



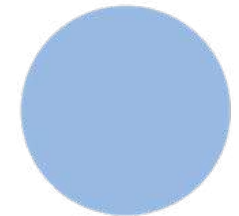
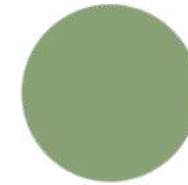
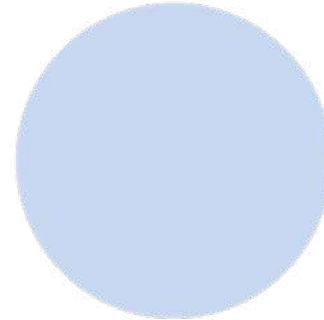
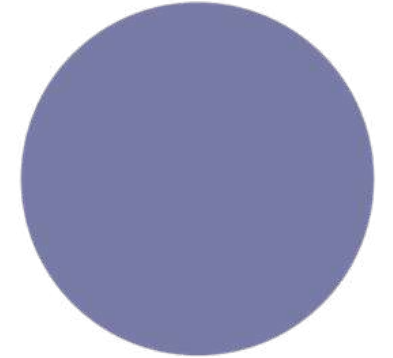
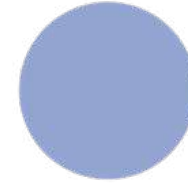
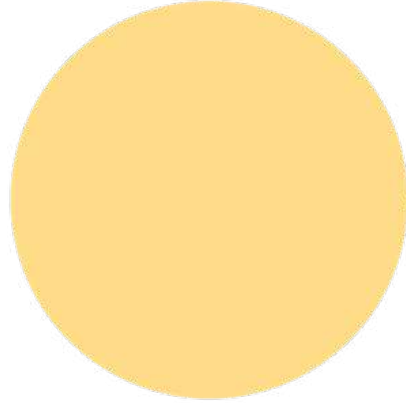
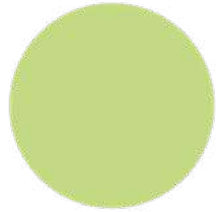
ALIANTELE EUROPENE DE UNIVERSITATI

o nouă realitate în cariera academică transnațională europeană

Prof. Dr. Romiță IUCU

Universitatea din București | Academia Română | Alianța Europeană CIVIS

10 iunie 2026
Enformation Event

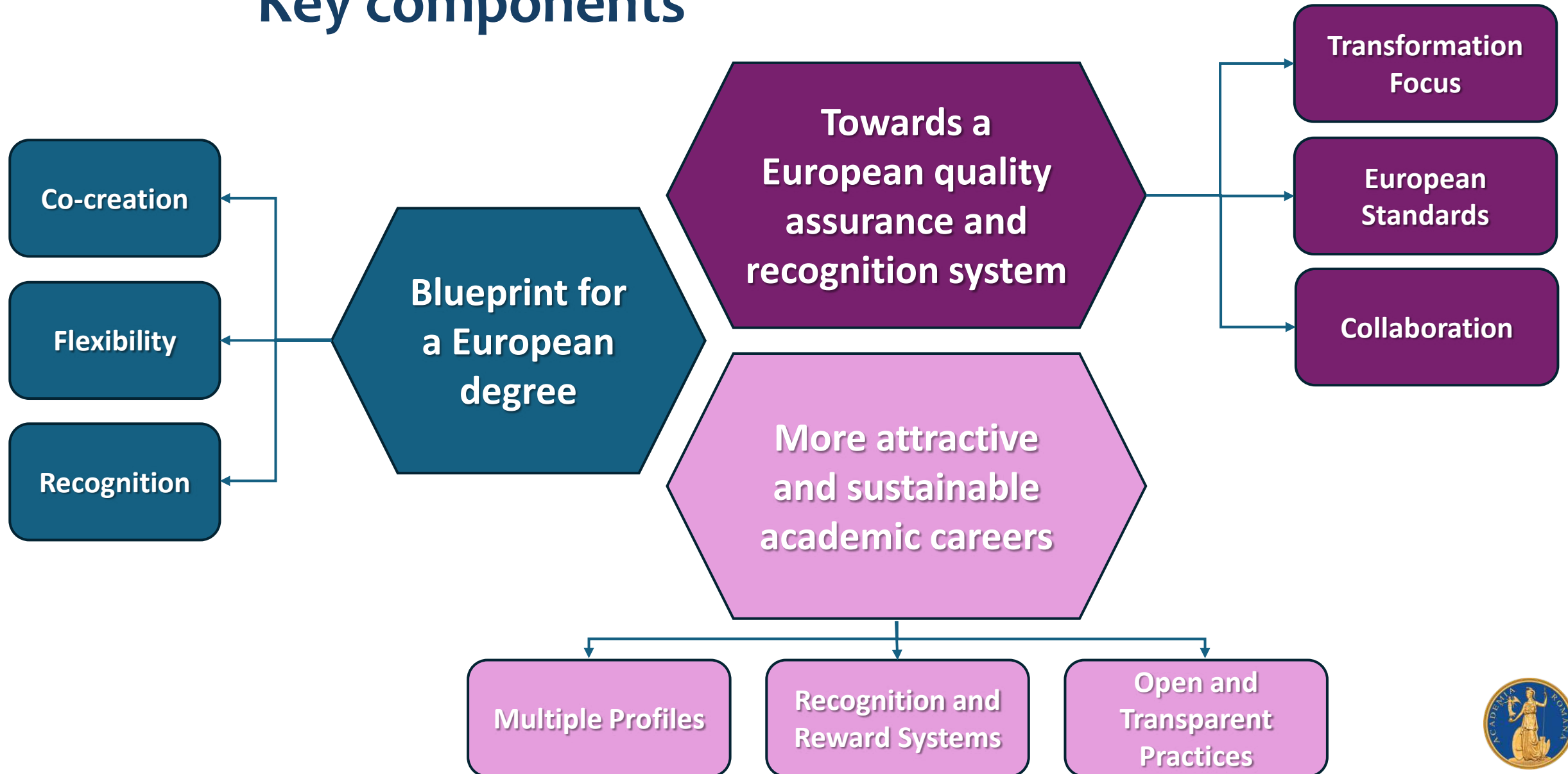


European Higher Education Package

Pachetul de reformă pentru HE

European Higher Education Package

Key components



Cariera universitară perspective europene si globale

The state of academic careers in OECD countries (OECD, 2024)

“There is a need to tackle in a systemic and comprehensive way academic careers, responding to the call of the Council to promote flexible and attractive career structures and improve working conditions.” European Strategy for Universities (European Commission, 2022)

1. Contractual status



5. Career paths

2. Responsibilities and workload



6. Diversity and gender balance

3. Career assessment

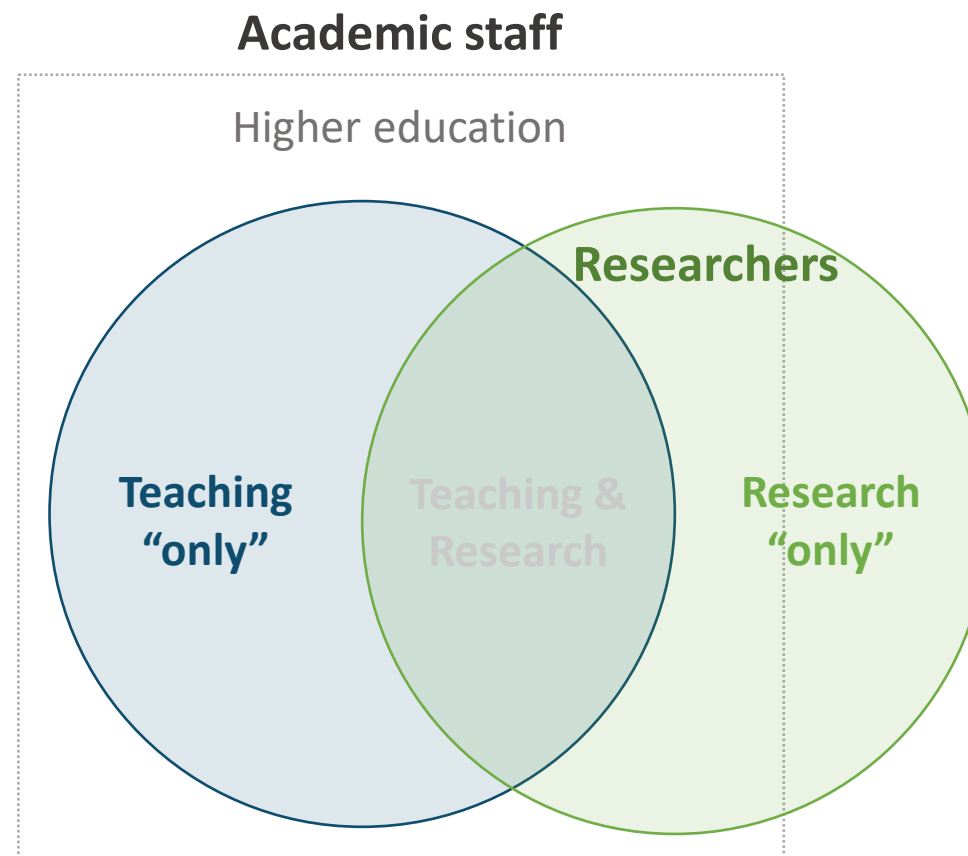


7. International collaboration

4. Professional learning



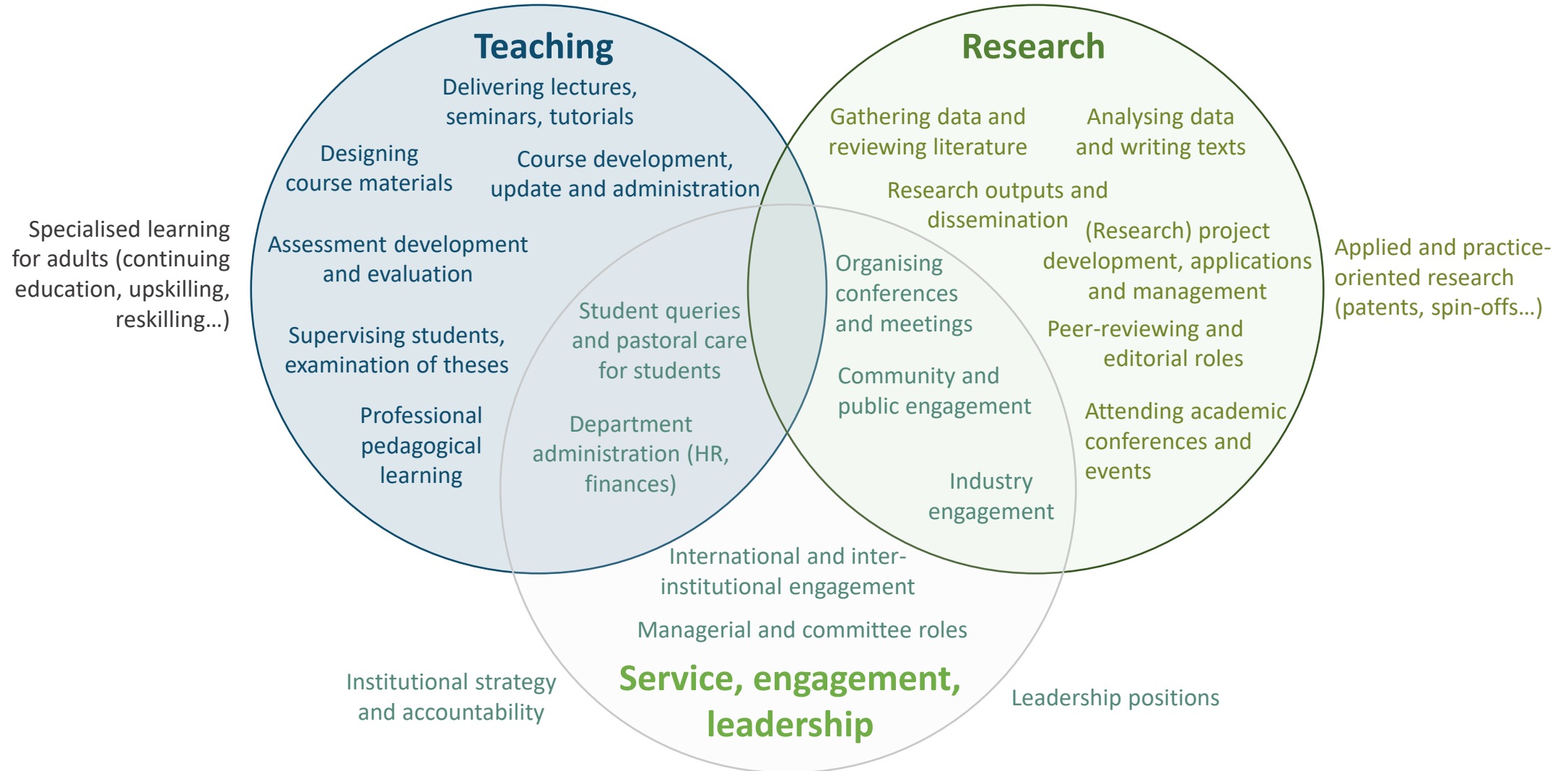
8. Academic freedom



What makes for attractive academic careers? (OECD, 2024)

1. **Transparent and sustainable working conditions** (e.g. contract, workload, career progression, academic freedom, working environment)
2. **Performance recognition across various academics' roles** (e.g. teaching, research, service, engagement, leadership)
3. **Mobility and engagement** across responsibilities, sectors, and borders
4. **Support for professional learning and diversity**

Academic staff = a diverse profession encompassing multiple roles (OECD, 2024)



Si o perspectiva Europeana asupra carierei universitare

Outline of the Council's Recommendations

Council Recommendation on attractive and sustainable careers in higher education (24 Nov. 2024)

1. Building capacity for innovative and effective teaching

Recognition and rewards

Ensure teaching excellence is valued equally to research in staff evaluations and promotions.

Innovative training


Provide teachers with access to cutting-edge, student-centred teaching methodologies to enhance engagement and learning outcomes.

Micro-Credentials for development

Enable teachers to gain certified expertise in critical areas such as digital pedagogy, green skills, and sustainable development.

Centres for innovation

Establish dedicated teaching and learning centres to drive collaboration, innovation, and the adoption of new practices across institutions.

 Council of the European Union

Brussels, 25 November 2024
(OR. en)

15477/24

Interinstitutional File:
2024/0078(NLE)

EDUC 415
SOC 824
RECH 493
JEUN 275
DIGIT 227
ENV 1099

OUTCOME OF PROCEEDINGS

From: General Secretariat of the Council
To: Delegations
Subject: Council Recommendation on attractive and sustainable careers in higher education

Delegations will find attached the abovementioned Recommendation, adopted by the Council (Education, Youth, Culture and Sport) at its meeting on 25 November 2024.

15477/24

TREE.1.B

1
EN

Council Recommendation on attractive and sustainable careers in higher education (24 Nov. 2024)

2. Empowering teachers to adapt to modern challenges

Meeting diverse needs

Train teachers to effectively address the needs of diverse and vulnerable learners, fostering equitable education.

Ethical use of technology

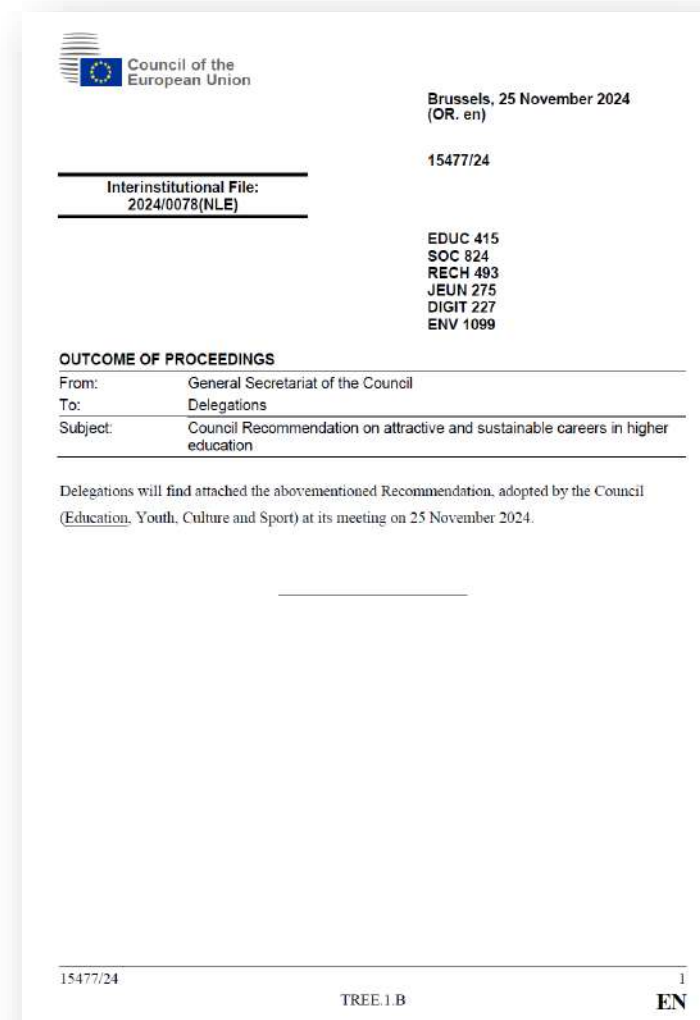
Incorporate AI and digital tools into teaching practices, ensuring ethical and impactful implementation.


Work-Life Balance

Promote flexible work arrangements to support teachers' personal and professional well-being.

Leadership for inclusion

Develop targeted programmes to support underrepresented groups in achieving leadership roles and fostering inclusive educational environments.



 Council of the European Union

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Council Recommendation on attractive and sustainable careers in higher education (24 Nov. 2024)

3. Unlocking the potential of Transnational Cooperation

Transnational programmes

Recognise and reward teachers' participation in transnational training initiatives, including joint degrees and innovative teaching methods.

Mobility opportunities


Facilitate professional development through physical and virtual mobility, using tools like Europass to enhance career growth.

Lifelong Learning

Encourage teachers to pursue sabbaticals or other learning opportunities to advance their skills and remain adaptable.

Sustainability and innovation

Integrate green and digital transition skills into teacher training curricula, aligning with global and EU priorities.

 Council of the European Union

Brussels, 25 November 2024
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Alianțele Europene de universități

65 de Alianțe Europene de Universități



Raportul Presedinției Belgiene despre Alianțele Europene de Universități

Alianțele Europene de Universitati

- multilingualism
- cosmobility
- superdiversity
- pedagogical innovation
- European Degree
- cooperation with the Global South

European universities will [...] **foster inclusivity** and contribute to the development of a more integrated and resilient higher education landscape.



Raportul Comisiei Europene despre Alianțele Europene de Universități

- **Peste jumătate dintre alianțe** au dezvoltat cu succes **noi programe de studii comune**, cu **planuri de învățământ flexibile**, iar alte 39% sunt în curs de dezvoltare.
- În paralel, **aproape jumătate dintre alianțe (45%)** și-au modificat **programele de studii existente** pentru a le permite studenților să își personalizeze parcursul curricular prin includerea unor cursuri de la universități partenere, creând așa-numite **parcursuri flexibile de învățare**.



Mobility of academic and administrative staff

Evidence from EC report (January 2025)

European Universities Alliances actively promote mobility for both academic and non-academic staff:

- Dedicated joint strategies for staff mobility **exist in 34% of alliances** and are **under development in another 45%**, signalling institutionalisation of mobility
- Intra-alliance **staff mobility increased by 28%** in the first three years of the alliances' operation
- Alliances experimented with physical, virtual and blended mobility formats, with **virtual mobility peaking at 90% during the pandemic**
- Mobility is mainstreamed, viewed as beneficial also for administrators, HR staff and service units that were **not traditionally mobile**



Mobility initiatives implemented across alliances

Evidence from EC report (January 2025)

The most widespread mobility activities for staff include:

- **Teaching staff exchanges (89%)**
- **Staff weeks (84%)**
- **Joint professional training programmes (71%)**
- **Job shadowing placements (53%)**

Financial incentives for mobility

These activities are arranged and scaled at alliance level to facilitate cross-border cooperation.



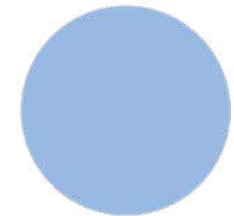
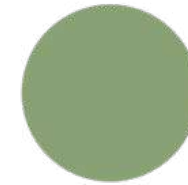
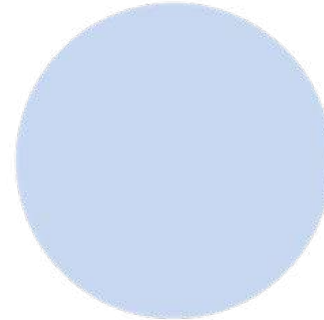
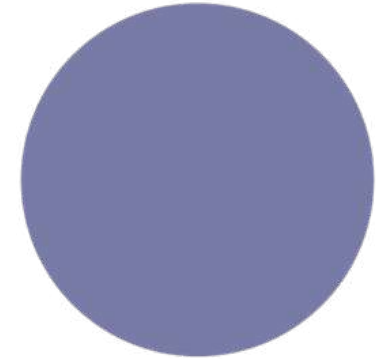
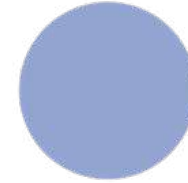
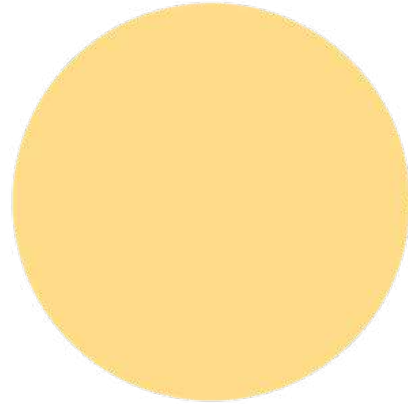
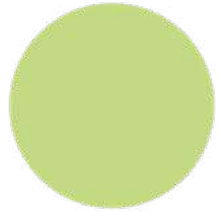
Professional development and pedagogical training

Evidence from EC report (January 2025)

- **Teaching training and seed funding** for lecturers to co-develop pedagogical innovations are widely offered.
- **Challenge-based learning staff training** is present across alliances, based on comparative evidence.
- Almost half of alliances **offer structured professional development programmes**, signalling a widespread commitment to continuous staff learning.
- **50% of alliances have professional development for university staff**, with an additional **32% under development**.

These professional development offers include **joint pedagogical training, research-skills upskilling, mentoring activities, community of practice activities, international networking**





Rapoarte si scenarii

A cincea libertate: o modalitate nouă și neașteptată de a merge mai departe

- Conceptul de „a cincea libertate” în contextul UE.
- Ce este „a cincea libertate” pe scurt? În logica clasică a UE, există **patru libertăți fundamentale**: bunuri, servicii, capital și persoane.
- Letta propune o a cincea libertate: **libera circulație a cunoașterii, cercetării și inovării**.
- „A cincea libertate” este legată de noi aranjamente de învățare și presupune libera circulație a cunoașterii, înțeleasă ca **învățare „portabilă”** – experiențe de învățare relevante, care pot fi recunoscute și valorificate în contexte diferite.



Letta, 2024

A cincea libertate: de ce este foarte relevantă pentru această discuție?

- Deși se vorbește despre libera circulație a cunoașterii, **aceasta nu implică automat și o libertate reală în interiorul procesului de învățare.**
- Este nevoie de o **fundamentare pedagogică.**
- Libera circulație a cunoașterii – inclusiv a cunoașterii pedagogice – presupune existența unor **spații europene autentice de învățare**, adaptate noului context transnațional.
- Un punct important de reflecție este reprezentat de **MICRO-CREDENTIALS.**



Letta, 2024

Sistemele de învățare ale Europei în 2040: Noi cercetări Cedefop conturează cinci scenarii de politici



- Ambiția Europei de a construi **un spațiu de învățare cu adevărat fără frontiere** – în care calificările circulă odată cu persoanele, iar competențele dobândite într-un context sunt recunoscute în altul – rămâne încă un **proiect în curs de realizare**.
- În pofida a două decenii de eforturi politice susținute și de investiții, **rezultatele învățării nu sunt încă pe deplin portabile** între instituții, sectoare și state membre.
- **Întrebarea nu este dacă acest lucru contează. Întrebarea este ce urmează.**

Sistemele de învățare ale Europei în 2040: Noi cercetări Cedefop conturează cinci scenarii de politici



Cedefop, 2026

- Raportul apare într-un moment critic, în care instituțiile europene analizează ce este necesar pentru a construi o **Uniune a competențelor / Union of Skills**
- În centrul său, analiza identifică o dilemă persistentă:
 - între **flexibilitate și structură**
 - între **permeabilitate și fragmentare**
- Modul în care aceste contradicții sunt rezolvate sau rămân nerezolvate va modela măsura în care **oamenii se pot deplasa liber între cursuri de învățare, își pot vedea competențele recunoscute și pot accesa oportunități dincolo de frontiere.**

Sistemele de învățare ale Europei în 2040:

Noile cinci scenarii de politică Cedefop pentru învățarea europeană

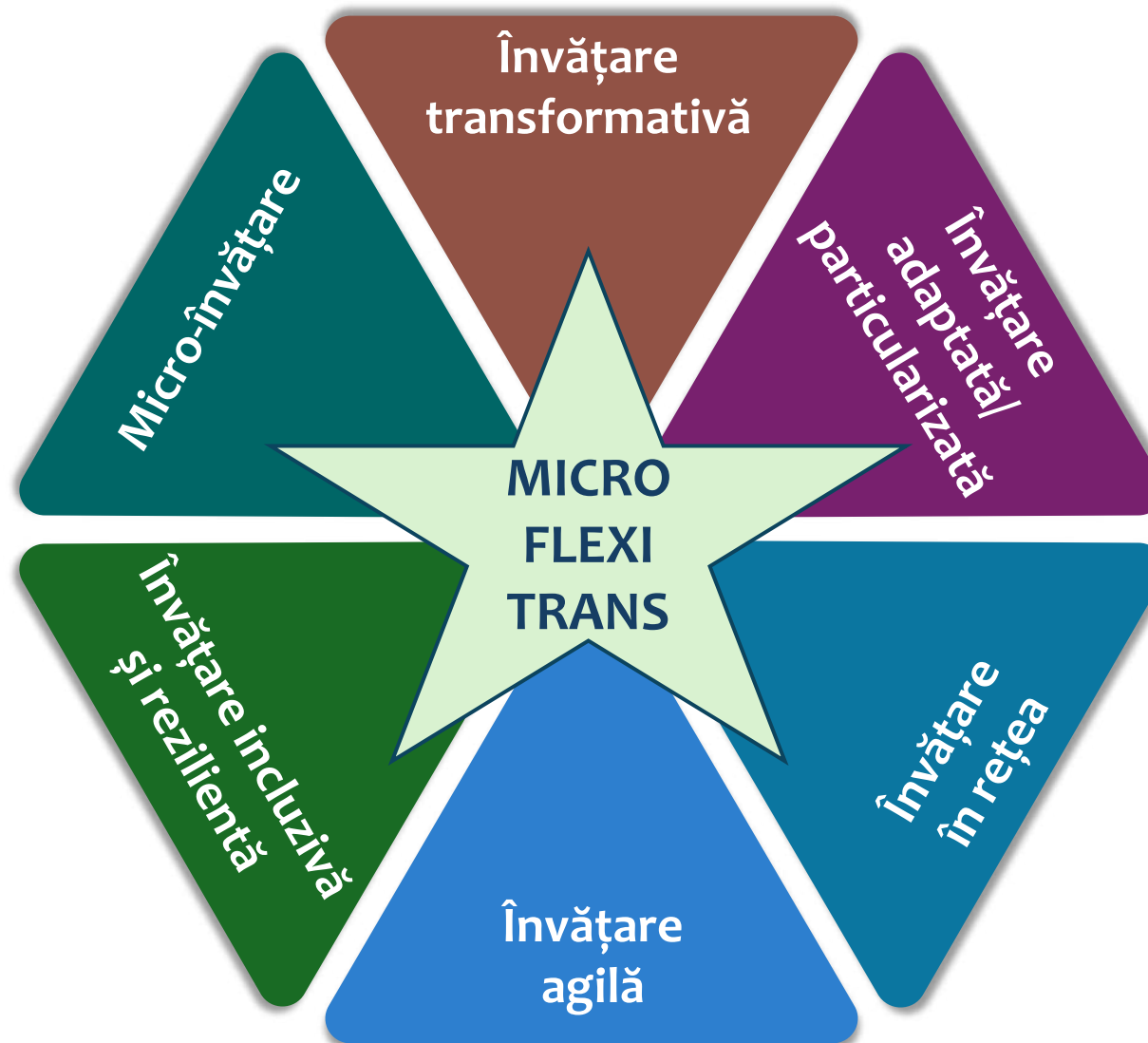


Cedefop, 2026

1. **Flex Max** –un ecosistem de învățare foarte adaptabil și integrat, în care cursanții se deplasează fără obstacole în interiorul țărilor și între acestea, sprijiniți de parcursuri personalizate și de instrumente digitale.
2. **Flexibilitate fragmentată**
3. **Rigid, dar conectat internațional**
4. **Comunități închise / cu acces restricționat**
5. **Insule rigide** –o lume a unor sisteme stabile și standardizate, care oferă predictibilitate, dar lasă puțin spațiu pentru mobilitate sau pentru recunoașterea învățării dobândite în afara structurilor formale.

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**Despre învățare și despre guvernanta ei ...
Implicatii pentru cariera si pentru cercetare**



Noua guvernare a învățării în alianțele de universități



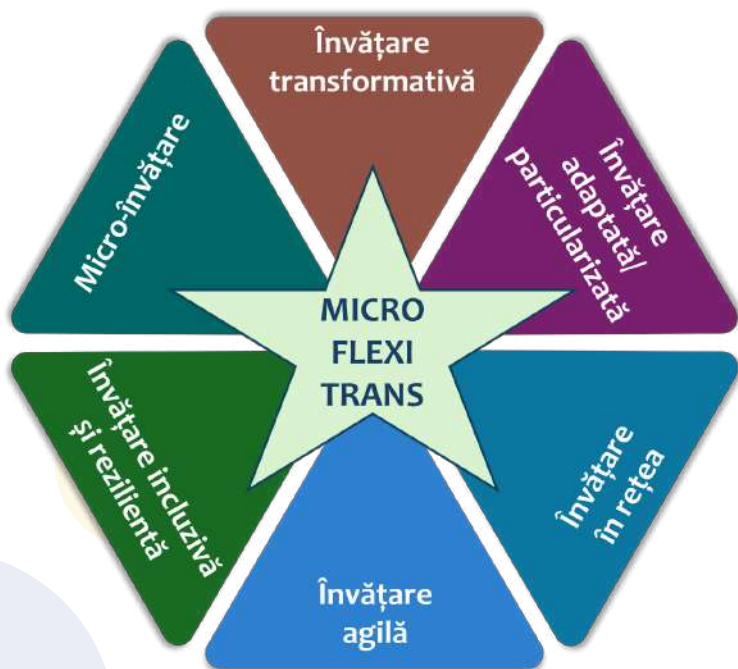
Iucu & Carțiș, 2025

Pentru a explica și operaționaliza această nouă realitate educațională, adaptată noii guvernare a învățării, vom utiliza un model bazat pe **trei axe exploratorii**:

- „micro”
- „flexi”
- „trans”

concepute ca **forțe aflate în interacțiune**, capabile să faciliteze schimbarea într-un mediu de încredere.

Abordarea micro-învățării (micro-learning) în învățare



Iucu & Carțiș, 2025

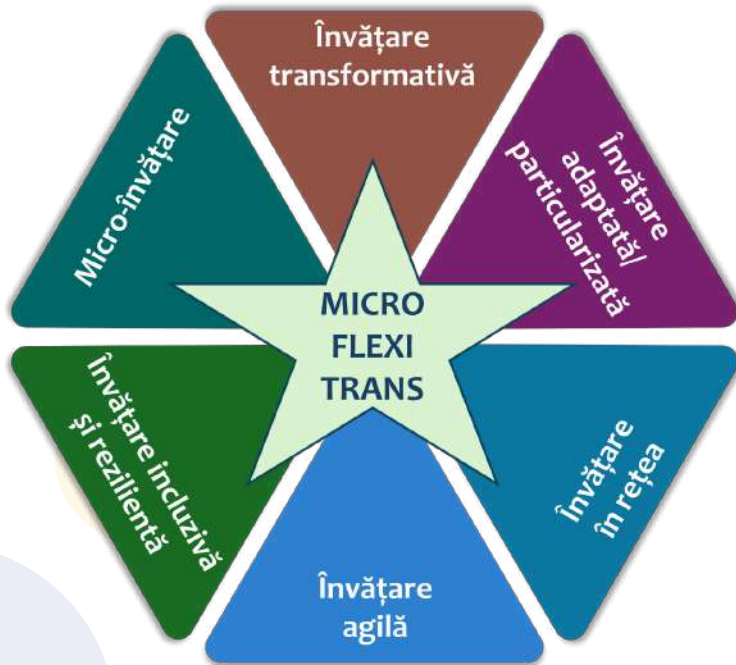
Abordarea la nivel micro în învățare crește nivelul de detaliere (**unități cumulabile, formate scurte, capsule de învățare**) și deplasează guvernanta de la ipotezele formulate la nivel de program către arhitecturi fundamentate pe:

- **rezultate ale învățării**
- **certificare portabilă**
- **procoloale de recunoaștere**

ridicând totodată întrebarea reflexivă:

Cât de micro poate deveni, în mod eficient, învățarea?

Flexibilitatea în învățare



Iucu & Carțiș, 2025

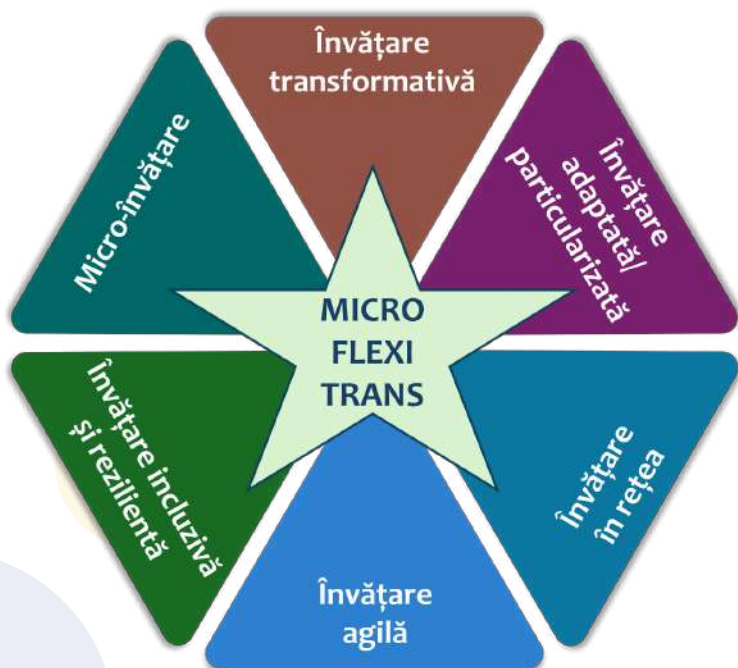
Flexibilitatea în învățare crește gradul de negociere (în ceea ce privește timpul, contextul, ritmul și participarea) și exercită presiune asupra instituțiilor pentru a formaliza decizii privind:

- **aranjamente multi-actor**
- **aranjamente multiculturale**
- **luând în considerare echivalențele, eligibilitatea și un grad ridicat de variație.**

Întrebarea-cheie reflexivă rămâne însă:

Cât de flexibilă poate fi flexibilitatea în învățare?

Dimensiunea „trans” în învățare



Iucu & Carțiș, 2025

- Semnifică **transformarea îndelung anticipată** într-un sens profund și semnificativ, precum și **deplasarea dincolo de granițe**: naționale, sectoriale și disciplinare.
- **Guvernanța devine o chestiune de coordonare între multiple forme de legitimitate**: acreditare națională, consorții și alianțe, politici publice, organisme profesionale.
- **„Zidurile” instituționale** care au găzduit în mod tradițional învățarea sunt, în fapt, demontate, ceea ce conduce la întrebarea:
- **Cât de transformatoare poate fi învățarea fără a risca fragmentarea sau pierderea identității celui care învață?**

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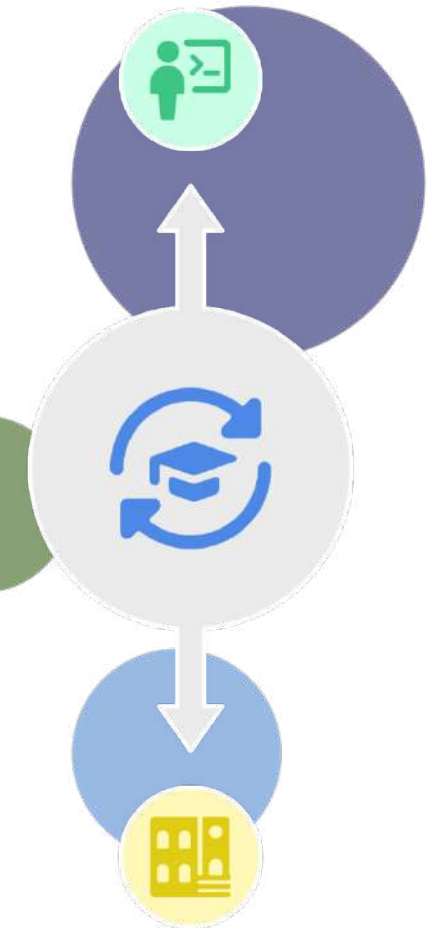
**Despre învățare și despre flexibilitatea ei ...
Implicatii pentru cariera si pentru cercetare**

From inclusion to more

The connection between flexible learning pathways and learning arrangements

These two concepts are closely related but serve different functions in the context of European University Alliances.

- **Flexible learning pathways** are about the learner's **experience and academic journey**: personalisation, autonomy, and progression across space, time, and modes.
- **Learning arrangements** are about the **institutional and pedagogical structures** that make these flexible experiences possible, authentic, and credible.

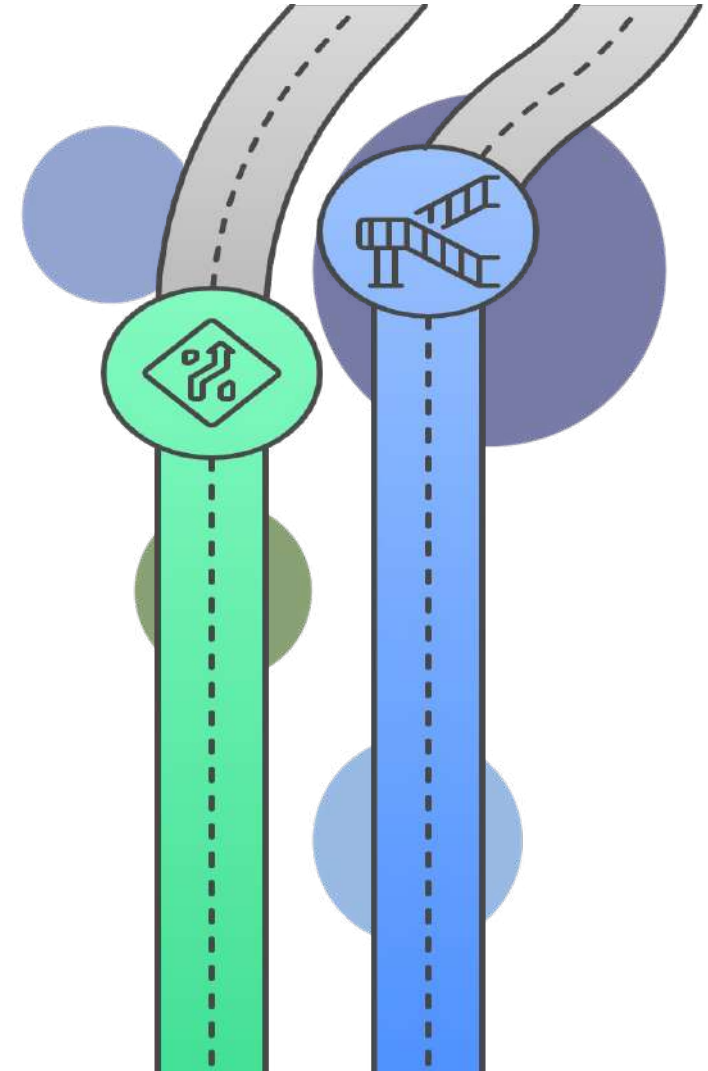


From inclusion to more *Structural and functional intersections*

Precondition of thinking and approaching of

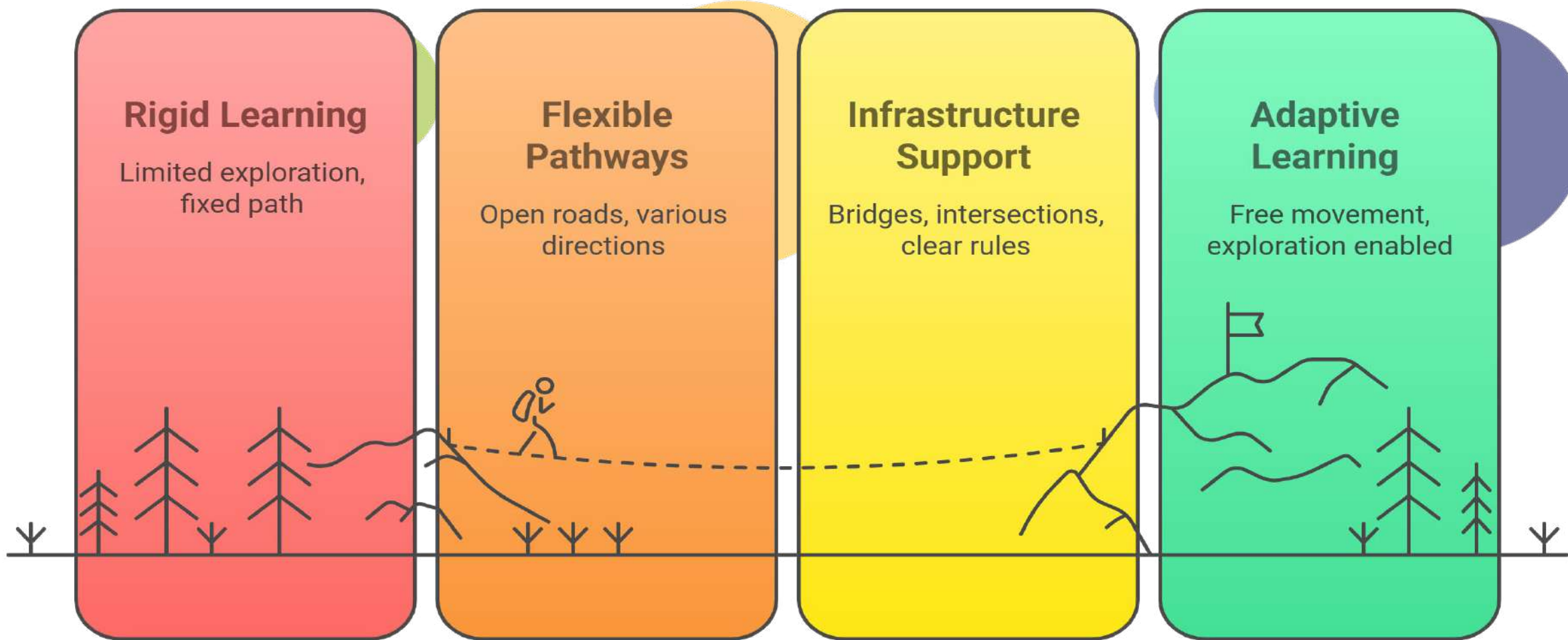
- **flexible learning pathways**
as roads / journeys, and
- **learning arrangements**
as the infrastructure (bridges, intersections,
traffic rules)

that allows travellers (students) to move freely,
change direction, or explore side routes.

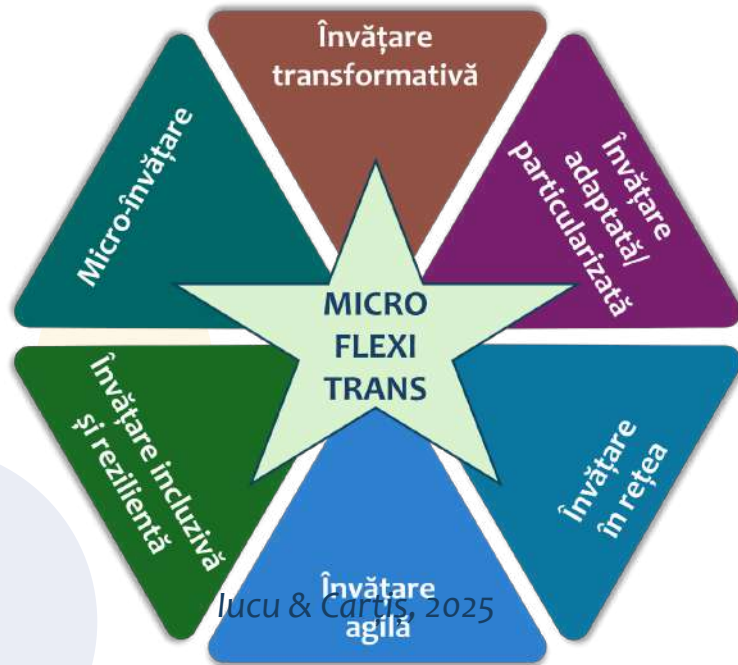


A transformative road ahead

Flexibilisation is essential



Tranziția de la „proces” la „aranjamente”



- o nouă **filosofie a învățării**
- noi forme de legitimitate și organizare
- noi modalități de abordare a standardelor și a asigurării calității / recunoașterii
- portabilitate și cumulabilitate
- stimulente motivaționale și culturi organizaționale
- date, infrastructură digitală și interoperabilitate
- echitate, incluziune și accesibilitate – noi căi către **„transincluzivitate” - „TRANCLUSIVITY”**

A collection of decorative circles in various colors (green, yellow, red, blue, purple) and sizes scattered across the right side of the slide.

**Concluzii, dar și câteva reflecții despre
finanțare și nu numai ...**

European degrees and the new synergies

European Universities alliances: deepen cooperation and secure financing

Press Releases Plenary session CULT 11-09-2025

In a report approved by 461 votes, 100 against and 48 abstentions, Parliament asks the Commission to **provide enough funding to turn the European Universities alliances into a stable and funded programme and to carry this through to the next multiannual financial framework (MFF).**

Parliament also calls on **EU countries to commit to co-financing alliances through national budgets.**

Given its ability to build cross-border networks for researchers, **European Universities alliances have the potential to disseminate knowledge in the EU, MEPs say.**

European degrees and the new synergies

European Universities alliances: deepen cooperation and secure financing

Press Releases Plenary session CULT 11-09-2025

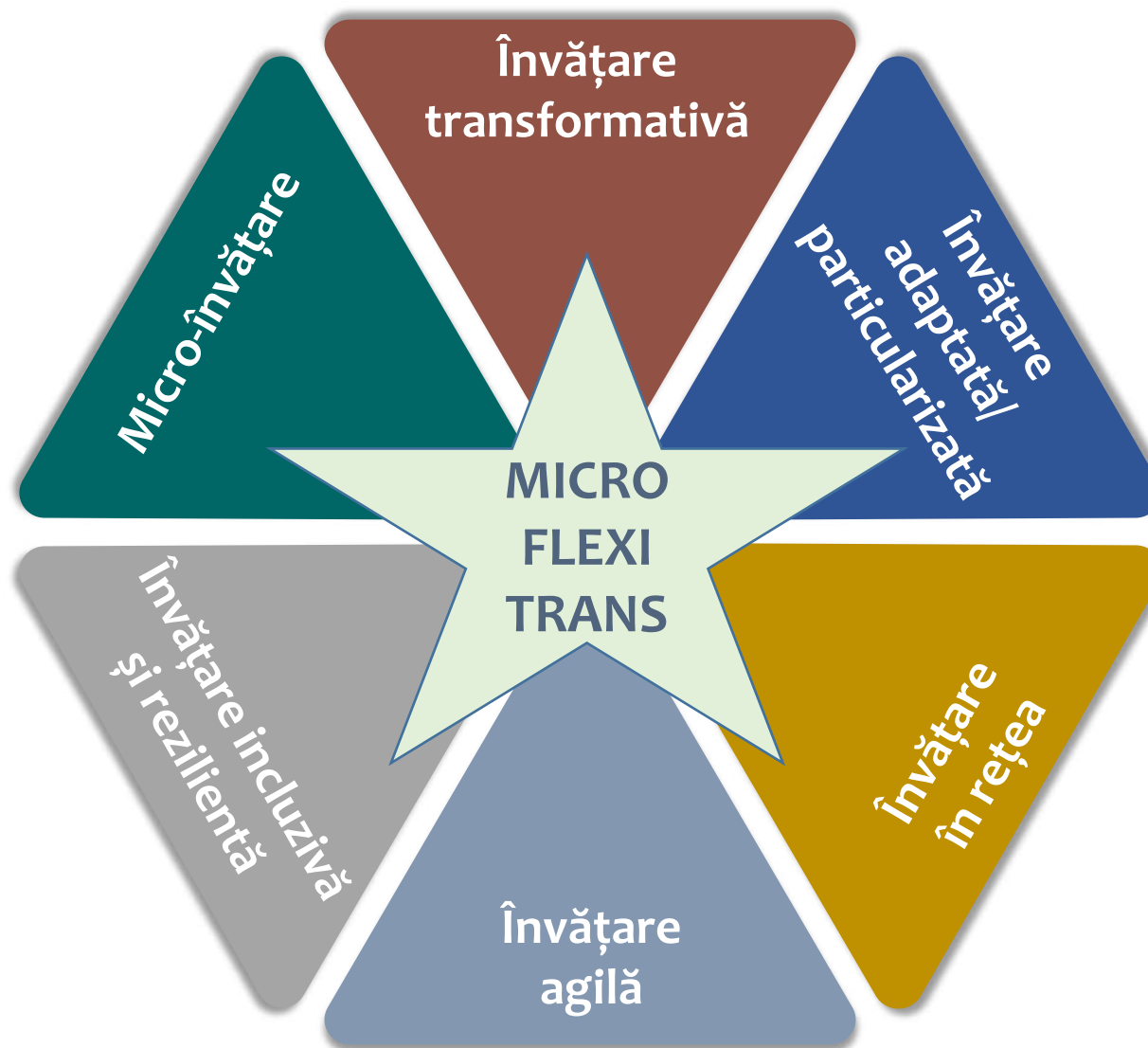
Saluting the six Erasmus+ experimental projects on the European degree and the European degree label conducted by 21 alliances, MEPs consider that **reinforcing the alliances is a step towards the recognition of degrees and diplomas at the EU level**. Moreover, they note that European Universities alliances **created a genuine laboratory for the European education space and can contribute to a more integrated, competitive and inclusive area**, also by promoting European identity, culture, values and academic freedom.

European degrees and the new synergies

CIVIS answers

In which way CIVIS will answer to these important challenges ?

- **To create synergies between education offer and research**, by developing research teams in behind of educational programs teams
- To open the space for **approaching also sustainable Openlabs gates** in this arrangements
- To respond with **a flexible readiness to all further financial opportunities** that appears in the future (FP10, ECF)



Intrebări de poziționare ...

Care sunt perspectivele comune de evoluție sinergică pentru axele de cercetare și de educație ?

Cum vor putea să fie acomodate rutele de evoluție în cariera prin aranjamente de învățare continuă și acumulare (stackable credentials) ?

Cum se vor reprojeta sistemele specifice de CPD și evaluare în raport cu cele trei coordonate: MICRO – FLEXI – TRANS ?

Cum arată noile coordonate ale publicării într-un spațiu transnațional, marcat de filosofia celei de a cincea libertăți ?



Vă mulțumesc pentru atenție!

Prof. Dr. Romiță IUCU

Universitatea din București | Academia Română | Alianța Europeană CIVIS

romita.iucu@unibuc.ro

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