



**DIGITAL TRANSFORMATION
OF ASIAN HIGHER EDUCATION**

R 6.3 SUSTAINABILITY PLAN

VERSION:1.0

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OVERVIEW

Title:	DIGITAsia Sustainability Plan
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Abstract:	The idea of sustainability is the core idea of the DIGITAsia project since the basic project idea of transformative nature includes the development and test use of innovative approaches in a hybrid teaching environment for successful future use. The establishment of networks and virtual groups including educators from institutions involved in this partnership is the essential element that goes beyond the lifetime of the project. Project partners will within WP6 ensure sustainability in terms of stable and continuous progress in teaching planning and practice that will be designed, planned and monitored within Project sustainability plan. It will enable partners to develop specific strategies and action plans to ensure the long-term sustainability of project results and experiences. The ultimate mission of the sustainability plan is how to make DIGITAsia renewable.
Key words:	Sustainability plan, Education 5.0, WP6

TABLE OF CONTENTS

1. INTRODUCTION	3
2. SUSTAINABILITY FRAMEWORK	3
2.1 DIGITAsia SUSTAINABILITY ROLES.....	3
2.2 DIGITAsia SUSTAINABILITY ACTIVITIES	6
2.3 DIGITAsia RESULTS ENSURING SUSTAINABILITY	7
3. DIGITASIA SUSTAINABILITY ECOSYSTEM.....	7
3.1 DIGITAsia SUSTAINABILITY CONCEPT	7
3.2 DIGITAsia ACTION PLAN.....	8
3.3 PARTNERS' VISION AND COMMITMENT BEYOND PROJECT LIFETIME	9

1. INTRODUCTION

The idea of sustainability is the core idea of the DIGITAsia project since the basic project idea of transformative nature includes the development and test use of innovative approaches in a hybrid teaching environment for successful future use.

Project partners will, within WP6, ensure sustainability in terms of stable and continuous progress in teaching planning and practice that will be designed, planned and monitored within Project sustainability plan. It will enable partners to develop specific strategies and an action plan to ensure the long-term sustainability of project results, know-how and experiences.

Another important step in ensuring sustainability is achieving wider adoption of the digital teaching transformation framework with the toolkit. Furthermore, the necessary steps and prerequisites for DIGITAsia generated data, experience and know-how to be publicly available will be taken into consideration, thus promoting open and green education. The knowledge and rich expertise of EU partners is being incorporated in the activities and sustainability plan.

In practice, in order to ensure sustainability of project results and to foster collaboration in the region, the project partners work on the fifth specific objective: SO5. To foster peer-to-peer collaboration and learning in the region between institutions.

Based on their previous project experience and their involvement in different educational networks, the project beneficiaries show great potential to further exploit and disseminate project results. Also, their commitment to advancement in educational practice will ensure that the project results are sustainable beyond the project's lifetime.

Project sustainability will be therefore ensured within WP6 (Dissemination and Impact) and with the following activities and indicators:

1. To co-create and implement 1 Sustainability plan.
2. To design and hold 2 national dissemination events in Maldives and Sri Lanka.
3. To design and hold a Final conference in order to exploit and disseminate project results in Malaysia.
4. To co-engage in peer-to-peer training as a part of WP2 training activities.

2. SUSTAINABILITY FRAMEWORK

2.1 DIGITAsia SUSTAINABILITY ROLES

A/SUSTAINABILITY COORDINATION

For coordination of the WP6: Dissemination and sustainability, Malaysian partners assume the roles of dissemination and sustainability coordinators.

MALAYSIA

Universiti Teknologi Malaysia (UTM)

How UTM will support DIGITAsia sustainability:

Project DIGITAsia (101178803) is co-funded by the Erasmus+ Programme of the European Union.

Role: Dissemination Manager

- Institutional leadership in digital learning: Through the Center for Advancement in Digital and Flexible Learning (UTM CDex), UTM provides an established framework for integrating innovative, technology-enhanced education at scale.
- National and international reach: UTM's New Academia Learning Innovation (NALI) programme attracts educators worldwide, offering an ongoing platform to disseminate DIGITAsia's outputs beyond the consortium.
- Strong partnership network: Longstanding collaborations with industry, government, and academia ensure DIGITAsia results are shared across Malaysia's education ecosystem and policy landscape.
- Strategic communication expertise: As Dissemination Manager, UTM ensures that DIGITAsia's tools, pedagogical models, and research findings remain visible, accessible, and reusable after the project ends.
- Alignment with Education 5.0: By embedding innovation and digital transformation within teaching and learning practices, UTM sustains DIGITAsia's vision through continued advocacy, capacity building, and resource sharing.

Universiti Kebangsaan Malaysia (UKM)

How UKM will support DIGITAsia sustainability:

Role: Sustainability Manager

- Institutionalisation of project outcomes: Through its Centre for Teaching and Curriculum Development (Pengajaran-UKM), UKM embeds DIGITAsia outputs—such as digital pedagogy frameworks and hybrid learning models—into its teaching and curriculum structures.
- Sustainability ecosystem: The annual kNovasi (Karnival Inovasi Pengajaran dan Pembelajaran) provides a recurring national platform to showcase, evaluate, and scale innovations generated by DIGITAsia.
- Continuous renewal model: kNovasi fosters an ongoing cycle of reflection, recognition, and reapplication of innovative teaching practices, ensuring DIGITAsia results remain active and evolving.
- National influence: As one of Malaysia's leading universities, UKM's practices shape national higher education policy, supporting the integration of DIGITAsia principles across institutions.
- Education 5.0 alignment: UKM's focus on human-centred, innovation-driven pedagogy guarantees long-term relevance and adaptability of DIGITAsia's vision for sustainable digital transformation.

B/PROJECT PARTNERS

Other five project beneficiaries play their meaningful roles in providing project sustainability:

1/MALDIVES

The Maldives National University (MNU)

How MNU will support DIGITAsia sustainability:

- Building on a strong digital learning foundation: Drawing on the experiences of the previous Erasmus+ AMED project and the existing expertise of the Centre for Educational Technology

and Excellence (CETE), MNU will embed the outcomes of the DIGITAsia project, especially the digital transformation framework and toolkit, into its established teaching methodologies and approaches, ensuring their continued application beyond the project's lifetime.

- Policy alignment: MNU will align the project outcomes with its institutional policies, particularly those related to teaching and learning. This alignment will help strengthen relevant infrastructures and support mechanisms essential for ongoing digital transformation and technology-enhanced learning.
- Capacity building: MNU will continue to deliver both institutional and peer-to-peer training and mentoring programs for academic staff in digital and hybrid pedagogies, leveraging the project's training materials and best practices.
- Research and innovation: MNU will play a leading role in advancing research and publications on digital transformation in higher education, both locally and internationally, thereby contributing to evidence-based policy and practice across the Maldivian higher education sector and beyond.
- Partner collaboration: MNU will continue to engage with DIGITAsia partner universities to strengthen institutional approaches to technology-enhanced learning. This will promote sustained collaborative work, enabling academic staff and instructional designers to share expertise, resources, and innovative teaching practices, ensuring that the partnerships and networks established through the project remain active and productive.
- Monitoring and continuous improvement: Through the CETE, MNU will establish a structured mechanism to monitor and review the ongoing impact of DIGITAsia-inspired practices on teaching and learning across the university, ensuring continuous improvement and long-term sustainability.

Islamic University of Maldives (IUM)

How IUM will support DIGITAsia sustainability:

- Commitment to inclusive digital education: IUM has expanded blended and online learning to reach students across all atolls, helping sustain project outcomes at the national level.
- Digital capacity building: Faculty training in digital pedagogy and international partnerships position IUM to maintain and scale DIGITAsia tools and resources.
- Values-based integration: Its focus on ethical, human-centred education aligns with DIGITAsia's sustainability ethos under Education 5.0.
- Institutional innovation: Continuous investment in digital infrastructure ensures ongoing relevance and application of DIGITAsia outputs beyond project life.

Villa College

How Villa College will support DIGITAsia sustainability:

- National leader in e-learning: With global recognition in digital capacity (5 Star QS Online Learning rating and THE Online Ranking) and the combined expertise of the Centre for Open and Distance Learning (CODL), Institution for Academic Development (IAD), and Centre for Information and Communication Technology (CICT), the institution has the technical capacity to seamlessly integrate and maintain all project resources within the LMS and blended learning systems.
- Strong policy and strategy alignment: Its Strategic Plan (2023–2027) explicitly prioritizes flexible, technology-enhanced, and sustainable learning — directly supporting DIGITAsia goals.
- Extensive reach: Operating 5 campuses and 13+ learning centres, Villa College can disseminate DIGITAsia outputs widely, ensuring long-term community impact.

- Green and innovation focus: Recognition for sustainability (THE Impact Rankings, QS 5 Stars in Environmental Impact and Employability) demonstrates its institutional commitment to sustainable education transformation.
- Faculty and student engagement: Structured professional development, OER initiatives, and VR/AI labs ensure continued innovation aligned with Education 5.0 principles promoted by DIGITAsia.

2/SRI LANKA

University of Peradeniya (UOP)

How UOP will support DIGITAsia sustainability:

- Regional leadership in digital education: With the Centre for Distance and Online Education (CDOE), UOP has a mature e-learning ecosystem that can anchor DIGITAsia sustainability across South Asia.
- Capacity-building experience: Having led digital transformation and contributed to Erasmus+ AMED, UOP can mentor other institutions in implementing DIGITAsia practices.
- Infrastructure and human capital: Established LMS platforms, staff training programmes, and multimedia content development ensure lasting integration of DIGITAsia outputs.
- Cross-border collaboration: UOP's international engagement ensures regional dissemination and knowledge transfer of DIGITAsia results.

Sri Lanka Technology Campus (SLTC)

How SLTC will support DIGITAsia sustainability:

- Research and innovation orientation: As a research-focused, technology-driven university, SLTC can continue developing and contextualizing DIGITAsia outputs through applied research.
- Centre for Digital Learning and Innovation (CDLI): Provides a structural platform to embed DIGITAsia's digital learning models and foster cross-disciplinary adoption.
- Partner collaboration: SLTC will continue to engage with DIGITAsia partner universities to strengthen institutional approaches to technology-enhanced teaching and learning processes through collaborative approaches for capacity building.
- Investment in Education 5.0: Continuous infrastructure development and capacity building for immersive and flexible learning ensures long-term alignment with DIGITAsia objectives.
- Industry linkages: SLTC's engagement with industry partners can extend DIGITAsia's reach into practical, employability-focused digital learning solutions.

C/SUSTAINABILITY SUPPORT

The European partners (FOI, UOC) play a significant role in supporting project beneficiaries in developing the project results that will enable smooth and efficient transferability to different systems as envisaged in 3.3..

2.2 DIGITAsia SUSTAINABILITY ACTIVITIES

Within this project the term sustainability includes the use of the results during and after the project's implementation, both by project partners and external target groups:

1. **Educational material:** within LMS - training course for academic and support staff will be available for hybrid learning during and after the project ends.
2. **Redesigned Courses:** within the project more than 100 courses of involved and trained educators will be re-designed to meet the challenges addressed by the project. These course designs will be

available for further use by other academics and students, as reference points for good practice examples.

3. **DTT and the Toolkit:** the documents will be available for all institutions outside the partnership beyond the project lifetime.

4. **New alliances:** All know-how and project results will be available as open source and available to all interested educators for further education. The involved Asian institutions will form a strong community of knowledge and will serve other neighbouring institutions as a referral points for digital transformation, innovative and inclusive pedagogies , as well as forming education 5.0 ecosystem.

2.3 DIGITAsia RESULTS ENSURING SUSTAINABILITY

a. Learning modules of the training programme developed under WP2 are implemented at FOI's Open space learning platform and implemented in the Asian partners' LMS

b. DTT and the toolkit embedded in the existing strategies and available for use to other faculties and schools

c. 130 Piloted courses redesigned and implemented in Asian institutions' LMS and used for the next generations of students.

3. DIGITASIA SUSTAINABILITY ECOSYSTEM

The idea of sustainability in DIGITAsia includes the establishment of networks and virtual groups including educators from institutions involved in this partnership is the essential element that goes beyond the lifetime of the project.

Therefore the aim of this document is to explain the project's sustainability ecosystem and to provide partners with specific strategies and action plan to ensure the long-term sustainability of project results and experiences.

3.1 DIGITAsia SUSTAINABILITY CONCEPT

The project's sustainability concept is organised with three overlapping categories:

- Capacities: the project will build a community of min 200 new upskilled educator within involved Asian institutions who will be the main driving force in future development of their micro and (cross) national communities
- Open training scheme: the project will create permanent valuable training scheme that will only during the project lifetime enable the redesign of 200 different courses
- Policy: the framework and toolkit will enable Asian institution permanent policy backbone for further transformative actions during and beyond the project lifetime.



Figure 7. DIGITAsia Sustainability concept

3.2 DIGITAsia ACTION PLAN

The following sustainability actions will be ensured by DIGITAsia results:

1. Community of excellence in Education 5.0

Special attention will be invested in initiating contacts and generation of synergies with local, regional, national or international decision-makers. The dissemination approach (WP6) will be based on the idea that the more they will be informed from the beginning of the project the more successful training and events of the project will be because they will attend as informed invitees. In the end, the community of excellence including educators, researchers and policy makers will be established and the sustainability of the project will be ensured.

Throughout the project activities and achievement of project goals, a path for the future joint project will be developed (e.g. Horizon projects, Capacity Building in HE on similar topics - innovative approaches), mobility agreements and international research cooperation. The project will create mobility-friendly structures and a framework for international mobility. There is a possibility to apply developed innovative approaches (learning designs, student profiling..) within partners and other educational institutions.

DEADLINE: M35

RESPONSIBLE AND INCLUDED PARTNERS: UKM, UTM, MNU, IMU, VC, UoP, SLTC

PROOFS: new project scheme, list of trained staff to form community

2. Open educational materials

The project members will disseminate the project activities and results of the project whenever and wherever possible and influence educators' interest and motivation. A special strategy will be used to engage teachers from primary and secondary education to participate in planned project national and final events in order to foster transferability and sustainability of the project results.

All produced materials esp. the training modules and detailed information about the piloted courses' design and implementation in LMS will be open for use by teachers and students even beyond the project within each Asian partner institution. These educational materials and good-practice examples will serve as a prototype for development of innovative teaching, learning and assessment practice and can even serve as a basis for future cooperation between partners within new initiatives.

All courses piloted during the DIGITAsia project are a part of the formal curriculum at involved institutions. Therefore, Asian institutions will continue to offer the piloted courses as a part of their curriculum beyond the project's lifetime.

Published within the LMS system of partners and on project webpage, the project results will be an important key factor in project sustainability because they will be available for use beyond project life-cycle and available for sharing under the Creative Commons license Attribution-ShareAlike 4.0 International (CC BY-SA 4.0).

DEADLINE: M35

RESPONSIBLE AND INCLUDED PARTNERS: UKM, UTM, MNU, IMU, VC, UoP, SLTC, FOI

PROOFS: Training booklet, Course open for all interested participants

3. Facilitators to share knowledge

A trained core team of trainers/facilitators and support staff will continue to exist as a part of the Asian institutions' organisational structure and will continue to offer support and guidance to other educators. During this project, at least 5 people from the core team of each Asian partner will be trained to provide further support for the project results (facilitate training programmes, self-assessment support with the digital teaching transformation framework and the toolkit, and piloting new courses). By having such a core team in place, after the project ends, each of the Asian institutions will enrol at least 15 teachers in the next round of the training programme, and will provide support for them to re-design their courses according to Education 5.0 pedagogies. In return, it will result in more than 100 trained educators who will be skilled to re-design their courses beyond the project lifetime.

Using the snowball effect in education the facilitators will also contribute to the dissemination and exploitation of the project results beyond DIGITAsia lifetime.

DEADLINE: M35

RESPONSIBLE AND INCLUDED PARTNERS: UKM, UTM, MNU, IMU, VC, UoP, SLTC

PROOFS: List of trained staff, list of redesigned courses, success stories published and listed on events

4. Digital teaching transformation framework with the toolkit applicable to all interested institutions

The Framework and Tool will be developed as a transferable and universal asset for all institutions starting or improving their digital transformation. The experiences of the partners in self-assessment within this project will provide other users to learn from their experiences and included/improved institutional practices.

DEADLINE: M35

RESPONSIBLE AND INCLUDED PARTNERS: UKM, UTM, MNU, IMU, VC, UoP, SLTC, UOC

PROOFS: Digital teaching transformation framework with the toolkit

3.3 PARTNERS' VISION AND COMMITMENT BEYOND PROJECT LIFETIME

MNU: The Maldives National University envisions sustaining and extending the transformative outcomes of the DIGITAsia project by embedding its digital transformation framework and toolkit into the university's long-term strategic direction for learning and teaching. Building on the expertise of the Centre for Educational Technology and Excellence (CETE) and previous initiatives such as the

Erasmus+ AMED project, MNU will continue to champion innovation in technology-enhanced and blended learning across all faculties. Beyond the project's lifetime, the university is committed to maintaining active regional partnerships with DIGITAsia partner institutions to promote collaborative research, joint capacity-building programs, and peer-to-peer learning exchanges. MNU will also strengthen internal capacity through ongoing professional development, and policy alignment to support sustainable digital transformation. Furthermore, by publishing research, sharing educational resources, and hosting institutional and national level dissemination events, MNU aims to contribute to a culture of open and green education. Through these sustained efforts, the university seeks to position itself as a regional hub for digital innovation and pedagogical excellence in higher education.

VCM: To ensure the impact and sustainability of this project, VCM is committed to establishing a robust framework for continuous professional development and the seamless integration of blended learning approaches. With a core team in place, the goal is to develop 20 undergraduate modules before the project's conclusion. Following this success, VCM plans to embark on a second round of development to create an additional 20 master modules, aligning with the strategic initiative (3.1.3) to enhance program design, pedagogy, assessment, and evaluation through innovative approaches. Moreover, an additional 15 instructors will be enrolled in the next round of blended and e-learning implementation, fostering the adoption of Education 5.0 pedagogies in VCM course redesign efforts. To sustain these activities, VCM will integrate the digital transformative toolkit, built through this project, into the training hub courses for both academic and administrative staff. These courses will be accessible to all staff through the self-paced online courses hosted on the staff virtual lounge. Additionally, these courses will become mandatory for all staff, forming a pivotal component of their probationary requirements. Through these measures, VCM will ensure that the staff gain the necessary skills outlined in the digital transformative framework, leading to ongoing improvements in education quality.

IUM: Once the project is completed IUM will ensure that the lesson learned will be integrated in future endeavours such as teaching and learning. This means IUM's Quality Assurance Framework will ensure there will be sufficient expertise and students in our e-learning programs through financial and intellectual support. Knowledge transfer to the rest of the academic staff would be implemented through ongoing training on the toolkit developed from the project for new and existing academic staff for sustainability. In order to sustain the e-learning programs, IUM will explore international markets to enroll students on e-learning programs offered at IUM. In this way, e-learning projects will be sustained by generating sufficient funds through international students enrolment. Furthermore, to maximise the financial sustainability of the e-learning programs, IUM will take initiatives to convert all conventional programs to e-learning programs as well new programs will be offered via e-learning models (blended learning). This will increase the online student enrolment locally and internationally.

UKM: After project completion, the outputs of the project in terms of framework, toolkit, expertise, resources, and experiences will be used by UKM to upskill academic staff via the Human Resource Department, UKM Registrar. This will be integrated into the existing upskilling program for new academic staff, in which at least 30 educators will be trained per year extending beyond the project lifecycle. In return, a total number of 150 new educators, affecting 150 courses, and 1000 students at undergraduate and postgraduate levels will be trained for the next 5 years. The Center for Teaching and Curriculum Development (Pengajaran-UKM) will apply the DIGITAsia Digital Transformation Framework, Education 5.0 concepts and learning analytics in UKM's learning management system (i.e. UKMFolio). This will be mapped and integrated with the newly developed UKM Teaching and Learning Excellence Framework, launched in October 2025 to further expand with dissemination used in upskilling educators and upgrading of current learning management systems with learning analytics.

UTM: Upon project completion, UTM aims to use the outputs of the project in the professional development of academic staff in terms of the use of learning and teaching analytics. Building on the capability of UTM Center for Advancement in Digital and Flexible Learning, the digital transformation framework will be adapted to UTM's institutional setting to draw upon the roadmap for UTM CDex's hybrid and flexible learning development plan 2026-2030. Additionally, the features of the Learning Management System in this project will be applied as the fundamental framework to design in-house learning analytics tools in the UTM Learning management system. A minimum of 25 academicians will be trained in the first cycle of the project and the commitment will be continued in the next five years whereby a minimum of 125 academicians will have the opportunity to undergo the training. In addition, after the project completion, 25 postgraduate courses especially from Open and Distance Learning program and five undergraduate courses will be transformed to use the learning analytics tools and as more academics are being trained, there will be more courses which can be transformed. Ultimately, the outcome of this project will support UTM mission for Flexible Learning in Envision 2025 blueprint under flagship initiative UTM HyFlex.

UOP: Upon project completion, the University of Peradeniya will seamlessly integrate the content of the 'ICT Skills in Higher Education' module with blended learning into the professional development program conducted by the Staff Development Center. This initiative will benefit over 45 newly recruited academic staff members of the faculty. Furthermore, as part of the Train the Trainer (ToT) program within the project, trained academic staff members will conduct training sessions within their departments, enhancing the competencies of approximately 200 academic staff members. Additionally, this effort will extend training opportunities to more non-academic staff members. The four postgraduate institutes will transform relevant courses under various PG degree programs into blended learning formats, aligning them with Industry 5.0 technologies. This transformation will benefit more than 400 students annually. Consequently, DIGITAsia's objectives will be sustained through ongoing investment in both academic and non-academic staff training, ensuring the UOP continues to serve as a centre for knowledge creation and dissemination.

SLTC: After the successful completion of the EU project, SLTC is poised to sustain and enhance education by prioritizing a few goals. The project will empower us to implement innovative teaching methods, ensuring that our educational practices remain at the forefront of pedagogical advancements aligned with goals of the Education 5.0 concepts. SLTC will ensure that a group of academics, who are to be selected representing all faculties, trained as Trainers will continue the training process as a mandatory training component of the Certificate Course in Teaching in Higher Education (CTHE), for new recruitments. SLTC will use best practices and toolkits developed through DIGITAsia to develop and amend SLTC policies and guidelines on its Online and Blended Learning making it an integral part of the teaching and learning process at SLTC. DIGITAsia goals will be sustained through continued investment in staff training, ensuring that the Uni remains a hub of knowledge creation and dissemination.

Moreover, the networking opportunities facilitated by this initiative will foster increased collaboration among partner countries. This, in turn, will pave the way for the exploration and conducting of internationally collaborated research.

Finally, the project coordinator (FOI) is committed to ensure open access to all project results via the existing Open Space LMS system and the project webpage. This will enable the transferability of the DIGITAsia concept and results to different educational systems and levels. In addition, implementation of the training modules in FOI's Open Space LMS based on Moodle will ensure smooth import of the modules to other institutions' LMS on request as the Moodle is the most widely used LMS in the Asian region.