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# MyCred4Home

## Micro-certification standards for Personal and Household Services sector

Result 2

**DOCUMENT TITLE**

Micro-certification standards for Personal and Household Services sector  
(MyCred4Home Result 2)

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**GRAPHIC AND LAYOUT**

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## Table of contents

INTRODUCTION.....	3
1. MICRO-CERTIFICATION FRAMEWORK AND STANDARDS .....	5
A. STEP 1 - DEFINING THE MICRO-CERTIFICATION FRAMEWORK PERSONAL AND HOUSEHOLD SERVICES SECTOR (PHS).....	5
B. STEP 2 - MODEL MICRO-COMPETENCE IN THE PERSONAL AND HOUSEHOLD SERVICES SECTOR (PHS).....	7
C. STEP 3 - DEVELOPING MICRO-COMPETENCES FOR THE PERSONAL AND HOUSEHOLD SERVICES SECTOR (PHS).....	10
2. GUIDELINES FOR EVALUATION METHODS.....	12
3. GUIDELINES FOR VALIDATION METHODS.....	13
A. VALIDATION METHODS -LEARNING OUTCOMES .....	13
B. VALIDATION METHODS -VALIDATION TRESHOLD .....	14
4. MICRO-COMPETENCES FRAMEWORK FOR THE PERSONAL AND HOUSEHOLD SERVICES (PHS).....	17
5. EXPERT CONSULTATION AND RECOMMENDATIONS FOR THE MICRO-CERTIFICATION FRAMEWORK	28
A. METHODOLOGY FOR CALLING IN EXPERTS FOR THE MYCRED4HOME PROJECT.....	29
B. NUMBER OF EXPERTS AND DISTRIBUTION BY COUNTRY .....	32
C. ANALYSIS OF EXPERT RESPONSES ON THE ARCHITECRURE OF MYCRED4HOME MICRO-COMPETENCES FRAMEWORK.....	34
D. ANALYSIS OF EXPERT RESPONSES TO MYCRED4HOME MICRO-CREDENTIALS PROJECT .....	35
E. ANALYSIS OF EXPERTS' RESPONSES ON ASSESSMENT OF VALUATION METHODS .....	37
F. ANALYSIS OF EXPERT RESPONSES: ASSESSMENT OF THE EVALUATION PLATFORM.....	38
G. SUMMARY OF EXPERT ASSESSMENTS : .....	40
H. SUMMARY OF EXPERT RECOMMENDATIONS : .....	40
6. GENERAL CONCLUSION .....	42
7. APPENDICES .....	43

## INTRODUCTION

This document is the result of the work of the MyCred4Home partnership. The MyCred4Home project is funded by the Erasmus+ program, Partnerships for cooperation in adult education.

The deliverable is the MyCred4Home micro-certification framework. It describes guidelines for a framework and standards for the creation of a micro-certification in the Personal and Household Services (PHS) sector, as well as guidelines for micro-certification assessment methods and micro-certification validation methods. It also includes recommendations in terms of tools, in particular a repository of micro-competencies in the Personal and Household Services (PHS) sector, in line with the wishes of the MyCred4Home project partners.

The document created is also a working tool (practical guide) which will give rise to concrete applications in the next phase of the project (design of assessment and validation tools and pilot phase) by 5 institutions (IPERIA, STEPS, GDOCE, University of Cyprus, Centre Familial de Bruxelles) in the partner countries: France, Italy, Spain and Belgium and Cyprus. Each partner will be able to use the Personal and Household Services (PHS) micro-competency reference framework, building on this methodological framework and these recommendations.

As a reminder, the MyCred4Home project partners will work together to achieve **4 main objectives through the development of the following 4 outcomes:**

## Expected Results

**Objective 1:** identifying existing initiatives on microcredentials for low qualified profiles and providing information on legislation as regards VNIL and PHS sector in the partner countries



**Project Result 1:**  
Benchmarking report

**Objective 2:** designing new standards combining microcertifications and VNIL, adapted to the PHS sector



**Project Result 2:**  
Competences framework  
with Evaluation methods  
and Assessments tools

**Objective 3:** provide evidence-based information on the potential of microcredentials and VNIL for the PHS sector



**Project Result 3:**  
An innovative platform  
exploring new approaches to  
implement microcertification  
through VNIL

**Objective 4:** recommendations on the implementation of micro-credentials via validation of non-formal and informal learning for low qualified profiles.



**Project Result 4:**  
Practical Guide

(Source: project communication tools developed by STEPS)

**This practical guide "framework on microcertifications" is the second deliverable of the project.** It has been produced following an initial phase of methodology development and field surveys in all partner countries. A pilot phase report was drawn up beforehand, and this guide takes account of the recommendations that emerged.

This guide is also based on the findings of the project's first deliverable, the MyCred4Home comparative study.

This guide presents the various tools that helped the partners to create a Micro-competences reference framework for the validation of small volumes of learning outcomes, as well as the added value of micro-credits in terms of integration into the job market.

It consists of 6 parts:

- Part 1 - Microcertification framework and standards: approach and method for microcertification in the Personal and Household Services (PHS) sector
- Part 2 - Guidelines for validation methods
- Part 3 - Guidelines for validation methods
- Part 4 - Personal and Household Services (PHS) Micro-competences framework
- Part 5-Consultation of experts: recommendations for the microcertification framework
- Part 6-General conclusion
- Part 7-Annexes



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## 1. MICRO-CERTIFICATION FRAMEWORK AND STANDARDS

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For the various partner countries in the MyCred4Home project, 4 stages were completed before the creation of a repository of micro-competencies adapted to the Personal and Household Services (PHS) sector. Each of these different stages constitutes a phase in the construction of the micro-certification, and each linked to the others constitutes a complete approach to the creation of a micro-certification for the Personal and Household Services (PHS) sector. First, it was necessary to determine the micro-certification framework (**STEP 1**), before being able to model several micro-competencies in the Personal and Household Services (PHS) sector (**STEP 2**). The 3rd phase focused on the question of how to enhance the value of micro-certification (**STEP 3**), before concluding with a discussion of how to assess and validate micro-certification.

### A. STEP 1 - DEFINING THE MICRO-CERTIFICATION FRAMEWORK PERSONAL AND HOUSEHOLD SERVICES SECTOR (PHS)

During this phase, the various partners defined the contours and scope of microcertification in the Personal and Household Services (PHS) sector.

The **MyCred4Home** project aims to promote the social and professional inclusion of low-skilled profiles **by combining two European tools: micro-certifications and the validation of non-formal and informal learning**. The aim is to facilitate and accelerate the recognition and valorization of people's **COMPETENCES**, transforming them into better employment opportunities, and therefore greater inclusion.

Micro-credentials are very useful indeed, as they enable more personalized, tailored, rapid and accessible **COMPETENCES** (re)development. "With a growing consensus on the need for more responsive education, training and learning systems that enable individuals to upskill and retrain more quickly and flexibly, **alternative credentials have gained considerable momentum**. While titles and diplomas obtained through initial education and training still play a vital role, alternative diplomas (including digital badges, microcredentials, nano credentials, minor awards, etc.) are seen as necessary to make existing qualifications and title systems more fit for purpose."

**The 2012 Council Recommendation on the validation of non-formal and informal learning** recognizes this conflict and seeks to promote a more systematic approach to "validation", in order to increase the visibility and value of learning that takes place outside formal education and training systems. Validation schemes can benefit all citizens and **help combat unemployment by improving COMPETENCES matching and social cohesion**. Validation can provide crucial support to the unemployed, or those at risk of losing their jobs, by enabling citizens to communicate the value of their **COMPETENCES** and experience to potential employers, or when returning to formal education to obtain a new qualification. Validation can also be part of the **response to the current**



**refugee crisis** by identifying, documenting, assessing and certifying migrants' previous experiences, to promote faster and smoother integration in host countries. For people who need to **reorient their careers**, validation can open the door to new professions. It can also play a major role in combating youth **unemployment**, by making **COMPETENCES** acquired through volunteering or leisure activities visible to employers.

After careful consideration, the partners in the MyCred4Home project felt it was important to better define the contours of the micro-certification in the making. They decided to do just that:

- **Micro-certifications linked to the Personal and Household Services (PHS) sector:** for the partners in the MyCred4Home project, the aim is to create a system of micro-certifications for professionals working or looking for work in the Personal and Household Services sector;
- **Micro-certifications common to several professions:** the micro-certification will concern all professions in the Personal and Household Services (PHS) sector, and will not be limited to a single profession, as this sector covers many different professions in the reference countries of the MyCred4Home project partners, and in Europe in general. The partners wanted to create a system of micro-certifications that would cut across the various trades in the Personal and Household Services (PHS) sector;
- **Micro-certifications specifically linked to home care:** in this context, the micro-certification will relate exclusively to home activities linked to home care, and more specifically to surface cleaning operations. Linen care will not be covered by the micro-certification created by the partners;
- **Micro-certifications for people in difficulty in Europe:** jobseekers who have never worked in the home sector, people undergoing professional retraining, people experiencing social difficulties, migrants.



## B. STEP 2 - MODEL MICRO-COMPETENCE IN THE PERSONAL AND HOUSEHOLD SERVICES SECTOR (PHS)

As part of this project, the partners then worked on modeling micro-certifications in the Personal and Household Services (PHS) sector. To create these micro-certifications, 2 approaches seemed possible to determine the micro-competencies of this micro-certification:

- An initial approach aimed at breaking down several tasks within the same professional activity specific to home maintenance: for example, cleaning damp rooms, cleaning household appliances, descaling, scouring, shining, floor care, carpet care...
- A second approach aims to stack coherent and convergent Micro-competences towards a set of operations linked to the upkeep of the living environment, by integrating a technical skill, a soft skill, a basic skill, a transversal skill: for example, respecting the employer's needs and expectations, carrying out cleaning operations quickly, being a good listener, being organized and efficient...

The partners opted for the second approach, to ensure that the COMPETENCES made sense. The partners decided to work on a system of 4 micro-certifications, each covering 1 skill:

- **A "core " technical skill** covering activities and tasks related to cleaning operations.
- **A soft skill** covering the qualities and professional attitudes expected for professional housekeeping.
- **A basic skill** covering the fundamentals of cleaning operations in the Personal and Household Services (PHS) sector.
- **A transversal skill** common to several housekeeping operations.

Within this framework, the group of European partners drew up a questionnaire which was submitted to 49 people. The questionnaire was based on the 4 typ of competences presented above. For each of the categories identified above, several options were proposed so that the 49 people questioned could position themselves on relevant micro-competencies to create a coherent system of micro-certifications, corresponding to expectations in the field while enabling rapid employability of the people who will be their future holders.

The 49 respondents were consulted through semi-directive interviews and focus groups. A methodological guide was sent to project partners to facilitate the processing and quality of responses.







Here is the questionnaire concerning the 4 possible Micro-competences as it was proposed **to the panel of 49 respondents:**

#### **ANSWER 1 - TECHNICAL COMPETENCE**

**WHEN A PROFESSIONAL WORKS WITH CARE RECIPIENTS TO PERFORM HOUSEHOLD TASKS:  
What do you consider to be the most important factor and priority in its missions?**

Express cleaning operations

Perform deep cleaning operations

Carry out ecological and economical cleaning operations

Carry out cleaning operations while taking care of comfort details (watering plants, feeding animals) - Carry out cleaning operations while taking care of comfort details (watering plants, feeding animals) - Carry out cleaning operations while taking care of comfort details (watering plants, feeding animals)

Carry out cleaning operations while integrating a professional quality approach (analysis of the care recipient's needs, recommendations for tools and products if necessary).

#### **ANSWER 2 - SOFT COMPETENCES**

**WHEN A PROFESSIONAL WORKS WITH CARE RECIPIENTS TO PERFORM HOUSEHOLD TASKS:  
What do you consider to be the most important qualities?**

Friendly/communicative

Organized/efficient

Meticulous/diligent

Autonomous/takes initiative

Respectful/discreet

#### **ANSWER 3 - BASIC COMPETENCE**

**In your opinion, it is essential for him/her to:**

Understand and express themselves orally in the language used daily by the care recipient

Read and write in the language used daily by the care recipient

Counting and simple calculations related to domestic activities

Using digital tools

#### **ANSWER 4 - CROSS-DISCIPLINARY COMPETENCES**

**In your opinion, it is a priority for him/her to:**

Making work safer

Respect the care receiver's instructions, needs and expectations

Communicate and behave correctly with the care recipient (courtesy, language, non-verbal language)

Manage multiple types of information to adapt to all situations



Following the investigation carried out by the partners in their 5 reference countries, here are the 4 Micro-competences that have been identified:

- **MICRO-COMPETENCE 1 - TECHNICAL COMPETENCE**  
Carry out cleaning operations while integrating a professional quality approach (analysis of the employer's needs, recommendations on tools and products if necessary).
- **MICRO-COMPETENCE 2 - SOFT COMPETENCES**  
Organized/efficient.
- **MICRO-COMPETENCE 3 - BASIC COMPETENCE**  
Understand and express themselves orally in the language used daily by the employer.
- **MICRO-COMPETENCE 4 - TRANSVERSAL SKILL**  
Respect the employer's instructions, needs and expectations.

It was on this basis that the first part of the repository of the 4 micro-competencies of the future MyCred4home micro-certification was drawn up:

COMPETENCY FRAMEWORK
<p>The sector concerned is <b>Personal and Household Services (PHS)</b>. The Micro-competences described relate to <b>basic cleaning tasks performed in the home</b>.</p>
MICRO-COMPETENCES
<p><b>Micro-competence 1:</b> He/she is able to carry out cleaning operations, integrating a professional quality approach (analysis of the needs of the person being cared for, recommendation of tools and products if necessary).</p>
<p><b>Micro-competence 2:</b> He/she is able to be organized / efficient.</p>
<p><b>Micro-competence 3:</b> Able to understand and express himself/herself orally in the language used daily by the employer.</p>
<p><b>Micro-competence 4:</b> He/she is able to respect the employer's instructions, needs and expectations.</p>





### **C. STEP 3 - DEVELOPING MICRO-COMPETENCES FOR THE PERSONAL AND HOUSEHOLD SERVICES SECTOR (PHS)**

In order to give a recognized and identified value to micro-certification in the Personal and Household Services (PHS) sector, the European partners subsequently initiated a reflection on the valuation of this micro-certification. To do so, they drew on the data collected during phase 3 of the Mycred4Home project, and more specifically on the questions linked to the valorization of micro-certification. Consulted on this subject, the 49 people interviewed as part of the MyCred4Home project were asked to answer the following 3 questions:

#### **ANSWER 5 - MICROCERTIFICATION FORMAT**

**If a person is looking for a job and already has a micro-certification related to household chores, it will be easier and more effective for them to demonstrate their qualifications:**

A paper document (certificate of competence sent by post or e-mail)

A digital document (a badge, an image or a digital seal that can be used to quickly verify this qualification)

Both

#### **ANSWER 6 - MICROCERTIFICATION DISTRIBUTION**

**If a person is looking for a job and already has a micro-certification related to household chores, it will be easier and more effective for them to demonstrate their qualifications:**

In their curriculum vitae

In their cover letter

In a job offer

On a recruitment platform

On a professional social network

On your blog or website

#### **ANSWER 7 - VALUE/RECOGNITION OF MICROCERTIFICATION**

**If someone is looking for a job and already has a micro-certification related to household chores, in your opinion, this qualification will be more credible if it is recognized by :**

The State

The European Union

Trade unions or employers' representatives

A personal services company (intermediary between employer and employee)

Private or public recruitment and employment agencies

Regional or local public authorities

Training funding bodies



From the various responses received, 25 people answered that the 2 documents (paper and digital) were important. For this reason, this response should be taken into account in the MyCred4Home project's recognition and enhancement phase. For the majority of MyCred4home survey respondents, recognition of certification, when it is materialized, is essentially by integrating it and mentioning it within the curriculum vitae.

Finally, the 49 people surveyed overwhelmingly responded that recognition by the European Union would be a reliable form of recognition, and could inspire confidence in employers, ahead of recognition of micro-certification by the State. On this last point, it should be noted that, as things stand at present, there is no recognition of qualifications at European level, and that recognition by each State remains the almost exclusive means of certifying a set of COMPETENCES.

However, and this is the advantage of micro-certification, if it is not recognized by a Member State, or registered with the legitimate certifying authority in each country, it is nevertheless possible to materialize it by means of a badge, i.e. a digital image imprinted with certain characteristics containing proof of the acquisition of Micro-competences. This image or digital stamp can easily be integrated into a curriculum vitae or the profile interface of a professional social network. A number of criteria must be met in order to create training badges:

- **Name of badge owner**
- **COMPETENCES acquired**
- **Issue date**
- **Organization name**
- **Evidence**

For the Mycred4Home project, it may be proposed to work in another phase on editing a digital badge that could incorporate the following features:

- **First name**
- **COMPETENCES acquired: (example of Micro-competence 1)**
- **Issue date: 2023**
- **Organization name: name of training organization**
- **Country**
- **Evaluation quality standards and processes**



- **Proof: QR CODE to scan from "technical competence" test score**

In order to make the acquisition of each Micro-competence coherent and relevant in the eyes of future candidates for this certification and in the eyes of future employers of people holding future microbadges, 3 levels can also be proposed for each of the 4 micro-competences:

- A beginner's level
- An intermediate level
- Expert level

The MyCred4Home project will be awarded 12 badges:

<b>BADGE QUALITY APPROACH TECHNICAL COMPETENCE</b>	BEGINNER BADGE	INTERMEDIATE BADGE	ADVANCED BADGE
<b>EFFICIENT ORGANIZED BADGE SOFT SKILL</b>	BEGINNER BADGE	INTERMEDIATE BADGE	ADVANCED BADGE
<b>BADGE LANGUAGE IN EVERYDAY LIFE BASIC COMPETENCE</b>	BEGINNER BADGE	INTERMEDIATE BADGE	ADVANCED BADGE
<b>BADGE RESPECT INSTRUCTIONS TRANSVERSAL COMPETENCE</b>	BEGINNER BADGE	INTERMEDIATE BADGE	ADVANCED BADGE

For partners in the MyCred4Home project, the advantage of the badge is that it provides a simple, easy-to-read visual for recruitment purposes.

The badge must be able to be inserted in the curriculum vitae to facilitate the job searches of people who have obtained badges, with potential employers. To ensure that the badge is easily identifiable by employers and institutions that can assist people in their job search, the partners agree that a communication and information campaign aimed at the latter is necessary and relevant. This is why the approach may be of interest on a local or regional level.



Important note: this 12-badge system was reviewed and modified in step 3 of the methodology, thanks to reflections on the validation methods.





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## 2. GUIDELINES FOR EVALUATION METHODS

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In order to identify assessment methods for micro-certification in the Personal and Household Services (PHS) sector, the European partners initiated a discussion on assessment methods. To this end, they drew on data collected during phase 3 of the Mycred4Home project. The 49 people interviewed as part of the MyCred4Home project were asked to answer the following 2 questions:

### **ANSWER 9 - EVALUATION METHOD (FOCUS GROUP ONLY)**

**For an assessment/examination related to household tasks, as part of microcertification, an assessment relevant to you is carried out:**

By a trio consisting of an employer / a peer working in the same professional environment / a trainer

By employers who know the realities of the field

By a trio made up of a tutor / trainer / employer

By a tutor/trainer duo if there is a practical training course

### **ANSWER 10 - EVALUATION METHOD (FOCUS GROUP ONLY)**

**For an assessment/examination of household tasks as part of micro-certification, which of the following might be an appropriate assessment method?**

A simulation in a training center recreating a professional environment

Observation / grading of their actions / continuous monitoring and grading of practical training

Here are the responses from our partners:

### **Valuation methods :**

- By whom should it be evaluated: a trio: the employer, a working peer and a trainer. Although the trio was the most frequently cited answer, the partners will assess whether this suits the feasibility of the project.
- How it should be assess: Observation - continuous monitoring.

The partners would like to implement an assessment system that could be partly remote, in the form of serious games, and partly in the form of face-to-face practical situations. Indeed, creating two assessment methods would appear to be a richer way of giving candidates a better chance on two tests instead of a single one. What's more, the mix of remote and face-to-face assessment methods creates variety for trainees: some feel more at ease in a practical situation, while others are more at ease if they answer contextualized questions from behind a screen.

The question of the quality of the evaluators was the subject of much discussion, as each partner has a different vision in their own country.

### 3. GUIDELINES FOR VALIDATION METHODS

#### A. VALIDATION METHODS -LEARNING OUTCOMES

The partners then worked on the competences repository and, more specifically, the learning outcomes for each Micro-competence. These are the success indicators for obtaining micro-certification, and the learning goals.

This framework has been established at level 2 of the European Qualifications Framework.

The full competency framework is detailed in point 4 of this document.

COMPETENCY FRAMEWORK
The sector concerned is Personal and Household Services (PHS)- Housekeeping. The Micro-competences described concern basic cleaning tasks in the home of a private employer.
MICRO-COMPETENCE 1
CARRY OUT CLEANING OPERATIONS USING A PROFESSIONAL QUALITY APPROACH
LEARNING OUTCOMES
<ol style="list-style-type: none"> <li>1. 6 key questions to ask the employer when carrying out cleaning operations in the home.</li> <li>2. The inventory of products for a cleaning operation includes a detergent, a recurring product, a disinfectant and a descaling product.</li> <li>3. The inventory of equipment for a cleaning operation includes gloves, broom, vacuum cleaner, bucket, mop, microfiber cloths, etc.</li> </ol>
MICRO-COMPETENCE 2
BE ORGANIZED/EFFICIENT
LEARNING OUTCOMES
<ol style="list-style-type: none"> <li>4. From a selection of actions to be carried out, actions are prioritized according to the time available and the employer's expectations/needs (organization over time).</li> <li>5. Among a choice of actions to be carried out, actions are prioritized according to spaces (<i>private / quiet / place where the employer is located</i>) and according to the employer's expectations / needs (organization in space).</li> </ol>





<p><b>MICRO-COMPETENCE 3</b></p> <p><b>UNDERSTAND AND EXPRESS THEMSELVES ORALLY IN THE LANGUAGE USED DAILY BY THE EMPLOYER</b></p>
<p><b>LEARNING OUTCOMES</b></p>
<p>6. words associated with a product/equipment/situation are orally identified in the employer's mother tongue.</p> <p>7. 15 common phrases related to basic professional situations concerning a cleaning operation in the home are orally identified in the employer's native language.</p>
<p><b>MICRO-COMPETENCE 4</b></p> <p><b>RESPECT THE EMPLOYER'S INSTRUCTIONS, NEEDS AND EXPECTATIONS</b></p>
<p><b>LEARNING OUTCOMES</b></p>
<p>8. The employer's needs and expectations are met in a given situation.</p> <p>9. The employer's instructions are respected in a given situation (<i>not to go into a room, respect for privacy, mail, use of an environmentally-friendly product, a schedule not to be exceeded, etc.</i>).</p>

## B. VALIDATION METHODS -VALIDATION TRESHOLD

For the European partners in the MyCred4Home project, the next step was to determine the validation method for microcertification.

b.1: Initially, the partners considered how to validate the Mycred4Home micro-certification system as a whole.

Several approaches were possible.

**1st approach:** candidates must validate 4 tests, each linked to the 4 competences, to obtain micro-certification: they obtain 4 badges, but these are only activated when all 4 competences have been validated. The candidate will thus activate 0 badges, or all 4 badges at once, depending on the assessment results (no other option).

**2nd approach:** candidates must pass the competences-related tests to obtain micro-certification. Only badges for which the assessment test has been passed are activated. Consequently, the candidate can validate 0, 1, 2, 3 or 4 badges, depending on the assessment results.



**This is the second option validated by the partners. The aim is to ensure individualized paths for each candidate and the accumulation of Micro-competences.**

b.2 Secondly, the partners considered how to validate each Micro-competence, and had to define an acquisition threshold.

Several approaches were possible:

**1st approach:** to acquire a Micro-competence, candidates must pass the tests and obtain a score equivalent to 60% correct answers. Above 60% correct answers, the skill is acquired, and the badge linked to the Micro-competence is issued. Below 60% correct answers, the candidate does not validate the Micro-competence, and no Micro-competence badge is issued.

**This approach has the advantage of providing clear information to the employer (or potential future employer).**

**2nd approach:** to acquire a Micro-competence, candidates must pass the tests and obtain a score:

- Between 0% and 33% correct answers: they earn the "beginner" badge
- Between 33% and 66% correct answers, they earn the "intermediate" badge
- Between 66% and 100%, they earn the "expert" badge

In this 2nd approach, 12 microbadges can be awarded as part of MyCred4Home microcertification. Each badge corresponds to a Micro-competence associated with one of the following award levels: expert / intermediate / beginner.

**This second approach makes it possible to individualize the course to encourage candidates to continue their training. The partners also suggested using colors for each level: bronze, platinum, gold.**

The partners decided to combine these 2 approaches and took the following decisions:

**1. A single, harmonized scoring system for all four badges**

If the candidate passes the test with at least 60% correct answers, the badge will be awarded. If the candidate does not achieve 60% correct answers, the badge will not be awarded. The score will not appear on the badge. This badge is the one that will be promoted publicly (on the CV and/or cover letter) and therefore visible to the employer.

**2. Another internal rating system will be developed.**

Depending on the score, the participant can acquire 3 levels for each Micro-competence.

- Between 0% and 33%: Beginner / Discovery badge



- Between 33% and 66%: intermediate badge / exploration
- Between 66% and 100%: Advanced badge / appropriation

This score will be shared exclusively with the trainee and will be accompanied by recommendations (further training, career guidance, etc.).

In summary, here are the decisions taken by the partners:

### Decisions

- 4 Micro-competences will be developed
- Each Micro-competence will be certified by a badge.
- Each badge can be acquired individually by the learner
- A harmonized grading system will determine whether the skill has been acquired. (> 60% success rate). The badge will only be issued if the skill has been acquired. The aim is to provide employers with clear information.
- Another scoring system will be modeled, identifying 3 levels (discovery, exploration, appropriation). This information will only be communicated to the candidate at the end of the assessment process. The aim is to individualize the course and encourage the candidate to continue his or her training.
- The COMPETENCES repository will be developed by IPERIA after bilateral consultation between the CFB and IPERIA on the learning outcomes.
- The badge will be available in digital and paper format.
- The format should be suitable for use on a CV.



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#### 4. MICRO-COMPETENCES FRAMEWORK FOR THE PERSONAL AND HOUSEHOLD SERVICES (PHS)

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##### COMPETENCY FRAMEWORK

This framework is adapted to the Personal and household service sector- HOUSEKEEPING.  
The competences described are related to basic cleaning tasks

##### COMPETENCES

**Micro-competence 1:** They are able to carry out cleaning operations, integrating a professional quality approach (analysis of the employer's needs, recommendation of tools and products where necessary).

**Micro-competence 2:** They are able to be organized/efficient.

**Micro-competence 3:** They are able to understand and express themselves orally in the language used daily by the employer.

**Micro-competence 4:** They are able to respect the instructions, needs and expectations of the employer.

## UNIT 1 CARRY OUT CLEANING OPERATIONS USING A PROFESSIONAL QUALITY APPROACH

### UNIT DESCRIPTION

This unit describes the key elements involved in integrating a quality approach into the cleaning operations proposed to an employer. This quality approach is carried out by analyzing the employer's needs and providing recommendations on the tools and products required.

### LEARNING OUTCOMES

**Learning outcome 1:** They are able to ask the employer 6 key questions when carrying out cleaning operations in the home.

Description Learning outcomes	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	6 key questions to ask an employer: <ul style="list-style-type: none"> <li>✓ Employer introduction question</li> <li>✓ Question concerning employer's accommodation to be cleaned (apartment or house, surface area in m<sup>2</sup>)</li> <li>✓ Question concerning the terms and conditions of the service to be provided, in relation to the duration of the intervention, frequency, timetables, etc.</li> <li>✓ Question concerning the service to be provided in relation to the products, materials and equipment to be used</li> <li>✓ Question concerning the details of the service to be provided in relation to the parts to be cleaned, the surfaces to be cleaned and the specific instructions to be included.</li> <li>✓ Questions about the employer's priority needs and expectations</li> </ul> Identify the impact of the employer's answers on the cleaning operations to be carried out	6 questions to ask an employer: <ul style="list-style-type: none"> <li>✓ Employer introduction question</li> <li>✓ Question concerning employer's accommodation to be cleaned (apartment or house, surface area in m<sup>2</sup>)</li> <li>✓ Question concerning the terms and conditions of the service to be provided, in relation to the duration of the intervention, frequency, timetables, etc.</li> <li>✓ Question concerning the service to be provided in relation to the products, materials and equipment to be used</li> <li>✓ Question concerning the details of the service to be provided in relation to the parts to be cleaned, the surfaces to be cleaned and the specific instructions to be included.</li> <li>✓ Questions about the employer's priority needs and expectations</li> </ul> Reformulate the employer's response Determine its impact on the completion of a cleaning operation	They are responsible for the accuracy of the questions they formulate.  They are responsible for adapting and personalizing the questions formulated to the employer according to the environment/context.  They are responsible for analyzing the employer's responses and incorporating them into cleaning operations.  They are responsible for prioritizing the employer's responses according to the environment/context.

Determine which of the 6 answers have priority in a given context

**Learning outcome 2:** They are able to carry out a product inventory for a cleaning operation, verifying the existence of a detergent, a recurring product, a disinfectant, a descaling product, etc.

Description Learning outcomes	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>Know the 4 possible actions of household products.</p> <p>Distinguish between the different categories of surfaces to be cleaned.</p> <p>Identify the properties of a detergent product.</p> <p>Identify the properties of a recurring product.</p> <p>Identify the properties of a disinfectant product.</p> <p>Identify the properties of a descaling product.</p> <p>Describe the use of each product for a specific surface cleaning action.</p> <p>Know the combinations of household products that are hazardous to health / surfaces to be cleaned.</p>	<p>Selecting the right detergent for the right surface</p> <p>Select a recurring product for a suitable surface.</p> <p>Selecting the right disinfectant for the right surface</p> <p>Select a descaling product for a suitable surface.</p> <p>Associate the use of each product with a specific surface cleaning action.</p> <p>Check the existence/non-existence of products, their quantity and expiration date.</p> <p>Check the quantities required for each product in relation to the surfaces to be cleaned.</p> <p>Make product recommendations to the employer</p>	<p>They are responsible for keeping the home stocked with the right quantities of products.</p> <p>They are responsible for checking product expiration dates.</p> <p>They are responsible for the dangerous combination of household products.</p> <p>They are responsible for analyzing the existence/non-existence of products, their quantity and expiration date.</p> <p>They are responsible for making recommendations and recommendations to the employer concerning products.</p>

**Learning outcome 3:** They are able to carry out an inventory of materials for a cleaning operation, checking that gloves, broom, vacuum cleaner, bucket, mop and **microfiber** cloths are available.

Description learning outcomes	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>Know the different possible and essential equipment for a home cleaning operation.</p> <p>Identify the need to wear gloves when cleaning surfaces in the home.</p> <p>Identify the risks involved in not wearing gloves when cleaning at home.</p> <p>Cite examples of the use of different-colored microfiber cloths for cleaning surfaces in the home.</p> <p>Identify the characteristics of a broom suitable for floor cleaning operations in the home.</p> <p>Identify the properties of a vacuum cleaner suitable for floor/surface cleaning operations in the home.</p> <p>Identify the minimum characteristics of a bucket/mop for floor cleaning in the home.</p>	<p>Select the right equipment for the right surface, depending on the task required by the employer.</p> <p>Select the right equipment for the right surface according to the employer's instructions.</p> <p>Determine a cleaning operation using gloves.</p> <p>Combine the use of a microfiber cloth with a specific surface cleaning action.</p> <p>Determine the cleaning operation to be carried out on a floor/surface with a vacuum cleaner.</p> <p>Determine the cleaning operation to be carried out on a floor/surface with a broom.</p> <p>Determine a cleaning operation to be carried out on a floor / surface with a broom / mop.</p> <p>Check the existence/non-existence of equipment and its working order.</p> <p>Clean and store equipment after use</p> <p>Make equipment-related recommendations to the employer based on this analysis</p>	<p>They are responsible for :</p> <p>Stock management of essential materials for home cleaning operations</p> <p>Check that equipment is in good condition for cleaning operations in the home.</p> <p>Regular maintenance of equipment used in the home.</p> <p>Analysis of the existence/non-existence of equipment and its condition to make recommendations to the employer.</p> <p>Make recommendations and recommendations to the employer concerning equipment</p>

**UNIT 2**  
**BE ORGANIZED/EFFICIENT**

**UNIT DESCRIPTION**

This unit describes the important elements for achieving the decisive posture of being organized and efficient when carrying out cleaning operations in the employer's home.

This involves prioritizing actions to carry out cleaning operations organized in time and space.

**LEARNING OUTCOMES**

**Learning outcome 4:** They are able to prioritize certain actions to be carried out according to the time available.

Description Learning outcomes	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>Know how long it takes to complete a cleaning job, depending on the size and type of surface.</p> <p>Understand the impact of non-compliance with working hours and time limits for both employer and employee.</p> <p>Identify the schedules to be respected.</p>	<p>Determine a list of possible cleaning operations within a given timeframe, based on a given context.</p> <p>Select and prioritize, based on a given context, possible cleaning operations within a given timeframe.</p> <p>List the objective constraints and obstacles likely to slow down, hinder or prevent the completion of cleaning operations within the allotted time.</p> <p>Determine/analyse possible and objective constraints in the total or partial performance of cleaning operations over an allotted period, defined with the employer.</p> <p>Provide the employer with verbal arguments incorporating objective constraints preventing the completion of all or part of the cleaning operations to be carried out over an allotted period defined with the employer, based on the employer's expectations/needs.</p>	<p>They are responsible for:</p> <p>Time management of cleaning operations in the home over a set period.</p> <p>Compliance with scheduled times and durations for cleaning operations in the home.</p> <p>Oral explanation to the employer of objective constraints preventing total or partial completion of cleaning operations within a given timeframe.</p>



**Learning outcome 5:** They are able to prioritize certain actions to be carried out according to the space and the employer's expectations/needs.

Description Learning outcomes	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>Identify the different living areas/rooms to be cleaned in a dwelling.</p> <p>Know the reasons for not intervening in a space: respect for privacy, dangerousness of a room, room where the employer may be during the assignment.</p> <p>Identify wet rooms/spaces in the home.</p> <p>Understand the impact on employers and employees of not respecting spaces/rooms/living areas during cleaning operations.</p>	<p>List the non-accessible room(s) determined by the employer to respect privacy and tranquility (silence)</p> <p>List the non-accessible room(s) where cleaning operations may be hazardous, the room(s) where the employer may be present during cleaning operations, the room(s) / wet areas of the dwelling.</p> <p>List constraints and obstacles likely to slow down, hinder or prevent cleaning operations in space.</p> <p>Select and prioritize the cleaning operations to be carried out, based on the existence and number of wet rooms and specific living areas/rooms.</p> <p>Determine/analyze possible and objective constraints in the total or partial performance of cleaning operations in spaces/rooms defined with the employer.</p> <p>Provide the employer with verbal arguments incorporating objective constraints preventing total or partial completion of the cleaning operations to be carried out in the areas/rooms defined with the employer, based on the employer's expectations/needs.</p>	<p>They are responsible for :</p> <p>Management of the cleanliness, tranquillity and safety of living spaces/places involving cleaning operations</p> <p>Non-respect of spaces / places concerning cleaning operations at home</p> <p>Oral explanation to employer of objective constraints preventing total or partial completion of cleaning operations in areas/rooms/places defined with the employer.</p>

**UNIT 3**  
**ORAL COMPREHENSION IN THE LANGUAGE USED**  
**DAILY BY THE EMPLOYER**

**UNIT DESCRIPTION**

This unit describes the important elements for understanding the native language used by an employer. The aim is to acquire important words related to the professional practice of cleaning operations and commonly used phrases.

**LEARNING OUTCOMES**

**Learning outcome 6:** They are able to locate / understand 21 words associated with a product / material / situation in the employer's native language.

Description Learning outcomes	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>Understand orally, in the employer's native language, 6 product words or product actions related to a home cleaning operation.</p> <p>Understand orally, in the employer's native language, 6 words about materials or uses of materials related to a cleaning operation in the home.</p> <p>Understand orally, in the employer's native language, 9 contextual words / situations / instructions related to a cleaning operation in the home in the employer's native language.</p>	<p>Determine a cleaning operation to be carried out by integrating instructions using a few simple words related to products or product actions formulated orally in the employer's native language.</p> <p>Determine a cleaning operation to be carried out by integrating instructions using a few simple words relating to materials or uses of materials formulated orally in the employer's mother tongue.</p> <p>Determine a cleaning operation to be carried out by integrating instructions using a few simple words related to contexts / instructions / situations in the home environment, formulated orally in the employer's native language.</p>	<p>They are responsible for:</p> <p>Accurate understanding of simple oral sentences formulated by an employer in his/her mother tongue.</p> <p>Integrates the instructions / contexts / expectations and needs indicated orally by an employer in his/her mother tongue.</p>

<b>Learning outcome 7:</b> They are able to identify / understand 15 common phrases related to basic professional situations concerning a cleaning operation in the home.			
<b>Description Learning outcomes</b>	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
	<p>Understand 5 common phrases in the employer's native language concerning instructions for a cleaning operation in the home.</p> <p>Understand 5 everyday sentences in the employer's native language, concerning contexts in the home environment.</p> <p>Understand 5 common phrases in the employer's native language, concerning possible expectations and needs of an employer, in connection with a cleaning operation in the home.</p>	<p>Determine a cleaning operation to be carried out by integrating a simple sentence formulated orally in the employer's native language, concerning an instruction.</p> <p>Determine a cleaning operation to be carried out by integrating a simple sentence formulated orally in the employer's native language, concerning a context in the home environment.</p> <p>Determine a cleaning operation to be carried out by integrating a simple sentence formulated orally in the employer's mother tongue, concerning possible expectations and needs of an employer in the home.</p>	<p>They are responsible for:</p> <p>Accurate understanding of simple oral sentences formulated by an employer in his/her mother tongue.</p> <p>Integrate the instructions / contexts / expectations and needs indicated orally by an employer in his/her mother tongue.</p>

## UNIT 4

### RESPECT EMPLOYERS' INSTRUCTIONS, NEEDS AND EXPECTATIONS

#### UNIT DESCRIPTION

This unit describes the important elements for complying with the instructions and needs/expectations of an employer when carrying out cleaning operations in an employer's home.

#### LEARNING OUTCOMES

**Learning outcome 8:** They are able to meet the employer's needs and expectations in a given situation.

Description Learning outcomes	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>Understanding the definition of "needs" for a home-based employer wishing to carry out cleaning operations.</p> <p>What are the possible needs of a home-based employer wishing to carry out cleaning operations?</p> <p>Knowing the definition of "expectations" for a home-based employer wishing to carry out cleaning operations.</p> <p>List the possible expectations of a home-based employer wishing to carry out cleaning operations.</p> <p>Distinguish between the expectations and needs of a home-based employer wishing to carry out cleaning operations</p>	<p>Listen to the employer's needs and expectations. Reformulate the employer's needs and expectations.</p> <p>Identify possible and objective constraints in applying and respecting the employer's expectations and needs.</p> <p>Communicate arguments verbally to the employer, integrating objective constraints to the total or partial fulfillment of expectations and needs.</p> <p>Carry out a simple cleaning operation in line with an employer's expectations.</p> <p>Determine a simple cleaning operation in line with an employer's requirements.</p> <p>Determine a simple cleaning operation that meets several of an employer's needs and expectations.</p>	<p>They are responsible for:</p> <p>Proper integration of employer's needs into cleaning operations</p> <p>Proper integration of employer's expectations into cleaning operations</p> <p>Explaining the lack of integration or partial integration of employer needs and expectations in cleaning operations</p>

**Learning outcome 9:** They are able to follow the employer's instructions in a given situation.

Description Learning outcomes	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>Knowing the definition of "instructions" for a home-based employer wishing to carry out cleaning operations.</p> <p>Give possible instructions from an employer in the home wishing to carry out cleaning operations: precise task, precise duration, precise schedule, precise rooms, use of a precise product, use of precise equipment...</p>	<p>Listen to spoken instructions from an employer.</p> <p>List precise instructions in a given situation.</p> <p>Restate employer's instructions.</p> <p>Identify possible and objective constraints in applying and complying with employer instructions.</p> <p>Communicate arguments verbally to the employer, incorporating objective constraints on total or partial compliance with instructions.</p> <p>Determine a simple cleaning operation in compliance with an employer's instructions.</p> <p>Determine a simple cleaning operation in compliance with several employer instructions</p>	<p>They are responsible for:</p> <p>Proper integration of employer's instructions into cleaning operations</p> <p>Explanation of the lack of integration or partial integration of employer instructions in cleaning operations</p>

## VALIDATION METHODOLOGY

Badges are awarded as follows, for each of the 4 competences:

- **“Public” badge:** This badge will be visible to the public and can be displayed on the candidate's CV and/or cover letter, making it accessible to employers or future employers. Awarded for each skill, it will be issued to any candidate who obtains a minimum score of 60% correct answers to all questions concerning that skill.
- **Internal badge,** shared only with the candidate, with recommendations to encourage them in their professional pathway:

BEGINNER BADGE	BADGE EXPLORATION	APPROPRIATION BADGE
<p>For any candidate having obtained a score of between <b>0% and 33% of correct answers</b> on all the questions asked within the framework of the defined assessment procedures, for each of the following competences.</p> <p>When the badge is handed over, the candidate is given suggestions for improvement.</p>	<p>For any candidate who has obtained a score of between <b>33% and 66% correct answers</b> on all the questions asked within the framework of the defined assessment procedures, for each of the following competences.</p> <p>When the badge is handed over, the candidate is given suggestions for improvement.</p>	<p>For any candidate who has obtained a score of between <b>66% and 100% correct answers</b> on all the questions asked within the framework of the defined assessment procedures, for each of the following competences.</p> <p>When the badge is handed over, the candidate is given suggestions for improvement.</p>



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## 5. EXPERT CONSULTATION AND RECOMMENDATIONS FOR THE MICRO-CERTIFICATION FRAMEWORK

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As part of this final phase, the MyCred4Home project partners **consulted experts** to **gather their opinions on the achievements developed as part of Project Outcome 2**. This includes the **repository for the 4 micro-certifications, the allocation of micro-certifying badges, the choice of evaluation methods, as well as the creation of a platform dedicated to the evaluation of micro-certifications**.

The partners in the MyCred4Home project also **aimed to call on expert professionals to make recommendations for readjusting these achievements so that they conformed in every respect to the expectations of their micro-certification project in the PHS sector and to the project's target audiences**.

This section consists of 8 main parts:

- A. Methodology for calling on experts for the MyCred4Home project.
- B. Number, distribution by country and quality of expert respondents.
- C. Analysis of expert responses on the architecture of the MyCred4Home Micro-competences repository.
- D. Analysis of experts' responses to MyCred4Home's micro-certificates project.
- E. Analysis of experts' responses to the MyCred4Home project's assessment procedures.
- F. Analysis of expert responses on the MyCred4Home evaluation platform.
- G. Summary of expert assessments of individual items
- H. Summary of expert recommendations.



## A. METHODOLOGY FOR CALLING IN EXPERTS FOR THE MYCRED4HOME PROJECT

In this phase of the project, the partners' aim was to gather expert appraisals of the tools and achievements they had co-developed. To gather expert feedback, the partners set up a process structured around several key stages.

### 1. Creating a digital questionnaire

The first stage involved the creation of a four-item **digital questionnaire**. The purpose of this questionnaire was to gather qualitative feedback on the deliverables developed as part of the project. To ensure a uniform understanding of the issues and expected results, an **explanation kit** detailing the deliverables and their context was drawn up and sent to the experts. This kit contained precise information on the project's objectives, expected results and the role of each deliverable in achieving these objectives.

In this questionnaire, the experts were asked to answer 4 specific questions:

- Question 1 - Assessing the Micro-competences repository
- Question 2 - Assessment of the micro-certifying badge allocation system
- Question 3 - Assessing valuation methods
- Question 4 - Assessment of the evaluation platform

For questions 1, 2 and 3, the experts were asked to provide 2 levels of answers:

- First level of response: award of an overall score out of 5 points, with a score of 1 being considered a very poor assessment, and a score of 5 being considered an excellent assessment;
- Second level of response: qualitative assessment and recommendations to be made on the various items, with a free expression field.

For question 4 relating to the evaluation platform, given that at the time the experts were surveyed, the platform had not yet been created by the partners, the experts were exclusively asked to provide 1 level of answers aimed at gathering their feedback in terms of ideation and projection for the future evaluation platform:

- A level of response: qualitative assessment and recommendations to be made on the evaluation platform.





- **2. Identification of experts**

Each MyCred4Home project partner then **identified experts** in their own country. Each project partner was free to select experts whose expertise was directly related to the themes of the MyCred4Home project. This process ensured the relevance of the responses obtained, by mobilizing professionals recognized for their in-depth knowledge of the PHS sector.

- **3. Sending the questionnaire**

The **digital questionnaire** was then sent to volunteer experts in each country. Distribution was mainly by electronic means, enabling participants to respond at their convenience and in a paperless environment, thus encouraging participation and commitment.

- **4. Period for collecting responses**

**Expert responses** were collected over an extended period, between **November 2023 and September 2024**. This extended period made it possible to obtain a wide and diverse range of perspectives, ensuring that the data collected was representative of the different realities encountered in the partner countries.

- **5. Data analysis**

In September 2024, **an in-depth analysis** of the responses was carried out. This analysis focused on the quality of the feedback, identifying common trends, suggestions for improvement and areas of work to refine the project deliverables. The results of this analysis provide recommendations for future adjustments to the tools and frameworks associated with the MyCred4Home project.



### Digital questionnaire for experts:

**\*ANSWER 1 - GENERAL COMMENT\*DESIGNING MICRO-CERTIFICATIONS  
\*SPECIFICATIONS**

What do you think of the Micro-competences repository developed by the MyCred4Home project partners? Evaluation on 5 points.

**\*ANSWER 2 - GENERAL COMMENT\* \*PROMOTE MICRO-CERTIFICATIONS\*.**

What do you think of the 4-badge micro-certification system proposed by the MyCred4Home project partners? Rating out of 5 points.

**\*ANSWER 3 - GENERAL COMMENT\*ASSESSMENT METHOD \*SPECIFICATIONS**

The partners would like to combine 2 types of assessment: face-to-face assessment and remote assessment (serious games). What do you think of this proposal? 5-point assessment.

**\*ANSWER 4 - EVALUATION PLATFORM**

What elements do you think should be included in the future evaluation platform?



## B. NUMBER OF EXPERTS AND DISTRIBUTION BY COUNTRY

The MyCred4Home project partners contacted a number of experts in their respective countries to obtain quantitative and qualitative data for this report. Each expert was surveyed on all the issues outlined above by completing the digital questionnaire described above.

- 1. Number and distribution of expert respondents to the digital questionnaire

A total of 13 professional experts responded. The majority were experts from Italy (4 experts). Expert respondents from France and Spain were also well represented (3 experts from France, 3 experts from Spain). Finally, experts from Belgium and Cyprus are less well represented (1 expert for Belgium and 2 experts for Cyprus).

- 2. Profile of expert respondents to the digital questionnaire

Please note that each partner country was free to choose its partners. The profiles of the expert respondents are as follows:

COUNTRY	ANSWERS	EXPERT PROFILE
France	3 answers	<i>Employment and training manager, Expert in skills coaching, Training and Pedagogy Engineering Manager</i>
Cyprus	2 answers	<i>Recruitment Manager, Employment agency</i>
Italy	4 answers	<i>Project manager, Principal investigator , Expert in human capital development, HR generalist</i>
Belgium	1 answer	<i>Methodological expert</i>
Spain	3 answers	<i>Trainer, Adult trainer, Project Manager</i>



The panel of professionals surveyed reflects a diversity of expertise from different sectors and countries, all linked to the field of training, skills development, and human resources.

In France, respondents mainly come from the training and competences support sector, occupying positions such as **Training** and **Employment Manager**, **skills Support Expert**, and **Training and Pedagogical Engineering Manager**. Their role focuses on training management, pedagogical engineering and supporting learners in their professional development.

In Italy, the professionals surveyed occupy positions ranging from **project managers to senior researchers**, human capital development experts and human resources generalists.

In Spain, respondents include a **Trainer**, an **Adult Educator** and a **Project Manager**. This group illustrates expertise in adult training and educational project management, with a focus on teaching and competences enhancement.

In Cyprus, the professionals who responded specialize in recruitment and employment services, with positions as **Recruitment Managers** and **Employment Agency Managers**. Their expertise lies in labor market intermediation, facilitating access to employment for a variety of audiences.

Finally, in Belgium, the person surveyed is a **Methodological Expert**, demonstrating advanced competences in developing and structuring methodological approaches.

This panel shows a balanced distribution of competences between training management, career coaching, skills development and labor market intermediation, covering the varied and complementary perspectives of the MyCred4Home project.

The responses from the 13 expert professionals surveyed in the 5 countries have been analyzed to verify the convincing avenues of work developed by the MyCred4Home project partners, and any readjustments to be considered.



## **C. ANALYSIS OF EXPERT RESPONSES ON THE ARCHITECTURE OF MYCRED4HOME MICRO-COMPETENCES FRAMEWORK**

### **Assessment of the architecture of the micro-competences repository**

The first question put to the experts concerned the quality of the repository created by the MyCred4home project partners, comprising 4 Micro-competences. The experts were able to familiarize themselves with the complete repository created by the MyCred4Home project partners, in order to understand its architecture and identify the various associated Micro-competences.

The experts were asked to give an overall score out of 5 for their assessment of the quality and content of this reference guide. The overall score awarded by the 13 professional experts was : **3.92/5**. The experts' assessment of the standard can therefore be considered positive.

**The analysis of the answers formulated by the 13 experts to assess the quality of the Micro-competences referential concerned focuses on several points:**

#### **Quality of repository structuring and breakdown**

Several experts commented that the reference framework was well-structured, detailed and comprehensive. Overall, the reference framework is perceived as a well-structured, detailed and reliable document by the professional experts surveyed as part of the MyCred4Home project. Participants appreciate the precision of the competency breakdown.

#### **Adaptation of the reference framework to the job market and target audiences.**

Other experts particularly appreciate the relevance of the reference framework to the job market and the target audience. In their view, there is also a strong recognition of the usefulness of the competences of this micro-certification to improve social and professional inclusion, particularly for less qualified workers.

It is emphasized that these Micro-competences can be a means of promoting the inclusion of low-skilled profiles in the job market (answer 7). The collaborative approach and flexibility of the framework, adapting to different realities, is also appreciated (answers 7 and 10).

One participant highlighted a few redundancies in content and a complexity potentially unsuited to certain target workers (answer 4), while only one participant questioned the relevance of the competences acquired in relation to professional demand (answer 1).

**In summary, it may be important to provide MyCred4Home project partners with the following information on the Micro-competences repository that has been developed:**

It may be useful to give the MyCred4Home project partners time to apply the reference



framework as they have drawn it up, and to come back to a few points linked to minor readjustments in connection with the Micro-competences reference framework once an initial experiment has been carried out.

After an initial trial phase, it will be appropriate to check the results of candidates and evaluate the scheme in its entirety, and if adjustments appear necessary, to make **some simplifications to ensure that the reference framework is adapted to workers with diverse qualifications**, particularly those with less experience or training. Simplifying certain Micro-competences and expectations could make the framework more accessible.

Furthermore, to maximize the impact of these Micro-competences, it may be useful, after an initial phase of experimentation, to establish a clearer and more direct link with the specific requirements of the job market. **Closer partnerships with employers** could be explored, for example, to adjust the content of the reference framework.

#### **D. ANALYSIS OF EXPERT RESPONSES TO MYCRED4HOME MICRO-CREDENTIALS PROJECT**

##### **Assessment of micro-certificate badges**

The second question asked experts to rate the 4 micro-certifying badges developed by MyCred4Home project partners.

They were able to familiarize themselves with the process of awarding badges, as well as with the title and representation of each of the 4 badges associated with a micro-competence in the reference framework.

The experts were asked to give an overall score out of 5 for their assessment of the quality and content of the badges. The overall score awarded by the 13 professional experts was : **3.84 /5**. The 13 experts' assessment of the 4 badges created by the MyCred4home project partners can therefore be considered positive.



**The analysis of the 13 experts' answers to questions about the quality and content of the badges focuses on several points:**

**Clarity and consistency of badge levels:**

Several participants highlighted the clarity of the badge levels (beginner, intermediate, advanced). The badge approach is well received overall, particularly for its ability to promote the inclusion of low-skilled people and encourage beneficiaries' progression (answers 10, 13). The 4 badges are considered relevant from a theoretical point of view, covering both technical and general COMPETENCES that are important for the sector (answer 11).

**Relevance of the approach :**

Overall, the badge approach is seen as relevant, particularly for certifying even small training courses (answers 7 and 11). The division into badges is seen as adapted to beneficiaries' profiles (answer 3) and encouraging continuous improvement (answers 4 and 13).

**Recognition and individualization :**

The badge approach is seen as an advantage in enabling European recognition (answer 10). Some participants also appreciate the possibility of distinguishing and individualizing results thanks to the different badge levels.

**Awarding badges and evaluation procedure :**

Some of the experts who responded to the digital questionnaire have questions about practical implementation, in particular about who will be responsible for awarding badges and how this will be financed (answer 5). The question of how badges will be valued if not all badges are awarded (answers 5 and 8) is also important for some experts. For example, one expert suggested clarifying the context in which partial badges are valued, especially when beneficiaries do not earn all their badges (answer 8).

**In summary, it may be important to provide MyCred4Home project partners with the following information about the awarding of micro-certificate badges:**

It may be useful to give the MyCred4Home project partners time to apply the terms of the badge allocation framework as they have defined them, and to return, once an initial experiment has been carried out, to a few points relating to minor readjustments in connection with the allocation of badges.

After an initial trial phase, it will be appropriate to check the results of the candidates and evaluate the system in its entirety, and if any adjustments appear necessary, to check the application of the badge allocation process and ensure the existence of a transparent approach to the allocation and/or financing of badges. For example, it will be important to check the roles of the various players in the evaluation process and, in the event of anomalies,



to readjust the badge allocation system by clarifying it to ensure effective implementation.

It will also be crucial, after the first phase of experimentation, to **offer a better explanation of the value of partial badges, in the event of not obtaining full badges, to avoid misunderstandings among beneficiaries.**

### **E. ANALYSIS OF EXPERTS' RESPONSES ON ASSESSMENT OF VALUATION METHODS**

The third question asked the experts for their assessment of the evaluation methods developed by the MyCred4Home project partners. The third question asked the experts for their feedback on the implementation of a dual evaluation system, with the idea of combining face-to-face and distance evaluation via serious games.

The experts were asked to give an overall score out of 5 for their assessment of the quality and content of the assessment methods. They were provided with full documentation on this subject. The overall score awarded by the 13 professional experts was : **4.23 /5**. The 13 experts' assessment of the evaluation methods created by the MyCred4home project partners can therefore be considered very positive.

**The analysis of the responses from the 13 experts to assess the quality and content of the evaluation procedures focuses on several points:**

#### **Relevance of dual assessment:**

The idea of combining face-to-face and distance assessment (via serious games) is generally perceived positively. Participants consider this method to be logical, relevant and in line with training needs. It enables different aspects of candidates' COMPETENCES to be captured and responds to a diversity of profiles (answers 2, 5, 9, 12, 13). The dual face-to-face and distance approach is widely endorsed for its inclusiveness and ability to offer a more comprehensive view of candidates' COMPETENCES. It meets a wide range of assessment needs, for both technical and digital COMPETENCES (answers 2, 11, 12).

#### **Balanced combination:**

The use of both types of assessment is deemed necessary to offer a comprehensive evaluation. Distance learning is seen as an opportunity to develop digital COMPETENCES, while face-to-face learning reinforces experiential learning and exchanges (answers 11, 12). However, it is essential to clearly define the modalities of use for both approaches (answer 9).

#### **Logistics and accessibility:**

Some experts are concerned about the logistics and accessibility of digital tools, particularly for candidates with technological difficulties or those facing a digital divide. Particular attention will need to be paid to supporting these candidates, as well as to the rigorous organization required for face-to-face sessions (answers 1, 8, 9).





Although the proposal is considered relevant, some participants also express reservations about time management, particularly for target workers, and about the logistics surrounding the implementation of distance and face-to-face assessments (answers 4,

#### **Limits of serious games:**

Although the concept of serious games is considered interesting, some experts feel that it deserves to be further developed and adapted for low-skilled profiles, who may have difficulty with this form of assessment. It is suggested that this aspect be refined to make it more easily applicable (answers 1, 13). According to some experts, it will be necessary to clarify and further develop the concept of serious games so that it can be adapted to all skill levels, including candidates with a less qualified profile or who are less familiar with digital tools (answers 1, 13).

#### **In summary, it may be important to provide MyCred4Home project partners with the following information on evaluation methods:**

It may be useful to give the MyCred4Home project partners time to apply the evaluation methods as they have defined them, and to come back to a few points once an initial experiment has been carried out, in order to make any readjustments linked to the evaluation methods.

#### **It is entirely appropriate to develop a serious games project, to deploy the above-mentioned competences, as part of the MyCred4Home project.**

The partners are advised to adapt it to ensure that it is **accessible to low-skilled candidates without advanced digital competences**.

It is also recommended to set up **personalized support for candidates facing a digital divide**, and to define a clear support framework for the organization of remote assessment sessions with jury members.

It is then important to emphasize that it is important **to explain and clarify the assessment procedures for each assessment modality** to candidates, to ensure that they are used effectively and unambiguously.

## **F. ANALYSIS OF EXPERT RESPONSES: ASSESSMENT OF THE EVALUATION PLATFORM**

The fourth question asked the experts for their ideas and suggestions on elements to be included in the future evaluation platform.

#### **The responses from the 13 experts focused on several points:**

**Progress path:** A progressive, gamified path is recommended to enable participants to visualize their progress, with the option of connecting to existing resources (answers 4, 11). A



progress indicator (percentage bar) is also suggested to give a clear overview of candidates' progress in acquiring competences (answers 11, 12).

**Monitoring and feedback:** The integration of a feedback mechanism would be important to provide constructive feedback to candidates. In addition to feedback, monitoring the impact of micro-certifications on users' employability would be a relevant addition (answer 12). Monitoring the impact of micro-certifications on candidates' employability and career development is considered important. This would make it possible to assess the effectiveness of training and badges, and measure their relevance in the professional world.

**Course and training information:** The platform should trace candidates' training pathways, integrating training courses taken, certifications obtained, assessment dates and assessor information. This would provide a complete overview for each candidate (answer 8).

**Accessibility for the low-skilled:** It is suggested that features specifically designed for the low-skilled or those with difficulties with digital tools be included. A simplified version of the assessment could be proposed to meet their specific needs (answer 13). It is crucial that the platform takes into account the specific needs of low-skilled candidates, offering them tools adapted to their level of digital competences. This could include simplified versions of the assessments and clear instructions, notably via videos.

**Resources and practical application:** The platform should include teaching resources and practical examples, ideally in the form of illustrative videos, to help candidates understand the required COMPETENCES and assessment expectations (answer 10).

**Flexibility and adaptability:** The platform should be a flexible, scalable resource, capable of adapting to changes in the profession and new learning modes. It could act as a library or thesaurus to keep pace with these developments (answer 9).

**Assessment criteria and competences:** Several participants felt that the platform should include assessment criteria, key activities, and specific Micro-competences associated with assessments. This would help guide candidates and assessors through the process (answers 1, 8, 10). Assessment criteria required Micro-competences and transparent progress monitoring (progress bar, feedback, etc.) are considered essential to make the platform useful and accessible to candidates and assessors. This would guarantee a more accurate and comprehensible assessment for all.

**In summary, it may be important to provide MyCred4Home project partners with the following information about the evaluation platform:**

It's a good idea to include **specific features for candidates with limited digital competences, such as video tutorials or simplified interfaces.**

It is also recommended to include **progress monitoring and feedback** elements. For example, it is proposed to include feedback mechanisms and visible progress bars to help candidates



track their progress. This would also motivate users by giving them a clear vision of their achievements.

It is also useful to include **teaching resources and practical examples**. Indeed, adding practical examples and explanatory videos to illustrate the expected competences would enable candidates to better understand the expectations and prepare effectively for the assessments.

Finally, it is advisable to integrate elements linked to **monitoring the impact on employability**: integrating monitoring to measure the impact of micro-certifications on the integration and professional development of candidates would further reinforce the platform's relevance.

### **G. SUMMARY OF EXPERT ASSESSMENTS :**

Here is a summary of the scores awarded by the 13 experts who responded to the digital questionnaire sent to them.

#### **Assessment of the reference system comprising 4 Micro-competences:**

Award an overall mark out of 5 for their assessment of the quality and content of this reference guide.

The overall score awarded by the 13 expert professionals was: **3.92/5**.

#### **Assessment of badge awarding:**

Award an overall mark out of 5 for their assessment of the quality and content of the badges.

The overall score awarded by the 13 professional experts was : **3.84/5**.

#### **Assessment of evaluation methods:**

Award an overall mark out of 5 for their assessment of the quality and content of the assessment methods.

The overall score awarded by the 13 professional experts was: **4.23/5**.

*For the purposes of awarding an overall mark out of 5 points, please note that a mark of 1 is considered by the experts to be a very poor assessment, and a mark of 5 is considered to be an excellent assessment.*

### **H. SUMMARY OF EXPERT RECOMMENDATIONS :**

Here is a summary of the recommendations made by the 13 experts who responded to the digital questionnaire sent to them.

- **Recommendations relating to the reference system comprising 4 Micro-competences:**



After an initial experimental phase, it will be appropriate to check the results of the candidates and evaluate the system in its entirety, and if adjustments appear necessary, to make **some simplifications to ensure that the reference framework is adapted to workers with diverse qualifications**, particularly those with less experience or training. Simplifying certain Micro-competences and expectations could make the framework more accessible.

- **Badge allocation recommendations :**

After an initial trial phase, it will be appropriate to check the results of the candidates and evaluate the system in its entirety, and if any adjustments appear necessary, to check the application of the badge allocation process and **ensure the existence of a transparent approach to the allocation and/or financing of badges**. For example, it will be important to check the roles of the various players in the evaluation process and, in the event of anomalies, to readjust the badge allocation system by clarifying it to ensure effective implementation.

It will also be crucial, after the first phase of experimentation, to **offer a better explanation of the value of partial badges, in the event of not obtaining full badges, to avoid misunderstandings among beneficiaries**.

- **Recommendations for assessment methods :**

Partners are advised to **adapt the assessment framework to ensure that it is accessible to low-skilled candidates without advanced digital competences**.

It is also recommended to set up **personalized support for candidates facing a digital divide**, and to define a clear support framework for the organization of remote assessment sessions with jury members.

Next, it is important to emphasize **the need to explain and clarify the assessment procedures for each assessment modality** to candidates, to ensure that they are used effectively and unambiguously.

These adjustments will ensure that the proposed assessment method is inclusive, efficient and accessible to all candidates, while meeting the logistical and technological challenges identified.

- **Recommendations for the evaluation platform:**

It's a good idea to include **specific features for candidates with limited digital competences, such as video tutorials or simplified interfaces**.

It is also recommended to include **progress monitoring and feedback** elements. For example, it is proposed to include feedback mechanisms and visible progress bars to help candidates track their progress. This would also motivate users by giving them a clear vision of their



achievements.

It is also useful to include **teaching resources and practical examples**. Indeed, adding practical examples and explanatory videos to illustrate the expected COMPETENCES would enable candidates to better understand the expectations and prepare effectively for the assessments.

Finally, it is advisable to integrate elements linked to **monitoring the impact on employability**: integrating monitoring to measure the impact of micro-certifications on the integration and professional development of candidates would further reinforce the platform's relevance.

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## 6. GENERAL CONCLUSION

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In conclusion, the development of micro-certification standards in the Personal and Household Services (PHS) sector was grounded in extensive field research, involving 49 participants through focus groups and interviews. This process resulted in the identification and integration of four key micro-competencies within a competency framework, as follows:

- Micro-competence 1: They are able to carry out cleaning operations, integrating a professional quality approach (analysis of the employer's needs, recommendation of tools and products where necessary).
- Micro-competence 2: They are able to be organized/efficient.
- Micro-competence 3: They are able to understand and express themselves orally in the language used daily by the employer.
- Micro-competence 4: They are able to respect the instructions, needs and expectations of the employer.

The participants played a crucial role in shaping the design of the micro-certification badges, defining evaluation methods, and establishing validation criteria for the micro-competencies. Moreover, the final phase of the project involved consulting 13 experts to gather recommendations, ensuring that the outcomes align with the project's requirements and are tailored to the target audience.

Key expert feedback included the recommendation to initiate an experimental phase to test the system and evaluate candidate outcomes, allowing for adjustments based on the results. Regarding badge awarding, transparency in the process has been ensured, with volunteer evaluators—who must earn the "EXPERT" badge themselves—being selected from a pool of professional peers.

With regard to the recommendations concerning the awarding of badges, the partners have already ensured that there is a transparent approach to the awarding and/or financing of



badges. The evaluation process describes the existence of volunteer evaluators, who must themselves obtain the EXPERT badge and who will have a profile of professional peers.

Similarly, on the question of validation of partial badges, the evaluation process describes that in the event of partial validation, recommendations are made to encourage the person to continue training or learning.

For recommendations relating to assessment methods, the assessment process sets out a framework to support the organization of remote assessment sessions, including with jury members.

Finally, with regard to the recommendations concerning the evaluation platform, accessibility is of course a priority for the partners in the MyCred4home project, in order to take into account applicants facing a digital divide.

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## 7. APPENDICES

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### ANSWER 1 - QUALITATIVE FEEDBACK\* \*DESIGN OF MICRO-CERTIFICATIONS\*.

- What do you think of the Micro-competences repository developed by the MyCred4Home project partners?

Participants	Answers
Participant 1	Criteria on which candidates will be assessed, key activities and associated competences.
Participant 2	(No answer)
Participant 3	(No answer)
Participant 4	A clear set of motivational statements, a progressive (gamified) course so that participants can progress, a connection with ESCO if possible.
Participant 5	(No answer)
Participant 6	(No answer)
Participant 7	(No answer)
Participant 8	The candidate's training path, training courses already taken in relation to his or her job, certifications already obtained, the training organization that trained him or her in the competences in the reference manual, test dates for each skill, assessors.
Participant 9	It all depends on who has access to it. But in any case, it should be both a common resource and a kind of "library" ("thesaurus") to support changes in both the profession and the ways in which it is learned.



Participants	Answers
Participant 10	A maximum of instructions and a maximum of situations, if not in practice, at least with illustrative videos.
Participant 11	A progress bar with percentages of competences required, indicating the levels of progress needed to achieve the various learning outcomes.
Participant 12	It would be important to have feedback mechanisms and a means of monitoring the impact of micro-certifications on users' employability.
Participant 13	We need to take into account the difficulties that low-skilled people have in using digital tools. Perhaps we should include a version of the assessment designed specifically for them.

**\* ANSWER 2 - QUALITATIVE FEEDBACK\*PROMOTE MICRO-CERTIFICATIONS\*.**

- **What do you think of the 4-badge micro-certification system proposed by the MyCred4Home project partners?**

Participants	Answer
Participant 1	"What would be the associated quality standard? It is not sufficiently clear how the assessment is carried out (e.g. in the case of VNFIL). How do the 3 badge levels (beginner, intermediate, advanced) correspond to EQF level 2?"
Participant 2	"Understanding logic, perhaps 3 levels too complex? In the text I see overlap between "competence" and "ability" to solve."
Participant 3	"Conforms to profiles, complete."
Participant 4	"I think the approach taken is the right one and can represent a good starting point for improving and adapting the framework."
Participant 5	"I don't think it will work. Who will award these badges? How? My personal opinion is that, in the end, the people capable of awarding the badges will be paid to add them to the candidates."
Participant 6	"I don't know, I know all about it."
Participant 7	"It's the best way to certify even small training courses."
Participant 8	"From a theoretical point of view, the division into 4 badges is relevant. However, as the division is precise, failure to obtain all 4 badges at once may give rise to misunderstanding, as the context is not sufficiently precise (MC2, MC3, MC4), implying a broader scope. Language competences are cross-cutting and can be assessed in MC1, MC3, MC4."
Participant 9	"The 4-domain, 3-level system is relevant. But the so-called 'internal' option, which is supposed to encourage a pathway approach, carries the risk of blockages: not being recognized in the eyes of others is a possible brake."
Participant 10	"The badge approach enables European recognition, which is a real plus. The distinction in 4 badges is a plus for individualizing results."
Participant 11	"The 4-badge micro-certification covers all issues related to the sector. Not only the technical competences, but also the soft competences, so important for developing





Participants	Answer
	any type of job like the others. All are needed to perform the tasks associated with this type of job."
Participant 12	"It's quite comprehensive since it deals with both the characteristics of the job and the characteristics of the care recipient."
Participant 13	"The fact that it's a positive badge system encourages the target to improve their competences, and that it establishes a simple scale for progress is very useful for promoting effective training to improve the competences of low-skilled professionals. I really like the way it's done and I think it pushes people to improve."

**\*ANSWER 3 - QUALITATIVE FEEDBACK\*EVALUATION METHOD \***

- **The partners want to combine 2 types of assessment: face-to-face assessment and remote assessment (serious games). What do you think of this proposal?**

Participants	Answers
Participant 1	"I think if we're talking about VNFIL, a practical situation would be the most appropriate for assessing competences. serious games would raise questions related to quality standards. Logistics also need to be considered: will candidates need to use their computers, will they have access to public computers, etc.?"
Participant 2	"I think it makes sense to combine different methods, each of which allows different information to emerge."
Participant 3	"An interesting approach, thanks for sharing the pilot results."
Participant 4	"The approach is valid and logical, I'm only concerned that it will take time for the target workers."
Participant 5	"This is how candidates are evaluated today."
Participant 6	"Sounds good."
Participant 7	"Distance is sometimes difficult."
Participant 8	"Interesting to offer both modalities. Face-to-face training requires rigorous organization and logistics. For distance learning, it will be necessary to provide prior support to candidates who are not accustomed to the digital divide."
Participant 9	"This is a welcome choice, given the nature of the business and the audiences involved. But it requires just as much support for one modality as for the other. Their terms of use undoubtedly need to be better specified."
Participant 10	"Already tried and tested in France, assessment by a professional employer-trainer trio is a highly effective method."
Participant 11	"Both are necessary. Remote assessment can help develop digital competences, so important in this digital age. but face-to-face assessment can help foster exchanges of experience and ideas."
Participant 12	"I agree with the partners, having both face-to-face and online options makes it more inclusive and offers a more complete view of the candidate's knowledge and experience."





Participants	Answers
Participant 13	"Having two different assessment possibilities is very interesting, as it allows us to adapt to different profiles of people and different working environments. However, I think that the concept of 'serious online games' should be further developed to be more easily applicable, as this low-skilled profile might find it difficult to participate in this assessment.

#### \*ANSWER 4 - EVALUATION PLATFORM

- What elements do you think should be included in the future assessment platform?

Participants	Answers
Participant 1	Criteria on which candidates will be assessed, key activities and associated competences.
Participant 2	(No answer)
Participant 3	(No answer)
Participant 4	A clear set of motivational statements, a progressive (gamified) course so that participants can progress, a connection with ESCO if possible.
Participant 5	(No answer)
Participant 6	(No answer)
Participant 7	(No answer)
Participant 8	The candidate's training path, training courses already taken in relation to his or her job, certifications already obtained, the training organization that trained him or her in the competences in the reference manual, test dates for each skill, assessors.
Participant 9	It all depends on who has access to it. But in any case, it should be both a common resource and a kind of "library" ("thesaurus") to support changes in both the profession and the ways in which it is learned.
Participant 10	A maximum of instructions and a maximum of situations, if not in practice, at least with illustrative videos.
Participant 11	A progress bar with percentages of competences required, indicating the levels of progress needed to achieve the various learning outcomes.
Participant 12	It would be important to have feedback mechanisms and a means of monitoring the impact of micro-certifications on users' employability.
Participant 13	We need to take into account the difficulties that low-skilled people have in using digital tools. Perhaps we should include a version of the assessment designed specifically for them.

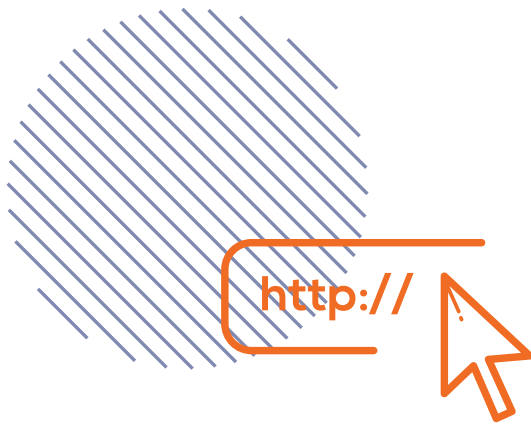


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# MyCred4Home

## Developing Micro Credentials for the Home Care Sector



### MyCred4Home Partnership

- IPERIA, Coordinator <https://www.iperia.eu/>
- Strategies and Tools to Enhance People's Skills (STePS), <https://www.stepseurope.it>
- The Software Engineering and Internet Technologies (SEIT) Laboratory of the University of Cyprus: [www.ucy.ac.cy](http://www.ucy.ac.cy)
- Centre Familial de Bruxelles: [www.centrefamilial.be](http://www.centrefamilial.be)
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