NEWSLETTER #3

September 2025

mastery
microcredentials reliability unleashing green economy

Learn more about the project

Click here to delve into the goals and expected results of MASTERY.

The MASTERY Project Gathers in Finland to Advance Green Skills and Micro-Credentials

On September 4th and 5th, the Pyhäjärvi Institute hosted the fourth meeting of the MASTERY project in Turku, Finland. The meeting focused on discussing key results and follow-up on the findings on green skills and knowledge needs in the industry targeted but the MASTERY project, as well as the co-creation of its micro-credential policy methodology.

Partners also addressed the characteristics of digital solutions aligned with EU recommendations and MASTERY policy that will define the methodology for developing and piloting the MASTERY micro-credentials, including planning, contributions, and the current state of the art from project partners.

Partners also participated in a field visit to WinNova, where they heard testimonials from on the feasibility and acceptability of micro-credentials from Niina Tuomola, Lecturer in Food, Tourism, and Restaurant and Catering Industry at WinNova, and Hanna Lehtonen, Corporate Responsibility representative at HKFoods Oyj, Finland.

A special highlight of the event was the presentation of the Green Circle project by Ana Augusta Saraiva de Menezes da Silva Dias, representing TecMinho, Universidade do Minho (Portugal), a project that focuses on the development of green skills in the construction sector through micro-credentials.

Co-funded by the European Union

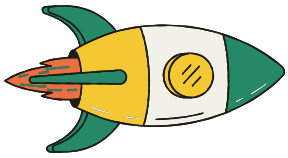
Micro-Credential Solutions to Boost the Green Skills Match for Industry

This report, developed by the MASTERY partners during the initial research phase of the project, seeked to identify the green skills and knowledge required across the four sectors involved in the project (agri-food, manufacturing, construction and wood and furniture). It was the first step in MASTERY's bottom-up approach, aiming to design micro-credentials that address these evolving needs and facilitate the green and competitive transition.

Download the full report here and the research plan here.

12 CORE GREEN SKILLS

Through the process detailed in the report and the research plan above, the MASTERY consortium successfully identified 12 green skills, 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.



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.

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.

Co-funded by the European Union

MASTERY-MICROCREDENTIALS.EU

Co-creation of Micro-credentials Policy Methodology

The MASTERY Policy Methodology represents practical guidance for diverse ecosystem actors on how to apply, develop and deliver micro-credentials in educational systems. It provides a governance model for applying, developing and delivering micro-credentials reflecting the 8 visions and the feedback received from a stakeholder consultation process (8 Policy cocreation groups) organized in five EU countries – Italy, Spain, Bulgaria, Finland and Belgium.

Download the full methodology here .

The current MASTERY Policy Methodology represents the vision of the MASTERY project of how micro-credentials should be applied, developed and delivered across Europe. It is the framework of reference for all stakeholder groups to consider regarding their roles, responsibilities and activities in the process of putting micro-credentials approach ahead as a main lifelong learning option for reskilling and upskilling.

Below are the the eight visions developed by the MASTERY project in line with the EU Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability and as response to the identified industry needs to ensure that individuals are able to adapt to changing job markets and evolving skills requirements.

1 Measurable, comparable and understandable micro-credentials

Different educational systems approach the Council recommendation differently depending on their level of development thus resulting in segmented ecosystems.

MASTERY will propose a common approach on how to design and deliver measurable, comparable and understandable micro-credentials.

2 Fit-for-purpose quality assurance

The EQAVET is designed to promote better education and training by providing common tools for the management of quality. However, the adoption and implementation is voluntary.

MASTERY proposes finding the most relevant EQAVET indicators to continuously improve the learner-centred micro-credentials offerings.

Co-funded by the European Union

MASTERY-MICROCREDENTIALS.EU

3 Micro-credentials meet the current skills needs

Using a bottom-up approach of bringing together industry and educational providers, so the direct communication between them on the needs is in place.

MASTERY will deliver new training offers in the format of micro-credentials to close skills gaps in industry in 12 enabling green skills

4 Micro-credentials anticipate future training needs

Collaboration and co-creation between different actors is crucial for the development of mechanisms that accommodate future training needs into the micro-credentials development.

MASTERY can act as an intermediary to support the creation of such a collaborative environment between policy makers, industry and educational providers.

5 Create public support for micro-credentials

Public authorities should make use of research centres, clusters, professional associations, vocational education and training organizations to raise awareness of what micro-credentials are, and how they are used, and why they are useful.

MASTERY will offer mechanisms to support these stakeholders to be engaged to co-create a shared vision for micro-credentials.

6 Raise awareness on micro-credentials as lifelong learning option

At the employers' level, agencies and industry partners should promote micro-credentials through info days, campaigns, and media, bridging policy and the labor market. At the learners' level, schools can raise early awareness via orientation services, encouraging future reskilling and upskilling.

MASTERY will create digital badges attributed to the different micro-credential courses.

7 Micro-credentials recognition and integration

Ministries of education and other relevant public authorities should identify which educational providers are the most adequate to identify, validate and recognize micro-credentials.

MASTERY can help to identify the most relevant actors and suggest how the certification process can be done.

8 Involve wide range of stakeholders in micro-credentials application

Bringing different actors together is essential for open debate involving governments, companies and educational providers, and they need to use the same terminology for micro-credentials.

MASTERY will facilitate active multi-stakeholder dialogue at different stages and with different scopes.

Co-funded by the European Union