



Project result 4.1

Report of competence descriptions and criteria

Summary English



Co-funded by
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1. About the report

The report has been developed in the framework of the Erasmus+ project [Inclusive Digital Learning \(Dig-2-Inc\)](#), an Erasmus+ project that offers training and design principles to staff members to facilitate inclusion of low-SES students.

The report defines competences and criteria for credentialing academic skills through micro-credentials and open badges. It aligns with EU frameworks to support lifelong learning and digital transformation. The evolving job market, digitalization, automation, sustainability challenges, and global crises have necessitated the inclusion of five major EU competence frameworks:

- [Key competences for lifelong learning \(2018\)](#)
- [DigComp 2.2 - The Digital Competence Framework for Citizens](#)
- [LifeComp - The European Framework for Personal, Social and Learning to Learn Key Competence](#)
- [EntreComp - The Entrepreneurship Competence Framework](#)
- [GreenComp - The European sustainability competence framework](#)

The full report is available at:

<https://sites.utu.fi/dig2inc/project-results/results-work-package-4/>



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2.2 DigComp 2.2 - The Digital Competence Framework for Citizens

DigComp provides a structured model for digital literacy, categorizing digital competences into five areas.

1. **Area: Information and data literacy:** searching, evaluating, managing digital content.
2. **Area: Communication and collaboration:** digital interaction, netiquette, digital identity
3. **Area: Digital content creation:** developing content, copyright, programming
4. **Area: Safety:** cybersecurity, privacy, digital well-being
5. **Area: Problem-solving:** technical troubleshooting, creative tech use, self-improvement.

2.3 LifeComp - The European Framework for Personal, Social and Learning to Learn Key Competence EntreComp

LifeComp emphasizes adaptability and resilience through nine competences grouped into three areas.

1. **Personal Area:** self-regulation, flexibility, well-being
2. **Social Area:** empathy, communication, collaboration
3. **Learning to Learn Area:** growth mindset, critical thinking, managing learning

2.4 EntreComp - The Entrepreneurship Competence Framework

EntreComp provides a structure for entrepreneurial skills in three areas:

1. **Area Ideas & Opportunities:** spotting opportunities, creativity, vision, ethical thinking
2. **Area Resources:** self-awareness, motivation, financial literacy
3. **Area Into Action:** taking initiative, planning, teamwork, risk management

2.5 GreenComp - The European Sustainability Competence Framework

GreenComp supports sustainable education and decision-making, structured into four areas:

1. **Area Embodying sustainability values:** valuing sustainability, fairness, nature.
2. **Area Embracing complexity in sustainability:** systems thinking, critical thinking, problem-solving.
3. **Area Envisioning Sustainable Futures:** future literacy, adaptability, exploration.
4. **Area Acting for sustainability:** political agency, collective action, individual initiative.

3. Criteria for microcredentials and open badges

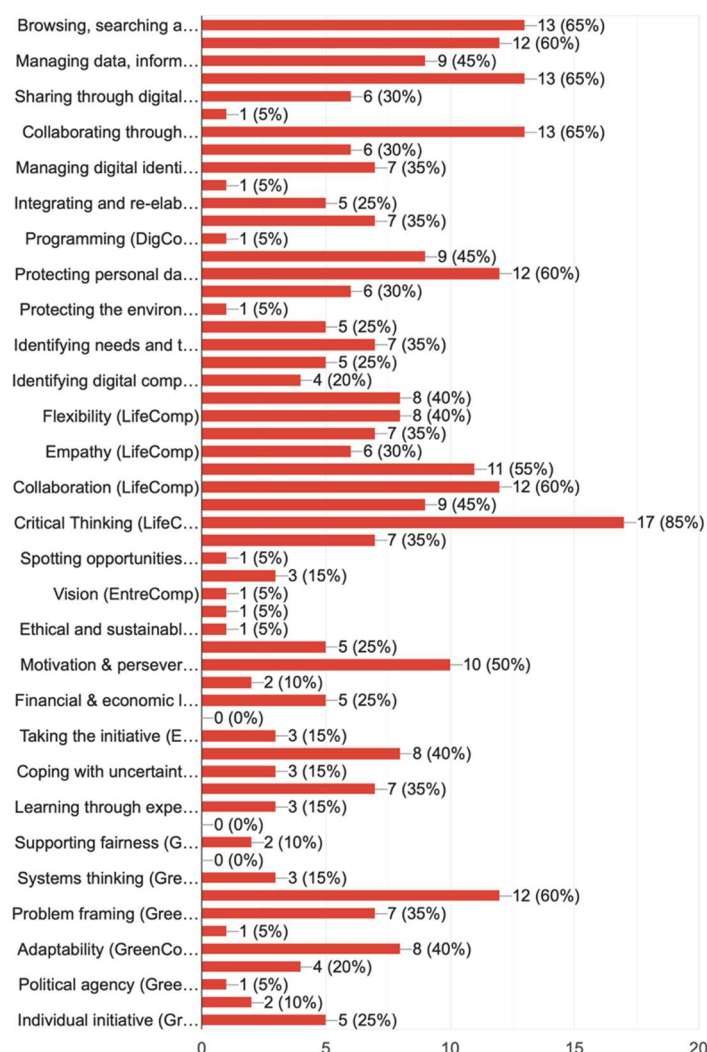


3.1 Criteria

Micro-credentials and open badges provide flexible ways to recognize learning achievements. The report selects 65 competences for academic credentialing, covering key digital, social, entrepreneurial, and sustainability skills.

In your opinion, what are the TOP competencies that you consider USEFUL to improve life and digital skills of low socio-economic status in higher education

20 risposte



3.2 Microcredentials

A **European approach to micro-credentials** was adopted in June 2022, ensuring.

1. Standardization: Clear definitions and quality assurance.
2. Flexibility: Supporting diverse learners and career paths.
3. Employability: Addressing workforce needs in green and digital sectors.
4. Transparency and Portability.
5. Collaboration and Governance: Ensuring EU-wide recognition.

Country-Specific Micro-Credential Initiatives (Research)

- Finland – Developing national micro-credential frameworks, aligning with EU standards.
- Bulgaria – Exploring micro-credentials in universities but lacks legislation.
- Italy – Universities integrate micro-credentials into lifelong learning.
- Germany – Gradual adoption with government support.
- Romania – Early-stage implementation via European alliances.
- France – Focused on professional education and workforce upskilling.

3.3 Open Badges

Digital Recognition of Skills through Open Badges

Open Badges, developed by Mozilla in 2010, digitally certify both formal and informal learning achievements. They include metadata such as issuer, criteria, and verification data, ensuring credibility.

Types of Open Badges:

- Certification Badges – Exam-based recognitions.
- Training Badges – Awarded for skill-building programs.
- Diploma Badges – Represent academic degrees.
- Competency & Skill Badges – Acknowledge specialized knowledge.
- Participation Badges – Reward involvement in activities.

Implementation Example: University of Burgundy

- Issued 325 Open Badges for digital skills and community reporting.
- Challenges include badge visibility and recognition in professional settings.

Conclusion

Micro-credentials and Open Badges offer a flexible, digital-friendly way to validate learning, supporting employability and lifelong learning across the EU. Their success depends on standardization, recognition, and integration into existing education frameworks.





4. References:

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