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Supporting the validation of competencies acquired by Family Caregivers in non-formal and informal learning through digital badges and micro-credentials

WP4. Piloting phases and production of Guidelines and Recommendations

WP4/A11. Development of Guidelines and Recommendations



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INNOQUALITY
SYSTEMS

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Introduction

This Guidelines and Recommendations prepared as the result of FAMILY CARE – Supporting the validation of competencies acquired by Family Caregivers in non-formal and informal learning through digital badges and micro-credentials project. It provides reference information about national and European policies in digital validation of competences for Family Caregivers and about European methodologies, tools and frameworks of reference for the recognition of prior learning, and of non-formal and informal learning in partner countries. Reference document with a coherent set of practical guidelines and recommendations is to foster transparency and recognition on digital validation of competences for Family Caregivers at European level.

The aim of this document is comprehensive recommendations for the digital validation of competences for Family Caregivers, and evaluation of the result in accordance with the quality criteria previously established, and how to improve enhancing the sharing, promotion and exploitation of results.

The Guidelines and Recommendations contribute to the FAMILY CARE project objectives, as a reference document with a set of recommendations to foster transparency and recognition on digital assessment of prior knowledge and skills of adult learners, being also aligned with other European transparency and recognition instruments, such as ECVET, EQAVET, EQF, Euro pass . This comprehensive reference document will integrate other results, including the assessment methods designed in the Virtual CAMPUS, the Mobile Assessment App and the lessons learnt during the Piloting phase.

This Guide includes:

- Conclusions from reference information about national and European policies in digital validation of competences for Family Caregivers.
- A benchmarking analysis on the European methodologies, tools and frameworks of reference for the recognition of prior learning, and of non-formal and informal learning.
- An assessment of the pilot implementation digital validating the competences of Family Caregivers Virtual CAMPUS and the Mobile Assessment App will be tested with the target users and beneficiaries.
- Conclusions from the implementation process aimed at strengthening the transferability potential of this output, maximizing the knowledge and use of FAMILY CARE results among policy makers, educational institutions, stakeholders, and other potential users.

1. What is the project?

FAMILY CARE aims to address the need calls made by the United Nations on their SDG 5.4 goal “Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate” as well as the EIGE need call on unpaid domestic care, especially in the cases of taking care of dependents, undermines the development possibilities of women. Therefore:

- FAMILY CARE project works hand in hand with adult teachers, counsellors, and guidance professionals to support the validation of competences acquired by Family Caregivers in non-formal and informal learning through digital badges and micro-credentials.
- These professionals provide with materials to promote the re-entering of the Family caregivers to the labour market by promoting the visibility and appeal of the competences acquired during the unpaid domestic work.
- There is a direct contribution to cut the employment gender gaps associated with caring for dependents.
- The project ensures that adults have access to improving skills identification and screening and designing tailored learning offers, while professionals develop effective outreach, guidance, and motivation strategies.
- The project provides adult teachers, counsellors, and guidance professionals with a flexible tool to work on the assessment of prior knowledge and skills of adults learners validation as well as supporting the role that adult education staff has in motivating, guiding, and advising learners in challenging learning situations.

A key part of the FAMILY CARE project is the 'Digital Badges'. A Digital Badge is a tangible representation of a person's competences and skills. They are designed to be easily shareable and verifiable and usually contain verifiable data such as the name of the person earning the badge, the organisation issuing the badge and the criteria met for earning the badge. In other words, it is a visual representation of an achievement with a focus on employability, as by sharing it employers can better understand the value of the training offer and have a more comprehensive view of the competences acquired, as well as the reputation achieved in the learning community.

Micro-credentials are digital certifications that verify competence in a skill or set of skills. A micro-credential is obtained when the learner successfully demonstrates competence through an assessment of the specific skill, and this assessment may require the learner to put the new skills into practice in a work environment and show evidence of this practice.

Family Care project is about digital competence validation model for Family Caregivers, using a common language to describe competences, skills, knowledge and competence levels that can be understood across Europe. FAMILY CARE work hand in hand with adult teachers, counsellors, and guidance professionals to support the validation of competences acquired by Family Caregivers in non-formal and informal learning through digital badges and micro-credentials.

The project provides adult teachers, counsellors and guidance professionals with innovative flexible tools to work with the assessment of adult learners' prior knowledge and skills and will support the role of adult education workers in motivating, guiding and advising learners in challenging learning situations. In addition, it will directly contribute to reducing the gender employment gap related to family care.

1.1. Project results.

Both the general and the specific objectives achieved by commonly developing a set of Main Results:

EUROPEAN FRAMEWORK OF COMPETENCES IN DIGITAL VALIDATION OF COMPETENCES FOR FAMILY CAREGIVERS

The European Framework of Competences aims to provide a reference of competences in digital validation of competences for Family Caregivers, using a common language to describe competences, skills, knowledge and proficiency levels that can be understood across Europe, following European standards and frameworks of reference such as the EQF.

VIRTUAL CAMPUS AND MOBILE ASSESSMENT APP

The Virtual Campus allows adult teachers, counsellors, and guidance professionals to obtain the competences to support family caregivers in relation to digital assessing the prior knowledge and skills of adult learners. It works as a networking, sharing and promotion hub for stakeholders and target groups, to mainstream the project activities and results.

MOBILE ASSESSMENT APP

The Mobile Assessment App development is a practical and innovative ICT-based tool to assess competences on digital validation of competences for Family Caregivers.

GUIDELINES AND RECOMMENDATIONS

consist of a set of guidelines and recommendations to foster transparency and recognition on digital assessment of prior knowledge and skills of adult learners, being also aligned with other European transparency and recognition instruments, such as ECVET, EQAVET, EQF or Euro pass.

2. What is Family caregiver?

Family Caregiver is an unpaid family member, relative, or friend who provides essential support to an ill, disabled, or aging family member, performing daily tasks (bathing, cooking) and running errands, including administering medications and scheduling visits, and providing necessary physical, emotional, and social support.

This vital role, often without formal training, requires a great deal of time and effort, assisting a person who is unable to fully care for themselves, and is distinct from professional caregiving, serving as the basis for long-term care for many. Given that Family Caregivers are a group whose life priorities related to the family, they therefore need individually tailored blended competence validation opportunities.

The FAMILY CARE project provides Family Caregivers with advice to identify and verify competences, develop individually tailored learning offers. The project will also offer a response to the needs of the wider community by promoting the recognition of non-formal learning in a group that faces common gender discrimination.

Knowledge of digital badges and micro-credentials will be useful for Family Caregivers, professionals, employers and society. Family Caregivers understand their potential professional development and will be able to pursue the competences acquired while caring for a family member and others. Professionals learn about the EU position on the recognition of non-formal and informal learning. This system can be applied to other vulnerable groups,

such as migrants or the long-term unemployed. Finally, society will continue to seek lifelong learning opportunities, leaving no unobserved.

FAMILY CARE innovation relies on the use of digital badges and micro credentials to support the assessment of prior knowledge and skills acquired by Family Caregivers in non-formal and informal learning. In order to issue those digital badges and micro-credentials, professionals such as Adult Educators, Counsellors and Guidance professionals teaches about how to perform digital counselling to cater for the Family Caregivers needs of blended scenarios as well as to identify individual's achieved learning outcomes independently of the learning context (formal, non-formal or informal), document the achieved learning outcomes.

Learning about digital badges and micro-credentials are beneficial for the family caregivers, professionals, employers, and society in general.

The Family caregivers have a quick insight onto their professional development and can get inspired to pursue the attainment of other competences.

3. European policies in digital validation of competences for Family Caregivers

The European policies analysis presents FAMILY CARE project's partners from six countries a detailed comparative analysis of the systems, methodologies, and practices for the recognition and validation of prior, non-formal, and informal learning for Family Caregivers in Poland, Lithuania, Greece, Spain, Ireland, and Turkey. The analysis covers certification frameworks, institutional roles, validation procedures, labour market relevance, digital validation mechanisms, and quality assurance. The findings intended to inform policy development and best practices for the professionalisation and mobility of Family Caregivers across Europe.

3.1. Types of Certificates and Awarding Bodies

Each country has established a structured system for certifying the competencies of Family Caregivers, ensuring alignment with national and European standards.

Country	Main Certificates/Diplomas	Awarding Institutions/Organizations
Poland	Certificate of professional qualification, vocational diploma, certificate of qualification in a profession, diploma supplement	Schools, vocational training providers, Regional Examination Boards (Okręgowe Komisje Egzaminacyjne)
Lithuania	Higher education diploma, academic certificate, vocational training	Universities, colleges, vocational training centres, sectoral competence centres, non-formal education providers

Country	Main Certificates/Diplomas	Awarding Institutions/Organizations
	diploma, certificate of competence, certificate of conformity to LQF	
Greece	Certificates of completion, first aid certificates, informal training certificates, nursing diplomas (for professionals)	NGOs (e.g., IASIS), Red Cross, universities, vocational institutes, health/social care organizations
Spain	Certificado de Profesionalidad (Social-health care for dependent persons in institutions/home), Vocational diplomas, Higher education degrees in nursing/social work	INCUAL (National Institute of Qualifications), SEPE (Public Employment Service), regional employment services, accredited vocational training centres, municipal social services
Ireland	QQI Level 5 Certificate in Healthcare Support, QQI Level 6 Advanced Certificate, Bachelor's degrees in Social Care Practice	QQI (Quality and Qualifications Ireland), universities, Institutes of Technology, Education and Training Boards (ETB), professional bodies
Turkey	MYK National Vocational Qualification Certificate (Patient/Elderly Caregiver, Disabled Caregiver), MoNE VET diplomas, First Aid Certificate	MYK (Vocational Qualifications Authority), MoNE (Ministry of National Education), ACCs (Assessment & Certification Centres), Council of Higher Education (YÖK), municipalities, NGOs

3.2. Value and Usefulness of Certificates

The value of care certification is closely linked to employability, career progression, and the ability to meet employer expectations.

Country	Value of Certificates	Perspective in Labour market
Poland	Certificates are increasingly required; higher employability and wages for certified caregivers	Employers prioritize certified candidates; professionalization of family care is ongoing
Lithuania	Non-formal/informal certificates are a strategic advantage; valued alongside formal diplomas	Certificates signal practical skills and readiness; facilitate quicker integration into work

Country	Value of Certificates	Perspective in Labour market
Greece	Certificates enhance employability, especially in formal care settings	Employers value formal training for professionalism and risk reduction
Spain	Certificates are essential for employment in care institutions; 86% employment rate within 6 months for certified caregivers	Employers require certificates for legal compliance and trust; formal proof of competence
Ireland	QQI Level 5 is mandatory for professional care roles; enables career progression	Employers value certified staff for reliability, reduced risk, and cost savings
Turkey	MYK certificates are highly valued; enable formal employment, higher wages, EU mobility	Employers prioritize certified staff for safety, quality, and professional standards

3.3. Adult participation in learning pathways

Family Caregivers acquire their qualifications through a combination of formal education, non-formal training, and informal learning experiences.

Country	Formal Learning	Non-Formal Learning	Informal Learning
Poland	Public and private schools, vocational courses	Training by NGOs, workshops	On-the-job experience, self-learning
Lithuania	Higher education, vocational training	NGO-organized seminars, municipal training	Family care practice, self-study, peer learning
Greece	Limited for family caregivers; more for professionals	NGO workshops, Red Cross training	Practical experience, online resources
Spain	Vocational training, higher education, formal workshops	NGO workshops, municipal programs, Red Cross, Caritas	Family care experience, volunteer work, self-learning
Ireland	QQI-accredited courses, university degrees, ETB programs	Charity-run workshops, e-learning, professional development	Life experience, self-learning, work-based learning

Country	Formal Learning	Non-Formal Learning	Informal Learning
Turkey	MoNE VET programs, ACC certification, higher education	Public Education Centers, NGOs, Red Crescent, municipal courses	Home care experience, hospital briefings, digital resources

3.4. Digital Tools in Competence Validation

Digital tools are not widely used in all countries, but they are increasingly being used to support the validation and recognition of competences, increasing transparency and mobility.

Country	Digital Validation
Poland	Integrated Qualifications System (ZSK) supports digital badges and e-certificates
Lithuania	Recognition digital badges and e-certificates of existing international
Greece	Digital validation emerging, recommendations for digital assessment tools
Spain	Digital badges, e-certificates, online verification via SEPE and regional portals
Ireland	E-learning modules, digital portfolios, QQI-accredited online courses
Turkey	Digital verification via e-Devlet, online portfolios, digital badges, e-certificates

4. Recognition of prior learning, non-formal and informal learning in partner countries

The recognition of prior, non-formal and informal learning is a cornerstone of the EU's lifelong learning policy. While all EU countries recognise its importance, implementation varies greatly. Ensuring that the recognition of prior learning becomes a practical and widely used pathway for education, employment and mobility across Europe requires continued policy coordination, awareness-raising and investment. The validation of competences acquired by Family Caregivers through formal, non-formal, and informal learning is a key element in the professionalization of the care sector across Europe too. As society's age and care needs increase, the recognition and certification of skills gained outside formal

education become crucial for both caregivers and the labour market. This report presents a detailed comparative analysis of the systems for validating Family Caregivers' competences in Poland, Spain, Greece, Ireland, Lithuania, and Turkey, with a focus on procedures, requirements, the value of certificates, and the role of institutions involved in the process.

4.1. Qualification Systems and Types of Certifications

Poland

Poland operates a formal system of professional qualifications for family caregivers, confirmed through final exams and the issuance of certificates or diplomas. Authorized institutions include schools and vocational training entities, supervised by Regional Examination Boards. Certificates are highly valued in the labour market, and certified individuals are preferred by employers.

Spain

Spain has a comprehensive system recognizing formal, non-formal, and informal learning. The "Certificados de Profesionalidad" and the National Catalogue of Professional Qualifications (CNCP) are central. Certificates are awarded under Royal Decree 1224/2009 and are recognized throughout Spain and the EU.

Greece

Greece lacks a unified national system for certifying family caregivers. Certificates are typically issued by local organizations, NGOs, or private entities. These certificates are recognized mainly within specific environments and are not always part of the formal national system, limiting their broader recognition.

Ireland

Ireland's system is overseen by Quality and Qualifications Ireland (QQI), which manages the National Framework of Qualifications (NFQ). The NFQ is a 10-level system, and qualifications are awarded at various levels by QQI, universities, and institutes of technology. All institutions must comply with QQI's quality assurance standards.

Lithuania

Lithuania's system is regulated by laws, ministerial regulations, and procedures set by training institutions. Various documents are issued, such as diplomas, certificates, and statements of competence, depending on the institution and the level of qualification. The Lithuanian Qualifications Framework (LQF) ensures alignment with European standards.

Turkey

Turkey's qualification system is centrally regulated and closely linked to the European Qualifications Framework (EQF) and the Turkish Qualifications Framework (TQF). Main

certificates include “Patient and Elderly Caregiver,” “Disabled Caregiver,” and “Home Care Personnel.” Certificates are issued by authorized assessment and certification centers (ACC), the Ministry of National Education (MoNE), and other public and non-governmental institutions.

4.2. Validation Systems for Family Caregivers' Competences

Aspect	Poland	Spain	Greece	Ireland	Lithuania	Turkey
Legal Framework	Formal, state-regulated	Formal, regulated by Royal Decree 1224/2009	No unified national system	Formal, centralized (NFQ)	Formal, regulated by law	Formal, central, EQF/TQF
Main Institutions	Ministry, ZSK, schools, training entities, exam boards	Ministry, INCUAL, SEPE, regional authorities, accredited centres	Ministries, EOPPEP, NGOs, local authorities	QQI, universities, institutes of technology	Ministry, qualification centres, social partners	MYK, MoNE, universities, İSKUR, NGOs
Validation Procedure	Final exams, assessment of knowledge, skills, competences	Application, advisory phase, expert panel, certificate	Practical demonstration, trainer assessment	Assessment of knowledge, skills, RPL	Analysis of evidence, interview, practical tasks, tests, committee decision	Application, document review, tests, interview, compliance with standards
Candidate Requirements	Empathy, experience, preferably work record	20+ years old, 2,000+ hours experience, documented outcomes	Understanding of care, mental health, trauma	Varies by NFQ level, knowledge, skills, independence	Documentation of competences, portfolio	Documents, tests, compliance with EQF/TQF
Recognition of Non-formal/Informal Learning	Possible, but formal path dominates	Fully integrated (Acredita)	Limited, depends on organization	Fully integrated (RPL)	Broad, formal and informal evidence required	Fully integrated, if standards met
Certificate Value	High, required for employment	High, required for employment, recognized in EU	Limited, mainly local recognition	High, required for employment, recognized in EU	High, strategic advantage	High, required for employment, recognized in EU
Quality Assurance	Internal, external	Internal, external, EQAVET	Fragmented	Centralized (QQI)	Internal, external, standards EU	Two-level, audits, EQAVET, ISO 17024

Aspect	Poland	Spain	Greece	Ireland	Lithuania	Turkey
Flexibility & Access	Accessible, formal requirements	Flexible, multiple pathways	Fragmented, depends on region	Highly flexible, lifelong learning	Depends on institution	Transparent, open to informal experience

All analysed countries recognize the importance of validating competencies acquired through non-formal and informal learning, especially for family caregivers. There is a clear trend towards integrating digital tools (such as badges and e-certificates) into validation systems, which enhances transparency and mobility. While formal qualifications remain crucial, non-formal and informal learning are increasingly valued by employers and institutions. National frameworks are evolving to better align with European standards, facilitating cross-border recognition of skills. Recommendations include further harmonization of validation procedures, increased awareness and accessibility of training, and the continued development of digital validation mechanisms.

The validation of family caregivers' competences in Poland, Spain, Greece, Ireland, Lithuania, and Turkey is a multi-stage process involving numerous institutions and requiring the fulfilment of specific criteria. While all countries allow for the recognition of competences acquired outside the formal system, there is a need for further integration of digital solutions, simplification of procedures, and increased access to training and validation for a wide range of caregivers. It is also crucial to continue raising social awareness of the value of certification and to develop cross-sectoral cooperation for the professionalization of family care.

5. Family care Pilot Review

Partners developed the piloting phase based on the methodology designed in the previous activity. Piloting activities were consist of: Piloting of the Virtual Campus, carrying out and assess the MOOC courses, Piloting of the Mobile Assessment App, Final assessment of the Virtual Campus, Final assessment of the Mobile Assessment App, Feedback and finalisation of the Virtual Campus and the Mobile Assessment App. Adult educators, counsellors and guidance professionals participated in the pilot phase in order to guide and implement the process of testing and evaluating the project results in real context with the target beneficiaries. Family Caregivers participated in the pilot phase in order to test and evaluate the ICT tools developed.

5.1. Participant Profiles and inclusion criteria

In each participating country, five to six adult educators from NGOs, healthcare institutions, and educational centres were involved. These professionals played key roles as facilitators,

trainers, and evaluators during the pilot phases. Additionally, 25 caregivers per country were selected to participate in piloting phase. The selection process prioritized individuals from disadvantaged backgrounds, including those facing economic, social, or geographic obstacles. All participants had direct experience in informal care, ensuring the relevance and authenticity of the pilot activities. Each partner defined the pilot format tailored to their specific context. This step allowed for the customization of the pilot to address local needs and conditions, ensuring the methodology's flexibility and adaptability.

Context and procedures of project each country involved

Country	Participants	Inclusion criteria	Pilot format
Poland	5 educators, 25 family caregivers	Long distances to family care services, geographical obstacles, disadvantaged individuals.	Beginning introductory, the sessions combined independent learning, personalized tutoring, and group discussions. Family caregiver participating for 8 to 10 hours, feedback collection
Spain	5 educators, 25 family caregivers	Inclusion criteria related to their regular work caring for dependents in their family settings. Participants included diverse profiles, both in terms of educational level and prior experience with digital tools.	Self-paced digital learning, guided exercises, reflection activities and testing of digital validation tools. Practical sessions focusing on active listening, personal skills and the development of personalized care plans. Feedback collection.
Greece	6 educators, 25 family caregivers	Family Caregivers with direct experience in providing informal care, and Adult Educators / Counsellors / Psychologists and Social Workers with experience in adult training and guidance.	Self-paced digital learning, guided exercises, reflection activities and testing of digital validation tools. Practical sessions. Insights and feedback gathered.

Country	Participants	Inclusion criteria	Pilot format
Turkey	5 educators, 25 family caregivers	Belonging to socially disadvantaged groups	Orientation sessions, reflection, discussions for feedback collection.
Lithuania	5 educators, 25 family caregivers	People, facing discrimination because of disabilities of relatives, people in a precarious situation, from remote or rural areas.	Introductory briefing, face-to-face meetings, practically tested, reflecting on the relevance of the results produced, feedback collection.

5.2. Feedback Collection and National Reports

Project partners decided to apply these methods of collecting data to evaluate the results of the project: Virtual Campus, MOOC Course, Mobile Assessment App, Qualitative evaluation of project results. Feedback from Beneficiaries (Family Caregivers) gathered by adult educators.

Steps to pilot:

1. The responsible project partner prepared and submitted project Piloting Methodology.
2. The responsible project partner prepared and submitted Piloting Questionnaires to the rest of project partners.
3. Partners developed the piloting phase based on the Methodology designed in the previous activities: Carrying out and assessing the MOOC courses, the Virtual CAMPUS, the Mobile Assessment App.
4. Project partners translated the Questionnaires (word document) into their native languages.
5. Each partner selected the group (5 persons per country) of adult educators, counsellors and guidance professionals that will take part in the Piloting phase.
6. Project partners presented project outcomes, Piloting Methodology and Questionnaires for selected adult educators, counsellors and guidance professionals (5 per country) participating in Piloting.
7. Each educator, counsellor, and guidance professionals (participating in Piloting) selected Family Caregivers (25 in total per country).
8. Each educator, counsellor, and guidance professionals filled Questionnaire and got Feedback from Family Caregivers (Information can be collected through a simple, informal chat at the end of the sessions with Family Caregivers).

9. Each project partner summarized the results of the surveys of 5 educators, counsellors, and guidance professionals.
10. Project partners completed the educators' Piloting Report and sent it to responsible partners.
11. Project partners sent summarized results of the Piloting to the project partner responsible for inclusion in the final project Piloting Report.

5.3. Evaluation Criteria

The created questionnaire required the educator, counsellor, and guidance professionals to provide a quantitative and qualitative evaluation.

Virtual Campus

- The structure of the Virtual Campus is easy to navigate.
- The educational materials of the Virtual Campus are logical and easy to follow.
- The Virtual Campus has increased my knowledge and skills on validation of competencies acquired by Family Caregivers in non-formal and informal learning through digital badges and micro-credentials.
- My expectations of the topics presented in the Virtual Campus training were met.
- I felt that the Virtual Campus materials will be essential to develop my competencies.
- I am satisfied with Virtual Campus.

MOOC Course

- The training content of the MOOC Course is logical and easy to follow.
- The MOOC Course and its modules are highly usable.
- The instructions and procedure for implementing training activities are clear and easy to understand and follow.
- The learning outcomes provided for each training activity are important to me.
- The MOOC Course provides a variety of activities to be used in educational settings.
- Taking the MOOC Course has led to an improvement to my competence regarding the validation of competencies acquired by Family Caregivers in non-formal and informal learning through digital badges and micro-credentials.
- I am satisfied with the MOOC Course.

Mobile Assessment App

- The Mobile Assessment App is well-structured and easy to navigate.
- The Mobile Assessment App is motivating.
- Assessment tasks in The Mobile Assessment App were easy to respond to.

- Assessment tests measured my knowledge on validation of competencies acquired by Family Caregivers in non-formal and informal learning through digital badges and micro-credentials.
- I am satisfied with The Mobile Assessment App.

Qualitative evaluation of project results

- Training modules' innovations in MOOC course
- Interactive contents for the MOOC courses
- Technical design of the Virtual CAMPUS
- Adaptation and implementation of the Virtual CAMPUS in other organisations
- Adaptation potential of the Virtual CAMPUS for further learning topics
- Adaptation potential of the Virtual CAMPUS for target groups
- The structure and contents of the Mobile Assessment App

Gathered in the open questions of the Survey for Adult educators

- Comments on the relevance and applicability of the project results for you and your organisation.
- Comments on the quality of the content and educational approach.
- Comments on the Virtual Campus structure and usability.
- Comments on your competences acquired during piloting.
- Additional comments

Family Caregivers,

- Comments on the possibilities of recognizing Family Caregivers competences acquired in a non-formal way.
- How useful and applicable is the Virtual Campus course for Family Caregivers?
- What additional training needed to consolidate existing competencies and acquire new ones?
- Please name the most useful Practical Activities (2 at least) for the Family Caregivers.
- Were Family Caregivers satisfied with taking part in the Project?
- Additional comments.

5.4. Piloting Methodology in the countries.

Lithuania.

In Lithuania, the pilot was coordinated by VsI Skudutiskio akademija and involved educators, socio-educators, and counsellors from various organizations. The 25 family caregivers who participated were primarily from disadvantaged backgrounds, including rural areas. The

pilot included contact meetings, independent access to learning modules, and practical testing of the Mobile Assessment App. Participants appreciated the clear structure and user-friendly design of the Virtual Campus, although some older caregivers faced challenges with digital navigation. The pilot suggested the need for virtual guides or mentors to support less digitally literate participants. The feedback highlighted the importance of digital badges in motivating caregivers and providing formal recognition of their skills, which could enhance their employability and social inclusion. External organisations involved in piloting are long-standing partners of VSI Skudutiskio akademija, with whom the organisation cooperates in various family welfare projects. The relevance of the project is reflected in the questionnaire and in the comments written by the participants. The Virtual campus, training modules and Mobile Assessment App had a big and positive impact on the participants, whose goal is to become as competence assessors acquired by Family Caregivers.

Spain

In Spain, the pilot was coordinated by La Bien Pagá and involved collaboration with organizations such as ASPAYM Castilla y León and the Diego de Praves Vocational Training Center. Five educators and 25 caregivers participated, representing a diverse range of educational backgrounds and digital literacy levels. The training program included the Virtual Campus, MOOC courses, and the Mobile Assessment App, as well as in-person group discussions and practical exercises. The Spanish pilot stood out for its inclusive approach, ensuring that even participants with low digital skills could engage fully. Caregivers reported feeling empowered and recognized for the first time, with many expressing increased self-confidence and motivation to pursue further training or employment. The pilot also highlighted the potential of digital badges to open new opportunities for social and professional inclusion.

Greece

In Greece, the pilot was coordinated by IASIS NGO and focused on both adult educators and family caregivers. Six educators and 25 caregivers participated, with a strong emphasis on supporting disadvantaged groups. The pilot activities were conducted in community centers and boarding houses managed by IASIS. The methodology combined self-paced digital learning via the Virtual Campus, practical exercises, and the use of a Mobile Assessment App. Feedback from participants highlighted the clarity and usability of the Virtual Campus, the logical structure of the MOOC modules, and the motivational impact of digital badges. Caregivers particularly valued activities such as active listening and the creation of personalized care plans. The pilot demonstrated that digital tools could effectively support both trainers and caregivers in validating and developing competencies, even among those with limited prior digital experience.

Turkey

The Turkish pilot, managed by BASLANGIC, engaged adult educators, trainers, and professionals from various sectors, including social work and healthcare. The beneficiaries were informal caregivers, such as spouses and adult children caring for relatives with chronic illnesses. The pilot used a blended learning approach, combining online modules,

mobile app assessments, and face-to-face workshops. Participants reported high satisfaction with the Virtual Campus and Mobile Assessment App, noting that the tools were easy to use and relevant to their daily caregiving responsibilities. The pilot also involved collaboration with local caregiver associations and healthcare professionals, which enriched the practical aspects of the training. Caregivers expressed that the formal recognition of their skills increased their confidence and motivation to continue learning.

Poland

The Polish pilot, led by FASS, involved five adult educators from various organizations and 25 family caregivers, all of whom faced significant economic, social, or geographic obstacles. The training program included the use of the Virtual Campus, MOOC courses, and the Mobile Assessment App, with a strong focus on practical, real-life applications. The pilot lasted four weeks, with each caregiver dedicating 8–10 hours to the program. Participants praised the accessibility and clarity of the digital tools, noting that the platform enabled them to self-assess their skills and plan their professional development. The feedback emphasized the importance of recognizing informal caregiving skills and the motivational value of digital badges and certificates. Practical activities such as first aid training and stress management workshops were especially appreciated.

6. Piloting Results

6.1. Feedback from adult educators in the piloting of the FAMILY CARE project outcomes.

Virtual Campus	RATING SCALE				
	1	2	3	4	5
The structure of the Virtual Campus is easy to navigate.				8	18
The educational materials of the Virtual Campus are logical and easy to follow.				4	22
The Virtual Campus has increased my knowledge and skills on validation of competencies acquired by Family Caregivers in non-formal and informal learning through digital badges and micro-credentials.				3	23
My expectations of the topics presented in the Virtual Campus training were met.				8	18
I felt that the Virtual Campus materials will be essential to develop my competencies.			1	8	17

I am satisfied with Virtual Campus.				6	20
MOOC Course	RATING SCALE				
Criteria	1	2	3	4	5
The training content of the MOOC Course is logical and easy to follow.			1	5	20
The MOOC Course and its modules are highly usable.				4	21
The instructions and procedure for implementing training activities are clear and easy to understand and follow.			1	9	16
The learning outcomes provided for each training activity are important to me.			1	6	19
The MOOC Course provides a variety of activities to be used in educational settings.			1	3	17
Taking the MOOC Course has led to an improvement to my competence regarding the validation of competencies acquired by Family Caregivers in non-formal and informal learning through digital badges and micro-credentials.			1	6	19
I am satisfied with the MOOC Course.				6	20
Mobile Assessment App	RATING SCALE				
Criteria	1	2	3	4	5
The Mobile Assessment App is well-structured and easy to navigate.			1	5	20
The Mobile Assessment App is motivating.			2	4	20
Assessment tasks in The Mobile Assessment App were easy to respond to.			2	9	15
Assessment tests measured my knowledge on validation of competencies acquired by Family Caregivers in non-formal and informal learning through digital badges and micro-credentials.			1	6	19
I am satisfied with The Mobile Assessment App.				5	21
Qualitative evaluation of project results	RATING SCALE				
Criteria	1	2	3	4	5

Training modules' innovations in MOOC course			1	7	18
Interactive contents for the MOOC courses			1	6	19
Technical design of the Virtual CAMPUS			1	7	18
Adaptation and implementation of the Virtual CAMPUS in other organisations			3	7	16
Adaptation potential of the Virtual CAMPUS for further learning topics			2	8	16
Adaptation potential of the Virtual CAMPUS for target groups			2	9	15
The structure and contents of the Mobile Assessment App			1	10	15

6.2. Comments Adult educators on the relevance and applicability of the project results for you and your organisation

Lithuania.

The project is timely and particularly relevant in regions far away from cities, where it is particularly important for individuals to acquire, validate and apply their competences. This is a very big innovation in Lithuania.

The information is very important, but its application is currently questionable due to the lack of current legislation.

The results of the project are relevant not only for family nurses but also for educators who, with adequate preparation, can assess the competences acquired by the nurses in the course of the self-directed training.

The results constructed in a simple and attractive way, and in my view can be applied in other organisations.

The practical questions and exercises are interesting; the stories are instructive and can be applied in real life.

Spain.

Participants reported that the piloting phase enhanced their professional competences and skills in multiple areas. They gained practical knowledge for training informal caregivers, using digital learning tools, and applying strategies in real-life caregiving situations. The experience contributed to improved confidence, better understanding of informal care challenges, and strengthened capacity to support caregivers effectively

Greece.

Participants consistently emphasized that the project results are highly relevant and useful, providing important knowledge and practical tools that can be immediately applied in their

professional context. The outcomes support the training of informal caregivers, enhance service quality, and strengthen organizational capacity to address the needs of families. Many participants highlighted that the project results are meaningful for both personal development and improving day-to-day caregiving practices.

Turkey

The tools provide a structured and modernised approach for identifying, documenting, and validating competences that are typically gained informally through caregiving roles.

Participants highlighted that these outputs support ongoing digital transformation strategies within their organisations and can be integrated into existing training, counselling, and social support programmes. For counsellors and social workers, the competence mapping features were particularly useful, while trainers emphasised the added value of having ready-to-use teaching and assessment materials. All participants agreed that the project results fill a significant gap in recognising the often-invisible skills of family caregivers.

Poland

The Self-Assessment Virtual Campus results are of great importance for organization. They enable effective monitoring of educational and competence progress in a modern and transparent way. The platform allows for self-analysis of strengths and weaknesses, which significantly supports the learning and professional development process.

The project promotes independence, engagement, and responsibility for one's own development, which translates into improved work quality for the entire team.

Increased accessibility to training and knowledge: The virtual campus enables access to educational materials from anywhere, at any time. This means greater flexibility in learning and developing professional competences. For the organization, it is an opportunity to train more employees without the need for costly stationary training.

The organization gains better-qualified employees, which translates into higher service quality and operational efficiency.

This means clarity and certainty that I am learning according to the best and proven sources.

6.3. Comments on the quality of the content and educational approach

Lithuania.

The content and presentation of the material in blocks is adequate, and the assessment tasks on the mobile assessment app were not difficult to answer, with sufficient but rather limited content and quantity of material. The content is interesting, good and very useful.

The material is presented in a clear and understandable way. User-friendly presentation in small portions. There are minor shortcomings. A few questions are repetitive. Some vague wording due to lack of accurate translation, mismatched pronouns.

The content of the training modules is clear and understandable. However, for ease of use, it is necessary to practice several times.

The teaching method is excellent, comprehensible and motivating. The content (if it is kept updated) will always be relevant and could be at a more advanced level for those who have more experience. I would like a choice of difficulty level:).

Spain.

The project's educational approach combines didactic clarity with social sensitivity. The content is tailored to the participants' profile, uses accessible language, and encourages reflection, personal recognition, and transfer to real-life situations. Particularly valued is the inclusion of practical activities and real-life contexts, which connect with the caregivers' daily experiences.

A particularly noteworthy aspect is the way the project respects the pace and levels of each participant, without falling into paternalism or imposing rigid models. The progressive structure of the content, along with the experience-based learning approach, generates active user engagement. This approach demonstrates that it is possible to implement digital pedagogy without sacrificing the human, empathetic, and relatable component required in the field of family care. It is a model that encourages dialogue and self-reflection, beyond the simple consumption of content.

Greece.

The content was described as clear, well-structured, and carefully organized to meet the needs of caregivers. Participants appreciated the balance between theoretical knowledge and practical, interactive material, which made learning more engaging and immediately applicable. Some modules were noted as slightly simplified, with suggestions to enrich these areas to further challenge learners and enhance the overall quality of the educational approach.

Turkey

The content was consistently praised for its clarity, structure, and relevance. Participants found the training modules, MOOCs, and instructional guides to be pedagogically sound and well-aligned with adult learning principles. The material provides sufficient theoretical grounding while focusing strongly on practice through case studies, guidance notes, examples, and practical activities.

The educational approach was described as systematic and user-centred. The step-by-step guidance on documenting and validating competences, together with practical exercises, was appreciated for helping professionals directly transfer knowledge to real working contexts. Participants agreed that the quality of the educational content supports both professional development and improved support to caregivers.

Poland.

Modularity and flexibility: The campus is often organized into thematic modules that can be completed at any pace. This allows for an individual approach to learning—the user decides which content is most important and in what order to assimilate it.

Interactivity and engagement: Interactive elements such as tests, discussion forums, and simulations foster active participation in the learning process. This increases participant engagement and improves the durability of acquired knowledge.

Personalization of development paths: Many virtual campuses allow for tailoring educational paths to individual needs and development goals. This makes learning more targeted and effective, both for individuals and the entire organization.

Constant support and updates: The platform is regularly updated, providing access to the latest information, tools, and trends. Additionally, users can count on technical and substantive support while using the platform.

6.4. Comments on the Virtual Campus structure and usability

Lithuania

The structure is clear and quite easy to understand intuitively.

Structure is user-friendly, easy to understand, easy to use, and material is presented in a logical, smooth and coherent way. The examples given with a fictitious care recipient are very well explained. It is convenient that there is the possibility to repeat the course. The material presented in the Virtual Campus is logical, understandable and easy enough to navigate. It is important that we get to know the validation of competences acquired through self-directed learning using digital badges and micro-credits. The use of badges and micro-credentials increases motivation so that participants are more engaged in developing their potential future careers. The structure is clear and easy to use.

Spain

The Virtual Campus has proven to be an intuitive, functional, and coherent tool. Its structure facilitates navigation without requiring high levels of digital literacy, which is essential for a diverse audience, often with little prior experience in online environments. Furthermore, the visual design without artifice, but clear encourages concentration on the content. Both educators and caregivers positively valued the sense of autonomy it offers, allowing them to progress at their own pace without feeling lost or overwhelmed.

During the pilot phase, we found that even caregivers with little digital experience were able to complete the campus modules without major obstacles, thanks to its simplified yet effective design. The platform's accessibility from different devices, clear menus, and technical stability contributed to a positive experience. Furthermore, the integration of interactive activities and downloadable resources was particularly appreciated, as it allows materials to be reused outside of the virtual environment. This increases its applicability in contexts with limited connectivity or shared devices.

Greece

The Virtual Campus platform was praised for its intuitive design, ease of navigation, and logical structure. Participants found it very user-friendly, allowing smooth access to materials and activities. Suggestions for improvement included integrating more interactive

features and collaborative tools to increase engagement and foster active participation among caregivers.

Turkey

All participants reported positive experiences with the Virtual Campus. The interface was considered intuitive, visually clear, and easy to navigate, even for users with limited digital experience. The logical structure of modules, interactive elements, and assessment features contributed to a smooth and engaging learning process.

Participants emphasised the value of being able to access modules, practical activities, and evaluation tools in one coherent platform. The usability of the platform was described as high, and the combination of desktop and mobile access was considered an added advantage. A few participants suggested that additional languages or downloadable offline materials could further enhance usability in the future.

Poland

The structure of the Self-Assessment Virtual Campus is intuitive and logical, making navigation easy. The content layout is clear, and access to individual modules and self-assessment tools is quick and convenient.

The clear menu, clear instructions, and simple navigation system mean that even less technologically advanced people can easily use the available resources. All functions are well thought out for the user, resulting in high usability and comfort.

Modular content allows flexible learning planning you can return to selected topics at any time. The platform works stably, and material loading times are very short, which enhances user comfort.

The function of saving progress and the ability to continue learning exactly where it was interrupted are very practical. Integrated tests and quizzes help consolidate knowledge and provide quick feedback on one's skills.

6.5. Comments on your competences acquired during piloting

Lithuania

With a benchmark, it was not difficult to navigate the digital validation objective for Family Caregivers to achieve in order to obtain the Open Digital Badge.

Before taking part in this project, I had no knowledge of micro-credits and badges. I had heard something about similar projects in the VMU. I have strengthened my competences in this respect. I am not only an educator, but I also have a disabled son, so a topic that draws attention to people caring for their relatives is very relevant to me personally.

Participating in the piloting phase of this project has deepened my knowledge as an educator of the competences acquired spontaneously or informally, and the possibility of looking at them in an innovative way.

I have improved my knowledge of digital tools and technologies for competences

I have developed a better understanding of the importance of competency assessment, documentation and certification and the need for chipping.

Spain

The pilot program has also been a learning experience for the professionals involved. We have strengthened our skills in guiding the recognition of informal learning, become familiar with new digital assessment methodologies, and improved our capacity to support people with unconventional educational backgrounds. Furthermore, the project's cross-curricular approach has allowed us to incorporate a more inclusive, flexible, and empathetic approach to learning processes in healthcare settings.

We have also gained a deeper understanding of the challenges caregivers face in terms of visibility, self-care, and personal development. This experience has strengthened our ability to design training programs more tailored to their real needs, taking into account their time, emotions, and life contexts. Furthermore, working with tools such as badges and the assessment app has expanded our methodological repertoire, incorporating innovative tools that we are already considering replicating in other areas of intervention.

Greece

Participants reported that the piloting phase enhanced their professional competences and skills in multiple areas. They gained practical knowledge for training informal caregivers, using digital learning tools, and applying strategies in real-life caregiving situations. The experience contributed to improved confidence, better understanding of informal care challenges, and strengthened capacity to support caregivers effectively

Turkey

Across all profiles—trainers, counsellors, career advisors, and social workers—participants reported acquiring a range of new competences. The most significant improvements included: Understanding and applying digital validation processes. Identifying, documenting, and assessing competences of family caregivers. Selecting appropriate digital tools and technologies for competence validation. Developing structured competence profiles and personalised support plans. Applying the concepts of micro-credentials, digital badges, and e-portfolios. Integrating digital assessment practices into ongoing educational and counselling programs. Participants noted that the piloting strengthened both their digital competences and their capacity to conduct evidence-based evaluations of informal learning.

Poland

Participation in the Self-Assessment Virtual Campus pilot allowed me to significantly develop a range of key competences. Above all, my awareness of my strengths and weaknesses increased, enabling more conscious planning of further development.

Thanks to working with the platform, I developed skills in self-assessment, reflective learning, and managing my own competence development. The tools provided in the campus also supported the development of digital competences, which are very important in today's work and learning environment.

Through interactive materials, I better assimilate knowledge and can apply it in professional practice. The pilot made me realize how important digital competences are in everyday work

and helped me significantly develop them. I increased my competences in remote work, online collaboration, and self-assessment of progress. Participation in the pilot motivated me to further development and regular use of the educational platform.

6.6. Feedback from Beneficiaries (Family Caregivers)

Comments on the possibilities of recognizing Family Caregivers competences acquired in a non-formal way.

The experience of family caregivers during the pilot phase was transformative. Many caregivers entered the project with some insecurity due to the use of technology, their low level of formal education, or simply feeling outside the usual training channels a very significant evolution was observed in their self-esteem, their perception of the role they play, and their motivation to continue learning. Caregivers felt heard, respected, and, above all, recognized. Family Care has not only been a tool for validating skills, but also a deeply human experience that has contributed to dignifying their work, restoring their self-confidence, and opening up new learning opportunities. Another key aspect was their acceptance of the digital badge system. Although it seemed unfamiliar to them at first, they quickly understood it and valued it as a symbol of recognition. Caregivers highlighted that the recognition of competences gained through daily experience and non-formal learning is highly valuable. It is good that a method has been devised for Family Caregivers to recognise and validate the competences they have acquired spontaneously in caring for a family member. This gives them more motivation to work meaningfully. Users noticed an increase in their digital competences, which translates into greater independence and effectiveness in performing professional duties. Many agreed that, until now, the knowledge acquired in caring for dependents had not been valued socially or institutionally. This recognition not only opens the door to further training or employment but also strengthens self-esteem and a sense of development.

How useful and applicable is the Virtual Campus for Family Caregivers course?

Caregivers highlighted the clarity of the content, the accessible language, and the relevance of the practical examples. Participants considered the Virtual Campus course extremely useful, as it provided both theoretical knowledge and practical tools directly applicable to daily caregiving tasks. The course is clearly useful for any nurse/caregiver who is developing a digital profile that will help to find a job in the future based on the competences and digital badges acquired, and not only in their region. Even those with limited digital experience reported that the platform was simple enough to navigate with basic guidance. The course helped them understand the concept of competence validation and how their caregiving role could be transformed into documented skills. The course allows not only to expand knowledge and skills in care but also to develop soft competences such as communication, stress management, and time organization, which are essential in this role. Particularly valuable is the opportunity to reflect on one's actions and assess one's competences, which helps to cope better in demanding situations.

What additional training is needed to consolidate existing skills and acquire new ones?

Caregivers suggested that further training would be beneficial in specialized areas such as first aid (particularly for chronic conditions), mental health support, stress and crisis management, and communication techniques. They emphasized that building on these areas would consolidate existing skills, improve their capacity to handle challenging situations, and provide additional confidence in their day-to-day caregiving responsibilities. Feedback from caregivers indicated several areas where additional training would be beneficial: Communication and stress-management skills, which they identified as essential but often unsupported, Learning how to compile a digital portfolio, understanding how competences can translate into job opportunities. To consolidate existing competences and acquire new ones, it is worth proposing additional practical and thematic training, tailored to the challenges faced by family caregivers daily

How the use of badges and credentials will incentivize and increase participation motivation in the recognition of acquired skills.

The use of digital badges and micro-credentials was regarded as a strong motivating factor, as most caregivers were unfamiliar with the concept of micro-credentials and digital badges. However, once they understood that these "visual diplomas" could represent what they knew how to do, and that they could include them on their resumes, it had an immediate motivating effect. The symbolic dimension of "receiving a badge" was especially powerful: many caregivers had never received any kind of official recognition before, so it was a very emotional experience for them. They also saw it as an opportunity to access other training programs or even a job in the social and healthcare sector in the future. It was consistently stated that receiving digital badges or micro-credentials would increase their motivation to participate in competence recognition activities. Many caregivers felt that badges transform their informal efforts into something "real and measurable," giving them a reason to continue learning. Certificates are tangible proof of acquired skills, which can be used in various contexts, when applying for a job, accessing further education, or confirming qualifications in institutions. They give a sense that the caregiver's effort and experience are truly appreciated and visible.

Please name the most useful practical activities (at least 2) for family caregivers

The most useful practical activities were:

- Social Skills Self-Assessment. This activity helped identify skills such as empathy, patience, and assertive communication, which they use daily without always being aware of it.
- Impact of new technologies on nursing. Micro-credits; Digital badges.

- Acquisition of digital competences among family care. Promoting recognition of digital competences among stakeholders.
- Active Listening and the Creation of a Personalized Care Plan.
- Understanding EQAVET for Micro-credentials.

7. Satisfaction and Usability

7.1. Level of satisfaction of adult educators, counsellors and guidance professionals participating in pilot activities

Lithuania

- The Virtual campus, training modules and Mobile Assessment App had a big and positive impact on the participants, whose goal is to become competence assessors.
- This is a very big innovation in Lithuania.
- The information is very important, but its application is currently questionable due to the lack of current legislation. Personally, it has been very useful, it has deepened my knowledge and motivated me, but it is still difficult to apply it within the organisation, both because of the personal attitude of other employees and clients and because of the legal environment.
- The results are constructed in a simple and attractive way, and in my view can be applied in other organisations.
- The material was presented in a clear and understandable way. User-friendly presentation in small portions. There were minor shortcomings. A few questions were repetitive.
- The content of the training modules is clear and understandable. However, for ease of use, it is necessary to practice several times.
- Participating in the piloting phase of this project has deepened my knowledge as an educator of the competences acquired spontaneously or informally, and the possibility of looking at them in an innovative way.
- The results stimulated action and motivated further learning.

Spain.

- The piloting phase enhanced professional competences and skills in multiple areas.
- The experience contributed to improved confidence, better understanding of informal care challenges, and strengthened capacity to support caregivers effectively.
- The project's educational approach combines didactic clarity with social sensitivity.
- It is a model that encourages dialogue and self-reflection, beyond the simple consumption of content.

- Its structure facilitates navigation without requiring high levels of digital literacy, which is essential for a diverse audience, often with little prior experience in online environments.
- A sense of autonomy allows you to progress at your own pace without feeling lost or overwhelmed.
- We have gained a deeper understanding of the challenges caregivers face in terms of visibility, self-care, and personal development.

Greece.

- The project results are highly relevant and useful, providing important knowledge and practical tools that can be immediately applied in their professional context.
- Project results are meaningful for both personal development and improving day-to-day caregiving practices.
- The Virtual Campus platform is clear, well-structured, and carefully organized to meet the needs of caregivers.
- The piloting phase enhanced professional competences and skills in multiple areas.
- The experience contributed to improved confidence, better understanding of informal care challenges, and strengthened capacity to support caregivers effectively.
- The pilot program was highly valuable, providing both professional development and practical guidance to improve caregiving practices.

Turkey

- The Family Care project results are highly relevant and applicable to professional practice.
- The tools provide a structured and modernised approach for identifying, documenting, and validating competences that are typically gained informally through caregiving roles.
- The outputs support ongoing digital transformation strategies within their organisations and can be integrated into existing training, counselling, and social support programs.
- The competence mapping features are particularly useful, the added value of having ready-to-use teaching and assessment materials.
- The project results fill a significant gap in recognising the often-invisible skills of family caregivers.
- The content is clear, structured, and consistent.
- The educational approach is systematic and user-centered.
- The project results provide a modern, standardised, and reliable methodology to support competence validation.
- The tools encourage more systematic evaluation, facilitate planning of development pathways, and promote professional confidence in using digital methods.
- The digital badges and micro-credentials system is an innovative way to give visibility to future skills.

Poland

- The Self-Assessment Virtual Campus results are of great importance for organization.
- The platform allows for self-analysis of strengths and weaknesses, which supports the learning and professional development process.
- The Virtual Campus enables access to educational materials from anywhere, at any time.
- For the organization, it is an opportunity to train more employees without the need for costly stationary training.
- The quality of content available on the self-assessment Virtual Campus is very high materials are substantive, up-to-date, and well-suited to users' real needs.
- The clear menu, clear instructions, and simple navigation system mean that even less technologically advanced people can easily use the available resources.
- All functions are well thought out for the user, resulting in high usability and comfort.
- The tools provided in the campus also supported the development of digital competences, which are very important in today's work and learning environment.

7.2. Level of satisfaction of family caregivers participating in pilot activities

Lithuania

- The knowledge and skills acquired can be used to gain access to work in family care.
- Training motivated to build up and consolidate knowledge, to develop in the field, knowing that it will be evaluated in an informal way.
- The Virtual Campus training course is useful for Family Caregivers in a way that is easy to adapt and easy to understand.
- Desirable to be a consultant to help older people navigate the course.
- Recognition and appreciation of competences motivates nurses/caregivers to learn and improve, especially knowing that it will be recognised.
- It builds confidence in oneself in the work one does and encourages improvement.
- Each staff member can set their own learning goals and pace.

Spain

- The first contact with the Virtual Campus expressed surprise at discovering that could be easily understand and use a digital platform.
- The MOOC has friendly tone, straightforward language, and for not making anyone feel "less valuable" for not having prior training.
- The Mobile Assessment App had a very special impact: many expressed feeling "proud," "visible," and "more confident in what they know how to do."
- Receiving something that certifies what are capable not much for curricular value, but for the emotional value of.
- Project proposes a concrete, digital way to validate this knowledge that was enthusiastically received.

Greece.

- The recognition of competence gained through daily experience and non-formal learning is highly valuable.
- This validates caregivers' practical skills and knowledge, giving them a sense of being acknowledged and appreciated.
- The training would be beneficial in specialized areas such as first aid (particularly for chronic conditions), mental health support, stress and crisis management, and communication techniques.
- The use of digital badges and micro-credentials was regarded as a strong motivating factor.
- The program offered practical support while also fostering a sense of community and acknowledgment among participants.

Turkey

- The caregiving skills—often developed informally over many years—can be recognised through the system introduced in the Family Care project.
- The competence areas presented in the modules reflect daily responsibilities (care planning, communication, digital tasks, problem solving, emotional support, etc.), which are rarely acknowledged in a formal context.
- Non-formal competences are often more comprehensive and experience-based than formal training, making recognition both meaningful and necessary.
- The Virtual Campus useful, accessible, and applicable to their daily context, even those with limited digital experience reported that the platform was simple enough to navigate with basic guidance.
- Receiving digital badges or micro-credentials would increase their motivation to participate in competence recognition activities.

Poland

- The possibility of recognizing competences acquired informally by family caregivers is an extremely important step towards appreciating their daily work and commitment.
- Acquire practical skills through experience, without formal confirmation of their knowledge gives a chance for official recognition of their competences.
- The possibility of formally confirming skills acquired at home is a huge psychological support and motivation for further development.
- The course allows not only to expand knowledge and skills in care but also to develop soft competences such as communication, stress management, and time organization, which are essential in care role.
- The use of competence badges/ micro-credentials and official certificates significantly increases motivation to participate in the process of recognizing acquired competences.

8. Lessons learnt from Family Care

Piloting developed innovative tools such as Virtual Campus, MOOC Course , Mobile Assessment App lessons was learnt:

Simplicity and usability are key to adoption. The success of the Virtual Campus and Mobile App was closely tied to their user-friendly design and clarity of language. Tools that are intuitive and practical have a better chance of being adopted by time-constrained professionals.

Recognition of informal competences fills a real gap. Professionals across countries confirmed that caregivers often possess rich, yet invisible skills. The project's approach to validating these competences is not only innovative but necessary, especially in ageing societies where informal care is rising.

Defined roles and clear communication. Close communication and clearly defined roles between partners reduce delays and improve the quality of the Virtual Campus experience. Virtual Campus activities need well-defined learning paths and clear sequencing of materials to help learners navigate content logically.

Open dialogue creates richer feedback than formal evaluation alone. In several cases, especially during Multiplier Events, open discussions provided more nuanced, honest, and useful feedback than standard surveys. Participants felt more engaged and open to sharing insights.

Cross-sector collaboration strengthens sustainability. Involving both educational and care institutions, as well as municipalities and NGOs, created a strong foundation for continued use of the results. Exploitation is more sustainable when ownership is shared.

Open dialogue creates richer feedback than formal evaluation alone. In several cases, especially during Multiplier Events, open discussions provided more nuanced, honest, and useful feedback than standard surveys. Participants felt more engaged and open to sharing insights.

Allocated sufficient resources. Lessons from piloting phases shows the need for flexibility as content needs to adapt to different institutional contexts and learner expectations. It is important to allocate sufficient time and resources before the piloting, as technical preparation and content localisation may take longer than expected.

9. Recommendations

9.1. Recommendations for policy makers and actions

- Policy advocacy is needed to promote the formal recognition of digital badges and micro-credentials within healthcare and social service sectors.

- Strengthen policy engagement at national and European levels to support legislative frameworks for the recognition of informal caregiving competences.
- Include links and references to FAMILY CARE in new EU proposals or policy papers.
- Expand strategic partnerships with VET providers, NGOs, employer organisations, and public authorities to support exploitation and institutional uptake.

9.2. Recommendations for the educational sector

- To expand interactive content by integrating more video resources, collaborative tools, and follow-up sessions.
- Training should be offered on first aid, mental health support, crisis management, and communication techniques.
- Combine digital and in-person outreach. Use online tools for scale and reach, but support them with local workshops or info sessions to make tools more accessible and actionable.
- Continuous professional development of educators, trainers, and academic leaders should be a priority to strengthen competencies in digital pedagogy, innovative assessment methods, and collaborative curriculum development.
- Educational institutions should integrate Virtual Campus, MOOC courses and Mobile Assessment tools into their teaching, learning and assessment strategies, in cooperation with other institutions and international networks, in line with the Erasmus+ Cooperation Objective.

9.3. Recommendations for local stakeholders

- The methodology should be adapted for other vulnerable groups, such as migrant women and young people in care, leveraging the project's inclusive framework.
- Enhance dissemination formats, including audiovisual and multimedia materials, to reach less literate or digitally marginalised audiences.
- Local stakeholders should actively participate in various partnership projects, promoting cooperation with various institutions to adapt digital innovations, ensuring their relevance to the local socio-economic context.
- Support continued community building, such as communities of practice or follow-up events, to sustain stakeholder engagement and peer learning.

9.4. Recommendations for Transferability and Sustainability

- Translate and adapt materials for different cultural or institutional settings.

- Organise short follow-up webinars to re-engage stakeholders and introduce new users to the tools.
- Encourage partners to continue promoting the project's results during future trainings or events.
- Integrate the FAMILY CARE materials into existing regional or national platforms.
- Monitor usage statistics of the Virtual Campus and App post-project to assess ongoing impact.
- Maintain and update digital resources, including the project website, virtual campus, and Open Educational Resources, to ensure continued relevance and accessibility.
- Continue to improve digital tools, allowing partner institutions to adapt, reuse or extend individual components to their own pedagogical, technological and organisational context.

9.5. General Recommendations

Implementing these recommendations will further strengthen the sustainability, scalability, and policy relevance of the Family Care project results, ensuring their continued contribution to inclusive competence validation and recognition across Europe.

Digital transformation. In order effectively to integrate digital and green skills into adult education programs, it is essential to ensure coherence with national and EU sustainability and digital transformation objectives.

Advocate for policy-level recognition. Use the Competence Framework and Guidelines to initiate discussions with national qualification authorities, especially in the context of informal learning recognition.

Combine digital and in-person outreach. Use online tools for scale and reach but support them with local workshops or info sessions to make tools more accessible and actionable.

Consider replication in other contexts. The project's methodology could be easily adapted for other groups, such as volunteers, migrants, or community workers any context where learning happens informally.

Inclusion of underrepresented groups. Local stakeholders should use these digital tools to reach underrepresented groups, including learners with fewer opportunities, ensuring accessibility, multilingual support and flexible learning pathways, in the areas of inclusion and diversity.