

GAP Analysis Report on the mapping of the state of play of higher education data systems in the following SADC countries: Botswana, Eswatini, Lesotho, Mauritius, Namibia, Seychelles, South Africa, Zambia and Zimbabwe.

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Disclaimer:

The study is an independent study by Dr. Charles Sheppard, in collaboration with the SADC secretariat and the UNESCO Regional Office for Southern Africa, involving the stakeholders in the countries covered by the report. The views and analysis expressed do not necessarily reflect that of SADC or UNESCO.

Contents

Background	4
Methodology used for the report gap analysis	4
Achievements.....	4
Gap analysis.....	5
Botswana.....	5
Eswatini.....	9
Lesotho	11
Mauritius	13
Namibia.....	16
Seychelles	18
South-Africa.....	20
Zambia	23
Zimbabwe.....	26
Conclusion and Recommendations	29
ANNEXURE A: National Agencies	31
ANNEXURE B: Survey Instrument.....	37
ANNEXURE C: ISCED classification system.....	40
ANNEXURE D: Notes for survey.....	43

Background

SADC Ministers, at their joint meeting of Education and Training and Science, Technology and Innovation, in 2018, endorsed that a comprehensive profile and database of Higher Education for the SADC Region should be developed by the Southern African Regional Universities Association (SARUA). The database should include the public and private education sectors and should be developed in consultation with all key stakeholders in the region. This request was given in response to the lack of regional data which can be used for informed policy decisions. As a result, the UNESCO Regional Office for Southern Africa, in collaboration with the SADC secretariat, initiated the development of a higher education database to support the development of quality higher education in the SADC region. This database will promote evidence-based planning and policy development in support of regional integration.

The first two deliverables for the project were:

- i) A Data Manual that includes data elements/indicators that will be collected, their definitions and the classification systems for the data elements. This was completed and submitted to UNESCO by 10 September 2024. The templates, definitions, and classification lists were distributed SADC countries for the pilot data collection process.
- ii) A gap analysis report on the mapping of the state of play of higher education data systems across SADC which include the national level agencies responsible for higher education data collection, the data collection process, and the identification of responsible officials within the agencies.

This report addresses the second deliverable.

Methodology used for the report gap analysis

The data survey instrument was developed to collect the information summarised in this report. The aim of the survey was to determine the collection processes at national level in countries, identify the agencies responsible for the collection of the data at national level, the contact details of responsible officials as well as the data elements that are available at national level needed for the completion of the data templates. The survey instrument, the ISCED classification for education subject matter developed by UNESCO (which are being used in the data collection in SADC countries) as well as the notes provided for the completion of the survey are included in Annexures B to D.

Achievements

The following have been achieved thus far:

- Higher Education Indicators have been identified and defined. The method of calculation has been defined and the data needed for the calculation of the indicators have been identified.
- Master list of institutions template has been developed
- Classification systems have been agreed upon.
- Data collection templates have been developed.
- A survey has been developed to determine the collection processes at national level in countries, identify the agencies responsible for the collection of the data at national level, the contact details of responsible officials as well as the data elements that are available at national level needed for the completion of the data templates.
- Notes have been compiled for the completion of the surveys and data collection templates
- Inputs from country representatives were received at the Mauritius workshop in August 2024 and were applied to the documents and templates.
- The templates, definitions, and classification lists were distributed to countries following the workshop for further inputs and refinement.
- The gap analysis has been completed, and responses were received from Botswana, Eswatini, Lesotho, Mauritius, Namibia, Seychelles, South Africa, Zambia and Zimbabwe. The original plan was to do the gap analysis for countries with well-established HEMIS systems, namely: South Africa; Botswana; Namibia, Mauritius; Seychelles; and Zimbabwe. In addition, UNESCO requested the addition of the following countries: Eswatini, Lesotho, Malawi, Mozambique, Zambia. Despite several attempts responses were not received from Malawi and Mozambique.
- The data templates for the data collection were also send out and data in the format that the countries had available were received from Botswana, Eswatini, Mauritius, Namibia, Seychelles, and Zimbabwe. The compilation of the data for South Africa is underway.

Gap analysis

Botswana

Data collection process

Data are collected from both public and private universities. Botswana currently has 43 public and 44 private higher education institutions. Data for both public and private higher education institutions are collected through Excel workbooks. The data are collected and updated annually with the latest data available for 2023. Data are available at institutional as well as qualification level at national level for both public and private higher education institutions. It is not clear whether the data are used for subsidy purposes for public higher education institutions. The data management system has data definitions and data templates available which Botswana is prepared to share.

Botswana provided the following data definitions:

Academic Year: Annual teaching or examination period during which students attend courses or take final examinations, excluding minor breaks. For Botswana, there are two (2) scenarios: from January to December or from July to May.

Academic (teaching) Staff: Staff members who are responsible for direct teaching of students, namely lecturers and researchers.

Accreditation: A process of assessment and review that enables an education and training programme or institution to be recognised or certified by the appointed body as meeting appropriate standards.

Distance Mode of Learning: The mode of delivering educational instruction to students who are mostly not present physically in a traditional setting such as a lecture room.

First-time Entrants into Tertiary Education: Students who are enrolling in tertiary education for the first time regardless of age and without previous education at any other tertiary level. They may enter tertiary education at different levels through short-cycle tertiary (ISCED 4 or lower levels) or bachelor's (ISCED 6).

Gross Enrolment Ratio: The number of students enrolled in a level of education, whether or not they belong in the relevant age group for that level as a percentage of the population in the relevant age group for that level. Estimates are based on the UNESCO's classification of education levels.

Inbound Students: Students who left their country of origin and moved to another country for the purpose of study.

Offering Type/Mode of Delivery: The range of options for study available to students. Examples include face-to-face attendance in a classroom, supervised study on a HEI campus, eLearning (online learning), distance or independent learning, work-integrated learning, block release and mixed (or blended) delivery.

Part-time: Programmes consisting of 75% or less in an academic year. Also includes programmes less than twenty-four (24) weeks of study or placement per academic year.

Other Private Entities: Includes private businesses and non-profit organisations (e.g. religious organisations, charitable organisations, business and labour associations and other non-profit organisations).

Professional Qualification: A degree that represents a substantial attainment of a body of outcomes of learning greater than and in advance of a bachelor's degree. Normally, the degree entails a substantial element of 'learning by doing' and is often focused on preparation for entry into a professional field of practice.

Tertiary Education: A programme which is offered beyond the level of Senior Secondary Education including Technical and Vocational Education and Training (TVET) and other such programmes with a set of theoretical foundation through to advanced research qualifications.

Tertiary Education Institution: A public or private post-secondary education and training institution including a university.

Vocational Education and Training (VET) Programmes: Programmes that prepare participants for direct entry into specific occupations without further training. Successful

completion of such programmes leads to a vocational or technical qualification that is relevant to the labour market.

These definitions would be used to enhance the current list of definitions that was developed during phase 1 of the project.

The data available at the Agency at national level is shown below:

Data elements available at the Agency at national level			
Data element	Institutional Type		
Enrolments by qualification type	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender and field of study	Public	YES	NO
	Private	YES	NO
Do you use the ISCED classification system for fields of study?	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by field of study only? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by sub-field of study? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
Graduates by qualification type	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender and sub-field of study	Public	YES	NO
	Private	YES	NO
Do you collect the above information by mode of study (contact/distance)?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international students by country?	Public	YES	NO
	Private	YES	NO
Do you collect data on the headcounts of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the appointment type (permanent/temporary) of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff by gender?	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff and gender? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by sub-field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international academic staff by country?	Public	YES	NO
	Private	YES	NO

In summary:

Data are available per institution for both public and private higher education institutions. Enrolments are available for both public and private higher education institutions by qualification type, qualification type and field of study, qualification type and gender, and qualification type and gender and field of study. Botswana uses the ISCED classification system for fields of study. They however do not classify by the sub-field of study of the ISCED classification system. Graduate data are available for both public and private higher education institutions by qualification type, qualification type and field of study, qualification type and gender. Graduate data are not available by qualification type and gender and sub-field of study. All the data are collected by mode of study (contact/distance). The nationality of international students is collected by country for both public and private higher education institutions. Data for academic staff for both public and private higher education institutions include data on the headcounts of academic staff, appointment type (permanent/ temporary), highest qualification of permanent academic staff, highest qualification of permanent academic staff by gender and the nationality of international academic staff by country. Data on permanent academic staff are not collected by rank (Professors, Associate professors, Senior Lecturers, Lecturers). Data on academic staff are not collected by field of study.

Eswatini

Data collection process

Data are collected for both public and private universities. Eswatini currently has 10 public and 32 private higher education institutions. Data collected for the past two years (2023 and 2024) was only for informing the processes of Eswatini Higher Education Council (ESHEC). In 2024, data collected included the number of higher education institutions, enrolment for public and private, gender enrolment and completion rates. For 2024 data has also been successfully collected from the institutions registered with ESHEC. This data includes overall enrolment figures, gender enrolment, enrolment by qualification type, enrolment in STEM programmes, completion rates for 2023, first-year enrolment for 2024, and enrolment of students with disabilities and international students.

A template is sent to institutions via email to complete and return. For institutions that do not respond in the allocated time, the ESHEC officials do physical visits to collect the data for both public and private higher education institutions. The data are collected through Excel workbooks. The time lag for institutional data to be available at national level is 9 to 12 months. Currently data are available for 2023 and 2024. Data are available at institutional as well as qualification level at national level for both public and private higher education institutions. The data are not used for subsidy allocation purposes. Data definitions and templates are not available for sharing.

The data available at the Agency at national level is shown below:

Data elements available at the Agency at national level			
Data element	Institutional Type		
Enrolments by qualification type	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender and field of study	Public	YES	NO
	Private	YES	NO
Do you use the ISCED classification system for fields of study?	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by field of study only? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by sub-field of study? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
Graduates by qualification type	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender and sub-field of study	Public	YES	NO
	Private	YES	NO
Do you collect the above information by mode of study (contact/distance)?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international students by country?	Public	YES	NO
	Private	YES	NO
Do you collect data on the headcounts of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the appointment type (permanent/temporary) of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff by gender?	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff and gender? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by sub-field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international academic staff by country?	Public	YES	NO
	Private	YES	NO

In summary:

Data are available per institution for both public and private higher education institutions. Enrolments are available for both public and private higher education institutions by qualification type, qualification type and field of study (their own classification system), qualification type and gender, and qualification type and gender and field of study. Eswatini does not use the ISCED classification system for field of study and data are not available for this variable. Graduate data are available by qualification type, qualification type and field of study, qualification type and gender for both public and private higher education institutions. Graduate data are not available by field or sub-field of study or by gender. Data are not collected by mode of study (contact/distance). The nationality of international students by country are not collected, although the number of international students is available. Data for academic staff for both public and private higher education institutions include only data on the headcounts of academic staff and no other data are available on academic staff.

Eswatini provided the following processes that are underway and indicated that the following needs to be done to enable the country to provide all the requested data:

The Eswatini Higher Education Council (ESHEC) is collaborating with the Eswatini Qualifications Authority (EQA) to develop a comprehensive Higher Education Management Information System (HEMIS). This system will enable Eswatini to gather all the necessary data for effective reporting.

On November 15, 2024, representatives from both entities participated in a benchmarking trip to the Education Sector Development Department of the Ministry of Education and Human Resource Development in Seychelles. The goal of this trip was to gain insights into the development of the new HEMIS, which aims to facilitate reporting to UNESCO in accordance with the ISCED Classification.

The benchmarking trip was originally scheduled for early June 2024; however, it was postponed due to funding constraints. As a result of these delays, the ESHEC now plans to implement a manual data collection system by January 2025. Additionally, if funding allows, they intend to conduct one last benchmarking exercise with Zimbabwe regarding the Open EMIS Platform. This will help them transition to a more efficient system that will eventually replace the manual collection method.

Training the three (3) officers involved in this initiative could also enhance the effective development of the HEMIS system, facilitating data collection and reporting in accordance with the UNESCO ISCED Classification system.

Lesotho

Data collection process

Data are collected for both public and private universities. Lesotho currently has 9 public and 6 private higher education institutions. Data for both public and private higher

Data elements available at the Agency at national level			
Data element	Institutional Type		
Enrolments by qualification type	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender and field of study	Public	YES	NO
	Private	YES	NO
Do you use the ISCED classification system for fields of study?	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by field of study only? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by sub-field of study ? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
Graduates by qualification type	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender and sub-field of study	Public	YES	NO
	Private	YES	NO
Do you collect the above information by mode of study (contact/distance)?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international students by country?	Public	YES	NO
	Private	YES	NO
Do you collect data on the headcounts of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the appointment type (permanent/temporary) of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff by gender?	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff and gender? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by sub-field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international academic staff by country?	Public	YES	NO
	Private	YES	NO

education institutions are collected through Excel workbooks. The data are collected and updated annually with the latest data available for 2022/23. The time lag for data to be available at national level is one year. Data are available at institutional level at national level for both public and private higher education institutions. Data are not available at qualification level at national level. The data are not used for subsidy allocations. The data management system has data definitions and data templates available which Lesotho is prepared to share.

The data available at the Agency at national level is shown above.

In summary:

Data are available per institution for both public and private higher education institutions. Enrolments are available for both public and private higher education institutions by qualification type, qualification type and field of study, qualification type and gender, and qualification type and gender and field of study. Lesotho does not use the ISCED classification system for fields of study. Graduate data are available for both public and private higher education institutions by qualification type, qualification type and field of study, qualification type and gender. Graduate data are not available by sub-field of study or by qualification type and gender and sub-field of study. Data are not collected by mode of study (contact/distance). The nationality of international students is collected by country for both public and private higher education institutions. Data for academic staff for both public and private higher education institutions include data on the headcounts of academic staff, appointment type (permanent/ temporary), highest qualification of permanent academic staff, and the nationality of international academic staff by country. Data on permanent academic staff are not collected by rank (Professors, Associate professors, Senior Lecturers, Lecturers). Data on academic staff are not collected by field of study.

Mauritius

Data collection process

Data are collected for both public and private universities. Mauritius currently has 10 public and 32 private higher education institutions. Data for both public and private higher education institutions are collected through Excel workbooks. The data are collected and updated annually with the latest data available for 2023. Data are available at institutional as well as qualification level at national level for both public and private higher education institutions. No indication was given as to whether the data are used for subsidy purposes for public higher education institutions. The data management system has data templates available which Mauritius is prepared to share.

The data collection processes for the different data sets are as follows:

Enrolment Data: Data on enrolment are collected from the following stakeholders:

- Publicly Funded Institutions and Private Higher Education Institutions (Enrolment of Mauritian, International Students, students with Disability by Programmes of study, Faculty, Gender, Mode of Study and Year of Study).
- Ministry of Education, Tertiary Education, Science and Technology (Mauritian who has been awarded scholarship to study overseas)
- Recruiting Agents (Mauritian going to study overseas on their own)
- Association of Chartered Certified Accountants (ACCA) Mauritius (Mauritian doing ACCA by self-study)
- Employers Welfare Fund (EWF) (Mauritians who have taken a loan to study overseas)
- Ministry of Foreign Affairs, Regional Integration and International Trade (The ministry contacts embassies to get data on Mauritian who are studying overseas and forward the data to us)
- Mauritius Examinations Syndicate (MES) (Mauritian who have taken examinations for overseas awarding bodies and are doing self-study)
- Statistics Mauritius (To get data on Population aged 20-24 by Gender)

An email is sent to stakeholders with details of request together with a format for submission of data in an excel workbook. A deadline is set. Follow up is made through phone calls and emails for those not responding by the deadlines. Upon receipt of data, data entry is made in an excel workbook, data cleaning and data validity is checked with data received one year earlier. Then tables are prepared for the report by using pivot tables. The latest report on enrolment with the title 'Participation in Tertiary Education' can be accessed on the following link https://hec.mu/pdf_downloads/Participation_inTertiary_Education2022.pdf.

Output Data: Data on output are collected from Publicly Funded Institutions, Private Higher Education Institutions and ACCA Mauritius

An email is sent together with the format for submission of data and a deadline is set. Follow up is made through phone calls and emails are sent to those not responding by the deadlines. Upon receipt of data, data entry is made in an excel workbook, data cleaning and data validity is checked with data received one year earlier.

Data on Staff: Data on staff are collected from Publicly Funded Institutions and Private Higher Education Institutions.

An email is sent together with a format for submission of data and a deadline is set. Follow up is made through phone calls and emails are sent to those not responding by the deadlines. Upon receipt of data, data entry is made in an excel workbook. Data are then accessed using pivot tables.

The data available at the Agency at national level is shown below:

In summary:

Data are available per institution for both public and private higher education institutions. Enrolments are available for both public and private higher education institutions by qualification type, qualification type and field of study, qualification type and gender, and qualification type and gender and field of study. HEC has a national classification of fields

Data elements available at the Agency at national level			
Data element	Institutional Type		
Enrolments by qualification type	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender and field of study	Public	YES	NO
	Private	YES	NO
Do you use the ISCED classification system for fields of study?	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by field of study only? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by sub-field of study? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
Graduates by qualification type	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender and sub-field of study	Public	YES	NO
	Private	YES	NO
Do you collect the above information by mode of study (contact/distance)?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international students by country?	Public	YES	NO
	Private	YES	NO
Do you collect data on the headcounts of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the appointment type (permanent/temporary) of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff by gender?	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff and gender? (Professors, Associate Professors, Senior Lecturers,	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by sub-field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international academic staff by country?	Public	YES	NO
	Private	YES	NO

of study, but they also classify the programmes by the ISCED classification. They however do not classify by the sub-field of study of the ISCED classification system. Graduate data are available for both public and private higher education institutions by qualification type, qualification type and field of study, qualification type and gender. Graduate data are available by qualification type and gender and sub-field of study (but the field of study is according to their own classification system). All the enrolment data are collected by mode of study (contact/distance), but not the graduate data. The nationality of international students is collected by country for both public and private higher education institutions.

Data for academic staff for both public and private higher education institutions include data on the headcounts of academic staff, appointment type (permanent/ temporary), highest qualification of permanent academic staff, and gender. They do not collect the nationality of international academic staff by country. Data on academic staff are not collected by field of study.

Mauritius indicated that the following needs to be done to enable the country to provide all the requested data:

An electronic system should be in place with all the formats of data being requested where stakeholders can provide their data as above and the HEC can access the data to take stock of enrolment, output, and staff data. The system can be used by the institution for monitoring their achievements while at the same time HEC will have updated data to be used for policy decisions. The system will cut off time on data entry on the HEC side while data will be easily accessible on both sides, institutions and HEC. As regard to Mauritian going overseas for studies, a central database should be put in place to register Mauritian going and coming back to Mauritius. This will provide a better estimate of students doing higher education with a better estimate on their fields of studies and will also record the number the graduates completing their studies abroad.

Namibia

Data collection process

Data are collected for both public and private universities. Namibia currently has 3 public and 15 private higher education institutions. Data for both public and private higher education institutions are collected through Excel workbooks. The data are collected and updated annually with the latest data available for 2023. Data are available at institutional as well as qualification level at national level for both public and private higher education institutions. The data are used for subsidy purposes for public higher education institutions. The data management system has data definitions and data templates available which Namibia is prepared to share.

Data elements available at the Agency at national level			
Data element	Institutional Type		
Enrolments by qualification type	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender and field of study	Public	YES	NO
	Private	YES	NO
Do you use the ISCED classification system for fields of study?	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by field of study only? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by sub-field of study? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
Graduates by qualification type	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender and sub-field of study	Public	YES	NO
	Private	YES	NO
Do you collect the above information by mode of study (contact/distance)?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international students by country?	Public	YES	NO
	Private	YES	NO
Do you collect data on the headcounts of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the appointment type (permanent/temporary) of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff by gender?	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff and gender? (Professors, Associate Professors, Senior Lecturers,	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by sub-field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international academic staff by country?	Public	YES	NO
	Private	YES	NO

The data collection process is as follows:

The higher education institutions are expected to submit their data at the end of every academic year (usually aligned to the calendar year). Data is collected through a manual process, where higher education institutions submit Excel sheets that are manually cleaned. The cleaning process is labour-intensive and is subject to human errors. Once the data is cleaned by the National Council for Higher Education (NCHE) and where there are inconsistencies identified, the data are then validated by higher education institutions, the data is merged into a national dataset. The national dataset is used to run various tables for national and international report generation. The data available at the Agency at national level is shown above.

In summary:

Data are available per institution for both public and private higher education institutions. Enrolments are available for both public and private higher education institutions by qualification type, qualification type and field of study, qualification type and gender, and qualification type and gender and field of study. NCHE has their own classification system but do not classify down to sub-field since there are no sub-fields on the NQF. They do classify the data by broad field of study of the ISCED classification when submitting data to the UNESCO Institute for Statistics (UIS). They however do not classify by the sub-field of study of the ISCED classification system. Graduate data are available for both public and private higher education institutions by qualification type, qualification type and field of study, qualification type and gender. Graduate data are not available by sub-field of study. All the data are collected by mode of study (contact/distance). The nationality of international students is collected by country for both public and private higher education institutions.

Data for academic staff for both public and private higher education institutions include data on the headcounts of academic staff, appointment type (permanent/ temporary), highest qualification of permanent academic staff, highest qualification of permanent academic staff and gender; Data on academic staff are not collected by rank or field of study. They collect the nationality of international academic staff by country for both public and private higher education institutions.

Seychelles

Data collection process

Seychelles has only 1 public higher education institution and no private higher education institutions. Data are collected through Excel workbooks. The data are collected and updated annually with the latest data available for 2023. The data are available at national level within two months of submission by the institution. Data are available at institutional as well as qualification level at national level for the one public higher education institution. The data are not used for subsidy purposes of public higher education institutions. The data management system does not have data definitions, but data templates are available which Seychelles is prepared to share.

Data elements available at the Agency at national level			
Data element	Institutional Type		
Enrolments by qualification type	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender and field of study	Public	YES	NO
	Private	YES	NO
Do you use the ISCED classification system for fields of study?	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by field of study only? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by sub-field of study? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
Graduates by qualification type	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender and sub-field of study	Public	YES	NO
	Private	YES	NO
Do you collect the above information by mode of study (contact/distance)?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international students by country?	Public	YES	NO
	Private	YES	NO
Do you collect data on the headcounts of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the appointment type (permanent/temporary) of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff by gender?	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff and gender? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by sub-field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international academic staff by country?	Public	YES	NO
	Private	YES	NO

The data collection process is as follows:

Staff from the Institutional Data Management (IDM) Section annually meets with the Registrar of the University, where fields in the data templates available are discussed and amended if the need arises. This normally happens after the official request from IDM Section is communicated to the institution to forward the information to the Ministry of Education. IDM Section normally receives the information from institutions early in January or February of the following academic year.

The data available at the Agency at national level is shown above.

In summary:

Enrolments at the public higher education institution are available by qualification type, qualification type and field of study, qualification type and gender, and qualification type and gender and field of study. Seychelles uses the ISED classification to classify data but do not go down to the sub-field of study of the ISCED classification system. Graduate data are available by qualification type, qualification type and field of study, qualification type and gender. Graduate data are not available by sub-field of study. Data are not collected by mode of study (contact/distance). The nationality of international students is collected by country for both public and private higher education institutions.

Data for academic staff for the public higher education institutions include data on the headcounts of academic staff, appointment type (permanent/ temporary), highest qualification of permanent academic staff, highest qualification of permanent academic staff and gender; Data on permanent academic staff are collected by rank (Professors, Associate Professors, Senior Lecturers, Lecturers) and permanent academic staff by rank and gender. Data on the academic staff are not collected by field or sub-field of study according to the ISCED classification system. They do not collect the nationality of international academic staff by country.

Seychelles indicated that the following needs to be done to enable the country to provide all the requested data:

The need for IDM staff to meet with the Registrar of the institution and revisit/amend the existing template with new fields to capture the missing information. There is a need to have a regulation or legal obligation for institutions to submit data annually to the Section responsible for the management of all educational data for the Ministry of Education.

South-Africa

Data collection process

Data are collected for both public and private universities. There are 26 public higher education institutions and **137 registered private higher education institutions**. The Department of Higher Education collects data on public higher education institutions and the Council on Higher Education collects data on private higher education institutions Data for both public and private higher education institutions are collected through online data

submission systems The data are collected and updated annually with the latest data available for 2023 for public higher education institutions and for 2024 for private higher education institutions. There is a year time lag for data to become available at national level for public higher education institutions and only a few months for private higher education institutions. Data are available at institutional as well as qualification level at national level for both public and private higher education institutions. The data are used for subsidy purposes for public higher education institutions. The data management system has data definitions and data templates available which South Africa is prepared to share.

The data collection process is as follows:

Data for public higher education institutions on student enrolments, graduates and staff are submitted to the Department of Higher Education (DHE) annually through an electronic system. The datasets are very extensive and contains learner and staff unit records Data definitions and data specifications are provided to Universities through the VALPAC software package. The VALPAC software exports data from the universities' operational data bases on specified census dates in a uniform dataset for all universities and validates the data which must be corrected before the data are submitted to the DHET. All final student and staff datasets are audited by external auditors before submission to the DHET and must be accompanied by the audit reports. South Africa has its own field and sub-field classification system and does not use the ISCED classification system. It is the Classification of Education Subject Matter (CESM) system which contain 1st order, 2nd order and 3rd order sub-classifications. It should however be possible to map the data to the ISCED classification system. There is a year lag for the data to be available at national level. The data are also provided to the CHE for monitoring and research purposes.

The HEQCIS is a CHE information system that stores information about the qualifications that private higher education institutions may offer, and the learner enrolments and achievements against them. The Council on Higher Education (CHE) collects data from private higher education institutions to understand the state of higher education and inform planning and policymaking. This includes information about student enrolments, qualifications awarded, and the performance of these institutions. The CHE uses the Higher Education Quality Committee Information System (HEQCIS) to store this data and feed it into the National Learners' Records Database (NLRD). The HEQCIS in turn serves as a tool to populate the National Learners' Records Database (NLRD) held and maintained by the South African Qualifications Authority (SAQA). The CHE is required to submit this information to the NLRD for all higher education institutions. The CHE uses the National Qualification Framework's field of study and sub-field of study classification for private higher education institutions which is different from the public universities field of study and sub-field of study classification system. This data helps the CHE understand the state of higher education, its performance, and how it can be improved. The CHE is legally mandated to collect and submit this information from both public and private universities to the NLRD, as outlined in legislation that designates the CHE as the Quality Council for Higher Education. The collected data on public and private higher education institutions are used to advise the Minister, inform planning, and guide policymaking in higher education. On confirmation that the private higher education institution is valid (against the

Department of Higher Education & Training Certificate of Registration and the Register of Private HEIs) and that the qualification is registered on the National Qualifications Framework (NQF), the institution is given user rights on the Higher Education Quality Committee Information System (HEQCIS). Each registered qualification is added and linked to the institution. Each institution is then able to load information against each of its accredited programmes.

The data available at national level is shown below.

Data elements available at the Agency at national level			
Data element	Institutional Type		
Enrolments by qualification type	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender and field of study	Public	YES	NO
	Private	YES	NO
Do you use the ISCED classification system for fields of study?	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by field of study only? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by sub-field of study ? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
Graduates by qualification type	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender and sub-field of study	Public	YES	NO
	Private	YES	NO
Do you collect the above information by mode of study (contact/distance)?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international students by country?	Public	YES	NO
	Private	YES	NO
Do you collect data on the headcounts of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the appointment type (permanent/temporary) of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff by gender?	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff and gender? (Professors, Associate Professors, Senior Lecturers,	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by sub-field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international academic staff by country?	Public	YES	NO
	Private	YES	NO

In summary:

Data are available per institution for both public and private higher education institutions. Enrolments are available for both public and private higher education institutions by qualification type, qualification type and field of study, qualification type and gender, and

qualification type and gender and field of study. South Africa has its own classifications systems which are different for the public and private higher education institutions. Both systems classify to the level of sub-fields. South Africa does not use the ISCED classification system. Graduate data are available for both public and private higher education institutions by qualification type, qualification type and field of study, qualification type and gender. Graduate data are available by qualification type and field of study as well as sub-field of study and gender. All the enrolment data are collected by mode of study (contact/distance), but not the graduate data. The nationality of international students is collected by country for both public and private higher education institutions.

Data for academic staff for both public and private higher education institutions include data on the headcounts of academic staff, appointment type (permanent/ temporary), highest qualification of permanent academic staff, highest qualification of permanent academic staff and gender. Public higher education institutions collect data by rank for permanent academic staff, and by rank and gender. Data on permanent academic staff are not collected by field of study. The public higher education institutions do collect data on full-time equivalent staff by field and sub-field of study. Public higher education institutions collect the nationality of international academic staff by country.

South Africa indicated that the following needs to be done to enable the country to provide all the requested data:

The possibility of mapping the current CESM (Classification of Educational Subject Matter) classification system to the ISCED fields of study and sub-fields of study needs to be investigated.

Zambia

Data collection process

Data are collected for both public and private universities. Zambia currently has 35 public and 163 private higher education institutions. Data for both public and private higher education institutions are collected through Excel workbooks. The data are collected and updated annually with the latest data available for 2023. The time lag for the data to be available at national level is 12 months. Data are available at institutional as well as qualification level at national level for both public and private higher education institutions. The data are not used for subsidy purposes for public higher education institutions. The data management system has data definitions and data templates available.

The data collection process is as follows:

The Higher Education Authority (HEA) follows a structured data collection process to gather, verify, and analyse higher education data from institutions across the country. The process includes the following key steps:

1. Data Request and Guidelines

- a) HEA develops data collection templates and guidelines based on national and regional higher education standards.
 - b) Institutions are formally notified about the required data, submission deadlines, and reporting formats.
2. Data Submission by Higher Education Institutions
- a) Registered and recognised higher education institutions submit data through electronic forms, spreadsheets, or the online Higher Education Authority Integrated Management Information System (HEAIMIS).
 - b) The data includes student enrolment, graduate statistics, academic programmes, staffing, infrastructure, and financial information.
3. Verification and Validation
- a) HEA conducts data validation checks to ensure accuracy, consistency, and completeness.
 - b) Institutions may be asked to clarify discrepancies or provide supporting documentation.
4. Data Compilation and Analysis
- a) Verified data are aggregated and analysed to generate national higher education reports, policy briefs, and institutional performance assessments.
 - b) Trends and insights are derived to inform policy decisions and strategic planning.
5. Stakeholder Engagement and Reporting
- a) HEA shares analysed data with government agencies, policymakers, academic institutions, and the public through publication of the State of the Higher Education Report.
 - b) Feedback is collected from stakeholders to improve future data collection cycles.
6. Continuous Improvement and Monitoring
- a) Regular capacity-building workshops are conducted to enhance data collection capabilities of institutions.
 - b) HEA continuously improves data collection tools, methodologies, and technologies to ensure efficiency and reliability.

The data available at the Agency at national level is shown below.

In summary:

Data are available per institution for both public and private higher education institutions. Enrolments are available for both public and private higher education institutions by qualification type, qualification type and field of study, qualification type and gender, and qualification type and gender and field of study. Zambia has their own classification system but do not classify down to sub-field. They however do not classify by the sub-field of study of the ISCED classification system. Graduate data are available for both public and private higher education institutions by qualification type, qualification type and field of study, qualification type and gender. Graduate data are not available by sub-field of study. All the data are collected by mode of study (contact/distance). Data on international students are not collected for both public and private higher education institutions.

Data for academic staff for both public and private higher education institutions include data on the headcounts of academic staff, appointment type (permanent/ temporary), highest qualification of permanent academic staff, highest qualification of permanent academic staff and gender. Data on permanent academic staff are collected by rank

Data elements available at the Agency at national level			
Data element	Institutional Type		
Enrolments by qualification type	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender and field of study	Public	YES	NO
	Private	YES	NO
Do you use the ISCED classification system for fields of study?	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by field of study only? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by sub-field of study? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
Graduates by qualification type	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender and sub-field of study	Public	YES	NO
	Private	YES	NO
Do you collect the above information by mode of study (contact/distance)?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international students by country?	Public	YES	NO
	Private	YES	NO
Do you collect data on the headcounts of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the appointment type (permanent/temporary) of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff by gender?	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff and gender? (Professors, Associate Professors, Senior Lecturers,	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by sub-field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international academic staff by country?	Public	YES	NO
	Private	YES	NO

(Professor, Associate Professor, Senior Lecturer, Lecturer) and by rank and gender. Data on academic staff is collected by field of study (although they indicated they do not use the ISCED classification system). They do not collect the nationality of international academic staff by country for both public and private higher education institutions.

Zambia indicated that the following needs to be done to enable the country to provide all the requested data:

1. Data Collection and Management Systems
 - a) Develop and implement a Higher Education Management Information System (HEMIS) to systematically collect, store, and manage data from all higher education institutions.
 - b) Establish a centralized graduate tracking system to capture employment outcomes and career progression.
2. Standardized Data Reporting Framework
 - a) Develop a national higher education data framework with standardized indicators and reporting requirements.
 - b) Mandate regular data submission by institutions to ensure up-to-date information.
3. Capacity Building and Resources
 - a) Train higher education institutions on data collection, reporting, and analysis to improve accuracy and completeness.
 - b) Allocate adequate resources (financial, technical, and human capital) for data management at the institutional and national levels.
4. Stakeholder Collaboration and Integration
 - a) Strengthen collaboration with statistical agencies, regulatory bodies, and industry stakeholders to integrate data from various sources.
 - b) Link higher education data systems with national databases (e.g., labour market, population census, and economic reports).
5. Legislative and Policy Support
 - a) Enforce higher education data reporting regulations to ensure compliance.
 - b) Establish policies that mandate institutions to provide key datasets to the Higher Education Authority.
6. Technology Infrastructure
 - a) Invest in digital platforms that support real-time data submission and reporting.
 - b) Ensure data security and privacy measures are in place to protect sensitive information.

By implementing these measures, the country will be better equipped to provide comprehensive and reliable higher education data.

Zimbabwe

Data collection process

Data are collected for both public and private universities. Zimbabwe currently has 13 public and 7 private higher education institutions. Data for both public and private higher

education institutions are collected through Excel workbooks. The data are collected and updated annually with the latest data available for 2024. Data are available at institutional as well as qualification level at national level for both public and private higher education institutions. The data are not used for subsidy purposes for public higher education institutions. The data management system has data definitions and data templates available which they are prepared to share.

The data collection process is as follows:

The Ministry through Zimbabwe Council for Higher Education (ZIMCHE) collects data from both public and private universities through excel templates that are uploaded to the HEMIS database through a data management portal at institution level. The decision to use data templates for data entry was arrived at after considering the variety of information systems in the institutions and the variability of personnel associated with ICTs. The following data collection templates are currently in use:

1. Active Students: Data on students currently enrolled in an institution
2. Student Inclusivity: Data on active students with disabilities
3. Graduates: Students who have graduated
4. Active Staff: Data on staff in the institution
5. Employee Qualification: Highest qualification of staff members
6. Staff Inclusivity: Data on staff with disabilities
7. Programme: Details on programmes offered by the institution

The data available at the Agency at national level is shown below.

In summary:

Data are available per institution for both public and private higher education institutions. Enrolments are available for both public and private higher education institutions by qualification type, qualification type and field of study, qualification type and gender, and qualification type and gender and field of study. Zimbabwe has their own classification system but do not classify down to sub-field. They however do not use the ISCED classification system. Graduate data are available for both public and private higher education institutions by qualification type, qualification type and field of study, qualification type and gender. Zimbabwe indicated that graduate data are available by sub-field of study and gender. All the data are collected by mode of study (contact/distance). Data on international students by country are collected for both public and private higher education institutions.

Data for academic staff for both public and private higher education institutions include data on the headcounts of academic staff. They do not collect data by appointment type (permanent/ temporary). They collect data of the highest qualification of permanent academic staff and highest qualification of permanent academic staff and gender. Data on permanent academic staff are collected by rank (Professor, Associate Professor, Senior Lecturer, Lecturer) and by rank and gender. They do not collect data on academic staff by field of study. They do collect the nationality of international academic staff by country for both public and private higher education institutions.

Data elements available at the Agency at national level			
Data element	Institutional Type		
Enrolments by qualification type	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender and field of study	Public	YES	NO
	Private	YES	NO
Do you use the ISCED classification system for fields of study?	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by field of study only? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by sub-field of study? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
Graduates by qualification type	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender and sub-field of study	Public	YES	NO
	Private	YES	NO
Do you collect the above information by mode of study (contact/distance)?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international students by country?	Public	YES	NO
	Private	YES	NO
Do you collect data on the headcounts of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the appointment type (permanent/temporary) of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff by gender?	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff and gender? (Professors, Associate Professors, Senior Lecturers,	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by sub-field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international academic staff by country?	Public	YES	NO
	Private	YES	NO

Conclusion and Recommendations

Most of the countries collect data at a national level through data submissions with Excel Workbooks. It is recommended that countries should consider the submission of institutional data through the transfer of electronic data sets in prescribed file formats. It will be a costly exercise for countries to develop electronic uniform data set transfers, but it would be the way to go in the long term. In the interim, capacity needs to be developed at the SADC secretariat with a capability to upload completed excel workbooks which could then be read into a database and linked to uniform identifiers in the datasets to enable reports to be generated. The cost of developing such a capability needs to be determined and funded. It will also need human capacity apart from software development for updating, quality assurance and maintenance of the database. Data specifications and data definitions would have to be developed for the database. The extent of the exercise should not be underestimated since the aim of the exercise is to have institutional level data. Updating the database on an annual basis to ensure that it does not become outdated will be crucial. This work will have to be taken forward by a permanent capacity at the SADC secretariat. During the execution of this project, it has become clear that the SADC secretariat has the appropriate means of communication and contacts within the region to coordinate the establishment of such a database.

One of the biggest obstacles to produce comparable data sets at this stage is that most countries have their own classification systems for field of study and only a few countries classify down to sub-field of study. A much-needed exercise is to establish whether these various classification systems can be mapped to the ISCED classification system. It will be an extensive exercise to reclassify all qualifications of all institutions to the ISCED classification system. It is recommended that countries retain their own classification systems because they have developed their reporting based on these systems, but that additional fields be added to each qualification record to add the field and sub-field classification of the ISCED classification system. Without the sub-field classification, the data will be at a too aggregated level to make it useful for informing economic policy development. Capacity development and clear guidelines for the ISCED classification system will be needed to ensure that institutions do it correctly. The SADC secretariat should take the lead in facilitating the capacity building programme to classify higher education programmes according to the ISCED classification for fields and sub-fields of education subject matter. The training should be cascaded to institutional level by the responsible agencies in the SADC countries.

Most countries do not classify their permanent academic staff members according to fields of study and in such a case the data variable and need for it to be collected will have to be revisited. The first round of data collection aimed to only collect data at aggregated national level and discussions will be needed on the viability and need to collect data at institutional level, which will involve a much more elaborate exercise. This will have to be considered in liaison with the agencies responsible for the collection of higher education data at national level.

Next steps: Data have already been collected for seven countries (eight underway) and the next step will be to develop a statistical overview report of the data collected in the first round to provide an overview of the higher education systems in the countries that provided

data in the first round of data collection. It is important for countries that participated to receive such a report to know that their inputs have been used in a constructive way. Once the collected data have been analysed it would be important for the countries that participated to have a workshop to review what has been achieved, what needs to be improved, what needs to be done to ensure that the countries will be able to report according to the templates that have been developed. A workshop to address this overview and develop the way forward should be facilitated by the SADC secretariat with the necessary support from the SADC countries.

Different countries are at different stages of development. The scope of this project will not enable the total overhaul of higher education systems or information systems in countries but needs to focus on an efficient way of establishing the SADC higher education database with the essential but basic information that the templates that have been developed seek to collect. The detail of what additional information should be added to the current envisaged data elements will be developed over time.

ANNEXURE A: National Agencies

National Agencies responsible for the collection of Higher Education Data for Public and Private Higher Education Institutions

BOTSWANA

Name of Agency	Human Resource Development Council
Physical Address	
Street address and number	Plot 60113
Suburb	Block 7
Town/ City	Gaborone
Province	
Postal Code/ Zip Code	
Postal Address	
PO Box Number	
Private Bag	BR 108
Suburb/ Post Office	
Town/City	Gaborone
Province	
Postal Code/ Zip Code	

ESWATINI

Name of Agency	Eswatini Higher Education Council
Physical Address	
Street address and number	First Floor Lilunga House Somhlolo Road
Suburb	
Town/ City	Mbabane
Province	Hhohho
Postal Code/ Zip Code	H100
Postal Address	
PO Box Number	6582
Private Bag	Mbabane
Suburb/ Post Office	Mbabane
Town/City	Mbabane
Province	Hhohho
Postal Code/ Zip Code	H100

LESOTHO

Name of Agency	Council on Higher Education
Physical Address	
Street address and number	Corner Lerotholi and Constitution Road
Suburb	Maseru
Town/ City	Maseru
Province	
Postal Code/ Zip Code	100
Postal Address	
PO Box Number	14046
Private Bag	
Suburb/ Post Office	Maseru
Town/City	Maseru
Province	
Postal Code/ Zip Code	

MAURITIUS

Name of Agency	Higher Education Commission
Physical Address	
Street address and number	Level 4 Higher Education Commission Building
Suburb	Reduit
Town/ City	
Province	Mauritius
Postal Code/ Zip Code	Reduit 80835
Postal Address	
PO Box Number	
Private Bag	
Suburb/ Post Office	
Town/City	
Province	
Postal Code/ Zip Code	

NAMIBIA

Name of Agency	National Council for Higher Education
Physical Address	
Street address and number	C/o Haddy & Hoogenhout Streets, Erf 6445 & 6446
Suburb	Windhoek West
Town/ City	Windhoek
Province	Khomas
Postal Code/ Zip Code	10000
Postal Address	
PO Box Number	
Private Bag	90890
Suburb/ Post Office	Klein Windhoek
Town/City	Windhoek
Province	Khomas
Postal Code/ Zip Code	10000

SEYCHELLES

Name of Agency	Ministry of Education
Physical Address	
Street address and number	
Suburb	
Town/ City	Mont Fleuri
Province	Mahe
Postal Code/ Zip Code	
Postal Address	
PO Box Number	48
Private Bag	
Suburb/ Post Office	
Town/City	Mont Fleuri
Province	Mahe
Postal Code/ Zip Code	

SOUTH AFRICA

Name of Agency 1: (Public Higher Education)	Department of Higher Education
Physical Address	
Street address and number	123 Francis Baard Street
Suburb	
Town/ City	Pretoria
Province	Gauteng
Postal Code/ Zip Code	0001
Postal Address	
PO Box Number	P.O. Box 94
Private Bag	X174
Suburb/ Post Office	
Town/City	Pretoria
Province	Gauteng
Postal Code/ Zip Code	0001

SOUTH AFRICA

Name of Agency 2: (Private Higher Education)	Council on Higher Education
Physical Address	
Street address and number	1 Quintin Brand Street, Persequor Technopark,
Suburb	Brummeria
Town/ City	Tshwane
Province	Gauteng
Postal Code/ Zip Code	0020
Postal Address	
PO Box Number	P O Box 94, Persequor Technopark,
Private Bag	
Suburb/ Post Office	Brummeria
Town/City	Thwane
Province	Gauteng
Postal Code/ Zip Code	0020

ZAMBIA

Name of Agency:	Higher Education Authority
Physical Address	
Street address and number	
Suburb	
Town/ City	Lusaka
Province	Lusaka
Postal Code/ Zip Code	10101
Postal Address	
PO Box Number	
Private Bag	
Suburb/ Post Office	
Town/City	
Province	
Postal Code/ Zip Code	

ZIMBABWE

Name of Agency :	Zimbabwe Council for Higher Education (ZIMCHE)
Physical Address	
Street address and number	310 Herbet Chitepo Avenue
Suburb	Avenues
Town/ City	Harare
Province	Harare Metropolitan
Postal Code/ Zip Code	263
Postal Address	
PO Box Number	
Private Bag	P. Bag H100
Suburb/ Post Office	Hatfield
Town/City	Harare
Province	Harare Metropolitan
Postal Code/ Zip Code	263

ANNEXURE B: Survey Instrument

Survey used for the national GAP analysis report.

NATIONAL AGENCIES RESPONSIBLE FOR THE COLLECTION OF HIGHER EDUCATION DATA FOR PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS

Country									
National Agency 1									
Name of Agency									
Physical Address									
Street address and number									
Suburb									
Town/ City									
Province									
Postal Code/ Zip Code									
Postal Address									
PO Box Number									
Private Bag									
Suburb/ Post Office									
Town/City									
Province									
Postal Code/ Zip Code									
Responsible official that can provide the data									
Title									
Name									
Designation									
Contact Telephone Number (With national dialing code)									
E-mail address									

Data Collection Process			
Institutions that data are collected for (Mark with an X)			
Public Universities		YES	NO
Private Universities		YES	NO
How many higher education institutions do you have in your country?	Public		
	Private		
Format of data collection (Mark with an X)	Institutional Type		
Are the data collected and submitted through electronic systems?	Public	YES	NO
	Private	YES	NO
Are the data available in an electronic system at national level?	Public	YES	NO
	Private	YES	NO
Are the data collected and submitted through excel workbooks?	Public	YES	NO
	Private	YES	NO
Are the data collected and submitted through hard copy surveys?	Public	YES	NO
	Private	YES	NO
Are the data collected and updated annually?	Public	YES	NO
	Private	YES	NO
If not collected annually and updated how often is it done?	Public		
	Private		
What is the time lag for national data to be available (in months or years)?	Public		
	Private		
Which year's data is currently available?	Public		
	Private		
Are data available per institution at national level?	Public	YES	NO
	Private	YES	NO
Are data available at qualification level at national level?	Public	YES	NO
	Private	YES	NO
Are the data used for subsidy allocations?	Public	YES	NO
Does your data management system have data definitions available?	Public	YES	NO
	Private	YES	NO
Does your data management system have data templates available?	Public	YES	NO
	Private	YES	NO
Are you willing to share this for finalising and enriching the data dictionary and data templates?		YES	NO
IF YOU ARE WILLING TO SHARE YOUR DATA DEFINITIONS AND TEMPLATES PLEASE PROVIDE THESE WITH THE SUBMISSION			

Data elements available at the Agency at national level			
Data element	Institutional Type		
Enrolments by qualification type	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender	Public	YES	NO
	Private	YES	NO
Enrolments by qualification type and gender and field of study	Public	YES	NO
	Private	YES	NO
Do you use the ISCED classification system for fields of study?	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by field of study only? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
If you use the ISCED classification system do you classify it by sub-field of study? See the ISCED classification system attached.	Public	YES	NO
	Private	YES	NO
Graduates by qualification type	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and field of study	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender	Public	YES	NO
	Private	YES	NO
Graduates by qualification type and gender and sub-field of study	Public	YES	NO
	Private	YES	NO
Do you collect the above information by mode of study (contact/distance)?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international students by country?	Public	YES	NO
	Private	YES	NO
Do you collect data on the headcounts of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the appointment type (permanent/temporary) of academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff?	Public	YES	NO
	Private	YES	NO
Do you collect data on the highest qualification of permanent academic staff by gender?	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the rank of permanent academic staff and gender? (Professors, Associate Professors, Senior Lecturers, Lecturers)	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect data on the academic staff by sub-field of study according to the ISCED classification system attached?	Public	YES	NO
	Private	YES	NO
Do you collect the nationality of international of academic staff by country?	Public	YES	NO
	Private	YES	NO
i) Provide a brief description of the data collection process			
ii) If all of the data that are required are not currently available indicate what needs to be put in place to enable the country to provide all the requested data			

ANNEXURE C: ISCED classification system

ISCED classification system for major field of study, field of study and sub-field of study.

INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION		
CLASSIFICATION OF EDUCATION SUBJECT MATTER		
Fields of education and training 2013 (ISCED F 2013)		
Major Field of Study	Field of Study	Sub-Field of Study
01 Education	011 Education	0111 Education science
		0112 Training for pre-school teachers
		0113 Teacher training without subject specialisation
		0114 Teacher training with subject specialisation
	018 Inter-disciplinary programmes and qualifications involving education	0188 Inter-disciplinary programmes and qualifications involving education
02 Arts and Humanities	021 Arts	0211 Audio-visual techniques and media production
		0212 Fashion, interior and industrial design
		0213 Fine arts
		0214 Handicrafts
		0215 Music and performing arts
	022 Humanities (except languages)	0221 Religion and theology
		0222 History and archaeology
		0223 Philosophy and ethics
	023 Languages	0231 Language acquisition
		0232 Literature and linguistics
	028 Inter-disciplinary programmes and qualifications involving arts and humanities	0288 Inter-disciplinary programmes and qualifications involving arts and humanities
03 Social Sciences, Journalism and Information	031 Social and behavioural sciences	0311 Economics
		0312 Political sciences and civics
		0313 Psychology
		0314 Sociology and cultural studies
	032 Journalism and information	0321 Journalism and reporting
		0322 Library, information and archival studies
	038 Inter-disciplinary programmes and qualifications involving social sciences, journalism and information	0388 Inter-disciplinary programmes and qualifications involving social sciences, journalism and information
04 Business, Administration and Law	041 Business and administration	0411 Accounting and taxation
		0412 Finance, banking and insurance
		0413 Management and administration
		0414 Marketing and advertising
		0415 Secretarial and office work
		0416 Wholesale and retail sales
		0417 Work skills
	042 Law	0421 Law
	048 Inter-disciplinary programmes and qualifications involving business, administration and law	0488 Inter-disciplinary programmes and qualifications involving business, administration and law

Fields of education and training 2013 (ISCED F 2013)		
Major Field of Study	Field of Study	Sub-Field of Study
05 Natural Sciences, Mathematics and Statistics	051 Biological and related sciences	051 Biology
		0512 Biochemistry
	052 Environment	0521 Environmental sciences
		0522 Natural environments and wildlife
	053 Physical sciences	0531 Chemistry
		0532 Earth Sciences
		0533 Physics
	054 Mathematics and statistics	0541 Mathematics
		0542 Statistics
	058 Inter-disciplinary programmes and qualifications involving natural sciences, mathematics and statistics	0588 Inter-disciplinary programmes and qualifications involving natural sciences, mathematics and statistics
06 Information and Communication Technologies	061 Information and communication technologies	0611 Computer use
		0612 Database and network design and administration
		0612 Database and network design and administration
		0613 Software and applications development and analysis
		0619 Information and Communication Technologies not elsewhere classified
	068 Inter-disciplinary programmes and qualifications involving Information and Communication Technologies	0688 Inter-disciplinary programmes and qualifications involving Information and Communication Technologies
07 Engineering, Manufacturing and Construction	071 Engineering and engineering trades	0711 Chemical engineering and processes
		0712 Environmental protection technology
		0713 Electricity and energy
		0714 Electronics and automation
		0715 Mechanics and metal trades
		0716 Motor vehicles, ships and aircraft
		0719 Engineering and engineering trades not elsewhere classified
	072 Manufacturing and processing	0721 Food processing
		0722 Materials (glass, paper, plastic and wood)
		0723 Textiles (clothes, footwear and leather)
		0724 Mining and extraction
	073 Architecture and construction	0731 Architecture and town planning
		0732 Building and civil engineering
	078 Inter-disciplinary programmes and qualifications involving engineering, manufacturing and construction	0788 Inter-disciplinary programmes and qualifications involving engineering, manufacturing and construction
08 Agriculture, Forestry, Fisheries and Veterinary	081 Agriculture	0811 Crop and livestock production
		0812 Horticulture
	082 Forestry	0821 Forestry
	083 Fisheries	0831 Fisheries
	084 Veterinary	0841 Veterinary
	088 Inter-disciplinary programmes and qualifications involving agriculture, forestry, fisheries and veterinary	0888 Inter-disciplinary programmes and qualifications involving agriculture, forestry, fisheries and veterinary

Fields of education and training 2013 (ISCED F 2013)		
Major Field of Study	Field of Study	Sub-Field of Study
09 Health and Welfare	091 Health	0911 Dental studies
		0912 Medicine
		0913 Nursing and midwifery
		0914 Medical diagnostic and treatment technology
		0915 Therapy and rehabilitation
		0916 Pharmacy
		0917 Traditional and complementary medicine and therapy
	092 Welfare	0921 Care of elderly and of disabled adults
		0922 Child care and youth services
	098 Inter-disciplinary programmes and qualifications involving health and welfare 0988	0988 Inter-disciplinary programmes and qualifications involving health and welfare 0988
10 Services	101 Personal services	1011 Domestic services
		1012 Hair and beauty services
		1013 Hotel, restaurants and catering
		1014 Sports
		1015 Travel, tourism and leisure
	102 Hygiene and occupational health services	1021 Community sanitation
		1022 Occupational health and safety
	103 Security services	1031 Military and defence
		1032 Protection of persons and property
	104 Transport services	1041 Transport services
	108 Inter-disciplinary programmes and qualifications involving services 1088	1088 Inter-disciplinary programmes and qualifications involving services 1088

ANNEXURE D: Notes for survey

Notes that accompanied the survey of the collection processes for higher education data at national level.

Notes for the completion of the survey

1. Collection processes for higher education data at national level

1.1 The aim of this survey is to:

- Establish the current state of play in the collection of higher education data in the country.
- Which agencies are responsible for the collection of public and private higher education data.
- To obtain the contact information of the responsible person/s at the agency that can supply the data.
- To establish what data as well as the level of data that are collected at national level.

1.2 If more than one agency is responsible for the collection of the data, all agencies need to be listed as well as an indication on the template of the data that each agency have available. Three forms have been provided on separate excel sheets in the excel workbook.

1.3 A short description of the data collection process is requested to get an understanding of how it is done in the country.

1.4 If all the required data are not available, the country should indicate what needs to be done to enable the country to provide all the required data.

1.5 Countries are also requested to share data definitions and data templates where these are available to assist in the refinement and enhancement of the current data definitions and templates.