



SYMET-14: Education and Training in a Period of Rapid Change
WMO Symposium on Education and Training
Work Plan Template #3

Theme #3: Micro-credentials and credit transfer, how could we proceed (Co-Chairs: Yan Ma, Chair of Reading-NUIST Academy; Vieri Tarchiani, IBE (ex IBIMET) - CNR, (Istituto di BioEconomia - Consiglio Nazionale delle Ricerche)

Background to the theme:

- Credit transfer agreements are sometimes used by national and regional education consortiums to increase flexibility for students, offer alternative pathways to specializations, expand learning experiences, and generally bridge opportunity gaps.
- Micro-credentials in the form of certificate programmes smaller than traditional degrees allow professionals to gain specializations more rapidly through formal learning.
- Micro-credentials in the form of digital open badges can provide evidence of finer-grained learning achievements within courses and degree programmes. For example, they might demonstrate that learning was accomplished in gaining specific competencies. Digital open badges can also be used to acknowledge skills obtained on the job.

Goals/Desired Outcomes (to be enhanced or adjusted by the Working Group):

- *Current and future professionals are provided flexible pathways for obtaining and expanding upon qualifications.*
- *Standards are proposed and generally accepted for issuing micro-credentials (certificates or badges) that help professionals demonstrate to current and future employers knowledge and skills gained outside standard degree programmes.*
- *New areas of study appropriate for micro-credentials are identified. These might address new and rapidly evolving skill areas that do not fit easily within existing degree programs and components of established WMO competency frameworks (or potentially revised BIP-M and BIP-MT optional components).*



- *Courses and programs are offered for micro-credentials by a growing number of institutions.*
- *One or more consortiums of institutions establish agreements to accept credits or credit equivalents for courses completed at other institutions within the consortium or from another recognized institution.*
- *Training institutions are better able to determine the qualifications of nominated trainees to improve selection processes*
- *Training institutions are able to better target training offers linked to skills and knowledge desired by employers.*
- *Professionals are better able to collect evidence of their professional development gained through short courses and on-the-job experiences.*

Example elements to consider in the workplan (challenges to address, barriers to action, tasks to complete, resources required, etc.) Groups are encouraged to explore further:

- *What opportunities exist for universities and other institutions to offer short certificate programs for specific skills more focused than traditional degree programmes, which can address prevalent knowledge and skill gaps?*
- *How can we encourage consortiums of institutions to be willing accept credits earned by students at other institutions within the consortium (or from another recognized institution)?*
- *What would encourage the adoption of the use of open digital badges as micro-credentials for training related to specific WMO or other recognized competency frameworks?*
- *What can course certificates better indicate that international or national competencies were addressed?*

Group Discussion Prompts

Challenges (What barriers exist to achieving goals?):

Opportunities (From what examples can we learn? What existing initiatives can be drawn from?):



Collaboration (How can collaborative action contribute?):

What steps might be required?:

Who is willing to take responsibility to contribute? What contributions they can offer):

Recommended Actions (Which recommendations does the group propose that could meet the chosen goals and contribute to the SYMET Statement?):