

FROM INCLUSIVITY TO "TRANSCLUSIVITY" ROMIȚĂ IUCU University of Bucharest | CIVIS, Europe's Civic University Alliance | Romanian Academy



From Inclusivity to "Transclusivity". The road from inclusive universities to transformative European Alliances



3 theoretical perspectives of inclusion: Transformative, Walls, Learning



Alliances as Transformative

"Alliances are a process of **transformation** of our European Higher Education system"

Margaritis Schinas, 2023











Transnational

Transborder

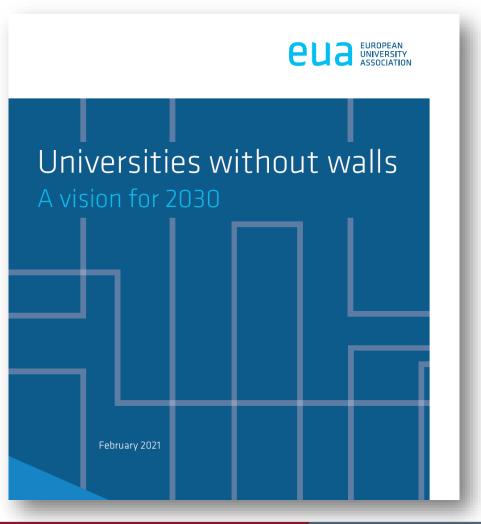
Transcultural

Transformative

Universities without Walls Inclusive and comprehensive

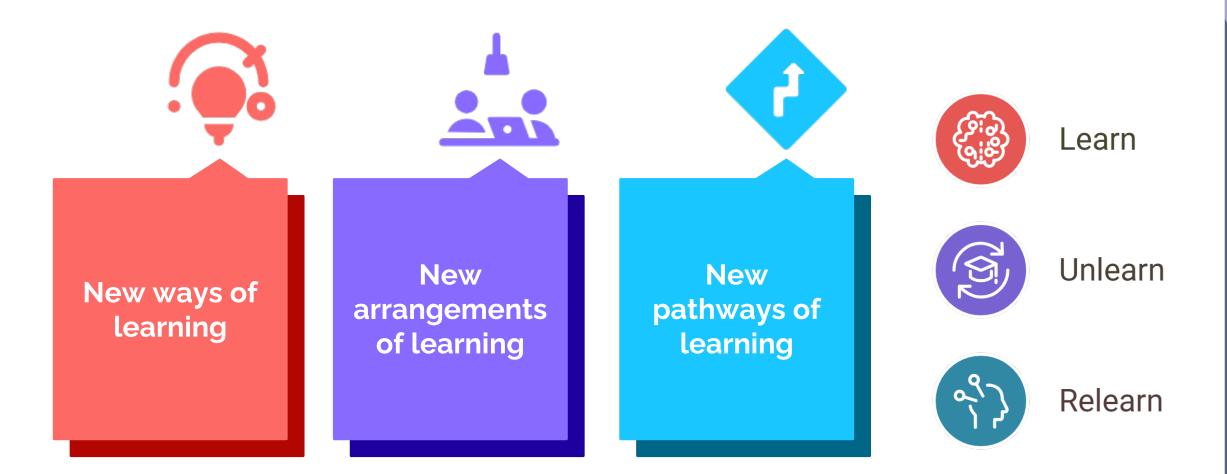
A new vision for the future... Higher education institutions (with all the components included) without walls

European University Association, 2021





Learning will be forever changed Searching for inclusion





3 philosophical points for further reflections on inclusion: *FutureS, ScenarioS, TruthS*



FutureS in/of/for Education

Tomorrow and its "futures" is about enabling a new social contract between education and inclusivity, moving **beyond traditional understandings of inclusion**.

UNESCO, 2021

REIMAGINING A new social OUR FUTURES contract for TOGETHER e d u c a t i o n

REPORT FROM THE INTERNATIONAL COMMISSION ON THE FUTURES OF EDUCATION



ScenarioS in/of/for Education

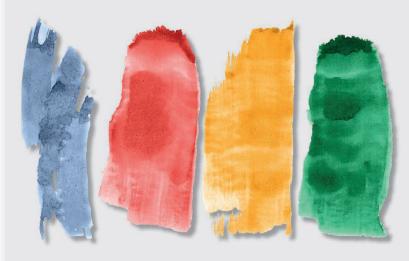
"The future is not a place where problems will magically disappear". But we believe it is a place where inclusion can be transformed and reenabled.

OECD, 2021



Educational Research and Innovation

Back to the Future of Education FOUR OECD SCENARIOS FOR SCHOOLING







TruthS in/of/for Education

There is a **hidden truth** in inclusivity which is expressed by the **success and unsuccess stories** of learners.

Who can speak out these truths?





Inclusion Through the lenses of European University Alliances



A transformed higher education European University Alliances

EUROPEAN UNIVERSITIES

Erasmus+

65 European Alliances, with 570 universities, redefine and transform learning, research, and societal impact.

Inclusion is strongly present as part of the alliances' mission, values, and pilot initiatives.



Inclusiveness and alliances Scanning mission and values

Analysis of the mission, vision, values, and strategic documents *(publicly available and accessible)* of all 65 alliances

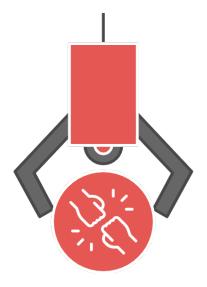
Questions we asked:

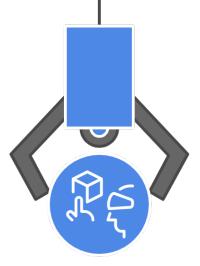
- o Does the text explicitly say "inclusion"?
- o Is there any formal commitment to inclusiveness?
- o Is there a structural approach (frameworks, definitions, guidelines)?





Inclusiveness and alliances Commitment is common; structure is scarce





Commitment towards inclusiveness

43 Alliances 66.15%

"Inclusion" present as concept

36 Alliances 55.38%

Structured approaches and initiatives

12 Alliances 18.46%

10 Alliances combine all three elements the "gold standard"



Inclusiveness and alliances Cross-alliance patterns

Inclusion is declared a core value

Alliances publish charters, frameworks, or manifestos Governance is co-created with students & external stakeholders

Digital & flexible mobility are the drivers for widening access Lifelong learning & non-traditional learners are explicitly targeted Alliances build accountability loops (KPIs, evaluation, incentive schemes)



How these patterns translate into approaches

Inclusion is declared a core value

Value-first signalling

Start every public document with an explicit commitment to inclusion, positioning it on par with sustainability or academic freedom.



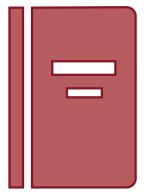


How these patterns translate into approaches

Alliances publish charters, frameworks, or manifestos

Publishable scaffolding

Use a short public charter or manifesto to make goals memorable, backed by a longer operational framework that staff can implement.





How these patterns translate into approaches

Governance is co-created with students & external stakeholders

Shared governance

Give students voting seats and require external-stakeholder consultation at each policy stage; many alliances write this into their statutes.





How these patterns translate into approaches

Digital & flexible mobility are the drivers for widening access

"Digital-plus" mobility

Combine online, hybrid and short physical exchanges so cost, caring duties, or disability are no longer absolute barriers.





How these patterns translate into approaches

Lifelong learning & non-traditional learners are explicitly targeted

Design for the 30-year learner

Micro-credentials, stackable programmes and recognition of prior learning make alliances relevant to adults and part-time students.





How these patterns translate into approaches

Alliances build accountability loops (KPIs, evaluation, incentive schemes)

Measure, publish, improve

Set KPIs (e.g., % of mobility participants from low-SES backgrounds), incentivise progress, and run annual evaluations with transparent results.





Inclusiveness and alliances Defining inclusion: EUTOPIA framework

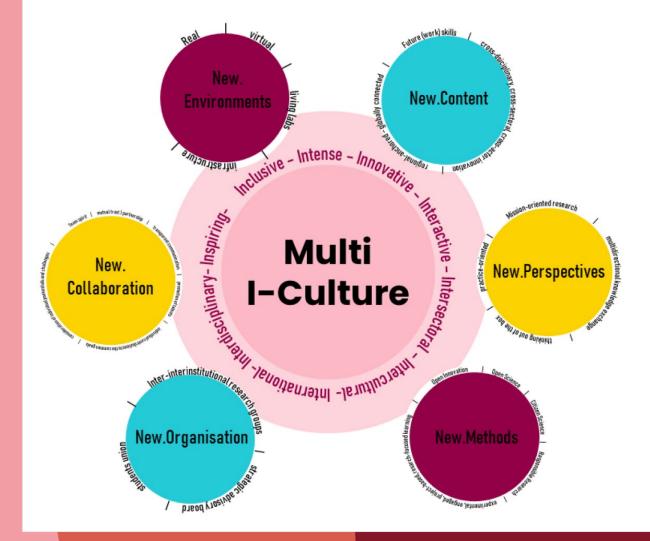
Inclusion can mean different things in **different contexts** and for **different people**.

It can be defined **positively** in terms of **empowering** individuals and groups and enhancing their **sense of belonging**, or **negatively** in terms of **reducing the factors that exclude** individuals and groups based on markers and their intersections [....].

Inclusion policies further **empowerment** and a **sense of belonging** and reduce barriers and exclusion.



Inclusiveness and alliances E³UDRES² "Multi I-Culture" framework



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The "I"s stand for:

- inclusive, inspiring and intense,
- innovative, interactive, interdisciplinary and intersectoral,
- intercultural and international.

The open, agile, holistic and inclusive culture is based on the pillars:

- Enable mission-oriented people
- Focus on cross-disciplinary content
- Consider challenge-based perspectives
- Implement human-centered methods
- Enhance engaged collaboration
- Establish Multi-i-Environments

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Inclusiveness and alliances What stands-out: EUTOPIA Inclusion Manifesto

1. Co-creating the Alliance

EUTOPIA co-designs its structures with students, staff and partners.

2. Building inclusive mindsets

It fosters inclusion, respect and dignity through forward-looking policies.

3. Designing inclusive learning, working and research

Curricula, research and workplaces are built for universal inclusiveness.

4. Adopting a process-approach to change

A process-based approach continually removes barriers to equity.

5. Being accountable and transparent

Transparent governance tracks progress and ensures accountability.

CUTOPI/

INCLUSION MANIFESTO

PUTTING THE PRINCIPLE OF INCLUSION INTO PRACTICE

©EUTOPIA Alliance



Inclusiveness and alliances Shaping the community: **UNITA & YUFE Codes of Conduct**

YUFE Co-funded by the European Union muitnom **YUFE COMMUNITY - CODE OF CONDUCT** UNIVERSIDADE BEIRA INTERIOR Transilvania University of Brancy UNIVERSITÀ DEGU STUDI DI BRESCIA UNITA CODE OF ETHICS POLI TÉLNILO AND CONDUCT **ACTS KINDLY** upna TOWARDS OTHERS UNIVERSITÉ SAVOIE MONT BLANC Universitatea de Ves UNIVERSITÀ DI TORINO Universidad Zaragoza **COMMUNICATES** Hes-so RESPECTFULLY Considers the potential impact of their words and actions on others • Embraces the diversity of languages spoken among the YUFE community Gives feedback and shares views with civility

A set of attributes that characterise a member of the YUFE community

5

ADOPTS A POSITIVE ATTITUDE

learning experiences

Supports colleagues when things go

REFLECTION Recognises their own abilities and limitations of competence and is

privilege

not afraid to ask for help and advice Apologises when they behave

PRACTICES SELF-

inappropriately Is aware of their privileges and advocates for those without

ROLE MODELS THE YUFE VALUES

F.C.

WANTS TO LEARN **FROM OTHERS**

experiences, backgrounds, and

TAKES PERSONAL RESPONSIBILITY

All members of the YUFE community must behave in ways that are consistent with the code and, where the behaviour of others falls short, encourage them to do the same



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EUPeace | www.eupeace.e



EUPeace Handbook on Internationalising Teacher Education

Implementing EUPeace online content dedicated to internationalising teacher education and facilitating internships



Inclusiveness and alliances Applying the vision in practice: EUPeace inclusion-driven Handbook

Rich practical playbook

8 in-depth chapters and 9 field-tested case studies supply ready-touse modules, evaluation rubrics and mobility templates.

Grounded in equity frameworks

Guidance is built on the EUPeace "School for ALL" concept and the values-skills-knowledge model, keeping democratic culture and inclusion at the core.

New inclusion levers

Pushes virtual mobility, blended exchanges and Universal Design for Learning to widen international opportunities for every student.

Lesson for other alliances

Treat the "living" handbook as a blueprint: adapt its tools, secure whole-alliance backing, and co-update the challenges/solutions to scale inclusive teacher education across Europe.

Lessons about inclusion inside the classroom

Q		Mr. Mr		
Refine the content	Blend the formats	Challenge- base it	Co-create with students	Equip the staff
Systematic curriculum reviews surface bias, adapt pedagogy and resources	Digital, blended, micro- credentials keep diverse learners in the game	Living-labs, real-world briefs and experiential tasks value diverse perspectives.	Learners hold seats on boards and co-design modules and learning contexts from day one.	Training, badges & incentives make inclusive- teaching champions
(e.g. EUTOPIA Inclusion Framework)	(e.g. OpenEU "any time, from anywhere learning")	(e.g. E ³ UDRES ² challenge-based pillar)	(e.g. Unite! Student Activity Support Fund)	(e.g. UNITA drives inclusion through staff training)

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Refine the content

Systematic curriculum reviews surface bias, adapt pedagogy and resources

(e.g. EUTOPIA Inclusion Framework)

Inclusiveness and alliances Take-aways for curriculum inclusiveness

Curriculum is the entry point

Almost every mature framework turns the spotlight on course content and pedagogy, not just access or student services.



Inclusiveness and alliances Take-aways for curriculum inclusiveness

Blend the formats

Digital, blended, microcredentials keep diverse learners in the game

(e.g. OpenEU "any time, from anywhere learning")

Digital flexibility is the enabler

From open-access platforms to virtual exchanges, technology underpins most widening-participation pledges.

Challengebase it

Living-labs, real-world briefs and experiential tasks value diverse perspectives.

(e.g. E³UDRES² challenge-based pillar)

Inclusiveness and alliances Take-aways for curriculum inclusiveness

Real-world, challenge-based learning doubles as inclusion tool

It values diverse life-experience and lowers language or disciplinary barriers.

Inclusiveness and alliances Take-aways for curriculum inclusiveness



Co-create with students

Learners hold seats on boards and co-design modules and learning contexts from day one.

(e.g. Unite! Student Activity Support Fund)

Students are partners, not beneficiaries

Formal seats on boards, co-design workshops and testimonial projects make inclusion a shared responsibility.

Inclusiveness and alliances Take-aways for curriculum inclusiveness

Staff training and recognition close the loop

Link inclusive-teaching workshops, reward schemes and performance indicators so the agenda survives beyond initial enthusiasm.

Equip the staff Training, badges &

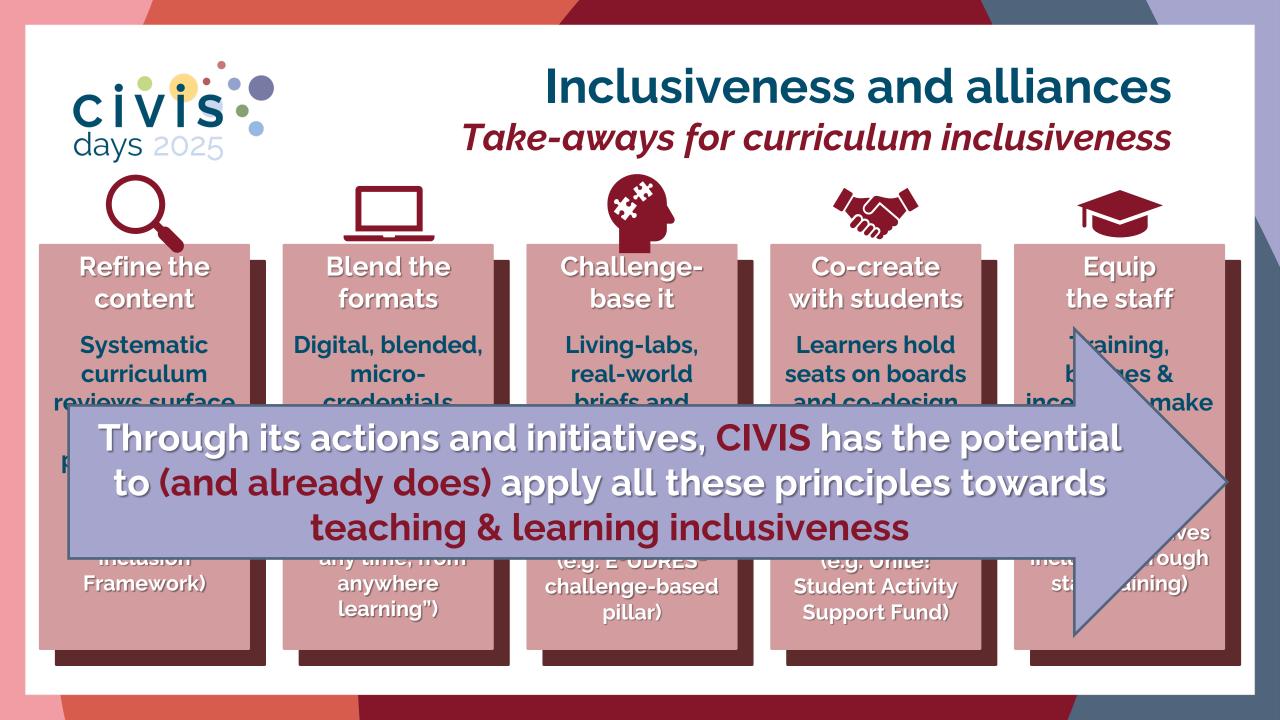
incentives make inclusiveteaching champions

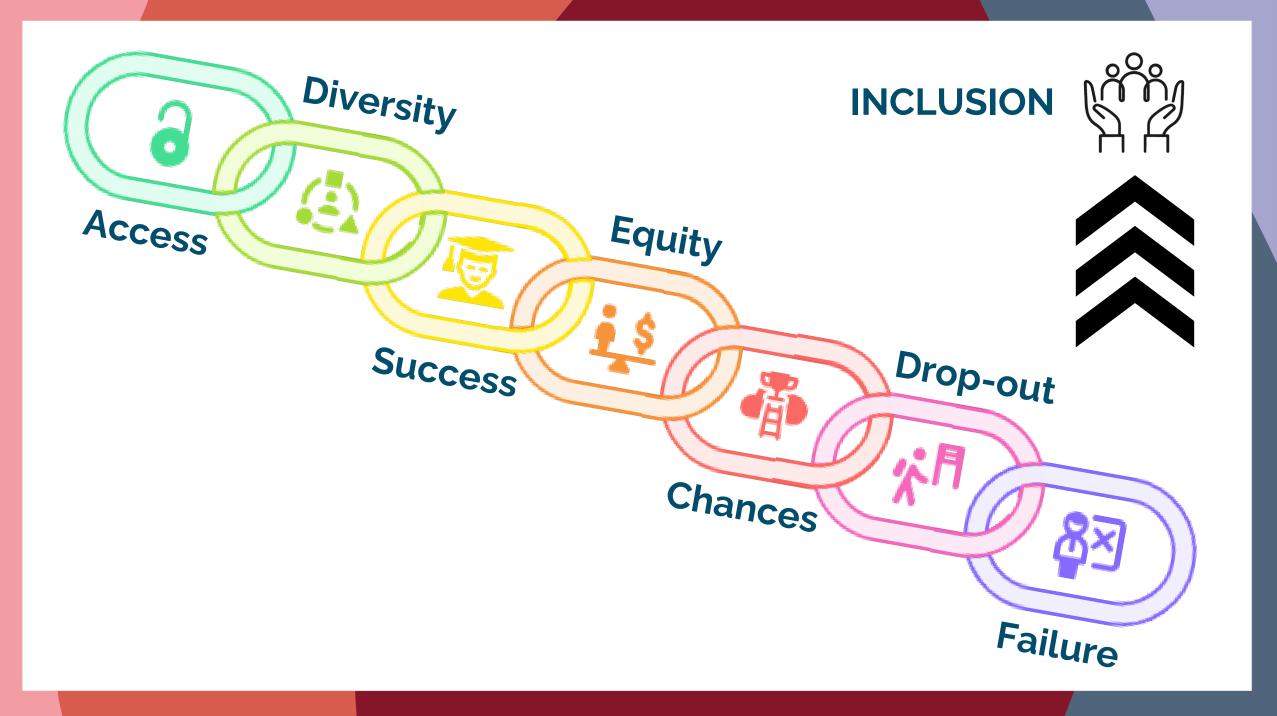
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Lessons about inclusion inside the classroom

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Inclusiveness and alliances Inclusivity after 5 years of implementation

Excellence, **inclusivity** and geographical balance are remarkable strengths of the initiative.

The alliances mark a paradigm change towards long-term structural and strategic and sustainable cooperation between the higher education institutions, **also including students in the driving seat and enabling efficiency gains**."



Report on the outcomes and transformational potential of the European Universities initiative



Beyond the Alliances' reality: Inclusivity as a "missing" reality



Inclusivity as a questionable matter Towards a Bright Future for the Alliances

Proposed recommendations on

- 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.



April 29th-30th 2024, Brussels SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

EUROPEAN UNIVERSITY ALLIANCES Drivers of Change and Innovation in Higher Education

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©Vlaamse Interuniversitaire Raad

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Inclusivity as a questionable matter Cosmobility

Diverse mobility experiences:

Experimental grounds for various forms of mobility.

Simplify administrative processes:

Remove administrative barriers for organising mobility.

Global scale mobility:

Balanced flows between Europe and Africa.



April 29th-30th 2024, Brussels SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

EUROPEAN UNIVERSITY ALLIANCES Drivers of Change and Innovation in Higher Education





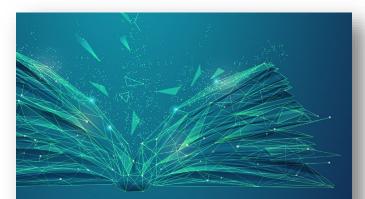
Inclusivity as a questionable matter Superdiversity

Inclusive classrooms:

- Establish equity in academic environments.
- Ensure balanced integration of online and offline.
- Expand cultural and linguistic awareness.

Harmonised policies:

- Align higher education policies on internationalisation to foster global citizenship.
- Develop **intercultural competencies** and consolidate a **diverse** approach.



April 29th-30th 2024, Brussels SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

EUROPEAN UNIVERSITY ALLIANCES Drivers of Change and Innovation in Higher Education





Inclusivity as a questionable matter Pedagogical innovation

Experimental sandboxes:

Function as sandboxes for experimenting with pedagogical innovation, and various mobility forms.

Ensure high student participation:

Sharing of best practices in mobility and inclusion.

Flexible learning pathways:

Develop open, flexible, inclusive university alliance ecosystems with learning pathways that address societal needs.



April 29th-30th 2024, Brussels SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

EUROPEAN UNIVERSITY ALLIANCES Drivers of Change and Innovation in Higher Education





Inclusivity as a questionable matter Further reflection

If you could introduce one bold, game-changing dimension — something we haven't yet named that would fundamentally expand both the scale and strategic impact of the European Universities Alliances, what would it be, and why does it matter now?



April 29th-30th 2024, Brussels SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

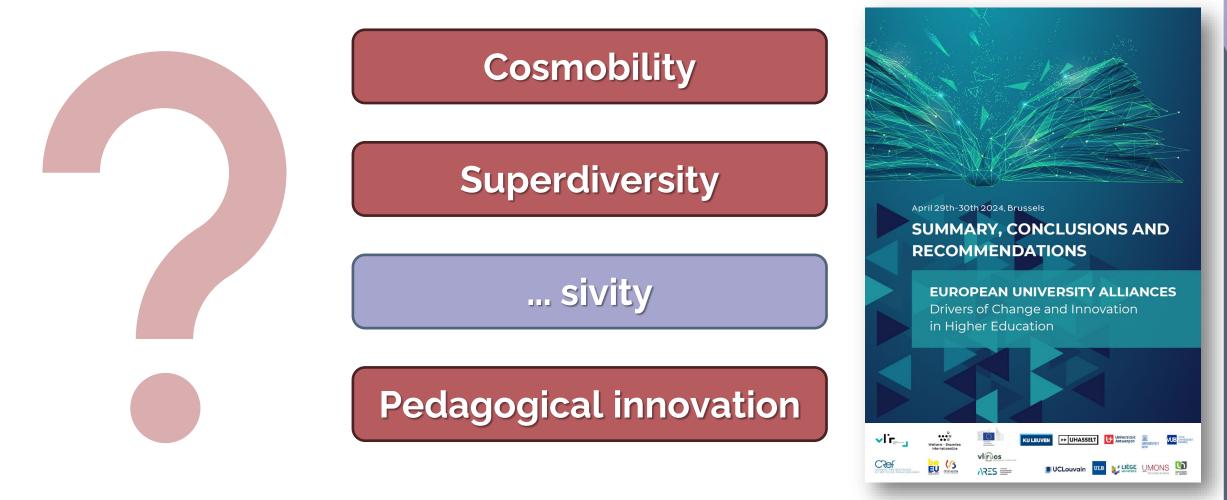
EUROPEAN UNIVERSITY ALLIANCES Drivers of Change and Innovation in Higher Education







Inclusivity as a questionable matter *Further reflection*





Inclusivity as a questionable matter Further reflection





European University Alliances: Inclusive practices. Inclusivity as a practical approach



Inclusivity as a practical approach Support for students with disabilities

Physical and digital accessibility

Ensuring that buildings, classrooms and online platforms are designed accessible for all



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Assistive technologies

Screen readers, speech-to-text tools and specialized software for all types of learners



Support services

Tailored counseling, tutoring, mentorship and peer support groups facilitate resource and practice sharing

How to ensure support for some in the benefit of all?



Inclusivity as a practical approach Access and retention for disadvantaged groups

Financial support

Financial aid for students and learners with socioeconomic disadvantaged backgrounds

Outreach programmes

Support and encouragements for students from underrepresented groups to pursue higher education

First-generation students

Unique challenges faced by first-generation students supported by mentorship and community programmes

What ensures a real success of access story in higher education?



Inclusivity as a practical approach Cultural diversity and international student support

Cultural awareness

Foster understanding and inclusivity among students from different countries, ethnicities, and cultures



Language support

Provide language support services (courses, activities, communities) to foster language proficiency



Integration programmes

Facilitate transition for international students (orientation sessions, mentorship, social events)

What happens with the inclusion of local students in a new context?



Inclusivity as a practical approach Mental health and well-being

Mental health support

Counselling services, peer support networks or stressrelief activities (e.g., mindfulness, yoga sessions)



Inclusive well-being

Inclusion of underrepresented groups, ensuring culturally sensitive support accessible for all

Early intervention and prevention

Identification of at-risk students and provision of early intervention, especially among marginalised groups

How to ensure balance between struggle for excellence and wellbeing?



Inclusivity as a practical approach Community engagement and empowerment

Social responsibility and civic

engagment

Projects for university community and wider society (outreach programmes, partnerships with societal actors, collaborative research projects etc.)

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Student leadership

Students take leadership roles in promoting inclusion, such as creating student-led initiatives that advocate for social justice, equality, and inclusion

How to redefine the third mission in an inclusive way?



Inclusivity as a practical approach Inclusive curriculum design and pedagogy

Inclusive curriculum design

Reflect diverse perspectives, cultures, and ways of thinking by diverse teaching and learning approaches



Pedagogical innovation strategies

Flexible design ensuring teaching to diverse learning needs, engagement, representation and expression



Micro-learning

Compact, short, focused content/modules designed to focus and flexibilise learning and reduce fatigue

How to assess a meaningful context that drives learning?



Inclusivity as a practical approach Flexible learning and new arrangements

Flexible learning pathways

Enhance learner's experience and academic journey through personalised, autonomous learning



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Learning arrangements

Institutional and pedagogical structures that male flexibilization possible, authentic, and credible

What drives authentic learning and keeps learning meaningful and relevant?



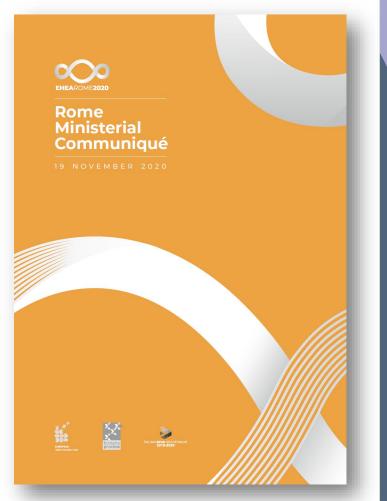
Flexible learning pathways. The authentic road to inclusivity



Flexible learning pathways A policy perspective

Flexible and open learning paths [...] are important **aspects of student-centred learning** and are in increasing demand in our societies.

In addition to full degree programs, many higher education institutions offer or plan to offer **smaller units of learning**, which enable learners to **develop or update** their transversal skills and competences at **various stages in their lives**.





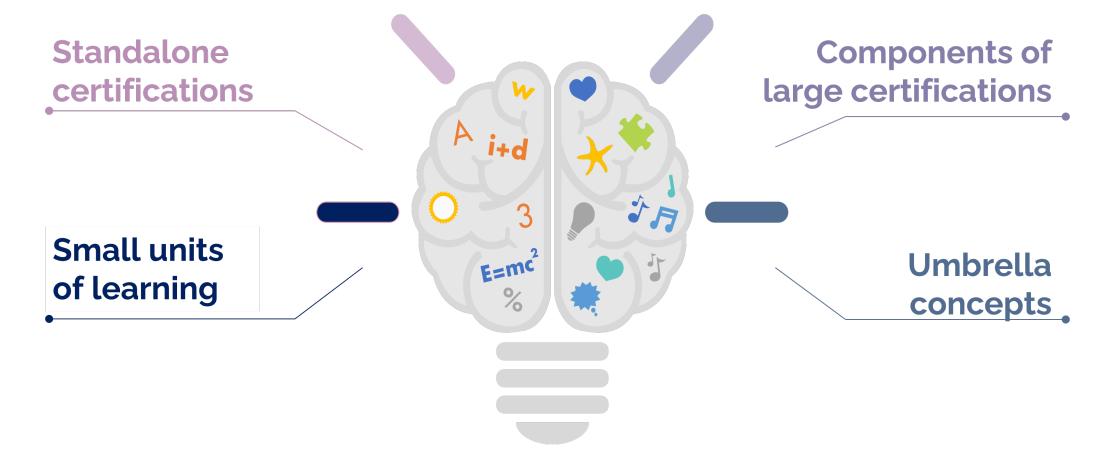
Flexible learning pathways Alliances and flexible learning pathways



Alliances are considerably focused on the development of cross-disciplinary, innovative, integrated and intersectoral curricula, with a **transnational**, **flexible and diverse**, and **inclusive orientation**.

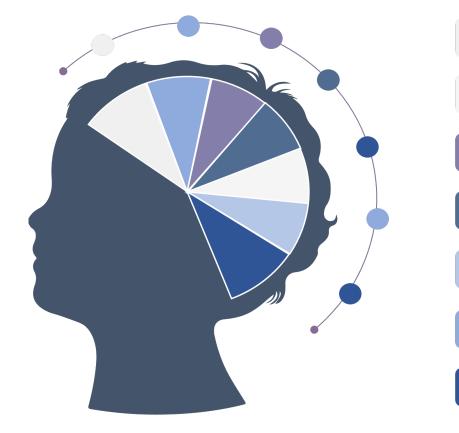


Inclusivity as a questionable matter Clustering the conceptual framework





Inclusivity as a questionable matter Types of flexible learning pathways



Micro-Credentials Micro-certificates Short courses / learning activities **Bootcamps Digital badges Nano-degrees** Micro-programmes / Micro-masters

©Cartis et al., 2023



Flexible learning pathways Alliances and flexible learning pathways



Microlearning is a way of providing a set of **compact**, **short**, **focused** pieces of **content/modules** that are designed to **concentrate** and **flexibilize** learning and to reduce learner fatigue.





Learning arrangements The transformative approach to learning: Transclusivity



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The transformative approach to learning Exploring a new understanding for higher education

We define transclusion as a primary pattern of growth, evolution, and development in which a new, more complex perspective or logic emerges in a system which transcends and transforms existing perspectives, while at the same time including, assimilating, and re-integrating established logics and perspectives into a new dynamic structure.

Development as transclusion is **web-like** and **nested** rather than linear.





The transformative approach to learning Exploring a new understanding for higher education



It becomes necessary to cultivate **"transclusivity"** as a **balance of potential and actual**, global unification and localization of social ties.

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©Kotarba & Melnikov., 2024



From inclusion to transclusivity A possible theory for transformative and inclusive learning in European University Alliances?

- **Transclusivity** = transform existing logics, include all perspectives, and flexibilize learning across time, place, and discipline.
- Only two scattered mentions in the literature McGuire & Palus (2018) and Kotarba & Melnikov (2024). No higher education frame.
- Europe now hosts 65 European University Alliances, tasked with innovative pedagogies and flexible learning pathways, but they lack a unifying lens.

A new theoretical model is required to address these needs: Transclusive Learning



A transformative approach to learning Transclusivity and Transclusive Learning

Transclusivity supplies the theoretical glue that supports alliances to:

- Web-link courses, micro-credentials & mobility instead of adding fragments.
- Treat widening participation as **a value-add**, not a compromise.
- Support lifelong, life-wide learning within and across European campuses.

We need to co-define pillars and metrics of **Transclusive Learning**, embed them in joint curricula pilots, and evaluate & scale across all 65 alliances.

From inclusion to transclusivity



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.

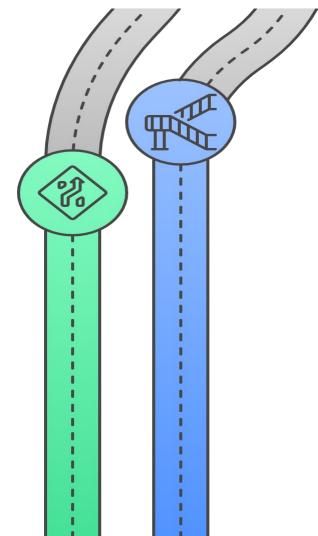


From inclusion to transclusivity Structural and functional intersections

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.



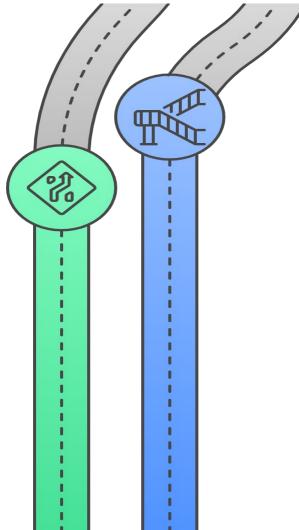


From inclusion to transclusivity Structural and functional intersections

Flexible pathways require enabling arrangements: without appropriate learning arrangements (like aligned curricula or virtual platforms), flexibility would become "chaos" or uncertainty: students couldn't transfer credits, join joint modules, or engage in hybrid learning.

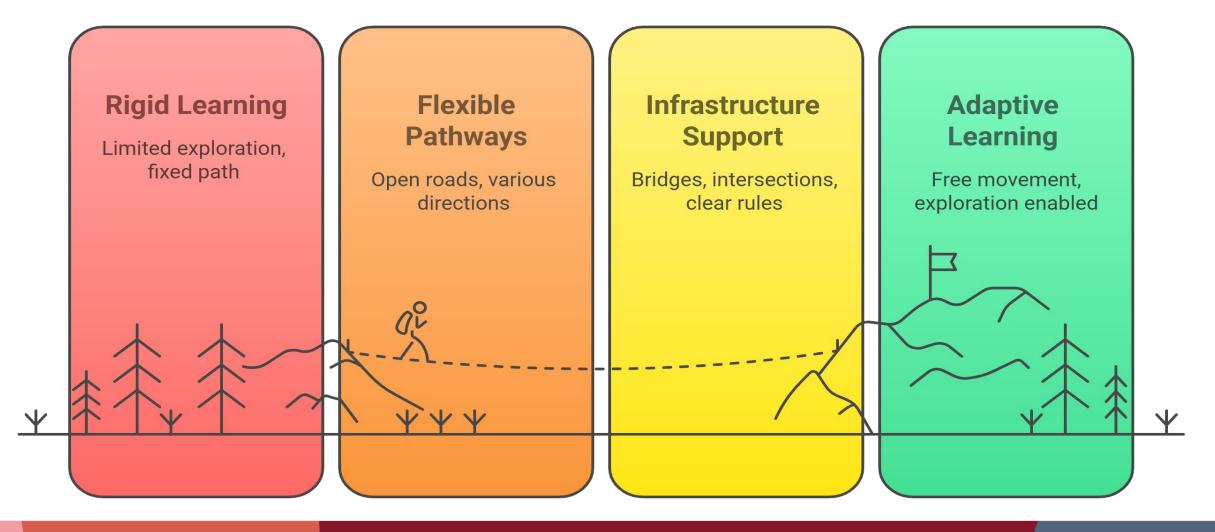
Learning arrangements

create the conditions for flexibility: innovative arrangements like joint teaching, co-designed courses, or micro-credential ecosystems intentionally build the possibility for learners to construct varied, dynamic pathways



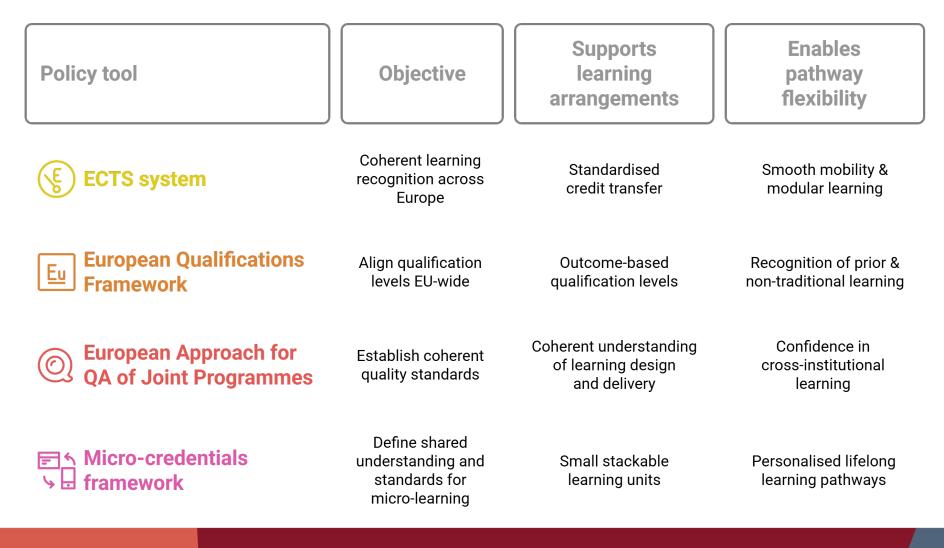


A transformative road ahead Flexibilisation is essential





A transformative road ahead Policy tools remain crucial





Comparative analytical conclusions Roads and bridges

Flexible Learning Pathways

- Learner-centred journeys across space and mode
- Driven by student choice, need, coordination, and infrastructure
- Focus on personalisation, autonomy, inclusivity
- Examples: Lifelong learning, stackable credentials



Learning Arrangements

- Institutional and pedagogical time, structures enabling those journeys
- Driven by collaboration, progression
- Focus on interoperability, quality, and access
- Examples: Modular curricula, joint teaching, digital platforms



Comparative analytical conclusions Further reflections

There is no flexible learning pathway without adaptable learning arrangements.

Well-designed learning arrangements are only meaningful if they serve **diverse**, **flexible learner pathways**.

There is no flexibilization or arrangements without having benefits for the students, traditional or non-traditional.

And for the students...



Comparative analytical conclusions Further reflections

These learning arrangements, looking to inclusion, allow students to:

- Personalise their learning
- Move fluidly between institutions at transnational level
- Study without being physically mobile, or combine mobilities: short-term mobility with virtual learning
- Return to education at any stage of life through micro-learning or modular credentials (as non-traditional students)

These arrangements also push institutions to **rethink traditional structures**, sharing resources and co-creating learning in **a truly European context**.



Flexible learning pathways Learning analytics

Flexible pathways have increasingly incorporated **learning analytics**, which involves analysing data on learner engagement and performance to adapt instructional methods to individual needs (Drachsler & Greller, 2012; Ifenthaler, 2015).

Learning analytics supports flexible learning by providing insights into **how learners progress** and where additional support may be necessary.





Learning arrangements The transformative approach to learning: Transclusivity – a real dimension of alliances



Learning arrangements In the context of European Alliances

Digital integration Organizational structures The foundational elements that The use of technology to facilitate learning. support flexible learning. Partnership models **Equity and access** Collaborative approaches Ensuring fair and inclusive enhancing learning experiences. learning opportunities.

Inclusiveness and alliances New programmes featuring flexible curricula

Over half of the alliances have successfully developed **new joint study programmes** featuring **flexible curricula**, and another **39%** are developing them.

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In parallel, **nearly half of the alliances (45%)** have modified their **existing degree programmes** to enable students to personalise their curricula by incorporating courses from partner universities, creating so-called **flexible learning pathways**.



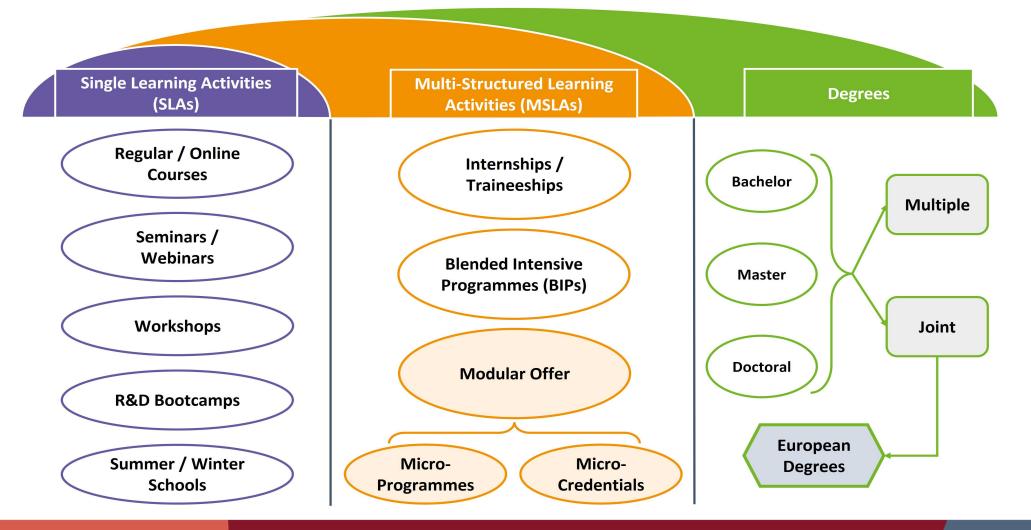
Report on the outcomes and transformational potential of the European Universities initiative



Flexible learning arrangements CIVIS assets and success stories



CIVIS educational framework A space for curricular flexibilisation



CIVIS Blended Intensive Programmes *A hallmark of excellence in learning flexibilisation*

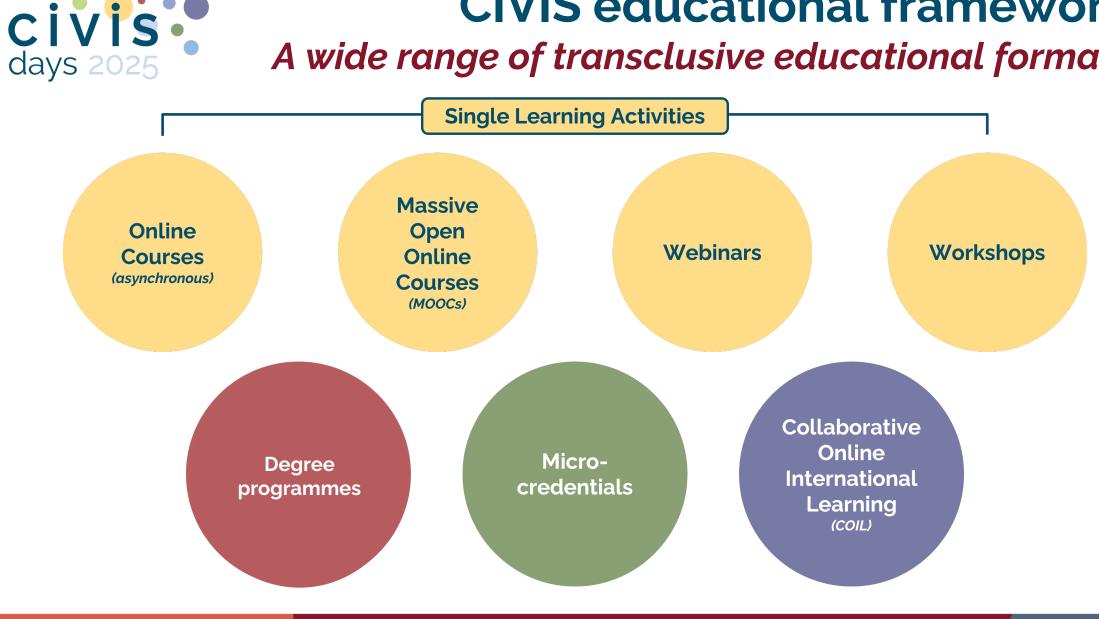
• With more than **200 BIPs**, CIVIS stands as the **recognised driver for blended learning** development among the European Alliances

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- CIVIS BIPs are more than just short programmes, they represent a broad framework for teaching and learning innovation, allowing a diverse range of activities and formats: courses, service learning, work-based learning, field trips, project-based learning, etc.)
- A safe space for trial & errors, allowing academics to explore new types of transnational cooperations, partnerships, formats, etc.
- Construction and consolidation element for academic partnerships in CIVIS for further collaborations: micro-credentials, COILs, degree programmes, research projects, civic projects, etc.

CIVIS educational framework

A wide range of transclusive educational formats

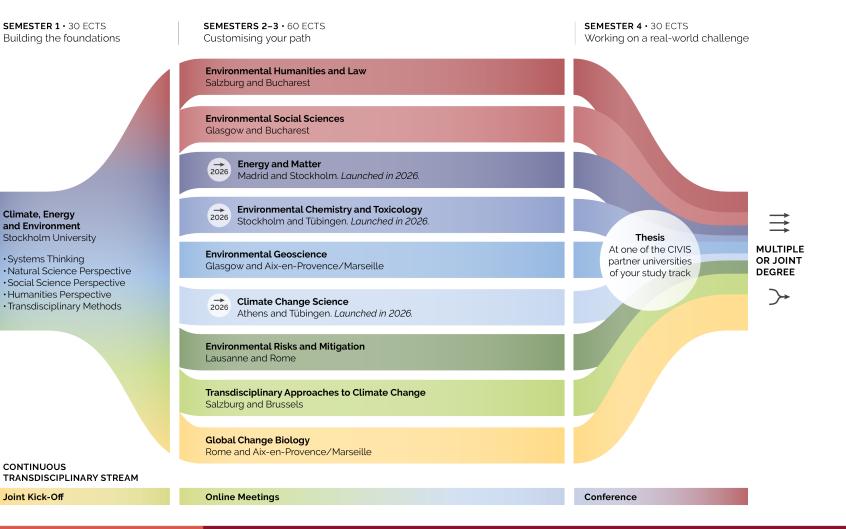




CONTINUOUS

Joint Kick-Off

TRACEE Master Programme A luxuriant model for transclusive degrees





New groundbreaking Master's Programme in

> Climate, Environment and Energy



Choose specialised Study Tracks.

Study at multiple leading European universities.

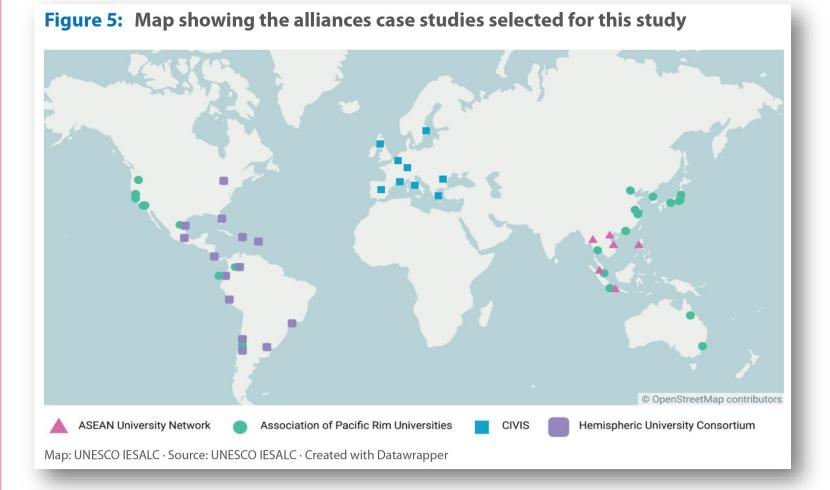
Apply now and shape a sustainable future.

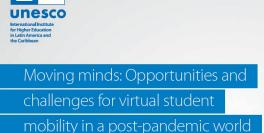
Read more

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CIVIS as a transformative model *From cosmobility to transclusive virtual mobility*



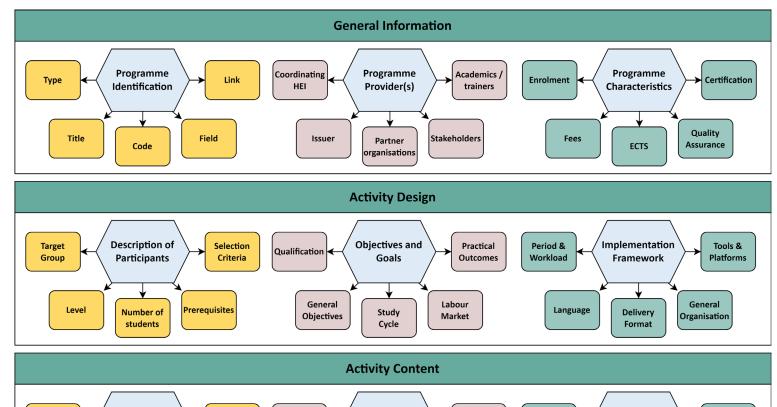


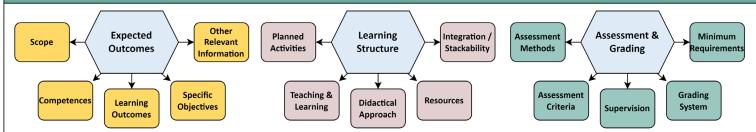


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Templates for micro-credentials Based on NewFAV project results







Templates for micro-credentials Based on NewFAV project results

- //	VI.5.1. General Information		 Aix-Marseille Univer National and Kapod University of Bucha Université libre de f 		textbooks, software, or oth program, provide an estim Example: The total cost of the euros, which covers all course	1	Total workload: xx hours Contact hours refer to: face lectures, field learning, sup Individual student workload		Blended: online activities and face to face activities. In case of blended, mention the division of contact hours for each type. Hybrid: synchronous activities both for face to face and online participants at the same time.
Type of learning activity Title	Micro-programme This is the official name of the I credential programme you are descriptive. We recommend a s reflects the main topic of the ai	(other CIVIS universities involved	 Universidad Autón Sapienza Università Stockholm Universiti Eberhard Karls Univ University of Glasge 	Link to the webpage	Tuition is payable in three ins need-based scholarships for a application details can be fou If the proposed activity is p provide the link.		(mandatory bibliography, p materials and class notes, o homework, etc. Total workload is the sum b individual student workload	Implementation period (from, to)	Provide the start and end dates of the programme's availability. This helps applicants know when they can enrol. DD/MM/YYYY – DD/MM/YYYY Start and end date of the activity, including the assessment.
Code	Example: Excel for administrative p You can use the university code the existing curriculum.		 Paris Lodron Univer University of Lausar Makerere Universiti Eduardo Mondlane Université Hassan II 	University of Lausar Makerere Universit Eduardo Mondlane Université Hassan II Université Cheikh A Université Cheikh A Université Cheikh A (students at bachelor / master / doctoral level; lifelong learners;	For new activities a webpa			Number of students / learners (minimum & maximum number)	Mention the minimum and maximum (if any) number of students / learners (for face to face and blended activities division of local and incoming students) that can enrol in the micro-programme / micro-credential.
(if case) Field of study	Example: 19187UAM The fundamental field of study Example: social sciences, natural s		University of Sfax Université Cheikh A University of the Wi Please mention the role of e		Mention the target group the case of lifelong learner	group I maxwork ional le ional le ional le to be correlated with the ional le workload) tion fra the ge as the signed ne with total duration of the activity total duration of the activity and no. of hours per week / month / semester, etc.) igned Des regula Tupe of delivery		Practical work required to achieve the learning outcomes (expressed in hours) Dispectives of the micro- programme / micro-credential Prerequisites (minimal requirements for students' enrolment)	State the number of hours dedicated to practical activities necessary to achieve the programme's learning outcomes. Example: To successfully achieve the learning outcome students are expected to dedicate a total of approximately 40 hours to practical
Thematic area (selected from CIVIS challenges or all domains of study / research)	Climate, Environment, Society, Culture, Herita Health Cities, Spaces, Mobility Digital & Technological Other thematic area (tr		Example: IT company - deliveri hosting research activity of stu resources, private company, ar to deliver the course.	of the learning experience leading to the Micro-credential [EQF, QF-EHEA] (if applicable) Qualification (EQF/NQF)	Mention the educational lu undergraduate, graduate, applicable, include the cyc doctoral.				clicities to be under a total of upproximately do nous to practical activities. These practical activities include. Database Design Project (20 hours) and Database Security Simulation (20 hours).
		Students' enrolment	Insert text here For student enrolment CIVIS		Specify the qualification fr credential falls, such as the (EQF) or National Qualifica				programme / micro-credential. Example: Acquire advanced SQL querying skills to efficiently retrieve and manipulate data from relational databases.
Coordinating university Organising faculty / school /	National and <u>Kapodistr</u> University of Bucharest Université libre de Bruy université libre de Bruy Universidad <u>Autónoma</u> Sapienza <u>Università</u> di I Stockholm University Eberhard Karls Universi University of Glasgow Paris Lodron University University of Lausanne ECTS recognition (depending on each highe education institution's intr regulation)	registration procedure, web page) Quality assurance (mention the	be used. If you don't use the description of the registration If the activity is part of the c	iption of the registration activity is part of the c ance internal process of t text here ple: CIVIS Certificate, CIVI oned) filled in with support	Mention the type of the ge		• 15 ECTS: 375 - 450 *The final number (the sele depends on the coordinatin and internal rules in place.		Enumerate any conditions or fundamental criteria that prospective students must fulfil to enrol in the programme. This may encompass prerequisites like educational credentials or relevant prior experience, which can range from possessing a
			Insert text here Example: CIVIS Certificate, CIVI mentioned)		per week, for two Docks with an irre 10 hours per week a calendar)		State how long it takes to c Micro-credential, whether other relevant time unit, ac and total number of contac		degree to having completed a higher school education. If there are criteria for selecting students, such as a competitive admissions process, describe them here. <i>Example: motivation letter, CV, interview, bachelor thesis, etc.</i>
		(depending on each higher education institution's internal	To be filled in with support t		Regular: designed period with regula Break down the total num		Describe how the program online, face-to-face in a ph (blended), or a mix of both Online: all instruction and l	Language(s) (also mentioning the minimum level required)	CIVIS languages (EN FR EL RO ES IT SV DE), other languages. In the case of two or more languages, provide the description of the use of languages throughout the activity.
department Country(<u>ies</u>) / region(s) of the issuer	Insert text here Indicate the country or region v organization offering the Micro located.	Tuition & foor	Specify the total cost of the should include tuition for all there are scholarships, gran for students, then provide in as the eligibility criteria. If th	fy the total cost of the d include tuition for all are scholarships, gran udents, then provide in		(online / face to face / blended / hybrid)	internet. Students access c assignments, and interact v online platforms. Face-to-face: all instruction traditional, in-person classi	asynchronous communication and learning	Example: minimum level in French B2, English level C1 recommended. Different learning platforms and tools that support synchronous and asynchronous learning and communication. Example: CIVIS Moodle



Logo		Logo			
MICRO-CREDENTIALS CERTIFICATE					
Information about the provider					
Name of issuing organization / institution / university					
Insert text here					
Internal department / structure / body responsible for providing the micro-credential					
Insert text here					
Country / region					
Insert text here					
Postal address					
Insert text here					
Main contact details	Website				
Insert text here	Insert text her	e			
Micro-credential coordinate (name and contact details)	pr				
Insert text here					

HEREBY CERTIFIES THAT

Information about the student	
Full name	
Insert text here	
Personal identification number /	Date of birth
Passport number	(DD / MM / YYYY)
Insert text here	Insert text here
Country of residence	Nationality
Insert text here	Insert text here
Contact details	
(email & phone number)	
Insert text here	
Enrollment / registration number at issuing	Date of enrollment / registration
organization / institution / university:	(DD / MM / YYYY)
Insert text here	Insert text here

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Has successfully completed the following micro-credential:

TITLE OF THE MICRO-CREDENTIAL

Information about the micro-credential				
Field of study / field of education and training (ISCED)				
Insert text here				
EQF / NQF level	Qualification			
Insert text here	Insert text here			
Language(s) of instruction	Period of implementation (DD / MM / YYYY – DD / MM / YYYY)			
Insert text here	Insert text here			
Awarded ECTS credit points	Total workload (expressed in number of hours)			
Insert text here	Insert text here			
Delivery format	Location			
Insert text here	Insert text here			

Leading to the successful achievement of the following outcomes:

Information about the learning outcomes
Core competences
Insert text here
Specific learning outcomes
Insert text here
Additional outcomes (if case)
Insert text here
Professional provisions (connected with ESCO ¹)
Insert text here

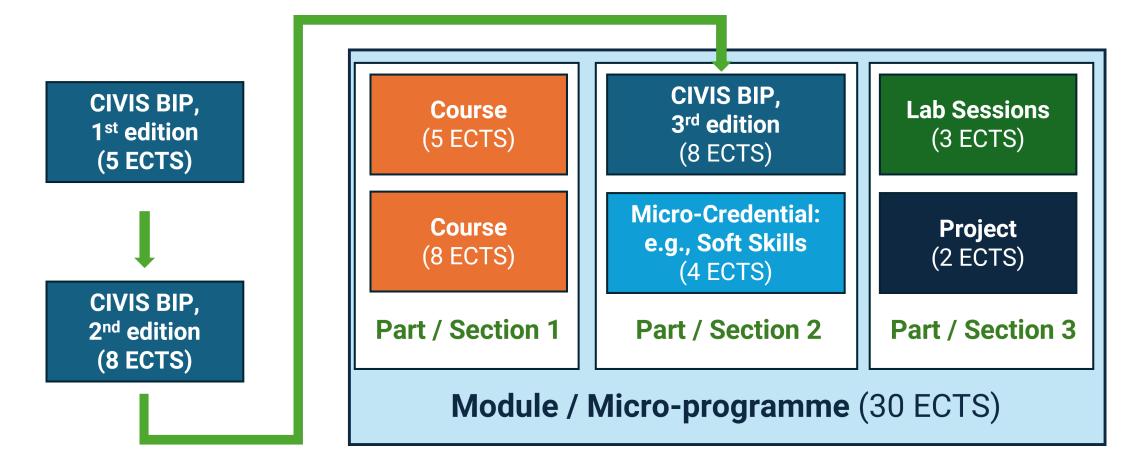
¹ https://esco.ec.europa.eu/en

Validated through the following assessment methods and processes:

Information about assessment & grading					
Assessment methods					
Insert text here					
Assessment criteria					
Insert text here					
Minimum requirements for passing the exam / le	arning activity				
Insert text here					
Composition of final mark					
Insert text here					
Supervision and identity verification during asses	sment				
Insert text here					
Achieved grade / mark					
Insert text here					
Grading system used					
Insert text here					
Issuing date	Issuing location				
Insert text here	Insert text here				
Signature of provider representative	Provider seal				
(for non-digital certificates)	(for non-digital certificates)				
0	R				
Link and information for certificate verification					
(for digital certificates)					
Insert tex	t here				

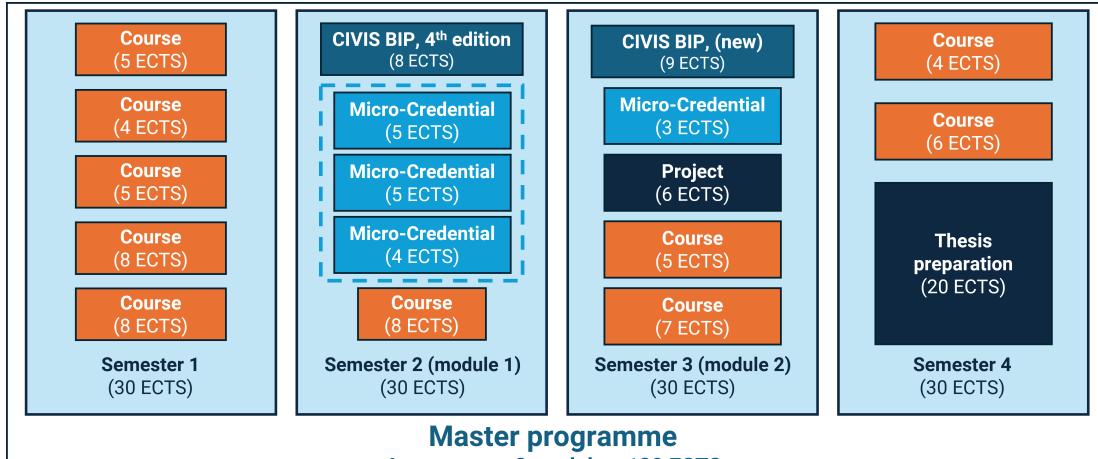


Scale-up models for the future Possible approaches towards flexible design





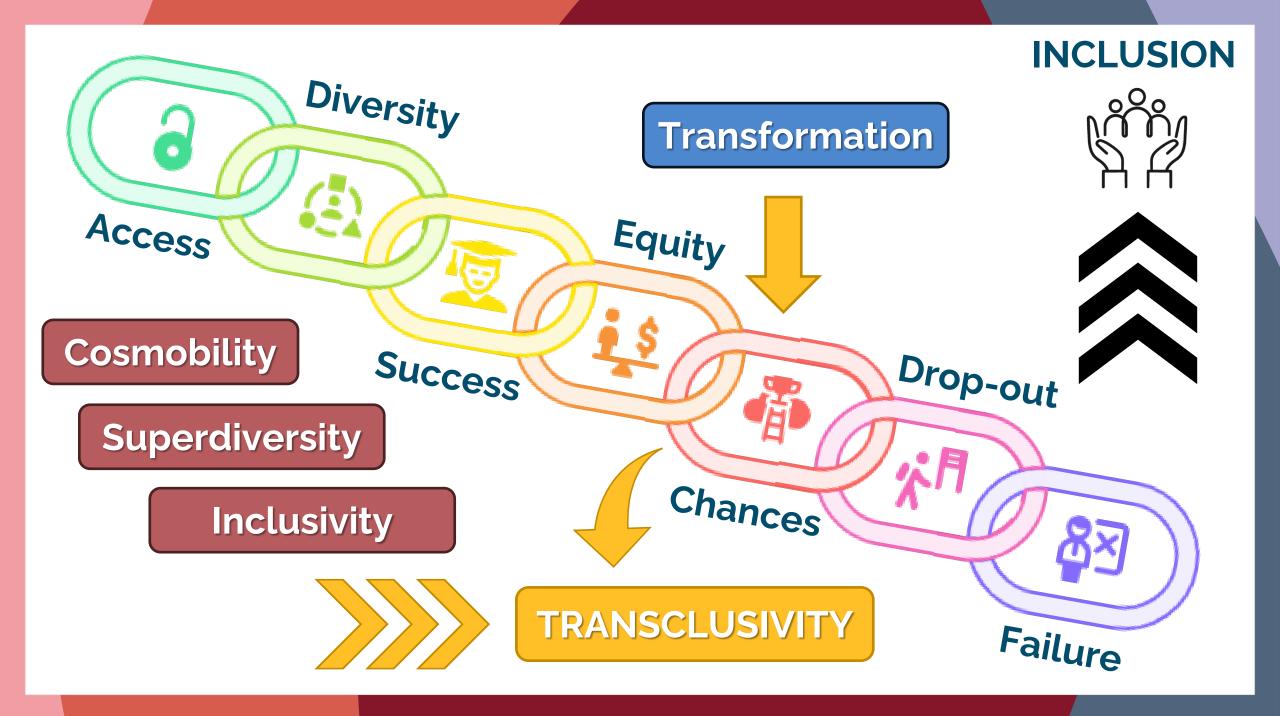
Scale-up models for the future Possible approaches towards flexible design



4 semesters, 2 modules, 120 ECTS



The road from inclusive universities to transformative European Alliances. From inclusivity to Transclusivity





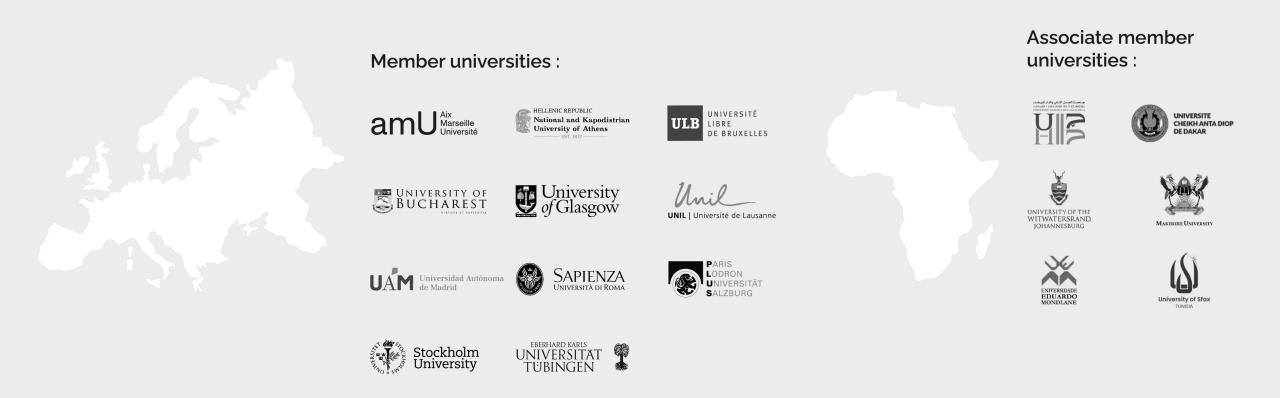
Thank you very much for your attention!

ROMIȚĂ IUCU

University of Bucharest CIVIS, Europe's Civic University Alliance Romanian Academy









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