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Fostering Socially Distanced and Inclusive on Campus Education in Armenian HEIs

DELIVERABLE 6.2: ***PROJECT SUSTAINABILITY MEASURES AND TOOLS (SUSTAINABILITY PLAN)***

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Abbreviations

AI	Artificial intelligence
AMD	Armenian dram
ANQA	National Center for Professional Education Quality Assurance Foundation
ASPU	Armenian State Pedagogical University after Khachatur Abovyan
DigiComArm	Armenian Digital Competence Framework for Educators in Higher Education
HEI	Higher education institution
IIAP NAS	Institute for Informatics and Automation Problems of the National Academy of Sciences
IQA	Internal quality assurance
KPI	Key performance indicator
KTH	KTH Royal Institute of Technology, Stockholm
MESCS	Ministry of Education, Science, Culture and Sports of the Republic of Armenia
MoU	Memorandum of Understanding
NCP	National Certificate Programme on Training of Teachers' Digital Competences
NU	Northern University
TLA	Teaching, learning and assessment
UAM	Autonomous University of Madrid
ULISBOA	University of Lisbon

UNIGE	University of Genoa
YSMU	Yerevan State Medical University after Mkhitar Heratsi
YSU	Yerevan State University

1. Introduction

This Sustainability Plan sets out how the consortium of the Erasmus+ CBHE project "Fostering Socially Distanced and Inclusive on Campus Education in Armenian HEIs" (eCAMPUS) will ensure that the results of the project continue to be used, maintained and developed after the end of EU funding on 30 November 2028. It constitutes Deliverable D6.2, "Project sustainability measures and tools", of Work Package 6: Dissemination, Exploitation and Sustainability (DIEXSUS). It is produced under Task 6.5 by Northern University (NU) as lead partner, with the Ministry of Education, Science, Culture and Sports (MESCS) as co-lead partner and with the contribution of all partners.

In accordance with the Grant Agreement, the plan addresses three components: the allocation of human, material and financial resources; the integration of the project results into institutional practices; and continuous improvement. It contains an action plan with responsible partners, timelines and expected outcomes, key performance indicators (KPIs), budget estimates, including estimates for fee-based training services in digital teaching, learning and assessment (TLA), and a model Memorandum of Understanding (MoU) between the Armenian and EU partner universities. Annex 1 shows where each requirement of the Grant Agreement is addressed.

The plan covers the five years that follow the project, from December 2028 to November 2033. The Grant Agreement schedules D6.2 for month 47 (October 2028). Its Logical Framework Matrix foresees the action plan with indicators and budget by month 38 (January 2028), and the report on the KPIs and two MoUs by month 46 (September 2028); the project work plan accordingly places Task 6.5 in November 2027–January 2028 and in September 2028. At its second coordination meeting (Stockholm, October 2025) the consortium decided to prepare the plan in advance, so that the sustainability measures guide the implementation of the project from an early stage. The present working version will be submitted to all partners for discussion and formal endorsement, in particular by the four Armenian higher education institutions (HEIs) of the consortium. It will be updated as the remaining results are delivered and finalised in 2028, together with the KPI report and the signed MoUs.

The plan is designed to be feasible for the Armenian HEIs. It relies on staff whom the institutions already employ and on structures that already exist, creates no new posts, and keeps additional costs to a minimum. It concerns the ten results of the project that are intended for long-term use (Table 1). The best practice reports, policy papers, events and management outputs of the project served to produce these results and do not themselves require sustainability measures.

Table 1: Project results covered by the Sustainability Plan

Result	Deliverable and due date in the Grant Agreement	Status in October 2026	Responsible after the project
Digital Competence Framework for Educators in Higher Education (DigiComArm)	D1.2, month 13 (December 2025)	Submitted in December 2025 and accepted. The revised framework, with 15 key competences, was submitted to the Minister for ratification in September 2026.	MESCS (ratification and review); all HEIs (application)
National Certificate Programme (NCP) on Training of Teachers' Digital Competences: curriculum and syllabi	D2.1, month 23 (October 2026)	Finalised in English and Armenian in September 2026: four modules of 2 ECTS each (8 ECTS).	Faculty development centres of the four consortium HEIs
Trained NCP trainers	D2.2, month 26 (January 2027)	Training of trainers at the four EU partner universities scheduled for 16 November–18 December 2026; 21 participants nominated.	Faculty development centres of the four consortium HEIs
Internal quality assurance (IQA) regulation and criteria for digital TLA	D3.2, month 21 (August 2026)	Submitted in July 2026 in English and Armenian.	Quality assurance units of the HEIs; ANQA
Self-assessment tools and guidelines for the evaluation of digital TLA	D3.3, month 24 (November 2026)	In preparation.	Quality assurance units of the HEIs; ANQA
Framework benchmark standards for e-learning platforms	D4.2, month 27 (February 2027)	In preparation; the online seminar on e-learning platforms and smart classrooms was held on 24 September 2026.	IIAP NAS; MESCS; HEIs
Benchmark statements on model smart classrooms	D4.3, month 32 (July 2027)	In preparation.	IIAP NAS; MESCS; HEIs
Eight functioning smart classrooms at the consortium HEIs	D4.4, month 37 (December 2027)	Completed ahead of schedule and in operation since February 2026: YSU 3, ASPU 2, YSMU 2, NU 1.	Host HEIs
Regulation on part-time studies in the Armenian HE sector	D5.1, month 36 (November 2027)	Planned; Work Package 5 runs from June 2027 to August 2028.	MESCS (ratification); HEIs (implementation)
Technical specification for a course registration and student progression e-platform	D5.2, month 40 (March 2028)	Planned.	MESCS; YSU; IIAP NAS

2. Sustainability Components

eCAMPUS is a structural reform project. Its results are instruments of national policy and of institutional practice, not stand-alone products: a national competence framework,

a certificate programme, quality assurance criteria, benchmark standards and a regulation. Their sustainability therefore depends above all on their being anchored in regulation and in the regular operations and budgets of the institutions that use them. The project is aligned with the State Programme of Education until 2030 and with the strategic priorities of the Armenian HEIs for digitalisation, inclusiveness and quality, which gives the partners a lasting interest in maintaining its results.

The sustainability efforts are organised in five components (Figure 1), which cover the three components required by the Grant Agreement.

1) **Policy and regulatory anchoring**
   - DigiComArm, the NCP and the regulation on part-time studies are ratified by orders of the Minister of Education, Science, Culture and Sports and become national reference documents.
   - The Ministry reviews DigiComArm periodically, so that it keeps pace with technological change, in particular artificial intelligence (AI), and with the European frameworks.
   - The IQA criteria are recommended to the HEIs by ANQA, and the benchmark standards by the Ministry.

2) **Institutional integration**
   - The Academic Councils of the consortium HEIs adopt the framework, the NCP and the IQA regulation, and the faculty development centres deliver the NCP as part of the regular professional development of teaching staff.
   - DigiComArm proficiency levels and NCP certificates are taken into account in the institutional incentives to which the Grant Agreement refers: the criteria for the promotion of teaching staff, the awards for excellence in teaching and the bonus schemes for innovative TLA.
   - The IQA criteria and the self-assessment tools become part of the internal quality assurance cycle of each HEI.

3) **Human and material resources**
   - A pool of trained NCP trainers is maintained and renewed in each faculty development centre.
   - The eight smart classrooms are operated and maintained by the host HEIs.
   - The project website and an open repository keep all public results accessible.

4) **Financial sustainability**
   - The training of the HEIs' own staff is carried out within the regular workload of the trainers; the small additional costs are covered by the institutional budgets.
   - Each consortium HEI adopts a business plan for fee-based NCP training of external participants, as foreseen in the Grant Agreement.

– National and international funding is sought for further development.

5) **Stakeholder engagement and continuous improvement**

– A network of NCP trainers and an annual online forum on digital TLA maintain cooperation between the HEIs.

– Feedback from participants, surveys of teachers and students, self-assessment reports and annual monitoring of the KPIs are used to improve the results.

– Memoranda of Understanding maintain cooperation with the EU partner universities.

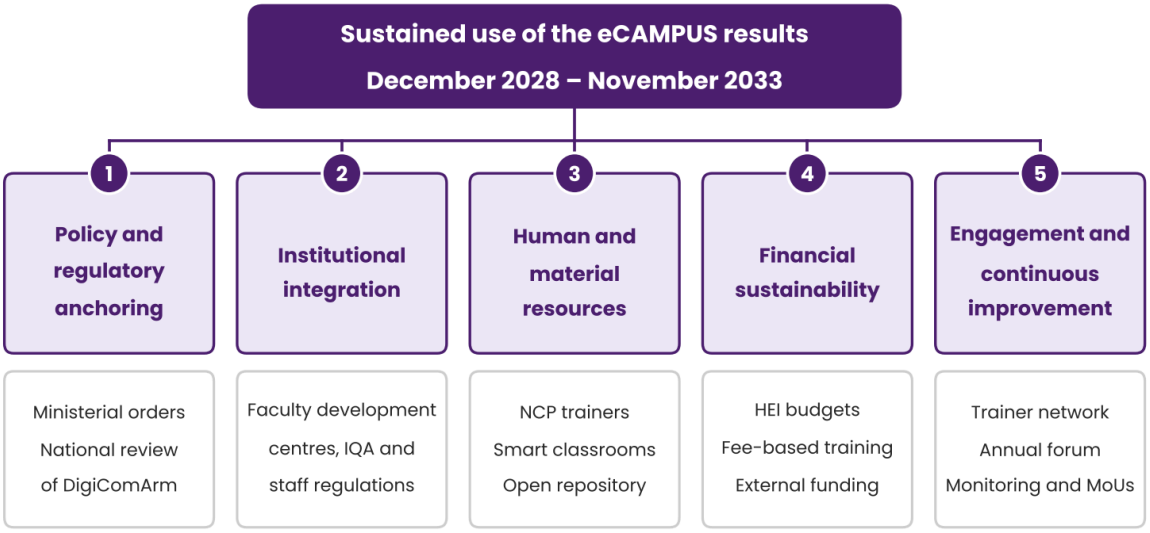


Figure 1: Sustainability components

3. Action Plan

The action plan (Table 2) sets out the concrete steps by which the project results will be institutionalised during the project and maintained after it. Each action is assigned to the partners that will remain responsible for it after November 2028. Dates and target values that the consortium has still to confirm are proposals.

Table 2: Sustainability Action Plan

Sustainability action	Responsible partners	Timeline	Expected outcome	Means of verification
1. Ratification and adoption of DigiComArm	MESCS; consortium HEIs	2026–2027	DigiComArm is ratified by order of the Minister and adopted by the Academic Councils of the four consortium HEIs.	Order published on the website of the Ministry; decisions of the Academic Councils on the project website

Sustainability action	Responsible partners	Timeline	Expected outcome	Means of verification
2. Periodic review of DigiComArm	MESCS, with the HEIs	First review by 2031	The framework is kept up to date with technological change and with the European frameworks.	Revised framework; record of the consultation with the HEIs
3. Ratification and adoption of the NCP	MESCS; consortium HEIs	2027	The NCP is ratified by order of the Minister and adopted by the consortium HEIs.	Order of the Minister; decisions of the Academic Councils
4. Regular delivery of the NCP	Faculty development centres of YSU, ASPU, YSMU and NU	Pilot cycle in 2027; annual cycles from the academic year 2028/29	96 teachers are trained in the pilot cycle. From 2028/29 each centre trains at least one cohort of 20 teachers a year.	Annual training plans; attendance records; register of certificates
5. Maintenance of the pool of NCP trainers	Faculty development centres; EU partner universities	Annually from 2027	At least 16 active trainers, bound by agreements on post-training obligations; each trainer prepares a co-trainer; the trainers meet once a year for professional development.	Register of trainers; agreements; records of the annual meetings
6. Recognition of DigiComArm levels and NCP certificates	Consortium HEIs	2027–2030	The levels and certificates are taken into account in the criteria for the appraisal and promotion of teaching staff and in the award and bonus schemes of the HEIs; each HEI operates at least one recognition scheme, as IQA criterion 4.5 requires.	Amended staff regulations; award regulations
7. Fee-based NCP training for external participants	Faculty development centres	Business plans by January 2028; delivery from 2030	Each consortium HEI has a business plan; one external cohort a year is trained under contracts with other HEIs, colleges, schools and other organisations.	Business plans; contracts; financial records
8. Integration of the IQA regulation and criteria	Quality assurance units of the HEIs; ANQA	2027, then continuous	The internal quality assurance regulations of the consortium HEIs cover digital TLA. ANQA keeps the criteria and tools on its website and refers the HEIs to them.	Institutional regulations; ANQA website

Sustainability action	Responsible partners	Timeline	Expected outcome	Means of verification
9. Regular self-assessment of digital TLA	Consortium HEIs	First reports in 2027; then every three years (2030 and 2033)	Each consortium HEI carries out the comprehensive institutional review that the IQA regulation requires every three years, where possible together with its self-evaluation for institutional accreditation, and adopts an improvement plan.	Self-assessment reports; improvement plans
10. Use and review of the benchmark standards for e-learning platforms and smart classrooms	IIAP NAS; MESCS; HEIs	From 2027; one review by 2031	The standards are recommended by the Ministry, adopted by the four consortium HEIs and applied when HEIs procure or upgrade platforms and classrooms. IIAP NAS reviews them once for technological currency.	Recommendation of the Ministry; decisions and technical specifications of the HEIs; reviewed standards
11. Operation and maintenance of the eight smart classrooms	YSU, ASPU, YSMU, NU	Continuous	The classrooms are timetabled every semester for hybrid teaching and for the NCP; each is looked after by the technical staff of the HEI.	Timetables; inventory records; budgets
12. Part-time studies and the e-platform specification	MESCS; YSU; IIAP NAS; HEIs	Regulation in 2027–2028; implementation from 2028/29	The regulation is ratified; HEIs begin to convert correspondence programmes to the part-time mode; the specification is handed over to the Ministry.	Order of the Minister; programme documentation; hand-over record
13. Maintenance of the project website and open repository	YSU; NU	Until November 2033	All public results remain accessible on the project website and on the Erasmus+ Project Results Platform.	Website; entries on the platform
14. Trainers' network and annual online forum on digital TLA	Faculty development centres; NU; EU partner universities	Annually from 2029	A half-day online forum, hosted by the consortium HEIs in rotation, allows the HEIs to exchange practice.	Programmes; lists of participants
15. Memoranda of Understanding	Armenian and EU partner universities	By September 2028	Two MoUs are signed between Armenian and EU partner universities.	Signed MoUs

Sustainability action	Responsible partners	Timeline	Expected outcome	Means of verification
16. Applications for external funding	Consortium HEIs; EU partner universities	By 2031	At least one new joint proposal builds on the results of eCAMPUS.	Submitted application
17. Monitoring of the plan and surveys of impact	Sustainability Coordination Group; NU compiles the report	Annually, 2029–2033; surveys in 2029/30 and 2031/32	A short annual report on the KPIs is published; it draws on the annual reports on the quality of digital TLA that the IQA criteria require of the HEIs. Teachers and students of the consortium HEIs are surveyed one year and three years after the project.	Annual monitoring reports and survey results on the project website

3.1 Integration of the results into the Armenian HEIs

DigiComArm. Once ratified, the framework applies to the whole higher education sector. The consortium HEIs adopt it by decision of their Academic Councils as the guiding document for the professional development of teaching staff, and use it for the self-assessment of educators and for planning staff training. The revised framework contains two guides: Annex 1 on the assessment and validation of proficiency levels, and Annex 2 on implementation, educator training and resourcing, which sets out a phased implementation model, an indicative funding model that draws on several sources, incentive mechanisms and monitoring indicators. This plan applies that guide to the consortium HEIs. The NCP trainers and the teachers who complete the NCP can serve as the "digital champions" whom the guide foresees in each faculty or university. The Ministry is responsible for the periodic review of the framework.

National Certificate Programme. The NCP consists of four modules of 2 ECTS each (30 contact hours and 30 hours of individual study per module). It is delivered by the faculty development centres of the four consortium HEIs. After the pilot cycle, in which 96 teachers are trained, each centre includes the NCP in its annual training plan. The modules can be taken separately and in a distributed format, which allows teachers to combine them with their duties. The NCP was designed on the basis of the 14 key competences of the framework as submitted in December 2025; before the first regular cycle it will be aligned with the ratified framework, which has 15 key competences.

IQA regulation, criteria and self-assessment tools. The quality assurance units of the consortium HEIs incorporate the criteria into their internal regulations. The regulation provides for an annual review at programme level, an annual institutional report on the quality of digital TLA and a comprehensive institutional review every three years. The HEIs will carry out the comprehensive review, where possible, together with the self-

evaluation that they prepare for institutional accreditation, so that the two exercises do not duplicate each other. The findings feed the improvement plans of the HEIs and the review of the NCP.

Smart classrooms and benchmark standards. The eight smart classrooms are already used for degree programmes, staff development and hybrid teaching. They will host the NCP, including fee-based courses. The benchmark statements on model smart classrooms and the standards for e-learning platforms will be applied whenever an HEI equips a new classroom or upgrades its platform.

Part-time studies. The Law on Higher Education and Science, adopted in September 2025, provides the legal basis for part-time studies. The project delivers the regulation on part-time studies and the technical specification for a common course registration and student progression e-platform. It does not deliver the platform itself: its development and operation depend on a decision and on funding by the Ministry or by the HEIs. The sustainability measure for this result is therefore the formal hand-over of the specification to the Ministry and support to the HEIs in the transition from the correspondence to the part-time mode.

3.2 Roles of the partners after the project

Table 3 sets out the role of each partner after November 2028. The roles of the Armenian HEIs and of the Ministry follow from the Grant Agreement. The roles proposed for ANQA, IIAP NAS and the EU partner universities are deliberately limited, involve no financial obligation, and are subject to their agreement. They continue what these partners do in the project. Under the Logical Framework Matrix, the IQA criteria and tools are recommended by ANQA and published on its website. The Grant Agreement gives the EU partner universities a role both during and after the project, in sharing knowledge and experience, in reviewing and in networking, and provides that the MoUs set out the roles and responsibilities of each party in sustaining the results.

Table 3: Roles of the partners after the project

Partner	Role
Consortium HEIs: YSU, ASPU, YSMU, NU	Deliver the NCP through their faculty development centres; apply DigiComArm in staff development and the IQA criteria in internal quality assurance; operate and maintain the smart classrooms; allocate staff time and budget; provide data for the annual monitoring report.
YSU (project coordinator)	Maintains the project website with NU; hands over the e-platform specification to the Ministry; chairs the Sustainability Coordination Group.
NU (lead partner of Work Package 6)	Maintains the project website with YSU; compiles the annual monitoring report and coordinates the annual online forum.
MESCS	Ratifies DigiComArm, the NCP and the regulation on part-time studies; reviews DigiComArm periodically; recommends the benchmark standards to the HEIs; decides on the development of the e-platform; examines the inclusion of the NCP in publicly funded professional development.

Partner	Role
ANQA	Keeps the IQA regulation, criteria and self-assessment tools available on its website and refers the HEIs to them; considers them when it next revises its guidance on institutional self-evaluation; takes part in the Sustainability Coordination Group.
IIAP NAS	Keeps the benchmark standards and statements available and reviews them once, by 2031, for technological currency; advises the Ministry and the HEIs, on request, on the e-platform specification and on classroom equipment; takes part in the Sustainability Coordination Group.
EU partner universities: UAM, ULISBOA, UNIGE, KTH	Sign the MoUs; advise, on request, the trainers of the NCP module that they taught and comment on its updated syllabus; contribute online to the annual forum; join new project proposals and publications; keep the project results linked on their websites.

3.3 Support structures

Faculty development centres. The Grant Agreement assigns the trained NCP trainers to the teaching staff development centres of the Armenian HEIs. These centres are the permanent home of the NCP: a member of the existing staff of each centre acts as NCP coordinator, plans the annual cycle, keeps the registers of trainers and certificates, and manages the fee-based courses. The centres build on the experience of earlier Erasmus+ projects on innovative and digital teaching and learning in Armenia, such as PRINTeL, SMARTeL and MEDIA, with which synergies will be sought.

Network of NCP trainers. Each trainer is trained for one module, at the EU partner university responsible for it. Under the allocation of places (Table 4), YSU, ASPU and YSMU will have at least one trainer for every module, while NU will have none for Module 1. The centres will therefore share trainers, and during the pilot cycle each trainer will prepare at least one co-trainer. A model agreement on participation in the training of trainers and on post-training obligations has been prepared: the trainer undertakes to deliver internal training, to prepare the training materials and to take part in the assessment and certification of participants, and the HEI to provide the rooms, the equipment and the organisational conditions. The consortium HEIs will conclude such agreements with all their trainers. In line with the quality assurance provisions of the NCP, the trainers will take part in an annual professional development session and in peer observation across the HEIs.

Sustainability Coordination Group. A group with one representative of each Armenian partner, chaired by YSU, will meet online once a year from 2029. It will review the KPIs, approve the annual monitoring report and agree corrective measures.

Project website and repository. YSU and NU will maintain the project website, www.eCAMPUS.am, for five years after the end of the project. All public deliverables will also be uploaded to the Erasmus+ Project Results Platform, which guarantees access independently of the project website. In accordance with the Grant Agreement and

the Consortium Agreement, the results remain the property of the beneficiaries that produced them; the public deliverables and the training materials are freely accessible under open licences, with acknowledgement of the project and of EU funding.

3.4 Allocation of human and material resources

The human and material resources created by the project are distributed among the consortium HEIs as shown in Table 4. Each HEI assigns the tasks to existing staff: an NCP coordinator in the faculty development centre, the technical staff who look after the smart classrooms and a member of the quality assurance unit for digital TLA. No new posts are required. On this basis, each centre can train one cohort of 20 teachers a year, that is, 80 teachers a year in the four HEIs; the larger HEIs may run a second cohort where there is demand.

Table 4: Resources of the consortium HEIs for the delivery of the NCP

Consortium HEI	M1	M2	M3	M4	Trainers	Smart classrooms	Proposed annual NCP intake (teachers)
Yerevan State University (YSU)	1	1	2	2	6	3	20
Armenian State Pedagogical University (ASPU)	2	1	2	1	6	2	20
Yerevan State Medical University (YSMU)	2	1	1	1	5	2	20
Northern University (NU)	–	1	1	1	3	1	20
Total	**5**	**4**	**6**	**5**	**20**	**8**	**80**

M1 to M4: places allocated to the HEI in the training of trainers for NCP Modules 1 to 4 (Module 1 at ULISBOA, Module 2 at KTH, Module 3 at UAM, Module 4 at UNIGE; November–December 2026). One further place, in Module 2, is allocated to ANQA, which brings the total to 21. The Grant Agreement requires at least 16 trained trainers. A full cycle of four modules requires 120 contact hours a year in each centre, shared among its trainers.

Each smart classroom is equipped with a 98-inch interactive display, two 4K tracking cameras, an integrated microphone and speaker bar and a media station for recording and streaming. The rooms were renovated by the host HEIs from their own resources, the equipment is entered in their asset registers, and their academic and technical staff were trained in its use when it was installed. The NCP materials, the syllabi and the recordings of training sessions are kept in the learning management systems of the HEIs and in the open repository.

3.5 Financial sustainability strategy

The Grant Agreement requires the plan to include a budget with estimates for fee-based training services, and foresees that each Armenian consortium HEI will adopt a business plan for delivering NCP training on a commercial basis to other HEIs, schools

and private organisations. The strategy follows the funding model of the implementation guide of DigiComArm, which draws on the budgets of the HEIs, the state budget, international grants and partnerships, and keeps additional costs to a minimum: the main resource is the working time of staff whom the HEIs already employ. Amounts are given in Armenian drams (AMD); they are indicative estimates, based on the purchase price of the equipment and on the unit costs of the project converted at the rate of AMD 405 to EUR 1, and will be replaced by the figures of each HEI in the business plans.

A. Integration into the budgets of the HEIs

- The training of the HEIs' own teachers is part of the regular work of the faculty development centres. The hours of the trainers and of the NCP coordinator are counted in their workload and require no additional funding.
- The additional costs are limited to the upkeep of the smart classrooms, training materials and the project website. They are estimated at about AMD 1,330,000 a year for the four HEIs together (Table 5) and are covered by the annual budgets of the HEIs.

Table 5: Estimated additional annual costs of the consortium HEIs, 2029–2033 (AMD)

Item	YSU	ASPU	YSMU	NU	Total
Upkeep of the smart classrooms (about 2% a year of the purchase price of the equipment)	360,000	240,000	240,000	120,000	960,000
Training materials and certificates for one NCP cohort	80,000	80,000	80,000	80,000	320,000
Domain and security certificate of the project website	25,000	–	–	25,000	50,000
Total	**465,000**	**320,000**	**320,000**	**225,000**	**1,330,000**

The equipment of one smart classroom was purchased in December 2025 for about AMD 5.9 million. The domain and the security certificate of the website cost about AMD 49,000 in 2025.

B. Fee-based training services

The cost of delivering one NCP module to an external cohort of 20 participants is estimated at AMD 252,000 (Table 6), that is, AMD 12,600 per participant. An indicative fee of AMD 15,000 per module, or AMD 60,000 for the full programme, covers this cost and leaves a margin of about 16% for the upkeep of equipment. An external cohort that completes the full programme thus yields about AMD 192,000, more than the annual upkeep of one smart classroom. The consortium HEIs propose to train one external cohort a year from 2030, hosted by the centres in rotation, which gives about 80 external participants by November 2033.

Table 6: Estimated cost of one fee-based NCP module for a cohort of 20 participants (AMD)

Cost item	Estimate
Remuneration of the trainers: five training days at AMD 32,400 a day	162,000
Assessment of portfolios and certification	40,000
Administration	30,000
Training materials	20,000
Total for one module	**252,000**

C. Public and international funding

- The Ministry and the HEIs will examine the inclusion of the NCP in publicly funded programmes for the professional development of teaching staff.
- The consortium HEIs, with the EU partner universities, will prepare at least one new joint proposal to Erasmus+ or another international programme to extend the results, for example to further HEIs and to the development of the e-platform.

D. Cost sharing and financial management

- The centres share trainers and training materials and may run joint cohorts, which allows smaller HEIs to offer all four modules. Training materials are published as open educational resources.
- Each HEI records the staff time and funds that it allocates to the results and reports them once a year in the monitoring report.

4. Indicators of Sustainability

The KPIs in Table 7 measure whether the results remain in use after the end of EU funding. They cover the engagement of the institutions, the use of resources, the effect on the target groups and the achievement of the commitments made in the Grant Agreement, and they include the measures of impact that the Grant Agreement foresees: the use of digital TLA methods by educators, the satisfaction of students one year and three years after the project, and the incentives for educators. Target values taken from the Grant Agreement are firm; the other target values are proposals to be

confirmed by the consortium.

Table 7: Indicators of Sustainability

Indicator	Measure	Means of verification	Target value
Regulatory anchoring	Orders of the Minister ratifying DigiComArm, the NCP and the regulation on part-time studies	Orders published on the website of the Ministry	Three orders in force by the end of the project
Adoption of DigiComArm	HEIs that have adopted the framework by decision of their governing bodies	Decisions of the Academic Councils; staff development regulations	The four consortium HEIs by the end of the project; at least four further HEIs by November 2033
Self-assessment of educators	Share of the teaching staff of the consortium HEIs who have completed the DigiComArm self-assessment	Records of the faculty development centres	At least 80% (implementation guide of DigiComArm; IQA criterion 4.4) by 2030
Delivery of the NCP	Faculty development centres that offer the NCP every year	Annual training plans	Four centres from the academic year 2028/29
Teachers trained and certified	Teachers who complete NCP modules and receive certificates	Attendance records; registers of certificates	96 by May 2027 (Grant Agreement); at least 80 a year and 400 in 2029–2033
Pool of trainers	Active NCP trainers; modules that each centre can deliver	Register of trainers	At least 16 active trainers (Grant Agreement); every module can be delivered in each centre by its own or shared trainers by 2029
Fee-based training	Business plans adopted; external participants trained	Business plans; contracts; financial records	Four business plans by January 2028; at least 80 external participants by November 2033
Satisfaction of NCP participants	Share of participants who rate the training positively	Post-training evaluation questionnaires	At least 70% in every cycle (IQA criterion 4.6)
Use of digital TLA by educators	Share of teachers of the consortium HEIs who use digital TLA methods and open educational resources	Survey of teachers, compared with the needs-analysis survey of April 2025	An increase over the 2025 baseline in each consortium HEI in 2029/30 and in 2031/32
Satisfaction of students	Share of students of the consortium HEIs who are satisfied with digital TLA	Student surveys of the HEIs one year and three years after the project	At least 70% in 2029/30 and in 2031/32

Indicator	Measure	Means of verification	Target value
Incentives for educators	HEIs whose staff regulations or recognition schemes take DigiComArm levels and NCP certificates into account	Amended regulations	Four consortium HEIs by 2030
Internal quality assurance of digital TLA	HEIs with IQA regulations covering digital TLA; self-assessments carried out	Institutional regulations; self-assessment reports	Four consortium HEIs and four self-assessment reports by May 2027 (Grant Agreement); a comprehensive institutional review in each HEI every three years thereafter (IQA regulation), in 2030 and in 2033
Use of the smart classrooms	Classrooms in operation and timetabled	Timetables; inventory records	Eight classrooms in operation every year, each timetabled in every semester
Part-time studies	Ratified regulation; specification handed over; part-time programmes offered	Order of the Minister; hand-over record; programme documentation	Regulation ratified by December 2027 and specification handed over to the Ministry by March 2028 (Grant Agreement dates); regulation applied in the four consortium HEIs (Grant Agreement); at least one part-time programme in each consortium HEI that offers correspondence studies by 2031/32
Budget integration	HEIs that allocate staff time and funds to the NCP and the smart classrooms every year	Budgets; workload plans	Four consortium HEIs every year
Access to the results	Availability of the website and of the public deliverables	Website; Erasmus+ Project Results Platform	Website maintained until November 2033; all public deliverables on the platform by November 2028
Cooperation and dissemination	MoUs signed; online forums held; joint proposals, publications and presentations	Signed MoUs; programmes; applications; publications	Two MoUs by September 2028 (Grant Agreement); one online forum a year; at least one joint proposal by 2031; at least three publications or presentations in 2029–2033
Benchmark standards	HEIs that have adopted the benchmark standards for e-learning platforms; review by IIAP NAS	Decisions of the HEIs; reviewed standards	Adopted in the four consortium HEIs (Grant Agreement); one review by 2031

Indicator	Measure	Means of verification	Target value
Review of the framework	Review of DigiComArm by the Ministry	Revised framework	One review by 2031
Monitoring	Annual monitoring reports on the KPIs	Reports on the project website	Five reports, 2029–2033

The indicators will be measured for the first time in the report on the KPIs of the Logical Framework Matrix, due by September 2028, which will set the baseline. For the use of digital TLA, the baseline is the needs-analysis survey of April 2025, which covered 588 teachers and 1,316 students of eight Armenian HEIs, including the four consortium HEIs. From 2029 NU will collect the data once a year from the faculty development centres, the quality assurance units and the Ministry. To avoid additional reporting, the HEIs will take the data from the annual report on the quality of digital TLA that the IQA criteria already require of them. The Sustainability Coordination Group will approve the annual monitoring report. The questionnaires completed by NCP participants, the surveys of teachers and students and the self-assessment reports of the HEIs provide the feedback on which the NCP, the IQA tools and, at each review, the framework itself are improved.

5. Sustainability Process

Sustainability is built in four phases (Figure 2). The first three coincide with the implementation of the project and follow its work plan; the fourth is the period covered by this plan.

Phase 1, 2025–2026: laying the foundations. The Digital Competence Framework is developed and submitted for ratification (Work Package 1), the IQA regulation and criteria for digital TLA are developed (Work Package 3), and the eight smart classrooms are established ahead of schedule (Work Package 4).

Phase 2, 2026–2027: institutional integration. The NCP is finalised, the trainers are trained at the EU partner universities and the pilot cycle is delivered to 96 teachers (Work Package 2). The consortium HEIs adopt the framework, the NCP and the IQA regulation, carry out the first self-assessments of digital TLA (Work Package 3), and the benchmark standards are completed (Work Package 4).

Phase 3, 2027–2028: regulatory completion and hand-over. The regulation on part-time studies and the technical specification of the e-platform are produced (Work Package 5). The consortium HEIs adopt their business plans and budgets, the MoUs are signed, the KPI report sets the baseline, and the results are presented at the closing conference in November 2028.

Phase 4, December 2028–November 2033: independent operation. The results function

without EU funding. The faculty development centres run annual NCP cycles and fee-based courses, the HEIs operate the smart classrooms and repeat the self-assessments, the Ministry reviews the framework, and the Sustainability Coordination Group monitors the KPIs every year.

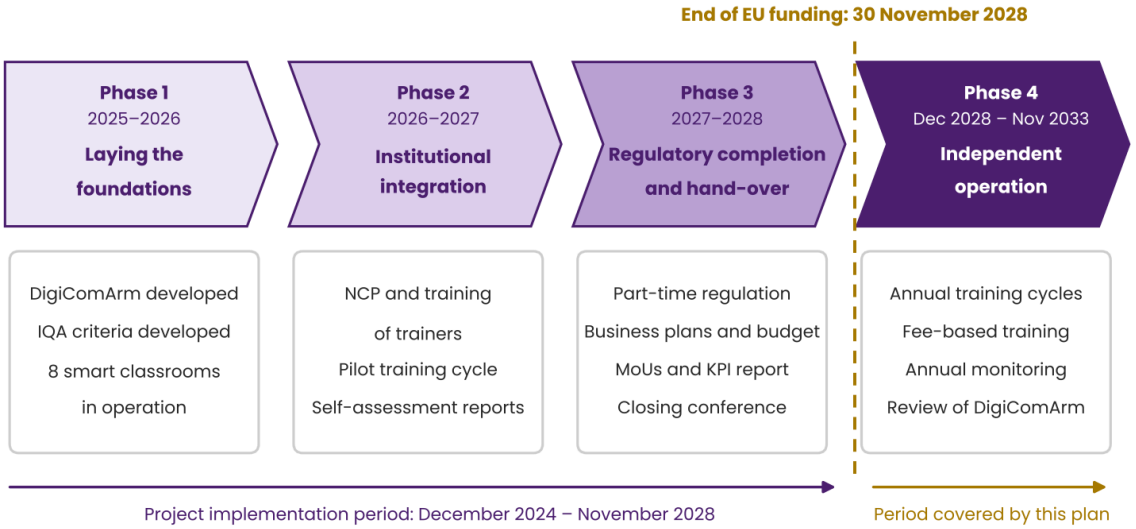


Figure 2: Sustainability process

6. Risks and Mitigation Measures

The main risks to the sustainability of the results, and the measures by which the consortium will limit them, are set out in Table 8.

Table 8: Risks to sustainability and mitigation measures

Risk	Mitigation measure
Delay in the ratification of a result by the Ministry, as experienced with DigiComArm	The Ministry, as co-lead partner, is involved from the drafting stage, and the wider higher education community is consulted early. The consortium HEIs adopt each result by decision of their Academic Councils, so that its use does not depend on the date of ratification.
Loss of trained trainers through staff turnover	The trainers conclude agreements on post-training obligations with their HEIs; each trainer prepares at least one co-trainer; the centres share trainers; the register of trainers is reviewed every year.
Low motivation of teachers to take part in the NCP	DigiComArm levels and NCP certificates are taken into account in appraisal and promotion and in the award and bonus schemes of the HEIs; the modules can be taken separately and in a distributed format.
Workload of the trainers and of the centres	The plan asks each centre for one cohort a year; the hours are counted in the workload of the trainers; trainers and cohorts are shared between the HEIs.
Insufficient demand for fee-based training	The centres begin with contracts with other HEIs and adjust the offer and the fee to demand; single modules are offered as well as the full programme.

Risk	Mitigation measure
Insufficient funds for maintenance; obsolescence of equipment	The upkeep is entered as a line in the budgets of the HEIs; the margin of the fee-based courses is reserved for equipment; the benchmark statements guide replacement.
The framework and the NCP become outdated, in particular as regards AI	The Ministry reviews the framework periodically; the centres update the NCP after each review and on the basis of participants' feedback, with the advice of the EU partner universities.
The e-platform is not funded after the project	The specification is handed over to the Ministry as the basis for a national decision; in the meantime the HEIs apply the regulation on part-time studies with their existing systems.

7. Memorandum of Understanding

To maintain cooperation after the project, the Grant Agreement foresees two Memoranda of Understanding between Armenian and EU universities of the consortium, to be signed by September 2028. Under the Grant Agreement, the MoUs formalise the commitment of the parties to collaboration and to mutual support in sustaining the project results, set out the roles and responsibilities of each party, define the scope of the cooperation and establish the means of communication and coordination. They will record the role of the EU partner universities set out in Table 3: advice to the trainers of the NCP, exchange of practice on the quality assurance of digital TLA, joint publications and joint project proposals. They impose no financial obligations.

Two MoUs are the minimum required. The consortium may decide that each of the four Armenian HEIs signs an MoU with a different EU partner university, so that all eight universities are covered. A model MoU is given in Annex 2.

Annex 1: Requirements of the Grant Agreement and where they are addressed

Requirement of the Grant Agreement for D6.2	Where it is addressed in this plan
Human resources: staff responsible for the implementation, monitoring and evaluation of the sustainability measures, and their training	Sections 3.2, 3.3 and 3.4; Table 3 and Table 4
Material resources: tools, technologies and materials that support the project outcomes; a repository accessible to all partners	Sections 3.3 and 3.4; action 13 in Table 2
Financial resources: a budget with estimates for fee-based training services, funding sources and financial management	Section 3.5; Table 5 and Table 6
Integration into institutional practices; collaboration among the consortium members; engagement of stakeholders	Sections 3.1 to 3.3; actions 1 to 14 in Table 2
Continuous improvement: feedback mechanisms and adaptation of the results to emerging needs	Section 4; actions 2, 9, 10 and 17 in Table 2
Action plan with steps, timelines, responsible parties and expected outcomes	Table 2
Key performance indicators	Table 7
Report on the KPIs of the Logical Framework Matrix (3–4 pages, in English)	To be produced by September 2028 (Sections 1 and 4)
Two Memoranda of Understanding between Armenian and EU universities of the consortium	Section 7; model MoU in Annex 2

Annex 2: Model Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING

between

[Name of the Armenian university], [city], Republic of Armenia

and

[Name of the EU partner university], [city], [country]

This Memorandum of Understanding (hereinafter "the MoU") is entered into by and between:

- [Name of the Armenian university], represented by [name], Rector; and
- [Name of the EU partner university], represented by [name], Rector;

hereinafter referred to collectively as "the Parties", which, in order to sustain the results of the Erasmus+ project eCAMPUS (No 101177299) and to promote cooperation in the field of digital education, agree as follows.

1. Subject matter

1.1 The subject of this MoU is cooperation in education and research, with a specific focus on digital teaching, learning and assessment in higher education.

1.2 To this end, the Parties agree to cooperate in the following areas:

- exchange of information and experience on the digital competence of educators, on the professional development and certification of teaching staff, and on the quality assurance of digital teaching, learning and assessment;
- advice and peer support to the trainers of the National Certificate Programme on Training of Teachers' Digital Competences, including comments on updated module syllabi;
- joint organisation of seminars, workshops, conferences and other events, including the annual online forum on digital teaching, learning and assessment;
- joint development of academic and research projects and joint applications for funding;
- joint publications and presentations.

2. Rights and obligations of the Parties

2.1 Cooperation, including cooperation between faculties, institutes and other units, shall be carried out in accordance with programmes jointly developed and approved by the competent bodies of the Parties.

2.2 [Name of the Armenian university] shall deliver the National Certificate Programme through its faculty development centre, share the updated module syllabi and training materials with the other Party, and inform it once a year of the

results achieved.

2.3 [Name of the EU partner university] shall, on request and within its available resources, advise the trainers of the Programme, comment on the updated module syllabi and contribute online to the annual forum.

2.4 Each Party shall designate a contact person for the implementation of this MoU. The contact persons shall review the cooperation at least once a year.

2.5 This MoU does not impose financial obligations. Each Party is responsible for the funding of its own activities under this MoU. The financial terms of joint projects shall be defined for each project in a separate agreement.

3. Intellectual property

3.1 The Parties shall be responsible for the publication and protection of intellectual property in compliance with the laws and regulations of their respective countries. Results of the eCAMPUS project shall be used with acknowledgement of the project and of the funding of the European Union.

4. Period of validity

4.1 This MoU shall enter into force upon signature by both Parties and shall remain valid for five years. It is drawn up in English in two copies of equal validity, one for each Party. It may be extended by written agreement of the Parties.

4.2 Either Party may terminate this MoU by giving the other Party written notice at least three months in advance.

4.3 Amendments and additions to this MoU shall be valid only if made in writing and signed by both Parties.

5. Other provisions

5.1 The Parties shall be released from liability for failure to fulfil their obligations as a result of force majeure. The Party affected shall notify the other Party promptly.

5.2 Each Party shall comply with the laws and regulations of its country in implementing this MoU.

5.3 Any dispute arising from this MoU shall be settled by direct negotiation between the Parties.

Signatures

For [Name of the Armenian university]	**For [Name of the EU partner university]**
Name: [name]	Name: [name]
Title: Rector	Title: Rector
Signature: _____	Signature: _____
Date: _____	Date: _____