Focus in the presentation – frames and perspectives

NVL Project on Microcredentials
NVL Vision, 2030 – prioritized SDG goals
Goal 4, Quality Education
EU skills Agenda, 2030
European Pillars of Social Rights
NVL Vision, 2030

— A competitive Nordic Region. The Nordic Region must be the world’s most integrated and sustainable region:
My rationale /assumption, is:

— To realize the SGD goal 4: Quality educations, several other, inter-related, requirements must be met:

**Quality** requirements – quality in terms of……?

The estimated **benefit for end-users**?- who are the end-users?

Which requirements must be met to **realize benefit** for end-users /which end-users?

How is benefit anticipated?

Do we know if anticipated benefit is achieved?
Quality education (SDG 4) (MC)

Determining factors

Flexibility
- Responsiveness
  - Skills needs anticipation
  - Cross-stakeholder cooperation

Transparency
- Purpose
  - Learning outcome
  - QA
  - NQF’s – level and credits

Benefit for end-users
- Accessibility
  - Learner-oriented / Target group specific
  - IaG
  - Price / time Investment

ECO-Systems - Coherency of policy areas
Cooperation across stakeholder organisations
Findings in the mapping process

— A comprehensive matrix for reporting MC examples
— Diversity across examples:
  — Formal programmes split into smaller units (modularization of modules) (NB! The EU definition)
  — Stand-alone micro-credentials, add-on’s or part of series, linked to a formal programme
  — Open badges – achieved in a validation process / or open badges as smaller parts of degree programmes (Module)

— Target groups:
  — Young people outside job and education
  — Employees in work transition
  — Employees for upskilling to new requirements in existing jobs
  — Unemployed adults – upskilling for job openings
  — New-comers, could be combined with language training and job-openings /lack of work-force
Findings of the mapping/ where does the initiative to the MC come from?

Supply-led? demand-driven? or cooperation-led?

— Most examples are supply-led microcredentials / education institutions
— However, there are also many examples of cooperation-led initiatives involving cooperation partners, like municipalities, branch organisations, PES, Third Sector organisations
— Examples: Norway and Sweeden
— NB! In general, MC’s are not yet established as formally recognised and as part of national qualification systems. However, Indirectly, they may be referenced to Qualification frameworks – when this is open for non-formal learning,
Findings of the mapping – benefit of end-users (here, the learner)

• Who is the learner?
• What about accessibility?

Target groups

How is ‘benefit’ defined?

• It is likely, that benefits will be achieved?
• Learner’s pre-conditions?
• Learning support

Is benefit realized?

• Follow up
• Research and statistics
• Learn more about MC’s potential

Microcredentials in a Nordic Perspective, Skellefteå; Bodil Lomholt Husted
Back to my rationale: quality educations – how can micro-credentials foster benefit for end-users?

- Awareness of target group – preconditions, previous learning experience
- Information and guidance-counselling – how to make the proper choice? Proper choice depending on?...(aim and expectations)
- Accessibility – learning approach and learning context
- Learning approach and learning environment – to meet the individual learner in a respectful manner; to support development of a learning competence; to support a learning culture / a learning organisation, a learning society
- (NB! Benefit for end-users)
- Micro-credentials - a corner-stone (?) for upskilling pathways, for Lifelong Learning for Validation of Prior Learning.
- HOWEVER – Micro-credentials are not yet here – lots of things must be done, if they should be more than ‘just’ smaller learning units with a credential !!!

Nordisk Netværk for Voksnes Læring

Microcredentials in a Nordic Perspective, Skellefteå; Bodil Lomholt Husted
An interesting case for a learner-centred approach

Talking about benefit for end-users.....

How could the use of microcredentials become an asset for learning in the organisation?
For the individual employee?
For the workplace?
Thank you,

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