



Bootcamps in Greece with Augmented Reality Technologies

Deliverable 5.3 Sustainability Plan



**Funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.



Project Acronym: BIG ART

Project Full Title: Bootcamps In Greece with Augmented Reality Technologies for VET Centers in Israel and Albania

Grant Agreement: 101128976—BIG ART—ERASMUS-EDU-2023-CB-VET

Project Duration: 36 months (01/12/2023 – 30/11/2026)

Deliverable 5.3 Sustainability Plan

Work Package: WP5

Dissemination Level: Private

Document Status: Final

Submission Date: 30/11/2026

Leading Author			
First Name	Last Name	Beneficiary	Contact e-mail
Sharon	Tidhar	ORT Braude College	sharont@braude.ort.org.il
Co-Author(s)			
First Name	Last Name	Beneficiary	Contact e-mail
Dimitris	Kiriakos	SAEK Egaleo	dkiriakos@gmail.com
Reviewers List			
First Name	Last Name	Beneficiary	Contact e-mail

Legal Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.

Copyright

© - 2026. All rights reserved. Licensed to the European Education and Culture Executive Agency (EACEA) under conditions.

Contents

1. Introduction	5
2. Key Results of the Project	6
3. Sustainability Strategy.....	8
3.1 Exploitation of Project Results	8
3.2 Sustainability Indicators	9
4. Educational Sustainability	11
5. Institutional Sustainability	12
6. Technological Sustainability.....	13
7. Industry and Community Engagement	14
8. Dissemination and Visibility	15
9. Opportunities for Future Development	16
9.1 Long-Term Impact of the Project	17
10. Conclusion	18

1. Introduction

The BIG ART project (Bootcamps in Greece with Augmented Reality Technologies for VET Centers in Israel and Albania) aims to introduce innovative educational approaches in Vocational Education and Training (VET) through the integration of immersive technologies such as Augmented Reality (AR), Virtual Reality (VR), and Digital Twin applications.

During the implementation of the project, teachers and students from Greece, Albania, and Israel were trained in the use of Matterport technologies and digital twin tools, while pilot training courses, project-based learning activities, and national and international bootcamps were successfully implemented. These activities enabled VET learners to develop digital competences and apply immersive technologies to real-world environments and industrial contexts.

The purpose of this Sustainability Plan is to outline the strategy through which the results, methodologies, tools, and partnerships developed within the BIG ART project will continue to generate impact after the completion of the project.

The plan identifies mechanisms for the continued exploitation, dissemination, and institutional integration of the project outcomes, ensuring that the benefits of the BIG ART initiative extend beyond the project's official duration.

In particular, the sustainability strategy focuses on ensuring the long-term use of the project outputs, the continuation of educational activities based on AR technologies, and the further development of the project network within the VET and industry ecosystem.

2. Key Results of the Project

The sustainability of the BIG ART project is based on a number of tangible and intangible outputs developed during the project implementation.

These include:

Educational resources and training materials

- AR/VR training curriculum and syllabi
- teaching materials related to digital twin technologies
- methodological guidelines for implementing project-based learning

Technological infrastructure

- AR/VR equipment and Matterport scanning devices installed in partner institutions
- access to digital platforms used for creating and hosting virtual tours

Human capacity building

- trained teachers capable of integrating AR technologies into vocational training
- trained students with practical experience in digital twin creation

Student projects and digital twin models

- virtual tours of real industrial, educational, and infrastructure environments developed during the pilot phase.

Training methodology

- a structured pedagogical approach combining theory, practical workshops, and project-based learning activities.

International collaboration network



- cooperation between VET institutions in Greece, Albania, and Israel
- collaboration with technology experts and industry representatives.

These outputs form the foundation for ensuring the long-term sustainability and impact of the BIG ART project.

3. Sustainability Strategy

The sustainability strategy of the BIG ART project is based on four main pillars:

1. Educational sustainability
2. Institutional sustainability
3. Technological sustainability
4. Dissemination and networking sustainability

Each pillar contributes to ensuring that the project results remain active and beneficial beyond the lifetime of the project.

Sustainability Area	Mechanism	Expected Long-Term Impact
Educational sustainability	Integration of training materials into VET courses	Continuous training of new student cohorts
Institutional sustainability	Adoption of project methodology by partner institutions	Long-term use of innovative teaching methods
Technological sustainability	Continued use of AR/VR equipment and digital tools	Development of practical digital skills
Partnership sustainability	Collaboration between VET institutions and industry partners	Expansion of professional networks
Dissemination sustainability	Maintenance of project website and digital platforms	Accessibility of project results to wider audiences

Table 1 Sustainability Mechanisms of the BIG ART Project

3.1 Exploitation of Project Results

The BIG ART project has produced a range of educational, technological, and methodological results that can continue to be used and further developed after the completion of the project.

The exploitation of these results focuses on ensuring that the developed outputs remain accessible and actively used within vocational education environments.

The main areas of exploitation include:

Educational exploitation

The training materials, curricula, and methodological guidelines developed within the project will continue to be used by partner institutions as part of their educational activities. These materials can be integrated into existing VET courses or used in specialised workshops focusing on immersive technologies and digital twin applications.

Technological exploitation

The AR/VR equipment and digital platforms acquired during the project will remain operational within the participating institutions. They will support future training activities, demonstrations, and practical workshops for students interested in digital technologies.

Institutional exploitation

The project results will contribute to strengthening the digital capacity of the partner institutions and supporting the integration of innovative technologies within vocational education programmes.

Through these mechanisms, the outcomes of the BIG ART project will remain relevant and actively used beyond the official project duration.

3.2 Sustainability Indicators

In order to monitor the long-term sustainability of the project results, the partner institutions have identified a set of indicative sustainability indicators.

These indicators aim to demonstrate the continued use and impact of the project outcomes after the completion of the project.

Indicative sustainability indicators include:

- continuation of AR/VR training activities within partner VET institutions
- use of the developed training materials in future courses
- ongoing utilisation of the Matterport equipment for educational purposes
- participation of new groups of students in digital twin projects
- development of new collaborations between VET institutions and industry partners.

The monitoring of these indicators will help partners evaluate the long-term impact of the BIG ART project and identify opportunities for further development.

4. Educational Sustainability

One of the main sustainability mechanisms of the project is the integration of the developed training methodology into the regular educational activities of the participating VET institutions.

The AR/VR training modules developed within the project can continue to be used as:

- standalone training modules
- part of existing vocational training courses
- supplementary workshops focused on digital technologies.

The project-based learning methodology used in the BIG ART pilot training will continue to support experiential learning, enabling students to apply digital twin technologies in real environments.

Teachers who participated in the Train-the-Trainers bootcamp and mentoring sessions will continue to act as multipliers, transferring their knowledge to new groups of students and colleagues.

Through this process, the project contributes to building long-term capacity within the VET education system.

5. Institutional Sustainability

The partner institutions involved in the BIG ART project have integrated the project activities into their internal educational processes.

Several sustainability mechanisms support this integration:

Continuation of training activities

The participating institutions plan to continue offering AR/VR training sessions using the equipment and methodologies developed during the project.

Expansion to new departments

The project methodology can be applied in different vocational fields such as:

- engineering and industrial technologies
- tourism and cultural heritage
- architecture and construction
- digital media and design.

Institutional adoption of digital tools

The project introduced the use of digital twin technologies in the participating institutions, encouraging the adoption of innovative digital teaching tools within VET education.

These actions contribute to embedding the project results into institutional practices.

6. Technological Sustainability

The technological sustainability of the BIG ART project is ensured through the equipment and digital platforms acquired during the project.

The partner institutions have obtained:

- Matterport 3D cameras
- VR headsets
- scanning accessories and equipment
- Matterport cloud subscriptions for hosting digital twin models.

These technological resources will remain available within the institutions and will continue to support educational and training activities after the completion of the project.

The digital twin models created during the project will also remain accessible and can be used as demonstration cases for future students and training programmes.

7. Industry and Community Engagement

Another important sustainability element of the project is the collaboration established with companies and external organisations.

During the pilot phase, several student projects were developed in collaboration with real environments such as industrial facilities, laboratories, and infrastructure installations.

These collaborations create opportunities for:

- continued cooperation between VET institutions and companies
- development of new student projects based on real industry needs
- promotion of AR/VR technologies in professional sectors.

Strengthening the link between education and industry is essential for ensuring the long-term relevance and sustainability of the project outcomes.

8. Dissemination and Visibility

The BIG ART project has developed a number of dissemination channels that will continue to operate beyond the project duration.

These include:

- the official project website
- social media channels
- the VET2HUB digital platform used for project collaboration and documentation.

These platforms will continue to host:

- project results and training materials
- examples of student projects
- documentation of project activities.

Through these channels, the project outputs will remain accessible to educators, students, and stakeholders interested in immersive technologies and vocational training.

9. Opportunities for Future Development

The BIG ART project creates opportunities for future development in several areas.

These include:

New educational programmes

The training methodology developed in the project can be expanded into longer educational programmes focusing on immersive technologies and digital twin applications.

Participation in new European projects

The partnership established between the participating institutions provides a strong foundation for the development of new collaborative initiatives within European funding programmes.

Expansion of the AR/VR training ecosystem

The experience gained during the project can support the development of additional activities such as:

- AR/VR innovation labs
- student hackathons and competitions
- joint research initiatives.

These activities can further strengthen the impact and visibility of the project.

9.1 Long-Term Impact of the Project

The BIG ART project contributes to the modernization of vocational education by introducing immersive technologies and digital twin methodologies into training environments.

The continued use of the developed training materials, equipment, and teaching approaches will enable VET institutions to provide students with practical experience in emerging digital technologies.

In the long term, the project is expected to support:

- the development of digital competences among VET students
- the adoption of innovative teaching methods within vocational education
- stronger collaboration between education providers and industry
- increased awareness of immersive technologies and their applications.

Through these outcomes, the BIG ART project contributes to strengthening the role of vocational education in preparing students for the digital transformation of modern industries.

10. Conclusion

The sustainability of the BIG ART project is ensured through the continued use of its educational materials, technological resources, and collaborative networks.

The integration of AR/VR technologies and digital twin methodologies into vocational education represents an important step toward modernizing training practices and enhancing students' digital competences.

Through the commitment of the participating institutions and the ongoing dissemination of project results, the impact of BIG ART is expected to continue beyond the project duration, contributing to the development of innovative educational approaches within the VET sector.