

Public policy for micro-credentials

Key elements and challenges

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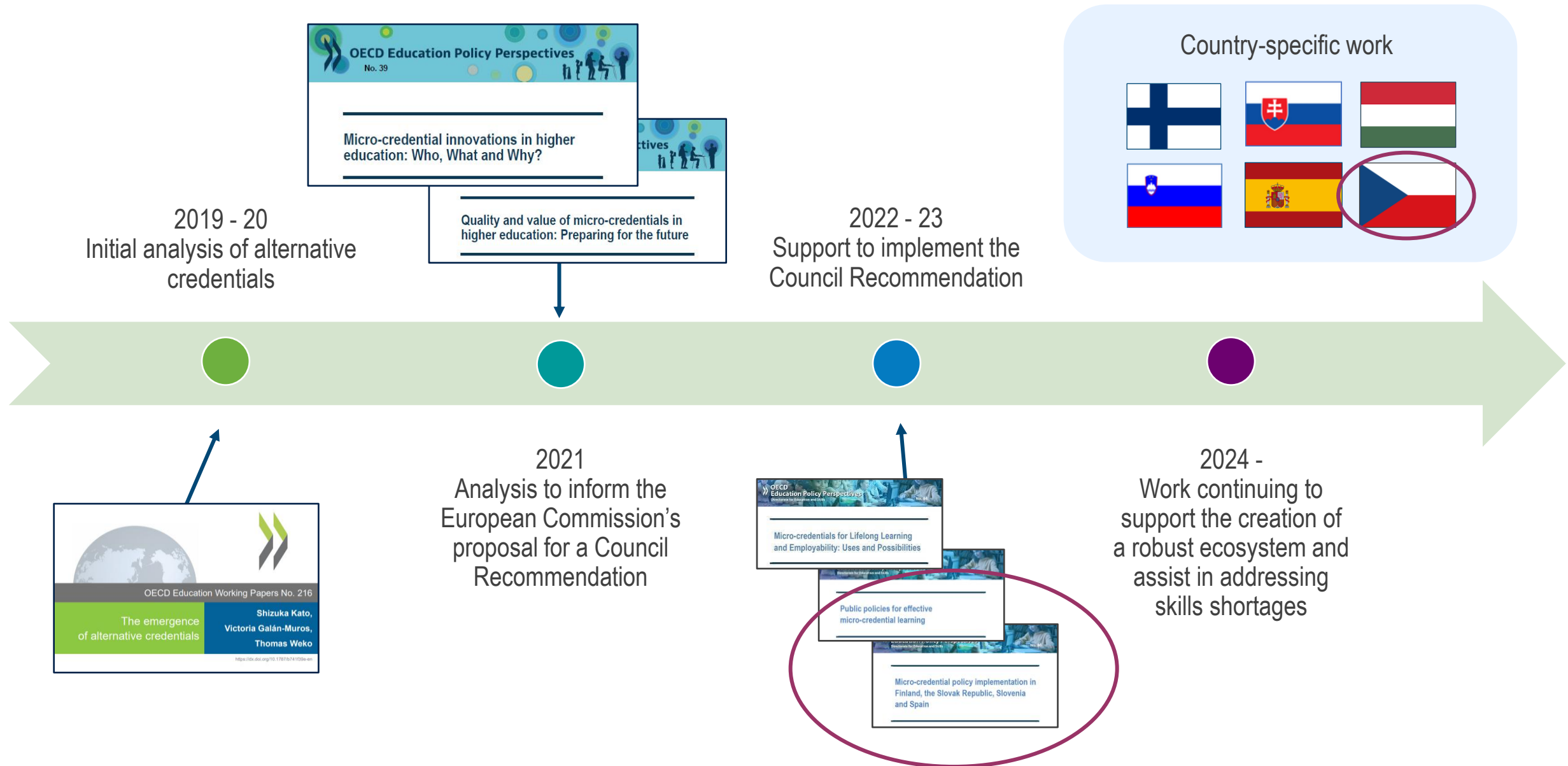


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- I. Micro-credentials: a topic of growing policy relevance**

 - II. Key components of a micro-credential ecosystem**

 - III. Outstanding challenges**

OECD work on micro-credential policy





2023 – issues identified in Slovenia – a series of common patterns



Implementation assets
<ul style="list-style-type: none">▪ Micro-credential pilots are already underway▪ Recent and ongoing policies can complement micro-credential development▪ Pre-existing competencies in Slovenian higher education

Implementation challenges
<ul style="list-style-type: none">▪ Education providers need further clarification on the format and quality assurance system▪ Uneven engagement and preparedness among stakeholders▪ Fragmented information provision▪ Potential instructors and employers lack incentives to engage with micro-credentials

Policy options
<ul style="list-style-type: none">▪ Clarifying the framework and concept of micro-credentials▪ Reinforcing communication and

VODNIK ZA RAZVOJ SISTEMA MIKRODOKAZIL V SLOVENSKEM VISOKEM ŠOLSTVU

Ministrstvo za visoko šolstvo, znanost in inovacije
v sodelovanju z
Nacionalno agencijo Republike Slovenije
za kakovost v visokem šolstvu

Pripravila: mag. Ines Gergorič

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OECD (2023), “Micro-credential policy implementation in Finland, the Slovak Republic, Slovenia and Spain”, *OECD Education Policy Perspectives*, No. 86, OECD Publishing, Paris, <https://doi.org/10.1787/c3daa488-en>.

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Components in micro-credentials systems

1. National coordinating framework: legislation and/or guidelines

2. Forums/structures for cooperation: authorities, providers and employers

3. Mechanisms to provide guarantees of quality and relevance (including skills intelligence)

4. Procedures for recognition, portability and (possibly) stackability

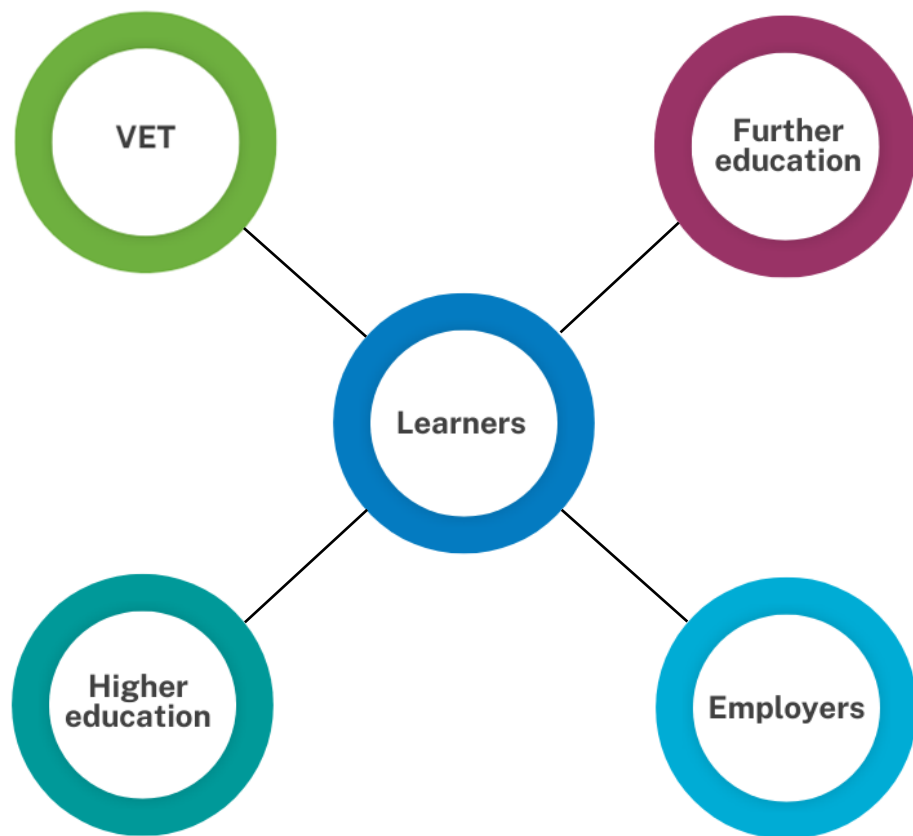
5. Information tools for learners

6. Sustainable funding model: via learner, employer, provider?

7. IT systems for student records and qualifications



Present



Possible future?





Key challenges

1. Quality assurance

- > Existing mechanisms for formal education providers: slow and limited guarantee of workforce relevance
- > Few systems are tackling how to deal with non-formal providers

2. Sustained engagement of employers

- > Employers are primarily interested in tackling specific skills needs – not necessarily broader upskilling and reskilling imperatives
- > What are the incentives for them to commit time and money?

3. Engaging learners

- > Tendency to attract the most motivated, high-skilled learners – need to widen participation
- > People currently in work: an important target audience, but significant barriers (motivation and time)

4. Sustainable funding

- > Three main models (self-financing; ILA or voucher to learners; financing providers) all have disadvantages
- > Innovative approaches (notably ILA) tend to be costly and effectiveness yet to be proven

Hvala!

- Contact: Simon.Roy@oecd.org
- OECD Education Website: www.oecd.org/education
- Higher Education Policy Website: <https://www.oecd.org/education/higher-education-policy>
- Digital platform with all data and analytical results from OECD's work on education:



<http://gpseducation.oecd.org/>