



**COUNCIL ON HIGHER EDUCATION**

# **2<sup>ND</sup> Generation Strategic Plan**

## **2015/2016 – 2019/2020**

**March 2015**

## Table of Contents

<b>1.0 INTRODUCTION</b> .....	<b>6</b>
<b>2.0 CONTEXT WITHIN WHICH CHE OPERATES</b> .....	<b>7</b>
<b>3.0 PROCESS FOLLOWED IN DEVELOPING THE PLAN</b> .....	<b>9</b>
<b>4.0 SWOT &amp; PESTEL ANALYSES</b> .....	<b>10</b>
4.1 SWOT Analysis .....	11
4.2 PESTEL ANALYSIS .....	18
<b>5.0 ELEMENTS OF STRATEGIC DIRECTION</b> .....	<b>22</b>
5.1 Mission statement .....	22
5.2 Vision statement.....	22
5.3 Slogan .....	22
5.4 Corporate Values .....	22
<b>6.0 CRITICAL SUCCESS FACTORS</b> .....	<b>23</b>
<b>7.0 VISION COMPONENTS</b> .....	<b>24</b>
7.1 Components of the Vision Statement .....	25
<b>8.0 GOALS AND STRATEGIC OBJECTIVES</b> .....	<b>29</b>
8.1 Goals.....	29
8.2 Strategic Objectives .....	29
<b>9.0 THE LOGICAL FRAMEWORK</b> .....	<b>32</b>
9.1 LOGICAL FRAMEWORK: 2015/16 – 2018/19 .....	33
<b>10.0 IMPLEMENTATION ARRANGEMENTS</b> .....	<b>44</b>
10.1 CHE.....	44
10.2 MOET .....	44
10.3 Cabinet.....	44
10.4 Higher Education Institutions .....	44
10.5 TVED .....	45
10.6 ECOL.....	45
10.7 Monitoring and Evaluation.....	45

## ***Acronyms***

AOP	Annual Operational Plan
CHE	Council on Higher Education
COSC	Cambridge Overseas School Certificate
ECOL	Examinations Council of Lesotho
HEA	Higher Education Act
HE	Higher Education
HEIs	Higher Education Institutions
HEMIS	Higher Education Management Information System
ICT	Information Technology
HEQAC	Higher Education Quality Assurance Committee
GOL	Government of Lesotho
MDP	Ministry of Development Planning
M&E	Monitoring and Evaluation
MOET	Ministry of Education and Training
MoH	Ministry of Health
MOU	Memorandum of understanding
NMDS	National Manpower Development Secretariat
NRC	National Research Council
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
QA	Quality Assurance
QFL	Qualifications Framework of Lesotho
SADC	Southern African Development Community
SWOT	Strengths, Weaknesses, Opportunities and Threats
TVED	Technical and Vocational Education Department

## **Foreword**

Establishment of systems and necessary frameworks is critical for work in any sector to be carried out in a systematic manner. The Higher Education Sub-sector is no exception in this regard, and this plan is one of the building blocks. CHE is a young organization that has just completed implementation of its first five-year plan which started in 2010 and ended in March 2015. The Council has performed one of its important duties of developing the second generation strategic plan to cover another five years (2015/16 – 2019/20). This plan was informed by an in-depth reflection on the part of CHE on its performance and how it can improve. The plan has also been aligned to the relevant national documents such as the National Vision 2020, National Strategic Development Plan, Higher Education Policy, Higher Education Strategic Plan among others.

As the old plan comes to an end and the new one comes into force, we can pause and reflect on how the organization has performed. One of the main targets in the old plan was setting-up the organization and requisite policy frameworks and systems for both internal operations and for regulating higher education. That was done satisfactorily and even extended to a level where programme-reviews were done and a number of programmes from various institutions have been accredited among many things that have been achieved. The second generation plan will be used to consolidate gains that have been made, and intensify regulation of the sub-sector.

In addition to the key issues reflected in the Higher Education Act of 2004, the plan also includes a new component of CHE mandate which is on management of the Qualifications Framework of Lesotho (QFL) for higher education. While CHE has accepted and is already seized with the new mandate, it is critical for the Act to be amended to include the new component. The amendment of the Act will present an opportunity for the country to reflect on some critical issues in relation to the structure of tertiary education and institutional arrangements supporting it. It will also call for some structural reforms within CHE itself to place it on a solid footing to deal with new challenges ahead. With this plan Council recommits itself to working hard towards achievement of its targets and thereby contributing positively in building quality higher education system in the Kingdom.



**Matjato Mteane (Mr.) – Council Chairperson**

## **Acknowledgements**

As a founding Chief Executive of CHE, one has had the honour of building the organization from scratch. It was a daunting task that one could not have achieved if it were not for the support received from many quarters. I therefore, wish to take this opportunity to acknowledge all those who made realization of the CHE mandate possible. In particular the support of the Ministry of Education and Training, and heads of Higher Education Institutions is highly appreciated. The organization would not have seen light of day if it was not for the immeasurable contribution of the former Chairperson of Council Dr. Samuel Motlomelo and the first Council of CHE. They anchored me and were a pillar of strength when there was no secretariat in place to work with. The foundations of this organization were laid under their watchful eye and guidance including development of operational policies, systems and the first strategic plan. When the term of the first Council ended most members stayed on, but the Chairperson left, and Mr. Matjato Moteane took over the reigns, and continued to be a pillar of strength, support and guidance. I therefore, remain deeply indebted to the Council for its stewardship.

The Secretariat came on board mostly in 2011 and 2012 with population of the organizational structure. We have managed to build a solid team that has done a good job of implementing the strategic plan that came before this one. For that I would like to thank my colleagues in the Management and the entire CHE staff. This strategic plan was developed from within the organization by the CHE team from beginning to end. I therefore, wish to thank the Directorate of Policy Strategy and Information for a job well done.

The Chief Executive, Management and staff of CHE will continue to work hard to implement the policy imperatives determined by the Council.



**'Makotelo Motseko (Mrs)**  
**Chief Executive**

## 1.0 INTRODUCTION

The Council on Higher Education (CHE) is mandated to regulate higher education in Lesotho. It was established by the Higher Education Act of 2004. Its functions as outlined in the Act are to:

- Monitor implementation of the policy on higher education;
- Publish information regarding developments in higher education on a regular basis;
- Promote access of students to higher education institutions;
- Advise the Minister of Education and Training on any aspect of higher education;
- Promote quality assurance in higher education;
- Audit the quality assurance mechanisms of higher education institutions;
- Accredite programmes and issue a certificate of accreditation of higher education; and
- Monitor and evaluate the performance of academic programmes and higher education institutions.

CHE advises the Minister of Education and Training on the following areas among others:

- Quality promotion and quality assurance;
- Teaching and research;
- The structure and planning of the higher education system;
- A mechanism for the allocation of public funds;
- Appropriate incentives or imposition of sanctions such as diminution or withdrawal of government funding, downgrading, termination of a programme, or even closure of an institution;
- Student bursaries; and
- Governance of the higher education institutions and higher education systems.

CHE consists of three statutory structures, namely the Council, the Higher Education Quality Assurance Committee (HEQAC) which is an advisory committee to Council and the Secretariat. The Council is the governing body with 12 members, and chaired by an appointee of His Majesty the King. HEQAC on the other hand advises the Council on quality assurance issues in higher education. It is made up of 15 members, and it is chaired by an appointee of the Minister of Education and Training. The Secretariat

implements policy directives and decisions of the Council. It is led by a Chief Executive appointed by Council.

The purpose of this strategic plan is to articulate the strategic direction for CHE for the next five years. It covers eleven goals each of which has a number of strategic objectives. The specific objectives of the plan are as follows:

1. To provide direction for operations of CHE;
2. To articulate the mission and vision of CHE; and
3. To present goals and objectives in a manner that they can be easily implemented and in a way that is amenable to easy tracking of performance.

This is the second strategic plan for CHE. The first one was in operation from 2010/11 and expired in March 2014/2015. The plan is structured such that it deals with the context within which CHE operates; the process followed for developing it; SWOT and PESTEL analyses; elements of strategic direction; critical success factors; vision statement components; goals and strategic objectives; logical framework and implementation arrangements.

## **2.0 CONTEXT WITHIN WHICH CHE OPERATES**

CHE regulates the higher education sub-sector in terms of the Higher Education Act of 2004 which defines it as a ‘...learning programme leading to qualifications higher than COSC or its equivalent and whose accreditation has been approved by the CHE’<sup>1</sup>. On the basis of this definition CHE deals with institutions offering degree programmes, Diploma, certificate programmes and professional programmes. There are currently 14 institutions that are operational together with 2 that have recently been registered by the Ministry of Education and Training (MOET). The tables below present the institutions and their 2013 enrolment figures disaggregated by gender; type of institution; mode of delivery; and by level of qualification.

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<sup>1</sup> Higher Education Act 2004

### Enrolment by Institution

Institution	Male	Female	Total	% Total
National Health Training College (NHTC)	159	394	553	2.4
Lesotho College of Education (LCE)	1295	3012	4307	18.5
Maluti Adventist College (MAC)	44	119	163	0.7
Paray School of Nursing (PSN)	25	100	125	0.5
Roma College of Nursing (RCN)	25	79	104	0.4
National University of Lesotho (NUL)	3893	6362	10255	44.1
Scot Hospital School of Nursing (SHSN)	26	117	143	0.6
Institute of Development Management (IDM)	154	270	424	1.8
Limkokwing University of Creative Technology (LUCT)	1500	1484	2984	12.8
Lesotho Agricultural College (LAC)	211	283	494	2.1
Centre for Accounting Studies (CAS)	286	350	636	2.7
Lerotholi Polytechnic (LP)	1887	780	2667	11.5
Lesotho Institute of Public Administration and Management (LIPAM)	112	299	411	1.8
Lesotho Boston Health Alliance (LeBOHA)	1	1	2	0.0
Total	9618	13650	23268	100.0

Gender	Type of institution		Total
	Public	Private	
Male	7997	1621	9618
Female	11750	1900	13650
Total	19747	3521	23268
% Total	84.9	15.1	100.0

### Enrolment by Mode of Study

Gender	Mode of delivery		Total
	Full-time	Part-time	
Male	7631	1987	9618
Female	9016	4634	13650
Total	16647	6621	23268
%Total	71.5	28.5	100.0

### Enrolment by Qualification

Qualification	Male	Female	Total	% Total
Certificate	342	260	602	2.6
Advanced Certificate	40	85	125	0.5
Diploma	4378	6773	11151	47.9
Advanced Diploma	927	951	1878	8.1
Bachelors Degree	3780	5417	9197	39.5
Honours	0	1	1	0.0
Masters	144	163	307	1.3
PHD	7	0	7	0.0
Total	9618	13650	23268	100.0

Other key players in addition to HEIs in the sub-sector are MOET, TVED, Examinations Council of Lesotho, professional statutory bodies such as the Medical, Pharmaceutical and Dental Council of Lesotho, Lesotho Nursing Council, Lesotho Institute of Accountants and Law Society of Lesotho. The National Manpower Development Secretariat (NMDS) as an agency that provides funding to tertiary students is an important player in the sub-sector as well. Other Government Ministries such as Ministry of Finance, Labour and Employment, Development Planning, and employers from both public and private sectors relate to CHE in some of their operations.

### **3.0 PROCESS FOLLOWED IN DEVELOPING THE PLAN**

The strategic plan was developed internally by the CHE team in the Directorate of Policy, Strategy and Information. The process followed to develop the plan was that a comprehensive performance audit was conducted covering the period of the duration of the previous plan. The purpose of the performance audit was to determine the extent to which the previous plan had been implemented, the level at which governance and operational structures were functional and effective; and policy environment and compliance to policies. It also looked closely at the performance management system, how it is being implemented and the extent to which it correlates with performance of the organization on the ground. A Client Satisfaction Survey was undertaken to check whether higher education institutions as the main clients of CHE were satisfied with services provided to them and the results were incorporated into the performance audit report. Furthermore, there was a workshop for all key stakeholders where they scanned the environment and provided feedback to CHE using Strengths, Weaknesses, Opportunities, Threats (SWOT) and Political, Economic, Social, Technological, Environmental and Legal factors (PESTEL)

analysis. A list of participants of the environmental scanning workshop is attached as Annex 1. The analysis was further refined at a four-day strategy formulation workshop in which members of Council, HEQAC and CHE Secretariat staff participated. A list of participants is attached as Annex 2. The strategy formulation workshop decided on the salient issues articulated in this plan.

#### **4.0 SWOT & PESTEL ANALYSES**

An effective strategy must be based on a realistic assessment of the organisation's internal resources and capabilities. In order to compile a credible organizational profile which informed strategy formulation, CHE employed a technique of listing and analysing Strengths, Weaknesses, Threats and Opportunities (SWOT) to assess the environment within which it is operating. Strengths and weaknesses focus on the internal environment and they are within the control of the organisation, whereas opportunities and threats examine the external environment. These components of the external environment deal with issues that are important for CHE to achieve its objectives, but are beyond its control. Having identified SWOT, this strategy seeks to use strengths to improve on the weaknesses on the one hand while on the other, to tap on the opportunities in the external environment and also to eliminate threats or reduce their potential impact on its operations. Given the importance of the external environment and its possible impact, analysis was extended and deepened through PESTEL analysis which comprise Political, Economic, Social, Technological, Environmental and Legal factors that could have a bearing on CHE and its operations. Both matrices for SWOT and PESTEL are presented below.

Issues identified through this analysis together with critical success factors and descriptive vision components among others have informed identification of the goals and strategic objectives, which in turn have been articulated in the logical framework.

#### 4.1 SWOT Analysis

Strengths	Why is it a strength?	How can it be sustained and improved?
Established institution	<ul style="list-style-type: none"> <li>• Systems are in place to guide and support operations;</li> <li>• CHE has approved policies and procedures; and</li> <li>• There is an office and resources to undertake its functions.</li> </ul>	<ul style="list-style-type: none"> <li>• Review regularly;</li> <li>• Consider permanent home for CHE ( Land Acquisition);</li> <li>• Increase human and financial resources; and</li> <li>• Strengthening collaboration with MOET and Minister</li> </ul>
Quality client care	Keeps good relations with stakeholders	<ul style="list-style-type: none"> <li>• Increase stakeholder involvement;</li> <li>• Orientation of new staff; and</li> <li>• Maintain acceptable standards of service delivery to clients.</li> </ul>
Have clear strategic intent and direction	Declares CHE’s direction	Ensure efficient and effective implementation of the plan & monitor it consistently.
Partnership with regulatory bodies	Keeps all stakeholders informed and involved. Also taps expertise from partner institutions	Regular and systematic consultation with regulatory bodies locally, regionally and internationally
CHE is established by an Act of Parliament	It has authority to undertake its functions	Review the Act regularly
Conducts awareness campaigns and capacity building for HEIs	<ul style="list-style-type: none"> <li>• Fosters Buy-in from HEIs</li> <li>• Strengthens links with other institutions of its kind (locally and internationally)</li> </ul>	Mobilise resources to be able to support capacity building initiatives for HEIs
Implementation of its mandate is on a consultative basis with HEIs	<ul style="list-style-type: none"> <li>• Creates strong strategic partnerships with HEIs</li> </ul>	Nurture and broaden their scope of partnerships and links

Has a functioning website	<ul style="list-style-type: none"> <li>• There is easy access to information about CHE</li> </ul>	Promote the website and update it continuously
High calibre professional and accommodative staff	Positive attitude towards their clients builds partnerships with clients and makes it easy to comply with meeting its mandate	Succession planning and ongoing capacity building
Competent and motivated employees	Contributes positively towards implementation	<ul style="list-style-type: none"> <li>• Retention of employees (retain staff)</li> <li>• Development and implementation of staff retention strategy</li> <li>• Continue to recruit professional staff with exposure &amp; experience of working in HEIs</li> </ul>
CHE Secretariat comprises of individuals that have worked in the local HE sector	They have appreciation of the needs as well as weaknesses of local HEIs	Ensure continuity in employing staff with experience in the HE sector
Frequent data collection in the HE sub-sector	A data repository (data bank) has been developed and this will aid national planning and communicate the country's position internationally with development partners	<ul style="list-style-type: none"> <li>• Maintain frequent sensitization on the importance of keeping reliable data in HEIs</li> <li>• Support institutions in building data management capacity including funding and training on Higher Education Management Information System (HEMIS)</li> </ul>
Definite source of funding from GOL	Enables planning and implementation of plans	<ul style="list-style-type: none"> <li>• Continuous improvement of performance including accountability</li> <li>• Improve CHE's profile</li> </ul>
CHE has a monopoly (is a supreme body) on the regulation of the HE sub-sector	It is the sole regulator for HEIs	Amendment of Act and enactment of regulations.
Systems in place (policy, act, framework, etc.)	They enable CHE to operate systematically and be consistent in applying standards	<ul style="list-style-type: none"> <li>• Regular reviews</li> <li>• There is need for differentiation for different sets of HEIs</li> </ul>

Assigned by MOET to implement qualification framework for HE	This will enable CHE to align management of qualifications with its mandate	CHE needs to work out a strategy to accommodate QFL
Clean Audits	Creates opportunities for funding	<ul style="list-style-type: none"> <li>• Continuous adherence towards improved results.</li> <li>• Regular reviews and implementation of risk management.</li> </ul>
<b>Weaknesses</b>	<b>Why is it a weakness?</b>	<b>How can it be addressed?</b>
Poor time management (inability to conduct reviews as scheduled)	Creates postponement of activities and delay feedback	<ul style="list-style-type: none"> <li>• Ensure time management/ adhere to schedules.</li> <li>• Set realistic and achievable time lines</li> <li>• Populate organizational structure</li> </ul>
Excessive use of externally sourced experts.	Lack of consistency and follow-up.	<ul style="list-style-type: none"> <li>• Engage Organisational Development consultant to mentor development of CHE</li> <li>• Have clear intent for development of local professionals</li> </ul>
CHE is understaffed	Internal talent is highly stretched.	<ul style="list-style-type: none"> <li>• Employ staff</li> <li>• Deploy cross-functional teams</li> <li>• Revise the structure and consider strategic recruitment (talent based)</li> </ul>
Too prescriptive in carrying out its mandate	There is duplication of activities with other regulatory bodies.	Liaise with individual institutions and regulatory bodies
CHE does not have the capacity to undertake accreditation of programs	<ul style="list-style-type: none"> <li>• To operate in its role, CHE often has to solicit assistance of foreign experts</li> <li>• Foreign experts increase the cost of the activity and CHE plans depend on their convenience.</li> </ul>	<ul style="list-style-type: none"> <li>• CHE needs to conduct a local skills audit to assist in recruiting qualified local experts</li> <li>• Ensure that panels are 'fit for purpose' including review of some of the affiliations (HEIs) for their currency and relevance</li> </ul>
No risk management unit in the organizational structure	Cannot credibly predict the occurrence of unforeseen and unfavourable conditions	Adopt effective risk management strategies.

Does not have a building of its own	<ul style="list-style-type: none"> <li>• Current offices have space and parking constraints</li> <li>• Costly (paying rent)</li> <li>• Does not house all activities in one place (e.g. need to rent additional space for workshops)</li> </ul>	Develop a concept paper and proposal for acquisition of a site and building of a CHE complex (offices)
Low level of internationalization	Handicaps CHE's exposure to real time international experiences on HE	<ul style="list-style-type: none"> <li>• Recruit more international personnel to work in CHE.</li> <li>• Adopt staff exchange programme.</li> </ul>
Some members of the secretariat have not been exposed to HEIs working environment.	Difficulty to appreciate the context and analyse reports from HEIs sufficiently.	<ul style="list-style-type: none"> <li>• Capacity building.</li> <li>• Attachments.</li> <li>• Recruitment criteria should consider experience working in HEIs</li> </ul>
International experts solicited are mostly from universities without exposure to other areas of HE in which CHE works such as colleges and polytechnics	Sub-university type of institutions are not adequately represented in the experts engaged by CHE if ever.	CHE should be mindful of experts with a wider expertise (professional, academic, technical)
Depends on one source of funding which is inadequate and unpredictable	This leads to limited human capacity.	Diversify sources of funding
Operates on outdated HE Act.	<ul style="list-style-type: none"> <li>• Limits the regulatory functions</li> <li>• Limits efficiency and effectiveness</li> </ul>	Recommend the review of the Act
Generic approach towards accreditation of programmes which treats a large university in the same way as small colleges/schools. CHE uses the same set of standards for highly varied institutions.	This generic approach kills diversity of HEIs.	CHE should consider clustering HEIs according to their type.
Unaffordable cost of accreditation	Institutions unable to accredit more	CHE should subsidize accreditation so that the

	programmes due to prohibitive costs.	standard of accreditation is not lowered.
Limited progress made on HIV and AIDS prevention activities	One of the strategic goals was not fully implemented	<ul style="list-style-type: none"> <li>• Work with institutions to combat the scourge of HIV and AIDS.</li> <li>• Increase budget and allocate resources for the activity</li> </ul>
Review reports by CHE in some instances do not distil issues more and there is no clear link of identified weaknesses with recommendations.	<ul style="list-style-type: none"> <li>• Leads to poor decision making about programmes</li> <li>• Delays the process (including of improvement by HEIs)</li> </ul>	Set a template for review reports
<b>Opportunities</b>	<b>Why is it an opportunity?</b>	<b>How can it be tapped?</b>
Strong political will	Political will ensures sustainability of CHE	Consistently induct higher ranking officials of the Ministry (Minister & PS) about CHE and its mandate as they come into office.
CHE workshops conducted have raised awareness and developed capacitated ambassadors for advocacy	<ul style="list-style-type: none"> <li>• This enables CHE to achieve its mandate with the help of institutions;</li> <li>• CHE will be in a position to get evaluated by clients that are informed about its functions and mandate; and</li> <li>• CHE can tap into a pool of its clients to use as panel members/reviewers for assessment of sister institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• More engagement between CHE and institutions;</li> <li>• Further capacity building/workshops; and</li> <li>• Favourable remuneration for panel members to act as incentive to participate in evaluation and assessment of sister institutions.</li> </ul>

CHE works with institutions that already have regulators	CHE benefits from the ground having been prepared by regulators that were already regulating some institutions such as the Accounting and Health Institutions.	Maintain collaborative arrangements.
Continuous benchmarking with international best practice on HE regulation.	This will help refine CHE's approaches and structures, processes so that it can advise the Ministry credibly.	Develop M.O.U.s with reputable organizations and renew those that need to be renewed.
There are currently more public institutions than private institutions to regulate.	Building on standards already established in public institutions.	Support QA structures within HEIs
Availability of more accreditation bodies in the region.	Tap into experiences of other accreditation bodies in the region for empowerment.	Collaborate
Stakeholder willingness to engage with CHE. HEIs are cooperative and have good working relations with CHE.	This makes implementation of its mandate to be smooth.	More collaboration and transparency
<b>Threats</b>	<b>Why is it a threat?</b>	<b>How it can be avoided?</b>
Overlapping regulatory bodies. e.g. Nursing Council has requirements different from those of CHE, Medical Council's are different as well. These can be burdensome to HEIs	Duplicated demands on institutions may affect HE compliance.	<ul style="list-style-type: none"> <li>Form alliances with regulatory bodies and harmonise tools as much as possible.</li> <li>Better working relations between CHE &amp; regulatory bodies</li> </ul>
Discord between key Ministries (MDP, CHE, MOET, NMDS, MoH)	There is minimal coordination of related activities and monitoring of	Better working relations between CHE & key Government Ministries

	implementation HE policy	
Political uncertainty/instability	<ul style="list-style-type: none"> <li>• The current instability could lead to a new Minister of Education being appointed after elections; and</li> <li>• Policy changes affect the momentum of implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep to mandate and consistently advise new Ministers of MOET on the HE sub-sector</li> <li>• CHE should not be overly dependent on the Ministry of Education.</li> </ul>
No clear collaboration between CHE and TVED in MOET.	Areas of common interest between the two regulatory bodies are not dealt with systematically.	<ul style="list-style-type: none"> <li>• Define and improve relations with TVED</li> <li>• Advise for regular Update of HEIs database at MOET</li> <li>• Define HE including where Diplomas fall</li> </ul>
Minimal regulatory powers	Limits the regulatory functions and compromises effectiveness and quality	Amend the legislation
HIV Pandemic	Impacts negatively on the products of HEIs - students, staff and community	Channel more resources and collaborate with institutions actively to lower infection rates.
Financing of HEIs	They are unable to improve on recommendations based on their limited funds.	Advocacy for funding of HEIs.
Low research output by HEIs	CHE is unable to fulfill its mandate of collecting and disseminating research on HEIs.	Facilitate establishment of the National Research Council.
Unaffordable and unavoidable cost of accreditation	Institutions unable to accredit more programmes due to prohibitive costs.	CHE should subsidize accreditation so that the standard of accreditation is not lowered.
CHE and its mandate is not uniformly understood by all HEIs.	Possible resistance by HEIs	Improve constant communication and dissemination of information on CHE

## 4.2 PESTEL ANALYSIS

PESTEL	What are the Factors?	Why are they important to CHE?	How can they be dealt with?
<b>Political</b>	Political instability	<ul style="list-style-type: none"> <li>• Need to operate in stable environment to carry out CHE mandate;</li> <li>• HEIs are easily affected by politics.</li> </ul>	Remain professional in carrying out mandate
	Regime changes	<ul style="list-style-type: none"> <li>• May affect CHE plans</li> <li>• It could upset continuity and sustainability of work done.</li> </ul>	<ul style="list-style-type: none"> <li>• Position CHE agenda with Principals.</li> <li>• To retain institutional memory through wide information dissemination and negate silo working mentally.</li> </ul>
	Power relations between CHE & regulatory bodies.	Help to draw operational plans.	Consultations.
	Politically motivated appointments of Heads of institutions and possibly within CHE	<ul style="list-style-type: none"> <li>• HEIs lose stability that can enhance quality.</li> <li>• Possible appointment of CHE staff and management through nepotism or political favours and not merit.</li> </ul>	Improve HEIs governance structures.
	Political will	<ul style="list-style-type: none"> <li>• Access to funding</li> <li>• Government Support</li> </ul>	Hold regular meetings with senior Government Officials who have influence.
<b>Economic</b>	<b>What are the Factors?</b>	<b>Why are they important to CHE?</b>	<b>How can they be dealt with?</b>
<b>Economic</b>	New dynamics in value for money	HEIs should offer programmes that benefit clients.	Intensify quality measures
	Decline in development partners support	This could affect some programmes in HEIs.	Institutions encouraged to ensure alternative financing models
	HEIs should offer sustainable programmes	Increase efficiency and realise equitable distribution of resources	Continue implementing QA minimum programme accreditation standards
	Economic Recession	Limited funding to CHE and HEIs	<ul style="list-style-type: none"> <li>• Both should ensure multiple sources of funding.</li> </ul>

			<ul style="list-style-type: none"> <li>Encourage efficiency in HEIs and within CHE</li> </ul>
	High unemployment rate	<ul style="list-style-type: none"> <li>Limits demand for graduates</li> <li>Devaluing education</li> </ul>	<ul style="list-style-type: none"> <li>Encourage more programmes that promote self-employment and job creation.</li> <li>Promote demand driven programmes.</li> </ul>
	Dependence on government subvention	Limits the scope of operations and possible need to expand	CHE should explore alternative avenues of fund raising and mobilization of resources
	Over-reliance on foreign expertise for accreditation and development of national QA systems	It's not cost effective as funds could be deployed into investing in local talent	Identify locally skilled experts and build a pool of local talent.
<b>Social</b>	<b>What are the Factors?</b>	<b>Why are they important to CHE?</b>	<b>How can they be dealt with?</b>
<b>Social</b>	HIV/AIDS pandemic	<ul style="list-style-type: none"> <li>This will inform curricula of programmes</li> <li>Students affected and infected by the virus</li> <li>Promotion of wellness and welfare of the potential labour force and future economically active youth</li> </ul>	<ul style="list-style-type: none"> <li>Support HEIs to develop and implement HIV &amp; AIDS policies</li> </ul>
	Immigrations	To ensure that programmes are benchmarked with the local and international best institutions. For national/international comparability	
	Curriculum changes and needs	To ensure that programmes produce human resources that are beneficial to the country	Promote demand driven programmes
	Societal attitudes towards "local" education	More demand for quality education Performance-based funding (rewarding quality)	
	Relationship between local and foreign owned HEIs as well as regulators	They need to be cordial to ensure support in reaching a common goal	<ul style="list-style-type: none"> <li>Develop M.O.U.s with other regulators so as to facilitate cordial relationships</li> <li>Encourage developmental</li> </ul>

			relationships between local and internationally owned HEIs
<b>Technology</b>	<b>What are the Factors?</b>	<b>Why are they important to CHE?</b>	<b>How can they be dealt with?</b>
<b>Technology</b>	E- Learning and online programmes compete with HEIs	<ul style="list-style-type: none"> <li>Some programmes are not accredited.</li> <li>Improves quality and access to higher education.</li> </ul>	Sensitise institutions to adapt
	General technological advancements/fast tracked technology development	Innovation - New Job opportunities	Facilitating a conducive environment for development of technologically inclined programmes,
	Need for broad online Presence: <ul style="list-style-type: none"> <li>Website,</li> <li>New communication platforms and technologies (social media platforms)</li> </ul>	<ul style="list-style-type: none"> <li>Information on CHE easily accessible</li> <li>Provides a platform for institutional networking</li> <li>e-learning, e-library, e- assessment</li> </ul>	Should have an IT department manned with qualified technicians and programme /software developers
	Greater diversity of learning providers of higher education	More access to those who cannot make it to state institutions	Diversify/increase number of private providers
<b>Environmental</b>	<b>What are the Factors?</b>	<b>Why are they important to CHE?</b>	<b>How can they be dealt with?</b>
<b>Environmental</b>	Climate change	<ul style="list-style-type: none"> <li>Funding for students affected e.g. parents who are farmers during droughts</li> <li>Influence on programmes related to climate change</li> </ul>	HEIs should be encouraged to integrate emerging issues into the curriculum
	Increasing pressure to reduce energy consumption	CHE and HEIs may be required to conform to energy regulations thereby losing advantage of using technology advances.	Consider including environmental issues (including carbon footprint) in the standards
	Renewable energy (solar energy, recycling materials – programmes in these areas)	Relevance of programmes to contemporary challenges	
	E-learning for paperless world which is friendly to the environment	Reduction of pollution and conservation	

<b>Legal</b>	<b>What are the Factors?</b>	<b>Why are they important to CHE?</b>	<b>How can they be dealt with?</b>
<b>Legal</b>	People are conscious of their rights.	They are more likely to demand higher quality services.	Promoting QA
	Issues of information security	Maintenance of confidentiality	Strict enforcement of confidentiality clauses in policies and frameworks.
	The HEA 2004 needs amendment	Amendment of the ACT will accommodate new developments necessary to enhance the efficient functioning of CHE.	CHE should amend the Act
	HEIs can sue CHE if prejudiced	That could be disruptive, costly and carry reputational risk	Engage legal expertise

## 5.0 ELEMENTS OF STRATEGIC DIRECTION

### 5.1 Mission statement

To provide an enabling environment that defines, monitors and promotes academic excellence in Higher Education in order to enhance national development.

### 5.2 Vision statement

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

### 5.3 Slogan

*"Building quality higher education system!"(Thuto e phahameng ea boleng!)*

### 5.4 Corporate Values

- **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.
- **Commitment to quality Higher Education:** We are committed to providing a regulatory environment for higher education institutions to succeed in their business.

## 6.0 CRITICAL SUCCESS FACTORS

Every plan needs to be anchored by some factors that are critical to its successful implementation. These are a few areas in which things have to go well for the organization to succeed. If things do not go well in such areas delivery on objectives of the organization would be compromised. This strategic plan is no different in that regard. It is for this reason that critical success factors have been identified and they are as follows:

- **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 financial 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.
- **Human resources;** The area of human resources is an important one for CHE to deliver on its mandate. It is of utmost importance for CHE to populate its organizational structure and operate at full capacity on the one hand. On the other hand it has to remain vigilant to ensure that resource persons that are engaged to support it whether as consultants or programme reviewers or for institutional audits are competent, professional and disciplined. Availability of such people when they are needed is also critical to the work of CHE.
- **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.
- **Compliance/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.
- **Sustained funding for public HEIs:** Higher education public institutions receive funding from government through subventions and their other source of revenue is through fees, though the latter is regulated by government. HEIs need substantial financial resources for them to provide quality education to the level required by CHE. The issue of adequate funding of institutions is therefore critical for the success of CHE in promoting quality higher education.
- **Strong legal framework for regulation:** The Higher Education Act, having been implemented in earnest for the last five years, has areas that have been identified for amendment in order to improve the way CHE regulates the higher education sub-sector.

## 7.0 VISION COMPONENTS

CHE has set itself an inspirational and challenging vision, but at the same time it is perceived to be achievable by those who have to live and implement it. It is for this reason that a vision component matrix has been developed to assist management to fully understand what the vision statement means. It also sets important milestones towards achieving the vision. There are five components, namely, *Effectively regulated system; Comparable Higher Education system; Accessible Higher Education; Equitable Higher Education; and Relevant to development needs*. The matrix below presents these components together with indicators and targeted outcomes for each over a five year period to be covered by the plan. The targets were informed by the baseline data provided in the matrix for each of the components. The indicators will help CHE to make decisions that are in line with its vision, and they will also enable it to track its performance on each component since they will be reported on every year. The year-by-year targets are gauges that Management will use to check whether it is on track towards achieving the vision.

## 7.1 Components of the Vision Statement

Vision component	Indicators	Baseline 2014/2015 ( <i>Current situation</i> )	Goal 2015/16	Goal 2016/17	Goal 2017/18	Goal 2018/19	Goal 2019/20
<b>Effectively regulated system</b>	<ul style="list-style-type: none"> <li>• HE Act enforced</li> <li>• Policies in place</li> <li>• Accreditation standards operational</li> <li>• Institutional audit framework implemented</li> <li>• Qualifications framework for HE fully operationalised</li> <li>• Number of HEIs complying with HEA</li> </ul>	<ul style="list-style-type: none"> <li>• HEA exists and but there is need to amend it</li> <li>• Draft HE Regulations have been approved by Council</li> <li>• HE Policy, Strategic Plan for sub-sector &amp; M&amp;E Framework in place</li> <li>• Draft funding model in place – approved by Council, yet to be approved by Minister – MOET &amp; Cabinet</li> <li>• Standard Statute for Public HEIs without their own in place</li> <li>• Qualifications framework for Lesotho in place but not operational</li> <li>• Accreditation standards in place &amp; operational (including ODL)</li> <li>• Institutional Audit Framework has been approved and the Implementation plan has been developed</li> <li>• Instruction extending mandate to implement the Qualifications Framework for Lesotho 12 institutions programmes reviewed &amp; accredited on probationary basis</li> <li>• The State of HE Report was compiled and a Biennial Conference held in 2013.</li> </ul>	<ul style="list-style-type: none"> <li>• HEA would have been amended to increase CHE regulatory powers on all operational decisions</li> <li>• Gazetting of regulations &amp; implementation</li> <li>• Continue implementing HE policies</li> <li>• Develop plans to operationalise QFL</li> </ul>	<ul style="list-style-type: none"> <li>• Dissemination and implementation of amended Act and regulations and continue implementing HE policies</li> <li>• Audit of QA mechanisms of HEIs will start</li> <li>• Systems for Qualifications Framework will be in place</li> <li>• Institutional Audit Framework will be implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Act and continued implementation of HE policies</li> <li>• New programmes will continue to be reviewed</li> <li>• Qualifications Framework will be fully operationalised</li> <li>• At least 2 HEIs will have been audited</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Act and continue implementing HE policies</li> <li>• Full compliance by HEIs with HEA</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Act and continue implementing HE policies</li> <li>• Full compliance by HEIs with HEA</li> </ul>

Vision component	Indicators	Baseline 2014/2015 (Current situation)	Goal 2015/16	Goal 2016/17	Goal 2017/18	Goal 2018/19	Goal 2019/20
<b>Comparable HE system</b>	<ul style="list-style-type: none"> <li>QFL for HE developed on the basis of national QFL &amp; operational</li> <li>Number of international students and staff in local HEIs</li> <li>Number of exchange programmes in local HEIs with HEIs internationally</li> <li>Research output by local HEIs</li> <li>CHE reviewed in comparison with similar bodies in the SADC region</li> </ul>	<ul style="list-style-type: none"> <li>Programmes accreditation is done based on comprehensive QA Standards benchmarked internationally</li> <li>Programme review teams comprise International &amp; local experts</li> <li>Research output is very low in HEIs, and also not well coordinated within HEIs</li> <li>CHE has just been given mandate by MOET to implement QFL for HE. This will enhance comparability of local qualifications</li> <li>Statistical data is collected on an annual basis and reports that track specific indicators are produced</li> </ul>	<ul style="list-style-type: none"> <li>Review of all old programmes in HEIs will have been done through their self-assessment reports</li> <li>Deeper understanding of how qualifications are managed will have been obtained</li> </ul>	<ul style="list-style-type: none"> <li>Continued monitoring and supporting institutions for self-improvement</li> <li>Necessary structures for implementing QFL for HE will be in place &amp; fully operational</li> </ul>	<ul style="list-style-type: none"> <li>Continued monitoring and supporting institutions for self-improvement</li> <li>CHE will have been reviewed in comparison with similar bodies in the SADC region</li> <li>Tools to guide registration of programmes on QFL developed</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and supporting institutions for self-improvement</li> <li>Number of international students and staff will have increased in local HEIs</li> <li>Research output will have improved in local HEIs</li> <li>Registration of qualification on QFL will have started</li> </ul>	<ul style="list-style-type: none"> <li>Number of international students and staff will have increased in local HEIs</li> <li>Registration of qualification on QFL will have been consolidated</li> </ul>
<b>Accessible Higher Education</b>	<ul style="list-style-type: none"> <li>Gross enrolment ratio</li> <li>Number of higher education institutions</li> <li>Modes of delivery employed by HEIs (diversified or not)</li> <li>State funding provided to HEIs</li> </ul>	<ul style="list-style-type: none"> <li>Gross enrolment ratio was 11.9% in (2012)</li> <li>State funding for students is currently provided on a quota basis set by HEIs depending on how much each is allocated by NMDS. Quotas are set on the basis of merit without consideration of whether or not students can afford to finance</li> </ul>	<ul style="list-style-type: none"> <li>Gross enrolment ratio will be increased to 19%</li> <li>The system geared towards rationalisation of state</li> </ul>	<ul style="list-style-type: none"> <li>Gross enrolment ratio will be increased to 26%</li> <li>Funding to students in HEIs will have been rationalized</li> </ul>	<ul style="list-style-type: none"> <li>Gross enrolment ratio will be increased to 33%</li> <li>Range of programmes provided by HEIs will have increased to</li> </ul>	<ul style="list-style-type: none"> <li>Gross enrolment ratio will be increased to 40% (NSDP level)</li> <li>Funding Model for HE public institutions will be fully</li> </ul>	<ul style="list-style-type: none"> <li>There will be at least 20 HEIs in Lesotho</li> <li>ODEL and On-line delivery of programmes will be well</li> </ul>

Vision component	Indicators	Baseline 2014/2015 ( <i>Current situation</i> )	Goal 2015/16	Goal 2016/17	Goal 2017/18	Goal 2018/19	Goal 2019/20
	<p>students</p> <ul style="list-style-type: none"> <li>Level of subvention allocation to HE Public institutions</li> <li>Range of programmes offered by HEIs</li> </ul>	<p>themselves</p> <ul style="list-style-type: none"> <li>There are two modes of delivery employed, mainly face- to- face &amp; a mixture of face-to-face and distance</li> <li>There are currently 14 recognised HEIs in Lesotho</li> </ul>	<p>funding will have been completed by the relevant authority</p> <ul style="list-style-type: none"> <li>E-learning will have been taken up in earnest by HEIs</li> <li>There will be at least 16 HEIs in Lesotho</li> </ul>	<p>to ensure improved access by qualifying poor students</p> <ul style="list-style-type: none"> <li>There will be at least 17 HEIs in Lesotho</li> </ul>	<p>cater for students who go abroad</p> <ul style="list-style-type: none"> <li>There will be at least 18 HEIs in Lesotho</li> </ul>	<p>operational</p> <ul style="list-style-type: none"> <li>There will be at least 19 HEIs in Lesotho</li> </ul>	<p>established</p>
<b>Equitable Higher Education</b>	<ul style="list-style-type: none"> <li>Targeted funding of students in HEIs</li> </ul>	<ul style="list-style-type: none"> <li>Funding is currently given to top performers some of whom are financially capable.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of means testing by a relevant agency.</li> </ul>	Funding in line with HE Strategic Plan	25% improvement in participation by students from poor backgrounds.	Means testing will be fully implemented to benefit less privileged students	Increased number of poor qualifying students accessing HE
<b>Relevant to development needs</b>	<ul style="list-style-type: none"> <li>Increase in demand driven programmes in HEIs</li> <li>Level of</li> </ul>	<ul style="list-style-type: none"> <li>Low enrolments of students with disabilities in HEIs</li> <li>Some HEI programmes are not responsive to developmental</li> </ul>	Internships for students will have increased	Increased number of graduates starting own businesses within 3 years of	<ul style="list-style-type: none"> <li>Increase in enrolment of students with special needs</li> </ul>	HEIs will have aligned their programs to the development needs	Increased number of disabled people accessing HE.

Vision component	Indicators	Baseline 2014/2015 ( <i>Current situation</i> )	Goal 2015/16	Goal 2016/17	Goal 2017/18	Goal 2018/19	Goal 2019/20
	<p>responsiveness of programmes in HEIs to developmental needs of the country</p> <ul style="list-style-type: none"> <li>• Enrolment of students with special needs</li> <li>• Links between HEIs and industry</li> <li>• Internships for students in various areas of study</li> </ul>	<p>needs and therefore, graduates are not fully relevant to the requirements of the labor market</p> <ul style="list-style-type: none"> <li>• Few graduates start own businesses upon completion of their studies</li> <li>• It is currently difficult for graduates to be hired or attached within 1<sup>st</sup> year of graduation</li> </ul>		graduation	<ul style="list-style-type: none"> <li>• Tracer study on graduate employment will have been done</li> </ul>	of the country	

## **8.0 GOALS AND STRATEGIC OBJECTIVES**

The goals are broad areas that have been carefully chosen during the strategic planning session as areas of focus for the next five years. There are eleven goals and each has a number of strategic objectives which are further broken down into implementable activities.

### **8.1 Goals**

- 1) Enhancing the governance capacity of CHE;
- 2) Strengthening the capacity of the CHE secretariat;
- 3) Developing, implementing & reviewing quality assurance systems & mechanisms;
- 4) Developing and implementing mechanisms for effective communication with HEIs, Government, other stakeholders and the public on developments and priorities in the HE sub-sector;
- 5) Mobilizing financial resources for CHE, including intensification of alternative sources of funding;
- 6) Developing, implementing & reviewing regulatory policies and legislative framework for the higher education sub-sector;
- 7) Collaborating & cooperating with relevant organizations and stakeholders;
- 8) Ensuring that HEIs integrate HIV and AIDS and emerging issues into their policies;
- 9) Promoting research within the Higher Education Sub-sector;
- 10) Developing & Implementing the Qualifications Framework for HE in line with the QFL; and
- 11) Monitoring & evaluating the strategic plan.

### **8.2 Strategic Objectives**

**Goal 1:** Enhancing the governance capacity of CHE

#### **Strategic objectives**

- To improve the capacity of Council to deliver on its mandate; and
- To ensure smooth transition from one council to another and continuity at all times.

**Goal 2:** Strengthening the capacity of the CHE secretariat.

#### **Strategic objectives**

- To populate the required organizational structure of CHE;
- To enhance skills of new and existing staff members;

- To provide a conducive working environment and supportive operational policies and systems; and
- To review and implement finance and risk management policies.

**Goal 3:** Developing, implementing & reviewing quality assurance systems & mechanisms

**Strategic objectives**

- To support HEIs to improve their QA mechanisms and systems;
- To enhance capacity and operations of HEQAC;
- To accredit programmes offered by HEIs;
- To develop quality assurance guidelines and tools;
- To conduct institutional audits of QA mechanisms of HEIs; and
- To undertake monitoring and evaluation of quality assurance initiatives.

**Goal 4:** Develop and implement mechanisms for effective communication with Government, other stakeholders and the public on developments and priorities in the HE sub-sector;

**Strategic objectives**

- To raise stakeholder & public awareness about CHE & its operations;
- To communicate developments in the higher education sub-sector to Government and the public; and
- To standardize & harmonize communication by CHE in the sub-sector.
- To engage and collaborate with HEIs consistently.

**Goal 5:** Mobilizing financial resources for CHE, including intensification of alternative sources of funding;

**Strategic objectives**

- To intensify resource mobilization to augment budget from the government subvention;
- To devise and implement income generating initiatives; and
- To acquire a corporate base for CHE.

**Goal 6:** Developing, implementing & reviewing regulatory policies and legislative framework for the higher education sub-sector

**Strategic objectives**

- To review the Higher Education Act ;
- To develop secondary legislation on Higher Education;
- To enhance governance capacity of HEIs; and
- To implement higher education policy framework already in place and develop new sectoral policies.

**Goal 7:** Collaborating & cooperating with relevant organizations

**Strategic objective**

- To collaborate with relevant local and international organizations.

**Goal 8:** Ensuring that HEIs integrate HIV and AIDS and emerging issues into their policies;

**Strategic objectives**

- To provide support to HEIs to review and develop HIV and AIDS policies; and
- To coordinate inter-institutional HIV and AIDS related activities.

**Goal 9:** Promoting research within the Higher Education Sub-sector and monitoring its performance

- To coordinate implementation of the Higher Education Research Agenda;
- To monitor performance of the Higher Education Sub-sector; and
- To undertake operational research to inform policy and advice to the Minister.

**Goal 10:** Developing and Implementing the Qualifications Framework for HE in line with the QFL

**Strategic objectives**

- To develop necessary structures for implementing QFL for HE; and
- To develop a policy framework and tools for managing qualifications.

**Goal 11:** Monitoring and evaluating the CHE strategic plan

**Strategic objectives**

- To revise the CHE M&E framework in line with new strategic plan and operationalise it;
- To review CHE plans and monitor how they are being implemented.

## **9.0 THE LOGICAL FRAMEWORK**

The logical framework below presents the goals as outlined above. It also unpacks the strategic objectives into targets, activities, means of verification and assumptions which are listed for each strategic objective. Means of verification will be useful during implementation of the plan as a way of those implementing to provide retrievable evidence that an activity has been implemented. Assumptions are an indication of what would be required for a given strategic objective to be implemented successfully. It is not in all cases that assumptions are provided. It is only in cases where required resource or support is beyond the control of the organization, nonetheless important for the achievement of a particular objective. This logical framework serves as a guide for those who will implement the plan. It should be cascaded into annualized plans generally referred to as annual operational plans or business plans. Those annual plans should further be cascaded into sectional plans and ultimately into individual employees' plans reflected in the annual performance agreement and appraisal forms.

## 9.1 LOGICAL FRAMEWORK: 2015/16 – 2018/19

Goals	Strategic Objectives	Specific Targets	Activities	Means of verification	Assumptions
<b>1. Enhancing the governance capacity of CHE</b>	To improve on the capacity of Council to deliver on its mandate	Capacity of Council built	Undertake capacity building interventions including training, study tours, and providing exposure as necessary	Reports	Availability of financial resources
		Performance management system for council implemented consistently	Assess performance of council members periodically and implement recommendations for improvement	Copy of approved Council Performance assessment report	
		Code of conduct utilized	Facilitating understanding and adherence to conduct	Signed codes of conduct	
	To ensure smooth transition from one council to another and continuity at all times	Incoming council well informed about CHE operations	Produce a handover report by outgoing members to incoming members of the Council	Handover paper	Council members will be available & willing to do the handover
		New council members well inducted on CHE, its mandate and operations	Facilitate Induction of new members done	Report on induction	The incoming Council will be committed
<b>2. Strengthening the capacity of the CHE secretariat</b>	To populate the required organizational structure of CHE	CHE organizational structure fully populated	Employ a full complement of competent, resourceful, and innovative staff	Approved recruitment reports	Financial resources
			Adherence to HR policies & procedures		
	Review the reward system regularly to remain competitive				
To enhance skills of existing staff members	Skills of CHE staff enhanced	upgrade skills of new and existing staff continuously through relevant interventions	Approved HR Reports	Availability of funds	
	Succession well thought	Undertake succession planning at the	Approved Succession		

Goals	Strategic Objectives	Specific Targets	Activities	Means of verification	Assumptions
		out and properly planned for	management and technical levels	Plan in place	
		Staff training systematically planned for & implemented	Develop and implement a training plan on an annual basis	Copy of an approved training plan Training reports	
	To provide a conducive working environment and supportive operational policies and systems	Requisite facilities for the operations of CHE available	Procure necessary facilities  Maintain asserts and facilities  Undertake inventory requirements	Asset Register  ICT Assessment Report	Sufficient office space available
		Operational policies reviewed and developed	Review existing HR and Administration policies as necessary  Develop new HR and Administration policies to address policy gaps.	Approved reviewed and newly developed HR & Admin policies	
	To review and implement finance and risk management policies	Finance & risk management policies implemented effectively	Review existing finance and risk management policies as need arises	Approved reviewed and newly developed Finance & risk policies	
			Develop new finance and risk management policies to address policy gaps		
<b>3. Developing, implementing &amp; reviewing quality assurance systems &amp; mechanisms</b>	To support HEIs to improve their QA mechanisms and systems	QA plan for HEIs reviewed and implemented	Revise quality assurance plan and implement it	Reports	
		HEIs fully compliant with QA precepts	Ensure compliance of HEIs to QA systems and mechanisms  Harmonize QA operational tools	Reports	

Goals	Strategic Objectives	Specific Targets	Activities	Means of verification	Assumptions
		State of QA in HEIs established	HEIs survey on QA conducted	Approved survey report	Willing HEIs
	To enhance capacity and operations of HEQAC	HEQAC Performance Management System reviewed and implemented	Review performance management system of HEQAC and implement it	Copy of approved reviewed system and assessment reports	
		Capacity of HEQAC members enhanced in QA issues	Undertake capacity building interventions for members collectively and individually	Reports	
		Database of Higher education QA skills updated.	Update database of QA professionals on a continuous basis	Quarterly Reports	
		QA database personnel capacitated with QA skills.	Induct new professionals into the QA database on quality assurance and CHE operations  Provide capacity building for them as necessary to undertake CHE assignments	Training reports	Availability of interested candidates, training experts and QA personnel in the CHE database
	To accredit programmes offered by HEIs	Existing programmes reviewed	Review existing programmes	Approved reports on reviewed programmes	Availability of financial resource
		Improvement plans developed by HEIs and implemented	Support HEIs in developing and implementing improvement plans	Copies of improvement plans signed-off by CHE	
		All new programmes offered by HEIs reviewed	Review new programmes	Approved accreditation reports & certifications	
	To conduct institutional audits of QA mechanisms of HEIs	Audits undertaken	Develop and implement a plan of institutional audits	Approved QA Audit Reports	

Goals	Strategic Objectives	Specific Targets	Activities	Means of verification	Assumptions
	To develop QA guidelines and tools	Norms and standards developed	Establish understanding of practices from other countries in this area	Reports	
		Norms and standards effectively implemented	Implement norms and standards	Copy of approved norms and standards	
	To undertake monitoring and evaluation of QA initiatives	A comprehensive plan developed	Develop an M&E plan for QA initiatives on an annual basis	Approved copy of the plan	
		Plan implemented and set time lines adhered to	Implement the plan in consultation with HEIs	Reports	
<b>4. Develop and implement mechanisms for effective communication with HEIs, Government, other stakeholders and the public on developments and priorities in the HE sub-sector</b>	To raise stakeholder & public awareness about CHE & its operations	<p>Information about CHE regularly disseminated and CHE well known and understood by the public.</p> <p>Other GOL officials informed about CHE &amp; its mandate</p>	<p>Organise and hold fairs on higher education</p> <p>Organise sessions which involve the media including media conferences</p> <p>Produce promotional materials to publicise CHE</p> <p>Maintain online presence with up to date information</p> <p>Sensitize government on the functions and importance of CHE;</p> <p>To keep key Government officials up to date with CHE and its mandate</p> <p>To have regular updates with the minister</p>	Quarterly and annual reports	<p>Availability of financial resources</p> <p>Cabinet and Minister of Education buy-in and support to CHE</p> <p>Minister responsive to CHE requests for briefing</p>

Goals	Strategic Objectives	Specific Targets	Activities	Means of verification	Assumptions
	To communicate developments in the higher education sub-sector to Government and the public	Developments in higher education well known by the policy makers and the public	Publicise accredited programmes in higher education institutions Publicise HEIs recognized by CHE Publicise duly registered private HEIs Convene conferences and meetings to discuss developments in higher education Undertake advocacy for increased support of public HEIs among policy makers and the private sector	Quarterly reports; CHE website; Brochures; and Conference papers.	
	To engage and collaborate with HEIs consistently	Common understanding of CHE direction and priorities by HEIs at all times	Hold consultative fora with HEIs individually and collectively	Reports	
	To standardize & harmonize communication by CHE in the sub-sector	Communication harmonized in the sub-sector	Develop a framework for communication with stakeholders outside CHE Implement the framework	Copy of the approved communication framework and reports	
<b>5. Mobilizing financial resources for CHE, including intensification of alternative sources of funding;</b>	To intensify resource mobilization to augment budget from GOL	Proposals prepared and submitted to potential financiers.	Develop proposals for funding	Proposals	
		Fees charged for QA and qualifications services provided by CHE	Collect revenue from service fees	Reports and Financial Statements	Council will approve proposed strategies and fees

Goals	Strategic Objectives	Specific Targets	Activities	Means of verification	Assumptions
	To devise and implement income generating initiatives	Alternative sources of funding explored	<ul style="list-style-type: none"> <li>Introduce annual levy for HEIs</li> <li>Implement the levy to build-up a fund for CHE</li> </ul>	Reports and financial statements	Council Approval
	To acquire a corporate base for CHE	Site or existing structure procured	Acquire a site to build office block for CHE or acquire an existing structure	Reports	Approval by MOET
		Funding available for the project	Solicit funding for the project	Reports	
		PPP well understood and partners identified	Explore possibilities for public private partnership (PPP)	Reports	
		CHE office block constructed	Construct or acquire premises for CHE	Reports	
<b>6. Developing, implementing &amp; reviewing regulatory policies and legislative framework for the higher education sub-sector</b>	To review the Higher Education Act	Higher Education Act of 2004 amended	Scrutinize the Act	Draft Bill	Approval by the Minister & permission granted by Cabinet
			Consult stakeholders in amending the Act	Reports on consultations	
	To develop secondary legislation for Higher Education	HE Regulations approved by parliament	Liaise with MOET on submission and review by the Parliamentary Counsel	Reports	Cooperation of Parliamentary Counsel and approval by Parliament
		Standard statute for Public HEIs without their own approved by Parliament	Liaise with MOET on submission and review by the Parliamentary Counsel	Reports	
	To enhance governance capacity	Improved governance and compliance to HEA	Develop governance standards for HEIs in consultation with them	Copy of approved governance standards	

Goals	Strategic Objectives	Specific Targets	Activities	Means of verification	Assumptions
	of HEIs	by HEIs			
		Better appreciation of governance issues by HEIs	Undertake capacity building initiatives for HEIs on governance	Reports	
	To implement higher education policy framework already in place and develop new policies	Implementation of HE policy well coordinated	Coordinate effective implementation of the Higher Education Policy by relevant players	Reports	
		Principals of key GOL Ministries fully involved and informed on the implementation of HE policy	Establish a forum with Key Principal Secretaries on coordinating implementation of HE Policy	Reports	PS's willingness to engage with CHE
		HE Strategic plan effectively implemented	Implement the Higher Education Strategic Plan	M&E reports on the implementation	
		New sectoral policies developed	Identify need for new sectoral policies and develop them	Copies of approved new policies	
<b>7. Collaborating &amp; cooperating with relevant organizations</b>	To collaborate with relevant local and international organisations	New collaborative relations forged	Forge new collaborative arrangements with relevant organizations	Copies of new signed MOUs	
		Existing MOUs implemented	Implement existing MOUs with local and foreign agencies	Reports	Availability of funding
		CHE active in regional and international QA and Higher Education agencies and initiatives	<ul style="list-style-type: none"> <li>Participate in the formation of Southern African QA Network</li> <li>Participate in other already</li> </ul>	Reports	

Goals	Strategic Objectives	Specific Targets	Activities	Means of verification	Assumptions
			established continental & international bodies		
<b>8. Encouraging HEIs to integrate HIV and AIDS (and emerging issues) into their policies</b>	To provide support to HEIs to review and develop HIV and AIDS policies	HIV and AIDS policies developed and operational in HEIs	Engage HEIs on the need to review and develop HIV and AIDS policies	CHE quarterly reports on engaging HEIs and copies of institutional policies	
	To coordinate inter-institutional HIV and AIDS related activities	Meetings convened regularly	Convene HEIs committee on HIV and AIDS for coordination purposes	CHE Reports and Committee meeting minutes	
		Data collected	Collect data on institutional HIV and AIDS activities and compile reports	CHE Reports	Cooperation by HEIs
<b>9. Promoting research within the Higher Education Sub-sector and monitoring its performance</b>	To monitor performance of the HE sub-sector	Comprehensive reports compiled	Compile reports on the performance of the sub-sector periodically	Copy of reports	Cooperation by HEIs
		Reports disseminated to inform decisions	Disseminate sub-sectoral performance reports widely to inform decision making by key stakeholders	Reports on dissemination	
	To coordinate implementation of the HE Research Agenda	Funding Model implemented together with the research component for HEIs	Support MOET in implementing the funding model for allocation of funds to HE public institutions	Reports	Research funding will be available
		Increased number of staff participating in CPD in research (e.g.	Collect data on this area for monitoring purposes	Documented research output	

Goals	Strategic Objectives	Specific Targets	Activities	Means of verification	Assumptions
		30% CPD 2016)			
		Increased research capacity and output from HEIs	Organise research forums and conferences for dissemination of research findings	CHE Reports on research for a	Research output will be part of the KPAs of HEIs
		HE Research Agenda effectively implemented	Coordinate implementation of the HE Research Agenda	Reports	Availability of funding for research
		Increased awareness and utilization of the portal by HEIs	Advocate for HEIs researchers to utilise CHE Research portal effectively	Reports	Researchers willing to use portal
		Advocacy on research council done	<ul style="list-style-type: none"> <li>Engaging relevant ministries through meetings on the need to implement plans to establish a Research Council</li> </ul>	Records of meetings and progress reports	Approval of the Funding Model by MOET & GOL
		Top management in MOET briefed about research council so that they can advocate for its establishment	<ul style="list-style-type: none"> <li>Brief Minister and PS – MOET on the importance of a National Research Council</li> </ul>	Reports	
	To undertake operational research to inform policy and advice to the Minister	Operational research done on an annual basis	<ul style="list-style-type: none"> <li>To conduct studies in line with the research agenda</li> <li>Compile study reports</li> <li>Disseminate studies as necessary</li> </ul>	Approved study reports	

Goals	Strategic Objectives	Specific Targets	Activities	Means of verification	Assumptions
<b>10. Developing &amp; Implementing the Qualifications Framework for HE in line with the QFL</b>	To develop necessary structures for implementing LQF for HE	Structures in place for implementation of QFL for HE	Review the organizational structure to provide for management of QFL	Approved revised organisational structure	Cooperation by sister institutions
		A new unit focusing on QFL established	Establish necessary structures (unit) within the secretariat for implementation of QFL	Reports on an operational unit	Availability of funds
	To develop regulations and a framework for managing qualifications	Improved knowledge base within CHE on management of qualifications	Liaising with other bodies for adaption of best or established practices	Approved regulations and guidelines in place	
		Framework for managing qualifications developed and operational	Undertake the process of developing a framework for managing qualifications	Reports on process & Copy of the approved framework	
		Regulations amended to include QFL & and guidelines developed	Amend HE regulations to incorporate QFL responsibilities, requirements and obligations	Copy of approved amended HE regulations	
<b>11. Monitoring &amp; evaluating the CHE strategic plan</b>	To revise M & E framework in line with new strategic plan and operationalise it	Revised M&E framework	Revise the M&E framework in consultation with stakeholders	Copy of approved revised framework	
		M&E framework implemented fully	Implement the M&E Framework and track indicators	Quarterly and annual reports	

Goals	Strategic Objectives	Specific Targets	Activities	Means of verification	Assumptions
	To review CHE plans and how they are being implemented	Systematic review of plans done periodically	Undertake mid-term and end of term reviews of annual plans	Quarterly report and or copies of revised AOP	
		Strategic plan reviewed periodically	Undertake mid-term and end of term review of the strategic plan	Report on the mid-term review of the strategic plan and/ or copy of revised strategic plan	

## **10.0 IMPLEMENTATION ARRANGEMENTS**

It is critical that organisations and institutions that will be involved in one way or another in the implementation of this plan are identified. There are a number of players that are important to the successful implementation of the plan. They include CHE itself, Ministry of Education and Training, Cabinet through MOET, Higher Education Institutions, professional statutory bodies, other government ministries and departments such as Ministry of Finance, Development Planning, National Manpower Development Secretariat, Ministry of Labour and Employment, tertiary education students, media and the private sector. However, only a few key ones will be discussed in detail with regard to their roles in the implementation of the plan.

### **10.1 CHE**

The Council is responsible for ensuring that the plan is implemented as a tool for executing the mandate of the organisation as articulated in the Higher Education Act. The CHE Secretariat is responsible for implementing the plan on behalf of the Council and present progress reports as necessary.

### **10.2 MOET**

CHE has been established to advise the Minister and therefore, the Ministry becomes a primary stakeholder. A specific role that the ministry has to play in the implementation of the plan relates to financing CHE on an annual basis so that it is able to deliver on its mandate. The Ministry has to approve policy initiatives that are developed by CHE and presented for approval by government. Some of these require approval at the level of the Minister while others need approval by Cabinet. The Minister is the only one who can present issues to cabinet, and therefore will play a critical role in that regard. Furthermore, there is need, every now and then for liaison with other organs of state such as parliament for passing laws, regulations and presentation of reports of national importance on higher education.

### **10.3 Cabinet**

It is important for government ministers to fully understand the mandate of CHE and also to understand the law that guides its operations. This will help in terms of support to be provided where necessary and for compliance by government ministries which might wish to establish higher education institutions and those that already have them. Government through Cabinet should support the higher education sub-sector in the areas of increased funding for public higher education institutions, their infrastructure, facilities, and research among others.

### **10.4 Higher Education Institutions**

HEIs are the key clients of CHE since they are providers of higher education, which is a service that it regulates. They therefore, have a role to play in ensuring success in implementing this strategic plan. CHE has committed to supporting them to establish internal quality assurance structures and mechanisms; it

also produces programme review reports with recommendations for improvement. If HEIs do not implement CHE's recommendations quality in higher education will not improve and therefore CHE will not achieve its goals in this regard. Promotion of research and research output is another area in which HEIs have to play a role to contribute towards achievement of goals set in this plan.

### **10.5 TVED**

The Technical and Vocational Education Department within the Ministry of Education and Training is mandated to regulate that part of education and as such is closely linked to the mandate of CHE. It is also expected to manage the qualifications framework for that level of education in terms of the HE policy. It is important therefore for these two organs of the Ministry to work closely together particularly with regard to ensuring articulation of programmes from one sector to the other, and on management of qualifications.

### **10.6 ECOL**

The Examinations Council of Lesotho manages the Qualifications Framework at the secondary level among other things, and is in the process of restructuring provision of secondary education. This function also deals with examination fraud by students who, if not detected would enter the higher education space fraudulently. CHE needs to work in collaboration with ECOL in the management of the qualifications framework and other areas of common interest.

### **10.7 Monitoring and Evaluation**

It is essential that implementation of this plan is systematically monitored and evaluated. This can only be done properly with clear performance indicators developed for the plan. CHE management will develop a comprehensive Monitoring and Evaluation (M&E) Framework which will articulate indicators to be used to track performance of the plan together with sources of data and how that data should flow to inform decision making. Reports will be compiled periodically on the basis of this data so that Council and Management are well informed about implementation of the strategic plan at any given time.

## ANNEX 1

List of participants of the Environmental Scanning Workshop held on 13<sup>th</sup> November 2014.

#	Name	Institution
1.	Moeti Damane	LIPAM
2.	'Malehlohonolo Damane	Scott
3.	Sebaka Malope	LeBOHA
4.	Adel Ramakatane	LCE
5.	L. Letsie	Lesotho Nursing Council
6.	Moeketsi Rankhone	NMDS
7.	Paul Masoabi	Roma College of Nursing
8.	Keneuae Lehloenya	LAC
9.	Zizwa Mzukuma	LP
10.	Rets'elits'oe Mohale	LCE
11.	Palesa Motleleng	IDM
12.	Motlatsi Nts'ala	CAS
13.	Moshoeshoe Sebothama	Ministry of Development Planning
14.	Fungai Muzeya	Paray School of Nursing
15.	Mokoma	LUCT
16.	Mokaeane Polaki	CHE
17.	Nthatsi Mots'ets'e-Kasane	CHE
18.	Motlalepula Khobotlo	CHE & Facilitator

## ANNEX 2

List of participants of the Strategy Formulation Workshop held on 3<sup>rd</sup> – 6<sup>th</sup> February 2015.

#	Name	Designation
1.	Mrs. M. Motseko	CE
2.	Mr. M. Khobotlo	DPSI & Facilitator
3.	Prof. M. Polaki	DQAS
4.	Mrs N. Mots'ets'e-Kasane	DFCS
5.	Mrs M. Mohlouoa	PRO
6.	Mrs M. Moima	PQASO
7.	Ms L. Ts'oene	PACO
8.	Mr. T. Nteso	HHRA
9.	Mrs K. Makhate	Accountant
10	Mrs M. Lereka ( <i>providing secretarial services</i> )	Executive Secretary
11.	Mr. M. Moteane	Council Chairperson
12.	Dr. P. Lefoka	Council member
13.	Mrs T. Mosena	Council member
14.	Ms. T. Metsing	Council member
15.	Prof. N. Rapapa	HEQAC Chairperson
16.	Dr. T. Nyabanyaba	HEQAC member
17.	Dr. L. Ntoi	HEQAC member
18.	Dr. M. Raselimo	HEQAC member
19.	Mr. Z. Mzukuma	HEQAC member
20.	Mrs Mofoka	HEQAC member

21.	Mr. F. Seme	HEQAC member
22.	Mr. Makhele	HEQAC member