



e-SHE ANNUAL MONITORING **REPORT FOR 2024**

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In partnership with







CONTACT

e-she@ethernet.edu.et

+251 911 79 09 12 +251 911 59 50 63

www.e-she.ethernet.edu.et

 Ministry of Education, Arat killo, Addis Ababa, Ethiopia



FOREWORD

The e-SHE is one of the strategic initiatives being undertaken by the Ministry of Education. It captures the overarching objectives of building a resilient higher education system and boosting the employability and entrepreneurial capabilities of graduates. The major milestones in the e-SHE implementation are incorporated into the set of KPIs that the Ministry has identified in the performance contract with the universities. Preparing the universities for the changing global trends of education and the use of technology is a long-overdue agenda. In this era of a knowledgedriven economy and the realm of AI application, we cannot overemphasize how strategic and necessary the e-SHE initiative is.



Zelalem Assefa, PhD

Chief Executive Officer (CEO), ICT and Digital Education FDRE, Ministry of Education

In the concluded year 2024, major milestones toward the implementation of e-SHE have been achieved. The establishment and inauguration of the seven state-of-theart multimedia studios, the approval of the higher education digitization policy and institutional implementation guidelines, as well as the approval of the higher education institutions' eLearning implementation directives, were among the key ones. Besides, thousands of instructors and tens of thousands of students were trained in "Foundations for Teaching Online" and the "Student Success Suit" courses. Both of these courses are meant to prepare the instructors and the students for eLearning platform utilization.

The universities should leverage these results and institutionalize the implementation of this initiative. The utilization of the eLearning platform, the multimedia studios, and the production of digital course content are critical steps universities are expected to take as we move forward. An institutionalized process and university journey to independent implementation are the means. I call upon universities to give the e-SHE implementation the priority it deserves.

The Ministry, our partners, and the entire e-SHE program team will continue to provide support in the present year 2025. However, this year should be a year of institutionalization and content digitization by the universities. We have already come a long way for the universities to build on.

I invite you to go through this annual report and gain more insights into how we have concluded the year 2024, the overall program progress, and the key priorities for 2025.

Thank you.

EXCUTIVE SUMMARY

The e-Learning for Strengthening Higher Education (e-SHE) initiative, launched by the Ministry of Education (MoE) in collaboration with the Mastercard Foundation, Arizona State University (ASU), and Shayashone PLC, aims to enhance digital learning and graduate employability across Ethiopia's public universities. This Annual Monitoring Report evaluates the program's progress, key achievements, challenges, and priorities for the coming year. The report also contains insights from an annual survey administered on students and instructors from public universities in Ethiopia.

In 2024, the program made significant strides in institutionalizing eLearning, whereby the MoE approved a national policy for higher education digitization and an implementation guideline, published the two documents, and disseminated them to the universities for implementation. Moreover, a draft directive has been going through several steps of reviews and validations with the participation of experts from the MoE, the e-SHE team, and the Ministry of Justice. The implementation of e-Learning by the universities is also supported by the Federal Civil Service Commission's approval of nine new positions per university. As a result, universities started contextualizing (ramifying) the national policy documents and staffing their eLearning management units. The inclusion of the Student Success Suit (SSS) course training in the official class schedules of universities was a significant milestone in institutionalizing the e-SHE initiatives.

During the year, five e-Learning resource centers that were started in the previous year were successfully commissioned. Additionally two resource centers were established and inaugurated. This brings the total number of resource centers to seven, surpassing the initial target of five. These centers are now fully equipped for use by participating universities to develop digital course content.

Instructor and student training programs saw remarkable progress, with 17,709 instructors enrolling in Master Class Training (MCT) and over 169,000 students participating in the Student Success Suite (SSS) courses. Moreover, two model digital courses—Emerging Technology and Mathematics for Natural Sciences—were developed to serve as benchmarks for universities. The eLearning platform was made accessible to the universities through their own microsites. The platform allowed 169,261 students to take courses without major technical issues.

Despite these achievements, several challenges were also observed. These achievements were made while struggling with several constraints. According to feedback from instructors and students, internet connectivity and cost, access to end-user devices, and time management remained critical challenges. These challenges have implications for the level of readiness of universities to launch eLearning programs and affect their performance in SSS and MCT.

The SSS and MCT prepare the students and instructors for the anticipated change in the teaching and learning systems. However, most of the universities do not have the digital products (course content) to be utilized through the eLearning platforms. Besides, instructors' lack of practical exposure in this regard adds to the challenge as this makes content production difficult for the universities.

This achievements also revealed that meeting program targets does not necessarily ensure the expected change. A critical gap in the logical framework—and specifically in addressing instructors' capacity for digital content creation and aligning with industry needs—poses a challenge in improving the employability and entrepreneurial skills of graduates.

Looking ahead to 2025, the e-SHE initiative should focus on strengthening digital content development by expanding training for instructional designers and providing universities with the necessary support to produce digital learning materials. Additional efforts should be made to enhance teaching practices by offering structured support to instructors, ensuring they can effectively transition to digital education. Institutionalization should remain a priority, with universities expected to take full ownership of training programs for students and instructors. The partnership should also work toward improving the sustainability of e-Learning platforms to ensure long-term impact.

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PART I e-SHE JOURNEY TO IMPACT

GENERAL INTRODUCTION

Ethiopia has a rapidly growing youth population. According to a 2024 report from UNFPA, the total population is 129.7 million, with 58% of individuals falling within the age group of 15 to 64; 39% aged 0 to 14, while only 3% are 65 years and older. Roughly 2 million people reach working age per year. A significant growth in job creation paralleling the growth of the working-age population is crucial (World Bank Group, 2024).

Education is key to preparing citizens for the workforce. One of the main challenges that the Ministry of Education (MoE) is addressing is the education system's effectiveness in meeting the demands of the job market. To tackle this issue, the MoE has launched a program that supports all public universities in the country. This program aims to improve access to educational technology (EdTech) and enhance the capabilities of universities to produce graduates who are both employable and entrepreneurial.

The MoE is implementing this program in partnership with the Mastercard Foundation, Arizona State University, Shayashone PLC, and fifty public universities. The program is referred to as E-Learning and Digital Skill Development for Tertiary Education Partnership, or eLearning for Strengthening Higher Education (e-SHE).

1.1 Structure of the 2024 Annual Monitoring Report

This report is structured into two parts. Part One provides introductory information for readers who may be unfamiliar with the e-SHE initiative. It includes a summary of key achievements and the lessons learned throughout the year. Based on these insights, it also outlines priorities for 2025. The second part of the report presents the results of an annual survey. The survey participants were students and instructors from fifty public universities in Ethiopia. In the final section of this part, we discuss the implications for program implementation, focusing on how to address the needs and priorities of students and instructors.

1.2 About e-SHE



The "eLearning for Strengthening Higher Education" (e-SHE), also known as the "e-Learning and Digital Skill Development for Tertiary Education Partnership," has been initiated to enhance tertiary education by utilizing digital technology for teaching and learning. The Ministry of Education (MoE) of the Federal Democratic Republic of

Ethiopia and the Mastercard Foundation have partnered with Arizona State University (ASU) and Shayashone Company (SYS) to implement this program in collaboration with fifty public universities in Ethiopia. The program runs from April 2022 to April 2027. It is designed to equip young graduates with the skills and knowledge necessary for employment and entrepreneurship. This initiative aligns with the Government of Ethiopia's post-pandemic responses and Digital Ethiopia 2025 strategy. It implements parts of the MoE's Digital Skills Country Action Plan (DSCAP) (MoE 2030) for 2020-2030. Ultimately, this partnership aims to enhance the quality and resilience of higher education in the country while improving graduate employability. With this anticipation, the partnership program is designed to address the two outcomes: (1) enhanced access to digital teaching and learning platforms, and (2) the production of employable and entrepreneurial higher education graduates.

In the theory of change, (a) improved and equitable access to relevant, quality, and resilient higher education and (b) the production of highly skilled, employable, and entrepreneurial youth graduates for the job market are stipulated to result from the execution of (1) development of the national eLearning and digital skills policy and strategies, (2) establishment of five eLearning resource centers, (3) digital content and talent development to meet targets of two model digital courses, 35000 instructors, 800000 students, 100 IT support staff, and (4) upgrading the eLearning platform and providing access to 50 public universities.

1.3 Key Achievements in the Year 2024

The year 2024 has been successful in meeting the annual targets set. As summarized in the previous section, e-SHE has several areas of intervention. A summary of the key achievements is described herein, along with each area of intervention.

Institutionalization

- Approval of the e-Learning Policy for Higher Education.
- Approval of the Institutional e-Learning Policy Guideline for Higher Education Institutions in Ethiopia.
- Approval of the Electronic Learning Implementation Directive for Higher Education Institutions.
- Secured approval for 9 new university job positions per university.

Establishment of e-Learning Resource Centers

- Established and commissioned two additional resource centers.
- Developed and shared a standard operating procedure and protocol with universities.

Digital Content and Talent Development

- Second cohort of Graduate Certificate Training program is undergoing with 33 trainees assigned from 30 universities.
- The number of Certified Trainers (cToTs) has reached 109, with over 100 actively cascading through MCT.
- 17,209 instructors have enrolled in MCT this year.
- More than 176,000 students have joined the e-SHE online learning platform via university microsites.
- The annual training target of 120,000 students was surpassed, with over 169,000 enrolling in SSS courses.
- Of these, 144,130 students (85%) have completed multiple SSS courses.

Digital Content Development

- Developed digital content creation guidelines with university instructional designers.
- Standardized operations and content sharing with a distributed protocol.
- Creating training materials to scale instructional design training with GCT graduates from the first co-hort.

Upgrading the e-Learning Platform

- All universities now have access to their microsites.
- 169,261 students enrolled without platform capacity issues.
- A task force is exploring open-source alternatives and platform independence for sustainability.

Institutionalization

This theme addresses the development of national e-Learning policies and strategies to help participating universities institutionalize e-Learning and change the teachinglearning systems. This theme has an overarching effect on the other areas of intervention. The successful execution of this intervention helps to achieve a sustained impact on the higher education system of the country.

In 2024, it was planned to support the participating universities in the adoption of e-Learning policies, strategies, and legislation and mainstreaming it into their institutional systems. Moreover, it was planned to ensure that the implementation of the e-SHE initiative is executed through a university-led process. These plans have been met during the year.

Following the approval of the "e-Learning Policy for Higher Education" and the "Institutional e-Learning Policy Guideline for Higher Education Institutions in Ethiopia," there emerged a need for a directive that offers provisions for implementation. This directive was developed with the support of the e-SHE program and approved by the MoE. As a requirement to finalize the directive, a public hearing was organized in collaboration with the MoE. Then, the final version of the directive is forwarded to the Ministry of Justice to receive comments before releasing it to the public.

Parallelly, the e-SHE team has been supporting the universities in the preparation of their annual e-SHE implementation plan and the execution of their plans. In addition, MoE has sent several circulars that serve as transitional provisions to execute actions under each of the e-SHE thematic areas. As a result, 49 of the 50 universities were

able to run a university-led process of student training in the course called "Student Success Suit (SSS)" and instructor training in the "Master Class Training (MCT)". It was impressive that universities decided to include student training in the SSS within their official class schedules and course offerings.



Establishment of e-Learning Resource Centers

One of the key contributions of the e-SHE initiative is the establishment of eLearning resource centers for the participating universities to utilize in the production of digital content. The creation and production of high-quality digital content require access to suitable production facilities. The established resource centers are equipped with state-of-the-art multimedia studios.

The program's target was to establish five resource centers. With efficient budget utilization and leveraging the positive contribution of the MoE in facilitating duty-free import and other key supports, an additional two resource centers were established and commissioned. This made the total number of resource centers seven. Now, Addis Ababa University, Bahir Dar University, Dire Dawa University, Hawassa University, Jimma University, Mekelle University, and Samara University have resource centers established on their premises.

The intention of establishing a few resource centers (compared to the total number of universities) is to share them with nearby universities (cluster universities). The cluster universities will ultimately have their own resource centers by learning from the established ones as models. To structure the sharing and utilization of the established centers, the e-SHE team has developed and disseminated a standard operating procedure and sharing protocol to the universities.

Digital Content and Talent Development

This intervention has two themes. The first relates to human capacity development, while the second focuses on digital content development. Under talent development, university-trained instructional designers, instructors, IT support staff, and students are targeted. Digital content development was limited to the development of two model digital courses for the universities to benchmark.

Talent Development



The concept is to prepare students and instructors for digital teaching-learning and to develop capabilities for designing and developing digital course content while at the same time capacitating the IT support staff so that they will be able to provide technical support services for students and instructors in using the eLearning platform. Different training packages were designed for the different groups stated above. The first one intends to prepare instructors who will serve as instructional designers. A program called graduate certificate training has been executed in the past two years in two cohorts. The first cohort resulted in 32 certified (by the Arizona State University), and 33 others are pursuing their year-long training in the second cohort. Through deploying these trained instructional designers, universities are expected to cascade the instructional design training and start digital content development.

The second component of talent development aims to train instructors as trainers and certify them so universities can deploy them to cascade the Master Class Training (MCT) to the rest of the instructors in their corresponding universities. In the past year, the number of "Certified Trainers (cToTs) has reached 109. More than 100 of them have already started cascading with the MCT.

The third component is training instructors in "Foundations for Excellence in Teaching Online," more commonly known as Master Class Training (MCT). Year-to-date, 22,963 instructors have enrolled in the MCT. In 2024, it was planned to train 11,989 instructors in MCT. This target was exceeded, as more than 17,000 instructors have enrolled in MCT. Overall, about half of the instructors who enrolled in MCT succeeded in completing the training. Universities are expected to support instructors to improve the completion rate.

The fourth component targets students. The purpose of this training is to prepare students for online learning. With this purpose, students were exposed to a package of courses called the "Student Success Suit (SSS)". More than 176, 000 students were brought to the e-SHE online learning platform (or registered) through their university microsites. Once registered in the platform, they have automatic access to (1) the SSS courses, (2) skilling courses, and (3) model digital courses. They can start taking any of the courses in these packages at their discretion and pace. However, in the previous year, the pace at which the students took action toward taking the courses was below the program's expected speed.

As we have learned from our previous year's student survey, students were challenged by several factors such as time management, access to devices, internet connectivity and costs, and computer skills. To address these challenges, we designed a special student support program that is led by universities with an organized backstopping from the e-SHE team. Through this support method, to address students' challenge of time management, the MoE has passed a circular directing all universities to set an official SSS course offering class schedule. The classes were conducted in computer labs with a technical assistant assigned to support students with skill challenges. This environment also addresses the issues of access to end-user devices and internet connectivity.

This new approach to training students helped reach a large number of students in a short time, and it is inclusive of all students with various economic backgrounds and skill levels. As a result of applying this approach, the annual target of training of 120,000 students was exceeded, as more than 169,000 students have enrolled in SSS courses. Of these trainees, 144,130(85%) students have completed several SSS courses.

The well-organized backing of the e-SHE team, strategic support from the MoE, and the commitment of university leadership contributed to this result. Now, to expand the student reach, the student training will focus on new first-year students and off-campus students.



Digital Content Development

Two freshman courses, namely "Emerging Technology" and "Mathematics for Natural Sciences," were digitized by the e-SHE initiative. Both of them were made accessible to university students through the eLearning platform. These two courses will serve the participating universities as benchmarks as they develop additional digital courses.

To assist universities in producing digital course content, the e-SHE team has collaborated with selected staff from participating institutions to develop guidelines for digital content creation. This course production requires utilizing the eLearning Resource Center, particularly the multimedia studios. To ensure smooth operations and sharing among the universities, the e-SHE team has also created and distributed a protocol outlining the standard operating procedures for the participating institutions.

Additionally, in cooperation with the Ministry of Education, the e-SHE team has reached out to the Federal Civil Service Commission to secure approval for nine new job

positions across all participating universities. With this approval, universities can now fill these positions and begin operating the eLearning management units, which include the eLearning Management Unit Director's office and the eLearning Resource Center, enabling a more formal and independent implementation of their eLearning initiatives.

The e-SHE team is developing training materials to scale up the training for instructional designers, leveraging the skills of graduates from the first cohort of GCTs. Once this task is completed, universities will be able to expand their training programs and establish dedicated teams for digital content development. However, these teams will require further technical support to effectively implement the cascading process of digital content development.

Upgrading the e-Learning Platform



Upgrading the OpenEdx Learning Management System (LMS) and integrating it with a Student Information Management System (SIS) platform to provide enhanced access to a reliable e-Learning platform to the participating universities is another key intervention area of this partnership. This intervention will lead to one of the key outcomes of the

program. This year started with a plan to create microsite access to participating universities. All universities now have access to their microsite. They have started administering (to some extent) the platform in registering the students and the instructors for the training. It is tested that the platform hosts a large number of students taking courses. Year-to-date 212,046 students enrolled and started taking courses at once. There were no significant issues in terms of platform capacity.

To ensure sustainable access to the platform, the partners (i.e., MoE, the Mastercard Foundation, and SYS) deployed a task force that studies the possibilities of replacing paid third-party tools (plug-ins) with open-source substitutes and revising the architecture of the platform in a way that it becomes host-environment independent. This task force has submitted a proposal for the partners to decide on. Once the decision is finalized, the eLearning platform will be further customized to incorporate the agreed-upon modifications and to incorporate the user university's requirements and feedback from the users who experienced the system during the ongoing production deployment.

Cross-cutting Issues

In the year 2024, a series of engagements with key stakeholders, along with inaugural events, awareness creation workshops with key university personnel, planning sessions with universities, several visits to the participating universities, and the engagement of graduate certificate trainees to cascade the training, and the approval of a new eLearning structure and nine new job positions per university were among cross-cutting issues.

The focus on digitization has grown due to ongoing awareness efforts. Universities have adapted to using institutional emails for official communications. Through consistent communication and until now, more than 450,000 students and 24,000 instructors have received institutional email accounts from their respective universities.

1.4 Key Lessons Learned

1.4.1 General

The program has come through a successful way of delivering the expected outputs. The number of policies, resource centers, model digital courses, trained IT support staff, and a new implementation scale in MCT and SSS have reached the level that was expected to create an enabling environment for universities to change the teachinglearning system and start producing highly skilled graduates for employment and entrepreneurship. It is now time to start seeing the outcomes of these interventions. If the observations are deviant, it is an indication of the need to fine-tune the logical framework for better alignment and a more predictable journey to impact.

It took a relatively long time to start full-scale SSS training, as the preparatory activities such as the readiness of the eLearning platform and the university eLearning management units were natural and critical predecessors. Now that a better university environment is created following the execution of the e-SHE interventions and resulting in (1) the readiness of the platform with a capacity to concurrently host a large number of students and instructors, (2) MoE's recently passed directions for universities to engage in a mandatory preparation of instructors and students through taking part in the e-SHE program's training, (3) the use of a formal class schedule to train students, and (4) the Federal Civil Service Commission's permission of nine new positions for each university to run the eLearning management unit.

Therefore, the universities should start running SSS and MCT training independently (or with minimal support from e-SHE). The universities have been sufficiently familiarized with the procedures of student and instructor training. However, universities did not do much in exposing the instructors to teaching practice changes following the completion of the MCT. This is a critical milestone in e-SHE's journey to impact, as this is the only way students will be exposed to a different learning experience that contributes positively to their employability and entrepreneurship.

Although it was initially assumed that instructors would be able to change teaching practices after completing the MCT program, it has become clear that they often lack practical experience in developing or curating digital course content, as well as in delivering online courses. This highlights the need for additional support for instructors as they adapt to changes in teaching practices and develop digital content. In the current e-SHE interventions, this is not captured, presumably leaving the responsibility to the universities. Therefore, the effectiveness of the program in achieving its outcomes is significantly influenced by the leadership and institutional capabilities of the participating universities.

The key learnings are related to two categories: (1) the employability and entrepreneurship capabilities of graduates (i.e., program targets) and (2) the achievement of the output targets. Under the first category, the need for additional support in (1) digital content and talent development and (2) leadership and institutional capabilities is addressed. The second category contains factors that contribute to the effectiveness of the implementation process of the e-SHE initiative and the achievement of the set targets.

1.4.2 Graduate Employability and Entrepreneurship Capability

The e-SHE initiative has concentrated on executing key interventions. With the majority of these interventions now completed and only a few nearing their conclusion, we should start to observe the outcomes of the implementation. However, there is currently insufficient evidence to suggest that meeting program targets will enhance the employability and entrepreneurial skills of graduates. The implication is that meeting or exceeding output-level program targets does not ensure the expected project impact. This insight is one of the key lessons learned during the execution of the program.

Some of the issues that emerged vividly as program targets were met are related to the assumptions behind the program's logical framework; others have to do with institutional capabilities. As per the current framework, it is possible to presume that the absence of an intervention to support the universities in supporting staff to develop digital content and to support the universities with the necessary budget to finance digital content development is because it was assumed that the universities would be able to execute these as a result of the e-SHE interventions.

1.4.2.1 The existing logical framework

A closer examination of the relationship between the key interventions (main activities) and the anticipated two outcomes of e-SHE, as captured by the theory of change illustrated in Figure 1, and making necessary adjustments thereof emerged as an important requirement as progress was made in achieving the program targets. If this requirement is not addressed, the success of this initiative hinges on whether universities can recognize the existing gaps, identify necessary interventions, allocate the appropriate budget, and implement these interventions effectively—actions that have not yet been observed among the participating universities. Therefore, the e-SHE partnership should focus on creating a more predictable environment by refining the logical framework and incorporating additional activities and targets as described in the following paragraphs.

As described in the project proposal document, the program anticipates to "deliver improved and equitable access to relevant, quality, and resilient higher education systems." To achieve this, two major outcomes were identified:

Outcome 1. Enhanced access to digital teaching and learning platform **Outcome 2.** Produce employable and entrepreneurial higher education graduates

The logical frame that relates these outcomes with key program activities and results is portrayed in Figure 1. In the framework, four paths lead to the two outcomes. The first two paths and the last path align well with the outcomes of the program. However, the third path, which focuses on digital content and talent development, falls short in addressing the key inputs and results that are necessary for enhancing graduates' employability and entrepreneurial capabilities. It is observed that the instructors lack practical experience, and the skills needed for creating digital content. The production of digital content by the instructors (or universities) is neglected. Therefore, to achieve these outcomes, it is necessary to add additional key activities and align them with higher-order outcomes.



Figure 1: Theory of Change

It appears that there was an assumption that the training provided to instructors would automatically lead to the desired changes in teaching and learning that would enhance graduate employability and entrepreneurial capability. Practically, neither delivering online courses nor developing digital course content, which are key manifestations of teaching practice changes, was evident in any of the participating universities. Universities need to be supported in developing their instructors to make them online instructors and digital content developers. This support should encompass providing technical and financial inputs to the universities.

Training one instructional designer and creating access to two model digital courses appears inadequate for a university to delve deep into digital course content production. Moreover, one of the key activities (listed in the second column), which says, "Train instructors to develop digital content and use via the eLearning platform," is not practically supported by the required resources and has no set target.

However, to meet the ultimate goal of these interventions, which is to enhance the employability of graduates, there must be changes in the teaching-learning process. These changes require digital content to be utilized through the eLearning platform. This can be realized when instructors are capable of doing so. Besides, to meet the demands of employers, instructor training and content development should be based on a holistic (program-level) approach rather than providing two model courses through an approach that pretty much resembles the conventional supply-driven method, which fails to meet industry requirements.

Programs should be designed based on industry needs, with course content developed to equip students with the essential skills and knowledge that employers demand. The critical aspect of content development should be ensuring alignment with the required learning outcomes and industry requirements (of graduate competency). As this is a new practice for most of the participating universities, which have typically focused on supply-oriented programs, it requires more comprehensive support. This means that the four highlighted boxes in the "digital content and talent development" path (section) need to be enhanced, as detailed in Figure 2.

Key Challenges		Main Activities	Outputs	Outcomes
 Low awareness, attitude, and skills to use digital technology for teaching- learning Low capability to develop digital content 	•	Develop model digital course content Train instructors to develop digital content Tain instructors to use the e-Learning platform, Support universities in digital content development Support universities in industry-aligned online program development Train students to use the eLearning platform, Train IT support staff t to provide technical support for students	 Digital content for 2 model courses developed. 5000 instructors trained in digital content development Blended learning in 50 universities 50 universities established crews and developed sector- oriented online courses 50 universities developed and offered skill-based courses 8 universities developed and launched industry- aligned online programs (and courses thereof) More than 35,000 instructors, 800,000 students, and 100 IT support staff trained 	 Improved quality of digital content Skilled instructors to develop digital content Skilled instructors and students to use the LMS Skilled IT staff to support instructors and students

Figure 2. Enhanced Digital Content and Talent Development

As indicated by Figure 2, low instructor capability to develop digital content is added to the key challenges that need to be addressed by implementing the main activities. In the list of main activities, "Train instructors to develop digital content and use it via the e-Learning platform" is revitalized to capture digital content development and split to put the use of the e-Learning platform alone. Supporting universities in developing digital content industry-aligned online programs are added to the set of main activities. These adjustments in the set of main activities will result in digital content development capabilities and improved quality digital content in addition to the use of the LMS.

The development of digital content and industry-aligned online programs needs to be sector-oriented. This helps the digital content development crews in universities to be diversified in areas such as (1) agriculture and agribusinesses, (2) engineering and technologies, (3) business and economics, (4) education, (5) health sciences, (6) computer sciences and informatics, (7) language and humanities, etc. Participation of key stakeholders (e.g., Ministry of Agriculture, Ministry of Science and Technology, Ministry of Labor and Skills, etc.) in determining the sectoral composition and course selection will enhance industry alignment and ultimately graduate employability.

Exposing the universities and instructors to course digitization, program designing and development, and industry alignment and stakeholder engagement practices will help them gain experience and insights into demand-driven education design and delivery.

This will help them equip the students with the skills and knowledge needed for employment and entrepreneurship.

Ensuring improved access to relevant, quality, equitable education and resilient higher education systems is assumed to be partly addressed through improved access to e-Learning. It was agreed that decoupling the e-Learning platform from its dependence on paid cloud hosting services and paid third-party tools (plug-ins) is necessary to ensure sustainability and resilience. The scalability of the platform to accommodate dynamics in the needs and requirements is also identified as another key dimension of sustainability and resilience. Therefore, the following is proposed to be adjusted in the fourth path of Figure 1.



Figure 3. Proposed adjustment in the logical framework, viz., upgrading the e-Learning platform

As explained, sustainability is defined by the users' ability to deploy the platform at different international and local host service providers (e.g., Ethernet, university facilities, etc.). Scalability relates to the users' ability to adopt the platform by themselves (i.e., without the involvement of the developer) to dynamic needs (e.g., increases in the number of students and instructors, changes in legislation, changes in academic programs, etc.). For this, the platform, particularly the upgraded OpenEdx, along with all the source codes, should be provided to the users.

1.4.2.2 Leadership and Institutional Capabilities

Though the immediate bottleneck is the lack of digital course content to be utilized through the e-Learning platform because of the reasons described in the previous section, the sustainability of the outcomes that are anticipated from the implementation of e-SHE requires system and practice changes. These changes should result in institutional capabilities that sustainably and effectively run the teaching and learning in a way that ensures enhanced employability and entrepreneurial capabilities of graduates. These need to be envisioned and sponsored by the top leadership of the institutions.

In the previous fiscal year, the implementation of e-SHE focused on a university-led process, which successfully enhanced university participation. However, this approach required significant support from the e-SHE team members. Each member was assigned as an account manager to the participating universities to ensure they completed the required actions set by the e-SHE team. The universities that effectively carried out these prescribed activities by utilizing their staff were able to achieve the expected results. Conversely, the universities that either rejected the prescribed activities or could not implement an alternative set of activities struggled to meet their goals. These institutions were often characterized by low engagement from top leadership and limited capacity to execute the prescribed initiatives.

The effectiveness of realizing the system and practice changes is a function of the degree of leadership engagement. The ultimate change is a manifestation of a shift in strategy that prescribes other institutional (system) and practice changes. Leadership needs to have the requisite capabilities to execute this change.

Universities' leadership capabilities make a difference (leadership capabilities are key success factors) in institutionalizing the change. Supporting system and practice changes in HEIs requires (1) capacitating the universities to build a system that produces employable graduates; (2) industry-aligned academic program design and implementation practices need further support to be instilled in university systems; and (3) course content development within this framework, which in turn requires a hands-on competency component inclusion.

1.4.3 Enforcing Teaching Practice Change

One of the key manifestations of the change in the higher education systems is teaching practice change. Training the instructors in teaching online, digital content production, and instructional design and exposing them to practically designing and developing courses and programs will eventually bear fruit if all these are put into practice. For the purpose of this program, an instructor's engagement in these activities (designing and developing courses and programs and delivering courses online) entails teaching practice change.

The university systems should be adjusted and fine-tuned to enforce such changes. Universities need to get support in the process of engaging their instructors in teaching practice change and continuous professional development. This support will result in a sustainable teaching practice change that is supported by EdTech and digital content to equip graduates with the critical skills and knowledge needed for employment and entrepreneurship. Exposing the instructors to a full-loop learning experience in content production, blended teaching, and fully online teaching prepares the universities for an independent execution of teaching practice change.

1.4.4 Lessons Learned While Achieving e-SHE Outputs

In addition to the key lessons that emphasize necessary actions to achieve higherorder outcomes, there were learnings derived from the successes in meeting the output targets. The targets were related to executing critical activities that lead toward the results, in addition to supporting the universities in awareness creation and through the planning process by providing templates with an initial list of activities. Providing a checklist that contains a set of activities that were identified and sequenced was an important input. This implies the importance of the use of artifacts in coordinating change. The artifacts helped guide the university teams toward a new set of routines in welcoming students for a new academic year and preparing students for a different learning experience through offering SSS courses. However, the artifacts worked in contexts where the universities executed them in an institutionalized approach.

Staff deployment to deliver the new SSS courses through the e-Learning platform (which is also a new practice) required following the step-by-step process prescribed in the form of a checklist (the artifact) to ensure clarity and sequence of tasks. However, universities were challenged to make a mandatory staff deployment to the new task.

This requires institutional interventions or changes in the university systems of staff deployment and compensation for the future. In the previous year, the e-SHE program managed this issue by earmarking additional resources. The university-led process is hampered by these institutional change requirements to grow to an independent implementation level—which is the ultimate intent of this partnership.

Realizing change using an artifact

A portable set of key activities was shared with the universities to help guide them in implementing SSS training in a speedy process. Those who stick to the set of activities quickly achieve the result, while the rest, who were slow in accepting the tool, have been struggling. The lesson here is the importance of an artifact (in this case, a checklist of critical activities) in realizing a change.

This tool was developed based on lessons from the universities where we piloted SSS training in the previous academic year. The challenges that stand out as critical for the student target to be met were taken into account, and a new approach that necessitated a "university-led process" was incorporated into the tool as a checklist. The implementation was supported with extensive backstopping from the e-SHE program team.

Through the new approach, we fixed internet connectivity, access to the device, and digital literacy-related challenges of the students by bringing them to a computer lab that has internet connectivity and an assigned technical assistant who gives support to students with digital literacy and platform familiarization gaps through an official two-hour contact per week. To achieve this, we had to follow an institutionalized procedure first by getting buy-in from the MoE, which made the SSS courses mandatory requirements through circulars that were passed for the implementing universities. These circulars were then endorsed by the top leadership of the universities to be implemented by each academic staff. The e-SHE team, together with the e-Learning directors at each university, designed and shared a checklist of key activities to be executed at different levels within each university. This approach brought the universities a long-institutionalized way to the extent of onboarding nearly all existing on-campus students (in more than 20 universities) and the vast majority of students in most of the participating universities.

Executing Human Development Plan through Institutionalized Process

Time limitation has emerged in the instructor and student feedback data as one of the limiting factors for both groups from engaging in the training programs. This implies that instructors and students are required to participate in the training (i.e., MCT & SSS) while simultaneously handling other more formal priorities (e.g., handling/attending other classes). This puts them under time pressure and hence forces them to prioritize the more formal ones even after being enrolled in the training. If the instructor training (MCT) and the student training (SSS) were parts of the university's formal planned activities, the instructors and students would have time designated for the training and be able to attend and complete the training.

For better results, the universities should make attendance at the training a formal and

mandatory institutional requirement. This would result in more participation and a higher rate of completion. Unless the previous voluntary activity is replaced by a formal requirement, it is very unlikely that we will meet the outreach targets. Therefore, partners, especially the Ministry of Education, should communicate with the university leadership to take this training seriously and make attendance mandatory.

Applying Reinforcements to Deepen Institutionalization

The closer support and assistance by account managers were not sufficient to create a sense of urgency and to get universities to set an official class schedule for SSS. An official letter (a circular) had to be passed by the MoE to each university. Following the circular, the e-SHE team had to guide the universities through the process of (1) endorsing the MoE's circular, (2) establishing a university-level steering team (which is composed of the Academic Programs Director, the Registrar, the ICT Director, and the e-Learning Director, (3) engaging the academic units, and (3) setting class schedules and assigning technical assistants (facilitators). In addition, a performance-based (i.e., based on the number of students that are supported and completed the SSS) needs to be introduced to serve the transition into full-scale institutionalized implementation. This stage will be realized when universities finalize adjustments to their policies, strategies, and legislation. At this stage, the duties and responsibilities of university personnel will also be adjusted by incorporating the new roles that emerged with the introduction of e-Learning.

Individualized Support to Universities

The fifty participating universities in this partnership are not similar. They operate in diverse contexts. The recommended trajectory towards unpacking the e-SHE components also varies. To address the varying support needs by providing tailored support to each university and helping them institutionalize e-Learning in their systems, the e-SHE team members were assigned to each university as account managers and have been supporting the universities since August 2014. This helped significantly in understanding the specific support needs and identifying issues that require management intervention. The number of universities that started mainstreaming e-Learning into their system, at least through introducing student training (i.e., SSS) into their formal class schedules, is increasing. This resulted in the achievement of the quarterly student training target for the reporting period in less than a couple of weeks.

Working in a team within an implementing university

As the implementing universities have yet to complete full institutionalization, the transition period requires close collaboration among key university units to realize a university-led process of e-SHE implementation. As a key step in offering the SSS courses to the students, setting an official class schedule according to which students should show up in a computer lab where they can get face-to-face technical support and access to a device and the internet brings together students with varying levels of digital skills and access to devices and connectivity. Besides, this approach brought the leaders of the university units that execute ICT-related services and academic program management together with the eLearning director/coordinator. This created a collaborative approach to the SSS launch in universities.

Mainstreaming and independent implementation

If we assist the universities in creating institutional and procedural conducive environments and back them up with step-by-step guidance to unpack the new set of key activities toward a university-led process of training students and instructors for one complete round, they will quickly take up an independent lead to execute the same thing and complete the training for the rest of the student and instructor community.

Documenting effective methods and sharing them with participating universities will foster lasting changes in practices initiated through our partnership. Therefore, it is essential to continue developing these resources and making them available to university teams for future reference as they lead their own e-SHE implementation processes.

By 2025, universities will be ready to independently implement and complete the training for both instructors and students. This approach will allow the e-SHE teams to concentrate on achieving higher-order results.

1.5 Key Messages to the e-SHE Partners

This partnership has evolved as it executed key interventions and achieved significant milestones. It appears that the interventions in the current e-SHE framework are valid and critical. The interventions have effectively laid the foundation for the journey to impact. As described in the "Key Lessons Learned" section, the needs and priorities of the participating universities, the instructors, and the students are evolving as the key milestones are achieved. Therefore, the partners should review the mid-term results, exchange insights, and focus on areas that require joint attention, decisions, and actions going forward.

In this report, some of such issues are identified to the partners. First, the current context of the universities needs to be shared with the partners. As indicated in the "About e-SHE" section of this report, this partnership is anticipated to reach 35,000 instructors and 800,000 students with an assumption that these figures represent the populations of instructors and students in the universities. By the end of 2024, as reported by university registrars and HR departments, the instructor population is found to be 53,751, and that of students is 579,606. Of these students, 343,056 are enrolled in regular programs. Partners should determine how to incorporate these numbers into upcoming program activities.



To accommodate the emerging needs and priorities, it is critical that the partners consider incorporating additional areas of intervention and scaling up some of the existing interventions. Based on the key lessons learned, the following are proposed for the partners to consider.

Additional Support for Digital Content Production:

In the current framework, this theme has been addressed through (1) training instructional designers, (2) developing two model digital courses, and (3) establishing e-Learning resource centers (multimedia studios). It is thus anticipated that colleges will acquire the necessary skills to create digital course materials and begin transforming teaching-learning practices. However, none of them showed practical achievements in this regard. If the situation continues, the instructors who completed the MCT and the students who completed an SSS course will not be able to experience the anticipated change.

Therefore, we recommend that the partnership decide to deepen the interventions around digital content development and production by (1) helping selected instructional designers to scale up the training and helping the universities get enough instructional designers in their stock so they will sustainably instill this practice in their systems, (2) supporting universities in exposing a few digital content production crews (depending on the size and diversity of programs) to a practical experience in developing and producing digital content, and (3) allocating additional funds (resources) to finance these two areas of support.

Support for Instructors through Teaching Practice Change

The instructors in the participating universities are expected to change their teaching practices after completion of MCT. For this to happen, the availability of digital courses is critical. The previous proposal addresses this issue. However, the instructors are also new to the e-Learning platforms. The universities need to have structured support for the instructors through a process that develops them to be online instructors. The e-SHE team has developed a model to help universities implement (enforce) changes in teaching practices. This model is referred to as "One-One-One". The model describes four stages of instructor development. This model facilitates immediate changes in teaching-learning, so students start experiencing enhanced learning that leads to the achievement of the e-SHE outcomes.

This model enhances the efforts of universities in continuous professional development targeting instructors. Besides, it can well address the MoE's ambition to quickly blend digital content within the existing curricula. Therefore, we propose that the partners embrace supporting teaching practice change across universities in accordance with the One-One-One model.

Support Universities in Developing Their Institutional and Leadership Capabilities:

The ultimate outcomes of this partnership are realizing enhanced quality of education through a system change that is supported by EdTech and boosting the employability and entrepreneurial capabilities of graduates. This requires a strategic shift from the conventional supply-driven approach to a demand-driven approach. This shift should be implemented and embedded in all aspects of the teaching-learning systems. This requires strong buy-in from leaders at the MoE and at the participating universities. Then, only the institutions enter a trajectory to a real strategic change where they identify industry demands, design industry-aligned programs, and develop courses that prepare students for the labor market and entrepreneurship. Institutional capability is a function of leadership buy-in, system change, and staff capability. This is a missing but critical component in the present e-SHE framework. In addition to training instructors, there are other critical staff in the e-Learning resource centers, in academic program design, review, approval, and management units of the universities. Key interventions are needed for these units and personnel of the universities to help them get into the shift in the underpinning philosophy and value creation. This will create the requisite institutional capability to lead and execute.

1.6 Priorities for the Year 2025

In 2025, the ongoing efforts of talent development will continue until all students and instructors are reached through the program's training. Continuing and completing the e-SHE journey persists throughout the program implementation period. Moreover, evolving needs and priorities will be communicated and addressed as we go forward. Supporting universities in institutionalization and digital content development are emerging priorities of the year.

Institutionalization(Mainstreaming)

This theme prioritizes independent implementation and mainstreaming. In executing all program activities, universities should operate independently. The e-SHE team will observe and backstop with anticipation of university independence and sustainability of changes. To ensure this, the e-SHE team will focus on the development of a strategic roadmap that helps universities by explaining how they unpack the initiative and sustain strategic changes. The universities will focus on adopting national e-Learning policies, strategies, and legislation, as well as independently and institutionally executing instructor training and student training.

Digital Content Production

Digital content is needed to deploy instructors who have completed the MCT to offer courses online. Under this theme, universities are expected to determine what content and how to digitize for blended and fully online courses. The e-SHE team will provide a guideline document for digital content development. The universities should follow a formal (institutionalized) procedure to deploy instructors to develop or curate a full course or some chunk of a course to be blended.

The e-SHE team will focus on supporting the universities technically and financially, depending on the availability of resources. If resources are allocated, training the university instructors in instructional designing by deploying some of the graduates of the first cohort, supporting the universities in establishing digital content production crews, providing technical and financial support to the crews, and providing technical support for the e-Learning resource center personnel, and following on the utilization of the e-Learning resource centers at the seven universities.

PART II RESULTS FROM THE 2024 SURVEY



SURVEY RESULTS

2.1 About the Survey

This survey was conducted on instructors and students from participating universities. It contains items that help to capture insights from the experiences of instructors and students while participating in the e-SHE program. The survey also tries to investigate the challenges of students and instructors, either during their participation in the training or those that hinder them from participating in the training, as well as making other practice changes expected to follow the training.

Similar survey have been conducted in the previous year. Minor modifications were made to the present survey to correct some drawbacks observed during the previous survey and incorporate emerging needs. Most of the items in the two surveys are similar; this will help us examine the differences between the previous year and this year.

This survey was conducted to understand the needs and priorities of students and instructors, gain insight into training content, students' and instructors' perceptions, and students' and instructors' motivations for completing the training. The results of this survey will be used as input in making necessary adjustments to the program implementation approach or to flag issues that need the attention of partners.

2.2 Scope and Focus

This survey is delimited to assessing the experiences of students and instructors regarding the e-SHE training, as well as students' perceptions of their skills and readiness for employment and entrepreneurship. Other thematic areas of the e-SHE initiative are not included in this survey. Insights into those areas were obtained through different methods, and the results are presented in Part I.

These surveys exclusively focus on students and instructors from the participating universities, regardless of their involvement in the two trainings that have been offered through the e-SHE initiative. Besides, it attempts to capture the perception of students on their skills and readiness for work and entrepreneurship.

The instructors' survey addresses the challenges that instructors face before enrolling in the training that has been offered by the e-SHE partnership, during the training, and those that relate to instructors' ability to complete the training. Additionally, it aims to assess instructors' perceptions regarding the training's importance, their confidence in its value, their motivation to continue with the training, and their expectations after completing it. Moreover, we have tried to assess their prior experience in delivering online courses.

The students' survey centers on the challenges they encounter before enrollment, during enrollment, during the training, and to complete the training. It also captures students' perceptions of the training's quality and usefulness, their motivation to continue, and their suggestions for improvement. Furthermore, the survey gathers information on students' perceptions of their skills and readiness for work and entrepreneurship.

2.3 Method

Primarily, a quantitative approach was applied to conduct the study, embedding qualitative methods to analyze responses from open-ended questions included in the survey tools. The study is based on the feedback gathered from both students and instructors. Independent surveys were carried out for both the instructors and the students.

The data were gathered electronically by using Google Forms. In addition, supervisors and assistants were deployed to the universities to select samples by using stratified random sampling methods, to send the data-gathering tools to those in the samples, and to follow up with the selected participants to ensure a higher response rate.

2.3.1 Description of the Populations and Selection of Participants

As implied in the previous descriptions, the study was based on two populations: students and instructors. The population of instructors represents all instructors of the fifty public universities. The student population also represents all active students of the fifty public universities. All fifty participating universities were invited to take part in the instructor and student surveys. To ensure their participation, three rounds of orientation sessions were organized by the Monitoring, Evaluation, Research, and Learning (MERL) team of e-SHE to clarify the importance and nature of the surveys. The eLearning management unit directors of the universities participated in the orientation sessions. During the orientations, it was made clear that each university needs to execute the surveys to identify the needs and priorities of the students and instructors and take necessary corrective measures (adjustments) in program implementation. With this assumption, each university was advised to draw a representative sample of students and instructors.

A stratified random sampling method was prescribed to the universities. They were also instructed to determine a statistically valid sample size of students and instructors based on the population sizes of their respective universities and based on a 95% confidence level and a 5% margin of error. Subsequent follow-up discussions with the supervisors at the universities and personalized support were also applied to ensure that everyone was on the same page. Besides, several follow-up emails were sent to the university teams to ensure a higher response rate.

As a result, 11,256 students and 5,192 instructors responded. After data cleaning, responses from 11,006 students and 5,162 instructors were taken for the preparation of this report, although the university-level statistical reliability varies based on the sample sizes.

We have also gathered data on the student and instructor population of the universities. Though the program was designed based on the assumption that the population of instructors is 35,000 while that of the students is 800,000, we have been curious about these figures. We have requested the universities to fill out forms and officially confirm the student and instructor population by sending back the forms with signatures and seals on them. Summaries of student and instructor population data are presented hereunder.

Instructor population data:

Total population of instructors across all universities			Total population of instructors with disabilities			
Female	Male	Total	Female	Male	Total	
9,358	44,393	53,751	36	100	136	
17.41%	82.59%	100%	26.47%	73.53%	100%	

The data gathered concerning instructors are presented hereunder.

Table 1. Instructor population data

As it is indicated in the table, the population of instructors is summed to be 53,751. This is quite higher than 35,000. Moreover, the proportion of female instructors was known to be around 5%. However, it is 17.41%. This helps us to be more precise in setting annual program targets and interventions as we move forward. From this population of instructors, we managed to get 5,192 responses. After data cleanup, 5,161 responses as described in the table were used for the analyses.

S.N	University	Freq.	S.N	University	Freq.
1	Adama Science and Technology University	17	19	Dire Dawa University	100
2	Addis Ababa Science and Technology University	81	20	Ethiopian Civil Service University	103
3	Addis Ababa University	167	21	Ethiopian Defence University	33
4	Adigrat University	305	22	Gambella University	122
5	Ambo University	177	23	Haramaya University	81
6	Arbaminch University	164	24	Hawassa University	114
7	Arsi University	4	25	Injibara University	40
8	Assosa University	111	26	Jigjiga University	185
9	Axum University	434	27	Jimma University	88

10	Bahirdar University	116	28	Jinka University	19
11	Bonga University	2	29	Kabri Dahar University	145
12	Borana University	68	30	Kotebe University	49
13	Dambi Dollo University	157	31	Mekdala Amba University	16
14	Debark University	104	32	Mekelle University	195
15	Debre Berhan University	18	33	Mattu University	191
16	Debre Markos University	183	34	Mizan Teppi University	166
17	Debre Tabor University	130	35	Oda bultum University	2
18	Dilla University	147	36	Oromia State University	30
37	Raya University	19	43	Woldia University	21
38	Salale University	117	44	Wolkite University	135
39	Samara University	117	45	Wollega University	327
40	University of Gondar	201	46	Wollo University	128
41	Wachamo University	3	47	Werabe University	28
42	Wolaita Sodo University	1			
	Total		5,161		

Table 2. Instructor Respondents

The gender composition of the respondents is 721 (14%) females and 4,440 (86%) males. This reflects the nature of the instructor population, which is 17% female.

The instructors who participated in the survey are at different levels of academic rank, ranging from Professor to Graduate Assistant. The majority (i.e., 3,677) are lecturers, and the least (i.e., 24) are professors. In between, there are 916 (17.75%) assistant professors, 371 (7.2%) graduate assistants, and 173 (3.35%) associate professors.

Concerning their experience in delivering courses online, the majority of the respondents (i.e., 3,477), or 67.37%, responded they did not have prior experience. Of the 2474 MCT graduate respondents, 32.63% have prior experience in online course delivery. 3,141 (60.86%) responded that they were enrolled in the MCT; the remaining 2,020 (39.14%) were not enrolled in the MCT.



Figure 3. Respondents Academic Rank



Figure 4. Instructors Experience with Delivering an Online Course

Of the respondents, 139 instructors indicated that they have some type of impairment, as summarized in the following table.

Type of Impairment	Freq.
Hearing/auditory	36
Hearing/auditory and mobility	3
Mobility	38
Visual	48
Visual and hearing/auditory	8
Visual, hearing/auditory, and mobility	3
Visual impairment and mobility	3
Total	139

Table 3. Disability information of instructor respondents

However, the data gathered from the human resource departments of the participating universities indicates that there are a total of 136 instructors with disabilities. Is this because the universities do not have proper documentation of the instructors' data, or is this because the respondents did not provide accurate data? This needs to be further explored. The most common type of impairment is visual, followed by mobility and auditory impairment. Some instructors reported having a combination of these impairments. Program implementation will be carefully planned based on this data.

Student population data:

The program's student target is determined based on the assumption that the total population is 800,000. However, the verified data we gathered from the university registrars revealed that the total student population is 579,606. This is lower than the anticipated population. This figure can be justified by the recent decline in the number of students who are admitted to universities. The table below provides a summary of student data.

Total Student Population Data								
Total No. in the uni	Total No. of StudentsTotal students in regularTotal students with disabilitiesin the universitiesprograms (UG + PG)in regular & C/E/D (UG+PG)							sabilities i+PG)
Female	Male	Total	Female	Male	Total	Female	Male	Total
184,482	395,124	579,606	111,905	231,148	343,056	732	1,473	2,205
31.83%	68.17%	100%	32.62%	67.38%	100%	33.20%	66.80%	100%

Table 4. Student population data

From this population, stratified random samples of students have been reached to respond to the online survey. 11,256 students responded. After data cleaning, responses from 11,006 students were retained for analysis. The summary of participants is presented in the following table.

S.N	University	Freq.	S.N	University	Freq.
1	Adama Science and Technology University	638	24	Hawassa University	279
2	Addis Ababa Science and Technology University	107	25	Injibara University	3
3	Addis Ababa University	580	26	Jigjiga University	462
4	Adigrat University	544	27	Jimma University	457
5	Aksum University	303	28	Jinka University	20
6	Ambo University	974	29	Kabri Dahar University	246
7	Arbaminch University	85	30	Kotebe Universityof Education	24
8	Arsi University	1	31	Mattu University	337
9	Assosa University	128	32	Mekdela Amba University	15
10	Bahir Dar University	19	33	Mekelle University	290
11	Bonga University	6	34	Mizan Tepi University	672
12	Borana University	196	35	Oromia University	79
13	Dambi Dollo University	382	36	Salale University	401
14	Debark University	132	37	Samara University	247
15	Debre Berhan University	81	38	University of Gondar	296
16	Debre Markos University	2	39	Wachamo University	90
17	Debre Tabor University	342	40	Werabe University	21
18	Dilla University	176	41	Wolaita Sodo University	2
19	Dire Dawa University	250	42	Woldia University	10
20	Ethiopian Civil Service University	432	43	Wolkite University	212
21	Ethiopian Defence University	32	44	Wollega University	494
22	Gambella University	290	45	Wollega University	362
23	Haramaya University	287			
	Total				11,006

Table 5. Student respondents

Of the 11,006 respondents, 3,100 (28.2%) are females, while 7,906 (71.8%) are males. This proportion somehow reflects the gender proportion of students in the population, which is 32% female. A total of 935 student respondents provided disability information. They have different types of impairments, as summarized in the table.



The student respondents are from different years and areas of study. As described in the chart, second year and fourth-year students are at about equal numbers, representing 29% each. The other batches are also fairly represented in the survey. First-year students were not fully onboard at most universities during the survey; their representation is relatively low as a result.

Figure 5. Students Respondents by Gender



Figure 6. Students Respondents by Year of Study

In terms of year of study, the respondents were from different fields. This was ensured because of the sampling method, which was based on the strata of academic units (i.e., colleges, institutes, schools, etc.) within the universities.



Respondents by Field of Study

Figure 7. Student respondents by field of study



Figure 8. Students Respondents Level





The students are admitted to both the undergraduate and postgraduate programs. However, the majority of them are undergraduate students.

Respondents were in both regular and non-regular programs.

In terms of their participation in the e-SHE courses, most of (9,656) or 87.7% of the participants indicated that they have enrolled in the SSS courses. The rest 12.3% (1,350) of the respondents did not enroll in the e-SHE SSS courses.

Respondents were also requested to state if they have disabilities and the type of impairment. As presented in the table that follows, students with visual impairment are most frequent among students with disabilities followed by those with mobility and auditory impairment. The rest have a combination of two or more of these impairments.



Figure 10. Students Enrollment in e-SHE SSS Courses

Type of Impairment	Frequency
Hearing/auditory	160
Hearing/auditory and mobility	11
Mobility	234
Visual	450
Visual impairment and hearing/auditory	18
Visual, hearing/auditory, and mobility	54
Visual and mobility	8
Total	935

Table 6. Disability information of student respondents

2.3.2 Data Gathering Tools and Data Quality

Two separate tools were developed to gather data from the students and the instructors. These tools have various sections that intend to (1) request the respondent's consent, (2) inform the respondent about the purpose of the study, (3) provide safeguarding of respondent privacy, (4) gather demographic information of the respondent, and (5) gather information on the experiences and views of respondents on the training and expectations of students.

The Instructor Feedback Tool

It is designed to gather feedback from instructors. The items in the tool were developed to help the universities and the e-SHE program team gain insights and make informed decisions on plans and executions.

The tool has three sections: (1) an introduction, which provides information to the participant about the program and the survey, (2) a background information section that contains items that require respondents to provide information about their gender, disability, academic rank, previous experience teaching online courses, and enrollment in the MCT, and (3) the instructor's MCT experience section that intends to gather data on MCT completion status, motivation to continue the MCT training, challenges to start and to complete the training, preferences, motivation, and the instructor's perception of the training benefits and an open-ended question that provides an opportunity to provide any feedback on MCT.

The Students Feedback Tool

This tool is developed to gather data on students' experiences, challenges, and priorities in accessing the e-SHE platform and taking SSS and other courses.

The <u>tool</u> has five sections: (1) introduction, which provides introductory information about the program and the data gathering, (2) background information containing items that request feedback about the participant's background (e.g., university, gender, disability, student's academic program classification, previous experience taking an online course), (3) expectations section that contains items that request students to rate rating their perception (expectations) on their abilities to access work opportunities and their readiness for employment and entrepreneurship, (4) experience in taking the Student Success Suit (SSS) courses that addresses the challenges, motivations, needs, and priorities of students, and (5) overall feedback, which provides the participants a chance to provide any feedback (open-ended) on the program or the SSS courses.

Data Quality

Care has been taken to ensure the quality of the data gathered. Though the surveys were dependent on self-administered questionnaires, some supervisors and assistants worked in a team to draw a random sample of respondents, pass the links to the respondents, assist the respondents in providing explanations if they requested, and increase response rates through continuous follow-up.

The questions were set in a way that respondents gave precise responses to all questions to avoid confusion and overlaps. If a question does not apply to a respondent,

the respondent has an alternative to indicate that. As part of the feedback analysis, data cleaning was conducted to ensure the highest data quality for both student and instructor responses. The raw data consisted of 11,256 student responses and 5,192 instructor responses. After cleaning, 11,006 student responses and 5,161 instructor responses were retained.

The data cleaning process was necessary to remove responses that were incomplete, inconsistent, or irrelevant. This step ensures that the analysis is based on reliable and meaningful feedback, leading to more accurate insights and decision-making. The random selection of respondents and the large number of participants in the survey significantly enhanced the quality of the data used for the study.

The data-gathering tools were first introduced with a few instructors who serve as eLearning directors of participating universities. The data-gathering tools were finally converted into Google Forms to gather responses online. Online surveys reduce the possibility of committing errors during data encoding. The final versions were then published and shared via links distributed to university e-Learning directors, who passed them on to data-gathering supervisors (if the directors do not supervise the data gathering), assistants, and participants.

2.3.3 Data Storage, Analysis, and Sharing

The data gathered through the two survey tools were stored in password-protected folders, and access to the files was granted to only the authorized personnel of the e-SHE team. The links to the online data were also shared only among the Monitoring, Evaluation, and Learning (MERL) team members. Safeguarding and personal data protection principles are critically observed, as these are parts of the code of conduct of the e-SHE team. Ethical standards are integral in the process of data gathering, storage, analysis, and sharing.

The summary of data sets shared regularly with university personnel for status updates and the audience of this report does not include any personal information about the respondents. The email addresses collected automatically through Google Forms, as well as the names of the universities, are securely maintained and not included in our communications. We do provide the data to the respective universities while excluding the respondents' email addresses. Additionally, we do not share data collected from one university with another.

Descriptive and inferential statistical methods were used to analyze the quantitative data, which were predominant in the current surveys. To analyze the qualitative data gathered from the open-ended questions in the surveys, the thematic analysis method was employed. The results are presented in tables and graphics to enhance visualization and improve audience understanding.

2.4 Results

The feedback from both students and instructors provided valuable insights into their experiences with the e-SHE initiative. Student feedback highlights their expectations regarding employment and entrepreneurship, as well as the challenges they face in completing the Student Success Suite (SSS) courses. Instructor feedback, on the other hand, explains their engagement with the Master Class Training (MCT) and the factors influencing their participation and completion rates.

In general, students showed better performance in registering on the e-SHE platform, enrolling in SSS courses, and completing them. However, some universities are not meeting their targets. The feedback from the students reflects the varying contexts of universities. The priorities to better meet user expectations and needs can be extracted from these results.

For instructors, while a significant number enrolled in the MCT, the completion rate remains low at 47.6%. This indicates a need for further analysis to understand the barriers to completion and identify strategies to enhance instructor engagement and success in the training program.

2.4.1 Students' Experience and Feedback

The student survey has two components. The first captures the students' expectations of their abilities to access work opportunities and their perceived readiness for employment and entrepreneurship. The second addresses students' experiences and challenges in taking the Student Success Suit (SSS) courses.

Overall, the performance of students concerning registering on the e-SHE eLearning platform, enrolling in SSS courses, and completing the courses was at acceptable levels. The feedback from them also reflected this. However, some universities are behind the targets. The lessons here can provide them with ideas to revitalize the process and prioritize the needs of the students.

2.4.1.1 Students' expectations of their ability to access work opportunities

The students were asked to rate their expectations on their ability to access work opportunities. This expectation depends on the students' information about the labor market and the possibility for them to be able to access work opportunities that relate to their field of study. Their responses based on the Five-Point-Liker-Scale are summarized in the next chart.



Figure 11. Students expectations of their ability to access work opportunity by year of Study

As indicated in the graph, 4,063 of 11,006 students (36.9% of the respondents) rated their expectations as 5. The second majority of the respondents (i.e., 3,722 students or 33.8%) rated their expectations as 4. In total, those who self-rated their expected abilities as 4 and 5 were 7,785 (70.73%). This indicates that the majority of students have strong expectations that they will be able to access work opportunities. The average score is 3.95.

As students spend more time in universities, their information about the possibilities of accessing work opportunities would be richer as they would be connected to friends who graduated already and are exposed to reality. To check if the proportion of students with high rating expectations decreases as the year of study increases, we filtered the responses based on year of study and found out that of 2,338 respondents (30.03%) are fourth-year students, and 2,151 students (27.6%) are in their second academic year. When compared to the responses of students during the previous year's survey, 34% rated their ability to access work opportunities as 5, while 32% rated it as 4. This year's rating shows a slight increase.

The latest report by the MoE indicates that the graduate employment rate is 58%; which means there is a high rate of unemployment. However, the students' expectations of their ability to access work opportunities are high. This could be attributed to their information on the industry realities.

2.4.1.2 Students' perception of their readiness for employment and entrepreneurship

The students were also asked to rate their readiness for employment entrepreneurship. and The students' rating of their readiness is also high. It is higher than their rating for their expectations of their ability to access work opportunities. The responses are summarized in the following chart. Among a total of 11,006 respondents, 4,911 (44.63%) rated their readiness as 5. Additionally, a significant number of respondents, 3,442 (31.27%), rated their readiness as 4. Overall, 8,353



Figure 12. Students perception of their job readiness by year of study

respondents, representing 75.89%, provided a high rating of 4 or 5. Among these respondents who perceive their readiness as high, fourth year and second-year students took major place, recording 2,450 (29.3%) and 2,385 (28.5%) responses, respectively. The proportion of fourth year students is slightly lower than those who indicated high expectations of accessing work opportunities. Their perceived readiness is lower than their expected ability to access work opportunities.

When compared with the previous year's responses (i.e., 40% of respondents rated 5, 31% of respondents rated 4), the proportion of those who rated their readiness as

5 is relatively higher. The average rating was 3.93, again lower than this year's (4.08 rating). 72.3% of 8,621 students who had exposure to online courses indicated high perceived readiness.

The high perceived readiness for employment and entrepreneurship is not consistent with the general understanding that the graduates lack the skills and knowledge that are needed by the industries. The labor market generally prefers hiring experienced individuals to fresh graduates. This inconsistency would be interpreted as the students' lack of information on the requirements of industries and the required capabilities for entrepreneurship. This indicates the necessity for further investigation to gain more precise insights.

Though a high expectation rate is believed to be associated with the perceived readiness of the student and the availability of work opportunities, it can provide better insights into the quality of education if the satisfaction of employers is also as high. The self-rating of the student expectations and perceived readiness while at school may not reflect the realities. Tracer studies that target both graduates and employers are recommended to provide more comprehensive insights into the effectiveness of universities in producing employable and entrepreneurial graduates. These findings would serve to springboard further investigations and comparisons (triangulations).

2.4.1.3 Students' Experience of SSS Training

As described in the first section of this report, the students in the participating universities have been provided with access to a package of courses called the Student Success Suite (SSS). In addition, additional skilling courses were offered to the students through the e-SHE e-Learning platform. During the year 2024, a total of 176,113 students registered and got access to these courses. However, 169,261 students have enrolled in the SSS courses. Among these students, 144,130 (85%) students have completed an SSS course. With this being the background, the feedback we got from students who participated in the survey is presented here.

Students' experience in SSS course enrollment

Of the students who participated in the survey, 9,656 students (87.7%) responded that they had enrolled in the SSS training. The rest responded that they did not enroll in the courses. The responses of the respondents who did not enroll in the SSS are summarized in the Table.

Response	Frequency
I am not interested	215
I cannot afford the cost of the internet	440
I do not know how to enroll	529
My university does not require this	526
I do not have a smartphone or PC	602
I did not have the information about the training	1311
Total	3623

Table 7. SSS enrollment challenges

The majority of those who did not enroll in the course even do not have information about the course. This implies that these students are in university contexts wherein the agreed-upon SSS training implementation approach is not implemented. The approach we followed was to bring the students to the computer labs so they get technical assistance, access to devices, and access to the internet. However, several students (as indicated in the table) responded to have been challenged by access and skill-related problems. Moreover, students also reflected that the university does not require this training as a requirement. This contradicts the overall direction of the MoE. This implies that these students are from universities that do not take the program implementation activities seriously.

Challenges of students in completing SSS

Though the students made good progress given the time frame within which they were engaged in the SSS courses, it is still important to understand some of the challenges they faced. This can help prioritize their needs in future support plans and implementations.

Students who started the SSS course but did not complete the course responded to the questions as summarized in the next table.

Challenges to Complete SSS	Frequency
I have no time	524
There is a limitation in accessing the internet on the campus (outside the computer labs)	504
I have no personal computer or smartphone to use in taking the course	443
I do not have the necessary skills to go through and complete the course	224
The technical assistance (support) service being provided at the computer lab is not helpful	213
I am not interested in the course	163
The course material is not attractive	97
Total	2168

Table 8. Students' challenges to complete SSS

As indicated in the table, time, internet connectivity, access to devices, lack of basic computer skills, and the quality of services (technical) assistance being provided by the university are the important ones. These challenges mostly imply the need for additional support from the universities. This need should be addressed as per the order of importance indicated in the table.

Students also cited motivation-related factors, such as "I am not interested in the course" and "The course material is not attractive." However, the prevalence of these reasons among respondents is relatively low. As a result, the main challenges that hinder the completion rate of SSS courses are primarily related to university support. To improve student completion rates, universities should adhere to the established implementation strategies designed to assist students in completing SSS courses.

Students' motivation to complete SSS courses

In the previous section discussing the challenges faced by students, only a small number reported a lack of interest and being less drawn to the course materials, which suggests a low level of motivation. However, most students who were asked to reflect on their feelings about the course indicated they would recommend the SSS courses to their friends. The responses are summarized in the chart.

As indicated in the chart, only 1,110 (10.09%) students said they would not recommend the courses to their friends, while the question does not apply to 1,454 respondents as they have not started the training. The rest (76.7%) are confident in recommending the courses to their friends. This indicates the student's perception of the importance of the courses. This is another indicator of whether the students would be motivated to take the courses or not.



Figure 13. Students SSS recommendation

Moreover, the students were requested to rate the quality of the training. The chart below shows a summary of the responses.

Of the 11,006 students who responded to this question, 7,859 (71.4%) rated the quality of the training as 4 or 5.

The responses of the students reflect the overall incredible performance of the program in training the students. Compared to the challenges we had gathered from the students in the previous annual survey, the students raised very few challenges, and the number of students who mentioned these challenges is relatively small.

5000 (42%) 4670 4000 3000 2000 1000 5 4 3 2 1

Figure 14. Students rating of SSS courses

However, though the number of students who reflected on their challenges is small, the issues raised are still very critical. Interestingly, the challenges, in their order of importance, are more or less similar to those that emerged last year. This indicates that the solutions and procedures that were designed based on these challenges are still valid.

2.4.2 Instructors' Experience and Feedback

Instructors from participating universities have been given the opportunity to access a training program called "Master Class Training (MCT)," also known as "Foundations for Excellence in Teaching Online." In 2024, the e-SHE initiative enrolled 17,709 instructors in MCT. Out of those enrolled, 10,291 instructors successfully completed the training. However, the completion rate of 58% is considered low, necessitating an examination of the reasons contributing to this low rate of completion. In the upcoming sections, some insights are discussed.

Instructors' experience in teaching online

The purpose of the MCT is to prepare the instructors for online teaching. The relevance of the training is higher if the instructor does not have prior experience in offering online courses. To understand this, the instructors were required to provide feedback concerning their experience in delivering courses online. The majority of the respondents (i.e., 3,477), or 67.37% of the 5,161, responded that they did not have prior experience. This indicates that the MCT is highly relevant to the instructors.



Figure 15. Instructors prior online teaching experience

2.4.2.1 Instructors' enrollment and completion of MCT

Among the respondents, 3,141 (60.8%) enrolled in the MCT; the remaining 2,020 (39.2%) were not enrolled in the MCT. 2,474 (47.9%) instructors responded that they had completed the training. The overall completion rate (i.e., population rate) is slightly lower than half of those who were enrolled. This indicates a low success rate. To tackle this problem, the reasons behind it must be understood. Moreover, respondents also indicated that they faced challenges in enrolling in MCT.

MCT enrollment challenges

Those who didn't start the training were asked to indicate why. Most of them said they had no information on where and how to get enrolled. The responses are summarized by the table. Most of the instructors who responded not enrolled in MCT claimed they had no information about the training, followed by internet connectivity and device access problems. These barriers could easily be resolved by the universities if they curiously follow up the process.

The challenges that hinder the instructors from enrolling in MCT indicate that the university e-Learning management unit needs to work on communication of the

Response	Frequency
No information	1,133
Internet connectivity problem	943
Access to device	702
Lack of experience	544
Cost of internet	931
Time	814
Access to platform	331
Computer skills	241

Table 9. Challenges to enroll in MCT

opportunity to the instructor community and to look for possibilities of providing working spaces that are equipped with computers and quality internet connections so the instructor can spend time to enroll and continue in the training.

MCT completion challenges and motivation of instructors

As described previously, the MCT completion success rate is low. The reasons that contribute to this could be intrinsic or extrinsic. To gain better insights into this, we have tried to assess whether this has to do with the instructors' motivation or not. Those 923 who did enroll in the MCT but did not complete the training were asked if they would like to continue the training. Of the 853 valid responses, 773 (90.62%) of trainers said yes. Only 80 (9.38%) indicated unwillingness to continue. The following table and chart summarize the responses.

These responses imply that the instructors have extrinsic factors that hamper them from completing the MCT. What are these extrinsic factors? The responses of the instructors concerning the factors that challenge them to complete the MCT are summarized in the table.

Responses	Frequency	Percentage
No	80	9.38%
Yes	773	90.62%
Total	853	

Table 10. Instructor's motivation to continue MCT

These responses imply that the instructors have extrinsic factors that hamper them from completing the MCT. What are these extrinsic factors? The responses of the instructors concerning the factors that challenge them to complete the MCT are summarized in the next chart.



MCT Completion Challenges

Figure 16. Challenges of Instructors to Complete MCT

The instructors were also asked if they would recommend the MCT to others. This implies the confidence they have in or the value they assign to the MCT. The majority of them responded positively. That means if the challenges are fixed, the instructors would commit themselves to completing the MCT. The results are summarized below.

Responses	Frequency	Percentage
Yes	3690	71.5%
No	170	3.3%
NA (not enrolled in the course)	1301	25.2%
Total	5161	100%

Therefore, the reasons emerge that from the instructors' feedback are mostly extrinsic. They are not strongly related to the level of the instructors' motivation. This makes the solution relatively easier. However, the university management should take the list of challenges and tackle them for a better performance in the coming

Table 11. Do you recommend the MCT to your friend ?

year. Therefore, the reasons that emerge from the instructors' feedback are mostly extrinsic. They are not strongly related to the level of the instructors' motivation. This makes the solution relatively easier. However, the university management should take the list of challenges and tackle them for a better performance in the coming year.

Internet connectivity problems, which relate to the accessibility and quality of the Internet service and the cost of the Internet (combined), are the most important challenges for the instructors to continue and complete the MCT. Access to end-user devices and the time allocated for the instructors to work on the MCT are the next critical challenges in their order of importance. The instructors were honest in indicating that their lack of experience in online training was a factor. The insufficiency of support from their respective universities and the trainer (facilitator) also contributed to the challenges. Difficulty in accessing the platform and limited computer skills also emerged as challenges.

Participant instructors further explained that the "time-bound nature of the training" and the overlapping responsibilities of the instructors during the scheduled training were critical challenges. This makes sense. Unless instructors are provided with the time in which they need to complete the training or the time is made more flexible for them to do it in parallel with their regular duties, the completion rate could continue being as low. In the current situation, instructors are required to complete their training within the scheduled time while also managing their regular duties. However, when they encounter time constraints, they naturally prioritize their usual tasks over the training, which may be put on hold. To improve the completion rate, it is beneficial to either allocate specific time for instructors to undertake the MCT or to make the training more flexible or self-paced.

2.4.2.2 Instructors' anticipation of practice changes

The MCT is designed to help the instructors be prepared for teaching online courses. How effective was the MCT in conveying this signal to the trainees was the intent behind asking the instructors if they had an idea about what the MCT would help them do once they completed it. The responses are generally positive, implying the effectiveness of the training in capturing the necessary content that addresses the learning outcomes. The responses are summarized below.



Anticipated Practice Change

Figure 17. Challenges of Instructors to Complete MCT

As indicated above, only a few of them had any idea. The majority expect to be able to change their teaching practices. Developing digital course content, delivering an online course, and searching for an open educational digital source to adapt to their course were followed in order of importance. These three are manifestations of teaching practice change. Generally, the expectations of the instructors after taking the MCT are aligned with the e-SHE program's intention.

2.4.2.3 Overall feedback from instructors

The instructors were asked to provide their overall feedback (open-ended). Most of them provided positive feedback and unanimously expressed their appreciation and the usefulness of the training for them as instructors. Some raised issues to be considered.

Among the issues, flexibility in training time and the support for the instructors during the pre-registration time (for example, in getting institutional email, activating the email, and getting registered in the e-SHE platform) were common ones. In relation to this support, some recommended providing training for the IT support staff so the university will be able to provide enough technical support.

The flexibility of time stands out as critical as it also relates to the MCT completion rate of instructors. The training is provided within a prespecified training schedule. If the trainee has to do some other university responsibilities and crosses the final dates, then there will be no chance for that instructor to resume the training on a later day. Because of this, many instructors may face difficulty in completing the training, though they are interested in doing so. Logically, they recommend the MCT to be a self-paced training instead of being time-bound.

The other way for the instructors to be able to complete the MCT could be to get support from the university. The university may either schedule the training for the instructors based on their workloads or reduce workloads during the training.

2.4.3 Implications for Program Implementation

The feedback from students and instructors helped us gain important insights into how best their needs and priorities can be served as we go forward.

The official data we gathered about the population of students and instructors were critical inputs for the program planning process. Each university can now plan to reach the remaining students and instructors by calculating the difference between population size and year-to-date outreach performance and setting better targets. Besides, the data has gender and disability disaggregation per university. Program implementation should be geared toward addressing the needs of these varying groups through inclusive approaches.

The universities can get data specific to their contexts that more precisely describe the needs and priorities of instructors and students. Other partners of the program can get recent evidence on the realities across the universities. These ultimately lead to more informed decisions that prescribe more precise actions that address needs and priorities.

As emerged from the data gathered and analyzed, the universities that did not execute student and instructor training as per the harmonized plan and through an institutionalized process with strong top management support still exposed their student and instructor populations to similar barriers that were identified last year and fixed in other universities that followed the prescribed approaches. It is, therefore, time for those universities to quickly adopt the tested approaches and reach their student and instructor populations.

Both students and instructors appreciate the quality and usefulness of the training being provided for them through this program. Apart from the barriers to accessing the training opportunities and completing the training, there appears to be no series of issues to consider to improve the content of the training material. However, instructors emphasize that the MCT training requires time for the instructors to complete within the schedule, or the schedule should be flexible so they will continue and complete the training at their own pace.

Most instructors are aware of the expectations to change teaching practices once they complete the MCT. However, the institutional readiness, especially with respect to making digital course content available, is still behind the expected level for the instructors to immediately start changing their teaching approach. This will inevitably affect the student's ability to be exposed to a new learning experience.

As the majority of students in the regular (on-campus) programs will be reached through the SSS, the students in the other categories should be given attention. Especially those who do not have access to the university facilities (e.g., computer labs and technical assistance) will be challenged more. The universities should start devising a better strategy for reaching such students. This is the ultimate state each university must attain, as the purpose of introducing eLearning is more of making education accessible to those in the off-campus program than to those who are on campus. These students will likely face more challenges with internet connectivity and access to devices.

Based on these conclusions, partners of this program are expected to make decisions, implement actions, and monitor the results. A harmonized and institutionalized approach is anticipated to be more effective. Besides, a few issues are identified for each partner hereunder.

The Ministry of Education



We expect the ministry to continue as committed as it was in previous years. Specifically, the ministry can play a decisive role in taking reinforcements on universities that did not take sufficient actions and achieve results as prescribed by the ministry. In these universities, challenges that were identified in the previous year and solutions that facing the instructors and students. If corrective

actions facing the instructors facing the instructors and students. If corrective actions are not taken based on performance evaluation, the overall program targets may be missed. Moreover, the Ministry can positively were prescribed are still influence by directing the universities to mainstream Student Success Suit (SSS) and Master Class (MCT) training. The drive to achieve the institutional targets of SSS and MCT should be institutional.

The Foundation



The participant instructors and students have expectations to engage in changed teaching and learning practices and experiences. The number of trained students and instructors will even be increased at an increasing rate as we move forward. However, the fact that this initiative has brought tremendous changes that had never been experienced, universities still need further support to step into a state that sustainably carries out a changed teaching and learning that

prepares the youth graduates for work and entrepreneurship.

Strategies and policies that support the introduction of a changed teaching and learning, the establishment of multimedia production studios, the access to learning management system (an e-Learning platform), and the training of students and instructors in how to use the platform can turn into a sustainable impact if the universities have their digital content development crews exposed to the practice of producing standardized digital course content and making it accessible to the students through the e-Learning platform. This practice is new to participating in universities.

We have observed that none of the universities are ready to start this practice because of the lack of practical experience and gaps in financing some of the critical activities as these items are not in their budget line. These facts manifest the need for additional support. The Foundation can play a significant role in this regard by providing additional support for digital content production and instructor development to realize the higherorder results (system changes). Further justification of the need for additional support is detailed in Part I of this report.

Arizona State University



The university has made significant contributions in training instructors and students, as well as in providing access to the e-Learning platform. However, despite having reached a critical mass in terms of trained instructors and students, we will not

produce employable graduates unless universities offer students a different learning experience that effectively utilizes technology. ASU has established expertise in online teaching, which likely includes the development of digital course content. The support that ASU provides in terms of helping instructors exposed to the practice of digital course content development and designing industry-aligned programs is invaluable. This contribution is essential for ensuring the sustainability of the program's impact.

Universities

The participating universities are expected to take strategic decisions and actions to realize an effective shift into a demand-driven approach (from the conventional supplydriven approach), change their teaching-learning systems, and count on their success based on the number of graduates in work and entrepreneurship. The year ahead is the high time to start taking these shifts. Specifically, the universities are required to take concrete steps toward digital course content production and institutionalization. The upcoming groups of lists of key actions are recommended to be taken by universities for successful university-led implementation.

A. Institutionalization (Action Item)

- 1. University top management (President, AVP, ...) discussed and endorsed e-SHE implementation as a strategic initiative.
- 2. The university organized e-SHE awareness creation discussions (fora) for faculty, staff, and students
- 3. The university established a university-level e-SHE implementation steering team and assigned members.
- 4. The university's top management gave guidelines and directions to the steering team for developing a university e-Learning implementation plan.
- 5. The university staffed the e-Learning Management Unit (eLMU) with a director, a coordinator, and other professionals as needed.
- 6. The university staffed the e-Learning Resource Center with the personnel required for digital content production.
- 7. The university allocated the required budget for e-Learning management units and resource centers.
- 8. The university incorporated e-SHE implementation-related activities into the university's annual plans.
- 9. The university integrated Student Success Suite (SSS) training into the academic program scheduling and management system.
- 10. The university integrated Master Class Training (MCT) into the university's Continuous Professional Development (CPD) strategy (plan).
- 11. The university developed detailed procedures and schedules for onboarding instructors into online teaching (MCT, digital content creation, how to build on OpenEdx, blended & online course offerings, etc.).
- 12. The university developed policies and strategies for online and blended course development and offerings.
- 13. The university set up mechanisms for workload management and incentives for instructors who will be deployed in content creation and peer learning mentorship.
- 14. The university developed a structured process for onboarding students into online learning (SSS, credit/non-credit-bearing courses).
- 15. The university adjusted its Senate Legislation to support online teaching, compliance with national and international quality standards, accreditation requirements, industry-aligned programs, graduate employability, and instructor incentives.
- 16. The university established provisional guidelines for e-SHE implementation until policies are adopted (SSS integration, instructor training, online teaching).

- 17. The university ensured top leadership, and the e-Learning management unit oversaw enforcement, institutionalization, and necessary interventions to change teaching practice.
- 18. The university provided policies and guidelines to ensure compliance with national and international quality standards and accreditation.
- 19. The university sets targets and procedures for national and international academic program accreditation, compliance, and program quality management.
- 20. The university developed monitoring systems for compliance with accreditation standards.
- 21. The university implemented a graduate employability tracking system to refine programs and meet employability targets
- 22. The university established policies for academic staff career development and incentives based on development stages and One-One-One performance.
- 23. The university set policies, standards, strategies, procedures, and bylaws for enhancing graduate employability, offering career-based courses (microcredentials), and launching demand-driven education

Digital Content Creation for Blended Learning

- 1. The academic units in the university selected champion instructors from each academic program through the One-One-One approach
- 2. Academic units and the eLMU verified that champion instructors completed MCT; and provided fast-track training where necessary
- 3. Academic units engaged MCT-certified instructors in Stage One of the four-stage instructor development approach (the online instructor's development pipeline model) and continued the process for the remaining four stages
- 4. The academic units regularly assess instructors' course-offering capabilities and promote high performers to mentorship roles
- 5. Academic units established peer-to-peer learning groups in each academic unit
- 6. Academic units continue through the One-One-One training cycle until a critical mass of instructors are fully capable. (The number of instructors per batch per program can be greater than 1 if attainable.)
- 7. The university enforces quality standards for blended course digital content and delivery to ensure continuous improvement and compliance
- 8. The university certifies the instructors upon successful completion of the four stages in the online instructor development

Fully Online Program Launch

- 1. The university identified strategic priorities for selecting fully online programs.
- 2. The university selected online programs based on business strategies and university competencies.
- 3. The university prepared detailed business and project plans and ranked programs for launch.
- 4. The university allocated resources and assigned course development teams.
- 5. University management deploys course development teams and oversees course development and quality assurance.
- 6. Expert reviews are conducted to ensure course quality and accreditation readiness for each newly developed digital course content.

- 7. The university approves newly designed and developed online programs
- 8. The university submitted accreditation applications for developed programs.
- 9. The university launched accredited online programs.

Teaching Practice Change

- 1. The university's top management endorsed and organized awareness workshops for instructors.
- 2. The e-Learning director ensures teaching practice changes align with institutionalization policies.
- 3. Top management ensures that deans and directors take responsibility for leading teaching changes.
- 4. Academic units identified programs, courses, and instructors per course.
- 5. Instructors assigned to blended courses should complete Master Class Training (MCT).
- 6. The academic unit oversees course offerings and gets instructors to complete One-One-One stages.
- 7. The academic unit certifies instructors upon completion of each stage of the One-One-One process.
- 8. The academic unit scales up teaching practice changes for all staff and secures a critical mass of digital content developers.





























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