Co-funded by
the European Union

eCAMPUS
learn smarter

eCAMPUS NEWSLETTER

1

FOSTERING SOCIALLY DISTANCED AND INCLUSIVE ON CAMPUS EDUCATION IN ARMENIAN HEIs

learn smarter

Project Duration

ERASMUS+ Project # 101177299-eCAMPUS-EDU-2024-CBHE

2024/12-2028/11

The project tackles a significant issue concerning the quality of online and digital education, a shared concern among partner countries. The ERASMUS+ eCAMPUS is a four-year EU-funded initiative focused on "Capacity Building in the Field of Higher Education." Its goal is to enhance the quality of online and digital teaching and learning within Armenia's higher education system.

PROJECT OBJECTIVES

1.Creation of a Digital Competence Framework for teaching, learning, and assessment (TLA) in the Armenian HE sector. It will outline and regulate the essential skills and competencies required for teaching staff engaged in digital TLA, ensuring alignment with global trends in digital education technology.

2. Establishment of a National Certificate Programme in digital TLA. It will provide training, continuous professional development, and certification for teaching staff, enhancing their pedagogical skills and instructional proficiency in digital TLA. It aims to equip HE educators with innovative instructional strategies and techniques.

3. Development of an Internal Quality Assurance System for digital TLA in Armenian HEIs. It will ensure quality and standards in online education by providing clear criteria, procedures, and tools for evaluation, self-assessment, and continuous improvement, in line with the EHEA quality assurance standards for digital TLA.

4. Creation of Benchmark Standards for e-learning multimedia platforms and smart classroom models for Armenian HEIs. This initiative will promote effective and inclusive learning environments, fostering technology-enhanced instructional models and ensuring equitable access to digital learning resources for all students.

5. Development of a Regulatory Framework for Part-Time Studies in the Armenian HE sector and a Common Online Course Registration and Student Progression e-Platform. These measures will establish a legal and operational foundation to facilitate the transition of Armenian HEIs from correspondence to part-time study modes, enhancing accessibility for students, including those with special needs.

Dear Partners and Colleauges, We are pleased to present you Erasmus+ eCAMPUS Project

DR . ARMEN BUDAGHYAN
Project Cordinator

The eCAMPUS project aims to enhance the quality of digital teaching & learning (T&L) in Armenian universities through multiple strategic initiatives. These include developing digital skills of teaching staff, implementing internal QA mechanisms for digital T&L, establishing adequate digital educational ecosystems with model infrastructure, introducing innovative educational practices, and creating a supportive regulatory framework.actices, and creating a supportive regulatory framework.

The project's primary long-term goals are:

- Enhancing the quality of online teaching, learning, and assessment (TLA) in Armenian higher education institutions (HEIs) in alignment with the EU's "Digital Education Action Plan 2021-2027." This involves promoting digital skills and competencies among teaching staff and implementing internal quality assurance mechanisms for online TLA.
- Facilitating a responsible transition from emergency remote learning to more meaningful, engaging, and sustainable post-COVID campus-based education. The aim is to provide high-quality learning experiences that are resilient to potential future restrictions by developing a robust digital education ecosystem, regulatory framework, innovative educational practices, and model infrastructures.

PROJECT CONSORTIUM

The following institutions from Armenia and European countres are involved in the project consorsium:

Yerevan State University (YSU)

Yerevan State Medical University After Mkhitar Heratsi (YSMU)

Northern University (NU)

Armenian State Pedagogical University After Khachatur Abovyan (ASPU)

Institute for Informatics and Automation Problems of the NAS of the RA (IIAP NAS)

Ministry of Education, Science, Culture and Sport of the RA (MESCS)

National Center for Professional Education Quality Assurance Foundation (ANQA)

Universidad Autónoma de Madrid (UAM)

Universidade de Lisboa (ULISBOA)

Kungliga Tekniska Hoegskolan (KTH)

Universita Degli Studi di Genova (UNIGE), Italy

KICK-OFF MEETING
YEREVAN STATE UNIVERSITY

12-13 February, 2025

Yerevan State University hosted the kick-off meeting of the "Fostering Socially Distanced and Inclusive On-Campus Education in Armenian Higher Education Institutions" eCAMPUS, ERASMUS+CBHE #101177299 PROJECT on February 12-13, 2025. Approximately 80 participants from Armenia - university leadership, teaching staff, policy and decision-makers, wider public representatives) as well as representatives of the EU institutions – members of the consortium of the project introduced the project objectives, deliverables, and milestones, discussed the quality issues and the deadlines of the activities within 7 Work Packages of the project. The project coordinator is Yerevan State University which is going to lead the project and manage its smooth and efficient implementation throughout the whole lifetime of the project.

The Erasmus+ eCAMPUS is a four-year EU-funded project aimed at developing capacities in the higher education sector. Its primary goal is to enhance the quality of online and digital teaching, learning, and assessment in the Armenian higher education system. Through this project, lecturers and administrative staff from Armenian higher education institutions will acquire new skills and competencies in digital teaching, learning, assessment, and quality assurance. The project will also develop a regulatory framework for part-time studies and provisions for common online course registration and student progression e-platform aimed at supporting a smooth transition of AM HEIs from correspondence to part-time study mode and enhancing the accessibility of HE.

Project Participants

The project brings together several universities and institutions from Armenia and EU countries:

Armenian Institutions:

• Yerevan State University (YSU) – Project Coordinator

Armenian institutions:

• Armenian State Pedagogical University (ASPU)
• Yerevan State Medical University (YSMU)
• Northern University (NU)
• Institute for Informatics and Automation Problems (IIAP) of the National Academy of Sciences of Armenia
• National Center for Professional Education Quality Assurance Foundation (ANQA)
• Ministry of Education, Science, Culture, and Sports of the Republic of Armenia (MoESCS)

European Institutions:

• Autonomous University of Madrid (UAM), Spain
• University of Lisbon (ULISBOA), Portugal
• University of Genoa (UNIGE), Italy
• Royal Institute of Technology (KTH), Sweden

This collaboration will contribute to the modernization of higher education in Armenia, ensuring a high-quality, inclusive, and accessible digital learning environment.


TAIEX


Global Campus
Caucasus

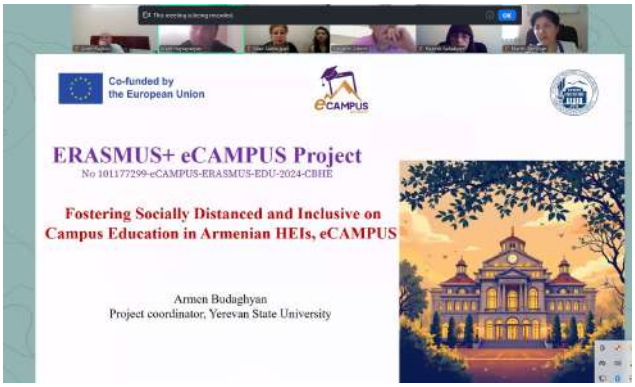

Rationale, Goals & Objectives
Project Methodology
Expected Results
Consortium
Work Packages (WP)

The meetings aimed to discuss the European digital competence frameworks, their core components, assessment levels, and their potential applicability within Armenian universities. University representatives shared their visions on digital competencies, grounded in key European documents related to the field, while emphasizing their compatibility with approaches currently used in the European education system. Special attention was given to the need for a research-based approach to developing digital competencies, ensuring a more comprehensive and realistic framework. The participants unanimously agreed that the future national framework should be based on the European DigComp Framework and its core principles, while also incorporating updates made in response to the development of new digital tools. Fundamental competencies related to Artificial Intelligence and Cybersecurity must not be sidelined in the national framework.

The participants also discussed the results of a study conducted across eight Armenian universities (including four consortium members and four non-members), which assessed the digital competencies of teachers and students. The results will inform the development of the national framework and guide the design and implementation of training programs for university faculty. One of the meetings was organized for the representatives from European partner universities, who shared valuable insights. They particularly highlighted the strategic importance of integrating Artificial Intelligence as an inseparable part of the digital competency framework.

As a result of these discussions, a preliminary consensus was reached on the fundamental principles regarding the structure, components, and direction that the future digital competency framework for the Armenian higher education system should follow.

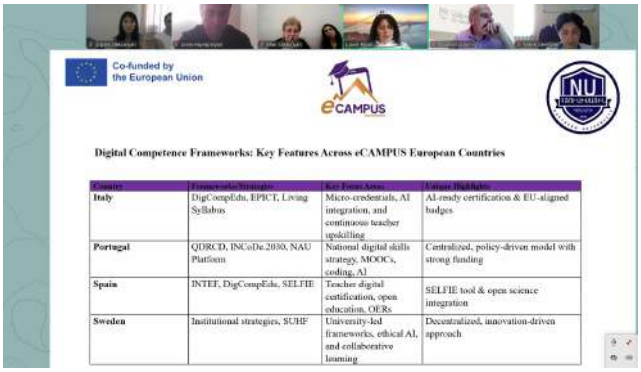
ARMENIAN HEIS PRESENT DIGITAL COMPETENCE NEEDS ASSESSMENT AND POLICY PAPER AT ECAMPUS ONLINE CONFEENCE



Yerevan, August 27, 2025

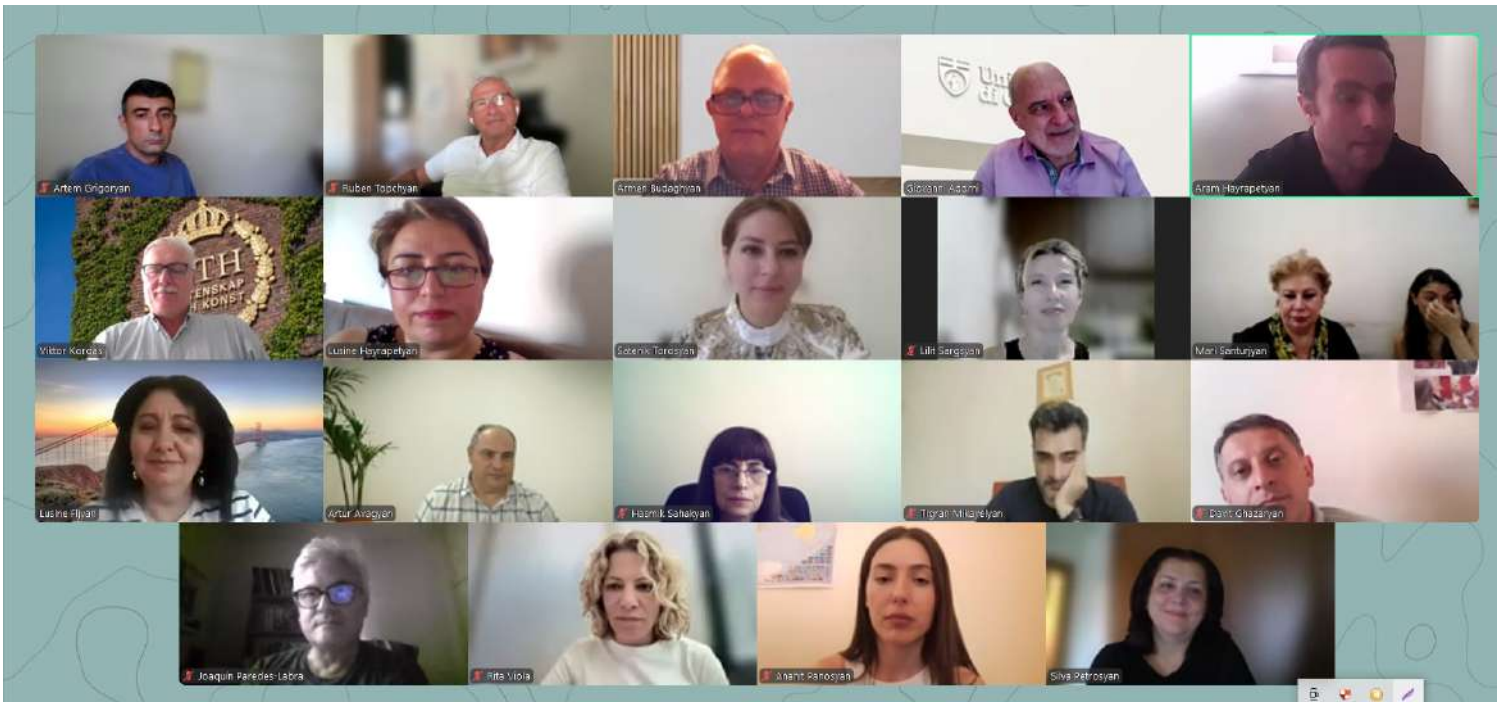
The eCampus online conference brought together approximately 90 representatives of Armenian and European universities to discuss the digital future of higher education in Armenia. The event, held on Wednesday afternoon, focused on the Needs Assessment in Armenian Higher Education Institutions (HEIs) and the development of a Digital Competence Framework for teaching, learning, and assessment.

The program featured a session on Best Practices from Digital Competence Frameworks, presented by Armen Budaghyan (YSU) and Lusine Fljyan (NU), followed by the country insights shared by international partners: Giovanni Adorni (Italy, UNIGE), Rui Mendes (Portugal, ULISBOA), Joaquín Paredes-Labra (Spain, UAM), and Viktor Kordas (Sweden, KTH).



A central highlight of the day was the presentation of the policy paper on the Digital Competence Framework for Armenian higher education by Aram Hayrapetyan (YSMU). This framework is expected to provide guidance for integrating digital skills into teaching, learning, and assessment, while aligning Armenia's higher education sector with European standards.

The conference concluded with a discussion on the policy paper, followed by a wrap-up and closing remarks. Participants emphasized the importance of adopting a comprehensive framework to ensure Armenian HEIs can keep pace with international developments in digital education.



STUDY VISIT TO LISBON
Universidade de Lisboa (ULISBOA), Portugal

Lisbon, April 22-23, 2025

Under Work Package 1 of the Erasmus+ project "Fostering Socially Distanced and Inclusive on Campus Education in Armenian HEIs: eCAMPUS", two study visits to European universities are planned to explore best practices in the development, implementation, and application of effective frameworks for digital capacity building in higher education.

On April 22–23, 2025, representatives from the participating institutions of the project — Yerevan State University (YSU), the coordinating institution Armenian State Pedagogical University after Khachatur Abovian (ASPU), Yerevan State Medical University after Mkhitar Heratsi (YSMU), Northern University, the National Center for Professional Education Quality Assurance (ANQA), the Ministry of Education, Science, Culture and Sport of the Republic of Armenia, Autonomous University of Madrid (UAM), University of Lisbon (ULISBOA), University of Genoa (UniGe), and the Royal Institute of Technology (KTH) — visited the University of Lisbon in Portugal.

During the visit, participants became acquainted with the university's digital infrastructure and discussed with Portuguese colleagues the advantages of various educational platforms. They also observed the university's achievements in robotics.

The visit facilitated experience sharing and the formation of new avenues for cooperation between universities.

STUDY VISIT TO THE AUTONOMOUS UNIVERSITY OF MADRID

Madrid, April 24-25, 2025

On April 24–25, 2025, a study visit was conducted to the Autonomous University of Madrid, Spain, within the framework of the Erasmus+ "eCAMPUS" project titled "Fostering Socially Distanced and Inclusive on Campus Education in Armenian HEIs."

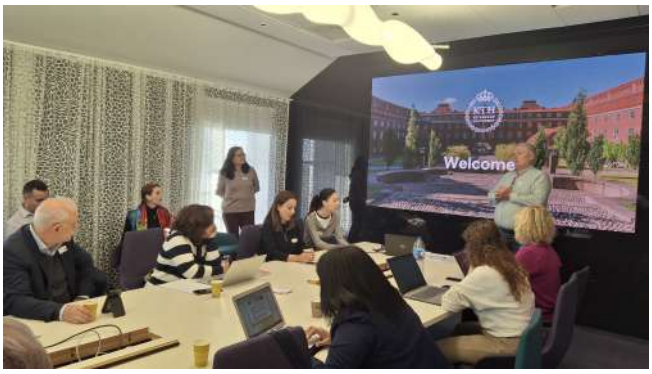
The aim of the visit was to present the host university's best practices to representatives of consortium member institutions and to discuss key issues related to the development and implementation of digital competencies in Armenia's higher education system within the Erasmus+ framework.

During the visit, participants took part in thematic workshops where they discussed strategic approaches to digitalization in higher education. Representatives of Armenian universities visited various departments of the university, where they got acquainted with the processes for developing digital skills among faculty members, student-centered teaching tools, and the implementation models of hybrid learning environments.

A particularly important aspect was the discussion around enhancing digital literacy and continuous professional development programs for faculty, implemented by the university in response to the rapidly changing demands of the educational environment.

The visit highlighted the importance of collaboration, especially in the context of university digitalization, the integration of inclusive educational methods, and the modernization of learning processes — all of which will contribute to the effective implementation of the key objectives of the "eCAMPUS" project.

STUDY VISIT TO KTH ROYAL INSTITUTE OF TECHNOLOGY



Sweden, October 15-16, 2025

As part of the EU-funded Erasmus+ eCAMPUS project, on October 15-16, 2025, the representatives of Armenian universities and national education bodies participated in a two-day study visit to KTH Royal Institute of Technology in Stockholm, Sweden. The visit was conducted within Work Package 3 (WP3), which focuses on developing an Internal Quality Assurance (IQA) system for digital teaching and learning activities in Armenian higher education institutions.

Co-funded by the ERASMUS+ Capacity Building in Higher Education (CBHE) programme, the eCAMPUS project aims to enhance the quality of digital teaching and learning across Armenian universities. Key objectives include strengthening digital competencies among teaching staff, implementing effective internal QA mechanisms, introducing innovative educational practices, establishing modern digital infrastructure, and supporting regulatory frameworks for digital education.

The Armenian delegation included representatives from:

- Yerevan State University (YSU)
- Armenian State Pedagogical University (ASPU)
- Yerevan State Medical University (YSMU)
- Northern University (NU)
- Institute for Informatics and Automation Problems of NAS RA (IIAP NAS)
- National Center for Professional Education Quality Assurance (ANQA)
- Ministry of Education, Science, Culture and Sport (MESCS)

The European partners were from:

- Universidad Autónoma de Madrid (Spain)
- Universidade de Lisboa (Portugal)
- Università degli Studi di Genova (Italy)

At KTH, participants engaged in workshops, observed innovative teaching models, and explored best practices in digital education. Key topics included:

- Digital technologies in higher education
- Assessment strategies: of, for, and as learning
- Institutional-level quality assurance: stakeholders, tools, and methodologies
- Student engagement as partners in the learning process.

The visit facilitated in-depth collaboration between Armenian and European partners, focusing on the design of a robust IQA system aligned with European Higher Education Area standards. Discussions emphasized continuous improvement, integration of digital competencies into quality frameworks, and sustainable models for digital transformation.

The study visit not only advanced the eCAMPUS objectives but also strengthened international academic partnerships, supporting Armenia's commitment to delivering world-class, innovative education.

This report presents a comprehensive analysis and synthesis of best practices derived from eight international digital competence frameworks, with a focus on their application within higher education institutions (HEIs). The frameworks analyzed include those developed by the European Union (DigCompEdu), the United Kingdom (DTPF), Ireland (All Aboard), Lebanon (LBPSF), Spain (CDCFT), Greece (DiCAF), Australia (DL Skills Framework), and the United States (TETCs), as well as information on the state of the art in 4 European countries based on information provided by eCAMPUS project member European universities. Commonalities and divergences among these frameworks are explored to provide a robust foundation for developing or refining institutional strategies to enhance digital teaching and learning capabilities.

Introduction

Digital transformation has fundamentally reshaped educational landscapes, making digital competence a crucial component of the professional profile of modern educators. As HEIs strive to adapt to rapid technological advancements and evolving learner expectations, digital competence frameworks serve as essential guides. This report addresses the increasing demand for integrated, policy-aligned, and pedagogically grounded approaches to developing digital skills among educators.

State of the art in Armenia

As digitization advances in industries, higher education institutions should respond adequately to these changes and equip their students with the skills that will drive the current workforce and make them competitive in both local and international labor markets.

Strengthening digital competence is a priority for the EU and its member states, and it has become a key aspect of skills development within the scope of Erasmus+ projects, aiming to widen its impact not only on the programme but also on partner countries.

In Armenia, employers with a deep understanding of business needs and opportunities will be well-positioned to foster the country's economic development.

Armenia strives to position itself as a hub for technology and innovation, and in this respect, digital literacy has become the cornerstone for success. Besides, it supports the key principles of the Global Digital Impact, which were adopted in September 2024 at the Summit of the Future.

Education - 2030 is the key policy document in the area of education, and it identifies the need to build strong linkages with employers and to ensure there is an urgent need to focus on the professional development of teachers, with the key importance of their digital skills.

Digital competencies have gained significant prominence in higher education institutions nowadays, both for teachers and students. Making effective use of the technologies in teaching, learning, and assessment is crucial. The teacher plays a key role in integrating and implementing technologies in the classroom, utilizing them pedagogically to achieve learning outcomes efficiently.

EXECUTIVE SUMMARY

This document presents the consolidated results of Deliverable 1.1 (D1.1) as outlined in Work Package 1 (WP.1) of the Erasmus+ CBHE eCAMPUS project. The primary objective of D1.1 was to establish a foundational understanding of digital competencies in higher education to inform the development of a national Digital Competence Framework for Armenian higher education (DigiComArm).

To achieve this, the project consortium undertook a series of structured activities, beginning with four-day study visits to two EU partner universities, the UAM and the ULISBOA, with valuable contributions from the UNIGE and KTH. These visits provided Armenian partners with direct exposure to leading digital education practices and frameworks, fostering collaboration and knowledge exchange.

The insights gained from these activities were synthesized by Work Group 1 (WG1) into three core components:

Best Practice Reports:

A comprehensive analysis of Digital Competence Frameworks for educators, including a general report (prepared by YSMU and NU) and four country-specific reports from EU partners (UAM, ULISBOA, UNIGE, and KTH). These are a series of reports analyzing established Digital Competence Frameworks in the EU, providing a benchmark for excellence.

Needs Analysis Reports:

A detailed assessment of the digital competence needs of teaching staff and students in Armenia, based on surveys. This includes a general report (prepared by YSU) and specific institutional reports from Armenian partner universities (YSU, ASPU, YSMU, and NU). These are in- depth reports, based on extensive surveys of Armenian faculty and students, identifying specific digital skill gaps and needs within the country.

Policy Paper:

A strategic document outlining the proposed "DigiComArm" framework, tailored for the Armenian Higher Education sector (prepared by YSU). This is a forward-looking paper that proposes the structure and principles of the DigiComArm framework, designed to guide its future development and implementation.

Collectively, these components form a comprehensive 431-page resource, produced in English. This deliverable provides the critical evidence base and practical recommendations necessary for developing and implementing the Digital Competence Framework for Armenia. They form the groundwork for the project's next stages: the development of robust teacher training, assessment, and certification programmes aligned with the new national framework.

DIGITAL COMPETENCE NEEDS ANALYSIS REPORT OF ARMENIAN UNIVERSITIES
Results of the Surveys on Teaching Staff Digital Competence Needs Assessment and Students Digital Learning Needs Assessment

Results of the Surveys on Teaching Staff Digital Competence Needs Assessment and Students' Digital Learning Needs Assessment

The table below shows the number of teacher and student survey respondents from each university.

N	Armenian HEIs	Teachers' responds	Students' responds
1	Yerevan State University (YSU)	211	164
2	Armenian State Pedagogical University (ASPU)	38	394
3	Yerevan State Medical University (YSMU)	109	118
4	Northern University (NU)	31	336
5	National Polytechnic University of Armenia (NPUA)	27	106
6	National University of Architecture and Construction of Armenia (NUACA)	17	1
7	Armenian State University of Economics (ASUE)	121	181
8	Brusov State University (BSU)	34	16
	Total	**588**	**1316**

Table 1. Number of teachers participating in the survey across eight universities

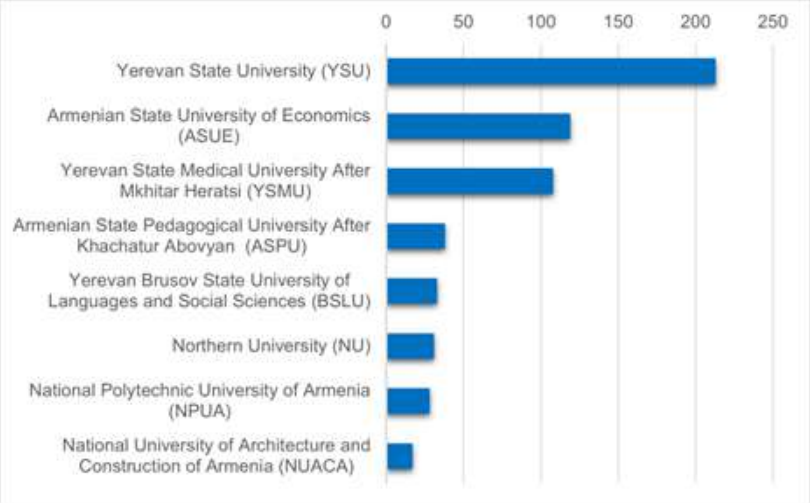


Image 1. Share of teachers participating in the survey across eight universities

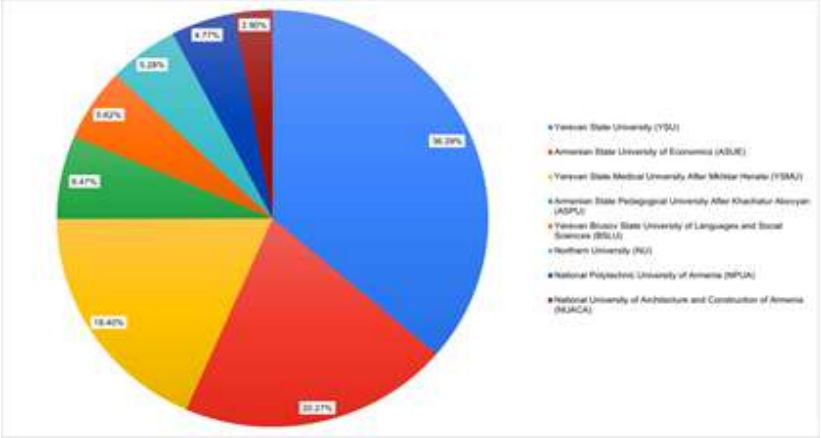


Table.2. Number of students participating in the survey across eight universities

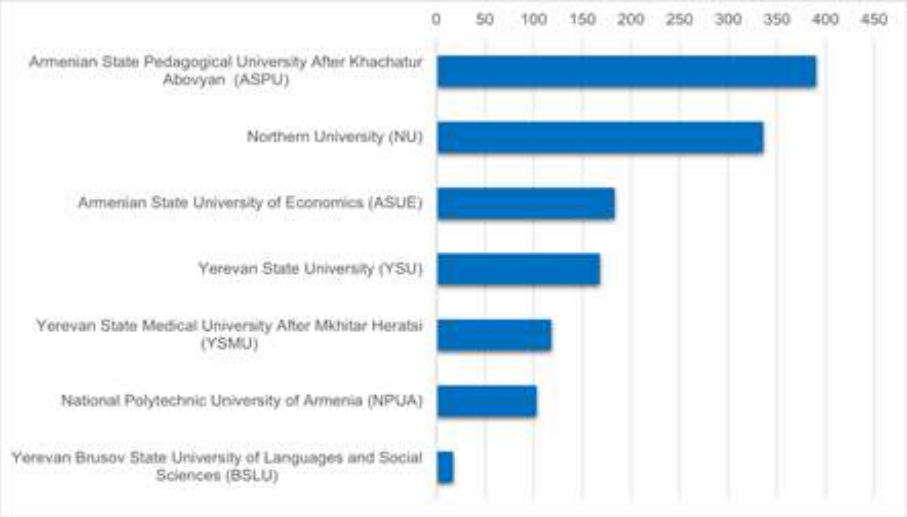
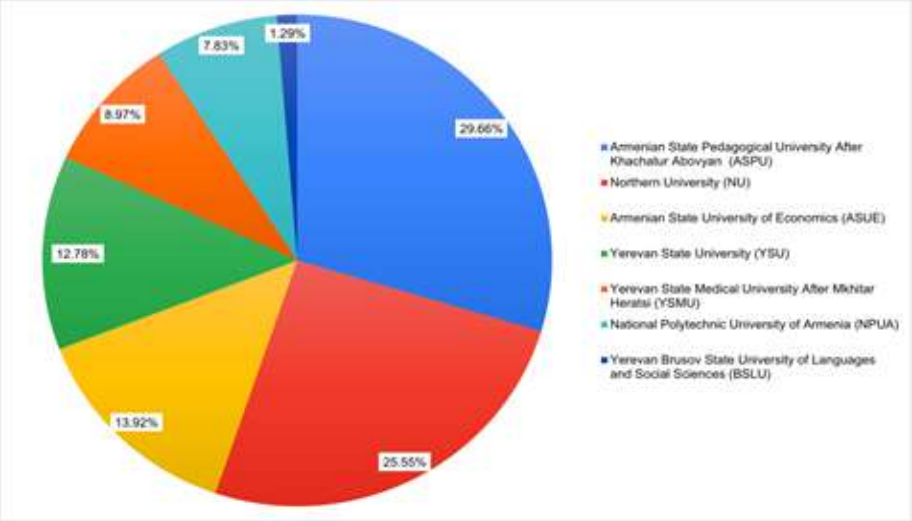


Image 2. Share of students participating in the survey across eight universities



Conclusions

The above analyses show that the application of digital technologies has experienced significant growth in scope and frequency at Armenian universities, especially after COVID-19. Based on the above analyses, the following conclusions can be made:

The application of digital technologies in the teaching process has significantly increased. Universities have implemented LMS (Moodle, Google Classroom), the use of which is considered mandatory in many universities.

Digital technology infrastructures have also significantly improved. The number of classrooms equipped with technologies (Smart boards, projectors, computers) has increased. However, not all classrooms are yet equipped with technologies. Some also have outdated, non-functional technologies.

In terms of infrastructure, there is a problem with the application of VR/AR technologies and the availability of digital laboratories.

Some teachers have participated in training on digital technologies and AI. However, this number is not sufficient. The training is not periodic. Their implementation is not institutionalized. Training courses are not differentiated by teachers' needs, level of preparation, or specialty. According to the study results, the majority of teachers (62%) want to use digital tools for their professional development.

The number of AI training sessions is far from being sufficient. It is not yet fully integrated into the teaching process, although a significant portion of both teachers and students use AI tools. Complete mastery of AI tools is crucial to academic integrity.

The study shows that teachers mainly use electronic books, presentations, computers, and smartphones in the teaching process. However, the digital tools that should make the teaching process more interesting, interactive, and collaborative are not yet being fully applied.

Digital tools used for assessment purposes are not sufficiently applied. Digital tools are rarely used for feedback and students' individual learning trajectories.

Hybrid and blended forms of learning are almost not applied.

The application of open online resources (MOOC, OER, etc.) is also at a low level.

There are also problems regarding updating and digitizing educational materials and making them accessible to students. A substantial portion of students indicated that they use lecture notes for studying. This means that students' primary source of information continues to be lectures.

Annex-1:
DigiComArm - Armenian Digital Competence Framework for Educators in Higher Education

Educator's Digital, Transversal and Pedagogic/Didactic Competences (The competences educators need to foster effective, interactive, innovative and inclusive learning process by using digital tools & technologies)				
Area 1. Professional Engagement & Development: Using digital technologies for communication, collaboration and professional development	**Area 2. Digital Resources & Content Creation:** Sourcing, creating, and sharing digital resources	**Area 3. Teaching & Learning:** Managing & instrumenting the use of digital technologies in T&L	**Area 4. Assessment & Feedback:** Using digital technologies and strategies to enhance assessment	**Area 5. Empowering & Engaging Learners:** Using digital technologies to enhance inclusion, personal-isation and learners' active engagement
1.1. Communication & collaboration • Use digital technologies for communication and collaboration, exchange of knowledge & experiences, and pedagogical practice & innovation	**2.1. Selecting digital resources** • Select digital resources aligned with learning objectives, pedagogical strategies, and learner needs • Use, create and share Open Educational Resources (OER) with awareness of licensing	**3.1 Instructional design & teaching** • Use digital technologies to promote inclusive and engaging learning experiences • Integrate generative AI tools to personalise teaching approaches	**4.1 Assessment** • Use digital technologies for formative & summative assessments • Enhance diversity and adequacy of assessment formats & methods	**5.1 Accessibility & inclusion** • Ensure digital learning opportunities are accessible and inclusive for all learners (including those with special needs) • Adapt digital technologies to accommodate diverse learning needs, allowing learners to follow individual learning paths and learn at their own pace
1.2. Continuous Professional Digital Development • Reflect on, develop and evolve digital pedagogical practices • Use digital sources for ongoing professional growth	**2.2. Creating & modifying digital resources** • Modify and create new digital educationnal resources in multiple formats • Support learners in developing their own digital content in different formats[10]	**3.2 Academic guidance & support** • Use digital platforms to provide guidance & support to learners (individually & collectively), within and outside the classroom • Enable learners to use, navigate, and critically evaluate the credibility of information in digital environments[10]	**4.2 Feedback & improvement** • Interpret digital data on learner performance to inform assessments and adapt teaching strategies • Promote learner engagement through targeted feedback	**5.2 Engaging learners** • Use digital technologies to engage learners through creativity and real-world problem-solving[11]
	2.3. Managing digital resources • Organise and curate digital materials, make it available to learners ensuring copyright compliance, and privacy	**3.3 Collaborative learning** • Use digital technologies to promote learners' collaboration and knowledge sharing both within and beyond the classroom		
	2.4. Responsible use of digital resources[10] • Promote learners' awareness of digital rights and sources referencing • Guide learners in ethical, safe and well-being-oriented use of digital resources & technologies	**3.4 Supporting autonomous learning** • Foster learners metacognitive and self-regulated learning • Empower learners to monitor their learning through digital self-assessment and reflection		

Annex-2: Bloom's Taxonomy action verbs for describing educator's key digital competences across three proficiency levels

Competence Area	**Key Competence**	**Proficiency Level** (linked to Bloom's taxonomy) **Foundational** (Remembering/Understanding) **Action Verbs**	**Intermediate** (Applying/Analyzing) **Action Verbs**	**Advanced** (Evaluating/Creating) **Action Verbs**
1. Professional Engagement & Development	1.1 Communication & collaboration	Recognize, identify, follow, observe, understand	Apply, collaborate, participate, utilize, share	Lead, critique, mentor, innovate, strategize
	1.2 Continuous Professional Digital Development	Acknowledge, understand, participate, comply	Implement, adapt, reflect, contribute, practice	Design, evaluate, mentor, develop, lead
2. Digital Resources & Content Creation	2.1 Selecting Digital Resources	Recognize, identify, locate, access, familiarize	Evaluate, compare, choose, integrate	Critique, innovate, strategize, lead
	2.2 Creating & Modifying Digital Resources	Use, create, adapt, develop, implement	Design, develop, customize, enhance	Curate, synthesize, lead, pioneer
	2.3 Managing Digital Resources	Organize, categorize, store, maintain	Manage, curate, update, optimize	Lead systems, develop policies, oversee
	2.4 Responsible Use of Digital Resources	Follow, respect, comply, cite, attribute	Promote, model, advocate, monitor	Advocate, mentor, establish standards
3. Teaching & Learning	3.1 Instructional Design & Teaching	Demonstrate, explain, follow, observe	Implement, adapt, facilitate, modify	Innovate, design, lead, critique
	3.2 Academic Guidance & Support	Assist, guide, clarify, advise	Coach, mentor, guide, reflect	Mentor, develop programs, oversee
	3.3 Collaborative Learning	Recognize, participate, support	Facilitate, promote, coordinate	Lead, orchestrate, inspire
	3.4 Supporting Autonomous Learning	Encourage, motivate, support	Encourage, empower, foster	Empower, co-create, mentor
4. Assessment & Feedback	4.1 Assessment	Recognize, identify, record, observe	Design, administer, interpret, analyze	Develop, critique, innovate, oversee
	4.2 Feedback and Improvement	Acknowledge, provide, follow, understand	Provide, suggest, evaluate, refine	Evaluate, synthesize, mentor, lead
5. Empowering & Engaging Learners	5.1 Accessibility & Inclusion	Recognize, identify, follow, respect	Implement, adapt, promote, advocate	Lead, innovate, critique, develop policies
	5.2 Engaging Learners	Motivate, support, encourage, involve	Facilitate, inspire, involve, collaborate	Empower, co-create, mentor, lead

NOTES

Introduction