

DRIVING THE GREEN TRANSITION WITH MICRO-CREDENTIALS

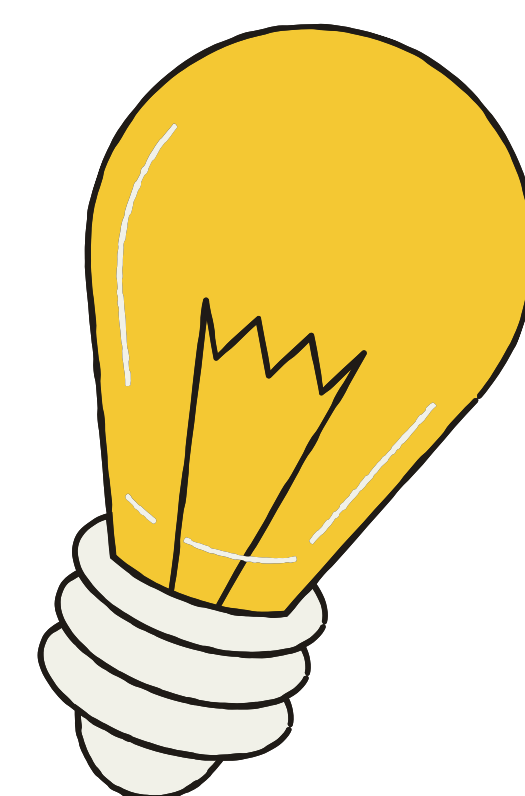


The MASTERY project has identified 12 key green skills to propel the green transition and has integrated them into a tailor-made micro-credentials system aligned with labour market needs.

CO-CREATION PATHWAY

To achieve the objectives, the MASTERY consortium conducted comprehensive research through four main activities:

- A **desk research** explored the concept of micro-credentials and the increasing demand for green skills in the labour market with a particular emphasis on small and medium enterprises (SMEs).
- An **online survey** directed at business contacts, HR professionals, and experts in enterprise work organization systems.
- Semi-structured **interviews** with key stakeholders from project sectors and influential European industries.
- **Workshops** involving experts in sector-level skills needs surveys, as well as national and European policymakers focused on VET system development.



KEY SECTORS

MASTERY has identified the needs and the cross-cutting green skills in the following selected sectors:



COUNTRIES INVOLVED



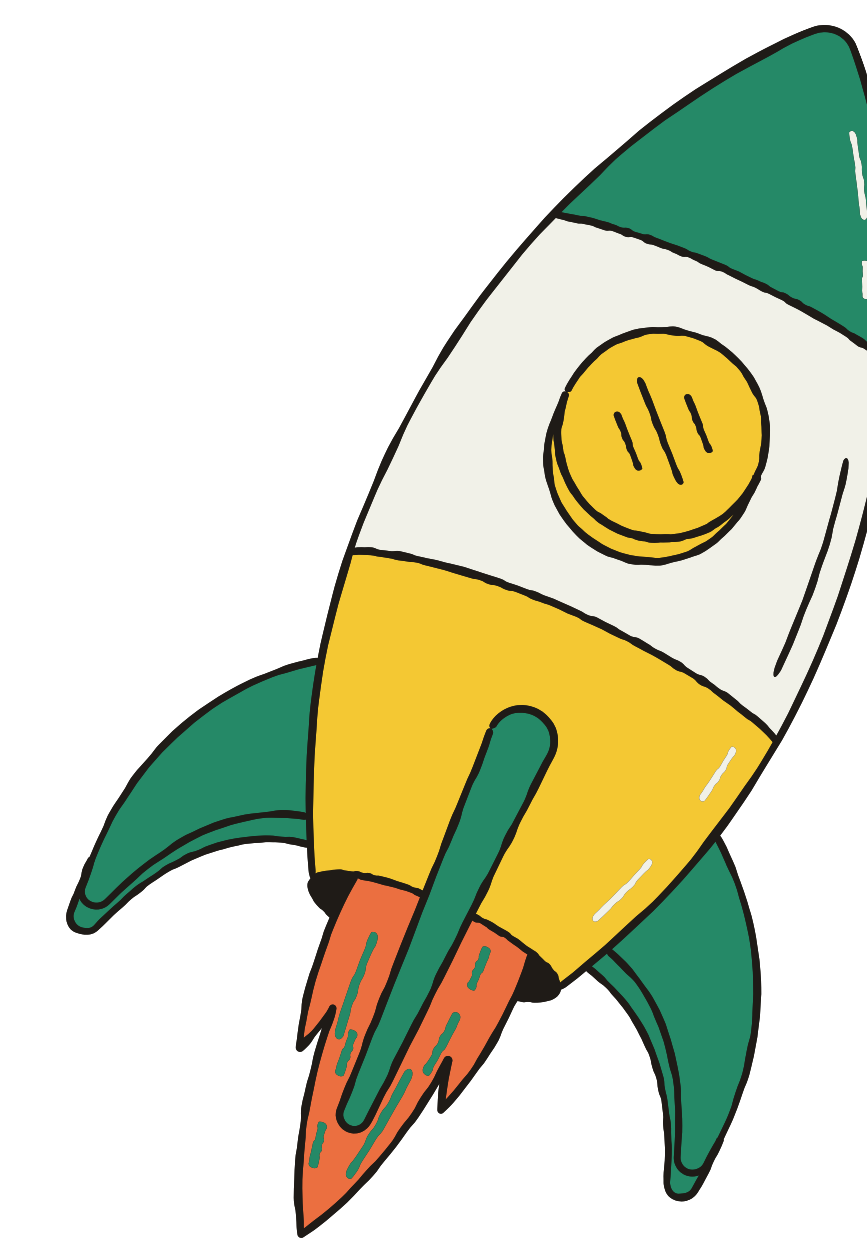
EUROPEAN FRAMEWORK

Thorough study of the ESCO framework and official European Community documents, particularly those from CEDEFOP, which served as a constant reference throughout the research phase.

12 CORE GREEN SKILLS

Through this process, the MASTERY consortium successfully identified 12 green skills that will be at the core of the implementation of the MASTERY micro-credentials courses, aiming to address the current education and training needs driven by fast-changing knowledge development and labour market demand for the green transition, in alignment with the double transition paradigm.

The selected skills will be integrated into existing courses in the partner countries, enriching transitional skills and competences in line with the principles of vocational excellence.



Transversal Skills

- **GS5:** Reduce waste and material outputs.
- **GS6:** Advise on sustainability certifications and standards.
- **GS7:** Measure and report sustainability performance.
- **GS8:** Ensure compliance with environmental legislation.
- **GS9:** Educate on environmental sustainability concepts.
- **GS10:** Implement circular, green, and socially responsible procurement.
- **GS11:** Develop and implement joint sustainability initiatives.
- **GS12:** Evaluate sustainable investment opportunities.

Sector-Specific Skills

Agri-Food

GS1: Select sustainable resource efficient approaches through the entire agri-food value chain.

Construction

GS2: Select environmentally friendly materials and components for buildings.

Manufacturing

GS3: Design innovative, energy- and resource-efficient machines and systems for manufacturing processes.

Wood & Furniture

GS4: Cradle-to-cradle design.

IMPACT & BENEFITS

- **For companies:** Direct participation ensures courses address real needs.
- **For workers:** Fast, targeted upskilling & reskilling options for the green transition.
- **For VET providers:** Enhanced attractiveness and alignment with labour market demands.

CONCLUSIONS

Micro-credentials emerge as key enablers of the double transition paradigm (green + digital). They:

- Support lifelong learning.
- Enhance vocational excellence.
- Promote institutional consensus for broad replicability.

By integrating these skills and methods, MASTERY advances education systems across Europe, paving the way for a sustainable future.

MASTERY is a forward-looking project funded by the Erasmus+ Program, uniting VET providers, R&D centres, business support organizations, and public authorities to establish standards for integrating micro-credentials. It addresses the growing need for upskilling and reskilling in strategic sectors, positioning the green transition as a development driver for businesses and communities.

TITLE: MASTERY – MICRO CREDENTIALS RELIABILITY UNLEASHING GREEN ECONOMY

DURATION: 36 MONTHS (2024-2026)

PROJECT REFERENCE: 101132845 ERASMUS-EDU-2023-PI-FORWARD



MASTERY is funded by the European Union, under the Erasmus Plus Program. Views and opinions expressed are, however, those of the authors only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.