



Transnational HR+ Pilot Actions Report

HR+ WP3 DELIVERABLE (A3.3)

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“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.

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1. Introduction

This report presents a comprehensive overview of the **pilot actions** implemented within Work Package 3 (WP3) of the **HR+ project**, specifically under Activity 3.3: Pilot Actions. The objective of these pilot actions was to test, validate, and refine the **HR+ training programme** across different national contexts, ensuring its relevance, effectiveness, and adaptability.

The pilot actions were carried out by project partners in **Spain, Italy, Hungary, and Portugal**, involving a diverse range of participants, including HR professionals, HR students, unemployed individuals, and learners in transition. While Spain, Italy, and Hungary implemented the **full training programme**, combining e-learning, in-person sessions, and Work-Based Learning (WBL), Portugal conducted a **voluntary adapted pilot**, delivering a shorter version of the training focused on selected modules through in-person sessions.

The HR+ training programme aims to support the development of key competences required by HR professionals in the context of **digital transformation and organisational change**, with a strong emphasis on practical application, flexibility, and real-world relevance.

This report provides a **comparative analysis of the four pilot actions**, examining their implementation, participant profiles, learning outcomes, and overall impact. It also identifies common trends, key challenges, and lessons learned across countries, offering recommendations for the further development, scalability, and transferability of the HR+ training programme.

Particular attention is given to the **flexibility of the training model**, highlighting how the programme can be effectively implemented both as a comprehensive learning pathway and as a modular, shorter intervention adapted to specific contexts, as demonstrated in the Portuguese pilot.

Overall, this report contributes to the validation of the HR+ training programme as a **practical, adaptable, and scalable solution** for developing HR competences aligned with current labour market needs and European priorities.

2. Overview of Pilot Actions

2.1 Participating countries and partners

The pilot actions of the HR+ training programme were implemented across 4 partner countries:

Country	Partner	Period	Participants
Spain (Vigo)	Gdoce	January 2025/March 2026	20
Italy (Padova)	Fòrema	November 2025/March 2026	21
Hungary (Budapest)	PC Trend	November 2025/March 2026	18
Portugal (Penafiel (Porto) and Ponte de Lima)	Previform	December 2025	38

Each partner was responsible for organising and delivering the training within their national context, adapting the implementation to the profile and needs of their participants while maintaining alignment with the overall HR+ training framework.

2.2 Training formats and approaches

The HR+ training programme is structured around **six core modules**, designed to address the key competences required by HR professionals in the context of digital transformation and organisational change. These modules cover the following areas:

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

Two main implementation models were adopted across the partnership:

- **Full pilot implementation (Spain, Italy, Hungary):**
Gdoce, Fòrema and PC Trend delivered the complete HR+ training programme, combining:
 - E-learning modules (HR+ platform, <https://hrplus.gdoce.es/login/index.php>)
 - In-person training sessions
 - Work-Based Learning (WBL) activities.
- **Adapted pilot implementation (Portugal):**
Previform implemented a shorter, voluntary in-person version of the training, focusing on selected modules without the full integration of the online platform or WBL components.

This dual approach allowed the partnership to test both the **comprehensive training model** and a more **flexible, modular version**, providing valuable insights into the adaptability of the programme.

2.3 Scope of implementation

The scope of the pilot actions varied across countries in terms of duration, number of modules, and delivery format. The following table provides a comparative overview:

Figure 1. Overview of Pilot Actions Across Countries

Country	Format	Modules Delivered	Delivery Mode	Duration	Participants
Spain	Full pilot	6 modules	Blended (online + in-person + WBL)	72 hours	20
Italy	Full pilot	6 modules	Blended	72 hours	21
Hungary	Full pilot	6 modules	Blended	72 hours	18
Portugal	Adapted pilot	2 modules (M1, M6)	In-person only	Short format 8 hours	38

The **Portuguese pilot** focused on:

1	Managing Digital Office Tools, Systems and Cybersecurity
6	Managing Change Processes in Organizations

These modules were selected to address key challenges related to digitalisation and organisational change, which are highly relevant for Portuguese HR professionals.

2.4 Key implementation differences

The pilot actions revealed several important differences in implementation:

- **Level of integration:** Full pilots included all components (e-learning, in-person training, and WBL), while the adapted pilot focused on classroom-based delivery.
- **Depth of learning experience:** Full pilots allowed for deeper engagement through extended duration and structured learning pathways, whereas the adapted pilot prioritised accessibility and shorter delivery.
- **Use of digital tools:** The HR+ platform played a central role in full pilots, enabling progress tracking and flexible learning, while the Portuguese pilot relied on in-person interaction.

2.5 Added value of the dual approach

The coexistence of full and adapted pilot formats provided valuable insights into the **flexibility and scalability of the HR+ training programme**.

- The **full pilot model** demonstrated the effectiveness of a comprehensive, structured training pathway.
- The **adapted model** showed that selected modules can be successfully delivered in shorter formats, reaching different target groups such as students or professionals with limited availability.

This confirms that the HR+ programme can be implemented in **multiple formats**, depending on context, resources, and participant needs, without losing its core value.

3. Participant Profile: Cross-country Analysis

3.1 Number of participants

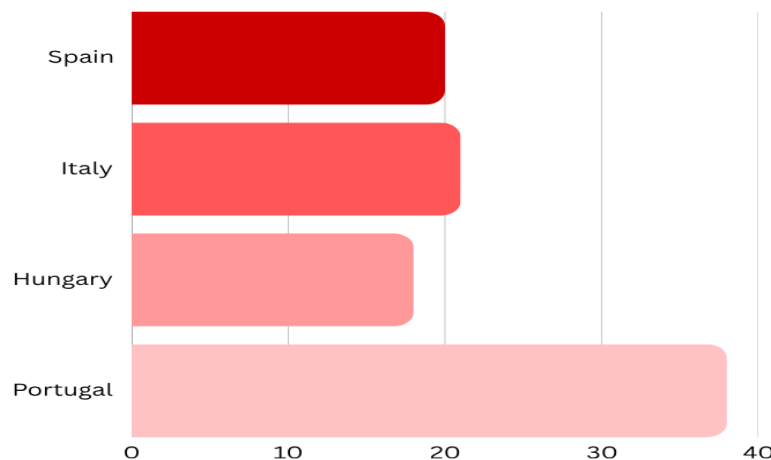
The HR+ pilot actions engaged a significant number of participants across the four partner countries, reflecting strong interest in the training programme and its relevance to current HR needs.

A total of **97 participants** were involved across all pilot actions, distributed as follows:

- **Spain:** 20 participants
- **Italy:** 21 participants
- **Hungary:** 18 participants
- **Portugal:** 38 participants

The Portuguese pilot, despite being shorter in duration, reached a higher number of participants due to its more flexible and accessible format, particularly appealing to students and participants with limited availability.

Figure 2. Overview of Participants by Country



Portugal reached the highest number of participants due to the shorter and more accessible format of the pilot, while the full pilot implementations involved smaller, more intensive cohorts.

3.2 Participant profiles

The HR+ pilot actions involved a **highly diverse group of participants across the four countries**, reflecting the broad applicability of the training programme to different professional contexts and stages of career development. The following groups were included:

- HR professionals (managers, technicians, and practitioners)
- HR Students and recent graduates
- Unemployed individuals seeking to enter or re-enter the labour market
- Learners in transition or upskilling contexts.

This diversity reflects the broad relevance of the **HR+ training programme** across different stages of professional development.

Spain:

The Spanish pilot included a **mixed group of HR professionals, unemployed individuals, and learners in transition**. A particularly relevant aspect was the participation of **migrants with extensive experience in human resources in their countries of origin**, many of whom were awaiting the recognition of their qualifications in Spain.

This group brought valuable professional knowledge and contributed to rich peer learning dynamics, while also highlighting the role of the HR+ programme in supporting **labour market integration and professional reactivation**.

Italy:

The Italian pilot involved **21 participants from 18 organisations**, mainly HR Managers and professionals working in companies of different sizes and sectors. The group showed a high level of heterogeneity in terms of:

- Organisational context (SMEs and large companies)
- Sectors (metalworking, manufacturing, ICT, services, etc.)
- Professional roles within HR and management.

A clear predominance of experienced professionals was observed, with participants already holding **strategic or operational HR responsibilities**.

This profile reflects a strong interest in **upskilling and strategic HR development**, particularly in relation to organisational change, skills planning, and staff development.

Hungary:

The Hungarian pilot engaged **18 participants**, primarily **experienced HR professionals**, including HR managers, HR business partners, consultants, and professionals with leadership responsibilities.

Most participants had **significant professional experience**, often exceeding 6–10 years, and in many cases more than 10 years in HR-related roles.

This resulted in a highly experienced cohort, characterised by:

- Strong practical knowledge
- Active involvement in organisational decision-making
- High expectations regarding applicability and relevance.

The diversity within the group was mainly related to **experience levels and organisational contexts**, rather than entry-level participation.

Portugal:

The Portuguese pilot involved **38 participants**, divided into two distinct groups/editions:

- A cohort of **students**, with strong digital readiness but limited professional experience
- A second group of **HR professionals**, including managers and technicians with varying levels of experience

This dual structure required a flexible training approach, adapting both the content and methodology to different starting points and learning needs.

3.3 Cross-country analysis of participant diversity

The comparison of participant profiles across countries reveals several important patterns:

Different entry points into HR training

- **Spain and Portugal** include participants at earlier stages (students, unemployed, migrants)
- **Italy and Hungary** focus primarily on experienced HR professionals.

Balance between experience and learning needs

- **Experienced professionals (Italy, Hungary):**
 - Seek strategic tools and frameworks
 - Focus on application in organisational contexts.
- **Less experienced participants (Spain, Portugal):**
 - Benefit from foundational knowledge
 - Require more structured guidance and examples.

Added value of mixed groups

Countries with more diverse participant profiles (Spain, Portugal) demonstrated strong benefits in terms of:

- Peer learning
- Exchange of perspectives
- Exposure to different realities.

However, this also required:

- Greater flexibility in delivery
- Adaptation of activities to different levels.

Relevance to labour market needs

Across all countries, the participant profiles confirm that the HR+ programme responds to:

- The need for **continuous upskilling of HR professionals**
- The demand for **practical, competence-based training**
- The importance of supporting **career transitions and employability**.

3.4 Key insights

The cross-country analysis highlights that:

- The HR+ programme is suitable for **both experienced HR professionals and newcomers to the field**
- Participant diversity is a **strength**, but requires adaptive teaching strategies
- There is strong demand for **practice-oriented HR training** across all contexts
- The programme can effectively support:
 - **Professional development** (Italy, Hungary)
 - **Employability and reintegration** (Spain)
 - **Early-stage learning and awareness** (Portugal).

Participants worked with a structured template that guided them through key elements such as objectives, timeline, expected results, and risk analysis, ensuring consistency and depth in their proposals.

4. Comparative Analysis of Training Implementation Across Partner Countries

4.1 Training methodologies

The HR+ pilot actions adopted different training methodologies across partner countries, reflecting both the common structure of the programme and the need for contextual adaptation.

In **Spain, Italy, and Hungary**, the training was implemented using a **blended learning approach**, combining:

- E-learning modules (via the HR+ platform, <https://hrplus.gdoce.es/login/index.php>)
- In-person training sessions
- Work-Based Learning (WBL) activities

This model allowed participants to progressively build knowledge, deepen understanding through interactive sessions, and apply competences in practical contexts.

In contrast, **Portugal** implemented an **adapted training model**, focusing on:

- In-person delivery
- Selected modules (Module 1 and Module 6)
- Practical exercises and case-based learning

This approach prioritised accessibility and flexibility, particularly for participants with limited availability or those at earlier stages of their professional development.

Overall, the comparison demonstrates that the HR+ programme can be delivered through both **comprehensive and simplified formats**, depending on context and target group.

4.2 E-learning platform

The use of the **HR+ online platform** (<https://hrplus.gdoce.es/login/index.php>) was a key component of the full pilot implementations in Spain, Italy, and Hungary.

Participants in these countries accessed:

- Six structured e-learning modules
- Interactive content and quizzes
- Self-paced learning materials.

The platform supported:

- The development of a common theoretical foundation

- Continuous learning over time
- Monitoring of participant progress and engagement.

In **Hungary**, participants remained active on the platform for an extended period (approximately two months on average), indicating sustained engagement throughout the programme.

In **Italy**, the platform was integrated with in-person training and project work, allowing participants to progressively build competences and apply them in organisational contexts.

In **Spain**, the final version of the platform was used and tested, enabling real-time validation of both functionality and user experience.

In contrast, the **Portuguese pilot did not include the e-learning platform**, focusing instead on in-person delivery. This highlights the possibility of implementing the HR+ programme even in contexts where digital infrastructure or time availability may be limited.

4.3 Work-Based Learning (WBL)

Work-Based Learning (WBL) was a central component of the full pilot implementations, playing a key role in linking theoretical knowledge with real-world application.

In **Spain**, WBL activities included:

- Case studies and practical exercises
- Structured assignments
- Development of individual proposals (HR+ Contest).

In **Italy**, WBL was implemented through a structured **project work approach**, where participants developed HR improvement strategies within their organisations, supported by mentoring sessions and a phased methodology.

In **Hungary**, WBL took the form of **organisation-specific development projects**, supported by both individual and group mentoring. Participants worked on real organisational challenges over several months, culminating in final project presentations evaluated by an external panel.

These approaches demonstrate different but complementary ways of implementing WBL, all of which emphasise:

- Practical application
- Reflection
- Real organisational impact.

In contrast, **WBL was not formally included in the Portuguese pilot**, which focused on shorter, classroom-based learning activities. However, practical exercises and case studies were still used to support application of knowledge.

4.4 Adaptation and flexibility of the training model

One of the most significant findings from the pilot actions is the **high level of adaptability of the HR+ training programme**.

The comparison across countries shows that the programme can be implemented in different formats:

- **Full model (Spain, Italy, Hungary):**
A structured, 72-hour training pathway combining e-learning, in-person sessions, and WBL
- **Adapted model (Portugal):**
A shorter, module-based training delivered through in-person sessions

The Portuguese pilot demonstrates that it is possible to:

- Select specific modules
- Deliver them independently
- Reach different target groups (e.g. students).

At the same time, the full pilot model provides:

- Deeper learning
- Greater integration of competences
- Stronger practical application through WBL.

4.5 Key insights

The comparative analysis highlights several important conclusions:

- The **blended learning approach** is highly effective for achieving deep and sustained learning outcomes
- The **e-learning platform** plays a key role in supporting flexibility and continuity
- **Work-Based Learning** is essential for ensuring practical application and real impact
- The HR+ programme can be successfully adapted to **different contexts, durations, and participant profiles**.

Overall, the pilot actions confirm that the HR+ training programme is not a fixed model, but a **flexible and scalable system** that can be tailored to diverse needs while maintaining its core objectives.

5. Learning Outcomes and Impact Across Countries

5.1 Learning outcomes across countries

The HR+ pilot actions demonstrated **strong and consistent learning outcomes** across all partner countries, confirming the effectiveness of the training programme in developing key HR competences.

In the **full pilot implementations (Spain, Italy, Hungary)**, participants developed competences related to:

- Talent attraction and recruitment
- Learning design and organisational development
- Staff development and career planning
- Digital tools and HR systems
- Change management and organisational transformation.

In **Portugal**, despite the shorter and adapted format, participants also developed relevant competences, particularly in:

- Digital tools and cybersecurity
- Change management.

These results confirm that even a reduced version of the programme can generate meaningful learning outcomes when focused on key competences.

5.2 Participant performance and engagement

Across all countries, participant engagement was high, as reflected in completion rates and participation levels:

- **Spain:** 16 out of 20 participants completed the programme (**80% completion rate**)
- **Italy:** 21 participants engaged, with strong participation in all components and **full completion of project work activities**

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- **Hungary:** 15 out of 18 participants completed the programme (**83% completion rate**)
- **Portugal:** 38 participants attended the training sessions, with high levels of engagement reported during in-person activities.

In the full pilots, engagement was particularly evident in:

- Active participation in in-person sessions
- Sustained use of the e-learning platform
- Completion of Work-Based Learning projects.

In Hungary, for example, participants remained active on the platform for an extended period and engaged in mentoring sessions throughout the programme, indicating continuous involvement in the learning process.

5.3 Development of competences

All pilot actions showed measurable improvements in participants' competences.

In **Italy**, the programme resulted in an average increase of approximately **+10% in perceived competence levels**, with particularly strong improvements in:

- Skills mapping and anticipation
- Staff development planning
- Change management.

In **Hungary**, participants reported high confidence levels across all competences after the training (all above 4 out of 5), indicating strong perceived skill development.

In **Spain**, evaluation data confirmed:

- High levels of satisfaction
- Increased confidence in applying HR tools
- Strong intention to apply learning in practice.

In **Portugal**, although no formal quantitative assessment was conducted, trainer observations and participant feedback indicate:

- Strong engagement
- Ability to apply concepts during sessions
- Positive reception of practical activities.

5.4 Impact on participants

The pilot actions had a clear impact on participants across all countries, both in terms of professional development and practical application.

In the **full pilots**, participants:

- Applied HR competences to real organisational challenges
- Developed concrete projects or proposals
- Strengthened their ability to link HR strategies with organisational needs.

In **Italy**, 47.4% of participants reported being able to apply HR+ skills directly in their work after the programme, compared to 18.2% before the training, demonstrating a significant increase in practical application.

In **Hungary**, all participants developed and presented organisation-specific projects, demonstrating the direct transfer of learning into practice.

In **Spain**, the training contributed to improved employability and professional development, particularly for participants in transition or seeking to enter the HR field.

In **Portugal**, participants highlighted the usefulness of the training in understanding real organisational challenges, particularly in areas such as digitalisation and change management.

5.5 Participant satisfaction

Participant satisfaction was consistently high across all pilot actions, confirming the relevance and quality of the HR+ training programme.

In **Spain**, satisfaction levels were very high, with an average score of approximately **4.94 out of 5**, reflecting strong appreciation of both the content and the training methodology.

In **Italy**, feedback also showed a very positive evaluation of the programme:

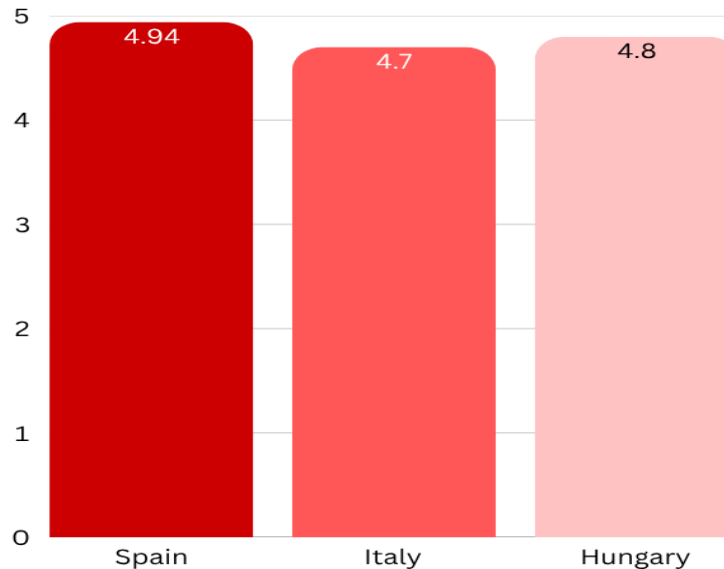
- **68.4% of participants reported being very satisfied**
- **26.3% reported being satisfied.**

This indicates that nearly all participants had a positive experience, with a particularly high proportion expressing the highest level of satisfaction.

In **Hungary**, overall satisfaction reached approximately **4.8 out of 5**, with participants highlighting the practical approach and the relevance of the training to their professional context.

In **Portugal**, qualitative feedback indicates a high level of satisfaction, particularly regarding the clarity of the sessions and the applicability of the content.

Figure 3. Overview of Participants Satisfaction levels by Country



Note: Portugal is not included in the chart as satisfaction was collected through qualitative feedback rather than a numerical scale.

Across all countries, participants particularly valued:

- The practical and application-oriented approach
- Opportunities for interaction and exchange
- The relevance of the content to real HR challenges.

Overall, the results confirm that the HR+ training programme is **well received across different contexts and participant profiles**, with consistently strong satisfaction levels.

5.6 Key insights

The cross-country analysis highlights several important conclusions:

- The HR+ training programme generates **strong and consistent learning outcomes across different contexts**

- Practical, application-oriented methodologies are essential for achieving impact
- The combination of theory and practice significantly enhances learning effectiveness
- Even shorter, adapted formats can produce meaningful results when focused on key competences
- The programme supports both:
 - **Professional upskilling (Italy, Hungary)**
 - **Employability and career transition (Spain, Portugal).**

Overall, the pilot actions confirm that the HR+ programme has a **measurable and positive impact** on participants' competences, confidence, and ability to apply HR practices in real-world contexts.

6. Transnational Insights from Participant Feedback

This section provides a transnational overview of participant feedback gathered during the pilot actions, highlighting shared perceptions, most valued elements, and key areas for improvement.

6.1 Overall satisfaction trends

Participant feedback across all pilot actions indicates a **consistently high level of satisfaction** with the HR+ training programme, regardless of country, format, or participant profile.

In the full pilot implementations (Spain, Italy, and Hungary), satisfaction levels were particularly high, with participants positively evaluating:

- The relevance of the training content
- The expertise of trainers
- The balance between theory and practice.

In the Portuguese pilot, despite the shorter format, participants also expressed strong satisfaction, particularly regarding the clarity of explanations and the practical orientation of the sessions.

These results suggest that the HR+ programme is well received across **different national contexts and delivery models**.

6.2 Most valued elements

Across all countries, several elements were consistently identified as the most valuable:

Practical and application-oriented approach: Participants highly appreciated activities that allowed them to apply concepts to real or realistic situations, including case studies, simulations, and project work.

Interactive learning environment: Opportunities for discussion, group work, and exchange of experiences were particularly valued, especially in countries with more experienced participants (Italy and Hungary).

Relevance to real HR challenges: Participants emphasised the usefulness of the content in addressing current organisational needs, including digitalisation, talent development, and change management.

Diversity of participants: In countries with more heterogeneous groups (Spain and Portugal), participants valued exposure to different perspectives and professional backgrounds.

6.3 Feedback on training components

The different components of the HR+ programme received positive feedback, with some variations across countries:

- **In-person training:** Highly appreciated in all countries for its interactive nature, practical exercises, and direct engagement with trainers.
- **E-learning modules** (Spain, Italy, Hungary): Valued for flexibility and accessibility, although some participants suggested improvements in interactivity and visual design.
- **Work-Based Learning (WBL)** (Spain, Italy, Hungary): Considered one of the most valuable elements, particularly in Italy and Hungary, where project work allowed participants to apply learning directly within their organisations.
- **Adapted format (Portugal):** Participants appreciated the concise structure and focus on key topics, although the absence of a longer learning pathway limited deeper exploration of competences.

6.4 Challenges and areas for improvement

Despite the overall positive feedback, several common challenges were identified across countries:

Time constraints: Participants in all full pilots indicated that balancing the training with professional responsibilities was challenging, particularly in relation to WBL activities.

Need for more practical time: Although the practical approach was highly valued, participants expressed interest in:

- More time for exercises
- Additional case studies
- Extended discussion opportunities.

Heterogeneity of groups: In countries with diverse participant profiles (Spain, Portugal), trainers needed to continuously adapt the level and pace of delivery to meet different needs.

6.5 Cross-country insights

The analysis of participant feedback highlights several key conclusions:

- The HR+ training programme is **highly relevant and well received across different contexts**
- Practical, interactive methodologies are the most valued elements of the training
- Blended learning formats provide flexibility but require careful time management
- Shorter, adapted formats can be effective but may limit depth of learning
- Participant diversity enhances learning but requires **adaptive facilitation strategies**.

In conclusion, participant feedback confirms the **strong acceptance and perceived value** of the HR+ programme, while also providing clear directions for future improvement.

7. Accessibility and Inclusion in the HR+ Training Programme

This section examines how accessibility and inclusion were addressed across the pilot actions, focusing on participant diversity, access to training, and the measures taken to reduce barriers. It highlights the extent to which the HR+ programme supported inclusive participation and contributed to equal learning opportunities across different contexts.

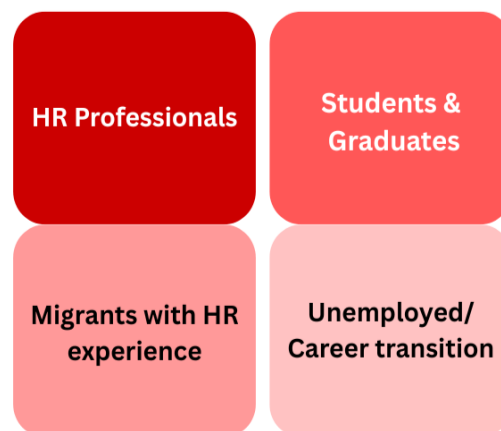
7.1 Inclusive participation across contexts

The HR+ pilot actions demonstrated a strong commitment to **accessibility and inclusion**, engaging participants from diverse backgrounds across all partner countries.

The programme successfully reached:

- Experienced HR professionals (Italy, Hungary)
- Students and early-career participants (Portugal)
- Unemployed individuals and participants in transition (Spain)
- Migrants with significant professional experience (Spain).

HR+ Training Programme



This diversity highlights the capacity of the HR+ training programme to address the needs of **different target groups**, supporting both professional development and access to the labour market.

7.2 Addressing barriers to participation

Across countries, different measures were adopted to reduce barriers and support participation:

- **Flexible training formats:** The combination of online learning, in-person sessions, and modular delivery allowed participants to engage with the programme despite work or personal constraints.
- **Blended and digital learning** (Spain, Italy, Hungary): The use of the online platform enabled participants to access materials at their own pace, reducing geographical and time-related barriers.
- **Adapted in-person format** (Portugal): The shorter, classroom-based delivery made the training accessible to students and participants with limited availability.
- **Accessible learning environments** (Italy, Spain): The organisation of in-person sessions in accessible venues and the concentration of sessions into a limited number of days facilitated participation, including for those travelling from different regions.

7.3 Adaptation to diverse learning needs

The diversity of participant profiles required flexible and adaptive teaching approaches across all pilot actions.

- In **Spain and Portugal**, where participant groups were more heterogeneous, trainers adapted content and activities to different levels of experience and prior knowledge.
- In **Italy and Hungary**, where participants were mostly experienced professionals, the focus was placed on strategic discussion, practical application, and peer exchange.

Across all countries, the use of:

- Practical exercises
- Case studies
- Real-life scenarios

helped ensure that participants could engage with the content regardless of their starting point.

7.4 Inclusion and employability impact

The pilot actions contributed to inclusion not only in terms of access to training, but also in terms of **impact on participants' professional development**.

In particular:

- In **Spain**, the participation of migrants with extensive HR experience supported their **professional reintegration** and helped them remain active while navigating qualification recognition processes.
- In **Portugal**, the inclusion of students increased awareness of HR competences and supported **early-stage career development**.
- In **Italy and Hungary**, the programme supported the **upskilling of experienced professionals**, strengthening their capacity to respond to organisational challenges.

These outcomes demonstrate that the HR+ programme contributes to both:

- **Employability and labour market integration**
- **Continuous professional development.**

7.5 Key insights

The cross-country analysis highlights several important conclusions:

- The HR+ programme is accessible to **diverse participant profiles**, from students to experienced professionals
- Flexible delivery formats are essential to reduce participation barriers
- Diversity within participant groups enhances learning, but requires adaptive facilitation
- The programme can effectively support **inclusion, employability, and professional growth**.

These four pilot actions confirm that accessibility and inclusion are not only embedded in the design of the HR+ programme, but also reflected in its **practical implementation and impact across countries**.

8. Green Practices Across Countries

This section examines how environmentally responsible practices were integrated into the design and delivery of the HR+ pilot actions across partner countries. It highlights the role of digital tools, blended learning, and organisational choices in reducing environmental impact and promoting sustainable training approaches.

8.1 Integration of sustainability in training delivery

Across all partner countries, the HR+ pilot actions incorporated measures to promote **environmentally responsible practices**, both in the delivery of the training and in the content addressed.

In **Spain, Italy, and Hungary**, the use of a **blended learning approach** contributed significantly to reducing the environmental impact of the training. The integration of e-learning modules and online activities allowed participants to access a substantial part of the programme remotely, reducing the need for travel and physical resources.

In **Portugal**, although the training was delivered in person, efforts were made to ensure efficient organisation and minimise unnecessary resource use.

8.2 Digitalisation and reduction of resource use

A key contribution to sustainability across the pilot actions was the **use of digital tools and platforms**.

In the full pilot implementations:

- Learning materials were provided in **digital format**, reducing paper consumption
- The HR+ platform enabled **online access to content**, limiting the need for printed resources
- Communication and coordination were primarily conducted through digital means.

In **Italy**, digital solutions were used extensively, including the use of online modules, shared materials, and remote mentoring sessions, supporting a more sustainable training model

These measures contributed to reducing waste and promoting more sustainable learning practices.

8.3 Sustainable organisation of in-person sessions

Across countries, in-person sessions were organised with attention to efficiency and sustainability:

- Training sessions were concentrated into a **limited number of days**, reducing the number of trips required
- Venues were selected based on **accessibility and connectivity**, facilitating the use of public transport
- Printing was limited, with digital materials used as the default option.

In **Italy**, for example, in-person sessions were grouped into three full days, allowing participants from different regions to attend while minimising travel frequency.

8.4 Integration of sustainability in HR content

Sustainability was also addressed as a **cross-cutting theme within the training content**, particularly in relation to HR practices.

Participants across countries were encouraged to:

- Consider the environmental and social impact of HR strategies
- Promote sustainable organisational practices through talent development and change management
- Reflect on long-term approaches to workforce planning and development.

In **Italy** and **Spain**, sustainability was explicitly integrated into both the training content and project work activities, where participants were invited to assess the broader impact of their HR strategies.

8.5 Participant perception and future improvements

Participant feedback indicates that sustainability measures were **positively perceived**, particularly in relation to:

- Reduced use of paper and physical resources
- Flexible access to learning through digital tools.

However, feedback across countries also suggests that sustainability could be made more **visible and explicit** in future editions of the programme.

Potential areas for improvement include:

- Strengthening the integration of sustainability across all modules
- Providing more concrete examples of sustainable HR practices
- Further reducing the environmental impact of in-person activities.

8.6 Key insights

The cross-country analysis highlights that:

- Digital and blended learning approaches significantly contribute to **reducing environmental impact**
- Sustainable practices can be effectively integrated into both **training delivery and content**
- There is strong potential to further strengthen the visibility of sustainability within the programme.

The HR+ pilot actions demonstrate a consistent commitment to promoting **responsible and sustainable training practices**, aligned with broader European priorities.

9. Transnational Key Lessons Learned

This section presents the main lessons emerging from the implementation of the pilot actions across partner countries, based on a comparative analysis of approaches, outcomes, and participant experiences. It identifies key insights that inform the future development and application of the HR+ training programme.

9.1 Effectiveness of the HR+ training model

The pilot actions confirm that the HR+ training programme is effective in supporting the development of relevant HR competences across different national contexts and participant profiles.

Beyond high levels of satisfaction and engagement, the results show that participants were able to:

- Strengthen their understanding of key HR concepts
- Increase their confidence in applying these competences
- Translate learning into concrete actions within their organisations or career pathways.

The consistency of these outcomes across countries indicates that the HR+ model is **methodologically sound and transferable**, capable of producing comparable results even when implemented by different partners and adapted to local realities.

9.2 Value of blended learning

The blended learning approach proved to be a critical factor in the success of the full pilot implementations.

The combination of e-learning, in-person sessions, and WBL created a **progressive learning pathway**, where each component reinforced the others:

- E-learning provided a structured introduction to key concepts
- In-person sessions enabled interaction, clarification, and deeper exploration
- WBL allowed participants to apply knowledge in practical contexts.

This layered approach supports different learning styles and facilitates knowledge retention over time. It also enables participants to engage with the content at their own pace while benefiting from guided support and peer interaction.

At the same time, the comparison with the Portuguese pilot highlights that while blended learning enhances depth and continuity, alternative formats can still be effective when designed with clear objectives and a strong practical focus.

9.3 Importance of practical, application-oriented learning

A central lesson across all pilot actions is that the effectiveness of the training is closely linked to its **practical orientation**.

Participants consistently valued activities that required them to:

- Analyse real or realistic scenarios
- Make decisions based on HR frameworks
- Develop solutions to organisational challenges.

This type of learning promotes not only understanding but also **active engagement and critical thinking**, which are essential for HR roles.

The evidence suggests that theoretical input alone is insufficient. Learning becomes meaningful when participants are given opportunities to test ideas, reflect on their application, and receive feedback. This has implications for the design of future training programmes, which should prioritise **learning by doing**.

9.4 Flexibility and adaptability of the programme

The pilot actions clearly demonstrate that flexibility is one of the main strengths of the HR+ programme.

The coexistence of full and adapted pilot models shows that the programme can be:

- Delivered as a comprehensive, structured training pathway
- Modularised and adapted to shorter formats
- Tailored to different participant profiles and organisational needs.

This adaptability is particularly important in contexts where:

- Time availability is limited
- Participants have varying levels of experience
- Organisations require targeted interventions rather than full training programmes.

The Portuguese pilot provides concrete evidence that selected modules can be delivered independently, while still generating value. However, it also highlights that shorter formats may reduce opportunities for deeper learning and integration of competences.

9.5 Diversity of participant profiles

The diversity of participants across countries emerged as both a strength and a challenge.

On the one hand, heterogeneous groups enriched the learning experience by:

- Bringing different perspectives and experiences
- Encouraging peer learning and exchange
- Creating more dynamic and reflective discussions.

On the other hand, diversity required trainers to:

- Adapt the level of content and activities
- Balance the needs of experienced and less experienced participants
- Provide differentiated support where needed.

This highlights the importance of designing training programmes that are **inclusive but structured**, allowing participants to engage at different levels without compromising the overall learning objectives.

9.6 Role of Work-Based Learning

Work-Based Learning (WBL) proved to be a decisive factor in ensuring the **practical impact of the training**.

In countries where WBL was fully implemented, participants were able to:

- Apply HR competences to real organisational challenges
- Develop concrete outputs (e.g. strategies, proposals, improvement plans)
- Reflect on their own practices and identify areas for development.

The structured nature of WBL, particularly in Italy and Hungary, where project work was supported by mentoring, contributed to deeper learning and stronger engagement.

This confirms that WBL is not simply an additional component, but a **core element** of the training model, enabling the transition from knowledge acquisition to practical application.

9.7 Importance of digital tools and platforms

The HR+ platform played a key role in supporting the delivery of the training, particularly in the full pilot implementations.

Its main contributions included:

- Providing a centralised space for accessing learning materials
- Supporting self-paced learning
- Allowing the monitoring of participant progress.

However, the experience also highlights that the effectiveness of digital tools depends on:

- Ease of use and navigation
- Level of interactivity
- Integration with other training components.

The comparison with Portugal shows that while the platform enhances flexibility and continuity, the programme can still function without it in specific contexts. This reinforces the idea that digital tools should be seen as **enablers**, not mandatory elements.

9.8 Need for continuous learning opportunities

Across all pilot actions, participants expressed a clear demand for continued learning beyond the duration of the programme.

This includes:

- Interest in advanced or specialised modules
- Demand for follow-up sessions or mentoring
- Need for ongoing access to tools, frameworks, and resources.

This indicates that the HR+ programme has the potential to evolve into a **long-term learning pathway**, supporting continuous professional development rather than a one-off intervention.

9.9 Key transnational insight

The most significant conclusion emerging from the pilot actions is that the HR+ programme functions as a **flexible and adaptable learning system**, rather than a fixed training course.

Its strength lies in its ability to:

- Combine different learning methodologies

- Adapt to diverse participant profiles and contexts
- Support both immediate application and long-term development

This positions the HR+ programme as a **versatile solution for HR training**, capable of responding to the evolving needs of organisations and professionals across Europe.

10. Recommendations for Future Implementation

Building on the insights gathered from the pilot actions across all partner countries, this section outlines key recommendations to support the future implementation, refinement, and wider adoption of the HR+ training programme. These recommendations aim to enhance the effectiveness, flexibility, and relevance of the programme in different contexts and for diverse target groups.

10.1 Strengthening the training design

Future editions of the HR+ programme should maintain a strong focus on **practical, application-oriented learning**, as this has proven to be the most effective element across all pilot actions.

In particular, it is recommended to:

- Increase the time allocated to **case studies, simulations, and practical exercises**
- Ensure that each module includes opportunities for **active participation and reflection**
- Maintain a clear balance between theoretical input and practical application.

Where possible, practical activities should be directly linked to participants' professional contexts to maximise relevance and impact.

10.2 Maintaining flexibility in delivery formats

The pilot actions demonstrated that the HR+ programme can be successfully delivered in different formats. It is therefore recommended to maintain a **flexible implementation model**, allowing for:

- A **comprehensive pathway** (blended learning with e-learning, in-person sessions, and WBL)
- A **modular approach**, where individual modules can be delivered independently
- Shorter or adapted versions for specific target groups (e.g. students, professionals with limited availability).

This flexibility will facilitate the adoption of the programme in a wider range of contexts and organisations.

10.3 Enhancing the integration of training components

To maximise learning outcomes, it is important to strengthen the links between the different components of the programme.

Future implementations should:

- Ensure clear connections between **e-learning content, in-person sessions, and WBL activities**
- Reinforce the progression from **knowledge acquisition to practical application**
- Provide guidance to participants on how to integrate learning across modules.

A more explicit articulation of these connections will support coherence and improve the overall learning experience.

10.4 Improving the e-learning experience

While the e-learning platform was positively evaluated, there is room for improvement in terms of user experience and engagement.

It is recommended to:

- Increase the level of **interactivity** in online modules
- Include more **scenario-based and problem-solving activities**
- Ensure consistency in structure and presentation across modules.

These improvements will enhance participant engagement and support more effective self-paced learning.

10.5 Strengthening Work-Based Learning

Work-Based Learning should be maintained as a central component of the HR+ programme, given its strong impact on learning outcomes.

Future implementations should:

- Provide **clear guidance and structure** for WBL activities
- Ensure access to **mentoring or support** throughout the process
- Encourage participants to work on **real organisational challenges**
- Include opportunities for **presentation and feedback**

This will reinforce the practical relevance of the training and support the transfer of learning into professional practice.

10.6 Supporting diverse participant profiles

Given the diversity of participants observed across pilot actions, it is important to design training that is both inclusive and adaptable.

It is recommended to:

- Provide **flexible learning pathways** for participants with different levels of experience
- Use a variety of teaching methods to address different learning needs
- Offer additional support where necessary (e.g. guidance materials, mentoring)
- Clearly communicate expectations and learning objectives

This will ensure that all participants can benefit from the programme, regardless of their background.

10.7 Enhancing sustainability and transversal themes

Future implementations should strengthen the visibility and integration of **transversal priorities**, particularly:

- Sustainability and environmentally responsible practices
- Digital transformation and innovation
- Inclusion and diversity in HR practices

This can be achieved by:

- Embedding these themes more explicitly across modules
- Including dedicated examples and case studies
- Encouraging participants to reflect on these aspects in practical activities

10.8 Developing certification pathways

The pilot actions highlighted the need for differentiated certification options.

It is recommended to:

- Maintain a **full certification** for participants who complete the entire programme

- Introduce a **certificate of participation** for shorter or adapted versions of the training
- Clearly define the criteria for each type of certification

This will ensure clarity and flexibility, while recognising different levels of engagement.

10.9 Ensuring sustainability of the programme

To support long-term impact, it is important to consider the sustainability of the HR+ training programme beyond the project duration.

This includes:

- Promoting the programme among organisations and training providers
- Exploring opportunities for integration into existing training systems
- Maintaining and updating the digital platform and materials
- Building partnerships to support future delivery

11. Scalability and Transferability

11.1 Potential for scalability

The results of the pilot actions demonstrate that the HR+ training programme has strong potential for **scaling across different contexts and countries**.

Several features of the programme support its scalability:

- **Modular structure:**
The division into six independent but interconnected modules allows the programme to be delivered as a full pathway or adapted to shorter formats.
- **Blended learning design:**
The combination of online and in-person components enables flexible implementation, making it suitable for both local and transnational delivery.
- **Digital platform:**
The HR+ online platform provides a scalable infrastructure for hosting content, managing participants, and tracking progress.
- **Adaptability to different target groups:**
The programme has proven effective for both experienced professionals and participants at earlier stages of their careers.

These elements make it possible to expand the programme without requiring significant structural changes.

11.2 Transferability to different contexts

The pilot actions confirm that the HR+ programme can be transferred to a variety of organisational and educational contexts.

Potential areas of application include:

- **Vocational Education and Training (VET) programmes**
- **Corporate training and internal HR development**
- **Higher education and postgraduate courses**
- **Public employment and upskilling initiatives**

The diversity of pilot implementations demonstrates that the programme can be adapted to:

- Different labour market conditions
- Various organisational sizes and sectors
- Participants with different levels of experience

11.3 Adaptation to local needs

A key factor in the successful transferability of the programme is its ability to be **adapted to local contexts**.

The pilot actions showed that partners can:

- Select specific modules based on identified needs
- Adjust the duration and format of the training
- Tailor examples and case studies to local realities
- Adapt delivery methods to participant profiles

The Portuguese pilot, in particular, provides a clear example of how the programme can be **contextualised and simplified** while still maintaining its core value.

11.4 Enablers and conditions for successful scaling

To ensure successful scaling and transfer, several enabling factors should be considered:

- Availability of trained facilitators with HR expertise
- Access to the digital platform and learning materials
- Clear guidance on programme structure and delivery
- Alignment with local training systems and organisational needs

In addition, maintaining a balance between **standardisation and flexibility** will be essential to ensure both consistency and relevance.

11.5 Long-term potential

The HR+ programme has the potential to become a **sustainable training offer**, supporting continuous professional development in the HR field.

Its long-term value lies in:

- Addressing emerging HR challenges linked to digital and organisational transformation
- Supporting lifelong learning and upskilling
- Providing a structured yet flexible framework for competence development

The pilot actions confirm that the programme can evolve beyond the project, becoming a **reusable and adaptable resource** for organisations, training providers, and educational institutions across Europe.

12. Conclusion

The implementation of the HR+ pilot actions across Spain, Italy, Hungary, and Portugal has demonstrated the effectiveness, relevance, and adaptability of the training programme in diverse contexts.

Across all countries, the programme achieved high levels of participant engagement and satisfaction, while also generating **measurable improvements in HR competences** and supporting the practical application of learning. The results confirm that the HR+ training model successfully responds to current labour market needs, particularly in relation to digital transformation, organisational change, and talent development.

One of the most significant outcomes of the pilot actions is the confirmation that the HR+ programme is not a rigid training course, but a **flexible and modular learning system**. It can be implemented as a comprehensive training pathway or adapted to shorter formats, making it accessible to a wide range of participants, from experienced professionals to individuals at earlier stages of their careers.

The transnational nature of the pilot actions has also provided valuable insights into how the programme can be adapted to different national contexts while maintaining a coherent structure and shared objectives. This balance between consistency and flexibility is a key strength of the HR+ approach.

Furthermore, the programme has contributed not only to the development of technical competences, but also to strengthening participants' confidence, supporting their professional growth, and encouraging a more strategic approach to human resource management.

Overall, the HR+ training programme represents a **practical, scalable, and transferable solution** for supporting the development of HR competences across Europe. The results of the pilot actions provide a strong foundation for its further development, wider adoption, and long-term sustainability.



Pilot Actions Transnational Overview

97 participants

4 countries

6 modules

Completion Rates



A flexible and scalable training model for Europe



The completion rate is calculated on the number of participants enrolled in the pilot action (and not on those foreseen in the HR+ application form). At least 15 participants per pilot action successfully completed the learning path as required by the project

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The Italian HR+ Pilot Action (Padova, December 2025)



The Hungarian HR+ Pilot Action (Budapest, March 2026)



The Portuguese HR+ Pilot Action (Ponte de Lima, December 2025)