Italian HR+ Pilot Action
Report

HR+ WP3 DELIVERABLE (A3.3)

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

Deliverable:

Project Ref.	**HR+ - Innovative competencies for HR manager among twin and social transition in knowledge intensive industries (2024-1-IT01-KA220-VET-000254093)**
Related WP/Task	WP3 (A3.3)
Dissemination level	Public
Deliverable leader	Fòrema
Document status	Final

"HR+ – Innovative competencies for HR manager among twin and social transition in knowledge intensive industries" (https://www.hrplusacademy.eu/) is a 20 month Erasmus+ project dedicated to redefining the role of the HR Manager in Knowledge-Intensive (KI) organisations through the co-creation of an innovative, transnational training programme. This programme aims to equip HR professionals with the advanced skills, knowledge, and competencies essential to meeting the evolving demands within KI organisations across Italy, Spain, Hungary, and Portugal.

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

Index

1. General Information 1

2. Participants 2

3. Programme Implementation 8

4. Results and KPIs 13

5. Accessibility and Inclusion Measures 17

6. Green Practices.....18

7. Lessons Learned 19

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

1. General Information

Country/Partner: Italy/Fòrema

Period: November 2025 – March 2026

Skills tested:

In the Italian training program (**HR+ ACADEMY**), **6 skills** were tested, developed in participants through in-person training (24 hours), e-learning (6 Modules), and project work:

1	**Managing Digital Office Tools, Systems and Cybersecurity**
2	**Mapping and Anticipating Skill Needs**
3	**Attracting, Recruiting and Selecting Talents**
4	**Designing and Managing Learning Opportunities to Foster Employability**
5	**Planning and Implementing Staff Development Pathways**
6	**Managing Change Processes in Organizations**

The in-person training (24 hours), however, focused on the following **four skills**:

1	**Managing Digital Office Tools, Systems and Cybersecurity**
2	**Mapping and Anticipating Skill Needs**
4	**Designing and Managing Learning Opportunities to Foster Employability**
5	**Planning and Implementing Staff Development Pathways**

Faculty/trainer:

The following trainers were involved:

Enrico Agrusti (Managing Digital Office Tools, Systems and Cybersecurity): A data scientist at Fòrema with a passion for artificial intelligence, he has specialized in IT training and consulting for businesses for over five years. A strong advocate of the synergy between technology and education, and its power to transform the way we learn and grow, he is one of the authors of the book “AI Experience con 101Ò.” A practical guide (continuously updated) to orient HR managers, coaches, and trainers in the world of artificial intelligence applied to training and development (published by Grafica Veneta, Fòrema editions, 180 pages).

Roberta Costa (Planning and Implementing Staff Development Pathways): A professional with more than 23 years of experience in HR in the fashion industry, in structured and complex companies. She has held positions in HR management, direct people management, and coordination of global corporate processes, up to the position of HR Director at Staff International – OTB Group. Passionate about agile management and developing the potential of people and teams, she is an expert in change management, digital transformation, and process innovation projects. Her objective is to support organizations in building resilience and driving change, by partnering with HR teams to foster culture, develop capabilities, and promote new ways of working.

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

Serena Gianesini (Mapping and Anticipating Skill Needs, Designing and Managing Learning Opportunities to Foster Employability): With twenty years of experience in the corporate sector and a solid specialization in People Management, she has held key roles in all areas of Human Resources: from recruitment to training, from Performance Management to Organizational Design. In 2024, she obtained a Master's Degree in Social Forecasting, acquiring tools and methodologies to operate as a professional of the future and support organizations in interpreting changes and building sustainable strategies.

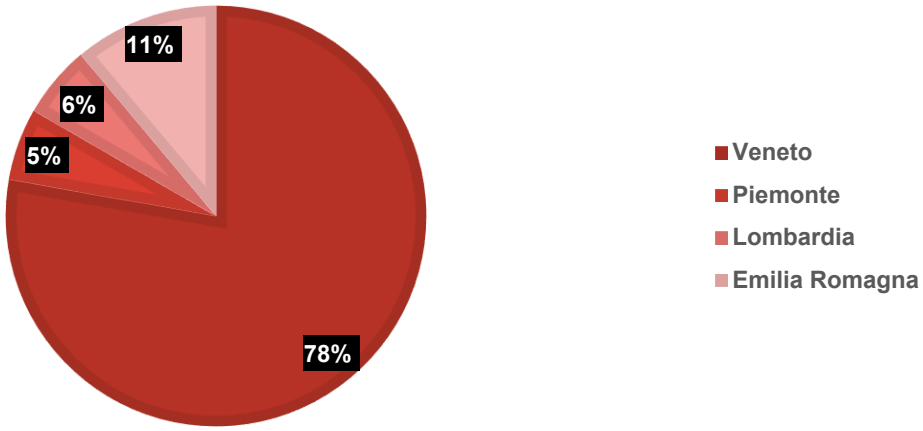
Chiara Milani (mentoring): For the past four years, she has been working as a Learning Designer in "People Management & Organization" at Fòrema, partnering with HR teams and companies to provide tailored consulting, training and upskilling programs, facilitation, and process mapping, with the aim of addressing current organizational challenges through a long-term strategic perspective.

2. Participants

A total of **21 HR Managers** or equivalent profiles from **18 organizations** participated in the pilot.

2.1 Organizations

The vast majority of the companies (no. 18) are located in the **Veneto region** (**78%**), where Fòrema operates. Thanks to the partnership with FAV – Fondazione Aldini Valeriani of Bologna, participation also included organizations from **Emilia-Romagna** (**11%**), **Lombardy** (**6%**), and **Piedmont** (**5%**).

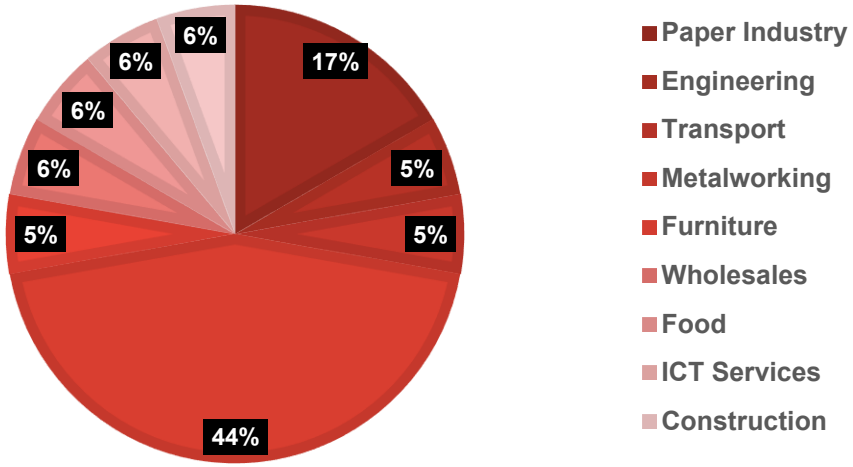


Co-funded by the European Union

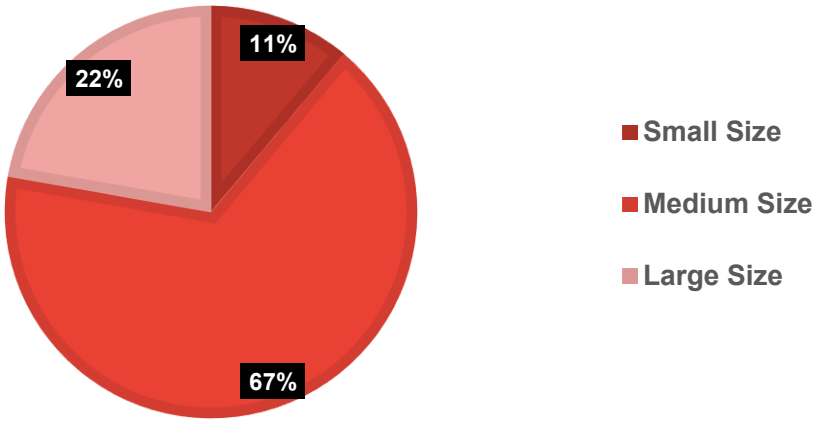
This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

In line with the regional production landscape, the majority of the companies operate in the **Metalworking sector** (**44%**) and, to a significantly lesser extent, in the Paper and Packaging industry (17%).

A noteworthy level of heterogeneity also emerges, as demonstrated by the participation of companies operating in **a range of different sectors**: Engineering firms (6%), Transportation (6%), Furniture (6%), Wholesale trade (6%), Food industry (6%), Construction (6%), and ICT Services (6%).



With regard to organizational size, a marked heterogeneity can be observed. **Large companies** account for **22%** of the total, while small and medium-sized enterprises (**SMEs**) represent **78%** overall (67% medium-sized and 11% small-sized enterprises).



Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

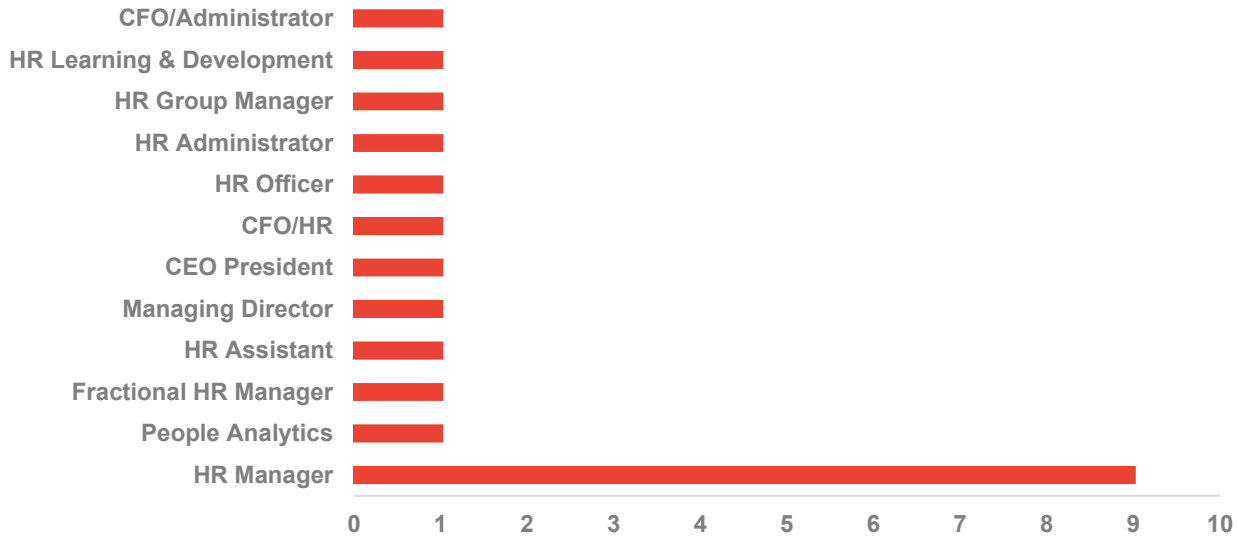
2.2 Participants

There is a significant prevalence of **female participants** (**76%**): out of 21 individuals, 15 are women. The **male** component is limited (**24%**).



The analysis of professional profiles highlights a clear predominance of **HR Managers** (**48%**). Alongside this majority presence, a significant diversity of roles can be observed, with participants coming from various professional backgrounds, both within the HR function and from managerial, administrative, and governance areas.

This **plurality of roles** reflects a growing interest in the topics addressed throughout the program and confirms the strategic importance attributed to organizational development by professionals holding diverse levels of responsibility.



Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

2.3 Skills Self-Assessment Results

At the beginning of the program, participants were asked to complete a "**Self-Assessment**" developed by Gdoce, which coordinates the various pilot initiatives. The purpose of the assessment was to map, through self-evaluation, the following dimensions:

- *Level of proficiency in the HR+ competencies addressed in the program*
- *Application of HR+ competencies within the workplace*
- *Training needs*
- *"Green" practices*

- **Self-assessment of skill proficiency**

Each participant was asked to conduct a self-assessment regarding the six competencies that define the HR+ Manager profile:

-Managing Digital Office Tools, Systems, and IT Security

-Mapping and anticipating the organization's competency needs

-Attracting, recruiting, and selecting talent

-Designing and managing learning opportunities to foster organizational know-how

-Planning and implementing personnel development policies

-Promoting organizational change and innovation.

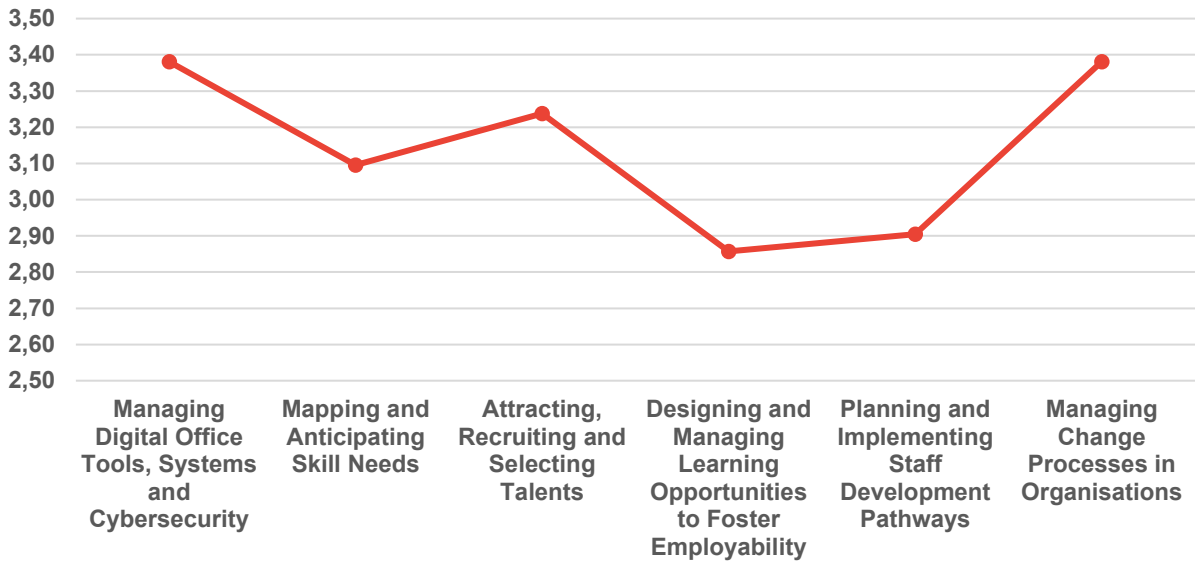
The objective was to assess the level of awareness and perceived proficiency in relation to these competencies, which are considered essential for effectively performing the role.

On average, participants reported a good level of proficiency in the **use of digital tools** and in **managing organizational change** (**M = 3.38**). These are followed by competencies related to **talent attraction and selection** (**M = 3.24**) and the ability to **map competency needs** (**M = 3.10**).

The areas with comparatively lower average scores concern the **design of learning pathways** (**M = 2.86**) and **personnel development policies** (**M = 2.90**), suggesting potential areas for strengthening that could be addressed through the pilot initiative.

Co-funded by the European Union

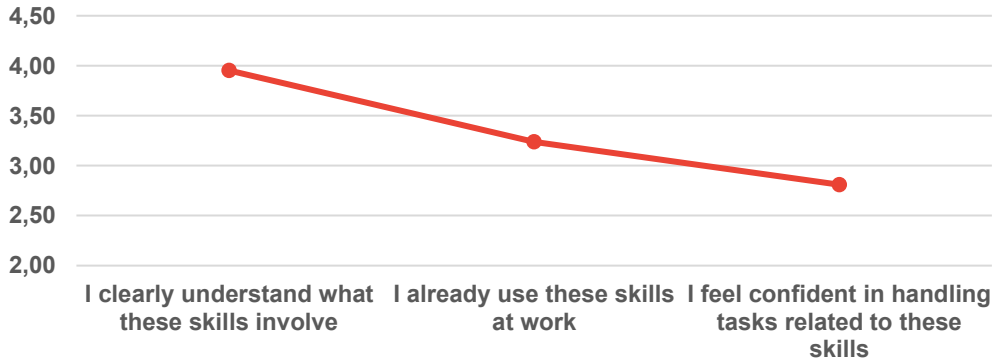
This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.



- **Self-assessment of Competence Application in the Workplace**

Participants were asked to indicate the extent to which they apply the six HR+ competencies within their work context, based on the following questions:

1) **I clearly understand what these skills involve**
2) **I already use these skills at work**
3) **I feel confident in handling tasks related to these skills**



Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

The analysis of the responses indicates a high level of **theoretical understanding (M = 3.95)**, followed, however, by a more moderate degree of **practical application (M = 3.24)**. **Perceived confidence in the operational management** of HR+ competencies shows the lowest average score (**M = 2.81**), highlighting that although these competencies are considered important by participants, they have not yet been fully integrated into their day-to-day professional practice.

- **Analysis of Formative Needs**

Participants were asked to identify which HR+ competencies they considered a priority for further development. This assessment made it possible to identify perceived development needs and to more effectively tailor the pilot initiative accordingly:



The analysis shows that the competency "**Planning and implementing personnel development pathways**" ranks as the top priority (**14 preferences**), followed by "**Managing Change Processes in Organizations**" (**11**) and "Mapping and anticipating skills needs" (10). Significant interest is also expressed in the competency related to designing and managing learning opportunities (7), confirming the importance attributed to the continuous development of people within organizations.

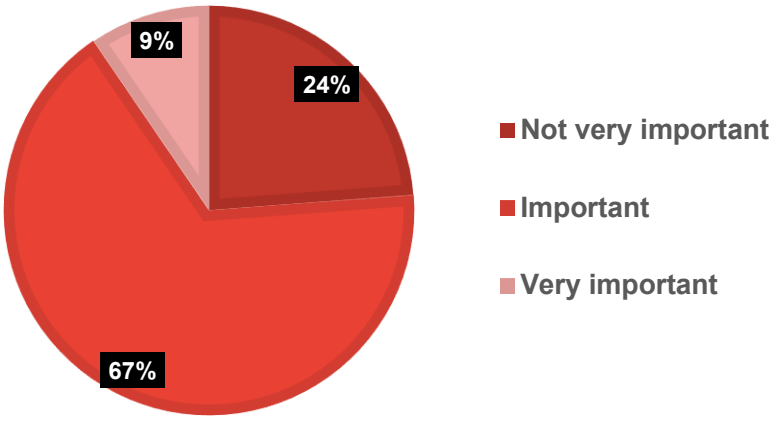
Conversely, less interest is shown in the use of digital tools (4), which enable the transformation of HR practices, and in talent attraction and selection (2), an area that may already be well established among participants or currently perceived as a lower priority.

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

2.4 Awareness of "Green" Practices

In the final section, participants were asked to indicate the level of importance they attribute to integrating sustainability-related topics into the HR+ training program:



The **vast majority of participants** (**76%**) consider sustainability to be at least important, if not central, to their professional development and to the transformation of the HR function. In particular, 67% rate it as "Important," while 9% consider it "Very important."

3. Programme Implementation

As outlined in the **Italian HR+ Program** (Annex A3.3), from November 2025 to March 2026 participants were engaged in a **72-hour blended learning** program structured as follows:

Phases	Format	Duration (hours)
E-learning	**6 online modules delivered via the Gdoce LMS platform** https://hrplus.gdoce.es/login/index.php	8
In person training	**3 in-person sessions at the Fòrema headquarters** 25 November, 5 and 10 December 2025	24
Work-Based Learning (WBL)	**Supervised project work with online mentoring sessions**	40
Total		**72**

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

The structure of the **HR+ ACADEMY** program is designed according to the following logic:

- Participants acquire foundational HR+ knowledge through **e-learning modules**;
- They deepen advanced concepts through **in-person training sessions**, supported by expert trainers and peer group interaction;
- Finally, they engage in a project work assignment, supported by **mentoring** from a Fòrema Specialist, applying and testing the target competencies within their own organizations.



HR+ Academy:
Le skill HR del futuro

Corso gratuito

Un percorso formativo ibrido di eccellenza, finanziato dalla Commissione Europea (Erasmus+), per sviluppare le competenze HR strategiche del futuro. Un'opportunità esclusiva per HR manager e professionisti delle risorse umane

Co-funded by the European Union

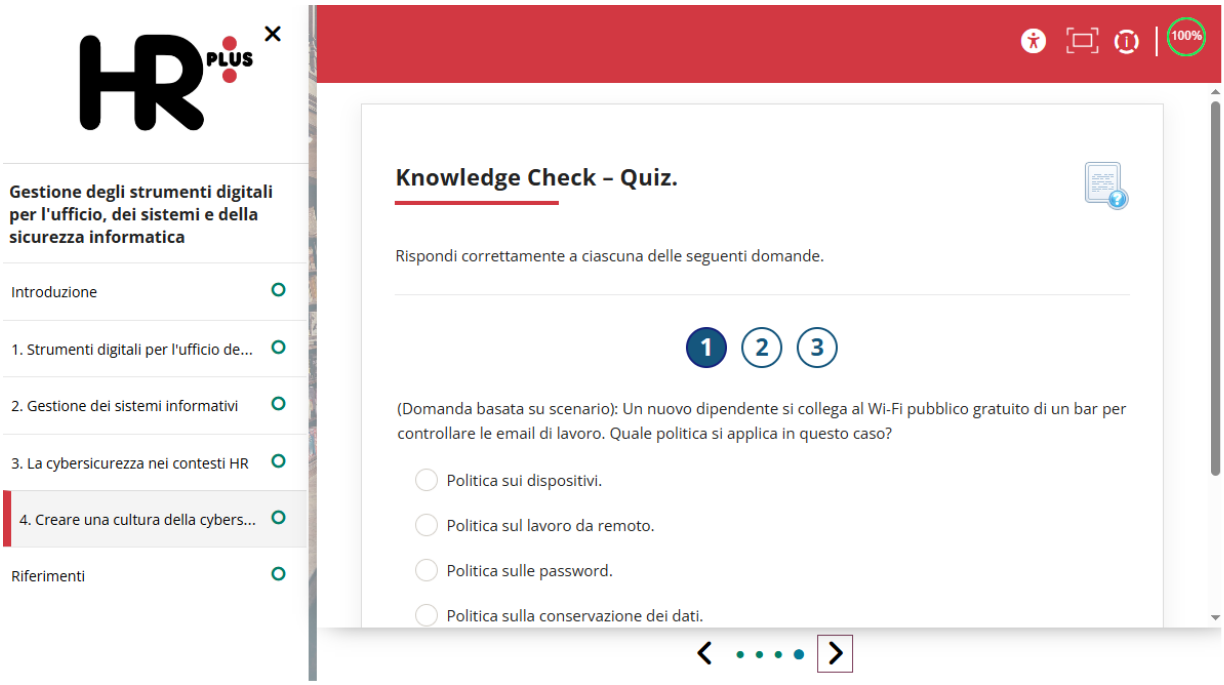
This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

3.1 E-learning

From December 2025 to March 2026, participants were granted access to the **six HR+ modules co-designed by the partnership** and uploaded to the Gdoce LMS platform (https://hrplus.gdoce.es/login/index.php):

	Modules	Developer	Country
1	**Managing Digital Office Tools, Systems, and IT Security**	Gdoce	Spain
2	**Mapping and anticipating the organization's competency needs**	Gdoce	Spain
3	**Attracting, recruiting, and selecting talent**	PC Trend	Hungary
4	**Designing and managing learning opportunities to foster organizational know-how**	Fòrema	Italy
5	**Planning and implementing personnel development policies**	Fòrema	Italy
6	**Promoting organizational change and innovation**	PC Trend	Hungary

Each module included **intermediate assessment quizzes** and **scenario-based simulations** to progressively evaluate participants' level of advancement.



Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

3.2 In-person Training

From November to December 2025, **three in-person sessions** were delivered at Fòrema (**24 hours** in total), focusing on the development of strategic knowledge and skills related to the following **four HR+ competencies**:

	Modules	Duration (hours)	Trainer
1	**Managing Digital Office Tools, Systems, and IT Security**	**8** *5 December*	Agrusti
2	**Mapping and anticipating the organization's competency needs**	**4** *25 November*	Gianesini
4	**Designing and managing learning opportunities to foster organizational know-how**	**4** *25 November*	
5	**Planning and implementing personnel development policies**	**8** *10 December*	Costa

Each session included **group exercises** and **simulations** aimed at assessing not only the acquisition of target knowledge but also the effective ability to apply it in practice.

3.3 Project Work

From December 2025 to February 2026, participants were engaged in a project work activity aimed at developing an **HR improvement strategy based on a specific critical issue within their own organization**. This involved identifying improvement **objectives, activities to be implemented and expected results**, as well as **required resources** and **potential risks**.

This structured activity enabled participants to concretely test themselves by applying the **six target HR+ competencies**. To ensure personalized support, each participant was also offered the opportunity to attend **four individual online mentoring sessions**—one for each phase—with a Fòrema Specialist in "People Management & Organization"

HR+ PROJECT WORK: Definition of an HR Improvement Strategy

- Phase 1 **– Problem setting and definition of objectives**
- Phase 2 **– Identification of activities and expected results**
- Phase 3 **– Identification of resources and risks**
- Phase 4 **– Evaluation and reporting of outcomes**

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

Overall, **18 project works** were completed (see the table below), involving all participants (employees from the same organization worked on the same project).

Eighteen participants made use of the online mentoring activities (for a total of **40 hours delivered**). In addition to the participants in the HR+ ACADEMY program, some sessions also involved auditors (no. 2, additional HR staff from the companies), thereby maximizing the overall impact of the initiative.

The table below outlines the HR+ competencies applied across the 18 project-works developed during the program.

SKILL HR+					
Managing Digital Office Tools, Systems, and IT Security	**Mapping and anticipating the organization's competency needs**	**Attracting, recruiting, and selecting talent**	**Designing and managing learning opportunities to foster organizational know-how**	**Planning and implementing personnel development policies**	**Promoting organizational change and innovation**
	Construction Training Program		Construction Training Program	Construction Training Program	Construction Training Program
	Attraction of Young Machine Operators in the Offset Printing Sector	Attraction of Young Machine Operators in the Offset Printing Sector		Attraction of Young Machine Operators in the Offset Printing Sector	Attraction of Young Machine Operators in the Offset Printing Sector
Shared HR Management Database					Shared HR Management Database
				Creation of a People Strategy	Creation of a People Strategy
			Employee Potential Development	Employee Potential Development	Employee Potential Development
		Knowledge Management System	Knowledge Management System		Knowledge Management System
AI Platform Development					
	Airport Academy	Airport Academy	Airport Academy		
	Academy for Change			Academy for Change	Academy for Change
	Creation of a Structured HR Management System		Creation of a Structured HR Management System	Creation of a Structured HR Management System	Creation of a Structured HR Management System
Senior/junior Academy	Senior/junior Academy		Senior/junior Academy	Senior/junior Academy	Senior/junior Academy
	Technology Skills Academy			Technology Skills Academy	Technology Skills Academy
	Development of a Merit-Based	Development of a Merit-Based		Development of a Merit-Based	Development of a Merit-Based

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

	System for Production Staff	System for Production Staff		System for Production Staff	System for Production Staff
Digitalization of the Time/ Attendance System					Digitalization of the Time/Attendance System
		Personnel Development Initiatives		Personnel Development Initiatives	Personnel Development Initiatives
	Upskilling/Reskilling for Foundry Personnel	Upskilling/Reskilling for Foundry Personnel	Upskilling/Reskilling for Foundry Personnel	Upskilling/Reskilling for Foundry Personnel	Upskilling/Reskilling for Foundry Personnel
HR Digital Trasformation					HR Digital Trasformation
	Talent Attraction Academy	Talent Attraction Academy	Talent Attraction Academy	Talent Attraction Academy	Talent Attraction Academy

4. Results and KPIs

Overall, at the end of the program, the following were issued:

18 online training certificates

21 HR+ Academy certificates

As required by the Italian adaptation of the HR+ Program (Annex 3.3), the acquisition of the target HR+ competencies was assessed through **a summative approach**, integrating evidence from the following components:

	Module	Assessment method
1	E-learning	**Intermediate multimedia quizzes on the Gdoce platform**
2	In person training	**Trainer observation form and in-class exercises**
3	Work-Based Learning (WBL)	**Project work evaluation form**
	HR+ Program (overall)	**Final self-assessment aimed at measuring:** - Proficiency level in the 6 HR+ competencies - Application of competencies in the workplace - Impact of the program - Level of satisfaction

1.E-learning

Nineteen out of 21 participants successfully completed the six HR+ modules (100% of those enrolled in the online component), acquiring foundational knowledge across all six target HR+ competencies.

2.In-person training

All participants (n. 21) attended at least 67% of the in-person training sessions. In particular, 13 participants attended 100% of the sessions.

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

3.Project work

All project works (n. 18) were positively evaluated.

4.Final Self-Assessment

Through the **final questionnaire**, administered online in mid-March (n. 19 responses), **four aspects** were investigated:

- Perceived level of competence (self-assessment) in the 6 HR+ skills
- Application of skills in the workplace
- Impact of the program
- Participant satisfaction level

The results are reported below:

***Level of mastery of the 6 HR+ skills:** Considering all 6 skills, the average increase in perceived competence between "before" and "after" the course is **+10%,** demonstrating the effectiveness of the training.

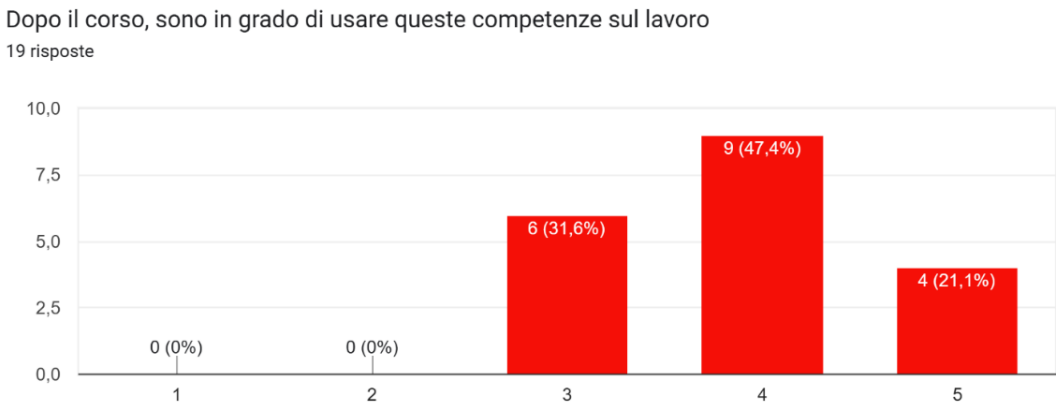
	% of participants who self-assessed as 'competent' BEFORE the HR+ program (score 4 on a 1–5 scale)	% of participants who self-assessed as 'competent' AFTER the HR+ program (score 4 on a 1–5 scale)	Perceived increase in competence
Managing Digital Office Tools, Systems, and IT Security	**36,4%**	**42,1%**	**+5,7%**
Mapping and anticipating the organization's competency needs	**40,9%**	**57,9%**	**+17%**
Attracting, recruiting, and selecting talent	**31,8%**	**31,6%**	**-0.2%**
Designing and managing learning opportunities to foster organizational know-how	**18,2%**	**31,6%**	**+13,4%**
Planning and implementing personnel development policies	**27,3%**	**42,1%**	**+14,8%**
Promoting organizational change and innovation	**27,3%**	**42,1%**	**+14,8%**

***Application of HR+ skills in the workplace**: 47.4% of respondents report being able to use HR+ skills at work after the course (compared to 18.2% before the training). Additionally, 68.4% state that they have acquired tools and methods through the program to further strengthen these skills independently over time.

Co-funded by the European Union

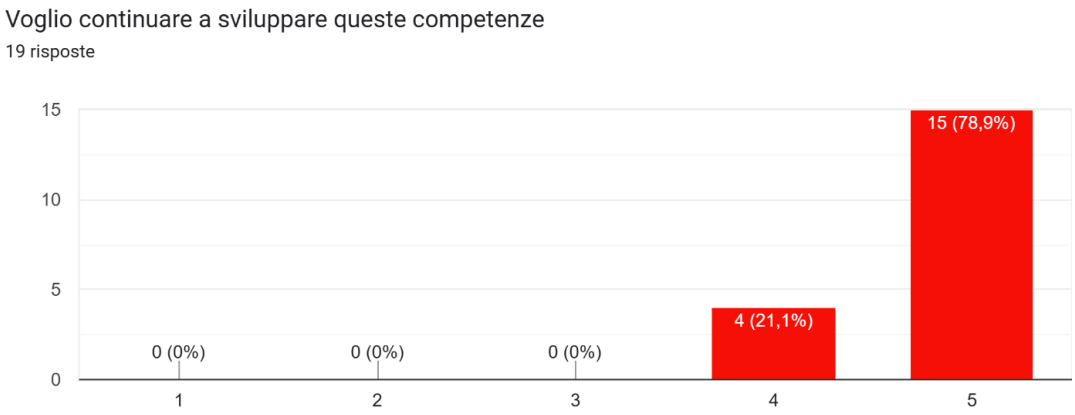
This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

After the course, I am able to use these skills in my work



***Impact of the HR+ program**: 57.9% of participants believe that the program has a positive impact on their professional development, with 31.6% rating it as "very positive." Additionally, 78.9% state that they intend to continue developing HR+ skills, considering them strategic for their role.

After the course, I am able to use these skills in my work.



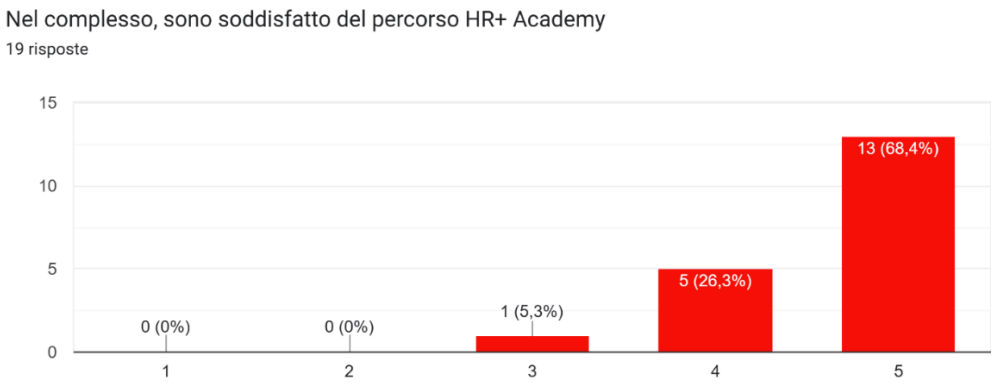
These data highlight a significant and tangible training impact. The HR+ Academy has produced a dual positive effect: on the one hand, it has substantially enhanced the HR Managers' immediate operational capability in HR+ skills; on the other hand, it has provided a foundation for their further development and long-term consolidation. **In this sense, the training intervention proves effective both in the short and in the medium-to-long term.**

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

***Level of satisfaction:** Overall, **68.4%** of participants report being "**very satisfied**" with the program. More than 50% appreciate the exchange with other HR Managers and the opportunity to share experiences and best practices. The Faculty, the program structure (in-person training, e-learning, project work), and the opportunity to apply what was learned in practice through the project work are also particularly valued.

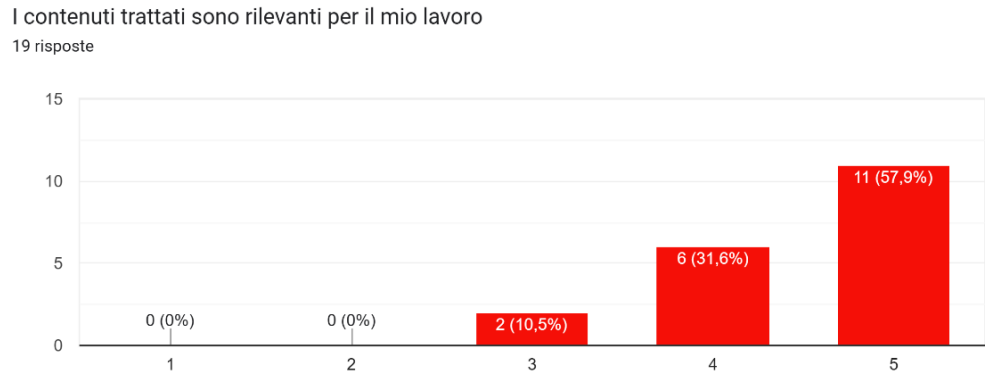
Overall, I am satisfied with the HR+ Academy program



When analyzing satisfaction with **formats** and **methodologies**, the results remain very positive.

- ***In-person training:*** For 57.9% of participants, the content covered is relevant to their work. 78.9% consider the trainers to be highly knowledgeable. For 52.6%, the learning objectives are clear. Finally, 57.9% find the methodologies used in the classroom (exercises, simulations, discussions) engaging.

The content is relevant to my job role



Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

- ***E-learning**:* For 52.6% of participants, the 6 modules contain content that is relevant to their work. 36.8% find the quizzes and methodology "very engaging," while 26.3% consider them engaging. Only 5.3% find them not engaging at all.
- ***Project work:*** 47.4% of participants believe the activity helped them significantly in their work, with 36.8% stating it helped them *very* significantly. Additionally, 58.8% of those who received personalized tutoring consider it "very useful"- primarily for gaining valuable insights and suggestions, but also for acquiring a method and developing deeper analytical thinking.

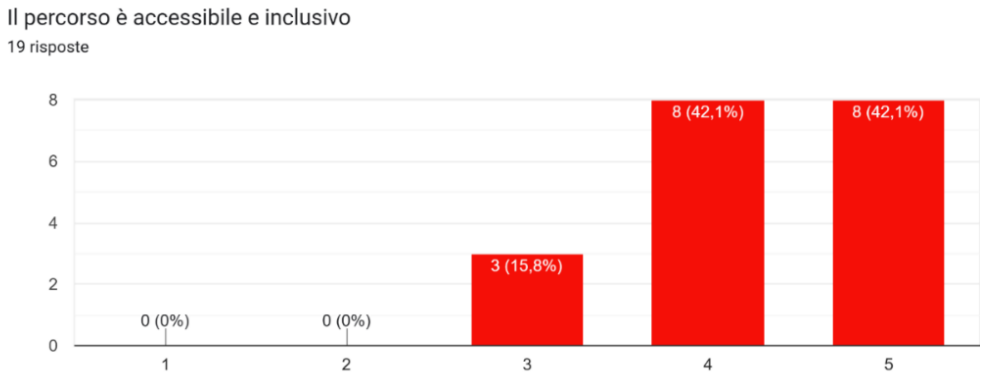
Among the areas for improvement, participants highlight the duration of in-person sessions (considered too short by some) and the level of interactivity in the online modules.

5. Accessibility and Inclusion Measures

The training program was designed (see Annex 3.3 – Italian HR+ Program) to create a **welcoming and inclusive learning environment** in which all participants can fully engage and grow. In the pilot implementation, the following measures were adopted in particular:

- Participants' needs were identified in advance through the **online registration form** to ensure full accessibility. They were also invited to communicate any additional needs at any time. From the final questionnaire administered in mid-March, **42.1%** of participants consider the program inclusive, and the same percentage even rate it as **fully accessible**. For **52.6%, the learning materials** used (slides, e-learning) are easy to use and suitable for everyone. Additionally, 57.9% state that their needs were taken into account throughout the program.

The program is accessible and inclusive



Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

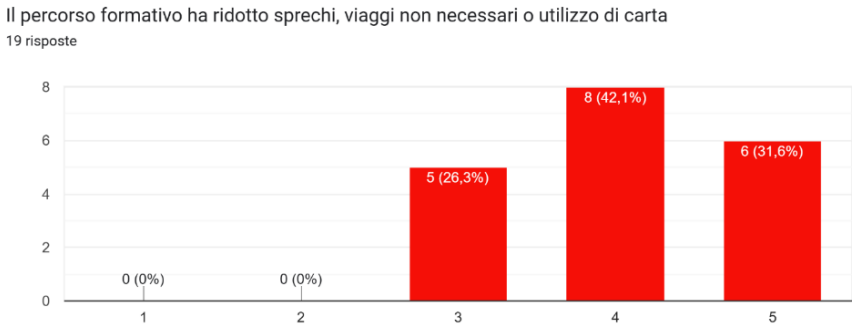
- The hybrid structure of the program (online learning, in-person sessions, and project work) made it possible to complete a substantial part of the training remotely (e-learning pathway and supervised project work), thereby removing physical and logistical barriers that might otherwise limit participation. The **in-person training component (24 hours**), delivered at the headquarters of Fòrema Srl in Padua, was concentrated into three full days scheduled close together (November/December), enabling participation also for those coming from **outside the region** (**23%**). The venue, free of architectural barriers, is well connected to Padua railway station by public transport;
- The online modules were delivered through an **accessible LMS platform** designed to be user-friendly and easy to navigate.

6. Green Practices

From the outset of its design (see Annex 3.3 – Italian HR+ Program), the Italian adaptation demonstrates a strong commitment to sustainability. Within the HR+ ACADEMY program, the following measures were adopted:

- **Cross-cutting relevance of the topic:** Sustainability is addressed as a transversal theme linked to organizational development, human resource management, and innovation. This ensures that participants perceive it not as an isolated subject, but as an integral component of effective and responsible HR practices;
- **Preliminary assessment of interest in sustainability:** In the online registration form, participants expressed their level of interest. The majority (76%) consider the topic at least important—if not central—for their professional development and the transformation of the HR function. In particular, 67% rate it as “Important,” while 9% as “Very important.” In the final questionnaire, 63.2% of participants state that environmental aspects were taken into account during the training. For 42.1%, the program contributed to reducing waste (e.g., unnecessary travel, paper).

The program has reduced waste, travel, or paper usage



Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.

- **Hybrid learning format:** The program combines online modules, project work, and in-person training, significantly reducing the environmental impact associated with travel. Participants (23% coming from outside the region) were able to access most of the content remotely, minimizing travel and experiencing more sustainable learning methods;
- **Optimized in-person sessions:** In line with this approach, face-to-face training was limited to three full-day sessions, scheduled to reduce the number of journeys while maintaining an engaging and interactive learning experience;
- **Integration of sustainable practices into the content:** Whenever possible, real-life examples of sustainable HR practices were presented during the training. The sustainability impact of specific HR strategies and organizational actions was also highlighted, helping participants understand the broader social, environmental, and economic implications of their decisions;
- **Project work focus on sustainability:** A dedicated section on sustainability was included in the project work, inviting participants to analyze and assess the potential organizational, social, and environmental impact of their HR+ strategies. This encouraged the practical application of sustainable thinking in real HR scenarios;
- **Responsible use of materials and resources:** Materials were printed only when strictly necessary, with digital solutions adopted as the default (email communications, slides shared via Google Drive, and online mentoring sessions for project work).

By integrating sustainability principles into its methodology, content, and operational delivery, HR+ ACADEMY has promoted a culture of responsible human resource management, encouraging professionals to embed sustainability considerations into strategic planning, talent management, and everyday HR operations.

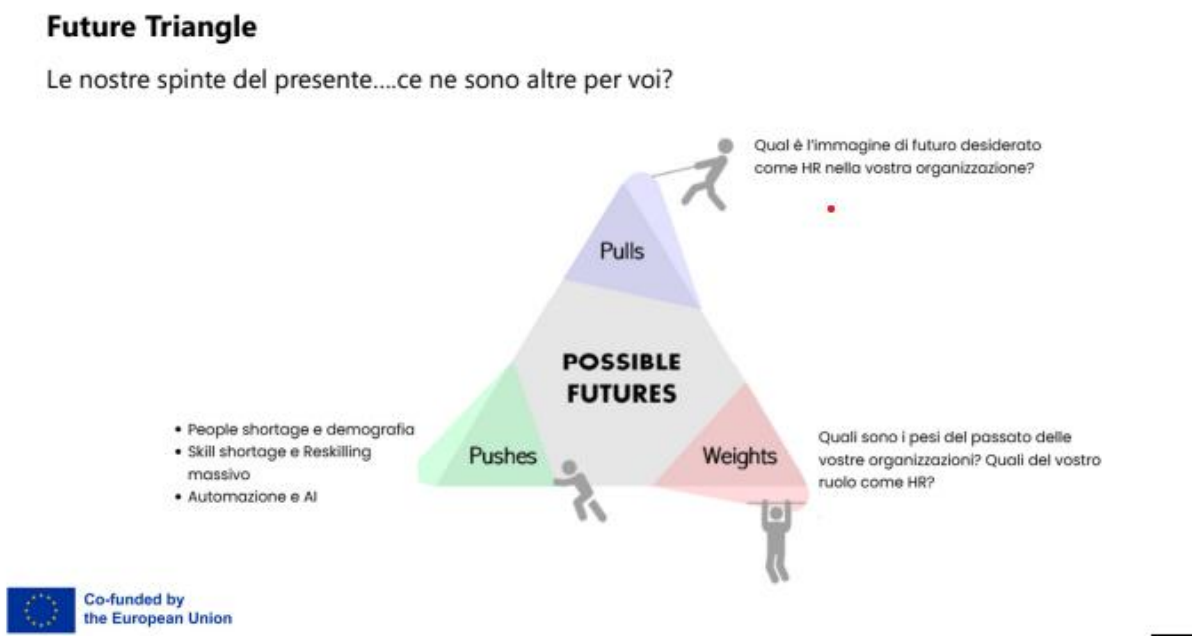
7. Lessons Learned

With **21 HR+ Academy certificates** and **18 e-learning certificates** issued, the pilot program successfully supported **21 HR Managers** from **18 organizations** across **4 regions** (Veneto 78%, Emilia-Romagna 11%, Lombardy 6%, Piedmont 5%) over a 4-month period. The blended learning path fostered a gradual increase in awareness of the evolving challenges and opportunities of the HR role.

In particular, the program proved effective not only in significantly enhancing the immediate application of HR+ skills, but also in increasing participants' autonomy in their ongoing development.

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.



In the final questionnaire, **68.4% of participants** reported that, through the program, they had acquired tools and methods to **independently strengthen these skills** over time. As highlighted by the same survey, many are already applying what they learned or have launched concrete initiatives (training activities, meetings, HR projects, academies, development paths, etc.). Others intend to do so in the near future, often building on insights from the project work or further learning activities, albeit with some uncertainty related to their organizational context (e.g., constraints or lack of resources in SMEs).

All participants, however, express a widespread need for continuous and practical training, through targeted courses, workshops, updates on best practices, and guided exercises. There is also a clear demand for exchange and support (mentoring, interaction with experts and peers), alongside more operational needs such as AI-related tools, practical frameworks, and dedicated time within the company for learning.

In line with fostering greater opportunities for exchange and collaboration, 12 participants submitted their improvement strategies to the **HR+ contest** (https://www.hrplusacademy.eu/the-hr-online-contest/).

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.



The overall added value of the program lies not only in the acquisition of the 6 targeted HR+ competencies, but rather in having "activated" a strong drive to take action among participants. This highlights the program's solid and lasting impact, capable of supporting both short-term HR performance and continuous growth over time.

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and neither the Commission nor the Inapp Erasmus+ National Agency cannot be held responsible for any use which may be made of the information contained therein.