



Implementing the 'European approach to Micro-credentials for lifelong learning and employability'

ETF event on micro-credentials, 26 May 2023



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Micro-credentials in EU 27

Projects; pilots; exploration; identify skills needs and target groups.



HE, VET, labour market partners



Digitalisation, credentials, Open Badges, repositories/ catalogues.

Mutual learning; sharing best practice

Why micro-credentials for the labour market?

Deliver on the potential of micro-credentials



Targeted, relevant learning



Small volume, short in duration



Flexibility to fit with how people live, learn and work

Potential benefits for the workplace

- improve employee motivation
- improve retention of employees
- build a culture of CPD
- support speedier responses to needs of employers
- flexible upskilling and reskilling relevant to labour market needs

Context: Micro-credentials for employability

- Too few learners are engaging in training (after initial education)
- Skills needs are continually changing in the context of the digital and green transitions and recovery from Covid-19
- 70.5% of employers provide training to employees, but less than 1/3 of these provide certification
- Micro-credentials are actively used in some sectors but awareness and experience with micro-credentials is **low among employers**
- Uptake of micro-credentials by workers is limited by lack of support from employers and uncertainty about recognition of micro-credentials by employers

Council Recommendation on a European approach to micro-credentials for lifelong learning and employability

'Building Blocks'

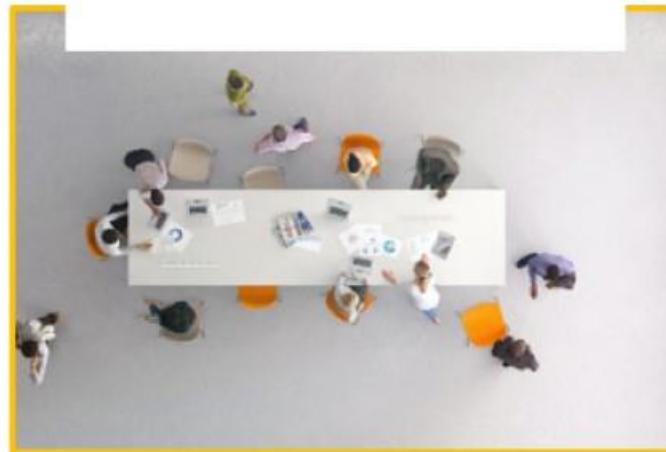


Common Definition of micro-credentials

Standard Elements

Principles for the design and Issuance of micro-credentials

Key areas for action

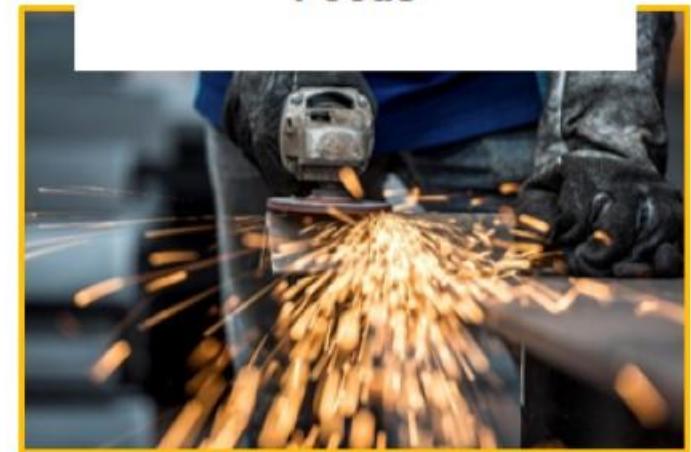


Development of ecosystems for micro-credentials

Deliver on the potential of micro-credentials

Commission Support

Focus



Education, training and skills policies

Active Labour Market Policies

Objectives

- Enable people to acquire the knowledge, skills and competences they need to **thrive in a changing labour market and society**, so they can benefit fully from both a socially fair recovery from COVID-19 and just transitions to the green and digital economy
- **Support the preparedness of providers** of micro-credentials to enhance the transparency and flexibility of the learning offer in order to empower people to forge personalised learning and career pathways
- **Foster inclusiveness and equal opportunities**, contributing to the achievement of resilience, social fairness and prosperity for all, in a context of demographic change and throughout all phases of economic cycles

THE EUROPEAN PILLAR OF SOCIAL RIGHTS ACTION PLAN

at least
78%
of the population aged 20 to 64 should be in employment by 2030

at least
60%
of all adults should be participating in training every year by 2030

Scope

- Proposal covers micro-credentials & policies that can support their **effective design and use**
- Micro-credentials can be used to complement & enhance education, training, lifelong learning and employability ecosystems
- Proposal does not seek to replace or disrupt existing systems or qualifications
- The proposal establishes a common European approach to the ongoing and emerging provision of micro-credentials

Common definition for micro-credentials

'Micro-credential' means the **record** of the **learning outcomes** that a learner has acquired following a **small volume of learning**. These learning outcomes have been **assessed** against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are **owned by the learner**, can be **shared and are portable**. They may be **stand-alone or combined into larger credentials**. They are **underpinned by quality assurance** following agreed standards in the relevant sector or area of activity.

Record

Learning Outcomes

Small volume of learning

Assessed

Owned by the learner

Shared and portable

Combined into larger credentials

Underpinned by quality assurance

Standard Elements to describe a micro-credential

Identification of the learner

Title of the micro-credential

Country/region of the issuer

Awarding body

Date of issuing

Learning outcomes

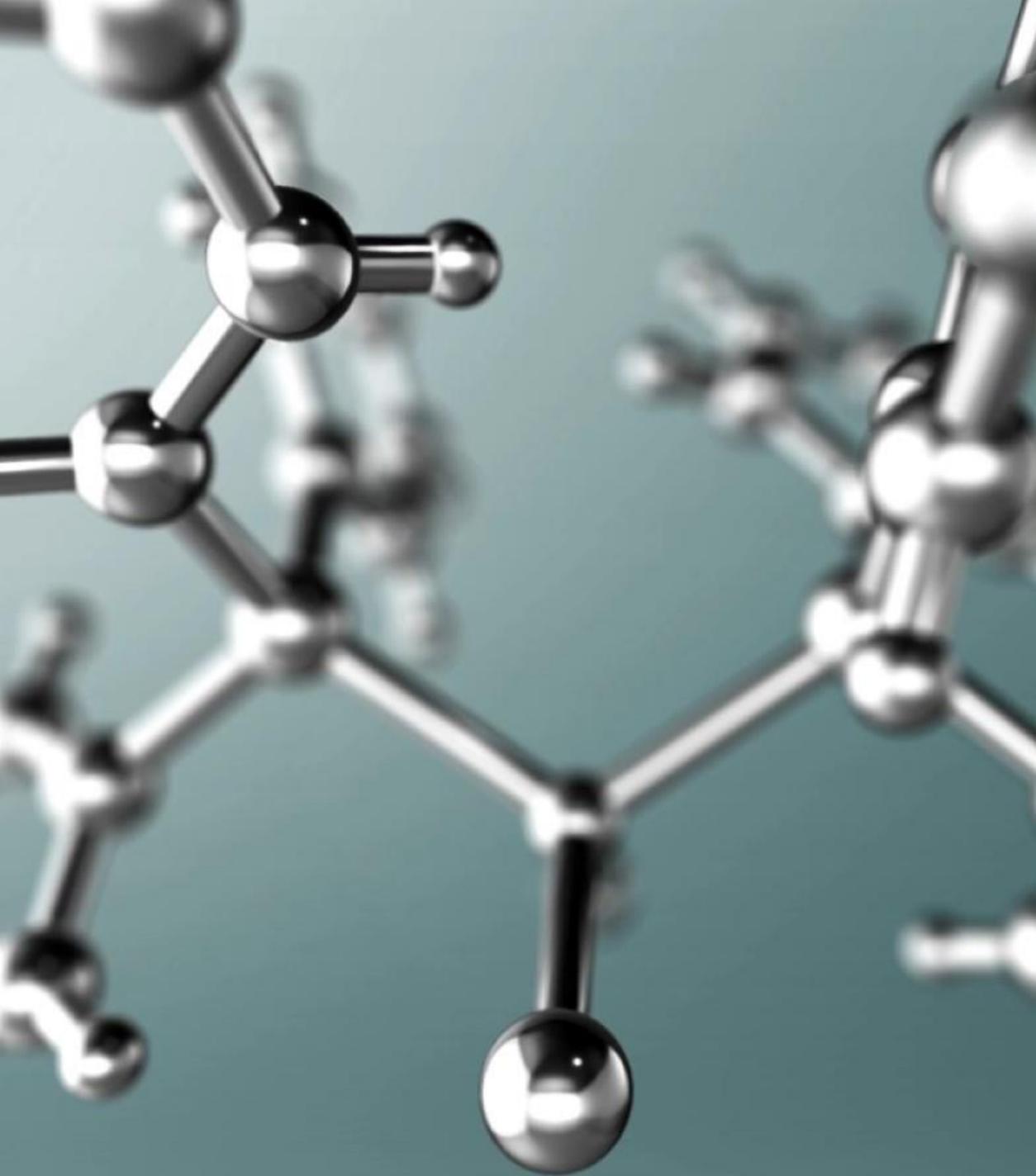
Notional workload needed to achieve the learning outcomes (in ECTS, wherever possible)

Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF EHEA), if applicable

Type of assessment

Form of participation in the learning activity

Type of quality assurance used to underpin the micro-credential



Principles for design and issuance of micro-credentials

1. Quality
2. Transparency
3. Relevance
4. Valid assessment
5. Learning Pathways
6. Recognition
7. Portable
8. Learner Centred
9. Authentic
10. Information and Guidance

Deliver on the potential of micro-credentials

Active Labour Market Policies



- address **skills challenges (bottlenecks, skills shortages)**
- **upskill and reskill workers** (links with ILAs)
- **support target groups** (self-employed, vulnerable groups, youth)
- national implementation of **EASE Recommendation**
- to meet **regulatory requirements** for jobs/work (e.g. licences, mandatory training and permits)

Education, training and skills policies



- publish MCs in **national catalogues** of courses
- improve **access and transitions** in education and training for all learners, incl. disadvantaged + vulnerable
- improve **digital skills + green skills**
- use MCs for **teacher training**
- for the prompt transfer of the latest research findings into learning opportunities
- **challenge gender and other discriminatory stereotypes**

Commission Support

Adapt existing EU tools



Technical implementation through Europass

Support co-operation between Member States and stakeholders



Research and Data Collection

Thank you

