EXECUTIVE SUMMARY

The MICROCASA project is a collaborative initiative involving six partner universities—USM, UNIMAS, UB, UNSRAT, ADMU, and UP—designed to develop sustainable microcredential programs over a five-year period. This Institutional Development Plan (IDP) serves as a comprehensive framework to guide the integration of microcredentials into higher education systems, with the primary goal of enhancing student employability, aligning academic offerings with industry demands, and fostering lifelong learning.

The core objectives of the IDP are to ensure that microcredential initiatives are in line with each institution's mission and comply with national regulations. These programs aim to provide students with industry-relevant skills, bridging the gap between academic education and labour market needs. Furthermore, the IDP focuses on establishing governance structures, developing supportive policies, and enhancing technological infrastructures to facilitate the delivery of microcredentials. Funding for these initiatives is expected to come from various sources, including government grants, industry sponsorships, and revenue from commercialized courses.

Each university has adopted a strategy tailored to its specific needs and context. USM implements a hybrid model that blends faculty-driven course development with centralized digital management. UNIMAS emphasizes flexible, competency-based learning and maintains strong partnerships with industry stakeholders. UB aligns its programs with Indonesia's *Merdeka Belajar-Kampus Merdeka* (MBKM) framework, focusing on digital competencies and technical skills. Meanwhile, UNSRAT and ADMU prioritize integrating local relevance with international collaboration to ensure their microcredential offerings meet global standards.

Key activities across the institutions include building faculty capacity through training in digital pedagogy, developing institutional policies for credit recognition and quality assurance, and investing in technological platforms such as Learning Management Systems (LMS) and digital certification tools. These measures aim to ensure seamless program delivery and industry relevance. Collaborations with employers play a crucial role, with each university working to align course offerings with current market needs.

The implementation plan spans five years that generally structured as:

1. **Years 1–2**: Planning, faculty training, initial pilot courses.
2. **Years 3–4**: Program expansion, industry collaboration, and integration of AI-driven tools.
3. **Year 5**: Full integration of microcredentials into academic programs and continuous evaluation for sustainability.

Resource requirements include financial investments sourced from grants, sponsorships, and participant fees, alongside human resources such as faculty, instructional designers, and administrative staff. Digital platforms will also be essential for course delivery, tracking, and certification.

Risk management strategies have been put in place to address potential challenges, such as institutional resistance and misalignment with market demands. Continuous engagement with stakeholders and regular program evaluations will help ensure that microcredentials remain relevant

and impactful. Success will be measured through metrics such as enrolment rates, course completion rates, and improved employment outcomes for graduates.

In conclusion, the MICROCASA IDP offers a comprehensive and strategic approach to embedding microcredentials into higher education. By fostering flexible learning pathways and promoting closer ties between academia and industry, the project aims to empower students, enhance employability, and drive innovation in education across Southeast Asia.