



**Higher Education Institutions
Electronic Learning Implementation Directive**

Directive No.1044/2025

January, 2025

Addis Ababa

Preamble

In order for the government to provide citizens with quality and appropriate education in a fair manner, in addition to the regular education system, it is necessary to provide education through electronic education in higher education institutions.

Because it is believed to be a crucial tool to increase access to education, to ensure fairness and to increase the opportunity of citizens to learn by giving citizens access to education that they cannot get for various reasons, the Ministry of Education of the Federal Republic of Ethiopia in Proclamation No. 1152/2011 Article 95 (2) and Article 18 (2) issued this directive.

PART ONE

General Provisions

1. Short title

This directive may be cited as “**eLearning Implementation Directive for Higher Education Institutions 1044/2025**”.

2. Definition

Unless the context requires otherwise, in this directive:

1. "**eLearning**" means education that is provided entirely online and in an integrated manner using the internet, information and communication technologies.
2. "**Online learning**" means a method of learning using internet.
3. "**Platform**" means the technology that integrates various applications used to provide eLearning using internet.
4. "**Information security**" means preventing the personal and institutional information of participants in the eLearning system from being accessed by unauthorized parties and purposes.
5. "**eLearning Commission**" means an entity composed of members from various departments or offices in a higher education institution to make decisions and give directions regarding the implementation of eLearning.
6. "**Director of eLearning Administration**" means an assigned person in higher education who oversees the coordinated functioning of eLearning at the institutional level.
7. "**Coordinator of eLearning**" means a person who coordinates eLearning at the College or Institute or faculty level in a higher education institution.
8. "**Course**" means an organized subject that is offered for a specific amount of time, which is normally a semester.
9. "**eLearning Content**" means a digital course content delivered through text, video, audio, and graphics that can promote overall learners' competency.
10. "**Multimedia studio**" means a hub where eLearning course content is created and organized in visual, audio, audio-visual and text formats.
11. "**Educational program**" means a coherent set or sequence of educational activities designed and organized to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period.

12. Any expressions in masculine shall include feminine expression as well.

3. Scope of application

This directive applies to all public higher education institutions accountable to the Ministry of Education.

4. Purpose

This directive serves to create different teaching platforms in higher education institutions to ensure cost-effective, access, equity, relevance, and quality of education to foster development of the country.

5. Principle

By creating different teaching platforms in higher education institutions and using technologies in a clear and cost-effective manner, it is to ensure access to education, fairness, quality and appropriateness, and to use education for the development of the country.

PART TWO

Governance Structure of the Electronic Learning Administration of Higher Education Institutions

6. Structural organization of eLearning of higher education

The structural organization of eLearning in higher education institutions will be as follows.

1. Office of eLearning Administration;
2. eLearning Commission;
3. Office of the University Registrar;
4. Education Quality Improvement Office;
5. College or Institute or Faculty;
6. Office of Information and Communication Technology;
7. Continuing and Distance Education Office;
8. University Libraries; and
9. College eLearning Coordinator.

7. Office of eLearning administration

The office of eLearning administration will be organized as follows:

1. The eLearning administration office will have its director, appropriate office and support staff and accountable to the vice president for academic affairs or the vice

president for academic, research, technology transfer and community services, depending on the structure of the institutions.

2. Depending on the condition and capacity of the institution, if it has several colleges or is connected to several colleges, the university may have an eLearning coordinator in each college.
3. The eLearning administration works in collaboration with all academic departments.

8. eLearning Commission

1. The members of the commission are as follows
 - a) The Director of eLearning Administration shall be the chairperson;
 - b) A College or Institute or Faculty will have each one coordinator;
 - c) Head of Information and Communications Technology Department;
 - d) Head of Education Quality Improvement Office;
 - e) Head of the Registrar's office.
2. The secretary will be elected among the members of the commission.
3. A quorum is fulfilled to hold a meeting if half of the members of the commission are present.

9. College or Institute or Faculty Coordination

1. The eLearning coordinator will be selected among the College or Institute or Faculty members of the college based on institutional procedure.
2. The rank of the College or Institute or Faculty Coordinator shall be equivalent to that of the Education Department Heads of the College.
3. Depending on the scope and nature of the eLearning programs, a coordinator may be appointed at the department level upon the review and approval by the academic commission of the College or Institute or Faculty.

PART THREE

Students' Rights and Obligations

10. Students' Rights

Students participating in eLearning have the following rights:

1. Provide students with well-structured and relevant courses, teaching materials and resources, and access to quality education;
2. All students should have equal educational opportunities regardless of their differences (education, identity, health, ability, gender).

3. Access to alternative formats and services for students with special needs including electronic courses, captioning of videos, equivalent sign language interpretation, screen readers and appropriate course content;
4. Protecting the privacy and security of student information in online learning environments;
5. Students participate in an educational environment where academic integrity is ensured and violations such as cheating and truancy are free;
6. Clear and timely communication with instructors and the institution regarding student course expectations, assignments, grading criteria, and any changes in course schedules;
7. Understand the issues that students need to improve and get timely and constructive feedback.
8. Students should be able to obtain their results fairly and transparently and discuss the criteria for results clearly, and if they believe that a mistake has been made, to request that the test or evaluation be re-checked according to the institution's operating system.
9. Access to academic advising and technical assistance services to meet their academic and personal needs;
10. Students to make informed decisions about participation in online courses, including course requirements and technology used;
11. Prevent improper practices by educational institutions and to protect against inflated fees or misleading advertisements;
12. Students to get technical training and other aspects necessary for the effectiveness of electronic education.

11. Obligation of students

Students participating in eLearning have the following obligations.

1. Participating in discussions and completing assignments on time;
2. Develop a study schedule and use time efficiently to meet course deadlines and obligations;
3. Giving equal attention to the student's self-motivated learning experience from regular education.
4. Be ready to use and understand the necessary technology to participate in eLearning courses.
5. Communicate with teachers and classmates and participate in discussions related to eLearning as needed;

6. Complying with the policies, rules and regulations of the institution.
7. Effective use of course materials, textbooks, additional readings and online learning resources, as well as digital libraries;
8. Maintain a high standard of professionalism in all eLearning interactions, using appropriate language, professional tone and manners in conversations, e-mail communications and information exchanges;
9. If group work is part of the course, actively participate in collaborative activities and contribute to group projects;
10. Accepting flexibility, recognizing that eLearning may require adjustments in delivery, study experience, and job expectations;

PART FOUR

Incentive System

12. Incentives for those involved in the eLearning delivery system

The following incentives are given to the parties involved in the eLearning delivery system based on the weight and nature of content preparation.

1. Certificates will be awarded to eLearning teachers who contributed in developing digital content for their courses and who teach online and the certificate will be considered as a criteria to evaluate yearly performance.
2. The teaching load of an instructor offering a course in eLearning is considered equal to that of the face to face class.
3. Academic staff who undergo for a short-term of no less than 3 months training related to e-learning accredited by the Ministry of Education will be given a corresponding incentive to that of a higher diploma program training, and 2 credit hours for the same training which takes less than 3 months.
4. A trained academic staff who offers an accredited training by the Ministry of Education in the e-learning program will receive 6 credit hours of deduction per semester for a training duration which takes from 3 to 4 months and a 2 credit hours for each training that takes less than 3 months.
5. A trained academic staff on instructional design will receive half of the courses credit hour as a teaching load for one semester for each completed digital course design.
6. A staff working as a subject matter specialist in digital course preparation for a course shall receive an incentive according to the Ministry of Finance incentive scheme.

7. If the eLearning course content is transferred to another institution, incentive to those who participated in the eLearning content development shall be appropriated according to existing laws.

PART FIVE

Teachers Obligations

13. Taking a training, preparing eLearning course content, and offering a course online

1. Trainings accredited by the Ministry of Education shall be taken by all teachers as teachers' continuous professional development program.
2. Subject matter experts who will prepare eLearning course content shall be teachers who took an eLearning related training accredited by the Ministry of Education.
3. Teachers who teach courses in online approach shall be those who completed an eLearning related training accredited by the Ministry of Education.

PART SIX

Miscellaneous Provisions

14. About amending the directive

The ministry of education may amend the directive at any time where it is deemed necessary.

15. Inapplicable Directives and customary Practices

Any directive, administrative decision or customary practice shall not be applicable for matters contrary to the things mentioned in this directive.

16. Effective date of the directive

This directive will be effective from the day it is registered by the Federal Attorney General, approved by the Minister of Education and uploaded on the website of the Federal Ministry of Education.

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Minister of Education

Addis Ababa