

Gør tanke til handling
VIA University College



The role of microcredentials in EU labour-market-related education and training

Cedefop Conference

Microcredentials for labour market education and training

Presentation

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Key topics

- Are microcredentials related to a genuine change in the way we recognise knowledge, skills and competences? Or is it a way to better define / standardise the already existing offer?
- What roles do microcredentials play in the labour market? What are their current strengths and weaknesses and how could they be improved?

A short background story

Example of a response to massive changes in society and labour market

The Danish system for Adult vocational education and training (AMU)

Background

- 1930'es crisis-huge unemployment,
- High unemployment rate for young people
- 1940's- 1950's: A movement from countryside to towns, due to changes in farming
- Technological supported work tasks within farming employment
- After World War 2, increasing demands for upskilling and reskilling of workforce
- Throughout these decenniums, the need for a special targeted educational systems was considered.
- The system of AMU were launched in 1960 with the aim to support, fast and effective upskilling due to changes in labour market and to support mobility across the country
- Characteristics module-build - short, recognised courses / homogenous in content and frames
- The system was born, build and maintained to cope with changes

“The times they are changing” (Bob Dylan)

- How do changes envisaged today differ from yesterday?
- Why are we talking so much about changes as a primary driver for reforms
- Changes in career expected and accepted to happen 5 times in a lifetime
- In regularly performed evaluations, The Danish Assessment System for short skilled employees is criticised for being:
 - Less flexible,
 - Not sufficient transparency – difficult to choose the appropriate qualification
 - Bureaucratic, rules and regulation, financial frames, etc.
 - Too much focus on general competences and less focus on company specific competence demands

Today – microcredentials as the response to drivers

Changing labour market demands

Digitalisation

Aging population

Global competition

Mega-trends

Due to the critics of the Danish AMU system, the current Tripartite agreement for VET has opened up for new options:

- Flexibility in terms of teaching framework, distance learning
- Time investment/workload versus outcome and impact
closer dialogue between company and training institution
- Possibility to combine part qualification with other part qualifications – also across levels in the VET system.

So....as to Keyic 1

- Are microcredentials related to a genuine change in the way we recognise knowledge skills and competences?
- Dividing a formal qualification into smaller parts / part qualification without changing learning objectives does not – in itself – make it a micro-credentials
- Or is it a way to better define / standardise the already existing offer?
- Maybe(?) depending on the MC definition and characteristics

Keytopic 2

– What **roles** do microcredentials play **in the labour market?**

see next slide

– What are their **current strengths and weaknesses** and how could they be improved?

There is a huge need for datacomprehensive knowledge is necessary!

International cooperation on data collection

In the Danish labour market certifications and smaller learning units are currently seen playing an increasing role though not necessarily mentioned as micro-credentials

Examples of job- and competence areas for the provision of certifications / smaller learning units, by formal education institution as well as private providers:

- Cyber security
- Compliance (standards and regulations)
- Energy
- Cleaning
- Sustainability
- Chain-responsibility

Companies operating internationally and globally

Niche-productions

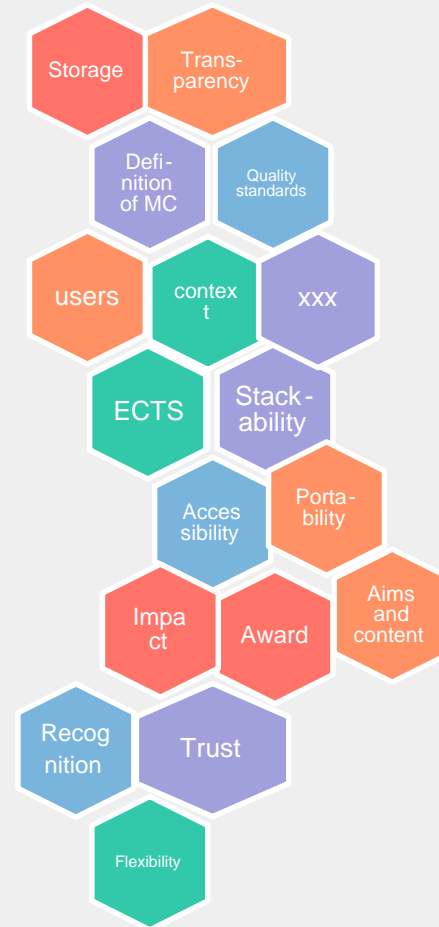
Small branches that benefit from cross-country cooperation

Transversal competences

Data collection / critical information items about effect and impact of microcredentials

Provision of data

- Long perspective
- Cross-topic
- International cooperation
- Xx
- xxx



ONGOING CHANGES

Frequent changes—some of them will be radical

3-5 radical career changes in a lifetime

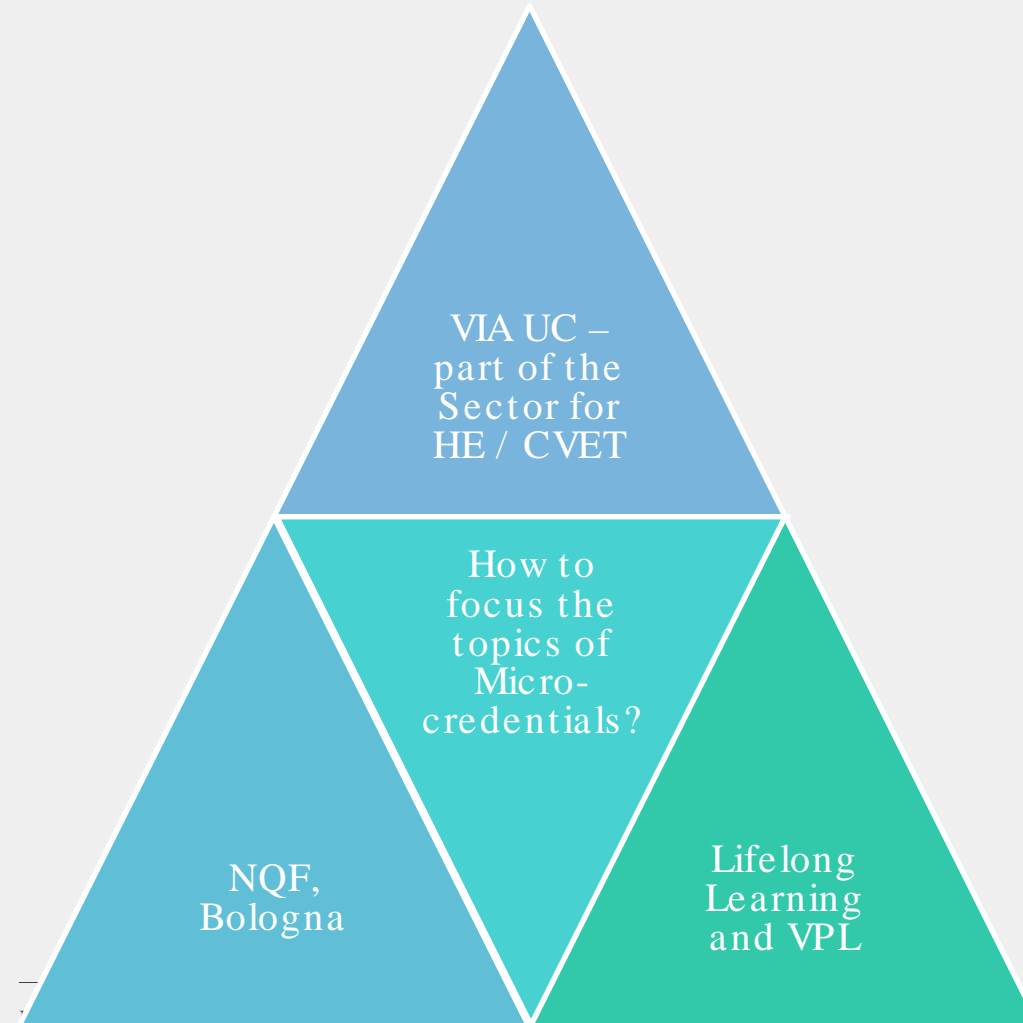
A shared responsibility

The necessity of a coherent infrastructure for ensuring the individual citizen's appropriate resources to respond to changes by the virtue of competence development, education and lifelong learning.

Lifelong Learning walks hand and in hand with Lifelong Guidance



How are we working with development of Micro credentials in VIA UC?



Thank you

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