



Proposal for a Council Recommendation on Micro-credentials for lifelong learning and employability

A European approach to micro-credentials

ALL DIGITAL policy event

23 February 2022

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-credential

Outline of Proposal

'Building Blocks'



Common Definition of
Micro-credentials

Standard Elements

Principles for Design
and Issuance of Micro-
credentials

Recommendations

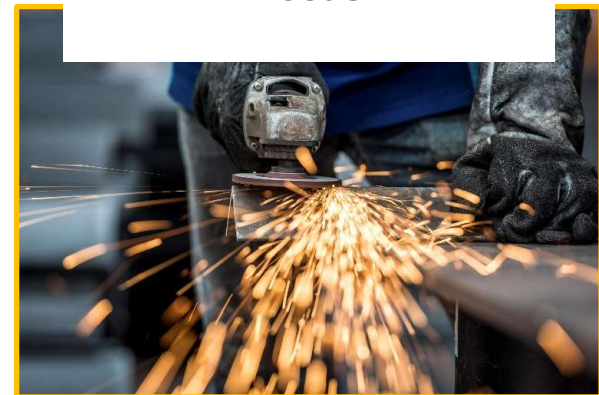


Development of
Ecosystems for MCs

Deliver on the potential
of MCs

Commission Support

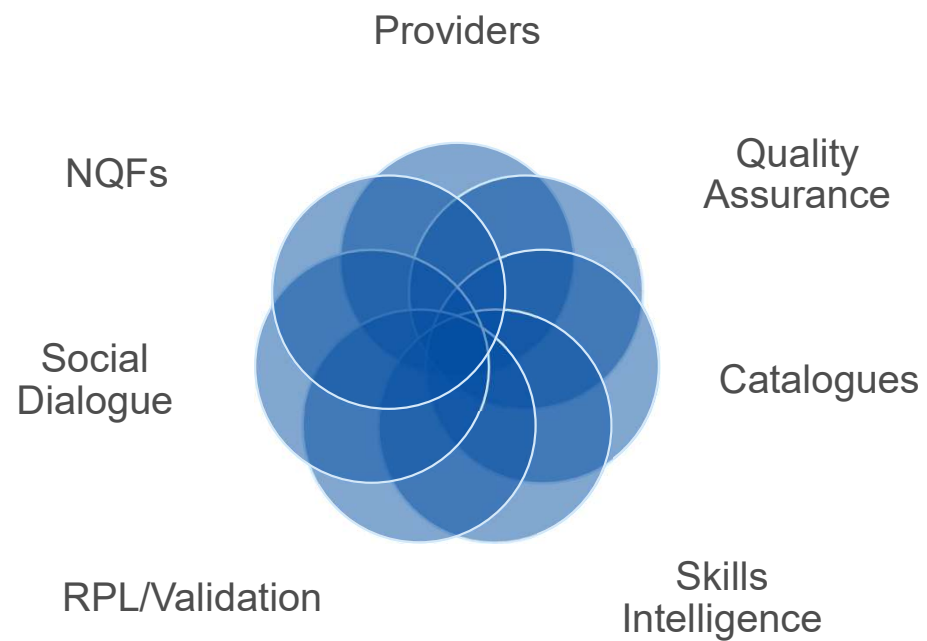
Focus



Education, training and
skills policies

Active Labour Market
Policies

Development of ecosystems



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**
- for professional continuous development of **teachers and scholars**
- for the prompt transfer of the latest research findings into learning opportunities
- to **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



Messages for AD stakeholders

- Importance of micro-credentials for digital skills
- All types of providers: formal + non-formal
- Flexibility
- Lifelong learning and employability

Thank you



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 standards.

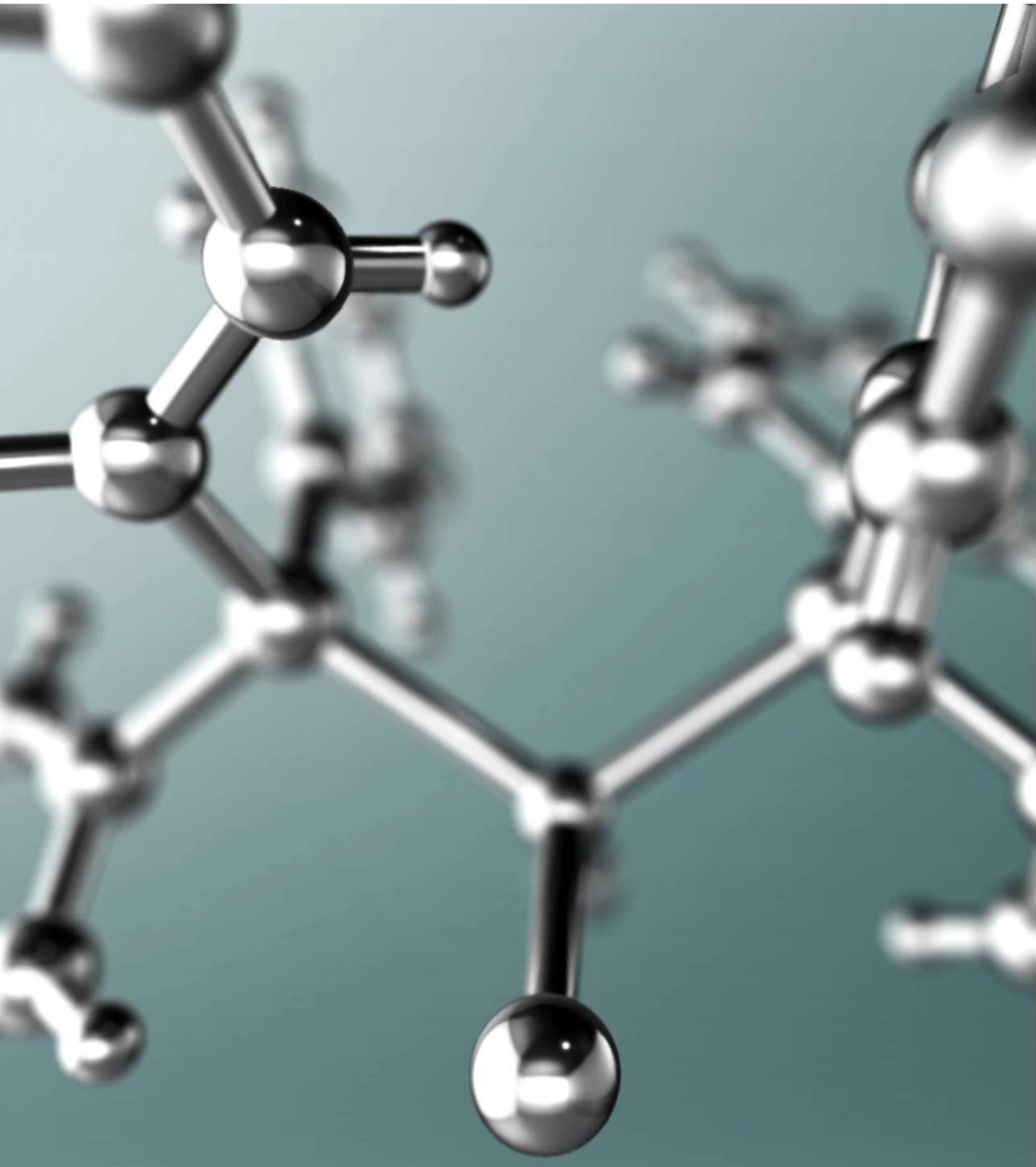
Courses leading to micro-credentials are designed to provide the learner with **specific knowledge, skills and competences** that respond to societal, personal, cultural or labour market needs. Micro-credentials are **owned by the learner**, can be shared and are **portable**. They may be **standalone** or **combined into larger credentials**. They are underpinned by **quality assurance** following agreed standards in the relevant sector or area of activity.

Union 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

Optional Information

- Prerequisites needed to enrol in the learning activity
- Supervision and identity verification during assessment
- Grade achieved
- Integration / stackability options
- Further information



Union 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