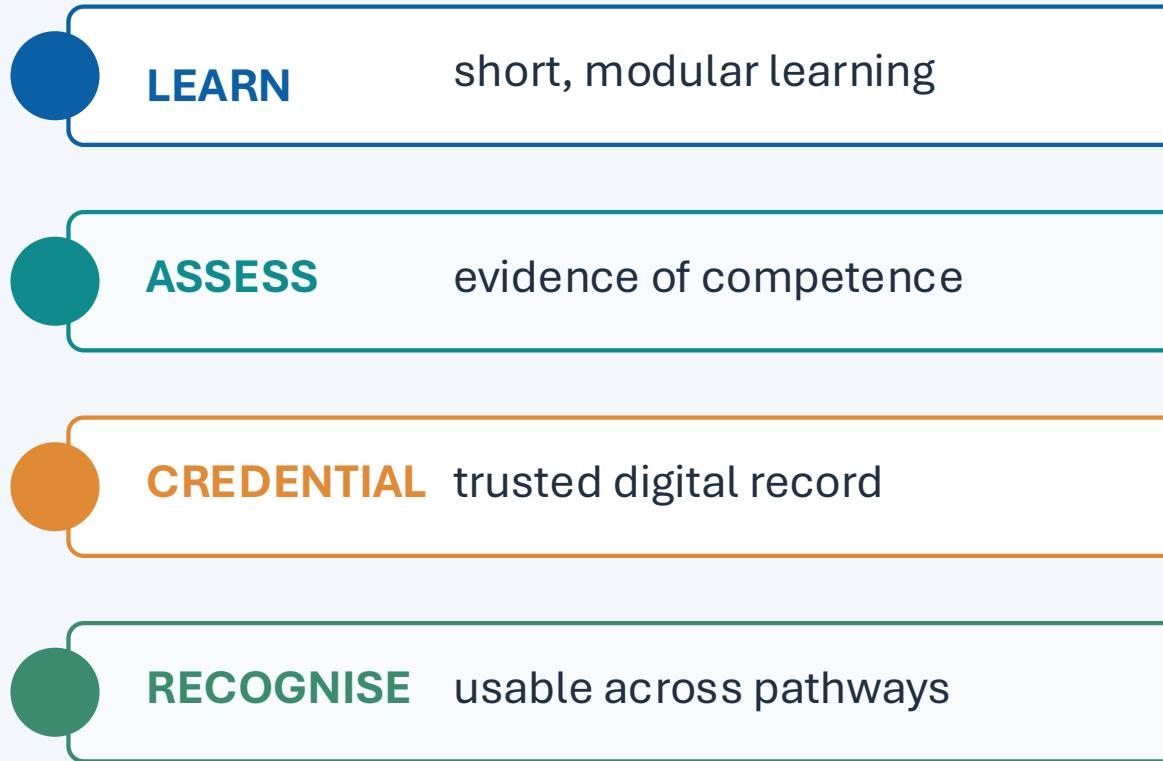


AI-enabled micro- credentials

From innovation to implementation

Practical and regional perspectives
on modular learning, quality
assurance, recognition and inclusive
skills pathways



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Why micro-credentials — and why now?

The skills system is being asked to update faster than full qualifications can be redesigned.

1 Speed

Short modules can respond quickly to changing occupational tasks.

2 Precision

Learning can target a specific competence gap rather than repeat a full programme.

3 Access

Adults and workers can participate in smaller, more flexible learning units.

4 Stackability

Modules can accumulate towards broader competence profiles or qualifications.

The implementation question How do we keep flexibility without creating fragmentation or weak credentials?

What does “AI-enabled” actually mean?

AI can support the learning cycle — but it should not replace accountability.



Human / institutional accountability must remain explicit

Learning outcomes • assessment validity • identity • quality assurance • credential issuance • recognition rules

Four tests for a credible micro-credential

A simple implementation framework for TVET and lifelong learning.

QUALITY

Are outcomes clear, assessed and externally quality-assured?

RECOGNITION

Can another institution or employer understand and use it?

INCLUSION

Can adults, rural learners and disadvantaged groups realistically access it?

STACKABILITY

Can it connect to a larger programme, qualification or occupational profile?

Rule of thumb:

Do not scale a credential that cannot pass all four tests.

Why Uzbekistan is ready for a serious pilot

The enabling pieces are already emerging across TVET, digitalisation, employers and quality assurance.

643 technicums

413,132 learners

70,117 dual learners

18,065 partner enterprises

37 VET institutions in accreditation

150k graduates targeted for Career-platform monitoring

Digital learning & AI

AI labs, digital platforms,
Coursera-linked ecosystem

Quality assurance

NQAAE and international QA cooperation

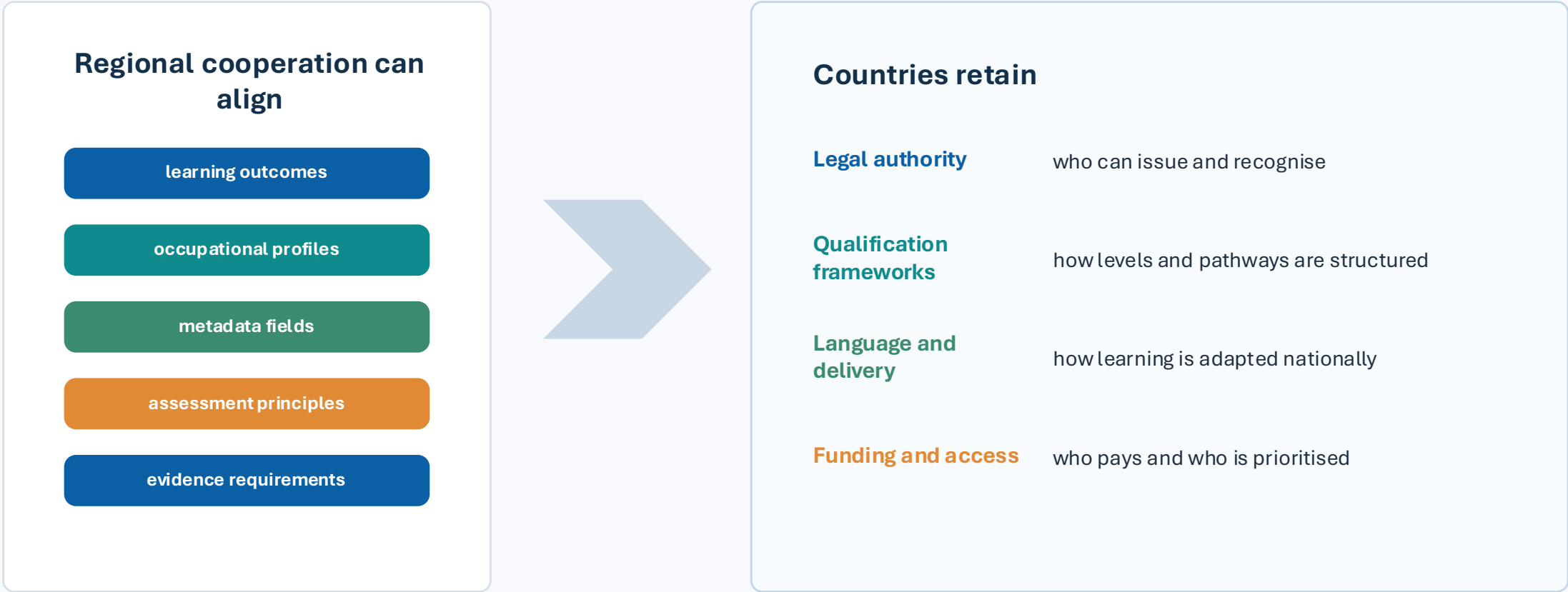
Regional platform

DARYA networks, SCAFFOLD and qualification work

Source: attached Uzbekistan VET mapping and DARYA session materials, 2026

Regional value: interoperability, not uniformity

Central Asia does not need one identical credential system to cooperate effectively.



Goal: make credentials understandable and portable — without creating a supranational qualification authority.

Source: attached Regional Skills Roadmap analysis: voluntary comparability and national adaptation

A “minimum viable trust architecture”

Before scaling platforms, agree the information and responsibilities that make each credential trustworthy.

1. Defined outcome

What the learner can demonstrably do

2. Level & workload

Expected complexity and learning effort

3. Assessment evidence

How competence was verified

4. Issuer & QA status

Who stands behind the credential

5. Identity & integrity

Who completed the assessment

6. Recognition / stack rule

What it counts toward next

7. Machine-readable metadata

So systems can exchange and compare it

AI can automate parts of this architecture; governance determines whether it is credible.

Three pilots that could produce real evidence

Start where labour-market demand, provider capacity and assessment are already visible.

DIGITAL

AI & data for technicians

Credential focus

Short modules in AI literacy, data handling, cybersecurity or digital maintenance

Delivery partnership

Technicums + IT employers

GREEN

Green technical skills

Credential focus

Solar PV maintenance, energy efficiency, water or sustainable construction

Delivery partnership

Green technicums / CoVEs + industry

LOGISTICS

Digital logistics

Credential focus

Tracking, multimodal operations, e-documents and supply-chain data

Delivery partnership

Transport/logistics technicums + employers

Source: sector priorities drawn from attached Uzbekistan VET / Global Gateway mapping

Pilot → evidence → recognition → scale

A six-step route from experimentation to implementation.

1 Select

Choose one occupational competence with employer demand

2 Co-design

Define outcomes with employers, providers and QA actors

3 Build

Create modular learning with AI-supported personalisation

4 Assess

Use valid performance evidence — not completion alone

5 Recognise

Agree stackability and employer / provider use

6 Evaluate

Track completion, access, employment relevance and portability

Scale only when evidence shows the credential is used — not merely issued.

Three messages to take forward

From innovation to implementation means moving from technology to trust.

1

AI is an enabler — not the credential.

The credential is valuable only when learning outcomes and assessment are credible.

2

Recognition must be designed from the beginning.

Do not create a badge first and ask later whether anyone will accept it.

3

Regional cooperation should focus on interoperability.

Common principles and metadata can support portability while countries retain national authority.

Discussion: What is the smallest regional agreement that would make one micro-credential genuinely portable?