NCHE

EQUITABLE ACCESS TO QUALITY HIGHER EDUCATION

NATIONAL COUNCIL FOR HIGHER EDUCATION

2017/18

2018/19

2019/20

2020/21

2021/22

STRATEGIC PLAN
2017/18 - 2021/22

MAY 2018

Our logo embodies the following:

 The hut symbolises a pyramid, with the sticks representing the different academic streams which lead to excellence.

 The different academic streams join and guarantee shelter for the nation.

 The hut also symbolises unity through binding the different academic streams together. This unified effort emphasises coordination among our higher education institutions.

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FOREWORD

The National Council for Higher Education (NCHE) Strategic Plan 2017/18 - 2021/22 draws from an in-depth analysis of the NCHE's activities and achievements during the period 2013/14 - 2016/17. It is intended to provide an overview of the strategic priorities for the next five years within the framework of the NCHE Mission.

The NCHE Strategic Plan is organised around five key strategic objectives for 2017/18 - 2021/22. In order to create an enabling environment in which its operations can thrive, the NCHE focusses on:

- the enhancement of higher education coordination;
- research;
- quality cultures; and
- the Funding Framework for public higher education institutions.

The strategic objectives are underpinned by the legal mandate of the NCHE, national priorities, and international principles and conventions which Namibia has endorsed.

Specific programmes and projects are designed for each of the strategic objectives. In due course, the projects will be further developed into discrete actions in annual plans. The Strategic Plan will be monitored on a quarterly and an annual basis to ensure that the NCHE's services remain relevant to its stakeholders.

We are highly indebted to our stakeholders, who contributed to the formulation of this Strategic Plan, either through participation in the stakeholder survey or commenting on earlier versions of the Plan.

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PROF LISCHEN HAOSES-GORASES

CHAIRPERSON: NCHE

PREFACE

As the national agency tasked with coordinating and promoting access to quality higher education in the country, the NCHE has a unique leadership opportunity and responsibility to foster and inspire a national sense of urgency regarding the need for creative intervention in the formulation of higher education policy. The NCHE's Strategic Plan for the period 2017/18 - 2021/22 outlines how the Council will approach its work so as to optimise its contribution to helping Namibia to realise its full potential by becoming better positioned to succeed as a knowledge-based economy, in line with the national aspirations articulated in Vision 2030.

The NCHE has identified two distinct, though interrelated and mutually supportive imperatives for attaining its goal of increasing educational attainment in higher education institutions. The first imperative is to implement actions that will encourage educators in institutions of higher learning (both faculty members and administrators), elected officials, community and business leaders, and other citizens – most notably the students themselves - to understand and embrace the need to increase higher education attainment. The second imperative is to develop specific approaches that will encourage the fundamental changes that are preconditions for fostering quality higher education.

Against the backdrop of these imperatives, the current Strategic Plan identifies five strategic objectives for implementation:

● Ensuring a coordinated regulatory framework and compliance by creating a higher education environment that is conducive to the expansion of the nation's capacity to deliver affordable, quality higher education that is supported by regulatory policies that create incentives for and remove barriers hindering innovation.

● Promoting evidence-based planning by mobilising higher education institutions to increase the adoption of data- and evidence-based policies, partnerships and practices that close attainment gaps in higher education, and to enhance the efficiency and quality of services rendered by the institutions.

- Improving the quality of the higher education system by working together with higher education institutions, other quality assurance agencies, professional bodies and employers to create and strengthen the collaborative partnerships needed to increase attainment, and through the adoption of quality assurance instruments, to more closely align higher education with industry and public needs.

- Ensuring affordable access and equitable allocation of funds to public higher education by implementing models of institutional financial support (i.e. the Funding Framework) that make funding more stable and transparent, and by encouraging innovation and alternative resource mobilisation on the part of public higher education institutions.

- Enhancing organisational performance by encouraging clear human resources policy statements; sound financial management and control; and effective leadership.

In conclusion, the national demand for skilled citizens to propel our economy and support our democracy is growing rapidly. Namibia has natural talent in abundance, but that talent for the most part must be developed in high-quality higher education learning institutions. Over the coming five years, the NCHE will strive to enable the creation of a higher education environment that is conducive to the development of talent and realisation of potential, thereby fostering economic growth, supporting lasting prosperity, and improving the quality of life of all Namibians.

MR. MOCKS SHIVUTE
EXECUTIVE DIRECTOR

ACRONYMS AND INITIALISMS

AU	African Union
FFPHEI	Funding Framework for Public Higher Education Institutions
HEMIS	Higher Education Management Information System
KPI	Key performance indicator
MDGs	Millennium Development Goals
MHETI	Ministry of Higher Education, Training and Innovation
NCHE	National Council for Higher Education
NDP 4	Fourth National Development Plan
NDP 5	Fifth National Development Plan
NUST	Namibia University of Science and Technology
PAQAF	Pan-African Quality Assurance and Accreditation Framework
PESTLE	political, economic, social, technological, legal and environmental factors
PoN	Polytechnic of Namibia
SADC	Southern African Development Community
SDGs	Sustainable Development Goals
SWOT	Strengths, Weaknesses, Opportunities, and Threats
UN	United Nations
UNAM	University of Namibia

Contents

1. Introduction

1.1 Background

The NCHE was established by the Higher Education Act (Act No. 26 of 2003). As a statutory body, the NCHE advises the minister responsible for higher education on related matters and provides mechanisms for making higher institutions more directly responsive to national needs. The objectives of the Council are to:

● promote the establishment of a coordinated higher education system;
● promote the access of students to higher education institutions;
● promote quality assurance in higher education; and
● advise on the allocation of funds to public higher education institutions.

Section 7 (1) of the Higher Education Act provides for the membership of the NCHE to be drawn from the Namibian Government, public and private higher education institutions, labour organisations, churches, people with disabilities, students, the academic and non-academic communities, teachers' educational institutions, the business community, the vocational training sector, and experts appointed by the Minister responsible for Higher Education on account of their special knowledge, skills or expertise in higher education matters. Despite the fact that the NCHE's members are drawn from various constituencies, it functions as a body of experts rather than as one of delegates or representatives of organisations, institutions or constituencies. The members are appointed for terms of three years; to date, three NCHE Councils have completed their terms. The term of the Third Council expired in October 2016; the finalisation of this Strategic Plan coincided with the appointment on 1 December 2017 of the Fourth Council.

The NCHE is served by a Secretariat, headed by an Executive Director, who is its Accounting Officer. The First Council took office in 2005, with the administration being the duty of the Directorate of Higher Education until 2007, when the Interim Secretariat was established. Thereafter, the Secretariat had a permanent structure outside the line ministry until 2015, when the new Ministry of Higher Education, Training and Innovation was established, and the NCHE was integrated as a Directorate within the Department of Higher Education and Quality Assurance of the line ministry. As this integration has not been supported by any amendment to the law that established the NCHE, the reporting and accountability structures of the Council and the Secretariat have become unclear.

1.2 The Purpose of a Strategic Plan

Strategic planning enables an organisation to picture its future and develop the necessary procedures and operations to achieve the desired future. It answers four fundamental questions, namely:

- Where is an organisation now?
- Where does it want to be?
- How will it get there?
- How will it know it is there?

The output of this process is a Strategic Plan. As with any other management tool, a Strategic Plan helps the organisation to be effective.

This Plan has been formulated to assist the Council to focus its energy and ensure that the Secretariat works towards the institutional mission. This Plan will also assist the Secretariat to assess and adjust its direction in response to the changes in the environment in which it operates.

In sum, this Plan contains fundamental decisions and actions which will shape and guide the Secretariat in terms of what it is, what it does, why it does it, and where it is going.

The Plan presents a five-year roadmap of NCHE strategic directions and services. It draws on the lessons learned from the implementation of the previous Strategic Plan (2013/14 – 2016/17); the stakeholders and employee surveys conducted in 2017; and directives from national policies and international agreements and conventions.

The Council will review progress on the strategic objectives on quarterly and annual bases and update it as and when necessary. The Plan was developed with the broad involvement of the NCHE Secretariat and stakeholders. In order to ensure sustainability, coherence, maintenance of the gains achieved so far, consistency with the Performance Management Policy, sectoral priorities and the Public Enterprises Regulations, the Council also sought feedback and guidance from the Office of the Prime Minister, the line Ministry and the Ministry of Public Enterprises.

While the Strategic Plan was only approved and adopted by the Council on 22 May 2018, it should be noted that its implementation period is deemed to have commenced on 1 April 2017.

1.3 Alignment to National and International Priorities

The previous Strategic Plan was formulated in the context of the former Ministry of Education, the Fourth National Development Plan (NDP 4) and the Millennium Development Goals (MDGs). The sectoral, national and international development planning scope has since changed in that the new line ministry, the Ministry of Higher Education, Training and Innovation (MHETI), has developed its Strategic Plan (2016 – 2020); the Namibian Government has launched the Harambee Prosperity Plan (2016/17 – 2020/21) and the Fifth National Development Plan (2017/18 – 2021/22) (NDP 5); the ruling party (SWAPO) introduced a new manifesto in 2014; and the Sustainable Development Goals (SDGs) have replaced the MDGs.

National Priorities

While focusing on the lessons learnt from the implementation of the previous Strategic Plan and the views of stakeholders as expressed through survey responses, this Strategic Plan is also aligned to Vision 2030; policies of the ruling party; NDP 5; and the MHETI Strategic Plan.

Vision 2030 envisions a fully integrated, unified and flexible education and training system that prepares Namibian learners to take advantage of a rapidly changing environment, and contributes to the economic, moral, cultural and social development of citizens throughout their lives. The Strategic Plan is aligned to this sub-vision through the mission that seeks to ensure a coordinated and responsive higher education system through equitable access and quality service delivery.

- The SWAPO Party Manifesto is a guiding document of the ruling party's programmes and activities that contribute to national development. In the manifesto, the overall vision of SWAPO Party for human capital is that Namibia should have a high quality and internationally recognised education system that will help Namibians to meet current and future demands for skills and innovation. Within this Strategic Plan, there are initiatives that aim to forge a holistic national quality assurance system for higher education and ensure compliance with international, continental and regional accreditation standards and guidelines.

- NDP 5 is a five-year plan that serves as a building block towards the attainment of Vision 2030. The NDP 5 Desired Outcome for the higher education sub-sector is that by 2022, Namibia will have put in place an education system that responds to industrial needs. In response to this expectation, the Strategic Plan includes objectives aimed at ensuring a coordinated higher education system and promoting evidence-based planning through research.

- MHETI Strategic Plan: The objective of ensuring a holistic, functional national higher education quality assurance system in the MHETI Strategic Plan is the direct responsibility of the NCHE, and constitutes an integral part of this Strategic Plan.

International Priorities

As an active member in the international arena, Namibia subscribes to protocols on higher education emanating from the United Nations (UN); the African Union (AU); the Southern African Development Community (SADC); and the International Network for Quality Assurance Agencies in Higher Education. The following are instruments that are relevant to this Strategic Plan:

● The UN Sustainable Development Goals (SDGs) are a universal call to act and bring poverty to an end, protect mother earth and ensure that all people enjoy peace and prosperity. This Strategic Plan is aligned to the fourth SDG "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" through the objectives of improved quality of the higher education system, and affordable and equitable access to higher education.

● The African Union Agenda 2063: The Agenda's First Ten-Year Implementation Plan (the Continental Education Strategy for Africa 2016 – 2025) includes the commitment to a Pan-African Quality Assurance and Accreditation Framework (PAQAF), to support educational quality standards across the continent. The objective on improved quality of the higher education system in this Strategic Plan is a direct response to PAQAF.

● The SADC Protocol on Education and Training guides the harmonisation and implementation of regional policies and programme to ensure access to relevant, quality education and training in the SADC region. This Strategic Plan contributes to the implementation of the Protocol by ensuring compliance with the regional standards and guidelines for programme accreditation.

1.4   Review of the Previous Strategic Plan

The following is a synopsis of the implementation of the NCHE programmes since its establishment, with special focus on the period covered by the previous Strategic Plan (2013/14 – 2016/17).

Quality Assurance for Higher Education in Namibia

- An internationally benchmarked National Quality Assurance System for Higher Education in Namibia that guarantees the provision of quality human capital, capable of meeting the demands of a knowledge-based economy, was adopted by Cabinet in 2011. Between 2014 and March 2017, a total of 60 academic programmes (25 at the University of Namibia (UNAM) and 35 at the Namibia University of Science and Technology (NUST)) were subjected to external review for the purposes of accreditation. Of these programmes, 25 which were reviewed in the 2016/17 financial year were awaiting accreditation decisions of the Council by the end of the Strategic Plan period. To date, 12 programmes have been accredited for a full cycle of six years.

- The regulations for the registration of private higher education institutions were gazetted in 2009. Within the framework of these regulations, ten private higher education institutions were registered and gazetted, four in 2014 and six in 2016.

Research

- The "Comprehensive and Holistic Review of the Entire Higher Education System in Namibia in Relation to its Contribution to the Achievement of Vision 2030" that was conducted during the previous Strategic Plan period recommended the transformation of the Polytechnic of Namibia (PoN) into a university, which led to the establishment of NUST in 2015. NUST is gradually phasing out certificates and diplomas, a situation that has led to the need to introduce another type of higher education institution to cater for the gap left by the PoN.

- The first tracer study of graduates who had completed studies at higher education institutions was conducted in 2010/11, and the second in 2013/14. The purpose of the tracer studies was to inform quality assurance processes and curriculum reform in higher education, while providing input to development planning. The third tracer study was conducted in 2016/17 and included graduates who completed studies at the International University of Management (IUM), UNAM and the PoN in 2012 and 2013. The results show that the majority of the graduates were satisfied with study conditions and services at the universities; found jobs in a short period; and were satisfied that their study experience was linked to job requirements. There were, however, some groups of graduates who expressed a more critical view of the "teaching quality" and "specific service facilities" at the universities, which suggests that the universities should improve specific service provisions.

- The 2012 Report on the Review of Postgraduate Programmes, Research Capacity, Infrastructure and Other Resources in Higher Education Institutions in Namibia was launched in 2014. The purpose of the review was to identify the key programmes; ascertain their scholarly and developmental relevance to national priorities; establish the gaps in programmes, capacity, infrastructure and other resources; propose measures for redressing these gaps; and estimate the cost implications of such measures. The study revealed, amongst other things, that for the higher education sector to meet the goals of Vision 2030 and medium-term national development plans, the higher education institutions would have to re-evaluate their operations in order to remain relevant by producing the kind of human resources that the country needs in the foreseeable future, both in quantity and quality. The study further found that there were insufficient academic staff at higher education institutions with the requisite qualifications to provide the required significant improvement in postgraduate and research output in the short and medium term. In addition, it was observed that higher education institutions had weak governance and management structures and lacked the capacity to develop and implement institutional policies to steer them in the right direction.

- The Higher Education Management Information System (HEMIS) was officially introduced in 2014. HEMIS provides tools for determining subsidies to public higher education institutions, as well as for the production of a National Higher Education Statistical Yearbook.

- An annual public lecture has been given to provide a platform for public debate on topical issues affecting higher education.

Institutional Capacity Development

- The NCHE has been administering ETSIP (the former Education and Training Sector Improvement Plan) funding for improving the qualifications of academic staff members in priority areas at the two public higher education institutions. Out of the total 105 academic staff members that have benefitted from the funding since its inception in 2006, 71 have completed their studies, with 37 of them (19 at UNAM and 18 at NUST) doing so by the end of the previous Strategic Plan period.

Funding Framework for Public Higher Education Institutions

- The Funding Framework for Public Higher Education Institutions (FFPHEI) was adopted by Cabinet in November 2013 and its implementation commenced in the 2016/17 financial year. The FFPHEI, which incorporates mechanisms for the adjustment of tuition fees in public higher education institutions, aims to improve the predictability of financial resources to be made available to such institutions, and achieve equitable distribution of financial resources and greater accountability in the utilisation of public funds, without eroding the independence of such institutions.

2. High Level Statements

2.1   The Mandate

The Higher Education Act (Act 26 of 2003) stipulates the objectives of the NCHE as being to:
- promote the establishment of a coordinated higher education system;
- promote the access of students to higher education institutions;
- promote quality assurance in higher education; and
- advise on the allocation of funds to public higher education institutions.

2.2   The Vision

A valued leader in coordinating quality higher education in pursuit of a knowledge-based society

2.3   The Mission

To ensure a coordinated and responsive higher education system through equitable access and quality service delivery

2.4   Core Values

Integrity	We will adhere to moral and ethical principles by exhibiting the quality of an intuitive sense of honesty and truthfulness with regard to the motivation for our actions.
Professionalism	We will exercise high levels of competence in our work, and never compromise our set standards and values.
Accountability	We will acknowledge and take responsibility for our actions, decisions and policies, including the administration, governance and implementation within the scope of our role and encompassing the obligation to report, explain and be answerable for resulting consequences.
Equity	We will serve our employees, customers and stakeholders with uniformity of rule application, fairness, reasonableness and interpretation, and make decisions that are free from any bias or dishonesty.
Commitment	We will devote our time and energy to always meet our strategic objectives and satisfy our stakeholders' expectations.
Teamwork	We will continuously work together as a team to achieve our strategic objectives and reason for existence, and hold ourselves accountable for our team outputs.

3. Situation Analysis

A three-pronged situation analysis conducted during 2017 included an assessment of the institution's current and future strengths, weaknesses, opportunities, and threats (SWOT), and of the views of stakeholders; and an evaluation of past and present political, economic, social, technological, legal and environmental factors (PESTLE). This approach was adopted in order to find a strategic fit between external opportunities and internal strengths, and device strategies to mitigate external threats and internal weaknesses.

3.1   Stakeholder Analysis

A stakeholder in this strategic plan is defined as a person, group or organisation that has a direct or indirect stake in NCHE because it can affect or be affected by the NCHE's actions, objectives and policies. To better understand where the NCHE stands within the national higher education landscape and how it could best contribute to enhancing the coordination, evidence-based planning, quality and equitable funding of higher education, surveys of internal and external stakeholders were conducted during 2017.

External Stakeholder Analysis

The survey for external stakeholders covered the broad areas of knowledge about the NCHE; satisfaction with NCHE services; and perceptions regarding stakeholder engagement.

Although many stakeholders asserted that they knew the work of the NCHE very well, the majority also felt that the public was not familiar with the work of the NCHE. A benchmarking of the public's knowledge of the NCHE's work relative to that regarding other institutions in the same sector pointed to relatively moderate knowledge of the NCHE's work on the part of the public.

In general, stakeholders expressed satisfaction with the services rendered by the NCHE. High levels of satisfaction were recorded for the quality of the staff complement; the professionalism of the staff; and fairness and transparency in applying the quality assurance system. The prominence of the NCHE's media profile was given the lowest rating.

Expressing their opinions about the relative prominence of the various NCHE activities, stakeholders indicated that leadership in higher education quality assurance topped the list of NCHE performance, but that the NCHE's role in policy development and consultation was perceived as the least prominent activity.

The majority of the stakeholders indicated that the NCHE website serves as the main channel they currently use to find out about NCHE activities, but bemoaned the fact that the website is rarely updated and does not capture the interest of visitors. This suggests that it needs revamping.

Overall, 93 per cent of the respondents expressed satisfaction with NCHE services, with the overall level of satisfaction being rated at an average of 4.21 on a scale of one to five, where one represented a very negative perception and five a very positive perception.

Internal Stakeholder Analysis

An internal survey was also conducted to gauge the views of staff members on high-level statements; partnerships and customer service; and programme implementation. The majority of staff members expressed satisfaction with the existing high-level statements and strategic directions. However, it was found that the strategic objectives were lacking in the area of research.

More than half of the staff members were satisfied with programme implementation. Well over half also held the view that the NCHE Training/Career Development Programme component is implemented appropriately.

Summary of Stakeholders' Expectations and Expected Impact

Type of Stakeholder	Expectations	Expected Impact
Regulators	**Their Needs and Expectations** ● Timely and relevant policy advice including allocation of funding to public higher education institutions **NCHE Expectations from Them** ● Consultation and feedback on higher education matters ● Adherence to the FFPHEI ● Timely appointment of Council ● Adherence to the Public Enterprise Governance Act ● Advice on the implementation of the Procurement Act	● Improved coordination ● Improved financial efficiency in public higher education institutions ● Improved quality in higher education ● Enhanced relationship ● Shared values ● Good corporate/ public enterprise governance ● Prudent financial management
Employees	**Their Needs and Expectations** ● Conducive working environment (physical & sufficient human resources) **NCHE Expectations from Them** ● Commitment, adherence to policies and procedures	● Quality output ● Satisfied clientele ● Attainment of objectives

Type of Stakeholder	Expectations	Expected Impact
Clients (Higher Education Institutions)	**Their Needs and Expectations** ● Coordination within the higher education system ● Orientation/training in quality assurance in higher education ● Programme accreditation and institutional audit ● Formal registration ● Equitable funding ● Additional academic staff development funding **NCHE Expectations from Them** ● Adherence to National System for Quality Assurance and Regulations for the Registration of Private Higher Education Institutions ● Annual institutional statistics ● Medium-term Plans and Budgets	● Improved coordination ● Enhanced relationship ● Shared values ● Quality higher education ● Enhanced training and research capacity ● Evidence-based planning
Strategic Partners	**Their Needs and Expectations** ● Coordination ● Cooperation, technical support, networking, data, benchmarking ● Reports and publications ● Information on higher education admission requirements ● Feedback on graduate tracer studies for career guidance **NCHE Expectations from Them** ● Cooperation, technical support, networking, data, benchmarking ● Reports and publications ● Timely communication on changes in secondary education curricula	● Enhanced governance, relationship, networking and expertise ● Harmonised quality assurance systems at basic and higher education levels
Suppliers	**Their Needs and Expectations** ● Transparent procurement procedures ● Timely processing of payments **NCHE Expectations from Them** ● Provision of goods and services	● Improved efficiency and effectiveness

Type of Stakeholder	Expectations	Expected Impact
Pressure Groups	Their Needs and Expectations ● Statistical data ● Internship opportunities ● Technical guidance ● Information ● Updated NCHE website NCHE Expectations from Them ● Cooperation and support ● Advocacy of NCHE services and products	● Enhanced relationship ● Quality in higher education ensured ● Improved public profile and visibility

The detailed stakeholder analysis matrix is presented in the Annexure.

3.2 SWOT Analysis

With the information from the stakeholder analysis, it is possible to establish the NCHE's strengths, weaknesses, opportunities, and threats.

Strengths	Weaknesses
- Multiskilled staff - Well resourced (finances, equipment and fleet) - Improved staff complement - Suitable policies in place (subject-oriented and internal) - Existence of staff development and training programmes - Culture of performance management	- Lack of culture of acknowledgement of outstanding performance - Mismatch between knowledge of the NCHE governance structure and the mandate - Weak communication strategy - Poor record management - Negative attitude towards work - Lack of confidence amongst staff members - High staff turnover
Opportunities	Threats
- Partnerships with key institutions - Revamped website - Favourable national procurement procedures - Positive perception of customer service by stakeholders - Willingness of the local and international external quality assurance agencies to cooperate/collaborate/partner with NCHE - Cordial working relationship with higher education institutions (public and private)	- Low public profile compared to other institution - Low media profile - Small pool of local quality assurance experts - Loopholes in regulatory frameworks in terms of institutional designation and control over the introduction of new programmes at the expense of quality - Inability to influence budgetary allocation to public higher education institutions - Difficulties in sourcing international subject experts for quality assurance purposes

3.3 PESTLE Analysis

The PESTLE analysis allows for the determination of external forces that may have an impact on NCHE operations. The following are the pertinent issues.

Political Factors	Implications
● Regional and international change in political systems ● Political stability ● Changes in ministerial political leadership	● Impact on cooperation partnerships ● Provision of enabling environment for effective planning of national development efforts ● Change in priorities or delayed programme implementation
Economic Factors	**Implications**
● Economic downturn (declining State revenue) ● High cost of living	● Reduction in budgetary allocation leading to poor project implementation and irregular implementation of the FFPHEI ● Students unable to pay recommended tuition fees, thereby affecting governance of higher education institutions
Sociological Factors	**Implications**
● Temporary and inadequate office space ● Communication among staff members and stakeholders ● Qualified and competent staff ● High employee morale	● High rental expenses and inconducive working environment ● Good working environment and interpersonal relations ● Enhanced performance ● High productivity, creativity and innovation
Technological Factors	**Implications**
● Limited capacity for electronic data management at higher education institutions ● Automation of NCHE services	● Slow submission and processing of annual higher education statistics ● Improved service delivery

Legal Factors	Implications
● Slow progress in amending the Higher Education Act ● Legalisation of criteria for institutional designation ● Adoption of National Policy on Higher Education ● The hybrid governance structure	● Loopholes in regulating operations of higher education institutions ● Sufficient framework to regulate establishment of higher education institutions ● Guidance on programmes for coordinating higher education ● Lack of clarity on governance and reporting structures
Environmental Factors	**Implications**
● Natural disasters (e.g. drought and floods)	● Government diverting funding towards emergency response initiatives

4. Strategic Issues, Themes, Objectives and Implementation Matrix

4.1 Strategic Issues

The review of previous programme implementation, policy alignment and the situation analysis point to the following as key strategic issues for attention in this Strategic Plan:

- Alignment of policy, legal framework and systems
- Identification of additional higher education institutions between vocational training and universities
- Weak monitoring and evaluation system in higher education
- Consolidation of affordable access and equitable allocation of funds to public higher education institutions
- Poor public awareness about NCHE functions
- Inadequate office facilities
- Strengthening the capacity of the NCHE Secretariat

4.2 Strategic Themes and Objectives

In response to the identified strategic issues, the following emerged as the strategic themes and corresponding objectives:

Strategic Themes	Old Strategic Objectives
Policy and regulatory framework	Ensure a coordinated higher education system
Research	Promote evidence-based planning
Quality assurance	Improve the quality of the higher education system
Funding framework	Ensure affordable access and equitable allocation of funds to public higher education institutions
Organisational performance	Enhance organisational performance

4.3 Strategic Plan Matrix (2017/18 - 2021/22)

Strategic Objective	Programme	Key Performance Indicator (KPI)	Indicator Definition	Indicator Type	Baseline	Targets 2017/18	2018/19	2019/20	2020/21	2021/22	Project	Budget Operational	Budget Developmental	Responsible Unit
1. Ensure a coordinated regulatory framework and compliance	Legislation & policy coordination	Number of policies or laws drafted or amended annually	Policies and laws include: HE Policy, Institutional Designation Criteria, Admission Policy, Higher Education Amendment Bill	Absolute	0	0	1	2	2	1	Policy Reform and Development	300,000		ED Office
2. Promote evidence-based planning	Research in higher education	Number of reports for higher education planning and coordination	Reports include: annual public lecture, statistics, tracer studies, employer surveys, research and feasibility studies	Absolute	0	3	4	4	4	1	Research and feasibility studies	8,246,760		FFPHEI & HEMIS
3. Improve quality of higher education system	Quality assurance	Average % compliance with higher education quality standards	Aggregated average of compliance at institutional and programme levels	Absolute	57%	60%	65%	70%	75%	80%	Consolidation of the National Quality Assurance System	20,400,000		QA & HE Coordination
4. Ensure affordable access and equitable allocation of funds to public higher education	Public Higher Education Institutions Funding Framework	% of Funding allocated to Public Higher Education Institutions (HEIs)	Funding to Public HEIs as a % of the Funding Formula estimated subsidy	Absolute	0%	70%	75%	80%	85%	90%	Higher Education Funding Strategy	2,312,000		FFPHEI / HEMIS
5. Enhanced organisational performance	Performance Improvement	Average % of customer satisfaction rate	Aggregated perception of internal and external customers	Incremental	75%	75%	80%	80%	85%	85%	Human Resources Management & Development	1,200,000		ED Office
		% Key services accessed online	The efficiency and accessibility of the Council's key services online	Incremental	30%	50%	70%	80%	90%	100%	ICT Infrastructure	2,500,000		Finance & Admin.
		% Compliance with the financial and procurement statutory requirement	Budget execution in line with OAG expenditure thresholds of 2%	Incremental	52%	98%	98%	98%	98%	98%	Financial Management and Control	600,000		Finance & Admin.
											Asset Management	400,000		Finance & Admin.
		% Completion of NCHE House	The completion of NCHE Head Office building	Incremental	45%	50%	90%	100%			Capital Projects		30,780,293	
Sub-total												35,958,760	30,780,293	
Total												66,739,053		

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5. Risk Management

Risk is the potential for gaining or losing something of value. Institutions should actively identify and document historical, current and emerging risks. This is critical to prioritising a focus, designing tailored initiatives, and allocating limited resources in the most cost-effective way.

The formulation of this Strategic Plan considered key risks associated with each strategic objective, identified the unit(s) affected as well as the risk control measures already in place, established the level of risk, and determined further actions required to control the risk.

To determine the extent of risk effects, assessment categories were adopted:

Severe   A risk event that, if it occurs, will have a severe impact on achieving desired results, to the extent that one or more critical projects under the objective will not be achieved

Moderate   A risk event that, if it occurs, will have a moderate impact on achieving desired results to the extent that one or more projects under the objective will perform below expected results

The following are key risks associated with the strategic objectives:

Strategic objective	Risk	Who/what is affected	Risk control already in place	Risk assessment	Further action to control risk
1. Ensure a coordinated regulatory framework and compliance	Slow process of policy approval, law reform and development, leading to insufficient legal frameworks to regulate the higher education system	QA & HE Coordination	Cabinet memo for higher education policy submission drafted Higher Education Amendment Bill presented to Line Ministry leadership Concept note/policy brief formulated	Severe	Consultative meeting with Ministerial leadership

Strategic objective	Risk	Who/what is affected	Risk control already in place	Risk assessment	Further action to control risk
2. Promote Evidencebased Planning	Higher education institutions not complying with statistical data requirements	FFPHEI & HEMIS	Data collection templates and awareness raising	Moderate	Continuous awareness raising
3. Improve quality of higher education system	Non-compliance with higher education laws and quality standards	QA & HE Coordination	Intervention steps against concerned institutions	Severe	Awareness raising Co-opting law enforcement institutions
4. Ensure affordable access and equitable allocation of funds to public to higher education institutions	Unaffordable tuition fees and inadequate budgetary allocation to public higher education institutions	FFPHEI & HEMIS	Central adjustment of tuition fees Provision of remedial budgets	Severe	Higher education funding strategy
5. Enhanced organisational performance	Low staff competence	All units	Comprehensive Staff Training and Development Policy	Moderate	Continuous capacity development

6. Implementation Coordination, Monitoring and Evaluation

6.1 Implementation Coordination

To ensure coordinated implementation, action plans will be prepared annually, taking into account past progress and targets as stipulated in the Strategic Plan.

6.2 Monitoring

The Council will monitor progress of the Strategic Plan implementation through quarterly reviews of the annual plans.

6.3 Evaluation

Evaluation of the extent to which the Strategic Objectives have been achieved will be conducted annually, at mid-term, and at the end of the Strategic Plan period.

Annexure: Stakeholder Analysis Matrix

Name of stakeholder	Stakeholder need(s) and expectation(s)	What NCHE expects from them	The impact of our relationship
Regulators			
MHETI	Timely and relevant advice on HE-related matters Advice on allocation of funding to public HEIs Coordination of the development of HE-related policies	Timely provision of adequate funding/subsidy Adherence to the Funding Framework Timely feedback and consultation Clear directives on the HE Amendment Bill Expedite conclusions on the HE Policy Expedite the appointment of the 4th Council	Enhanced the relationship and ensured quality in HE Improved coordination Relevant and responsive NCHE mandate Shared values
Ministry od Finance	Consultations on the budget allocations	Consultation and advice on the allocation of funding Advice on the implementation of the Procurement Act	Improved financial efficiency of public HEIs Improved quality in HEIs
Procurement Board	Provision of bidding documents for procurement above threshold	Expedite the procurement process	Improved efficiency
Ministry of Public Enterprises	Adherence to the Public Enterprises Governance Act	Guidance on public enterprise governance	Good corporate governance
Employees			
NCHE staff	Conducive working environment (physical & sufficient human resources)	Commitment, adherence to policies and procedures	Quality output Satisfied clientele Achievement of goals
Clients			
Public HEIs	Coordination within the HE system Equitable funding Reports of statistics and QA Provide QA services/ induction/training in academic programmes/ Programme Accreditation/ Institutional Audit Additional academic staff development funding	Make data available for budgeting and statistical reports production Adherence to QA procedures/system Timely feedback and cooperation Make supporting documents available for review panels Inputs on any other policy documents	Enhanced the relationship and ensured quality in HE Improved coordination Shared values

Name of stakeholder	Stakeholder need(s) and expectation(s)	What NCHE expects from them	The impact of our relationship
Private HEIs	Coordination within the HE system Reports on statistics and QA Provide QA services/induction/training in academic programme(s) Accreditation/institutional audit Provide formal registration Provide technical assistance	Make data available for statistical reports production Adherence to QA procedures/system Timely feedback and cooperation Make supporting documents available for review panels Inputs on any other policy documents	Enhanced the relationship and ensured quality in HE Improved coordination Shared values
Strategic Partners			
Ministry of Education, Arts and Culture	Information on higher education admission requirements Feedback on graduate tracer studies for career guidance	Timely communication on changes in secondary education curricula	Harmonised quality assurance systems at basic and higher education levels
Organisations/ Ministries/ Agencies	Reports and publications Cooperation and support	Make staff available for review panels Cooperation and Support	Enhanced relationship and governance
Quality assurance networks	Networking, data, benchmarking, expertise	Networking, data, benchmarking, expertise	Enhanced networking relationship and expertise
Industry	Reports and publications Cooperation and support Coordination	Make staff available for review panels	Enhanced relationship
Local external quality assurance bodies	Cooperation and support	Cooperation and support	Enhanced the relationship and ensured quality in HE
Suppliers			
Suppliers	Timely processing and payment of invoices	Effective and efficient service delivery	Improved efficiency
Pressures Groups			
Trade unions and students	Cooperation and support Statistical data Technical guidance Internship opportunities	Cooperation and support Participation in surveys	Enhanced the relationship and ensured quality in HE
Media	Information	Accurate coverage of events	Improved marketing and visibility
General public	Information Cooperation and support Advice and guidance Updated website	Cooperation and support Making use of websites	Satisfied public

GLOSSARY

Baseline	A description of the status quo, usually statistically stated, that provides a point of comparison with future performance
Budget	An estimate of costs, revenues and resources over a specified period, reflecting a reading of future financial conditions and goals
Core values	The timeless guiding principles and deeply held beliefs within the organisation, which are demonstrated through the day-to-day behaviours of all employees and make an open proclamation about how the organisation expects everyone to behave
Indicator definition	The precise explanation of an indicator, which is sufficiently clear and specific for everyone to understand exactly what the indicator is measuring
Information systems	Interrelated components working together to collect, process, store and disseminate information in order to support decision-making, coordination, control, analysis and visualisation in an organisation
Key performance indicator	(KPI) A pre-determined signal that a specific point in a process has been reached or a result achieved. In management terms, an indicator is a variable that is used to assess the achievement of results in relation to the stated goals/objectives
Mandate	A prescription of the core service area in which an organisation has to perform. In other words, the mandate specifies the core functions and responsibilities of an organisation towards its stakeholders
Mission	The definition of the nature and core purpose of the organisation, based on its mandate as expressed in specific legislation
Objective	A specific (definable), concrete (measurable), short-term statement of a desired result, condition or accomplishment towards the achievement of strategic and management plans
Target	An agreed quantifiable performance level or change in level to be attained by a specific date, often based on benchmarking. The target for each KPI can be expressed in different units, e.g. percentages, money, number, frequency and date

Programme   A combination or grouping of related projects, together achieving a common objective

Project   A planned set of interrelated tasks to be executed over a fixed period and within certain cost and other limitations

Responsible unit   The unit within the institutional structure that is to undertake a particular task

Strategic objective   A specific formulation of a strategy for achieving a strategic goal. A strategic objective is normally at the sub-programme level

Strategic plan   A formulation of the planned critical elements and strategies towards attaining the organisational purpose and direction as developed by the organisation

Strategic planning   The process through which an organisation determines its strategic direction by setting clear objectives, including high level statements (vision, mission and core values) on a long-term basis

Strategy   The broad priorities adopted by the organisation in recognition of its operating environment and in pursuit of its mission

Structure   The systematic grouping and coordination of a variety of functions, tasks, hierarchies and resources, such that all management, supervisors and staff members have a clear understanding of their duties and how they work effectively together towards the organisational vision, mission and objectives

Vision   The attractive and desirable picture of the future organisation in terms of its likely physical appearance, location, size, image, products/services/activities, customers, processes, performance, staffing, capacities, etc. Vision translates mission into something really meaningful
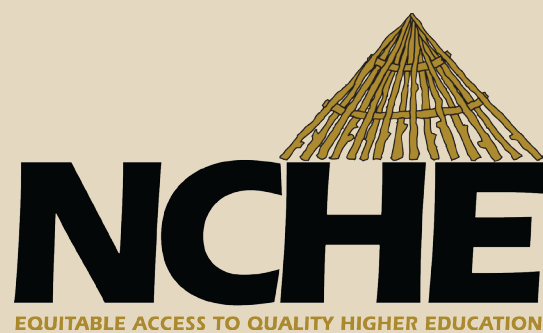
NOTES

NATIONAL COUNCIL FOR HIGHER EDUCATION STRATEGIC PLAN

2017/18 - 2021/22

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