



MICRO-credentials for life-long learning and employability:  
**Building Capacities for Developing Agile Educational  
Interventions in Southeast Asian Universities**  
*Grant Agreement no.: 101081924*

**Deliverable D1.1**  
**Micro-credentials in Southeast Asian Universities:**  
**Comparative Study**

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## Executive Summary

Micro-credentials have gained significant attention in the educational landscape, providing learners with flexible and targeted opportunities to enhance their skills. This study presents preliminary findings from the MICROCASA project, a three-year Erasmus+ co-funded project, focused on developing micro-credentials in Southeast Asian (SEA) universities. The objective of this study is to conduct a comparative analysis on general awareness and adoption of micro-credentials in higher education institutions across Southeast Asia. The research explores the current state of micro-credentials, identifies challenges and opportunities, and offers recommendations for future implementation. Data were collected using two methods: desk research and online survey. This study consisted of 89 respondents in higher education and related institutions in Malaysia, Indonesia, and the Philippines who were emailed the questionnaire. Primary data analysis consisted of descriptive analysis. The key findings of this comparative study are presented in a structured and unified way: the regional conditions, existing practice, policy, and regulatory frameworks with regards to short competence-oriented educational measures potentially leading to micro-credentials within and outside of formal education.

## 1. Introduction

Micro-credentials have emerged as a response to the evolving demands of the labour market and the need for continuous skill development. In the context of Southeast Asian universities, the dynamic landscape of higher education is witnessing a paradigm shift, marked by the emergence of short competence-oriented educational measures leading to micro-credentials. This shift is particularly pronounced in Southeast Asia, encompassing Malaysia, Indonesia, and the Philippines in particular. Recognizing the transformative potential of micro-credentials, the ERASMUS+ grant project, titled "MICROCASA," has been initiated with the overarching objective of investigating and presenting, in a structured and unified manner, the regional conditions, existing practices, and policy and regulatory frameworks surrounding short competence-oriented educational measures within and outside formal education.

This study focuses on the introductory phase of the MICROCASA project, specifically on Work Package 1 (WP1) – "Micro-credentials in SEA: Comparative and Foresight Study." The primary goal of WP1 is to play a scene-setting role, positioning the project activities within the regional context. Additionally, this work package seeks to enhance awareness of the project, fostering a dialogue between partner countries and the European Union regarding policies and standards related to micro-credentialing in higher education (HE). Through the delivery of two policy-level documents (this comparative study paper and a white paper later) tailored for region-wide dissemination, WP1 aims to facilitate meaningful collaborations and working contacts between European and regional agencies involved in credentials recognition. This introductory section outlines the overarching objectives of the MICROCASA project, underscoring the significance of understanding and navigating the evolving landscape of micro-credentials in the Southeast Asian higher education milieu.

### Operational Definitions:

On the 16th of June 2022, the Council of the European Union adopted a Recommendation on a European approach to micro-credential for lifelong learning and employability, in which micro-credentials are defined as:

“[...] the record of the learning outcomes that a learner has acquired following a small volume of learning. These learnings outcomes will have been assessed against transparent and clearly defined criteria. 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 labour market needs.

Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.”

Another definition was developed in 2022 by UNESCO with the document "Towards a common definition of micro-credentials", which describes a micro-credential as a credential that:



" [...] is a record of focused learning achievement verifying what the learner knows, understands or can do; Includes assessment based on clearly defined standards and is awarded by a trusted provider; has standalone value and may also contribute to or complement other micro-credentials or macro-credentials, including through recognition of prior learning; meets the standards required by relevant quality assurance."

Both definitions above can be used to understand the meaning of micro-credentials and the purpose of their development and implementation.



## 2. Methodology

This section presents the key components of this comparative study on the state of micro-credentials in SEA. The section begins by outlining the chosen data collection methods, encompassing both primary and secondary sources. The primary data will be gathered through an online survey specifically designed for higher education institutions (HEIs). To complement this, desk research will be conducted on a country-by-country basis, drawing upon existing data and reports. Following this, the study design and implementation is explained, ensuring a robust and reliable research process.

### 2.1 Data Collection Methods

A qualitative research methodology is used to gather non-numerical data to find patterns or produce insights of the state of micro-credentials in the SEA region. This study collected data through two methods: (1) online survey; (2) desk research.

### 2.2 Online Survey for HEIs (Primary Data Collection)

A survey using self-administered and online questionnaires were used as a qualitative method to collect primary data. The survey questionnaires were made available online via the EU Survey platform and disseminated to targeted respondents through either email or shared on social media:

“MICROCASA: Regional study on the perception of SEA HEIs towards micro-credentials”  
<Appendix A>

The aim of the survey is to collect information on the perception and awareness in Southeast Asian (SEA) Higher Education Institutions (HEIs) on micro-credentials in their territories. Starting particularly with the MICROCASA partner countries of Indonesia, Malaysia, and the Philippines, this survey aims to investigate the vision of local HEIs regarding short competence-oriented educational paths leading to the acquisition of micro-credentials.

Based on the experience of CIMEA in the MicroBol project (*Micro-credentials linked to the Bologna key commitments*), and following discussion with MICROCASA members from SEA using the desk analysis, the instruments for the survey questionnaires were designed based on the following constructs as follow:





#### The Questionnaire Constructs

- Demography (country, institution, role within institution, public or private HEI)
- Awareness
- Recognition
- Quality Assurance
- Further Steps

A survey using self-administered and online questionnaires was addressed to academic and administrative staff of both public and private HEIs in the 3 countries. These covers 20 public and 50 private universities in Malaysia, 125 public and 2,982 private HEIs in Indonesia as well as 97 public and 99 private HEIs in the Philippines. The sampling method employed in this survey was convenient cluster sampling with targeted a minimum sample size: Key Performance Indicators (KPIs) 80% of HEIs to be contacted, with 30% minimum feedback.

The survey was launched on 8th of May 2023, initially running until end of the month. Given that participation in the survey was not as good as expected, i.e. numbers of responses was too low, the deadline was extended until the end of July 2023. Among the feedback from Malaysian respondents: survey is tedious, and they were not aware of micro-credentials. Similarly, for the Philippines, it was difficult to get participants.

Quantitative data analysis is used to organise and analyse the primary dataset obtained from the survey. Specifically, common descriptive statistics, such as frequencies and/or percentages, were calculated for each survey item to provide descriptive information about the respondents' demographic profiles and perceptions on various aspects of micro-credentials according to the three countries.

### 2.3 Desk Research by country (Secondary Research)

Aside from data collected from the survey, secondary data were gathered by partners from each country to complement the qualitative findings.

The methods of secondary data collection employed were as follows:

Data derived from secondary resources helped form the basis of this comparative study and frame the inquiry into the future of micro-credentials in Southeast Asian Universities. Secondary data were also used in this comparative study on micro-credentials in Southeast Asia through document analysis.



## 2.4 Study Design and Implementation

The design and implementation of this study involved CIMEA, all 6 MICROCASE partners from Southeast Asia, and the other European counterparts. CIMEA led this study by designing the methodology and the tools and framework of data collection, including both the online survey and desk research.

## 2.5 Summary

Both primary and secondary data collected provided a basis to evaluate the current micro-credential scenario, observe any emerging patterns that describe possible factors associated with the development of micro-credentials, and eventually provide suggestions or recommendations for the future direction of micro-credential in the Southeast Asia region.

# 3. Analysis of Primary Data Collected (Online Survey)

## 3.1 Introduction

This section presents the data analysis gathered from the results of the online survey questionnaire distributed to the HEIs respondents from Malaysia, Indonesia, and the Philippines. The objective of the survey is to investigate the vision of local HEIs regarding short competence-oriented educational paths leading to the acquisition of micro-credentials.

A total of 89 responses, almost divided equally, were received: 25 from Malaysia, 30 from Indonesia and 29 from the Philippines. The type of HEIs covered are mainly public HEIs (66) with a smaller number representing private HEIs (23).

The profile of respondents from HEIs are as follows:

- Dean/Director
- Deputy Dean/Director
- Head of department
- Coordinator
- Lecturer/Professor
- Researcher
- Quality Management Manager

### 3.2 General Awareness on Micro-credentials at HEIs

This section presents the state of general awareness on micro-credentials at HEIs in SEA region:

(a) *How much do you know about micro-credentials within your institution?*

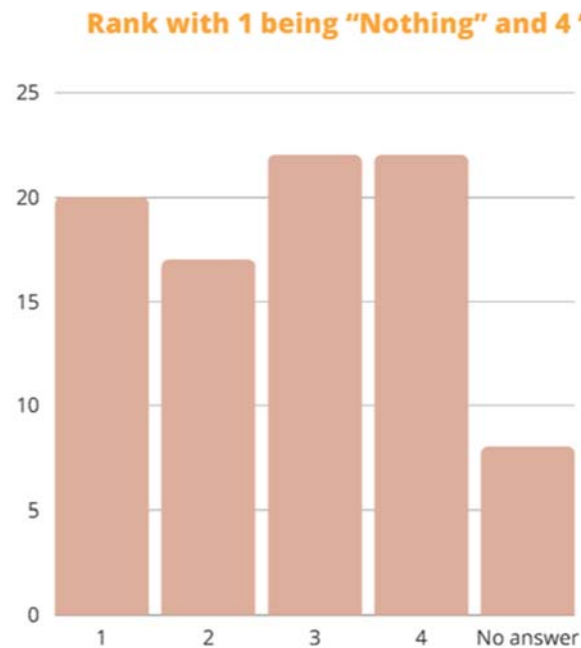


Figure 3.1

Using a 4-point Likert Scale rank with 1 being “Nothing” and 4 “A lot” which allows the inclusion of four extreme options without a neutral choice, Figure 3.1 presents almost equal but slightly higher number of respondents were saying that they know a lot about micro-credentials within their institution compared to those saying they know nothing or very little about micro-credentials. However, there were quite few of the respondents who provided no answers.

(b) In which context have you used or heard about micro-credentials?

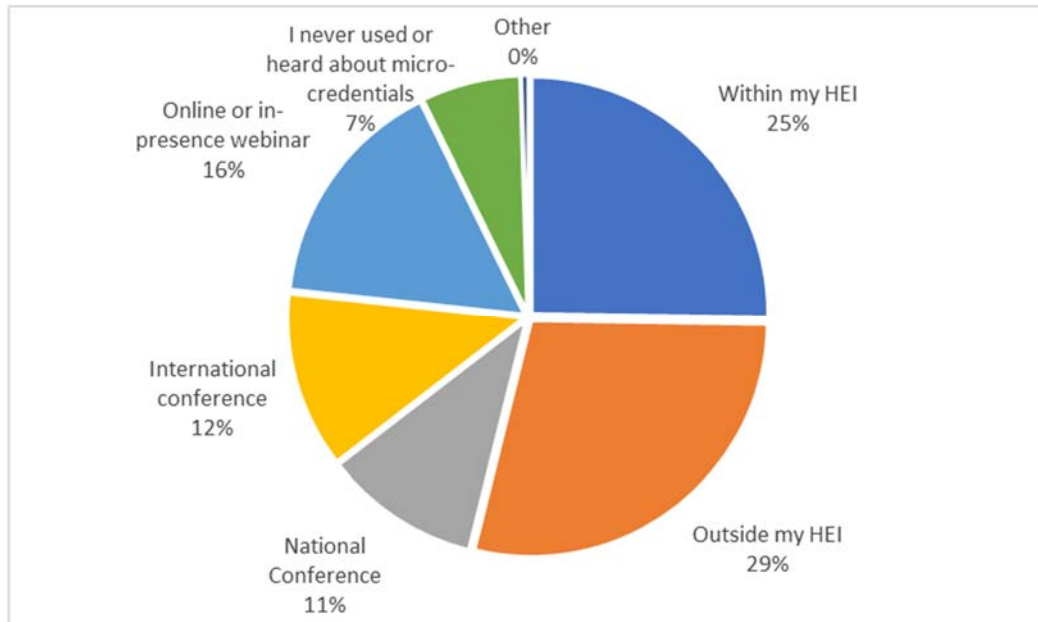


Figure 3.2

According to Figure 3.2, these respondents have used or heard about micro-credentials mainly within their HEIs (25%) as well as outside of their HEIs (29%), including from attending either international or national conferences (33%) and online or physical seminars (16%). However, a small number (7%) of the respondents reported that they never used or heard about micro-credentials.

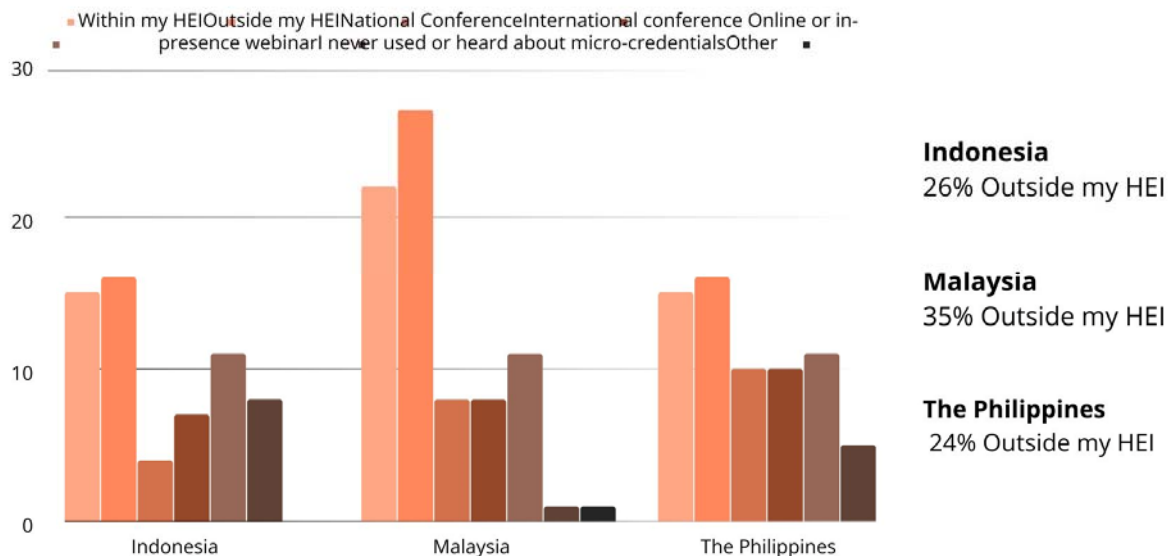


Figure 3.3

On country-by-country basis, Figure 3.3 shows a higher share of Malaysian (35%) respondents reported that they have used or heard about micro-credentials from outside of their HEIs compared to the Indonesian (26%) and the Philippines (24%).

(c) *For what purpose were you involved in initiatives on micro-credentials?*

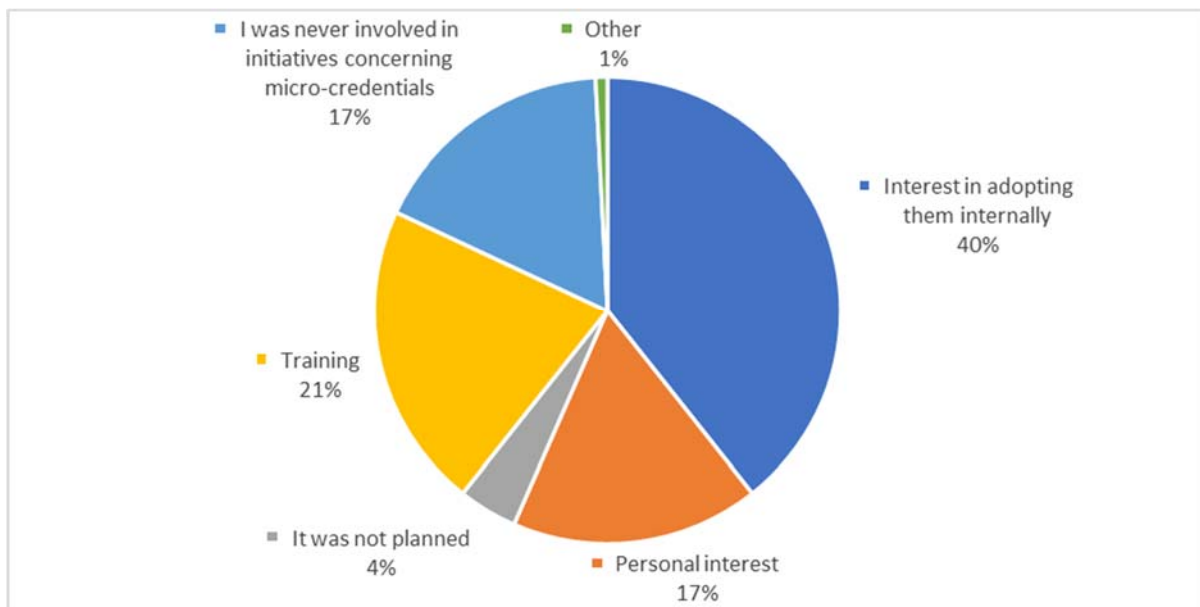


Figure 3.4

With regards to the respondent's involvement in micro-credentials, Figure 3.4 presents the fact that while the majority of the respondents show they have either personal interest (17.2%) or are interested in adopting them internally (39.3%); there were those who are interested in getting involved in micro-credential training (21.3%), as well as those who have never been involved in any initiatives concerning micro-credentials (17.2%).

Across these three countries, more than one third of the respondents (37%) are interested in adopting them internally at their respective HEIs.

(d) *Do you think your HEI would be interested in learning more about micro-credentials?*

Almost all the respondents (91.9%) and across countries too, think that their respective institution would be interested in learning more about micro-credentials.



*(e) Is your HEI offering micro-credentials?*

In contrast to reported interest (see d), to answer the question of whether their institution is offering micro-credentials, the bulk of respondents coming from Indonesia and the Philippines were saying 'No' (72% and 88% respectively), but it is a 'Yes' from Malaysia (71%).

Following through with this question, the respondents from Malaysia indicated several pages from which different micro-credential courses are offered: <https://learning4life.usm.my>, <http://putramooc.upm.edu.my/course/>, and <http://mooc.utm.my>, all of which cover a variety of topics: nursing, publishing, learning management systems, Information Technology/Computer Science, as well as general professional and MBA programmes. Diverse topics covered by micro-credentials are also indicated by respondents from Indonesia: Artificial Intelligence, Educational Game Programming, Computing, Traditional cooking. As for the Philippines, the range of topics covered range from radiologic technology, computing, culinary, to digital marketing.

*(f) Within your HEI, is there a catalogue of academic courses leading to micro-credentials?*

Coming mainly from Indonesia and the Philippines' respondents (70.8%), there exist a catalogue of academic courses leading to micro-credentials, while it may not be specifically for micro-credentials, but there is the possibility to include them. Few respondents have chosen 'Yes, open to everyone' (14.6%) and 'Yes, but just for our enrolled students' (2.2%).

The catalogue of academic courses leading to micro-credentials are available in Malaysia from HEI websites or from the HEI-owned Learning Management System (LMS) and can either be paid or free of charge. As for Indonesia, the catalogue is available from the HEI website and free of charge too, as well as from external websites such as the one of the Merdeka Belajar Kampus Merdeka (MBKM). In the Philippines, the catalogue is available on external platforms, free of charge. [https://fmds.upou.edu.ph/academic\\_s/cep/](https://fmds.upou.edu.ph/academic_s/cep/).

(g) Would your HEI be interested in developing short courses leading to the acquisition of micro-credentials?

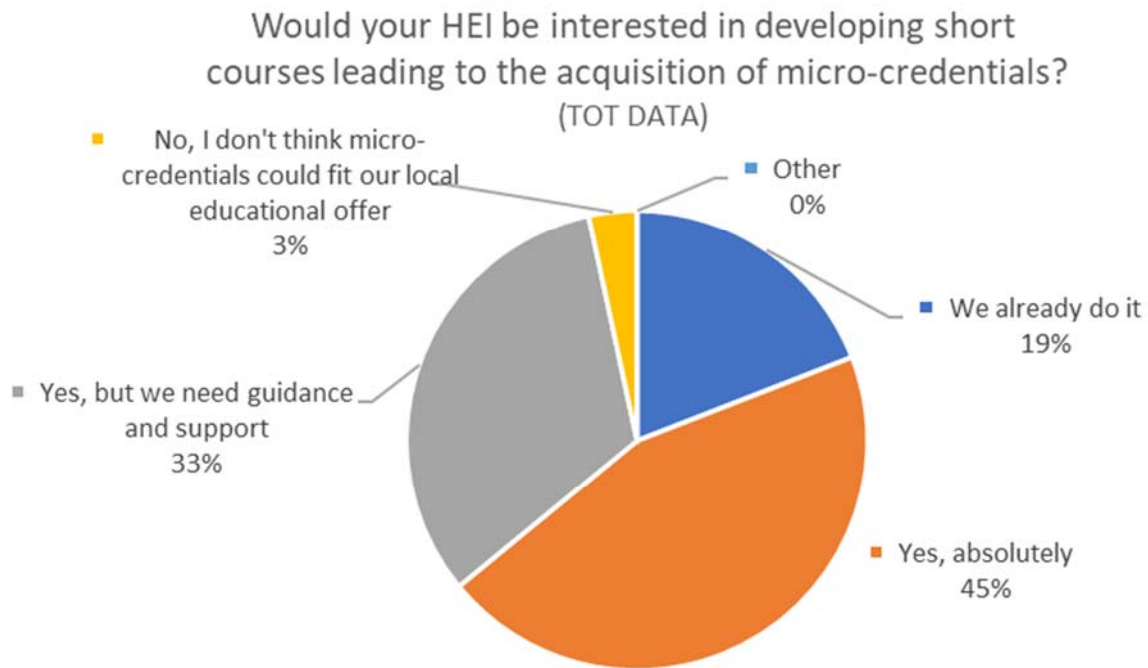


Figure 3.5

With regards to institution's interest in developing short courses leading to the acquisition of micro-credentials, Figure 3.5 highlights about half of the respondents answered: 'Yes, absolutely' (44.9%); 'Yes, but we need guidance and support' (32.6%) and 'We already do it' (19.1%). Similarly, across countries, about half (50%) of the respondents are showing their institution's interest in developing short courses leading to the acquisition of micro-credentials.

In terms of guidance and support, the respondents from Indonesia highlighted the need for cooperation and discussions with experts from other countries, and trainings on the practical implementation of micro-credentials; creation of training materials; instruments to assess the standardized quality for the implementation and evaluation; financial issues; as well as internal and international recognition. As for the Malaysian respondents, guidance and support are needed in terms of knowledge sharing and particularly on Learning Management Systems, as well as financial issues and content creation. The Philippines' respondents suggested seminar and workshop on awareness, retooling, transferability, designing, policy regulation, recognition as well as technical training for HEIs staff in efficiently implementing micro-credentials within their HEIs.

(h) To what extent do you feel prepared in adopting micro-credentials within your HEI? Rank with 1 being “Not so much” and 4 “Completely”.

Rank with 1 being “Not so much” and 4 “Completely”.

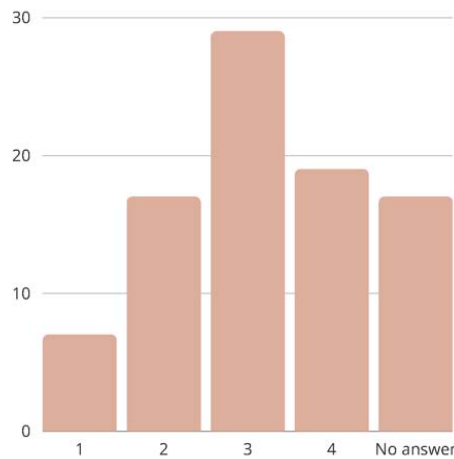


Figure 3.6

Across the countries, Figure 3.6 shows that most respondents have chosen to rank 3 for the extent of preparation in adopting micro-credentials within their respective institution.

(i) To your knowledge, are micro-credentials offered by HEIs in your country?

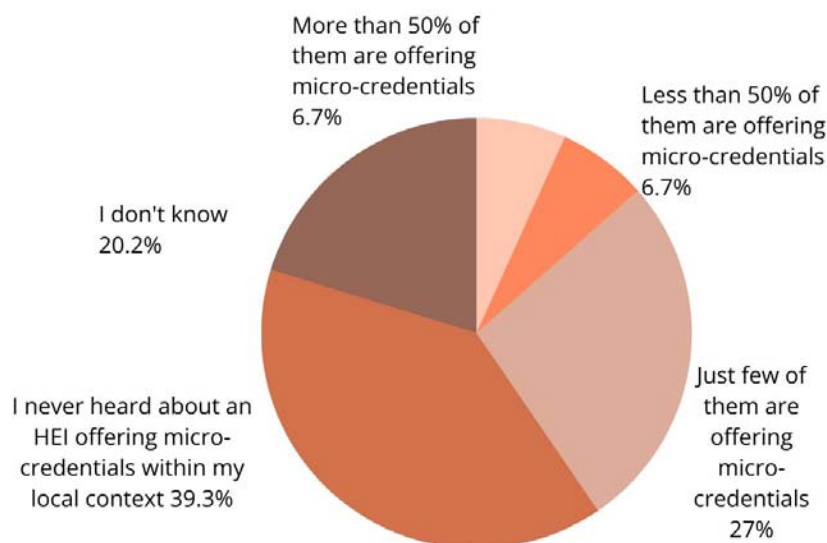


Figure 3.7





With regards to the respondents' knowledge of micro-credentials being offered by HEIs in their country, Figure 3.7 highlights the responses : 'Just few of them are offering micro-credentials' (27%), 'Less than 50% of them are offering micro-credentials' (6.7%), 'More than 50% of them are offering micro-credentials' (6.7%) and some 'I don't know' (20.2%). However, significantly more than one third of the respondents answered: 'I never heard about an HEI offering micro-credentials within my local context' (39.3%). This segment mostly coming from Indonesia and the Philippines (50% each).

The respondents' knowledge of micro-credentials offered by HEIs in Indonesia comes from programs offered by the government (<https://gtk.kemdikbud.go.id/lpdpgtk/public/DetailBebasiswa-1>) and others, such as the ICE Institute, which uses the Moodle platform, and those offered through each HEI's LSP (Professional Certification Unit). In Malaysia, professional programmes and various types of micro-credentials are offered using the OpenLearning.com platform from different HEIs such as UNIMAS, INTI, HELP, Sunway, USM, APU, UKM, UTM. The Malaysia Qualification Agency (MQA) is sharing information on the catalogue of micro-credentials on this website: <https://www2.mqa.gov.my/portalmc/>. As for the Philippines, some topics covered by micro-credentials are HR management, OD for management and governance, and technical courses to caregiving offered by UP, ADMU, MAPUS, DLSU, PNU-CFlex respectively. Both public and private HEIs in the Philippines are offering technical vocational courses as well as lifelong learning courses.

(j) Considering the definition in the introductory part, do you believe that micro-credentials have potential within your local context?

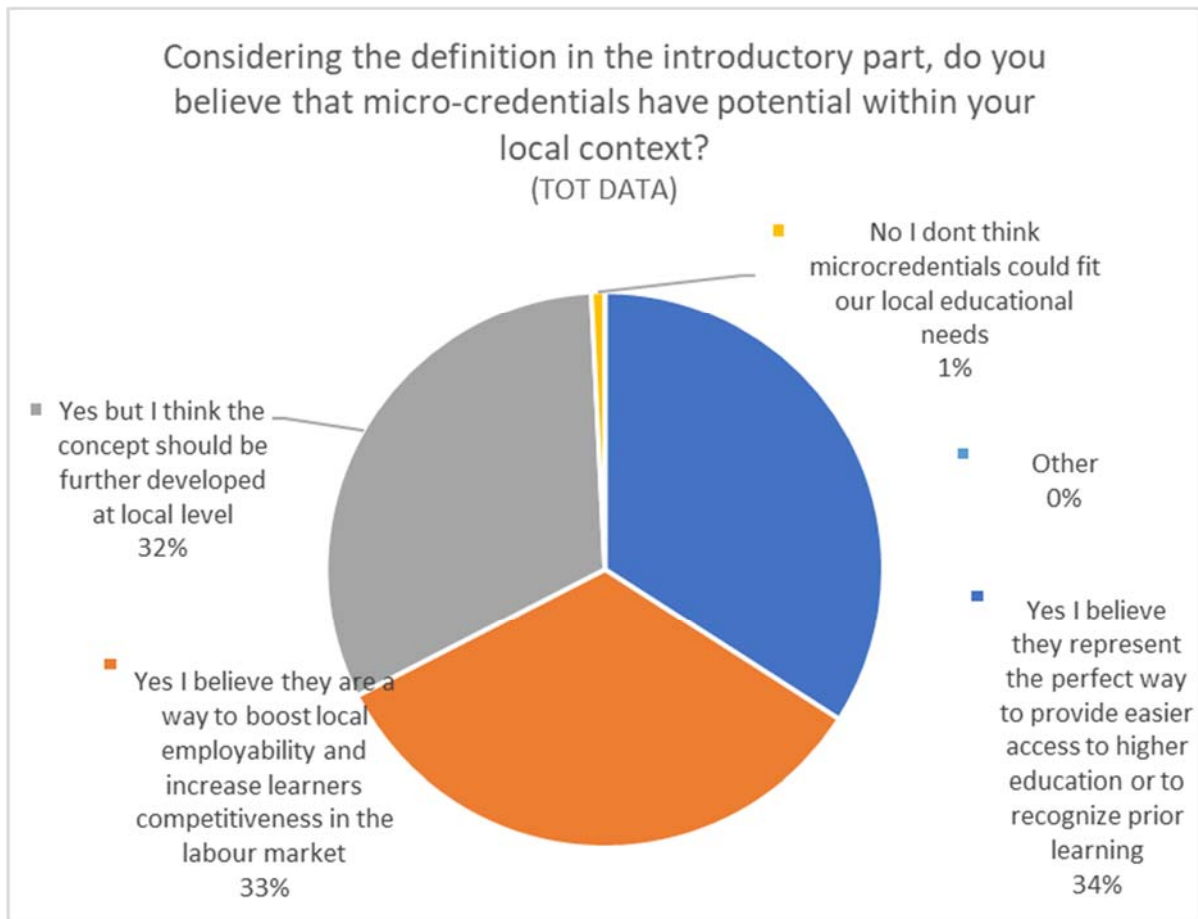


Figure 3.8

Given the definition of micro-credentials given in the introduction of the survey, all the respondents across the three countries in Figure 3.8 agreed that: ‘Yes, I believe they represent the perfect way to provide easier access to higher education or to recognize prior learning’ (34.1% - this is mainly coming from Malaysia, 42%), ‘Yes, I believe they are a way to boost local employability and increase learners’ competitiveness in the labour market’ (33.3% - this is mainly coming from Indonesia, 40%), and ‘Yes, but I think the concept should be further developed at local level’ (31.8% - this is mainly coming from the Philippines, 35%)

(k) How would you assess the need for further development and research on micro-credentials in your country?

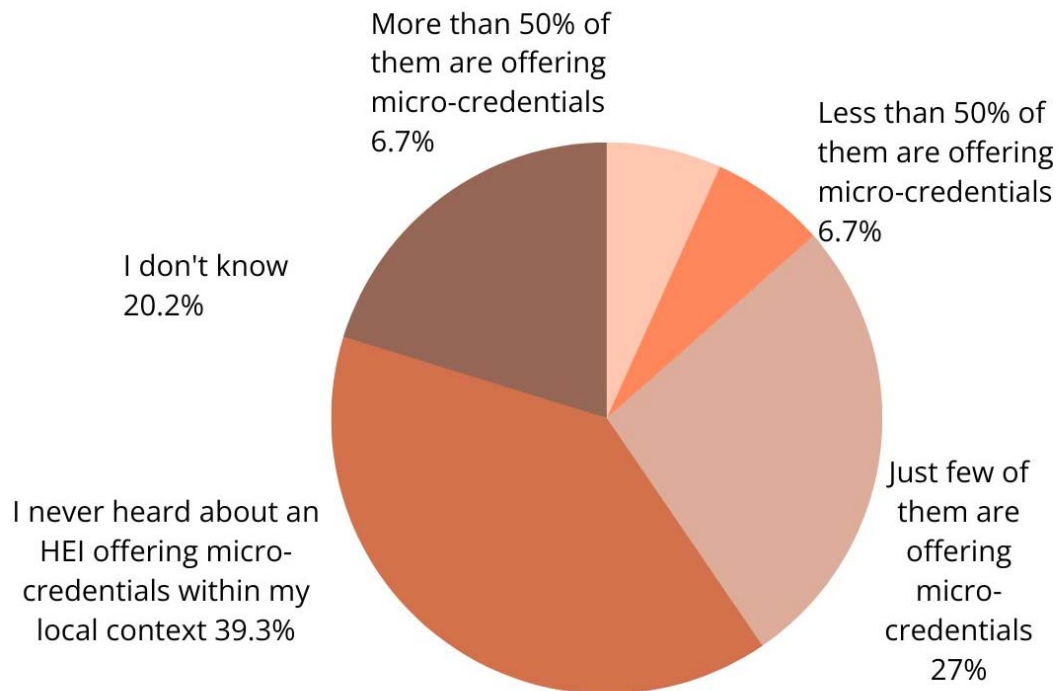


Figure 3.9

Almost all respondents across the three countries in Figure 3.9, also concur on their assessment of the need for further development and research on micro-credentials in their respective countries: 'Very high' (32.6%) and 'High' (52.8%).

### 3.3 Recognition of Micro-credentials

Based on the survey, this section discusses the findings on the issue of recognition of micro-credentials at HEIs in SEA region.

(a) *For what purpose does your HEI recognize micro-credentials?*

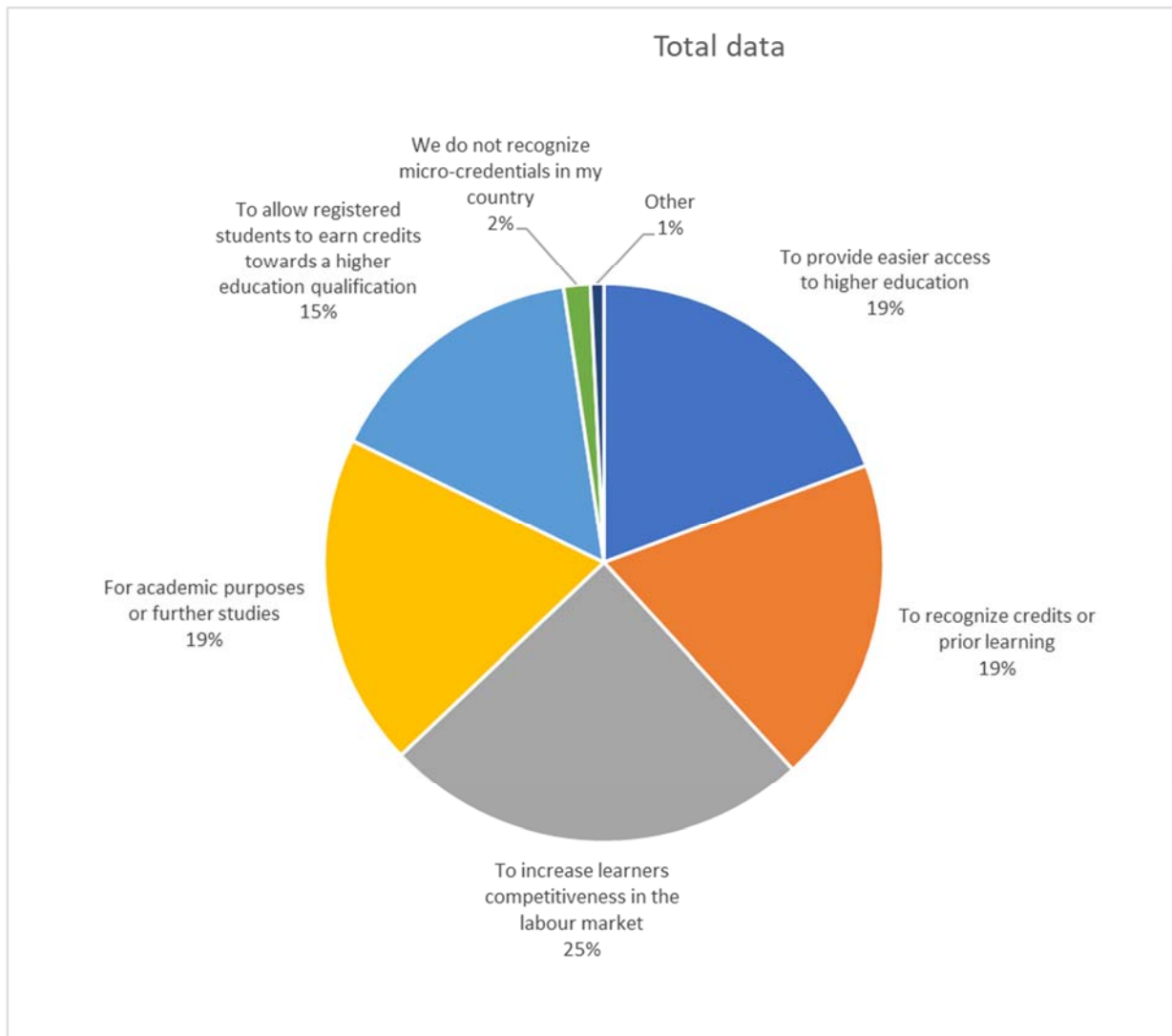


Figure 3.10

Out of the list of purposes given in the survey for HEI's recognition of micro-credentials, Figure 3.10 shows that the respondents mainly choose: 'To increase learners' competitiveness in the labour market' (25%), 'To recognize credits or prior learning' (19%), 'To provide easier access to higher education' (19%), 'For academic purposes or further studies' (19%), and 'To allow registered students to earn credits towards a higher education qualification' (15%).

Differences across country can be observed whereby for both Indonesia (30.4%) and the Philippines (24.5%), the purpose of recognition of micro-credentials is mainly 'To increase

learners' competitiveness in the labour market'. As for Malaysia (22.1%), the purpose of recognition of micro-credentials is 'To provide easier access to higher education'.

(b) *Have you implemented policies and/or practices related to the recognition of micro-credentials within your HEI?*

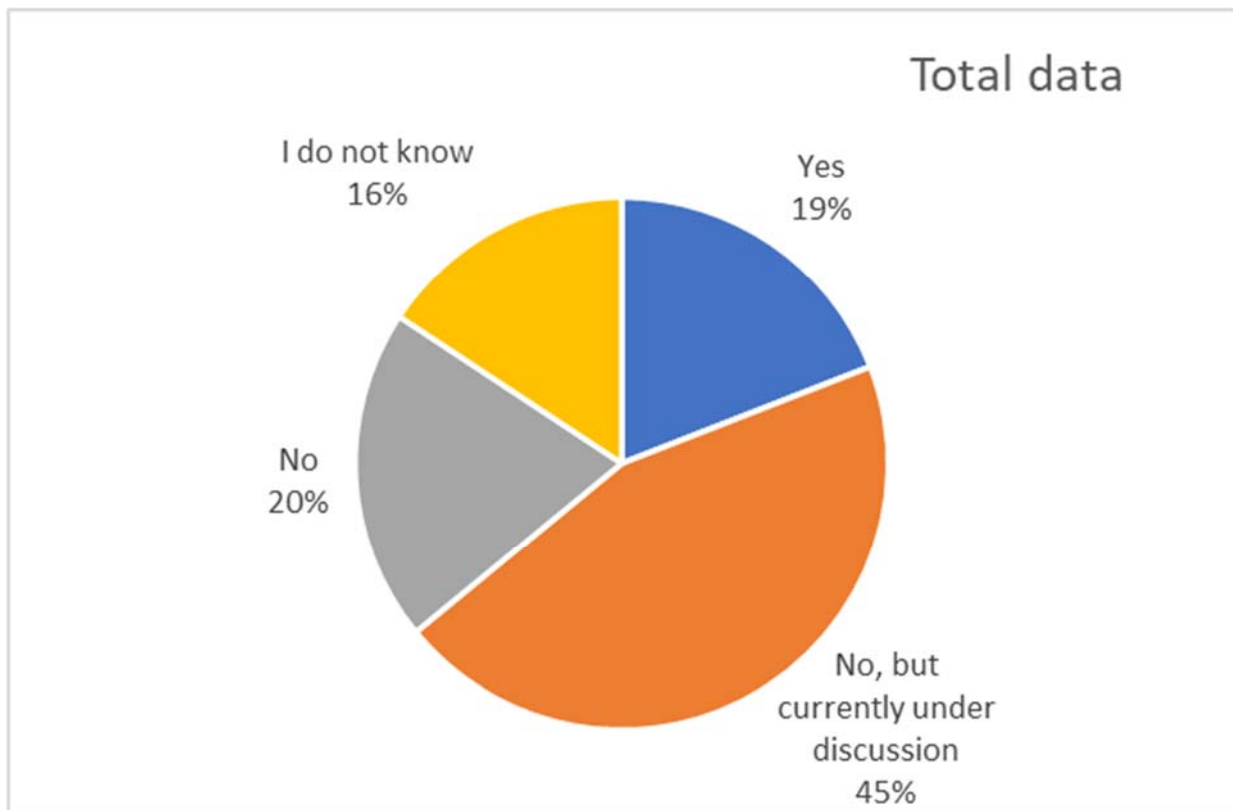


Figure 3.11

The respondents were also asked on their involvement in implementing policies and/or practices related to the recognition of micro-credentials within their HEI and about half had chosen: 'No, but currently under discussion' (45%). There is also variation in responses across the three countries with some saying 'No' (20%) and others 'Yes' (19%) or 'I do not know' (16%).

In Indonesia, MBKM is being recognised as part of a bigger study course (<https://mbkm.ub.ac.id/>; <https://www.uph.edu/en/2022/02/16/dukung-implementasi-mbkm-sod-uph-berpartisipasi-program-msib/>). While for Malaysia, many respondents mentioned CDAE: Centre for Development of Academic Excellence (CDAE) at Universiti Sains Malaysia (and similar department in other HEI). It aims to improve the quality of teaching and learning (T&L) among educators and students while planning and executing activities in

accordance with the Malaysia Education Blueprint and National e-Learning Policy initiated by the Ministry of Education (MOE). One respondent affirmed to have internal mechanisms for credit transfer. The Philippines' respond is limited to recognition of credits for certain MCs (such as caregiving and culinary acts).

(c) Which elements are considered relevant in the recognition process? Only for those who answered "Yes" (17 respondents out of 89)

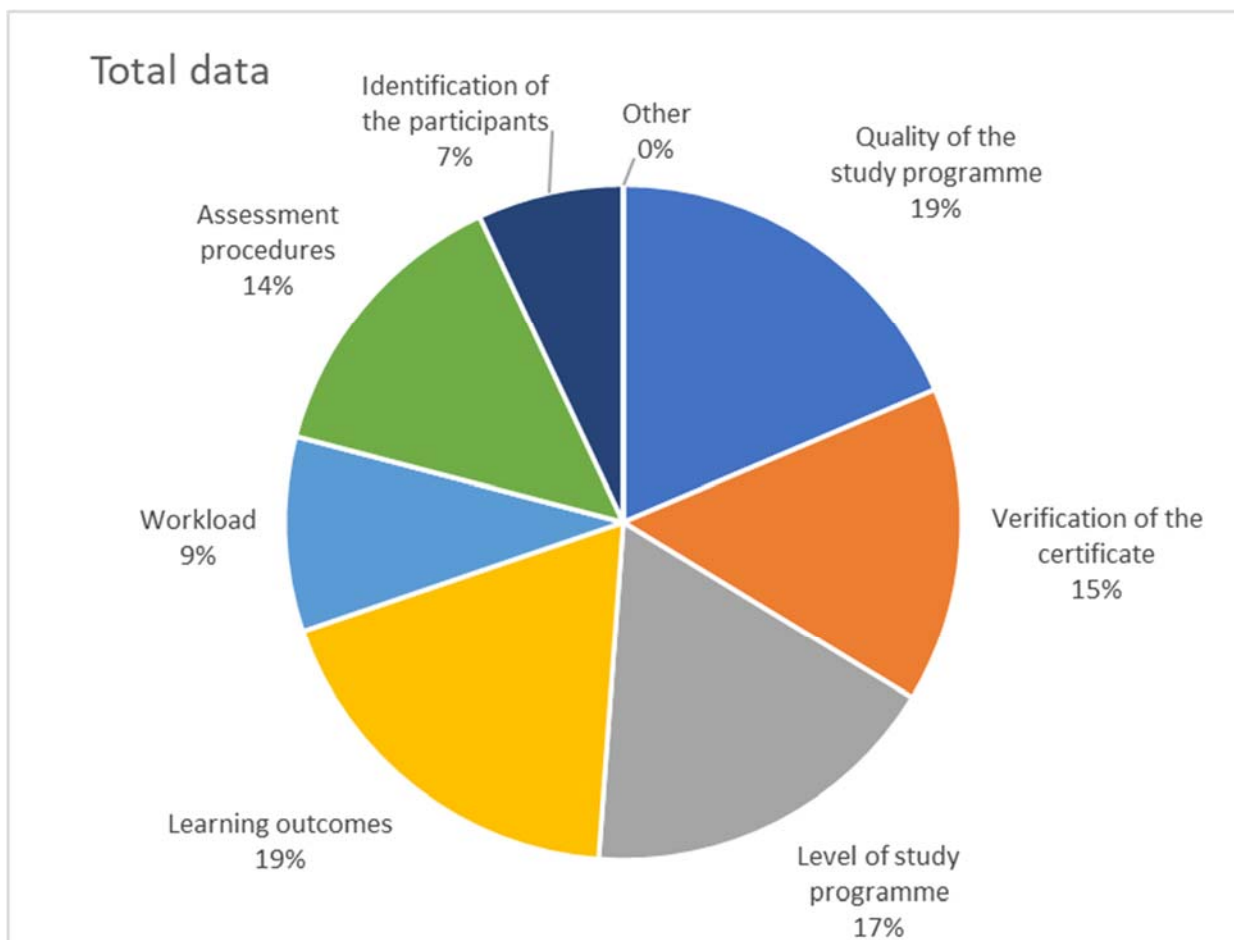


Figure 3.12

For the 19.1% respondents who were responding 'Yes' for their involvement in implementing policies and/or practices related to the recognition of micro-credentials within their HEI, Figure 3.12 highlights their involvement varies: 'Quality of the study programme' (18.6%), 'Learning outcomes' (18.6%), 'Level of study programme' (17.4%), 'Verification of the certificate' (15.1%), 'Assessment procedures' (14%) and 'Identification of the participants' (7%).

(d) *Would you like to have additional support (e.g., peer support, exchange of practices with experts from other countries, webinars, etc.) for the recognition of micro-credentials?*

For the respondents who had answered ‘No, but currently under discussion’ (40 respondents out of 89) earlier, almost all of them (‘Yes’ 97.5%) indicated that they would like to have additional support (e.g., peer support, exchange of practices with experts from other countries, webinars, etc.) for the recognition of micro-credentials. While there were those respondents who answered ‘No’ (18 respondents from the total of 89) across the three countries, they also agreed 100% for getting additional support as above.

(e) *Does your national legislation allow HEIs to recognize micro-credentials when offered by providers that are not higher education institutions (companies, NGOs, international organizations, etc.)?*

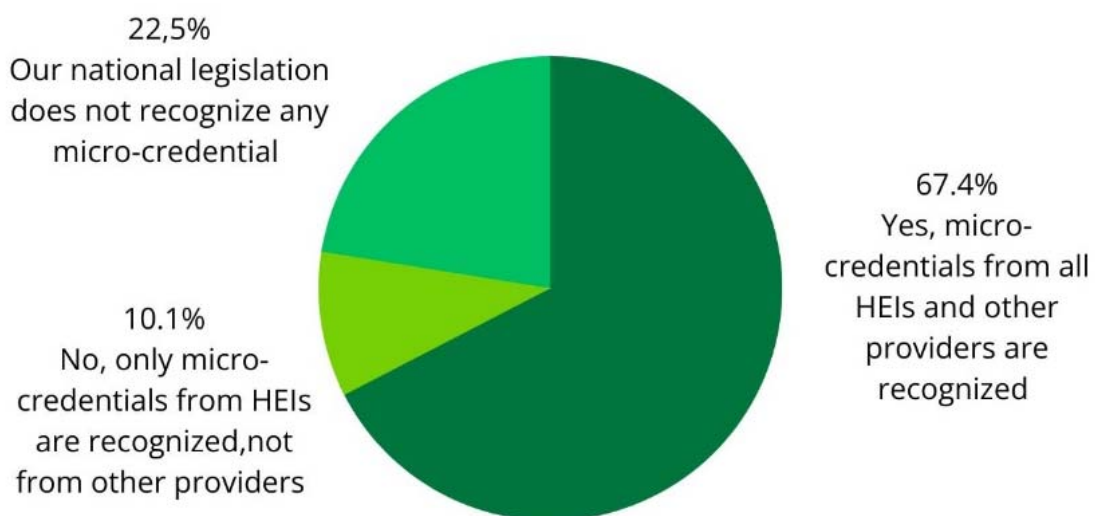


Figure 3.13

As for allowing HEIs to recognize micro-credentials when offered by providers that are NOT higher education institutions (companies, NGOs, international organizations, etc.), while the majority of respondents are aware on such national legislation or provision: ‘Yes, micro-credentials from all HEIs and other providers are recognized’ (67.4%) in Figure 3.13, some were saying ‘Our national legislation does not recognize any micro-credential’ (22.5%) and ‘No, only micro-credentials from HEIs are recognized, not from other providers’ (10.1%).



For respondents who had chosen to answer 'No', the reasons for micro-credentials being offered by other provider (non-HEIs) are NOT recognised varies from Indonesia's currently in the process of adaptation to national regulation as micro-credentials are still a new thing; to Malaysia's HEIs are subject to MQA which is the national authority of competence; and the Philippines' internal HEIs procedures: MCs are subject to a previous evaluation by internal boards (e.g. board of regents), whereas MCs provided by external companies or other providers in general are not (other respondents mentioned that there is not a clear regulation on this matter and that it is up to each HEI to recognise this kind of MCs or not).

*(f) Does your national legislation allow higher education institutions to recognize micro-credentials as part of a formal degree programme? In other words, can learners accumulate them to build up to a degree within higher education, or are they "stackable"?*

Almost all the respondents are aware (Yes, 83.1%) of the existence of national legislation that allow higher education institutions to recognize micro-credentials as part of a formal degree programme whereby learners can accumulate or stack their micro-credential in building up to a degree.

For the few respondents who had chosen to answer 'No', the reasons varies from according to national legislation (to their knowledge) micro-credentials can be a supplement to a formal degree that can be obtained only in HEIs in Indonesia; but for Malaysia, the two respondents mentioned national legislation allows micro-credentials in HEIs because they are subject to national quality standards provided by MQA, but there is no knowledge of such possibility; and for the Philippines, there is no legislation regulating the recognition of micro-credentials as part of a degree programme, so there is no institution providing this possibility. Lack of awareness from legislators has also been highlighted by respondents.



### 3.4 Quality Assurance of Micro-credentials

Based on the survey, this section presents the discussion on the issue of quality assurance of micro-credentials at HEIs in SEA region.

(a) *Is there an existing Quality Assurance (QA) system at the national or institutional level for HEIs?*

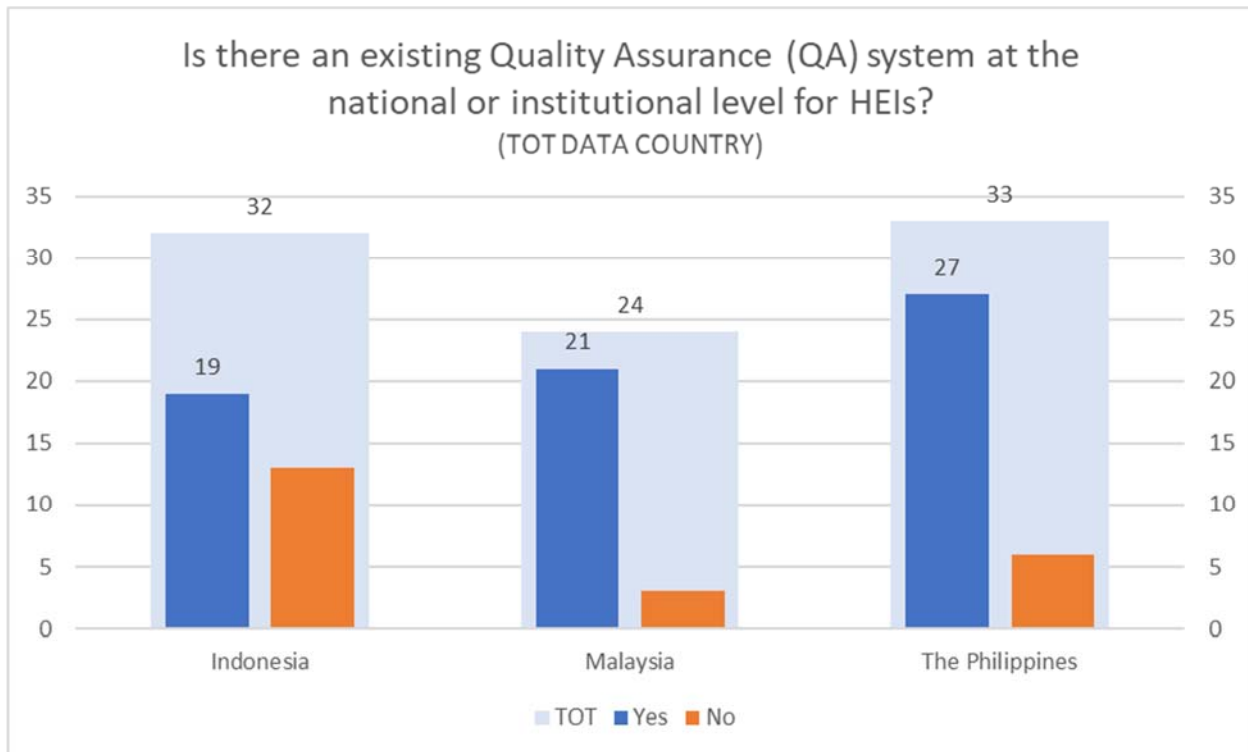


Figure 3.14

With regards to the existence of Quality Assurance (QA) system at the national or institutional level for HEIs in Figure 3.1, the majority of respondents from Malaysia responded 'Yes' (75.3%) and the Philippines (82%). However, the response 'No' 24.7% was mainly from Indonesia.

(b) *Have you ever implemented QA practices of micro-credentials within your institution?*

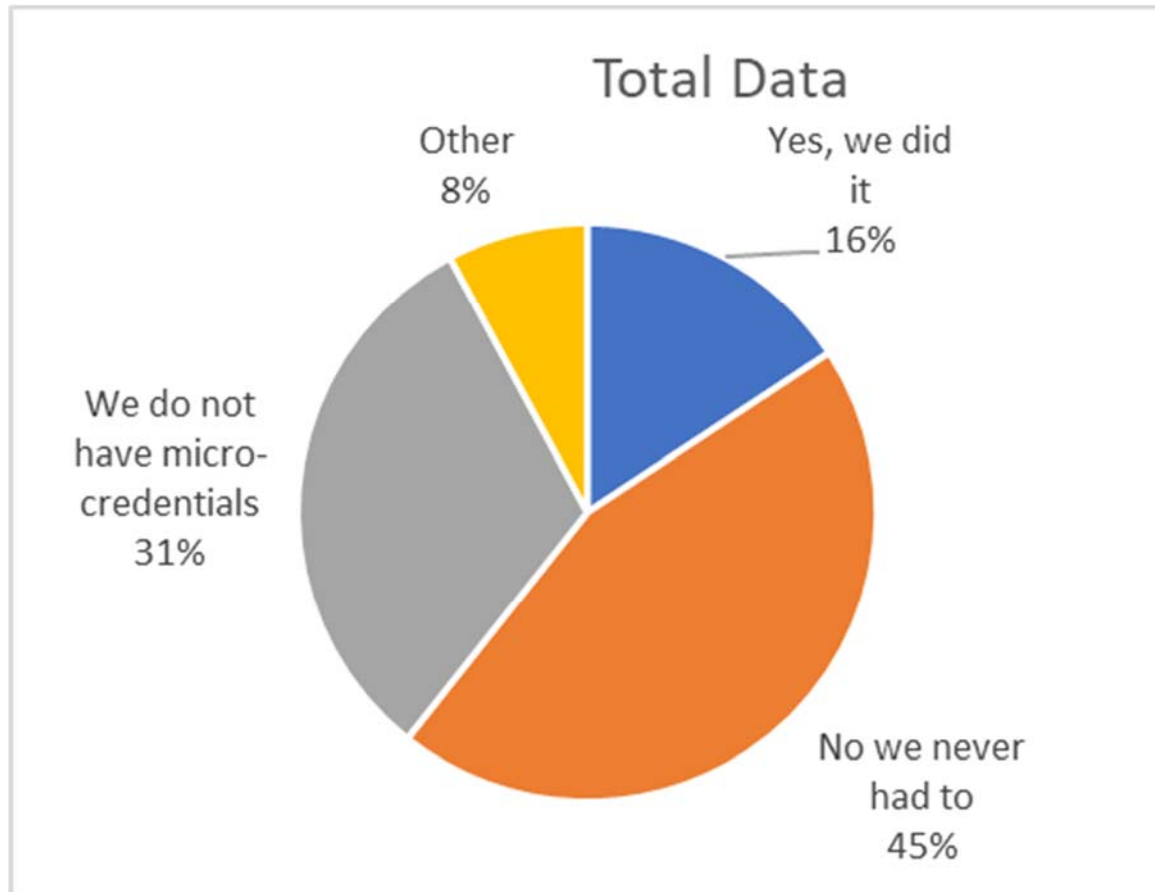


Figure 3.15

When the respondents were asked whether they have implemented QA practices of micro-credentials within their institution in Figure 3.15, about half of them responded 'No, we never had to' (45%) and few of them responded 'Yes, we did it' (16% - this is coming from Indonesia and Malaysia). However, according to the respondents from the Philippines 'We do not have micro-credentials' (31%).

In Malaysia, the quality assurance standards and mechanisms are developed at the higher education institution level, as well as at the national level with the standards set by the MQA (in some cases quality assurance processes are not properly documented; in one case, it is highlighted that quality assurance is also applied when choosing the word for the description of learning outcomes of the micro-credentials).

As for Indonesia, implementation of QA practices includes evaluation surveys or tests for the students at the end of the course; specific QA mechanisms within HEI (1 respondent); evaluation tests for students to verify the acquisition of learning outcomes.

In the Philippines, guidelines at national-international level are being used by a couple of respondents (<https://www.iso.org/standard/62085.html>), whereas others affirmed that they are in the process of developing QA guidelines.

(c) *Would you like to have additional support (e.g. peer support, exchange of practices with experts from other countries, webinars, etc.) related to QA of micro-credentials?*

In terms of getting additional support related to QA of micro-credentials, almost all respondents have chosen 'Yes' (92.1%) and this is the same across countries.

(d) *Do you think QA practices are required specific to micro-credentials?*

The bulk of these respondents, same across countries, had also chosen 'Yes' (87.6%) for thinking that QA practices are required specific to micro-credentials.

### 3.5 Way forwards for Micro-credentials

This section presents the results of the survey regarding steps or way forwards for micro-credentials in SEA region.

(a) *Is there a definition of "micro-credential" at national level?*

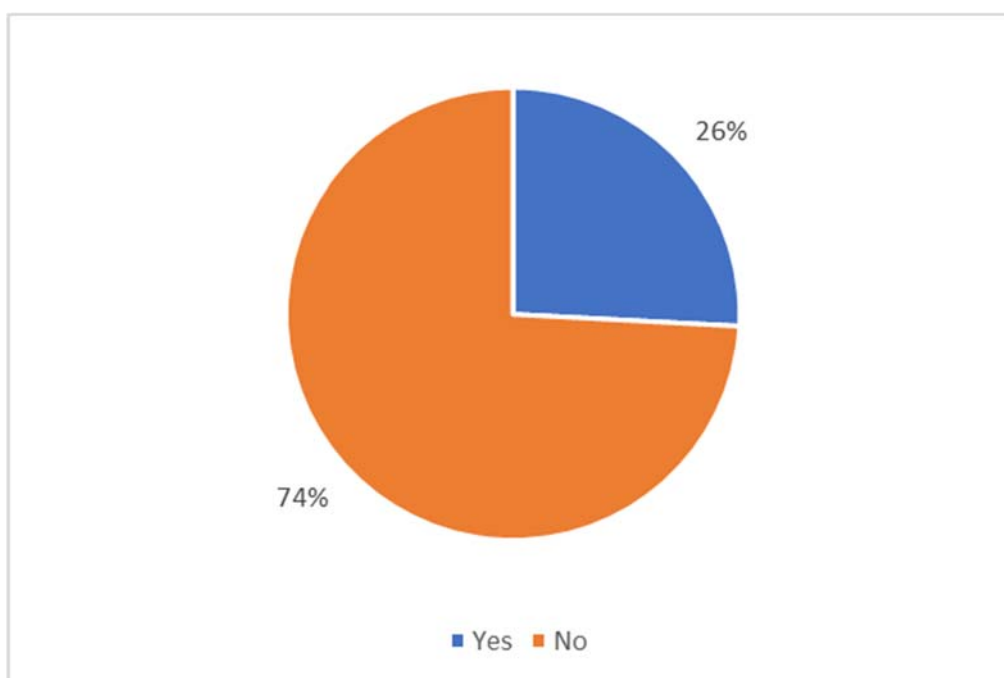


Figure 3.16

Comparison across these three countries in Figure 3.16 shows while the respondents agree that there exists a definition of micro-credential at national level in Malaysia (Yes, 25.8), the respondents from Indonesia and the Philippines concur otherwise (No, 74.2%).

Again, the respondents who had chosen ‘No’ explained that Indonesia is currently in the process of adaptation to national regulation as micro-credentials are still a new thing; and in Malaysia, HEIs are subject to MQA which is the national authority of competence; and the Philippines have internal HEIs procedures: MCs are subject to a previous evaluation by internal boards (e.g. board of regents), whereas MCs provided by external companies or other providers in general are not; other respondents mentioned that there is not a clear regulation on this matter and that it is up to each HEIs to recognise this kind of MCs or not.

(b) Which sentence describes your feeling towards micro-credentials best?

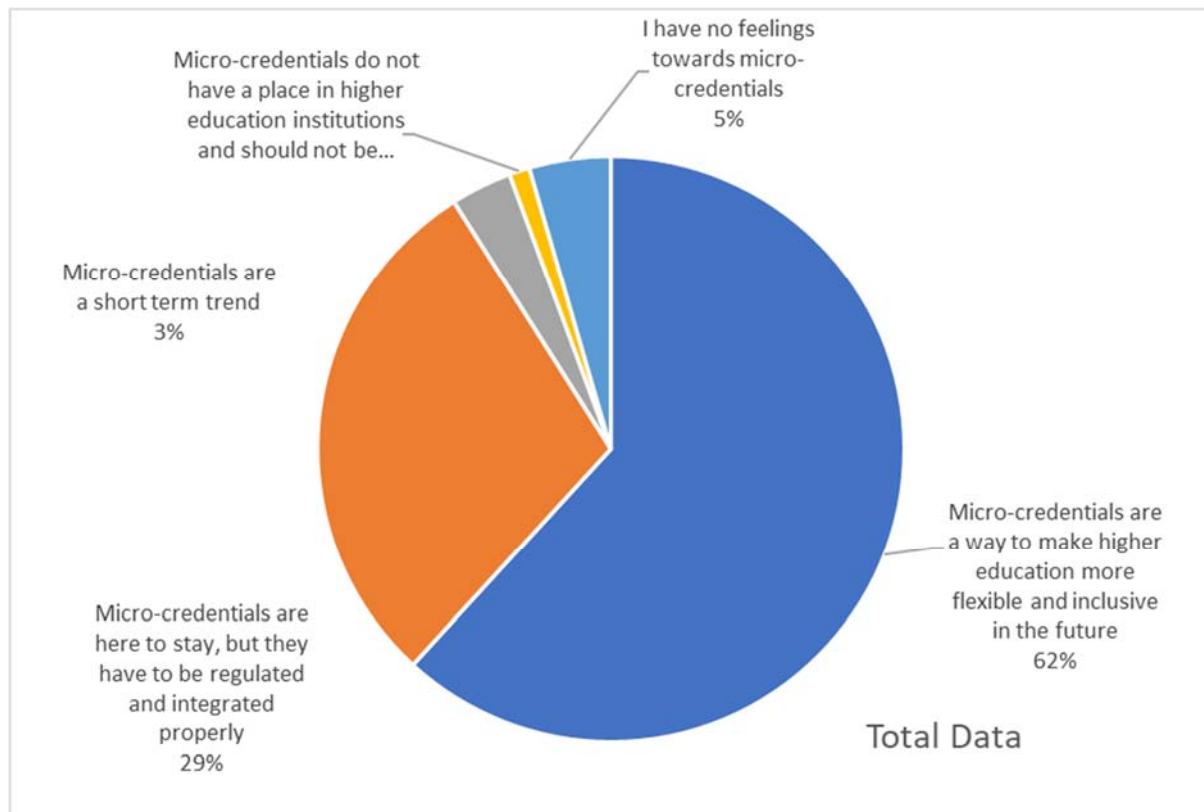


Figure 3.17

In the survey, the respondents were also asked about their feeling towards micro-credential in general. The bulk of the respondents agreed in Figure 3.17: ‘Micro-credentials are a way to make higher education more flexible and inclusive in the future (62%), and some are saying ‘Micro-credentials are here to stay, but they must be regulated and integrated properly’ (29%).



Across country, the respondents from Indonesia (59%), Malaysia (58%) and the Philippines (67%) also agree on describing their feeling as ‘Micro-credentials are a way to make higher education more flexible and inclusive in the future’.

Further exploration reveals the limits and obstacles for the development of micro-credentials at national level, clustered across countries, as follows:

(i) Awareness/ knowledge

HEIs and legislators, as well as the public and learners, are unfamiliar with micro-credentials. Most of the HEIs lacks expertise on how to develop and offer micro-credential courses. The lack of awareness among academia, impedes also the understanding of their importance for the HEIs. Also, awareness is missing on the importance of prior learning and the role that micro-credentials can play also in this sector. HEIs may need orientation to embrace micro-credentials and their positive impact.

(ii) Recognition and standardization

The recognition process specifically for micro-credentials and its standardization is lacking. Moreover, obtaining the recognition for micro-credentials at national level may be a big challenge since it requires navigating bureaucratic processes and alignment with regulatory bodies.

(iii) Quality Assurance

Designing effective assessment methods, ensuring validity and reliability in the skills released should be carefully designed and implemented to avoid cheatings or fraud. A systematic approach, easy to implement by the HEIs, is needed.

(iv) Regulation/policies

A clear institutional regulation on the topic is missing, to give clear directions to HEIs on how to integrate micro-credentials into their existing systems. Moreover, Higher education policies should be aligned to micro-credentials. Generally, there is a lack of common guidelines and processes.

(v) Infrastructure

The administration workload is too high: human resources, time and financial investment is missing. Moreover, lacking connectivity to access the online

materials and video recordings.

(vi) Cooperation with industries/labour market

Low cooperation among HEIs and industries which leads to a low understanding of the importance of micro-credentials for the labour market. Moreover, industries prefer formal degree offered by recognized HEIs.

(vii) General

Other issues include integrity of learners, incentives for academic staff to develop micro-credentials.

(c) *What should be prioritized to guarantee the uptake of micro-credentials within your local context?*



Figure 3.18

When the respondents were asked to rank what they think should be prioritized to guarantee the uptake of micro-credentials within their local context in Figure 3.18, ‘Have a clear definition on micro-credentials’ comes up as number one, followed by ‘Change in policies’, ‘Improve the cooperation with the labour market representatives’. The respondents also indicated their needs in terms of: ‘Peer support trainings etc.’, ‘Improve the cooperation with the competent Ministries’, and specifically ‘Developing a national catalogue of micro-credentials’, ‘Digitalization of credentials’ and ‘Awareness campaign’.

Other priorities that are not listed in the ranking above were also discussed at length as follow:

(i) Awareness/ knowledge

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Acceptance from academia is fundamental. For this reason, a clear definition of the workload of micro-credentials is needed to train and support education managers.

(ii) Recognition, Standardization and Quality Assurance

A clear set of standards to be gathered in some general guidelines for the quality assurance of micro-credentials emerges among the necessity highlighted by respondents. Besides, also tools to assess them and for the recognition of prior learning would be very important in this context.

(iii) Regulation/Policies

Micro-credentials should be supported also by national legislation and by policy or guidelines on their general implementation. What's more, they should be implemented not just at the national level, but also on a broader regional dimension.

(iv) Infrastructure

In general, more support in terms of funding and budget is requested by respondents to the survey. In terms of infrastructure, also more trained ICT experts are needed, this is the reason why more resources are asked in this context too, as ICT experts can be very helpful for trainers to develop courses leading to micro-credentials.

(v) Cooperation with industries/labour market

Industry needs and Employability are key criteria for guiding content development of micro-credentials. Focus on specific skills and competencies that are valued by employers.; Inclusivity is necessary to provide equal opportunities for individuals with financial limitations, disability, or geographical barriers.

(vi) General

More support from the industry in terms of the employability of graduates taking micro-credential courses.



### 3.6 Summary of Online Survey

Based on the insightful online survey conducted to gauge the vision of local Higher Education Institutions (HEIs) in Malaysia, Indonesia, and the Philippines, this study unearthed valuable insights into the general awareness of HEIs regarding micro-credentials, shedding light on the extent to which these institutions and respective institutions are attuned to the evolving educational landscape. Quality assurance mechanisms need to be explored further in depth, with a focus on understanding how HEIs ensure the robustness and credibility of micro-credentials within their academic frameworks. Recognition of micro-credentials, both internal and external, was a key area of investigation, examining the strategies and mechanisms employed by HEIs to validate and integrate micro-credentials into their existing educational paradigms. The survey also probed the forward-looking perspectives of the respondents, capturing their vision for the future and identifying any additional considerations shaping their approach towards short competence-oriented educational paths. The findings from this survey enrich the understanding on the perspectives and practices of local HEIs, contributing significantly to the ongoing discourse on the integration of micro-credentials in higher education across the Southeast Asian nations.



## 4. Analysis of Desk Research

### 4.1 Introduction

The document analysis integrated in a unified way the data about the status of micro-credentials adoption in Malaysia, Indonesia and the Philippines, existing practices, regulation, governmental programmes, etc. A side-by-side comparison of the main points related to micro-credentials across the three countries as follows:

### 4.2 Definitions of Micro-credentials

Micro-credentials in Malaysia, Indonesia, and the Philippines are commonly described as records of learning outcomes acquired after a small volume of learning, assessed against clear and transparent criteria. They are designed to impart specific knowledge, skills, and competencies in response to various societal and labour market needs. Owned by the learner, micro-credentials are shareable and portable, and they can either stand alone or complement larger credentials. They are offered by a diverse range of providers, including commercial entities, educational institutions, and community organizations. The assessment of micro-credentials is based on clearly defined standards, and they are awarded by trusted providers. Additionally, they need to meet the required standards of relevant quality assurance.

All three countries emphasize specific knowledge, skills, and competencies and focus on short duration learning experiences, but only Malaysia and Indonesia mention the role of micro-credentials in responding to societal, personal, cultural, or labour market needs, while the Philippines focuses on verifying a learner's competence in specific skills.

Table 4.1 below summarized comparison of key points related to definitions of micro-credentials across Malaysia, Indonesia, and the Philippines:

Criteria	Malaysia	Indonesia	Philippines
<b>Learning Outcomes</b>	Specific knowledge, skills, and competencies	Specific knowledge, skills, and competencies	Competence in specific skills
<b>Duration</b>	Short period of time	Short period of time	Short, focused learning experience
<b>Ownership</b>	Owned by the learner	Owned by the learner	Owned by the learner, portable
<b>Stand Alone / Stackable</b>	Can stand alone or be combined	Can stand alone or be combined	Can stand alone or be stacked

<b>Providers</b>	Diverse range including educational institutions	Diverse range including educational institutions	Not explicitly mentioned
<b>Quality Assurance</b>	Underpinned by quality assurance	Required to meet standards	Not explicitly mentioned

**Table 4.1 Definition of Micro-Credentials**

### 4.3 Uses of Micro-credentials

Micro-credentials in these three countries are used for enhancing employability of learners with specific knowledge, skills, and competencies that are in demand in various sectors of society, including the labour market. They offer a flexible and targeted approach to learning, allowing individuals to upskill or reskill in response to changing job requirements and industry standards and thus align with labour market needs. Micro-credentials also facilitate lifelong learning, promoting continuous professional development, and personal growth.

The Philippines specifically mentions supporting continuous learning and professional development, while Malaysia and Indonesia focus more broadly on lifelong learning. Table 4.2 below summarized comparison of key points related to uses of micro-credentials across Malaysia, Indonesia, and the Philippines:

<b>Criteria</b>	Malaysia	Indonesia	Philippines
<b>Lifelong Learning</b>	Facilitates lifelong learning	Facilitates lifelong learning	Supports continuous learning and development
<b>Employability</b>	Enhances employability	Enhances employability	Enhances employability
<b>Flexibility</b>	Provides flexible learning opportunities	Provides flexible learning opportunities	Provides flexible learning opportunities
<b>Workforce Development</b>	Aligns with labour market needs	Aligns with labour market needs	Aligns with industry demands

**Table 4.2 Uses of Micro-Credentials**



#### 4.4 Quality Assurance

All three countries underscore the importance of assessment and quality assurance to ensure the credibility of micro-credentials. Quality assurance in micro-credentials ensures that the learning experiences and outcomes meet certain standards of excellence. This is achieved through transparent, rigorous assessment processes and clearly defined assessment criteria, as well as adherence to agreed-upon standards in the relevant sector or area of activity. Quality assurance processes are in place to verify the learner's achievement of specific learning outcomes, ensuring the credibility and reliability of micro-credentials.

While the respondents from Malaysia and Indonesia provide more detailed information about the role of quality assurance, while the Philippines emphasizes the credibility of micro-credentials. Table 4.3 below summarized comparison of key points related to quality assurance of micro-credentials across Malaysia, Indonesia, and the Philippines:

Criteria	Malaysia	Indonesia	Philippines
<b>Assessment</b>	Assessed against clear criteria	Assessed based on clear criteria	Transparent and rigorous assessment
<b>Standards</b>	Must meet agreed standards	Must meet industry standards	Must meet industry standards
<b>Credibility</b>	Ensures credibility of micro-credentials	Ensures credibility of micro-credentials	Ensures credibility of micro-credentials

**Table 4.3 Quality Assurance**

#### 4.5 Recognition

Micro-credentials are recognized in these three countries as valid and valuable records of learning achievement. They stand as a testament to what a learner knows, understands, or can do, following a focused and assessed learning experience. The recognition of micro-credentials is enhanced by their ability to complement other qualifications, such as degrees and diplomas, and by their potential to be integrated into broader credentialing systems through mechanisms like credit transfer and recognition of prior learning.

While all countries recognize the value of micro-credentials in education and employment, the specifics of how micro-credentials are integrated into existing frameworks and recognized by employers vary across countries. Table 4.4 below presents a comparison of the key points related to recognitions of micro-credentials across Malaysia, Indonesia, and the Philippines:



Criteria	Malaysia	Indonesia	Philippines
<b>Value</b>	Recognized as valuable	Recognized as valuable	Recognized as valuable and legitimate
<b>Complementarity</b>	Can complement larger credentials	Can complement larger credentials	Can supplement traditional qualifications
<b>Integration</b>	May be integrated into broader education	May be integrated into broader education	May be integrated into existing frameworks

**Table 4.4 Recognition of Micro-Credentials**

#### 4.6 Digitalization of credentials

Digital technologies play a crucial role in the delivery, assessment, and verification of micro-credentials in all three countries. They enable the creation of accessible and portable records of learning, facilitating the sharing of micro-credentials between learners, educational institutions, and employers. Digitalization also supports the transparent and efficient assessment of learning outcomes, contributing to the overall quality assurance of micro-credentials.

While there is an emphasis on enhancing accessibility and efficiency, the specifics of how digital technologies are implemented and their role in the administration of micro-credentials vary across countries. Table 4.5 below presents a comparison of key points related to digitalization of micro-credentials across Malaysia, Indonesia, and the Philippines:

Criteria	Malaysia	Indonesia	Philippines
<b>Role</b>	Enhances accessibility and portability	Enhances accessibility and portability	Instrumental in delivery and verification
<b>Platforms</b>	Supported by digital technologies	Supported by digital technologies	Supported by digital platforms
<b>Efficiency</b>	Contributes to efficiency	Contributes to efficiency	Enhances efficiency

**Table 4.5 Digitalization of micro-credentials**

## 4.7 Development and Good Practices

The development of micro-credentials in the three countries is guided by good practices and a commitment to continuous improvement. This involves engaging with a wide range of stakeholders, including educators, industry professionals, and learners, to ensure that micro-credentials remain relevant and aligned with societal and labour market needs. Emphasis is placed on creating inclusive and accessible learning opportunities, fostering innovation, and upholding high standards of quality and integrity.

All countries emphasize the importance of continuous improvement, stakeholder engagement, and inclusivity in the development of micro-credentials. The specifics of how development is approached, and the role of best practices vary across countries.

Table 4.6 below presents a summative comparison of key points related to the development and good practices in Malaysia, Indonesia, and the Philippines:

Criteria	Malaysia	Indonesia	Philippines
<b>Stakeholder Engagement</b>	Involves multiple stakeholders	Involves multiple stakeholders	Involves multiple stakeholders
<b>Continuous Improvement</b>	Emphasizes continuous improvement	Emphasizes continuous improvement	Emphasizes continuous improvement
<b>Inclusivity</b>	Promotes inclusivity and accessibility	Promotes inclusivity and accessibility	Promotes inclusivity and accessibility

**Table 4.6 Development and Good Practices**

## 4.8 Summary of Desk Analysis

Through the extensive desk research conducted, the focus of this study has been on unravelling the status of micro-credentials adoption in Malaysia, Indonesia, and the Philippines. Firstly, a comprehensive exploration of the definition of micro-credentials in these Southeast Asian nations lays the foundation for understanding their contextual relevance. The analysis delves into the multifaceted uses and benefits of micro-credentials, highlighting their role in addressing specific skill gaps and enhancing professional development. Quality assurance mechanisms are needed to be scrutinized to ensure the integrity and reliability of these credentials. Furthermore, the research investigates the recognition of micro-credentials within academic and industry settings, shedding light on their efficacy in providing tangible value to learners. At the same time, the digitalization of credentials is a pivotal aspect, exploring the extent to which technology is leveraged in the issuance and verification of micro-



credentials. Lastly, this desk research assesses the development landscape and identifies good practices, contributing valuable insights to the ongoing discourse on the implementation and efficacy of micro-credentials in these diverse educational contexts of HEIs in SEA region. This analysis serves as a crucial reference point for policymakers, educators, and stakeholders aiming to navigate the dynamic landscape of micro-credentials in the Southeast Asian region.

## 5. Concluding Remarks

In conclusion, this study, conducted under the MICROCASA project, aimed to comprehensively investigate the current state of micro-credentials in the Southeast Asian (SEA) region. The overarching objective was to present a structured and unified understanding of the regional conditions, existing practices, and policy and regulatory frameworks surrounding short competence-oriented educational measures potentially leading to micro-credentials within and outside formal education. The combination of desk research and an online survey provided valuable insights into the dynamics of micro-credentials adoption in Malaysia, Indonesia, and the Philippines.

The desk analysis unveiled a nuanced understanding of the definition, uses, and quality assurance mechanisms associated with micro-credentials in the SEA region. It delineated the evolving landscape, emphasizing the digitalization of credentials and identifying development and good practices. Moreover, the survey analysis delved into the vision of the respective HEIs in Malaysia, Indonesia, and the Philippines, unravelling their awareness, quality assurance practices, and strategies for recognition concerning micro-credentials. These dual perspectives contributed to a comprehensive portrayal of the current state of micro-credentials in SEA.

Based on the findings, the study recommends a collaborative effort between regional HEIs, policymakers, and industry stakeholders to develop a cohesive framework for micro-credentials. A standardized approach to quality assurance and a concerted effort towards digitalization can enhance the recognition and credibility of micro-credentials. Furthermore, fostering dialogue between SEA countries and the European Union can facilitate the exchange of best practices and the development of region-specific policies.

However, it is crucial to acknowledge the limitations of this study. The research primarily relies on available data and limited responses from the surveyed HEIs, and the rapidly evolving nature of educational landscapes might result in some aspects being subject to change. Additionally, the study provides a snapshot of the current state, and continuous monitoring is essential to capture the evolving dynamics of micro-credentials in the SEA region.



In conclusion, this study serves as a foundational exploration, setting the stage for further research and collaborative initiatives. As the SEA region navigates the integration of micro-credentials into its educational landscape, the insights gathered here provide a robust foundation for informed decision-making and strategic planning in the pursuit of a dynamic and responsive higher education landscape.



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## Appendix A Online Survey: MICROCASA: Regional study on the perception of SEA HEIs towards micro-credentials

# MICROCASA: Regional study on the perception of SEA HEIs towards micro-credentials

Fields marked with \* are mandatory.

## MICROCASA\*



\*MICROCASA is a EU-sponsored project with EU partners from Germany, Italy, and Spain and SEA partners from Indonesia, Malaysia, and the Philippines.

## INTRODUCTION

### Objective of the Survey

The aim of this survey is to **collect information on the perception and awareness in South-East Asian (SEA) Higher Education Institutions (HEIs) on micro-credentials in their territories. Starting particularly with the MICROCASA partner countries of Indonesia, Malaysia, and the Philippines** this survey aims to investigate the vision of local HEIs regarding short competence-oriented educational paths leading to the acquisition of micro-credentials. The personal data gathered will be processed with the sole purpose of collecting the information required in the survey and will be used **anonymously**.

When filling in the survey, please **consider any short courses, programmes, or learning experiences**, whether they are offered as part of the existing degree programmes or not, that exist in your system today and correspond to the below definitions, **even if they are not specifically called “micro-credentials”**.

### Two definitions of "micro-credential"

On the 16th of June 2022, the Council of the European Union adopted a Recommendation on a European approach to micro-credential for lifelong learning and employability, in which micro-credentials are defined as: “[...] *the record of the learning outcomes that a learner has acquired following a small volume of learning. These learnings outcomes will have been assessed against transparent and clearly defined criteria. 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 labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.*” (Please find the complete EU recommendation [here](#)).

Another definition was developed in 2022 by UNESCO with the document "Towards a common definition of micro-credentials", which describes a micro-credential as a credential that: "*is a record of focused learning achievement verifying what the learner knows, understands or can do; Includes assessment based on clearly defined standards and is awarded by a trusted provider; has standalone value and may also contribute to or complement other micro-credentials or macro-credentials, including through recognition of prior learning; meets the standards required by relevant quality assurance.*" (please find the complete UNESCO document [here](#)).

Both definitions above can be used to understand the meaning of micro-credentials and the purpose of their development and implementation.

## Background

The survey is created in the framework of the MICROCASA project (MICRO-credentials for life-long learning and employability: building capacities for developing Agile educational interventions in Southeast Asian Universities), a 3-year project co-funded by Erasmus+ KA2 Capacity Building in the Field of Higher Education. The aim of the project is to **share the European experiences and build institutional capacities in Southeast Asia to co-create, promote, and deliver short competence-oriented educational units leading to micro-credentials** with the goal of solving various economic and social problems. The project engages eleven partners among HEIs in Europe and SEA region, as well as experts in the procedure of qualification recognition and in the implementation of international projects in the field of research and education.

You can find more information about the project [here](#).

Your contribution is highly appreciated since it represents a support in the definition of the status of micro-credential adoption in SEA region, existing success stories and practices, regulation, governmental programs, and others.

You can submit the survey by **May 30, 2023**.

Thank you in advance for completing the survey!

I declare that I have read the information on the processing of personal data pursuant to art. 13 of EU Regulation No. 679/2016 (you can download it below)

**GDPR:** General Data Protection Regulation. Regulation in EU law on data protection and privacy in the EU and the European Economic Area (EEA). You can find more information [here](#).

Download the privacy statement here.

[Privacy Statement survey micro-credentials.pdf](#)

I consent to my submitted data being collected and stored

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## CONTACT INFORMATION

\* Name and Surname

\* E-mail

\* Country

- Malaysia
- Indonesia
- The Philippines

\* Institution

\* Role within your institution

\* Is the HE Institution you are representing private or public?

- Private
  - Public
  - Other
- 

## GENERAL AWARENESS

How much do you know about micro-credentials within your institution?

Rank with 1 being "Nothing" and 4 "A lot".

\* In which context have you used or heard about micro-credentials?

- Within my HEI
- Outside my HEI

- National conference
- International conference
- Online or in-presence webinar
- I never used or heard about micro-credentials
- Other

\* For what purpose were you involved in initiatives on micro-credentials?

- Interest in adopting them internally
- Personal interest
- It was not planned
- Training
- I was never involved in initiatives concerning micro-credentials
- Other

\* Do you think your HEI would be interested in learning more about micro-credentials?

- Yes
- No
- I don't know

\* Is your HEI offering micro-credentials?

- Yes
- No

\* Within your HEI, is there a catalogue of academic courses leading to micro-credentials?

- Yes, just for our enrolled students
- Yes, open to everyone
- Not specifically for micro-credentials but there is the possibility to include them
- No

\* Would your HEI be interested in developing short courses leading to the acquisition of micro-credentials?

- We already do it
- Yes, absolutely
- Yes, but we need guidance and support
- No, I don't think micro-credentials could fit our local educational offer
- Other

To what extent do you feel prepared in adopting micro-credentials within your HEI?

Rank with 1 being "Not so much" and 4 "Completely".

\* To your knowledge, are micro-credentials offered by HEIs in your country?

- More than 50% of them are offering micro-credentials
- Less than 50% of them are offering micro-credentials
- Just few of them are offering micro-credentials
- I never heard about an HEI offering micro-credentials within my local context

I don't know

\* Considering the definition in the introductory part, do you believe that micro-credentials have potential within your local context?

- Yes, I believe they represent the perfect way to provide easier access to higher education or to recognize prior learning
- Yes, I believe they are a way to boost local employability and increase learners' competitiveness in the labour market
- Yes, but I think the concept should be further developed at local level
- No, I don't think micro-credentials could fit our local educational needs
- I don't have enough informations on micro-credentials
- Other

\* How would you assess the need for further development and research on micro-credentials in your country? The need for further development on micro-credentials in my country is

- Very high
- High
- Low
- Very low
- I do not know
- Other

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## QUALITY ASSURANCE

\* Is there an existing Quality Assurance (QA) system at the national or institutional level for HEIs?

- Yes
- No

\* Have you ever implemented QA practices of micro-credentials within your institution?

- Yes, we did it
- No we never had to
- We do not have micro-credentials
- Other

\* Would you like to have additional support (e.g peer support, exchange of practices with experts from other countries, webinars, etc.) related to QA of micro-credentials?

- Yes
- No

\* Do you think that QA practices are required that are specific to micro-credentials?

- Yes
- No
- I do not know
- Other

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## RECOGNITION

\* For what purpose does your HEI recognize micro-credentials?

- To provide easier access to higher education
- To recognize credits or prior learning
- To increase learners' competitiveness in the labour market
- For academic purposes/further studies
- To allow registered students to earn credits towards a higher education qualification
- We do not recognize micro-credentials in my country
- Other

\* Have you implemented policies and/or practices related to the recognition of micro-credentials within your HEI?

- Yes
- No, but currently under discussion
- No
- I do not know

\* Does your national legislation allow HEIs to recognize micro-credentials when offered by providers that are not higher education institutions (companies, NGOs, international organizations, etc.)?

- Yes, micro-credentials from all HEIs and other providers are recognized
- No, only micro-credentials from HEIs are recognized, not from other providers
- Our national legislation does not recognize any micro-credential

\* Does your national legislation allow higher education institutions to recognize micro-credentials as part of a formal degree programme? In other words, can learners accumulate them to build up to a degree within higher education, or are they "stackable"?

- Yes
- No

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## FURTHER STEPS

\* Is there a definition of "micro-credential" at national level?

- Yes
- No

\* Which sentence describes your feeling towards micro-credentials best?

- Micro-credentials are a way to make higher education more flexible and inclusive in the future
- Micro-credentials are here to stay, but they have to be regulated and integrated properly
- Micro-credentials are a short term trend
- Micro-credentials do not have a place in higher education institutions and should not be included in related legislation
- I have no feelings towards micro-credentials



\* In your opinion, what are the limits and obstacles for the development of micro-credentials at national level?

Rank, from the most important (up) to the least important (bottom): What should be prioritized in order to guarantee the uptake of micro-credentials within your national context

Use drag&drop or the up/down buttons to change the order or [accept the initial order](#).

- Awareness campaign
- Digitalization of credentials
- Improve the cooperation with the competent Ministries
- Have a clear definition on micro-credentials
- Improve the cooperation with the labour market representatives
- Peer support (trainings, etc.)
- Developing a national catalogue of micro-credentials
- Change in policies

\* Do you think there are other priorities that are not listed in the ranking above? If yes, please specify.

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## RESULTS OF THE STUDY

\* Would you like to receive the results of the Comparative Study once it will be completed?

- Yes
- No



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## Contact

[Contact Form](#)



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## Appendix B Desk Research Template

# MICROCASA



## **Desk Research on the regional practices, recommendations, and policies in SEA region**

### **INTRODUCTION**

#### **Objective of the Desk Research**

The aim of this Desk Research is to **recollect information on the current legislative state-of-play with regards to the topic of micro-credentials in Malaysia, Indonesia, and The Philippines**. The following questions are addressed to the SEA Higher Education Institutions (HEIs) involved in the MICROCASA project. The Desk Research and the Online Survey on the SEA HEIs' awareness on micro-credential are part of the specific task "Regional micro-credentials comparative study" (T1.1). The information recollected through the Desk Research, together with the data acquired through the Online Survey on SEA HEIs' awareness, will be analyzed following a SWOT analysis and included in the Comparative study on Micro-credentials in SEA Universities (D1.1).

#### **Background**

The Desk Research is created in the framework of the MICROCASA project (MICRO-Credentials for life-long learning and employability: building capacities for developing Agile educational interventions in Southeast Asian universities), a 3-years project co-founded by Erasmus+ KA2 Capacity Building in the Field of Higher Education. The aim of the project is to share the European experiences and build institutional capacities in Southeast Asia to co-create, promote, and deliver short competence-oriented educational units leading to micro-credentials with the goal of solving various economic and social problems. The project engages eleven partners among HEIs in Europe and the SEA region, as well as experts in the procedure of qualification recognition and in the implementation of international projects in the field of research and education.

**You are kindly requested to send your feedback by May 30, 2023.**

Thank you in advance for completing the Desk Research!

## CONTACT INFORMATION

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Name and Surname of the ones filling in the document

Email

Country

Institutions

## DEFINITION OF MICRO-CREDENTIALS

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UE	UNESCO
<p>The record of the learning outcomes that a learner has acquired following a small volume of learning. These learnings outcomes will have been assessed against transparent and clearly defined criteria. 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 labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.</p>	<p>Micro-credentials are focused on a specific set of learning outcomes in a narrow field of learning and achieved over a shorter period of time. Micro-credentials are offered by commercial entities, private providers and professional bodies, traditional education and training providers, community organizations and other types of organizations.</p> <p>A record of focused learning achievement verifying what the learner knows, understands or can do; Includes assessment based on clearly defined standards and is awarded by a trusted provider; has standalone value and may also contribute to or complement other micro-credentials or macro-credentials, including through recognition of prior learning; meets the standards required by relevant quality assurance.</p>

Considering the two definitions of micro-credentials above, which are in your opinion the “necessary” and “sufficient” elements that should be part of a more general definition? Do you believe that other elements, that are not included in these two definitions, should be incorporated? If yes, which ones?

## USE OF MICRO-CREDENTIALS

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Have your national authorities adopted any policies regarding the use of micro-credentials in formal and non-formal education?

*Please, provide a small summary for each policy, with a link to the official sources used. When listing the policies, take also into consideration any recommendation made at national level from national institutions.*

In case you answered “yes” to the question before this one, which specific programs are implemented to ensure the use of micro-credentials? Do national HEIs make use of specific technological platforms? If yes, which ones?

*Please, provide a small summary of any relevant program in place and, if applicable, which platforms HEIs use normally, if those are free of charge or paid, and any other relevant information, with the link to the official sources used.*

## QUALITY ASSURANCE

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Does your country have any guideline or regulation in place on the quality assurance (QA) for short competence-oriented educational courses leading to micro-credentials?

*Please, provide a small summary of any regulation, with the link to the official sources used.*

## RECOGNITION<sup>12</sup>

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Does your HEI have a reference document on which you base the recognition of micro-credentials?  
If yes, which one?

*Please, specify any reference document that HEI take into account concerning the recognition of micro-credentials at national level, with the link to the official sources used.*

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<sup>1</sup> Following the Asia-Pacific Regional Convention on the recognition of Qualification in Higher Education (2011), the “*Recognition of Qualifications means a formal acknowledgment as defined and given by the competent recognition authorities of a Party of the value of a foreign education qualification.*” ([Tokio Convention](#))

<sup>2</sup> Following the Convention on the Recognition of Qualification concerning Higher Education in the European Region (1997), the recognition is “*a formal acknowledgement by a competent authority of the value of a foreign educational qualification with a view to access to educational and/or employment activities.*” ([Lisbon Convention](#))



**At a national level, is there any procedure for the recognition of micro-credentials?**

*Please, specify any procedures developed by HEIs at national level for the recognition of micro-credentials, with the link to the official sources used.*

**Do you have any specific legislation on the recognition of micro-credentials at a national level?**

*Please, provide a small summary of any existing legislation at national level on the recognition of micro-credentials, even if not explicitly mentioned, with the link to the official sources used.*

## DIGITALIZATION

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Do you have a national policy on the digitalization of credentials? If yes, are micro-credentials part of it?

*Please give more information, with the link to the official sources used.*

## DEVELOPMENT AND GOOD PRACTICES

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List the latest micro-credentials related developments, good practices and successful stories that occurred in your country, with the link to the sources used.