

# Selected Bibliography on Micro-Credentials

WP 3 – COMMON UNDERSTANDING

WP LEADER: BIBB

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Beyond Europe with  
Micro-credentials

## About BEM

The European Commission has launched a call for proposals under the Erasmus Plus programme for the area "Capacity Building" at the end of 2021 (EACEA). This relatively new EU programme line aims to promote the relevance, accessibility and responsiveness of VET institutions and systems in non-EU Member States and to support educational partnerships. BEM is one of 58 projects proposed for funding in the 2022 call. The project started on 01.01.2023 and has a duration of three years.

The Erasmus+ project "Beyond Europe with Micro-credentials" (BEM project) is about transferring experiences from ECVET to the development of micro-credentials. The aim is to reflect these in the non-EU member states and adapt them to the respective local conditions. With micro-credentials (MC), labour market-relevant qualifications are developed whose contents are derived from the needs of selected sectors in the countries and implemented in consultation with regional companies. MCs also focus on groups of people who have so far been insufficiently covered by the education systems (e.g. learners in structurally weak regions, single parents, unskilled workers, people with support needs, refugees). BEM MCs can be used in vocational education and training (VET), as an additional qualification or for the validation and recognition of informal learning. It is planned to develop 10 to 12 MCs per country. The developed MCs will be linked to the Europass templates and included in the multilingual "Skillsbank" maintained in Norway. This will give them an additional European added value, and they can be transferred to other countries or sectors.

The BEM project brings together VET institutes, national qualifications authorities, intermediate institutions, and VET providers (vocational schools and training centers) from eight countries. This broad project partnership enables the accreditation, documentation, recognition, or validation of MCs according to the conditions applicable in each country, thus building a bridge between education (VET and higher education) and the world of work.

Countries: Germany, Norway, Ukraine, Republic of North Macedonia, Serbia, Montenegro, Armenia, Georgia



## Introductory Note:

Work package 3 of the BEM-project aims to develop a common understanding of what labour market relevant micro-skills are and how they can be displayed in a template. To this end, among other things, a list of references was compiled that serves several purposes:

- it maps European activities to promote micro-credentials,
- describes contexts of application (Higher Education, Industry) and
- provides insight into experiences and approaches from countries that already work with micro-credentials.

Special emphasis is placed on sources dealing with the development of micro-credentials with guidelines, definitions, samples, examples, etc. (often in the form of websites, videos, etc.). Here we expect important impulses for the design of our own BEM development/designing process. For this reason, the literature list is incomplete and essentially lists references that have a connection to the BEM objectives. References that deal in depth with the use of micro-credentials in higher education or with technical implementation aspects (digital credentials, badges, etc.) have not been included.

The bibliography concludes with information that critically addresses the issue of micro-credentials. This takes the topic off the current political agenda and puts it to the test from different perspectives.

The literature review reveals what previous discussion in the “European VET-project family” suggests: Although the term “micro-credentials” has found a firm place in European recommendations and publications within a short period of time, it has not been contoured either in its form or in its differentiation from other educational formats in relation to vocational education and training - i.e. to an application outside the higher education sector. Thus, BEM offers a space for experimentation and testing. With the work on BEM, the literature list will also continue to grow. We welcome literature references that are currently missing and those that should definitely appear. Please send all relevant references to [bem@sbgdd.de](mailto:bem@sbgdd.de) or to [eberhardt@bibb.de](mailto:eberhardt@bibb.de)

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