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National Office Palestine Erasmus+

> **Towards Better Micro-credentials in Palestine: Design, Implementation, and Recognition**
>
> **Technical Assistance Mission (TAM) Webinar**
>
> **September 22-23, 2025**

o **Webinar Overview**

A two-day webinar titled *"Towards Better Micro-credentials in Palestine: Design, Implementation, and Recognition"* will take place on **22–23 September 2025**. This event is organized under the framework of the **National Erasmus+ Higher Education Reform Experts (HERE) team in Palestine**, as part of an ongoing series of initiatives aimed at advancing higher education reform at the national level.

The webinar will explore the increasing significance of **micro-credentials** as innovative tools that can strengthen the quality of education and improve the employability of graduates. Participants will gain insights into how micro-credentials can be effectively designed, implemented, and recognized within the Palestinian higher education system.

Key Topics of Discussion:

- The rationale behind micro-credentials
- Core objectives and foundational principles
- Identification of key stakeholders and target groups
- Co-design approaches for micro-credentials
- Stakeholder engagement and quality assurance frameworks
- Accreditation processes and strategic roadmapping
- Integration and stackability options

The session will be facilitated by **Dr. Mitchell Peters**, Senior Researcher at the Universitat Oberta de Catalunya, a recognized expert in the field of higher education and micro-credentials.

Selected Reading List (Open Source):

Peters, M., Beirne, E., & Brown, M. (2025). Micro-credentials and their implications for lifelong learning–global insights and critical perspectives. *Distance Education*, *46*(1), 1-7.

Brown, M., McGreal, R., & Peters, M. (2023). A strategic institutional response to micro-credentials: Key questions for educational leaders. *Journal of Interactive Media in Education*, *2023*(1).

Bruguera, C., Pagés, C., Peters, M., & Fitó, À. (2025). Micro-credentials and soft skills in online education: the employers' perspective. *Distance Education,* *46*(1), 56-76.

Target Audience:

This webinar is intended for a wide range of stakeholders involved in higher education and workforce development, including:

- Higher Education Institutions (HEIs)
- Vice Presidents for Planning and Development
- Centers for Continuing Education
- Quality Assurance Units
- Representatives from the Ministry of Higher Education and Ministry of Labor
- Private Sector Stakeholders

o **Intended Learning Outcomes**

By the end of the workshop, participants will:

1. Understand European approaches and good practices in designing and accrediting micro-credentials, and relate these to the Palestinian context.

2. Critically analyze stakeholder roles in assuring and improving quality of micro-credentials across the ecosystem.

3. Explore internal QA practices and feedback mechanisms to ensure continuous improvement of micro-credentials.

4. Examine accreditation, certification, and stackability options, and propose pathways for integration into the Palestinian NQF.

5. Co-develop concrete recommendations to strengthen the draft national accreditation guidelines and institutional strategies.

o **Expectations from Experts**

- Provide input on **European models** of micro-credential design, delivery, and QA frameworks.

- Facilitate **interactive plenary sessions** and **small group work** using examples and case studies (e.g., UOC's institutional strategies, European QA frameworks, existing micro-credential playbooks and guidelines).

- Lead **focus group discussions** to identify gaps and propose recommendations for:

    o Accreditation and QA guidelines

    o Internal institutional strategies

    o Stakeholder engagement models

- Present tools and templates (e.g., outcome-based design frameworks, stackability roadmaps, QA checklists).

o **Expected Results**

1. Recommendations for national accreditation guidelines (draft refinement).

2. A shared framework for internal QA modalities and learner assessment.

3. A standardized outcome-based framework for building a high-quality micro-credential program.

4. Strengthened stakeholder alignment across HEIs, ministries, and the private sector.
5. Clear next steps for integrating micro-credentials into the Palestinian NQF.

o **Expert Profile**
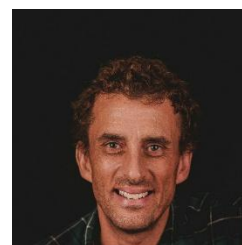
Mitchell Peters, PhD, is a Senior Researcher at the Universitat Oberta de Catalunya (UOC), where he leads initiatives within the Unit for Skills Intelligence (UPAL). His research and development work focuses on aligning lifelong learning strategies with emerging labor market needs, leveraging digital education, micro-credentialing, and skills intelligence to enhance employability and educational innovation. With over five years of experience coordinating European educational innovation projects, Mitchell's research integrates interdisciplinary approaches from educational

technology, public policy, and labor economics. Mitchell has presented internationally on themes such as lifelong learning for employability, digital transformation in higher education, teacher digital competence and institutional strategies for micro-credentials.

Webinar Agenda

Day 1: Monday, September 22, 2025

Foundations and Stakeholders (3 hours)

From: 10:00-13:15
Session Link: https://meet.google.com/deh-fpze-xee

10:00-10:15 | Opening Session

-   Welcome (NEO Palestine, Palestinian Ministry of Education and Higher Education, EU Rep)

10:15 – 11:30 |Why Micro-credentials? Goals, Foundations, Stakeholders and Target Groups

-   TAM expert presentation (contextualizing MCs: EU vision, employability, NQF gaps, Palestinian priorities)

-   Building Blocks for a High-quality, Outcome-based Micro-credential Program| Principles: 10 building blocks for designing a high-quality, learning outcomes focused Micro-credential program

-   European case studies (UOC, EU standards, micro-credential playbooks)
-   Small-group exercise: Building a Micro-credential Team at your institution: Who should lead an Institutional MC Program strategy?

11:30 – 11:45 | Break

11:45 – 13:00 | MC Co-design, Stakeholder Engagement and Quality Assurance

-   Presentation: Internal and External Stakeholders' roles (universities, accreditation bodies, ministries, private sector, learners) and Micro-credential Program Team building

- Case examples of multi-stakeholder QA processes→ Co-design workshops and processes

- Group discussion: Mapping Palestinian stakeholders and defining their responsibilities

13:00 – 13:15 | Reflection and Closure of Day 1

Day 2: Tuesday, September 23, 2025

Quality, Accreditation, and Road mapping (3 hours)

From: 10:00-13:15h
Session Link: https://meet.google.com/nkt-oxwy-scc?hs=224

10:00-11:00 | MC Maturity Model, Internal QA Practices and Feedback Mechanisms

- Presentation: Maturity models, QA standards and continuous improvement loops

- Group activity: Maturity model indicators, Identifying existing QA practices in Palestinian institutions

11:00 – 12:00 | Integration and Stackability Options: Accreditation and Certification

- European and global examples of stackability

- Discussion: How MCs could be integrated into Palestine's NQF

- Expert input: European approaches to accreditation of MCs

- Group exercise: Reviewing draft Palestinian accreditation guidelines

12:00 – 12:45 | Focus Group: Recommendations

- Breakout groups to co-develop recommendations on accreditation, QA, and program design templates

12:45-13:15 | Presentation of Recommendations & Closing Discussion

- Group presentations

- Agreement on next steps and follow-up activities