
Exploitation Strategy



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INDEX

INDEX	2
1. Introduction.....	3
2. Understanding exploitation in EU-Funded Projects.....	3
3. Strategic Objectives of Exploitation.....	3
4. Main Project Results Targeted for Exploitation	4
4.1 Educational Materials and Learning Resources	4
4.2 ENRICHER hubs Infrastructure and Operational Models.....	4
4.3 Student Development Activities	4
4.4 Start-Up and Entrepreneurship Support	5
4.5 Research and Best Practice Outputs.....	5
5. Target Groups for Exploitation.....	5
5.1 Internal Stakeholders.....	5
5.2 External Stakeholders	5
6. Approaches for Exploitation and Sustainability.....	6
6.1 Sustainable Hub Operation.....	6
6.2 Lifelong Learning and Continuing Education.....	6
6.3 Stakeholder-Centred Exploitation.....	6
6.4 Development of Green Tourism Innovation Ecosystems.....	6
6.5 Participation in New Projects and Partnerships.....	6
6.6 International Cooperation Among the Hub Network.....	7
7. Communication and Dissemination.....	7
7.1 Digital Communication Channels.....	7
7.2 Events and Networking Activities.....	7
7.3 Collaborative and Interactive Formats.....	7
8. Accessibility and Openness of Results.....	7
8.1 Publicly Shareable Materials.....	7
8.2 Principles for Accessibility and Sharing of Results.....	7
8.3 Accessibility Measures.....	7
9. Intellectual Property and Ethical Considerations.....	8
10. Governance and Responsibilities	8
11. Monitoring and Impact Indicators	9
12. Risks and Mitigation Measures.....	10
13. Exploitation Plan	10
13.1 Short-Term Exploitation Plan (0–12 Months After Project End)	10
13.2 Medium-Term Exploitation Plan (1–3 Years).....	11
13.3 Long-Term Exploitation Plan (3–5+ Years).....	11
14. Recommendations for Future Sustainability	12
15. Conclusion	13
16. Future Exploitation Plans of the Six Green Tourism Hubs.....	13
Annex 1 - MSU	15
Annex 2 - USPEE.....	18
Annex 3 - KDU	21
Annex 4 - CU	24
Annex 5 - ATSU.....	27
Annex 6 - TeSaU.....	30

1. Introduction

[The ENRICHER hubs project](#) aims to strengthen higher education institutions and regional ecosystems through the development of innovative green tourism concepts, learning opportunities, entrepreneurial approaches, and stakeholder engagement mechanisms.

The project contributes to the modernization of higher education, promotion of sustainable tourism, development of green entrepreneurship, and creation of stronger links between universities, businesses, public authorities, and local communities.

In line with Erasmus+ requirements and European Commission recommendations regarding sustainability and long-term impact, the consortium developed the present Exploitation Strategy to ensure that project results continue to generate value beyond the funding period.

This strategy was elaborated based on the project's objectives and deliverables, the contributions and practical experiences of consortium partners, a consortium-wide survey and workshop on exploitation and sustainability, European Commission recommendations regarding the exploitation of project results, and good practices from Erasmus+ and other EU-funded projects.

The strategy provides a structured framework for the re-use and integration of project outputs, stakeholder engagement, sustainability and institutionalization, communication and dissemination, intellectual property and openness management, and the monitoring of exploitation and long-term impact.

2. Understanding exploitation in EU-Funded Projects

In the context of projects funded by the European Union, exploitation refers to the use and uptake of project results to maximize their value and impact after project completion.

Exploitation may include the integration of results into institutional practices and policies, the use of educational resources in teaching and training, the development of new partnerships and projects, the commercial or semi-commercial use of developed services, the creation of follow-up initiatives and innovation ecosystems, and the public sharing and transfer of knowledge.

Effective exploitation ensures that project outputs are not limited to project reporting obligations but become actively used resources that continue generating educational, economic, social, and regional impact.

For ENRICHER hubs, exploitation is strongly connected to green tourism development, sustainable regional innovation ecosystems, student entrepreneurship and employability, lifelong learning and continuous education, university-business collaboration, and community engagement.

3. Strategic Objectives of Exploitation

The ENRICHER hubs Exploitation Strategy pursues the following strategic objectives:

Objective 1. Ensure Long-Term Use of Educational Resources

To integrate project-developed educational materials, methodologies, and learning activities into university curricula, lifelong learning programmes, and extracurricular activities.

Objective 2. Strengthen Green Tourism Innovation Ecosystems

To support cooperation between universities, tourism professionals, SMEs, public authorities, and civil society organizations.

Objective 3. Promote Challenge-based Learning and Innovation

To support student initiatives and collaborative problem-solving in the field of tourism and cultural heritage.

Objective 4. Sustaining Hub Operations

To ensure the long-term sustainability and effective functioning of Green Tourism Hubs within partner universities and their regional innovation ecosystems, by strengthening operational capacity, fostering continuous engagement, and supporting their integration into ongoing institutional and collaborative activities.

Objective 5. Increase Visibility and Accessibility of Results

To make project outputs as accessible, usable, and visible as possible through digital platforms, events, open resources, and stakeholder networks.

Objective 6. Create Follow-Up Cooperation and Funding Opportunities

To use project achievements as a basis for future Erasmus+, Horizon Europe, regional, and national initiatives.

4. Main Project Results Targeted for Exploitation

Based on partner feedback, the following project outputs were identified as the most valuable for long-term re-use and sustainability.

4.1 Educational Materials and Learning Resources

These include course materials, syllabi and learning modules, training methodologies, green tourism educational content, practical assignments and case studies, and challenge-based learning approaches.

Partners emphasized that educational materials should not remain static resources but should become integrated into semester-based teaching and lifelong learning programmes.

4.2 ENRICHER hubs Infrastructure and Operational Models

The hubs themselves represent one of the most important project achievements. The exploitation strategy aims to ensure the operational continuity of the hubs, cross-faculty collaboration, ongoing stakeholder involvement, sustainable service provision, and structured cooperation among the six Green Tourism Hubs.

4.3 Student Development Activities

Partners identified activities with direct impact on students as highly valuable for future exploitation, including innovation challenges, green tourism competitions, hackathons, mentoring activities, entrepreneurship and innovation support, and practice-oriented learning.

As a concrete example, Haaga-Helia University of Applied Sciences' RDIL (Research, Development, Innovation and Learning) initiative shows how such student-development activities can be embedded into everyday academic practice, combining project-based learning, applied research and direct cooperation with industry partners; similar models can inspire the other Green Tourism Hubs when designing their own practice-oriented and challenge-based activities.

4.4 Start-Up and Entrepreneurship Support

The consortium considers support for green tourism start-ups and entrepreneurial initiatives as an important exploitation direction.

Potential exploitation mechanisms include business incubation support, university-business mentoring, innovation camps, start-up acceleration, and consulting services.

4.5 Research and Best Practice Outputs

Project-generated research results, publications, best practice cases, and methodologies will continue supporting academic collaboration, policy discussions, regional development, and future research initiatives.

5. Target Groups for Exploitation

The successful exploitation of project results requires active engagement of multiple stakeholder categories.

5.1 Internal Stakeholders

- **Universities and Faculties:** Within universities and faculties, key internal stakeholders include academic staff, researchers, faculties and departments, international relations offices, lifelong learning centres, and innovation and entrepreneurship units.
- **Students:** Among students, the strategy targets undergraduate students, master's students, doctoral candidates, student organizations, and student entrepreneurs.

5.2 External Stakeholders

- **Tourism Sector Stakeholders:** Tourism sector stakeholders include SMEs in tourism and hospitality, tourism associations, tourism clusters, green tourism enterprises, and artisans and authentic product producers.
- **Public Authorities:** Relevant public authorities include local public authorities, regional development agencies, ministries and tourism offices, and public funding bodies.
- **Civil Society and Community Organizations:** Civil society and community stakeholders include NGOs, local initiative groups, community-led development structures, and cultural organizations.
- **Academic and Research Ecosystems:** The academic and research ecosystem includes universities, research institutions, innovation centres, and international project networks.

6. Approaches for Exploitation and Sustainability

6.1 Sustainable Hub Operation

A key sustainability priority identified by project partners is ensuring the continuous and effective operation of ENRICHER hubs. Key actions include strengthening the operational capacity of the hubs and inter-hub networking, providing coordination and support functions in line with each university's institutional context and capacities, continuing the delivery and updating of project-developed courses, fostering ongoing cross-faculty collaboration, and embedding hub activities into regular academic and innovation-related initiatives.

6.2 Lifelong Learning and Continuing Education

Partners highlighted the importance of transforming project outputs into sustainable lifelong learning opportunities. Potential mechanisms include paid short courses, professional training programmes, certification courses, summer schools, and hybrid and online learning opportunities. This approach supports both sustainability and revenue generation.

6.3 Stakeholder-Centred Exploitation

The consortium emphasized that project results must generate practical impact for external stakeholders.

Recommended actions include the co-creation of activities with tourism professionals, stakeholder consultations and surveys, practice-oriented classes involving industry experts, the engagement of external experts through advisory structures or consultations, and joint innovation activities.

In practice, this stakeholder-centred approach can take the form of joint project weeks in which tourism SMEs propose real business challenges that student teams work on together with company mentors, or structured advisory panels that review and validate new course content before it is rolled out.

6.4 Development of Green Tourism Innovation Ecosystems

The project promotes collaboration between academia, communities, and business ecosystems.

Future exploitation should support regional innovation ecosystems, collaboration between the six Green Tourism Hubs, sustainable tourism networks, local entrepreneurship initiatives, community-based tourism models, and green innovation partnerships.

For instance, Haaga-Helia's RDIL model demonstrates in practice how combining applied research, business collaboration and student involvement can strengthen a regional green tourism innovation ecosystem, and could serve as a reference point for the other Hubs, in line with the student development activities described in Section 4.3.

6.5 Participation in New Projects and Partnerships

The project results could be further exploited through Erasmus+ follow-up projects, Horizon Europe proposals, interregional cooperation initiatives, national funding schemes, and joint research activities.

6.6 International Cooperation Among the Hub Network

Recommended actions include organizing an Annual Green Tourism Hubs Conference (online or in person), bringing together representatives of all six Hubs, their stakeholders and partners; organizing joint webinars, workshops, guest lectures and masterclasses involving all partner universities; promoting student and staff exchanges, collaborative research, and the sharing of educational materials and best practices between the Hubs; continuing to update the Green Tourism Hub website and jointly promoting the network through a shared website and social media channels; and preparing and submitting joint applications for future international projects (Erasmus+, Interreg, Horizon Europe and other relevant funding programmes).

7. Communication and Dissemination for Exploitation

Effective communication is essential for ensuring uptake and use of project results.

7.1 Digital Communication Channels

Partners identified the need for modern and student-oriented communication methods. Recommended channels include social media campaigns, short video content, reels and TikTok-style educational promotion, project websites, university communication channels, and online newsletters, where applicable.

For example, short explainer videos and behind-the-scenes reels showcasing Hub activities, student projects or green tourism destinations can be produced for Instagram and TikTok, while longer-form articles and interviews are shared through university newsletters and websites for a more detailed audience.

7.2 Events and Networking Activities

The following activities were identified as highly effective: business forums, conferences and round tables, international webinars, stakeholder networking events, scientific dissemination events, green tourism academies, and annual inter-hub networking events.

7.3 Collaborative and Interactive Formats

To ensure active engagement, the consortium recommends international online competitions, hackathons, innovation challenges, stakeholder consultations, and student-industry interaction activities.

A concrete example is a two-day cross-university hackathon in which student teams from several Hubs develop green tourism solutions for a real destination or business, with results presented to, and evaluated by, industry mentors and public authorities.

8. Accessibility and Openness of Results

8.1 Publicly Shareable Materials

Based on partner responses, the following outputs may be shared publicly: course descriptions, outlines, and general information about educational activities; registration information for courses; best practice cases; scientific publications; methodological materials; and dissemination materials.

8.2 Principles for Accessibility and Sharing of Results

The consortium promotes the visibility and dissemination of project results by making relevant materials available to target groups and stakeholders, where possible and in accordance with intellectual property rights, confidentiality requirements, and institutional policies.

Depending on the nature of the outputs, accessible dissemination formats may include public summaries and abstracts of project results, dissemination materials and communication resources, selected educational and methodological materials that can be openly shared, scientific publications where open-access publication is applicable, and institutional repositories or digital platforms for eligible outputs.

8.3 Accessibility Measures

To improve usability and accessibility, partners recommended user-friendly digital access, practical stakeholder-oriented resources, clear guidance materials, and multi-language communication.

9. Intellectual Property and Ethical Considerations

The ENRICHER hubs consortium recognizes the importance of balancing openness with intellectual property protection.

Key principles include respect for ownership rights, institutional acknowledgement of developed materials, proper citation of shared resources, permission-based use of contributed materials, and the ethical use and adaptation of resources.

Partners highlighted that universities generally retain rights over project-developed educational materials. The consortium also supports selective or partial release of materials where necessary.

Recommended mechanisms include internal consortium agreements, attribution and citation requirements, DOI and ISSN registration for publications, and controlled access to sensitive resources.

10. Governance and Responsibilities

The survey results showed consensus regarding the importance of institutional responsibility for sustainability and follow-up.

Recommended Governance Structure:

- **Hub Director / Institutional Coordinator (depending on the university structure and internal arrangements):** This role is responsible for monitoring exploitation activities, stakeholder engagement, internal coordination, and sustainability planning.
- **Universities and Faculties:** Universities and faculties are responsible for curriculum integration, resource maintenance, promotion activities, and institutional support.
- **Advisory Structures:** Advisory structures typically include industry representatives, public authorities, external experts, and community stakeholders, and they can support feedback collection, validation of activities, partnership development, and regional impact.

11. Monitoring and Impact Indicators

To assess the sustainability, use, and impact of project results, the consortium will monitor a set of relevant indicators covering educational, institutional, stakeholder, and dissemination dimensions. The indicators will be adapted according to the context and capacities of each partner institution.

These indicators are intended primarily as monitoring tools to help each Hub track progress and sustain momentum after the project ends, rather than as binding contractual targets; they complement, rather than replace, the recommended activities described elsewhere in this strategy. The consortium's priority remains keeping the Hubs active through innovative learning methods and close collaboration with industry and other stakeholders, and the indicators below are meant to evidence and support that priority.

1. Educational and Capacity-Building Indicators

- Number of educational activities, courses, or training initiatives continued or developed after the project end;
- Number of participants/students trained through hub-related activities;
- Number of academic units or faculties involved in hub activities.

2. Institutional Sustainability Indicators

- Continued operation of the hubs after the project end;
- Integration of hub activities into existing university processes and structures, where applicable;
- Development of new institutional initiatives or programmes supported by the hubs.

3. Stakeholder Engagement Indicators

- Number and diversity of external stakeholders engaged in hub activities;
- Number of cooperation initiatives or partnerships established;
- Stakeholder feedback and satisfaction regarding hub activities;
- At least two signed Memoranda of Understanding (MoUs) established between each.
- Green Tourism Hub and external stakeholders, such as Regional/National Tourism Development Agencies, Tourism Information Centres, NGOs, tour operators and businesses, or professional associations.

4. Dissemination and Visibility Indicators

- Reach and engagement of communication activities;
- Number of dissemination events, workshops, or webinars organized;

- Access to publicly available project materials (e.g., website visits, resource views/downloads, where applicable).

5. Long-Term Impact Indicators

- Follow-up initiatives or projects developed based on project results;
- New collaborations or partnerships emerging after project completion;
- Evidence of continued use and application of project outcomes.

12. Risks and Mitigation Measures

The risks identified below emerged from the consortium-wide survey and workshop discussions conducted with all partners during the preparation of this strategy, complemented by partners' practical experience from similar EU-funded projects. Reduced institutional commitment after the project ends and low ongoing stakeholder engagement were the concerns raised most frequently, followed by the challenge of securing financial resources once Erasmus+ funding stops. Partners also pointed to the risk of losing visibility once dedicated project communication activities end, to possible disagreements over the use of jointly developed materials, and to the loss of institutional knowledge if staff involved in the Hubs change roles. The mitigation measures in the table below were developed jointly by the consortium to directly address each of these risks.

13. Exploitation Plan

13.1 Short-Term Exploitation Plan (0–12 Months After Project End)

The objectives for this period are to ensure continuity of hub activities, promote the visibility of results, and integrate outputs into university activities.

Action	Responsible Actors	Timeline	Expected Result
Integrate educational materials into courses	Universities and faculties	0–6 months	Continued use of project resources
Organize dissemination events and webinars	Project partners	0–12 months	Increased stakeholder awareness
Publish project results online	Communication teams	0–6 months	Wider accessibility
Maintain hub operational activities	Hub coordinators	Continuous	Sustainability of hubs

Organize innovation challenges and hackathons	Universities and stakeholders	6–12 months	Student engagement
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13.2 Medium-Term Exploitation Plan (1–3 Years)

The objectives for this period are to institutionalize project outputs, expand stakeholder networks, and develop new cooperation initiatives.

Action	Responsible Actors	Timeline	Expected Result
Developing lifelong learning programmes, where relevant and feasible	Universities	1–3 years	Sustainable educational services
Establishing formal stakeholder advisory boards or other consultation mechanisms, depending on institutional needs and arrangements.	Hub management	1–2 years	Stronger regional engagement
Develop follow-up Erasmus+ and Horizon Europe proposals	Consortium partners	Continuous	Continued funding opportunities
Expand university-business cooperation	Universities and SMEs	1–3 years	Increased practical impact
Organize annual green tourism events	Hubs and stakeholders	Annual	Long-term visibility

13.3 Long-Term Exploitation Plan (3–5+ Years)

The objectives for this period are to achieve sustainable regional impact, position Green Tourism Hubs as innovation ecosystems, and ensure long-term educational and economic value.

Action	Responsible Actors	Timeline	Expected Result
Sustaining Hub Operations	University leadership	3–5 years	Long-term sustainability
Develop regional and international cooperation networks	Consortium partners	Continuous	International visibility
Expand entrepreneurship and incubation support	Universities and stakeholders	3–5 years	Green tourism innovation ecosystem
Integrate project methodologies into national or regional policies	Public authorities and universities	3–5 years	Policy-level impact
Create sustainable revenue-generating educational services	Universities	Continuous	Financial sustainability

14. Recommendations for Future Sustainability

Based on the survey responses, the workshop group discussions and consortium experiences, the following recommendations are proposed:

Ensuring the Sustainability of Hub Operations;

1. Continue collaboration with tourism professionals and local communities;
2. Expand practical and challenge-based learning approaches;
3. Develop modern digital communication formats adapted to student audiences;
4. Use project achievements as a basis for new international cooperation;
5. Create flexible lifelong learning opportunities;
6. Maintain active stakeholder networks and advisory structures;
7. Ensure regular monitoring of impact indicators;
8. Promote open access to non-sensitive educational resources;
9. Encourage interdisciplinary and cross-sectoral collaboration;

These recommendations translate into concrete actions for each Hub. Ensuring the sustainability of Hub operations means formally assigning a coordinator role within the university structure and securing at least minimal institutional budget or staff time after the project ends. Continued collaboration with tourism professionals and local communities can take the form of yearly co-creation workshops or advisory panels with SMEs and destination management organizations. Expanding practical and challenge-based learning approaches means keeping innovation challenges, hackathons and live

business cases as a permanent part of the curriculum rather than one-off project activities, following examples such as Haaga-Helia's RDIL model. Developing modern digital communication formats involves producing short-form video content and social media campaigns tailored to student audiences, alongside more traditional newsletters and website updates. Using project achievements as a basis for new international cooperation means building on the Hub network described in Section 6.6, for example through joint Erasmus+ or Horizon Europe proposals. Creating flexible lifelong learning opportunities can include short paid courses, certification programmes or summer schools building on the educational materials developed during the project. Maintaining active stakeholder networks and advisory structures means keeping the boards and consultation mechanisms described in Section 10 operating on a regular schedule, for example through biannual meetings. Ensuring regular monitoring of impact indicators means each Hub reporting annually against the indicators set out in Section 11. Promoting open access to non-sensitive educational resources means publishing course outlines, best practice cases and methodological materials through institutional repositories or the shared Hub website. Encouraging interdisciplinary and cross-sectoral collaboration means involving faculties beyond tourism, such as business, IT or environmental sciences, in future Hub activities.

15. Conclusion

The ENRICHER hubs project has created valuable educational, institutional, and regional development results with strong potential for long-term exploitation and sustainability. The consortium-wide consultation process demonstrated that partners consider the hubs, educational resources, entrepreneurship activities, stakeholder cooperation mechanisms, and innovation ecosystems as key assets that should continue beyond the project lifetime. This Exploitation Strategy provides a practical framework for ensuring that project results remain active, visible, and impactful.

By combining institutional integration, stakeholder engagement, modern communication approaches, lifelong learning opportunities, and future project development, Green Tourism Hubs can continue contributing to sustainable tourism development, green innovation ecosystems, student entrepreneurship, regional cooperation, higher education modernization, and community resilience and sustainability.

The long-term success of the exploitation process depends on the continued commitment of all consortium partners and the active involvement of regional stakeholders.

16. Future Exploitation Plans of the Six Green Tourism Hubs

At the ENRICHER hubs project wrap-up meeting in Innsbruck in October 2026, the project management staff presented their achievements and outlined plans for continuing their activities in the six Green Tourism Hubs beyond the project's formal lifetime. The hubs established at MSU, USPEE and KDU in Moldova and CU, ATSU and TeSaU in Georgia demonstrated a shared commitment to embedding the project's results within regular university activities, maintaining engagement with tourism stakeholders, and extending the impact of challenge-based learning in sustainable tourism education.

Although the six institutions have adopted different approaches, their plans reflect a common strategic objective: to move from project-based implementation towards institutionally supported, financially viable and externally connected hub models. Rather than treating the hubs as temporary project deliverables, the universities intend to use

them as platforms for continuing education, applied learning, business engagement and cooperation among academic institutions and regional stakeholders.

The proposed continuation measures address several interconnected dimensions of sustainability: institutional integration, educational continuity, stakeholder engagement, financial viability and inter-university cooperation. The extent to which these dimensions are developed varies across the six hubs, reflecting differences in institutional arrangements, planned activities and access to future funding opportunities.

Institutional approaches and planned continuation activities

- **Moldova State University (MSU)** will make the hub a permanent university structure. It will appoint a coordinator and a cross-faculty team within six months, set up an external advisory group, and run an annual Green Tourism Challenge Week. It also plans short courses and micro-credentials (free and paid pilots) and aims for at least two MoUs. *(See Annex 1)*
- **University Of European Political And Economic Studies “Constantin Stere” (USPEE)** will keep its operational team of a Director, two researchers and a methodologist. It will continue courses and design sprints, hold an annual Green Tourism Day on 27 September, and build a Moldovan hub network. It will fund the hub from the university budget, grants and commissioned training. *(See Annex 2)*
- **Comrat State University (KDU)** will move its short course to the Centre for Continuing Education and develop paid courses. It plans business challenges and an annual Inter-Hub Student Showcase, and will use the new erasmus+ ACT4GREEN project (2026–2029) and further proposals as funding. It rates insufficient funding as its main risk. *(See Annex 3)*
- **Caucasus University (CU)** will run a pilot year with a business challenge, a hackathon, public lectures and at least two MoUs, and the hub will become a structural unit of the Tourism School. Later steps depend on demand and funding: short courses, a summer field lab, destination assessments, a sustainable tourism observatory and a cross-border challenge with Armenia and/or Azerbaijan. *(See Annex 4)*
- **Akaki Tsereteli State University (ATSU)** will continue the hub as a training and coaching space for Imereti. It plans stakeholder surveys, consultations, mentoring in case challenges and joint meetings with the Moldovan hubs. Its deck gave no timeline or indicators yet. *(See Annex 5)*
- **Telavi Iakob Gogebashvili State University (TeSaU)** will keep the materials developed within the project in its courses and consult businesses twice a year. It plans to develop the hub into a regional living lab and to use the GastroTour project's learning packages, and will prepare joint Erasmus+ and Horizon Europe proposals. *(See Annex 6)*

Common priorities. Every hub will continue using the materials developed within the ENRICHER hubs project and challenge-based learning in regular teaching. Five hubs plan short courses or continuing education for stakeholders, with paid or commissioned formats where demand allows. Four plan a yearly flagship event or showcase. All plan to cooperate as a hub network and to build follow-up proposals under Erasmus+, Horizon Europe and Interreg. MSU, KDU and CU aim for at least two formal agreements with external partners each.

Annex 1 - MSU

Short-term exploitation plan | 0–12 months



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Continuity, visibility and institutional integration

0–3 months	3–6 months	6–12 months
Confirm Hub coordinator and operational team	Integrate selected ENRICHER materials into relevant courses	Run MSU Green Tourism Challenge / hackathon
Approve a one-year Hub action calendar	Update Hub webpage and public resource links	Hold stakeholder advisory / co-creation meeting
Map internal faculties and external stakeholders	Prepare first short lifelong-learning offer	Organize webinar / dissemination event with Hub network
Define baseline indicators and evidence collection	Formalize priority external cooperation / MoUs	Prepare at least one follow-up project concept

Expected result after Year 1:
an active Hub with clear ownership, recurring activities, measurable engagement and a visible pipeline for further cooperation.

Medium- and long-term pathway | 1–5+ year



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Move from project continuation to institutional and regional impact

1–3 years | Institutionalize & expand

- Develop sustainable lifelong-learning services where relevant and feasible.
- Maintain an advisory / consultation mechanism.
- Expand university–business cooperation and live business cases.
- Organize annual green tourism events.
- Develop follow-up project-based initiatives.
- Increase cross-faculty and interdisciplinary participation.
- Build a stable evidence base of student, stakeholder and regional impact.

3–5+ years | Scale & anchor

- Sustain Hub operations through university ownership and diversified resources.
- Position the Hub within regional and international green tourism networks.
- Expand entrepreneurship, mentoring and incubation support.
- Transfer tested methodologies into wider institutional / regional practice.
- Develop revenue-generating educational services where appropriate.
- Maintain the ENRICHER Hub network as a platform for research, education and innovation cooperation.

Impact to date – what ENRICHER has already created

Evidence from the Exploitation Strategy that can be translated into MSU institutional impact

Institutional asset

The Green Tourism Hub model is recognized as one of the project's most important achievements and a basis for continuing cross-faculty and stakeholder cooperation.

Educational asset

Reusable course materials, methodologies, cases and challenge-based learning resources are available for integration into teaching and lifelong learning.

Student impact pathway

Innovation challenges, mentoring, entrepreneurship support and practice-oriented learning provide formats that can continue beyond the project.

Partnership asset

The project has created a six-Hub cooperation network and a framework for continued webinars, exchanges, research and joint applications.

Regional impact pathway

The Hub connects universities with tourism businesses, public authorities, communities and civil society around green tourism innovation.

Annex 2 - USPEE

Main indicators (2025-2028)



Indicators	2025	2026	2027	2028
1. Student trained	20	22	20	20
2. Internal workshops students	1	1	1	1
3. Trainings for external stakeholders	-	10	5	5
4. Courses on Designing Green Tourism Concepts Through Learning	1	1	1	1
5. Joint activities with the three Moldovan Green Tourism HUBs	-	-	1	1
6. Joint activities with Georgian partners	1	-	1	1
7. New project proposals submitted	-	-	1	1

The 2026 Sustainability Plan identifies several priorities specific to USPÉE:

- Assign a named owner and organise an annual review.
- Protect practical challenges, internships, workshops and stakeholder events alongside regular teaching.
- Combine a university base budget with potential grants, sponsorships and commissioned activities.
- Keep student access free or strongly protected against financial barriers.
- Improve visibility through social media, annual forums, success stories and online resources.

Five institutional commitments

1. Formalise the Hub's governance and operational responsibilities.
2. Maintain a recurring educational and practical programme.
3. Strengthen partnerships with tourism businesses and local communities.
4. Establish a transparent and diversified financial model.
5. Measure, communicate and continuously improve the Hub's impact.

Annex 3 - KDU



ECOTOURISM HUB'S MISSION AND MAIN ACTIVITY AREAS



MISSION

To contribute to sustainable tourism development in the south part (Gagauzia region) of the Republic of Moldova through the training of highly qualified specialists, the introduction of innovative educational approaches, entrepreneurship development, and stronger interaction among the university, business, public authorities and local communities.

MAIN AREAS OF ACTIVITY



Development and implementation of innovative educational programmes in sustainable tourism



Preparation of project proposals for national and international programmes



Conducting applied research in tourism destination development



Development of partnerships with tourism businesses



Development of service design in the tourism sector



Support of public authorities in developing tourism development strategies



Support for student innovation projects



Development of international cooperation among the six Green Tourism Hubs in the Republic of Moldova and Georgia

KEY PARTNERS



Department of Economics



Innovation Centre



Centre for Continuing Education



Faculty of Agro-Technologies



Faculty of Law



Faculty of National Culture



Regional Tourism and Wine Office of Gagauzia



Public authorities



Local Action Groups (LAGs)



Tourism enterprises, wineries, rural guesthouses



Civil society organisations and NGOs



International partners (6 Green Tourism Hubs)

IMPLEMENTATION ROADMAP



Short-Term Plan (0–12 months)

Focus: key steps for launching and consolidating the Hub's activities.

#	Action	Responsible	Timeframe	KPI	Expected result
1	Approve the Hub annual plan	Head of the Hub, department	0–2 months	1 plan	Institutional continuity
2	Adapt course modules in interdisciplinary learning activities	Department of Economics	Academic year	Course delivered	Use of materials
3	Integrate service design	Lecturers	0–6 months	At least 2 courses	Scaling of the methodology
4	Transfer the short course to the Centre for Continuing Education	Hub, CCE	0–6 months	1 programme	Creation of a sustainable service
5	Conduct a Business Challenge	Hub, Innovation Centre, businesses	6–12 months	4 cases	Practical learning
6	Organise an inter-Hub webinar	Coordinators	6–12 months	1 activity	International exchange
7	Update the page and social media	Communication Coordinator	0–3 months	Page updated	Visibility
8	Establish "The Alumni Network"	Head of the Hub	6–12 months	6–12 members	Stakeholder participation
9	Prepare project proposals	Hub team	0–12 months	At least 2 proposals	Funding search
10	Conduct monitoring	Head of the Hub	End of year	1 report	Implementation assessment

IMPLEMENTATION ROADMAP



Medium-Term Plan (1–3 years)

Focus: scaling, consolidation and long-term impact.

#	Action	Responsible	Timeframe	KPI	Expected result
1	Deliver a paid course (once per semester or on request)	CCE, Hub	1–3 years	1–2 courses per year	Partial financial sustainability
2	Conduct the Inter-Hub Student Showcase	Six Hubs	Annually	6–12 projects	Permanent international network
3	Develop the Initiatives Laboratory	KDU	Ongoing	At least 5 projects per year	Innovation skills
4	Expand cooperation with businesses and LPAs	Hub, SMEs	1–3 years	5 new partners	Practical impact
5	Conduct joint research	Researchers	Annually	1–2 studies	Scientific exploitation
6	Develop new Erasmus+ / Interreg projects	International Office	Ongoing	At least 1 joint proposal	New funding
7	Ensure participation of 3–4 faculties	Administration, deans	1–3 years	At least 3 faculties	Interdisciplinarity
8	Publish best practices	Hub team	Annually	2 materials	Knowledge transfer

IMPLEMENTATION ROADMAP

Long-Term Plan (3–5 years and ongoing)

#	Action	Responsible	Timeframe	KPI	Expected result
1	Maintain continuous Hub operation	KDU Management	3–5 years	Continuous activity	Institutional sustainability
2	Position the Hub as a regional competence centre	KDU, partners	3–5 years	Regional recognition	Strengthening the university's role
3	Develop the international network of six Hubs	Consortium	Ongoing	Joint plan and projects	International sustainability
4	Create a portfolio of paid services	Ecotourism Hub, Centre for Continuing Education (CCE), Regional Tourism and Wine Office of Gagauzia	3–5 years	At least 3 services	Income diversification
5	Support start-ups and incubation	Innovation Centre	3–5 years	New projects/start-ups	Green entrepreneurship
6	Integrate methodologies into regional programmes	KDU, authorities	3–5 years	Recommendations and documents	Influence on tourism development policy in the region
7	Develop cluster cooperation	Business, authorities, Hub	3–5 years	Regional network	Ecosystem effect
8	Expand joint research	Universities	Ongoing	International publications	Scientific sustainability
9	Organise an annual international conference	Six Hubs	Annually	1 event	Visibility and exchange
9	Develop a best-practice database	Hub	Ongoing	Updated archive	Long-term accessibility

Annex 4 - CU



What ENRICHER Has Established at CU

INSTITUTIONAL IMPACT

An active Hub

Dedicated space regularly used for teaching, training and collaboration.

STUDENT IMPACT

Practical learning

Business Challenge, hackathon and training providing experience with real tourism problems.

STAKEHOLDER IMPACT

Stronger cooperation

Meetings and workshops supporting knowledge exchange and university–industry connections.

Our Approach to Exploitation and Sustainability

PILOT YEAR · 0–12 MONTHS

Establish a regular programme

Deliver core activities, engage students and partners, and review results.

SUBSEQUENT YEARS · 1–3 AND 3–5+ YEARS

Develop and expand

Build on successful activities as demand, partnerships and resources allow.

Five approaches guide both stages

6.1 Sustainable Hub Operation

6.3 Stakeholder-Centred Exploitation

6.5 New Projects and Partnerships

6.2 Lifelong Learning and Continuing Education

6.4 Green Tourism Innovation Ecosystems

13. Implementation Roadmap

PILOT YEAR

0–12 months

Deliver the core programme, engage students and partners, improve visibility and review results.

MEDIUM TERM

1–3 years

Continue successful activities; pilot viable courses, destination assessments and the Summer Field Lab.

LONG TERM

3–5+ years

Expand proven services and regional cooperation; pursue observatory and cross-border initiatives where feasible.

BUILD ON EXPERIENCE

Pilot-year results guide future priorities.

EXPAND WHEN READY

Demand, partners, funding and delivery capacity determine expansion.

Annex 5 - ATSU

6.4 Development of Green Tourism Innovation Ecosystems

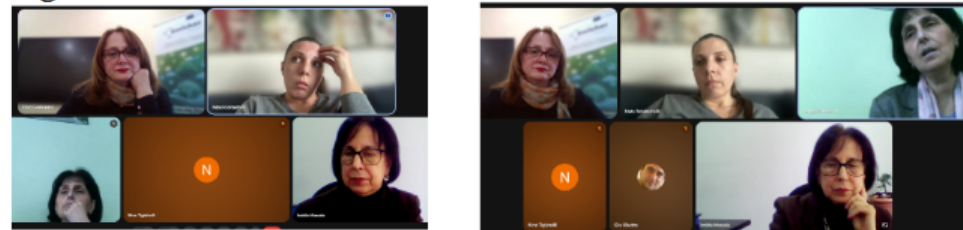
Collaboration between ENRICHER GE HUBs representatives

March 26, 2026 4-5pm ENRICHER hubs GE trainers working meeting on google meet platform

Topic: Dynamics of Hubs operation and Hubs Challenges, our vision for future collaboration

თემა: ჰაბის მუშაობის დინამიკა და გამოწვევები, ჩვენი ხედვა მომავალი თანამშრომლობისთვის.

<https://meet.google.com/xym-snmj-kgu>



Next? Extended ENRICHER hubs representatives working meeting (Georgia + Moldova)

Survey Stakeholders – course development/engancement

Consultations with stakeholders – to get sector needs and case challenges

Participation/organization of events to build relationships

Inclusion of stakeholders with the purspe of mentoring and feedback during the case challenges

6

6.5 Participation in New Projects and Partnerships:



GREEN ENGINE Promoting Creative Engineering Education for a Sustainable Green World (GreenEngine)

The project focuses on integrating green technologies, environmental sustainability principles, and innovative teaching methodologies into engineering programs at partner universities. Through international collaboration, GREENENGINE aims to strengthen the capacity of higher education institutions to prepare future engineers who can address global environmental challenges and contribute to sustainable technological development.

GASTRO TOUR Empowering Wine & Cuisine Tourism through Education, Innovation and Collaboration (GastroTour)

The mission of the project is to develop innovative and digital educational solutions and tools that support sustainable economic and social development. By leveraging education, industry partnerships, and digital transformation, the project empowers students, professionals, and businesses to thrive in an ever-changing tourism landscape.

ENRICHER HUBS Designing Green Tourism Concept through Learning (ENRICHER HUBS)

The Project addresses challenges driven by megatrends such as sustainable development and digitalisation by supporting the European Green Deal, promoting sustainable economic growth and green products and services, while bridging the gap between higher education and labour market needs and fostering innovative service concepts that enhance sustainability.

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Priorities:

Green Deal

Innovation

University–industry cooperation

Regional development

International collaboration

Impact of the project so far, by the end of 2026 (institutional / individual level)

Green Tourism hub established

Green Tourism hub open to students and interested parties

Educational Courses enhanced

Teaching Materials Developed

Piloting and implementation of new methods (Sprint design, case challenge, etc.) in teaching/learning process

Staff and Students Trained

Closer collaboration with stakeholders

Idea and best practice share with other hub representatives

Annex 6 - TeSaU



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GASTROTOUR as a route to continued activity

GastroTour is coordinated by TeSaU and continues until the end of 2027

ENRICHER and GastroTour share priorities:

- Innovation and entrepreneurship
- University-industry cooperation
- Regional development
- International collaboration

Resources that is elaborated in the frame of GASTROTOUR can support Hub activities:

Self-Assessment Tool (SAT) for industry partners

Online courses **1. Gastronomy and Wine Tourism Entrepreneurship, 2. Neurogastronomy and Consumer Experience 3. Sustainability in Wine and Food Tourism, 4. Wine and Food Tourism Marketing**

This offers a practical way to extend the Hub's services and strengthen its relationship with regional business



Short-Term Plan: 0–12 Months After Project End



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Priority: Expand learning and regional cooperation

Activities	Responsible	Timeline	
Continue using ENRICHER materials in BA and MA courses	Heads of the programs	continuous	
Maintain Hub resources, training, and consultations	Hub/ Uni administration	Periodic/ twice a year	
Publish accessible information about results and opportunities	Hub/ Uni Administration	When event is planned or finalized	
Organise dissemination events or webinars with partners	Hub/ trainers	Periodic/ at least once in a year	
Explore a student innovation challenge with external stakeholders	Trainers/ Business representatives	Once in a year	
•Prepare to offer <u>GastroTour</u> learning packages through the Hub	Hub/ <u>Gatrsotour</u> project management	October 2026-October 2027	
Develop joint Erasmus+ proposals with partners	Internationalization and Public affairs office and tourism direction professors	November 2026 February 2027	



12

Medium-Term Plan: 1–3 Years



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Priority: Expand learning and regional cooperation

Activities	Responsible	Timeline	
All the activities that were promised in short term plan			
Develop feasible short courses and other lifelong learning opportunities (If the regional guide-training initiative progresses, develop a Kakheti-focused module through the Hub)	Heads of the Tourism program	In the process of negotiations	
Establish regular consultation with businesses and regional stakeholders	Hub/ Uni administration	Periodic/ twice a year	
Strengthen university–business cooperation through practical activities	Hub/ Uni Administration	Periodic/ twice a year	
Develop joint Horizon Europe proposals with partners	Trainers	November 2026 - 2028	
Explore an annual green tourism event	Trainers/ University management /Business representatives	Once in a year	

