**DIGITAL TRANSFORMATION
OF ASIAN HIGHER EDUCATION**

R 6.2.1 PROJECT IMPACT FRAMEWORK

VERSION:2.0

DATE: 25 April 2025

OVERVIEW

Title:	DIGITAsia Project Impact Framework
Deliverable No.:	D6.2.1 Project Impact Framework
Date of Issue:	1 April 2025
Author:	FOI
Contributor(s):	All Project Partners
Abstract:	A theory of change is the core of the approach to developing a measurement framework. The document shows what DIGITASIA partners want to achieve and how they plan to achieve it, setting out the causal links between project activities and end results. In that way, the theory of change is a necessary basis for measuring project impact because it provides a theoretical framework to allow project partners to assess whether what they do is working as planned, and how it can be improved.
Key words:	theory of change, impact, results, stakeholders

TABLE OF CONTENTS

TABLE OF CONTENTS

EXECUTIVE SUMMARY:
A theory of change is the core of the approach to developing a measurement framework. The document shows what DIGITASIA partners want to achieve and how they plan to achieve it, setting out the causal links between project activities and end results. In that way, the theory of change is a necessary basis for measuring project impact because it provides a theoretical framework to allow project partners to assess whether what they do is working as planned, and how it can be improved. The document includes the template (table)to be used by project partners to monitor and report the project progress and the achieved impact.

1. INTRODUCTION

A theory of change is the core of the approach to developing a measurement framework. Here it shows what DIGITASIA partners want to achieve and how they plan to achieve it, setting out the causal links between project activities and end results. In that way, the theory of change is a necessary basis for measuring project impact because it provides a theoretical framework to allow project partners to assess whether what they do is working as planned, and how it can be improved.
It is expected that the DIGITASIA theory of change will have three major benefits:

- IMPORTANCE - it will help project partners (and beyond) to understand all the important outcomes, so they can develop a framework that measures the right things. If measurement is not based on a theory of change, it risks not measuring the most important things and therefore wasting effort.
- CONNECTION - it will help project partners (and beyond) to understand how the outcomes they seek to influence are connected. Since a theory of change shows what partners are trying to achieve and how they are planning to get there, they can work out whether they are on track to achieve intended outcomes.
- PROGRESSION - It helps partners track the progress they make towards the project final goal. Theory of change will show the steps that lead to the end goal and will help project partners to assess their progress towards it, even if the goal itself cannot be measured.

Impacts of DIGITASIA project on people and the learning environment described below can be understood across the following five areas:

Figure 1. Five areas of DIGITASIA impact

Furthermore, social, technological, economic, environmental, and political aspects (according to STEEP framework)will be considered to ensure that the project impact is assessed from multiple dimensions as listed in Table 1.

Figure 2. DIGITAsia STEEP aspects

IMPACT DIMENSION	KEY OUTCOMES	BENEFICIARIES
	Table 1. DIGITAsia STEEP areas	
Social Impact	- Enhanced access to inclusive digital education for geographically dispersed students. - Reduction in education inequalities through hybrid learning models. - Development of a digital culture among faculty and students	Students, faculty, rural & marginalized communities, policymakers
Technological Impact	- Implementation of AI-driven learning design to improve student performance. - Adoption of Education 5.0 digital learning tools (e.g., LMS, VR, AI-based assessments). - Enhanced digital competencies for educators and administrators.	HEIs, faculty, IT support staff, EdTech developers
Economic Impact	- Development of free lifelong learning programs.	HEIs, students, employers, local and global workforce
Environmental Impact	- Reduction in carbon footprint through remote learning adoption (less travel). - Sustainable use of digital resources over paper-based materials. - Integration of green practices in digital education strategies.	Universities, government agencies, sustainability organizations
Political Impact	- Contribution to national digital education policies and higher education reforms. - Strengthening regional collaboration in digital education. - Support for cross-border knowledge exchange and cooperation with European institutions.	Ministries of Education, HEI governance, EU and ASIAN policymakers

2. IMPACT FRAMEWORK

2.1 DIGITASIA OBJECTIVES

Project **Digital Transformation of Asian Higher Education - DIGITAsia**, funded by Erasmus+ programme - Capacity Building in the field of higher education (Strand 2) started with its activities in November 2024.
Overall objective is to empower HE institutions in highly geographically dispersed countries to engage with their digital transformation by boosting the skills of educators to be able to apply Education 5.0 through hybrid learning design principles driven by learning analytics and student characteristics in order to develop effective, inclusive, accessible, and quality courses.

Specific objectives:

SO1. To upskill teachers with needed skills for Education 5.0 to create learner centered active hybrid courses integrating learning analytics and other emerging technologies that enable individualization and personalization of learning experience as well as provide a valuable understanding of Industry 5.0 and its implementation in education

SO2 To provide teachers with guided support to successfully transform their teaching practices according to Education 5.0 pedagogies.

SO3 To foster teaching transformation by piloting courses at different levels of education to ensure integration of the new methodologies, teachers' skills and courses developed according to the Education 5.0 pedagogies.

SO4. To create the digital teaching transformation framework with the toolkit for implementation involving an evidence-based quality assurance process for online learning that will ensure a sustainable process of digital transformation.

SO5. To foster peer-to-peer collaboration and learning in the region between institutions.

2.2 DIGITASIA RESULTS, ACTIVITIES AND THEIR LINKS (WHAT)

DIGITASIA project activities include management (WP1), dissemination (WP6) and work on the following work packages:

WP2 SKILLING-UP FOR EDUCATION 5.0
WP3 SETTING-UP THE PILOTS
WP4 PILOTING EDUCATION 5.0 PEDAGOGIES
WP5 TRANSFORMING DIGITAL TEACHING

2.2.1 Evidences, sources and tools

Through the project the partners will use the following evidences to ensure the desired impact level:
1/developed results and their quality
2/developed research papers
3/developed networks with target audience, community for change
4/developed dissemination materials
5/internationalisation of the impact.

2.2.2 Feedback/data collection

In order to enable simple and efficient measuring project impact at different levels during the project lifecycle, the Coordinator prepared a project impact analysis framework (Appendix 1). It is in a form of a simplified maturity model (rubric with domains and levels of achievements) accompanied with measures of verification for different achievement levels. The framework will be applied to primary target groups (participants - teachers and decision makers) at the partner institutions, partner institutions in general, other relevant stakeholders (HEIs and educational leaders) beyond project partnership.

2.3 DIGITASIA STAKEHOLDERS (WHO)

The project is expected to have impacts on different stakeholders:
1. PARTICIPANTS - for teachers, researchers from partner institutions impact of WPs will be followed.

This impact framework will be used to evaluate the project impact for participants. Each activity will gather data from participants. The same will be applied at the workshops that trainers will conduct

at the partner institution. We expect that the level of achievement for trainers will be at least 3 (apply) and trainees at least 2 (be aware of).

In the scope of that verification of impact at the level of apply will include for example at least 10 re-designed HE courses per (Asian) institution and level "evaluate" means that data are gathered from teachers (and students if and where applicable).

2. PARTICIPATING INSTITUTIONS - for decision makers and educational leaders impact of WPs will be followed.

The project aim is that at the end of the project at all beneficiary institutions there will raise for at least one level for at least one of the target groups. It means that at all partner institutions teachers are going to understand and some of that also use learning design and new quality measures.

3. OTHER TARGET GROUPS - teachers and students (not necessarily from partners), HE decision makers.
4. OTHER - policy makers at the HE system level.

Impact of the project will be followed through project events, hits at the project web site and use of e-course as well as conference presentation and published papers impact, booklet(s) and newsletter distributions.

2.4 SCALE, DEPTH AND DURATION OF RESULTS (HOW MUCH)

To decide on which project outcomes to measure, DIGITASIA partners asked themselves two questions:

1. Is there a proven causal link between project outcomes in DIGITASIA theory of change?
2. Is it really important for project partners to have impact data on a project outcome?

Partners will prioritize the most important outcomes which will reflect the outcomes that DIGITASIA target audience see as important. Nevertheless, they will be outcomes that:

project directly influence (rather than indirectly support)
are important or material to the project's main goal.

Within the DIGITAsia project impact is expected at different levels:
Project objectives (overall and specific):

● Impact at the stage of overall objective is by definition out of direct control of the project. The measure of impact at the stage of the overall objective goes beyond the project scope and timeframe, since some indicators can be gathered by collecting data through online platforms, project databases, future satisfaction research, databases of research papers and their citation on the conference and in other papers.
● Impact at the stage of specific project objectives (SOs) and project results is respectively mostly under direct influence or control of the project.

Geographical scale:
Impact is expected within each partner organisation, each region or country that the partners operate in and throughout Asia and the EU via the identification and analysis of the innovative teaching and assessment approaches in HEIs.

At local and regional level:

● The benefits for communities where project results will be implemented during the project consist of the implementation of the learning opportunities with long-term effects for HE teachers and drive forward the development of innovative teaching approaches in order to generate more quality online teaching environment, better learning experience for students and improved communication channels in teaching and learning process.

At national and international level impact is expected on the following scale:
- Awareness:
  - raised awareness of HEI teachers on benefits and possibilities of use of innovative approaches in teaching and student assessment
  - raised level of students experiencing innovative learning environment
  - raised awareness of policy makers in educational systems at national level on project results and their transferability to other subject areas and to other levels of educational system
  - raised awareness of researchers and practitioners in the field of innovative teaching approaches, students' assessment and learning analytics through presentations of prepared papers at international conferences and publishing in journals (at least 4 professional/scientific prepared papers
  - 2 papers accepted for publishing and 2 submitted.
- Engagement:
  - participation of representatives of different universities and policy makers in investigation of transferability potential of project results
  - the RESULT of the project will be prepared respecting the high transferability potential to different national systems and contexts; it will enable HEI teachers from different institutions to download and use the project results in their everyday teaching and enrich the lifelong learning experience
  - active participation of representatives from networks and associations of partnership institutions within different project activities, especially in Project Final conference.

2.5 CHANGE ACCELERATORS (CONTRIBUTION)

The main change accelerator in the DIGITASIA project is the international proactive partnership which enables the project results to have not only international design experience, but also international use. This will enable strong and varied feedback from different systems, environments and areas. Finally, it will end in final results which are adaptable and transferable to different contexts and systems.
Special care during the project quality controls will be dedicated to the check on transferability of the results.
The other change accelerator is the readiness of the partners to adapt the results to be used and implemented not only in live but also in blended and online environments.
Also important is the fact that DIGITASIA results will include practical examples for its users that will accelerate the use of the results in real life situations.
Finally, project agenda is designed in a way to include live interactions of project partners and users on numerous occasions which will serve as a strong accelerator that the included stakeholders will use the project know-how and result and provide changes in their environments.

2.6 RISKS

The DIGITASIA consortium has considered consortium related risks that deal with (1) underestimation of some tasks, (2) low productivity and (3) low quality of work.
These risks are already minimised during the selection of partners.
Most of them have been selected following specific criteria:
- They are leaders in their areas of expertise
- They are selected after previous successful cooperation, with coordinator or with other trusted members of the consortium

● They all have evidence of a history of successful completion of different projects.

However, these risks will be further minimised and managed by using established methodologies, continuous project planning, monitoring and control (e.g. PMI (2017) PMBOK Project Management Body Of Knowledge 6th ed., PMI). Such methodologies are standard practice in the professional work of the consortium partners.

The risk management methodology recommends ongoing control and reports to monitor new risks and to update the partners regarding the status of identified risks.

The detailed list of risks and their mitigation actions are defined in the Project management Plan, Risk Mitigation Plan and Quality Assurance Plan.

3. DIGITASIA IMPACT PATHWAY

DIGITASIA impact pathway follows the project lifetime in 6 following steps:

1. DEFINE results and stakeholders (before the start of the project, during preparation and in the first few months after the start of the project)
2. DEVELOP results and networks - based on the defined desired results and target groups partners work to deliver the results, they meet regularly to discuss, learn and develop - 1st half of the project
3. PILOT and collect the feedback - after the first version of the results partners turn to their target audience to collect feedback for further work
4. ANALYSE and understand - based on the collected feedback from different target groups partners try to understand where is the way for improvements
5. REFLECT - partners create the final versions of the results ready to be disseminated and exploited
6. DISSEMINATION and exploitation - partners disseminate, present and exploit the outcomes during and beyond project lifetime
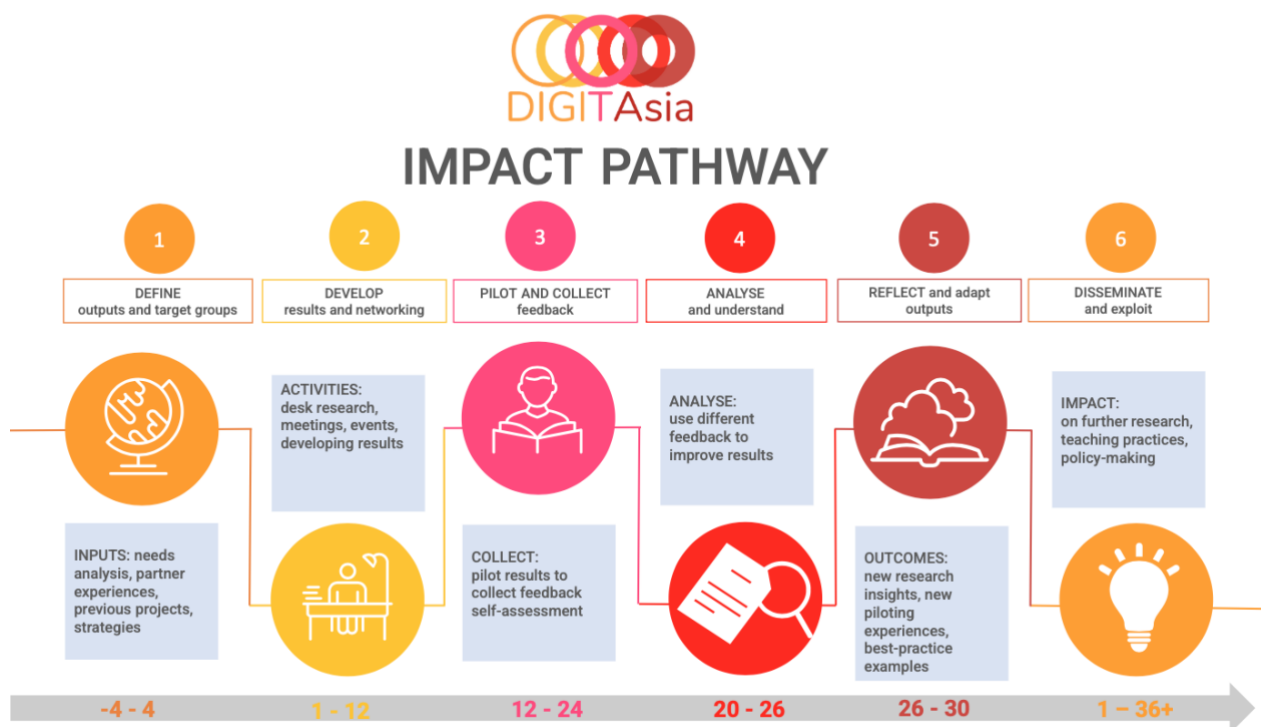

Figure 3. DIGITASIA impact pathway scheme

Project DIGITAsia (1O11788O3) is co-funded by the Erasmus+ Programme of the European Union.

4. PROJECT PUNCHLIST

After the project lifetime, the following impact could be possible to achieve:

1/ project results are further analysed and published for research community

2/redesigned courses are further used within curricula

3/Project community of practitioners and facilitators will continue with their supporting and training activities

4/ project best practice examples are used by practitioners

5/project training materials and developed training material are used for training of future professionals

6/new projects are developed and implemented based on DIGITASIA results.

All aspects will be planned and explained in more detailed within project Sustainability Plan.

5. APPENDIX(ES)

APPENDIX 1 DIGITASIA THEORY OF CHANGE - template

The following table will be used by project partners to monitor and report the project progress and the achieved impact.

WORK PACKAGE	RESULT	WHO	HOW MUCH	CONTRIBUTION (Impact)					RISK
			Performance (below, in line, over)	Social	Technological	Economic	Environmental	Political	
WP2	2.1								
	2.2								
	…								
	…								
WP3									
WP4									
WP5									