

Micro-credentials for Lifelong Learning and Employability: European Approaches and Opportunities for Georgia

Alignment with EU and Irish
Practices for Quality,
Recognition and Workforce
Relevance

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By the end of this workshop, participants will:

1. Understand current EU and Irish policy & approaches to micro-credentials.
2. Explore how micro-credentials fit within national qualifications and QA systems.
3. Discuss options for integrating micro-credentials into the Georgian framework.



Session Structure



Day 1

Session 1: EU Rationale for micro-credentials; definitions, trends, key distinctions.

Session 2: EU and Irish trends, strategic significance for HE and workforce.

Session 6: QA, recognition, and policy integration for Georgia.

Day 2

Workshop: HEI implementation & collaborative design. Recommendations and best practices relevant to Georgia.

Biography



Tanya Zubrzycki

Higher Education Consultant. Academic Director, Dublin Business School, Ireland

- Expert in lifelong learning and micro-credential policy, QA alignment (NFQ/EQF), and flexible learning pathways.
- Led development of micro-credentials addressing priority skills needs, flexible pathways, and employability.
- Contributor to national discussions on micro-credentials and institutional integration of stackable learning.
- Consultant Researcher with UNESCO Institute for Lifelong Learning on global lifelong learning and skills policy.
- Former Erasmus+ project lead at DCU, working with Ibec, SOLAS and AONTAS.
- Earlier career in financial management at Ernst & Young (US/UK).





Session 1: 13:30 – 14:00

1. Why Micro-credentials?

- Demographic shifts
- Transformation of economy and society
- Expanding Access to Lifelong Learning

2. Definitions, trends, key distinctions.

1. Why Micro-credentials? Demographic Shifts: Population Ageing

According to UN (2019), the share of population aged 65 years or over is projected to increase significantly between 2019 and 2050:

- **18% to 26% in Europe and North America**
- **11% to 24% in Eastern and South-Eastern Asia**
- **9% to 19% in Latin America and the Caribbean**
- **6% to 13% in Central and Southern Asia**



Why Micro-credentials? Demographic Shifts: Population Ageing



Table 2. Percentage of population aged 65 years or over for the world, SDG regions and selected groups of countries, 2019, 2030, 2050 and 2100, according to the medium-variant projection

Region	2019	2030	2050	2100
World	9.1	11.7	15.9	22.6
Sub-Saharan Africa	3.0	3.3	4.8	13.0
Northern Africa and Western Asia	5.7	7.6	12.7	22.4
Central and Southern Asia	6.0	8.0	13.1	25.7
Eastern and South-Eastern Asia	11.2	15.8	23.7	30.4
Latin America and the Caribbean	8.7	12.0	19.0	31.3
Australia/New Zealand	15.9	19.5	22.9	28.6
Oceania*	4.2	5.3	7.7	15.4
Europe and Northern America	18.0	22.1	26.1	29.3

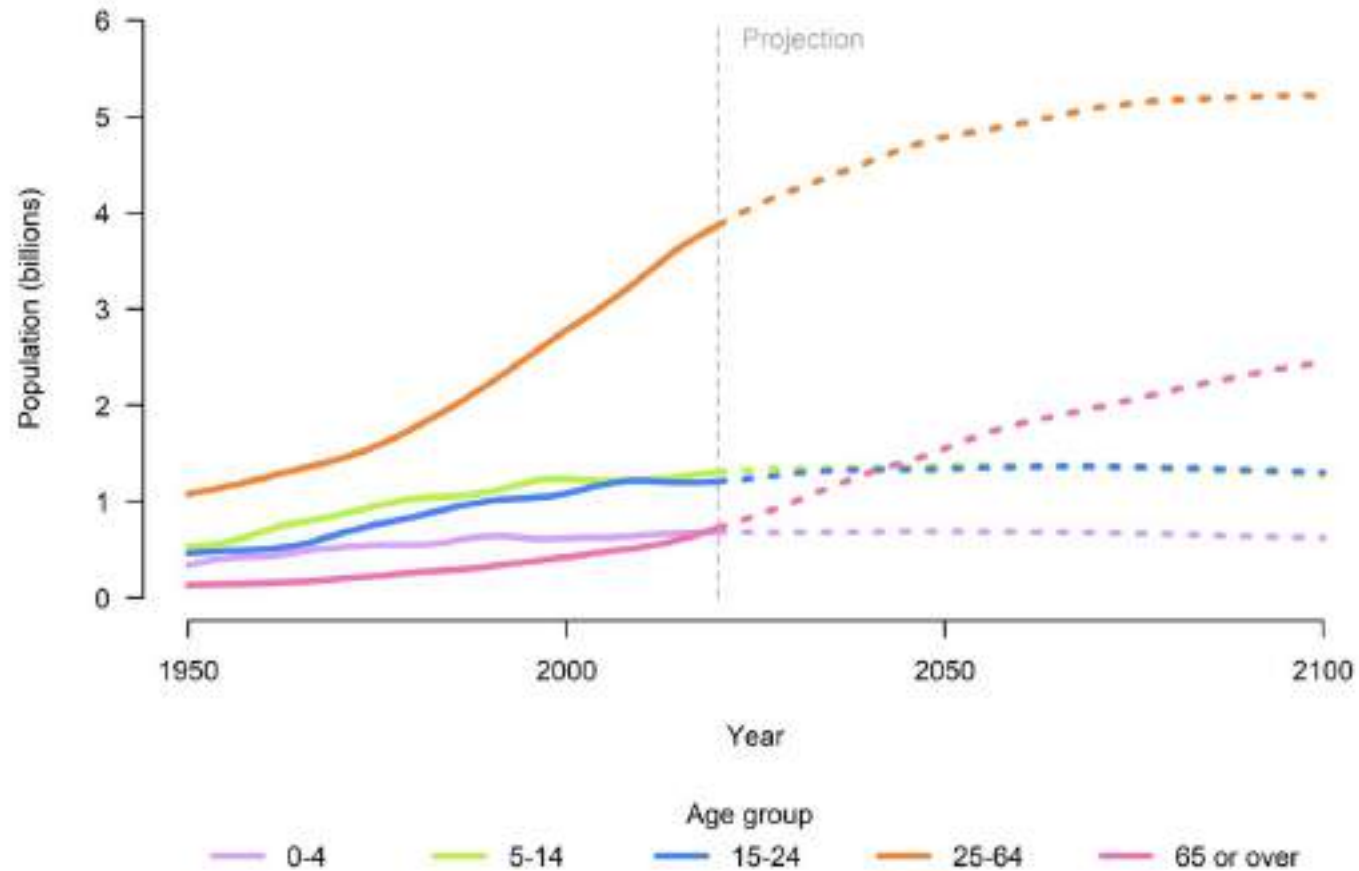
Source: UN (2019, p. 18)

Why Micro-credentials? Demographic Shifts: Population Ageing



Figure 12. Estimated and projected global population by broad age group, 1950-2100, according to the medium-variant projection

Persons aged 65 years or over make up the fastest-growing age group



Data source: United Nations, Department of Economic and Social Affairs, Population Division (2019). *World Population Prospects 2019*. * excluding Australia and New Zealand

Source: UN (2019, p. 18)

Why Micro-credentials? Demographic Shifts: Population Ageing

More people in their 60s and 70s are capable to contribute to the economy and society as a result of:

- improvements in health and functioning
- the shift from jobs needing strength to jobs needing knowledge (Christensen et al., 2009).

Many people delay retirement because they want to or have to work longer (Findsen, 2020)

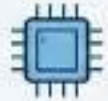
- As a result – significant changes in the way ageing and education are understood.
- Policies increasingly promote active ageing and extended working lives.
- Many countries are raising the age of eligibility for the state pension (Finnish Centre for Pensions, 2020)
- Greater emphasis on lifelong upskilling and reskilling across the life course.
- Demand for flexible, accessible adult learning is growing.

- Higher education is uniquely placed to bring together three core missions in addressing lifelong learning – teaching, research, and service to society (DES, 2018)
- HEIs are increasingly developing a lifelong learning strategy.
- Modular and flexible learning pathways can also be supported through informal and non-formal learning.

2. Why Micro-credentials? Transformation of Economy and Society

Twin Transition: Digital and Green Shift

THE **DIGITAL** TRANSITION



Refers to the broad shift across society, the economy, and the labour market driven by digital technologies (automation, AI, digital transformation of business and public services, e-commerce, remote work).



Requires workers to continuously update digital and data-related competencies.

THE **GREEN** TRANSITION



Refers to the move toward a sustainable, low-carbon economy (sustainable production, shifting to renewable energy, climate targets (e.g. EU Green Deal), growth in 'green jobs').



Requires workers to develop new environmental, sustainability, and green-skills competencies.

Important document: Council of the European Union (2022)¹



Europe faces major skills gaps driven by “Twin Transition”



changing work organisation, and evolving labour-market demands



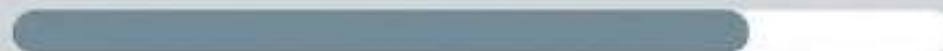
Continuous upskilling and reskilling are essential for workers to adapt and thrive



Microcredentials contribute to EU 2030 targets:



60% of adults in training annually



78% employment

¹Council of the European Union (2022). Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (2022/C 243/02).

Why Micro-credentials? Expanding Access to Lifelong Learning

Delivering on the European Pillar of Social Rights for inclusive, flexible, and modular education



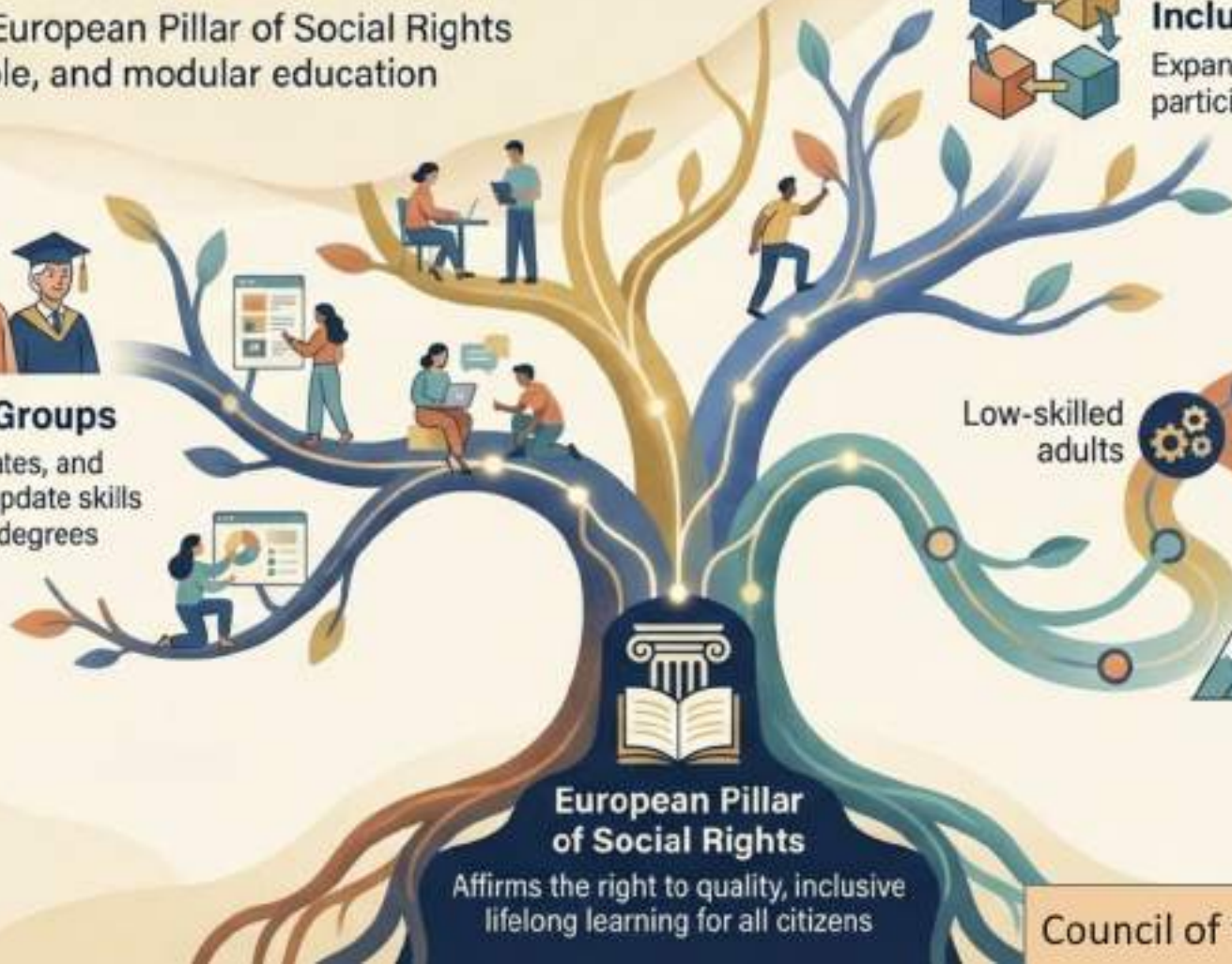
Flexible, Modular, Inclusive Learning

Expands access by supporting participation of disadvantaged groups



Diverse Learner Groups

Working adults, graduates, and non-traditional learners update skills without replacing full degrees



Migrants



Refugees

Low-skilled adults



People with disabilities



Those in remote or disadvantaged areas

European Pillar of Social Rights

Affirms the right to quality, inclusive lifelong learning for all citizens

Council of the European Union, 2022

The European Qualifications Framework and Micro-credentials



TRANSPARENCY & PORTABILITY

The EQF enables transparency, portability and comparability of all qualifications and can include micro-credentials when aligned with national frameworks.



STRONG COOPERATION

The relevance of micro-credentials depends on strong cooperation between national and regional authorities, HEIs, training providers, and social partners (employers, unions, SMEs).



LEARNING PATHWAYS & ACCESS

Member States are encouraged to use micro-credentials to strengthen existing learning pathways, widen participation, and support school-to-work transitions and access to higher education.

What Are Micro-credentials? (EU Perspective)

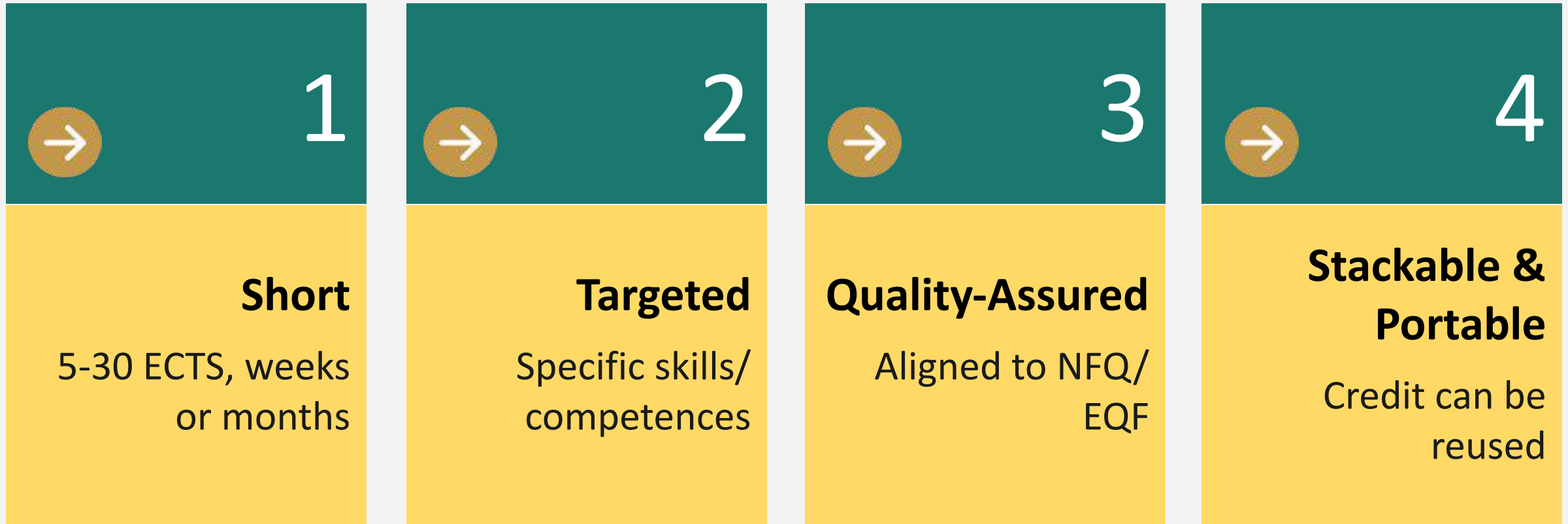


Council recommendation on a European approach to micro-credentials (2022):

1. **'Micro-credential'** means the record of the learning outcomes that a learner has acquired following a small volume of learning.
2. These learning outcomes will have been assessed **against transparent and clearly defined criteria.**
3. Learning experiences leading to micro-credentials are designed to provide the learner with specific **knowledge, skills and competences** that respond to **societal, personal, cultural or labor market needs.**
4. Micro-credentials are **owned by the learner**, can be shared and are portable. They may be stand-alone or combined into larger credentials.
5. They are underpinned by **quality assurance** following agreed standards in the relevant sector or area of activity.

Four Key Features of Micro-credentials

Micro-credentials typically share four core design features:



Key Distinctions: Micro-credentials vs Traditional degree programmes

Micro-credentials

- Short volume (typically 5–30 ECTS).
- Narrow focus on specific skills or competencies.
- Often designed for upskilling, reskilling, or CPD.
- Flexible delivery (online, blended, work-based).

Traditional Degree Programmes

- Large volume (e.g. 180–240 ECTS at bachelor level).
- Broad disciplinary coverage and deep academic formation.
- Lead to major awards in the NQF.
- More fixed structures and timelines.



Session 2: 14:00 - 14:45

- Irish and EU trends
- Strategic significance for HE and workforce.
- Addressing barriers to lifelong learning, particularly for older adults

Irish Approach: Definition and NFQ Position

- Quality and Qualifications Ireland (QQI) is the state agency responsible for promoting quality and accountability in education and training services in Ireland.
- (QQI) defines higher education micro-credentials as:
 - a. Programmes with a volume of 5 - 30 ECTS.
 - b. Leading to a special-purpose award at NFQ Levels 6 - 9.
 - c. Designed to meet a demonstrable market need and a clear learner profile.

Source: [QQI, Higher Education Microcredentials - Guidance Document \(2024b\)](#)

Micro-credentials are fully integrated into the Irish National Framework of Qualifications (NFQ) and recorded in the Irish Register of Qualifications.



Scan here to learn more!

CLASSES OF AWARD

- Major Awards:** named in the outer rings, are the principal class of awards made at a level.
 - Minor Awards:** are for partial completion of the outcomes for a Major Award.
 - Supplemental Awards:** are for learning that is additional to a Major Award.
 - Special Purpose Awards:** are for relatively narrow or purpose-specific achievement.
 - Professional Awards:** are for occupation-orientated qualifications including apprenticeships.
- *Please refer to NCCA website, ncca.ie/en/junior-cycle/

IRISH REGISTER OF QUALIFICATIONS

For more information on

- Qualifications
- Providers
- Courses

visit www.irq.ie



Irish MicroCreds Initiative (Universities)

MicroCreds is a national project led by the Irish Universities Association (IUA):

- €12-14 million project (2020-2026) funded under the Higher Education Authority's Human Capital Initiative.
- Involves eight universities collaborating on a common micro-credentials ecosystem.
- Focus on flexibility, enterprise engagement, and learner-centred design.

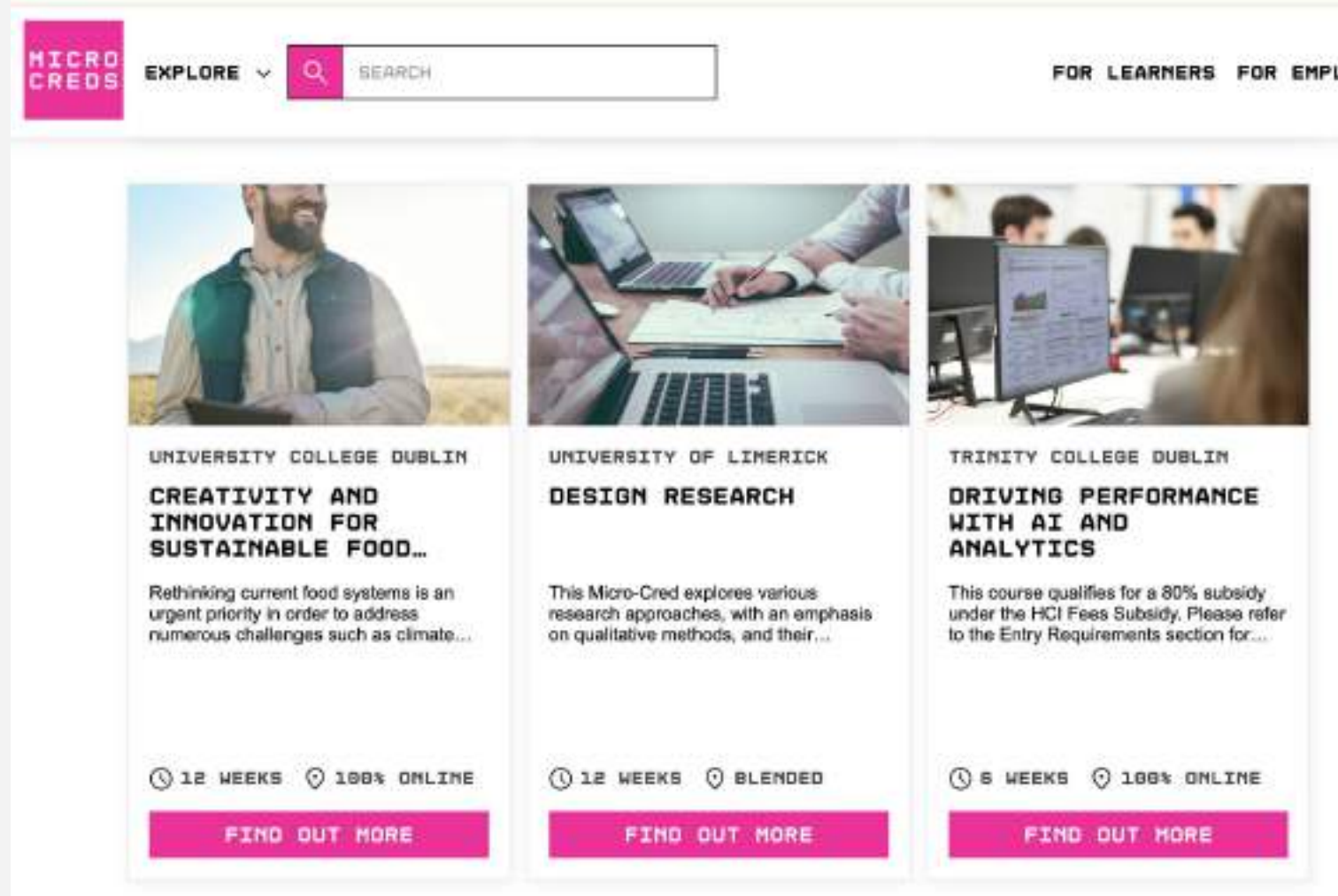


Source: Irish Universities Association / HEA (2023). MicroCreds Project. <https://microcreds.ie>

Irish MicroCreds Initiative (Universities)

MicroCred courses:

- Most MicroCred courses are completed within 6-8 weeks.
- Levels 6-9 on Irish NFQ
- Blended and online
- Not part of Master or PhD degree



The screenshot displays the top navigation and three course cards on the Irish MicroCreds Initiative website. The navigation bar includes the 'MICRO CRED' logo, an 'EXPLORE' dropdown menu, a search bar with a magnifying glass icon and the text 'SEARCH', and links for 'FOR LEARNERS' and 'FOR EMPLOYERS'. The three course cards are:

- UNIVERSITY COLLEGE DUBLIN**
CREATIVITY AND INNOVATION FOR SUSTAINABLE FOOD...
Rethinking current food systems is an urgent priority in order to address numerous challenges such as climate...
12 WEEKS 100% ONLINE
[FIND OUT MORE](#)
- UNIVERSITY OF LIMERICK**
DESIGN RESEARCH
This Micro-Cred explores various research approaches, with an emphasis on qualitative methods, and their...
12 WEEKS BLENDED
[FIND OUT MORE](#)
- TRINITY COLLEGE DUBLIN**
DRIVING PERFORMANCE WITH AI AND ANALYTICS
This course qualifies for a 80% subsidy under the HCI Fees Subsidy. Please refer to the Entry Requirements section for...
8 WEEKS 100% ONLINE
[FIND OUT MORE](#)

Springboard+ Upskilling and Inclusion Pathway

Springboard+ is a national upskilling initiative in Ireland that:

- Offers free or heavily subsidised higher education courses at certificate, degree and master's levels.
- Targets areas of identified skills need in the economy.
- Prioritises unemployed, returners and those needing reskilling, while remaining open to employed learners.
- Increasingly incorporates micro-credentials alongside larger programmes.
- Micro-credential courses are funded at 50% at all NFQ levels for the eligible categories of participants (Employed, Unemployed, and Returner). The remaining 50% of the fee is paid by the learner (or by their employer, if applicable).

Sources: [Springboardcourses.ie](https://springboardcourses.ie) and national guidance on Springboard+ eligibility and funding.

Springboard+ examples of courses



The image shows the Springboard+ search interface. At the top, there is a navigation bar with the Springboard+ logo, a search button, and two statistics: 7,719 PLACES and 249 COURSES. Below this is a search bar with the text 'Search Course'. A message states: '7,719 places are available across 249 courses under Springboard+ 2025. Details of these courses can be found via the link below. [Download SB 2025 Course List](#)'. There are two filter buttons: 'Only show Micro-credential courses' (checked) and 'Only show ICT Skills Conversion courses'. There are also input fields for 'Keywords' and 'Providers'.

Certificate in Lean Sigma Quality (Green Belt) (Certificate in Lean Sigma Quality (Green Belt))

Provider : ATU Sligo

Award : Upon successful completion of this programme, students will be awarded a Level 7 Certificate in Lean Sigma Quality (Green Belt)

Delivery Method : Online

ECTS credits : 15

Mode: Part Time

Application Deadline : 15/7/2025

Start Date : 8/9/2025

End Date : 15/6/2026

NFQ Level : Level 7

Skills Area : Engineering, manufacturing and construction

[More Details](#)

Micro-credential in Ethics, Data and Future AI (September 2025)

Provider : TU Dublin

Award : Micro credential

Delivery Method : Online

ECTS credits : 15

Mode: Part Time

Application Deadline : 9/9/2025

Start Date : 22/9/2025

End Date : 22/12/2025

NFQ Level : Level 9

Skills Area : Information/Communications Technology

[More Details](#) [Apply Now](#)

SOLAS Upskilling and Inclusion Pathway

In 2024, SOLAS launched a suite of 'FET micro-qualifications' developed under the Skills to Advance initiative with the aim of responding to industry skills needs.

The programmes, 'developed collaboratively with industry' and delivered by the 16 education and training boards, are designed to support upskilling needs and offer accredited micro-qualifications to employees at Levels 4, 5 and 6 of the NFQ.

Source: <https://www.solas.ie/microqualifications/>



Search Micro-Qualifications

Ref	Course Title	Provider	Location	Starts
487155	Artificial Intelligence - AI	Training Offaly	Online	01/12/2024
490400	Artificial Intelligence	Training Carlow	Carlow Town Environs	01/12/2024
493890	eCollege ICDL Artificial Intelligence - Skills To Advance	Athlone Training Centre	Longford County	01/12/2024

EU Trends and Policy Drivers

Key EU-level developments:

- 2022 Council Recommendation on a European approach to micro-credentials for lifelong learning and employability.
- European Skills Agenda and European Education Area emphasise flexible, modular learning.
- Thematic peer groups (e.g. QUATRA – TPG A) exploring NQF integration, ECTS use, and QA for micro-credentials.
- Growing focus on labour-market relevance and recognition across borders.

Source: [QUATRA – TPG A \(2023\) – Recommendations and Guidelines on Micro-Credentials](#)

Motivations of older adults to participate in higher education



Mostly intrinsic motivation
(cognitive interest, desire to learn)

Three key types:

- **Learning to learn** – joy of learning, intellectual curiosity, cognitive interest, but also personal growth). Associated concern of this being a result of low expectations about the types of roles available to older adults.
- **Learning to connect** – desire to meet new people, social contact and interaction
- **Learning to work** – enrolling in degree programmes for pursuing and updating knowledge and skills. Fitting in with job-related needs and competitions (Chen and Wang, 2016).

Motivations of older adults to participate in higher education

Learning to learn:

- A UK study found that a formal qualification was viewed as a preserving or gaining self-esteem, new beginning, or development of a new social identity (Jamieson, 2007);
- Australian study found that main motivators were personal development, ambition or desire (41%), followed by employment-related reasons (34%) and interest in subject matter and love for learning (30%) (Brownie, 2014)
- Top fields of study: Fine Arts/Humanities (US); Society and Culture (Australia) (Brownie, 2014)

Learning to connect:

- Motivation of generativity – a concern for future generations and seeking meaning in later adulthood (Lang and Carstensen, 2002) – perceiving future time as more limited, seeking meaningful experiences.
- Desire to serve others, provide mentoring for younger generations, pass knowledge to others (Lakin et al., 2008; Lin, 2011)
- Explains the popularity of intergenerational learning.

Learning to work:

- Connected to generativity concept, benefiting the community or society; concerns for financial security, moving up the socioeconomic ladder.

Key Challenges in older adults' participation in higher education

Three main types of barriers:

- **Demographic** – socio-economic, health, geographical location, caring responsibilities, etc.
- **Attitudinal** – ageism from academic support services, peers or instructors, learners' own attitudes or perceptions of inaccessibility
- **Structural** – course structure, flexibility, transport, support services, financing



Lakin et al.(2007); Edmonds (2012)

Demographic Barriers

- According to OECD (2013), older adults with lower levels of formal educational attainment:
 - less likely to participate in lifelong learning
 - Receive less employer-sponsored training than those with higher-level qualifications
 - Existing systems catering to those who 'least need help' (The Economist, 2017)
- Significant proportion of older adults even in industrialised societies have low proficiency in key foundational skills such as literacy and numeracy (Slowey and Zubrzycki, 2020)
- Unaffordable tuition fees, lack of awareness about financial assistance, prohibitive amount of work needed to apply for financial award, lack of outreach and promotion by higher education institutions (Lakin et al., 2008)

Attitudinal Barriers

- Potential for ageism from academic support services, peers or instructors
- Stereotypes about ageing, misconceptions of older age
- Language used in outreach is important – ‘lifelong learning’ and ‘third age’ more appealing than ‘seniors’ and ‘older adults’.
- Own attitudes such as inaccessibility of programmes

Lakin et al. (2007)

Structural barriers

- Lack of recognition of prior learning, formal and informal
- Lack of diversity and flexibility of provision
- Barriers related to the use of technology (digital divide, online programmes may not provide the sense of community)
- Physical accessibility, ease of getting to class, safety, cost, public transportation, etc)
- Support services
- Etc, etc.

Institutional Strategies for Lifelong Learning Support

Reducing Demographic Barriers:

- Target socially disadvantaged adults.
- Expand the range of services (outreach, venues, transportation options aimed to benefit all students).
- Adapt existing programmes and services (scholarship models, funding, etc.).
- Rethink delivery formats to suit diverse geographic and personal circumstances. **Diversity and flexibility of provision**, including online and blended learning, with multiple entry and re-entry points for older adults of all ages and educational levels.
- **Part-time options** for learners with caring or family responsibilities.
- **Recognition of Prior Learning (RPL)** to support re-engagement and acknowledge prior experience.
- **Access to learning opportunities** for learners in remote or disadvantaged regions.



Institutional Strategies for Lifelong Learning Support



Reducing Attitudinal Barriers:

- Conduct research in the field of older adult learning to identify gaps and opportunities.
- Promote a cultural shift from the traditional focus on younger students, encouraging positive conceptions of older age.
- Position older adult learners as co-creators of programmes and knowledge.
- Build an inclusive lifelong learning ecosystem that values participation of all age groups.
- Recognise formal, non-formal, and informal learning as equally valid pathways for personal and professional development.

Institutional Strategies for Lifelong Learning Support

Reducing Structural Barriers:

- Strengthen community engagement, aligning with the “third mission” of higher education, co-design with learners
- Partnerships between universities, municipalities, NGOs, international agencies.
- Strengthen cross-sector partnerships (education, public policy, NGOs, and industry) to support lifelong learning ecosystems.
- Develop collaborative pathways - global exchange and shared research on adult learning practice.
- Avail of any policy support to enable flexible learning structures and sustainable funding models.
- Integrate flexible programme design and institutional collaboration to support sustainable lifelong learning.
- Shared digital platforms and open-access learning hubs
- University-based Retirement Communities (UBRCs)
- Intergenerational learning



Session 6: 16:30 - 17:15

- QA
- Recognition
- Policy integration for Georgia.

QA and Recognition Models – Ireland and EU

Common principles emerging from Ireland and EU practice:

- Micro-credentials are validated and quality-assured using the same core QA standards as other HE awards.
- They are referenced to the national qualifications framework and expressed in ECTS.
- Transparent information is provided: learning outcomes, level, workload, assessment, and progression options.
- Systems are being developed to record and recognise micro-credentials (e.g. national registers, digital records).

QQI Definition of a Microcredential (Summary)

A microcredential is a 5-30 ECTS, NFQ Level 6-9, standalone special-purpose award that:

- Responds to a demonstrated market and learner need
- Targets a specific learner profile with suitable delivery and assessment
- Is delivered online or blended (not awarded transnationally)
- Consists of one or more modules, either existing or newly developed
- Has a clear rationale for being a standalone award rather than an embedded one
- Meets all relevant QA requirements for delivery and assessment

Microcredentials policy - overview of challenges

- Consensus is absent on the minimum or maximum volume of learning that a microcredential can certify. For this paper we have in mind qualifications involving up to about 1,000 hours of notional learner effort and typically far less than that.
- Credibility challenges for micro-credentials even where they are ‘credit-bearing awards from a higher education provider’ and the ‘significantly different’ experience from a learner perspective (Walsh, 2021)
- According to CEDEFOP (2023), stakeholders position microcredentials on a continuum of qualifications/credentials, serving a supplementary and complementary function to other forms of qualifications. In practice, the definitional boundaries between microcredentials and sectoral or professional skills certificates are blurred and, in some cases, non-existent.
- Quality-assured and industry-recognised certificates could be considered as a subcategory of microcredentials that enjoy higher visibility, recognition, and trust.
- Potential for excessive commercial focus

Source: QQI (2025). [Consultation]. QQI Green Paper.

<https://www.qqi.ie/sites/default/files/2025-07/qqi-green-paper-on-micro-credentials.pdf>

Microcredentials policy - opportunities

- Micro-credentials might motivate people to remain engaged with (fully) online degree programmes by giving them tangible recognition for progress on the route to their major qualification. This argument has also been used, inter alia, to justify the widespread issue of component (minor) awards in FET in Ireland.
- Revenue stream and pathway into full degrees.
- Micro-credentials can help support lifelong learning, with attendant benefits for the individual, industry and society.
- Micro-credentials can motivate change in formal qualifications systems that might otherwise be too rigid or slow to respond to shifting labour market needs (Cedefop, 2023, p54,127)
- At the European level, some feel that the certification of small volumes of learning needs to be reconceptualised ‘putting the various experiences and concepts together into a coherent and more understandable and verifiable whole.’(MICROBOL, 2022)

Source: QQI (2025). [Consultation]. QQI Green Paper.

<https://www.qqi.ie/sites/default/files/2025-07/qqi-green-paper-on-micro-credentials.pdf>

Microcredentials - International perspective

OECD (2024) published a report entitled 'Bridging Talent Shortages in Tech Skills - first Hiring, Micro-credentials and Inclusive Outreach'.

It made the following recommendations about micro-credentials:

- Governments should develop and adopt a hybrid approach that allows for **accrediting both programmes and providers** of micro-credentials, create online platforms for users to **compare courses**, expand funding options to cover **short training modules**, and integrate micro-credentials into **NQFs and validation systems** for non-formal and informal learning.
- Education and training providers should establish **internal quality standards** for micro-credentials, break down course content to identify micro-credential components, and increase data collection to ensure **broad participation** and **assess training outcomes**.
- **Employers should collaborate** with social partners and training providers to design and deliver demand-driven micro-credentials and encourage workers' participation by recognising micro-credentials in career development.

Source: OECD (2024), https://www.oecd.org/en/publications/bridging-talent-shortages-in-tech_f35da44f-en.html

Georgian Context: NQF and Quality Assurance

Existing strengths in Georgia:

- A National Qualifications Framework (NQF) is aligned with Bologna principles and European QA standards.
- Development of short-cycle programmes and modernisation of VET to meet economic needs.
- National Centre for Educational Quality Enhancement (EQE) actively engaged in aligning QA with European Standards and Guidelines (ESG) for Quality Assurance.



Source: [QUATRA – TPG A \(2023\) – Recommendations and Guidelines on Micro-Credentials](#)

Emerging Work on Micro-credentials in Georgia

Recent analyses and projects in Georgia highlight that:

- Integrating micro-credentials into the Georgian NQF can support international recognition and mobility.
- Legal and regulatory frameworks are being reviewed to allow introduction, implementation and recognition of micro-credentials.
- Policy papers emphasise the need to connect Georgian practice to the European approach and Bologna tools.



Sources:

EQE (2023). Analysis of International Practices and the Legal Framework for Micro-credentials in Georgia. <https://eqe.ge>

European Training Foundation. Foundation (ETF) - National Qualifications Framework - Georgia (2019).

<https://www.etf.europa.eu/sites/default/files/document/Georgia.pdf>

Key Messages for the Georgian Context

- Build on existing strengths in the Georgian NQF and QA system (do not start from zero)
- Use ECTS, clear learning outcomes and QA to ensure trust and recognition of micro-credentials.
- Position micro-credentials as tools for flexible lifelong learning and workforce development, not as a replacement for degrees.
- Involve employers, professional bodies and social partners from the outset.
- Draw selectively on Irish and wider EU experiences - adapt, rather than copy, models.

Group Discussion: Integrating Micro-credentials into the Georgian System

Guiding questions:

- Where do you see the greatest potential for micro-credentials in Georgian higher education and VET?
- What are the main barriers - legal, QA-related, funding, institutional capacity?
- How might ECTS and the existing NQF be used to support recognition and stackability?
- What kinds of partnerships with employers and professional bodies would be most helpful?
- Which aspects of the Irish and EU approaches seem most transferable - and which are not?

Interactive Activity: Poll and Q&A

Vevox Poll question:

1. Which priority is most important for your institution right now?
 - Workforce upskilling and reskilling
 - EU alignment and recognition
 - Flexible opportunities for adult learners
 - Supporting regional development

Follow-up Q&A:

- Please share why this priority was selected
- How micro-credentials could concretely support that goal in your institution.

References and Further Reading

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- European Union (2021). A European Approach to Micro-Credentials [Micro-credentials brochure] <https://education.ec.europa.eu/sites/default/files/2022-01/micro-credentials%20brochure%20updated.pdf>
- Gemini Workspace (2025) AI-assisted design output [Generative AI tool]. Google Workspace.
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