

Micro-credentials for lifelong learning and employability

Fields marked with * are mandatory.

Introduction

We would like to hear the views of citizens, governmental and non-governmental organisations (international, European, national, regional and local) as well as of education, training and employment stakeholders. You can respond to the public consultation in a personal or organisational/institutional capacity by filling in the questionnaire. Registered stakeholder organisations can also submit a position paper.

The European Commission is preparing a proposal for a Council Recommendation on micro-credentials for lifelong learning and employability. This survey aims at collecting views of individuals and stakeholders on this initiative. Within Europe a growing number of people need to update their knowledge, skills and competences to fill the gap between their formal education and the needs of a fast-changing knowledge-development society and labour market. The recovery from the COVID-19 crisis and the green and digital transitions require people to upskill or reskill, to maintain and acquire the competences that enable them to participate in society, ensure their personal, social and professional empowerment. Short learning courses and experiences are developing rapidly across Europe by a wide variety of public and private stakeholders, in response to the need for more flexible, learner-centred forms of provision of education and training. The potential role of and the interest in credentials that certify the outcomes of these short learning experiences is thus increasing. This is what we call 'micro-credentials'. Micro-credentials allow for a targeted acquisition of skills and competences, adapted to a fast changing society and labour market, while not replacing traditional qualifications. However, the value of micro-credentials is not always clear, due to a lack of standards for quality and transparency. The initiative aims at developing a common definition and European standards for quality, transparency, cross-border comparability, recognition and portability, for any awarding body, by building on existing tools, as far as possible. More flexible and modular learning pathways and a larger take-up of micro-credentials will serve social, economic and pedagogical innovation for all purposes (employability, personal development, active ageing in the digital age, etc.). This will contribute to more inclusive education systems and smoother labour market transitions.

About you

* Language of my contribution

- Bulgarian
- Croatian

- Czech
- Danish
- Dutch
- English
- Estonian
- Finnish
- French
- German
- Greek
- Hungarian
- Irish
- Italian
- Latvian
- Lithuanian
- Maltese
- Polish
- Portuguese
- Romanian
- Slovak
- Slovenian
- Spanish
- Swedish

* First name

Radost

* Surname

Zaharieva

* Email (this won't be published)

radost@epha.org

* Organisation name

255 character(s) maximum

* Organisation size

- Micro (1 to 9 employees)
- Small (10 to 49 employees)
- Medium (50 to 249 employees)
- Large (250 or more)

Transparency register number

255 character(s) maximum

Check if your organisation is on the [transparency register](#). It's a voluntary database for organisations seeking to influence EU decision-making.

18941013532-08

* Country of origin

Please add your country of origin, or that of your organisation.

- | | | | |
|---|--|-------------------------------------|--|
| <input type="radio"/> Afghanistan | <input type="radio"/> Djibouti | <input type="radio"/> Libya | <input type="radio"/> Saint Martin |
| <input type="radio"/> Åland Islands | <input type="radio"/> Dominica | <input type="radio"/> Liechtenstein | <input type="radio"/> Saint Pierre and Miquelon |
| <input type="radio"/> Albania | <input type="radio"/> Dominican Republic | <input type="radio"/> Lithuania | <input type="radio"/> Saint Vincent and the Grenadines |
| <input type="radio"/> Algeria | <input type="radio"/> Ecuador | <input type="radio"/> Luxembourg | <input type="radio"/> Samoa |
| <input type="radio"/> American Samoa | <input type="radio"/> Egypt | <input type="radio"/> Macau | <input type="radio"/> San Marino |
| <input type="radio"/> Andorra | <input type="radio"/> El Salvador | <input type="radio"/> Madagascar | <input type="radio"/> São Tomé and Príncipe |
| <input type="radio"/> Angola | <input type="radio"/> Equatorial Guinea | <input type="radio"/> Malawi | <input type="radio"/> Saudi Arabia |
| <input type="radio"/> Anguilla | <input type="radio"/> Eritrea | <input type="radio"/> Malaysia | <input type="radio"/> Senegal |
| <input type="radio"/> Antarctica | <input type="radio"/> Estonia | <input type="radio"/> Maldives | <input type="radio"/> Serbia |
| <input type="radio"/> Antigua and Barbuda | <input type="radio"/> Eswatini | <input type="radio"/> Mali | <input type="radio"/> Seychelles |
| <input type="radio"/> Argentina | <input type="radio"/> Ethiopia | <input type="radio"/> Malta | <input type="radio"/> Sierra Leone |

- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bermuda
- Bhutan
- Bolivia
- Bonaire Saint Eustatius and Saba
- Bosnia and Herzegovina
- Botswana
- Bouvet Island
- Brazil
- British Indian Ocean Territory
- British Virgin Islands
- Falkland Islands
- Faroe Islands
- Fiji
- Finland
- France
- French Guiana
- French Polynesia
- French Southern and Antarctic Lands
- Gabon
- Georgia
- Germany
- Ghana
- Gibraltar
- Greece
- Greenland
- Grenada
- Guadeloupe
- Guam
- Guatemala
- Guernsey
- Guinea
- Guinea-Bissau
- Guyana
- Marshall Islands
- Martinique
- Mauritania
- Mauritius
- Mayotte
- Mexico
- Micronesia
- Moldova
- Monaco
- Mongolia
- Montenegro
- Montserrat
- Morocco
- Mozambique
- Myanmar /Burma
- Namibia
- Nauru
- Nepal
- Netherlands
- New Caledonia
- New Zealand
- Nicaragua
- Niger
- Singapore
- Sint Maarten
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- South Georgia and the South Sandwich Islands
- South Korea
- South Sudan
- Spain
- Sri Lanka
- Sudan
- Suriname
- Svalbard and Jan Mayen
- Sweden
- Switzerland
- Syria
- Taiwan
- Tajikistan
- Tanzania
- Thailand
- The Gambia

- Brunei
- Bulgaria
- Burkina Faso
- Burundi
- Cambodia
- Cameroon
- Canada
- Cape Verde
- Cayman Islands
- Central African Republic
- Chad
- Chile
- China
- Christmas Island
- Clipperton
- Cocos (Keeling) Islands
- Colombia
- Comoros
- Congo
- Cook Islands
- Costa Rica
- Côte d'Ivoire
- Croatia
- Haiti
- Heard Island and McDonald Islands
- Honduras
- Hong Kong
- Hungary
- Iceland
- India
- Indonesia
- Iran
- Iraq
- Ireland
- Isle of Man
- Israel
- Italy
- Jamaica
- Japan
- Jersey
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Kosovo
- Kuwait
- Nigeria
- Niue
- Norfolk Island
- Northern Mariana Islands
- North Korea
- North Macedonia
- Norway
- Oman
- Pakistan
- Palau
- Palestine
- Panama
- Papua New Guinea
- Paraguay
- Peru
- Philippines
- Pitcairn Islands
- Poland
- Portugal
- Puerto Rico
- Qatar
- Réunion
- Romania
- Timor-Leste
- Togo
- Tokelau
- Tonga
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Turks and Caicos Islands
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United States
- United States Minor Outlying Islands
- Uruguay
- US Virgin Islands
- Uzbekistan
- Vanuatu
- Vatican City
- Venezuela
- Vietnam

- Cuba
- Curaçao
- Cyprus
- Czechia
- Democratic Republic of the Congo
- Denmark
- Kyrgyzstan
- Laos
- Latvia
- Lebanon
- Lesotho
- Liberia
- Russia
- Rwanda
- Saint Barthélemy
- Saint Helena Ascension and Tristan da Cunha
- Saint Kitts and Nevis
- Saint Lucia
- Wallis and Futuna
- Western Sahara
- Yemen
- Zambia
- Zimbabwe

The Commission will publish all contributions to this public consultation. You can choose whether you would prefer to have your details published or to remain anonymous when your contribution is published. **For the purpose of transparency, the type of respondent (for example, ‘business association, ‘consumer association’, ‘EU citizen’) country of origin, organisation name and size, and its transparency register number, are always published. Your e-mail address will never be published.** Opt in to select the privacy option that best suits you. Privacy options default based on the type of respondent selected

* Contribution publication privacy settings

The Commission will publish the responses to this public consultation. You can choose whether you would like your details to be made public or to remain anonymous.

Anonymous

Only organisation details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published as received. Your name will not be published. Please do not include any personal data in the contribution itself if you want to remain anonymous.

Public

Organisation details and respondent details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published. Your name will also be published.

I agree with the [personal data protection provisions](#)

* I am giving my contribution as

- Academic/research institution
- Business association
- Company/business organisation
- Consumer organisation
- EU citizen
- Environmental organisation
- Non-EU citizen
- Non-governmental organisation (NGO)
- Public authority
- Trade union
- Other

* Do you reply in your personal capacity? (*EU or non-EU citizen, learner, staff of education and training organisations in personal capacity, worker, job-seeker*)

- Yes
- No

* In which age group do you fall?

- 18-24
- 25-34
- 35-54
- 55-64
- 65+

* Is your main area of activity education and training?

- Yes, in formal education and training (e.g. school, higher education institution, vocational education and training provider, adult learning provider, arts and music school)
- Yes, in an industry, company or other organisation (eg chamber of commerce, craft or industry) providing training
- No

*

Learning after finishing formal education and training gives people the opportunity to upgrade their knowledge, skills and competences in a rapidly changing society and labour market. Still, participation of adults in learning is low across Europe. What do you think are the main reasons for this?

Please, select the 5 most important.

at least 1 choice(s)

- Lack of time (including work, family and other commitments)
- Lack of flexibility in the timing of training
- It is difficult to attend physical training courses (independently of the temporary COVID context)
- Insufficient tailoring of training opportunities to individual needs
- Fragmented/ insufficiently transparent information on available training opportunities
- Uncertainty about which skills are needed to improve employment and income prospects
- Uncertainty about the quality of training opportunities
- Uncertainty about whether training outcomes will be recognised by any employer and/or education and training organisation for further learning
- It is difficult to make the skills acquired through training visible to employers
- Training does not give enough career improvement perspectives
- Lack of support from employers (lack of opportunities for paid training, training leave and others)
- Feeling of unease in group or class-based learning situations
- Training courses are too expensive
- Insufficient awareness of available financial support for adult learning
- Lack of financial support for training costs
- Insufficient awareness of the benefits of adult learning
- Other

* Who should have the main responsibility to overcome this difficulty (uncertainty about needed skills)?

Multiple choice allowed

- It is the responsibility of the person
- It is the responsibility of the employer
- It is the responsibility of the public authorities of the country

* Who should have the main responsibility to overcome this difficulty (uncertainty about recognition)?

Multiple choice allowed

- It is the responsibility of the person
- It is the responsibility of the employer
- It is the responsibility of the public authorities of the country

* Who should have the main responsibility to overcome this difficulty (lack of career improvement perspectives)?

Multiple choice allowed

- It is the responsibility of the person
- It is the responsibility of the employer
- It is the responsibility of the public authorities of the country

* Who should have the main responsibility to overcome this difficulty (cost of trainings)?

Multiple choice allowed

- It is the responsibility of the person
- It is the responsibility of the employer
- It is the responsibility of the public authorities of the country

* Who should have the main responsibility to overcome this difficulty (lack of awareness on financial support)?

Multiple choice allowed

- It is the responsibility of the person
- It is the responsibility of the employer
- It is the responsibility of the public authorities of the country

Your vision on European standards for micro-credentials

The European Commission's working definition of micro-credentials is as follows:

A micro-credential is a proof of the learning outcomes that a learner has acquired following a short learning experience. These learning outcomes have been assessed against transparent standards. The proof is contained in a certified document that lists the name of the holder, the achieved learning outcomes, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, can be shared, are portable and may be combined into larger credentials or qualifications. They are underpinned by quality assurance

following agreed standards.

This section includes questions on the main objectives of European standards and what support is needed to implement these.

* Does your institution/organisation award micro-credentials (according to the working definition above)?*

- Yes
- No
- I don't know

What would be the most important aspects of high quality micro-credentials?

Please rank all aspects below.

	Very important	Rather important	Rather not important	Not important	I do not know /do not wish to answer
* They are recognised by national authorities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* They are recognised by education and training organisations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* They are accepted by employers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* They are available in my native language	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* They are available in a widely spoken language	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* They are not expensive to obtain	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Content originates from reputable education and training providers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Content was created in collaboration with employers, business associations, or chambers of commerce	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Content is linked to labour market needs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* They are available on online learning platforms	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*					

They offer skills and competences that are of direct use for my current or future job	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* They offer skills and competences that are useful for my further learning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* They help me being mobile across countries	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* They can be building blocks towards partial or full qualifications	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* They can be obtained through a validation of my skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Their quality assurance is based on transparent quality standards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any others aspects?

Please specify

Learning credentials must be taken into account by employers for defining an objective and transparent remuneration scheme within an organisation/institution/company

The European Commission's working definition of micro-credentials is as follows. The objective is to have a definition that looks simple, is easy to understand and is applicable to any sector and provider.

A micro-credential is a proof of the learning outcomes that a learner has acquired following a short learning experience. These learning outcomes have been assessed against transparent standards.

The proof is contained in a certified document that lists the name of the holder, the achieved learning outcomes, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, can be shared, are portable and may be combined into larger credentials or qualifications. They are underpinned by quality assurance following agreed standards.

Your feedback on the working definition is welcomed.

For each of its elements, please indicate whether you consider it to be essential, recommended, optional, not relevant:

	Essential	Recommended	Optional	Not relevant
* Focus on learning outcomes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Focus on the short learning experience (can be a course or validation of an experience)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Assessment of learning outcomes against transparent standards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*				

Proof of learning contained in a certified document	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Inclusion in a qualifications framework	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Credits or other expression of workload (e.g. hours of learning)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Portability across Europe	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Possibility to combine micro-credentials into larger credentials or qualifications	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Underpinning by quality assurance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you consider any element missing in this working definition?

If yes, please specify:

What EU-level actions and measures would facilitate the take-up of micro-credentials?

Please rank all aspects below.

	Very important	Rather important	Rather not important	Not important	I do not know /do not wish to answer
* Clear definition of micro-credentials	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* EU standard for the elements of information to be included in the certificate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Setting Europe-wide quality standards to ensure high quality in all Member States	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Regularly updated regulatory frameworks, for example alignment of micro-credentials in national qualifications frameworks where applicable	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Include information on workload expressed in (ECTS) credits or duration	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Ensure recognition of micro-credentials	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Provide digital tools to improve uptake, storage and recognition of micro-credentials	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Ensure that micro-credentials can be used in all Member States	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Ensure that the learner can use his/her micro-credentials in different sectors of education and training (vocational education and training, higher education, providers outside of formal education and training, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Support closer cooperation between education and training institutions/organisations and other actors (businesses, NGOs, local and regional authorities etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Support the possibility that micro-credentials can be combined into larger credentials	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Encourage Member States to set up lists trusted providers of micro-credentials at national level	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage the integration of micro-credentials in national guidance services at national and local levels	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What other EU-level actions would help?

Please specify

In addition to the above mentioned points, the European Commission can support civil society organisations to provide quality and timely training according to the needs of employees in line with the labour market requirements and socio-economic contexts at national and local level. This is particularly relevant for reducing inequalities in healthcare by addressing health workforce deficit, which in many occasions becomes a barrier preventing people in rural and isolated areas to access quality and timely healthcare and preventive services. The European Commission has to safeguard that the system of micro-credential is designated in a way that provide effective response to health workforce deficit in order to ensure the availability of healthcare services of good quality for all. The recognition and portability of micro-credentials must support the employability and mobility of health workers and health mediators within and between countries in order to reduce regional inequalities in line with the UN Sustainable Development Goals.

Moreover the system of micro-credentials of lifelong learning opportunities must include a specific focus on vulnerable groups, who have lower access to employment. Often employed in low paid forms of employment, people from vulnerable groups are exposed to employment precariousness and long-term unemployment leading to poverty and exclusion which have devastating effects on individuals and communities' health, both physical and mental. The standardisation of micro-credential must be designed as a concrete tool for tackling the growing social inequalities and their disproportionate effects on the most vulnerable.

The micro-credential system must offer the possibility to recognise and enhance existing skills, especially for people who have not had the opportunity to secure an education and obtain professional qualifications. This is particularly relevant for vulnerable groups, such as migrants and refugees, Roma mobile workers, people at risk of poverty and exclusion, homeless persons, people with disabilities, LGBTQI+, people in detention centres. Such measures will facilitate the employability of people facing social disparities and will contribute to improving their access to professional training and qualifications needed for accessing employment.

Which of the following should be included in EU standard elements to characterise micro-credentials under a European approach?

Please indicate whether you consider these as essential, recommended, optional or not relevant

	Essential	Recommended	Optional	Not relevant
* Identification of the holder of the micro-credential	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Title of the micro-credential	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Country/Region of the issuer	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Awarding body	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Date of issuing	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Notional workload needed to achieve the learning outcomes (expressed in ECTS, wherever possible, or duration/hours)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*				

Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Learning outcomes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Form of participation in the learning activity (online, onsite, blended)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Type of assessment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Quality assurance of the credential	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Quality assurance of the learning content (not applicable to validation)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Grade achieved	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Integration and stackability options	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supervision and identity verification during assessment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any other elements you consider essential?

Please specify

Do you think that a European Approach to micro-credentials can help achieve the following aims?

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/ I don't wish to answer
* Empowering individuals to participate in up- and reskilling	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Fast development of new training offers to respond to demand on the labour market	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Easier understanding of competences and skills of learners and workers by employers and education and training providers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Learning outcomes easily understood across the EU	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Innovative and engaging ways of learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*					

Flexibility to learn according to own pace and needs	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Portability of the credential from one job to another, from one education and training institution to another	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Better links between education and training providers with the labour market	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* More use of innovative tools and online platforms to support learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* More use of innovative learning content and materials to support learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What other aims can be achieved?

Please specify

To achieve its objectives, the system establishing standards for micro-credential must be designed as a measure for providing a response to the growing inequalities exacerbated by the COVID crisis and should be integrated into European and national policies and programs aiming to mitigate the social and economic effects of the pandemic. Moreover, the standardisation of micro-credential must be in line with existing policies such as the European Pillar of Social Rights and its action plan and the European Semester advancing sustainable economic growth.

It must enable vulnerable individuals and communities, who have been particularly hit by the crisis, including those who lost their jobs, income and livelihood, to quickly access professional training and lifelong learning opportunities. It should integrate the lessons learned from the recent crisis and provide support to socially disadvantaged individuals and communities to increase their employability. Also, it should look beyond the context of the pandemic and contribute to building resilient societies and economies whilst tackling long-standing inequalities.

Is there anything else you would like to add?

500 character(s) maximum

The European Commission has a major role to play in providing common standards of micro-credentials to advance equal opportunities in employment and education, however it should also invest in creating mechanisms to monitor the access to lifelong learning opportunities, especially when it refers to vulnerable groups.

Part III: Position paper

Should you wish to provide additional information (e.g. a position paper, report) or raise specific points not covered by the questionnaire, you can upload your additional document(s) here:

Please upload your file

Only files of the type pdf,txt,doc,docx,odt,rtf are allowed

Contact

[Contact Form](#)