



**LOKOPIO HILLS TECHNICAL INSTITUTE (LHTI)**

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# **E-LEARNING POLICY, STRATEGY AND BUSINESS MODEL**

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**2024**

## CONTENTS

Introduction and Background .....	2
1.1 Education Sector Trends (Global, Regional and National) .....	2
1.2 Types of Online Teaching and Learning .....	3
1.3 Institutional Background (Brief about the institution) .....	3
1.5 Thrust for e-Learning Policy .....	4
2.0 Policy Guiding Principles, Vision, Mission and Objectives .....	4
2.1 Guiding Principles.....	4
2.2 Vision and Mission.....	5
2.3 Policy Objectives .....	5
2.4 Target Audience. ....	6
3.0 Policy Focus Areas. ....	6
4.0 E-learning Policy Implementation Strategy .....	12
4.1 Institutional Arrangements (Structures, Systems and Processes.....	12
4.2 Resources & Financing .....	12
4.3 Risk Management .....	12
4.4 Monitoring Learning and Evaluation. ....	13
4.5 Policy Focus Area Strategies.....	13
5.0 LHTI Triple Layered eLearning Business Model and Sustainability Plan ....	17
5.1 The Economic Layer.....	17
5.2 The Social Layer.....	18
5.3 The Environmental Layer .....	19
LHTI Economic Business Model Canvas .....	0
LHTI Social Stakeholder Business Model Canvas.....	1
LHTI Environmental life cycle business model Canvas.....	2

## ***Introduction and Background***

Lokopio Hills Technical Institute (LHTI) is committed to providing quality technical education and empowering the youth of Yumbe district. To achieve these goals, LHTI recognizes the importance of e-learning as a means to enhance accessibility and relevance in education. This E-learning Policy outlines our commitment to e-learning, strategies for implementation, and sustainable business models.

### ***1.1 Education Sector Trends (Global, Regional and National)***

Technical and Vocational Education and Training (TVET) is a way to learn practical skills for different jobs, and it can be both formal, like in a classroom, or informal, like on-the-job training. Many countries worldwide are focusing on TVET to help young people find jobs, reduce social exclusion, and fight poverty. This is because it's crucial as people grow up and face challenges like poverty. TVET isn't just for one country; it's used in many places, including the United States, the United Kingdom, China, and more. As the world changes, TVET is also changing to give students the skills and knowledge they need for their entire lives. This includes things like planning for the future, making sure what students learn matches what businesses need, and recognizing what students already know. Teachers play a big role in making sure TVET is high-quality (Maina, 2019). With the world becoming more connected through global trade and communication, it's really important to have a workforce that can compete on a worldwide level.

Lokopio Hills Technical Institute (LHTI) is committed to providing quality technical education and empowering the youth of Yumbe district, Uganda as a whole and world over. LHTI, whose motto is “My skill is my wealth” is dedicated to the attainment of the SDGs goal 4 which advocates for greater investment in quality education as the key to alleviating poverty and ending population growth. This policy also aligns to Goal 2 under Aspiration 1 of the Agenda 2063-*Africa We Want* which states to have well-educated citizens and skills revolution underpinned by science, technology and innovation. It observes that developed and fast developing countries have used Science, Technology, Engineering and Innovation (STEI) to meet their healthcare needs, develop industries and overcome economic challenges.

This e-learning policy aligns to Uganda Vision 2040 by contributing to the target of having 94% share of national labor force employed by creating an ecosystem that allows incorporation of e-learning for skilling global competitive workforce. It is also in line with the NRM manifesto 2021 -2026 on ICT which states that ICT is essential in improving national productivity because it has potential to make Government and business enterprises more efficient, effective and globally competitive.

LHTI seeks to embrace e-learning to allow students access to educational resources, to tap into new markets for education, reduce congestion within the existing infrastructure and make instruction flexible, interesting and inclusive. This Policy outlines our commitment to e-learning, strategies for implementation, and sustainable business models.

## **1.2 Types of Online Teaching and Learning**

### *E-learning courses*

E-learning classes are offered with all work being completed on-line. Learners access primary content and instruction from an e-learning environment using a variety of tools including, but not limited to, e-mail, text and voice chat, discussion boards, web pages, and multimedia technologies. Depending on the teaching style of the instructor and the course content, instruction can take place synchronously (all participants in the course log in at the same time) or asynchronously (participants log in and participate as their schedule permits), or some combination of the above.

### Online Courses

A course is offered fully online using Moodle or some type of Virtual Learning Environment (VLE) or web presence to enhance the course.

### *Distance Learning*

Is carried out remotely by using electronic communication and is not bound by geographical locations. Distance learning provides a more flexible course schedule for those that have a family and/or are working students.

### *Hybrid/Blended courses*

This is the use of both online learning and face-to-face interaction utilizing Video Conferencing and/or LMS. Students must attend face-to-face class instruction and log in to their e-learning environment each week.

### *Web-Enhanced Courses*

Web-enhanced classes are traditional face-to-face courses that use tools in the e-learning environment to expand student learning beyond the boundaries of the classroom.

## **1.3 Institutional Background (Brief about the institution)**

Lokopio Hills Technical Institute is a public TVET institution in Uganda which was established in 2016 by the Government of the Republic of Uganda under Ministry of Education and Sports (MoES). LHTI offers training in two-year National Certificate courses examined by Uganda Business and Technical Examination Board (UBTEB) in Building Construction, Welding and Metal Fabrication, Agricultural Production and Fashion Design and three month or six-month workers PAS, Modular and Levels I, II and III certificate examined by Directorate of Industrial Training (DIT) in various trades according to the market needs assessment. LHTI Vision is to be a leading technical training institute in the country. The institute mission is to equip the youth with employable skills and knowledge to earn a decent living in the field of work.

## **1.4 Policy, legal and regulatory environment (national & institutional)**

Significant enhancements have occurred in ICT Policy, Legal and Regulatory environment in Uganda. Therefore, the implementation of this policy framework shall be in line with the following;

- a) The Constitution of the Republic of Uganda (1995).
- b) The Universities and Other Tertiary Institutions Act, 2001 as amended.
- c) The Draft National ICT Policy, 2022
- d) The Communications Act 2013
- e) National Information Technology Authority Act, 2009
- f) Uganda Communication Regulatory Authority Act, 2012
- g) Digital Agenda Strategy, 2027
- h) Digital Uganda Vision 2040
- i) Data Protection and Privacy Act, 2019
- j) Tertiary Institutions Act, 2001 (As amended)
- k) National ICT Policy (2014)
- l) The Computer Misuse Act, 2010
- m) The Electronic Transaction Act 2010
- n) The LHTI five-year development strategic plan

### **1.5 Thrust for e-Learning Policy**

The desire for e-learning policy is;

- i) To guide the implementation process of the e-learning within Lokopio Hills Technical Institute.
- ii) Ensures efficiency and effectiveness for better results from the e-learning
- iii) Helps in monitoring and evaluation of the e-learning.

## **2.0 Policy Guiding Principles, Vision, Mission and Objectives**

### **2.1 Guiding Principles**

LHTI is dedicated to leveraging e-learning to skill and empower youth in Yumbe district and Uganda as a whole. Our e-learning initiatives will be guided by the following principles:

#### **Principle 1: Accessibility**

LHTI will ensure that e-learning resources and opportunities are accessible to all, regardless of socioeconomic background, gender, or physical ability.

#### **Principle 2: Quality**

We will maintain high educational standards in our e-learning programs, ensuring that they align with industry needs and national standards. The institute will ensure that its e-learning courses match to the UBTEB and DIT curriculum and the market demand

#### **Principle 3: Digital Literacy**

LHTI will promote digital literacy among students, instructors, and the community to enable effective participation in e-learning.

#### **Principle 4: Teacher Training**

We will provide continuous professional development opportunities to equip our instructors with e-learning pedagogical skills.

#### **Principle 5: Data Security/Privacy**

LHTI will prioritize the security and privacy of user data, complying with relevant data protection regulations.

### **Principle 6: Affordability**

We will levy minimum charges on our learners to meet e-learning administrative and running costs.

## **2.2 Vision and Mission**

### **Vision**

To be a lead TVET in the Digital Learning Revolution.

### **Mission**

We aim to lead the TVET fraternity in the revolution in digital learning, pioneering innovative approaches that transform education, preparing learners for the challenges and opportunities of the future. LHTI is dedicated to fostering innovative learning environments that cater for diverse learning styles and preferences.

Our e-learning policy aims to provide inclusive opportunities for all, irrespective of their backgrounds, circumstances or physical abilities. By embracing technology and pedagogical best practices, we strive to create a dynamic e-learning ecosystem where every learner can excel and achieve their full potential.

## **2.3 Policy Objectives**

The main objective of this policy is to enable, facilitate and sustain instruction and learning at LHTI through electronic means. It aims to provide a framework in which e-learning can be blended with the traditional classroom teaching to enhance the teaching and learning processes.

The specific objectives of the policy are:

- i) To build the capacity of instructors in the areas of content development, digital pedagogy and instructional design so as to be self-sustaining in terms of e-learning implementation.
- ii) To enable students to learn independently using ICT and online resources within their fields of specialization.
- iii) To ensure students are equipped to use ICT in a safe and secure manner and to enable them to compete favorably in the world of work.
- iv) To provide electronic communication between instructing staff and students and other people globally, as a means of improving instruction and learning.
- v) To enhance the institute's ability to recruit and retain more students.

## **2.4 Target Audience.**

LHTI targets all its student population irrespective of the course offered and level to benefit from the e-learning. The intervention is purposed to benefit the students from both the refugee and host community of Yumbe district, national and global.

## **3.0 Policy Focus Areas.**

### **3.1. Digital Infrastructure and Connectivity.**

The Institute shall ensure the effective and efficient use of E-resources following quality assurance standards such as;

- i) Acquire the necessary tools to facilitate e-learning
- ii) Upgrade and maintain reliable internet connectivity and e-learning platforms.
- iii) Provide computer access points on campus and facilitate internet access for remote learners.
- iv) Ensuring that e-learning Infrastructure management is guided by the LHTI e-learning Policy 2024.

### **3.2. Access Devices and Computing facilities**

The institution shall ensure;

- i) Each student shall own a personal smart phone with a reliable telecom service provider line for accessing the LMS when not in an internet served area.
- ii) Students to sign for laptop computers and use within the institute library during working hours of each working day.
- iii) At the start of the term, instructors are required to sign out laptop computers, confining their usage to the institution's work and assignments, and subsequently returning the laptops at the term's conclusion.

### **3.3. Skilling and human capacity**

The institution shall;

- i) Provide regular<sup>1</sup> training in e-learning tools, instructional design, and assessment techniques.
- ii) Encourage each instructor to create engaging digital content and facilitate online discussions.

### **3.4. Curriculum development**

The institution shall;

- i) Develop e-learning-friendly modules that align with local industry demands, the UBTEB and DIT curriculum.

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<sup>1</sup> Regular may be per term, per quarter or bi-annual

- ii) Ensure a balance between asynchronous and synchronous learning activities.<sup>2</sup>
- iii) Encourage interdisciplinary learning.

### **3.5. Content development and use**

The institution shall;

- i) Foster partnerships with content developers, open educational resources (OER), and other institutions.
- ii) Ensure content is culturally sensitive, inclusive and accessible to learners with special needs.

#### **3.5.1. Developing an e-learning Course**

- i) The e-learning department shall constitute a team that will oversee the development of e-learning courses in relation to internal and external accreditation requirements. The team shall comprise of well-trained e-learning experts who shall develop guidelines and offer continuous support.
- ii) An e-learning course shall be developed using the appropriate and approved content authoring tools.
- iii) The E-Learning Coordinator shall work with the e-learning department to achieve accreditation of courses and programmes that use the blended mode or provide pure online learning.
- iv) Instructors shall receive guidelines from the e-learning department on how to develop an e-learning course.

#### **3.5.2. Institutional Development Training, Training Opportunities, & Services**

The institution shall ensure;

- i) Faculty will receive regular training for proficient delivery and management of course modules.
- ii) Faculty will receive regular training for proficient management and facilitation of real-time student-faculty interaction.
- iii) Students will receive regular training for efficient use of real-time student-faculty interaction services.
- iv) Faculty will receive regular training for proficient delivery and management of asynchronous and synchronous course content.

#### **3.5.3. Course Scheduling**

- i) An e-learning course shall run for a minimum for 10 weeks.
- ii) An e-learning course shall be delivered in a blended approach.
- iii) Material for e-learning course shall be accessed by strictly learners who have signed up for the course. The material shall be available all the time when they are required.

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<sup>2</sup> Asynchronous refers to events or processes that occur independently of a set timeline, while synchronous activities are coordinated and occur in real-time.



#### **3.5.4. Course Enrollment**

The required steps for registering, eligibility, payment of fees and withdrawal procedures for an e-learning course shall be shared with students on all communication platforms of the institutions.

#### **3.5.5. Course Approval**

- i) The e-learning course shall only be approved when it is designed in accordance with established instructional design principles.
- ii) Quality assurance procedures shall be established before a course is approved.
- iii) Course material including text books, multimedia shall be approved by the e-learning department.
- iv) Course material including text books, multimedia developed by instructors must be approved by the Quality Assurance (QA) Committee consisting of the departmental heads led by the DOS after proper scrutiny to ensure accuracy and freedom from errors.
- v) The course should be in line with both internal and external accreditation requirements.

#### **3.5.6. Course Cancellation**

- i) Course offering and cancellation will be coordinated by the DOS, the Instructional department, and e-learning Coordinator.
- ii) The DOS will coordinate with the Head of Department to review course enrollment.
- iii) A course shall be cancelled if it doesn't have instructors with the necessary expertise or if it has failed to attract a minimum number of students over a long period of time.<sup>3</sup>
- iv) The Head of Department will from time to time submit to the DOS a recommended list of courses to be cancelled.
- v) The final decision on the courses to be cancelled will be taken by the academic committee of the institution.

#### **3.5.7. Student- instructor Interaction/Communication with Students.**

- i) Feedback to student assignments will be delivered in a timely fashion by the instructor. Instructors should also respond to all submitted work (assignments, online fora, etc.) within one week of submission. Failure to adequately follow this policy will result in a denial of the offending instructor's right to offer future E-Learning courses for the institute.
- ii) Online instructors shall have 8.30am-5pm as their office hours during which students shall seek assistance.
- iii) Communication and interaction online shall be strictly polite and respectful no matter the circumstances.
- iv) Students shall receive technical support from the IT department in case of issues with the online platform or devices.

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<sup>3</sup> Minimum number of students shall be that determined by the Academic board, and long period of time can mean a year or three consecutive terms

- v) All users must comply with the privacy regulations set by the IT department.

LHTI will implement strategies to ensure that the e-learning LMS can foster a supportive and engaging environment, enhancing communication between students and department and, subsequently, improving the overall learning experience.

**a) Clear Communication Channels:**

The e-learning department shall;

- i. Create dedicated discussion fora for each course where students can ask questions and interact with both peers and faculty.
- ii. Use announcements to update students about important dates, changes in schedules, or any other relevant information.
- iii. Provide prompt and constructive feedback on assignments and assessments.
- iv. Use LMS features to allow students to track their progress and grades throughout the course.
- v. Establish guidelines for online behavior and communication to maintain a respectful learning environment and moderate discussions to ensure they remain respectful and on-topic.

**b) Interactive Content:**

LHTI shall;

- i. Use multimedia elements like videos, podcasts, and interactive quizzes to engage students and explain complex concepts effectively.
- ii. Conduct live webinars and Q&A sessions to provide real-time interaction opportunities.
- iii. Enable private messaging systems so students can ask questions privately if needed.
- iv. Conduct surveys periodically to gather feedback on the course structure, content, and communication methods and use feedback to adapt and improve the course, making it more effective for students

**3.5.8. Content authoring and Intellectual Property**

- i) Content developed by instructors shall belong to Lokopio Hills Technical Institute having all exclusive rights over the content.
- ii) Instructors and content designers shall be cognizant of copyright laws, licensing agreements and citing references while developing content.
- iii) E-learning content shall be accessible, inclusive and usable by all persons including persons with special needs.

**3.5.9. E-learning Expectations (Student Originality of Course Work, Plagiarism & Integrity)**

- i) LHTI's E-learning Coordinator shall support faculty in ensuring original student work is submitted by the student through identification of students via student e-learning profiles.
- ii) Plagiarism in e-learning shall be defined as the act of using someone else's work, ideas, or words without proper attribution or citation or permission.
- iii) Departments assisted by the E-learning Coordinator will be responsible for checking for plagiarism or substitution of work via tool sets and patterns of work by students.
- iv) Learners shall be taught by instructors on proper citation and referencing.
- v) Learners at Lokopio Hills Technical Institute shall use the APA style of referencing.
- vi) Students shall be expected to submit a plagiarism test report alongside their dissertation. The plagiarism test report shall be expected to have at least 75% originality of work.
- vii) The consequence of plagiarism will be disqualification if found guilty.
- viii) Students shall have the right to appeal through the disciplinary committee should they feel dissatisfied with the decision of the Academic board.

### **3.6. Teaching and learning (pedagogy)**

- i) Every department shall receive training given by the e-learning Coordinator as directed by the Director of studies.
- ii) Each student without previous e-learning experience will be scheduled for a mandatory E-learning environment orientation.

#### **3.6.1. E-learning Coordinator and Faculty Communications**

- i) The E-learning Coordinator and Faculty shall ensure positive communications between student & faculty. Interaction may take place via telephone, E-mail, electronic chats, on-site meetings, video conferencing, or other methods as determined by the E-learning coordinator.

#### **3.6.2. Verification of Student Identity in Distance Education**

- i) Students shall be given unique usernames and passwords to access their online courses. Students will have a right to change their passwords.
- ii) LHTI shall use webcam and microphone to verify student's identity and monitor their behavior during exams.

#### **3.6.3. Planning and Developing Your Online Course**

- i) The e-learning department shall define the objective of each e-learning course and the target audience.
- ii) Content shall be designed according to the needs of the target audience including the instructor role, assessment, quality assurance, accessibility and student code of conduct.

#### **3.6.4. Teaching Online and Delivery**

- i) LHTI shall adhere to standards by Quality Matters to ensure quality content is designed for the course.

- ii) The institution shall also adhere to guidance set by TVET for curriculum design.

### **3.6.5. Online, Blended Course Credit Hour Assignment**

- i) The e-learning department shall develop guidelines for credit hour requirements.
- ii) Assignment of credit hours shall be attached to specific learning outcomes for e-learning.
- iii) Instructors shall be expected to have a minimum of 8 contact hours per week.

### **3.6.6. Management of assessments and grading**

- i) E-learning courses should use quizzes, exams, essays, projects, group work, peer assessments to measure student's progressive journey.
- ii) Assessment assignments shall be drawn from real life issues to ensure practicality.
- iii) Students shall receive timely feedback on their assessment.
- iv) E-learning courses shall have clear grading scales that will be determined and approved by the academic board.

### **3.7. Diversity, Equity and Inclusivity (Persons with Special Needs)**

- i) LHTI shall provide a digital learning environment that accommodates diverse learning requirements, ensuring that every student, regardless of their abilities, can access and excel in the e-learning courses.
- ii) LHTI shall proactively implement assistive technologies, instructional materials, and support services for persons with special needs.

### **3.8. eLearning Systems**

- i) LHTI shall use Learning Management Systems (LMSs) as the official e-learning systems for hosting, assigning, managing, reporting and evaluating e-learning courses.
- ii) The LHTI LMS shall be designed in a way that it facilitates a seamless integration of the system administration, course management, learner assessment, communication, live interaction and e-commerce.

### **3.9. Cyber Security and data protection**

LHTI understands the importance of cyber security and data protection by ensuring the following;

- i) LHTI shall carry out regular cyber security awareness trainings especially through sensitizing the school staff about phishing emails.
- ii) Ensure every online interaction is configured properly to prevent unauthorized people from joining the online interactions.
- iii) LHTI shall adopt operational security to identify sensitive information, determine the threats and find vulnerabilities.
- iv) LHTI shall ensure that technology and software products used during the e-learning courses are constantly updated so as to eliminate vulnerabilities.

## 4.0 E-learning Policy Implementation Strategy

### 4.1 Institutional Arrangements (Structures, Systems and Processes)

Stakeholder	Role
Ministry of Education and Sports	-Policy Formulation: -Regulatory Oversight: -Curriculum Development:
Board of Governors	-Policy Development -Strategic planning -Budget approval -Infrastructure investment -Policy review and revision
Principal/Deputy Principal	-Policy Implementation -Leadership and vision -Infrastructure planning -Resource allocation
Head of Department	-Curriculum integration -Faculty training and development -Quality assurance -Technology integration -Support and guidance
ICT Committee	-Cyber security measures -Technical support -Training programs -Infrastructure maintenance -Budget planning -Compliance with standards

### 4.2 Resources & Financing

- i) Institute will levy a minimum charge termly on students for operational and maintenance costs of the e-learning.
- ii) A charge on organizations to use the institute LMS for running their adverts
- iii) Charge students enrolled for short courses developed from time to time based on market demand.
- iv) Providing capacity building on digital pedagogy and ICT to other TVET institutions who will in turn pay for the service.
- v) Grants and donations from development partners.
- vi) Profile all alumni and create an account on the LMS specifically for them and seek their financial support.

### 4.3 Risk Management

LHTI will develop Risk Management Framework essential for identifying, assessing, and mitigating potential risks that may arise during the implementation of the E-Learning Policy. It aims to ensure that E-learning implementation is carried out smoothly, and any potential adverse impacts are minimized. Below is an outline of the Risk Management Framework:

Risk Identification, Risk Assessment, Risk Mitigation, Risk Monitoring and Reporting, Contingency Planning, Risk Culture and Awareness and Continuous Improvement.

The Risk Management Framework will play a crucial role in guiding the LHTI in effectively addressing potential challenges and uncertainties during the implementation of the Policy. By proactively managing risks, LHTI can enhance the chances of achieving its objectives and maximizing the benefits of the E-Learning.

#### **4.4 Monitoring Learning and Evaluation.**

The Institute Quality Assurance (QA) Committee will:

- i) Evaluate the e-learning content periodically so as to make adjustments if any.
- ii) Evaluate the e-learning to ensure that any challenges experienced within one term are not carried on to the next. This will also give the institute a chance to make improvements in the system promptly. Evaluation shall cover, but not be limited to:
  - i. Functionality of the LMS
  - ii. Relevance of course content in meeting the market demand
  - iii. Relevance of the skills learned by students and instructors
  - iv. Utilization of e-learning

Some of the indicators that will be used by QA committee for monitoring and evaluating e-learning policy implementation are listed;

- i. Number of courses created on institute LMS platform.
- ii. Number of students enrolled on to courses offered through institute LMS platform
- iii. Number of students enrolled on to the LMS
- iv. Number of staff trained to teach using institute LMS platform
- v. Number of assessments done using institute LMS
- vi. Number of staff and students who use / log-in to institute LMS

#### **4.5 Policy Focus Area Strategies**

Implementing successful e-learning strategies at LHTI shall involve careful planning and execution to ensure that the institution effectively delivers quality education online.

This section provides a detailed breakdown of the strategies for the policy focus areas.

##### **Infrastructure Development:**

LHTI shall;

- i) Invest in robust IT infrastructure, including high-speed internet, servers, and learning management systems (LMS).

- ii) Ensure that students and faculty have access to necessary hardware and software.

### **Content Development**

LHTI shall;

- i) Create engaging and interactive online course content that aligns with the UBTEB and DIT curriculum as well as the market demand and changing technology.
- ii) Incorporate multimedia elements such as videos, quizzes, and discussion forums to enhance learning.

### **Faculty Training:**

LHTI shall;

- i) Provide training and professional development for faculty to effectively teach online.
- ii) Faculty new to E-learning environment will receive training given by the E-learning Coordinator as directed by the Director of studies.
- iii) Foster a culture of continuous improvement in online teaching methodologies.

### **Student Support Services:**

LHTI shall;

- i) Establish virtual student support services, including online tutoring, counseling, and technical assistance.
- ii) Develop clear guidelines for students on accessing and navigating online resources.

### **Accessibility and Inclusivity:**

LHTI shall;

- i) Ensure that e-learning platforms and content are accessible to students with disabilities.
- ii) Address the digital divide by providing scholarships or low-cost access to necessary technology.

### **Quality Assurance:**

LHTI shall;

- i) Implement a quality assurance process to review and improve online courses.
- ii) Collect feedback from students and faculty to make continuous improvements.

**Assessment and Evaluation:**

LHTI shall;

- i) Develop fair and effective assessment methods suitable for online learning.
- ii) Regularly evaluate the effectiveness of e-learning programs and adjust as needed.

**Community Engagement:**

LHTI shall;

- i) Foster a sense of virtual community among students through online forums, discussion boards, and virtual events.
- ii) Engage with local communities by offering relevant online courses and outreach programs.

**Data Security and Privacy:**

LHTI shall;

- i) Implement strong data security measures to protect student and faculty information.
- ii) Comply with relevant data protection regulations.

**Marketing and Outreach:**

LHTI shall;

- i) Promote e-learning programs through various channels, including social media, websites, and local partnerships.
- ii) Highlight the benefits of online education, such as flexibility and accessibility.

**Financial Sustainability:**

LHTI shall;

- i) Develop a clear pricing and tuition fee structure for online courses.
- ii) Explore income-generating models, such as offering online courses to external learners.



**Continuous Improvement:**

LHTI shall;

- i) Establish a system for ongoing monitoring and evaluation of e-learning programs.
- ii) Adapt and refine strategies based on feedback, technological advancements, and changing needs.

**Flexible Learning Paths:**

LHTI shall;

- i) Offer a range of course formats, including asynchronous and synchronous options, to accommodate different learning preferences and schedules.

**Research and Innovation:**

LHTI shall;

- i) Encourage faculty and students to engage in e-learning research and innovation to stay at the forefront of online education.

**Partnerships and Collaborations:**

LHTI shall;

- i) Explore partnerships with other educational institutions, industry organizations, and e-learning platforms to expand resources and reach

**Scalability and Adaptability:**

LHTI shall;

- i) Design e-learning strategies that can scale as enrollment grows or in response to unforeseen challenges, such as pandemics.

## **5.0 LHTI Triple Layered eLearning Business Model and Sustainability Plan**

### **5.1 The Economic Layer**

#### **Key Partnership**

LHTI shall carry out the following;

- i) Collaborations with e-learning platform providers.
- ii) Partnerships with local businesses for internship opportunities.
- iii) Alumni network for mentorship and support.

#### **Key Activities**

LHTI shall carry out the following;

- i) E-learning platform development and maintenance.
- ii) Online course creation and delivery.
- iii) Marketing and promotion of e-learning programs.

#### **Value Proposition**

E-learning at LHTI shall offer the following;

- i) Accessible and flexible education.
- ii) Cost-effective learning opportunities.
- iii) Increased enrollment and revenue.

#### **Target Market/Segment**

The LHTI target market shall mainly be;

- i) Students seeking online education.
- ii) Donors and grant organizations.
- iii) Local communities benefiting from educational programs.

#### **Value Delivery Channels**

The LHTI value delivery channels shall include;

- i. The Institute LMS

#### **Key Core Capabilities/Resources**

- i. Trained instructors
- ii. E-learning platform
- iii. Student base

## **Get to Market Strategies/Channels**

- i. Online Marketing
- ii. Referral programs
- iii. Partnerships

## **Cost structures**

LHTI cost structures shall include;

- i) E-learning platform development and maintenance costs.
- ii) Faculty and staff salaries.
- iii) Marketing and promotion expenses.
- iv) Investment in digital resources and technology

## **Revenue streams**

The LHTI revenue streams shall include;

- i) Tuition fees from online students.
- ii) Grants and donations for e-learning infrastructure.
- iii) Income from online course sales.
- iv) Corporate partnerships

## **5.2 The Social Layer**

- a. Community Engagement:
  - i. Partnerships with local communities for project implementation.
  - ii. Skill-building and capacity development for community members.
  - iii. Involvement in local social issues.
- b. Education and Empowerment:
  - i. Providing vocational education to empower students economically.
  - ii. Promoting gender equality and women's empowerment.
  - iii. Offering life skills and social education.
- c. Health and Well-being:
  - i. Health education and wellness programs for students and local communities.
  - ii. Access to healthcare services for students and community members.
- d. Cultural and Social Inclusivity:
  - i. Celebrating cultural diversity.
  - ii. Fostering social inclusion and cohesion.
  - iii. Community events and celebrations.
- e. Impact Measurement:
  - i. Regularly assess the social impact through indicators like employment rates, income levels, and community well-being.
  - ii. Collect feedback from stakeholders and adapt programs accordingly.

### **5.3 The Environmental Layer**

- a) Environmental Impact Assessment:
  - i. Evaluate the environmental effects of income-generating projects.
  - ii. Implement sustainable agriculture practices.
  - iii. Promote waste reduction and recycling on campus.
- b) Resource Efficiency:
  - i. Use of renewable energy sources.
  - ii. Water and energy conservation.
  - iii. Sustainable land management practices.
  - iv. Sustainability Initiatives:
    - v. Tree planting and reforestation.
- c) Eco-friendly campus design.
  - i. Environmental education for students.
  - ii. Eco-friendly Products/Services:
  - iii. Promote products from sustainable income-generating projects
  - iv. Encourage sustainable practices in vocational training

**LHTI Economic Business Model Canvas**

<b>Business Model</b>	<b>Designed for:</b>		<b>Designed by:</b>	<b>Date:</b>	<b>Version:</b>
<b>Key Partners Network</b>	<b>Key Activities</b>	<b>Value Propositions</b>	<b>Target Market/Segment</b>	<b>Value Delivery Channel</b>	
<p>Collaborations with e-learning platform providers.</p> <p><b>Partnerships with local businesses for internship opportunities.</b></p> <p><b>Alumni network for mentorship and support</b></p>	<p>E-learning platform development and maintenance</p> <p>Online course creation and delivery</p> <p>Marketing and promotion of e-learning program</p> <p><b>Key Core Capabilities /Resources</b></p> <p>Trained instructors E-learning platform Student base</p>	<p>Accessible and flexible education. Cost-effective learning opportunities. Increased enrollment and revenue</p>	<p>Students seeking online education.</p> <p>Donors and grant organizations.</p> <p>Local communities benefiting from educational programs.</p> <p><b>Get to Market Strategy/Channel</b></p> <p>Online Marketing Referral programs Partnerships</p>	<p>Institute LMS</p>	

<b>Cost Structure</b>	<b>Revenue Streams</b>
E-learning platform development and maintenance costs Faculty and staff salaries Marketing and promotion expenses Investment in digital resources and technology	Tuition fees Grants and donations for e-learning infrastructure Income from online course sales Corporate partnerships

***LHTI Social Stakeholder Business Model Canvas***

<b>Business Model</b>	<b><i>Designed for:</i></b>		<b><i>Date:</i></b>
<b>Community Engagement</b>	<b>Education and Empowerment</b>	<b>Cultural and Social Inclusivity</b>	<b>Impact Measurement</b>
<b>Partnerships with local communities for project implementation. Skill-building and capacity development for community members.</b> Involvement in local social issues.	Providing vocational education to empower students economically. Promoting gender equality and women's empowerment. Offering life skills and social education.	Celebrating cultural diversity. Fostering social inclusion and cohesion. Community events and celebrations	Regularly assess the social impact through indicators like employment rates, income levels, and community well-being. Collect feedback from stakeholders and adapt programs accordingly
	<b>Health and Well-being</b>		

	Health education and wellness programs for students and local communities. Access to healthcare services for students and community members.		
<b>Social Impact</b> <b>Digital Divide</b> <b>Isolation and Lack of Social Interaction:</b> <b>Depersonalization and Lack of Individualized Attention</b>		<b>Social Benefit</b> Accessibility and Inclusivity: Flexibility and Convenience: Cost Savings for Learners:	

***LHTI Environmental life cycle business model Canvas***

<b>Business Model</b>	<b><i>Designed for:</i></b>		<b><i>Designed by:</i></b>
<b>Environment Impact Assessment</b>	<b>Resource Efficiency</b>	<b>Sustainability initiatives</b>	<b>Eco-friendly products/services</b>

<p>Evaluate the environmental effects of income-generating projects. Implement sustainable agriculture practices. <b>Promote waste reduction and recycling on campus.</b></p>	<p>Use of renewable energy sources. Water and energy conservation. Sustainable land management practices.</p>	<p>Tree planting and reforestation. Eco-friendly campus design. Environmental education for students</p>	<p>Promote products from sustainable income-generating projects Encourage sustainable practices in vocational training</p>
<p><b>Environmental impact</b> <b>Electronic Waste</b> <b>Energy Consumption</b> <b>Carbon Footprint of Data Centers</b></p>		<p><b>Environmental Benefit</b> Reduced Physical Infrastructure Paperless Learning Remote Learning Reducing Commuting Promotion of Sustainable Practices</p>	

**Conclusion:** This E-learning Policy, along with our strategies and business models, outlines LHTI's commitment to skilling and empowering the youth of Yumbe district. By fostering inclusivity, maintaining educational quality, and employing sustainable business models, LHTI aims to make a lasting impact on the youth and the community at large.

**Date of Implementation:**

**Review Date:**

**Approved by:**

**Signature:**

-End-