEI and Total HEI budget	HEIs

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
J.7	<i>To increase the financial contributions made by students and their families to the costs of higher education to enhance cost-sharing between GOL and students.</i>	Proportion of students in higher Education institutions who are self sponsored.	Number of self sponsored students and total number of students in HEIs.	HEIs
J.8	<i>To align the system of allocating loans/bursaries with national human resource requirements in key fields; and  To facilitate access to higher education for all Basotho who qualify for studies at this level but who cannot afford to do so.</i>	Proportion of student bursaries allocated in line with national priorities as articulated in National HR Development Plan  Percentage of under-privileged students supported by the state who participate in HEIs	Amount allocated for bursaries in priority areas and total amount of student bursaries in a year.  Number of under-privileged students supported by the state who participate in HEIs and total number of under-privileged youth (age group 18-25)	NMDS & Ministry of Development Planning  HEIs and Bureau of Statistics
J.9	<i>To ensure that the nation has competent human resources in specialized fields essential for national development.</i>	National Human Resources Development Plan (NHRDP) developed and operationalised	Level of utilization of the NHRDP by NMDS in allocating bursaries and by HEIs in designing & reviewing their programmes.	NMDS and HEIs

**GOAL K: Regular and consistent monitoring of higher education policy implementation.**

No.	Strategic Objectives	Indicators	Data Requirements	Data Sources
K.1	<i>To guarantee that systems for monitoring the implementation of the HE Policy and the Strategic Plan are producing the information required to evaluate the outcomes.</i>	Operational National M&E Framework and Plan with regular information products/reports	HE M&E information products/ reports	CHE
K.2	<i>To strengthen mechanisms for collecting information and for reporting progress on the implementation of national policies for the HE sub-sector.</i>	The extent to which HEIs align their statistical databases with CHE annual data collection form  Proportion of HEIs with trained people on data management  Proportion of HEIs that have statistical database	Number of HEIs providing good quality data to CHE timeously.  Number of HEIs with trained personnel on data management and total number of HEIs  Number of HEIs with Statistical database and total number of HEIs	CHE  HEIs  HEIs
K.3	<i>To promote self-regulation and mutual improvements across the HE system in Lesotho, while ensuring compliance with minimum standards.</i>	HE Biennial Stakeholders Review Meetings held every two years	State of Higher Education Report and Higher Education Statistical Bulletin	CHE

## 5.0 Data Sources for the HE Indicators

The data sources that are needed to produce indicator values are categorised into five broad areas of routine data collected mostly from the higher education institutions, together with data collected routinely from Government Ministries and other agencies. The second category of data sources relates to surveys undertaken by CHE, higher education institutions, Ministry of Labour and Employment and Bureau of Statistics. The third data source will be rapid assessments that will be undertaken by CHE targeting specific areas within the sub-sector. The Registrar of Private Higher Education Institutions within the Ministry of Education and Training will provide data on registration of private institutions. The fifth and final data source will be reports produced by CHE through quality assurance mechanisms such as academic programme review and accreditation reports, and institutional audit reports.

Higher education cuts across a number of sectors and has a bearing on the development of the country, hence the need for many players to be involved in monitoring its performance. It is critical for all institutions that have a responsibility to provide data to commit to doing so for this monitoring and evaluation system to work efficiently and effectively.

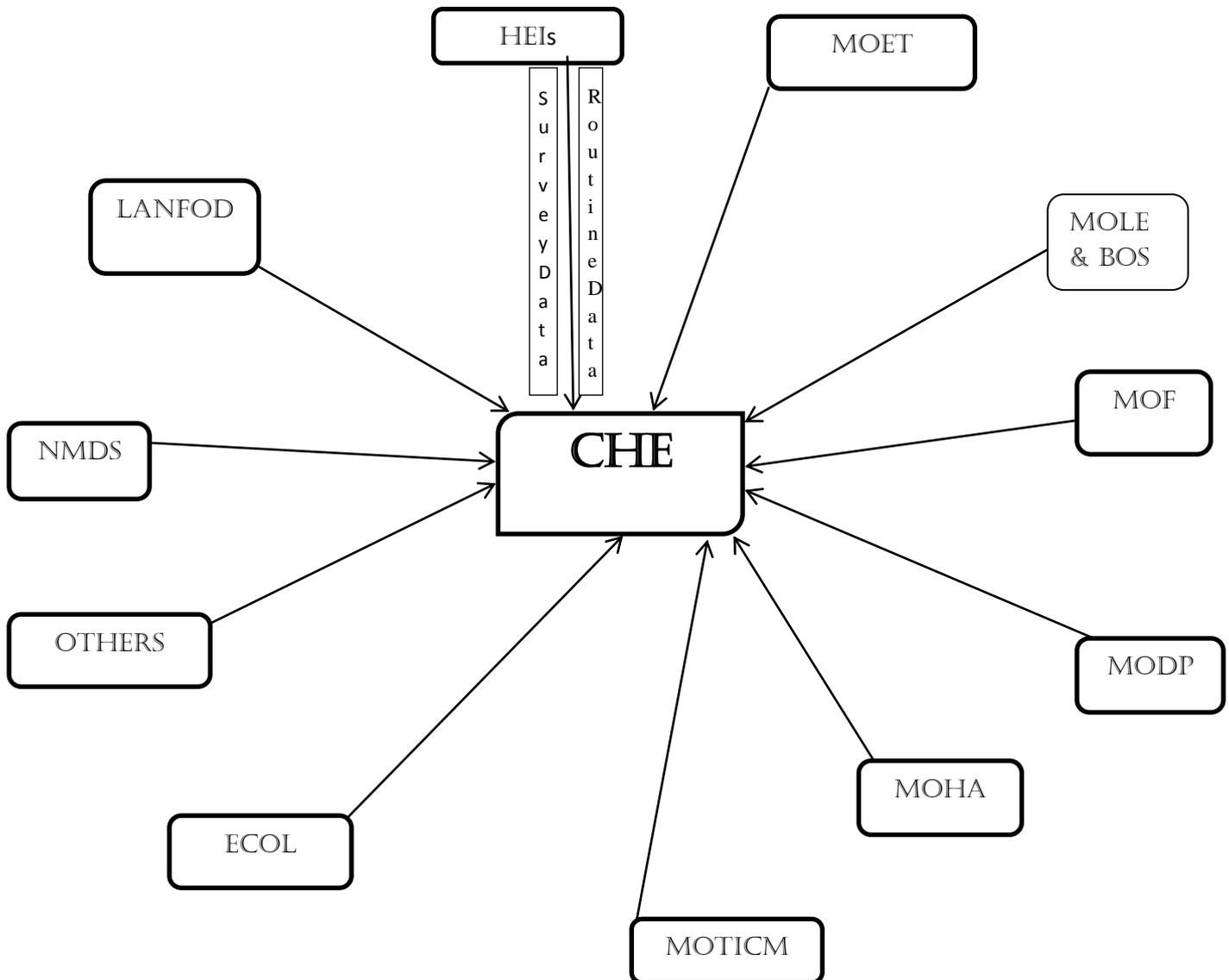
**Table 3: Data Sources**

#	Data source	Frequency
1.	Routine data collected from HEIs, GOL Ministries and other agencies such as LRA, LIA, Law Society etc	annually
2.	Survey reports from HEIs, BOS and GOL Ministries	Every 3 – 5 years
3.	Research & Rapid Assessments Reports	Biennially (every 2 years)
4.	Private HEIs Registration Reports	Annually
5.	Quality Assurance Reports	Annually

## 6.0 Data Flow

Data for this M&E system will be drawn from various sources as indicated above. The chart below presents how data flows from these institutions to CHE.

**Figure 1: M&E DATA FLOW CHART**



**KEY:**

- HEIs - Higher Education Institutions  
routine data, and survey data,
- MOET- Ministry of Education and Training
- MOLE - Ministry of Labour and Employment
- MOF - Ministry of Finance
- MODP - Ministry of Development Planning
- NMDS - National Manpower Development Secretariat,
- MOHA - Ministry of Home Affairs
- MOTICM - Ministry of Trade and Industry Cooperatives and Marketing
- ECOL- Examinations Council of Lesotho
- BOS - Bureau of Statistics
- LANFOD -.Federation of people with disabilities
- CHE- Council on Higher Education

## 7.0 Information Products

Monitoring and evaluation of the Higher education Sub-sector Strategic Plan will be documented in a data management system developed and managed by the Council on Higher Education. The information products to be generated through this data management system will include the State of Higher Education Report to be done once every two years. A Statistical Bulletin on Higher Education will be produced on an annual basis. CHE will also provide data on higher education to any local or international body upon request outside these two main information products.

CHE will submit both sets of information products to the Minister of Education and Training who will in turn report to Cabinet and Parliament. CHE will also convene Higher Education Biennial Stakeholders Review Meetings after every two years with a view not only to disseminating the information products, but to providing a platform for robust and comprehensive review of progress made towards implementing the policy and the strategic plan.

## ANNEX 1

### HIGHER EDUCATION INDICATOR REFERENCE SHEET<sup>12</sup>

#### A. Outcome indicators

##### **Indicator : Secondary to Higher Education Transition Rate (SHETR)**

*Definition:* SHETR is the proportion of secondary school graduates gaining admission into higher education institutions (HEIs) within one year of graduation.

*Purpose:* to measure the capacity of higher education institutions to give access to Secondary school graduates.

*Formula:* 
$$\text{SHETR} = \frac{\text{\# of secondary school graduates who gained admission to HEIs}}{\text{\# of secondary school graduates}}$$

*Data Required:* Number of secondary school graduates who gained admission to HEIs and total number of such graduates.

*Data source:* HEIs for admission and Ministry of Education for number of graduates.

##### **Indicator : Higher Education Student Completion Rate (HESCR)**

*Definition:* HESCR represents the percentage of students enrolled in the first year who have successfully completed higher education (HE) programmes with and without repetition. It should be noted that students will be counted regardless of their speciality. For example a student enrolled in first grade in a given branch should be considered still enrolled even if he/she changes the branch of study.

*Purpose:* This indicator measures institution efficiency and quality.

*Formula:* 
$$\text{HESCR} = \frac{\text{\# of students who successfully completed HE programme with or without repetition} \times 100}{\text{\# of students who enrolled for the programme}}$$

*Data Required:* Number of successful students in a programme and number of enrolment for the programme.

*Data Source:* HEIs and CHE.

##### **Indicator : Government Higher Education Funding Index (GHEFI)**

*Definition:* This is the overall government expenditure on higher education (HE) as percentage of Gross Domestic Product (GDP).

*Purpose:* It shows the level of government financial support for higher education.

*Formula:* 
$$\text{GHEFI} = \frac{\text{total government expenditure on HE} \times 100}{\text{GDP}}$$

*Data Required:* Total government expenditure on HE and GDP

*Data Source:* Ministry of Education for expenditure and Bureau of Statistics for GDP.

##### **Indicator : Higher Education Funding Index (HEFI)**

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<sup>12</sup> Adapted from African Union Performance Indicators for the 2<sup>nd</sup> Decade of Education for Africa: October 2008

*Definition:* This is the overall (government and others) expenditure on higher education as a percentage of GDP.

*Purpose:* It shows the level of support for higher education

*Formula:* 
$$\text{HEFI} = \frac{\text{total expenditure (government and others) on HE}}{\text{GDP}} \times 100$$

*Data Required:* Total expenditure on HE and GDP.

*Data Source:* HEs and CHE, Ministry of Education for expenditure and BOS for GDP.

### **Indicator : Higher Education Internationalization Index (HEII)**

*Definition:* HEII is the proportion of foreign students and staff in the higher education institutions. This indicator must be disaggregated by staff (expatriate) and students and gender.

*Purpose:* This indicator shows the mobility trend. It can also show the competitiveness and credibility of higher education institutions and their programmes to national and international development.

*Formula:* 
$$\text{HEII} = \frac{\text{\# of foreign students and staff in HEIs}}{\text{\# of staff in HEIs}}$$

*Data Required:* Number of foreign students and staff and total number of staff in HEIs.

*Data Source:* HEIs and CHE.

### **Indicator: Higher Education Continental Integration Index (HECI)**

*Definition:* It is the proportion of foreign students and staff in higher education institutions from the African Continent. This indicator can be disaggregated by staff and students and by gender.

*Purpose:* It shows the mobility trend of students and academics within the Continent. It is also the measure of integration in higher education institutions in the continent.

*Formula:* 
$$\text{HECI} = \frac{\text{\# of foreign students and staff from Africa in HEIs}}{\text{Total \# of staff in HEIs}}$$

*Data Required:* Number of foreign students and staff, and total number of staff in HEIs.

*Data Source:* HEIs and CHE.

### **Indicator : Research Degrees Completion Rate (RDCR)**

*Definition:* The percentage of students enrolled in PhD programmes that completed successfully in a given year.

*Purpose:* It is a measure of the potential capacity building for research and knowledge production.

*Formula:* 
$$\text{RDCR} = \frac{\text{\# of PhD degree graduates}}{\text{\# of candidates enrolled for PhD}}$$

*Data Required:* Number of PhD degree graduates and number of candidates enrolled for PhD

*Data Source:* HEIs and CHE.

### **Indicator : Academic Staff Quality Index (ASQI)**

*Definition:* It is the proportion of PhD holders among academic staff in higher education Institutions.

*Purpose:* It is the measure of the quality of teaching staff in higher education institutions. It is also the measure of capacities of HEIs to produce research degree holders.

*Formula:*  $ASQI = \frac{\text{\# of staff with PhD degrees}}{\text{Total number of staff}}$

*Data Required:* Number of staff with PhD degree and total number of staff.

*Data source:* Universities and CHE.

### **Indicator: Higher Education Institutions Research Publication index (HEIRPI)**

*Definition:* The average number of “peer reviewed” research publications per academic staff in a year per higher education institution.

*Purpose:* It is the measure of knowledge production and quality of higher education institution

*Formula:*  $HEIRPI = \frac{\text{total number of peer reviewed publications by all academic staff}}{\text{total \# of academic staff}}$

*Data Required:* Number of peer reviewed publications by all academic staff and total number of academic staff.

*Data Source:* HEIs and CHE

### **Indicator : Higher Education Unit Cost (HEUC)**

*Definition:* HEUC is the total expenditure in higher education divided by the total number of students for a given financial year.

*Purpose:* This indicator provides information on average expenditure per student in higher education in a given year.

*Formula:*  $HEUC = \frac{\text{total expenditure on HEIs}}{\text{total number of students}}$

*Data Required:* Total expenditure on HEIs and total number of students.

*Data Source:* HEIs, CHE and Ministry of Education

### **Indicator: Research Funding Index (FRI)**

*Definition:* RFI is the total amount allocated for research expressed as a percentage of the total HEI expenditure in a given year.

*Purpose:* This indicator can be used to measure the trend of research funding to HEIs and research institutions annually.

*Formula:*  $RFI = \frac{\text{total amount allocated for research}}{\text{total HEI expenditure}} \times 100$

*Data Required:* Total research allocation and total HEI expenditure.

*Data source:* HEIs, MOET and CHE

### **Indicator : HEI Research Consultancies Index (HRCI)**

*Definition:* It is the average number of consultancies undertaken by HEIs.

*Purpose:* It is the measure of the involvement of higher education institutions in knowledge production and development.

**Formula:**  $HRCI = \frac{\text{total number of consultancies undertaken by the HEIs}}{\text{total number of HEIs}}$

*Data Required:* Total number of consultancies undertaken by HEIs and the number of HEIs in the country

*Data Source:* HEIs for number of consultancies CHE for number HEIs.

### **Indicator : HE Science Mathematics and Technology gender index (HEMTGI)**

*Definition:* It is the gender ratio of students enrolled in science, mathematics and technology in higher education institutions.

*Purpose:* It is a measure of the gender gap in science mathematics and technology in higher education institutions.

**Formula:**  $HEMTGI = \frac{\text{\# of students enrolled for science mathematics and technology}}{\text{Total number of students in HEIs}}$

*Data Required:* Number of students enrolled for science, mathematics and technology, and total number of students in HEIs.

*Data Source:* HEIs and CHE.

### **Indicator : Graduate Employment Rate (GEmR)**

*Definition:* It is the percentage of graduates from higher education institutions that find employment within two years of completion or graduation.

*Purpose:* It is the measure of the relevance of higher education programmes to national development needs.

**Formula:**  $GEmR = \frac{\text{\# of HEIs graduates with employment}}{\text{Total number of graduates}} \times 100$

*Data Required:* Number of HEIs graduates employed and total number of graduates.

*Data Source:* HEIs for number of graduates - Labour surveys and BOS for employment figures

*Limitation:* Detailed employment data is a critical problem in the country, thus tracking graduate employment will be difficult.

### **Indicator : HE Academic Attrition Rate (HEAAR)**

*Definition:* it is the percentage of academic staff leaving the institution.

*Purpose:* to measure the environment for sustainable academic activities.

**Formula:**  $HEAAR = \frac{\text{\# of academic staff who left for any reason}}{\text{Total number of academic staff}}$

*Data Required:* Number of academic staff who left the institution and total number of academic staff

*Data Source:* HEIs and CHE.

### **Indicator : HE Gross Enrolment Ration (HEGER)**

*Definition:* It is the number of students enrolled in higher education institutions regardless of ages as a percentage of the total national population in the appropriate age group for higher education.

*Purpose:* To know the capacity of higher education in the country

*Formula:* 
$$\text{HEGER} = \frac{\text{\# of students enrolled in HEILs regardless of age} \times 100}{\text{Population of age group for HE}}$$

*Data Required:* Number of students enrolled in HEIs and population of appropriate age group for higher education.

*Data source:* HEIs for enrolment and BOS for the population of age group for HE (18 -25).

*Limitation:* The indicator may exceed 100% because those who have passed the maximum age limit are counted.

### **Indicator : Higher Education Participation Rate (HEPR)**

*Definition:* It is the percentage of the population in the age group 18-25 who are studying in higher education institutions.

*Purpose:* It is the measure of access given to youth in higher education institutions.

*Formula:* 
$$\text{HEPR} = \frac{\text{population of age group 18-25 enrolled in HEIs} \times 100}{\text{Population of age group 18-25}}$$

*Data Required:* Number of students aged 18-25 enrolled in HEIs and the population of youth aged 18-25.

*Data source:* HEIs for students' enrolment and BOS for population of age group 18-25

*Limitation:* This indicator assumes birth records of students in higher education institutions are available and reliable.

## **B. Process and Output Indicators (POI)**

The process and output indicators will assist in measuring the achievement of the implementation of the activities and goals in POI.

### **Indicator : HE Policies Index (HEPI )**

*Definitions:* It is the proportion of HEIs with approved and operational strategic plans.

*Purpose :* To monitor how HEIs promote policies that facilitate the revitalization and delivery of quality HE.

*Formula:* 
$$\text{HEPI} = \frac{\text{number of HEIs with approved Strategic Plans}}{\text{total number of HEIs}}$$

*Data required:* Number of HEIs with approved strategic plans and total number of HEIs.

*Data Source:* HEIs and CHE.

*Limitation:* the indicator does not show the level of implementation of strategic plans.

### **Indicator : HE Patent/Copyright Index (HEPCI)**

*Definition:* It is the proportion of approved patents and copyrights by higher education institutions

*Purpose:* To measure HE contribution to high level knowledge production

*Formula:*  $HEPCI = \frac{\text{\# of approved patents and copyrights}}{\text{\# of applications for patents and copyrights}}$

*Data Required:* Number of approved patents and copyrights and total number of applications submitted.

*Data Source:* HEIs and intellectual property offices (MOHA).

### **Indicator : HE Research Funding Index (HERFI)**

*Definition:* it is the number of higher education research funding agencies in each country this is an absolute figure

*Purpose:* to know of research funding agencies available for scholars and researches in HEIs

*Data Required:* number of research funding agencies

*Data Source :* HEIs and CHE

*Limitation:* The indicator does not show the size of fund made available and type of research funded.

### **Indicators : HEI Collaboration Index (HEICI)**

*Definition:* It is the average of agreements signed among the higher education institutions. it can be disaggregated nationally, regionally, and internationally.

*Purpose:* To know the extent of networking and collaboration among HEIs.

*Formula:*  $HEICI = \frac{\text{\# of agreements signed among HEIs}}{\text{\# of HEIs involved}}$

*Data Required:* Number of agreement signed and number of institutions involved

*Data source:* HEIs

*Limitations:* The indicator does not show the nature, type, status and conditions of the agreement.

### **Indicator : HEIs Joint Programme Index (HEIJIPI)**

*Definitions:* It is the number of joint programmes delivered or executed with other higher education institutions. It can be disaggregated nationally, regionally and internationally.

*Purpose:* To know the existence of networking and collaboration among HEIs

*Data Required:* Number of jointly executed programmes among HEIs.

*Data Source:* HEIs

### **Indicator : HE Harmonization Index (HEHI)**

*Definition:* It is the proportion of higher education institutions participating in credit transfer schemes it can be disaggregated nationally, regionally and internationally.

*Purpose:* It shows the level of harmonization of programmes among the HEIs.

*Formula:*  $HEHI = \frac{\text{\# of institutions participating in credit transfer}}{\text{Total number of HEIs}}$

*Data Required:* Number of institutions participating in credit transfer and total number of HEIs

*Data source:* HEIs and CHE

### **Indicator : HE Quality Assurance Index (HEQAI)**

*Definition:* It is the proportion of higher education institutions with quality assurance unit. (HEQAI1). It is also the proportion of higher education institutions with periodic curriculum review mechanisms ( HEQAI2).

*Purpose:* The indicator shows how quality is monitored from the higher education institutions.

*Formula:*  $HEQAI\ 1 = \frac{\text{\# of HEIs with quality assurance unit}}{\text{Total number of HEIs}}$

$HEQAI2 = \frac{\text{\# of HEIs with periodic review mechanisms}}{\text{Total number of HEIs}}$

*Data required :* Number of HEIs with quality assurance unit, Number of HEIs with periodic review mechanisms, and total number of HEIs.

*Data Source :* HEIs and CHE.

### **Indicator : HE ICT INDEX (HEICT)**

*Definition:* It is the proportion of higher education institutions using ICT and e-learning for programme delivery in the country.

*Purpose:* The indicator can be used to gauge the extent of usage and promotion of ICT and e-Learning by HEIs.

*Formula:*  $HEICTI = \frac{\text{\# of HEIs using ICT and e-learning}}{\text{Total number of HEIs}}$

*Data Required:* Number of HEIs using ICT and e-learning and total number of HEIs.

*Data Source:* HEIs and CHE.

### **Indicator : HEIs Governance Index (HEIGI)**

*Definition:* It is the proportion of higher education institutions with governance structures in line with Higher Education Act.

*Purpose:* It shows the level of governance, leadership and management in HEIs

*Formula:*  $HEIGI = \frac{\text{number of HEIs with governance structures}}{\text{Total number of HEIs}}$

*Data Required :* Number of HEIs with governance structures and total number of HIEs

*Data Source:* HEIs and CHE

### **Indicator : HE Contribution to Development Index (HECDI)**

*Definition:* It is the number of research publication and policies oriented reports by higher Education institutions focusing on primary, secondary education issues.

*Purpose:* It shows the contributions of HEIs to raising quality and efficiency in the lower levels of education.

*Data Required:* Number of research publications and reports on primary and secondary education issues.

*Data Source:* HEIs and CHE.