



A European approach to micro-credentials for lifelong learning and employability



A European Approach to Micro-Credentials



An initiative of
European Commissioners
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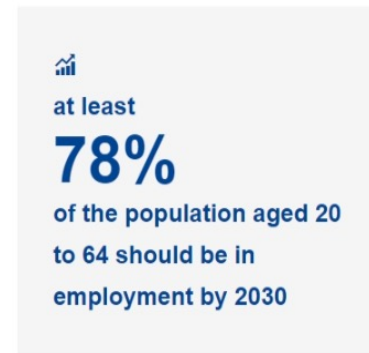
European Skills
Agenda

European
Education Area

Digital Education
Action Plan

Why a European approach to micro-credentials?

- **Policy challenge:**
growing number of people need to update their knowledge, skills and competences (green and digital transitions, COVID-19 recovery)
- Rising number of micro-credentials globally and in Europe, but:
 - **value** and **understanding** of micro-credentials not always clear
 - wide range of providers (education and training, private sector)
 - questions on **quality, transparency** and **uptake** of micro-credentials between and within countries, between sectors, from one job to another

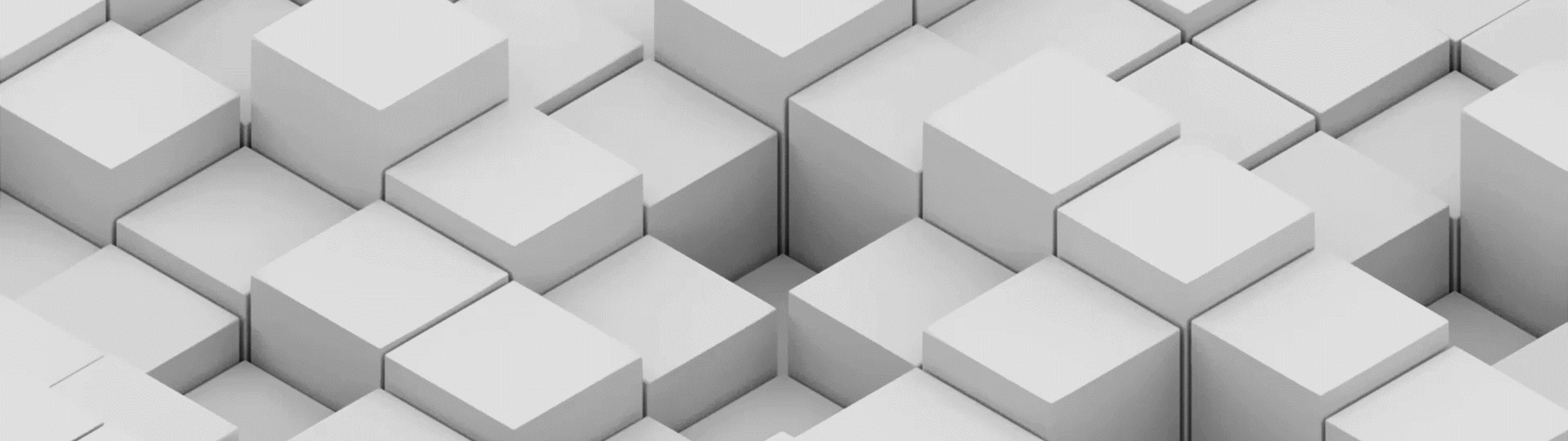


Objectives

- **Enable people to acquire, update and improve the knowledge, skills and competences** they need to thrive in an evolving labour market and society, to benefit fully from a socially fair recovery and just transitions to the green and digital economy and to be better equipped to deal with current and future challenges
- **Support the preparedness of providers** of micro-credentials to enhance the quality, transparency, accessibility and flexibility of the learning offering in order to empower individuals to forge personalised learning and career pathways
- **Foster inclusiveness, access 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

Scope

- Micro-credentials can be used to complement & enhance education, training, lifelong learning and employability ecosystems
- Micro-credentials are not to replace or disrupt existing systems or qualifications, but to complement and enhance them
- The proposal establishes a common European approach to the ongoing and emerging provision of micro-credentials
- The proposals sets out a definition and guidance for the design, issuance and description of micro-credentials to facilitate their quality, transparency and uptake



The proposal establishes ‘building blocks’ to develop an EU approach to micro-credentials:

- A common **definition** of micro-credentials
- Union **standard elements** to describe a micro-credential
- Union **principles for design and issuance** of micro-credentials

Recommendations to Member States



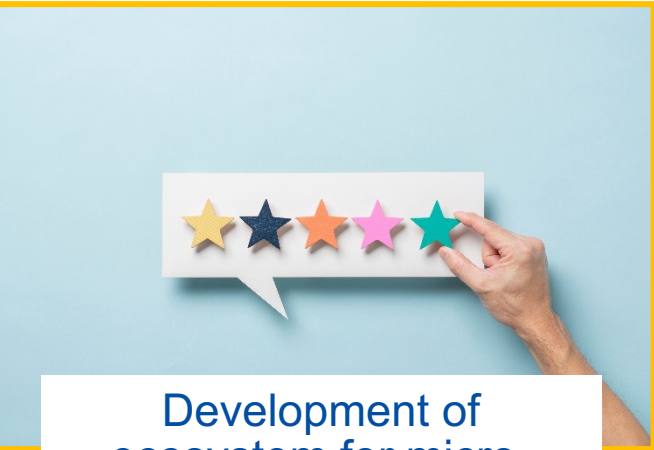
Adopt the definition



Adopt standard elements



Adopt principles for design and issuance



Development of ecosystem for micro-credentials



Delivering on potential of micro-credentials



Implementation

Quality and Transparency

Development of ecosystem for micro-credentials

- apply, adapt and develop **quality assurance mechanisms** for micro-credentials issued by different types of providers
- supporting the use of **'skills-intelligence' systems** to analyses of labour market needs and demographic changes so they can identify any needs to develop or update micro-credentials

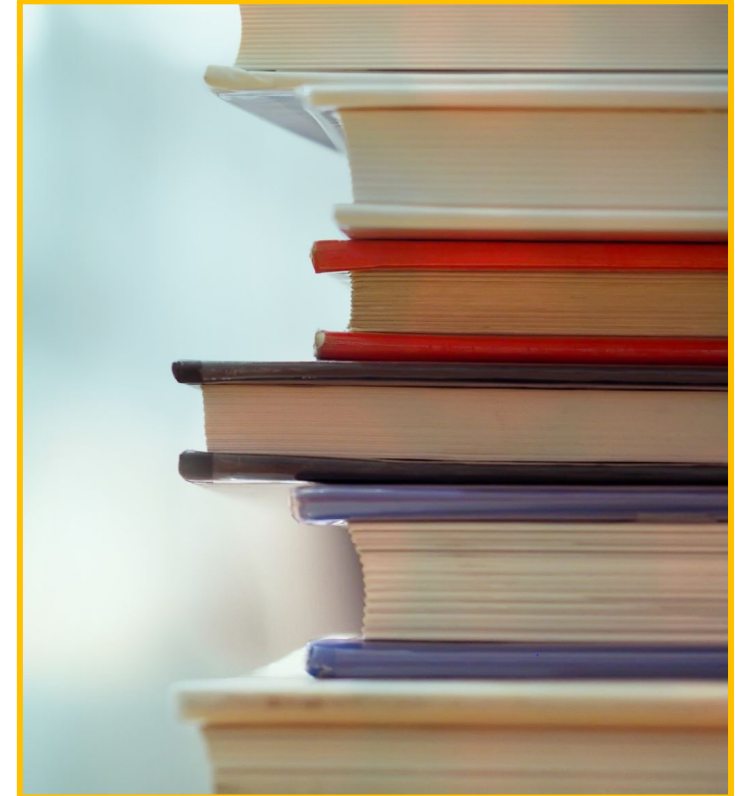


- ensuring that providers **publish catalogues of MCs** they offer, including, where relevant, their policy on the recognition of micro-credentials issued by other providers;
- **integrate micro-credentials in national qualifications frameworks and systems**, where relevant.

Education, training and skills policies

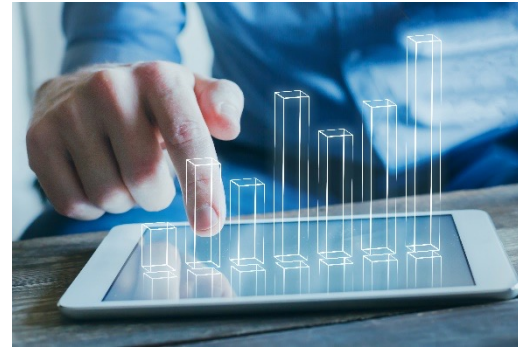
Delivering on the potential of micro-credentials

- Encourage inclusion of MCs in **national catalogues** of education and training courses
- use MCs to **improve access to education and training for all learners**, including disadvantaged and vulnerable groups
- use MCs to **support the transition from upper secondary or VET to tertiary education** and the completion of degree programmes
- use MCs to improve basic and advanced **digital skills**
- using MCs to support the development of learning provision in **environmental sustainability**
- promote use of MCs by education and training institutions and other providers to boost the relevance and increase the positive **impact of micro-credentials on the economy of their cities and regions**
- promoting the understanding and use of MCs through **continuing professional development for teachers and trainers as well as academics and researchers**
- promoting use of MCs for the **prompt transfer of the latest research findings into learning opportunities**
- exploring the use of MCs in the European Education Area to **challenge gender and other discriminatory stereotypes** concerning study choices and within educational practices and materials



Commission Support

Develop and adapt existing EU tools



Technical implementation through Europass

Support co-operation between Member States and stakeholders



Research and Data Collection

Thank you

