
Sustainability Plan

Approach of sustainability plan
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LIST OF ABBREVIATIONS

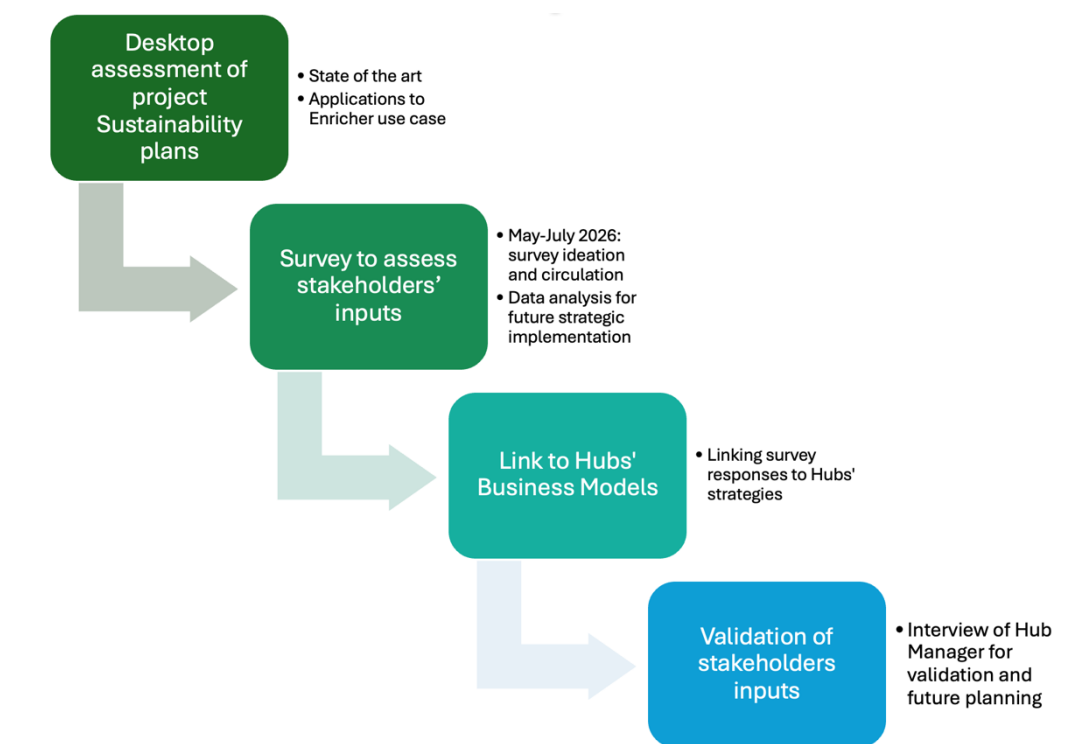
HHUAS	Haaga-Helia University of Applied Sciences
CU	Caucasus University
MCI	Management Center Innsbruck
USPEE	University of European Political and Economic Sciences
ATSU	Akaki Tsereteli State University
MSU	Moldova State University
KDU	Comrat State University
TeSaU	Iakob Gogebashvili Telavi State University
UniGe	University of Genoa
WP	Work package
BMC	Business Model Canvas

1. Introduction

The aim of this report is to contribute to the long-term impact of the Enricher hubs project¹ by providing inputs for the Enricher Green Tourism Hubs in terms of sustainability and potential increased impact for the wider community in which hubs are embedded. The idea of the sustainability plan is usually to provide inputs following up the three areas defining sustainability: environmental, social, and economic dimensions. Since the environmental performance of the hub is bundle with the Universities' Environmental policies and strategies and the Green Tourism Hubs themselves have been created within the Enricher hubs project to promote greener behaviours in tourism and tourism education – with already previous deliverables focusing on this topic – the current report will mainly focus on societal impact and make reference of the Hubs' Business model canvas for economic impact.

The report aims to provide general project input in terms of long-term sustainability, building up from the partner Universities' specific information². To this ends, the report has been created following a 4 steps approach: first, a brief state-of-the-art section, highlights the key features of sustainability plans within similar Enricher-like projects; second, the findings of such desktop research have driven to the elaboration of a survey circulated among key stakeholders of the partners' universities in between spring and summer 2026, which received more than 175 replies; third, these inputs were analysed and used to identify preliminary strategic priorities; and finally, these priorities informed the preliminary strategic points for our Green Tourism Hubs.

Figure 1: Logic structure of the deliverable



¹ <https://www.enricher.eu>

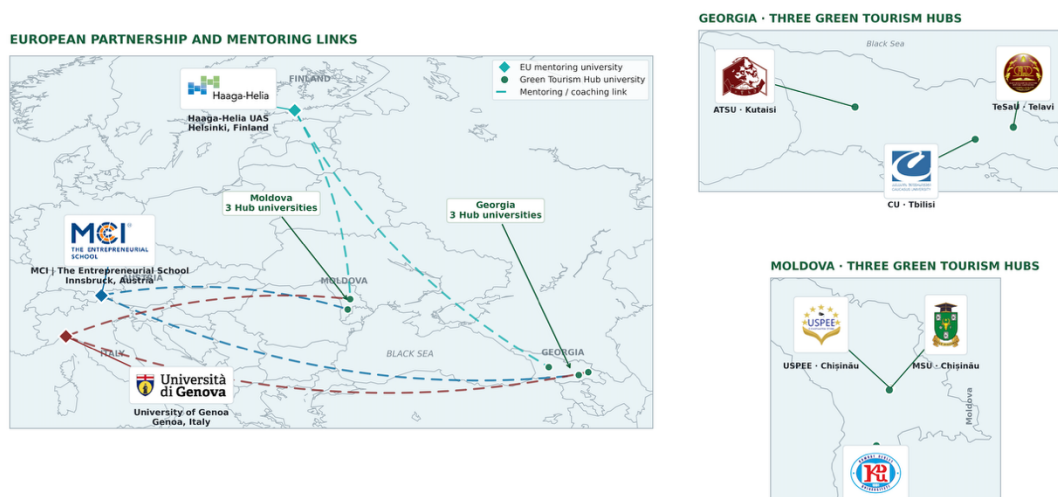
² The current report has been developed by the University of Genoa team as part of its project responsibility in assuring long-term and high-quality impact of the Enricher hubs project

Source: Own elaboration

Such preliminary results have been cross matched with the Business model canvas (D4.1) promoted by the Universities and validated by the different Hub Coordinators and Managers for further inputs using an interview phase.

Such cross-referencing activities were also facilitated by the University mentoring approach used in WP4, within which each Green Tourism Hub was paired with an EU partner institution in order to provide experience sharing and competence transfer for long term impact and sustainability.

Figure 2: Enricher Hubs



Source: Own elaboration

Such mixed approach will be able to align the envisioned planning with different University requirements and stakeholders' needs.

1.1. What is a sustainability plan?

For an educational project, sustainability should not be reduced to keeping every pilot activity unchanged after the grant ends. A stronger definition is that useful functions continue, adapt to changing needs and keep producing benefits for learners and institutions over time. This makes adaptation a sign of maturity rather than a departure from the original project³.

Implementation research also shows that continuation depends on more than initial effectiveness. Organisational fit, leadership, resources, staff capability, stakeholder support and the capacity to modify an intervention all influence whether it becomes routine. A sustainability plan therefore converts a successful project into named responsibilities, recurring processes, decision rules and evidence that managers can use after external funding⁴.

In education, scale is similarly broader than participant numbers. It involves depth of change in teaching and learning, spread to new users, sustained use, a shift in ownership from project teams to institutions, and evolution as conditions change. A Hub can

³Julia E. Moore, Alekhya Mascarenhas, Julie Bain, and Sharon E. Straus, "Developing a Comprehensive Definition of Sustainability," *Implementation Science* 12, no. 1 (2017): 110, <https://doi.org/10.1186/s13012-017-0637-1>.

⁴Shannon Wiltsey Stirman, John Kimberly, Natasha Cook, Amber Calloway, Frank Castro, and Martin Charns, "The Sustainability of New Programs and Innovations: A Review of the Empirical Literature and Recommendations for Future Research," *Implementation Science* 7 (2012): 17, <https://doi.org/10.1186/1748-5908-7-17>.

therefore be considered sustainable only when it becomes part of normal university practice and remains responsive to regional stakeholders⁵.

Moreover, higher education institutions are complex systems: strategy, curricula, research, campus operations, outreach and reporting can advance at different speeds. International evidence indicates that sustainability initiatives are more durable when they are integrated across these elements rather than remaining compartmentalised in a single project or unit. The practical implication is that each Hub needs links to formal curricula, staff workloads, partnership processes, institutional budgeting and performance review⁶. Education for sustainable development also requires transformation of learning environments, stronger educator capacity, youth engagement and local action. For the Green Tourism Hubs, this argues for a blended model: formal course use provides predictable demand, while community projects, industry cases and open events preserve experimentation and local relevance⁷. Experiential and interdisciplinary settings are particularly important for developing sustainability competences because they combine knowledge with collaboration, self-responsibility and action in real contexts. The Green Tourism Hubs are therefore most valuable when they enable students and external partners to work on authentic tourism issues, not merely when they provide additional classroom space⁸.

As described in Figure 3, an adapted approach to the traditional sustainability planning has been introduced within Enricher hubs project, in order to align traditional plan related activities to the reality of the involved Universities:

- ENRICHER hubs is a Erasmus+ Capacity Building in Higher Education Project. Its objectives include addressing skills gaps, modernising tourism education, developing green service concepts and strengthening collaboration between higher education institutions and tourism businesses. Six Green Tourism Hubs have been established across Moldova and Georgia as learning and co-creation environments for students, educators and regional stakeholders.
- The project piloted six established Hubs with about 600 people involved, almost 250 course participants, and 180 participants in the Green Tourism Business Challenge. These achievements are a strong implementation base. The sustainability question is now whether the capabilities, relationships and delivery routines behind those outputs will continue after the project period⁹.
- The university-industry-government “triple helix” perspective explains why a Hub can become more than an internal teaching facility: it can organise recurring interaction among knowledge, enterprise and public actors. Research on cross-sector co-creation further suggests that

⁵Cynthia E. Coburn, “Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change,” *Educational Researcher* 32, no. 6 (2003): 3-12, <https://doi.org/10.3102/0013189X032006003>.

⁶Rodrigo Lozano, Kim Ceulemans, Mar Alonso-Almeida, Donald Huisingh, Francisco J. Lozano, Tom Waas, Wim Lambrechts, Rebeka Lukman, and Jean Hugé, “A Review of Commitment and Implementation of Sustainable Development in Higher Education: Results from a Worldwide Survey,” *Journal of Cleaner Production* 108 (2015): 1-18, <https://doi.org/10.1016/j.jclepro.2014.09.048>.

⁷UNESCO, *Education for Sustainable Development: A Roadmap* (Paris: UNESCO, 2020), <https://unesdoc.unesco.org/ark:/48223/pf0000374802>.

⁸Matthias Barth, Jasmin Godemann, Marco Rieckmann, and Ute Stoltenberg, “Developing Key Competencies for Sustainable Development in Higher Education,” *International Journal of Sustainability in Higher Education* 8, no. 4 (2007): 416-430, <https://doi.org/10.1108/14676370710823582>.

⁹Saara Ojaranta, “ENRICHER Hubs Project Shows Strong Results in Advancing Sustainable Tourism in Georgia and Moldova,” *ENRICHER Hubs*, 16 March 2026, <https://www.enricher.eu/2026/03/16/enricher-hubs-project-shows-strong-results-in-advancing-sustainable-tourism-in-georgia-and-moldova/>.

universities can act as neutral conveners and experimental spaces for place-based sustainability challenges^{10,11}.

The overall approach was then based on treating each Hub as a portfolio of recurring functions - practical teaching, stakeholder problem-solving, knowledge exchange, applied research and green entrepreneurship - supported by a named owner, a minimum operating budget and a measurable annual programme. The room, software, and equipment were brought together in accordance with the project plan but while they represent key enablers for the activity, the sustainability model itself is not guaranteed by them. Stakeholders have been involved in order to collect inputs and suggestions to achieve the desired level of long-term sustainability.

The sustainability plan writing and development process was agreed in Spring 2026, defining with the Enricher hubs partners a process aligned with the Green Tourism Hubs current and future activities and related local communities (Figure 3). Data collection and elaboration was performed by the University of Genoa team in alignment with WP7 activities and goals.

¹⁰Gregory P. Trencher, Masaru Yarime, and Ali Kharrazi, "Co-creating Sustainability: Cross-Sector University Collaborations for Driving Sustainable Urban Transformations," *Journal of Cleaner Production* 50 (2013): 40-55, <https://doi.org/10.1016/j.jclepro.2012.11.047>.

¹¹Henry Etzkowitz and Loet Leydesdorff, "The Dynamics of Innovation: From National Systems and 'Mode 2' to a Triple Helix of University-Industry-Government Relations," *Research Policy* 29, no. 2 (2000): 109-123, [https://doi.org/10.1016/S0048-7333\(99\)00055-4](https://doi.org/10.1016/S0048-7333(99)00055-4).

Figure 3: Approaches to Sustainability planning



Source: Own elaboration using AI image generator.

1.2. The Data collection strategy

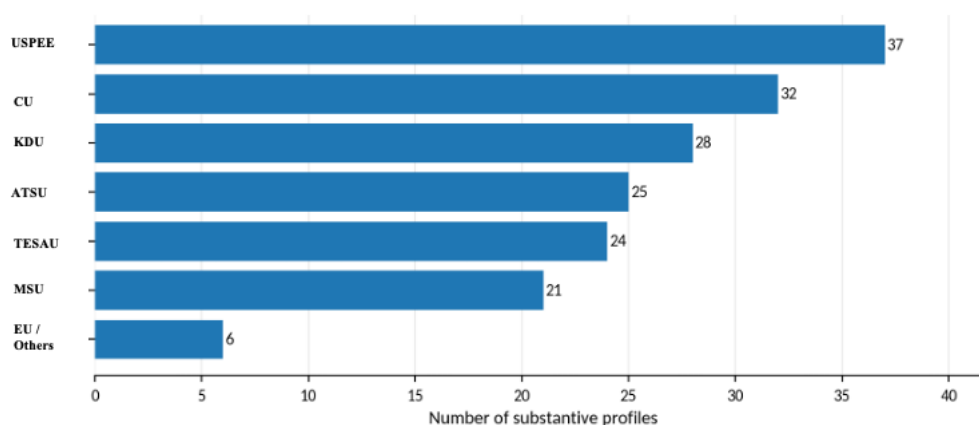
As mentioned above, the plan has been developed using a mixed approach of desk-research (i.e. checking similar exercises for other EU Projects and University initiatives), assessment of project documents to align planning with delivered activities and structure, and two rounds of direct data collections: survey and interviews.

Among the key methodological approach, most of the current document will be focusing on the survey as primary data collection for establishing sustainability planning in all six Moldovan and Georgian ENRICHER hubs partner universities, who has established their own Green Tourism Hub.

The survey outcome contains 175 submissions collected from 25 May to 26 July 2026. Of these, 165 (94.3%) were submitted in June or July; ten early records were submitted in the final week of May and consists of mainly Enricher hubs project directly related involved staff members. Two records contain only administrative metadata, leaving 173 substantive stakeholders' profiles. The median completion time was 8.9 minutes. Questions within the survey were mixed in scope, with both close questions, rankings, and open questions used in alignment with the desired input to be collected.

The questionnaire is a multilingual, online self-completion survey with a common profile section, separate pathways for students and non-student stakeholders, and a final common block on environmental, social, financial and business sustainability. Branching has been deemed appropriate because students can report actual learning experience while staff, governance and industry respondents can assess institutional use and professional value. Tailored routing generally reduces irrelevant questions and respondent burden¹².

Figure 4: Survey response rate



Source: Own elaboration

Respondents were well distributed among the different institutions, with a slight concentration in CU and USPÉE. 6 respondents were coming from EU partners as well and their answers were focused on transferring experiences from their university previous projects. Concerning the split among the reporting countries, distribution was almost 50% in between Moldovan and Georgian respondents.

From a descriptive statistics point of view, most of the respondents were students (48% of the total) and females (65%).

¹²Don A. Dillman, Jolene D. Smyth, and Leah Melani Christian, Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method, 4th ed. (Hoboken, NJ: Wiley, 2014).

Table 1: Survey summary

Indicator	Observed distribution	Interpretive note
Substantive profiles	173	Two of 175 records contain no substantive survey answers.
Countries	Moldova 88; Georgia 81; Finland 3;	Country reflects where respondents reported operating.
Stakeholders	Students 83; academic staff 54; industry 19; governance 15; other 1; missing 1	Students account for 48.0% of substantive profiles.
Age	Under 21: 33; 21-30: 62; 31-40: 16; 41-50: 31; over 50: 30	Among 172 valid answers, 55.2% were under 31.
Gender	Female 111; male 59; prefer not to say 1	Among 171 valid answers, 64.9% were female.
Survey language	English 86; Russian 48; Romanian 33; Georgian 7; French 1	Interface language, not necessarily respondent nationality.

Despite the generic trends, respondents' composition differs quite substantially in relation with different universities: for instance, MSU is staff- and industry-heavy, whereas KDU, CU, and USPEE are student-heavy. Cross-university comparisons therefore should reflect such differences and the views captured in each local sample should take into consideration the different respondents' composition.

The six records exported as "Other" have been retained as a small comparator group.

Together with the survey, 6 interviews have been performed in June 2026 to validate documents and initial survey results. Each Moldovan and Georgian University has been interviewed in order to validate both secondary and primary inputs.

The applied method allowed us for triangulation of three evidence sets: the 175 survey submissions analysed; the six institution-specific Business Model Canvases (BMC) submitted in D4.1; and the institutional interviews covering the six Green Tourism Hubs. Personal names, direct quotations and role-specific identifiers have been removed. Institutions are referenced only where comparison is necessary.

Interview material was coded against six sustainability dimensions: practical value, institutional embedding, financial resilience, social and partner value, environmental operation, and monitoring/adaptation. "Validation" means convergence between the stakeholder survey, the planned model, and the institutional account. It does not mean independent audit or proof of future revenue or impact. The sources used converge on a credible and locally relevant Hub proposition: practical learning, business challenges, training and external cooperation have both demand and implementation evidence. The interviews make institutional embedding look more advanced than the survey's low visibility of plans suggested. They also reinforce the central warning of the survey and BMC review: finance, formal plan approval, social-access rules, green operating standards and outcome evidence remain uneven. For obvious reasons, the interviews are insider

accounts: they clarify implementation and constraints, but do not independently verify outcomes, impact or future revenue.

2. Desktop assessment

The literature no longer treats sustainability as preserving a pilot unchanged, keeping a website online or repeating every activity after the grant. A research initiative is sustainable when its essential functions, practices or behaviours continue after the initial implementation period, can evolve as needs and contexts change, and still generate valued benefits. This distinguishes sustainability from project completion, dissemination and short-term visibility¹³.

Sustainment is produced by a system rather than by one final deliverable. Evidence repeatedly points to organisational fit, leadership, stable responsibility, staff capability, resources, stakeholder support, feedback and adaptation. A credible plan therefore begins during implementation, identifies what must continue and what may change, and converts temporary project arrangements into ordinary decision rights, workloads, budgets and review routines¹⁴. Assessing key literature, several inputs can be retrieved, as summarised in Table 2.

Table 2: Key approaches to sustainability planning

Key planning questions for Sustainability plans	Minimum content for each category
Public value	Which benefit should continue, for whom, and over what 12–36 months horizon?
Institutional ownership	Which host unit, accountable owner and governance body will make decisions and allocate staff time?
Operating model	Which recurring activities, services, access routes and quality standards constitute the minimum viable offer?
Resource model	What is the annual cost base, funding mix, income logic and contingency if one source ends?
Evidence	Which baselines, targets, and outcome indicators show continued use and benefits rather than activity alone?
Adaptation	When will the model be reviewed, what triggers change, and how will lessons be documented?

Source: Own elaboration based on literature outcomes

Long-term research impact is rarely linear or attributable to one project alone. The stronger approach is a contribution pathway linking outputs to uptake, changed practice, outcomes and wider social, environmental or economic effects, supported by evidence proportionate to the claim. In EU-funded research, dissemination and exploitation remain formal obligations, but sustainability additionally requires post-grant ownership, maintenance, service continuity, data and intellectual-property arrangements, partner uptake and resourcing¹⁵.

¹³ Julia E. Moore, Alekhya Mascarenhas, Julie Bain, and Sharon E. Straus, "Developing a Comprehensive Definition of Sustainability," *Implementation Science* 12 (2017): 110, <https://doi.org/10.1186/s13012-017-0637-1>; David A. Chambers, Russell E. Glasgow, and Kurt C. Stange, "The Dynamic Sustainability Framework: Addressing the Paradox of Sustainment amid Ongoing Change," *Implementation Science* 8 (2013): 117, <https://doi.org/10.1186/1748-5908-8-117>.

¹⁴ Shannon Wiltsey Stirman, John Kimberly, Natasha Cook, Amber Calloway, Frank Castro, and Martin Charns, "The Sustainability of New Programs and Innovations: A Review of the Empirical Literature and Recommendations for Future Research," *Implementation Science* 7 (2012): 17, <https://doi.org/10.1186/1748-5908-7-17>.

¹⁵ Mark S. Reed, María Ferré, Julia Martín-Ortega, Rachel Blanche, Ruth Lawford-Rolfe, Martin Dallimer, and Joseph Holden, "Evaluating Impact from Research: A Methodological Framework," *Research Policy* 50, no. 4 (2021): 104147, <https://doi.org/10.1016/j.respol.2020.104147>; European Innovation Council and SMEs Executive Agency, *Successful Valorisation of Knowledge and Research Results in Horizon Europe* (Luxembourg: Publications Office of the European Union, 2022), <https://doi.org/10.2826/437645>.

In the context of the Enricher hubs project, the Sustainability Plan will therefore be a management system for continued value and adaptation—not a narrative annex produced at closure.

Looking at existing project and Universities experiences, many research consortia now produce exploitation, impact, data-management and sustainability documents, yet the strongest arrangements are those that merge them into one operating logic: a named owner, a costed continuation route, identified users, usable outputs, partner commitments and a review calendar. The persistent weak form is a late-stage list of aspirations that does not specify who will act, with which resources, or how evidence will influence decisions.

University sustainability reporting has expanded from a small and environmentally weighted practice into a broader instrument for accountability, target setting and performance management. Its value is not the report itself: it lies in making data visible, clarifying material issues, connecting sustainability to strategic plans and budgets, and creating a recurring management conversation across teaching, research, operations and engagement¹⁶.

The evidence also shows why reporting does not automatically assure long-term impact. Commitments are frequently compartmentalised; social, educational and research impacts are less consistently measured than campus operations; stakeholder involvement may be consultative rather than decision-making; and reports can remain detached from resource allocation. Recent reviews and longitudinal evidence still identify weak comparability, voluntary disclosure, limited institutionalisation and relatively few indicators demonstrating that sustainability is embedded in core university activities¹⁷. Following the highlighted literature, the priorities of a sustainable plan can be summarised as in Table 3.

Table 3: Priorities areas for Sustainability plans

Area	More mature practice	Persistent weakness
Governance	Mandate, owner, decision rights and annual review	Champion-led activity with no succession or workload
Strategy	Objectives linked to plans, budgets and risk management	Aspirations separated from operational decisions
Evidence	Baseline, target, trend and explanation of change	Event counts, publicity and unverified impact claims
Resources	Costed minimum service plus diversified funding	Dependence on one grant, donor or unpaid labour
Stakeholders	Co-design, reciprocal value and retained partners	One-off consultation or attendance lists

Source: Own elaboration based on literature research

The present frontier is therefore integrated into sustainability management: plan, implement, measure, report, review and adapt. Participation matters, but it must be backed by structural conditions, skills, access to information and authority to act.

¹⁶ Rodrigo Lozano, "The State of Sustainability Reporting in Universities," *International Journal of Sustainability in Higher Education* 12, no. 1 (2011): 67–78, <https://doi.org/10.1108/14676371111098311>; Carol A. Adams, "Sustainability Reporting and Performance Management in Universities: Challenges and Benefits," *Sustainability Accounting, Management and Policy Journal* 4, no. 3 (2013): 384–392, <https://doi.org/10.1108/SAMPJ-12-2012-0044>; Kim Ceulemans, Rodrigo Lozano, and María Alonso-Almeida, "Sustainability Reporting in Higher Education: Interconnecting the Reporting Process and Organisational Change Management for Sustainability," *Sustainability* 7, no. 7 (2015): 8881–8903, <https://doi.org/10.3390/su7078881>.

¹⁷ Rodrigo Lozano, Kim Ceulemans, Mar Alonso-Almeida, Donald Huisingh, Francisco J. Lozano, Tom Waas, Wim Lambrechts, Rebeka Lukman, and Jean Hugé, "A Review of Commitment and Implementation of Sustainable Development in Higher Education: Results from a Worldwide Survey," *Journal of Cleaner Production* 108, Part A (2015): 1–18, <https://doi.org/10.1016/j.jclepro.2014.09.048>; Florian Findler, Norma Schönherr, Rodrigo Lozano, Daniela Reider, and André Martinuzzi, "The Impacts of Higher Education Institutions on Sustainable Development: A Review and Conceptualization," *International Journal of Sustainability in Higher Education* 20, no. 1 (2019): 23–38, <https://doi.org/10.1108/IJSHE-07-2017-0114>.

Otherwise, stakeholder engagement improves legitimacy without changing the institutional routines that determine continuity¹⁸.

Training hubs, innovation labs, and research centres are best understood as boundary organisations: they connect curricula, research, professional learning, community engagement and external partners around real problems. University living-lab research shows their distinctive value in co-producing knowledge, giving students authentic challenges and enabling government, business and civil society to test and use solutions. Their sustainability depends on repeated interaction and institutional embedding, not only on a room, equipment or a project brand¹⁹. This will need to be taken into account among Enricher hubs partners.

In accordance with the main body of literature, the dominant risk is asset-centered sustainability: the physical hub survives while coordination, programming, partner demand and evidence disappear. A viable plan should instead describe a recurring portfolio, a minimum team and calendar, a partner pipeline, an access model, a blended resource base and a small impact dashboard. It should also protect social inclusion and environmental integrity, because a hub can be financially active while excluding priority groups or operating inconsistently with its sustainability mission. Key points could be summarized as follows:

Table 4: Key evaluation elements in case of funded projects

Dimension	Evidence of viability after project funding
Institutional	Formal mandate; accountable owner; paid coordination; workload allocation; link to faculty strategy, curricula and quality processes.
Programmatic	A recurring annual offer combining training, research, mentoring, open resources and partner-facing services, with clear entry points.
Partnership social	/ Partner advisory mechanism; repeat collaborators; co-designed cases; regional reach; accessibility, inclusion and benefit-sharing indicators.
Financial	Minimum university contribution; full-cost view; mixed grants, contracts, sponsorship or fees; reserve and contingency rules.
Environmental	Low-impact operating protocol and measurable environmental outcomes in hub activities, demonstrations or client projects.
Learning impact	/ Dashboard for repeat use, skills and adoption; partner outcomes; follow-up at 12, 24 and 36 months; documented adaptation decisions.

Source: Own elaboration based on literature review

Current funding project priorities have moved from “keep the project alive” to adaptive institutionalisation and contribution-based impact. While academic literature is full of such inputs, the state of play is less mature: many organisations can demonstrate activity and commitment, but fewer can show costed ownership, embedded responsibilities, comparable performance evidence and decisions made from that evidence. For research projects—and especially for university hubs and centres—the most credible sustainability plan is concise, assigned, financed, measurable and revisited. Long-term impact is

¹⁸ Antje Disterheft, Sandra Caeiro, Ulisses M. Azeiteiro, and Walter Leal Filho, “Sustainable Universities—A Study of Critical Success Factors for Participatory Approaches,” *Journal of Cleaner Production* 106 (2015): 11–21, <https://doi.org/10.1016/j.jclepro.2014.01.030>.

¹⁹ Gregory Trencher, Masaru Yarime, Kes B. McCormick, Christopher N. H. Doll, and Steven B. Kraines, “Beyond the Third Mission: Exploring the Emerging University Function of Co-creation for Sustainability,” *Science and Public Policy* 41, no. 2 (2014): 151–179, <https://doi.org/10.1093/scipol/sct044>; James Evans, Ross Jones, Andrew Karvonen, Lucy Millard, and Jana Wendler, “Living Labs and Co-production: University Campuses as Platforms for Sustainability Science,” *Current Opinion in Environmental Sustainability* 16 (2015): 1–6, <https://doi.org/10.1016/j.cosust.2015.06.005>; Wendy Maria Purcell, Heather Henriksen, and John D. Spengler, “Universities as the Engine of Transformational Sustainability toward Delivering the Sustainable Development Goals: ‘Living Labs’ for Sustainability,” *International Journal of Sustainability in Higher Education* 20, no. 8 (2019): 1343–1357, <https://doi.org/10.1108/IJSHE-02-2019-0103>.

demonstrated by continued use, uptake, partner reciprocity and improved outcomes, not by the survival of assets or the number of events delivered²⁰.

As such, a key viewpoint of the current document will be based on the following paradigm that Green Tourism Hubs are trying to solve in an adaptive way in respect with key involved stakeholders:

⇒ **No owner + no recurring programme + no resource commitment + no outcome evidence = no defensible claim of sustainability.**

²⁰ Valerio Brescia, Lorenzo Coronella, Silvana Secinaro, and Alessandro Mechelli, "Sustainability Reporting in Higher Education: A Systematic Review and Bibliometric Analysis for Strategic Decision-Making," *Business Ethics, the Environment & Responsibility* 35, no. 3 (2026): 2512–2529, <https://doi.org/10.1111/beer.70044>; Pei-Chi Kelly Hsiao, Mary Low, and Tom Scott, "Institutionalisation of Sustainability Performance Measurement and Reporting: Insights from Victoria (Australia) and New Zealand Universities," *The British Accounting Review* 58, no. 1 (2026): 101527, <https://doi.org/10.1016/j.bar.2024.101527>.

3. Survey outcomes

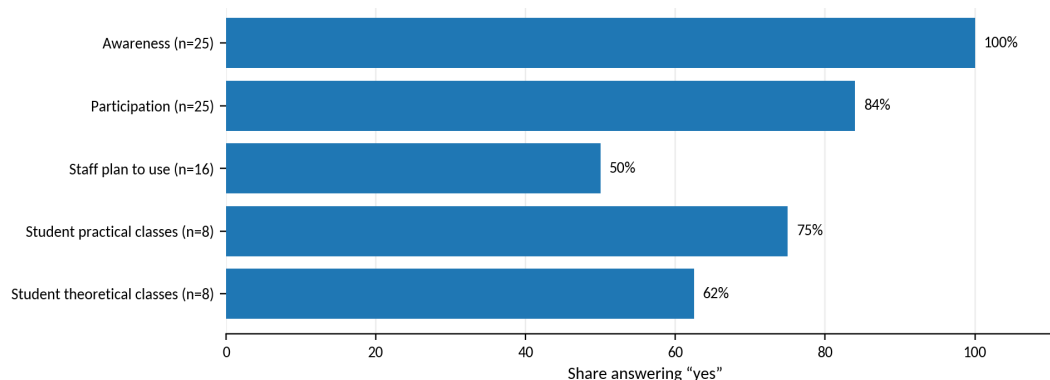
What follows are brief sections summing up replies for the survey and they potential inputs in terms of sustainability planning for each of the partner universities.

3.1. ATSU

n=25 profiles	32% students	100% aware	84% participated
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The ATSU sample contains 25 respondents: eight students, thirteen academic staff and four governance representatives. No industry respondent is recorded, so business-facing conclusions rely on university perceptions and open-text references to local SMEs.

Figure 5: ATSU aggregated results

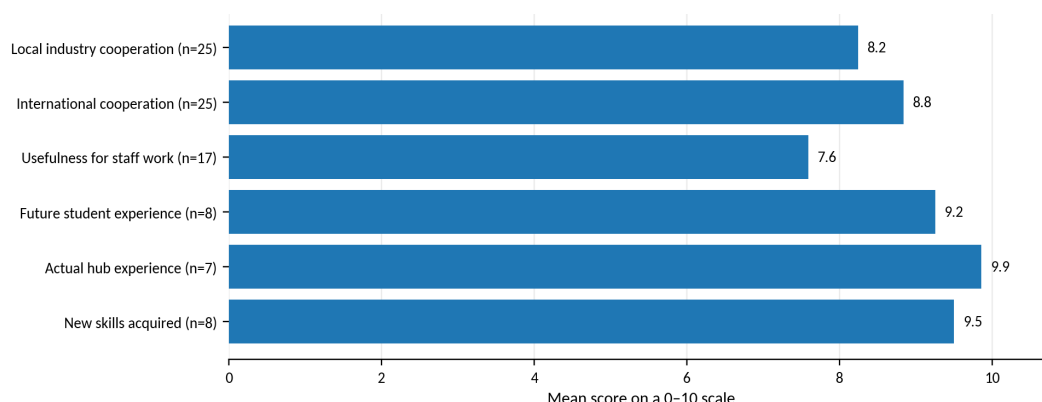


Source: Own elaboration based on survey results

All 25 valid respondents were aware of ENRICHER hubs project and 84% reported participation. Intended use is less settled: 50% of non-student respondents planned to use the Hub, compared with 75% of students expecting practical classes and 62.5% expecting theoretical classes. The difference suggests that the Hub has achieved visibility but still needs a routine staff-use proposition beyond project activities. ATSU's sustainability opportunity is to convert almost universal awareness into predictable staff ownership and recurrent partner-led practical work.

In terms of perceived external value is positive, especially for international cooperation (8.8/10). Local cooperation is also rated highly (8.2), although below the six-university average. Staff usefulness is 7.6/10, while students who had used the Hub report an exceptionally positive experience (9.9, n=7) and strong skills gains (9.5, n=8). The small student bases mean these results should be read as strong participant testimony rather than a university-wide outcome estimate.

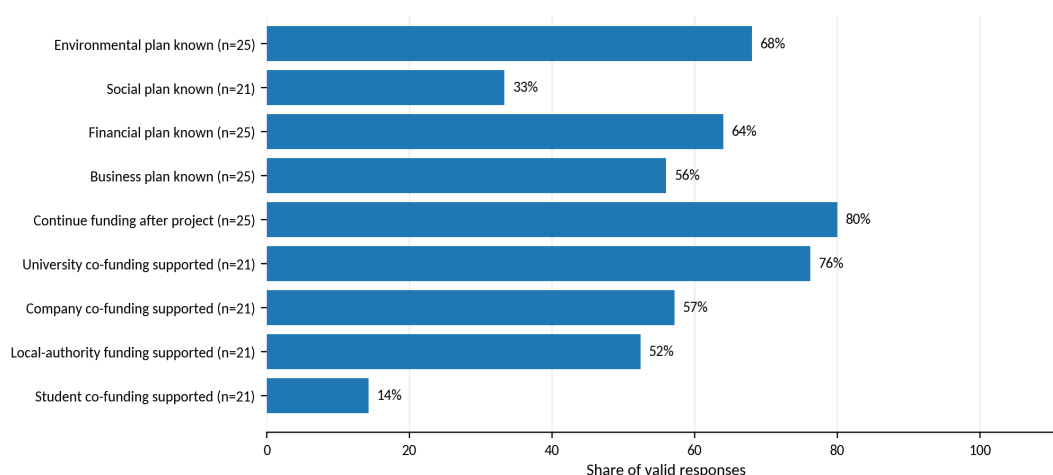
Figure 6: ATSU Perceived Value and Learning experience



Source: Own elaboration based on survey results

ATSU shows comparatively visible environmental (68%), financial (64%) and business (56%) plans, but only one third of valid respondents report a social sustainability plan. Eight in ten support post-project funding. The university is the most accepted contributor (76%), followed by companies (57%) and local authorities (52%); student funding is supported by only 14%. The main readiness task is therefore to connect relatively strong plan visibility with a clearer annual programme and inclusive social objectives.

Figure 7: ATSU Visibility and funding responsibilities



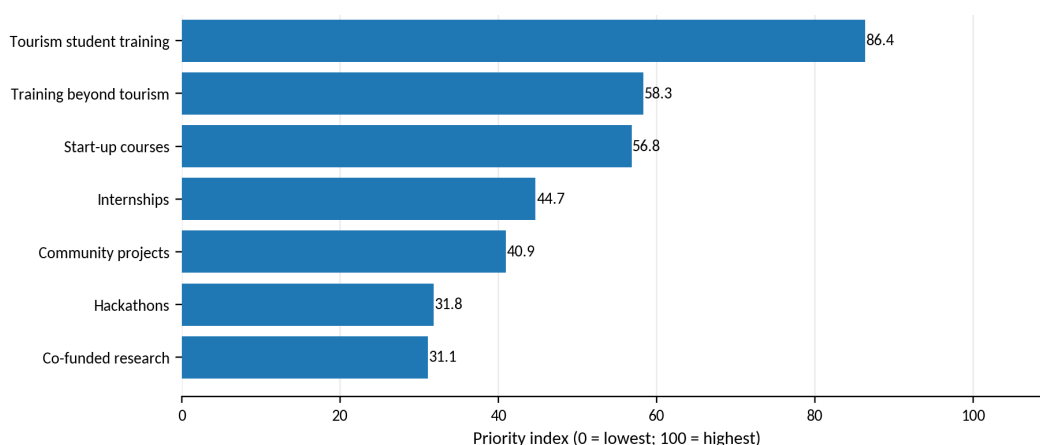
Source: Own elaboration based on survey results

When it comes to future uses of the Hub to assure long-term success, it is interesting noticing that there is convergence in terms of both topics and typology of activities.

Table 5: ATSU Hub's future priorities

Rank	Use	Priority index
1	Practical / innovative teaching	81.5
2	Stakeholder engagement	46.3
3	Traditional teaching	40.7
4	Research	31.5

Figure 8: ATSU suggested future activities



Source: Own elaboration based on survey results

In terms of key takeaway points from the survey, a list of priorities can emerge from the inputs collected and the positive evaluations from the stakeholders that have either already used the facilities or an aiming to do so:

1. Formally place the Hub within a faculty or department, with a named coordinator, annual calendar and recognised staff workload.
2. Maintain a rolling pipeline of SME and municipality challenges, supported by an academia-business network and documented partner agreements.
3. Package the Hub's design-sprint and prototyping expertise as co-funded or paid services while preserving an accessible student programme.
4. Create an open digital repository, summer-school / student-club offer and social-sustainability objectives covering access, participation and community benefit.

Among the key inputs collected that might be relevant to the future of the Hub:

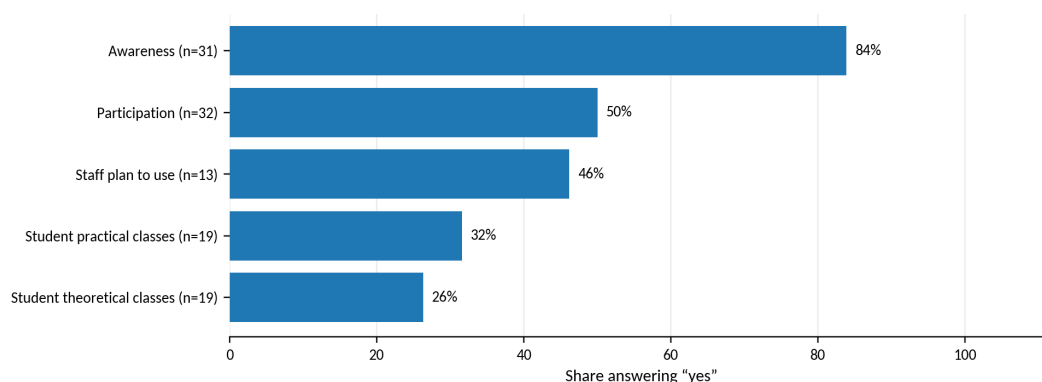
Evidence signal	Implication for the Sustainability Plan
Practical teaching is the leading Hub use (81.5 index).	Protect design sprints, business cases and applied prototyping as the core offer.
Tourism training leads to future activities (86.4); start-up courses and training beyond tourism form a second tier.	Build a recurring learning pathway rather than isolated events.
Waste is the most selected environmental issue; open responses also mention paper, plastics, mobility and energy.	Adopt a visible green-event and resource-use standard.

3.2. CU

n=32 profiles	59% students	84% aware	50% participated
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The CU sample includes 32 respondents and is comparatively young and student-oriented: 19 are students, eight are academic staff, four represent industry and one selected another category. Almost three quarters of valid respondents are under 31 and 74% are female; no governance respondent is recorded.

Figure 9: CU aggregated results

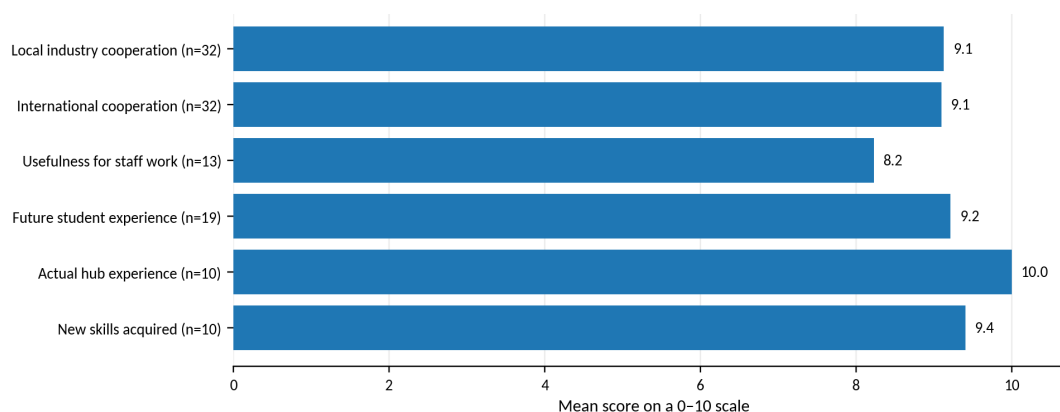


Source: Own elaboration based on survey results

Awareness is high (83.9%), but only half of respondents reported participation. Intended routine use is also modest: 46.2% among staff, 31.6% for practical student classes and 26.3% for theoretical classes. This is an activation gap rather than a value deficit: the main challenge is to make opportunities visible, scheduled and easy to enter for the large non-participating student segment. CU has compelling user experience and broad willingness to co-fund; sustainability depends on closing the gap between high value and only moderate participation.

In terms of stakeholders' perceptions, respondents rate both local and international cooperation at about 9.1/10. Staff usefulness is 8.2, while the ten students with direct experience give a perfect 10.0 average and a 9.4 skills score. These results indicate a very strong experience among users; they do not remove the need to expand use because only half of the full sample had participated.

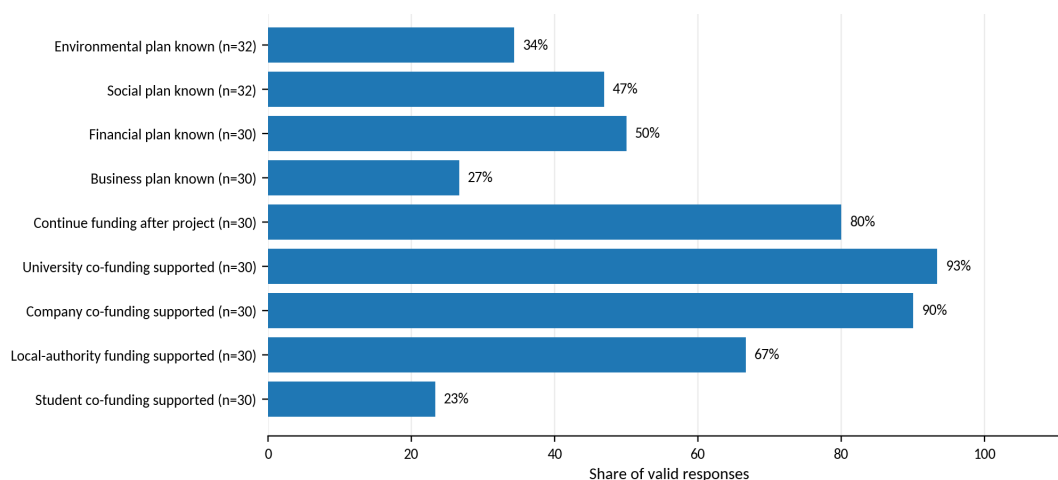
Figure 10: CU Perceived Value and Learning experience



Source: Own elaboration based on survey results

From a visibility viewpoint: 50% report on a financial plan and 47% a social plan, but only 34% an environmental plan and 27% a business plan. Nonetheless, 80% favour continuation and there is unusually strong support for university (93%) and company co-funding (90%). The evidence supports a jointly financed service model, provided responsibilities, service packages and environmental standards are made explicit.

Figure 11: CU Visibility and funding responsibilities



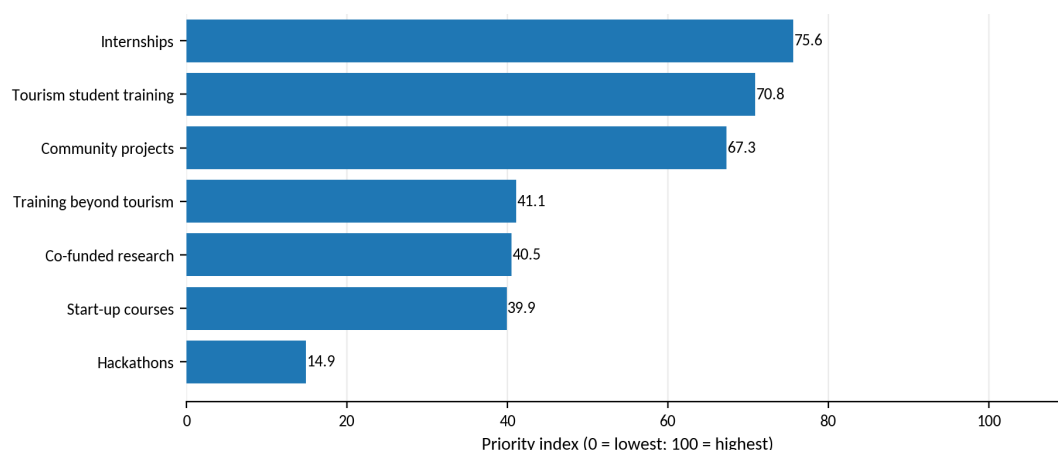
Source: Own elaboration based on survey results

When it comes to future uses of the Hub to assure long-term success, it is interesting noticing that there is convergence in terms of both topics and typology of activities.

Table 6: CU Hub's future priorities

Rank	Use	Priority index
1	Practical / innovative teaching	81.0
2	Research	53.6
3	Traditional teaching	33.3
4	Stakeholder engagement	32.1

Figure 12: CU suggested future activities



Source: Own elaboration based on survey results

In terms of key takeaway points from the survey, a list of priorities can emerge from the inputs collected and the positive evaluations from the stakeholders that have either already used the facilities or aiming to do so:

1. Appoint a Hub manager or coordinator with responsibility for programming, partner development, fundraising, monitoring and continuity.
2. Publish a semester-based participation pathway: induction, company challenge, internship or field project, showcase and alumni follow-up.
3. Develop a B2B offer such as green audits, sustainability workshops or facilitated design sprints, supported by corporate sponsorship and university base funding.
4. Create regional partner clusters outside Tbilisi and monitor waste, energy, mobility and digitalisation as part of every Hub activity.

Among the key inputs collected that might be relevant to the future of the Hub:

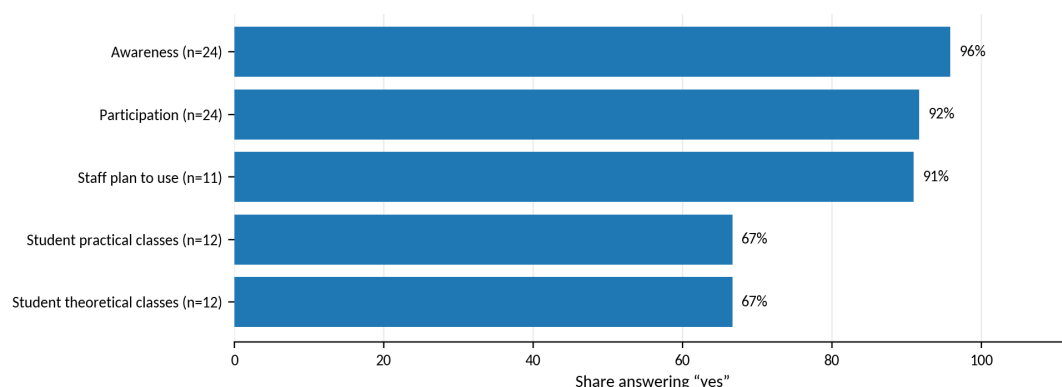
Evidence signal	Implication for the Sustainability Plan
Practical / innovative teaching is the preferred use (81.0 index).	Use authentic company cases as the principal recruitment and learning mechanism.
Internships, tourism training and community projects are the three strongest future priorities.	Connect Hub programming to employability and regional problem-solving.
Open responses call for a dedicated coordinator, regional reach beyond Tbilisi, corporate sponsorship and paid green services.	Treat coordination and a service portfolio as immediate business-plan priorities.

3.3. TESAU

n=24 profiles	50% students	96% aware	92% participated
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TESAU respondents accounted for 24 profiles, split evenly between students and other stakeholders. The sample includes eight academic staff, two governance representatives and two industry respondents. Twenty-three respondents reported operating in Georgia and one in Austria, so the profile remains primarily local with one external perspective.

Figure 13: TESAU aggregated results

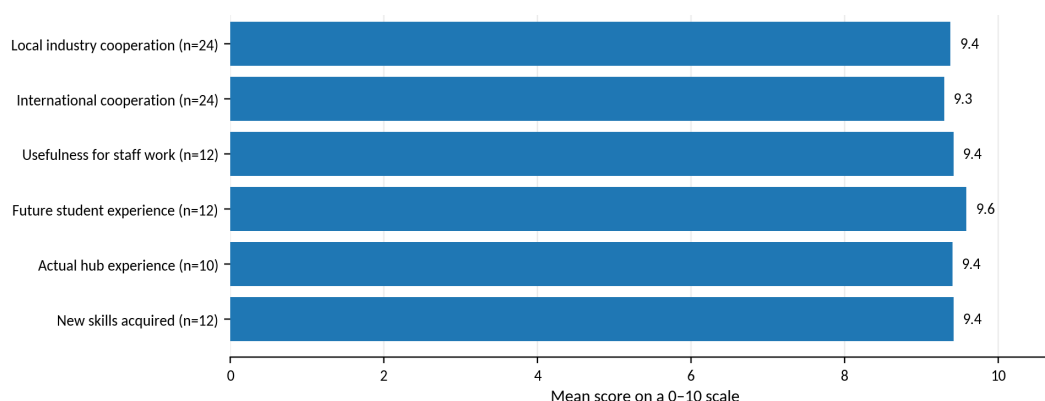


TESAU records the strongest all-round activation after MSU: 95.8% awareness, 91.7% participation, and 90.9% intended use among staff. Two thirds of students expect both practical and theoretical classes. The close alignment of awareness, participation and future use suggests that the Hub is already perceived as an active institutional platform rather than a one-off project asset. TESAU's high participation and partner confidence

make it a strong candidate for a formal regional living-lab model; the priority is to document the model and its resources.

In terms of perceptions, it is interesting noticing that TESAU perceived value is consistently high. Local and international cooperation scores 9.4 and 9.3; usefulness for staff work is 9.4; future student experience is 9.6. Ten direct student users report 9.4 for their experience, and all twelve student respondents report on local-stakeholder involvement in the activities assessed. The pattern supports continuation of an externally engaged, practical model.

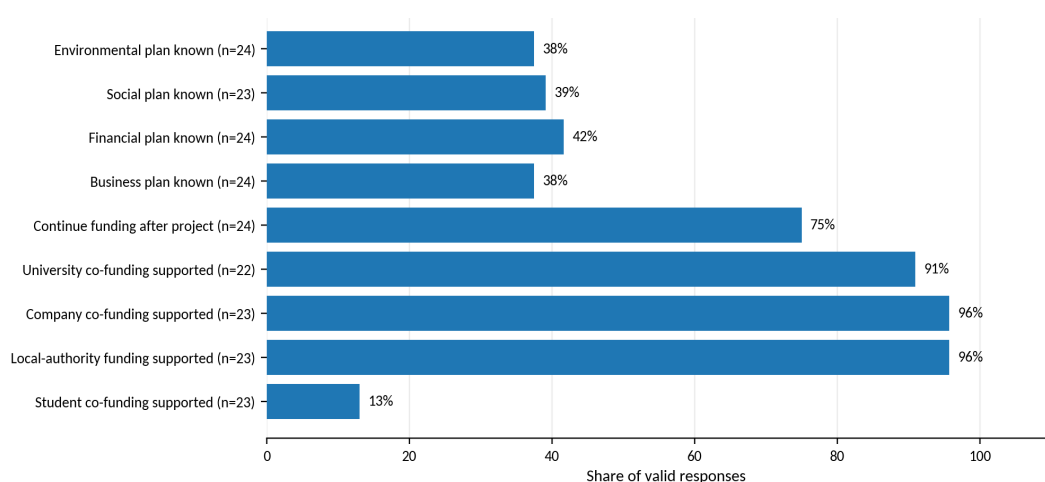
Figure 14: TESAU Perceived Value and Learning experience



Source: Own elaboration based on survey results

Formal-plan awareness can be considered weaker than operational confidence: only 38-42% report on environmental, social, financial or business plans. Yet continuation is supported by 75%, and agreements on company and local-authority co-funding reaches 95.7%, with university support at 90.9%. The gap is therefore documentation and communication, not an absence of stakeholder commitment.

Figure 15: TESAU Visibility and funding responsibilities



Source: Own elaboration based on survey results

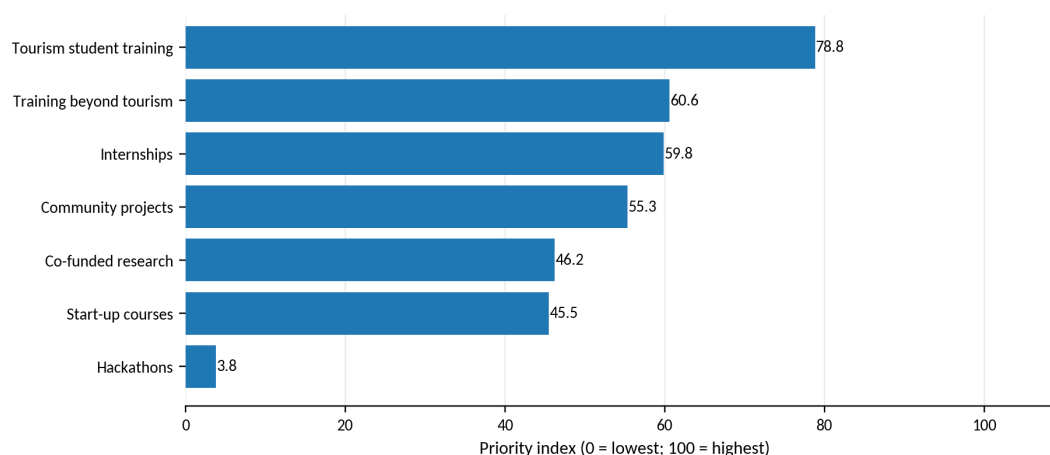
When it comes to future uses of the Hub to assure long-term success, it is interesting noticing that there is convergence in terms of both topics and typology of activities.

Table 7: TESAU Hub's future priorities

Rank	Use	Priority index
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1	Practical / innovative teaching	71.2
2	Research	56.1
3	Stakeholder engagement	40.9
4	Traditional teaching	31.8

Figure 16: TESAU suggested future activities



Source: Own elaboration based on survey results

In terms of key takeaway points from the survey, a list of priorities can emerge from the inputs collected and the positive evaluations from the stakeholders that have either already used the facilities or aiming to do so:

1. Codify the Hub as a regional living lab in university strategy, curriculum plans and research / outreach procedures.
2. Create a standing advisory group with business, local authority, community, student and academic representation.
3. Combine university support, partner contributions, grants, training and consultancy in a written financial and business plan.
4. Use an annual environmental checklist covering energy, materials, waste, transport, procurement and the footprint of events and field activities.

Among the key inputs collected that might be relevant to the future of the Hub:

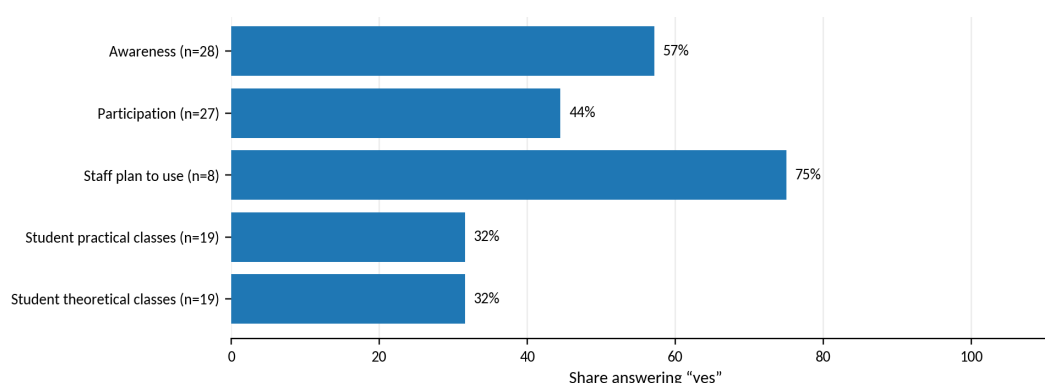
Evidence signal	Implication for the Sustainability Plan
Practical teaching and research are the two leading Hub uses.	Position TESAU as a regional living lab joining learning, applied inquiry and partner cases.
Tourism training leads; training beyond tourism, internships and community projects form a balanced second tier.	Maintain a diversified annual programme rather than a single flagship event.
Energy consumption is the most selected environmental issue; open responses also stress waste, mobility, procurement and monitoring.	Establish a simple operational baseline and green-procurement rules.

3.4. KDU

n=28 profiles	68% students	57% aware	44% participated
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The KDU sample has 28 profiles and is the most student-heavy: 19 respondents are students, five are academic or governance representatives, one represents industry and one did not provide a stakeholder category. More than two thirds are under 31, so the results give strong insight into student reach but less direct evidence from regional employers.

Figure 17: KDU aggregated results

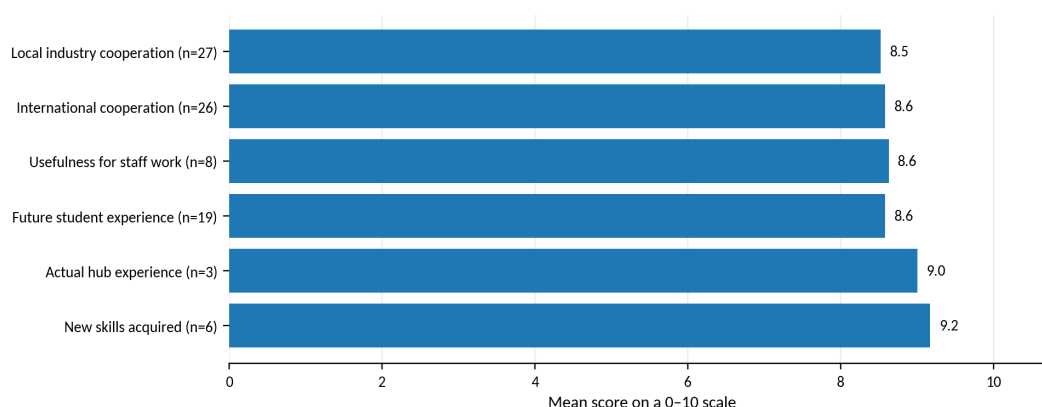


Source: Own elaboration based on survey results

Awareness (57.1%) and participation (44.4%, n=27) are the lowest among the six partner samples. Staff's intention to use the Hub is comparatively stronger at 75% (n=8), but only 31.6% of students expect practical or theoretical classes. In a student-heavy sample, this is a clear communication and programme-access issue: the Hub needs a recognisable offer, timetable and route from awareness to participation. KDU has a credible practical and community-facing value proposition, but sustainability begins with increasing awareness and repeated participation in its large student constituency.

Respondents anticipate substantial value: local and international cooperation score about 8.5/10 and staff usefulness 8.6. Direct student results are positive but based on very small numbers: the actual experience score is 9.0 (n=3), skills 9.2 (n=6), and all six respondents to the entrepreneurship item answered yes. These figures are promising signals for follow-up, not robust impact estimates.

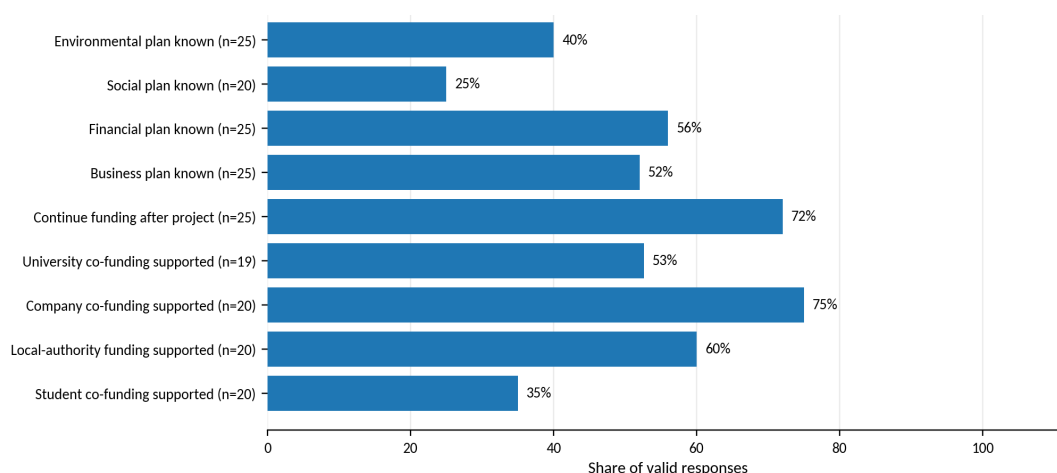
Figure 18: KDU Perceived Value and Learning experience



Source: Own elaboration based on survey results

Financial (56%) and business (52%) plan awareness are higher than environmental (40%) and especially social (25%) plan awareness. Seventy-two per cent favour continuation. Companies are the most accepted funder (75%), followed by local authorities (60%) and the university (53%); student funding attracts 35%, still well below majority support. The plan should prioritise affordability and avoid making access dependent on student fees.

Figure 19: KDU Visibility and funding responsibilities



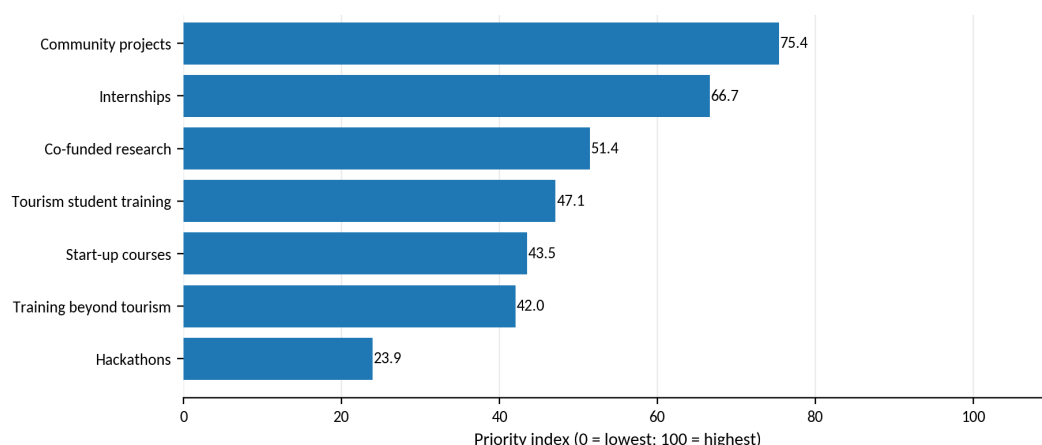
Source: Own elaboration based on survey results

When it comes to future uses of the Hub to assure long-term success, it is interesting noticing that there is convergence in terms of both topics and typology of activities.

Table 8: KDU Hub's future priorities

Rank	Use	Priority index
1	Practical / innovative teaching	81.9
2	Research	48.6
3	Traditional teaching	36.1
4	Stakeholder engagement	33.3

Figure 20: KDU suggested future activities



Source: Own elaboration based on survey results

In terms of key takeaway points from the survey, a list of priorities can emerge from the inputs collected and the positive evaluations from the stakeholders that have either already used the facilities or aiming to do so:

1. Run a targeted awareness and recruitment cycle for students, with course-level introductions, a published calendar and peer ambassadors.
2. Create a pipeline of Gagauzian-focused community and tourism-business projects, internships and practical workshops.
3. Develop commercial green-tourism short courses and external sponsorship while securing a minimum university operating contribution.
4. Adopt a social sustainability plan covering access, language, regional inclusion and affordability, alongside digital / hybrid and resource-efficient operations.

Among the key inputs collected that might be relevant to the future of the Hub:

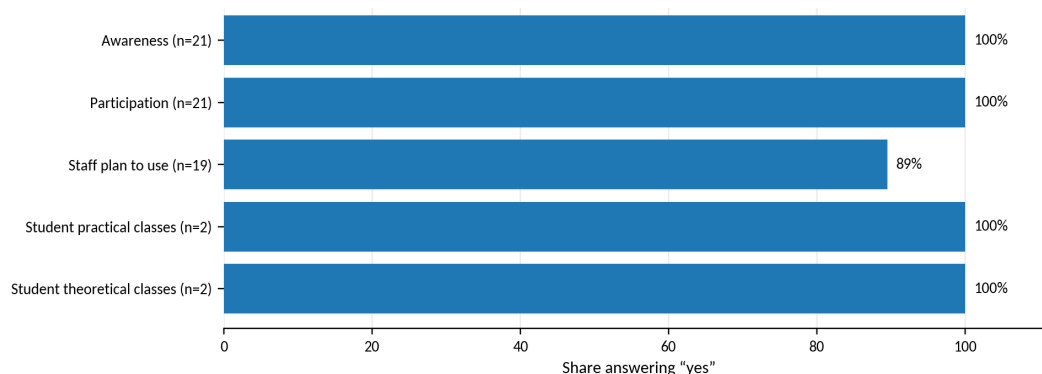
Evidence signal	Implication for the Sustainability Plan
Practical teaching is the clear preferred Hub use (81.9 index).	Build visibility around hands-on workshops and business / community challenges.
Community projects and internships are the two leading future priorities.	Anchor the Hub in regional tourism development and workplace learning.
Energy use and the ability to demonstrate environmental challenges are joint leading concerns.	Make the Hub a visible demonstration site for low-impact operation and green tourism practice.

3.5. MSU

n=21 profiles	10% students	100% aware	100% participated
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MSU recorded 21 profiles and has a distinctive staff- and industry-heavy composition: seven industry respondents, twelve academic staff and only two students. This gives valuable evidence on external and professional usefulness, but student-experience percentages are based on n=2 and cannot be generalised.

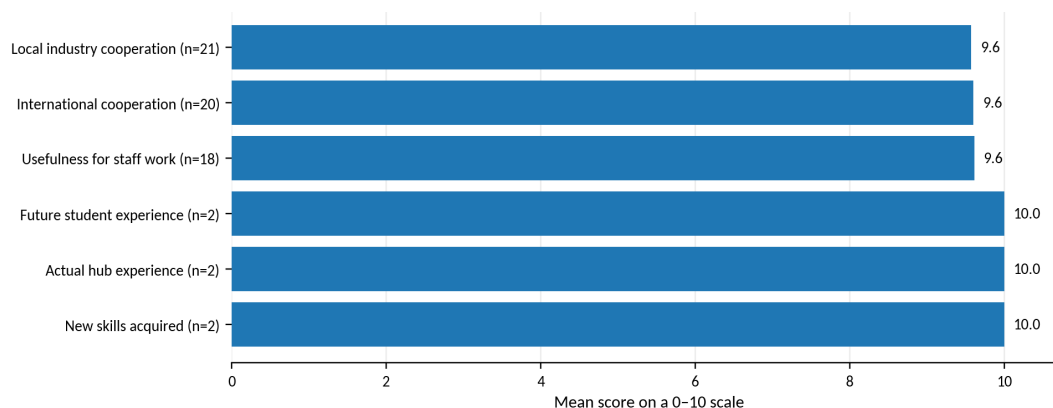
Figure 21: MSU aggregated results



Source: Own elaboration based on survey results

All 21 respondents were aware of ENRICHER hubs project and reported participation. Among 19 staff respondents, 89.5% planned to use the Hub. Both students expected theoretical and practical classes, but their number is two. The staff and industry profile suggest that MSU has achieved strong stakeholder activation and should now formalise the operational arrangements that sustain it. Overall, MSU displays strong professional legitimacy and activation; the critical sustainability risk is the absence or weak communication of a credible financial model. Local cooperation, international cooperation and staff usefulness all scores approximately 9.6/10. The two student respondents give 10.0 scores for experience, skills, and expected future experience. The most reliable result is therefore the strong professional and partnership value reported by the larger staff / industry group; student outcomes require a broader future sample.

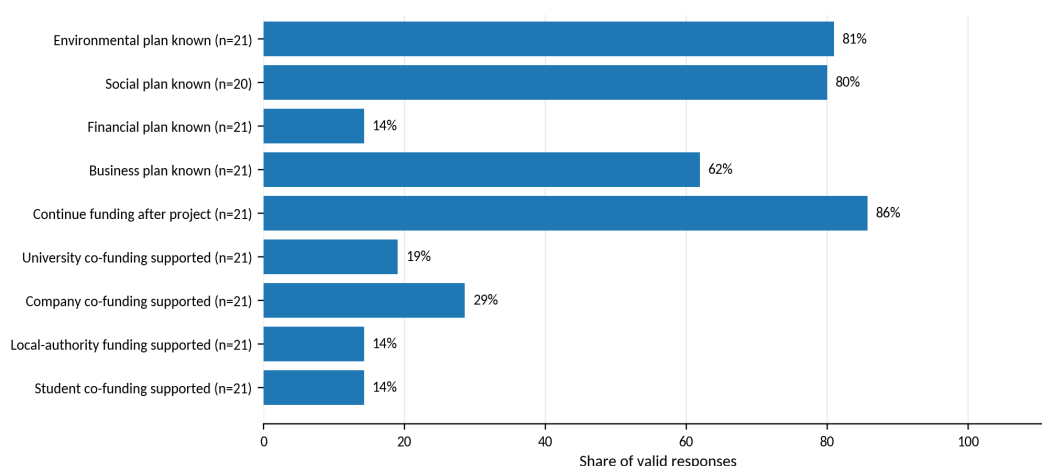
Figure 22: MSU Perceived Value and Learning experience



Source: Own elaboration based on survey results

Environmental and social plan awareness are high at about 81%, and 62% reports a business plan. Financial-plan awareness, however, is only 14%. Although 86% favour continuation, agreement that any of the four listed actors should co-fund is low: university 19%, companies 29%, students 14% and local authorities 14%. This combination suggests funding-model ambiguity or differing interpretations of the funding questions, not a rejection of continuity.

Figure 23: MSU Visibility and funding responsibilities



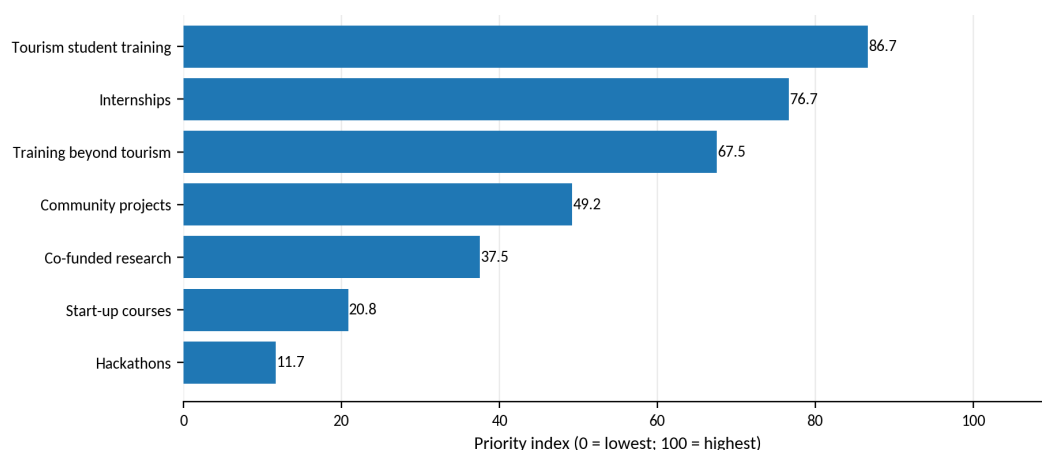
Source: Own elaboration based on survey results

When it comes to future uses of the Hub to assure long-term success, it is interesting noticing that there is convergence in terms of both topics and typology of activities.

Table 9: MSU Hub's future priorities

Rank	Use	Priority index
1	Practical / innovative teaching	72.5
2	Research	62.7
3	Traditional teaching	35.3
4	Stakeholder engagement	29.4

Figure 24: MSU suggested future activities



Source: Own elaboration based on survey results

In terms of key takeaway points from the survey, a list of priorities can emerge from the inputs collected and the positive evaluations from the stakeholders that have either already used the facilities or aiming to do so:

1. Approve a transparent financial plan showing minimum costs, responsible cost centre, university contribution and external revenue routes.
2. Protect a small maintenance and coordination budget, independent of one-off activity grants.

3. Embed training, mentoring, research and the community of practice in institutional strategy and curriculum / outreach processes.
4. Expand student sampling and track environmental indicators, green-event compliance, partner outcomes and knowledge transfer cases.

Among the key inputs collected that might be relevant to the future of the Hub:

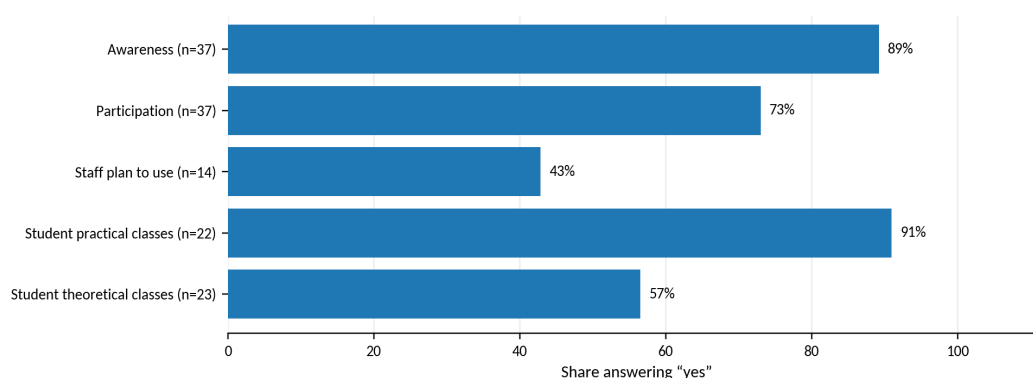
Evidence signal	Implication for the Sustainability Plan
Practical teaching and research are the two preferred Hub uses.	Keep an applied, evidence-generating model that serves both students and partners.
Tourism training, internships and training beyond tourism dominate future priorities.	Build a stable course-to-internship pathway and cross-disciplinary access.
Difficulty demonstrating environmental challenges is selected by 85.7%.	Use the Hub to make sustainability performance visible through cases, indicators and reporting.

3.6. USPEE

n=37 profiles	62% students	89% aware	73% participated
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USPEE is the largest partner group with 37 profiles. Twenty-three respondents are students; the remainder includes six governance representatives, five academic staff and three industry representatives. More than two thirds are under 31, providing a strong student and early-career perspective alongside visible governance input.

Figure 25: USPEE aggregated results



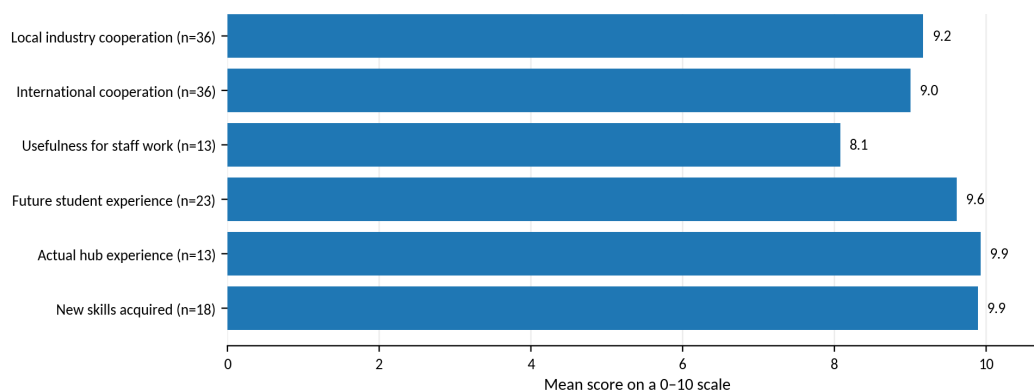
Source: Own elaboration based on survey results

Awareness reaches 89.2% and participation is 73.0%. Students show very strong demand for practical classes (90.9%, n=22) and moderate demand for theoretical classes (56.5%, n=23), while only 42.9% of non-student respondents plan to use the Hub. The central challenge is therefore to match student appetite with a staff-owned annual programme and external cases. USPEE has strong student value and practical demand, but the sustainability plan must rapidly formalise governance and prevent the Hub from drifting into primarily traditional classroom use.

Considering evaluations on specific Hub activities and visibility, cooperation scores are high (9.2 local; 9.0 international), and direct student users report an average experience of

9.9 (n=13) and skills score of 9.9 (n=18). Staff usefulness is lower at 8.1, although still positive. Performance improvement is reported by 77.8% of 18 valid student respondents, and 62.5% of 16 believe Hub use increased their likelihood of starting a business.

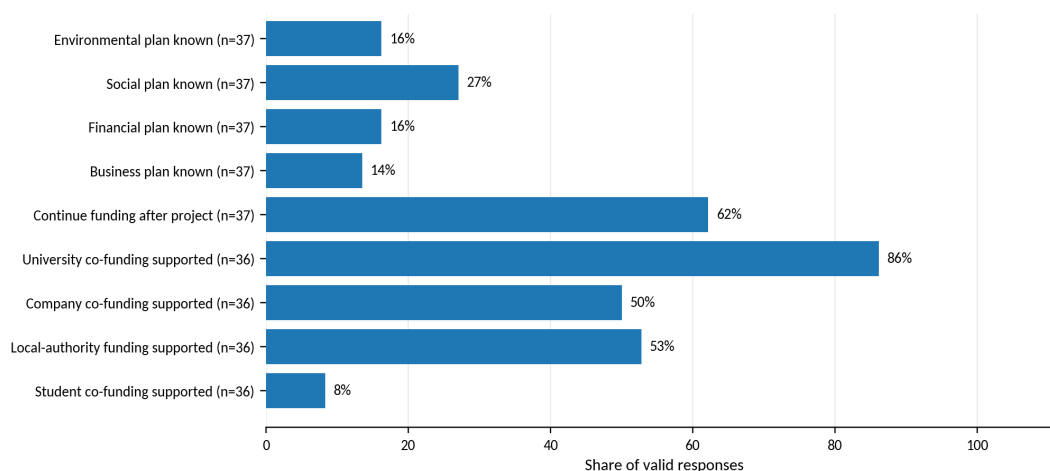
Figure 26: USPEE Perceived Value and Learning experience



Source: Own elaboration based on survey results

USPEE has the weakest visibility of formal plans: environmental 16%, financial 16%, business 14% and social 27%. Continuation support is also the lowest among partners, though still a majority at 62%. Respondents place the greatest funding responsibility on the university (86%), with about half supporting companies and local authorities; only 8% support student co-funding. Formalisation and communication are urgent.

Figure 27: USPEE Visibility and funding responsibilities



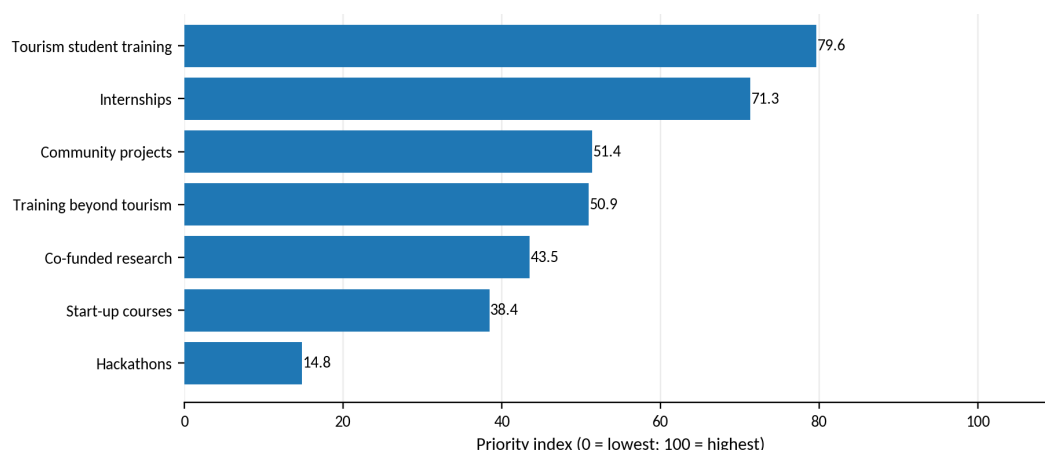
Source: Own elaboration based on survey results

When it comes to future uses of the Hub to assure long-term success, it is interesting noticing that there is convergence in terms of both topics and typology of activities.

Table 10: USPEE Hub's future priorities

Rank	Use	Priority index
1	Traditional teaching	80.4
2	Practical / innovative teaching	73.5
3	Research	30.4
4	Stakeholder engagement	15.7

Figure 28: USPEE suggested future activities



Source: Own elaboration based on survey results

In terms of key takeaway points from the survey, a list of priorities can emerge from the inputs collected and the positive evaluations from the stakeholders that have either already used the facilities or aiming to do so:

1. Approve and communicate an integrated business, financial, social and environmental plan with a named owner and annual review.
2. Reserve the Hub calendar for a minimum number of practical challenges, internships, workshops and stakeholder events, not only regular classes.
3. Combine a university base budget with grants, sponsorship and commissioned activities; keep student access free or heavily protected.
4. Use social media, annual forums, success stories and online resources to improve visibility, while tracking waste, mobility, energy and reuse in Hub operations.

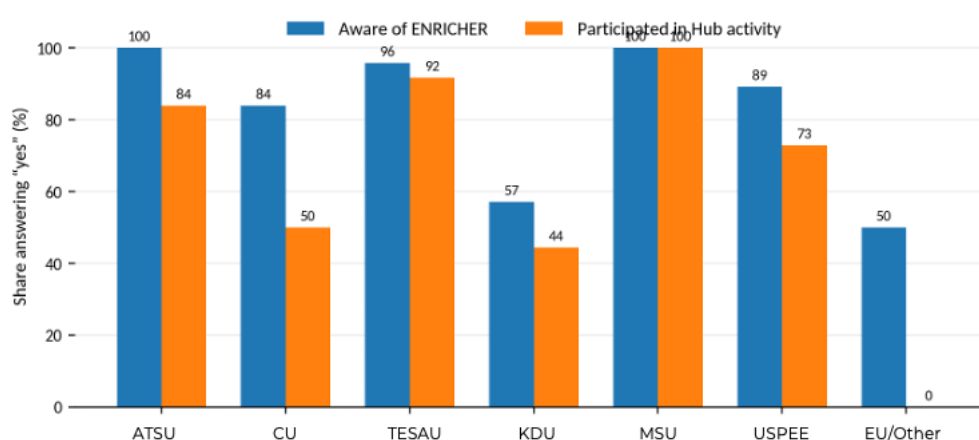
Among the key inputs collected that might be relevant to the future of the Hub:

Evidence signal	Implication for the Sustainability Plan
Traditional teaching is ranked first (80.4), with practical teaching close behind (73.5).	Avoid allowing the Hub to become only an additional classroom; protect applied partner work.
Tourism training and internships are the strongest future priorities.	Create a visible, employability-oriented annual pathway.
Waste is the leading environmental issue; open responses stress visibility, funding diversification, partnerships and green events.	Link communications to demonstrable operational and societal results.

4. Validation and cross-matching inputs

Considering the overall 172 valid replies, 85.5% were aware of ENRICHER hubs project and 69.2% had participated. MSU and TESAU show very high activation rate of the Green Tourism hubs related activities; ATSU combines universal awareness with high participation; USPEE has good reach and strong student demand for practical use; CU has a sizeable awareness-to-participation gap; and KDU needs a more basic recruitment effort. Exploitation plans must therefore start from different local maturity levels.

Figure 29: Awareness and past participation to Hub activities



Source: Own elaboration based on survey results

Looking at the awareness of hub current and future activities, the overall “planning visibility” is much weaker than value perceptions: overall, only 42% report an environmental plan, 40% a social plan, 39% a financial plan and 38% a business plan. MSU is strongest on environmental and social visibility, while USPEE has the widest formalisation gap. TESAU shows that mature activity can coexist with limited documentation. Positive experience is therefore not, by itself, evidence of sustainability readiness. Survey’s questions allowed also to identify differences among the sustainability related dimensions when it comes to relevance of main features, with most of the respondents that highlights business orientation for the hub for assuring long-term sustainability while environmental performance is perceived as not relevant for the hub *per sé* due to the University needed wider coordination and perceived reduced impact.

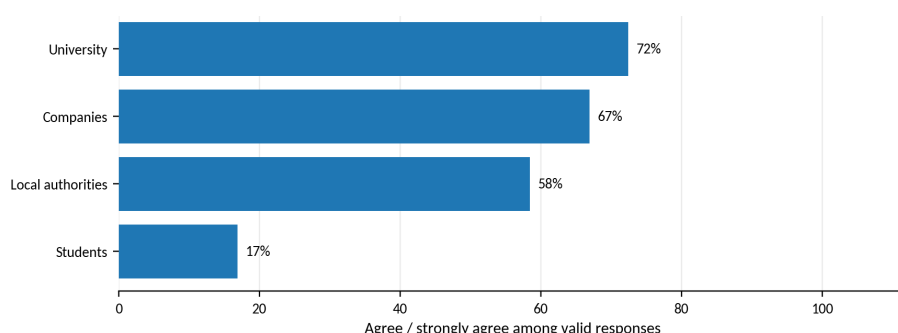
Group	Environmental	Social	Financial	Business
ATSU	68.0%	33.3%	64.0%	56.0%
CU	34.4%	46.9%	50.0%	26.7%
TESAU	37.5%	39.1%	41.7%	37.5%
KDU	40.0%	25.0%	56.0%	52.0%
MSU	81.0%	80.0%	14.3%	61.9%
USPEE	16.2%	27.0%	16.2%	13.5%

Source: Own elaboration based on survey results

Interestingly, the EU-related validation group (n=6) supports practical teaching, stakeholder engagement and post-project continuation, but is used only as contextual evidence.

Concerning the financial viability, three quarters of valid respondents favour post-project funding. The university is the most accepted contributor (72%), followed by companies (67%) and local authorities (58%); only 17% support student co-funding (but this is an unusually higher percentage in respect with initial thinking). The most defensible model is therefore blended: a university base contribution for coordination and maintenance, grants for development, partner contributions or commissioned services for externally valuable work, and in-kind public / community support. Student charges should not be a routine pillar because they risk limiting access and have weak legitimacy in the data.

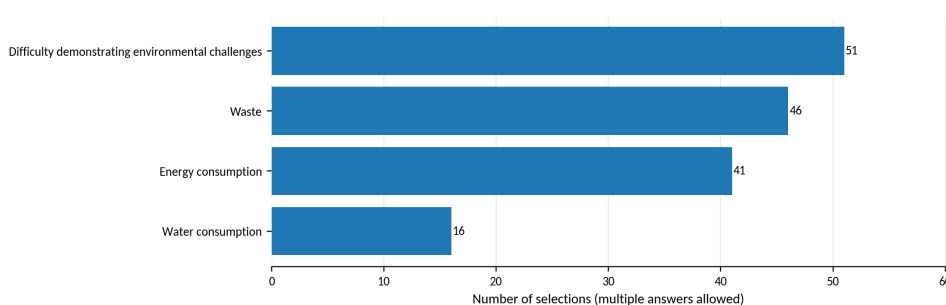
Figure 30: View on the nature of future funding support



Source: Own elaboration based on survey results

Environmental sustainability must also become demonstrable. The most frequent issue is difficulty showing environmental challenges and improvement (51 selections), followed by waste (46), energy (41) and water (16). Social sustainability is even less visible in formal-plan awareness.

Figure 31: Perceived environmental challenges



Source: Own elaboration based on survey results

In accordance with the collected answers, each Hub should specify who can access activities, how regional and underrepresented groups are reached, how students are protected from cost barriers, and how community partners share benefits and voice.

Table 11: Future Hub monitoring priorities

Requirement	Evidence to be approved and reviewed annually
Ownership	Named institutional owner, coordinator, advisory mechanism and documented decision rights.
Programme	Published annual calendar containing practical teaching, partner cases, internships / mentoring and open activity.

Resources	Minimum cost base, university contribution, external funding pipeline and maintenance / replacement provision.
Social value	Target groups, access rules, regional reach, partner voice, affordability and inclusion indicators.
Environmental practice	Green-event checklist, digital-first materials, waste / energy actions and at least one demonstrator case.
Monitoring and learning	A dashboard reviewed each year: users, repeat use, courses, partners, cases, learning, income / support and environmental results.
Network exploitation	Shared repository, annual cross-university challenge, peer review and joint grant / service development.

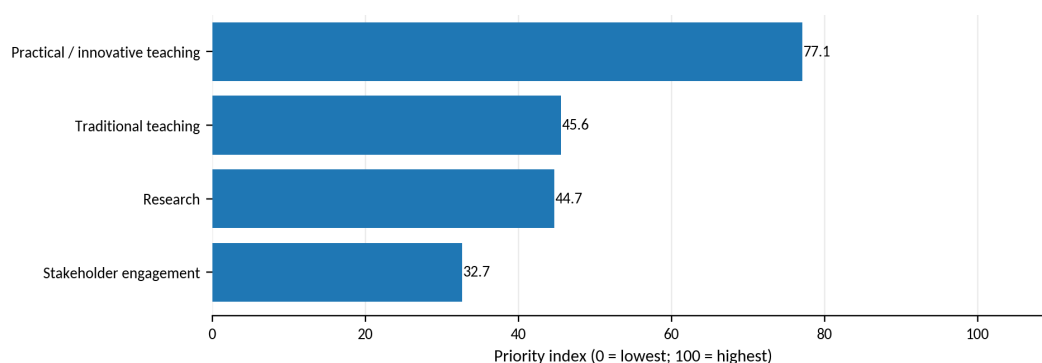
Source: Own elaboration based on survey and interview results

In accordance with the collected inputs, the Hub, also in alignment with the specific business model (D4.1), should therefore approve the local operating structure before project close; review delivery and resources each semester; publish a concise annual result note; and conduct a joint six-Hub peer review after 12 and 24 months.

In light of the inputs collected on sustainability related dimensions, specific questions on future activities were asked to the respondents.

Practical and innovative teaching is not only the tag of the Enricher Green Tourism Hubs but also the clearest preferred use of the infrastructure, in alignment with project goals (index 77.1; 48.3% first choice). Each hub should protect what distinguishes a Hub from a normal classroom: authentic cases, collaborative design, prototyping, mentoring, field activity and external feedback.

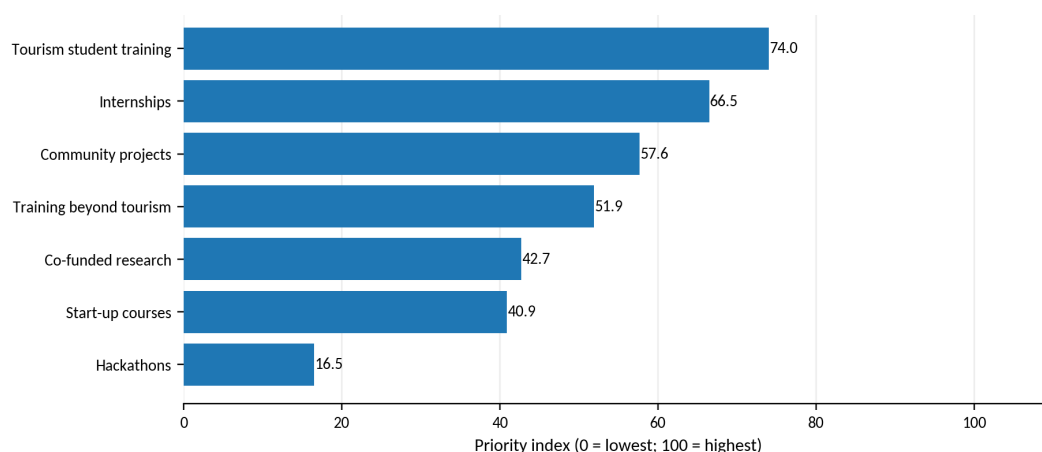
Figure 32: Summary inputs on future hub aim



Source: Own elaboration based on survey results

Tourism-student training, internships and community projects lead the future ranking, with training beyond tourism also relevant. Hackathons rank last. Respondents favour formats tied to structured learning, employability and sustained local engagement rather than disconnected events.

Figure 33: Inputs for future activities



Source: Own elaboration based on survey results

Five recurring functions are iterated by respondents and do align with Enricher hubs project expected outcomes: curriculum and short-course modules; business / community challenges; internships and mentoring; an open tools-and-case repository; and commissioned training or advisory services.

5. Business Models and Long-Term Sustainability

A Business Model Canvas (BMC) clarifies who a Hub is for, what it offers, how it reaches users and what resources and partners are required. It does not, by itself, demonstrate sustainability. Business Model Canvas are strategic tool to shape current and future activities, presenting in a simple way the vision and the value proposition of a given initiative. As part of the Enricher hubs project, all partners in target countries of Moldova and Georgia needed to create Business Model Canvas before their Green Tourism Hub was officially integrated into their university structure: such actions aimed at increasing the effectiveness of the Green Tourism Hub actions and its long-term sustainability. A credible post-project model must also show that the offer will be repeatedly used, institutionally owned, financially supported, socially accessible, environmentally responsible and reviewed against evidence. This is the reason why the link between D4.1 and the current sustainability plan assessment is quite relevant.

Across the six canvases, alignment is strongest in the left and centre of the model—activities, customer segments, value propositions and partner lists—and weakest at the bottom and outside the canvas: recurrent finance, accountable ownership, environmental operations, social safeguards and outcome monitoring.

Table 12: Approaches to BMC assessment for long-term sustainability

Dimension	Critical question
Demand and value fit	Does the BMC offer practical learning, research, internship, community or business services favoured in the survey?
Institutional embedding	Are ownership, staff, workload, curriculum links, governance and an annual operating cycle explicit?
Revenue resilience	Are minimum costs, university contribution, external income routes and revenue responsibility credible?
Social and partner value	Are partner roles, regional reach, access, affordability and community benefit specified rather than merely listed?
Green operations	Does the Hub demonstrate sustainability in its own procurement, events, travel, energy, materials and waste?
Monitoring and adaptation	Do the indicators move beyond project outputs to repeat use, learning, partner outcomes, finance and environmental performance?

Source: Own elaboration based on desktop analysis

For each of the Green Tourism Hubs, a comparison between key survey outcomes and BMC has been performed, in order to identify critical issues, misalignment and opportunities to update current strategic planning.

Figure 34: Summary outputs of the assessment

ATSU Akaki Tsereteli State University 100% aware 84% participated 80% continue	BMC proposition. The canvas centres on student and stakeholder training, design sprints, Imereti wineries and protected areas, online consultation and local-community cooperation. It offers a clear regional green-tourism narrative, but revenue and institutional responsibilities are only partly specified. Survey alignment. Universal awareness, high participation and strong demand for practical teaching and tourism training validate the target groups and activity mix. Environmental- and financial-plan visibility are comparatively strong (68% and 64%). Critical gap. Only half of non-student respondents expect routine Hub use, while social-plan visibility is 33%. A project-rich partnership list has not yet become a predictable staff-use cycle, explicit access policy or quantified operating model. Sustainability-plan decision. Name the faculty owner and coordinator; schedule a recurring SME/municipality challenge cycle; define university base support and paid/co-funded design-sprint services; track inclusion, partner benefit and waste/material performance.
CU Caucasus University 84% aware 50% participated 80% continue	BMC proposition. CU presents the most diversified service portfolio: curriculum and field learning, external training, business-case challenges, startup support, research, school outreach, consulting and public/corporate contracts. The canvas has strong demand, partner and revenue logic. Survey alignment. Survey respondents report very high cooperation value and exceptionally strong willingness for university and company co-funding (93% and 90%). Internships, tourism training and community projects match the proposed portfolio. Critical gap. The main contradiction is activation: only 50% had participated and intended routine use is modest. Business-plan visibility is only 27%, so a sophisticated canvas is not yet sufficiently visible or easy to enter. Sustainability-plan decision. Appoint a Hub manager; publish a semester pathway from induction to challenge, internship and showcase; package B2B green audits/workshops; expand beyond Tbilisi; monitor conversion, repeat use, mobility, energy and waste.
TeSaU Telavi State University 96% aware 92% participated 75% continue	BMC proposition. The canvas is a regional living-lab model: workshops, research collaboration, expert panels, Internships, certification, consulting, municipal planning and tailored services for students, firms and public bodies. Revenue routes include training, consultancy, sponsorship and grants. Survey alignment. Participation, staff-use intention and perceived cooperation are all very high; company and local-authority co-funding support reaches 96%. This is the clearest product-market fit among the six Hubs. Critical gap. Formal-plan visibility remains only 39% on average. The operating model is plausible but insufficiently codified, and green operations are described less clearly than green-tourism content. Sustainability-plan decision. Formalise the living-lab mandate, advisory group, annual programme and blended-finance plan; adopt an environmental checklist covering events, procurement, transport, energy, materials and partner demonstration cases.

KDU Comrat State University 57% aware 44% participated 72% continue	BMC proposition. KDU has the most commercially explicit canvas: training, consulting, event and IPR support, a Gagauzia tourism ecosystem, detailed partner networks, fixed and dynamic pricing, subscriptions, licensing, brokerage and project funding. It is strongly regional and multi-actor. Survey alignment. Community projects and internships lead survey priorities, and support for company co-funding is high (75%). The canvas therefore fits the desired regional-development and employability role. Critical gap. Awareness and participation are the lowest among the six Hubs. The issue is not a shortage of services but customer acquisition, calendar visibility and evidence of repeat demand. Social-plan visibility is also only 25%. Sustainability-plan decision. Run targeted course-level recruitment and partner outreach; build a pipeline of Gagauzia cases and internships; secure a minimum university contribution; test which priced services have real demand; formalise language, affordability and regional-access commitments.
MSU Moldova State University 100% aware 100% participated 86% continue	BMC proposition. MSU specifies five training modules, coaching, design sprints, three trained staff, a physical/digital Hub, regional channels and impact evaluation. It is operationally clear—but the “Revenue Streams” block lists outputs such as staff and trainee numbers rather than actual income. Survey alignment. All respondents were aware and had participated; staff usefulness and cooperation score about 9.6/10. Environmental and social plans are highly visible, and tourism training, internships and cross-disciplinary training are strongly preferred. Critical gap. Financial-plan visibility is only 14%, and support for any proposed co-funder is unusually low. The survey directly confirms the canvas defect: outputs have been mistaken for a financing mechanism. Sustainability-plan decision. Rebuild the economic block around minimum annual cost, responsible cost centre, university contribution, paid services, grants/contracts and pipeline coverage; protect maintenance/coordination funds; retain outcome monitoring and expand student evidence.
USPEE University of European Political and Economic Studies 89% aware 73% participated 62% continue	BMC proposition. USPEE proposes awareness building, research, planning tools, entrepreneurship, alumni and social-media channels, supported by university finance, grants, sponsorship and paid training, reports and consulting. The revenue logic is more explicit than its institutional logic. Survey alignment. Stakeholders value cooperation highly, students strongly expect practical use and 86% support university co-funding. Paid services and external engagement are therefore credible options. Critical gap. Average visibility of environmental, social, financial and business plans is only 18%—the weakest result in the survey. Staff-use intention is 43%, and traditional teaching outranks stakeholder engagement, creating a risk that the Hub becomes an ordinary classroom rather than an applied innovation platform. Sustainability-plan decision. Approve one integrated business/financial/social/environmental plan with a named owner; guarantee minimum practical challenges, internships and public events; protect student access within a blended funding model; monitor repeat use and environmental operations.

Source: Own elaboration based on BMC outcomes and interviews / survey results

Looking at the current level of details of the BMCs presented in D4.1 and reflecting on inputs received from the survey, some inputs for the Green Tourism Hubs can be presented.

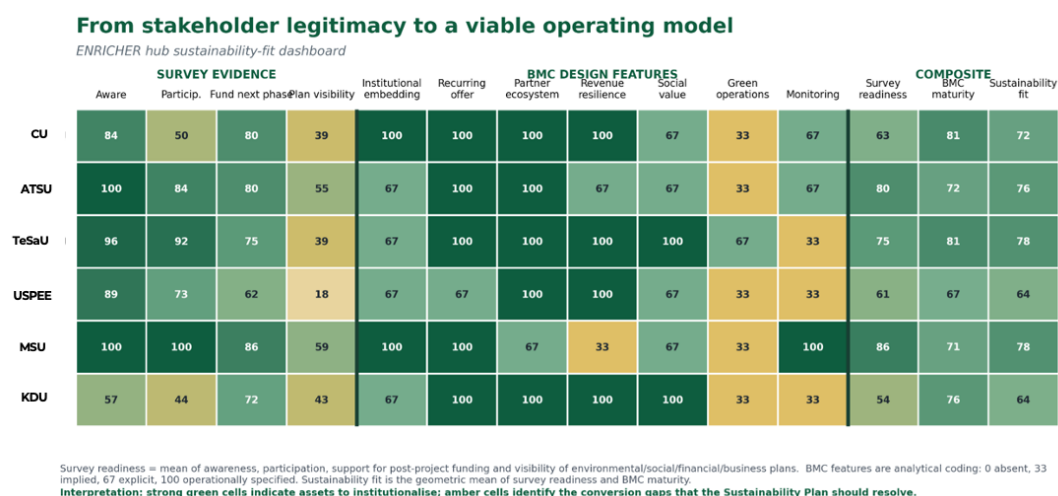
Table 13: Summary outputs of the BMC analysis

BMC block	What the survey says	Required sustainability conversion
Value propositions and customer segments	Practical teaching, tourism training, internships, community projects, and cooperation are consistently valued.	Broad alignment. Each Hub should reduce its portfolio to a recurring core offer and a small number of locally distinctive services.

Channels and customer relationships	CU and KDU show large awareness-to-participation gaps; future staff use is modest at ATSU, CU and USPEE.	Communication must become an acquisition pathway: named entry points, published calendars, course referrals, partner calls and follow-up.
Key activities and resources	High-value experiences coexist with uneven evidence of routine institutional use.	Translate equipment and trained staff into workload allocations, curriculum links, service standards, maintenance responsibilities and annual capacity.
Partners and societal value	Stakeholders strongly favour community projects and co-funding, but access and regional-inclusion plans are often poorly visible.	Move from partner lists to role agreements, case pipelines, internship commitments, affordability rules and community-benefit indicators.
Cost structure and revenue streams	Continuation is supported, yet financial plans are weak or unclear; MSU's revenue block records outputs rather than income.	Specify minimum cost, cost centre, base contribution, fee logic, grants/contracts, sponsor pipeline, revenue concentration and contingency rules.
Environmental sustainability	Respondents identify waste, energy and the difficulty of demonstrating environmental challenges, while BMCs mainly teach "green" content.	A green Hub must operate green: procurement, materials, digital-first delivery, travel, energy, waste, event standards and visible demonstration cases.
Monitoring and adaptation	WP4 targets count staff, courses and trainees; the survey shows that outputs do not equal repeat use or institutional readiness.	Add outcome KPIs, 12/24-month reviews, user/partner feedback, financial performance, environmental results and documented adaptation decisions.

At this stage, the six BMCs can be seen as relevant starting hypotheses, not finished post-project business models. They are aligned with stakeholder preferences where they emphasise practical education, internships, applied research, community and business challenges, consulting and multi-actor networks. They become credible sustainability models only when each university commits an owner, a repeatable programme, a minimum resource envelope, a realistic financing mix, social and environmental operating standards, and evidence of continued use and benefit. Figure 35 summarise in a visual exercise the alignment degree among the inputs defined by the survey respondents and the key elements highlighted by the D4.1: green boxes define situations in which the alignment and relevance suggest institutionalisation of Green Tourism Hub initiatives while either amber or red boxes suggest discrepancies that Hub coordinators and partner institutions should work on in order to align stakeholders' perspective and related business model.

Figure 35: BMC assessment outcomes



Source: Own elaboration based on survey results

HHUAS integrated research, development and innovation activities into a bachelor-level tourism course, where students developed ideas and recommendations for the sustainability of the Green Tourism Hubs, with particular emphasis on future activities and financing beyond the project funding period. It is interesting noticing that Finnish students were aligned with inputs received by Enricher hubs stakeholders, showing a certain consistency in terms of student community priorities and perception whenever innovative training facilities are involved.

6. The Validation process

The interviews were promoted in between June and July 2027 and were organised in a semi-structured process by UniGe personnel. Each Green Tourism Hub coordinator had an online interview aiming at clarifying Hub past activity, future plans, and potential challenges in terms of both sustainability and application of BMC previously foreseen elements.

Interviews were following five key questions:

- ⇒ Does the Hub have a sustainability plan? If yes, can you describe the main key points of it, if not could you please briefly summarise in 3 key points the main areas of interactions with the sustainability dimensions (i.e. Environmental impacts, Social impacts, Economic impacts)?
- ⇒ Could you please describe the main actions that the Hub have promoted in the last year to engage with i) students, ii) external stakeholders, and iii) potential funding bodies?
- ⇒ Could you please describe the main actions that the Hub will promote in the upcoming year to engage with i) students, ii) external stakeholders, and iii) potential funding bodies?
- ⇒ Could you please tell us which is the level of cooperation and key objectives of the University governance in respect to the Hub?
- ⇒ How align is the current Hub activity with the Business Model Canvas envisioned? Are there any deviations / critical issues to be highlighted?

All interviews did not overturn the survey results, validating the stakeholders' perception as well as some specific characterisation of different Enricher hubs partners' communities. In general, interviews show that the BMCs are being implemented and adapted, while locating the missing mechanisms: protected staff time, an annual cycle, recurring finance, access safeguards, green operating evidence and a common review process.

Table 14 summarises the key findings when comparing the survey results, the BMC analysis, and the interview inputs per each partner university.

Table 14: Suggestions and inputs for future Hub activities

ATSU CONFIRMED WITH CAVEATS Survey. 100% awareness, 84% participation and 80% support continuation; social-plan visibility is only 33%. BMC. Training, design sprints, regional partners and stakeholder short courses form the core offer. Interview. Faculty embedding, syllabus integration, recurring challenges and broad BMC alignment are confirmed. Funding remains small, project-dependent and partly voluntary; commercialisation is only a pathway through lifelong learning. Validation. Educational and partner logic is validated; a costed service cycle and explicit social-access rules remain open.	CU PARTIAL VALIDATION Survey. 84% awareness but 50% participation; co-funding support is strong, while business-plan visibility is 27%. BMC. A diversified portfolio covers curriculum, business challenges, startup support, research, outreach and consulting. Interview. An official Tourism School unit, dedicated space, curriculum use and planned strategic KPIs are confirmed. No standalone Hub plan is yet approved, and student/stakeholder activation remains the main operational problem. Validation. The model and governance route are credible; participation conversion and a cost/revenue model are not yet validated.
TeSaU STRONGEST NEAR-TERM FIT Survey. 96% awareness, 92% participation and 91% intended staff use; formal-plan visibility remains only about 38–42%. BMC. The regional living-lab model combines training, internships, research, consulting, certification and municipal collaboration. Interview. Structural-unit status, curriculum integration, paid Hub management, ten stakeholder workshops, continued demand, project synergies to 2028 and potential paid training are confirmed. A faculty merger in three years creates a governance risk. Validation. Demand and near-term operation are strongly validated; post-merger governance, blended finance and green standards must be codified.	KDU OPERATIONALLY CONFIRMED Survey. Awareness and participation are lowest at 57% and 44%, although community projects, internships and company co-funding are favoured. BMC. The most commercially explicit canvas proposes training, consulting, pricing and a regional tourism ecosystem. Interview. Official regulations, a manager, annual work plan, extensive regional partnerships, real cases and EUR 2,000 committed for the next challenge are evidenced. Project/volunteer dependence and the lack of a multi-year finance plan are acknowledged. Validation. Institutional and service logic is validated; customer acquisition, a paid coordinator and recurring revenue still require proof.
MSU VALUE YES; FINANCE OPEN Survey. Awareness and participation are 100%; continuation support is 86%, but financial-plan visibility is only 14%.	USPEE ADAPTIVE VALIDATION Survey. 89% awareness, 73% participation and strong demand for practical use; formal-plan visibility is only 14–27%.

BMC. Five modules, coaching, staffing, physical/digital delivery and impact evaluation are specified; the revenue block records outputs rather than income.

Interview. Training, mentoring, partner networks, management support and broad BMC alignment are confirmed. Future funding is described mainly as project proposals and partnership building, without a minimum-cost or revenue architecture.

Validation. Implementation and value are validated; the central financial defect remains unresolved.

BMC. The canvas proposes awareness, research, entrepreneurship, alumni channels, grants, sponsorship and paid services.

Interview. University-funded premises, integration as a faculty laboratory, continued modules and challenges, and mobile delivery to stakeholders are confirmed. The separate plan remains unfinished and paid services are still tentative.

Validation. Adaptive implementation is validated; formalisation, a staff-owned cycle, revenue testing and social/green KPIs remain open.

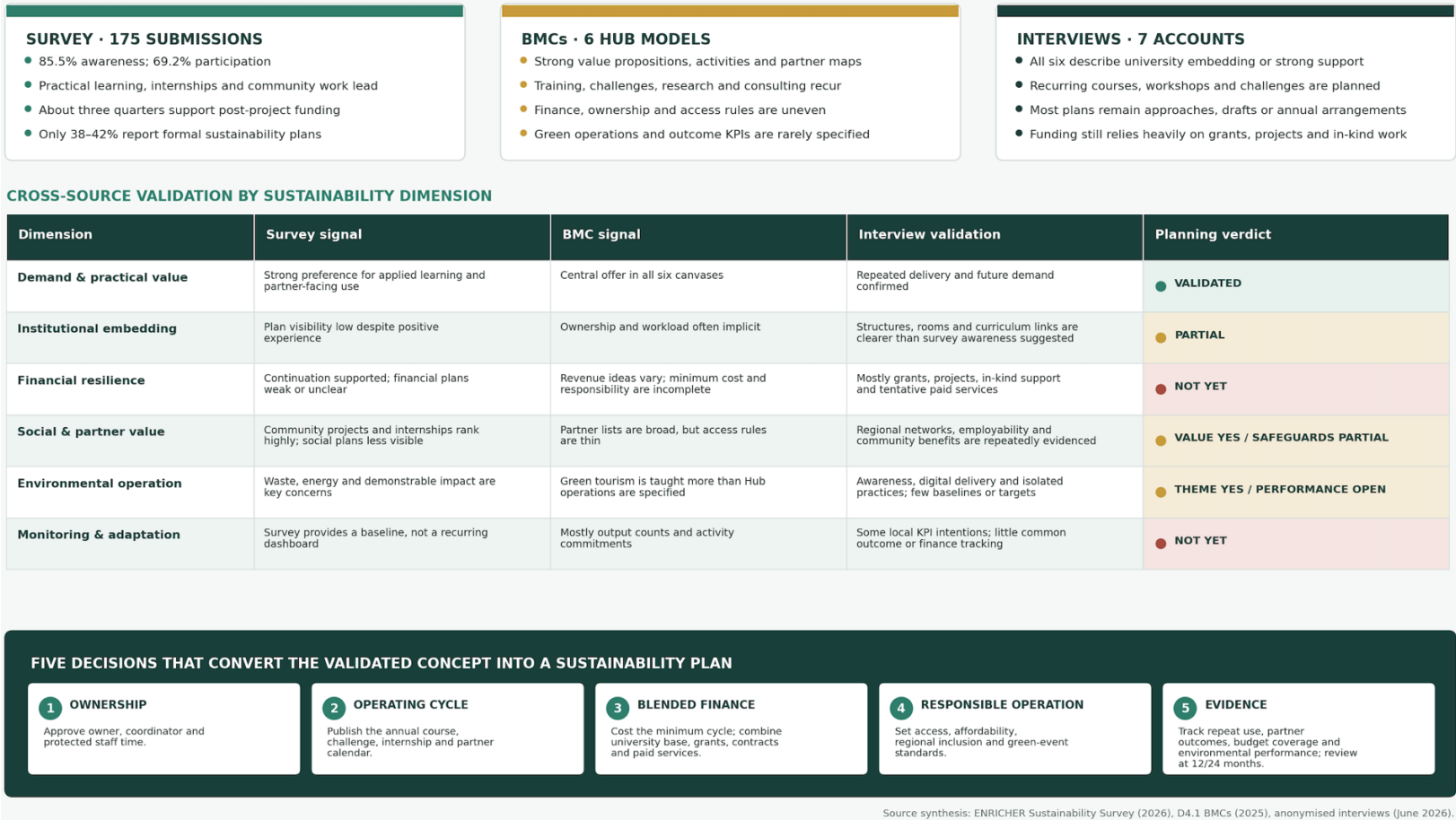
Source: Own elaboration based on the analytical findings

Figure 36 summarised cross-evidenced inputs relevant for future plans and activities of the Hub by using interviews inputs and comparing them with the content of the BMCs as well as with the suggestion coming from the different universities' communities.

Figure 36: Graphical summary of the validation outcomes

What the survey, Business Model Canvases and interviews jointly say about sustainability planning

Institution-level references only · seven interviews across six Hubs · qualitative validation, not an audit



7. Concluding remarks and future uses

The six Green Tourism Hubs have a credible basis for long-term value. Their next phase should be governed as an institutional network of recurring educational and regional-development functions, supported by blended resources, explicit social and environmental standards, and evidence of continued use and benefit.

Such envisioned pathway is aligned with both the business models envisioned in 4.1 and the Hub coordinators' vision. Moreover, stakeholders support such a view.

The extensive survey presented here provides a clear mandate for continuation. Respondents see the Green Tourism Hubs as highly valuable for cooperation, practical learning and student experience, and three quarters support funding beyond the project. The most convincing future offer is not a generic innovation space: it is a structured portfolio centred on tourism training, internships, community and business challenges, applied research, mentoring and reusable knowledge.

In order to do so, key development will need to occur at the end of the project – aligned with both the business models and the collected state of the art:

- ⇒ Approve the owner, coordinator, annual programme and minimum resource commitment for each Hub.
- ⇒ Publish local business, financial, social and environmental arrangements in a concise and accessible form.
- ⇒ Secure the first post-project cycle of courses, partner challenges, internships and community activity.
- ⇒ Launch a shared repository, indicator dashboard and six-Hub peer-review process for future collaborations

The principal risk is a readiness gap. Across the full sample, fewer than half of valid respondents know of environmental, social, financial or business plans. Several universities combine excellent participation or value scores with weak plan visibility. Sustainability therefore depends on decisions that may be less visible than project events but are more consequential: assigning ownership, integrating activities into curricula and workloads, protecting a minimum budget, defining partner roles, and monitoring results.

The six universities should adopt a common minimum standard while retaining distinct local pathways. ATSU should deepen staff ownership and its SME challenge network; CU should close its activation gap through coordination, internships and a service portfolio; TESAU should formalise its mature regional living-lab model; KDU should prioritise awareness and community-facing practical work; MSU should resolve its financial-model ambiguity; and USPEE should urgently document plans while protecting practical use from drift toward ordinary classroom provision.

Environmental and societal sustainability should be treated as operating responsibilities, not only training topics. The Green Tourism Hubs can demonstrate the green transition through low-impact events, digital-first materials, resource monitoring and visible partner cases, while safeguarding access, regional inclusion and shared community benefit. A small annual dashboard and a 12- and 24-months peer-review cycle will allow the network to adapt without losing accountability.