

METEOR

METHODOLOGIES FOR TEAM WORKING IN ECOOUTWARDS RESEARCH

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D4.1 METEOR Training Plan



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1.0	30.05.2025	RU	Summary of planned activities at current date

Executive Summary

This document presents the current METEOR Training Plan. METEOR will deliver transversal skills training via a set of online training resources (TRs), online interaction amongst participants and a set of face-to-face academies, lasting for five days per event in two iterations. Previously known as 'summer schools', the events were renamed as 'academies' due to a later start date than anticipated, for administrative reasons.

There will be ten Training Resources in total, of which at least two will be available in full by October 2025. The TRs are not designed to be step by step e-learning resources but will contain original material from the partners together with selected readings from the relevant literature. They will include videos addressing key topics. There will also be assignments which will form part of the online process. We anticipate that the equivalent of one day's study will be enough to take in the content of each TR.

This report provides an update on the purpose and inter-relationship of the TRs. We also outline actions that are currently being taken in respect of the recruitment of participants and organization of the academies. A key feature of METEOR is the use of Peer Mentoring Groups (PMGs) as a resource for participants. Here, we describe briefly the role of the PMGs in the overall process.

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Acronyms & Abbreviations

Term	Description
CSA	Coordination and Support Action
DEI	Diversity, Equality and Inclusion
EC	European Commission
ECR	Early Career Researcher
GDPR	General Data Protection Regulation
METEOR	Methodologies for Teamwork in Eco-Outwards Research
PMG	Peer Mentoring Group
R & I	Research and Innovation
RIA	Research and Innovation Action
RRI	Responsible Research and Innovation
TR	Training Resource
TRIP	Transformative Research and Innovation Proposal
UN SDG	United Nations Sustainable Development Goals

1 Introduction

1.1 Overview

The scope of this deliverable is to describe the current state of the METEOR training programme. METEOR will deliver transversal skills training via a set of online training resources (TRs), online interaction amongst participants and a set of face-to-face academies, lasting for five days per event in two iterations. Previously known as ‘summer schools’, the events were renamed as ‘academies’ due to a later start date than anticipated, for administrative reasons.

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1.2 Relation to other tasks and deliverables

This deliverable is related to the following other METEOR tasks and deliverables:

Receives inputs from:

Table 1. D4.1 Input from other tasks and deliverables

Deliverable	Due Date	Input for D4.1
D3.1	31/05/2025	Training Resource Template

Provides outputs to:

Table 2. D4.1 Output for other tasks and deliverables

Deliverable	Due Date	Output from D4.1
D3.3	M12	Planning information and overall training guidelines
D3.4	M18	Planning information and overall training guidelines (updated)

1.3 Structure of the deliverable

The deliverable comprises an introduction, list of training resources and outline schedules for planned events up to M15.

2 Recruitment and Preparation

2.1 Recruitment

So far, the lead beneficiary RU has prepared a recruitment template for university partners for their PhD candidates and ECRs to sign up to METEOR. This process has already been supported by flyers and information sheets developed by SYNIO, our Communication and Dissemination partner, together with the METEOR website. RU has also initiated an Excel sheet to track all signed-up participants and has planned two online meetings at the end of June and at the end of August to take stock of the recruitment process. Early indications are that doctoral students and ECRs are enthusiastic about participation.

2.2 METEOR Academies, dates and hosts for Academies, program template, teachers and facilitators

RU is Initiating a compilation of the final dates, hosts, and plan for the first round of Academies. We have prepared a program template suggesting course content and structure to implement with university partners. Academy dates will be finalized by the end of June and will be widely communicated to prospective participants once the recruitment process is fully under way.

The venues for academies have been negotiated so that each academic partner will host one event in either the first iteration (late 2025/early 2026) or the second (late 2026/early 2027). Once recruitment is under way, we will enter the peer mentoring group, or 'team' phase, where participants will be grouped in teams of 5-7 with a diverse mix of disciplinary backgrounds and institutional locations. Teams will choose their preferred academy location on a first-come, first served basis but will be encouraged to consider how to minimize costs and carbon footprints when travelling. Our target for the academies is that 300 participants will be able to attend in person, although in practice we expect that not all members of each team will be able to attend the chosen event. In these cases, the peer mentoring aspect will take effect and non-attending members will be kept in touch by their colleagues via online channels.

2.3 Training programs to be delivered and followed by Academy participants before the first Academies

It is our intention that Academy participants should engage with two Training Resources before attending: TR3a, *Transformative Research* and TR3c, *Collaboration and Teamwork*, since they will be useful stimulation for debate at our first Academies. These TRs will be fully available online by M11. We are also drafting a first version of 'What is a research proposal' for the Academies. At the Academies, participants will be required to engage in activities and discussion around this critical topic.

2.4 Grouping METEOR participants, planning mentorships, profiling university partners' responsibilities and tasks for their affiliated participants

RU is Initiating a plan for the formation and composition of the Peer Mentoring groups by our METEOR participants. RUC have the task of forming the Peer Mentoring Groups before the first Academies, and these groups will then attend an Academy together.

We are also Initiating and discussing criteria for forming groups. in the METEOR proposal, we stipulate interdisciplinarity but we also face a geographical location issue. This is a process which will require some flexibility and will be supported by the Excel sheets mentioned above and also possibly by using AI as a tool in the formation of groups.

Finally, we are deciding on a process for providing mentorships to the PMGs. Mentors will be from partner institutions and will not necessarily be mentoring participants in their own institutions, in order to provide a wide variety of input and mentoring experience. We are encouraging each university partner to work with around 5-6 working groups, meeting once a month once the program begins. RUC will deliver an inspirational guideline on how to perform these meetings.

3 List of training resources

METEOR training resources will be hosted on the e-learning platform implemented by WP3 and will be formatted in accordance with the template provided in Del.3.1. This template will evolve over the course of the programme as we absorb participant feedback.

TR3a: Transformative Research

TR3a explains the role of METEOR in an emerging research ecosystem that supports Transformative Research, Education for Sustainable Development, Global Citizenship, Climate Change Education, and the UN Sustainable Development Goals. Participants will also learn about Peer Mentoring Groups and their function as learning communities and will be guided in the PMG formation process.

There is a central tension here between transformative research and the transformative growth of researchers, in the process of developing transversal skills. This tension will drive participant engagement, since it is only by engaging with specific actions in the process of developing projects that a common understanding of transformative research will emerge.

Led by: NU Centre for Education for Sustainable Development and Global Citizenship.

TR3b: Intercultural Competence and Inclusion

TR3b deals with the importance of intercultural and transcultural understanding in promoting the kinds of inclusive practices and cooperative learning necessary for Global Citizenship and, for METEOR, in enabling productive transnational teamworking. We anticipate that it will be ready by M12, prior to the academy programme and material will be highlighted during online sessions.

Led by: UNIVR

TR3c Collaboration and Teamwork

TR3c is about unfolding collaboration and teamwork through different approaches to leadership and collaboration, team roles, engagement and participatory models applying diversity and inclusion, building trust, task allocation and communication practices. This TR will further develop the PhDs' interdisciplinary working groups and research proposal work as concrete scenarios for reflecting, learning, and applying concepts and methods of collaboration and teamwork. TR3c will be available by October 2025, at the start of the programme.

Led by: RU

TR3d: Supervision and Mentoring

TR3d ensures that the roles of supervision and mentoring are not ignored in the drive to improve transversal skills. In the context of doctoral education, supervision and mentoring can be seen as special instances of collaboration and teamwork, which move beyond hierarchical relations towards co-learning. In the doctoral process, there is rarely any systematic attempt at career guidance and strategic career planning, which is frequently seen as the responsibility solely of individual actors. This blends into mentoring at the level of doctorate holders and candidates, so the course will help participants understand the value of mentoring, including peer mentoring, and coaching in career development. Another objective of this TR is to maintain collaboration between existing supervisors/mentors and METEOR participants, avoiding conflicting priorities, whilst increasing the quality of supervision and the openness of doctoral education to transversal skills improvement.

Co-facilitated by NU and JYU, with RU.

TR3e: Research Proposal Evaluation

In order to produce successful research and innovation projects, the evaluation process needs to be considered as an integral part of the relevant ecosystem, with systematic consideration of the aims and criteria involved. TR3e takes this approach and facilitates co-learning between proposal designers and evaluation systems. The objective of this TR is to enable consistent and fair evaluation of proposals, bearing in mind their trans-disciplinary and international/intercultural aspects. This will be a valuable standalone resource for institutions, especially for those involved with grant writing, and will also benefit national and EU agencies by increasing the pool of competent and experienced evaluators.

A generic Call and related proposal template have already been delivered as Del.4.1. These will be used as training resources within TR3e.

Led by: CASE with CB

TR3f: Research and Innovation Project Design

TR3f encourages coherence between the initial idea and subsequent development into a viable project, focusing on excellence, objectives and methodologies. This resource is designed to help at the early stages of project design, thinking about design for impact, what kinds of data might be involved and the implications for analysis and project excellence. The proposal writing section will be based on

the Template D.3.2 but with additional fund-specific material e.g. for Horizon, ERC, MSCA. An extensive series of notes has already been developed for this TR and will be further adapted before M11.

Led by: KU

TR3g: Impact and Behavioural Change

TR3g covers: Impact scenario building, forecasting and displaying various methods, measurement and effective strategies for behavioural change. Themes like sustainability, social innovation and participatory strategies, diversity and inclusion, and organizational and people's methods and skills will be included. This TR dives further into impact and change processes, which is essentially about behavioural change based on 'products' emanating from projects, as opposed to 'business as usual'. We will provide a range of resources from both academic and commercial environments. TR3g will also explore the quantification of impact, the application of novel indicators and the concept of value in research.

Led by: RU

TR3h: Project Management and Implementation

TR3h provides learning in cutting-edge project management techniques, referring back to TR3c on Teamwork and collaboration, together with practical aspects of budget control, governance and compliance issues. This TR is complementary to TR3f as described above and will focus on how to manage an efficient and effective project. It will draw both on academic experience of project management and from enterprise methods and tools such as Prince2 and similar frameworks. Here, a project is defined as a temporary organization created to deliver one or more products according to a business case, thus providing a sound basis for project based learning in the context of the Peer Mentoring Groups.

Led by: UNIVR

TR3i: Entrepreneurship, Exploitation and Career Development

TR3i deals with the broader issues around exploitation, whether as business creation, social innovation or in academia. Successful researchers and innovators are necessarily entrepreneurial, but can make use of a wide range of entrepreneurial principles and techniques.

Led by: CB

TR3j: Communication and Dissemination

These topics are vital for researchers to achieve successful outcomes and will be explored in depth and across a range of channels, exploiting user feedback within METEOR as a resource for communication and dissemination development. This resource builds on the extensive experience of SY, EUC and HU in the field of research communication, and will enable participants to use state of the art techniques

to communicate and disseminate to target audiences. It will focus strongly on moving on from over-reliance on journal publishing and will incorporate open access and open science as core principles.

Led by: HU

3.1 Delivery

These training resources will be available online via the dedicated METEOR Internal Platform (MIP), implemented on *Microsoft Teams*, to ensure equal spatio-temporal opportunities across institutions and combat inequalities that doctoral students and early career researchers face in different social and cultural settings. We recognize that online learning resources on their own are neither novel, nor always popular, in doctoral and professional education. However, the benefits of combining METEOR in-person activities with an online toolkit are that it provides the required flexibility when working across institutions and international boundaries and supports continuity of the METEOR program beyond the project's duration. It also promotes inclusion of students and ECR who are unable to travel to summer schools.

Each TR will be structured around a corpus of key terms derived from the respective literature and existing training materials. For example, the term 'entrepreneurship' covers a range of contexts and is not synonymous with 'starting a business', but also covers what is known as 'intrapreneurship', social innovation and academic creativity. Especially for non-native speakers of English, it is important to become fluent in the use of key terms, including so-called 'threshold concepts', that is concepts that unlock subsequent thinking on a topic.

Furthermore, progression through the Training Resources will be facilitated by a stepwise approach in which each corpus unlocks aspects of the subsequent TR.

4 Appendix 1: Recruitment Template



Draft recruitment template for METEOR participants // Linda Lundgaard Andersen & Niels Warring, Roskilde University, may 2025

	PhD fellows	Early Career Researchers
What is your PhD/ECR topic or theme?		
Indicate if you are in the Beginning Middle Final stages of your PhD		
Indicate your University, Department, PhD School and nationality		
Indicate that you would like to join METEOR activities: Online training programs Two Academies		



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5 Appendix 2: Draft program structure for METEOR Academy



Niels Warring and Linda Lundgaard Andersen, Roskilde University

Note: The draft for the METEOR Academy presupposes prior participation in (at least) TRa and TRc: Transformative Research and Collaboration and Teamwork

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Travelling	Presentation and discussion: Mentors and Supervision	Follow-up on TR3a Presentation and group discussions: What have we learned?	Follow-up on TR3c Presentation and group discussions: What have we learned?	Presentation: Meteor the next year (work in PMG's, TR's etc.) Summing up in PMG's and planning coming session
Afternoon	Arrival Introduction to Academy, program and participants Meeting up in PMG's	First round of idea-generation for outcome: TRIPS Presentation and work in PMG's	Presentation by PhDs/ECRS and faculty: Different models and traditions for PhD education Round Table: PhD-students' and ECR's experiences with their educational and career paths – related to transversal skills and PMGs	Second round of ideas for outcome: TRIPS Presentation and work in PMG's	



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