

LEARNING TO LEARN THROUGH MICRO-CREDENTIALS IN A REGIONAL SETTING



POLICY BRIEF

Italy

The Erasmus+ project “Learning to Learn through Micro-credentials in a Regional Setting” ([L2L MicroCred](#)) is a two-year initiative (2024-2026) aimed at boosting adult self-efficacy and employability in regional contexts. The international consortium brings together the University of Inland Norway (Norway), LUMSA University (Italy), the University of Limerick (Ireland), and Central Queensland University (Australia) to deliver high-quality, open-access micro-credentials tailored to local needs, fostering social inclusion and learner motivation.

FROM THE ITALIAN EXPERIENCE

KEY FINDINGS FROM THE PROJECT

Building on existing findings from the literature and established reference practices, the L2L MicroCred project has developed structured operational tools to guide the design and validation phases of the micro-credential.

Three key strengths have characterised this journey.

- 1 The design of the micro-credential was grounded in the real professional development needs of teachers, ensuring the relevance of the proposed content from the outset.
- 2 Prior to the finalisation of the course, an expert validation phase was carried out to verify the coherence of the project with its intended objectives and to ensure its overall quality.
- 3 The Open Box Model and the Pedagogical Toolbox served as a fundamental methodological reference, encouraging learning designers to engage in deep and systematic reflection on both the content proposed and the most effective ways of delivering it to the target audience.

NATIONAL OUTPUTS

The micro-credential ***Providing Feedback to Improve and Support Learning*** offers primary school teachers a flexible professional development opportunity tailored to their practical needs. At its core lies feedback, understood as a cornerstone of formative assessment capable of sustaining and promoting students' continuous progress. Participants engage with this theme through varied instructional formats: short video lectures for theoretical grounding, self-assessment close-ended questions, and case studies that immerse them directly in classroom practice.

A further strength lies in the immediate applicability of the content: the tools and procedures acquired throughout the course can be used directly in everyday teaching. The micro-credential also fosters the collaborative and reflective sides of professional practice: dedicated forums encourage peer discussion and the exchange of experiences and perspectives, while a weekly reflective journal guides each participant through a personal reflection on their own teaching practice.

5 Weekly Modules	54 Activities	Synchronous and asynchronous sessions	1 ECTS
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POLICY RECOMMENDATIONS FOR MICRO-CREDENTIALS

1 *Flexible learning models with meaningful interaction*

Support flexible online and blended learning formats while embedding mandatory synchronous sessions with peers and tutors. This balances time/space flexibility with sustained engagement, peer collaboration, and continuous support.

2 *Experiential and diversified learning approaches*

Encourage practical, applied learning methods, such as case studies, simulations, peer learning, collaborative and peer learning, and reflective journals, in order to ensure training remains dynamic and directly relevant to professional contexts.

3 *Alignment with National and EU Certification frameworks*

Design pathways aligned with National standards (credits, learning hours, assessed outcomes) to ensure formal recognition, as well as prioritize cross-border transferability across the EU to support workforce mobility.

4 *Continuous and progression-oriented assessment*

Integrate continuous, progression-oriented assessment into training design. Frameworks should incorporate formative feedback, retake opportunities, and mock exams to help learners track progress and bridge skill gaps. By shifting focus from high-stakes testing to iterative growth, this model reduces examination anxiety, reinforces knowledge, and empowers learners as active leads in their training process.

5 *Retention via onboarding and digital tutoring*

Mitigate dropout rates through structured platform onboarding and persistent digital tutoring. Intensely reinforce support ahead of final assessments to build learner confidence and maximize completion rates.

LEARN MORE ABOUT MICRO-CREDENTIALS



Micro-credentials are central tools for acknowledging and documenting learning achievements gained through short, targeted training activities. Their core purpose is to enable continuous upskilling and reskilling by allowing adults to update and expand their competences throughout their working lives within a lifelong learning pathway. In response to rapid labor market shifts, rising competence demands, and the risk of social exclusion, micro-credentials directly address current workforce challenges by filling the gap for flexible learning opportunities.

EUROPEAN RECOGNITION

The strategic global value of micro-credentials is recognized by major international policy frameworks, including the European Skills Agenda for sustainable competitiveness, social fairness and resilience, the Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability, UNESCO, and the OECD, positioning them as a key lever for building flexible, inclusive, and resilient learning.



THE EUROPEAN PROJECT LANDSCAPE

L2L MicroCred builds on nearly a decade of EU-funded work on micro-credentials: from mapping and standards (MicroHE) to a common policy framework (MICROBOL) and dialogue between universities, the world of work and learners (MicroCredX). European University Alliances are now testing issuance, quality assurance and recognition at scale through policy experimentation (4EU+MICI), e-sealed European Digital Credentials (ECIU) and shared design practices (CHARM-EU, Osservatorio Unico per le Microcredenziali – Digital Education). CRED4TEACH and the Erasmus+ Teacher Academies such as EduSTA apply micro-credentials to teachers' professional development. L2L MicroCred adds a complementary perspective: micro-credentials designed for regional contexts, focused on adult self-efficacy and inclusion.

ACTIONS FOR SCALABILITY

Adaptive Scalability Model

Evidence from pilot phases in Norway, Italy, Ireland, and Australia supports adaptive scalability rather than direct course replication.

To expand the reach of micro-credentials without compromising quality or exacerbating the digital divide, the framework leverages a shared digital architecture while embedding localized support, stackable learning pathways, and targeted tutoring.

Seven Key Components

1. Tools for learning needs and target group definition
2. Modular and adaptable course design
3. Authentic tasks and formative assessment
4. Differentiated levels of difficulty
5. Tutorship and possibility for peer and social interaction
6. Transparent progression and certification
7. Support of local associations and institutions for delivery





Discover more on
<https://www.l2lmicrocred.net/>



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