

The freedom to learn

Conference on Andragogy

In Memory Prof. Dr. Dénes Koltai

Microcredentials and Individual Learning Account

Supporting adult learning and developing a demand-driven ALE system

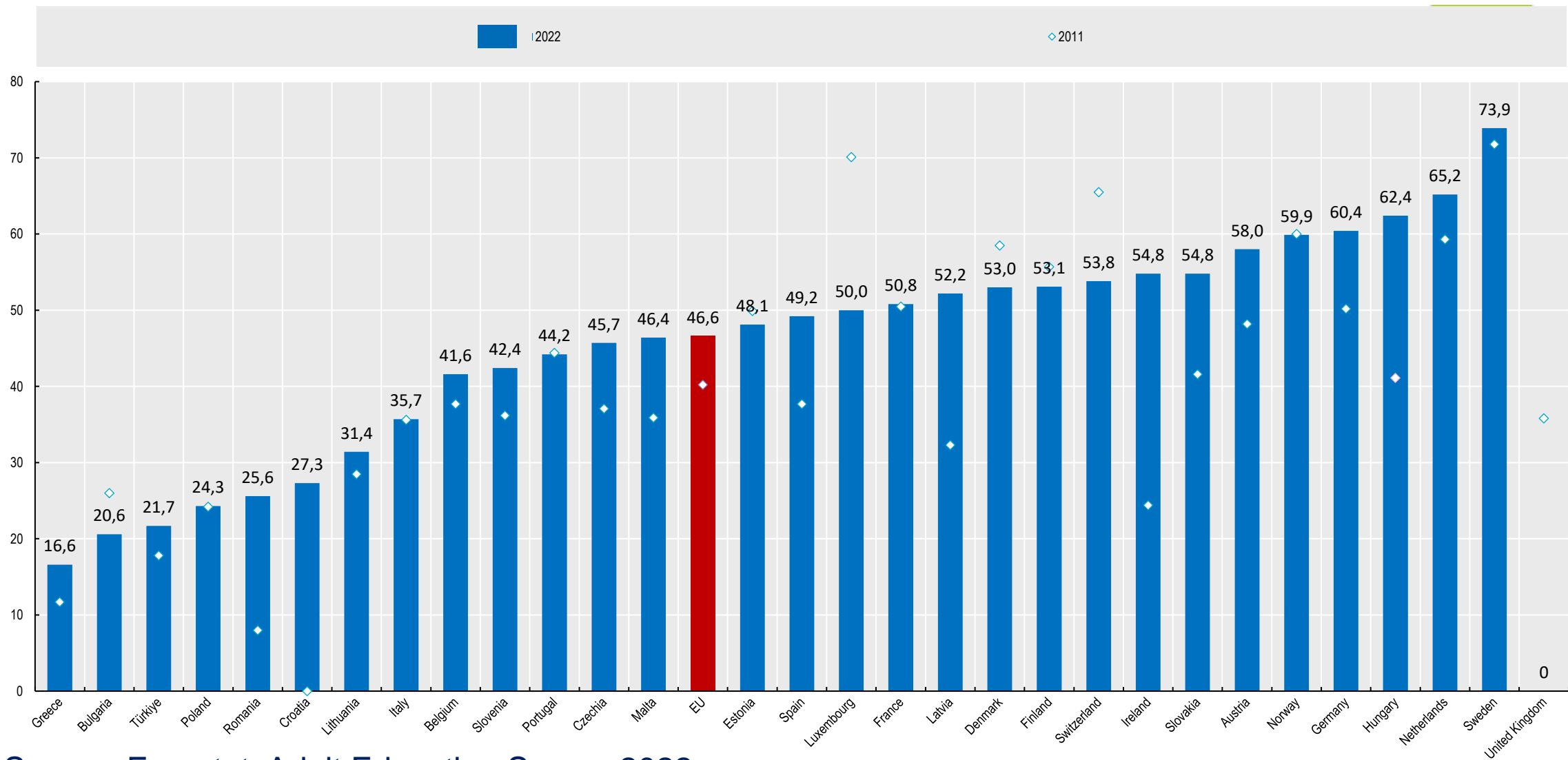
Éva Farkas

President, International Adult and Continuing Education Hall of Fame



11 October, 2024, Pécs, Hungary

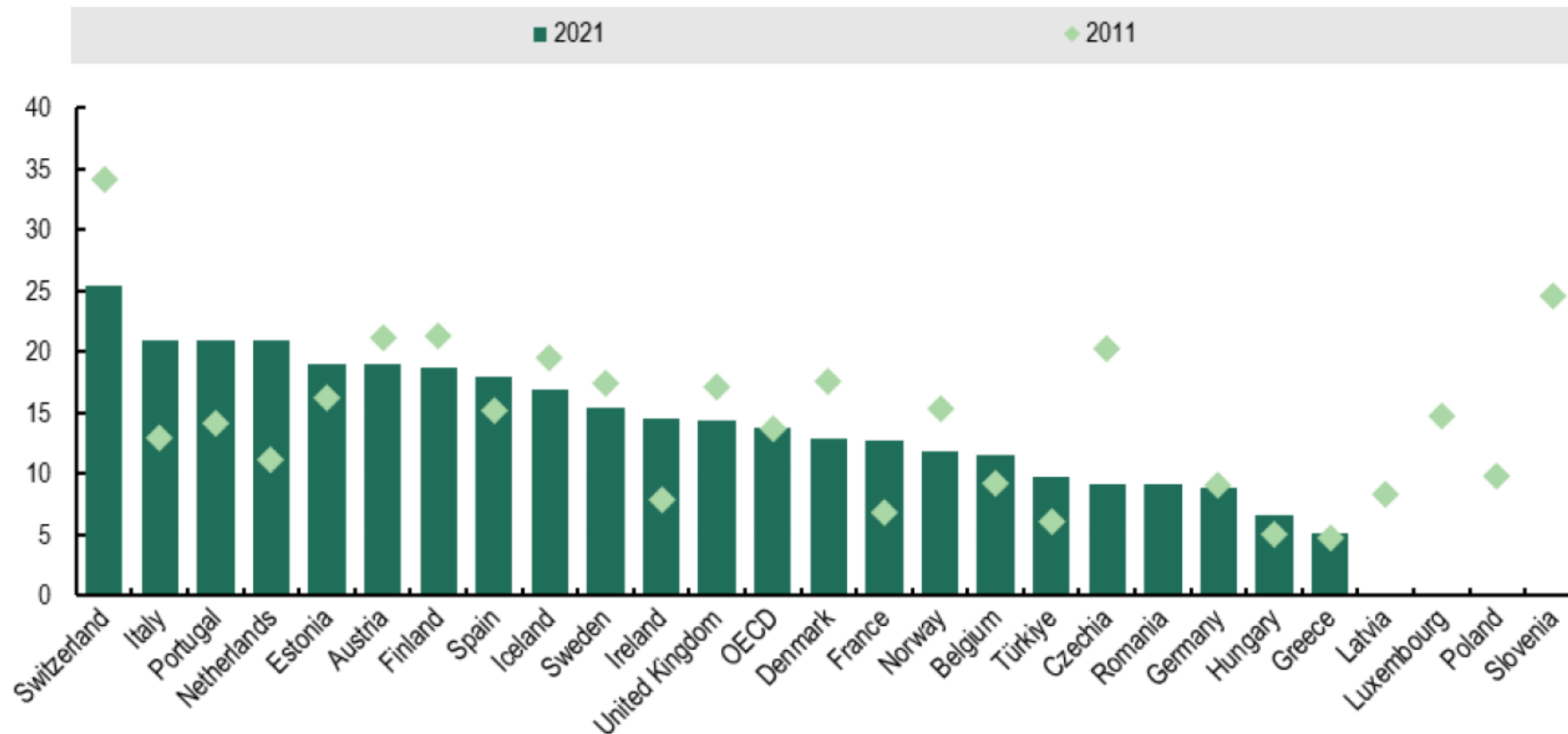
Share of adults participating in formal or non-formal learning in the past 12 months, age 25-64, 2011-2022



Source: Eurostat, Adult Education Survey 2022

https://ec.europa.eu/eurostat/databrowser/view/trng_aes_100/default/table?lang=en&category=educ.educ_part.trng.trng_aes_12m0

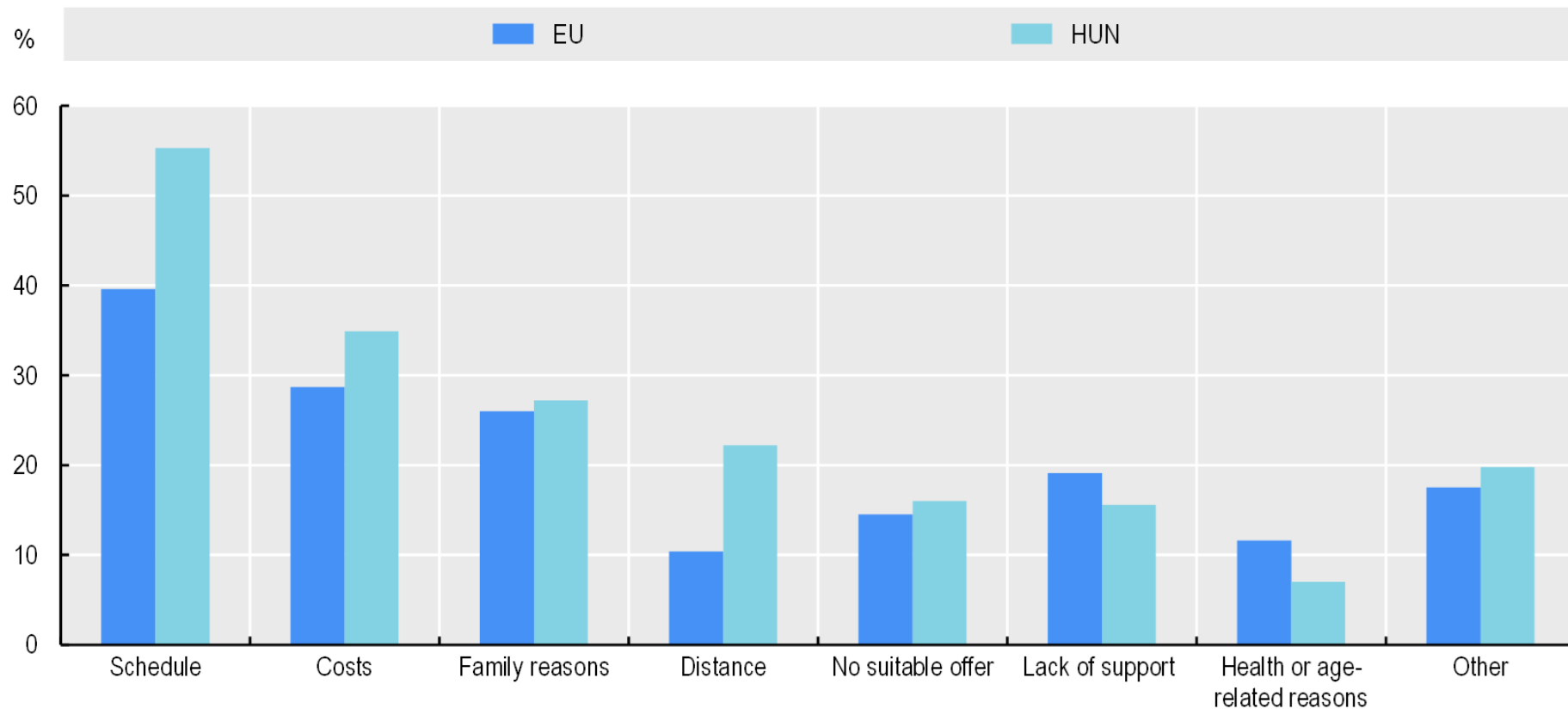
The participation gap between low-skilled and high-skilled adults



Note: Figure shows percentage point difference in learning participation of low- and high-skilled adults. Participation in formal and non-formal learning in the 4 weeks preceding the survey; unweighted OECD average, low skilled = ISCED 0-2, high-skilled: ISCED 5-8.

Source: European Labour Force Survey data.

Adults wanting to participate in education and training, by reason for not participating, 25-64 years-olds, 2022



Note: Lack of support refers to a lack of employer support or support from public services

Source: Eurostat, Adult Education Survey, trng_aes_176

European Pillar of Social Rights

The three goals for 2030 proposed in the

Action Plan



An employment rate of at least

78%

in the EU

This goal includes three sub-goals:

Cutting the difference between employment rates for men and women by half in comparison to the figures for 2019

Increasing the availability of childcare services (aged 0-5)

Reducing the rate of young people (aged 15-29) who are NEET ("not in employment, education or training")

12,6% in 2019



9% in 2030



At least

60%

of adults attending training courses every year

This goal includes two sub-goals:



of adults with at least basic digital skills

Lowering school dropout rates



Reducing the number of people at risk of social exclusion or poverty by at least

15

million people

including

5

million children



1. At least 78% of the population aged 20 to 64 should be in employment by 2030

- ✓ at least halve the gender employment gap compared to 2019
- ✓ increase the provision of formal early childhood education and care
- ✓ decrease the rate of young people neither in employment, nor in education or training (NEETs) aged 15-29 from 12.6% (2019) to 9%

2. At least 60% of all adults should participate in training every year

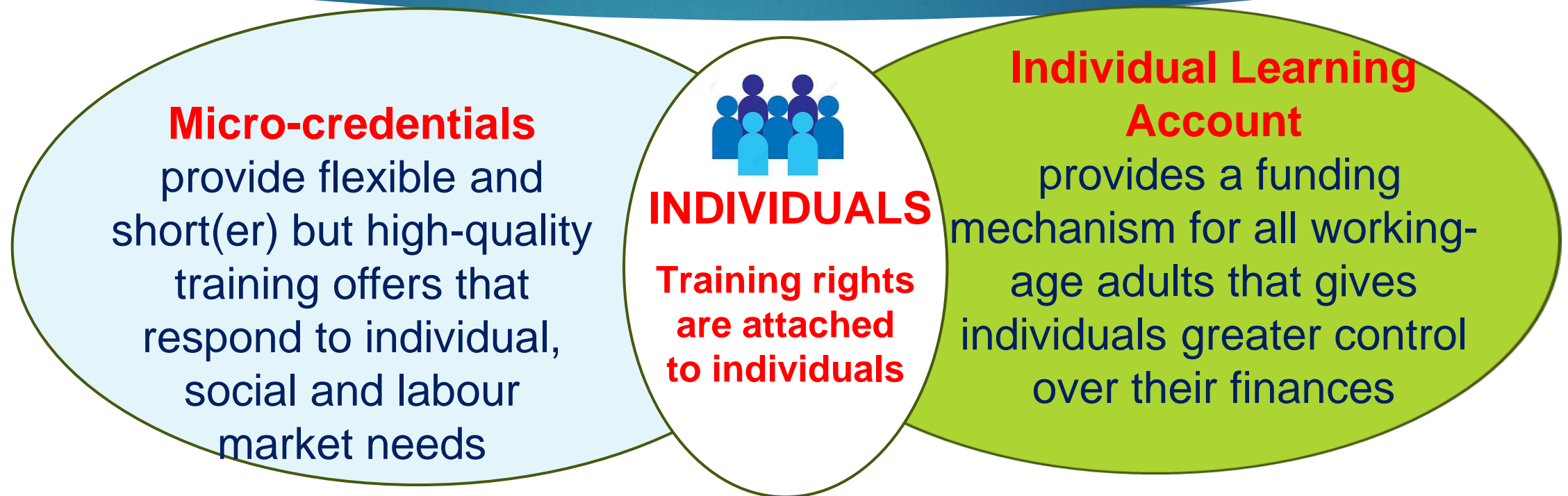
- ✓ at least 80% of those aged 16-74 should have basic digital skills
- ✓ early school leaving should be further reduced

3. The number of people at risk of poverty or social exclusion should be reduced by at least 15 million by 2030

Micro-credentials and Individual Learning Account

Innovative Approach to Lifelong Learning

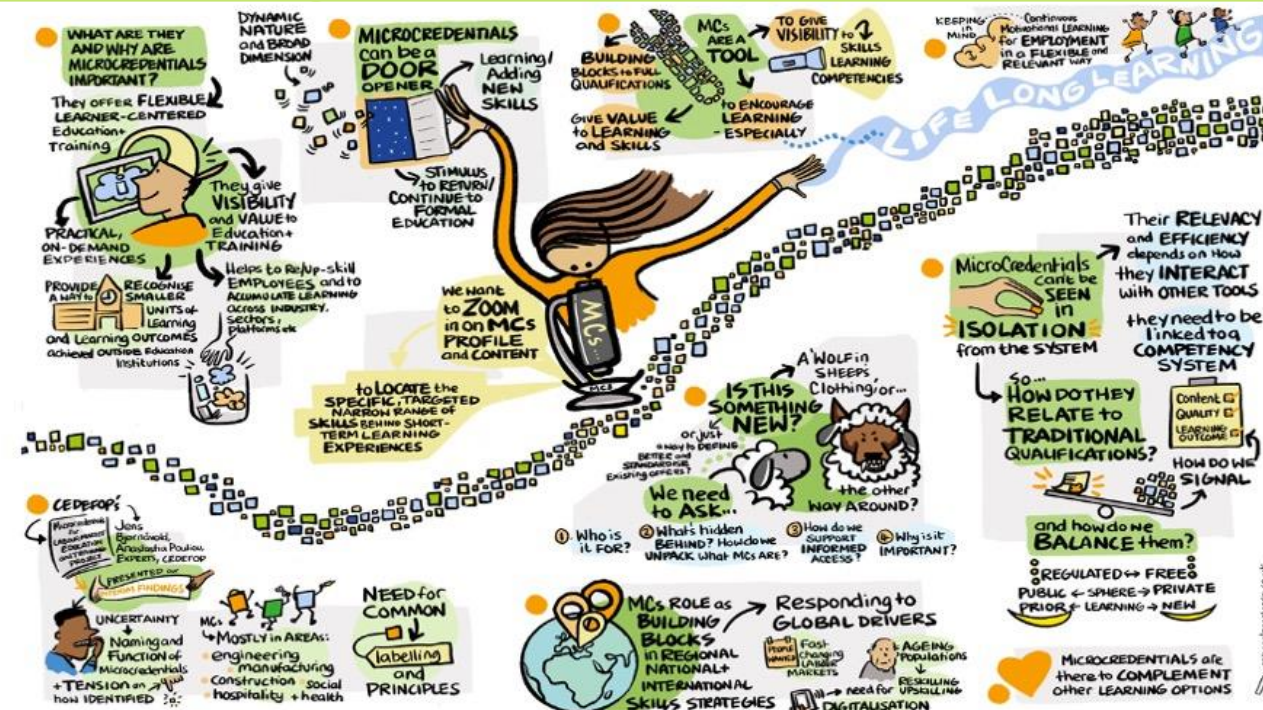
Towards an individual right to adult learning



Micro-credentials combined with individual learning account can serve as an effective demand-side incentive for individuals and employers, establishing the way for a more inclusive and adaptable adult learning and education ecosystem by promoting a culture of personalised skill development and reducing funding barriers.

MICRO-CREDENTIALS IN A EUROPEAN CONTEXT

COUNCIL RECOMMENDATION of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability
[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627\(02\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627(02))



Source: CEDEFOP <https://www.cedefop.europa.eu/en/news/microcredentials-new-opportunity-lifelong-learning>

DEFINITION OF MICRO-CREDENTIALS

- ☺ "The record of the **learning outcomes** that a learner has acquired following a **small volume of learning**.
- ☺ These learning 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."

Source: COUNCIL RECOMMENDATION of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability

[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627\(02\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627(02))

MIKRO-CREDENTIALS

INNOVATIVE APPROACH

- ☺ MC certifies learning outcomes
- ☺ MC is based on learning process or validation of nonformal and informal learning
- ☺ Skills-based learning process (targeted, short, flexible)
- ☺ Competence-based and reliable assessment
- ☺ Formal, nonformal, informal delivery mode (in-person, online, hybrid, e-learning)
- ☺ Public or private training providers, employers
- ☺ Portable, shareable, recognisable, stackable
- ☺ Digitalised process and storage

INDIVIDUAL LEARNING ACCOUNT

COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts

[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627\(03\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627(03))



Individual learning account is a delivery mode for individual training entitlements. It is a personal account that allows individuals to accumulate and preserve their entitlements over time, for whichever eligible training, guidance or validation opportunity they deem most useful and whenever they want to, in line with national rules. It grants the individual full ownership of the entitlements, irrespective of the funding source.

INDIVIDUAL LEARNING ACCOUNT (ILA)

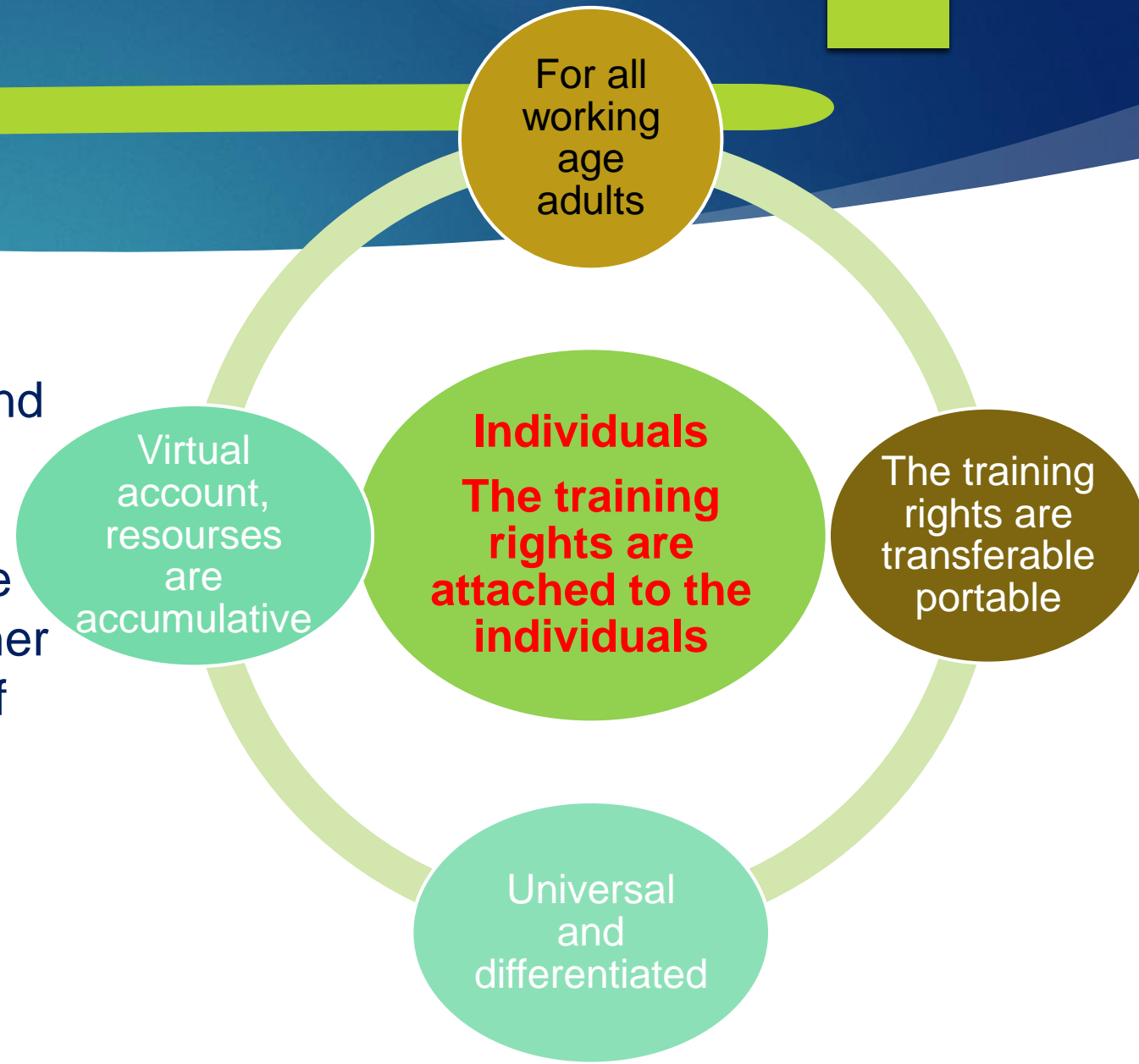
The ILA is an essential component of today's adult learning ecosystem, a continually available funding instrument.

The ILA is a virtual account where entitlements and subsidies can always be tailored to needs, policy priorities, and available resources.

The ILA is meant to supplement rather than replace existing training and financing initiatives schemes. The ILA can co-exist with other training or funding schemes e. g. training fund, training levy or training loan.

MAIN PRINCIPLES OF THE INDIVIDUAL LEARNING ACCOUNT

- ☺ Individual at the center of the skills development
- ☺ Training rights are linked to the individual and not to the job/employer or the training institution
- ☺ Training rights are transferable and portable from one job or employment status to another
- ☺ The choice and decision are in the hands of the individual
- ☺ All working-age adults
- ☺ Virtual account: the amount available in the virtual account is used when the training is delivered



CONCLUSIONS

The introduction of MCs and ILA requires a change of approach from all actors:

- Individuals and employers: more responsibility to articulate their training needs
- Training providers: commitment and renewal of training organisation and teaching methodology, reflexion on the diversity of learning needs and learners
- Governments: to define clear policy objectives, make transparent decisions and involve all relevant stakeholders

MCs and ILA are not just a new training and funding tool, but an innovative way of thinking and approaching adult learning, with the potential to contribute to the right to learning, the freedom to learn and achieving the strategic goals of ALE.

A watercolor illustration of a garden scene. In the foreground, there are several purple crocuses and a cluster of purple lavender flowers. A green metal fence with a decorative top is visible behind the flowers. The background is a light, textured wash of green and blue. The words "Thank You" are written in a large, elegant, cursive script in a golden-yellow color across the upper half of the image.

Thank You

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