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Project Title

**“Fostering Socially Distanced and
Inclusive on-Campus Education in
Armenian HEIs”**

Acronym

eCAMPUS

PROJECT COORDINATION by Yerevan State University Foundation

PROJECT INFORMATION

Number and call:	101177299-2024
Key action:	ERASMUS-EDU-2024-CBHE-STRAND3
Start-date:	Dec 1 st 2024
End-date:	Nov 30 th 2028
Granting authority:	European Education and Culture Executive Agency (EACEA)
EC contribution:	€ 899.938,90

ADDITIONAL PROJECT INFORMATION at local level if UniGe is not the coordinating Institution

Department / Unit:	International Cooperation Office (ICO)
Local coordinator:	Mr. Angelo Musaio – Head of ICO
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OTHER INFORMATION - Partnership

1. YEREVAN STATE UNIVERSITY FOUNDATION - YSUF Armenia - Project coordinator
2. ARMENIAN STATE PEDAGOGICAL UNIVERSITY n.a. K. ABOVIAN - ASPU Armenia
3. YEREVAN STATE MEDICAL UNIVERSITY n.a. Mkhitar HERATSI - YSMU Armenia
4. NORTHERN UNIVERSITY in Yerevan - NUAM Armenia
5. INSTITUTE FOR INFORMATICS AND AUTOMATION PROBLEMS, NATIONAL ACADEMY OF SCIENCE RA - IAPP Armenia
6. NATIONAL CENTER FOR PROFESSIONAL EDUCATION - ANQA Armenia
7. MINISTRY OF EDUCATION, SCIENCE, CULTURE AND SPORT - MES Armenia
8. UNIVERSIDAD AUTONOMA DE MADRID - UAM Spain
9. UNIVERSIDADE DE LISBOA - UDL Portugal
10. UNIVERSITA DEGLI STUDI DI GENOVA - UNIGE Italy
11. ROYAL INSTITUTE OF TECHNOLOGY - KHT Sweden

OTHER INFORMATION - Project summary

This is a cooperation project awarded within the «Erasmus+ Key Action 2», sub-action “Capacity Building in the field of Higher Education” (CBHE), upon a competitive Call by the EU Agency “EACEA”.

Projects granted under **CBHE Strand 3** aim at supporting efforts in third countries, not associated to the E+ Programme, to develop structural and sustainable improvement & innovation in their Higher Education systems. By involving the competent National Authorities (notably the Ministries of Education), they pursue to increase the capacities of HEIs through their participation in the definition, implementation and monitoring of reform processes to modernise HE, particularly in terms of strategic governance, management and financing.

These projects are also aimed at promoting inclusive higher education systems that can provide the right conditions for students of different backgrounds to access learning and succeed. Particular attention is, therefore, paid to people with fewer opportunities.

The main goal of such projects is to meet the third countries’ socio-economic needs and, ultimately, to create a knowledge-driven economy. Mainstreaming and upscaling of successful results, as well as synergies with ongoing support in the area under bilateral programmes are also elements of this Strand.

eCAMPUS project aims at enhancing quality of online teaching, learning and assessment (TLA) in Armenian (AM) HEIs in line with the EU’s “Digital Education Action Plan 2021-2027” priorities and objectives through promoting teaching staff’s digital skills and competences, and adopting internal QA mechanisms for online TLA.

This wider goal will be accomplished by achieving the following **objectives**:

1. Creation of Digital Competence Framework (DCF) of TLA for the AM HE domain (DIGIcomp) aimed at determining and regulating the obligatory skills and competencies for the teaching staff engaged in digital TLA to align the AM HE with the global digital education technology trends.
2. Establishment of a National Certificate Programmed (NCP) in digital TLA (DIGIcert) aimed at training, continuous professional development and certification of teaching staff's pedagogical skills and instructional proficiency in digital TLA equipping them with innovative instructional strategies and techniques.
3. Elaboration of internal quality assurance system (IQA) for digital TLA in AM HEIs (IQAsys) to ensure quality and standards in online education by providing criteria, procedures and tools for evaluation, self-assessment, continuous enhancement, and alignment with the EHEA QA standards in digital TLA.
4. Development of benchmark standards for e-learning multimedia platforms and provisions for smart classroom models for AM HEIs (SMARTclass) to promote effective and inclusive learning environments, technology-enhanced instructional models and to ensure equitable access to digital learning resources and tools for all.
5. Development of a regulatory framework for part-time studies in AM HE and provisions for common online course registration and student progression e-platform (COURSreg), aimed at creating a legal and operational basis to support a smooth transition of AM HEIs to include part-time study mode, and to enhance accessibility of HE for the students with special needs.

The **structure** of the project is the following:

WP1 - Digital Competence Framework (DCF) of Teaching-Learning-Assessment

WP2 - National Certificate Programme (NCP) in digital Teaching-Learning-Assessment (TLA)

WP3 - Internal Quality Assurance (IQA) System for online Teaching-Learning-Assessment

WP4 - Standards for e-learning platforms and Smart classroom models

WP5 - Online course registration & progression e-platform

WP6 - Dissemination and Sustainability

WP7 - Project Management and Quality Control.

The following **project outcomes** are expected to be sustainable after the end of the Erasmus+ funding of the project:

- at institutional level: more than 120 teaching and administrative staff of AM HEIs with enhanced skills and competencies in digital TLA and QA, a functioning NCP for professional development of the teaching staff engaged in digital TLA, 8 smart classrooms for technology-enabled education, enhanced quality of digital TLA,
- at national level: ratified DCF and NCP for digital TLA, revised IQA standards relevant for digital TLA, benchmark standards for e-learning multimedia platforms, technical specification for the common course registration and student progression e-platform, and enhanced inclusiveness of AM HE,
- at European level: best practice and experience sharing, peer learning, networking, and long-term oriented cooperation with EU partners promoting further integration of the AM HE system into the EHEA.

Website in progress