METHODOLOGIES FOR TEAM WORKING IN ECOOUTWARDS RESEARCH

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D6.5 Exploitation and Sustainability plan

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Executive Summary

This deliverable presents **D6.5 Exploitation and Sustainability Plan** of the METEOR project. Its purpose is to define how the project's most relevant results can be embedded within the consortium, transferred beyond the consortium, and sustained after the funded project period. D6.5 is based on concrete partner-level inputs and a structured identification of **Key Exploitable Results (KERs)**.

To prepare this plan, the consortium collected two main types of input. First, partners reviewed and refined a shared KER table to identify the results with the strongest exploitation potential and to describe their target users, implementation routes, sustainability conditions, and current maturity. Second, each partner provided structured input on internal and external exploitation through a partner-specific questionnaire. This approach made it possible to distinguish between results that can be embedded directly within partner institutions and results that require transfer to other universities, networks, policy environments, or researcher-support ecosystems.

The analysis shows that METEOR's strongest exploitation potential lies in its training resources and modules, the METEOR Academies format, the TRIPS methodology, the digital learning environment, policy and institutional guidance, publications, and the network capital built through the project. Internal exploitation is most realistic through doctoral schools, PhD courses, researcher-development programmes, supervisor training, staff development structures, and institutional support services. External implementation is most promising through university alliances, doctoral schools beyond the consortium, professional associations, policy and funding actors, education and research networks, and researcher-support ecosystems.

At the same time, the partner inputs highlight recurring conditions for long-term sustainability. These include continued access to the resources, local adaptation to institutional and national contexts, train-the-trainer support, recognition and incentive structures, and clarity on ownership, maintenance, and governance after the project end. By identifying these conditions at M18, the consortium can address potential barriers early and strengthen the practical uptake of METEOR results during the second half of the project.

The continuation structure currently referred to as the **Competence & Career Centre (CCC)** is therefore treated as a strategic mechanism for long-term access, visibility, guidance, and uptake support. A particularly relevant example of emerging sustainability is COMET, a participant-led follow-up initiative originating from a METEOR peer mentoring group at the Cyprus Academy. COMET demonstrates how METEOR activities can stimulate new continuation pathways, including follow-up events, peer-led academies, and digital support structures for doctoral students and ECRs. At this stage, D6.5 defines the exploitation logic, the relevant KERs, partner commitments, implementation pathways, and key sustainability conditions. The exact governance and operating model of the CCC will be further developed in the second half of the project and operationalised in **D6.6, due in M33**.

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Table 1. Acronyms & Abbreviations

Term	Description
CD	Communication and Dissemination
CDE	Communication, Dissemination and Exploitation
D	Deliverable
DMP	Data Management Plan
EC	European Commission
ECR	Early Career Researchers
GDPR	General Data Protection Regulation
HEI	Higher Education Institution
ERC	Early Career Researchers
KPI	Key Performance Indicator
M	Month (used to indicate timeline milestones, e.g. M18 = Month 18)
MEDS	METEOR Eco-Outwards Doctoral School
R&I	Research and Innovation
CSO	Civil
CD	Communication and Dissemination
CDE	Communication, Dissemination and Exploitation
CCC	Competence & Career Centre
MEDS	METEOR Eco-Outwards Doctoral School
NGO	Non-Governmental Organisation
SEND	Special Educational Needs and Disabilities
SME	Small and Medium-sized Enterprise
WP	Work Package

1 Introduction

1.1 Purpose of the deliverable

The purpose of D6.5 is to define the exploitation and sustainability approach of the METEOR project at M18. The deliverable identifies the project's **Key Exploitable Results (KERs)**, analyses their implementation potential, and outlines how the consortium can support their uptake during and beyond the project duration.

In this context, exploitation is understood broadly. It includes the use of METEOR outputs within partner institutions, as well as their wider transfer to external universities, doctoral schools, graduate academies, researcher development structures, supervisor-training programmes, policy environments, and related networks. Sustainability is understood as the organisational, technical, institutional, and collaborative conditions required to keep these results accessible, visible, relevant, and useful after project funding ends.

D6.5 therefore does not only list project outputs. It assesses how these outputs can realistically be used, by whom, through which structures, and under which conditions. This includes both the identification of mature and emerging KERs and the early recognition of barriers that need to be addressed during the second half of the project to strengthen future uptake.

1.2 Relation to previous deliverables and WP6 tasks

This deliverable builds directly on the initial exploitation framing provided in D6.1, where exploitation was introduced in a preliminary way through the ideas of a future continuation platform, possible additional delivery options, and the mapping of institutions for future implementation. At M18, the consortium has moved from this exploratory stage towards a more concrete exploitation planning exercise centred on partner commitments, KER identification, and the analysis of internal and external implementation pathways.

D6.5 is closely linked to D6.4, which updates the communication and dissemination planning of WP6. While D6.4 focuses on how METEOR results are communicated and disseminated to relevant audiences, D6.5 focuses on how these results can be used, embedded, transferred, and sustained. The two deliverables are therefore complementary: communication and dissemination create visibility and awareness, while exploitation and sustainability planning define the conditions for uptake and long-term use.

D6.5 also prepares the ground for the later refinement of the future continuation structure in D6.6. Together, these deliverables form a progression from early strategic framing, to evidence-based exploitation planning, to the operational development of a post-project continuation model.

1.3 Scope and structure of D6.5

The scope of D6.5 at M18 is to provide a strategic yet practical exploitation and sustainability plan based on currently available evidence. The deliverable explains how inputs were collected from partners, identifies and describes the KER portfolio, distinguishes between internal and external

implementation pathways, analyses common patterns across partner commitments, and outlines the enabling conditions required for sustainable uptake.

The deliverable also positions the future **Competence & Career Centre (CCC)**, formerly MEDS, as a strategic continuation concept that can support long-term access, visibility, and use of METEOR results. At this stage, the CCC is treated as an emerging continuation structure rather than a fully fixed operational entity. The governance, access model, maintenance responsibilities, and long-term positioning of this structure will be further developed in D6.6.

Overall, D6.5 provides the basis for moving from exploitation potential to practical implementation. It identifies what can be sustained, where uptake is most realistic, which barriers should be addressed early, and what steps are needed to make METEOR results usable beyond the funded project period.

2 Methodology

2.1 Input collection approach

The exploitation and sustainability planning at M18 was based on a structured partner input collection process. A shared spreadsheet was prepared containing: (1) an instruction sheet; (2) a Key Exploitable Results (KER) table to be specified and refined by the consortium; and (3) individual partner input sheets capturing exploitation commitments for both internal and external uptake.

The initial input collection was complemented by a dedicated discussion during the WP6 presentation led by SYNYO at the consortium meeting in Verona in May 2026. This session was used to jointly review the emerging exploitation logic, clarify the expected level of detail, discuss the practical usability of METEOR results, and further refine the partner contributions. The discussion had an interactive workshop character and helped ensure that the collected inputs reflected realistic institutional uptake pathways.

To assess individual partner commitments in a comparable way, all partners received a common set of guiding questions. These questions were divided into two sections: internal exploitation within the partner organisation and external exploitation beyond the partner organisation.

For **internal exploitation**, partners were asked to respond to the following questions:

- Which METEOR results or outputs could your organisation realistically use internally?
- In which specific structure could these be used? For example, doctoral school, PhD course, graduate academy, ECR support programme, staff training, supervisor training, innovation course, etc.
- Which target groups in your organisation would benefit?
- From what point in time could this realistically happen?
- Who would need to approve or support this internally?
- What adaptation would be needed before implementation?
- What barriers could prevent internal uptake?

- What support from the consortium would help your organisation implement these results?

For **external exploitation**, partners were asked to respond to the following questions:

- Which external institutions or organisations could be interested in METEOR results? For example, university alliances, doctoral schools, professional associations, policy networks, researcher development networks, etc.
- Which METEOR outputs would be most relevant for these different external actors?
- How could they be approached? For example, direct contact, conference, workshop, newsletter, alliance meeting, existing cooperation, etc.
- From what point in time could this realistically happen?
- What barriers could limit external uptake?

The collected answers were then used to consolidate the KER table, identify realistic uptake routes, identify what barriers and gaps need to be addressed, map partner-specific exploitation commitments, and distinguish between short-term use within the consortium and longer-term sustainability opportunities beyond the project.

2.2 Identification of Key Exploitable Results (KERs)

In parallel, the consortium reviewed and refined a shared KER table. This table was used to move from a generic exploitation discussion to a more concrete identification of results with clear implementation potential. For each KER, the table captured a short description, lead or contributing partners, primary target users, exploitation route, short-term uptake within the consortium, long-term uptake beyond the consortium, sustainability conditions, ownership or maintenance considerations, and current maturity.

This process made it possible to identify a set of major exploitation clusters rather than treating exploitation as one broad undifferentiated activity. In particular, the KER structure shows that METEOR's exploitation potential lies not only in its training materials, but also in its programme logic, Academy format, proposal-development methodology, digital environment, policy outputs, publication outputs, and accumulated network capital.

2.3 Analytical approach to internal and external implementation

The partner inputs were analysed qualitatively and comparatively. First, recurring themes across the partner sheets were grouped into common internal exploitation patterns, such as doctoral school integration, elective or extracurricular training, supervisor development, and staff training. Second, the same was done for external exploitation, where university alliances, doctoral schools, policy actors, professional associations, and researcher support ecosystems emerged as the main transfer environments.

The analysis therefore distinguishes clearly between internal implementation, understood as embedding METEOR results within the consortium partners' own structures, and external implementation, understood as transfer and uptake beyond the partner consortium. This distinction is central to the present deliverable and shapes the structure of the analysis that follows.

3 Strategic Approach to Exploitation and Sustainability

3.1 Exploitation objectives in METEOR

The exploitation objectives of METEOR are shaped by the nature of the project as a Coordination and Support Action focused on doctoral education, transversal skills, researcher development, and collaborative innovation. The main objective is therefore not commercialisation, but meaningful use, institutional embedding, transferability, and long-term accessibility of the results developed during the project.

At M18, the exploitation approach focuses on translating the project's emerging outputs into realistic uptake pathways. The main objectives are:

- to identify and refine the project's Key Exploitable Results and clarify their relevance for different user groups;
- to embed relevant METEOR results within partner institutions, including doctoral education, researcher development, supervisor training, and related support structures;
- to transfer selected results to external universities, doctoral schools, research-support organisations, university alliances, policy actors, and relevant professional or academic networks;
- to maintain continued access to METEOR's knowledge, materials, methods, and public outputs after project end;
- to identify enabling conditions and potential barriers early enough to support practical uptake during the remaining project period; and
- to define the role of the future continuation structure as a mechanism for long-term visibility, access, and institutional uptake.

3.2 Sustainability logic of the project

The sustainability logic of METEOR is based on a sequence of progressive steps. First, the project develops, pilots, and refines its core resources and formats. Second, partner institutions begin to identify internal uses and institutional entry points. Third, the consortium extends dissemination and implementation pathways to relevant external environments. Finally, a continuation model is defined to support long-term access, visibility, and possible further embedding beyond the original consortium.

3.33.3 Internal and external implementation as the two main pathways

Two main exploitation pathways are therefore central to D6.5. The first is internal implementation within the consortium, where partners use METEOR outputs in their own doctoral schools, ECR programmes, workshops, staff training structures, and related settings. The second is external implementation, where the results are transferred to external institutions, university alliances, professional associations, ministries, funding actors, doctoral school ecosystems, and other relevant communities. These pathways are mutually reinforcing: successful internal embedding strengthens the credibility of external transfer, while external implementation increases the long-term relevance and visibility of METEOR outputs.

4 Key Exploitable Results of METEOR

4.14.1 Overview of identified KERs

Based on the partner review of the KER table, the project currently identifies the following major KER clusters:

- Training Resources and Modules (including the ten core resources and the additional modules on AI for Researchers and Working Conditions for Doctoral Students)
- METEOR Academies Format
- TRIPS Methodology
- Digital Learning Platform
- Policy Recommendations and Institutional Guidance
- Future Continuation Structure (Competence & Career Centre, formerly MEDS)
- Project Website and Open Access Availability
- Publications and Scientific Knowledge Outputs
- Network and Collaboration Capital

Table 2.METEOR Key Exploitable Results

Key Exploitable Result	Short description	Lead / contributing partners	Primary target users	Exploitation route	Sustainability conditions	Current maturity / readiness for adoption
1. Training Resources / Modules	The training modules and related learning materials developed in METEOR to strengthen transversal skills of doctoral researchers and ECRs.	EUC & CEEI - WP3 Lead & Co-Lead/ all Partners (specifies below)	Doctoral researchers, ECRs, supervisors, doctoral schools, graduate academies	Internal use in partner institutions; future integration into doctoral training offers; dissemination to external institutions; open access via learning platform	Continued access to materials; curation; relevance across disciplines; update mechanism	Medium to high, depending on piloting and finalisation
1.1. TRA	**Transformative Research:** Contains following main resources (lecture notes, assignments, literature)	NO (in collaboration with Peter)	Doctoral Students, Early career researchers	Internal use in partner institutions; dissemination to external HEIs; open access via learning platform	Continued access to materials; relevance across disciplines. (Link to e.g. JYU.WELL mentoring programme podcast (pending))	Fully developed and piloted within the METEOR project; ready for immediate use and institutional adaptation.
1.2. TRB	**Intercultural Competence and Inclusion:** Contains following main resources (contains PowerPoints, academic articles, lecture notes, videos, quizzes):	UNIVR	Doctoral researchers and ECRs	Open access via learning platform	Continued access to materials; curation; relevance across disciplines; update mechanism	Fully developed and piloted within METEOR; ready for immediate use and institutional adaptation.
1.3. TRC	**Collaboration and Teamwork:** Contains following main resources (list videos, literature, etc):	RUC	Doctoral researchers, ECRs, supervisors, doctoral schools	Open access via learning platform	Continued access to materials; curation; relevance across disciplines; update mechanism	Fully developed and piloted within METEOR; ready for immediate use and institutional adaptation.
1.4. TRD	**Supervision and Mentoring:** Contains following main resources (list videos, literature, etc):	RUC & JYU & NO	Doctoral researchers, ECRs, supervisors, doctoral schools	Internal use in partner institutions; dissemination to external HEIs; open access via learning platform	Continued access to materials; relevance across disciplines. (Link to e.g. JYU.WELL mentoring programme podcast (pending))	Fully developed and piloted within the METEOR project; ready for immediate use and institutional adaptation.

1.5. TRE	**Research Proposal Evaluation Training:** Contains following main resources (list videos, literature, etc):	CASE	Doctoral Students, Mentors, Supervisors, University Staff	Internal use in partner institutions; open access via learning platform	Continued access to materials; curation; relevance across disciplines; update mechanism	Fully developed and piloted within the METEOR project; ready for immediate use and institutional adaptation.
1.6. TRF	**Research and Innovation Project Design:** Contains following main resources (list videos, literature, etc):	KU	Doctoral researchers and ECRs	Open access via learning platform; module for translated to local settings and uptake	Continued institutional commitment, periodic content updates, platform accessibility, and integration into doctoral and researcher development programmes.	Fully developed and piloted within the METEOR project; ready for immediate use and institutional adaptation.
1.7. TRG	**Impact and Behavioural Change:** Contains following main resources (list videos, literature, etc):	RUC	Doctoral researchers, ECRs, supervisors, doctoral schools, research support staff	Open access via learning platform	Continued access to materials; curation; relevance across disciplines; update mechanism	Fully developed and piloted within the METEOR project; ready for immediate use and institutional adaptation.
1.8. TRH	**Project Management and Implementation:** Contains following main resources (contains PowerPoints, academic articles, quizzes):	UNIVR	Doctoral researchers and ECRs	Open access via learning platform	Continued access to materials; curation; relevance across disciplines; update mechanism	Fully developed and piloted within METEOR; ready for immediate use and institutional adaptation.
1.9. TRI	**Entrepreneurship, Exploitation and Career Development:** Contains following main resources (list videos, literature, etc):	CB	Doctoral Students, Mentors, Supervisors, University Staff	Open access via learning platform	Continued open access to materials and resources and updating protocol	Fully developed and piloted within METEOR; ready for immediate use and institutional adaptation.
1.10. TRJ	**Communication and Dissemination:** Contains following main resources (list videos, literature, etc):	HU	Doctoral Students, Mentors, Supervisors	Open access via learning platform	Continued open access to materials and resources and updating protocol	Fully developed and piloted within the METEOR project; ready for immediate use and

						institutional adaptation.
Additional TRK	**AI For Researchers: From Prompts to Proof:** Contains following main resources (list videos, literature, etc):	CASE	Doctoral Students, Mentors, Supervisors, University Staff	Internal use in partner institutions; open access via learning platform	Continued access to materials; curation; relevance across disciplines; update mechanism	Medium to high; aim for it to be fully developed and piloted within the METEOR project; ready for immediate use and institutional adaptation.
Additional TRL	**Working Conditions for Doctoral Students:** Contains following main resources (list videos, literature, etc):	CASE	Doctoral Students, Mentors, Supervisors, University Staff	Internal use in partner institutions; open access via learning platform	Continued access to materials; curation; relevance across disciplines; update mechanism	Medium to high; aim for it to be fully developed and piloted within the METEOR project; ready for immediate use and institutional adaptation.
2. METEOR Academies Format	The in-person METEOR Academies format as a replicable model for intensive face-to-face training and collaboration. Recordings from Academy at JYU available.	RUC - WP4 Leads / hosts of academies	Universities, doctoral schools, ECR support programmes, alliance partners	Reuse of academy format by partners; transfer to external institutions	Organisational guidance, format documentation, examples of implementation	Medium
3. TRIPS Methodology	The Transformative Innovation & Research Proposals (TRIPS) approach developed through METEOR to support collaborative proposal thinking and innovation-oriented research design.	CASE & all partners	Doctoral researchers, ECRs, supervisors, innovation training units	Integration into proposal training, research methods teaching, innovation education	Guidance and examples needed for transferability	Medium

4. Digital Learning Platform	The digital environment used to host METEOR materials and support access to the programme and its resources (LearnDash)	CASE & SYNYO - Coordinator & Tech Lead	Participants, universities, external users, doctoral schools	Ongoing access to materials through hosted platform; possible future extension or alternative hosting	Hosting, technical maintenance, access model, platform governance	Medium
5. Policy Recommendations and Institutional Guidance	Recommendations, roadmaps, and guidance for integrating METEOR principles and outputs into doctoral education and ECR support.	JYU - WP5 Leads	Universities, funders, policy makers, doctoral schools, research support organisations	Use in institutional strategy, doctoral reform, guidance for training structures	Needs clear formatting and accessible packaging	Medium to high
6. Competence & Career Centre (CCC) / Future Continuation Structure	The continuation model currently referred to as the Competence & Career Centre (CCC), intended to sustain METEOR outcomes as a whole after the project.	CASE - Coordinator /all partners	Partner universities, external universities, doctoral schools, networks	Post-project continuation structure for access, guidance, visibility, and institutional uptake	Requires governance, ownership, maintenance, and contribution model	Early
7. Project website	The meteorhorizon.eu website as a central hub for all project related information and news.	SYNYO - WP6 Lead	Doctoral researchers, ECRs, supervisors, external universities, EC institutions, policy makes, other projects	Ongoing access to project information and activities at least 5 years after project end	Website hosting, technical maintenance, domain renewal, content archiving, GDPR-compliant analytics and clear responsibility for updates after the project.	High; already operational as the project's public information and dissemination hub.
8. Publications and Scientific Knowledge Outputs						

8.1. Book	Okada, Alexandra (2025). *Knowledge Cartography for Young Thinkers: Sustainability Issues, Mapping Techniques and AI Tools.* Advanced Information and Knowledge Processing. Switzerland: Springer.	OU	Researchers, educators, doctoral schools, ECR training providers, institutions working on transversal skills and AI competencies.	Dissemination through Springer publication, academic teaching, METEOR learning resources and reference in training or policy outputs.	Continued availability through publisher channels and integration into METEOR resource lists where appropriate. More than 20,000 downloads	High; published output.
8.2. Peer-reviewed Publication	Okada, A., Sherborne, T., Panselinas, G., & Kolionis, G (2025). Fostering Transversal Skills Through Open Schooling Supported by the CARE-KNOW-DO Pedagogical Model and the UNESCO AI Competencies Framework. International Journal of Artificial Intelligence in Education, 35(4) pp. 1953–1998.	OU	Open Schooling Researchers, educators, doctoral schools, ECR training providers, formal and non formal education institutions working on transversal skills and AI competencies	Academic dissemination, integration into training resources, use as theoretical and methodological reference for transversal skills development.	Continued publication access, citation and integration into METEOR resource collections.	High; published peer-reviewed article.
8.3. Conference article	Okada, Alexandra and Vaz, Giseli (2025). Rethinking AI in research with ancestral wisdom for future generations. In: UNESCO AI Digital Learning, 3-5 Sep 2024, UNESCO Headquarters, Paris, France.	OU	Climate Change, and Indigenous Communities Researchers, Intercultural educators, doctoral schools, ECR training providers, institutions working on transversal skills, Sustainability, and AI competencies.	Dissemination through conference proceedings/presentation, integration into METEOR discussions on AI, research practice and responsible innovation.	Continued availability of conference material or citation record; integration into METEOR resource lists where appropriate.	High; published output.

8.4 upSKILL.map capabilities-as-worldview self-reflective instrument	Okada, A., Sheehy, K., Rossade, K. D., & Bandara, A. (2026). Developing Researchers' Competencies through CARE–KNOW–DO and upSKILL. map, aligned with EU and UNESCO Priorities. *Open Research Europe*, *5*.	OU and partners (per-review)	Eco-outwards researchers, project coordinators, networked leaders, organisations, funders, policy makers interested in fostering, assessing and enhancing transversal skills for sustainable futures	UpSKILL was presented at Global Education and Digital Transformation events, such as UNGA, UNESCO, WEF, EWF, SKOLL ; and GSDC ; The phase 2 will be implemented with 10 organisations	The instrument is open access and a paper of pilot 1 is available at Open Research Europe	High; published output.; targeting scalability
9. Network and Collaboration Capital	The partnerships, stakeholder links, dissemination channels, university alliances, and professional networks built through METEOR.	All partners	Consortium partners, external universities, alliances, policy and support networks	Continued dissemination, collaboration, and institutional outreach	Requires active maintenance of relationships and follow-up actions	High

4.2 Description of the KERs

The KER table shows that the strongest and most mature exploitation potential lies in the training resources, several of which were already described by partners as ready for immediate use or very close to that point. The training resource cluster is also the most diverse, as it includes both thematic content for doctoral and ECR development and more practice-oriented methodological assets such as proposal-design and communication resources.

Beyond the modules themselves, the METEOR Academies format and the TRIPS methodology stand out as important exploitable results because they represent transferable formats and processes, not only content. The digital learning platform and project website provide the technical and communicative basis for future access. Policy recommendations and institutional guidance are expected to become increasingly relevant as the project moves further towards policy-oriented outputs. Finally, publications and network capital extend the project's reach into academic, professional, and institutional ecosystems.

The KER table demonstrates that METEOR's exploitable results are not limited to individual project outputs, but form a connected exploitation portfolio. The results range from concrete training content and reusable learning materials to methodological formats, institutional guidance, digital access structures, publications, and network-based assets. This portfolio structure is important because the long-term exploitation potential of METEOR does not depend on one single output, but on the combined use of several complementary results across doctoral education, ECR support, supervisor development, institutional capacity building, and policy-oriented reform.

The strongest and most mature exploitation potential currently lies in the **training resources and modules**. This cluster represents the most immediately usable set of results, as several modules have already been developed, piloted, or described by partners as ready or close to ready for institutional adaptation. The training resources cover a broad range of transversal and professional-development topics, including transformative research, intercultural competence and inclusion, collaboration and teamwork, supervision and mentoring, research proposal evaluation, research and innovation project design, impact and behavioural change, project management, entrepreneurship and career development, communication and dissemination, AI for researchers, and working conditions for doctoral students. Taken together, these modules provide a flexible training package that can be reused in doctoral schools, PhD programmes, graduate academies, ECR development schemes, supervisor training, staff training, and innovation-oriented courses. Their exploitation value lies in their modularity: institutions can adopt individual modules according to their own needs, combine several modules into a structured training pathway, or integrate selected materials into existing programmes.

The **METEOR Academies format** represents a different type of KER. While the training modules are primarily content-based, the Academies are a transferable implementation format. Their exploitation potential lies in the possibility of replicating the intensive face-to-face training and collaboration model in other institutional or inter-institutional settings. The Academy format can support deeper engagement than self-paced online materials because it combines training, peer exchange, mentoring, collaborative work, and direct interaction between doctoral researchers, ECRs, supervisors, and support structures. This makes it especially relevant for universities, doctoral schools, university alliances, and research-support units that want to create high-intensity training moments around

transversal skills, proposal development, research impact, and career development. For future uptake, the key requirement will be the documentation of the format, including agenda models, facilitation guidance, examples of implementation, recordings or reusable materials where available, and lessons learned from the METEOR Academies.

The exploitation potential of the METEOR Academies format is already visible through the emergence of **COMET**, a participant-led follow-up initiative originating from one of the peer mentoring groups at the Cyprus Academy in February 2026. COMET builds on principles similar to the METEOR Academies, including collaborative support, ideas development, peer exchange, and international doctoral education. Its planned activities include doctoral festivals and an online platform for doctoral students and ECRs, demonstrating how Academy-based engagement can evolve into new continuation activities beyond the original project setting.

The **TRIPS methodology** also stands out as a central exploitable result because it is not merely a training topic, but a process-oriented method for supporting collaborative, innovation-oriented research and proposal thinking. Its value lies in helping doctoral researchers, ECRs, supervisors, and innovation-support actors move from individual research interests towards more structured, transformative and application-oriented research proposals. TRIPS can therefore be exploited in proposal-writing training, research-methods teaching, innovation courses, doctoral academies, and institutional support structures for early-stage researchers. Its long-term potential depends on whether the methodology is packaged clearly enough for transfer beyond the original project context. This means that templates, examples, facilitation instructions, and concrete use cases will be important for making TRIPS usable by external institutions that were not directly involved in METEOR.

The **digital learning platform** provides the technical access point for several of the project's most important exploitable results. Its role is not primarily to create new content, but to make the training resources and learning materials accessible, structured, and reusable. This gives the platform strong enabling value: without a reliable access structure, the long-term exploitation of the modules would be much weaker. The platform can support continued use within the consortium, access for participants, and potentially broader external uptake as access conditions, hosting, maintenance, and user management are provided by SYNYO.

The **project website** complements the learning platform by serving as the public communication and visibility hub for METEOR. Its exploitation value lies in maintaining access to project information, news, public outputs, events, publications, and links to relevant resources beyond the active project period. While the website is less specialised than the learning platform, it is important for discoverability and external credibility. For external users, the website will often be the first entry point to METEOR results. Its sustainability therefore depends on continued hosting, domain maintenance, content archiving, and clear responsibility for updates after the project. The website is already mature as a dissemination channel, but its long-term exploitation role should be linked to the broader continuation structure and the availability of public-facing outputs.

The **policy recommendations and institutional guidance** are expected to become increasingly important as the project moves towards its later stages. Unlike the training resources, which can already be used at operational level, the policy and guidance outputs are more strategic. Their exploitation potential lies in supporting institutional reform, doctoral education development, ECR

support structures, and policy discussions around transversal skills, supervision, research careers, and innovation-oriented doctoral training. These outputs are likely to be relevant for universities, doctoral schools, funders, policy makers, research-support organisations, and university alliances. This KER should be positioned as a bridge between METEOR's practical training experience and broader institutional or policy-level change.

The **Competence & Career Centre / future continuation structure** is potentially one of the most strategically important KERs, but it is also one of the least mature at M18. Its exploitation value lies in its potential to bring together several METEOR outputs under a longer-term structure: training resources, guidance materials, access routes, network activities, and institutional support. If developed further, this continuation structure could become the main sustainability vehicle for METEOR after the end of the project. However, it currently requires further clarification in terms of governance, ownership, maintenance, partner contributions, target users, access model, and resource requirements. This KER should therefore be presented honestly as an emerging exploitation pathway rather than as a fully developed result. The development will be captured by D6.6.

The **Publications and Scientific Knowledge Outputs** form an academic exploitation pathway. They extend the project's reach into scholarly communities and provide evidence, conceptual frameworks, pedagogical models, and methodological references that can be reused beyond the consortium. Their exploitation potential differs from the training modules because they are less directly implementation-oriented, but they are important for academic credibility, citation, teaching, and long-term knowledge transfer. Published outputs can be integrated into reading lists, training materials, doctoral courses, supervisor development, and future research. Their sustainability depends on continued accessibility through publishers, repositories, or open-access channels where possible, as well as their integration into METEOR's resource collections and dissemination activities.

Finally, **network and collaboration capital** should be recognised as a genuine exploitable result, even though it is less tangible than a module, platform, or publication. Through METEOR, partners build relationships with universities, doctoral schools, ECR support structures, policy actors, professional associations, research networks, and related projects. These connections can support continued dissemination, future institutional uptake, follow-up collaborations, joint events, policy dialogue, and new project development. The value of this KER depends on active follow-up. Networks decay quickly if nobody owns the relationship management. For this reason, network capital should be treated as a sustainability asset that requires deliberate maintenance by the consortium and individual partners.

Overall, the KERs show a strong exploitation logic across three levels. First, METEOR produces directly usable training and learning resources that can be adopted by partner and external institutions. Second, it develops transferable formats and methods, such as the Academies and TRIPS, which can shape how doctoral and ECR support is delivered. Third, it creates enabling and strategic assets, including the learning platform, website, policy guidance, publications, future continuation structure, and networks, which can support broader visibility, institutional uptake, and long-term sustainability. The main task for the remaining project period will be to move from availability to adoption: clarifying ownership, documenting use cases, supporting partner implementation, packaging results for external audiences, and defining the continuation model beyond the consortium.

5 Internal Implementation of METEOR Results

5.1 Overview of partner commitments for internal embedding

The partner input shows that internal implementation is the most immediate and concrete exploitation pathway for METEOR. Nearly all partners identified realistic possibilities for using METEOR outputs within their own organisations.

Across the consortium, the most commonly mentioned internally exploitable results are the online training resources and Academy materials, the PMG approach, the TRIPS methodology, mentor or supervisor support elements, and wider competence-development tools. Several partners also emphasised that the project's network capital and collaborative proposal work can feed into future institutional cooperation and project development.

Main internal uptake area	Typical institutional setting	Partners explicitly mentioning this	Typical condition/barrier
Training resources / modules	Doctoral school, PhD courses, workshops, staff development	CASE, EUC, HU, ISU, JYU, KU, NO, OU, RUC, UNIVR, UNEB, SYNYO	Need for adaptation, time, recognition, or local approval
PMG model / mentoring support	Mentor training, supervisor training, interdisciplinary groups, ECR support	EUC, JYU, KU, NO, OU, RUC, UNIVR, UNEB	Workload, facilitator capacity, need for guidance
TRIPS / proposal-development resources	Proposal-writing workshops, innovation training, project-design courses	EUC, HU, ISU, JYU, KU, NO, OU, RUC, UNIVR, UNEB	Need to align with local proposal cultures and curricula
Academy format	Summer school, annual retreat, university-wide researcher development events	NO, OU, UNIVR and indirectly others through future adaptation	Organisational effort, visibility, host capacity

5.2 Internal implementation opportunities by KER

The internal implementation opportunities cluster strongly around institutional teaching and researcher development structures. Universities mainly see METEOR as something that can enrich existing doctoral training and ECR support rather than fully replace these structures. This is a strength because it lowers the threshold for uptake.

- Doctoral schools and doctoral induction pathways, as noted in particular by JYU, KU, NO, OU, RUC, UNIVR, and UNEB.
- PhD courses and elective modules, including curriculum renewal opportunities highlighted by KU and UNEB, and ECTS-linked extracurricular recognition described by UNIVR.
- Supervisor and mentor development, explicitly raised by EUC, JYU, NO, and OU.
- Staff training and researcher development beyond doctoral candidates, including CASE, CEEI, JYU, NO, OU, and UNEB.

- Project-writing and innovation-oriented structures, particularly emphasised by HU, ISU, KU, and CEEI.

Some partners provide especially strong implementation signals. UNIVR already reported internal support and ECTS recognition arrangements for parts of the METEOR activities. KU linked internal uptake to ongoing graduate curriculum renewal. UNEB reported that a new elective doctoral course and related seminars are already being developed. OU provided detailed internal embedding vision, positioning different outputs in different institutional structures such as doctoral induction, ECR CPD, supervisor training, and research methods teaching.

5.35.3 Main barriers and enabling conditions

Despite the positive implementation potential, the partner inputs also show a clear set of recurring internal barriers. These barriers are not mainly about lack of relevance, but about institutional conditions.

- Time and workload constraints for doctoral candidates, supervisors, and academic staff.
- Limited incentives, recognition, or formal credit, including the lack of ECTS or equivalent recognition in some contexts.
- The need for local adaptation to language, institutional structures, or national doctoral education conventions.
- Formal internal approvals and leadership prioritisation.
- Staff capacity needed to facilitate, update, and maintain activities after project end.

The enabling conditions mentioned by partners are equally important. These include train-the-trainer materials, editable templates, practical implementation examples, peer exchange across partners, shared repositories of adaptation notes, and institutional integration guidance. In other words, internal implementation will be strongest where the project provides not only content, but also a usable implementation package.

6 External Implementation and Transfer Pathways

6.1 Overview of external implementation potential

External implementation is more varied than internal embedding, but the partner inputs show that METEOR has a broad range of potential transfer environments beyond the consortium. These environments differ by partner and geography, but they cluster around a limited number of recurring categories.

- Other universities and doctoral schools beyond the consortium.
- University alliances and inter-university cooperation platforms.
- Research support organisations and researcher development networks.
- Professional associations and education or research governance communities.
- Policy and funding actors at national, European, and international level.
- Innovation ecosystems, incubators, project offices, and entrepreneurship support organisations.

6.2 External implementation opportunities by KER

The external implementation potential of METEOR is strongest where the project results can be transferred into existing higher education, doctoral training, researcher development, and policy-support structures. The training resources again emerge as the most immediately transferable KER cluster, as they can be reused flexibly by external higher education institutions, doctoral schools, graduate academies, ECR support units, supervisor-training programmes, and research-support structures. Their modular structure makes them suitable for selective uptake: external institutions do not need to adopt the full METEOR programme, but can integrate individual modules into existing courses, workshops, training weeks, summer schools/academies, doctoral academies, or online learning environments.

The METEOR Academies format and the TRIPS methodology are also externally relevant, but they are more demanding to transfer. Unlike individual training materials, these KERs require facilitation capacity, organisational planning, and contextual adaptation. The Academies format is particularly relevant for institutions or alliances that can organise intensive face-to-face or blended training formats. TRIPS is relevant for organisations that support research proposal development, innovation-oriented doctoral education, interdisciplinary collaboration, or transformative research design. Their external uptake therefore depends less on simple access to materials and more on clear guidance, templates, facilitation instructions, examples of use, and documentation of lessons learned.

The partner input show that METEOR's external exploitation pathways are distributed across several concrete institutional, network-based, policy-oriented, and disciplinary channels. This is a strength: METEOR does not depend on one single dissemination route, but can be positioned through several partner-specific ecosystems.

Relevant external implementation opportunities include the following:

- **SUNRISE Alliance**
  The SUNRISE Alliance is relevant as a potential pathway for the transfer of METEOR training resources, Academy-style formats, and doctoral/ECR development approaches into a European University Alliance context. Its focus on smaller and regionally embedded universities makes it particularly relevant for METEOR outputs that support institutional capacity building, transversal skills, doctoral training, and regional innovation-oriented higher education. SUNRISE describes itself as an alliance giving a voice to smaller-sized universities in non-metropolitan areas and supporting their role in regional development and prosperity.

- **Utrecht Network**
  The Utrecht Network is relevant for the international transfer of METEOR resources through established university cooperation structures. Because the network focuses on internationalisation, student and staff mobility, curriculum development, summer schools, and joint educational activities, it could provide a suitable route for sharing METEOR modules, Academy formats, and doctoral/ECR training concepts with a wider group of European universities. The network brings together universities across Europe to share good practice and enhance internationalisation processes.

- **UniPID – Finnish University Partnership for International Development**
  UniPID is relevant for METEOR outputs connected to sustainability, global responsibility, interdisciplinary research, societal impact, and research training. It provides a possible pathway for linking METEOR's training and institutional guidance outputs to Finnish university structures and to wider European or global policy discussions. UniPID is a network of Finnish universities supporting interdisciplinary studies, research, societal impact, and partnerships related to global sustainable development.

- **Finnish doctoral and policy structures**
  Finnish doctoral schools, university-level doctoral education structures, supervisor-training formats, and research-policy environments are relevant for the uptake of METEOR outputs related to supervision, mentoring, doctoral working conditions, transferable skills, and institutional guidance. These structures are especially relevant for KERs such as the training resources, policy recommendations, and Academy format. The external opportunity here is not only dissemination, but possible integration into institutional doctoral education development and supervisor-support practices.

- **YÖK – Council of Higher Education in Türkiye**
  YÖK is relevant as a potential policy and system-level entry point for Turkish higher education and doctoral education contexts. METEOR outputs such as policy recommendations, institutional guidance, doctoral training modules, and quality-development approaches could be relevant if positioned towards doctoral education reform, graduate education quality, and researcher development. YÖK is the official Council of Higher Education in Türkiye and is responsible for higher education governance and strategic higher education matters.

- **TÜBİTAK-related research and innovation environments**
  TÜBİTAK-related environments are relevant for METEOR results connected to research proposal development, innovation, entrepreneurship, impact, and research careers. The strongest KERs for this pathway would be TRIPS, Research and Innovation Project Design, Research Proposal Evaluation Training, Entrepreneurship/Exploitation/Career Development, and Communication and Dissemination. TÜBİTAK is Türkiye's Scientific and Technological Research Council and acts as a major national body for research, science, technology and innovation support.

- **National Forum for Supervisor Training / supervisor-training networks**
  Supervisor-training networks are highly relevant for METEOR's supervision, mentoring, collaboration, working conditions, and doctoral-support outputs. These channels are especially suitable for transferring the Supervision and Mentoring module, Academy elements, and institutional guidance related to doctoral supervision culture. The opportunity here is strong because supervisor training is often an institutional responsibility and benefits from reusable materials, peer exchange, and common frameworks.

- **SEA-EU – European University of the Seas**
  SEA-EU is relevant because it provides a concrete European University Alliance setting in which METEOR outputs could be disseminated or adapted. The alliance connects nine coastal

universities and offers courses, mobility, joint activities, and cooperation opportunities. This makes it suitable for METEOR's modular training resources, Academy model, and possibly TRIPS-based collaborative proposal development.

- **CARDEA network / research management ecosystem**
  CARDEA is relevant for METEOR outputs that connect to research management, career development, institutional support structures, and professionalisation of research-support roles. METEOR's entrepreneurship, exploitation, proposal evaluation, communication, impact, and career-development resources could be of interest where research managers support doctoral researchers, ECRs, and researchers in building stronger career and funding pathways. CARDEA has focused on developing research managers and strengthening Europe's R&I excellence through research management roles.

- **UNESCO Global Education Coalition**
  The UNESCO Global Education Coalition is relevant for METEOR outputs that speak to education transformation, digital learning, AI in education, sustainability, and inclusive skills development. This pathway is especially relevant for broader visibility of outputs such as AI for Researchers, transversal-skills training, policy guidance, and publications. UNESCO describes the Global Education Coalition as a multi-stakeholder platform for cooperation to support education transformation and Sustainable Development Goal 4.

- **Oxford-Cambridge innovation ecosystem**
  The Oxford-Cambridge innovation ecosystem is relevant for METEOR outputs linked to entrepreneurship, innovation, proposal development, research impact, and knowledge transfer. The strongest KERs for this pathway are TRIPS, Research and Innovation Project Design, Entrepreneurship/Exploitation/Career Development, and Communication and Dissemination. Oxford University Innovation, for example, describes its role as supporting the journey from ideas to impact through IP protection, company creation, consultancy, and collaboration.

- **EERA – European Educational Research Association**
  EERA is relevant as a disciplinary and academic dissemination channel for METEOR outputs connected to doctoral education, transversal skills, supervision, research training, pedagogy, and educational reform. It could support the academic uptake of METEOR publications, policy recommendations, and methodological outputs. EERA's aim is to further high-quality educational research for the benefit of education and society.

- **SIPED – Società Italiana di Pedagogia**
  SIPED is relevant for the dissemination and discussion of METEOR results within Italian pedagogical and educational research communities. It could be particularly relevant for outputs related to doctoral education, pedagogical models, transversal skills, supervision, and institutional guidance. SIPED promotes studies and research in pedagogical disciplines and also provides channels such as conferences and the journal *Pedagogia Oggi*.

- **COMET follow-up initiative**
  COMET represents an emerging participant-led external implementation pathway inspired by

the METEOR Academy experience. Originating from a peer mentoring group at the Cyprus Academy, COMET aims to continue and expand elements of the METEOR approach through doctoral festivals, peer-led academies, and an online platform for doctoral students and ECRs. Its planned launch in Antalya and the involvement of METEOR participants and external partners make it a concrete example of how METEOR results and practices can be transferred beyond the formal consortium.

- **Related research, doctoral education, and researcher-development networks**
  Beyond the named networks, METEOR can also target doctoral education associations, graduate-school networks, research-support offices, university alliances, ECR networks, research-management communities, and policy-oriented higher education platforms. These actors are relevant because they can reuse METEOR results not only as training content, but also as examples of institutional practice, researcher-development methods, or policy guidance.

6.3 Main barriers and enabling conditions

The partner input collection also helped identify potential barriers to external uptake at an early stage. Rather than being understood as limitations, these barriers provide a useful basis for targeted follow-up actions during the remaining project period. Partners referred in particular to limited time, organisational capacity, weak incentives, localisation needs, and uncertainty about long-term ownership or maintenance. External organisations may also require a clear explanation of how METEOR results connect to their own structures, priorities, and target groups before they commit to adoption.

The early identification of these factors creates an opportunity to strengthen the exploitation pathway before the end of the project. External implementation can be supported by making the outputs easy to understand and reuse, clarifying access and maintenance conditions, providing concrete examples of use, and activating trusted routes through existing partner networks. In this sense, the main enabling conditions are the clarity and usability of the results, the availability of practical implementation examples, and the consortium's ability to connect specific KERs to the needs of specific external actors.

7 Future Continuation Structure and Sustainability Approach

7.1 Role of the future continuation structure (CCC / formerly MEDS)

The future continuation structure, currently referred to as the **Competence & Career Centre (CCC)** and previously discussed as MEDS, represents one of the central sustainability elements in METEOR's exploitation strategy. At M18, the CCC should be understood as a strategic continuation concept rather than a fully fixed operational entity. Its purpose is to provide a future point of access, visibility, and orientation for METEOR outputs after the end of the project.

The partner input collection confirms that such a structure would be most valuable if it brings together several complementary functions. It should support continued access to METEOR materials and

methods, provide guidance for institutional implementation, make examples of use available, and help external actors understand how the project's results can be adapted to their own doctoral education, ECR support, supervisor training, or researcher development structures.

In this sense, the CCC is not intended to be a separate result disconnected from the rest of the project. Rather, it is the potential continuation framework through which several METEOR KERs can remain visible and usable beyond the project duration. This includes the training resources, the METEOR Academies format, the TRIPS methodology, policy and institutional guidance, selected publications, and links to relevant project outputs and networks.

7.2 Governance, access, and maintenance considerations

The governance and maintenance model of the CCC remains a key topic for further development after M18 and will be addressed in more detail in D6.6. The M18 exploitation analysis has helped identify the practical questions that need to be resolved early enough to support a credible sustainability model by the end of the project.

One important element is already clear: SYNYO will continue hosting and technically maintaining the core access environment for at least five years after the end of the project. This provides an important baseline for the continued availability of METEOR results. In addition, the current exploitation planning assumes that the project materials should remain openly accessible, where rights, technical conditions, and content suitability allow this.

The remaining questions concern the operational model behind this access. In particular, D6.6 will need to further clarify:

- which METEOR outputs will be included in the CCC and in what form;
- how open access to materials will be organised and communicated;
- who will be responsible for updating, curating, or contextualising specific outputs where needed;
- how partner contributions to the continuation structure will be coordinated;
- how the CCC will be positioned towards external users, institutions, networks, and policy actors;
- how the CCC will connect to the project website, learning platform, and other public-facing outputs.

By identifying these points at M18, the consortium creates the opportunity to address potential barriers before the final project phase. Questions around ownership, maintenance, access, and partner contributions can therefore be treated as design tasks for the remaining project period, rather than as unresolved issues emerging only at the end of the project.

7.3 Link to the further development in D6.6

D6.5 serves as the strategic bridge towards D6.6. The present deliverable identifies the Key Exploitable Results, partner-specific exploitation commitments, internal and external implementation pathways, and the main sustainability conditions required for future uptake. It also highlights where early clarification is needed to ensure that exploitation at the end of the project is concrete, realistic, and operationally defined.

D6.6 will build on this basis by translating the strategic continuation concept into a more concrete operational model. This should include decisions on governance, access, technical setup, partner contribution mechanisms, content maintenance, user orientation, and long-term positioning of the CCC.

The role of D6.5 is therefore not to close every operational question, but to define the exploitation logic and identify the decisions that must be taken during the remaining project period. This early identification is important because it gives the consortium time to resolve practical barriers, strengthen the usability of METEOR outputs, and ensure that the final continuation structure is credible, accessible, and aligned with the needs of both consortium partners and external users.

7.4 COMET as an emerging participant-led continuation initiative

COMET is an emerging follow-up initiative originating from one of the peer mentoring groups at the METEOR Cyprus Academy in February 2026. It is currently led by Dr Rafaella Kounna from Cyprus together with an expanded group of METEOR participants and external partners. The initiative aims to continue and expand elements of the METEOR approach through doctoral festivals, peer-led academies, and a digital platform for doctoral students and Early-Career Researchers.

The planned COMET launch event in Antalya is intended to introduce the initiative to universities, students, and ECRs by presenting its vision, structure, digital platform, and peer-led academy model. The initiative aims to address challenges in the doctoral journey by supporting collaboration, wellbeing, ideas development, and career development. It also seeks to engage master's students by presenting doctoral studies as a more connected and supported pathway.

From an exploitation and sustainability perspective, COMET is highly relevant because it demonstrates how METEOR activities can generate continuation effects beyond the formal project structure. It shows that the Academy format, peer mentoring activities, and collaborative research-development principles can inspire participants to create new structures, events, and platforms. COMET is therefore not presented as the formal METEOR continuation structure, but as a strong example of participant-led sustainability and external uptake.

At the same time, COMET's development should be followed carefully during the second half of the project. Its intended legal entity, online platform, event model, hosting and payment support, and possible subscription-based funding model create an opportunity to observe how METEOR-inspired activities can evolve towards a more self-sustaining format. The lessons learned from COMET can provide useful evidence for D6.6, especially regarding external uptake, participant ownership, continuation models, and the practical conditions needed to sustain METEOR's framework and knowledge beyond the funded project period.

8 Roadmap and Next Steps

The M18 exploitation and sustainability analysis provides a structured basis for the next phase of METEOR. The remaining project period should be used to move from identification and planning towards practical implementation, evidence generation, and operational preparation of the future continuation structure. The roadmap below defines the main next steps that should guide the consortium towards D6.6 and the final sustainability model.

- **Validate and refine the final KER portfolio**
  The current KER set should be further reviewed and refined as project outputs mature. This includes confirming the final scope of each KER, avoiding overlaps between closely related results, and ensuring that each KER has a clear description, target users, exploitation route, ownership logic, and maintenance considerations. Particular attention should be given to outputs where ownership, update responsibilities, or long-term access conditions are not yet fully defined.
- **Strengthen evidence of internal implementation**
  During the second half of the project, partners should document concrete examples of how METEOR outputs are used or embedded within their own institutions. This may include integration into doctoral schools, PhD courses, graduate academies, ECR support programmes, supervisor training, staff development, innovation courses, or internal research-support structures. These examples will be important because they demonstrate that the KERs are not only theoretically reusable, but practically applicable in real institutional settings.
- **Support partner-level exploitation commitments**
  The individual partner commitments collected for D6.5 should be treated as a working basis for follow-up, not as a static reporting exercise. Partners should be encouraged to revisit their commitments, specify realistic timelines, identify internal decision-makers, and clarify what support they need from the consortium. This will help transform broad exploitation intentions into more concrete institutional uptake pathways.
- **Develop clearer implementation packages for external users**
  For external exploitation, METEOR should prepare its results in a way that makes adoption easy for organisations that were not involved in the project. This should include concise descriptions of each KER, practical adaptation guidance, examples of use, possible implementation scenarios, and where relevant, train-the-trainer or facilitation materials. This is especially important for the training resources, the METEOR Academies format, and the TRIPS methodology, where external users will need more than access to materials; they will need guidance on how to apply them.
- **Activate selected external networks and exploitation channels**
  The named networks and external pathways identified by partners should be prioritised and translated into concrete outreach actions. For each priority network or organisation, the consortium should clarify which KER is most relevant, which partner holds the relationship, what the proposed value proposition is, and what form of outreach is realistic. This could include direct contact, presentations, workshops, conference sessions, newsletter contributions, alliance meetings, or integration into existing cooperation formats.

- **Clarify the future continuation structure**
  The scope, name, governance logic, and minimum viable operating model of the future continuation structure should be further developed. This includes deciding how the Competence & Career Centre will relate to the project website, the digital learning platform, the training resources, the Academy format, TRIPS, policy guidance, publications, and network activities. The consortium should also clarify which elements will remain actively maintained and which will be archived or made available as static resources.
- **Define access, maintenance, and update responsibilities**
  A credible sustainability model requires clear responsibility for technical hosting, content curation, updates, quality assurance, and user orientation. While SYNYO will continue to host and technically maintain the core access environment for at least five years after project end, D6.6 should further specify how content-related responsibilities will be distributed among partners and how future updates or contextualisation will be handled.
- **Prepare D6.6 as the operational plan**
  D6.6 should build directly on the findings of D6.5 and translate the strategic sustainability approach into an operational development plan. It should define the final continuation model, governance arrangements, access conditions, contribution mechanisms, technical setup, maintenance responsibilities, and long-term positioning of the METEOR results.
- **Monitor and document emerging continuation initiatives such as COMET**
  The consortium should document how COMET develops during the second half of the project, including its launch activities, digital platform development, peer-led academy model, external partnerships, and potential contribution to sustaining METEOR principles beyond the funded project period. This can provide valuable implementation evidence for D6.6 and for the final sustainability narrative.

9 Conclusion

D6.5 establishes the exploitation and sustainability logic of METEOR at M18. It moves the project from the initial exploitation framing developed earlier in WP6 towards a more concrete understanding of which results can be used, by whom, through which structures, and under which conditions. The deliverable identifies the project's Key Exploitable Results, analyses their internal and external implementation potential, and consolidates partner-level commitments as the basis for further uptake during the second half of the project.

The analysis confirms that METEOR has developed a broad and complementary exploitation portfolio. The strongest immediate exploitation potential lies in the training resources and modules, which can be embedded in doctoral schools, PhD courses, researcher-development programmes, supervisor training, staff development, and innovation-oriented training structures. In addition, the METEOR Academies format and TRIPS methodology provide transferable formats and processes that can support deeper institutional learning, collaborative proposal development, and interdisciplinary research capacity building. The digital learning platform, project website, policy and institutional guidance, publications, and network capital further strengthen the project's ability to remain accessible, visible, and relevant beyond the funded project period.

A key finding of D6.5 is that internal and external implementation should be treated as mutually reinforcing pathways. Internal embedding within partner institutions can generate practical evidence, examples of use, and institutional credibility. External implementation can then build on this evidence by transferring selected results to universities, doctoral schools, university alliances, research-support organisations, professional associations, policy actors, and wider education and research networks. This means that the remaining project period should focus not only on making outputs available, but also on documenting how they can be applied in real institutional and network-based settings.

The partner input collection also helped identify the main enabling conditions for long-term sustainability. These include continued access to the resources, adaptation to institutional and national contexts, clear guidance for implementation, train-the-trainer or facilitation support, recognition and incentive structures, and clarification of ownership, maintenance, and governance responsibilities. Importantly, these factors have been identified early enough to be addressed during the second half of the project. They should therefore be understood not as limitations, but as practical design questions that can strengthen the final exploitation and sustainability model.

The future continuation structure, currently referred to as the Competence & Career Centre, represents a central element of this sustainability approach. At M18, it is best understood as a strategic continuation concept that can bring together access to METEOR outputs, implementation guidance, public visibility, and long-term orientation for partner and external users. Its exact governance, access model, maintenance responsibilities, and operational setup will be further developed in D6.6. This staged approach is appropriate, as D6.5 defines the exploitation logic and sustainability needs, while D6.6 will translate them into a more concrete operational model.

The emergence of COMET provides an especially strong example of METEOR's sustainability potential already taking shape during the project. As a participant-led follow-up initiative originating from the Cyprus Academy, COMET demonstrates that METEOR activities can stimulate new continuation pathways beyond the formal consortium. Its planned doctoral festivals, peer-led academy model, digital platform, and external partnerships show how METEOR's principles of collaboration, peer support, transformative research, and doctoral development can inspire further initiatives after and beyond the original project setting.

Overall, D6.5 shows that METEOR has a credible basis for exploitation and sustainability. The next step is to move from identified potential to documented implementation. During the second half of the project, the consortium should validate and refine the final KER portfolio, generate stronger evidence of internal uptake, package results for external users, activate selected networks, monitor continuation initiatives such as COMET, and define the operational model of the Competence & Career Centre. This will ensure that METEOR's outputs are not only delivered during the project, but remain usable, transferable, and valuable beyond its funded duration.

