

MICRO-credentials for life-long learning and employability: **Building Capacities for Developing Agile Educational Interventions in Southeast Asian Universities** 

Grant Agreement no.: 101081924

# Deliverable D3.2 Country Stakeholder Workshops



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**Lead Author(s)** University of the Philippines System (UPS)

Contributors(s) Universiti Sains Malaysia (USM)

Universiti Malaysia Sarawak (UNIMAS)

Universitas Brawijaya (UB)

Universitas Sam Ratulangi (UNSRAT)

University of the Philippines Open University (UPOU)

Ateneo de Manila University (ADMU)

Reviewer(s) Associazione CIMEA (CIMEA)

Universität des Saarlandes (USAAR)

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#### **Executive Summary**

The European Union-funded MICROCASA initiative builds institutional capacity across Southeast Asian universities to develop competency-based micro-credentials. This targeted approach addresses the critical gap between traditional education and evolving workforce demands.

Partner institutions across Malaysia, Indonesia, and the Philippines are creating accessible pathways for continuous learning that enhance employability and drive socioeconomic advancement throughout the ASEAN region. These universities—including Universiti Sains Malaysia, Universiti Malaysia Sarawak, Universitas Brawijaya, Universitas Sam Ratulangi, University of the Philippines System, and Ateneo de Manila University—are developing specialized micro-credentials that respond directly to regional needs.

Between March and June 2025, the MICROCASA project organized stakeholder workshops throughout Southeast Asia to gather input on their pilot micro-credential courses' development and implementation.

In Malaysia, USM conducted both in-person and online sessions focused on stroke caregiver support, successfully identifying significant knowledge gaps and recommending targeted education programmes to address these shortcomings. Also in Malaysia, UNIMAS hosted an online briefing that presented micro-credential tracks in Community Engagement and Innovative Problem Solving using TRIZ, earning positive feedback from participants.

Meanwhile, in Indonesia, UNSRAT discussed their undergraduate study programme course leading to micro-credentials that is meant to prepare undergraduates and enhance fresh graduates' basic skills for the workforce., "Work-Ready! Pre-Employment Micro Course for Undergraduates and Fresh Graduates". At the time of this document's release, the workshop planned by Universitas Brawijaya (UB) on building institutional capacity in micro-credential initiatives had not occurred; however, their agenda report has been included for reference.

In the Philippines, ADMU, UPOU, and UPS organized a roundtable discussion centred on developing their courses leading to micro-credentials for a Master of International Health programme, with particular attention to lifestyle diseases management.

Throughout these diverse engagements, stakeholders contributed valuable insights that will help shape micro-credential frameworks tailored to Southeast Asian educational and employment contexts.

This deliverable contains comprehensive reports for each workshop. Specifically, this document contains the workshops' agenda reports (planned activities) and activity reports (documenting details such as course discussions, participants, and stakeholder feedback).





#### Introduction and Context

The MICROCASA project (**Micro**-credentials for life-long learning and employability: building **C**apacities for developing **A**gile educational interventions in **S**outheast **A**sian universities), funded by the European Union, aims to build institutional capacities in Southeast Asia to co-create, promote and deliver short competence-oriented educational units leading to micro-credentials. Micro-credentials are short, focused certifications that verify specific skills or competencies, offering quick, targeted learning for career advancement without the time commitment of traditional degrees.

Ultimately, through microcredentials, MICROCASA aims to have a socioeconomic systematic impact in the ASEAN region.

Under the guidance of this project, the micro-credentials and their courses are being developed and will be hosted by the MICROCASA Southeast Asian Partners:

- Universiti Sains Malaysia (USM)
- Universiti Malaysia Sarawak (UNIMAS)
- Universitas Brawijaya (UB)
- Universitas Sam Ratulangi (UNSRAT)
- University of the Philippines specifically, University of the Philippines Open University (UPOU) and University of the Philippines System (UPS)
- Ateneo de Manila University (ADMU)

These Southeast Asian partners conducted country stakeholder workshops to inform local stakeholders about course details and gather their feedback. These workshops bring together diverse participants—local authorities, NGOs, target audiences, and programme multipliers. By holding these sessions in partner countries, organizations ensure courses leading to micro-credentials align with local needs and priorities through co-designing with stakeholders.

These workshops are the last deliverable (D3.2) of the MICROCASA Project Work Package 3 – the pilot course development – and play a key role in final preparations for the activities of Work Package 4, "Evaluation Trial and Quality Control Mechanism". Some SEA partners have conducted the workshops jointly.

### Overview of the Workshops

Between March and June 2025, four country stakeholder workshops were conducted across Southeast Asia as part of the MICROCASA (Micro-Credentials for Lifelong Learning and Employability) project. These workshops engaged diverse stakeholders to gather input on micro-credential development, implementation strategies, and alignment with local needs. The workshops varied in format, focus areas, and participant composition, reflecting each country's unique context and priorities.

#### **Universiti Sains Malaysia (USM)**

USM conducted both a face-to-face workshop (near USM main campus on April 30, 2025) and an online webinar (for a wider audience on June 21, 2025) focusing on stroke caregiver support through microcredential development. The workshops identified significant caregiving gaps in Malaysia, including





lack of structured knowledge, insufficient psychoeducation for families, and limited affordable rehabilitation services. Stakeholders recommended creating targeted education programmes, developing national caregiver support platforms, and strengthening NGO collaborations. The strategic direction includes formalizing courses leading to micro-credentials covering daily caregiving techniques, stroke prevention, and caregiver mental health support.

#### **Universiti Malaysia Sarawak (UNIMAS)**

UNIMAS hosted an online briefing session (May 27, 2025) with 111 participants primarily from academic backgrounds. The session presented two micro-credential tracks: Community Engagement and Innovative Problem Solving using TRIZ. Feedback was overwhelmingly positive, with 93% of participants satisfied with the workshop and 100% willing to recommend future sessions to colleagues. Strategic recommendations included aligning micro-credential development with institutional goals, formalizing recognition pathways, and developing practical implementation toolkits.

#### **Universitas Sam Ratulangi (UNSRAT)**

On June 17-18, 2025, UNSRAT introduced their course, "Work-Ready! Pre-Employment Micro Course for Undergraduates and Fresh Graduates", to 60 Heads of Undergraduate Study Programmes. They discussed the micro-course design, alignment with outcomes, and reviewed their assessment methods.

## Ateneo de Manila University (ADMU), University of the Philippines Open University (UPOU), and University of the Philippines System (UPS)

The MICROCASA SEA Philippine partners' roundtable discussion (on March 26, 2025) focused on developing three courses leading to micro-credentials aligned with the Master of International Health programme, addressing lifestyle diseases management. The event aimed to gather expert insights from healthcare professionals, educators, policymakers, and industry leaders to refine course content, explore innovative approaches, address accessibility challenges, and establish partnerships.

**Note:** At the time of this document's publication, the planned workshop building institutional capacity in micro-credential initiatives by Universitas Brawijaya (UB) has not been completed. The workshop was initially planned to be co-hosted with Universitas Sam Ratulangi (UNSRAT). However, their agenda report was included in this document for reference.

This deliverable contains reports for each workshop. Each workshop has two types of reports - the **agendas** contain the workshop plans of the SEA partners, while the **activity reports** document the event itself, including participants, discussion points, and stakeholder feedback.





# **USM**

# Country Stakeholder Workshop Reports

Partner: Universiti Sains Malaysia (USM), Malaysia

#### Sections:

- 1. Agenda report
- 2. Activity report





# Agenda Report

of the country stakeholder workshop of USM





#### COUNTRY STAKEHOLDERS WORKSHOP -

#### **UNIVERSITI SAINS MALAYSIA (USM)**

#### **INTRODUCTION**

The workshop (conducted near USM main campus on April 30, 2025) and webinar (for a wider national audience on June 21, 2025) serves as an important platform to introduce the micro-credential course on the Stroke Caregiver onboarding process alongside the comprehensive evaluation plan developed within the project. Participants will have the opportunity to engage in a short, competence-oriented educational course designed to lead to recognized micro-credentials, with successful completion rewarded by an e-certificate and a digital badge - affirming their newly acquired skills. A key focus of this initiative is to gather valuable initial feedback from local stakeholders, ensuring that the evaluation process is continuously refined to meet contextual needs and best practices. The target stakeholders comprise from the medical community, target participants of the course (NGOs, Ministry of Health), MC course coordinators, instructional designers and medical lecturers. Beyond institutional engagement, this initiative aspires to reach broader communities across the country, raising awareness of the MICROCASA project's mission and fostering a culture of lifelong learning through micro-credentials.

#### **WORKSHOP DETAILS**

DATE	31 <sup>st</sup> April 2025, Wednesday (F2F)		
	• 21 <sup>st</sup> June 2025, Saturday (online)		
TIME	09:00 am to 12:30 pm (	3.5 hours F2F)	
	and 09:00 am to 11:00	am (2 hours webinar)	
MODE	<ul> <li>F2F, Advanced Medical and Dental Institute (AMDI)</li> <li>Online Webex</li> </ul>		
PARTICIPANTS	F2F: 60 participants (Public, USM community, Ministry of Health Representative, NGO)		
	<ul> <li>Online: 1454 registrants, including nurses (government &amp; private), physiotherapists, clinical instructors; caregivers (freelance, family); government officials (including from Ministry of Health); academics; NGO – Persatuan Strok Malaysia (PESONA)</li> </ul>		
AGENDA			
	TIME	ACTIVITY	
	09.00am - 09.30am Opening remarks from host institution and project coordinator. Overview of MICROCASA project and objectives of the workshop.		
	09.30am - 10.00am Guest Lecture on Rehabilitation Representative from Rehabilitation Department, Hospital Pulau Pinang.		





10.00am - 10.30am	MICROCASA Micro-credentials Course Overview &
Evaluation Approach	
10.3am –	Coffee Break & Networking
11.00am	
11.00am – 11.30am	Stakeholder Feedback Roundtable
11.30am – 12.00am	Q&A Session, Feedback and What's Next Action?
12.00am – 12.30am	Networking Lunch





# **Activity Report**

of the country stakeholder workshop of USM





#### **Executive Summary**

The MICROCASA USM stakeholder face-to-face (F2F) workshop and online seminar (April 30 and June 21, 2025, respectively) focused on enhancing stroke caregiver support as part of micro-credential codesign and stakeholder engagement. Conducted online and F2F with diverse participation from caregivers, healthcare professionals, NGOs, and academia, both events aimed to:

- Raise awareness of MICROCASA's role in improving caregiver competencies.
- Gathered targeted feedback on current caregiving gaps and training needs.
- Highlighted systemic, financial, and psychoeducation challenges faced by stroke caregivers in Malaysia.

Feedback suggested strong endorsement for structured courses leading to micro-credentials on stroke caregiving, integrating psychoeducation, hands-on caregiving techniques, and community-based rehabilitation strategies.

#### 1. Introduction

#### 1.1 Pre-Event Rationale

Stroke caregiving in Malaysia remains fragmented with limited structured training pathways. These sessions aimed to evaluate stakeholders' perceptions of current stroke caregiving systems in Malaysia and the relevance of proposed MICROCASA USM micro-credential course – Support for Stroke Caregivers.

In particular, these sessions aimed to:

- Present MICROCASA course concepts leading to micro-credentials for stroke caregiver support.
- Gather contextual challenges and suggestions from stakeholders.
- Mobilise future pilot implementation and professional community adoption.

#### 2. Event Overview

#### 2.1 April 30, 2025, Workshop

- Title: MICROCASA USM-IPPT Stroke Caregivers Workshop
- Date & Time: April 30, 2025, 9.00–11.00 am
- Mode: Face-to-face workshop
- Agenda Highlights:
  - o Welcome remarks and MICROCASA overview
  - o Stakeholder feedback session
- **60 Participants:** Caregivers, physiotherapists, rehabilitation specialists, NGOs (e.g., NASAM), and academic staff.





#### 2.2 June 21, 2025, Webinar

- Title: MICROCASA USM-PESONA Support for Stroke Caregivers Webinar
- Date & Time: June 21, 2025, 9.00–11.00 am
- Mode: Online (Webex) seminar
- Agenda Highlights:
  - o Project objectives and introduction
  - o Stakeholder discussion on course structure and support needs.
- **1454 Participants:** Family and freelance caregivers, healthcare professionals, academics, government officers, and PESONA members.

#### 3. Feedback Analysis

- Awareness: Participants indicated increasing stroke incidence annually with insufficient public knowledge on prevention and caregiving.
- Caregiving Gaps: Recurring themes included lack of:
  - Caregiving knowledge and skills.
  - o Psychoeducation for families.
  - o Affordable access to rehabilitation services.

#### Challenges Faced:

- o Financial burden.
- o Time constraints among working caregivers.
- o Emotional and physical burnout.

#### Suggestions for Improvement:

- More targeted education programmes (including online modules).
- o National caregiver support platforms.
- o Greater community health outreach and NGO collaboration.

(Full open-ended thematic analysis is appended.)

#### 3.1 Current State of Stroke Caregiving in Malaysia

- Increasing prevalence: Participants consistently reported an annual rise in stroke cases.
- Lack of caregiver knowledge: Limited awareness about prevention, rehabilitation, and day-to-day stroke management.
- **Family involvement issues**: Many families are too busy to participate actively in care, leaving professionals with full responsibility.





#### 3.2 Challenges Identified

Theme	Details			
Knowledge	Lack of structured training for family caregivers and professionals.			
gaps	Lack of structured training for fairing caregivers and professionals.			
Resource	Insufficient skilled rehabilitation professionals, limited facilities especially in			
constraints	rural areas, and financial burdens (e.g. diapers, equipment).			
Emotional	High burnout among caregivers due to physical, mental, and emotional			
stress	demands.			
Healthcare	Poliance on therapiets with minimal community based rehabilitation or home			
system	Reliance on therapists with minimal community-based rehabilitation or home visits.			
limitations	VISILS.			

#### 3.3 Proposed Solutions by Stakeholders

#### Expand education and training

- Develop courses leading to micro-credentials focusing on practical caregiving, stroke rehabilitation techniques, and psychological support.
- o Increase public health campaigns on stroke prevention and early signs.

#### • Strengthen infrastructure

- o Create more rehabilitation centres, especially outside urban areas.
- Enable mobile rehab teams or home-visit services.

#### Enhance support systems

- o Form caregiver support groups for sharing experiences and emotional resilience.
- o Introduce policies for caregiver allowances or employment protection.

#### • Integrate NGOs and government efforts

 Better coordination with national Stroke Association of Malaysia (NASAM), Social Security Organisation (PERKESO), and government rehab hospitals to streamline services.

#### 4. Strategic Implications

#### **4.1 General Sentiment**

 Positive reception towards the proposed course as highly relevant and addressing clear knowledge gaps.

#### **4.2 Suggestions for Course Content**

- Practical modules (e.g. feeding, mobility, hygiene care)
- Psychological support for caregivers
- Awareness of community resources and referral pathways
- Case studies and localised examples for better contextual learning.





#### The events underscored:

- The need to formalise courses leading to micro-credentials to train family and professional caregivers is essential.
- Integration of modules covering:
  - o Daily functional caregiving.
  - o Stroke prevention awareness.
  - o Caregiver mental health support.
- **Policy recommendations** include subsidised training, national awareness campaigns, and leveraging micro-credentials for recognition of informal caregivers' skills.

#### 4.3 Strategic Implications for MICROCASA Implementation

- 1. **Alignment with National Priorities:** These findings validate the need for competency-based micro-credentials to uplift caregiver capacity, especially in underserved regions.
- 2. **Design considerations:** Courses must be accessible, multilingual, modular, and incorporate hands-on demonstrations or simulations.
- 3. **Policy recommendations:** Partner with ministries for accreditation, funding, and integration into formal caregiver training pathways.

#### 5. Conclusion

These stakeholder engagements validated the relevance of MICROCASA's proposed micro-credential: Support for Stroke Caregivers. Moving forward, USM will:

- 1. Finalize course content incorporating stakeholder feedback.
- 2. Initiate pilot rollouts with IPPT and PESONA.
- 3. Develop structured recognition pathways for community and professional caregivers within Malaysia's health and social care ecosystem.

#### 6. Appendices

#### **Appendix A: Feedback Survey Instrument and Results**

#### **Padlet Discussion Themes Extract**

Prompt	Key Themes Identified		
Current state of	Increasing cases, limited caregiver knowledge, dependence on hospitals, lack of		
stroke caregiving community-based support			
Challenges faced	Financial constraints, emotional burnout, time constraints, lack of professional		
Chanenges raced	support especially in rural areas		
Existing support	NASAM, PERKESO, limited government hospital rehab programmes		
systems	NASANI, PERKESO, IIIIIlleu government nospital renab programmes		





Suggestions	for	More	educational	programmes,	caregiver	upskilling,	structured	support
improvement		netwo	rks, psychoed	ucation module	s, national o	campaigns		

(See Padlet raw data in attached PDF extracts: (a) Feedback Padlet MICROCASA USM-IPPT and (b) Feedback Padlet – MICROCASA USM-PESONA)

#### **Appendix B: Call for Participants**

(Refer to the uploaded agendas (a) 20250430 Agenda\_MICROCASA USM-IPPT; (b) 20250520 Agenda\_MICROCASA USM-PESONA)

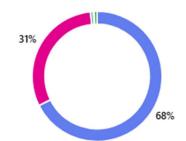
**Appendix C: Feedback** 





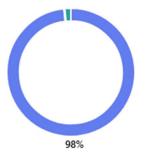
3. How satisfied are you with the knowledge you gained from the webinar?





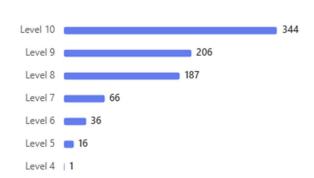
11. Did the webinar meet your expectations?





12. How likely are you to recommend this webinar to a friend or colleague?









15. What did you like most about the webinar?

461 Responses Latest Responses

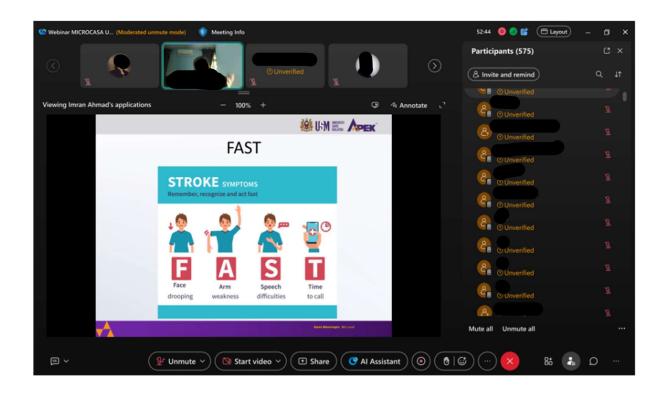
"All"

"Sharing"

"Good info, very details presentation"

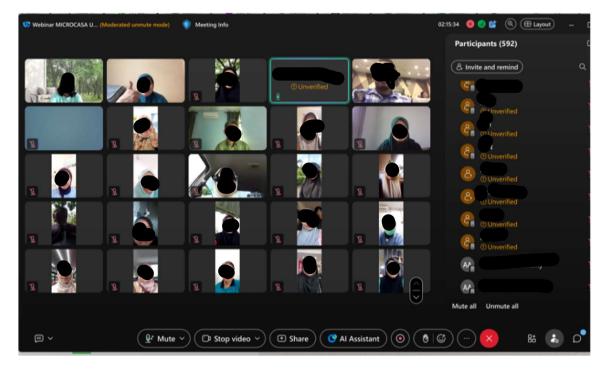
40 respondents (9%) answered stroke for this question. Prevention a stroke Stroke Caregiver Clear explanation organize for stroke yang Presenter sharing dan Topic stroke pesakit good awareness about stroke STROKE CARE <sub>jelas</sub> Clear management for stroke stroke patient pt stroke knowledge about stroke

#### **Appendix D: Group Photo**



























# **UNIMAS**

# Country Stakeholder Workshop Reports

Partner: Universiti Malaysia Sarawak (UNIMAS), Malaysia

#### Sections:

- 1. Agenda report
- 2. Activity report





# Agenda Report

of the country stakeholder workshop of UNIMAS





#### **COUNTRY STAKEHOLDERS WORKSHOP -**

#### **UNIVERSITI MALAYSIA SARAWAK (UNIMAS)**

#### **INTRODUCTION**

The MICROCASA UNIMAS Briefing and Micro-credential Programme event, organized as part of the Erasmus+ funded initiative, supports Universiti Malaysia Sarawak's (UNIMAS) advancement toward flexible, inclusive, and competency-based education.

This event aims to raise awareness of the MICROCASA project among UNIMAS faculty and administrators, present the newly co-designed micro-credential courses, and gather stakeholder input to inform future implementation.

Invitees include representatives from multiple faculties, administrative units, and external collaborators.

#### **WORKSHOP DETAILS**

DATE	27 <sup>th</sup> May 2025 (Tuesday)		
TIME	11.00 am to 1.00 pm (2 hours)		
MODE	Online		
PARTICIPANTS	111 participants		
AGENDA	<ul> <li>11:00 AM – Welcome and Opening Remarks</li> <li>11:10 AM – Introduction to MICROCASA Project Objectives and Partnership</li> <li>11:30 AM – Presentation on CoDe-Graph Co-Design Methodology</li> <li>11:50 AM – Overview of the UNIMAS Micro-credential Tracks and Modules</li> <li>12:20 PM – Open Discussion and Q&amp;A</li> <li>12:50 PM – Feedback Collection and Closing Remarks</li> </ul>		





## **Activity Report**

of the country stakeholder workshop of UNIMAS





#### **EVENT DETAILS:**

**Briefing Session: UNIMAS MICROCASA Micro-credential Programme** 

Date: 27<sup>th</sup> May 2025 (Tuesday)

Time: 11am to 1pm

**Venue**: Online (Webex Platform)

#### **Executive Summary**

The MICROCASA UNIMAS Briefing and Micro-credential Programme event, held as part of the Erasmus+ funded initiative, marked a significant milestone in Universiti Malaysia Sarawak's (UNIMAS) advancement toward flexible, inclusive, and competency-based education. The primary objective of the event was to raise awareness of the MICROCASA project among UNIMAS faculty and administrators, present the newly co-designed courses leading to micro-credentials, and gather input from key stakeholders to inform future implementation. With representation from multiple faculties, administrative units, and external collaborators, the session was both informative and engaging. Key outcomes included positive reception of the course design framework, endorsement of hybrid delivery models, and identification of specific institutional needs for scaling micro-credential adoption. This report provides a comprehensive overview of the event proceedings, contextualizes UNIMAS's role in MICROCASA, and presents a roadmap for next steps.

#### 1. Introduction

The MICROCASA (Micro-Credentials for Lifelong Learning and Employability) project aims to enhance the capacity of Southeast Asian universities to develop and deliver courses leading to micro-credentials that address critical skills gaps. UNIMAS, as a Malaysian partner in the consortium, is responsible for co-developing and piloting micro-credentials that are responsive to local and regional needs while aligning with global digital competency frameworks such as DigComp 2.2. The briefing session organized at UNIMAS was an important internal dissemination effort to ensure institutional readiness and stakeholder buy-in. Attendees included course developers, faculty members, administrators, and representatives from the Centre for Flexible Learning (CFlex), which plays a pivotal role in coordinating digital learning initiatives at the university.

#### 1.1. Pre-Event Rationale

This briefing was scheduled at a critical mid-point in the MICROCASA project lifecycle. With co-design phases nearing completion and pilot implementations on the horizon, the session aimed to solidify stakeholder understanding and gather crucial feedback. The event also served to familiarize key personnel with project deliverables and expectations before scaling across faculties.

#### 2. Event Overview

The event was held on 27 May 2025 (Tuesday) from 11:00 AM to 1:00 PM. It was conducted fully online using the Webex platform, allowing broad participation across faculties and departments. A total of 111 participants attended the session, as verified through the QR-based attendance system.

The session featured a structured agenda:

• 11:00 AM – Welcome and Opening Remarks





- 11:10 AM Introduction to MICROCASA Project Objectives and Partnership
- 11:30 AM Presentation on CoDe-Graph Co-Design Methodology
- 11:50 AM Overview of the UNIMAS Micro-credential Tracks and Modules
- 12:20 PM Open Discussion and Q&A
- 12:50 PM Feedback Collection and Closing Remarks

#### 2.1. Participant Demographics

The 111 participants represented a diverse cross-section of the UNIMAS academic ecosystem. Attendees included academic staff (63 percent), administrative officers (20 percent), CFlex and instructional designers (10 percent), and invited external collaborators (7 percent). Faculties represented included the Faculty of Cognitive Sciences and Human Development, Faculty of Engineering, Faculty of Medicine and Health Sciences, Faculty of Economics and Business, and others.

#### 3. Feedback Analysis

The analysis of participant feedback revealed significant insights into perceptions and expectations regarding micro-credential implementation at UNIMAS. A total of 98 feedback responses were collected. Quantitatively, over 90 percent of respondents agreed or strongly agreed that the session improved their understanding of micro-credentials and the MICROCASA initiative. Similarly, a high proportion of participants found the course design and delivery strategy to be relevant and adaptable to their respective domains.

The visual analysis of Likert-scale questions showed notable satisfaction across three areas: clarity of presentations, relevance of the co-designed modules, and applicability of the hybrid delivery model. Participants expressed confidence in the value of the CoDe-Graph framework and acknowledged the importance of community-focused and problem-solving approaches.

Thematic analysis of open-ended responses surfaced five major themes: appreciation for practical and contextual content, demand for capacity building on micro-credential development, the need for clearer implementation frameworks, integration into faculty curriculum planning, and suggestions for more frequent sharing sessions. Participants requested sample assessments, case studies, and further clarification on digital credentialing platforms.

#### 4. Strategic Implications

The feedback and outcomes from the briefing underscore the importance of aligning micro-credential development with institutional goals, faculty workflows, and national policy guidelines. The MICROCASA initiative provides a scalable framework for addressing skill gaps in a modular and competency-based manner. Its alignment with Malaysia's digital economy agenda and UNIMAS's strategic direction enhances its relevance and potential for long-term integration.

Moving forward, strategic steps should include formalizing recognition pathways for micro-credentials within academic credit systems, integrating course offerings into CFlex and LMS platforms, and cultivating deeper engagement with industry partners to co-certify select modules. These measures will ensure that micro-credentials serve both academic enrichment and workforce readiness objectives.





#### 5. Conclusion

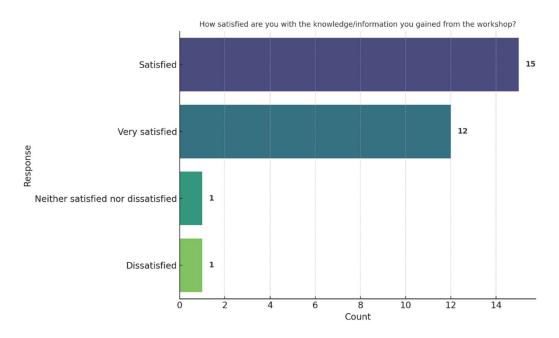
The MICROCASA UNIMAS briefing successfully achieved its objectives of informing, engaging, and mobilizing university stakeholders around the co-designed micro-credential programme. The high turnout and active participation reflect growing institutional interest in flexible, learner-centric course delivery. Feedback confirms the perceived value of the initiative and offers a roadmap for next-stage interventions. As UNIMAS moves toward pilot implementation and broader rollout, ongoing engagement, infrastructure support, and policy integration will be essential to the sustainability and impact of micro-credentials in the university ecosystem.

#### 6. Appendices

**Appendix A: Feedback Survey Instrument and Results** 

#### **MICROCASA UNIMAS Feedback Analysis Report with Charts**

1. How satisfied are you with the knowledge/information you gained from the workshop?



Results:

Very satisfied: 12Satisfied: 15

• Neither satisfied nor dissatisfied: 1

Dissatisfied: 1

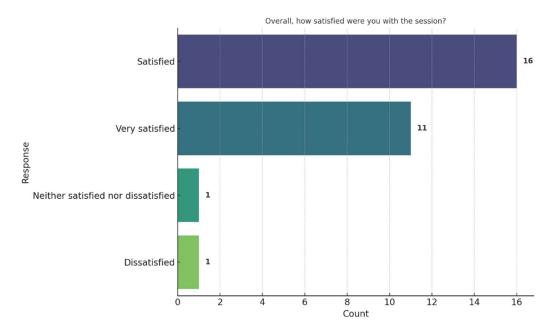
Analysis:

93% of respondents were either very satisfied or satisfied. This indicates the workshop successfully delivered valuable insights. The single 'dissatisfied' response may highlight an isolated case of unmet expectations or specific content gaps.





#### 2. Overall, how satisfied were you with the session?



Results:

Very satisfied: 11

• Satisfied: 16

• Neither satisfied nor dissatisfied: 1

• Dissatisfied: 1

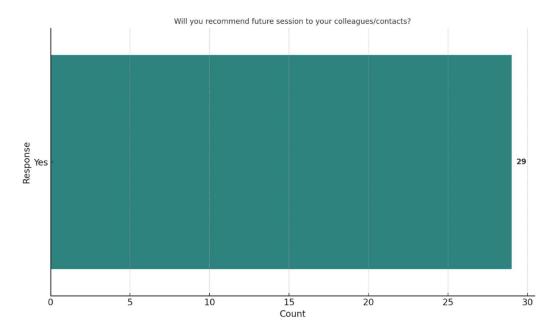
Analysis:

A 93% satisfaction level indicates that facilitation, content pacing, and environment all contributed to a positive experience.

3. Will you recommend future session to your colleagues/contacts?



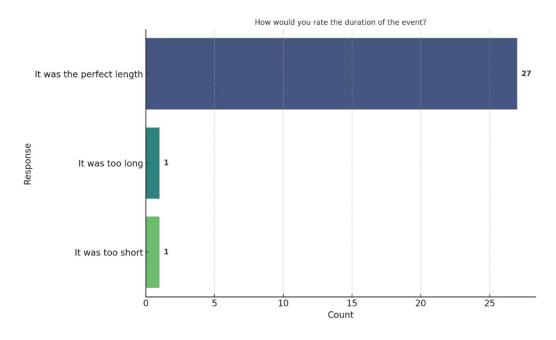




- Results:
  - Yes: 29
- Analysis:

The 100% recommendation rate is a strong indicator of participant endorsement, satisfaction, and the potential for viral dissemination of the programme through professional networks.

4. How would you rate the duration of the event?



- Results:
  - Perfect length: 27
  - Too long: 1
  - Too short: 1

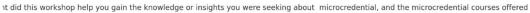


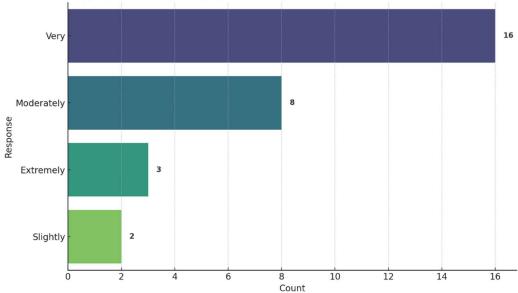


#### Analysis:

The overwhelmingly positive feedback (93%) suggests that the duration struck a balance between depth and attention span. Time management was effective.

5. To what extent did this workshop help you gain the knowledge or insights you were seeking about micro-credentials and the MICROCASA courses?





#### • Results:

• Extremely: 3

• Very: 16

Moderately: 8

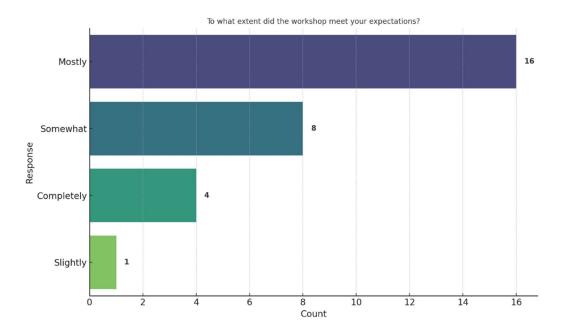
Slightly: 2

• Analysis: A majority (65%) felt the workshop was highly insightful. A few lower scores suggest a need for either more technical depth or clearer expectations.

6. To what extent did the workshop meet your expectations?





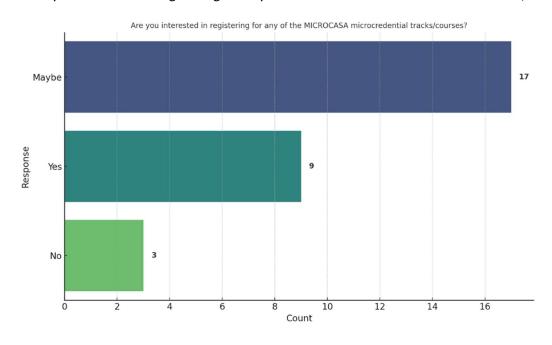


Results:

Completely: 4Mostly: 16Somewhat: 8Slightly: 1

• Analysis: Around 69% indicated that their expectations were met completely or mostly. This shows the workshop largely delivered on its promises.

7. Are you interested in registering for any of the MICROCASA micro-credential tracks/courses?



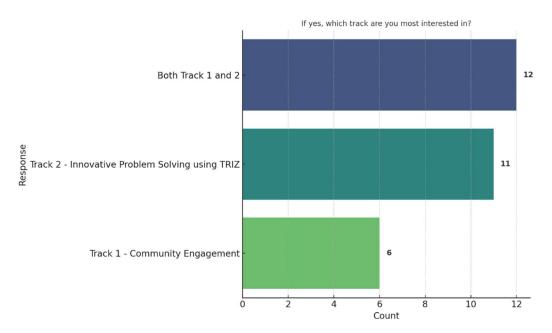
Results:

• Maybe: 17





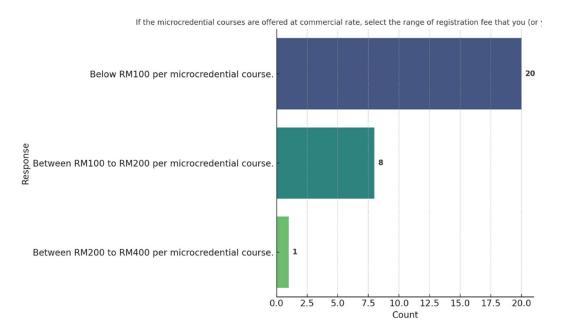
- Yes: 9
- No: 3
- Analysis: The 59% 'Maybe' responses show strong potential for engagement. Additional communication could help convert interest into action.
- 8. If yes, which track are you most interested in?



- Results:
  - Both Track 1 & 2: 12
  - Track 2 (TRIZ): 11
  - Track 1 (Community Engagement): 6
- Analysis: Track 2 and combined interest dominate. This shows a cross-disciplinary appeal with a slight preference toward technical content.
- 9. If the micro-credential courses are offered at a commercial rate, how much are you (or your org) willing to pay?





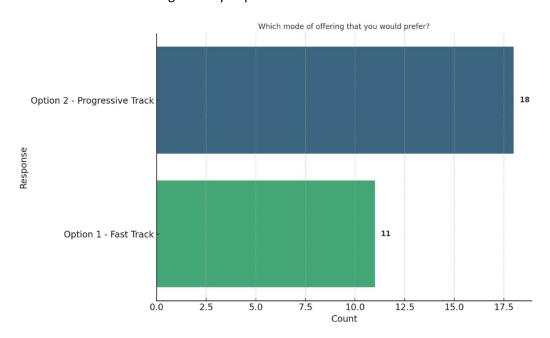


Results:

Below RM100: 20RM100–RM200: 8RM200–RM400: 1

• Analysis: The preference for below RM100 (69%) reveals price sensitivity. Affordable pricing strategies may improve registration rates.

#### 10. Which mode of offering would you prefer?



Results:

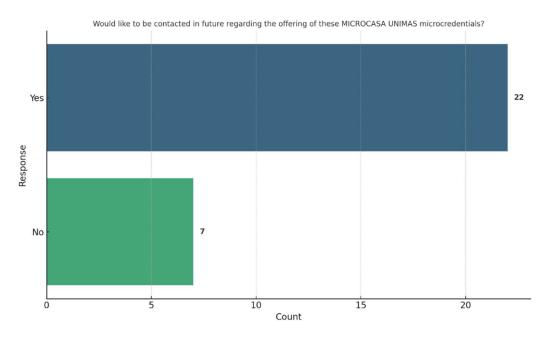
• Progressive Track: 18

.





- Fast Track: 11
- Analysis: Most participants prefer a modular, longer-term format. Flexibility in scheduling appears to be a priority.
- 11. Would you like to be contacted in the future regarding MICROCASA UNIMAS micro-credentials?



- Results:
  - Yes: 22
  - No: 7
- Analysis: With 76% opting for future contact, there is strong potential for follow-up engagement, marketing, and loyalty building.

#### **Open-Ended Questions Summary**

1. Share with us aspects of the session you did not like.







#### Analysis:

Most responses included 'none', 'nil', or were left blank, indicating minimal dissatisfaction or negative feedback. This suggests that the session was generally well-received.

2. Do you have any suggestions for us to improve future sessions?



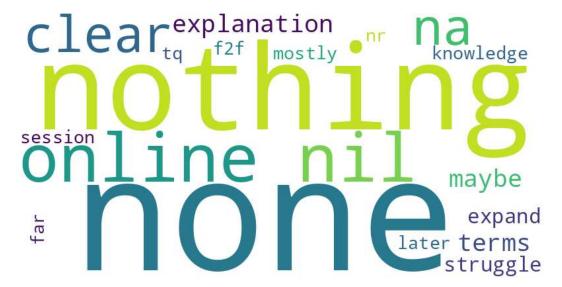
#### Analysis:

Several participants asked for more hands-on examples or explanations on how to design microcredentials. This indicates a need for practical sessions or toolkits in the next phase.

3. What did you like least about the event?







#### Analysis:

A few noted unclear terminology or minor technical issues. This could point to opportunities for clearer communication and simpler presentation language in future sessions.

4. What did you like most about the event?



#### Analysis:

Common highlights were the topic of micro-credentials, the knowledge gained, and the relevance of the session. The participants appreciated the practical value and novelty of the concept.

5. Enter at least 3 keywords that comes to your mind about this session.







#### Analysis:

Frequent keywords included 'micro-credential', 'community', 'engagement', and 'future'. This reflects key themes that resonated with the audience.

#### 6. Any other comments or suggestions?



#### • Analysis:

Most respondents had no additional comments, reaffirming that major concerns were already addressed during the session.





#### **Appendix B: Call for Participants**



#### **➡** Briefing Session: UNIMAS MICROCASA Microcredential Programme

#### **Empowering Community Engagement & Innovative Problem Solving Across Sectors**

UNIMAS warmly invites stakeholders from government agencies, community organizations, academia, and the digital empowerment ecosystem to a special **briefing session** on the MICROCASA Micro-credential Programme—a transformative initiative designed to build capacity in community engagement and problem solving using global best practices.





Date: 27<sup>th</sup> May 2025 (Tuesday)

Time: 11am to 1pm

**Venue**: Online (Webex Platform)

Please Register to get Webex link for the session: https://bit.ly/3SJbDfr

Please contact representative at Email or HP if you have any questions regarding the session.

#### About MICROCASA

MICROCASA is part of a broader European Union-funded initiative to develop impactful courses leading to micro-credentials. These short, flexible learning units are co-designed with stakeholders to address real-world challenges, focusing on digital inclusion, leadership, and community development in Malaysia's evolving socio-economic landscape.

More info about this project from: <a href="https://microcasa.uc3m.es/">https://microcasa.uc3m.es/</a>

#### **Q** What Will This Briefing Cover?

- Overview of the MICROCASA initiative and its goals
- Introduction to the two course tracks:
  - ✓ Track 1: Community Engagement
  - ✓ Track 2: Innovative Problem Solving using TRIZ
- Insights into course delivery, timeline, and expected outcomes
- Open floor for Q&A and collaboration opportunities

#### Track 1: Community Engagement

This track equips participants with skills and strategies to understand, engage, and empower communities:

#### 1. T1-M1 – Understanding Your Community

Focuses on participatory development, strategic leadership, and real-world engagement strategies.

#### 2. T1-M2 - Community Protocol

Covers culturally sensitive engagement, local governance, and biocultural stewardship.

#### 3. T1-M3 – People Centered Approach

Centers on human development, rights-based methods, and building community leadership.

Tomplete all three modules to earn digital badge and individual certificates.

#### Track 2: Innovative Problem Solving using TRIZ

This track introduces TRIZ, a globally recognized methodology for structured innovation and problem solving:

#### 1. T2-M1 – Systematic Inventive Problem Solving using TRIZ

Learn to break mental barriers and apply 40 inventive principles.





- T2-M2 Problem Analysis & Solving Tools using TRIZ
   Use TRIZ tools to identify root causes and develop creative solutions.
- T2-M3 Community-Based Problem Solving using TRIZ
   Apply TRIZ to real-life community challenges, focusing on sustainability and resource mapping.
- Tomplete all three modules to earn a digital badge and individual certificates.

#### **99** Who Should Attend?

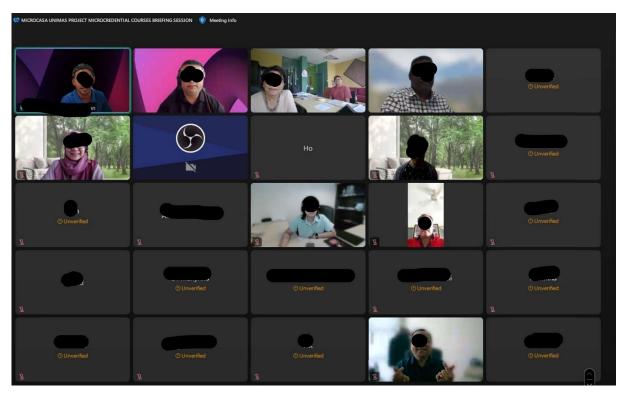
This session is open to all interested stakeholders, including:

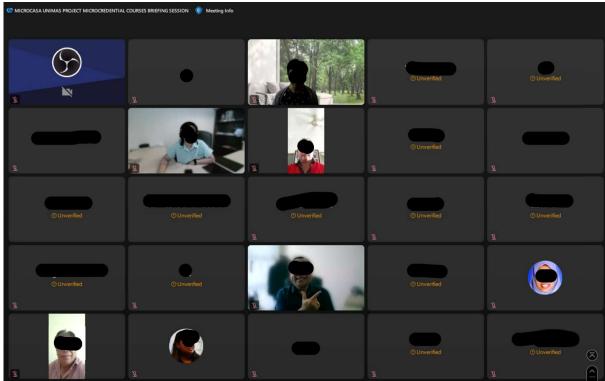
- Civil servants and public sector agencies
- Community-based organizations and NGOs
- Educators and academic institutions
- Private sector partners in digital inclusion
- Development practitioners and policymakers
- Show Come discover how these micro-credentials can support your goals in digital empowerment, inclusive development, and strategic leadership.
- Learn more: https://learners4life.unimas.my/course/index.php?categoryid=62





#### **APPENDIX C: Group Photo**





Non UNIMAS Staff: SaraCarbon





Name: \*deleted for privacy reasons\* Email: \*deleted for privacy reasons\*

Non UNIMAS Staff:

SaraCarbon

Name: \*deleted for privacy reasons\* Email: \*deleted for privacy reasons\*





## **UNSRAT**

# Country Stakeholder Workshop Report

Partner: Universitas Sam Ratulangi (UNSRAT), Indonesia

#### Sections:

- 1. Agenda report
- 2. Activity report





## Agenda Report

of the country stakeholder workshop of UNSRAT





#### **COUNTRY STAKEHOLDERS WORKSHOP -**

#### **UNIVERSITAS SAM RATULANGI (UNSRAT)**

#### THEME:

### EMPOWERING HIGHER EDUCATION THROUGH MICRO-CREDENTIALS AND LEARNING OUTCOME-BASED INTEGRATION

#### **INTRODUCTION**

This 2-day workshop aims to strengthen the understanding and practical implementation of microcredentials in UNSRAT. Participants will be introduced to the MICROCASA project, explore the microcourse platform (kursus.unsrat.ac.id), design and simulate micro-courses, and align learning outcomes using the INSPIRE portal. The workshop also covers assessment strategies and professional certification management, empowering study programmes to embrace agile, outcome-based educational practices.

#### **WORKSHOP DETAILS**

WORKSHOP DETAILS	)			
DATE	17– 18 June 202	17– 18 June 2025		
TIME	See schedule below			
MODE	Offline	Offline		
PARTICIPANTS	60 participants	60 participants (Study Programme Coordinators at UNSRAT, Lecturers)		
AGENDA	Day 1:			
	Time	Topic	Method	
	08.00 - 08.30	Registration & Opening Session	Welcome & introduction	
	08.30 – 10.00	1. Introduction to Micro-Credentials and the MICROCASA Project	Interactive presentation	
	10.00 – 10.15	Coffee Break		
	10.15 – 12.00	2. Introduction to kursus.unsrat.ac.id Platform	Live demo & discussion	
	12.00 – 13.00	Break (Lunch & Prayer)		
	13.00 – 15.00	3. Assessment & Evaluation in Micro- Credential Programmes	Case-based presentation	
	15.00 – 15.15	Coffee Break		
	15.15 – 17.00	4. Micro-Course Design & Simulation	Hands-on workshop	
	Day 2:			
	Time	Topic	Method	
	08.00 - 09.30	5. Measuring Learning Outcomes (CPL) in the INSPIRE Portal	Technical demo & walkthrough	
	09.30 – 10.00	Discussion: Aligning Micro-Courses with CPL	Open Q&A session	
	10.00 – 10.15	Coffee Break		





110 15 - 17 00	6. Simulation: CPL Mapping and Reporting in INSPIRE	Hands-on workshop
12.00 – 13.00	Break (Lunch & Prayer)	
13.00 – 14.30	7. Managing Professional Certification Programmes	Presentation & case studies
14.30 – 15.00	Individual Action Plan & Institutional Follow-Up	Worksheet & discussion
15.00 – 15.15	Coffee Break	
115 15 - 16 00	Reflection, Workshop Evaluation & Closing	Open forum & feedback session





## **Activity Report**

of the country stakeholder workshop





#### COUNTRY STAKEHOLDERS WORKSHOP – UNIVERSITAS SAM RATULANGI (UNSRAT)

#### THEME:

## EMPOWERING HIGHER EDUCATION THROUGH MICRO-CREDENTIALS AND LEARNING OUTCOME-BASED INTEGRATION

#### **INTRODUCTION**

This 2-day workshop aimed to strengthen the understanding and practical implementation of microcredentials in UNSRAT. Participants were introduced to the MICROCASA project, the micro-course platform (kursus.unsrat.ac.id), designing and simulating micro-courses, and aligning learning outcomes using the INSPIRE portal. The workshop also covered assessment strategies and professional certification management, empowering study programmes to embrace agile, outcome-based educational practices.

#### **WORKSHOP DETAILS**

WORKSHOP DETAILS			
DATE	17– 18 June 2025		
LOCATION	ICT Center UNSRAT		
TIME	See schedule below		
MODE	Offline		
PARTICIPANTS	60 participants (	Study Programme Coordinators at UNSRAT	Γ, Lecturers)
LEAD TEAM/	*deleted for privacy reasons*		
FACILITATOR	2. *deleted	for privacy reasons*	
	3. *deleted	I for privacy reasons*	
AGENDA	Day 1:		
	Time	Topic	Method
	08.00 - 08.30	Registration & Opening Session	Welcome & introduction
	INS 30 – 10 00	1. Introduction to Micro-Credentials and the MICROCASA Project	Interactive presentation
	10.00 - 10.15	Coffee Break	
	10.15 – 12.00	2. Introduction to kursus.unsrat.ac.id Platform	Live demo & discussion
	12.00 – 13.00	Break (Lunch & Prayer)	
	13.00 – 15.00	3. Assessment & Evaluation in Micro- Credential Programmes	Case-based presentation
	15.00 – 15.15	Coffee Break	
	15.15 – 17.00	4. Micro-Course Design & Simulation	Hands-on workshop
	Day 2:		
	Time	Topic	Method
	08.00 – 09.30		Technical demo & walkthrough
	09.30 – 10.00	Discussion: Aligning Micro-Courses with CPL	Open Q&A session





	10.00 10.15	0.00	
	10.00 – 10.15	Coffee Break	
	10.15 – 12.00	6. Simulation: CPL Mapping and Reporting in INSPIRE	Hands-on workshop
	12.00 – 13.00	Break (Lunch & Prayer)	
	13.00 – 14.30	7. Managing Professional Certification	Presentation &
	13.00 – 14.30	Programmes	case studies
	14.30 – 15.00	Individual Action Plan & Institutional Follow-Up	Worksheet & discussion
	15.00 – 15.15	Coffee Break	
	15.15 – 16.00	Reflection, Workshop Evaluation & Closing	Open forum & feedback session
PURPOSE OF THE ACTIVITY	The workshop a	imed to:	
	1. Introduc	ce the MICROCASA project to key stakeho	lders.
		UNSRAT's new micro-credential platform.	
	3. Present	the "Work-Ready! Pre-Employment Micro	Course"
	develop	ed under the project.	
	4. Discuss	micro-course design and assessment metl	nodologies.
	5. Explore	the alignment of micro-courses with exist	ing study
	programme learning outcomes		
TOPICS COVERED	Workshop Topics:		
	<ul> <li>Introduction to Micro-Credentials and the MICROCASA Project</li> <li>Introduction to the kursus.unsrat.ac.id Platform</li> <li>Assessment &amp; Evaluation in Micro-Credential Programmes</li> <li>Micro-Course Design &amp; Simulation</li> <li>Measuring Learning Outcomes (CPL) in the INSPIRE Portal and CPL Mapping &amp; Reporting</li> <li>Managing Professional Certification Programmes</li> <li>Individual Action Planning &amp; Institutional Follow-Up</li> </ul>		
STAKEHOLDER	University Leaders (Rector, Vice Rectors)		
INFORMATION	2. Heads of	of Undergraduate Study Programmes i	n UNSRAT
		f Quality Assurance and Learning Develop	ment in UNSRAT
	4. UNSRAT	s ICT Support Unit	
MAIN OUTCOMES	The Country Stakeholder Workshop successfully achieved several key outcomes:		
	<ol> <li>Increased Awareness and Understanding: Participants gained a comprehensive understanding of the MICROCASA project, the concept of micro-credentials, and their potential benefits for UNSRAT's academic programmes.</li> <li>Successful Platform Launch and Introduction: UNSRAT's new micro-credentials platform (kursus.unsrat.ac.id) was officially launched</li> </ol>		
	and effe	ectively introduced to all Heads of Underg	raduate Study





	Programmes, along with the foundational "Work-Ready! Pre-Employment Micro Course."  3. Enhanced Capacity in Micro-course Development: Attendees significantly improved their knowledge and practical skills in designing micro-courses, implementing effective assessment and evaluation methods, and utilizing tools like the INSPIRE Portal for measuring and reporting learning outcomes (CPL).  4. Facilitated Programme Alignment: The workshop fostered critical discussions and hands-on sessions aimed at ensuring the strategic alignment of micro-courses with existing study programme learning outcomes (CPL).  5. Initiation of Future Action Plans: Participants developed individual action plans and discussed institutional follow-up strategies for the integration and management of micro-credentials within their respective study programmes.
CHALLENGES	While the workshop was successful, here are some challenges:
ENCOUNTERED	<ul> <li>Understanding New Concepts: Participants might have found it challenging to grasp all the new ideas, like micro-credentials, and how to use the new platform or technical tools.</li> <li>Ensuring Full Engagement: It can be tough to ensure all 60 Heads of Study Programmes don't just attend but truly understand and commit to integrating these new programmes.</li> <li>Varying Tech Skills: With hands-on sessions, participants might have had different levels of comfort with new digital platforms, which could have slowed down parts of the workshop.</li> <li>Tight Schedule: Covering many topics—from project introductions to detailed course design and assessment—in just two days can be a significant challenge.</li> </ul>
RELATED	Based on the suggestions and inputs from the participants, here are some
UPCOMING INITIATIVES	<ul> <li>Identify more industry skill gaps and develop additional microcourses that directly meet those needs.</li> <li>Provide further training to more faculty members on designing and delivering micro-credentials using UNSRAT's platforms.</li> <li>Create a clear plan for how micro-credentials can be formally integrated into existing study programmes.</li> <li>Launch campaigns to inform students about micro-credential opportunities and boost industry recognition.</li> <li>Develop different pricing tiers for micro-courses, potentially offering discounted rates for current UNSRAT students, standard fees for alumni or the general public, and corporate rates for bulk enrollments from companies.</li> </ul>





#### **APPENDICES: Event Photos**















## **UB**

# Country Stakeholder Workshop Agenda

Partners: Universitas Brawijaya (UB), Indonesia

Sections: Agenda report

**Note:** The actual workshop was not completed at the time of this document's release.





## Agenda Report

of the country stakeholder workshop of Universitas Brawijaya (UB)





#### **COUNTRY STAKEHOLDERS WORKSHOP – UNIVERSITAS BRAWIJAYA (UB)**

#### THEME:

#### **EMPOWERING ACADEMIC TRANSFORMATION THROUGH MICRO-CREDENTIALS**

#### **Brief Description**

This one-day workshop is designed to build institutional capacity in designing and implementing microcredential initiatives at Universitas Brawijaya. Participants will be introduced to the MICROCASA project, gain hands-on experience with the UBx micro-course platform, and learn to design and simulate micro-courses. The agenda also includes strategies for assessment and evaluation, as well as digital badge creation and management using the Inxignia platform. Through interactive sessions and practical workshops, representative from several study programmes will be empowered to implement flexible and innovative approaches to academic transformation.

#### **WORKSHOP DETAILS**

DATE	July (date TBD)			
TIME	See schedule below			
MODE	Offline			
PARTICIPANTS	60 participants (Study Programme Coordinators at UB, invited external guests) + 10 Committee members (UB)			
AGENDA	Time Topic Method			
	08.00 - 08.30	Registration & Opening Session	Welcome & introduction	
	08.30 – 10.15	Designing Micro-Course on UBx Platform (ubx.ub.ac.id)	Interactive presentation	
	10.15 – 10.30 Coffee Break			
	1 10 30 - 12 00   1 11 3 11 11 3 11 11		Live demo & discussion	
	12.00 – 13.00	Lunch & Prayer Break		
	13.00 – 14.00	Strategic Discussion: Micro-credentials for Employability & Lifelong Learning	Open Dialogue	
	14.00 – 15.00	UBx + Inxignia Integration Activity	Group Practice	
	15.00 – 15.15	Coffee Break	Case-based Discussion	
	15.15 – 16.00	Reflection, Workshop Evaluation, & Closing	Action Plan & Feedback Session	





# ADMU, UPOU and UPS

## Joint Country Stakeholder Workshop Reports

#### Partners:

- 1. Ateneo de Manila University (ADMU), Philippines
- 2. University of the Philippines Open University (UPOU), Philippines
- 3. University of the Philippines System (UPS), Philippines

#### Sections:

- 1. Agenda report
- 2. Activity report





## Agenda Report

of the country stakeholder workshop of ADMU, UPOU and UPS





#### Master of International Health Micro-credentials Roundtable Discussion

#### **Concept Note**

#### **Rationale**

#### <u>Introduction</u>

The growing burden of lifestyle diseases, such as diabetes, hypertension, and cardiovascular conditions, necessitates innovative and accessible solutions for education and intervention. The MICROCASA project, aimed at developing courses leading to micro-credentials on technology, agriculture, and health. With this, the Faculty of Management and Development Studies (FMDS) created 3 micro-credentials under the Master of International Health (MIH) programme, namely: Foundations of Lifestyle Diseases Management, Lifestyle Interventions in Disease Management, and Patient-Centred Care and Holistic Approach. These courses seek to address this need by equipping learners with essential knowledge and skills to manage and prevent lifestyle-related conditions effectively. To ensure the success and relevance of this initiative, a Roundtable Discussion (RTD) is being convened to gather expert insights, stakeholder perspectives, and collaborative input for the development of the micro-credentials.

#### **Objectives of the RTD**

The primary objective of this MIH Micro-credentials RTD is to engage key stakeholders—including healthcare professionals, educators, policymakers, and industry experts—in a structured discussion that will inform the content, delivery, and implementation strategies of the Lifestyle Disease Management micro-credential courses. The RTD will serve as a platform to:

- 1. Identify key competencies essential for effective lifestyle disease management and ensure their integration into the courses.
- 2. Explore innovative approaches and best practices in designing and delivering micro-credential for healthcare education.
- 3. Analyze challenges related to accessibility, learner engagement, and scalability, and develop strategies to enhance course effectiveness.
- 4. Establish concrete partnerships among academia, healthcare providers, and industry leaders to co-develop and refine course content based on industry needs.

#### **Significance of the RTD**

The RTD is a critical step in refining the micro-credential on lifestyle disease management, ensuring its effectiveness, relevance, and long-term impact. By bringing together experts, educators, and industry leaders, the RTD fosters collaboration to enhance the course's content and delivery. A key focus is ensuring that the course remains evidence-based, incorporating the latest research, clinical guidelines, and expert insights to provide learners with up-to-date knowledge and best practices. Additionally, the





RTD strengthens industry relevance by aligning course content with the needs of healthcare professionals, employers, and policymakers, ensuring that learners acquire skills that are directly applicable in real-world settings.

Beyond content development, the RTD also explores ways to make the course more accessible and flexible, leveraging digital learning innovations to enhance participation and engagement, particularly for busy professionals. By addressing challenges related to course delivery and learner engagement, the discussion will identify strategies to maximize reach and impact. Furthermore, sustainability and scalability are central to the RTD's objectives, as it seeks to establish long-term mechanisms for continuous improvement, quality assurance, and widespread adoption within the healthcare sector. Through this collaborative effort, the MICROCASA RTD ensures that the micro-credential not only meets academic standards but also effectively addresses industry demands and learner needs.

#### **Expected Outcomes**

The Roundtable Discussion (RTD) on MIH Micro-credentials will serve as a critical platform for refining the Foundations of Lifestyle Diseases Management, Lifestyle Interventions in Disease Management, and Patient-Centered Care and Holistic Approach courses under the MICROCASA project. Through expert input and collaborative discussions, the RTD is expected to produce the following key outcomes:

- 1. A refined course outline that integrates stakeholder insights to ensure relevance and effectiveness.
- 2. A roadmap for course implementation, including pilot testing strategies.
- 3. Identification of potential funding and collaboration opportunities to support course development and sustainability.
- 4. A strategic plan for promoting enrollment and engagement, ensuring accessibility to diverse learners.
- 5. A framework for assessing the course's impact on healthcare practices, ensuring continuous improvement.

By convening key stakeholders, the RTD will strengthen the MICROCASA courses leading to microcredentials, enhance professional competencies, and contribute to improved healthcare outcomes globally.

#### **Discussion Themes**

The key themes to be explored include:

- The scope and need for courses leading to micro-credentials in lifestyle disease management.
- Best practices in digital learning and certification frameworks.
- Integrating evidence-based practices into course content.
- The role of partnerships in scaling and sustaining the programme.
- Monitoring, evaluation, and continuous improvement of the course.





Date & Venue: 26 March 2025; Audio Visual Room (AVR), University of the Philippines, Los Baños, Laguna

#### Points of discussion for the RTD:

- 1. Do the proposed courses comprehensively cover the essential competencies needed for healthcare professionals, educators, and community health workers in managing and preventing lifestyle diseases?
- 2. How can we ensure that the content of each course—Foundations, Interventions, and Patient-Centered Care—is distinct yet complementary?
- 3. Are there any gaps in the proposed curricula that need to be addressed to improve practical applicability and real-world relevance?
- 4. How can behavioral change techniques and patient-centered care principles be more effectively integrated into these courses?
- 5. What instructional strategies (e.g., case studies, simulations, digital tools) would enhance learner engagement and knowledge retention?
- 6. How can we balance theoretical knowledge with hands-on application across the three courses?
- 7. What are the best ways to assess learner competency and ensure skill development in an online micro-credential format?
- 8. How can we integrate the latest research and evidence-based practices into the course content to maintain relevance?
- 9. What are the biggest challenges in implementing and scaling these courses, and how can we address them?
- 10. How can we structure partnerships and funding models to ensure the sustainability and widespread adoption of these courses?

#### **RTD Roles**

#### **Discussant**

- Actively participates in the discussion by sharing insights, opinions, or expertise on the topic.
- Engages with other participants by responding to points raised, asking questions, and debating ideas.
- May be assigned specific themes or questions to address during the discussion.
- Helps drive the conversation forward and contribute to the collective understanding of the topic.

#### <u>Observer</u>

- Does not actively participate in the discussion but listens attentively.
- Analyzes the discussion dynamics, arguments, and interactions among discussants.





• May take notes or provide feedback at the end of the session.

In some settings, observers may be allowed to ask questions or give a summary, but their primary role is to watch and learn rather than contribute directly.

#### Master of International Health (MIH) Micro-credentials: A Roundtable Discussion

Audiovisual Room, UP Open University HQ, Los Baños, Laguna 26 March 2025 (Wednesday), 9:30AM - 1:00 PM

Time	Activity/Topic	In-Charge
8:30-9:30 AM	Registration	*deleted for privacy reasons*
9:30-9:35 AM	UPOU AVP	*deleted for privacy reasons*
9:35-9:40 AM	Microcredentials AVP	*deleted for privacy reasons*
9:40-9:45 AM	Welcome/Opening Remarks	*deleted for privacy reasons* Chancellor UP Open University
9:45-10:35 AM	Presentation of the MIH Microcredentials  Foundations of Lifestyle Diseases  Management  Lifestyle Interventions in Disease  Management  Patient-Centered Care and Holistic Approach	*deleted for privacy reasons* Programme Chair Diploma in/Master of International Health
10:35 AM-11:45 AM	Round Table Discussion  Discussant 1:	Moderator:  *deleted for privacy reasons* Research Scientist and Faculty Ateneo de Manila University  *deleted for privacy reasons* Associate Dean
		Ateneo de Manila School of Medicine and Public Health
	Discussant 2:	*deleted for privacy reasons* Division Chief Department of Health (DOH), Central Visayas





	Observers:	*deleted for privacy reasons* Senior Manager PhilHealth Social Insurance Academy  *deleted for privacy reasons* (companion) EA IV - Office of Chief Operating Officer PhilHealth Social Insurance Academy  *deleted for privacy reasons* Director, Executive Education Programme Ateneo School of Government
11:45 - 11:55 AM	Awarding of Certificate of Appreciation	*deleted for privacy reasons*
11:55 - 12:00 NN	Closing Remarks	*deleted for privacy reasons* Dean, Faculty of Management and Development Studies
12 NN - 1:00 PM	Lunch	

Emcee/Host:

\*deleted for privacy reasons\* Faculty of Management and Development Studies





## **Activity Report**

of the country stakeholder workshop of ADMU, UPOU and UPS







## Master of International Health (MIH) Micro-credentials: A Roundtable Discussion

Activity Title	Master of International Health (MIH) Micro-credentials: A Roundtable Discussion	
Date(s)	Wednesday, 26 March 2025	
Type of Activity	Roundtable Discussion	
Engagement Type	Course Development	
Location/Platform	Audiovisual Room, UP Open University Headquarters, Brgy. Maahas, Los Baños, Laguna, Philippines	
Partner Institution	Co-organized by UPOU, UP System, and ADMU	
Lead Team or Staff	*deleted for privacy reasons* Chancellor UP Open University	





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Programme Chair
Diploma in/Master of International Health
Faculty of Management and Development Studies

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Total No. of Participants

Fifteen (15)

#### **TOPICS COVERED**

The presentation included a detailed discussion of the course outline and the flow of its supporting documents. It also covered the identification of the target students and how the course aligned with the CoDe graph. Feedback was sought on key areas, including the framing of the course, the relevance and clarity of its content, and the design of the assessment activities.

#### STAKEHOLDER INFORMATION

The participants were primarily health professionals and educators engaged in the health sector, many of whom are involved in executive education or continuing professional development. They participated in the session as discussants and evaluators of the micro-credential proposals under MIH. Some served as observers— these are people who belong to institutions and departments who are deeply interested in micro-credentials. Their engagement included reviewing course content, providing feedback during discussions and Q&A sessions, and ensuring alignment between course objectives and learning outcomes. Other potential stakeholders mentioned during the discussion were the regional office of the Department of Health (Region IV-A) and the professional group, Lifestyle Disease Management Society.

#### **MAIN OUTCOMES**

#### Framing

• It is recommended that the course be anchored on the current landscape of Philippine healthcare, placing particular emphasis on Universal Health Care (UHC), health promotion, and patient-centred care. To strengthen its relevance, these themes could be contextualized through local case studies, while consistently highlighting the importance of understanding the social determinants of health. Furthermore, it would be beneficial to move beyond a purely biomedical lens by adopting a socio-determinant perspective, thereby promoting a more multidisciplinary approach to health and well-being.





#### **Target Students**

• It was also recommended that the course revisions be done with the target students in mind. One group that may be targeted are the Barangay Health Workers with at least bachelor's level educational attainment.

#### **Course Content and Structure**

- It is recommended that the course be offered at an introductory level and primarily make use of Open Educational Resources (OERs), including materials under Creative Commons licenses and other publicly available content. To enhance local relevance, it could also incorporate resources from the Department of Health (DOH) that can be directly embedded into the course. While the current course design is linear—aligned with the CoDe-Graph and awarding a badge only upon completion—it may be beneficial to redesign it as a stackable offering that could eventually contribute to a master's degree. Considering the typical micro-credential shelf life of three to five years, it is also advisable to streamline the scope of the course and clearly define the number of instructional hours with guidance from the CoDe-Graph. A skit-based approach in presenting case studies could help illustrate key concepts, and following the Philippine Qualifications Framework (PQF) would ensure that the discussion remains appropriate for learners with at least a bachelor's degree.
- Unlike MOOCs that are open to all regardless of educational background, this course could be more targeted, with a recommended duration of around two weeks. To strengthen the sequencing of topics, it would be helpful to move the module on Behavioral Change Techniques after Module 1. It is also recommended to place greater emphasis on the importance of social interactions in disease management. Identifying existing UPOU course materials that could be linked for enrichment—while clearly informing students that these are optional and not part of the assessment—may add further value. Finally, shifting the course title and content from a strictly "patient"-oriented approach to a broader and more inclusive "people"-oriented perspective is encouraged to better reflect its intended focus.

#### **Assessment**

 A summative assessment will be added at the end of the course to measure overall learning and mastery of the content. Additionally, the alignment between the course outcomes and the assessment activities will be revised to ensure coherence and to better reflect the intended learning objectives.

Overall, the RTD was a great success. The proposals were revised not just by its alignment to the learning outcomes but it was also made more relevant, targeted, and timely. After the RTD, the proponents were able to revise the proposals accordingly and started its evaluation process within the UPOU Quality Circle.

#### CHALLENGES ENCOUNTERED

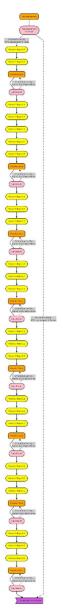
Yes. Some invitees were not able to commit because of the short notice. There were also challenges faced in terms of reaching out to possible discussants because there was no available contact information. It would be better if we have a directory of all possible contacts in the future, not just for the health sector, but for various fields as well.





#### **APPENDICES**

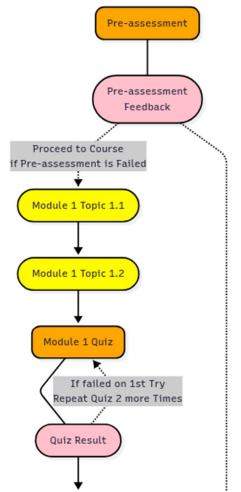
CoDe-Graph (full)

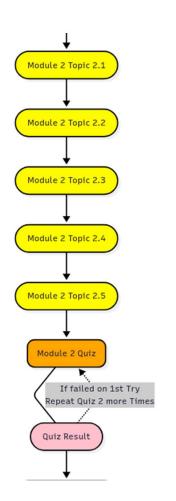






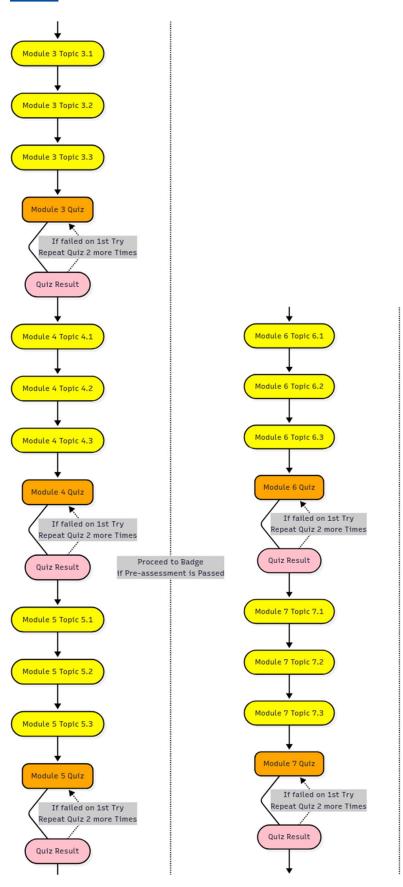
#### CoDe-Graph, cropped (left to right)





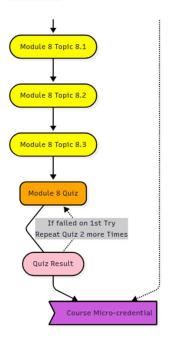












#### **Photos**













#### Conclusion

The MICROCASA country stakeholder workshops achieved their dual purpose: raising awareness of micro-credentials and gathering stakeholder feedback for evaluation.

Recognizing the diverse regional contexts across Southeast Asia, each participating university in Malaysia, Indonesia, and the Philippines tailored their workshops to address specific local needs. Universiti Sains Malaysia (USM) focused on stroke caregiver support through medical partnerships, while Universiti Malaysia Sarawak (UNIMAS) leveraged community internet centres for digital inclusion. In Indonesia, Universitas Sam Ratulangi (UNSRAT) concentrated on learning outcome-based approaches and professional certification. The Philippines' collaborative effort between Ateneo de Manila University (ADMU) and University of the Philippines Open University (UPOU) addressed lifestyle disease management through their Master of International Health programme.

These workshops highlighted the critical value of stakeholder engagement in course development. Diverse participants—healthcare professionals, government officials, industry partners, NGOs, and community organizations—directly shaped the content of each micro-credential programme, ensuring relevance and addressing specific skills gaps.

The workshops successfully demonstrated the strategic importance of micro-credentials in Southeast Asia's educational landscape. These credentials offer flexible, accessible pathways to skills development outside traditional degree structures while addressing urgent workforce needs more efficiently than conventional curriculum processes. For working professionals with time constraints, micro-credentials enable lifelong learning through stackable credentials that recognize incremental achievements. Importantly, they bridge formal and informal education, particularly benefiting underserved communities with limited access to traditional higher education.

The success of these workshops indicates that micro-credentials in Southeast Asia have matured beyond experimental status to become legitimate educational innovations. Participating universities are not merely adopting these credentials but actively shaping their implementation to address regional skills gaps and educational needs.

Looking ahead, successful implementation will require policy harmonization, innovative quality assurance mechanisms, sustainable funding models, and evidence-based scaling strategies. These workshops have established the foundation for a distinctly Southeast Asian approach to microcredentials—one that balances global frameworks with local relevance and positions education as a tool for addressing pressing societal challenges.