



VISION

By 2015, the Tertiary Education Council will have developed a relevant, dynamic, accessible, equitable, and internationally competitive tertiary education system.

MISSION

The mission of the Tertiary Education Council is to plan, develop and coordinate a well-resourced quality tertiary education system contributing to Botswana becoming a knowledge-based society.



VALUES



Communication

Staff, Management and the Council share a responsibility to enable timeous and appropriate communication with each other and stakeholders.

Teamwork

We are a strong and effective team because we are willing to always go beyond our individual and divisional responsibilities.

Customer Service

We recognise our existence is not for our own benefit, consequently we are prepared to constantly change and improve our service delivery.

Integrity and Transparency

We do what we say with honesty and total transparency.

Quality and Professionalism

Our credibility and leadership in tertiary education is a reflection of the passion we share for quality and professionalism in everything we do.

Learning and Innovation

We are a learning organisation and we share a commitment to engage in creative and innovative ways to help transform the Tertiary Education sector.

Respect and Tolerance

We value and respect the diversity of the skills and experience of one another and the people we serve.

Partnerships

We work through sustainable and beneficial partnerships.



1. INTRODUCTION

As Botswana positions itself to become an increasingly key player, particularly in SADC, as the strategy of economic diversification gathers momentum, and the challenges of competing in a knowledge-based global economy intensify, tertiary education is set to play a pivotal role. The challenges are several. They include:

- The need to map out the future direction of the tertiary education sector;
- To engage all tertiary education institutions in the deep-rooted reforms which are necessary to ensure Botswana's future prosperity;
- To ensure that all who qualify and possess the requisite aptitude and ambition to access tertiary education, can do so, and;
- That at the conclusion of their studies they each surpass a high threshold of accomplishment with regards to personal values, educational abilities, work skills and lifelong learning competencies;
- The imperative to expand tertiary education as a response to student driven demand while seeking to respond to the current dilemma of diminishing labour market opportunities for graduates;
- The intense competition for declining government funds and the need to find alternative sources of funding to sustain and increase the development and growth of the tertiary education sector;
- The essential to focus on quality spread across both academic programme and service delivery – as well as the quality of student life - underpinned by a high premium on local relevance and commitment to continuous improvement;
- The ambition to brand Botswana in terms of international competitiveness with the corollary being that its people must be world-class;
- The requirement to inspire innovation and creative energy throughout every facet of Botswana's society and economy through the promotion of research and its application to societal understanding and renewal.

These are the pressures of growth and change, which the Tertiary Education Council is the custodian of, and which provide substance to this strategic plan. To this end, the TEC has embarked upon a path of transformation, which during the next few years should witness Botswana's tertiary education landscape being significantly reshaped, reformed and reorganised. The goal is to develop a tertiary education capacity that is not only nationally relevant but whose standards are not constrained by the country's geographical boundaries so as to ensure that its quality can be benchmarked against international standards.

Tertiary education in Botswana is on the edge of an exciting frontier that will require us



Transforming Tertiary Education in Botswana

to rethink much of what we have previously taken for granted. This strategic plan of the Tertiary Education Council is the first step and by going along with the developments it outlines in a systematic, committed and intelligent way, I believe we will make considerable advances.

The work before us will be challenging and exciting for both the Tertiary Education Council and its stakeholders. In realising this plan, so much depends upon the committed effort of the staff of the Council in partnership with industry, students, Government, politicians, tertiary education institutions, external partners, and the public. For that reason I look forward to your involvement in realising the ambitions of the Tertiary Education Council as set out in this strategic plan, and to your highly valued thinking and advice as to the way forward.

Professor T. Tlou
Chairperson,

Tertiary Education Council



2. THE TERTIARY EDUCATION COUNCIL IN CONTEXT

In order to appreciate the genesis and fundamental nature of this strategic plan, it is essential to understand the context and operating environment in which the Tertiary Education Council's mandate is being discharged and the longer-term future that it anticipates. Botswana is a country that is clearly going through significant transformation and so not surprisingly determining both the current realities and attempting to anticipate the future is an endeavour fraught with imprecision and uncertainty. This is the nature of all strategic plans and therefore any lack of precision in terms of fully comprehending the context in which the TEC operates provides nothing that is unique. Therefore the next section, has refrained from categorically predicting what is going to happen, but instead provided some assumptions around what could happen and what scenario options could conceivably unfold. What follows has largely been informed by the strategic analysis of tertiary education recently undertaken by the TEC, '**Tertiary Education Policy for Botswana: Challenges and Choices**' (February 2005) which is intended to frame the discussion that will lead to the development of a tertiary education policy for Botswana. This paper outlines:

- the global trends and pressures as well as societal needs and demands that are impacting on tertiary education in Botswana, and,
- a possible response to these challenges through the development of a coordinated, steered, funded, resourced and regulated tertiary education system.

Challenges and Choices provides an appropriate source to supplement the subsequent strategic analysis that was undertaken by the staff of the TEC to inform the direction and content of this strategic plan.

This analysis will provide a logical backdrop for the concluding section of the plan, which outlines the key strategic drivers for the TEC up to the end of the current National Development Plan 9 in 2009 followed by an articulation of those drivers in terms of strategic objectives, key performance indicators and enabling actions.

2.1 VISION

Outline description

This key mandate of the TEC is to set the strategic direction of tertiary education in Botswana in terms of vision, mission, strategic goals, and issues of viability, sustainability, efficiency and equity for the next two decades from 2006. This must be undertaken within the context of an overall understanding of the scope, role, and purpose of tertiary education and the contribution it can make to economic development as well as the essential social and public value that tertiary education provides.



Progress and accomplishments to date

In the first eighteen months the Council has developed a key consultation paper that will form the basis of a tertiary education policy for Botswana. The Council is currently undertaking extensive consultation with different stakeholders – central and local government authorities, private sector, parastatal organisations, labour unions, tertiary institutions, staff of tertiary institutions, students, youth groups and the non-governmental sector. The Council has also reached out to international partners and counterparts to share experiences and provide advice on how their countries are responding to similar issues.

Challenges

The context in which the Tertiary Education Council is functioning is changing significantly with a new system level landscape characterised by three types of trends and pressures manifest at economic, social and tertiary education policy levels. These three categories of challenges were identified by TEC as follows:

i) Economic trends

- Broader economic policy changes.
- Government budgetary constraints.
- Labour market changes.
- Economic diversification and the progress towards a knowledge based society.
- Technological change.
- The increasing centrality of tertiary education in terms of wealth creation, prosperity and success.

ii) Social trends

- Globalisation, leading to a greater internationalisation of tertiary education and the emergence of a tertiary education market.
- Consumerism and a greater demand for accountability and value for money of the 'tertiary education product'.
- Rapid expansion of enrolments.
- Growing diversity of the student base.

iii) Policy Pressures

- Demand for a comprehensive tertiary education system.
- High expectations from the public and stakeholder institutions.
- Increasing numbers of tertiary education institutions including cross-border/transnational and private providers.
- The as yet to be determined impact of World Trade Organisation's General Agreement on Trade Services (GATS) on tertiary education.
- Facilitating the development of a clear and widely accepted definition of tertiary education.
- Promoting effective advocacy of the role of tertiary education in socio-economic development.



The Tertiary Education Council's mandate requires it to find ways of dealing with and responding to these challenges. Due to the core nature of these issues in terms of Botswana's future prosperity and development the response of the TEC needs to be strategic, focused, directed, innovative and fully integrated within a matrix of policy initiatives, in particular, the SADC Education Protocol and Framework, the National Human Resource Development Strategy (*the HRDS is still to be developed*), the National Qualifications Framework (*the NQF is still to be developed*), the Skills Development Strategy, the e-Learning Policy, the Science and Technology Policy and evolving initiatives for research in science and technology.

2.2 ORGANISATION

Outline description

The second key mandate of the TEC is to delineate the overall scope and size of the tertiary education system, articulate the system in terms of structure, institutional types, programme/qualifications structure and articulation, and core activities (teaching, learning, research, societal engagement), and set out how the system will be managed within a governance framework of responsibilities and accountabilities.

Progress and accomplishments to date

In the first two years the Council reached out to as many stakeholders as it was possible. Government ministries and departments have been briefed, tertiary education managers, staff and students, internal and external partners have been identified and extensively consulted on the role of the Council. In the process valuable information has been collected. Such information has been useful in informing the development of the background paper on tertiary education policy and in identifying the challenges currently facing Botswana's tertiary education system.

The evidence points to one clear requirement – re-organisation and transformation hence the title of this strategic plan. The current system has a lot of inadequacies and inefficiencies which affect quality of governance, management and programmes at institutional level.

Challenges

The key challenge is to develop and implement a new integrated conceptual framework for tertiary education in Botswana to replace the current system, which is insufficiently co-ordinated to meet current and future needs and demands.

The key elements of this reorganisation that will need to be addressed are:

i) System Structure and Definition

- **Size** with respect to the number of student enrolments within the tertiary education system.
- **Shape** in terms of the configuration of academic and professional disciplines that will be offered by tertiary education institutions.



- **Structure** of the system as defined by institutions (diversity), nature (public private mix and partnerships).
- **Programme policy** within the context of the National Qualifications Framework (*the NQF is still be developed*).

ii) System Governance and Management

- System governance.
- Developing accountable, efficient and responsive management and governance systems within tertiary level institutions.
- Ensuring participation of stakeholders in the management and governance of tertiary education institutions.
- Creating comparable conditions of employment for staff in public tertiary education institutions.
- Developing localisation and staff retention policies.
- Developing human resource systems and training and capacity development programmes.
- Developing system level data.

iii) Programme Relevance and Articulation

- Building system capacity to enrol more students/learners to meet the challenges of high demand.
- Developing tertiary education linkages with business and industry.
- Access and equity in terms of student enrolments.
- Developing potentials for articulation of course credits.
- Developing opportunities for life-long learning.
- Developing multi-delivery modes through ICT.
- Research development.
- Relevance of programme offerings.
- Attractive programme diversity within tertiary education.
- Developing labour market reviews and trend indicators.

This represents a major undertaking by the Tertiary Education Council to put in place a newly constituted tertiary education system that has the capability to both provide greater opportunity for access while at the same time producing the right number of graduates with the requisite high-level skills necessary for economic growth, diversification and development.

2.3 FUNDING

Outline description

The third key mandated responsibility is to determine how tertiary education is to be funded. Against an inevitable backdrop of a limited growth in government expenditure, the TEC will need to devise and implement a new tertiary education-funding framework, which will be inclusive of a comprehensive review of student financial assistance.



Progress and accomplishments to date

The Council began its work in this area by first reviewing historical resource requirements and utilisation by public tertiary institutions. It has collected budget and expenditure data over the past five years from 2000. This data points to a number of challenges related to the funding of the sector. The first finding is the over reliance of public tertiary institutions solely on government funding. There is very little if any resources generated through the 'third' stream or from private sector support and fundraising efforts. This situation explains the weak links that exist between industry and the tertiary education sector. The second finding relates to underutilisation of allocated resources and their subsequent return to the government. Meanwhile the state of facilities and services in most public tertiary institutions is bad. On the whole the funding of most of the institutions requires urgent and major reform.

Challenges

The funding and resourcing of tertiary education systems in order for them to fully discharge their increasingly complex and critical responsibilities, is testing most countries throughout the world. Botswana is no exception with clear signs already emerging that the current funding regime is not sustainable in the long term. The types of issues that will require to be dealt with in a creative and innovative manner include the need to:-

:

(i) Funding levels and resource allocation

- Determine how much of Botswana's productive capacity should be invested in tertiary education and how much Government can afford.
- Develop a resource model to allocate funding to individual institutions and to factor into those models key issues of planning and performance.
- Determine how much funding should be spent per student, per graduate and per unit of knowledge.
- Facilitate the development of institutional resource models that appropriately fix staff complements, faculty workloads, class sizes and the level of academic support (library, academic computing) as well as the corresponding level of funding resource required for capital development.

(ii) Cost sharing and cost efficiencies

- Find a mechanism that can ensure that maximum output is derived from the resources invested in tertiary education.
- Determine to what extent students and/or graduates should pay for the costs of tertiary education and what measures need to be put in place to strengthen this area.
- Develop a policy framework and strategy that will encourage public tertiary institutions to diversify their sources of funding, through the development of second or third stream sources of revenue, public-private partnerships, Foreign Direct Investment, international agencies, commercialisation of their knowledge based services and outputs.

The establishment of funding policies and models for tertiary education that recognises the undoubted tension that will inevitably exist between the demands, needs and requirements



of the system and the extent of funding available (government, student/graduates, private sources, commercial opportunities) represents one of the most significant challenges to be overcome by the Tertiary Education Council during the period of this strategic plan.

The proposals and policy formulations devised by the Tertiary Education Council in this area provide the key to the success of the tertiary education sector and consequently long term social and economic development

2.4 REGULATION

Outline description

The fourth key mandate is to ensure that the tertiary education sector and the individual institutions it comprises (public and private, cross –border, trans-national) are of high quality, provide value for money, are accountable to their stakeholders, are supported in terms of their efforts to improve, and are responsive to the national vision and goals of tertiary education.

Progress and accomplishments to date

The Council has already produced sets of regulations for registration of new private tertiary institutions and existing public and private tertiary institutions. These regulations focus on sustainability, fitness for purpose of each institution, governance, funding/financing, human resources, physical facilities and teaching and learning resources, programme relevance, quality and equity of each institution. The regulations were developed after consultations with a wide spectrum of stakeholders and will apply to internal and off-shore tertiary education providers. The Council will begin the registration of institutions during the second half of 2005.

Challenges

This undertaking raises a series of regulation and quality assurance challenges including:

(i) Registration and accreditation

- Institutional registration.
- Institutional audits, evaluations and reviews.
- Institutional and programme accreditation.
- Institutional and programme evaluations.

(ii) Performance improvement

- the development and monitoring of system level institutional standards and benchmarks of achievement.
- the development and implementation of continuous improvement and quality assurance activities to enhance capacity at system and institutional level.



The creation of an unambiguous recognition, understanding, commitment and requirement amongst tertiary education institutions, both public and private, of the necessity to ensure that quality management and improvement becomes a permanent way of doing things and is infused throughout their structures, systems, process, programmes, culture and people must happen. Anything less will not only guarantee a failure of the system as a whole but will threaten the long-term prosperity of all Botswana.

2.5 TERTIARY EDUCATION COUNCIL

TEC Organisational Capacity

Underpinning all of the Tertiary Education Council's strategies is the principle of excellence. It is therefore self-evident that excellence must be explicitly observable in its own governance, leadership, management structures and process, human resource capability, resource planning and management and the interactions it has with external stakeholders.

Progress and accomplishments to date

Since the appointment of members and its launch in October 2002, the Council has made major strides in establishing itself organisationally. New office premises were identified, partitioned for offices, furnished and equipped. A total of twenty three staff members have been recruited and clearly defined terms and conditions of employment developed. The main committees of the Council have also been established and are functioning. However, the following challenges remain to be addressed during the next five years in order to enable the Council to meet its mandate.

Challenges

Clearly the Tertiary Education Council is at a critical stage in terms of developing its organisational capacity as it progresses from an initial 'start-up' phase (2003-2005) to the next developmental phase (2005-2009) when much more will be expected of it in terms of accomplishment of its key mandates. Some of the key challenges in this regard include:

(i) Governance and Management

- Ensuring that the operations of the Council and its supporting decision structures are sound, transparent, legitimate and conform to the accepted principles of good governance.
- That its management responsibilities are soundly established and are delegated with appropriate accountabilities.
- That its organisational structure is sufficiently flexible to cope with the rapid growth and transformation that is inevitable with the mandate that it is being required to discharge
- That its management is underpinned by modern 'business' principles that embrace key functions of strategy and planning, financial and human resource management, performance management and improvement, labour relations, client service relations, facilities and resource management and information technology.



(ii) Human and Financial Resources

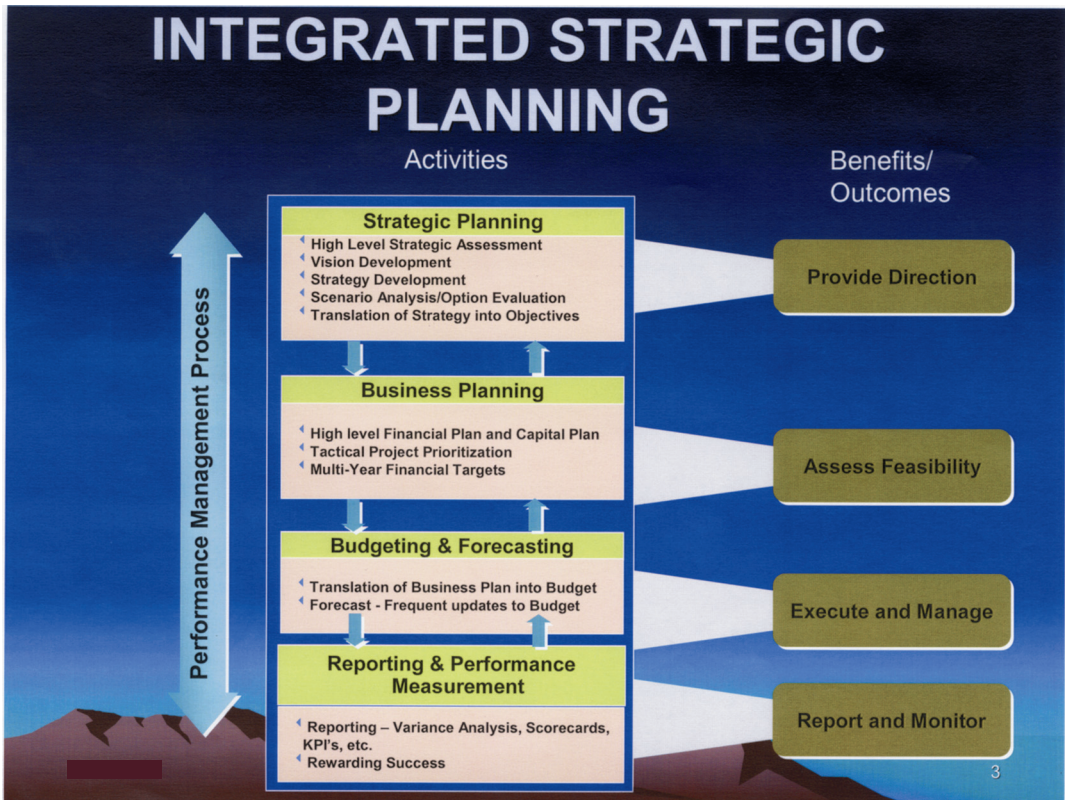
- Recruitment and retention of quality staff, their training and development, and the remuneration of such staff with market-related salaries. In order to ensure success in terms of the discharge of its mandates.
- It is essential to acquire, manage and effectively utilise the financial resources required to fulfil the needs of this strategic plan and to do so in a manner that ensures long-term sustainability of the strategies to be implemented.

(iii) Stakeholder relations

- To consolidate what is already a significant strength in terms of stakeholder interactions and further embed its already impressive achievements in terms of co-operation and collaboration.

3. THE INTEGRATED STRATEGIC PLANNING MODEL

Based on the assumptions and possible scenarios of the future summarised in the preceding environmental scan, the Tertiary Education Council developed an integrated Strategic Planning Model to serve as a beacon in the successful implementation of the strategy. Strategic planning should not be considered in isolation but as part of an integrated approach that brings together planning, budgeting and performance to implement the strategic plan (See diagram below).



This plan relates to the top of the diagram only. Once the plan has been approved Management will develop the rest of the elements, that is, the business plan, multi - year budgets and performance management system.



4. STRATEGIC FOCUS AND INTENT

The Tertiary Education Council's strategy 2005 to 2009 will be anchored by seven strategic thrusts which are subsequently translated into key performance areas and strategic goals. These drivers and key performance areas are:-



TERTIARY EDUCATION POLICY AND FUNDING

The TEC has already inaugurated a significant development to transform the tertiary education sector through the launch of its consultative document '**Tertiary Education Policy for Botswana: Challenges and Choices.**' The journey however has only been commenced and the task ahead will require significant effort and commitment to ensure that systematic and unwavering progress towards accomplishment is sustained. The TEC recognises that the completion of this task has two components – on the one hand, creativity, innovation and imagination in terms of development of the policy, complemented by a dedicated commitment to executing the policy. The future prosperity, competitiveness and quality of life in Botswana as encapsulated in Vision 2016, will largely be manifest through the contribution of the tertiary education sector. The TEC views this as the fundamental aspect of its mandate that will ensure Botswana's long-term development and future prosperity.

KEY PERFORMANCE AREA 1: TO DEVELOP AND IMPLEMENT THE TERTIARY EDUCATION SECTOR POLICY

STRATEGIC GOAL: Formulate a comprehensive Tertiary Education Policy to drive a strong, relevant, responsive, competitive, sustainable and well funded Tertiary Education sector comprising institutions that are autonomous, accountable, and efficient which are characterised by high-quality governance and management structures.



Key Performance Indicators	2005	2006	2007	2008	2009
A clear and acceptable definition of Tertiary Education and institutional types e.g. protected name for University in place by:					
A Tertiary Education Policy approved and ready for implementation by:					
System rationalisation commenced by:					
System rationalisation process including legislation, coordination, funding and mergers/incorporation of institutions commenced by:					
Development of generic legislation for public tertiary education institutions by:					
Facilitate establishment of Councils/ Board for PTEI's and develop capacity for good corporate governance and leadership:					
A funding model/formula in place by:					
A fund to promote research and innovation for Tertiary Education established by:					
Tertiary Education development fund institutionalised and managed by:					
Development and implementation of a strategy to generate reliable diversified and sustainable funding for the Tertiary Education sector by:					
Internationally comparable and reliable data on the TE sector compiled by:					

ENABLING ACTIONS

- Promote Public-Private Partnership (PPP) initiatives through the Tertiary Education sector.
- Intensify outside Government funding initiatives.
- Promote stakeholder consultation and engagement in Tertiary Education Policy initiatives.



QUALITY TERTIARY EDUCATION

For Botswana to be internationally competitive, its tertiary education sector must be distinguished from its comparators and competitors through a focus on quality. The TEC is committed to ensuring that its influence is wholly brought to bear on this vital national issue by building a tertiary education capacity that is globally competitive and can be benchmarked internationally.

Key Performance Indicators	2005	2006	2007	2008	2009
Existing public and private tertiary education institutions registered by:					
Accreditation regulations for private tertiary education institutions in place by:					
Eligible private tertiary education institutions accredited by:					
Audits of tertiary education institutions by:					
A quality assurance framework for tertiary education institutions developed by:					
Best practice and benchmarking mechanisms for tertiary education in place by:					
Receive and review at least one new TEI applications per year from:					
Survey of teaching and learning requisites completed by:					

ENABLING ACTIONS

- Targeted implementation of the QA framework.
- Outsource training of QA trainers and implementation of QA framework at TEIs.
- Increase awareness and dissemination of information on QA relevance.
- Promote mentoring and affiliation/partnerships arrangements.



NATIONAL HUMAN RESOURCES DEVELOPMENT STRATEGY

It has become a popular maxim in recent times that people are the most important asset that a nation requires to build wealth and prosperity. However this understanding needs to be enhanced by the following high value terms- creative, resourceful, well educated, innovative, entrepreneurial, quality, globally competitive, hard working and committed. The development of such a resource needs to be undertaken in a strategic, focussed and directed manner. At the core of this endeavour is the tertiary education sector. Accordingly, the Tertiary Education Council has a key responsibility to play a pivotal role in developing Botswana's human resource capacity by providing leadership and direction with regards the development and implementation of the national human resource strategy.

Key Performance Indicators	2005	2006	2007	2008	2009
Approved National HR Development strategy by:					
Process for implementation in place by:					2010
Alignment of TE system by:					2012
National HRDS monitoring system in place by:					2015

ENABLING

- Communicate urgency and relevance of project of HRDS in relation to TE reform.
- Ensure role clarify in relation to project formation and delivery.



THE TEC'S STAKEHOLDERS

Since its commencement, the Tertiary Education Council has embraced the notion of stakeholder involvement, which it has implemented by employing a range of different approaches and engaging with a multiplicity of communities. Deepening and extending this commitment to engage with all its stakeholders represents a deep-seated obligation of the TEC and a fundamental value that it holds dear.

KEY PERFORMANCE AREA 4: TO CONSOLIDATE AND STRENGTHEN OUR STAKEHOLDER RELATIONS

STRATEGIC GOAL: Proactively engage with stakeholders to partner in the transformation and development of the Tertiary Education system.

Key Performance Indicators	2005	2006	2007	2008	2009
Develop and implement a communication strategy and programme by:					
Develop and implement an annual stakeholder perception survey by:					

ENABLING ACTIONS

- Ensure continuous engagement of stakeholders at all stages.



THE TEC'S VISION

The TEC is charged with the challenging task of transforming Botswana's tertiary education sector. As a new organisation, the TEC has to develop the capability to "see into the future" and chart the way forward for that transformation. Strategic planning provides the path to ensure that both external and internal forces are brought together in a focussed manner so that the necessary changes can be made. Integrated strategic planning that brings together planning – budgeting – performance-will be the fundamental vehicle that underpins the work of the TEC and consequently drives the change agenda for the tertiary education sector.

KEY PERFORMANCE AREA 5: TO STRENGTHEN AND DEVELOP STRATEGIC PLAN IMPLEMENTATION CAPACITY

STRATEGIC GOAL: Design, develop and execute a process to implement the strategic plan that involves TEC staff, management and Council as well as a range of TEC constituencies, whose support and participation is vital to the realisation of the TEC's vision, mission and strategic objectives.

Key Performance Indicators	2005	2006	2007	2008	2009
TEC Business plans, budgets and performance management system aligned with the strategic plan by:					
TEC funding sufficient to ensure strategic plan implementation from:					
Strategic Plan Evaluation system in place to monitor and report the achievement of strategic objectives and key performance indicators by:					

ENABLING ACTIONS

- The need to strengthen the TEC communication structures to ensure 'top-down' and ' bottom up' inputs to decision making.
- Negotiated agreement with Govt around strategic priorities for the TEC.



THE TEC's ORGANISATIONAL CAPACITY

The Tertiary Education Council's focus on institutional efficiency and effectiveness throughout the tertiary education sector must also be manifest in its own governance, management structures, systems, policies and processes. The TEC demands the highest standards in this regard with respect to the institutions it coordinates – therefore it is axiomatic that it should be managed to at least the same high standards. Modern business values and a commitment to excellence, efficiency and effectiveness shall underscore the governance and management of the TEC coupled with a quest for innovation and continuous improvement. The staff of the TEC is its most valuable resource. Their capability, commitment and passion will provide the key to the fulfilment of the TEC's ambitions. The TEC places a high premium on the recruitment, development and retention of high calibre quality staff to ensure the process of innovation and transformation necessary to grow a successful tertiary education sector.

KEY PERFORMANCE AREA 6: TO CONSOLIDATE AND STRENGTHEN THE TERTIARY EDUCATION COUNCIL ORGANISATIONAL CAPACITY

STRATEGIC GOAL: Undertake a review of organizational structures and systems (e.g. policies, process, and procedures) to align with the strategic plan

Key Performance Indicators	2005	2006	2007	2008	2009
Aligned organisational structure and systems by:					
Internal policies and procedures in place by:					
ICT systems, Information Resource Centre, website, database in place by:					
To build a permanent office for the TEC by:					

ENABLING ACTIONS

- Develop guidelines and ground rules for externally engaged consultants for the Tertiary Education Council.



KEY PER AREA 7: TO STRENGTHEN AND FURTHER DEVELOP OUR HUMAN RESOURCE CAPACITY

STRATEGIC GOAL: Build TEC capacity by recruiting, developing and retaining high level professional and support staff whose performance makes TEC globally competitive.

Key Performance Indicators	2005	2006	2007	2008	2009
Develop and implement a Human Resource Strategy for TEC by:					
Develop and implement an effective performance based reward system for all categories of staff by:					
Appropriate staffing levels in place by:					
Maximum 2% staff attrition rate					

ENABLING ACTIONS

- Develop guidelines and ground rules for externally engaged consultants for the TEC.
- Link staff remuneration and benefits package to Tertiary Education Institutions.
- Align organisational structure with strategy.
- Develop HIV/AIDS policy for TEC
- Competency based recruitment strategy for key personnel.
- Self evaluation by management.
- Technical assistance sourced.
- Develop and maintain a conducive working environment.



FUNDING THE TEC

The ambitious mandate of the Tertiary Education Council presents “something of a two-edged sword.” On the one hand, it is charged with building the capacity of the tertiary education sector to ensure Botswana’s future prosperity, a task that will require years of investment in human resource development, facilities and technology infrastructure. Yet at the same time, the Council finds itself operating within a financially constricted environment. A key strategic focus for the Tertiary Education Council is to ensure that it discharges its responsibilities in terms of this strategic plan through a well thought-out financial strategy that seeks to develop revenue streams other than that provided by the Government.

KEY RESULT AREA 8: TO STRENGTHEN THE FUNDING LEVELS OF THE TERTIARY EDUCATION COUNCIL

STRATEGIC GOAL: Formulate and implement a financial strategy to Increase, diversify and sustain the level of financial resources available to the Tertiary Education Council in order for it to succeed in realising its strategic ambitions.

Key Performance Indicators	2005	2006	2007	2008	2009
Develop and implement a multi-year financial strategy for TEC by:					
Increased funding for TEC by:					
Complementary funding for TEC by:					

ENABLING ACTIONS

- Explore initiatives to ensure multiple revenue streams to support the key activities of the Tertiary Education Council.
- Intensify strategies to complement Government funding.
- Benchmark against comparable regulatory and quality assurance bodies.



NOTES



NOTES
