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OF AGRONOMIC SCIENCES
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UNIVERSITAT
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Strengthening International Relations Offices in Moldovan HEIs for further integration into the EHEA

DELIVERABLE 2.1

Capacity building training report in policies and mechanisms for HE internationalization in Valencia



Co-funded by
the European Union

ERASMUS-EDU-2025-CBHE-STRAND-1
Project No. 101236980

PROJECT INFORMATION

Project number: 101236980

Project start date: 01 November 2025

Project duration: 24 months

DOCUMENT INFORMATION

Deliverable	D2.1
Deliverable name	Capacity building training report in policies and mechanisms for HE internationalization in Valencia
Work Package	WP2 - Development: Capacity building on HE internationalization
Lead Beneficiary	CZU - Czech University of Life Sciences Prague
Deliverable type	R — Document, report
Dissemination level	SEN - Sensitive
Submission deadline	June 30, 2026
Number of pages	46 pages
Authors	CZU
Other Contributors	TUM, UPV and USAMV Bucharest teams

VERSION HISTORY

Version	Date	Elaborated by	Description
1.0	10/06/2026	CZU	Initial document structure and conceptual framework
2.0	22/06/2026	EU PARTNERS	Consolidated revision based on joint feedback and structural and content improvements
3.0	28/06/2026	TUM	Integration of survey evaluation results and final refinement of the document, final version submitted on SYGMA



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LIST OF ABBREVIATIONS

Abbreviation	Full Name
BIP	Blended Intensive Programme
CBHE	Capacity Building in Higher Education
CZU	Czech University of Life Sciences Prague
EPS	European Project Semester
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
EU	European Union
HEI	Higher Education Institution
IAINT	Internationalization Index (UPV)
IRO	International Relations Office
IRO4ALL	International Relations Offices for All Project
JUST	Jordan University of Science and Technology
KA131	Erasmus+ Key Action 1 Mobility Programme
KPI	Key Performance Indicator
TUM	Technical University of Moldova
UPV	Universitat Politècnica de València
USAMV Bucharest	University of Agronomic Sciences and Veterinary Medicine of Bucharest
WP	Work Package



EXECUTIVE SUMMARY

Deliverable D2.1 presents the implementation and results of the Capacity Building Training on Policies and Mechanisms for Higher Education Internationalization, organized within Work Package 2 (WP2) of the Erasmus+ CBHE project *IRO4ALL*. The training was hosted by Universitat Politècnica de València (UPV), Spain, from 1 to 5 June 2026 and brought together approximately 50 participants representing eight partner institutions through a blended participation format.

The training constituted a major capacity-building activity aimed at strengthening the institutional and operational capacities of International Relations Offices (IROs) in Moldovan higher education institutions. Building upon the analytical work conducted during the initial phase of WP2, the programme facilitated the transfer of European good practices and practical tools related to internationalization governance, mobility management, international student recruitment, digitalization, quality assurance, and EU-funded project administration.

The five-day programme combined expert presentations, practical workshops, institutional case studies, peer-learning activities, networking sessions, and site visits. Training sessions were delivered by specialists from Universitat Politècnica de València (UPV), Czech University of Life Sciences Prague (CZU), and the University of Agronomic Sciences and Veterinary Medicine of Bucharest (USAMV Bucharest). Key thematic areas included governance structures for internationalization, KPI-based monitoring systems, student recruitment and visibility strategies, Erasmus+ KA131 mobility management, Blended Intensive Programmes (BIPs), digital platforms supporting internationalization processes, sustainability-oriented education models, and EU funding mechanisms, including lump-sum project management and reporting.

The training generated a comprehensive set of transferable outcomes that can support the development of institutional policies, procedures, and operational frameworks within partner universities. Participants strengthened their understanding of contemporary internationalization models and identified practical approaches for improving governance structures, mobility services, recruitment systems, monitoring mechanisms, and project management procedures.

Evaluation results confirmed the high quality and relevance of the activity. Based on 45 valid responses, the training achieved an overall average satisfaction score of 4.84 out of 5, while the overall training rating reached 4.89 out of 5. Participants particularly appreciated the practical orientation of the sessions, the quality of expert contributions, and the opportunities for peer learning and networking.

The successful implementation of the Valencia training represents a key milestone within WP2 and provides a strong foundation for the subsequent development and institutionalization of internationalization policies, procedures, and structures across partner higher education institutions participating in the *IRO4ALL* project.

1. PURPOSE AND SCOPE OF THE DELIVERABLE

Deliverable D2.1 has been developed within Work Package 2 (WP2) of the IRO4ALL project and constitutes the official reporting output of the capacity-building training on *Policies and Mechanisms for Higher Education Internationalization*, held in Valencia, Spain, from 1 to 5 June 2026. The training was organized by Universitat Politècnica de València (UPV) in cooperation with the Technical University of Moldova (TUM) and partner higher education institutions from the consortium.

This deliverable represents an implementation-level output of WP2, which is conducted under the leadership of the Czech University of Life Sciences (CZU). D2.1 is directly linked to the preceding analytical phase of WP1 (Preparation), which focused on mapping institutional internationalization frameworks (T1.1) and identifying capacity gaps within International Relations Offices (IROs) (T1.2). In this context, D2.1 marks the transition from diagnostic work toward practical implementation, capacity building, and operational knowledge transfer.

The purpose of this deliverable is to provide structured, comprehensive, and evidence-based documentation of the Valencia training activity, ensuring full traceability of its implementation within the project framework. It consolidates all key elements of the training delivery and its immediate outputs in accordance with Erasmus+ CBHE reporting requirements, without duplicating analytical findings or strategic frameworks developed in previous project phases.

The scope of Deliverable D2.1 is strictly operational and focuses on documenting the following verifiable outputs as stipulated in the Grant Agreement:

- Official training agenda;
- Training materials used during the sessions;
- Signed attendance records verifying the participation of the target group (minimum of 50 participants from the 8 partner institutions);
- Photographic documentation (group photo);
- Participant evaluation survey results regarding satisfaction and training effectiveness.

All materials are referenced throughout the report and compiled in annexes to ensure transparency, accountability, and audit readiness.

The reporting approach adopted in this deliverable is based on principles of evidence-based verification, consistency, and traceability. All statements related to implementation and participation are supported by verifiable project documentation, ensuring alignment between the narrative description and annexed evidence. This structure ensures that the deliverable serves both as an



internal project management tool and as a formal accountability document under Erasmus+ CBHE requirements.

Table 1. Deliverable compliance summary (as per Grant Agreement)

Deliverable element	Comment	Status
Agenda	Official agenda (1–5 June 2026) used as structural framework (Annex 1)	Included
Training materials	Integrated into daily sections and listed in Annex 2, available in M.Teams	Included
Signature list (min.50 participants from 8 HE institutions)	Evidence provided in Annex 4	Included
Group photo	Included in Annex 3 (visual documentation)	Included
Additional photos	Documented training, visits, and networking activities (Annex 3)	Included
Evaluation survey results	Analysis of participant satisfaction and learning outcomes one JUST response excluded as per instruction	Included



Fig 1. Group picture of the IRO4ALL Valencia training participants. A larger photo gallery with selected images from the training and related activities is included in Annex 3.

2. CAPACITY BUILDING TRAINING DETAILS

The Capacity Building Training on Policies and Mechanisms for Higher Education Internationalization was organized within the framework of Work Package 2 (WP2) of the IRO4ALL project. The training was hosted by Universitat Politècnica de València (UPV), Spain, organized in collaboration with EU partners from CZU and USAMV Bucharest and coordinated by the Technical University of Moldova (TUM) in its role as project coordinator. The activity was implemented over five consecutive working days, from 1 to 5 June 2026, at UPV premises (Room 2.11, Building 6G, Camí de Vera s/n, Valencia, Spain).

The training constituted a key capacity-building intervention aimed at strengthening institutional capacities for the strategic management and implementation of higher education internationalization processes across partner universities. It brought together representatives of International Relations Offices, institutional coordinators for internationalization, Erasmus+ project managers, mobility officers, and academic and administrative staff involved in international cooperation, student recruitment, partnership development, and institutional visibility. Participants represented all partner institutions of the IRO4ALL consortium, ensuring broad institutional engagement and creating opportunities for cross-institutional exchange and peer learning. In line with project planning, approximately 50 participants were involved through a combination of physical attendance and online participation.

The training was designed to enhance participants' understanding of contemporary internationalization policies, governance frameworks, and operational mechanisms applied within European higher education institutions. Particular emphasis was placed on strengthening the practical capacities of International Relations Offices in managing mobility programmes, international partnerships, student recruitment strategies, communication and visibility activities, and institutional support services. The programme also aimed to increase participants' knowledge of Erasmus+ mobility instruments, including KA131 mobility schemes and Blended Intensive Programmes (BIPs), while promoting the use of data-driven approaches and performance indicators for monitoring and evaluating internationalization activities. Furthermore, the training sought to improve institutional understanding of European funding mechanisms and facilitate the transfer of good practices from experienced European universities to Moldovan partner institutions.

The learning programme adopted a practice-oriented and highly interactive approach, combining expert-led presentations, case-based learning, peer-learning activities, guided discussions, practical workshops, and institutional visits. Training sessions were delivered by experts from UPV, Czech University of Life Sciences Prague (CZU), and the University of Agronomic Sciences and

Veterinary Medicine of Bucharest (USAMVB), who shared institutional experiences, operational models, and practical tools for managing internationalization processes. Real-life case studies and examples from European universities were used to illustrate successful approaches to mobility management, partnership development, international student recruitment, quality assurance, and funding administration. Interactive discussions and group exercises encouraged participants to reflect on the applicability of presented practices within their own institutional contexts and to identify opportunities for adaptation and implementation.

In line with the project's commitment to sustainability and digital transformation, the training was delivered through a blended format, combining face-to-face participation with online access via Microsoft Teams. The programme followed a structured progression from strategic and governance-related aspects of internationalization towards operational management, mobility implementation, funding mechanisms, and institutional performance measurement. Various digital and institutional tools were presented throughout the sessions, including mobility management systems, application and recruitment workflows, monitoring instruments, and collaborative platforms supporting internationalization processes.

Overall, the training provided participants with practical knowledge, operational tools, and opportunities for professional exchange, contributing directly to the strengthening of institutional capacities for internationalization within partner universities. By combining European expertise, peer-learning opportunities, and practical application-oriented activities, the training supported the achievement of WP2 objectives and laid the foundation for the further development and professionalization of International Relations Offices within the IRO4ALL consortium.



3. STRUCTURE, IMPLEMENTATION AND OUTPUTS OF THE TRAINING

3.1 Day 1: Governance, KPIs and institutional good practices at UPV

Date: 1 June 2026

Focus: Governance models, decision-making structures, KPIs for internationalization, and institutional good practices

Day 1 marked the official launch of the capacity-building programme and established the conceptual and operational framework for the entire training week. The sessions combined institutional presentations, interactive discussions, and applied case-based reflection, followed by a guided institutional visit to reinforce the connection between strategic concepts and practical implementation within a real university environment.

Opening session and IRO4ALL project orientation

The training opened with participant registration followed by the official welcome session delivered by Universitat Politècnica de València (UPV) as host institution and the Technical University of Moldova (TUM) as project coordinator. The session also included online participation of the Project Officer, Mr. Paul Harris, ensuring direct linkage with the European Commission level of project oversight.

The session framed the activity as a structured capacity-building intervention under Work Package 2 (WP2), aimed at strengthening the operational and strategic capacities of International Relations Offices in Moldovan higher education institutions. It reaffirmed the role of the Valencia training as a key implementation milestone connecting earlier analytical WP1 outputs with practical institutional capacity development.

The project coordinator presented the IRO4ALL CBHE project, outlining its objectives, implementation progress, and the role of the training in supporting the development of institutional policies, procedures, and operational tools in internationalization.

- **Key topics addressed:** project orientation, WP2 objectives, institutional capacity-building framework, Erasmus+ CBHE implementation context.
- **Transferability considerations:** The session reinforced a shared understanding of project objectives and implementation logic, supporting alignment of partner institutions with common operational and strategic priorities.



Internationalization structure at UPV: governance and decision-making process

This session presented the institutional governance model for internationalization at Universitat Politècnica de València (UPV), highlighting its evolution from a decentralized Erasmus management approach towards a hybrid governance system combining central coordination with structured faculty-level implementation.

The model was explained through the interaction of key institutional actors, including the Vice-Rectorate for Internationalization and Communication, the Internationalization Area, the Central International Office, and the network of School and Faculty International Relations Offices (IROs). This configuration illustrates a differentiated distribution of responsibilities across strategic, operational, and service delivery levels within the institution.

Attention was given to the allocation of functions among academic leadership, administrative staff, technical units, and student support services, demonstrating how internationalization is embedded across multiple institutional layers. Coordination mechanisms between central and faculty levels were presented, with emphasis on structured communication flows and clearly defined responsibilities.

Participants engaged in comparative reflection on centralized and decentralized models, focusing on institutional conditions required for effective decentralization, including role clarity, coordination capacity, and alignment between strategic and operational levels.

- **Key topics addressed:** governance architecture, decision-making structures, distribution of responsibilities, centralized and decentralized internationalization models.
- **Transferability considerations:** Moldovan higher education institutions can draw on this model to strengthen role definition and coordination between central international offices, faculty-level structures, academic coordinators, and administrative units, particularly in mobility, partnerships, and student support.

Measurement of internationalization in higher education. KPIs and IAIN

The session introduced the UPV Internationalization Index (IAINT) as an institutional framework for measuring and monitoring internationalization performance across faculties and academic units. The model was presented as a strategic governance instrument supporting evidence-based decision-making, resource allocation, and institutional coordination.

The presentation outlined the rationale for combining quantitative and qualitative indicators to ensure a balanced assessment of internationalization activities. The KPI framework



encompassed key dimensions such as mobility volume and efficiency, student and staff satisfaction, participation in international academic excellence programmes, engagement in international projects and partnerships, academic internationalization activities, as well as visibility, accreditation, and development cooperation performance.

Participants discussed the role of KPIs as tools for strategic planning, benchmarking, and continuous institutional improvement rather than purely administrative reporting. Particular attention was given to maintaining a balance between methodological simplicity and analytical relevance in contexts with developing data systems.

The session emphasized that KPI systems should support decision-making and institutional development while remaining integrated into governance and planning processes.

- **Key topics addressed:** mobility volume and efficiency, qualitative performance indicators, student and staff satisfaction, international project engagement, institutional benchmarking, resource allocation.
- **Transferability considerations:** Partner institutions are encouraged to adopt a phased approach to KPI development, starting with a limited set of core indicators and progressively expanding the system in line with improvements in data infrastructure and reporting capacity.

Good practices in internationalization at UPV: mentor programme, international seminars, alumni. International chapters and innovation opportunities with UPV

This session presented a set of applied institutional practices implemented at Universitat Politècnica de València (UPV), illustrating how internationalization can be operationalised through scalable, cost-efficient, and institutionally embedded mechanisms.

The Mentor Programme was presented as a structured peer-support system designed to facilitate the integration of incoming international students. It combines trained student mentors, digital matching tools (AIRE system), feedback mechanisms, and recognition schemes, ensuring both effective student support and continuous improvement of the service.

The International Seminars model demonstrated an approach to internationalization at home through short-format, English-taught sessions delivered by visiting academics. This format contributes to curriculum internationalization, strengthens academic cooperation, and provides students with exposure to international academic perspectives without requiring physical mobility.



The Alumni and International Chapters framework highlighted alumni as strategic stakeholders in institutional internationalization. Alumni networks were shown to contribute to student recruitment, professional networking, and the long-term enhancement of institutional visibility at international level.

The innovation ecosystem component illustrated the integration of internationalization with research and external engagement activities. The UPV Scientific Park was presented as a structured environment fostering collaboration between academia, research centers, and industry partners, enabling knowledge transfer and innovation-driven cooperation.

Overall, the session demonstrated that UPV implements internationalization as a multi-dimensional institutional system combining student support, curriculum innovation, alumni engagement, and research–innovation linkages.

- **Key topics addressed:** student integration systems, internationalization at home, alumni engagement, research and innovation ecosystems, institutional visibility and external cooperation.
- **Transferability considerations:** These practices can be adapted by combining peer mentoring schemes, short-term international teaching formats, and structured alumni engagement mechanisms, primarily relying on internal coordination and existing institutional resources rather than additional financial investment.

Guided visit to Ciudad Politécnica de la Innovación (UPV Scientific Park)

The first training day concluded with a guided visit to the Ciudad Politécnica de la Innovación (UPV Scientific Park), providing participants with direct exposure to one of the key institutional environments supporting research, innovation, and knowledge transfer at Universitat Politècnica de València.

The visit illustrated how internationalization extends beyond academic mobility and administrative processes, being embedded within broader institutional ecosystems that connect universities with industry, innovation systems, and socio-economic development. Participants observed how research centers, innovation units, and collaborative platforms operate within an integrated organizational framework that facilitates interdisciplinary cooperation and applied research activities.



The discussion during the visit emphasized the role of structured innovation environments in strengthening institutional international visibility, enabling research collaboration, and supporting long-term partnerships at European and global levels.

Attention was also drawn to the importance of physical and organizational infrastructure in supporting institutional internationalization strategies. In particular, the visit demonstrated how the integration of education, research, and innovation within a single ecosystem contributes to institutional attractiveness and global engagement capacity.

Overall, the visit provided a practical illustration of how internationalization is operationalized beyond administrative functions, highlighting its strong interconnection with research excellence, innovation capacity, and external stakeholder engagement.

- **Key topics addressed:** research and innovation ecosystems, institutional infrastructure for internationalization, knowledge transfer mechanisms, interdisciplinary collaboration, external engagement.
- **Transferability considerations:** Partner institutions may consider strengthening the link between internationalization, research, and innovation by developing structured collaboration environments or strategic partnerships with innovation hubs and external stakeholders.

3.2 Day 2: International marketing, student recruitment and visibility strategies

Date: 2 June 2026

Focus: international marketing, student recruitment, and institutional visibility

Day 2 focused on the external dimension of internationalization, addressing institutional strategies for student recruitment, international visibility, and targeted attraction of international talent. The sessions combined practical workshops, case-based institutional presentations, and peer-learning activities aimed at strengthening participants' capacity to design and implement effective international recruitment and visibility strategies.

International marketing and student recruitment in higher education

The session was delivered by CZU as a practical workshop focused on strengthening institutional capacities in international student recruitment and marketing. It aimed to support participants in translating international visibility into structured recruitment processes leading to qualified applications and enrolments.



The workshop introduced recruitment as an integrated institutional system rather than a standalone promotional activity. Participants worked on key elements of the recruitment funnel, including value proposition design, applicant journey mapping, identification of priority markets, programme readiness, website optimization for conversion, enquiry response mechanisms, admissions processes, and pre-arrival support systems.

Through guided group exercises, participants analyzed their institutional recruitment strengths, refined student-oriented messaging, identified realistic target markets, and developed preliminary 90-day action plans for improving recruitment performance in the next cycle.

- **Key topics addressed:** value proposition, applicant journey, priority markets, digital conversion, enquiry management, admissions funnel, recruitment performance indicators.
- **Transferability considerations:** Partner institutions can strengthen recruitment effectiveness by focusing on a limited number of priority programmes and markets, improving English-language programme visibility, and establishing clear and standardized response procedures for international enquiries.

International visibility through fairs, congresses, and scientific events

This session, delivered by USAMV Bucharest, addressed international visibility as a dual-layered concept combining student recruitment outreach and academic reputation-building.

International education fairs and national promotional platforms were presented as key instruments for attracting prospective international students, while scientific conferences, congresses, and thematic academic events were highlighted as strategic tools for strengthening long-term institutional credibility and disciplinary visibility.

The presentation drew on institutional examples such as participation in international education fairs, national branding initiatives (e.g., “Study in Romania”), university networks, flagship scientific events, and structured digital communication strategies. Participants reflected on the importance of ensuring that each international event generates follow-up engagement, digital content, and sustained institutional visibility rather than remaining an isolated activity.

The session further emphasized the role of national and regional networks in amplifying institutional visibility and enabling coordinated international promotion through shared platforms and collective branding mechanisms.



- **Key topics addressed:** recruitment fairs, national visibility platforms, scientific conferences, digital communication strategies, reputation-building events, institutional networking.
- **Transferability considerations:** Institutions are encouraged to distinguish between recruitment-focused visibility and academic reputation-building, designing coordinated but differentiated strategies for each dimension of international promotion.

Attracting international talent in a competitive environment: UPV scholarship mechanisms

The session presented by UPV focused on institutional instruments for attracting international talent through targeted scholarship schemes.

Two main models were introduced. The UPV–AUIP Master Scholarships programme supports access to selected master’s degrees for students from Latin America through cooperation with the Asociación Universitaria Iberoamericana de Postgrado, combining financial support, academic selection, and structured promotion via partner networks. The Talento Internacional Scholarships scheme targets high-achieving international students educated in Spanish institutions abroad, offering tuition coverage based on merit-based selection and aligned with academic and administrative timelines.

Both models illustrated how scholarship mechanisms can be strategically designed to support targeted recruitment, strengthen institutional partnerships, and align with mobility and visa-related timelines. The importance of clear eligibility criteria, defined target groups, and realistic implementation calendars was emphasized.

- **Key topics addressed:** scholarship design, merit-based selection, target group definition, international recruitment strategies, partner networks, administrative and visa timelines.
- **Transferability considerations:** Partner institutions may explore the development of small-scale, targeted scholarship or fee-waiver schemes aligned with strategic programmes and priority geographic regions.

Networking, Informal Exchange and Cultural Visit

The day concluded with a networking lunch at Restaurante el Famos, followed by a guided cultural visit in Valencia city center. These activities provided an informal setting for peer



exchange, reinforced professional relationships among participants, and contributed to strengthening collaboration within the consortium.

- **Key topics addressed:** peer exchange, informal learning, networking, intercultural engagement.
- **Transferability considerations:** Informal and cultural components of training programmes contribute to trust-building and knowledge exchange and should be considered as complementary elements in capacity-building activities.

3.3 Day 3 – Mobility mechanisms, Erasmus+ KA131 operations and international mobility systems

Date: 3 June 2026

Focus: mobility mechanisms, Erasmus+ KA131 implementation, double-degree programmes, and institutional mobility governance

Day 3 focused on the operational and strategic dimensions of international student mobility, with particular emphasis on institutional mobility instruments, Erasmus+ KA131 implementation, double-degree frameworks, and digitalised mobility management systems. The sessions combined institutional presentations, applied case studies, and interactive discussions with UPV staff, enabling participants to explore how mobility systems are designed, funded, and operationally managed within a comprehensive internationalization framework.

UPV self-funded mobility programmes: overseas mobility initiatives, double degree agreements and funding mechanisms

The Day 3 morning session presented UPV institutional mobility instruments that complement Erasmus+ funding schemes and enable the university to maintain strategic international mobility with non-European partner institutions as well as structured double-degree pathways. The focus was placed on two main operational frameworks: PROMOE / Erasmus+ KA131 International for overseas mobility and Euromovex for double-degree mobility schemes.

The presentation outlined how these instruments are embedded within a unified institutional mobility management system where the Central International Office is responsible not only for agreement coordination but also for funding allocation and selection procedures. This integrated approach was highlighted as a key factor ensuring coherence between strategic internationalization priorities and operational implementation.



For the PROMOE / Erasmus+ KA131 International programme, participants were introduced to the 2026–2027 call structure, including a combined budget of EUR 635,000, composed of institutional funds and Erasmus+ KA131 project funding. The scheme supports mobility to non-European partner countries without tuition fees and is designed to operate under competitive selection conditions. The session explained the structure of financial support, including monthly grants, additional support for fewer-opportunity students, and travel allowances based on geographical distance.

The Euromovex framework was presented as a complementary instrument addressing double-degree mobility pathways in cases where Erasmus+ funding is not applicable. The model includes institutional funding, defined duration limits, and additional academic workload requirements associated with double-degree recognition, reinforcing the need for dedicated financial and administrative planning.

Participants analyzed eligibility criteria, selection logic, and operational constraints, with particular emphasis on the balance between financial resources and administrative capacity, highlighting that institutional processing capacity represents a key limiting factor in mobility scale-up.

- **Key topics addressed:** institutional mobility instruments, overseas mobility funding, double-degree agreements, eligibility criteria, selection procedures, grant structures, and administrative capacity constraints.
- **Transferability considerations:** Moldovan higher education institutions can draw on the UPV model to design structured institutional mobility schemes with clearly defined eligibility rules, transparent funding mechanisms, and coordinated administrative procedures linking international offices, faculties, and financial units.

European Student Card and Erasmus+ KA131 mobility system at UPV

The session introduced the European Student Card initiative as a European-level framework for student identification and mobility facilitation across higher education institutions. The concept was presented as an interoperability mechanism that allows recognition of student status across institutions, supporting both physical and digital forms of student identification without necessarily requiring the issuance of a new card.

The presentation highlighted the role of this system in reducing administrative barriers, improving access to services for mobile students, and supporting the broader digitalization agenda



in European higher education. The initiative was positioned as a tool that strengthens institutional cooperation while simplifying student mobility processes across partner universities.

The Erasmus+ KA131 mobility framework at UPV was then presented as an integrated operational system managing student mobility flows within programme countries and selected partner destinations. The structure includes multiple mobility categories, including study mobility, traineeships, Blended Intensive Programmes, and outgoing mobility schemes, all managed through coordinated institutional procedures.

Participants were introduced to the full mobility workflow, including eligibility rules, application procedures, selection criteria, ranking systems, appeals processes, and allocation mechanisms. Particular emphasis was placed on the division of responsibilities between central international offices and faculty-level structures, as well as the role of digital platforms in managing applications and selection processes.

The session also highlighted the separation between financial management and mobility allocation, illustrating how funding availability is defined at programme level while operational implementation is handled at institutional level in coordination with national funding frameworks.

- **Key topics addressed:** European Student Card framework, digital student identification, Erasmus+ KA131 mobility system, application workflows, selection procedures, institutional coordination mechanisms, and digital mobility management tools.
- **Transferability considerations:** partner institutions can use the UPV model to map and standardize Erasmus+ mobility workflows across the full cycle, from agreements and applications to selection, funding allocation, and reporting, while clarifying roles between central coordination units and faculty-level implementation structures.

Networking session with UPV internationalization staff

The afternoon session provided structured networking opportunities between participants and UPV internationalization staff, focusing on the operational dimension of mobility management and institutional internationalization practices. This session complemented the formal presentations by enabling direct exchange on implementation realities and administrative workflows.

Discussions focused on the practical organization of mobility processes, including role distribution between central and faculty-level units, communication with partner institutions,

internal IT systems, timeline management for calls and selections, documentation procedures, and student support services across the mobility cycle.

Participants also explored operational challenges related to workload distribution, staffing limitations, and peak processing periods, gaining insight into how institutional bottlenecks are managed within a high-volume mobility environment. The exchange allowed participants to compare institutional practices and identify areas where procedural improvements could be implemented in their own contexts without requiring structural reform.

This session strengthened the applied dimension of the training by connecting policy-level instruments with day-to-day operational practices within international relations offices.

- **Key topics addressed:** operational mobility management, division of responsibilities, internal workflows, digital systems, staffing and capacity constraints, and student support procedures.
- **Transferability considerations:** Moldovan higher education institutions can use peer-to-peer operational exchanges to refine internal procedures, improve coordination between administrative units, and strengthen the efficiency and clarity of mobility management systems within international relations offices.

3.4 Day 4: Blended Intensive Programmes, digitalization and sustainability in higher education

Date: 4 June 2026

Focus: Blended Intensive Programmes (BIPs), Erasmus+ KA131 implementation procedures, digital platforms for mobility management, and curriculum innovation linked to internationalization and sustainability

Day 4 focused on innovative and flexible mobility formats within Erasmus+ KA131, with particular emphasis on Blended Intensive Programmes (BIPs), institutional procedures for their implementation, and the role of digital systems in supporting mobility governance and reporting. The sessions also addressed broader transformations in higher education, including sustainability-oriented education models and project-based learning as instruments for internationalization at home. The day combined institutional presentations, procedural analysis, group discussions, and applied reflections on digitalization and curriculum development.

Blended Intensive Programmes (BIPs): building an institutional framework for mobility and internationalization



The session, delivered by USAMV Bucharest, introduced Blended Intensive Programmes as a flexible Erasmus+ mobility format combining virtual learning components with short-term physical mobility. BIPs were presented as a strategic instrument to widen participation in international mobility, particularly for students who are unable to engage in long-term exchanges, while also strengthening institutional cooperation and academic networking across partner universities.

The presentation outlined an institutional model for developing and managing BIPs, highlighting multi-faculty engagement coordinated through the International Relations Office (IRO) in close collaboration with academic units. Particular emphasis was placed on the dual role of BIPs as both a mobility instrument and a curriculum internationalization tool, enabling the integration of structured international collaboration directly into teaching and learning processes.

Operational requirements were presented in detail, including the participation of at least three higher education institutions from Erasmus+ countries, the need for inter-institutional agreements, defined credit recognition mechanisms, and minimum thresholds for physical mobility participation. The distribution of responsibilities between coordinating institutions, academic coordinators, and IROs was clarified, particularly in relation to programme design, partner identification, student selection, implementation of virtual and physical phases, and reporting obligations.

The session also addressed key implementation challenges, including ensuring academic coherence across partner institutions, maintaining student engagement during the virtual component, and managing administrative complexity in multi-partner settings.

- **Key topics addressed:** BIP framework design, institutional coordination models, inter-institutional agreements, virtual and physical mobility integration, academic responsibility distribution, student selection procedures, reporting requirements, implementation challenges.
- **Transferability considerations:** Moldovan higher education institutions can initiate pilot BIP activities at faculty level using existing Erasmus+ partnerships, supported by simplified internal coordination between academic coordinators and International Relations Offices, before progressively scaling implementation at institutional level.

BIP Call 2025: procedural overview at UPV



The session, delivered by Universitat Politècnica de València (UPV), presented the internal procedural framework for the selection and implementation of Blended Intensive Programmes (BIPs) under Erasmus+ KA131. The call was managed by the Area of Internationalization, with UPV acting as both coordinating and hosting institution for BIP activities.

The presentation outlined the strategic objectives of the call, which aimed to select six BIP coordinators and support approximately 20 participants per programme. It demonstrated how BIPs are embedded within institutional mobility planning and linked to broader internationalization priorities at university level.

The procedural framework detailed key eligibility conditions, including participation of at least three higher education institutions from three Erasmus+ eligible countries, the requirement of inter-institutional agreements prior to mobility implementation, physical mobility duration between 5 and 30 days, and minimum participation thresholds ranging from 10 to 20 students per programme. Financial provisions were also clarified, including organizational support of EUR 400 per participant, capped at 20 participants per BIP.

The application process was presented as a structured institutional workflow. Applications are submitted by academic staff, require formal endorsement from School or Faculty International Offices, and are processed through the UPV Electronic Office. The call cycle illustrated was implemented between 15 September and 15 October 2025.

The evaluation methodology combines eligibility verification, academic quality assessment, and strategic alignment criteria. Academic criteria include pedagogical quality, co-design between partner institutions, integration of virtual and physical learning phases, and the use of innovative methodologies such as challenge-based and project-based learning. Strategic criteria include consortium strength beyond minimum requirements, prior collaboration experience, alignment with institutional internationalization priorities, contribution to mobility balance across units, and support for faculties with limited previous BIP experience.

- **Key topics addressed:** BIP call management, eligibility criteria, financial framework, application procedures, evaluation methodology, academic quality standards, strategic selection criteria.
- **Transferability considerations:** Moldovan higher education institutions can develop structured internal BIP call mechanisms defining clear eligibility rules, endorsement procedures, evaluation criteria, and funding principles, ensuring transparent selection and sustainable implementation before engaging faculties in programme development.



Reshaping higher education: European project semester Valencia and green education initiatives

The session, delivered by Universitat Politècnica de València (UPV), situated internationalization within broader transformations shaping contemporary higher education systems. It highlighted the need for universities to respond to evolving labour-market demands, future skills development, and lifelong learning requirements, while also addressing global challenges such as climate change, sustainability, and digital transformation.

Particular emphasis was placed on sustainability and green education initiatives, including the integration of environmental responsibility into institutional strategies and teaching practices. The discussion also addressed globalization and international collaboration, the increasing importance of alternative credentials, and the need to rethink the value of higher education in terms of employability, adaptability, and societal impact. Additional themes included student wellbeing and mental health, as well as pedagogical innovation through personalized, flexible, and interdisciplinary learning approaches.

Within this broader framework, internationalization was repositioned not only as a mobility instrument, but as a structural driver of curriculum renewal and institutional transformation. The European Project Semester (EPS) Valencia was presented as a concrete implementation model supporting this approach. EPS is a 30 ECTS programme based on international, interdisciplinary teamwork and experiential learning, designed to engage students in real-world project development within multicultural academic environments.

The model is structured around key principles including English as the working language, multinational and multidisciplinary teams, a minimum duration of 15 weeks, project-based learning as the central component, structured team-building phases, and continuous assessment through interim and final outputs. The approach integrates methodologies such as design thinking, prototyping, storytelling, iterative development, and validation processes.

- **Key topics addressed:** higher education transformation, sustainability and green education initiatives, curriculum innovation, interdisciplinary learning, international project-based education, European Project Semester model, employability and skills development.
- **Transferability considerations:** Moldovan higher education institutions can integrate project-based, interdisciplinary, and sustainability-oriented learning components into selected programmes, strengthening both curriculum internationalization and the attractiveness of study offerings for international and domestic students.



Digital platforms as operational backbone for BIP and mobility management

The session, delivered by Universitat Politècnica de València (UPV), addressed the role of digital platforms as a fundamental operational infrastructure supporting Blended Intensive Programmes (BIPs), Erasmus+ mobility, and broader internationalization processes. Digitalization was presented as an enabling condition for efficient, transparent, and scalable management rather than a purely administrative function.

The discussion illustrated how digital systems underpin key stages of mobility and BIP implementation, including application submission, institutional endorsement, participant tracking, partner coordination, communication, documentation, and reporting processes. UPV examples included the use of internal platforms such as AIRE for mobility applications, the Electronic Office for BIP submissions, and institutional systems for Erasmus+ KA131 management and project reporting.

The session further emphasized that effective digitalization depends on clearly defined institutional workflows. Without structured processes, defined responsibilities, and consistent data standards, digital tools risk becoming fragmented and underutilized. The importance of aligning technological systems with institutional procedures was therefore highlighted as a central success factor.

Common implementation challenges were identified, including fragmented data management, unclear ownership of procedural steps, inconsistent communication between central and faculty-level units, and over-reliance on individual staff knowledge instead of institutionalized processes. The discussion also stressed the importance of early-stage process mapping and definition of minimum documentation standards.

- **Key topics addressed:** digitalization of mobility management, BIP administrative workflows, Erasmus+ KA131 digital processes, institutional platforms, process mapping, data management, and implementation challenges.
- **Transferability considerations:** Moldovan higher education institutions can strengthen mobility and BIP management by establishing a minimum standardized digital record for each activity, including application, selection, agreement, participant data, learning components, attendance evidence, and reporting documentation, progressively integrating these elements into institutional digital systems.



Cultural and networking activities

The fourth training day included a guided visit to the Ciudad de las Artes y las Ciencias and an official consortium dinner accompanied by a Flamenco performance at Tablao Flamenco “La Bulería”. These activities complemented the formal training programme by providing structured opportunities for informal interaction, intercultural exchange, and networking among project partners.

The guided visit offered participants a cultural and architectural insight into one of Valencia’s most emblematic urban and scientific landmarks, contributing to a shared experiential understanding of the host city. The evening programme further strengthened interpersonal relations within the consortium through a shared social and cultural experience, fostering trust, cohesion, and informal communication among participants.

Overall, these activities supported the consolidation of professional relationships established during the training sessions and contributed to strengthening long-term collaboration within the project consortium.

- **Key topics addressed:** intercultural exchange, consortium networking, informal cooperation, cultural immersion, team cohesion.
- **Transferability considerations:** such structured cultural and networking components can enhance the effectiveness of capacity-building programmes by reinforcing trust-building, peer learning, and sustainable collaboration beyond formal training sessions

3.5 Day 5: EU funding models, financial management and lump sum reporting practices

Date: 5 June 2026

Focus: EU funding models, financial justification, internal control systems, lump sum project management, and institutional reporting practices.

Day 5 focused on the financial and administrative dimension of EU-funded projects, with particular emphasis on understanding EU funding models and translating them into effective institutional procedures within university international relations offices (IROs). The sessions addressed both traditional and performance-based funding approaches, including actual costs, unit costs, flat rates, and lump sum financing. A strong focus was placed on strengthening institutional capacity for financial management, internal control systems, and results-oriented reporting. The day combined conceptual presentations, procedural analysis, applied institutional examples, and interactive discussions.



EU funding models and financial justification: from compliance to practice

This session introduced the main EU funding models and examined how their regulatory logic is translated into internal institutional procedures within higher education institutions. The objective was to strengthen participants' understanding of the EU project cycle from the perspective of international relations offices and to develop internal capacity for financial governance and compliance.

The presentation compared the main funding modalities: actual costs, unit costs, and flat-rate financing. Actual-cost funding was presented as a reimbursement-based model requiring detailed documentation such as invoices, payroll records, contracts, and proofs of payment, offering flexibility but generating significant administrative and audit workload. Unit-cost systems were explained as simplified mechanisms based on predefined amounts, where compliance is verified through activity delivery rather than expenditure documentation. Flat-rate funding was presented as a percentage-based approach covering indirect costs, reducing administrative burden while requiring clear internal rules to avoid misinterpretation and double funding risks.

The session further explored the role of international relations offices across the full project lifecycle, including application, implementation, and justification phases. Emphasis was placed on internal coordination between academic, administrative, financial, and technical units, as well as the importance of structured workflows for signature processes, budget management, project registration, and reporting.

Participants reflected on how internal control systems can support both compliance and efficiency, ensuring audit readiness while maintaining operational flexibility.

- **Key topics addressed:** EU funding models, actual costs, unit costs, flat-rate financing, project lifecycle management, internal control systems, financial reporting, audit readiness.
- **Transferability considerations:** Moldovan higher education institutions can strengthen EU project management by clearly defining institutional responsibilities across the full project cycle, including promotion, application, approval, implementation, financial control, documentation, and audit preparation.

Deep dive into Lump Sum Funding: reporting, deliverables and acceptance procedures



This session introduced lump sum funding as a performance-based financing model that shifts the focus from cost justification to output and results validation. Under this approach, funding is linked to the completion and acceptance of predefined work packages, deliverables, and project outcomes rather than documented expenditures.

The presentation highlighted the institutional implications of this model, emphasizing the need for robust project design, clearly defined deliverables, and coherent work package structuring at the proposal stage. Weak planning, unclear outputs, or unrealistic budgeting were identified as critical risks, as they cannot be easily corrected during implementation.

During implementation, the focus shifts to monitoring deliverables, ensuring quality assurance, and maintaining evidence of activity completion. Institutions are required to establish internal validation mechanisms involving academic, administrative, and financial units to confirm the achievement of project outputs before formal reporting.

The session also emphasized the importance of developing an internal documentation culture, where evidence is generated continuously during implementation rather than reconstructed retrospectively. Examples of supporting documentation include deliverables, reports, attendance lists, training materials, meeting records, and evaluation outputs.

- **Key topics addressed:** lump sum funding model, work packages, deliverables, results-based reporting, internal validation systems, project design quality, evidence management.
- **Transferability considerations:** Each institution should treat work packages as structured evidence units, ensuring systematic collection of deliverables, activity proof, and validation records throughout project implementation.

Training week closing session and final remarks

The training week concluded with a closing session that synthesized the main thematic areas covered over the five days of training, including internationalization governance, performance indicators, mobility mechanisms, Blended Intensive Programmes, curriculum innovation, digitalization of internationalization processes, and EU funding and reporting frameworks.

The closing discussion highlighted the coherence between the different training modules and their contribution to strengthening institutional capacities of International Relations Offices (IROs) within the participating universities. Particular emphasis was placed on the link between strategic governance models, operational procedures, and practical tools for implementation.



Participants were encouraged to use the Valencia training as a reference framework for reviewing and updating internal institutional policies, procedures, and organizational structures.

The session further underlined the importance of adapting good practices presented by UPV, CZU, and USAMV Bucharest to the specific institutional contexts of Moldovan higher education institutions, ensuring contextual relevance rather than direct replication. The training outcomes were confirmed as a key input for the development of draft institutional frameworks under Work Package 2 of the IRO4ALL project, including policies, procedures, and structures supporting the European dimension of internationalization.

Feedback session with external evaluator

The session presented the preliminary findings of the external evaluation of the capacity-building training delivered within the IRO4ALL project. Dr. Arayik Navoyan, external evaluator of the project, provided an initial assessment of the training programme, focusing on its relevance to project objectives, methodological coherence, quality of delivery, and contribution to strengthening the capacities of International Relations Offices in partner institutions.

The feedback highlighted the comprehensive coverage of key internationalization topics, the logical progression from governance and strategic planning to operational mobility management and EU project implementation, and the effective combination of theoretical frameworks with practical institutional examples from European partner universities. Particular attention was given to the training's potential to support the development of institutional policies, procedures, and structures aligned with the European Higher Education Area.

The evaluator also emphasized the importance of ensuring the sustainability of learning outcomes through institutional follow-up actions, internal dissemination, and the practical application of the knowledge acquired during the Valencia training. The session provided an opportunity for participants to reflect on lessons learned and to consider how the training results could contribute to ongoing institutional reforms within the framework of the IRO4ALL project.

- **Key topics addressed:** external evaluation of training activities, relevance to project objectives, methodological coherence, institutional capacity building, alignment with European Higher Education Area principles, sustainability of training outcomes, institutional follow-up actions.
- **Transferability considerations:** External evaluation findings can support partner institutions in assessing the effectiveness of future capacity-building activities,



strengthening quality assurance mechanisms, and ensuring that training outcomes are systematically integrated into institutional internationalization policies, procedures, and operational practices.

Monthly management meeting

The final working session of the programme consisted of the **IRO4ALL monthly management meeting**, involving consortium partners from all participating institutions. The meeting addressed coordination aspects related to project implementation and focused on three main agenda items: Deliverable D1.2 (Training Materials on HE Internationalization Policies and Mechanisms), Deliverable D2.1 (Capacity Building Training Report in Valencia), and Task 2.1 concerning the development of draft institutional policies, procedures, and structures supporting the European dimension of internationalization in Moldovan HEIs.

Partners agreed on the structure, content requirements, and submission timelines for both deliverables, ensuring consistency across all institutional contributions. The importance of complete and standardized documentation was reaffirmed, including training materials, agendas, attendance lists, evaluation results, and visual evidence from the training activities. Detailed guidance was also provided regarding the use of the Microsoft Teams platform and the structured upload of training materials into the project repository.

The consortium further confirmed the progress under Task 2.1, agreeing that each partner institution will develop or revise institutional frameworks for internationalization, including strategies, operational procedures, and inclusive mobility policies. The meeting also clarified next steps for drafting, internal consultation, and validation processes at institutional level.

Cultural closure and end of programme

The training week concluded with informal networking and closure activities, marking the end of the Valencia programme. These interactions complemented the formal sessions by reinforcing consortium cohesion and supporting continued collaboration among partner institutions.

The overall programme was officially closed, with participants acknowledging the successful completion of the training cycle and the transition towards the implementation phase of Work Package 2 within the IRO4ALL project.

4. MAIN OUTCOMES AND TRANSFERABILITY POINTS

Based on the programme, the full set of training materials, and the supporting documentation generated during the Valencia training, the capacity-building activities under WP2 produced a set of consolidated learning outcomes with direct applicability for institutional development within partner higher education institutions. These outcomes reflect both strategic and operational dimensions of internationalization and are intended to support the development of institutional policies, procedures, and implementation tools.

Key training outcomes

- Participants developed a comparative understanding of centralized, decentralized, and hybrid International Relations Office (IRO) governance models and critically reflected on the distribution of responsibilities between central international offices, faculties, academic coordinators, and administrative support units.
- Participants gained practical knowledge of KPI-based internationalization monitoring systems, including the use of indicators to support institutional coordination, strategic planning, resource allocation, benchmarking, and continuous quality improvement.
- Partner institutions were introduced to a set of scalable, low-cost internationalization instruments, including mentor programmes, internationalization-at-home formats (e.g. international seminars), structured alumni engagement mechanisms, and targeted scholarship schemes for international talent attraction.
- Participants strengthened their understanding of international student recruitment as an integrated institutional system, linking programme design, market segmentation, digital visibility, enquiry management, admissions procedures, and pre-arrival support services into a coherent recruitment funnel.
- The training clarified the dual nature of institutional visibility, distinguishing between student recruitment-oriented promotion and long-term academic reputation-building through participation in fairs, academic conferences, congresses, scientific events, and structured digital communication strategies.
- Participants explored a wide range of mobility instruments and operational frameworks, including self-funded mobility schemes, double-degree mobility arrangements, Erasmus+ KA131 implementation procedures, and the principles of the European Student Card initiative. Emphasis was placed on the need for standardized, coordinated, and partially digitalized mobility workflows.

- The Blended Intensive Programmes (BIPs) sessions provided a comprehensive operational model for short-term blended mobility, covering institutional design, inter-institutional coordination, academic structuring, student selection procedures, roles of International Relations Offices and faculties, and reporting and compliance requirements.
- The final day consolidated the financial and administrative dimension of EU-funded project implementation, addressing EU funding models (actual costs, unit costs, flat rates, lump sums), internal control systems, project lifecycle management, evidence-based reporting, and deliverable validation and acceptance procedures.
- Across all sessions, particular emphasis was placed on the importance of process standardization, evidence collection, digital workflow integration, and institutional readiness for audit and performance-based funding mechanisms.

Suggested follow-up actions for partner HEIs

In order to ensure effective transfer and institutionalization of the knowledge acquired during the Valencia training, partner higher education institutions are encouraged to undertake the following actions:

1. Conduct an internal mapping of International Relations Office (IRO) structures and clearly define decision-making, coordination, and implementation responsibilities across central and faculty-level units.
2. Identify a limited set of core internationalization indicators (KPIs) that can be realistically monitored using existing institutional data systems, and progressively expand the indicator framework over time.
3. Select at least one transferable good practice from UPV, CZU, or USAMV Bucharest (e.g. mentoring systems, recruitment workflows, BIP models, alumni structures) and design a pilot implementation plan adapted to the local institutional context.
4. Develop or update a short-term international student recruitment action plan focusing on priority academic programmes and target geographic markets, including standardized enquiry response procedures and digital communication channels.
5. Review existing mobility and Blended Intensive Programme (BIP) workflows to identify opportunities for simplification, standardization, and partial digitalization, particularly in relation to application, selection, and reporting processes.
6. Develop a minimum institutional checklist for evidence collection and documentation to support future Erasmus+ reporting, including both conventional and lump-sum funding schemes, ensuring audit readiness and consistency across project outputs.

5. TRAINING EVALUATION AND PARTICIPANT FEEDBACK

5.1 Implementation evidence and verification

This chapter presents the verification evidence of the implementation of the capacity-building training and summarizes the results of the participant evaluation process. It demonstrates the full delivery of the planned activities under Work Package 2 (WP2), supported by documentary evidence, attendance records, and participant feedback collected through a structured survey. The combined evidence confirms the quality, relevance, and effective implementation of the Valencia training activity within the IRO4ALL project.

The Capacity Building Training on Policies and Mechanisms for Higher Education Internationalization was implemented as scheduled from 1–5 June 2026 at Universitat Politècnica de València (UPV), Spain. All planned sessions, workshops, institutional visits, and consortium meetings were delivered in line with the approved agenda.

The programme fully covered the thematic scope of WP2, including governance of internationalization, performance indicators, Erasmus+ mobility management (KA131), Blended Intensive Programmes (BIPs), student recruitment strategies, digital transformation of international offices, sustainability in higher education, and EU funding and reporting procedures.

Implementation records confirm that all sessions were delivered by designated experts from UPV, CZU, USAMV Bucharest, and partner institutions. No deviations from the approved agenda were recorded, ensuring full compliance with the planned training design. The official agenda is provided in Annex 1.

➤ Training materials

A complete package of training materials was developed and delivered by academic and administrative experts from UPV, CZU, and USAMV Bucharest. These materials reflected European good practices and institutional experience in higher education internationalization.

The package included presentations, case studies, institutional models, procedural tools, mobility workflows, Erasmus+ implementation guidelines, funding and reporting templates, and examples of internationalization strategies. Materials supported both theoretical inputs and practical sessions across the five-day programme.

All resources were archived in the project repository to ensure sustainability and future institutional use. These materials will support further implementation of WP2 activities and internal capacity development within partner universities. A detailed inventory is provided in Annex 2.

➤ Attendance and participation evidence

Participant attendance was monitored through official sign-in sheets for on-site participants and digital attendance records for online participants. The hybrid format ensured inclusive participation across all consortium institutions.

The training involved academic staff, International Relations Office personnel, administrative staff, and institutional coordinators responsible for internationalization processes.

In total, 50 participants from eight partner institutions were registered. Attendance records confirm consistent engagement throughout the training week and compliance with WP2 participation targets.

Attendance documentation is included in Annex 4 (physical attendance) and Annex 5 (online participation records).

➤ Visual documentation

Visual evidence was collected throughout the training implementation to document participant engagement and activity delivery. Photographic documentation includes plenary sessions, workshops, group discussions, institutional visits, networking activities, and consortium meetings. These materials confirm active participation and provide visual validation of implementation.

A group photograph of participants was taken as the official record of the Valencia training activity. All visual materials are compiled in Annex 3.

5.2 Evaluation survey and participant feedback

The evaluation survey was administered at the end of the training in order to collect structured participant feedback on satisfaction levels, relevance of content, quality of delivery, and perceived applicability of the training outcomes within institutional contexts.

A total of 46 questionnaires were collected. One response submitted by a trainer institution (JUST) was excluded from the statistical analysis to ensure methodological consistency. Therefore, the evaluation is based on 45 valid responses.

The survey consisted of ten quantitative items assessed on a five-point Likert scale (1 = very low / not achieved; 5 = excellent / fully achieved) and one open-ended question allowing participants to provide qualitative feedback and suggestions for improvement.

➤ Survey methodology and response profile

The results demonstrate a consistently high level of satisfaction across all evaluated dimensions, indicating strong relevance and quality of the training intervention. Here are the main indicators:

- Valid responses analysed: **45**



- Quantitative indicators: **10**
- Overall average score across all items: **4.84/5**
- Share of ratings 4–5: **98.7%** of all valid responses
- Overall training rating: **4.89/5**
- Maximum score (5) for overall evaluation: **88.9%**
- No valid rating below 3

Participants represented all consortium institutions, ensuring balanced institutional coverage and diverse perspectives in the evaluation process.

Table 2. Quantitative satisfaction results

Survey item	Average score (1-5)	Maximum score 5*	Interpretation
Q1. Objectives achieved	4.84	84.4% - 84.8%	Very high satisfaction
Q2. Clarity of materials and explanations	4.89	88.9% - 89.1%	Very high satisfaction
Q3. Relevance to institutional needs	4.73	73.3% - 73.9%	High satisfaction
Q4. Applicability to Moldovan HE context	4.73	75.6% - 76.1%	High satisfaction
Q5. Quality/usefulness of content and materials	4.87	86.7% - 87.0%	Very high satisfaction
Q6. Working methods	4.82	84.4% - 84.8%	Very high satisfaction
Q7. Experience sharing and networking	4.89	91.1% - 91.3%	Very high satisfaction
Q8. Knowledge/skills in HE internationalization	4.84	86.7% - 87.0%	Very high satisfaction
Q9. Organisational arrangements	4.84	88.9% - 89.1%	Very high satisfaction
Q10. Overall rating	4.89	88.9% - 89.1%	Very high satisfaction

* Where two percentage values are indicated, the first reflects calculations based on the total number of collected responses (N=46), while the second reflects recalculated values after exclusion of one non-eligible questionnaire (N=45), in order to ensure methodological consistency.

The results indicate a stable and consistently high level of satisfaction across all evaluated dimensions, with no indicator falling below the “high satisfaction” threshold. Particularly strong scores were recorded for clarity of delivery, networking opportunities, and overall training quality.

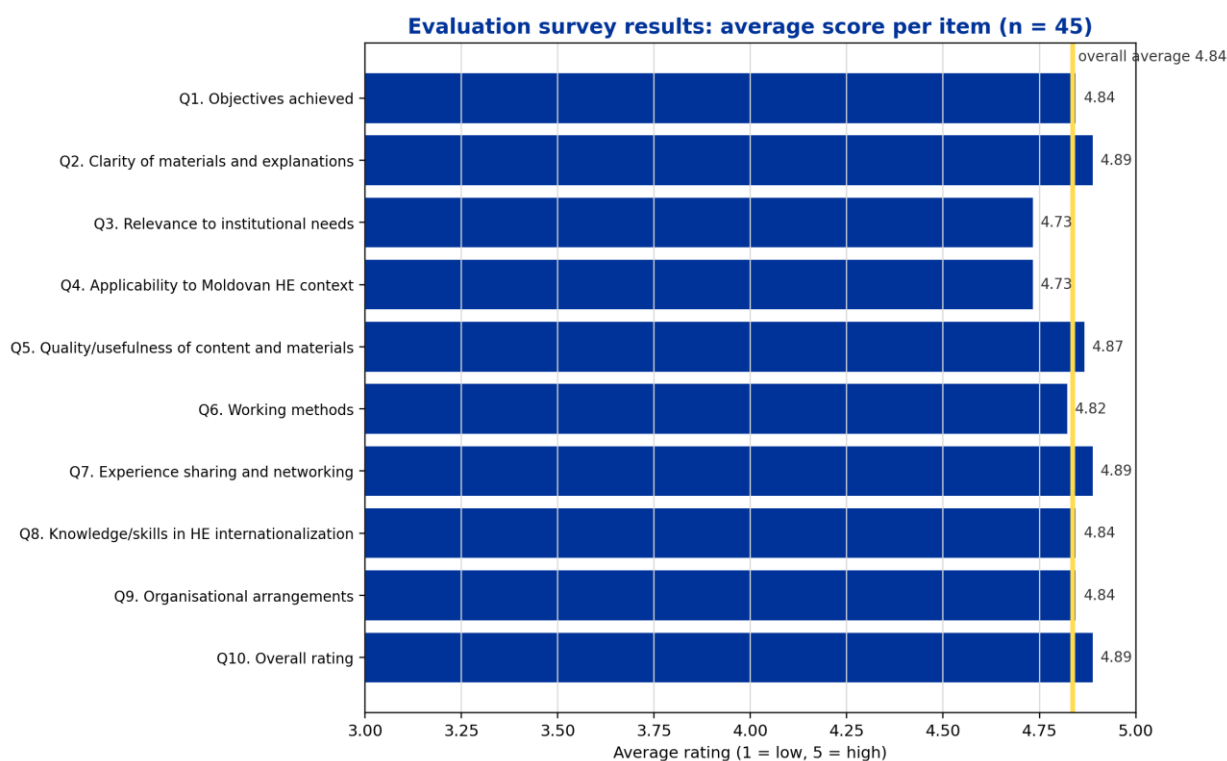


Fig 2. Average evaluation survey rating by item. The yellow vertical line indicates the overall average rating across all quantitative items.

➤ Qualitative feedback and improvement suggestions

The open-ended responses confirm a strong appreciation of the training design, relevance, and delivery quality. Participants consistently highlighted the professionalism of the organization, the high quality of expert contributions, and the practical relevance of the content for institutional internationalization processes. The most frequently identified strengths included:

- High-quality expert input and institutional presentations
- Strong practical orientation of training sessions
- High relevance to current internationalization challenges in higher education
- Valuable opportunities for peer learning and professional networking

Participants also provided constructive suggestions for future improvement. The most common recommendations were:

- Increasing the number of practical exercises, simulations, and hands-on workshops;
- Expanding the use of case studies and real institutional examples;
- Strengthening peer-learning and experience-sharing sessions among partner HEIs;
- Introducing follow-up sessions to monitor implementation progress;
- Providing greater exposure to operational international office practices (recruitment, admissions, student support);

- Including emerging topics such as artificial intelligence in higher education, digital transformation, international research cooperation, and innovative recruitment approaches
- Ensuring timely sharing of agendas and further strengthening structured networking opportunities.

Overall, the feedback reflects a strong demand for continued capacity-building activities with an increased emphasis on practical implementation and long-term follow-up.

➤ **Conclusions from the evaluation survey**

The evaluation results confirm the high effectiveness and successful delivery of the Valencia training under Work Package 2. Quantitative findings demonstrate a consistently high level of participant satisfaction, with an overall average score of **4.84/5** and an overall training rating of **4.89/5**. The absence of low ratings and the high proportion of maximum scores further confirm the strong perceived quality and relevance of the training.

Qualitative feedback reinforces these findings, indicating that participants considered the training highly relevant, well-structured, and directly applicable to institutional internationalization needs. The results show that the training effectively contributed to strengthening participants' competencies in key areas such as internationalization governance, mobility management, student recruitment, digital transformation, and EU funding mechanisms.

At the same time, the feedback highlights clear opportunities for further enhancement, particularly through increased practical components, expanded peer-learning formats, and structured follow-up activities to support implementation at institutional level.

Overall, the evaluation confirms that the Valencia training successfully achieved its objectives and provides a strong foundation for future capacity-building activities within the IRO4ALL project.

GENERAL CONCLUSIONS

The Capacity Building Training on Policies and Mechanisms for Higher Education Internationalization was successfully implemented from 1 to 5 June 2026 at Universitat Politècnica de València (UPV), Spain, in accordance with the objectives and planned activities of Work Package 2 (WP2) of the IRO4ALL project. The programme successfully bridged the gap between the analytical diagnostic phase of WP1 and the practical operationalization of internationalization strategies.

Through a combination of expert-led sessions, workshops, institutional visits, peer-learning activities, and networking opportunities, the training addressed key areas of higher education internationalization, including governance structures, KPI-based monitoring systems, international student recruitment, mobility management, Blended Intensive Programmes, digitalization, sustainability, and EU project funding and reporting mechanisms. The activity successfully facilitated knowledge transfer, professional exchange, and institutional reflection among consortium partners. Valencia training made a direct contribution to the achievement of WP2 objectives by:

- Strengthening strategic & operational capacities: equipping 40+ staff members from all MD HEIs with advanced skills in managing Erasmus+ KA131 operations and international student recruitment.
- Operationalizing sustainable & inclusive policies: integrating the European Green Deal and inclusivity principles into institutional frameworks, ensuring that Moldovan HEIs are prepared for the green and digital transition of the EHEA.
 - Facilitating evidence-based knowledge transfer: consolidating a comprehensive package of 15+ training materials and practical tools, that are now archived in the project repository for long-term institutional use.

The high impact of the programme is confirmed by quantitative evaluation results, which show an overall satisfaction rating of 4.84/5 and a training quality rating of 4.89/5.

The successful completion of this activity marks the project's transition toward Task 2.2 (*Development of draft institutional policies, procedures and structures supporting European dimension of IROs in involved Moldovan HEIs*). The findings and outputs generated under this activity provide the essential foundation for drafting revised internationalization strategies and inclusive mobility frameworks across the Moldovan consortium.



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IRO4ALL

CAPACITY BUILDING TRAINING ON POLICIES AND MECHANISMS FOR THE INTERNATIONALIZATION

Strengthening International Relations Offices
in Moldovan HEIs for further integration
into the EHEA

ERASMUS-EDU-2025-
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Host Institution: *Polytechnic University of Valencia*

Project Coordinator: *Technical University of Moldova*

Venue: **Room 2.11, Building 6G, Camí de Vera s/n Valencia, UPV**

Session link:

<https://teams.microsoft.com/meet/371925722006770?p=UU1rMxHzdO6aiPdfuE>

Working language: *English*

Dates: **June 1-5, 2026**

SUNDAY, May 31, 2026 - ARRIVAL DAY: no activities planned

MONDAY, June 1, 2026 - TRAINING DAY 1

Venue: Room 2.11, Building 6G, Universitat Politècnica de València

09:00 – 09:30	Registration of participants
	Official opening session - Welcome remarks
09:30 – 10:00	<ul style="list-style-type: none">➤ Universitat Politècnica de València (Host Institution)➤ Technical University of Moldova (Project Coordinator Institution)➤ Paul HARRIS, Project Officer (online)
10:00– 10:30	Overview of the Erasmus+ CBHE Project <i>IRO4ALL</i>: project priorities and first-year implementation plan (UTM)
10:30 – 12:00	Internationalization structure at UPV: Governance, Decision-Making Process. Measurement of Internationalization in Higher Education. KPIs (UPV). <i>(Presentation and interactive discussion session)</i>
12:00 – 12:30	Coffee Break
12:30 – 14:30	Good practices in internationalization at UPV: Mentor Programme., International Seminars, Alumni. International Chapters, Innovation opportunities with UPV <i>(Case study analysis and group discussion on transferability to partner universities)</i>
14:30 – 16:30	Guided Visit to Ciudad Politécnica de la Innovación (UPV Scientific Park)
16:30	End of training sessions / Free time

TUESDAY, June 2, 2026 - TRAINING DAY 2

Venue: Room 2.11, Building 6G, Universitat Politècnica de València

09:00 - 12:00	International marketing and student recruitment in higher education (CZU) <i>(Presentation followed by work group exercises on international recruitment strategies)</i>
12:00- 12:30	Coffee Break
12:30-15:00	International visibility through fairs, congresses, and scientific events (USAMVB) Attracting international talent in a restricted environment (UPV) <i>(Peer-learning workshop and exchange of institutional practices)</i>
15:00-16:30	Networking & Lunch at Restaurante el Famós (walking distance from Campus)
16:30 – 19:00	Transfer to Valencia city centre and guided cultural tour



WEDNESDAY, June 3, 2026 - TRAINING DAY 3

Venue: Room 2.11, Building 6G, Universitat Politècnica de València

09:00 - 11:30	UPV self-funded mobility programmes: overseas mobility initiatives, double degree agreements, and its funding mechanisms <i>(Presentation followed by group discussions)</i>
11:30- 12:00	Coffee Break
12:00-14:00	European Student Card / Erasmus+ KA131 at UPV <i>(Presentation followed by group discussions)</i>
14:00 – 16:00	Presentation of UPV’s internationalization platform, followed by networking and exchange sessions with UPV internationalization staff members. <i>(Group discussions)</i>
16:00	End of training sessions / Free time

THURSDAY, June 4, 2026 - TRAINING DAY 4

Venue: Room 2.11, Building 6G, Universitat Politècnica de València

09:00 - 11:00	Blended Intensive Programmes (BIPs): Building an Institutional BIP framework. BIP as a tool for mobility and internationalization. Institutional model: multi-faculty engagement coordinated through the IRO (UASMV) <i>(Presentation followed by group discussions)</i>
11:00- 12:00	BIP CALL 2025- Procedural Overview (UPV) <i>(Presentation followed by group discussions)</i>
12:00- 12:30	Coffee Break
12:30-13:30	Reshaping of higher education. Attracting exchange. European project semester programme Valencia. Green Education Initiatives (UPV) <i>(Presentation followed by group discussions)</i>
13:30-16:00	Digital platforms as operational backbone for BIP management. Francophonie as a strategic driver of internationalization <i>(Presentation followed by group discussions)</i>
16:00	End of Training Sessions / Free Time
18:30	Guided visit to Ciudad de las Artes y las Ciencias
20:30	Official Dinner and Flamenco show at Tablao Flamenco “La Bulería”

FRIDAY, June 5, 2026 - TRAINING DAY 5

Venue: Room 2.11, Building 6G, Universitat Politècnica de València



09:00 - 12:30	<p>EU funding models and financial justification: from compliance to practice Understanding EU funding models: purpose, application, and institutional requirements.</p> <p>Financial justification frameworks and internal control systems (UPV) <i>(Presentation followed by group discussions)</i></p>
12:30- 13:00	Coffee Break
13:00-15:30	<p>Deep dive into Lump Sum Funding: a paradigm shift in EU Project Management.</p> <p>Reporting under Lump Sum funding: activities, deliverables, and acceptance procedures (UPV) <i>(Presentation followed by group discussions)</i></p>
15:30- 16:00	Training week closing session and final remarks
16:00-16:30	<p>Feedback Session with External Evaluator <i>Feedback on the training delivered by Dr. Arayik Navoyan</i></p>
16:30-17:30	Monthly Management Meeting
17:30	End of Programme / Free Time

SATURDAY, June 6, 2026 - Departure Day: no activities planned



ANNEX 2 - TRAINING MATERIALS OVERVIEW

The following table lists the training materials available for this deliverable.

Day	Session / topic	Material file	Status
Day 1	Internationalization structure at UPV: governance and decision-making	1_Internationalisation structure at UPV.pptx	Available
Day 1	Measurement of internationalization in higher education; KPIs; IAINI	2_Measurement of Internationalisation KPIs.pptx; 2_A1_IAINI_Dic-2015.pdf	Available
Day 1	Mentor Programme at UPV	3A_Mentor Programme at UPV.pptx	Available
Day 1	International Seminars at UPV	3B International Seminars UPV coment.pptx	Available
Day 1	Alumni UPV - International Chapters	3C_Alumni UPV.pptx	Available
Day 1	Innovation opportunities with UPV	4_ENG - UPV Innovation Presentation 2025.pptx	Available
Day 2	International marketing and student recruitment in higher education	5_International Marketing_CZU_IRO4ALL_Valencia.pptx	Available
Day 2	International visibility through fairs, congresses and scientific events	6_Visibility_Presentation_USAMV_June2026.pptx	Available
Day 2	UPV-AUIP Master Scholarships	7A_Becas UPV AUIP.pptx	Available
Day 2	Talento Internacional Scholarships	7B_Talento Internacional.pptx	Available
Day 2	Francophonie as a strategic driver of internationalization	Francophonie_Presentation_USAMV_June2026.pptx	Available
Day 3	UPV self-funded mobility programmes; overseas mobility; double degrees	9_UPV self-funded programs.pptx	Available
Day 3	European Student Card / Erasmus+ KA131 at UPV	10_ESC presentation.pptx; 11 Erasmus KA131 at UPV.pptx	Available
Day 4	Blended Intensive Programmes (BIPs)	BIP_Presentation_USAMV_June2026.pptx	Available
Day 4	BIP Call 2025 procedural overview	12 BIP selection process.pptx; 12_A datos BIPS UPV.xlsx; 12_B 2026-01-08 datos BIPS.xlsx	Available
Day 4	Reshaping higher education; European Project Semester; green education	EPS International 2026 Pedro Fuentes UPV.pdf	Available
Day 4	Digital platforms for BIP and mobility management	12 BIP selection process.pptx; 10_ESC presentation.pptx; 11 Erasmus KA131 at UPV.pptx;	Available
Day 5	EU funding models and financial justification	13_EU funding systems & Lump Sum.pptx	Available
Day 5	Lump Sum Funding: reporting, deliverables and acceptance procedures	13_EU funding systems & Lump Sum.pptx Preliminary findings Valencia training-IRO4ALL.pdf	Available

ANNEX 3 – VISUAL DOCUMENTATION

This annex contains selected photographs from the Valencia training, including the group picture and additional photos from the training sessions, institutional visit and cultural/networking activities.



Photo 1. Group picture of participants during the IRO4ALL Valencia training.



Photo 2. Participants during the cultural/institutional visit in Valencia.



Photo 3. Training session at UPV, Day 1.



Photo 4. Training session



Photo 5. Opening and working session in the training room.



Photo 6. UPV session on internationalization structure and governance



Photo 7. Participants during training discussions.



Photo 8. Participants during training

ANNEX 4 - PARTICIPANT ATTENDANCE EVIDENCE (OFFLINE AND ONLINE)



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Participant	Institution	Position	Emails	Session June 1	Session June 2	Session June 3	Session June 4	Session June 5
1. Viorel BOSTAN	TUM	IRO4ALL strategic coordinator	viorel.bostan@adm.utm.md	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
2. Daniela POJAR	TUM	IRO4ALL institutional coordinator	daniela.pojar@adm.utm.md	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
3. Nina PUTUNTEAN	TUM	IRO4ALL general project coordinator	nina.putuntean@adm.utm.md	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
4. Cristina DIACONU	TUM	IRO4ALL general project manager	cristina.diaconu@adm.utm.md	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
5. Oana CIBOTARU	TUM	IRO4ALL team member	oana.cibotaru@adm.utm.md	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
6. Viorica LUPU	TUM	IRO4ALL team member	viorica.lupu@ib.utm.md	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
7. Pavel GAMURARI	AMFTA	IRO4ALL institutional coordinator	paul.gamurari@amfta.md	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
8. Victoria TCACENCO	AMFTA	IRO4ALL institutional manager	amfta2003@yahoo.com	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
9. Melbica VICTORIA	AMFTA	IRO4ALL team member	victoria.melbic@amfta.md	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
10. Petra Mihalcea	AFMA	IRO4ALL Institutional coordinator	petra.mihalcea@afma.md	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
11. Eugeniu Mariț	AFMA	IRO4ALL team member	eugeniu.mari@afma.md	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
12. Ion Codorean	AFMA	IRO4ALL team member	ioncodorean@yahoo.com	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
13. Larisa Savva	TCUM	IRO4ALL Institutional coordinator	larisa.savva@gmail.com	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
14. Tatiana Zavanți	TCUM	IRO4ALL team member	tatiana.zavanti@tcum.edu.md	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
15. Inga Zugrav	TCUM	IRO4ALL team member	ingazugrav@chisinau.edu.md	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
16. Serghei Zaharia	CSU	IRO4ALL Institutional coordinator	szaharia@gmail.com	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
17. Svetlana Ghemova	CSU	IRO4ALL team member	svetlanaghemova@gmail.com	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
18. Vladlena Lisenco	CSU	IRO4ALL team member	vladlena.lisenco@gmail.com	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
19. Voitaslav Ondrej	CZU	IRO4ALL Institutional coordinator	voitaslav@rektorat.czu.cz	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
20. Mjajmir Labonari	CZU	IRO4ALL team member	mjajmir@rektorat.czu.cz	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
21. Irina TOMASU	USAMV Bucuresti	IRO4ALL team member	irina.tomasu@usamv.ro	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
22. Zouhair HARIQ	USAMV Bucuresti	IRO4ALL team member	zouhair.hariq@usamv.ro	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
23. Dr. Azizik Naveyan		External quality expert	navayana@yahoo.fr	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
24. Soko Inkeutale	Tangaza University	KAI71 Participant	inkeutale@gmail.com	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
25. Saad Jamil Rasheed Al-Saleh	JUST	KAI71 Participant	saad.alisaleh@ju.edu.jo	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
26. Ziad Mohammad Taleb Khatib	JUST	KAI71 Participant	ziad.mkh@ju.edu.jo	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
27. Larisa Dunai	UPV	Project member	ldunai@upv.es	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
28. Carlos Jiménez Rico	UPV	Project member	carlomez@upv.es	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
29. Hato Baghishvili	Caucasus University	Caucasus University	hato.baghishvili@cu.edu.ge	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
30. Francisco Gómez Catalá	UPV	Project member	fgomez@upv.es	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
31. Fatima Bekouahi	NSA-Adair	KAI71 Participant	f.bekouahi@nsa-adair.ac.ma	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>

ONLINE PARTICIPANTS

No.	Full Name	Institution	Position/Role
1	Larisa BUGAIAN	TUM	Project member
2	Valentina FRUNZE	TUM	Project member
3	Irina VÎGONEAILO	TUM	Project member
4	Gabriela URUSU	TUM	Project member
5	Cristina GUDÎMA	TUM	Project member
6	Cristina BULATOVICI	TUM	Project member
7	Ruxanda VOVC	TUM	Project member
8	Ana COZARI	TUM	Project member
9	Olga GHERMAN	TUM	Project member
10	Fiodor TIMERCAN	AFMA	Project member
11	Liudmila FEDOTOVA	KDU	Project member
12	Serghei CARA	KDU	Project member
13	Anatoli CARTASEV	KDU	Project member
14	Margarita TUCAN	KDU	Project member
15	Marina VALUEVA	AMTFA	Project member
16	Ruslana ROMAN	AMTFA	Project member
17	Ludmila LAZAREV	AMTFA	Project member
18	Anastasia GHIMBOVSCAIA	AMTFA	Project member
19	Olga BALAN	AMTFA	Project member
20	Liliana DANDARA	UCCM	Project member
21	Virginia ZAHARIA	UCCM	Project member
22	Tatiana BARAN	UCCM	Project member
23	Elena IACHIM	UCCM	Project member
24	Ludmila HACINA	UCCM	Project member



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