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Micro-credentials in Asia and the Pacific

Inclusive collaboration with UNESCO Bangkok

Micro-credentials: a labour market megatrend

CEDEFOP

Virtual Event, 22-23 June 2023

Wesley Teter

UNESCO Multisectoral Regional Office

Bangkok, Thailand



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1) Why it matters

Our bold ambitions cannot be achieved if we continue to rely on education systems that maintain inequalities...

Stefania Giannini

UNESCO Assistant Director-General of Education

[#APFSD](#) | Transforming Education Now and for the Future We Want

30 March 2023

1) Why it matters: Accelerating progress to SDG4

Working definition of micro-credentials

1. A record of **focused learning achievement** verifying what the learner knows, understands or can do.
2. Includes **assessment** based on clearly defined standards and is awarded by a trusted provider.
3. Has **standalone value** and may also contribute to or complement other micro-credentials or macro-credentials, including through recognition of prior learning.
4. Meets the standards required by **relevant quality assurance**.

Source: [UNESCO](#), 2022



Gaps: In Asia-Pacific, only **15%** of necessary progress has been made at the midpoint of Agenda 2030 ([ESCAP](#), 2023)



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2) Micro-credentials – *For system transformation*

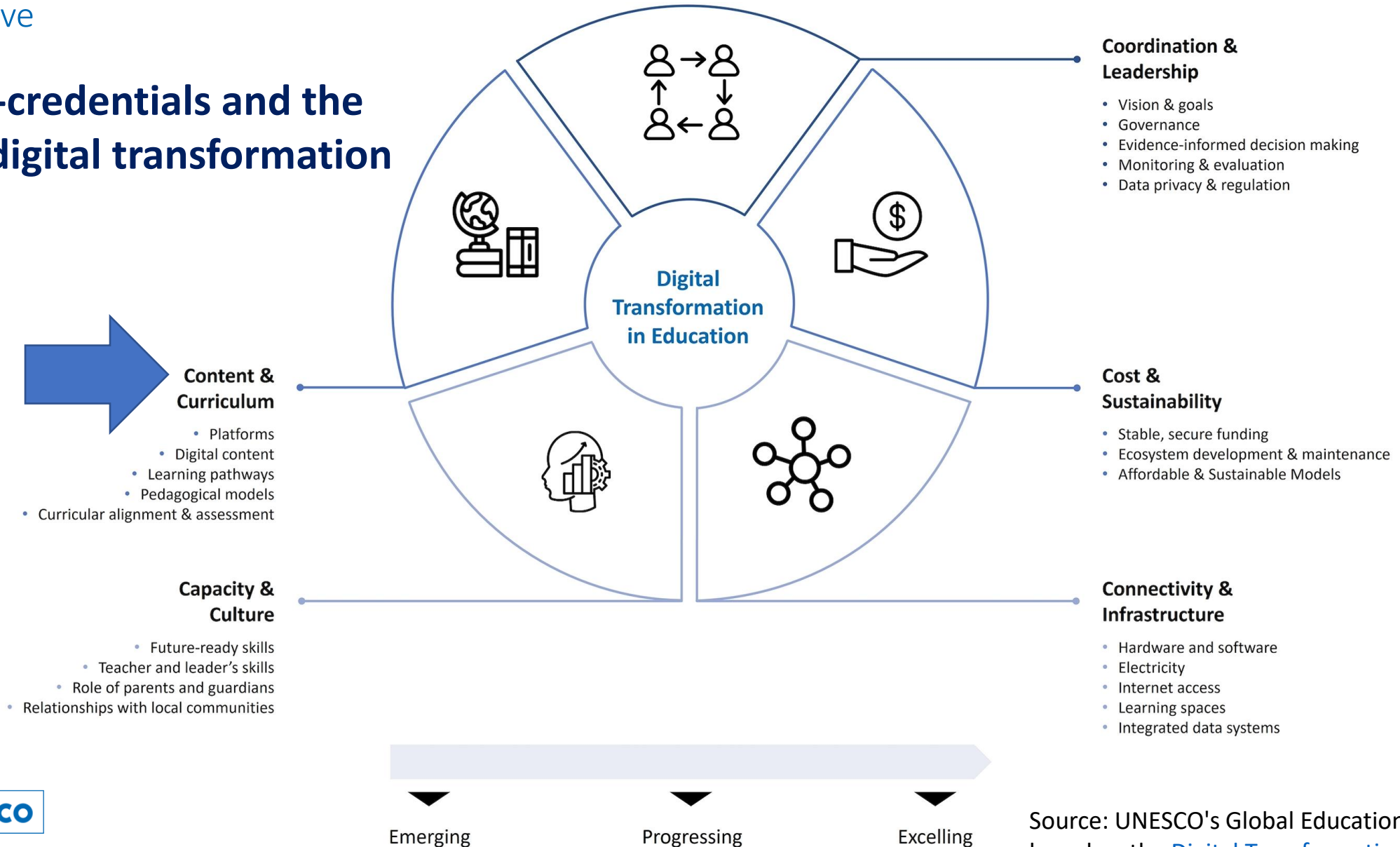
"The system transformation approach... has the potential to remedy **key inconsistencies and contractions** in an education sector that have often resulted from a lack of national ownership and coordination."

Gita Steiner-Khamsi,
UNESCO Chair, Comparative Education Policy
([System Transformation](#), 5 May 2023)

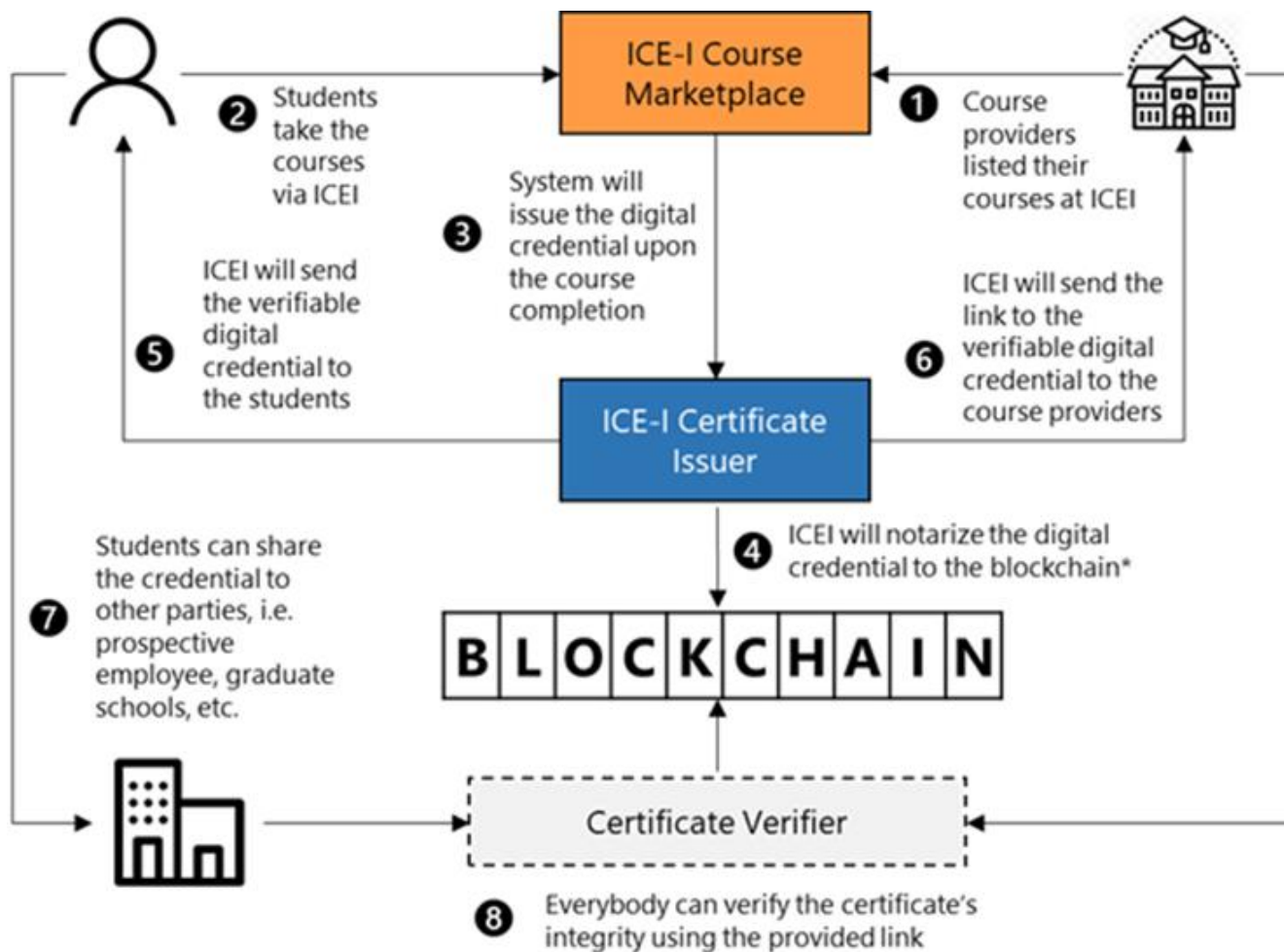


Learn more about the [Transforming Education Summit](#)

3) Micro-credentials and the 5C's for digital transformation



4) Use Case: Micro-credentials and online learning in Indonesia



**INDONESIA CYBER
EDUCATION INSTITUTE**

**Collaboration between local
and international providers**



Source: Fathony, H. (23 June 2021). Blockchain for Education: Learner Centered Credentials



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4) Use Case: BMW Service Apprenticeship in Thailand

DIHK Quality Categories and Certificates



“A” Certificate

German dual VET in foreign countries



BMW apply A Certificate only

Local dual VET closely related to German Standards



“B” Certificate



“C” Certificate

Local dual Qualifications with elements of German VET

Certification

This is to acknowledge that

born on 7 October 1996 in Bangkok has completed

the German-Thai Dual Excellence Education (GTDEE) Apprenticeship Programme in cooperation with BMW (Thailand) Co., Ltd. from May 2015 to April 2017 in

Automotive Mechatronics

with the overall result: Passed (81 Points) Grade: 2 (Good)

Theoretical Examination	Note	Points
Part A: Multiple choices (100 points)	Satisfactory	72
Part B: Written tasks (100 points)	Inadequate	45

Practical Examination	Note	Points
Vehicle Diagnostic (100 points)	Very Good	93
Vehicle Inspection (100 points)	Very Good	99
Disassembly and Assembly (100 points)	Very Good	97

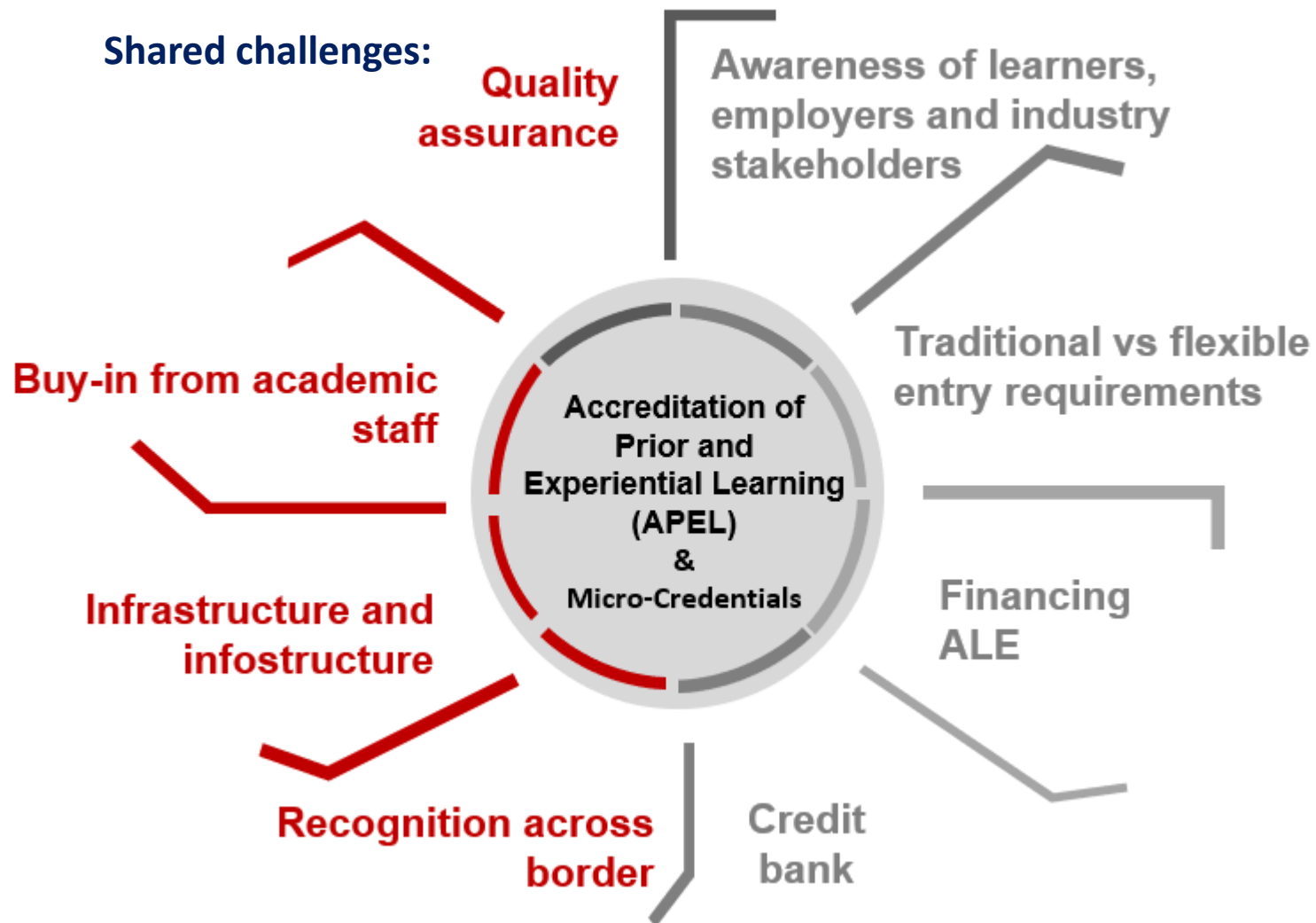
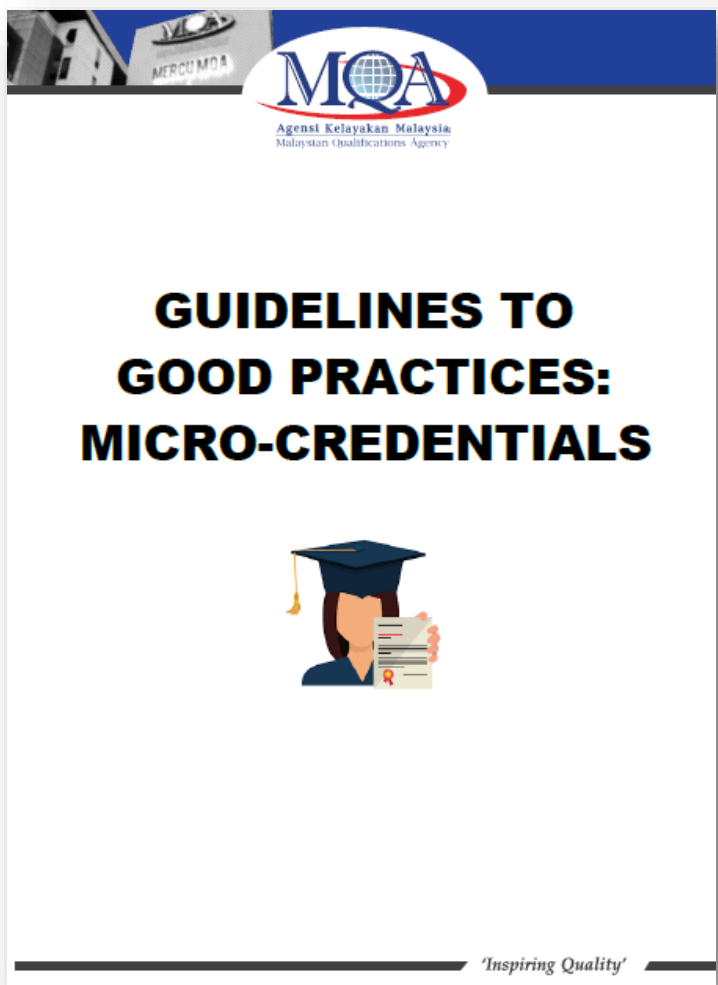
GTDEE Apprenticeship Programme matches the basic principles of the German Dual Education and Training Programme and includes theoretical education and practical training with fundamentals of professional experience.

Bangkok, 30 April 2017

Dr. Roland Weir, Executive Director Markus Hoffmann, GTDEE Project Director Phibul Chaowetch, Head of Automotive Mechatronics Examination Committee

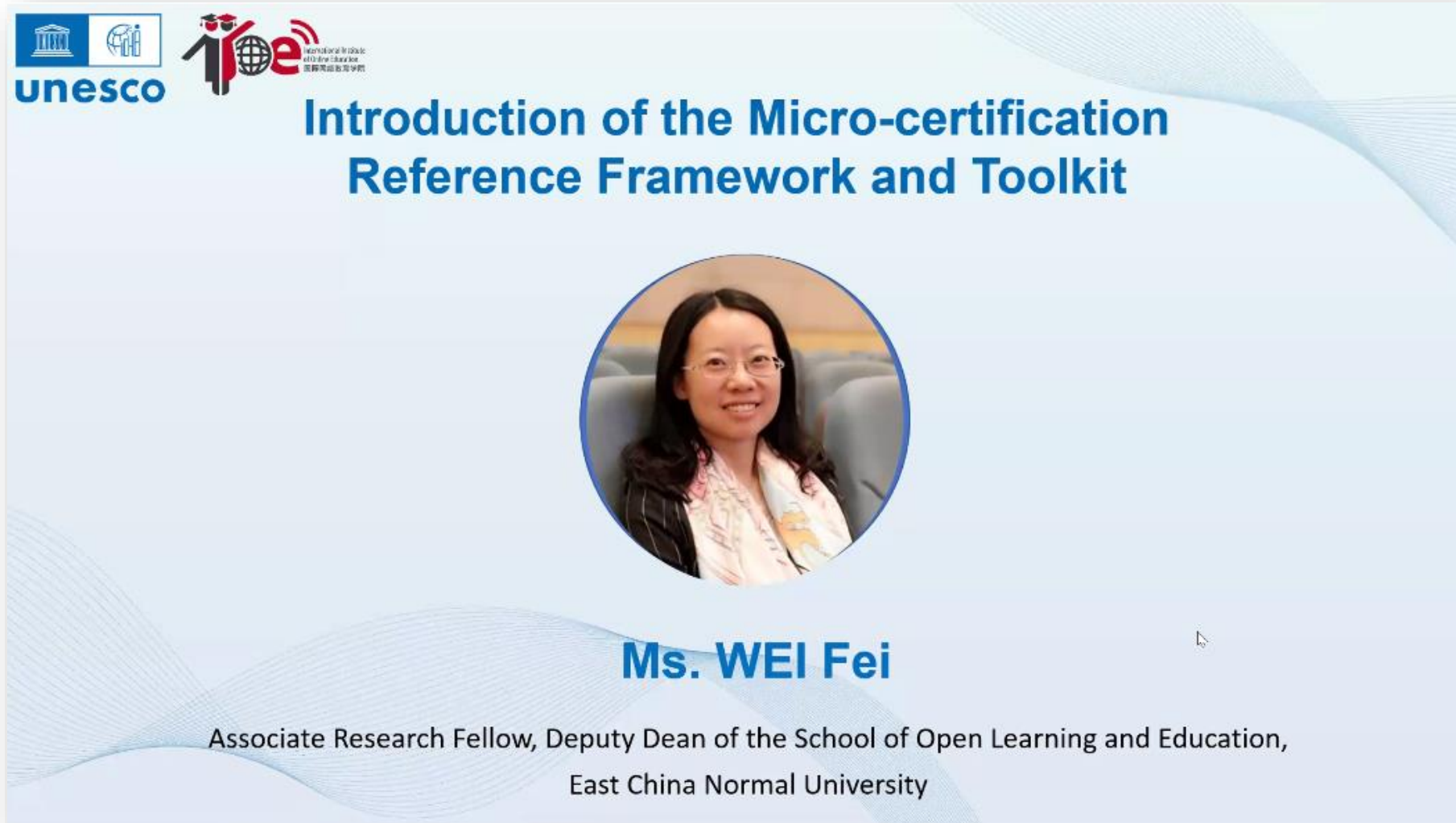
Source: Corporate Communications BMW Group Thailand


4) Use Case: Widening the scope of Micro-credentials in Malaysia




Source: Dr Eddy Chong, 5 June 2022. Asia-Pacific Regional Education Minister's Conference (APREMC-II)

4) Use Case: Micro-credentials for HE/TVET teachers in Asia-Pacific



unesco  International Institute of
Open Education
國際開放教育學院

Introduction of the Micro-certification Reference Framework and Toolkit



Ms. WEI Fei

Associate Research Fellow, Deputy Dean of the School of Open Learning and Education,
East China Normal University

Source: [2nd IIOE Micro-Certification Project International Consultation](#), May 2023

**Afghanistan:
Hopes fade as
universities
reopen without
women**

**"Let us complete our
education, so that
we can do something
about our future."**

- University student in Afghanistan
BBC, 8 March 2023





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Tensions to overcome

“We cannot ignore the **promises of globalization nor its risks**, not the least of which is the risk of forgetting the unique character of individual human beings;

it is for them to choose their own future and achieve their full potential within the carefully tended wealth of their traditions and their own cultures which, unless we are careful, can be endangered by contemporary developments.”

Source: Delors Report, 1996.
Learning: the Treasure Within



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5) Micro-credentials: *Dialogue and Inclusive Collaboration*

Regional Projects

- UNESCO-ICHEI & UNESCO Bangkok: Micro-credentials for HE/TVET teachers
- New projects with private sector partners

Events

- Tokyo Convention Committee on qualifications recognition (30 Aug – 2 Sept in Canberra, Australia)
- UNESCO Bangkok & Korean Educational Development Institute (KEDI) Seminar on Micro-credentials in ASEAN (12-13 October in Bangkok, Thailand)

Publications

- Flexible learning pathways: A more relevant future for all (Wang, L., June 2023)
- Building an open architecture for learning and employment in the Asia-Pacific region (Teter, W., June 2023)

Thank you – Please share your ideas and feedback:

wr.teter@unesco.org



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Education



Natural Sciences



Social and Human Sciences



Culture



Communication and Information



Together for Peace



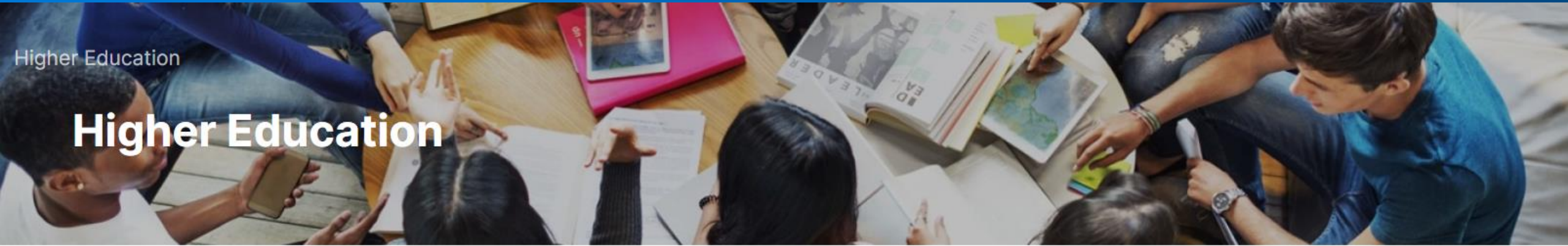
Wesley Teter, Senior Consultant
Section for Educational Innovation and Skills Development
UNESCO Multisectoral Regional Office in Bangkok

As a community of practice, how can we shape quality guidelines for micro-credentials?

UNESCO's Strategy for TVET calls for:

“Development of global quality guidelines for micro-credentials, including common definitions and principles...”

Source: [Transforming technical and vocational education and training for successful and just transitions: UNESCO Strategy 2022-2029](#)



UNESCO qualifications passport for refugees and vulnerable migrants

According to [UNHCR](#)'s latest figures, among the world's more than 82 million refugees, only 5% of eligible youth are enrolled in higher education, whereas comparative figures for primary and secondary education are 68% and 34%, respectively ([UNESCO](#)).



Learner Credential Wallet

A place to store your learner credentials



Learner Credential Wallet is an [open source](#) mobile wallet developed by the [Digital Credentials Consortium](#), a network of leading international universities designing an open infrastructure for academic credentials.

Source: <https://lcw.app//>

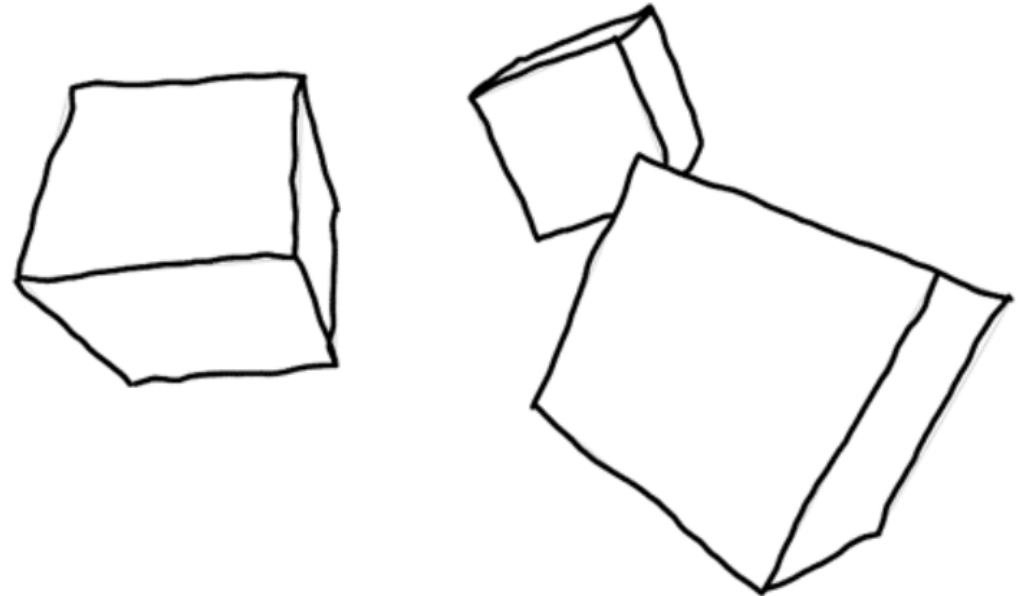


LEARNCARD

Universal Wallet

An open source digital and physical wallet that can connect to any system, designed for IDs, Skills, and Learning and Employment Records (LERs). **The MetaMask for digital credentials,** education, and employment.

5 verbs: *Issue, Earn, Store, Share, Spend.*



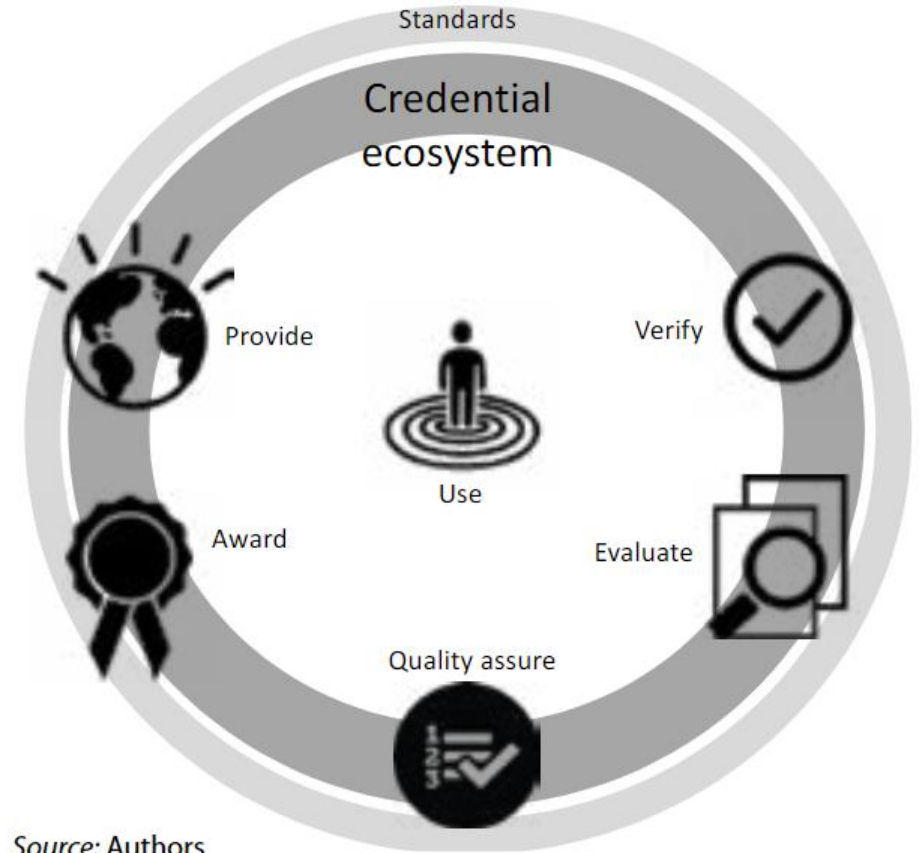
Source: <https://www.learncard.com/>

Digital Credentialing

Implications for the recognition
of learning across borders



Figure 1 The digital credentials ecosystem



Source: Authors

Source: Chakroun & Keevy, 2018. [Digital Credentialing – Implications for the recognition of learning across borders](#). UNESCO.