









CEDEFOP

European Centre for the Development
of Vocational Training

50
YEARS
SHAPING LEARNING AND
SKILLS FOR EUROPE

ReferNet activity 3c

Survey on the development and use of digital tools enhancing the transparency and transferability of learning outcomes

Milestone	Period	Status
Initial presentation of the activity in the context of the workplan discussion	Oct 2025	
Presentation of the activity - 23rd ReferNet plenary meeting	Oct 2025	
Set-up of a voluntary ReferNet group to co-design the survey	Nov 2025	
Focus group, survey and circular finalisation (and publication on webpage)	Dec 2025	
Launch of the activity (survey opens)	1st Jan 2026	
Webinar to present the activity	13 th Jan 2026	
End of the activity (survey closes)	6th Mar 2026	
Preliminar analysis and possible requests for clarifications and one-to-one meetings	March – Sept. 26	
Workshop to discuss results	Q4	

Provided material for the activity

CIRCULAR

- Background information
- Aim and scope of the activity
- Structure of the survey
- Instructions with [LINK to EU survey](#)
- Timeline and contact details



Annexes

Annex I Glossary

Key and additional terms

Annex II

Detailed **overview** of the survey

Guidance document

Annex III

Offline **Word** version of the survey

→ PDF version downloadable

→ **Responses need to be submitted via EU survey**

Aim of the activity

Explore:

- **National developments (policies and practices - ongoing or planned)** on digital tools and platforms - including in relation to digital credential - that can promote the visibility, transparency and transferability of learning outcomes

- **Emerging** developments (e.g. use of AI), **innovative** practices, progress towards **interoperability**

- **Challenges, enablers** as well as **risks** and **opportunities** and **support needs**

Results of the activity



Gathering
initial **baseline
evidence**



Informing
ongoing **policy
debates**



Laying the
foundation for a
research project

EU policy strategies and initiatives

- [Digital Education Action Plan 2021-2027](#)
 - [European strategy for data](#)
 - [Common European data space for skills](#)
 - [Europass Decision](#)
 - [European Learning Model](#)
 - [European infrastructure for digital credentials](#)
 - [European qualifications framework Recommendation](#)
 - [Micro-credentials Recommendation](#)
 -
-
- [Union of skills](#)
 - Skills portability initiative → “It could also promote common European formats for interoperable digital credentials to enable the understanding and acceptance of skills and qualifications”



Scope of the activity

Survey on the development and use of **digital tools** enhancing the **transparency and transferability of learning outcomes**

A form of digital technology i.e. any product that can be used to create, view, distribute, modify, store, retrieve, transmit and receive information electronically in a digital form. It is used for a given purpose or for carrying out a particular function of information processing, communication, content creation, safety or problem solving (Vuorikari, R. et al, 2016)

Digital tools that provide **information on qualifications or/and programmes**
(e.g. qualifications databases)

Digital tools for issuing, storing, and verifying **digital credentials**

Access to
information

Learning
process

Learning
(digital)
credentials

(Learning) credential: a set of one or more *claims made by an issuer*. They refer to *individual achievements* and can be used to demonstrate that the owner has certain *knowledge, skills and competence* or achieved certain learning outcomes through *formal, non-formal or informal learning*.

If the claims are represented digitally → **digital (learning) credentials**.

(Learning) credentials encompass awarded *qualifications* (e.g. diplomas and certificates), **attestations** (e.g. participation attestation, attendance in projects), *professional entitlement* (e.g. registration as a medical doctor)

Draft working definition drawn from the EU approach and W3

Survey instructions and structure



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- Comprehensive survey, seeking to accommodate different levels of development
- Estimated 10-15 person-days
- Possible liaison with other organisations and experts
- Closed and open-ended questions
- Open-ended questions: 5000-character limit
- Almost all questions possibility to provide further comments
- Mandatory questions marked with red asterisks *
- For some questions “don’t know” option available
- Possibility to navigate the tabs and save a draft

- Detailed reporting on digital tools:
maximum 3 tools (1 mandatory and 2 optional)

The survey includes indications to guide the scope of reporting

Section 2 – Tools for information on qualifications (and/or programmes)

- 1) Tools led, coordinated or recognised at national level (regional or private if national developments do not exist)
- 2) Priority to qualifications (if none programmes)
- 3) Cross-system tools (if none, focus on vocational or professional qualifications)

Section 3 – Digital credentials

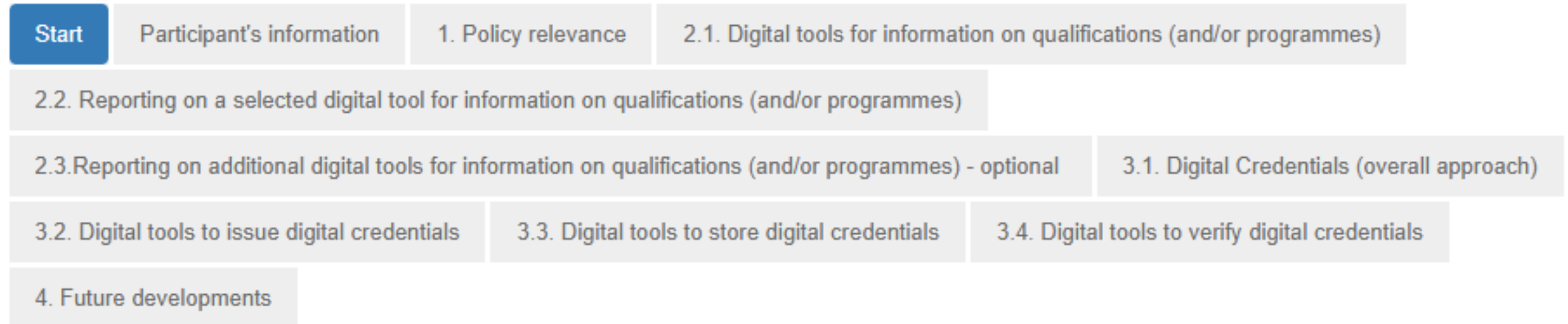
- 1) Tools led, coordinated or recognised at national level (regional or private if national developments do not exist; EU-level initiatives only if these are also absent)
- 2) Priority to cross-systems tools (if none, focus on vocational or professional qualifications)
- 3) *Possibility to report also if tools do not exist → opinions*

Four main themes

1. Policy relevance
2. Digital tools for information on qualifications (and/or programmes)
 - Reporting on minimum 1 maximum 3 digital tools
3. Digital credentials (overall approach, issuing, storing and sharing, verifying)
 - Reporting on minimum 1 maximum 3 digital tools (for storing and verifying digital credentials)
4. Future developments

Operationalised in 8 EU survey tabs

Pages



Start

Participant's information

1. Policy relevance

2.1. Digital tools for information on qualifications (and/or programmes)

2.2. Reporting on a selected digital tool for information on qualifications (and/or programmes)

2.3. Reporting on additional digital tools for information on qualifications (and/or programmes) - optional

3.1. Digital Credentials (overall approach)

3.2. Digital tools to issue digital credentials

3.3. Digital tools to store digital credentials

3.4. Digital tools to verify digital credentials

4. Future developments

- Country and contact point
Send us a 'good news' email upon submission

- Possibility to report on broader policy developments

Start

Participant's information

1. Policy relevance

2.1. Digital tools for information on qualifications (and/or programmes)

2.2. Reporting on a selected digital tool for information on qualifications (and/or programmes)

2.3. Reporting on additional digital tools for information on qualifications (and/or programmes) - optional

3.1. Digital Credentials (overall approach)

3.2. Digital tools to issue digital credentials

3.3. Digital tools to store digital credentials

3.4. Digital tools to verify digital credentials

4. Future developments

- Possible efforts towards a single central access point
- Request to elaborate on the current situation
- List key digital tools

Detailed reporting: select one tool from listed tools (same questions x3 → 1 mandatory 2 optional)

Focus on qualifications (or programmes if none or particularly advanced)

Priority to cross-systems tools

Start

Participant's information

1. Policy relevance

2.1. Digital tools for information on qualifications (and/or programmes)

2.2. Reporting on a selected digital tool for information on qualifications (and/or programmes)

2.3. Reporting on additional digital tools for information on qualifications (and/or programmes) - optional

3.1. Digital Credentials (overall approach)

3.2. Digital tools to issue digital credentials

3.3. Digital tools to store digital credentials

3.4. Digital tools to verify digital credentials

4. Future developments

- Qualifications (or programmes) covered
- Legal basis and involved authorities
- Information on learning outcomes
 - How this is provided (e.g. use of taxonomies)
 - Use of technology (including AI) in relation to learning outcomes
- Connections/relationships between qualifications (or programmes)
- Connection with other information and services
 - How the information is provided (interoperability); what is visible; role of AI
- Open and machine-readable data (don't know option)
- Uses of the tool by different user groups

Start

Participant's information

1. Policy relevance

2.1. Digital tools for information on qualifications (and/or programmes)

2.2. Reporting on a selected digital tool for information on qualifications (and/or programmes)

2.3. Reporting on additional digital tools for information on qualifications (and/or programmes) - optional

3.1. Digital Credentials (overall approach)

3.2. Digital tools to issue digital credentials

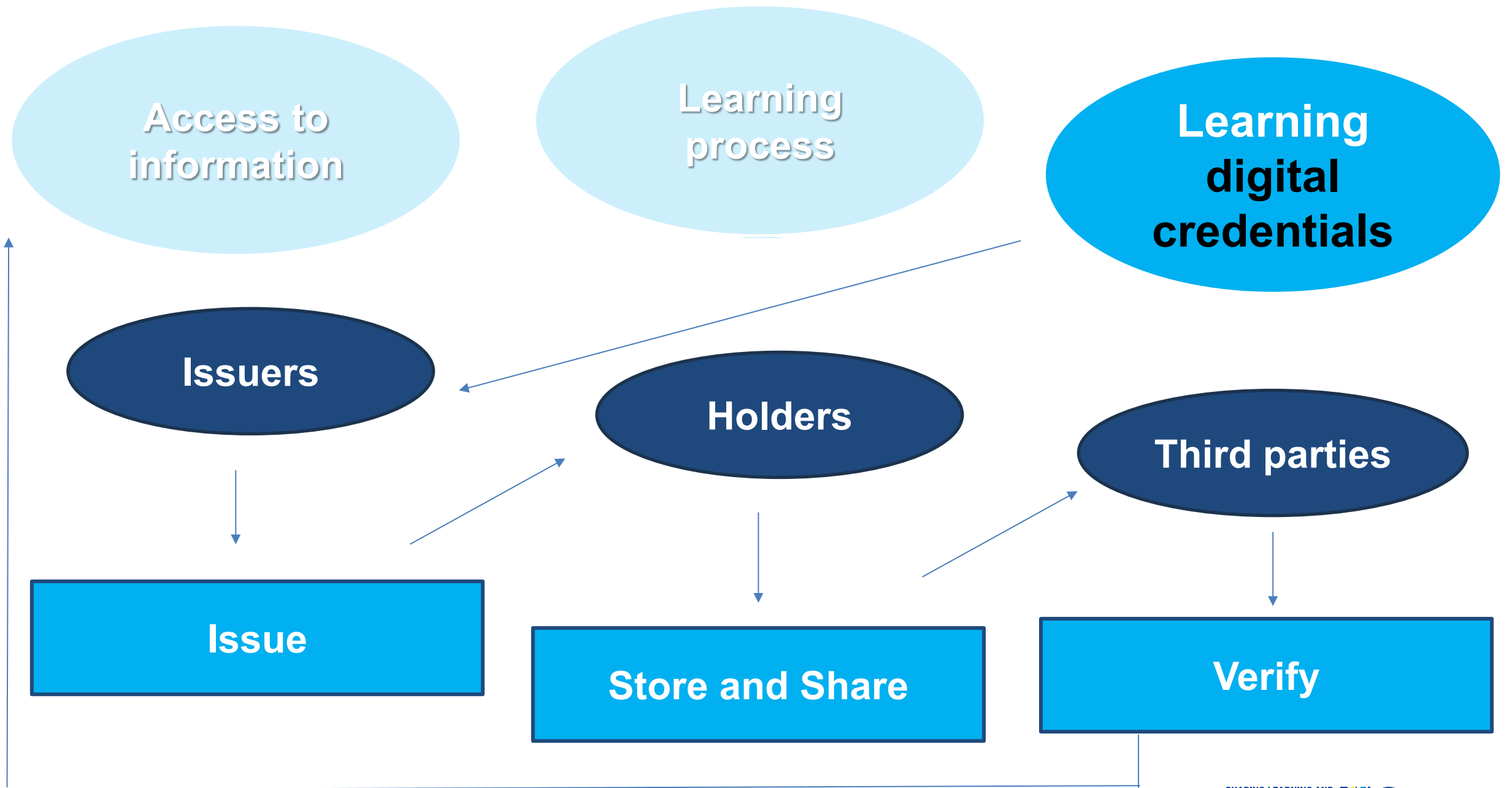
3.3. Digital tools to store digital credentials

3.4. Digital tools to verify digital credentials

4. Future developments



- Definition and/or understanding of DC; stage of maturity
- Used/planned → For each education and training system: extent of use and what the DC represent
- Reasons for using (benefits) and negative consequences identified for moving or not moving towards digitalisations
- Challenges and barriers in implementation and use
- Type of resources and guidance and support needed
- Role in linking different types of learning
- Concerns on trustworthiness



Start

Participant's information

1. Policy relevance

2.1. Digital tools for information on qualifications (and/or programmes)

2.2. Reporting on a selected digital tool for information on qualifications (and/or programmes)

2.3. Reporting on additional digital tools for information on qualifications (and/or programmes) - optional

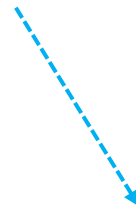
3.1. Digital Credentials (overall approach)

3.2. Digital tools to issue digital credentials

3.3. Digital tools to store digital credentials

3.4. Digital tools to verify digital credentials

4. Future developments



- Development/use digital tool to issue digital credentials (e.g. national, European, etc)
- Who can issue digital credentials, possible conditions or requirements
- Promotion of common standards (e.g. European Learning Model)

Start

Participant's information

1. Policy relevance

2.1. Digital tools for information on qualifications (and/or programmes)

2.2. Reporting on a selected digital tool for information on qualifications (and/or programmes)

2.3. Reporting on additional digital tools for information on qualifications (and/or programmes) - optional

3.1. Digital Credentials (overall approach)

3.2. Digital tools to issue digital credentials

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3.4. Digital tools to verify digital credentials

4. Future developments

➤ Existing or planned, national or European tools → listing of existing tools

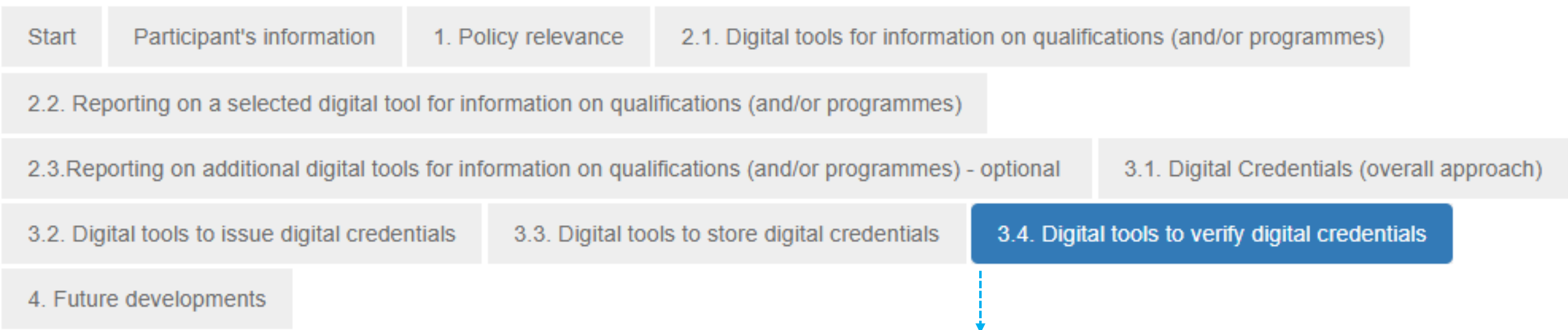
Detailed reporting: select one tool from listed tool (same questions x3 → 1 mandatory 2 optional)

Priority to national and cross-systems tools

Possibility to reply even if no tool is in place

➤ What can be stored and how

➤ Functionalities that go beyond the recording of credentials (e.g. sharing, initiate applications, relationships with other learning opportunities or job vacancies, etc).



➤ Main users

Detailed reporting (same questions x3 → 1 mandatory 2 optional)

Priority to national and cross-systems tools

Possibility to reply even if no tool is in place

➤ Information on learning outcomes

- How it is provided, use of technology in relation to learning outcomes

➤ Access to services and or information (e.g. check integrity and authenticity, accreditation, links to other qualifications or occupations, etc)

- How information is provided; what is visible; role of AI

Start

Participant's information

1. Policy relevance

2.1. Digital tools for information on qualifications (and/or programmes)

2.2. Reporting on a selected digital tool for information on qualifications (and/or programmes)

2.3. Reporting on additional digital tools for information on qualifications (and/or programmes) - optional

3.1. Digital Credentials (overall approach)

3.2. Digital tools to issue digital credentials

3.3. Digital tools to store digital credentials

3.4. Digital tools to verify digital credentials

4. Future developments

- Future importance of digital tool for qualifications (or programmes) information and digital credentials
- Key functionalists and services for informing on qualifications and storing/verifying digital credentials
- Expected changes in efforts: areas and purposes
- Options to report on other aspects, upload documentation, give names of experts, organisations or stakeholders.

Thank you

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