

# University E-learning Strategic Plan (2023-2025)

## *Introduction*

The Kordofan University, Sudan, hereafter referred to as the University, has set in place processes and structures to roll out electronic learning in support of ongoing face to face teaching and learning within the University. In this light, the University is establishing a two year strategic plan to act as a roadmap to determine the activities that will be carried out to roll out an effective eLearning program.

An effective eLearning implementation must focus on achieving overall integration with the way teaching and learning is carried out at the University. It must become part and parcel of the University's culture thus transforming into a value brand to the University which distinguishes it from others and guarantees sustainability through independence in financing plus sustainable revenue generation to the University. A properly implemented eLearning project must make business sense to the University and must become an integral part of how the University works. This will only be possible with the implementation of a well thought out strategic plan, coupled with the allocation of appropriate resources and unwavering supervision to align the eLearning function to the objectives and strategic outputs of the University. If this is not carried out then the eLearning project implementation will become a costly venture that may or may not meet any value or revenue addition strategic objectives.

The University certainly recognizes the potential and opportunities that eLearning will present to it. It will be taken that the University would like to transform its eLearning programme into a vibrant, exciting, revenue generating, value adding mode of teaching and learning that will not only serve to add onto its outreach but meet its national objectives as specified in various nationwide policies and strategies especially scaling to meet the objective of access to education

---

**STRATEGIC PLAN**

**2023 - 2025**

---

Strategic Plan for the Implementation of eLearning within the University of Kordofan, Sudan for all.

An effective eLearning process will lead to the desired change outlined above. For the above to be achievable, several pillars must be in place. This is illustrated in the chart below:

### Key elements of effective culture change



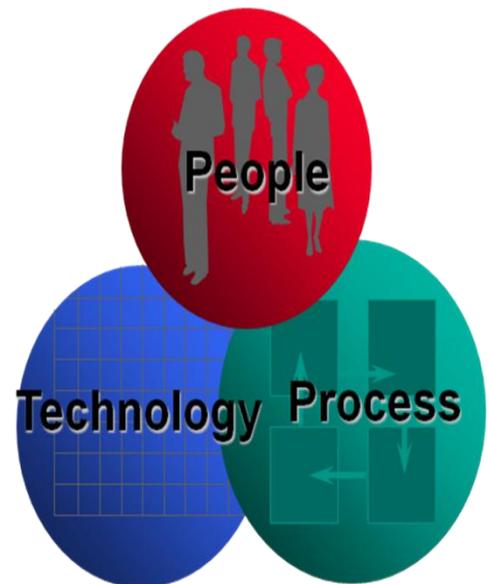
This plan takes into account top management view of what an appropriate eLearning function should be for the University. This provides the vision part of the pillars required for effective change at the University as it relates to eLearning. It is important that senior management is involved in the implementation and monitoring of this vision. Each and every department within the University is engaged to breakdown the overall vision to departmental action plans and strategies that are aligned to the achievement of the vision specified by senior University management. This vision will be translated into an action plan for the whole University and for individual departments.

### Strategic planning methodology

The eLearning action plan addresses the interplay of three major dynamics, namely:

1. Competencies and interests of Kordofan University people
2. Processes that the people are responsible for and especially the management effort and support to ICT function demonstrated in the establishment of appropriate organizational structures with sufficient budget allocations; and
3. The Technology platform that should be aligned to the strategic business objectives of the University.

These dynamics provide a good framework for addressing the requirements of the University. In the development of this plan the following is to be performed:



1. **Performance of a Current Status Assessment:** This requires the performance of a current state assessment of progress made to date considering activities undertaken as they relate to the use of technology at the University. In carrying out a current state assessment, the following was performed:

- Assessment of the adequacy of network accessories (routers, switches, local area network speed, air conditioning systems) for teaching and learning, LAN and WAN infrastructure, wireless network, interrupted power supply, network security, software applications and end user computing, staff to computer ratios and assessment of existing usage of the eLearning platform and other collaboration and groupware systems.
- Evaluation of the ICT management function and its capacity to meet existing and future demands generated by the eLearning implementation. Existing policy frameworks and their adequacy in the management of the eLearning function were evaluated, organisation of the eLearning function, general usage of ICT at the university wide level and at faculty level, usage of ICT at the classroom and assessment of the usage of ICT in research, collaboration and assessment. Existing library e-Resources have been mapped and consideration to expand this resource to be taken into account.
- Review of structures being used to initiate, manage and monitor ICT projects and initiatives, budgeting of the eLearning and ICT function, funding of the eLearning/ICT budget and successful eLearning projects, established eLearning or educational technologies units and existing policies to encourage the acquisition of computing resources for both staff and students.

2. **Bench Marking:** Benchmarking is the continuous, systematic search for, and implementation of, best practices which lead to superior performance. Benchmarks are performance measures (How many? How quickly? How high? How low?) Driven by action related to discovering specific practices responsible for high performance, understanding how these practices work, and adapting and applying them to Kordofan University environment. Benchmarking is the practice of being humble enough to admit that someone else is better at something and wise enough to try and learn to match and even surpass them at it. The overall aim of benchmarking was to provide a standard by which to measure the University's organization. Benchmarking and current state assessment provided a variety of benefits including:

- Best Practice in similar environments
- Developing awareness of what is well done internally
- Helping to identify key areas in need of improvement

- Encouraging the development of an external focus, thus allowing threats to be recognized and overcome
- Assisting in setting credible targets
- Building on the success of others rather than continuously 'reinventing the wheel'

3. **Defining of Future State:** Through the previous two (2) activities, it was possible to define a future state that is acceptable to the University. The plan served to address the barriers of change and design various ways to overcome the barriers in order to reach a desired future state. This activity sought to specify specific action to be taken to overcome the change barriers as they relate to people, processes and technology. The future state addressed some of the issues below:

- eLearning program outreach for example determining the student population in the next 2 years in the eLearning program
- Stakeholder's satisfaction considering the program effectiveness and accessibility. Issues to be considered here are level of pass rates, completion rates, performance monitoring and accessibility and flexibility e.g. the availability of relevant online courses with interactive content)
- Expected return on investment. In ensuring that there is an acceptable return on investment consideration must be placed on installation (making sure it works), implementation (making sure it is used) and integration (making sure it is invincible and main streamed).
- Marketing and Human resource requirements: It will be very important to undertake marketing efforts both internally and externally to build awareness and student engagement (internally) and valuable brand image (externally) that works to the benefit of all stakeholders. Appropriate capacity building should be undertaken to all professionals required to get the project underway. An appropriate organisational structure has been designed to meet the requirements of the University.

This strategic plan has defined the vision through the elaborate definition of strategic objectives which sprout into key strategic activities to be performed e.g. what to be done in the area of content, infrastructure, capacity development, organizational architecture, learner support, organizational policy and expected challenges and the definition of strategic interventions to overcome challenges. It stipulates activities to be performed in the following areas:

- **People activities:** This defined the organizational structure, its host department and reporting guidelines, co-ordination of the elearning function, skills requirements, recruitment procedures, training and retention, performance monitoring and evaluation

among other activities that will be defined in the joint sessions with senior management, heads of departments and sections.

- **Processes Activities:** What will be undertaken to ensure Learner support, examination and assessments, instructional design process including quality assurance and library services among others. Process areas will include content development, student participation, attitudes management, marketing of courses and licensing considerations among others.
- **Technology Activities:** This involved the determination of requirements for end user computing, campus wide computing and use of open source technologies among other issues mentioned in the sections above. It also involved answering questions related to technology hosting, collocation or outsourcing of certain ICT functions (Guaranteeing Availability, Confidentiality and Integrity of the University’s data). It considered the option of determining whether to adopt Open Source, Hybrid or Proprietary software applications and the implementation support that technical people may require. ICT considered the implementation of various services including Directory Services & Networking Services, Email & Internet Gateway Services, File storage servers and Database Systems, ICT Security Systems, Printing Services and server and desktop applications.
- Development of Budgets and Implementation Plans with appropriate timelines

### Current status analysis

A SWOT analysis was performed for the entire University and it is summarised in the table below:

<b>Strengths</b>	<b>Weaknesses</b>
<ol style="list-style-type: none"> <li>1. Appropriate ICT Platform – Email and web services</li> <li>2. Highly committed and qualified staff</li> <li>3. Supportive university community</li> <li>4. Sustainable power supply</li> <li>5. Support from senior management</li> <li>6. Existing collaboration – internally and externally</li> <li>7. Good administration – harmony in the university</li> <li>8. Existing basic infrastructure</li> <li>9. Support Departments – ICT and Computer Science</li> <li>10. Existing partnerships with the private sector</li> </ol>	<ul style="list-style-type: none"> <li>– Low budget allocated for ICT activities</li> <li>– Language barrier between students and the e-resource portals</li> <li>– Attraction of qualified ICT personnel to support defragmented campuses of the university</li> <li>– Teaching culture / pedagogy does not encourage students to find information on their own</li> <li>– No separate unit for the e-learning initiatives</li> <li>– Shortage in the capacity building programs for staff and students – especially in short courses for e-learning / ICT / information literacy</li> </ul>

<ol style="list-style-type: none"> <li>11. Industry recognition of the Kordofan University graduates</li> <li>12. Membership to the Sudanese University Network – allowing tapping to technical and financial resources</li> <li>13. SudREN/Shams membership</li> <li>14. Existing e-learning practices</li> <li>15. Two faculties have student access to own computing resources</li> <li>16. University facilitates staff to acquire own computing resources</li> <li>17. Existing budgets for ICT activities</li> <li>18. Electronic registration of students</li> <li>19. Existence of E-library</li> <li>20. Virtual laboratory</li> </ol>	<ul style="list-style-type: none"> <li>– Limited ICT supportive staff</li> <li>– Limited training opportunities for ICT supportive staff</li> <li>– Limited access to e-journals</li> <li>– Meager sharing of university publications on the website</li> <li>– Vision and mission for e-learning are not yet figured out</li> <li>– Limited download capacity</li> </ul>
<p><b>Opportunities</b></p>	<p><b>Threats</b></p>
<ol style="list-style-type: none"> <li>1. National Infrastructure / Connectivity Project – SudREN</li> <li>2. Relatively cheap internet costs – 1 Sudanese pound per day</li> <li>3. Online conferencing via SudREN</li> <li>4. Growing understanding / awareness about the relevance of e-learning</li> <li>5. Increased demand for Kordofan University academic programs</li> <li>6. Potential to get support from international organizations – e.g. HINARI funded by WHO</li> <li>7. Wide opportunities for National, regional &amp; international networking</li> <li>8. New upcoming Sudanese Universities E-Library</li> <li>9. Open Source Software</li> </ol>	<ul style="list-style-type: none"> <li>– Loss (Brain Drain) of qualified staff</li> <li>– Expected shift to attach universities from federal govt. financial support to regional support</li> <li>– Sanction treaty – affecting access to online resources</li> <li>– Use of pirated software</li> <li>– Conflict of Interest in relation to original software</li> <li>– Emergence of private universities and colleges</li> <li>– Technical shortcomings</li> </ul>

**The Current progress, as at first June 2023, to be undertaken by the University VC is summarized as follows:**

- The establishment of an ICT support function with 4 members of staff
- Appointment of e-learning committee
- A number of ongoing electronic learning initiatives
- Establishment of labs
- Ongoing departmental specific eLearning initiatives in the University
- Budget for ICT activities is to be included within 2023, 2024, 2025 budgetary planning
- E-registration of students

- Establishment of E-library
- Virtual laboratory
- Establishment of Central Examination Unit

The next consideration is the state of the infrastructure and acquisition of organization and academic staff computers.

### **Infrastructure**

The University has good computer network connecting laboratories and staff to the internet through the local area network and wireless access. The Internet access uses multiple 2Mbps shared and dedicated connections the University LAN.

The students have not been allocated institutionally, but the University has an internet domain. The staff can be given the institutional emails for communication.

### **Staff Computers**

Virtually, all staff members acquired their own laptops whereas; others have desktop. The University has facilitated staff to acquire computing resources.

### **Students:**

Though there is no measure for students who have acquired PC, their number is steadily growing, especially in faculties of applied sciences.

### ***Vision and mission and strategic objectives***

The starting reference point for a strategic plan is the Vision and mission of the University.

#### **The vision statement was specified as follows:**

Towards an electronic, well equipped, modern university, a model e-learning university in order to be a centre of excellence in e-learning practices in Sudan.

#### **The mission statement was specified as follows:**

To identify, transfer, document and authenticate academic knowledge through efficient e-learning technology to obtain the skilled graduate, and to provide accessible, flexible, timely, interactive, quality and affordable technology-mediated learning.

### ***The future state and strategic objectives***

The desired future state was captured by the strategic objectives and was broken down into corresponding quantifiable components. The following were deliberated upon in the strategic planning workshop and agreed upon as desired objectives to map out the direction and the desired state of eLearning in the University.

1. **Outreach:** It was agreed that the eLearning program will be used to support existing face to face learning for the next two years after that it was agreed that the University will consider to roll out a distance learning program supported by eLearning.
2. **Accessibility and Flexibility:** To provide relevant online presence through good infrastructure, interactive content packaged in different accessible form and powerful web portal.
3. **Technology:** To use technology and support services so that learners will have high reliability services in terms of adequate bandwidth and adequate and seamless hosting of content without down-time while being highly interactive.
4. **Capacity Building:** of academic staff in e-learning and related skills.
5. **Teaching and learning:** by developing selected teaching modules in digital format, and to provide virtual online interactive content packaged in different forms and simulated lab environments.

### ***Strategic level activities, challenges and strategies***

The strategic plan will revolve around the strategic objectives. These may be discussed by considering the objectives that quantify the measurable parameters that can help to monitor and measure the performance of the eLearning function programme. The breakdown of the strategic objectives in terms of these parameters is shown in Table below.

**Table 1. Breakdown of the Strategic Objectives**

<b>SLO</b>	<b>Measurable parameters</b>
1	Outreach
2	Accessibility and Flexibility
3	Technology
4	Capacity Building
5	Teaching and learning

The key activities that shall be undertaken to achieve the strategic level objectives, classified under different sub-areas, are:

### **Content**

- To develop quality interactive content.
- To make access to content using web portal or CD ROMs that are easily accessible to learners in remote areas.
- To continuous update and improve the quality of content to meet learner's quality needs.
- To provide suitable delivery media for different categories of learners: CDs, DVDs, electronic form (videos, audio)

### **Infrastructure**

- To provide content through reliable Infrastructure with sufficient bandwidth.
- To provide flexible access through computers, workshops and learning centres.
- To set up reliable web portal or online services.

### **Capacity Development**

- To train staff on eLearning and to do student orientation and support learners support services.
- To develop human capacity development required to give all the required services.
- To put in place quality control mechanisms or ensuring quality assurance of processes (content, delivery and other services).

### **Learners**

- To create monitoring system that ensures that course time schedules are always met.
- To sensitize or induct students to use electronic content, the learning platform and other electronic resources.
- To provide OPEN education to the target market of youth and adult learners.

## **Department**

- To facilitate staff so that they offer timely and quality support services to learners.
- To create a good monitoring and evaluation system for the eLearning processes.
- To design and improve the curriculum to meet the target markets.

## **Organization and policy**

- To recruit and retain suitably qualified and skilled workforce

## **Expected challenges**

The expected challenges in the implementation of the strategic activities are:

### **Content**

- i) Lack of qualified human capacity to provide quality assurance of content
- ii) Security of content and copy right issues.
- iii) Financial constraints related to maintenance and renewal of content tools
- iv) Sustainability of updating and improving the quality of content

### **Infrastructure and Technology**

- v) Lack of infrastructure and electricity in remote areas
- vi) Negative attitudes of learners and lecturers
- vii) Dynamic change in technology which requires continuous capacity development.

### **Human Capacity**

- viii) Heavy Lecturer's work load to carry out the various duties.
- ix) Difficulty of retaining highly skilled workforce
- x) Weak partnerships in elearning
- xi) The need for continuous training and retooling of workforce

### **Learners**

- xii) Low level reading culture of learners in Sudan.
- xiii) Difficulties face learners to meet the cost of learning.

xiv) Social obligations for learners

xv) Language barrier

### **Organization and Policy**

xvi) Development of e-learning content

xvii) Financing of the eLearning program.

xviii) Policy implementation

xix) Policy framework in Government and other external stakeholders.

xx) Access to education for learners in remote areas.

xxi) Monitoring and evaluation

xxii) Quality control and Quality assurance

xxiii) Encouragement and Motivation

## ***Strategic interventions to overcome the challenges***

The strategic interventions required to overcome the challenges are:

### **People**

- i) To set up an elearning centre and to host it within the University with appropriate management.
- ii) Continuous training and retooling of staff in terms of English language and e-learning
- iii) To create continuous motivation and reward system.
- iv) To create an inspiring culture for innovation and continuous improvement of content and services.

### **Content and Technology**

- v) Brand the Kordofan eLearning as high quality product that exceeds customer expectations.
- vi) Use scalable technology so that new technology can be easily accommodated.
- vii) Use of research and development.

### **Policy**

- viii) Use existing internal capacity within Kordofan University
- ix) Continuous monitoring and evaluation.
- x) Seek alumni support in creating a continuous professional development culture.

## **STRATEGIC PLAN**

### ***Organization structure***

The organization structure considered the following criteria with the aim to achieve the strategic objectives. This considered the following set of questions:

- i) Should the eLearning function be setup as a unit, department, faculty, school or centre?
- ii) Should the unit be autonomous?
- iii) What are the Key functional units?
- iv) How does the unit relate to other faculties and organization units?
- v) What skills are required to implement the eLearning programme?
- vi) How do we source and get the required human resource and capacity?
- vii) What performance measures should be put in place, how, when and by whom?

## ***Organization Set up***

The key functional units were identified as:

- i) home for the eLearning function which shall initially be hosted and supervised by the VC
- ii) student support desk,
- iii) programme coordination,
- iv) ICT support services,
- v) Library support services.

## **Coordination**

The eLearning function shall:

- i) Be setup as a unit initially operating under the VC.
- ii) be coordinators of programmes who shall own the students and to liaise between the unit and faculties
- iii) The programmes shall be supported by other departments by having lecturers teaching using the eLearning courses developed.
- iv) Be supported by functional units such as faculties, Finance, Human resource and the marketing divisions.

## **Skills**

The required key skills sets are;

- i) Academic or subject experts
- ii) Instruction designers
- iii) ICT technical support services: software dev, programmers, graphics design, multimedia
- iv) Learner support staff
- v) Marketing

## **Recruitment, training and Retention**

In order to get the required human capacity it is necessary to:

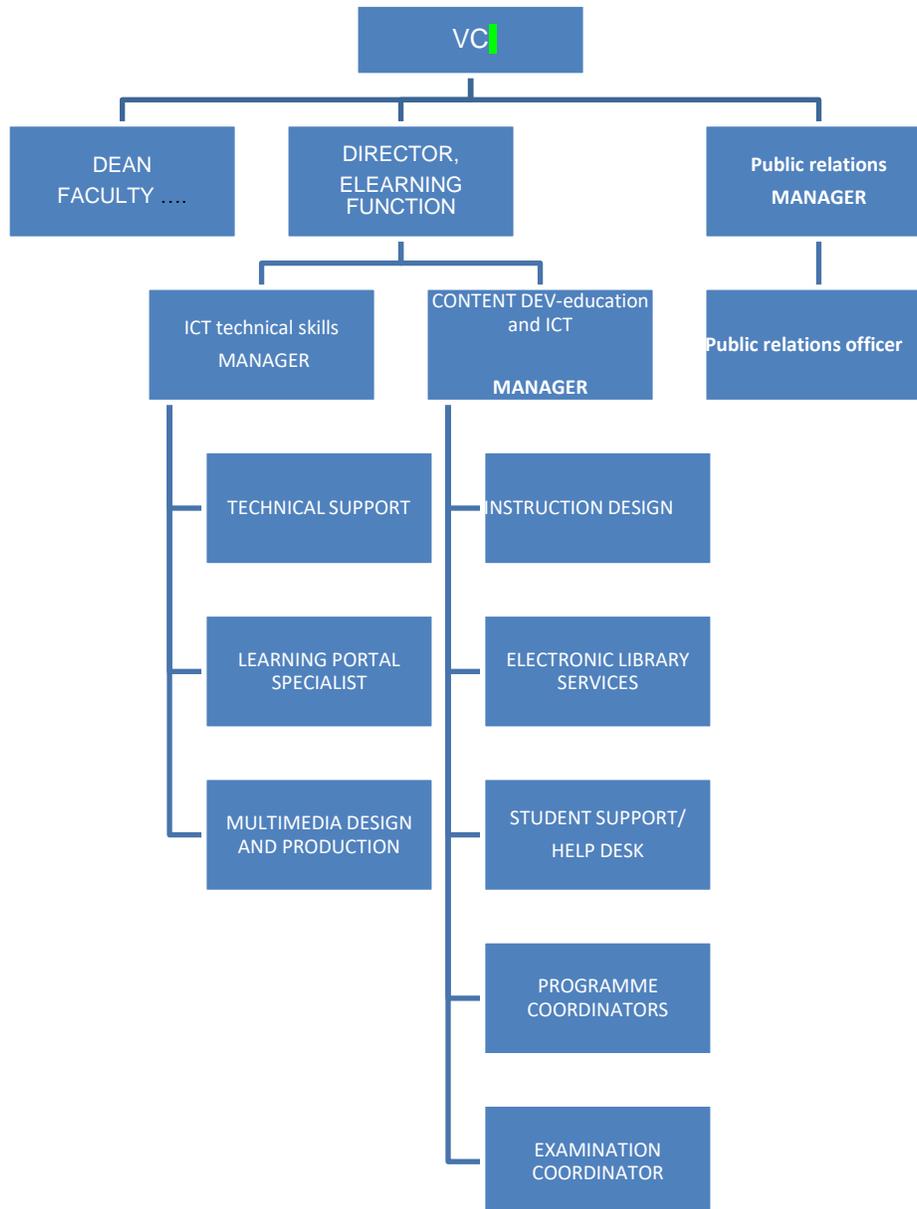
- i) Identify the required set of skills to support the eLearning function,
- ii) Recruit the right skilled personnel at the right time
- iii) Create a reward system to recruited skilled personnel by appropriate incentive system.

## **Performance Monitoring and Evaluation**

In order to monitor the performance of the eLearning function in line with the strategic objectives, it is necessary to have a quality Assurance unit to set benchmarks to monitor and evaluate the performance of the eLearning function.

The organization structure that was discussed and agreed upon in the workshop is shown in Chart1.

**Chart 1: Organization Structure for the eLearning function**



***The organizational structure of the elearning function***

The eLearning function shall work as an independent unit under the DVC (AA) and shall work without conflict with the existing structures in the University. It shall work in harmony with

other departments and faculties and other units in the University such as human resource and marketing.

The eLearning function shall have two main Divisions:

- i) The technology function
- ii) The Content Development function

### ***The eLearning function Technology function***

The Technology function shall be handling all the ICT requirements for the Distance learning starting from the learning portal, technical support, multimedia design services and the production of electronic content in suitable packaged form such as CD ROMs. The various units included in this centre are discussed here below.

#### **Technical support services**

The technical support services provide the learner with the services that ensure that the learner can effectively use technology in learning so that technology does not become an impediment to learning.

#### **Multimedia Design and Production**

The multimedia laboratory shall be a centre for doping research and testing of the technologies that will be used for digital content technologies.

The production unit shall be charged with the responsibility of producing electronic content in suitable electronic media such as CDROMs, DVDs video clips and streamed audio and video.

### ***eLearning Content Development Function***

The eLearning content development function shall be in charge of coordination the content development and the coordination of eLearning programs. The main functional units are the content development with authors in different department to ensure that they meet the quality standards and the different distance student services.

#### **Student Support Services**

The student support Desk shall be charged with the responsibility of handling all communications with the learners and either assisting them or channelling them to suitable people who can effectively help them. This is intended to create a seamless help service to all learners.

#### **Examinations Coordination Services**

The Central examination unit shall be dealing with the examination issues dealing with the distance learners and working together with the University examination officer.

### **Programme Coordinators**

The programme coordinators are the people charged with the responsibility of each programme. They guide the students and the lecturers involved with the distance learning students. They also coordinate with the mother departments who own a particular programme.

### **Instruction Design**

The Instruction design shall be charged with the responsibility of organizing the content into a suitable pedagogical framework for all eLearning function courses. The instruction designer will liaise with authors in other departments and shall advise them on the best way to handle the content in line with the best practices.

### **Library services**

The library services will support the learners to access and use the library resources to make sure that the learners have equitable access to all library resources in the Kordofan library and other resources in the internet.

### ***Strategic processes to be implemented***

The processes were broken down under the following areas:

- i) Content
- ii) Student
- iii) Lecturer
- iv) Departments
- v) management

- **Content:** The content processes deal with content development, the review, the quality assurance.
- **Student:** The student processes deal with the design of services required by students enrolled on the distance learning programmes to ensure they get value for money.
- **Lecturer:** The lecturer processes deal with the development of content, continuous upgrade of content and the delivery of the content.
- **Department:** The Departmental [processes deal with quality control of the products and services given to the distance learning students.
- **Management:** The management processes deal with the facilitation of the departments to smoothly deliver the services by providing the necessary support from marketing, finance and other units in the University.

All the different activities, and challenges and strategic interventions are for the process specific areas are summarized in the table below:

**Table 3. Process Activities, Challenges and Strategies**

Process Areas	SL O	Objectives/ Parameters	Activities	Challenges	Strategic Intervention
Content	1,3, 4	Outreach, technology, capacity building	Media for transfer, hardware & software provision, training & learning	Provision of finance, changing attitudes, political sanctions, technical difficulties	Collaboration with relevant institutions, networking
Student	1,2, 5	Outreach, accessibility & flexibility, teaching & learning	Computing resources, Design of services, Media for transfer, marketing	Installation of service points, Provision of services and means of transfer, housing infrastructures	Confer facilitation on departments to deliver services
Lecturer	3,4	Technology, capacity building	Training, networking	Computing resources, high calibre, changing attitudes, social obligations	Support staff for financial, morale and social status

Dept	2,4,5	Accessibility & flexibility, capacity building, teaching & learning	Training, installation of services, networking	Computing resources, consistent connectivity	Provision of computing resources and raising the bandwidth of connectivity
Management	3,4,5	Technology, capacity building, teaching & learning	Training, development of work staff skills, multimedia development	Design of multimedia, monitoring and evaluation, lack of strategic plans, lack of action plan	Capacity building for working staff, need-driven activities, baseline research

## ***TECHNOLOGY***

The Technology component considered the following areas of concern:

- i) **Policy Issues:** What are the policy issues in quality provision of eLearning function?
- ii) **End-user computing:** What the cost effective end-user requirements?
- iii) **Enterprise computing:** What are the required and effective organization infrastructure and computing services?
- iv) **In-house capacity:** What are in-house capacities that can be utilized in eLearning function?
- v) **Integration:** How does the existing structures and technology work together?

### **Policy Issues**

The policy issues considered the following areas:

- i) **Use of print or electronic media for learners:** That the university shall use only electronic form of content to break away from the tyranny of the past and set the trend for electronic learning.
- ii) **Licensing for the content to other users:** That the university should consider the use of creative commons licensing scheme.
- iii) **Create in-house resources or outsource hosting:** That the University should consider hosting of the content and the platform using out-source services which are much more cost effective.
- iv) **Development of ICT skills:** The required skills should be acquired and the people trained to handle the Web portal and MOODLE platform.
- v) **Low cost high value technology products and services:** This will require use of open source software and open educational resources.

### ***End-user computing***

The University should consider the use of the following end-user computing services, tools and infrastructure:

- i) **N-Computing:** These are thin client computing where several keyboard and monitors are connected to a single computer. This reduces carbon footprints; Saves on power bills, License fees are lower. This would be appropriate where a laboratory will be used by learners for orientation, learning or doing online tests and examinations.
- ii) **Low Cost Computing:** Consider the use of low cost laptops or lower memory computing devices such as the electronic reader instead of computers which are much cheaper devices.
- iii) **Low Cost Software:** consider the use of free and open source software; acrobat reader, open office in order to reduce the cost of license.
- iv) **Access and Bandwidth:** Consider the hosting services that come with a large pipe to all learners independent of their location in the globe. This will cover the wide east Africa region.
- v) **End-user security:** The University should adopt open source software that reduces the problem of attacks. In particular the University should make use of pdf documents which are much less vulnerable to attacks compared to some proprietary software.

### ***Enterprise computing***

Enterprise computing resources deals with organization –wide computing resources that are used by the in-campus and off-campus students.

- i) **Hosting of platform and content:** The University should make use of open source platform and tools such as the MOODLE .
- ii) **Authoring, teaching and learning tools;** The University should make use of the open office software as much as possible and make suitable substitutes for the proprietary software.
- iii) **Learning Resources:** Kordofan should consider the use of open education resources and other resources given by collaborating partners.
- iv) **Free and Open source software:** The University should consider the use of open source software that will reduce the cost of licences.
- v) **Quality of Services:** The University should consider the use of web 2.0 tools in the development of interactive content.
- vi) **Organization security:** Kordofan University should get high security services for good and efficient operation of the web portal and student support services that gives quality services to the customers.
- vii) **Internal training:** There is need to recruit more ICT staff and train them in development and maintenance of the essential services relating to the eLearning function.

### ***Use of Internal capacity***

The university should, as much as possible, make use of the existing capacity in the University to support eLearning. In particular, the University can make use of internship or attachment training for in-campus learners

### ***System Integration to Current student management information system:***

The web portal and learning management system should be designed and organized so that they are integrated with the existing Management Information Systems in the University relating to student records.

### **Budget**

This section enumerates the financial implications in terms of the various resources required for the successful implementation of the eLearning function in the University. The components considered are the human resource and technology.

### ***People***

The skills requirement should be estimated from the organization structure and the corresponding establishment in Kordofan University. This should be worked out with the help of the Human resource manager. The Table 6 below gives a skeleton of skills required derived from the organization structure. Note that the number of people required for each of the section may depend on the number of students using the eLearning function

### **Human capacity establishment**

	<b>Designation</b>	<b>No. required</b>
ELEARNING FUNCTION Centre	Director	1
	Technology Manager	1
	Content manager	1
	Instruction Designer	1
	Graphic designer	1
	Multimedia specialist	1
	Programme coordinators(depending on faculties)	9
	Examination coordinator	1
ICT (Technical)	System administrators	2
	Technical support	2
	Programmers	2

Student Support	Coordinator	1
	Administrator/secretary	1
	Help Desk attendants	2
	Technical support	1
Marketing	ELEARNING public relations officer	1

### **Marketing**

Marketing is a very important function in any organization today if it is to be able to effectively compete with other organizations offering are proposed

- i) To build preference for the Kordofan eLearning function as a brand
- ii) To target e-learning students for recruitment and enrolment in two years
- iii) To position Kordofan University as the preferred service provider eLearning based programs
- iv) To create both national and regional level awareness about the Kordofan elearning programmes

### **TECHNOLOGY**

This section enumerates the technology facilities required for the successful implementation of the eLearning function in the University was estimated as shown in Table 8.

**Table 8: Annual Technology Cost**

<b>ITEM</b>	<b>DESCRIPTION TECHNOLOGY</b>	<b>COST PER YEAR (\$)</b>
Hosting	External hosting	\$500
Bandwidth	10 MB	\$8000
Computing Resources	N-computing (30)	\$10000
People: Technical skills	Training for required skills to support ELEARNING FUNCTION	\$3000
People: Technical, motivation	411 staff @38 per month	\$15000
Multimedia designer	1	\$12000
ELEARNING FUNCTION Portal	Redesign and development	\$5000
Management	Administration staff, facilities	\$6000
<b>TOTAL</b>		<b>\$59500</b>

The new estimated expenditure of elearning function comes to approximately \$60000.

## ACTION PLAN

- i) Content  
Content for the pilot programme to be ready by  
Peer review to be done by
- ii) Development of web portal and uploading content.
- iii) Production CD production to be done by
- iv) Hosting services to be acquired by the University by
- v) Staff Training to be done by
- vi) Help Desk function established by

WHAT	BY WHOM	BY WHEN	ADDITIONAL INFORMATION
Initiation & Conclusion of e-learning policy & strategy	University Administration, Faculties, Research Centres	5 <sup>th</sup> - 9 <sup>th</sup> May. 2023	
Development of e-learning infrastructure and facilities	University Administration	May-Sept. 2023	
Implement an e-learning culture among students	Faculties and Dean of Students	Oct. 2023	
Implement e-learning to support face to face teaching	Faculties and university administration	Dec. 2023	
Build the capacity of the faculty of CS and Statistics to contribute in strengthening e-learning	University Administration	Feb. 2024	
Use existing infrastructure to implement e-learning	CS faculty	April 2024	
Improve staff skills in e-learning	Scientific Affairs	June 2024	
Implement an e-learning forum at Kordofan University involving all the key stakeholders in the university	CS Faculty & ICT Unit	August 2024	
Annual Evaluation of the e-learning implementation	Secretariat of Scientific Affairs	Dec. 2024	
Sustainability of e-learning by stimulation, co-financing of development and promotion of quality e-learning materials	Scientific Affairs, ICT Unit	Jan. 2025 - onwards	
Recruit developers, experts and consultants to assist in the			

implementation			
----------------	--	--	--

***Elearning function committee***

A committee to be formed to plan and monitor the implementation of the elearning function at its initial stages.

- 1- chairperson
- 2- Deputy-chairperson
- 3- Secretary (rappateur)
- 4- 6 members