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HR4AD

O4-EU: Framework for the valorisation of the HR4AD curricula & Strategic cooperation plan for mutual recognition of the HR4AD curricula

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Prepared by the HR4AD project partners:

- EXELIA E.E.
- PRIZMA FOUNDATION FOR IMPROVEMENT OF EMPLOYMENT POSSIBILITIES
- BULGARIAN ASSOCIATION FOR PEOPLE MANAGEMENT
- GIP - FCIP - DE L' ACADEMIE DE CAEN
- KERIGMA - THE INNOVATION AND SOCIAL DEVELOPMENT INSTITUTE OF BARCELOS

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Chapter 1:

Introduction to the project

Age-diverse workforce management for HR managers (HR4AD) is a project financed by the Erasmus+ Programme (KA2 - Cooperation for Innovation and the Exchange of Good Practices, Strategic Partnerships for vocational education and training). The project's coordinator is EXELIA, in partnership with BAPM, KERIGMA, GIP-FCIP and PRIZMA. These organizations form a strategic partnership ready to work continuously on the topic.

The objective of the project is to develop CVET training resources, based on the results of the preparatory research that collected data and analysed the sector needs and VET world evidence regarding the HR management of age-diversity. The CVET resources which are produced by the project partnership support HR managers and VET providers in Europe in their efforts to develop training courses that address the challenges of the age-diverse workforce in the workplace. The developed curricula aims at helping HR managers coping with the management challenges of the different generations the modern workforce consists of. The training materials cover their training needs and provide access to high quality C-VET training resources. Finally, the project aims at facilitating mutual exploitation and recognition of the developed Open Educational Resources and the original game-based pedagogy.

The target groups of the project include HR managers and generally people managers, CVET providers for HR and other managers, trainers, consultants, coaches for HR managers. These groups can benefit from a well-developed, evidence-based curricula on age-diversity management in the workplace, taking into account the scarcity of high-quality materials in the topics.

The project is highly innovative. As it was mentioned it introduces new and innovative learning resources on the topic of age-diversity management. But the innovative character of the developed materials is not enough to ensure that they will be used by professionals dealing with age-diversity at the workplace. It is important that different stakeholders gain access to the materials and recognize them as a useful and valuable instrument in the process of effective age-diversity management. To achieve this the partnership



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develops the current cooperation plan for the mutual recognition of the HR4AD curricula. Its aim is to structure actions that need to be undertaken in order to present the developed materials to the possible stakeholders and to gain their support. This is a prerequisite that will foster the successful dissemination and exploitation of the materials by all the target groups. The establishment of a network of professionals ready to share experience on the topic will ensure that the materials will be kept updated with the newest tendencies and practices.



Chapter 2:

Scope of the Strategic Cooperation Plan

This plan describes the activities to be undertaken in order to provide the mutual exploitation and recognition of the developed Open Educational Resources and game-based pedagogy in a broader network across Europe. Its aim is to promote the developed curricula and to ensure its availability to the target groups.

In accordance with the common Erasmus + projects' goal to disseminate the results and to promote the use of the developed products, this Strategic Cooperation Plan is intended by the HR4AD partnership to be a tool for the enhancement of the products delivered. The aims of the plan as a whole are:

- to raise the awareness on the challenges of the age-diverse workforce management
- to invite stakeholders to validate and recognize the developed resources
- to stimulate stakeholders to use actively the developed resources
- to expand the strategic partnership by forming a large network of stakeholders that are ready to exchange experience, knowledge and good practices on the topic and thus to mutually enrich their skills to deal with the challenges of the age-diverse workforce management

All the set goals can be addressed on national and on European level.

On national level (for the countries of the partners - Greece, Bulgaria, Portugal, France, Slovenia) in order to invite stakeholders to recognize and use the developed resources all the partners will use their networks and will send concrete invitations to all the professionals who could be interested in the topic. The aim of the invitations will be to provide the professionals with access to the Open Educational Resources and the game-based pedagogy, to ask them to review and test them and to stimulate them to use them in their work.

- a. Invitations will be sent to VET providers in the field of HR management in order to stimulate them use the materials in the trainings they organize and provide to HR professionals.



- b. Invitations will be sent directly to HR professionals in order to stimulate them use the materials as a useful and trustful source of information on the topic, as a way for self-assessment of own skills and knowledge, as a reference and source of information for dealing with concrete cases.
- c. Invitations will be sent to universities that provides bachelor and/or master degrees in disciplines relevant to HR management in order to stimulate them to share the materials with their students. They could be a useful tool in their education and preparation for the real work environment.

All the partners will continue disseminating information on the topic using its own channels – social media channels, internal newsletters, own relevant events, etc. The social media channels developed for the project will also be used.

It is important to disseminate the results beyond the countries of the partners. To achieve this special invitations will be send to HR associations in different European countries and also to the European Association for People Management (EAPM) – the umbrella organization of the national HR associations in Europe. The invitations will ask their support for the dissemination of the developed materials among their members and partners - VET providers, HR professionals, universities, students and relevant institutions in their countries. They all will be invited to join the network of stakeholders ready to share experience and exchange knowledge on the topic. The support of EAPM will provide additional valorization for the developed resources having in mind the fact that the organization is respected and well recognized in the HR field on European level.

To achieve better recognition and exploitation of the Open Educational Resources and the game-based pedagogy, European and National Authorities who set up training standards for HR managers will also be addressed. Detailed information is presented in Chapter 5 of the plan.



Chapter 3:

Instructions on the establishment of a community development of stakeholders

A. Mapping of community mechanisms

SCOPE

To identify existing local and regional community development programs and their implementers that may be potential resources or partners in the implementation of the community mechanisms.

METHOD

- 1) Review existing community development initiatives in the local area of your institution and more broadly in the geographical area (region, country) where the institution implements its operations;
- 2) Assess community development impacts achieved under each of the initiatives, and highlight constraints, opportunities and lessons learned. In particular, differentiate those projects for which monitoring and evaluation have been undertaken;
- 3) Identify successes and their fit and suitability with respect to local institutional and regulatory settings;
- 4) Identify possible partners for your institution who have demonstrated successful community development projects and who are willing to work with the institution's host communities;
- 5) Prepare a report on the findings of the mapping.

B. Socio-economic Survey

SCOPE



To inform stakeholder engagement and community development planning activities, as well as to provide a baseline against which to judge the effectiveness of the HR4AD curriculum.

METHOD

- 1) Identify all sources of existing demographic and socio-economic data collected in past surveys and extract all relevant information needed to construct a socio-economic baseline for the local area of influence.
- 2) Organize all logistical aspects related to the data collection exercise, analysis and report preparation.
- 3) Organize all aspects of data collection, data entry, database management and the preparation of an analytical report presenting the study's findings.

C. Inventory and diagnostic of existing social programs

SCOPE

To understand the current focus of the Institution's social funds, including in-kind gifts, and grants from the operating budget, (ii) how these contributions are tied to the Institution's business interests, (iii) whether/how they address a community need, and (iv) how effective they are.

METHOD

The program structure is important in setting the tone, goals and values for a community development program, and it may even determine success or failure. Institution-managed community development programs can integrate business objectives with community development objectives and form strong community development-focused partnerships across different departments within the Institution.

- 1) Review existing social programs funded by the Institution, their impacts and whether they are achieving their objectives.
- 2) Assess the efficiency of the current processes and structure and how they affect the outcomes of those social programs.
- 3) Integrate the findings from this review in the Community Development Planning Task #6.



D. Stakeholder Analysis

SCOPE

To provide a starting point in building the relationships needed for successful community development, i.e. finding which groups to work with and how they might most effectively be engaged. It is especially important to seek out stakeholders who may be marginalized or not represented in formal structures (e.g. women, youths, etc.).

- 1) Review the list of stakeholders that the Institution has existing relationships with and is currently directly engaging with and analyze their interests and goals and how those may affect the project's viability.
- 2) Create a comprehensive list of additional direct and indirect stakeholders, including internal stakeholders such as the Institution's employees, who form an essential part of the community.
- 3) Assess the relative importance of the different stakeholders, analyze the power relations between the different groups, and identify the groups' representatives who are genuine advocates of the views of their constituents.
- 4) Create a mechanism which the Institution will continuously refine and update the list of stakeholders as the program evolves and is implemented and as it becomes clearer which groups are affected by what program components/activities and how.

E. Stakeholder Engagement and Capacity Building

SCOPE

To build a better understanding in the communities, local government, and the Institution of what the community development program will seek to achieve and how to work collectively in planning it. It will give all local stakeholders (communities and their traditional leaders, local government, and the Institution) an opportunity to provide input on the community development project, and to discuss the projects' macroeconomic, environmental and social impacts.

METHOD



- 1) Identify beneficiary stakeholder groups within the communities, (including women, youths, disabled and aged), local government and NGOs.
- 2) Clarify the roles and responsibilities of different stakeholders during different project phases.
- 3) Sensitize stakeholders to the need for monitoring and evaluation of the project on an on-going basis.

The outputs of this task will/may be a series of meetings with different stakeholder groups as a way of giving and gaining information and/or a stakeholder forum bringing together representatives.

F. Communication Strategy

SCOPE

Preferably to be developed as part of the community development strategy, with mechanisms for regular consultation with the local communities and to inform its key interest groups about their outreach activities.

METHOD

Develop a plan to provide regular and accessible information to stakeholders about the Institution's community development activities, including a list of target audiences and associated key messages.

G. Facilitate Training Module Series

SCOPE

To validate the training methodology and develop modules or booklets which will allow these courses to be replicated. Each module might include a lesson plan (including objectives, teaching methodology, materials needed, times allotted for each lesson, sample evaluation form), technical information; and practical, hand-on exercises.

METHOD

- 1) Develop the module format, outline and methodology.



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2) Conduct trainings.



Chapter 4:

Repository of corporate initiatives and actions to support the management of age-diverse workforce

The workforce today is more diverse in terms of age than ever before. Representatives of different generations are now working in the same teams and their successful communication and teamwork are crucial for the prosperity of organizations. That's why the role of HR professionals is so significant. It's among their responsibilities to facilitate the process and to ensure that employees from different generations work together in an effective and efficient way. To do this HR professionals need to be supported and have easy access to well-developed and evidence based materials that could help them understand better the differences and similarities between the generations and use this knowledge to ensure fluent communication and collaboration.

Here are some ideas for initiatives and actions that HR professionals in organizations could undertake in order to support age diversity on the workplace.

Mentorship and coaching programs

Different generations have a lot to learn from each other. And a possible way to manage the generation gap in the workplace and to facilitate cross-generational education is to stimulate the process of mutual learning. This could be done through mentorship or coaching programs. They can engage the representatives of all the generations giving them the opportunity to learn from their colleagues but also to share their own knowledge and expertise.

Real examples:

1. A telecommunication company is hiring technicians. Due to the lack of qualified specialists on the labor market, they hire young just graduated from universities students. The company relies on its more



experienced technicians to train them. They complain because it takes a lot of their time to train the young colleagues. Tension arises. To structure the process and to foster better mutual work the company implements a mentorship program which regulates the responsibilities of the older employees to train the younger by defining the time they will spend and the extra benefits they are going to receive. As a result the tension drops down.

2. A company operating in the mining industry has a policy to work with some of the schools in the region to train the students and when they graduate to start working for the company. When join the company every junior specialist receives a mentor – some of the most experienced experts in the company who are just about to retire. The mentees highly appreciate the opportunity to learn from the most experienced experts in the field. On the other hand, the mentors say that in the end of their professional career they have already proved themselves as competent professionals and what is important for them is to transfer their knowledge and skills, to share what they have learnt throughout the years with the specialists from the next generations.

Both cases are presented in details in the Open Educational Resources

Better understanding about the generations among managers

The role of managers is crucial when it comes to age-diversity management. That's why they should be stimulated to learn more about the generations - about their specific traits, their work preferences, their differences and similarities; to understand how each generation is unique and how to use their strengths for the prosperity of the organization. HR professionals can do a lot to support managers in the process of realizing why and how every generation on the workplace is valuable. Special trainings, events dedicated to age diversity, access to educational materials and support for coping with particular cases/situations of conflicts or tension between employees from different generations are some of the actions that HR professionals can initiate in order to provide managers with the necessary knowledge and skills for dealing with age diversity on the workplace.

A real example:



The workforce of a company operating in the automotive industry consists of representatives of different generations. They work together in the small teams. Due to the differences in their understanding about work and how the tasks should be performed conflicts often happen. The team leaders are not prepared to cope with the situation and the tension among the employees from different generations arises. To deal with the problem the HR department organizes a special training for the team leaders on the topic of age-diversity management. In company there isn't an expert on the topic so an external consultant is contacted. As a result of what they have learnt the team leaders react more adequately to the conflicts and little by little the tension drops down.

Stimulation of tolerance and mutual understanding

It is not enough to have well educated on the topic managers. It is also significant the employees themselves to understand better the mindset, work attitudes and preferences of their colleagues from different generations. Only if they understand each other, they can show tolerance and work successfully together. Again the role of HR professionals here is very important. Via different events, internal initiatives (such as competitions, games, quizzes related to the topics, themed days), they can stimulate employees learn more about the age diversity and realize the benefits it can bring.

A real example:

A company operating on the field of logistics has a very age-diverse workforce. The age of its employees varies from 22 to 68 years. Due to their differences they often have problems in the process of mutual work. To deal with the situation the HR department implements in initiative to organize themed days. Once a month a day dedicated to a particular generation is organized. The employees who belong to this generation have to present its specific traits, attitudes, values and so. The HR department prepares additional information in the form of a special edition of the internal newsletter. As a result of the themed days the number of conflicts among the employees decreases. In the follow-up survey they say that due to the themed days they feel more familiar with the specific traits of each generation and this helps them understand and respect each other.



Promote collaboration and teamwork

There's nothing wrong with employees running projects individually, but when they work together, they can become more tolerant to each other. Building teams that consist of employees from different generations can contribute to the development of an environment of mutual understanding and respect. Except for that these multigenerational teams have another advantage. People from different generations have different points of view, different mindsets and this can be extremely valuable when the work requires generation of ideas, various approaches and creativity.

A real example:

In the design department of a furniture company work young – just graduated designers, fond of modern design trends. The employees working in the production and installing department are older people with engineering and technical background. There are constant argues between them. The technicians complain from their colleagues who have designed furniture that are difficult to be produced because of the complex and irregular shapes. To deal with the problem the company implements a new way of organizing the work. For each order the designers are obliged to work with an expert from the production and installing department. He/She is in the role of a consultant who should make sure that the design of the furniture is practical and functional. Then during the process of producing and installing the furniture the designers are obliged to take part –to make sure the furniture looks like exactly how it was approved by the client. After the first common projects the employees start communicating better. Both parties know in more details the work performed by the other department and this lead to more tolerance, understanding and cooperation.

This case is presented in details in the Open Educational Resources.

Open space offices

Even though open space offices are getting more and more popular in the corporate world still a lot of workplaces are segmented to the point that employees don't know each other. Of course partitions are useful when the work requires some privacy or confidentiality but they are a kind of obstacle for the free communication among employees. Easy and natural communication is one of the best ways to bridge the



generation gap. That is why when possible open spaces are a good solution for boosting the communication among the representatives of different generations.

A real example:

The HR department of a big marketing agency identifies a problem – its employees do not know each other, they have no idea what skills and knowledge their colleagues outside their particular team or department have. Thus when they have a complex project and need additional support they do not use the potential of their colleagues. The office of the company is enormous. It is situated on three different floors of a business center. The different departments have their own spaces. The HR department undertakes a big change – they manage to persuade the management board to change the office. The new one is a big open space with no specific rooms for each department. Three months after the relocation the employees communicate much more with each other, they organize meetings with their colleagues from different departments to discuss interesting projects.

Stimulation of communication

Communication between different generations is not always fluent and sometimes it needs a little push to get things on the right track. To do this HR professionals can use various techniques. An efficient one may be the organization of frequent meetings/discussions/roundtables among the employees to stimulate them communicate with each other, share experience, exchange knowledge. It could be a good idea to have a facilitator for these meetings so that the process of communication could be boosted and the equal participation of everybody be ensured.

A real example:

The company operates in the field of telecommunication. After the acquisition of a smaller company new employees join the Marketing department. The original marketing experts in the company are at the average age of 40+ years. They are very experienced and know all the specifics of the business sector the company operates in. The marketing team of the acquired company consists of young specialists – the average age is 28 years old. They are not very experienced but are quite familiar with new marketing tools and the current marketing trends. Realizing that age differences may be an obstacle in the process of



turning the two teams into one effective and successful team, the HR department takes actions in advance. They organize regular meetings between the team members. During these meetings the colleagues are supposed to discuss concrete cases they have experienced in their professional career. As a result the older experts find out that their younger colleagues also have been through different interesting projects and they have knowledge and expertise that can be useful for the team. On the other hand, the younger specialists realize that the most experience ones are open to share with them all the expertise they have and they can always rely on them for a competent advice.

This case is presented in details in the Open Educational Resources.

Managing generation gap on the workplace and stimulating the age diversity is all about preparing well managers and empowering employees. If HR professionals can achieve this, the organization could take advantage of all the benefits that age diversity could bring. Age gap could have an impact on important indicators like productivity and that's why it has to be managed in the correct way. In most cases it is just a question of good understanding about the generations – about their specific traits, preferences, expectations, values and mindsets. This knowledge could show HR professionals the most effective approaches which will ensure the fruitful mutual work of employees from all ages.



Chapter 5:

Mapping of European and National Authorities who set up training standards for HR managers

BULGARIA

Professional qualifications from the List of professions for vocational education and training (LPVET) are developed and updated by the National Agency for Vocational Education and Training and are approved by orders of the Minister of Education and Science in coordination with the respective ministries and administrative units. The state educational requirements for acquiring professional qualifications define the obligatory professional competencies required for practicing the profession and they are mandatory for all training institutions entitled to organize training courses and to issue the corresponding Certificates of vocational qualification or training upon their completion.

Since its establishment, the Agency has contributed considerably not only to the development and quality assurance of vocational education and training in Bulgaria, but also to the establishment and operation of an integrated system for enhancing the employability of different target groups at all stages of their lives - students, young people, adults (unemployed and employed). The Agency is not only an institution that coordinates the implementation of national policies in the field of vocational education, training and vocational guidance in Bulgaria, but also investigates, applies and participates in the development of European instruments in this field. This is an institution offering and asserting new ways of developing the lifelong learning policy in Bulgarian vocational education and training.

The Agency has an essential role in achieving the successful interaction between the state and the social partners in ensuring equal access of all Bulgarian citizens to high-quality vocational training in conformity with the requirements of the labour market.



More information you can find on the following link:

<https://www.navet.government.bg/en/ser/>

GREECE

Formal vocational education at upper secondary level for programmes offered by vocational schools (EPAL) are under national authorities' supervision and monitoring. VET programmes are regulated by the State and lead to officially recognised qualifications, while other programmes at upper secondary level or post-secondary level and some CVET programmes are considered non-formal VET. The Ministry of Education is responsible for VET provision in most cases (EPAL).

EOPPEP is the National Organisation for the Certification of Qualifications and Vocational Guidance, an all-encompassing statutory body investing on better quality and more efficient & reliable lifelong learning services in Greece. EOPPEP operates under the supervision of the Minister of Education & Religious Affairs and is seated in Athens.

It has derived from the amalgamation of three national bodies, all under the supervision of the same Ministry: the National Centre for the Accreditation of Lifelong Learning Providers (EKEPIS), the National Organisation for the Certification of Qualifications (EOPP) & the National Centre for Vocational Guidance (EKEP).

EOPPEP develops and implements the National Accreditation and Certification system for non-formal education, including initial and continuing vocational training and adult education, and provides scientific support to vocational guidance and counselling services in Greece. EOPPEP's principal fields of activity and responsibility are:

- a. Providers and Educational framework.
- b. National Qualifications Framework
- c. Certification of qualifications
- d. Vocational guidance and counseling

More information you can find on the following link:

<http://www.eoppep.gr/index.php/en/>



FRANCE

The French Commission nationale de la certification professionnelle (CNCP - national committee for professional certification). The committee is made up of 43 members: representatives of ministers, representatives of the regions, social partners, representatives of the consular chambers, and qualified persons. Its mission is to:

- a. List the offer of vocational certifications (national register of vocational certifications),
- b. Inform people and companies about the certifications listed in the national register and the certifications recognized in the member states of the European Union,
- c. Check the coherence, complementarity and renewal of diplomas and qualification documents, together with their adaptation to evolution in qualifications and work organization,
- d. Issue a public notice prior to setting up and creating professional certifications entitled to be listed in the national register,
- e. Make public evaluations of the certificates covering professional qualifications,
- f. Issue recommendations for the attention of the institutions awarding diplomas, qualification documents for professional purposes or professional qualification certificates,
- g. Point out any full or partial correspondences between certifications listed in the national register, or between the latter and other certifications, mainly European certifications,
- h. Draw up a new nomenclature covering levels of certification in relation to jobs held.

Under the authority of its chairperson, the CNCP relies on the work carried out by a specialized committee, a permanent secretariat and a network of regional correspondents. The Répertoire national des certifications professionnelles (RNCP - national register of professional certifications). In practice, the RNCP can be used to consult descriptions of certifications: activities targeted, sectors of activities, elements of competence acquired, modalities of access, levels, etc.

More information you can find on the following link:

<http://www.cncp.gouv.fr/>



PORTUGAL

A National Agency for Qualifications (ANQ) under the responsibility of Ministry of Labour and Social Solidarity and the Ministry of Education was established in 2007 to coordinate the implementation of education and training policies for young people and to develop the system for recognition, validation and certification of competences.

Among its main responsibilities:

- a. The coordination, fostering and management of vocational education and training courses developed according to dual-certification schemes, to coordinate the information, guiding and provision network, and to ensure a complementariness of the educational and the training systems as well as the provisions' quality;
- b. The coordination and promotion of the design of pathways, the curricula development, and the specific methods and materials of dual-certificated education and training provisions offered to young people and adults;
- c. The promotion of the diagnosis, production and comparability of national and international qualifications that are considered essential to a modern, competitive economy, by means of the necessary structures and methods - particularly through the build-up and continual updating of the National Qualifications Catalogue - combined with the encouragement of a more active role from the scientific community, the entrepreneurs, other public or private bodies involved in the education/training of young people and adults;

More information you can find on the following link:

<https://ec.europa.eu/epale/en/nss/national-support-services-portugal>

SLOVENIA

Slovenian Quality Assurance Agency for Higher Education (SQAA) provides for comparability and international recognition of Slovenian higher education area and strives for continuous improvement of its quality. It operates with substantive and formal responsibility, in expert, professional and independent



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manner, and provides counselling for all stakeholders in tertiary education in accordance with the European and global development orientations.

This body assesses the quality of higher education institutions, higher vocational colleges and study programmes. It provides clear information to the public about completed assessments and other activities. On the basis of findings in quality assessments, it regularly prepares system-wide analyses about the state of quality in Slovenian higher education and higher vocational and proposes its improvements. In accordance with European and global development orientations, it provides counselling regarding the establishment and operation of systems of quality in higher education institutions.

Among its missions, SQAA assesses quality in the accreditation of study programmes of higher education institutions (composition and content of the study programme and concept of delivery of the study programme) and the evaluation of study programmes of higher education institutions (internal assurance and improvement of quality of the study programme, transformation and update of the study programme and delivery of the study programme) among which HR degrees.

More information you can find on the following link:

<http://www.nakvis.si/en-GB/Content/Details/387>



Conclusion

Age-diversity management is one of the most challenging issues HR professionals are facing in their everyday work. To do it successfully they need to be supported. The Open Educational Resources developed by the HR4AD partnership represents an effective tool providing HR professionals with the opportunity not only to learn more about the generations – their differences, similarities, attitudes, expectations, etc., but also to test their own knowledge. The Open Educational Resources are developed in a way which ensures that learners have access to theoretical information, real-life cases, exercises, self-assessing tools – this combination of materials guarantees that the topic is covered from different aspects and learners can easily improve their knowledge and skills.

In order to ensure that as much as possible professionals across Europe will have access to the materials and will use them actively the HR4AD partnership develops this strategic cooperation plan. The described activities will be undertaken by the partners in order to popularize the Open Educational Resources among different stakeholders and to engage them in a network of professionals ready to exchange experience on the topic of age-diversity management. The timetable of the activities is as follows:

Activity	Partners responsible	Period of implementation
Sending invitations to VET providers, HR managers, universities as described in Chapter 2	ALL	November – December 2018
Sending invitations to HR associations across Europe as described in Chapter 2	BAPM	November – December 2018
Sending invitation to EAPM as described in Chapter 2	BAPM	November – December 2018
Sending information to the authorities described in Chapter 5	ALL	November – December 2018



<p>Disseminating information to popularize the developed materials via own channels /newsletters, social media, etc./ as described in Chapter 2</p>	<p>ALL</p>	<p>This activity is a constant process</p>
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Annex:

Statement of support

Here is a template to be filled in and signed by representatives of organizations or individuals who are engaged with the topic of age-diverse workforce management on the workplace and are willing to join a large network of professionals ready to work on it. By signing the statement they recognize the Open Educational Resources and the game-based pedagogy developed by the HR4AD partnership as a useful tool and express their willingness to join the projects' partners in their efforts to support HR and other professionals who are trying to find effective ways to successfully deal with the challenges of the age-diversity management.

All HR4AD partners will be involved in the circulation of the statement of support. This will happen in the final months of the project implementation in 2018.



STATEMENT OF SUPPORT

The European workforce today is more age-diverse than ever before. Representatives of five different generations are now working together in teams where communication and teamwork are crucial for the prosperity of organizations. This is what makes the role of HR professionals significant. HR managers have to ensure that employees of various generations work together in an effective and productive way. To do this HR professionals need support and an easy access to evidence-based and user friendly training materials that will help them better understand generations in the workplace and acquire the tools to ensure fluent communication and collaboration.

Age-diverse workforce management for HR managers (HR4AD) is a project financed by the Erasmus+ Programme. The objective of the project is to develop CVET training resources, based on collected data and sector needs' analysis, as well as VET world evidence regarding the HR management of age-diversity. The HR4AD project partnership produced up-to-date CVET resources with the support of HR managers and VET providers in Europe, in effort to develop a training course that addresses the challenges of age-diversity in the workplace.

The developed Open Educational Resources contain educational materials, such as lecture notes, presentations, real-life case studies, exercises, which provide HR managers with a training toolkit on the topic. What is more, the HR4AD project partnership has developed an online serious game that allows learners to take up high quality training in a self-paced and personalized manner. The materials are available on the website of the project: <http://www.hr4ad.eu/>

This statement is to confirm that *NAME OF THE ORGANIZATION/INDIVIDUAL* has reviewed the Open Educational Resources and the game-based pedagogy developed in the frame of the HR4AD project and recognizes them as a useful toolkit for the upgrade of the knowledge and skills of HR professionals to manage age-diversity in the workplace.

By signing the statement *NAME OF THE ORGANIZATION/INDIVIDUAL* joins a network of professionals engaged with the topic of age-diversity, ready to share good practices and exchange experience, for a better understanding of the challenges ahead and for the enrichment of knowledge and skills in the management of age-diversity.

Date and city

Signature