"FRESH"

agriFood open educational RESources for Human capital managers

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National context, HRM and validation analysis

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Index

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1 Premise

1.1 O1 - Development of a standard of professional competence

This Analysis is part of output **O1 - Development of a standard of professional competence**. **Analysis of human resource managers' questionnaire for SMEs of agro-food (AF) sector** is part of **Assessment of the defects of HR managers in AF firms** and will help us with the development of a European standard of professional competence. It has the role of creating a common framework for qualifications in the scope of a European scheme of skills, competencies and knowledge to be acquired at the workplace. The principal reference is, therefore, the European Qualifications Framework, which will serve as a core structure for the construction of a final assessment curriculum at the end of the training course.

FRESH wants to perform its activities and actions within a European framework in order to give a transnational response to a cross-border trend which sees skill mismatches as a shared problem that needs a broader European instrument to be tackled. In this manner, the final curriculum could be transferable, further implemented by other trainers or refresh other training courses on human resources management (HRM).

At first, trainers had the necessity to assess the various specific needs of the small businesses taking part in the project. This gave them the possibility to analyse the diverse approaches to HRM that each firm adopts. The examination of the context was crucial if the FRESH project wants to tackle the real urgencies of the HR department of each firm. This joint review of different European contexts will lead to further fine-tune the scope of the project deliverables, since examining the needs of each small company in different EU countries will give trainers relevant evidence of the status of HRM in the SMEs' agri-food sector at EU level.

O1 output will produce the following tangible deliverables:
- National context, HRM and validation analysis
- European Qualification Standard of Professional Competence for HR Managers in Small Agri-food Businesses
- Diploma

In this output we are tackling the following issue of developing HRM skills and its main actors/stakeholders:

Training in schools → Needs of companies → Real competencies in the labor market → HRM SKILLS
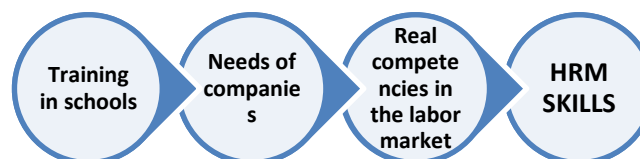
1.2 O1-A1|Knowledge transfer on national qualification standard requirements

This action envisages the transfer of information and knowledge regarding the status of human resources management departments of small agri-food businesses among participating business associations, VET providers and HR experts.

Why? In order to understand which, the units of skills, competencies and knowledge are, needed by the professionals addressed by the project, including the last trends in the sector.

This output will be an analysis containing grass-root information about the specific challenges faced by HRM in small businesses from the agri-food sector, a list of updated and cutting-edge skills, competencies and knowledge necessary to perform a proficient HRM, as well as a conclusion on the requirements for the validation of non-formal learning in each participating country.

Both NEC and FEH possess the expertise to develop a strategic approach to tackle the HRM underperformances in small agri-food sector businesses. Business associations possess knowledge on the specific HRM challenges and broad context faced by small enterprises in their territories, and as training centres, they also possess a non-formal education perspective. Analysing the context will lead to the assessment of the general level of skills and competencies regarding HRM in the involved firms.

Assesment of the defects of HR managers in A-F firms → Occupational and competence-based standard → Assessment of a final certification of competencies → Validation process & certification
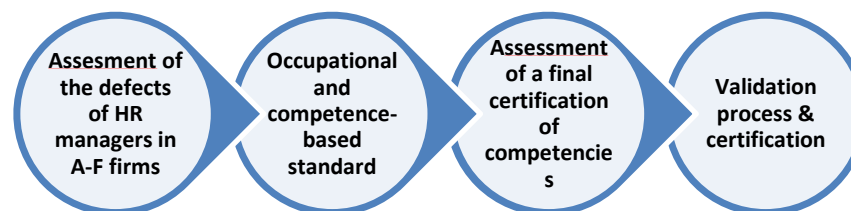
1.3 O1-A2|Elaboration of a European Standard of Professional Competence

The scope of this task is developing a standard for identifying the occupational activities and working tasks of HR managers for small companies in the agri-food sector. This standard will also indicate the configuration of the training course and learning materials.

1.4 Methodology

1.4.1 Technical part

This document is prepared through standardised surveys. A survey is made of a sample (e.g. HR managers or general managers in small organisations), a method of data collection (e.g., a questionnaire) and individual questions or items that become data that can be analysed statistically. A survey may focus on different types of topics such as preferences, opinions, behaviour, or factual information, depending on its purpose. Since survey research is almost always based on a sample of the population, the success of the research is dependent on the representativeness of the sample with respect to a target population of interest to the researcher.

In our survey, we used open and closed questions. To asses a person's opinion we used Likert-scale type of questions or simple yes, no, I do not know questions. Likert Scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement. A Likert-type question (or 'item') asks respondents to select one of several responses that are ranked in order of strength.

Likert items and scales produce ordinal data, data that can be ranked. In statistics, ordinal data is a statistical data type consisting of numerical scores that exist on an ordinal scale, i.e. an arbitrary numerical scale where the exact numerical quantity of a particular value has no significance beyond its ability to establish a ranking over a set of data points.

For closed question data, we decided to calculate and present mode (Mo), median (Mdn) and distribution of answers (n – sample size, % of n). The median is the value separating the higher half of a data sample, a population, or a probability distribution, from the lower half. The mode is the value that appears most often in a set of data.

Open question data are presented as a sum of answers with examples.

1.4.2 Framework and tools

Assessment of the defects of HR managers in A-F firms envisages the transfer of information and knowledge regarding the status of human resources management departments of small agri-food businesses among participating **business associations, VET providers and HR experts**. The project wants to tackle the real urgencies of the HR department of each firm.

Assessment of the defects of HR managers in A-F firms was conduct in **3 steps and with 3 different actors – HR managers in organisations, trainers and personnel working in business associations.**

Business associations possess knowledge on the specific HRM challenges and broad context faced by small enterprises in their territories. Business associations underlined the challenges particularly affecting HRM in small enterprises in the agri-food sector, in order to build a tailor-made qualification for the agri-food sector. Training centres possess a non-formal education perspective.

At this stage business associations studied their national schemes in the human resources management field. Having established the knowledge, skills and competencies that agri-food small businesses managers are required to possess or lack will help the development of this phase. This task will guarantee the quality and market relevance of the training course

Tools:

Tool 1 for business associations and tool 2 for training centres to analyse the specific HRM challenges and broad context faced by small enterprises in their territories was a survey – unified simple questionnaire, sent via e-mail with 2 open questions:
- What do you think, form your working experience, are the challenges that are affecting HRM in small enterprises in the agri-food sector?
- What do you think, form your working experience, that companies and its HRM managers in AF sector need from training centres (regarding the tailor-made qualification that we are preparing)?

Questions were sent to project partners via e-mail and asked to gather the answers of their organisation's employees and external personnel if they have them. Results will be supported with desk research of the knowledge, skills and competencies that agri-food small businesses managers are required to possess or lack.

Tool 3 - Questionnaire for companies: The survey for the professional figures operating in HRM in A-F sector or general managers. It was designed as a structured survey sent as an online questionnaire that works on the web browsers, tablets and mobile phones, and was prepared in online platform 1ka.com.

Tool 4 - Elaboration of a European Standard of Professional Competence is divided into sub tools:

Identification of the common European perimeter of professional figures, profiles, and qualifications for HRM in A-F sector (Classification within EQF & NQF). Special attention was given to the national recognition processes for non-formal learning in each participating country. The aim was to detect the professional figures in each country (professional figure, denomination, description, context…). Title in the Outline of an analysis common tool is The professional figures concerned by "HRM in small enterprises of the agri-food sector" activities in (Country).

- For an understanding of the national recognition processes for non-formal learning in each participating country we used two chapters in the Outline of an analysis common tool:
- National categories of qualification in (Country)

Analyse the professional qualifications related to an HR manager: Overview of the specific characteristics of the professional figures concerned by "HRM in small enterprises of the agri-food sector" activities in (Country). Please list relevant pieces of training for professional figures in our scope of the project. Focus also on all non-formal pieces of training for HRM and AF sector. In our case, the focus is on the learning outcomes and on the possibility to integrate our learning outcomes to other professional qualifications (as a reference point) and the examples of recognition and validation.

This joint review of different European contexts will lead to further fine-tune the scope of the project deliverables, since examining the needs of each small company in different EU countries will give trainers relevant evidence of the status of HRM in the SMEs' agri-food sector at EU level. Qualification standards could be thus implemented including the national differences and necessities.

2 Assessment of the defects of HR managers in A-F firms

This output is an analysis containing grass-root information about the specific challenges faced by HRM in small businesses from the agri-food sector.

Main actors of the assessment were project partners and two external trainers. Business associations possess knowledge on the specific HRM challenges and broad context faced by small enterprises in their territories, training centres, they also possess a non-formal education perspective. Analysing the context will lead to the assessment of the general level of skills and competencies regarding HRM in the involved firms.

The assessment was prepared with the aim that task will guarantee the quality and market relevance of the training course.

First open question was: **What do you think, form your working experience, are the challenges that are affecting HRM in small enterprises in the agri-food sector?**

Partners perspective reviled that managers of small organisations and their HRM managers:
- is not possible, that one person knows everything, therefore they are so much more dependent from external support
- not many organisations are capable to do a breakthrough, separating ownership, work and management
- Most small companies of the agri-food sector are family business
- administrative tasks are handled by members of the family that are not necessarily expert in the field, nor trained to properly implement an HR strategy
- HRM is reduced to minimum necessary legal issues, such as contracts and payslips
- there is no awareness of the benefice that a high-quality HRM could provide to the company
- HRM is limited to a very basic perspective of labour contracts, without thinking about continuous training, talent management, etc.
- SMEs do not have dedicated people in the HR department, and therefore do not have basic knowledge on how to proper manager people, define career paths, offer appropriate training and evaluate personnel.

Interview with the **external training organisation** KLIN from Slovenia (two exerts) reviled more about target groups profiles, rather the content of the training. They described managers of micro and small companies as extremely busy, focused on the business activity they are running and generating sales. Therefore, their managers in small organisations are hard to focus, they are less present, even when they are at the lectures. Their training should be organised as engaging, learning by doing, a case reviewing, peer sharing learning activities. In their opinion, training works if they are straight to the point, with practical tools, that have clear steps in understanding how to implement them. Learning is more efficient if they have the possibility to practice it.

Regarding the HR managers in small organisations, they agreed that HRM is spread to different personnel or to external organisations. Micro and small organisations have administration personnel, dealing also with this topic. There are rare small, mostly medium size organisations that have special HR personnel. In many organisations, HRM is covered by non-professional administration personnel or external providers. However, the hiring process and

guidance, sometimes mentorship is executed by managers, sometimes from a head of activity. From the trainer's point of view, most micro and small organisations use external organisations, usually accounting service companies, who are also providing the essential contract and employment administration. Safety at work is documentation is usually prepared by professionals and managed internally based on their instructions. The rest is usually covered by the manager and administration personnel.

All this gives a number of challenges for HR managers

- Lack of professionalism
- Lack of leadership
- Lack of understanding the concept of HRM above choosing workers, legal work and safety at work.
- Lack of time to participate in training and investing time in HRM
- Not prioritising HRM in a long-term perspective
- Lack of professional approach to strategic management, developing a competitive advantage through internal assets (knowledge, human resources).

The second question **was what do you think, form your working experience, that companies and its HRM managers in AF sector need from training centres (regarding the tailor-made qualification that we are preparing)?**

Partners perspective reviled that HRM managers in AF sector need:

- need high quality, straight to the point, practical, applicable solutions and a promise (having a belief) that training will deliver the added value.
- to focus on training the managers in their leadership skills (owners/managers of small organisations and middle managers in bigger originations)
- team and people development plan adapted to the objectives of their business plans
- training with suitable time (different to a sector)
- practical examples and working on cases and learning "by doing/practising"
- Flexible training options
- Experts in adult and professional development trainers
- Pre-developed models, cases, exercises, that engage peer sharing
- Training to have better compliance with legislation is more visited by a person working in small organisations
- Short, condense training and practical tools to develop job descriptions, career paths, set KPIs and evaluate KPIs

They emphasise that approach in the adult education, especially in non-professional professional training.

3 Occupational and competence-based standard

Based on the all inputs a list of updated and cutting-edge skills, competencies and knowledge necessary to perform a proficient HRM was designed. As a result of the training, the trainee will be able to provide advice and counsel to management on staffing policy and related problems and practically execute day to day work in HRM related matters.

General competencies:

HR managers will be able to:

- analyse, synthesise and envisage solutions and the consequences,
- apply knowledge in theory and practice,
- apply knowledge, information and information technology in their work,
- teach effectively,
- apply knowledge form formulation of strategic policy and implementation policy
- analyse issues and present their solution to various groups using various techniques,
- develop critical and self-critical assessment,
- establish effective relations with others and collaborate with the working and social environments,
- develop critical thinking and assessment,
- use concepts of leadership for middle-level management and small organisation management in practice.
- develop group work skills while taking into account diversity, multiculturalism and ethics,
- develop their own learning and career as well as continuous professional development (lifelong learning, education and training),
- develop and use organisational and leadership abilities,
- develop personal values and professional ethics
- communicate in more than one language
- manage information and file systems in conventional support and computer

Specific competencies:

HR managers will be able to:

- individually plan human resources and manage employments
- link business plans to work plans

- effective conducting of procedures with an employer- employment procedure, including interviews, disciplinary and compensation procedures, termination of employment contract procedure
- draw up the relevant applications in proceedings before social security authorities - social security - (*national context*)
- organise and design work so that employees are happy, motivated, satisfied and have positive attitudes towards work
- manage the strategic HRM cycle – to use approaches, models, techniques and solutions at the level of managing people at work, taking into account their abilities, competences and knowledge, as well age-related issues, such as conducting personnel interviews and annual appraisals, putting together a human resource plan and the part of a financial plan relating to labour costs (finding good people, selection, recruitment, utilising them to their full potential, guiding them towards the accomplishment of objectives, integrating their efforts into the organisation, training and developing them, promoting/demoting them and retaining/terminating them)
- nurture employees' trust and confidence in an organization
- implement and manage performance appraisal system and pay packages, as well taking into account and appreciate the needs of employees, particularly in terms of psychological contract expectations
- use approaches to knowledge management and will be able to practically implement the learning organisation concept and lifelong learning, will understand the role of modern management, various aspects of knowledge management; will be able to use the knowledge management process model - knowledge management and the learning organisation.
- develop independence in planning and developing educational approaches to lifelong learning (Educational policy).
- plan, develop, execute and control training, promotion and mentoring - human resources development (Talent management).
- define criteria for and asses' performance, will be able to evaluate the level of difficulty of work in terms of competences, responsibilities and other conditions - performance and evaluation of the level of difficulty of work.
- communicate, influence and negotiate with workers and civil servants; communicate the philosophy, legal implications and strategies of employee relations, including building internal communication.
- identify and take action against harassment and bullying in the workplace, protect their privacy and personality and communicate policy on sexual harassment and other general equal opportunity philosophy and objectives (consistent and equitable treatment of all employees).
- connect and manage welfare and health at work - monitor and control health and safety performance.

4 NQF, Validation process & certification

Elaboration of a European Standard of Professional Competence is based on the desk research in partners respective countries. In the first part, partners reviewed the national categories of qualification and try to explain what are the national categories of qualification and if partial official accreditation can be awarded. Through desk research partners try to find a suitable formal way of assessment, validation and recognition in the respective country.

Based on the national qualification frameworks, Slovenian system enables supplementary qualifications on different levels in contrast to other partners countries, that do not have this type of formal qualification. There is a possibility to obtain a formal qualification - a professional certificate, for a 20-50h training in Spain. In order to do this, the training entity has first to request accreditation to be able to deliver official training and then propose the programme and make it acceptable. It is unlikely for this project to reach this level of accreditation.

In the second part, partners were looking for examples of the professional figures concerned by "HRM in small enterprises of the agri-food sector" activities or examples of training in the extent of our project. After gathering the data from respective countries, we realised that training in the HRM filed (not just for AF sector) at this EQF level is rare. Non-formal training is covering just partial topics. There is no example of EQF level 4 or similar training for HR managers in AF sector in participating countries at this point.

There are examples in countries that "other" formal programme at certain level, recognise the learning outcomes of certain training (formal, informal or non-formal), and reduce or re-set the expected workload to achieve the desired qualification, based on the Europass, certificate and supplement through the assessment, validation and recognition of learning outcomes.

In our project, the training and the qualification will be awarded in a non-formal framework, where participating partners and other collaborators will recognise the training and deliver a certificate (Europass) for the users having completed the training. Partners have the opportunity to issue the certificate in the name of chambers or networks they represent. Partners might consider to include other sectoral representatives as well (industry relevant partners).

Conclusion on the requirements for the validation of non-formal learning in each participating country, certification and assessment will be further researched and developed in the output 2 of the FRESH project.

5 Results of Tool 1 for business associations to analyse the specific HRM challenges

With open question to business associations, we aimed to get insights into the understanding of A-F organisations challenges that HR managers or general managers responsible for human resources are facing. As experts and support organisations, they have different, more overlooking view and understanding of their members. Answers are presented per country:

The question was: What do you think, form your working experience, are the challenges that are affecting HRM in small enterprises in the agri-food sector?

Slovenia	Based on consulting and being a business support organisation, small companies always lack professionalism. It is not possible, that one person knows everything, therefore they are so much more dependent from external support, help. Owners, who are also managers and workers are usually good at what they do – product/service providing. When they grow and develop through time, not many organisations are capable to do a breakthrough, separating ownership, work and management. Since organisations are not big, the scope of risk is lower than in big companies, however wrong decisions can be as devastating as in big companies. Since the companies are not big, even small steps, new practise guidelines, can make a big change and positive impact. Companies vary a lot, and we can find extreme positive and negative examples. Generally, the challenge of small organisations is also the time they are investing in new knowledge – they need high quality, straight to the point, practical, applicable solutions and a promise (having a belief) that training will deliver the added value.
Spain	- Most small companies of the agri-food sector are family business, thus, in many occasion, administrative tasks are handled by members of the family that are not necessarily expert in the field, nor trained to properly implement an HR strategy. Also, administrative staff will handle not only HR but will rather be multitasking, also dealing with administrative, financial or commercial activities. HRM is reduced to minimum necessary legal issues, such as contracts and payslips. As this might be challenging for the person in charge, most of the time, these tasks are externalized to an assessment body specialized in this type of services. - One of the main challenges would thus be, first, the awareness of HRM. If HR is often externalized and considered a legal issue, we think that there is no awareness of the benefice that a high-quality HRM could provide to the company. Also, HRM is limited to a very basic perspective of labour contracts, without thinking about continuous training, talent management, etc. - Once established the need for HRM, then, the second challenge will be the allocation of staff to this task, and the training of people that are not specialized in this field but have a rather general administrative profile.

	Greece
Greece	/
France	/
Cyprus	In general, (not only in the agri-food sector) SMEs do not have dedicated people in the HR department, and therefore do not have basic knowledge on how to proper manager people, define career paths, offer appropriate training and evaluate personnel.

6 Results of Tool 2 for training centres to analyse the specific HRM challenges

With open question to training centres, we aimed to get insights into the understanding of A-F organisations (HR managers or general managers responsible for human resources) needs. We asked training centres what they think the HR managers/ organisations need from them. It could be about time, topics, methods etc. Some training centres have detailed needs analyses about their users. However, not all are focused on A-F sector. Answers are presented per country:

The question was: What do you think, form your working experience, that companies and its HRM managers in AF sector need from training centres (regarding the tailor-made qualification that we are preparing)?

Spain	Companies need a team and people development plan adapted to the objectives of their business plans. There is a huge difference in managing the human capital of small companies with managing those of a small one for example. AF companies' HR need training in many areas, but most of the time the first focus should be on training the managers in their leadership skills. It is also relevant to enhance the leadership skills of the middle managers.
Slovenia	- they need high quality, straight to the point, practical, applicable solutions and a promise (having a belief) that training will deliver the added value. - Training to have better compliance with legislation is more visited by a person working in small organisations - Training with suitable time (different to the sector). - Giving practical examples and enabling working on cases and "by doing/practising" - Flexible training options

	- Experts in adult and professional development trainers - Pre-developed models, cases, exercises, that engage peer sharing
Greece	/
France	/
Cyprus	Short, condense training and practical tools to develop job descriptions, career paths, set KPIs and evaluate KPIs.

7 Results of Tool 3 - Questionnaire for companies

The analysis revealed that the topics on how to attract talent and develop talent retention, how to increase the performance and commitment of employees, or practical tools to foster more inclusive and supportive working environment are sought and needed.

The weakest acquaintance with topics was identified in the field of the diversity of work and workforce planning. Individual respondents' comments and interviews with trainers and HR experts revealed that competences and practical tools in employee relations and employee enjoyment are needed.

Respondents believe in the principles of respect, building trust and confidence in an organisation. The analysis revealed that the topics on how to attract talent and develop talent retention, how to increase the performance and commitment of employees, or practical tools to foster more inclusive and supportive working environment are sought and needed.

On the following pages, you can find a detailed report on the answers form questionnaire.

In the following pages (up to the page 90 and the section 8) it is possible to find more details about the Tool 3 - Questionnaire for companies along with the Results of Tool 4 - Elaboration of a European Standard of Professional Competence. These results are in all language versions in English.
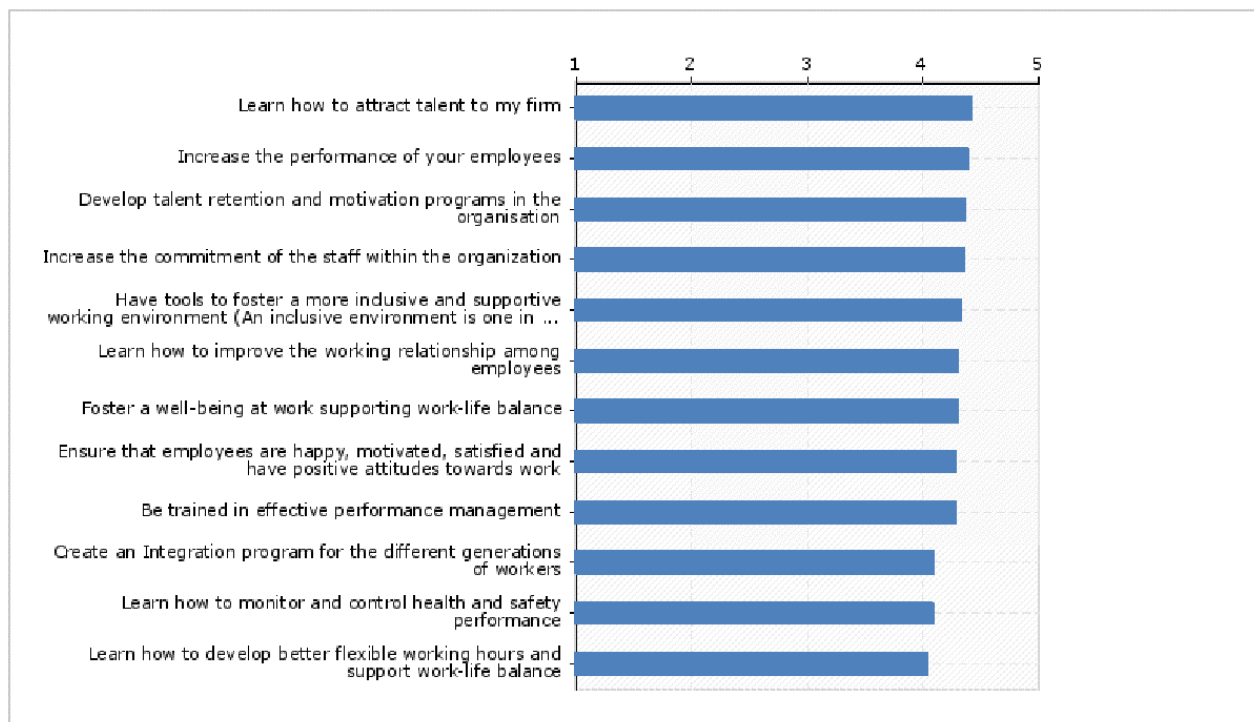
7.1 Q1: Language

Comment: Overall, out of 111 respondents, 32 respondents (29%) were from Spain, 41 respondents (37%) were from France, 14 respondents (13%) were from Greece and Cyprus, and 24 respondents (22%) were from Slovenia.

Results table

Q1	Language		

	Answers	Frequency	Percent	Valid	Cumulative	Mode	Median
	1 (English)	0	0%	0%	0%		
	2 (Spanish)	32	29%	29%	29%	/	/
	3 (French)	41	37%	37%	66%	/	/
	4 (Greek and Cypriot)	14	13%	13%	78%	/	/
	5 (Slovene)	24	22%	22%	100%	/	/
Valid	Valid	111	100%	100%			

Analysis of country specific graphs results
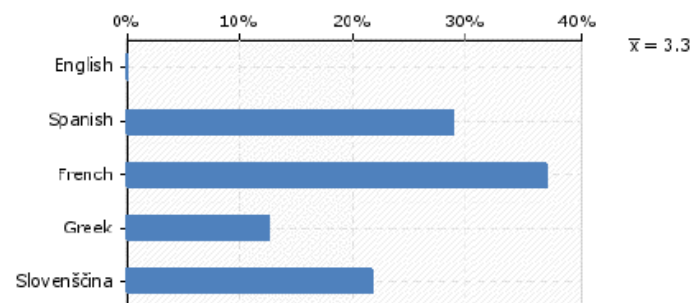
7.2 Q2a: Are you educated in the field of human resource management (HRM)?

Comment: Overall, out of 111 respondents, 108 respondents were valid (N=108). 57 respondents (52,78%) answered with Yes, 49 respondents (45,37%) answered with No and 2 respondents (1,85%) answered with IDK, as you can see from the results in the table below.

On a question: *Are you educated in the field of human resource management?* in Spain (f= 12, f% = 40,00%) and in Slovenia (f= 5, f% = 20,83%) most of respondents answered with Yes, and in France (f= 30, f% = 75,00%) and in Greece (f= 10, f% = 71,43%), most of respondents answered with No.

Results table

		Yes (1)	No (2)	IDK (3)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	**0**		
		0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	12	17	1	**30**	No	No
		40,00%	56,67%	3,33%	100,00%		
	French (3)	30	9	1	**40**	Yes	Yes
		75,00%	22,50%	2,50%	100,00%		
	Greek and Cypriot (4)	10	4	0	**14**	Yes	Yes
		71,43%	28,57%	0,00%	100,00%		
	Slovene (5)	5	19	0	**24**	No	No
		20,83%	79,17%	0,00%	100,00%		
	Total	**57**	**49**	**2**	108	Yes	Yes
		52,78%	45,37%	1,85%	100,00%		

Analysis of general graphs results

Analysis of country specific graphs results

Jezik (Q1)
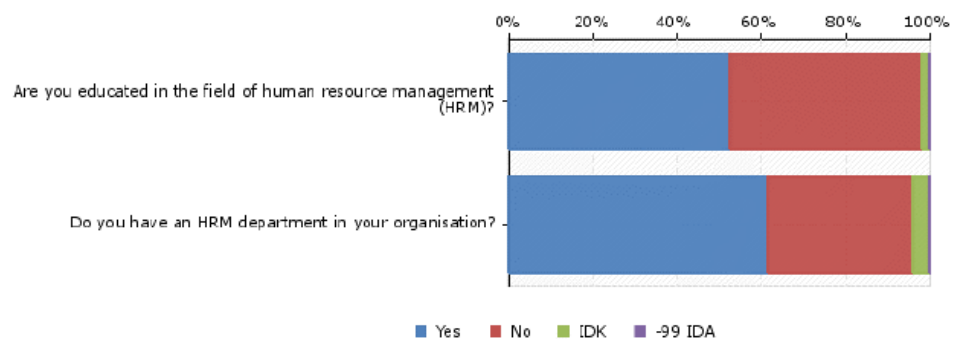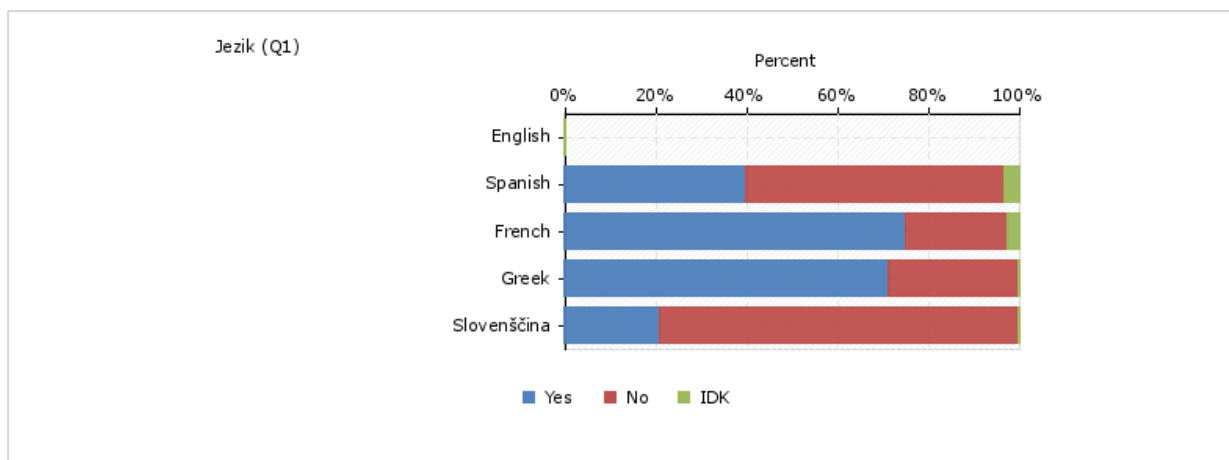
7.3   Q2b: Do you have an HRM department in your organisation?

Comment: Overall, out of 111 respondents, 107 respondents were valid (N= 107). 66 respondents (61,68%) answered with Yes, 37 respondents (34,58%) answered with No and 4 respondents (3,74%) answered with IDK, as you can see from the results in the table below.

On a question: *Do you have an HRM department in your organisation*? in France (f= 28, f% = 71,79%), in Greece and Cyprus (f= 12, f% = 85,71%) and in Slovenia (f= 16, f% = 66,67%) most of respondents answered with Yes, and in Spain (f= 19, f% = 63,33%) most of respondents answered with No.

		Yes (1)	No (2)	IDK (3)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	**0**		
		0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	10	19	1	**30**	No	No
		33,33%	63,33%	3,33%	100,00%		
	French (3)	28	8	3	**39**	Yes	Yes
		71,79%	20,51%	7,69%	100,00%		
	Greek and Cypriot (4)	12	2	0	**14**	Yes	Yes

	85,71%	14,29%	0,00%	100,00%		
Slovene (5)	16	8	0	**24**	**Yes**	**Yes**
	66,67%	33,33%	0,00%	100,00%		
Total	**66**	**37**	**4**	**107**	**Yes**	**Yes**
	61,68%	34,58%	3,74%	100,00%		

Analysis of general graphs results

Do you have an HRM department in your organisation?

■ Yes ■ No ■ IDK ■ -99 IDA

Analysis of country specific graphs results

Jezik (Q1)
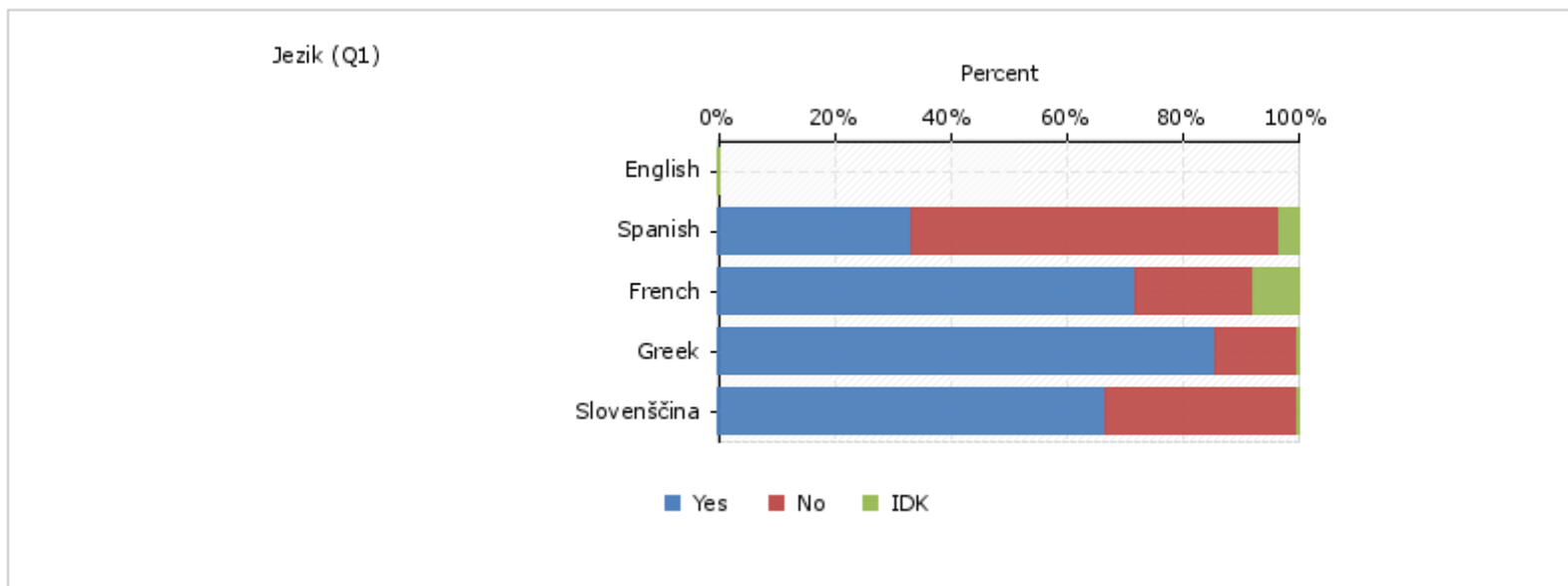
7.4 Q3a: Learn how to improve the working relationship among employees

Comment: Overall, out of 111 respondents, 106 respondents were valid (N= 106). 4 respondents (3,77%) answered with Strongly disagree, 2 respondents (1,89%) answered with Disagree, 6 respondents (5,66%) answered with nor agree nor disagree, 40 respondents (37,74%) answered with Agree and 54 respondents (50,94%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *Learn how to improve the working relationship among*, in Spain (f= 22, f% = 70,97%), and in France (f= 19, f% = 50,00%) most of respondents answered with Strongly agree, and in Greece and Cyprus (f= 6, f% = 46,15%) and in Slovenia (f= 15, f% = 62,50%), most of respondents answered with Agree.

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	**English (1)**	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	1	2	5	22	**31**	**Strongly agree**	**Strongly agree**

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		3,23%	3,23%	6,45%	16,13%	70,97%	100,00%		
	French (3)	1	1	3	14	19	**38**	**Strongly agree**	**Strongly agree**
		2,63%	2,63%	7,89%	36,84%	50,00%	100,00%		
	Greek and Cypriot (4)	1	0	1	6	5	**13**	**Agree**	**Agree**
		7,69%	0,00%	7,69%	46,15%	38,46%	100,00%		
	Slovene (5)	1	0	0	15	8	**24**	**Agree**	**Agree**
		4,17%	0,00%	0,00%	62,50%	33,33%	100,00%		
	Total	**4**	**2**	**6**	**40**	**54**	**106**	**Strongly agree**	**Strongly agree**
		3,77%	1,89%	5,66%	37,74%	50,94%	100,00%		

Analysis of general graphs results

| | 1 | 2 | 3 | 4 | 5 |

Learn how to attract talent to my firm

Increase the performance of your employees

Develop talent retention and motivation programs in the organisation

Increase the commitment of the staff within the organization

Have tools to foster a more inclusive and supportive working environment (An inclusive environment is one in ...

Learn how to improve the working relationship among employees

Foster a well-being at work supporting work-life balance

Ensure that employees are happy, motivated, satisfied and have positive attitudes towards work

Be trained in effective performance management

Create an Integration program for the different generations of workers

Learn how to monitor and control health and safety performance

Learn how to develop better flexible working hours and support work-life balance

Analysis of country specific graphs results

**Jezik (Q1)**

7.5 Q3b: I would like to increase the performance of your employees

Comment: Overall, out of 111 respondents, 106 respondents were valid (N = 106). 2 respondents (1,89%) answered with Strongly disagree, 3 respondents (2,83%) answered with Disagree, 8 respondents (7,55%) answered with nor agree nor disagree, 32 respondents (30,19%) answered with Agree and 61 respondents (57,55%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to increase the performance of your employees*, in Spain (f= 20, f% = 66,67%), in France (f= 23, f% = 59,97%), and in Slovenia (f= 13, f% = 54,17%) most of respondents answered with Strongly agree. In Greece and Cyprus (f= 6, f% = 46,15%) most of respondents answered with Agree.

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	1	3	4	20	**30**	Strongly agree	Strongly agree
		6,67%	3,33%	10,00%	13,33%	66,67%	100,00%		
	French (3)	0	1	2	13	23	**39**	Strongly agree	Strongly agree
		0,00%	2,56%	5,13%	33,33%	58,97%	100,00%		
	Greek and Cypriot (4)	0	1	1	6	5	**13**	Agree	Agree
		0,00%	7,69%	7,69%	46,15%	38,46%	100,00%		
	Slovene (5)	0	0	2	9	13	**24**	Strongly agree	Strongly agree
		0,00%	0,00%	8,33%	37,50%	54,17%	100,00%		
	Total	**2**	**3**	**8**	**32**	**61**	**106**	Strongly agree	Strongly agree
		1,89%	2,83%	7,55%	30,19%	57,55%	100,00%		

Analysis of general graphs results
General graph results are presented under Q3a.

Analysis of country specific graphs results

Jezik (Q1)

Legend: Strongly disagree, Disagree, Nor agree nor disagree, Agree, Strongly agree

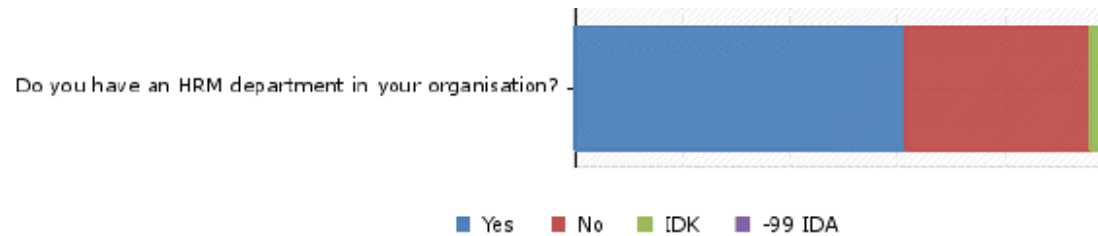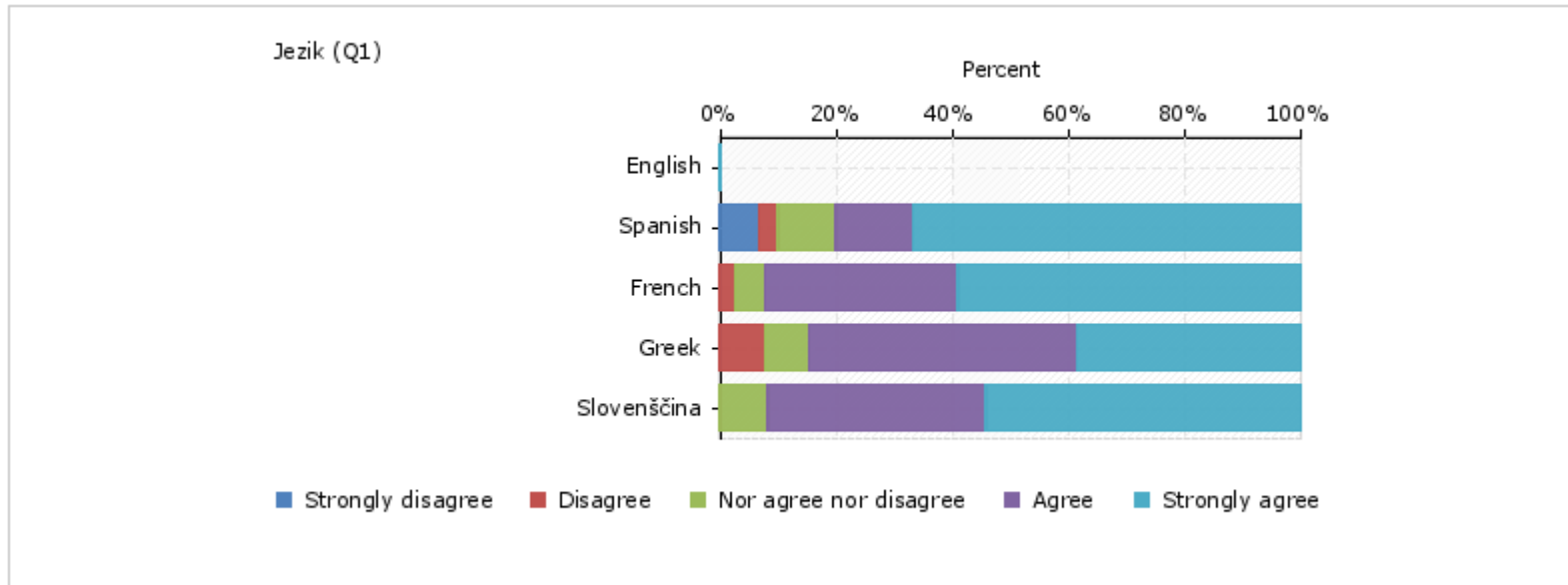## 7.6 Q3c: I would like to learn how to attract talent to my firm

Comment: Overall, out of 111 respondents, 104 respondents were valid (N = 104). 2 respondents (1,92%) answered with Strongly disagree, 3 respondents (2,88%) answered with Disagree, 4 respondents (3,85%) answered with nor agree nor disagree, 35 respondents (33,65%) answered with Agree and 60 respondents (57,69%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to learn how to attract talent to my firm*, in Spain (f= 18, f% = 60,00%), in France (f= 23, f% = 58,97%), in Greece and Cyprus (f= 7, f% = 58,33%), and in Slovenia (f= 12, f% = 52,17%) most of respondents answered with Strongly agree.

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	**English (1)**	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	2	0	8	18	**30**	**Strongly agree**	**Strongly agree**
		6,67%	6,67%	0,00%	26,67%	60,00%	100,00%		
	French (3)	0	1	2	13	23	**39**	**Strongly agree**	**Strongly agree**
		0,00%	2,56%	5,13%	33,33%	58,97%	100,00%		
	Greek and Cypriot (4)	0	0	1	4	7	**12**	**Strongly agree**	**Strongly agree**
		0,00%	0,00%	8,33%	33,33%	58,33%	100,00%		
	Slovene (5)	0	0	1	10	12	**23**	**Strongly agree**	**Strongly agree**
		0,00%	0,00%	4,35%	43,48%	52,17%	100,00%		
	Total	**2**	**3**	**4**	**35**	**60**	**104**	**Strongly agree**	**Strongly agree**
		1,92%	2,88%	3,85%	33,65%	57,69%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results

Jezik (Q1)

Percent

Strongly disagree ■ Disagree ■ Nor agree nor disagree ■ Agree ■ Strongly agree
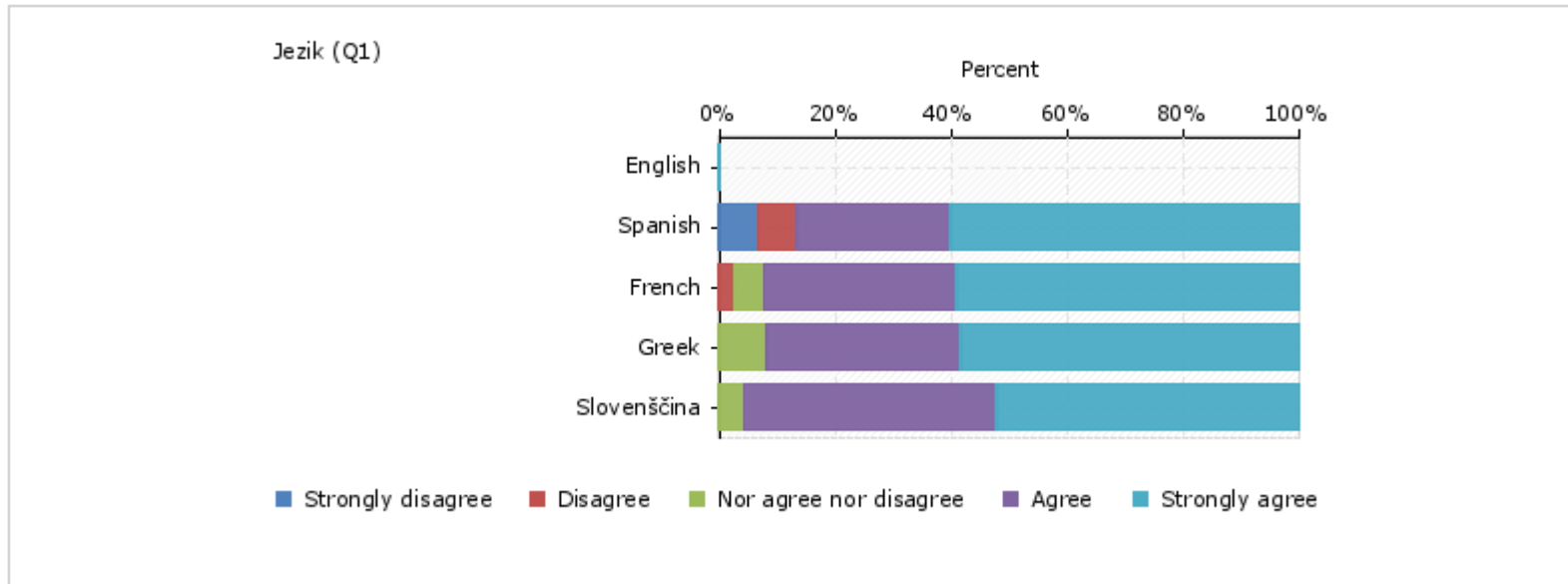
7.7 Q3d: I would like to have tools to foster a more inclusive and supportive working environment (An inclusive environment is one in which members feel respected by and connected to one another).

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 2 respondents (1,90%) answered with Strongly disagree, 2 respondents (1,90%) answered with Disagree, 10 respondents (9,52%) answered with nor agree nor disagree, 37 respondents (35,24%) answered with Agree and 54 respondents (51,43%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to have tools to foster a more inclusive and supportive working environment*, in Spain (f= 18, f% = 60,00%), in France (f= 18, f% = 47,37%), in Greece and Cyprus (f= 7, f% = 53,85%), and in Slovenia (f= 11, f% = 45,83%) most of respondents answered with Strongly agree.

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	1	0	9	18	**30**	**Strongly agree**	**Strongly agree**
		6,67%	3,33%	0,00%	30,00%	60,00%	100,00%		
	French (3)	0	0	4	16	18	**38**	**Strongly agree**	**Strongly agree**
		0,00%	0,00%	10,53%	42,11%	47,37%	100,00%		
	Greek and Cypriot (4)	0	0	3	3	7	**13**	**Strongly agree**	**Strongly agree**
		0,00%	0,00%	23,08%	23,08%	53,85%	100,00%		
	Slovene (5)	0	1	3	9	11	**24**	**Strongly agree**	**Strongly agree**
		0,00%	4,17%	12,50%	37,50%	45,83%	100,00%		
Total		**2**	**2**	**10**	**37**	**54**	**105**	**Strongly agree**	**Strongly agree**
		1,90%	1,90%	9,52%	35,24%	51,43%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results

Jezik (Q1)

Percent

Legend: Strongly disagree ■ Disagree ■ Nor agree nor disagree ■ Agree ■ Strongly agree

7.8 Q3e: I would like to foster a well-being at work supporting work-life balance

Comment: Overall, out of 111 respondents, 106 respondents were valid (N = 106). 1 respondent (0,94%) answered with Strongly disagree, 4 respondents (3,77%) answered with Disagree, 9 respondents (8,49%) answered with nor agree nor disagree, 40 respondents (37,74%) answered with Agree and 52 respondents (49,06%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to foster a well-being at work supporting work-life balance*, in Spain (f= 17, f% = 56,67%), in France (f= 21, f% = 53,85%), in most of respondents answered with Strongly agree. In Greece and Cyprus (f= 5, f% = 38,46%) in most of respondents answered with Agree and Strongly agree and in Slovenia (f= 10, f% = 41,67%), in most of respondents answered with Agree.

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	**English (1)**	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	2	1	9	17	**30**	**Strongly agree**	**Strongly agree**
		3,33%	6,67%	3,33%	30,00%	56,67%	100,00%		
	French (3)	0	0	2	16	21	**39**	**Strongly agree**	**Strongly agree**
		0,00%	0,00%	5,13%	41,03%	53,85%	100,00%		
	Greek and Cypriot (4)	0	1	2	5	5	**13**	**Agree and Strongly agree**	**Agree**
		0,00%	7,69%	15,38%	38,46%	38,46%	100,00%		
	Slovene (5)	0	1	4	10	9	**24**	**Agree**	**Agree**
		0,00%	4,17%	16,67%	41,67%	37,50%	100,00%		
	Total	**1**	**4**	**9**	**40**	**52**	**106**	**Strongly agree**	**Agree**
		0,94%	3,77%	8,49%	37,74%	49,06%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results

Jezik (Q1)

Percent

Legend: Strongly disagree, Disagree, Nor agree nor disagree, Agree, Strongly agree
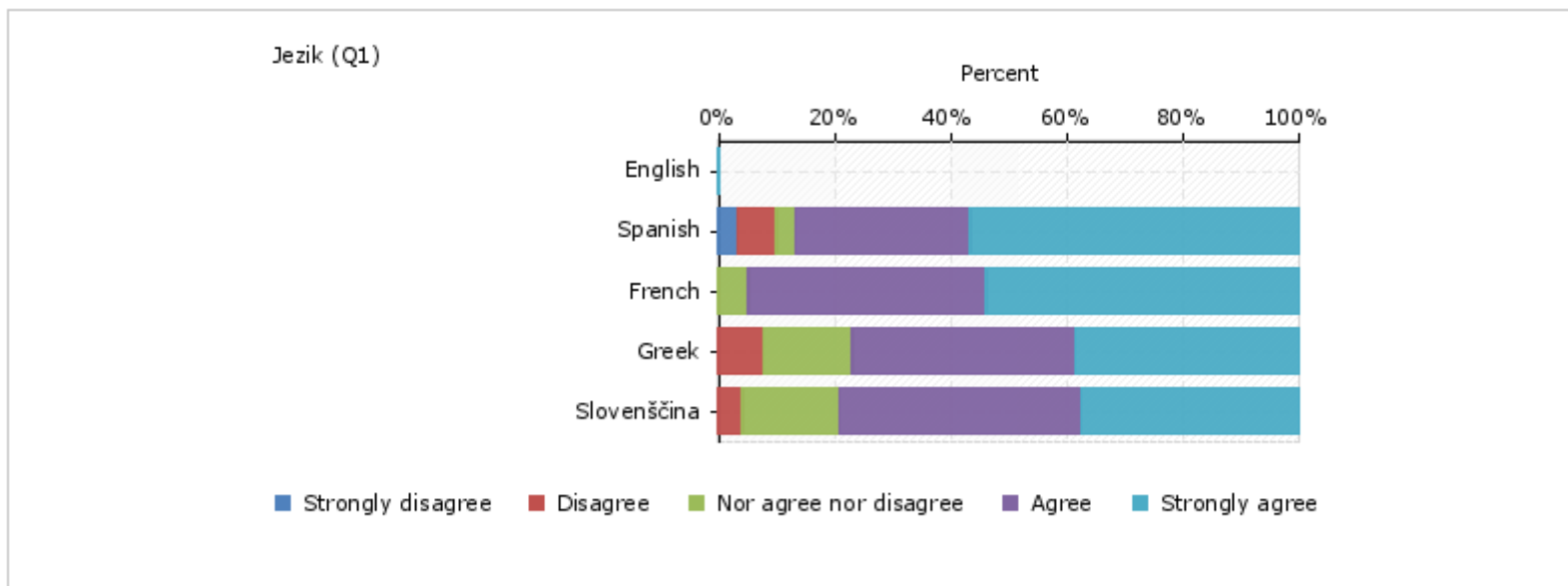
7.9 Q3f: I would like to increase the commitment of the staff within the organization

Comment: Overall, out of 111 respondents, 106 respondents were valid (N = 106). 2 respondents (1,89%) answered with Strongly disagree, 1 respondent (0,94%) answered with Disagree, 9 respondents (8,49%) answered with nor agree nor disagree, 39 respondents (36,79%) answered with Agree and 55 respondents (51,89%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to increase the commitment of the staff within the organization*, in Spain (f= 19, f% = 63,33%), in France (f= 21, f% = 53,85%), and in Slovenia (f= 11, f%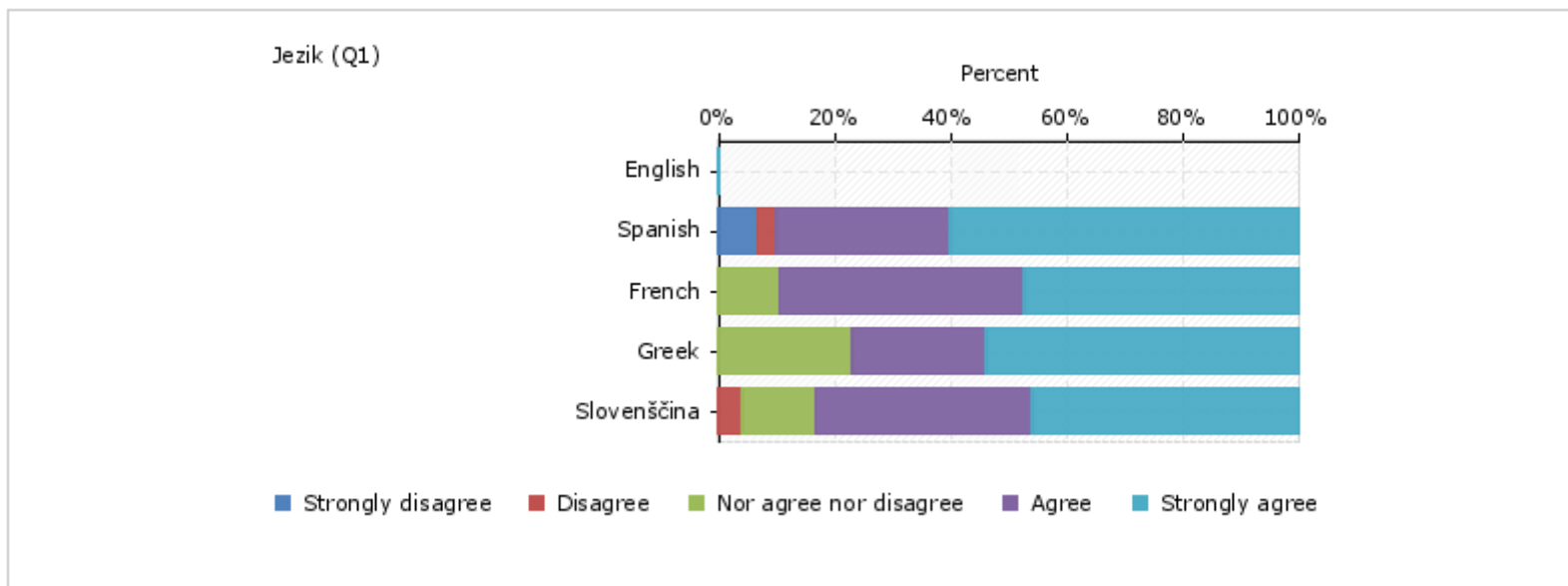 = 45,83%) most of respondents answered with Strongly agree. In Greece and Cyprus (f= 7, f% = 53,85%) most of respondents answered with Agree.

Erasmus+

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	1	0	8	19	**30**	**Strongly agree**	**Strongly agree**
		6,67%	3,33%	0,00%	26,67%	63,33%	100,00%		
	French (3)	0	0	4	14	21	**39**	**Strongly agree**	**Strongly agree**
		0,00%	0,00%	10,26%	35,90%	53,85%	100,00%		
	Greek and Cypriot (4)	0	0	2	7	4	**13**	**Agree**	**Agree**
		0,00%	0,00%	15,38%	53,85%	30,77%	100,00%		
	Slovene (5)	0	0	3	10	11	**24**	**Strongly agree**	**Agree**
		0,00%	0,00%	12,50%	41,67%	45,83%	100,00%		
	Total	**2**	**1**	**9**	**39**	**55**	**106**	**Strongly agree**	**Agree**
		1,89%	0,94%	8,49%	36,79%	51,89%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results

Jezik (Q1)

Percent

Strongly disagree ■ Disagree ■ Nor agree nor disagree ■ Agree ■ Strongly agree
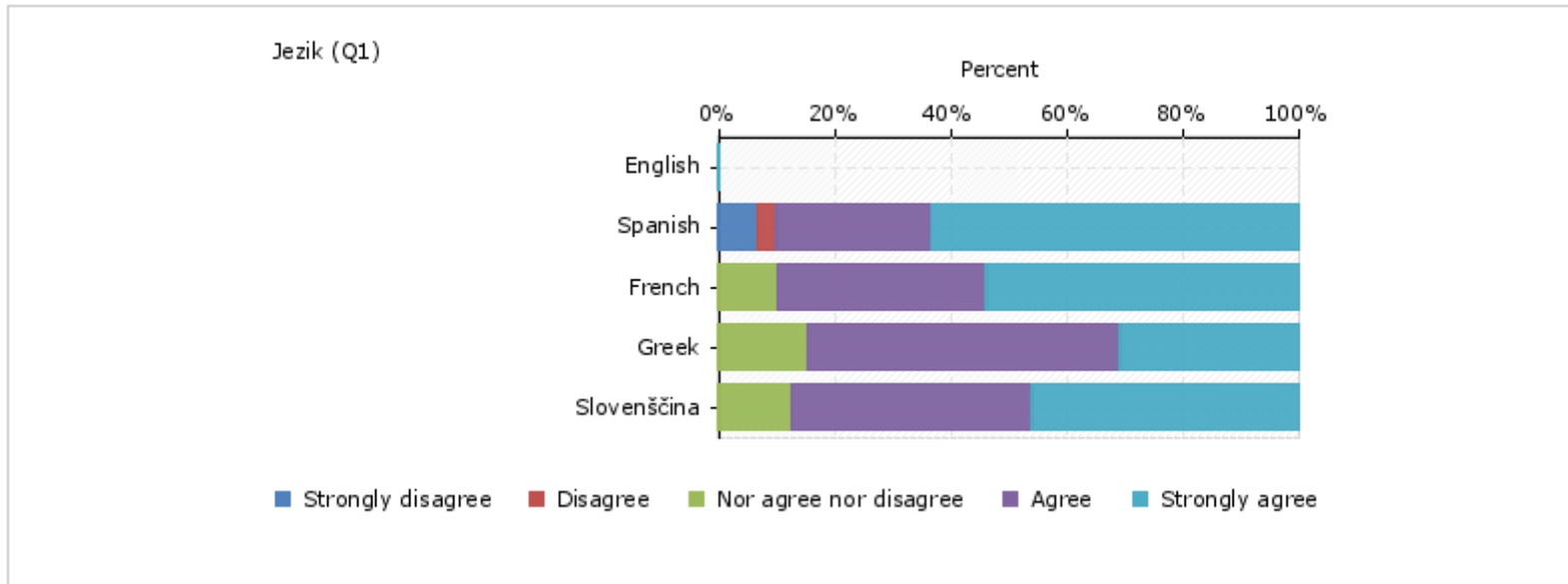
7.10 Q3g: I would like to learn how to develop better flexible working hours and support work-life balance

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 1 respondent (0,95%) answered with Strongly disagree, 3 respondents (2,86%) answered with Disagree, 25 respondents (23,81%) answered with nor agree nor disagree, 38 respondents (36,19%) answered with Agree and 38 respondents (36,19%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to learn how to develop better flexible working hours and support work-life balance*, in Spain (f= 16, f% = 53,33%) in most of respondents answered with Strongly agree. In all other countries, in France (f= 14, f% = 36,84%), in Greece and Cyprus (f= 5, f% = 38,46%) and in Slovenia (f= 10, f% = 41,67%), in most of respondents answered with Agree.

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	**English (1)**	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	0	1	4	9	16	**30**	**Strongly agree**	**Strongly agree**
		0,00%	3,33%	13,33%	30,00%	53,33%	100,00%		
	French (3)	0	0	14	14	10	**38**	**Agree**	**Agree**
		0,00%	0,00%	36,84%	36,84%	26,32%	100,00%		
	Greek and Cypriot (4)	0	1	3	5	4	**13**	**Agree**	**Agree**
		0,00%	7,69%	23,08%	38,46%	30,77%	100,00%		
	Slovene (5)	1	1	4	10	8	**24**	**Agree**	**Agree**
		4,17%	4,17%	16,67%	41,67%	33,33%	100,00%		
Total		**1**	**3**	**25**	**38**	**38**	**105**	**Agree**	**Agree**
		0,95%	2,86%	23,81%	36,19%	36,19%	100,00%		

Analysis of general graphs results
General graph results are presented under Q3a.

Analysis of country specific graphs results

Jezik (Q1)

Percent

- Strongly disagree
- Disagree
- Nor agree nor disagree
- Agree
- Strongly agree
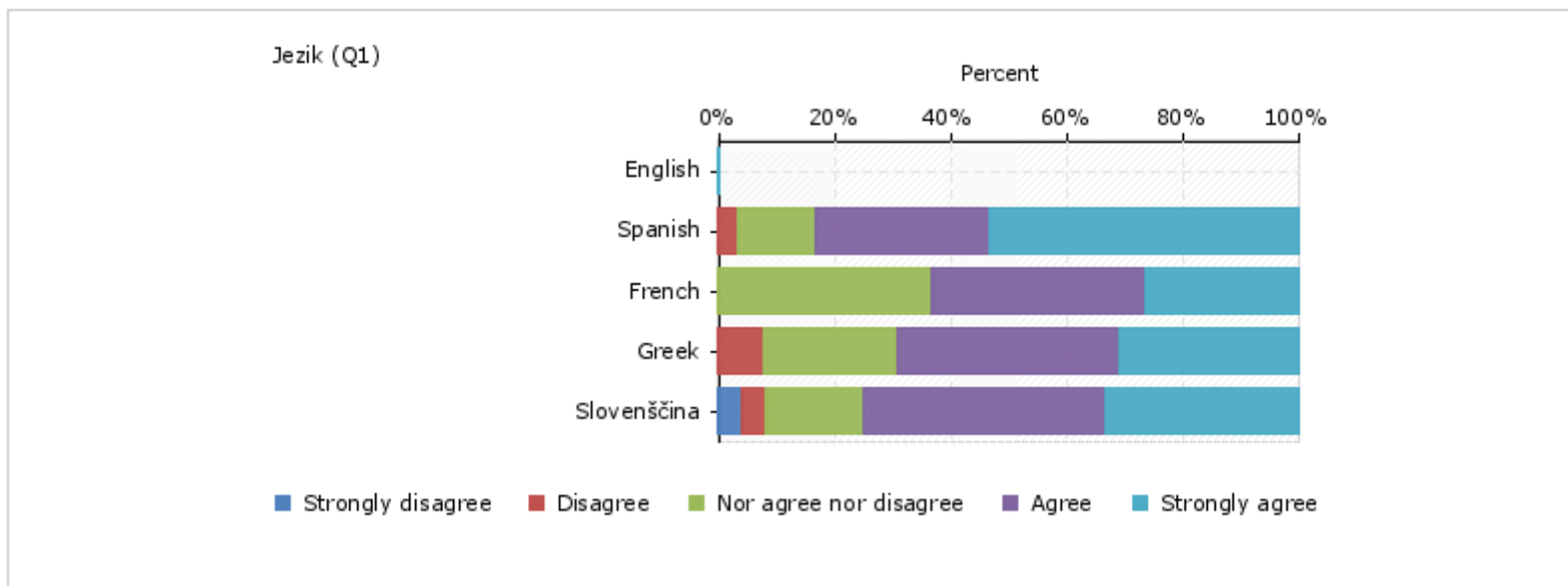
7.11 Q3h: I would like to develop talent retention and motivation programs in the organisation

Comment: Overall, out of 111 respondents, 103 respondents were valid (N = 103). 1 respondent (0,97%) answered with Strongly disagree, 2 respondents (1,94%) answered with Disagree, 5 respondents (4,85%) answered with nor agree nor disagree, 45 respondents (43,54) answered with Agree and 50 respondents (48,54%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to develop talent retention and motivation programs in the organisation*, in Spain (f= 15, f% = 51,72%) and in Slovenia (f= 12, f% = 50,00%), in most of respondents answered with Strongly agree. In France (f= 18, f% = 47,37%), and in Greece and Cyprus (f= 5, f% = 41,67%) in most of respondents answered with Agree and Strongly agree.

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	1	0	12	15	**29**	**Strongly agree**	**Strongly agree**
		3,45%	3,45%	0,00%	41,38%	51,72%	100,00%		
	French (3)	0	0	2	18	18	**38**	**Strongly agree and Agree**	**Agree**
		0,00%	0,00%	5,26%	47,37%	47,37%	100,00%		
	Greek and Cypriot (4)	0	0	2	5	5	**12**	**Strongly agree and Agree**	**Agree**
		0,00%	0,00%	16,67%	41,67%	41,67%	100,00%		
	Slovene (5)	0	1	1	10	12	**24**	**Strongly agree**	**Strongly agree and Agree**
		0,00%	4,17%	4,17%	41,67%	50,00%	100,00%		
	Total	**1**	**2**	**5**	**45**	**50**	**103**	**Strongly agree**	**Agree**
		0,97%	1,94%	4,85%	43,69%	48,54%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results

Jezik (Q1)
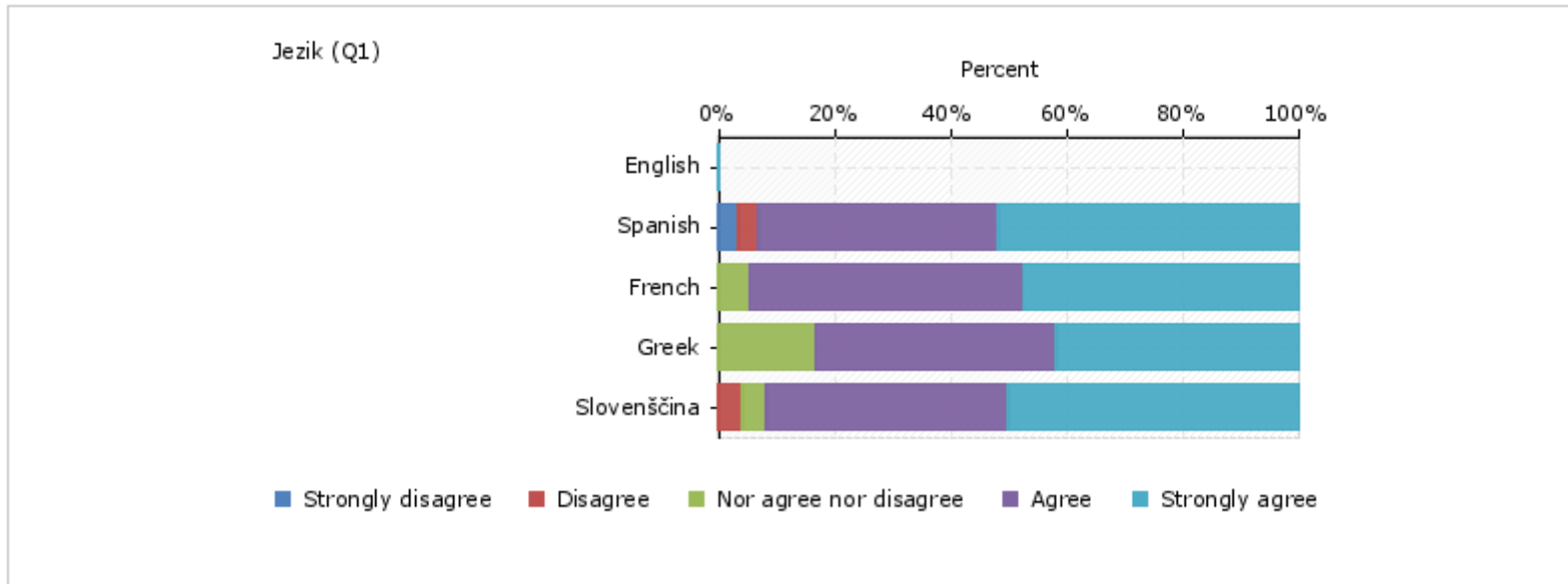
7.12 Q3i: I would like to be trained in effective performance management

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 1 respondent (0,95%) answered with Strongly disagree, 3 respondents (2,86%) answered with Disagree, 9 respondents (8,57%) answered with nor agree nor disagree, 45 respondents (42,86%) answered with Agree and 47 respondents (44,76%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to be trained in effective performance management*, in Spain (f= 17, f% = 56,67%) in most of respondents answered with Strongly agree. In all other countries, in France (f= 17, f% = 44,74%), in Greece and Cyprus (f= 8, f% = 61,54%) and in Slovenia (f= 10, f% = 41,67%), in most of respondents answered with Agree.

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	**English (1)**	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	1	3	8	17	**30**	**Strongly agree**	**Strongly agree**
		3,33%	3,33%	10,00%	26,67%	56,67%	100,00%		
	French (3)	0	0	5	17	16	**38**	**Agree**	**Agree**
		0,00%	0,00%	13,16%	44,74%	42,11%	100,00%		
	Greek and Cypriot (4)	0	1	0	8	4	**13**	**Agree**	**Agree**
		0,00%	7,69%	0,00%	61,54%	30,77%	100,00%		
	Slovene (5)	0	1	1	12	10	**24**	**Agree**	**Agree**
		0,00%	4,17%	4,17%	50,00%	41,67%	100,00%		
	Total	**1**	**3**	**9**	**45**	**47**	**105**	**Agree**	**Agree**
		0,95%	2,86%	8,57%	42,86%	44,76%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results

Jezik (Q1)

Percent

English
Spanish
French
Greek
Slovenščina

■ Strongly disagree ■ Disagree ■ Nor agree nor disagree ■ Agree ■ Strongly agree
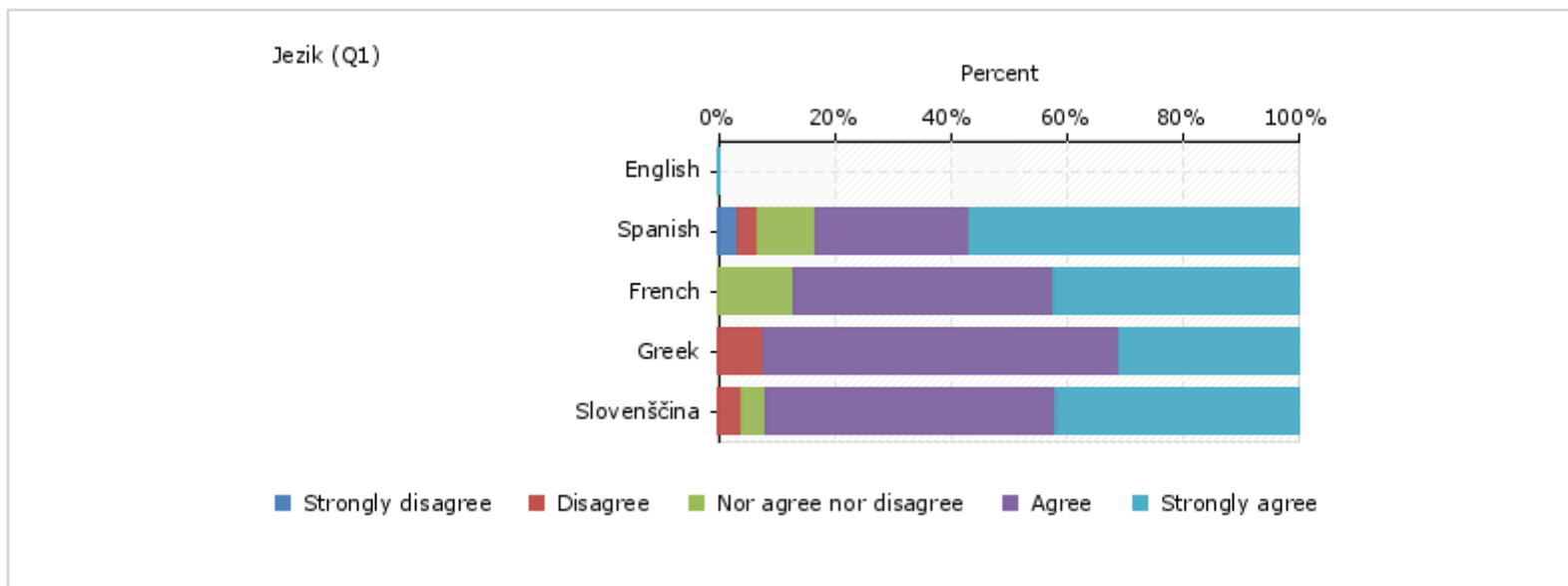
7.13 Q3j: I would like to create an Integration program for the different generations of workers

Comment: Overall, out of 111 respondents, 106 respondents were valid (N = 106). 2 respondents (1,89%) answered with Strongly disagree, 2 respondents (1,89%) answered with Disagree, 20 respondents (18,87%) answered with nor agree nor disagree, 42 respondents (39,62%) answered with Agree and 40 respondents (37,74%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to create an Integration program for the different generations of workers,* in Spain (f= 12, f% = 40,00%), in Greece and Cyprus (f= 7, f% = 28,21) most of respondents answered with Strongly agree. In France (f=18, f% = 46,15%), and in Slovenia (f= 12, f% = 50,00%) most of respondents answered with Agree.

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	**English (1)**	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	1	6	10	12	**30**	**Strongly agree**	**Strongly agree**
		3,33%	3,33%	20,00%	33,33%	40,00%	100,00%		
	French (3)	1	0	9	18	11	**39**	**Agree**	**Agree**
		2,56%	0,00%	23,08%	46,15%	28,21%	100,00%		
	Greek and Cypriot (4)	0	0	4	2	7	**13**	**Strongly agree**	**Strongly agree**
		0,00%	0,00%	30,77%	15,38%	53,85%	100,00%		
	Slovene (5)	0	1	1	12	10	**24**	**Agree**	**Agree**
		0,00%	4,17%	4,17%	50,00%	41,67%	100,00%		
	Total	**2**	**2**	**20**	**42**	**40**	**106**	**Agree**	**Agree**
		1,89%	1,89%	18,87%	39,62%	37,74%	100,00%		

Analysis of general graphs results
General graph results are presented under Q3a.

Analysis of country specific graphs results

Jezik (Q1)

Legend: Strongly disagree, Disagree, Nor agree nor disagree, Agree, Strongly agree
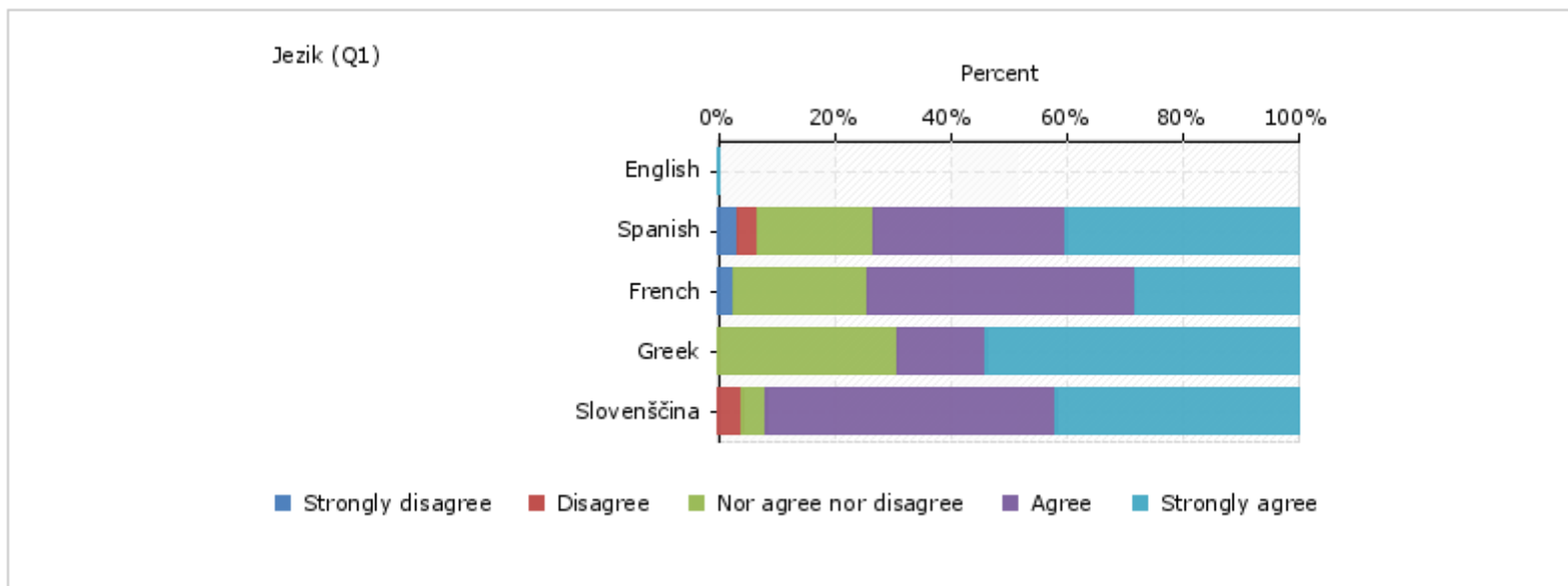
7.14 Q3k: I would like to learn how to monitor and control health and safety performance

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 3 respondents (2,86%) answered with Strongly disagree, 5 respondents (4,76%) answered with Disagree, 12 respondents (11,43%) answered with nor agree nor disagree, 45 respondents (42,86%) answered with Agree and 40 respondents (38,10%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to learn how to monitor and control health and safety performance*, in Spain (f= 13, f% = 44,83%), and in France (f=17, f% = 43,59%), most of respondents answered with Agree. In Greece and Cyprus (f= 7, f% = 53,85) most of respondents answered with Strongly agree, while in Slovenia (f= 11, f% = 45,83%) most of respondents answered with Strongly agree and Agree.

Results table

Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median

Language (Q1)	English (1)	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	2	3	13	9	**29**	**Agree**	**Agree**
		6,90%	6,90%	10,34%	44,83%	31,03%	100,00%		
	French (3)	1	1	7	17	13	**39**	**Agree**	**Agree**
		2,56%	2,56%	17,95%	43,59%	33,33%	100,00%		
	Greek and Cypriot (4)	0	1	1	4	7	**13**	**Strongly agree**	**Agree and Strongly agree**
		0,00%	7,69%	7,69%	30,77%	53,85%	100,00%		
	Slovene (5)	0	1	1	11	11	**24**	**Agree and Strongly agree**	**Agree**
		0,00%	4,17%	4,17%	45,83%	45,83%	100,00%		
	Total	**3**	**5**	**12**	**45**	**40**	**105**	**Agree**	**Agree**
		2,86%	4,76%	11,43%	42,86%	38,10%	100,00%		

Analysis of general graphs results

General graph results are presented under Q3a.

Analysis of country specific graphs results

Jezik (Q1)

Percent

Legend: Strongly disagree, Disagree, Nor agree nor disagree, Agree, Strongly agree
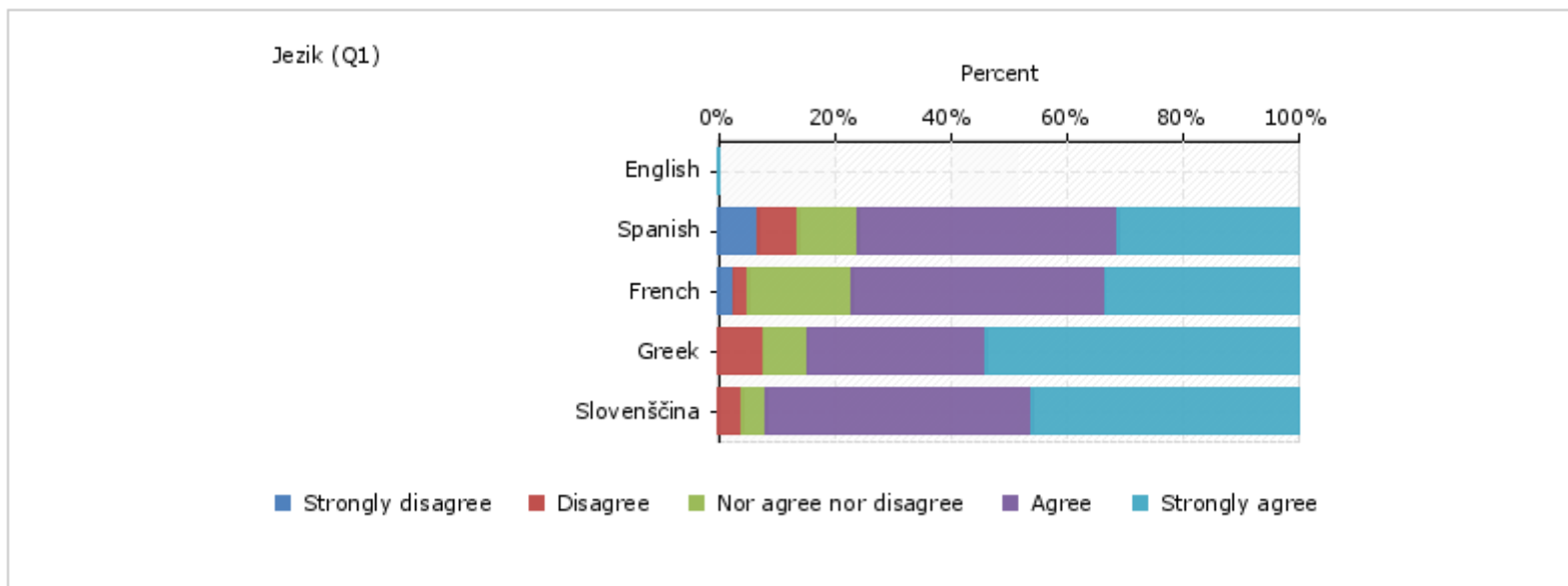
7.15 Q3l: I would like to ensure that employees are happy, motivated, satisfied and have positive attitudes towards work

Comment: Overall, out of 111 respondents, 106 respondents were valid (N = 106). 2 respondents (1,89%) answered with Strongly disagree, 3 respondents (2,83%) answered with Disagree, 7 respondents (6,60%) answered with nor agree nor disagree, 45 respondents (42,45%) answered with Agree and 49 respondents (46,23%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I would like to ensure that employees are happy, motivated, satisfied and have positive attitudes towards work,* in Spain (f= 17, f% = 56,67%). In France (f=18, f% = 46,15%), and in Slovenia (f= 12, f% = 50,00%) most of respondents answered with Agree. In Greece and Cyprus (f= 6, f% = 46,15) most of respondents answered with Strongly agree and Agree.

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	1	1	9	17	**30**	**Strongly agree**	**Strongly agree**
		6,67%	3,33%	3,33%	30,00%	56,67%	100,00%		
	French (3)	0	1	4	18	16	**39**	**Agree**	**Agree**
		0,00%	2,56%	10,26%	46,15%	41,03%	100,00%		
	Greek and Cypriot (4)	0	0	1	6	6	**13**	**Agree and Strongly agree**	**Strongly agree**
		0,00%	0,00%	7,69%	46,15%	46,15%	100,00%		
	Slovene (5)	0	1	1	12	10	**24**	**Agree**	**Agree**
		0,00%	4,17%	4,17%	50,00%	41,67%	100,00%		
	Total	**2**	**3**	**7**	**45**	**49**	**106**	**Strongly agree**	**Strongly agree**
		1,89%	2,83%	6,60%	42,45%	46,23%	100,00%		

Analysis of general graphs results
General graph results are presented under Q3a.

Analysis of country specific graphs results

Jezik (Q1)
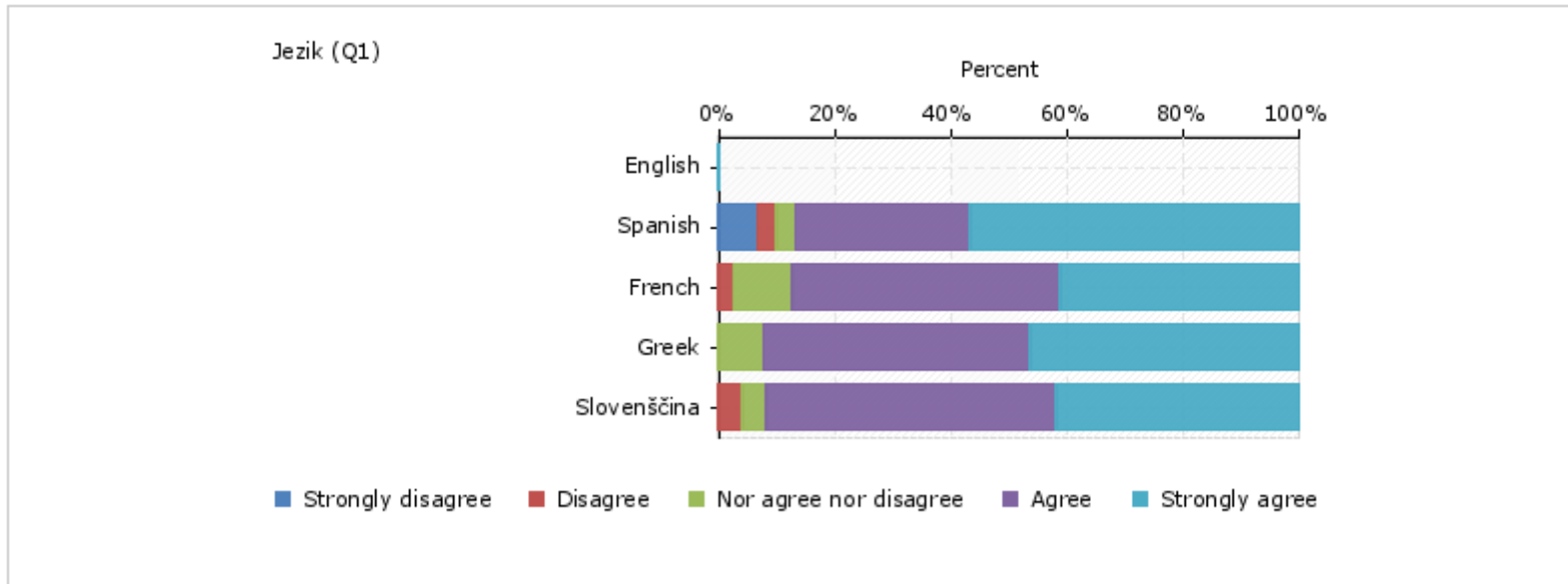
7.16 Q4: Describe some concerns or challenges that you have ahead

Comment: Depending the level of expertise and knowledge in the Human Resources sector, different SMEs answered in different ways, mostly about issues such as motivation, adaptability to the market, employee's development and talent management, among others.

Results table

Language (Q1)	English (1)	/
		/
	Spanish (2)	retention and attraction of talent in demanding and competitive environments in continuous change

		no worries
		Keep in mind that options neither agree nor disagree are because we already have it managed and it works
		Challenge: Adapt with agility to the changing labour market
		The motivation of the staff is a sum of different things. if there are few who do not perform their tasks or are not motivated, they infect others and a serious problem is generated
		Mix of personal and working relationships. Disappointment on the part of some workers. Lack of effective work methodology. Sometimes I stress so much that I cannot manage my team.
		One of the concerns is that employees are not motivated or engaged with the company.
		The engagement of workers with the company.
		generational change in family business
		generational change in family business
	French (3)	the new generation does not have the same levers of satisfaction at work and will have to learn to juggle the two generations
		recruitment and retention of staff
		recruitment difficulties => shortage of labour and image of the agribusiness to value local management => positioning and role of the proximity manager. give the keys to an optimal proximity management security, working conditions and well-being
		the digital approach to work (digital transformation of companies) for all employees (including the least qualified).
		recruitment
		evolution of tools, local management, social legislation
		age pyramid and recruitment of competent and motivated people
		security of personal data, cohesion and commitment for the company
		agility and transversally that do not always go with process, alignment and communication. you have to be very fast but without putting pressure
		boredom of employees after a few years, difficulties in maintaining motivation
		to help agribusinesses develop their attractiveness! essential recruitment difficulty: lack of candidates - project to come: "wellbeing at work"
	Greek and Cypriot (4)	finding new tools for employees' development
	Slovene (5)	In the year 2017 we faced a deficit of appropriate work force in the labour market, but not so much from the competencies' point of view but mostly because of preparedness of accepting our working conditions. The greatest problem is three-shift work, that cannot be changed due to the principles of machine work and the amount of work. Problems occur also among the relationships between the employees - there are some people that could be sorted into "eternal pessimist and nagger", that are always unhappy and seek problems and hang out with people, who think the same as them. We've had a seminar with topic "leading difficult coo workers" but we still need more practical demonstration.

		Renew of payment model, improving relationship among employees, bigger commitment, more honesty
		retention and attraction of talent in demanding and competitive environments in continuous change, employment of older people, aging of employees, modern technologies in the production process, quality work force, qualified workforce, rewarding, motivation

Analysis of general graphs results

No needed.

Analysis of country specific graphs results

No needed.

7.17 Q5a: I believe that I must reinforce the recognition and reward policies for my employees

Comment: Overall, out of 111 respondents, 102 respondents were valid (N = 102). 4 respondents (3,92%) answered with Strongly disagree, 4 respondents (3,92%) answered with Disagree, 17 respondents (16,67%) answered with nor agree nor disagree, 51 respondents (50,00%) answered with Agree and 26 respondents (25,49%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I believe that I must reinforce the recognition and reward policies for my employees,* in Spain (f= 19, f% = 63,33%), in France (f=17, f% = 48,57%), and in Greece and Cyprus (f= 6, f% = 53,85%) most of respondents answered with Agree. In Slovenia (f= 11, f% = 45,83%) most of respondents answered with Strongly agree.

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	3	4	19	3	**30**	Agree	Agree
		3,33%	10,00%	13,33%	63,33%	10,00%	100,00%		

French (3)	1	0	9	17	8	**35**	**Agree**	**Agree**
	2,86%	0,00%	25,71%	48,57%	22,86%	100,00%		
Greek and Cypriot (4)	1	0	1	7	4	**13**	**Agree**	**Agree**
	7,69%	0,00%	7,69%	53,85%	30,77%	100,00%		
Slovene (5)	1	1	3	8	11	**24**	**Strongly agree**	**Strongly agree**
	4,17%	4,17%	12,50%	33,33%	45,83%	100,00%		
Total	**4**	**4**	**17**	**51**	**26**	**102**	**Agree**	**Agree**
	3,92%	3,92%	16,67%	50,00%	25,49%	100,00%		

Analysis of general graphs results

Analysis of country specific graphs results

Jezik (Q1)
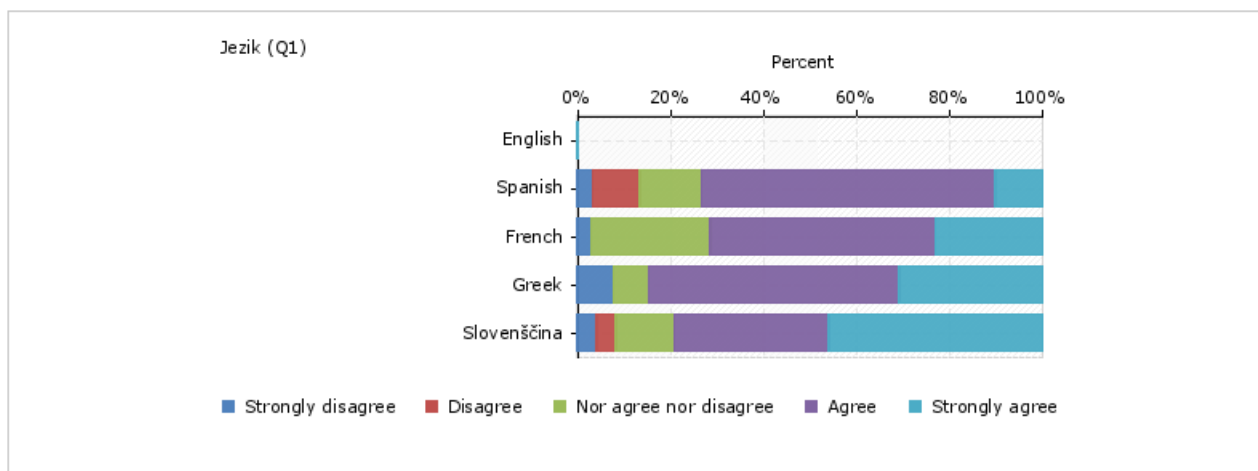
7.18 Q5b: I would like to create an organization culture based on teamwork

Comment: Overall, out of 111 respondents, 107 respondents were valid (N = 107). 5 respondents (4,67%) answered with Strongly disagree, 2 respondents (1,87%) answered with Disagree, 18 respondents (16,82%) answered with nor agree nor disagree, 55 respondents (51,40%) answered with Agree and 27 respondents (25,23%) answered with Strongly agree, as you can see from the results in the table below.
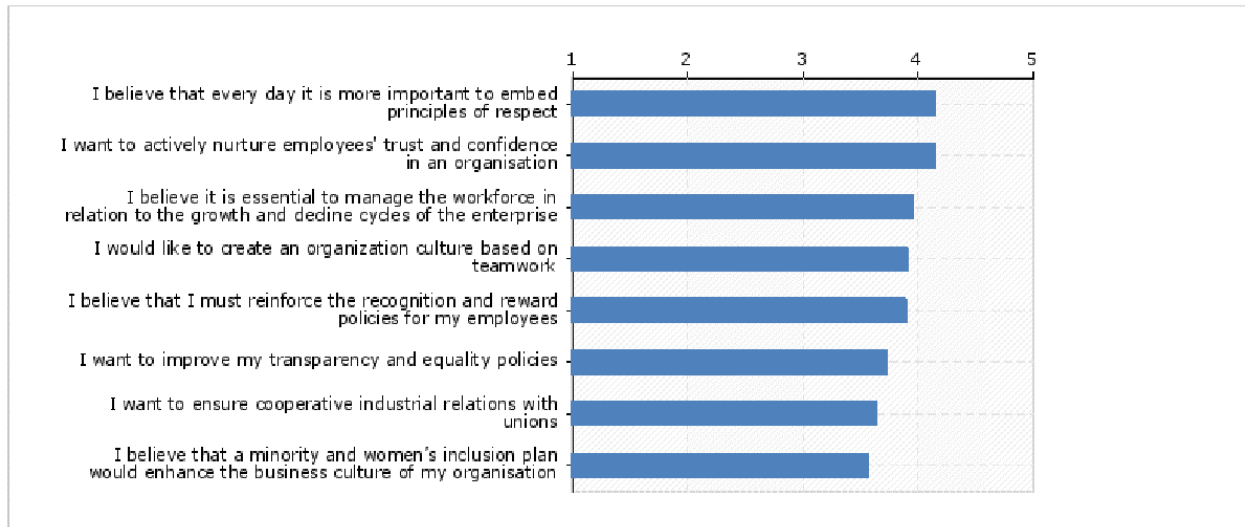
On a statement: *I would like to create an organization culture based on teamwork,* in Spain (f= 21, f% = 67,74%), in France (f=21, f% = 53,38%), and in Greece and Cyprus (f= 6, f% = 46,15%) most of respondents answered with Agree. In Slovenia (f= 11, f% = 45,83%) most of respondents answered with Strongly agree.

Results table

|		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	**English (1)**	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	1	2	21	5	**31**	Agree	Agree
		6,45%	3,23%	6,45%	67,74%	16,13%	100,00%		
	French (3)	1	0	10	21	7	**39**	Agree	Agree

		2,56%	0,00%	25,64%	53,85%	17,95%	100,00%		
Greek and Cypriot (4)	1	0	2	6	4	**13**	**Agree**	**Agree**
	7,69%	0,00%	15,38%	46,15%	30,77%	100,00%		
Slovene (5)	1	1	4	7	11	**24**	**Strongly agree**	**Strongly agree**
	4,17%	4,17%	16,67%	29,17%	45,83%	100,00%		
Total	**5**	**2**	**18**	**55**	**27**	**107**	**Agree**	**Agree**
	4,67%	1,87%	16,82%	51,40%	25,23%	100,00%		

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results
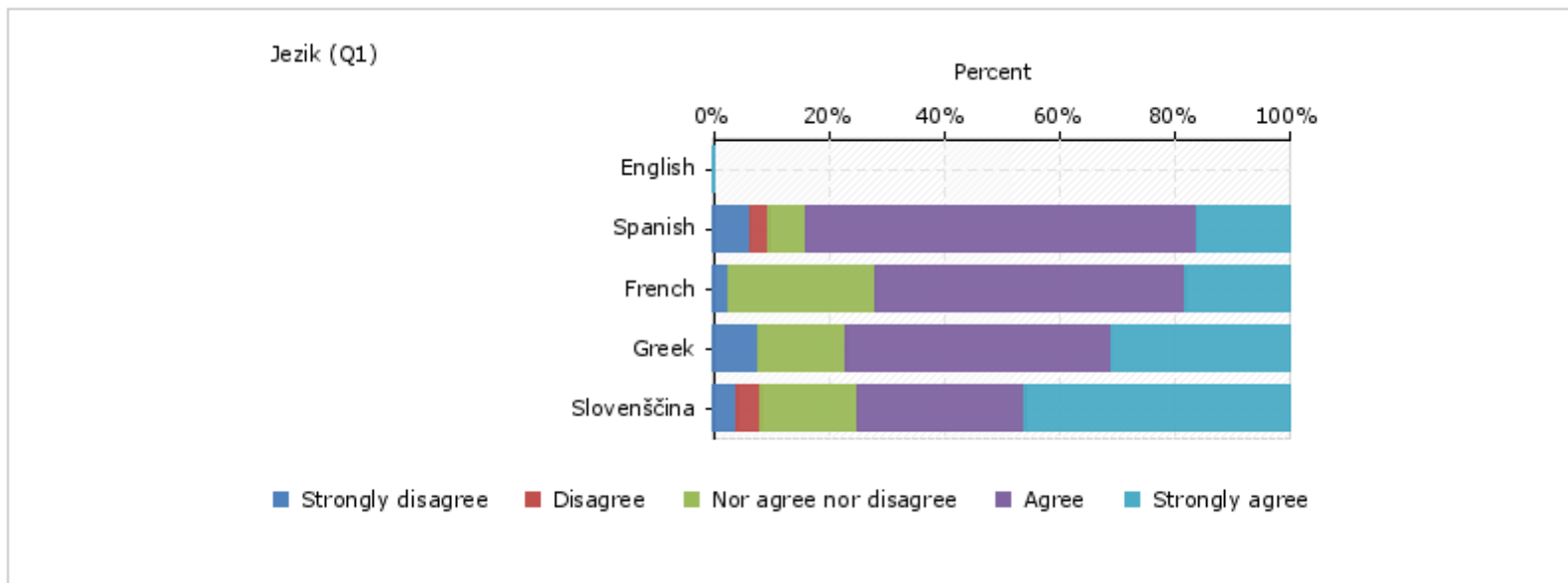
7.19 Q5c: I want to improve my transparency and equality policies

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 5 respondents (4,67%) answered with Strongly disagree, 5 respondents (4,67%) answered with Disagree, 26 respondents (24,76%) answered with nor agree nor disagree, 46 respondents (43,81%) answered with Agree and 23 respondents (21,90%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I want to improve my transparency and equality policies,* in Spain (f= 14, f% = 46,67%), in France (f=20, f% = 52,63%), and in Greece and Cyprus (f= 6, f% = 46,15%) most of respondents answered with Agree. In Slovenia (f= 13, f% = 54,17%) most of respondents answered with Strongly agree.

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	3	8	14	3	**30**	Agree	Agree
		6,67%	10,00%	26,67%	46,67%	10,00%	100,00%		
	French (3)	1	1	13	20	3	**38**	Agree	Agree
		2,63%	2,63%	34,21%	52,63%	7,89%	100,00%		
	Greek and Cypriot (4)	1	0	2	6	4	**13**	Agree	Agree
		7,69%	0,00%	15,38%	46,15%	30,77%	100,00%		
	Slovene (5)	1	1	3	6	13	**24**	Strongly agree	Strongly agree
		4,17%	4,17%	12,50%	25,00%	54,17%	100,00%		
	Total	**5**	**5**	**26**	**46**	**23**	**105**	Agree	Agree
		4,76%	4,76%	24,76%	43,81%	21,90%	100,00%		

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results

Jezik (Q1)

Legend: Strongly disagree | Disagree | Nor agree nor disagree | Agree | Strongly agree

Countries: English, Spanish, French, Greek, Slovenščina

7.20 Q5d: I believe it is essential to manage the workforce in relation to the growth and decline cycles of the enterprise

Comment: Overall, out of 111 respondents, 104 respondents were valid (N = 104). 5 respondents (4,81%) answered with Strongly disagree, 2 respondents (1,92%) answered with Disagree, 16 respondents (15,38%) answered with nor agree nor disagree, 51 respondents (49,04%) answered with Agree and 30 respondents (28,85%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I believe it is essential to manage the workforce in relation to the growth and decline cycles of the enterprise,* in Spain (f= 18, f% = 60,00%), in France (f=16, f% = 43,24%), in Greece and Cyprus (f= 6, f% = 46,15%) most of respondents answered with Agree. In Slovenia (f= 11, f% = 45,83%) most of respondents answered with Strongly agree and Agree.
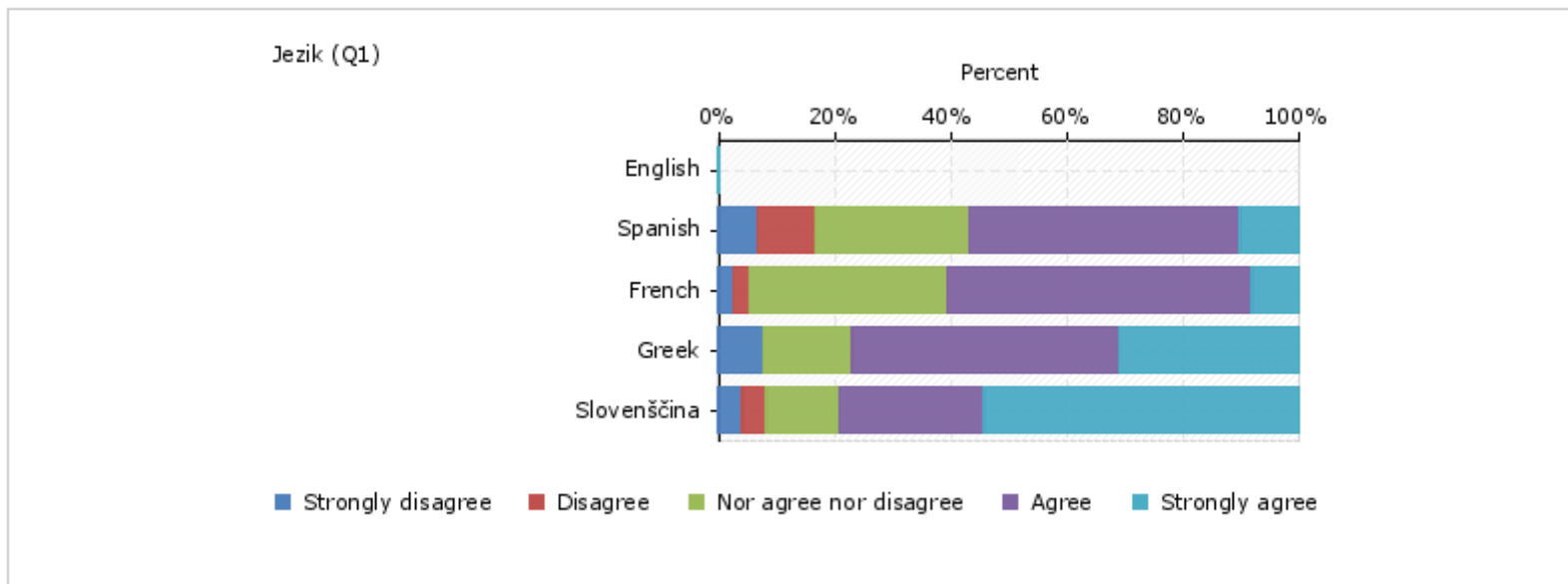
Results table

Language (Q1)		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	2	2	18	6	**30**	**Agree**	**Agree**
		6,67%	6,67%	6,67%	60,00%	20,00%	100,00%		
	French (3)	1	0	12	16	8	**37**	**Agree**	**Agree**
		2,70%	0,00%	32,43%	43,24%	21,62%	100,00%		
	Greek and Cypriot (4)	1	0	1	6	5	**13**	**Agree**	**Agree**
		7,69%	0,00%	7,69%	46,15%	38,46%	100,00%		
	Slovene (5)	1	0	1	11	11	**24**	**Agree**	**Agree**
		4,17%	0,00%	4,17%	45,83%	45,83%	100,00%		
Total		**5**	**2**	**16**	**51**	**30**	**104**	**Agree**	**Agree**
		4,81%	1,92%	15,38%	49,04%	28,85%	100,00%		

Analysis of general graphs results
General graph results are presented under Q5a.

Analysis of country specific graphs results
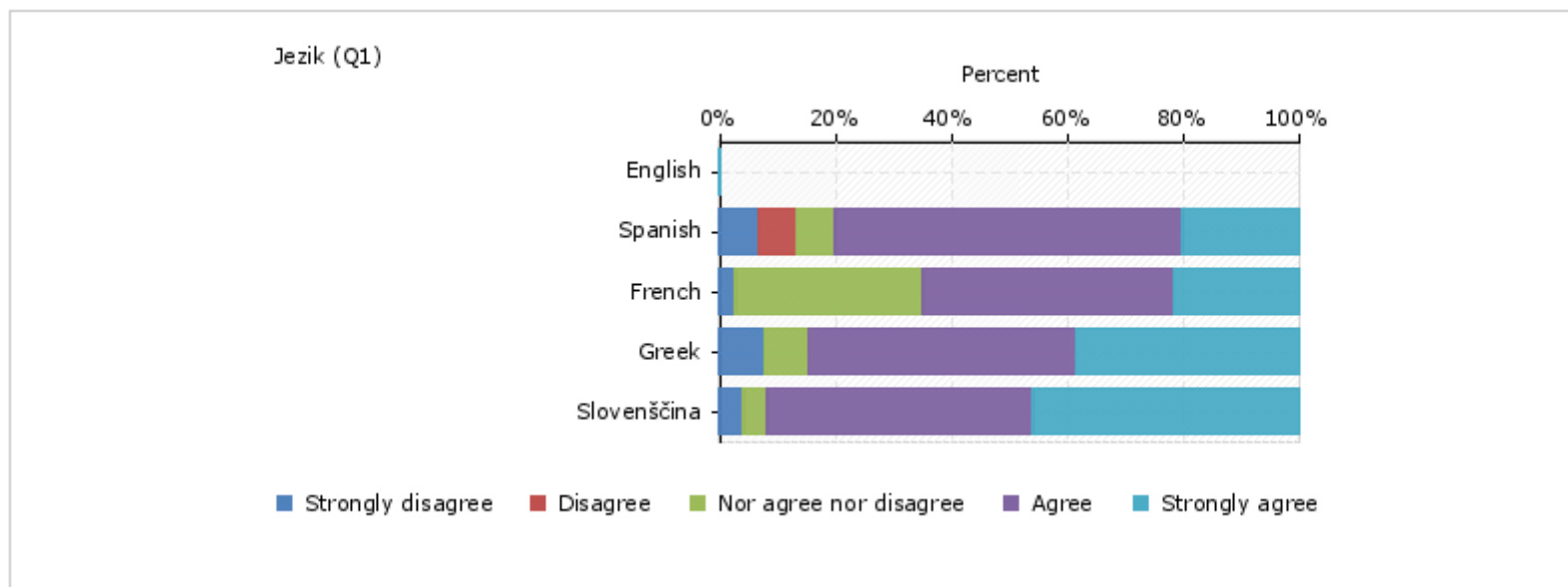
7.21 Q5e: I believe that a minority and women's inclusion plan would enhance the business culture of my organisation

Comment: Overall, out of 111 respondents, 101 respondents were valid (N = 101). 5 respondents (4,95%) answered with Strongly disagree, 7 respondents (6,93%) answered with Disagree, 33 respondents (32,67%) answered with nor agree nor disagree, 38 respondents (37,62%) answered with Agree and 18 respondents (17,82%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I believe that a minority and women's inclusion plan would enhance the business culture of my organisation,* in Spain (f= 15, f% = 51,72%), in France (f=15, f% = 40,54%), most of respondents answered with nor agree nor disagree. In Greece and Cyprus (f= 5, f% = 38,46%) and in Slovenia (f= 11, f% = 50,00%) most of respondents answered with Agree.

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	2	15	9	1	**29**	Nor agree nor disagree	Nor agree nor disagree
		6,90%	6,90%	51,72%	31,03%	3,45%	100,00%		
	French (3)	1	1	15	13	7	**37**	Nor agree nor disagree	Agree
		2,70%	2,70%	40,54%	35,14%	18,92%	100,00%		
	Greek and Cypriot (4)	1	0	3	5	4	**13**	Agree	Agree
		7,69%	0,00%	23,08%	38,46%	30,77%	100,00%		
	Slovene (5)	1	4	0	11	6	**22**	Agree	Agree
		4,55%	18,18%	0,00%	50,00%	27,27%	100,00%		
	Total	**5**	**7**	**33**	**38**	**18**	**101**	**Agree**	**Agree**
		4,95%	6,93%	32,67%	37,62%	17,82%	100,00%		

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results

Jezik (Q1)

Strongly disagree   Disagree   Nor agree nor disagree   Agree   Strongly agree
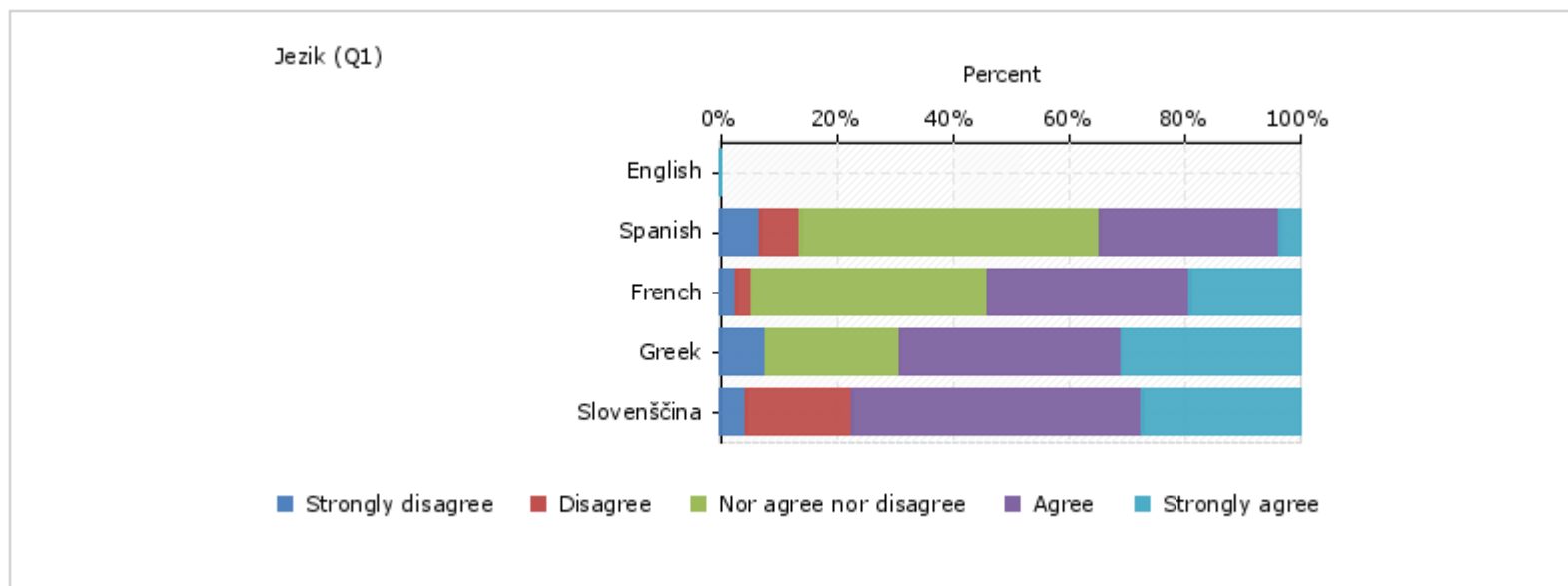
7.22 Q5f: I believe that every day it is more important to embed principles of respect

Comment: Overall, out of 111 respondents, 104 respondents were valid (N = 104). 5 respondents (4,81%) answered with Strongly disagree, 2 respondents (1,92%) answered with Disagree, 8 respondents (7,69%) answered with nor agree nor disagree, 47 respondents (45,19%) answered with Agree and 42 respondents (40,38%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I believe that every day it is more important to embed principles of respect,* in Spain (f= 14, f% = 46,67%), in Greece and Cyprus (f= 7, f% = 53,85%), most of respondents answered with Agree. In France (f=16, f% = 42,11%) and in Slovenia (f= 10, f% = 43,48%), most of respondents answered with Agree and Strongly agree.

Results table

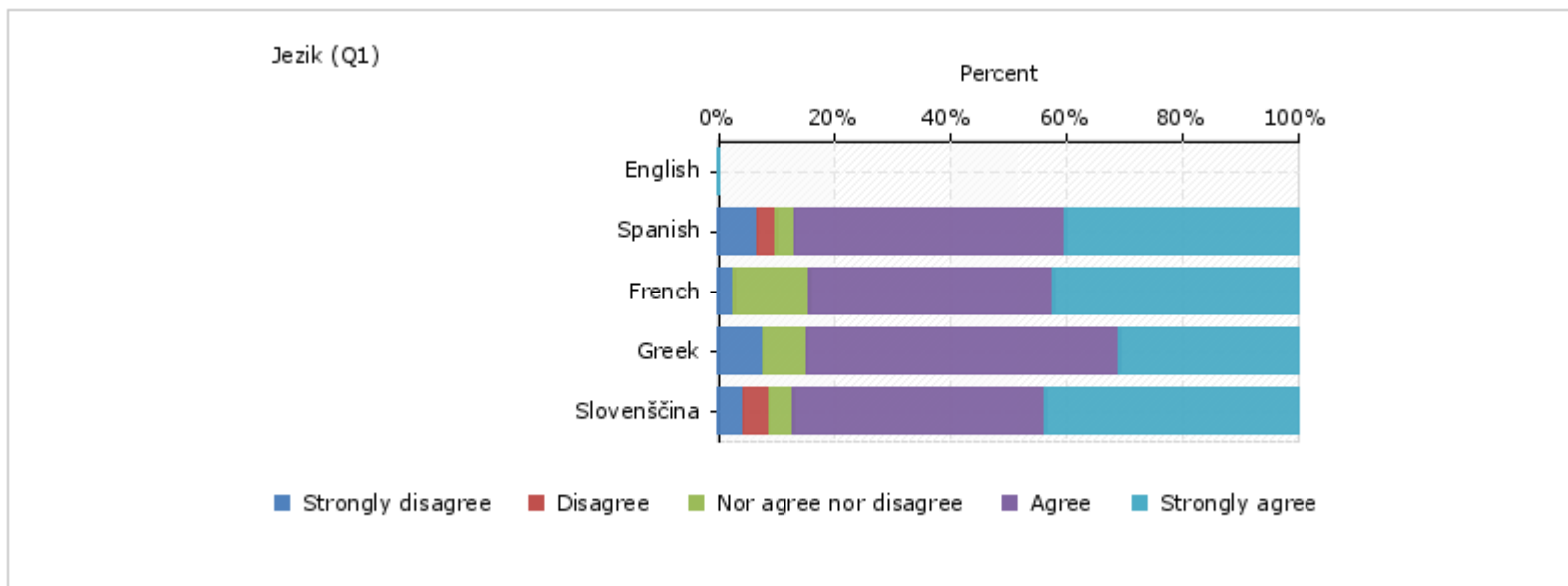| Language (Q1)		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
	English (1)	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	1	1	14	12	**30**	**Agree**	**Agree**
		6,67%	3,33%	3,33%	46,67%	40,00%	100,00%		
	French (3)	1	0	5	16	16	**38**	**Agree and Strongly agree**	**Agree**
		2,63%	0,00%	13,16%	42,11%	42,11%	100,00%		
	Greek and Cypriot (4)	1	0	1	7	4	**13**	**Agree**	**Agree**
		7,69%	0,00%	7,69%	53,85%	30,77%	100,00%		
	Slovene (5)	1	1	1	10	10	**23**	**Agree and Strongly agree**	**Agree**
		4,35%	4,35%	4,35%	43,48%	43,48%	100,00%		
	Total	**5**	**2**	**8**	**47**	**42**	**104**	**Agree**	**Agree**
		4,81%	1,92%	7,69%	45,19%	40,38%	100,00%		

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results

Jezik (Q1)

Percent

Legend: Strongly disagree, Disagree, Nor agree nor disagree, Agree, Strongly agree

7.23 Q5g: I want to ensure cooperative industrial relations with unions

Comment: Overall, out of 111 respondents, 97 respondents were valid (N = 97). 4 respondents (4,12%) answered with Strongly disagree, 4 respondents (4,12%) answered with Disagree, 35 respondents (36,08%) answered with nor agree nor disagree, 34 respondents (35,05%) answered with Agree and 20 respondents (20,62%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I want to ensure cooperative industrial relations with unions,* in Spain (f= 12, f% = 41,38%), and in Slovenia (f= 11, f% = 45,83%), most of respondents answered with Agree. In Greece and Cyprus (f= 5, f% = 41,67%) and in France (f=20, f% = 62,50%) most of respondents answered with nor agree nor disagree.

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	**English (1)**	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	1	2	8	12	6	**29**	**Agree**	**Agree**
		3,45%	6,90%	27,59%	41,38%	20,69%	100,00%		
	French (3)	1	0	20	8	3	**32**	**Nor agree nor disagree**	**Nor agree nor disagree**
		3,13%	0,00%	62,50%	25,00%	9,38%	100,00%		
	Greek and Cypriot (4)	1	1	5	3	2	**12**	**Nor agree nor disagree**	**Nor agree nor disagree**
		8,33%	8,33%	41,67%	25,00%	16,67%	100,00%		
	Slovene (5)	1	1	2	11	9	**24**	**Agree**	**Agree**
		4,17%	4,17%	8,33%	45,83%	37,50%	100,00%		
	Total	**4**	**4**	**35**	**34**	**20**	**97**	**Nor agree nor disagree**	**Agree**
		4,12%	4,12%	36,08%	35,05%	20,62%	100,00%		

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results

Jezik (Q1)

Percent

Strongly disagree ■ Disagree ■ Nor agree nor disagree ■ Agree ■ Strongly agree
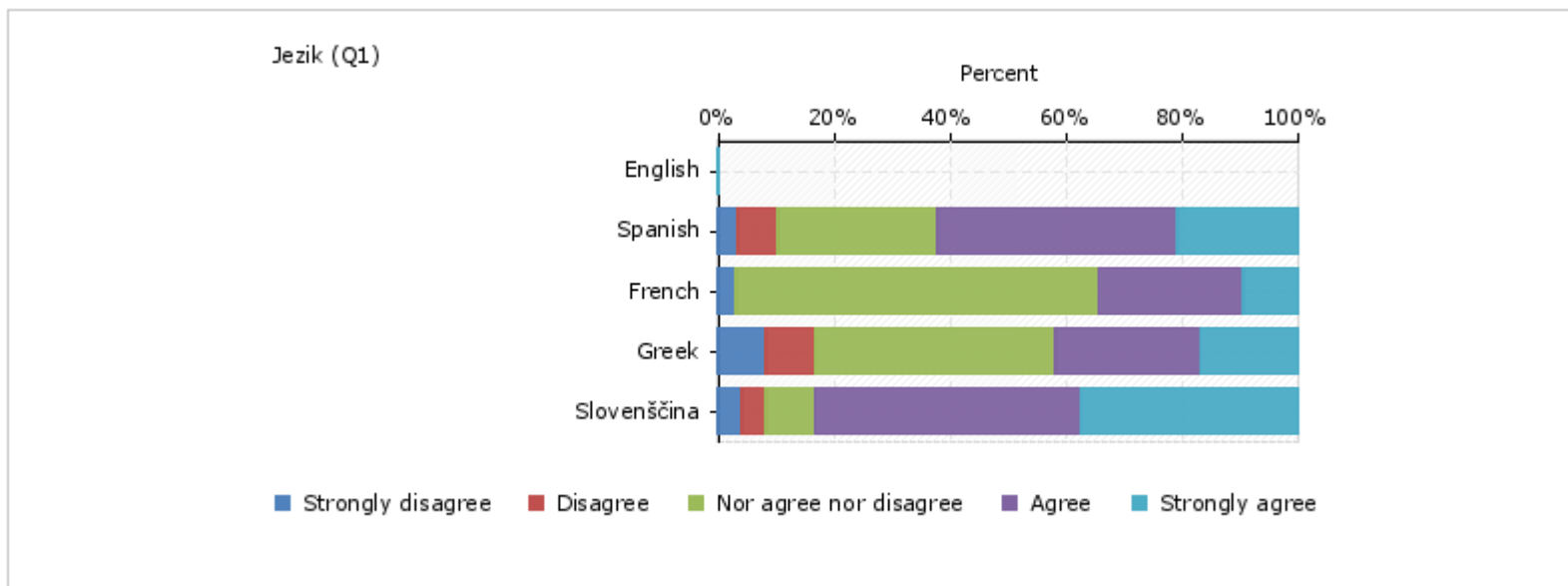
7.24 Q5h: I want to actively nurture employees' trust and confidence in an organisation

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 5 respondents (4,76%) answered with Strongly disagree, 1 respondent (0,95%) answered with Disagree, 6 respondents (5,71%) answered with nor agree nor disagree, 55 respondents (52,38%) answered with Agree and 38 respondents (36,19%) answered with Strongly agree, as you can see from the results in the table below.

On a statement: *I want to actively nurture employees' trust and confidence in an organisation,* in Spain (f= 13, f% = 43,33%), most of respondents answered with Agree and Strongly agree. In all other countries, in France (f=24, f% = 63,16%), in Greece and Cyprus (f= 6, f% = 46,15%), and in Slovenia (f= 12, f% = 50,00%), most of respondents answered with Agree.

Results table

		Strongly disagree (1)	Disagree (2)	Nor agree nor disagree (3)	Agree (4)	Strongly agree (5)	Total	Mode	Median
Language (Q1)	**English (1)**	0	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	2	1	1	13	13	**30**	**Agree and Strongly agree**	**Agree**
		6,67%	3,33%	3,33%	43,33%	43,33%	100,00%		
	French (3)	1	0	2	24	11	**38**	**Agree**	**Agree**
		2,63%	0,00%	5,26%	63,16%	28,95%	100,00%		
	Greek and Cypriot (4)	1	0	2	6	4	**13**	**Agree**	**Agree**
		7,69%	0,00%	15,38%	46,15%	30,77%	100,00%		
	Slovene (5)	1	0	1	12	10	**24**	**Agree**	**Agree**
		4,17%	0,00%	4,17%	50,00%	41,67%	100,00%		
	Total	**5**	**1**	**6**	**55**	**38**	**105**	**Agree**	**Agree**
		4,76%	0,95%	5,71%	52,38%	36,19%	100,00%		

Analysis of general graphs results

General graph results are presented under Q5a.

Analysis of country specific graphs results

Jezik (Q1)

Percent

| | Strongly disagree | Disagree | Nor agree nor disagree | Agree | Strongly agree |
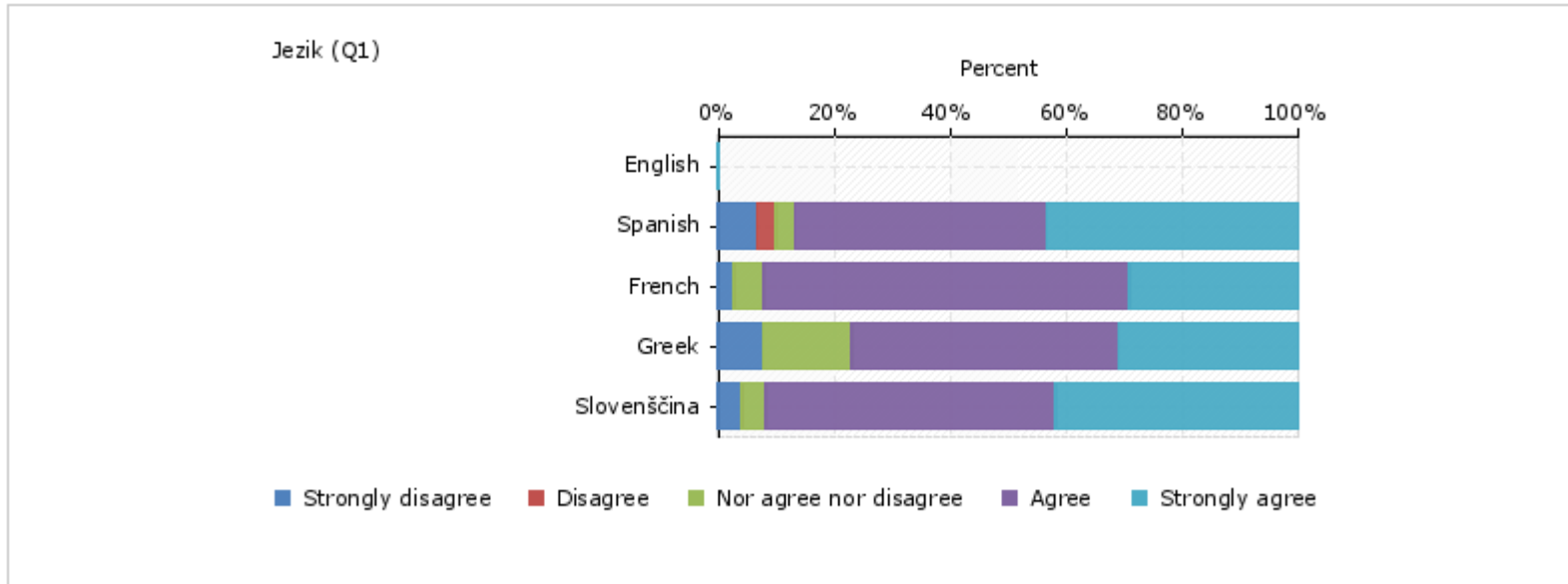
7.25 Q6a: I think I should improve my skills and competencies in HRM practices

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 95 respondents (90,48) answered with Yes, 10 respondents (9,52%) answered with No, as you can see from the results in the table below.

On a statement: *I think I should improve my skills and competencies in HRM practices,* in Spain (f= 28, f% = 93,33%), in France (f=37, f% = 94,87%), in Greece and Cyprus (f= 10, f% = 83,33%), and in Slovenia (f= 20, f% = 83,33%), most of respondents answered with Yes.
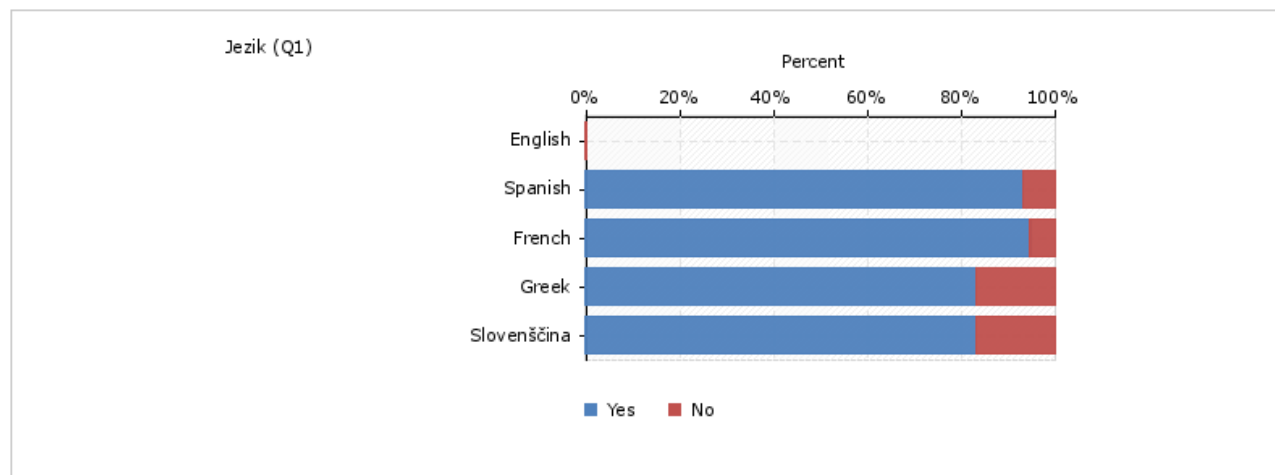
Results table

Yes (1)	No (2)	Total	Mode	Median

Language (Q1)	English (1)	0	0	**0**		
		0,00%	0,00%	100,00%	**Yes**	**Yes**
	Spanish (2)	28	2	**30**		
		93,33%	6,67%	100,00%	**Yes**	**Yes**
	French (3)	37	2	**39**		
		94,87%	5,13%	100,00%		
	Greek and Cypriot (4)	10	2	**12**	Yes	Yes
		83,33%	16,67%	100,00%		
	Slovene (5)	20	4	**24**	Yes	Yes
		83,33%	16,67%	100,00%		
	Total	**95**	**10**	**105**	Yes	Yes
		90,48%	9,52%	100,00%		

Analysis of general graphs results
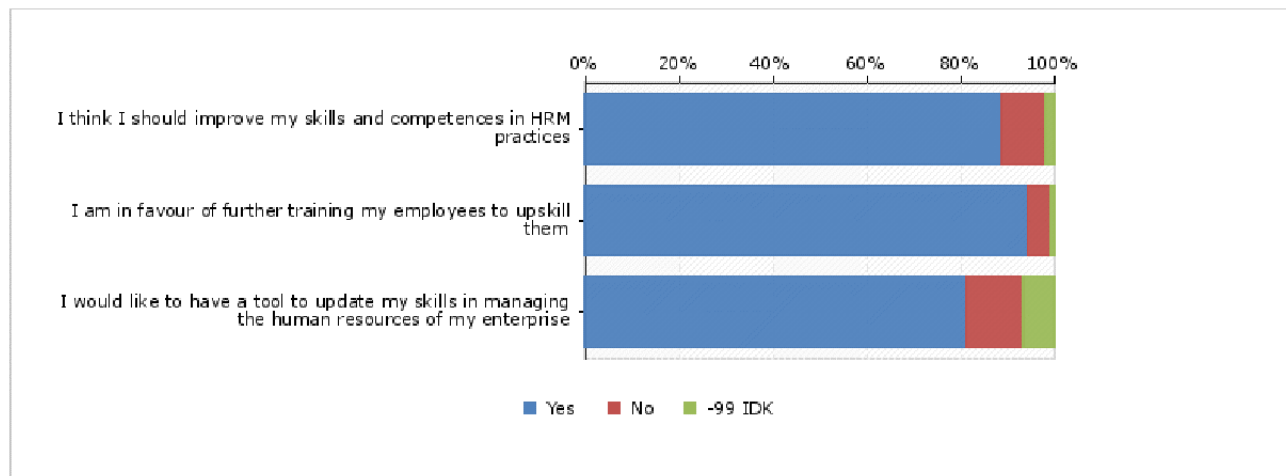
Analysis of country specific graphs results

7.26 Q6b: I am in favour of further training my employees to upskill them

Comment: Overall, out of 111 respondents, 106 respondents were valid (N = 106). 101 respondents (95,28) answered with Yes, 5 respondents (9,4,72%) answered with No, as you can see from the results in the table below.

On a statement: *I am in favour of further training my employees to upskill them,* in Spain (f= 30, f% = 100,00%), in France (f=39, f% = 100,00%), in Greece and Cyprus (f= 11, f% = 84,62%), and in Slovenia (f= 21, f% = 87,50%), most of respondents answered with Yes.

Results table

		Yes (1)	No (2)	Total	Mode	Median
Language (Q1)	English (1)	0	0	**0**		
		0,00%	0,00%	100,00%		
	Spanish (2)	30	0	**30**	Yes	Yes
		100,00%	0,00%	100,00%		
	French (3)	39	0	**39**	Yes	Yes
		100,00%	0,00%	100,00%		

Greek and Cypriot (4)	11	2	**13**	**Yes**	**Yes**
	84,62%	15,38%	100,00%		
Slovene (5)	21	3	**24**	**Yes**	**Yes**
	87,50%	12,50%	100,00%		
Total	**101**	**5**	**106**	**Yes**	**Yes**
	95,28%	4,72%	100,00%		

Analysis of general graphs results
General graph results are presented under Q6a.

Analysis of country specific graphs results
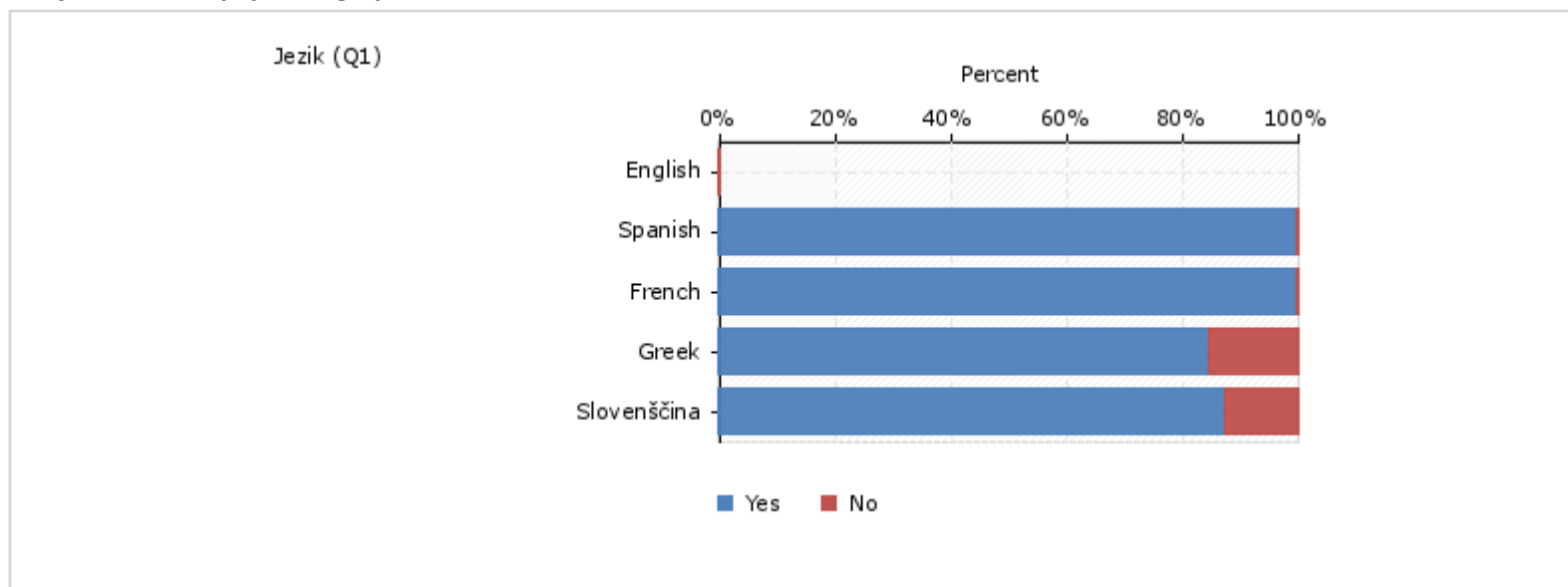
7.27 Q6c: I would like to have a tool to update my skills in managing the human resources of my enterprise

Comment: Overall, out of 111 respondents, 100 respondents were valid (N = 100). 87 respondents (87) answered with Yes, 13 respondents (13%) answered with No, as you can see from the results in the table below.

On a statement: *I would like to have a tool to update my skills in managing the human resources of my enterprise,* in Spain (f= 25, f% = 86,21%), in France (f=31, f% = 88,57%), in Greece and Cyprus (f= 10, f% = 83,33%), and in Slovenia (f= 21, f% = 87,50%), most of respondents answered with Yes.

Results table

		Yes (1)	No (2)	Total	Mode	Median
Language (Q1)	English (1)	0	0	**0**		
		0,00%	0,00%	100,00%		
	Spanish (2)	25	4	**29**	Yes	Yes
		86,21%	13,79%	100,00%		
	French (3)	31	4	**35**	Yes	Yes
		88,57%	11,43%	100,00%		
	Greek and Cypriot (4)	10	2	**12**	Yes	Yes
		83,33%	16,67%	100,00%		
	Slovene (5)	21	3	**24**	Yes	Yes
		87,50%	12,50%	100,00%		
	Total	**87**	**13**	**100**	Yes	Yes
		87,00%	13,00%	100,00%		

Analysis of general graphs results

General graph results are presented under Q6a.

Analysis of country specific graphs results

Jezik (Q1)

Percent
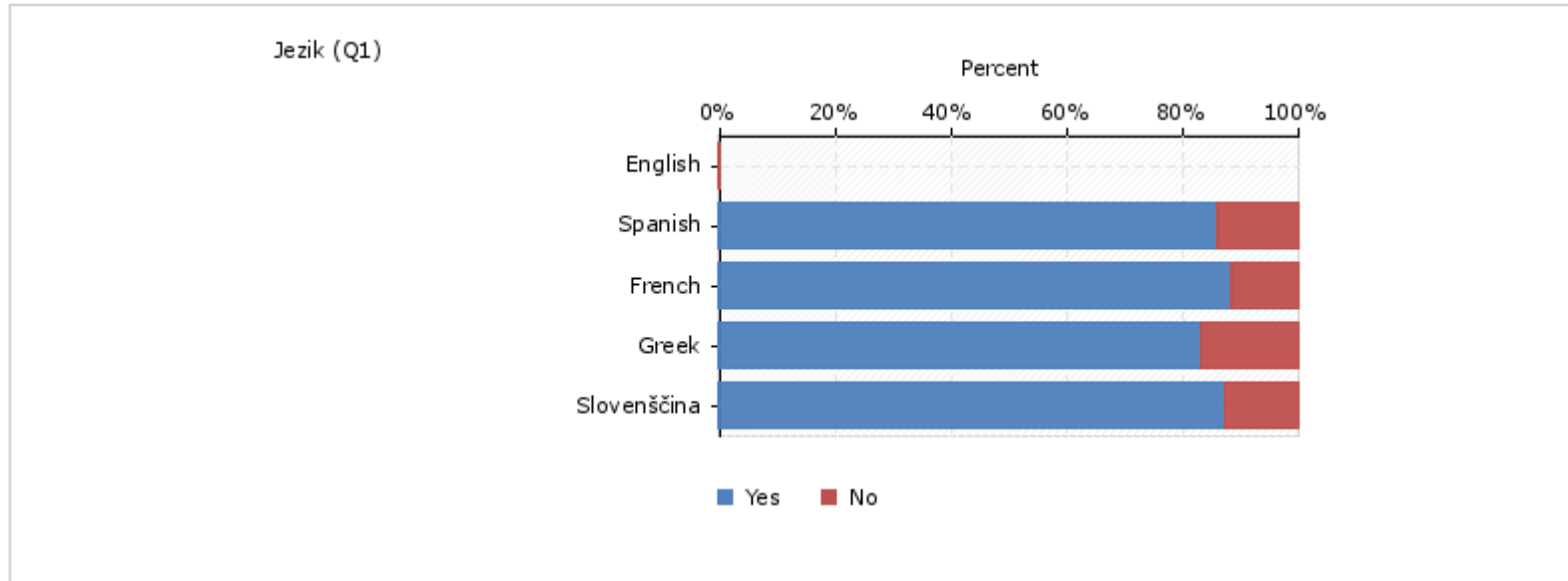
7.28 Q7a: How would you rate your acquaintance with workforce Planning

Comment: Overall, out of 111 respondents, 102 respondents were valid (N = 102). Average is 6,7, meanwhile standard deviation is 2,1.

On a question: *How would you rate your acquaintance with workforce Planning*, in Spain (f= 8, f% = 26,6%), most of respondents answered with 5. In France (f=8, f% = 21,62%), most of respondents answered with 7, in Greece and Cyprus (f= 3, f% = 25,00%), and in Slovenia (f= 55, f% = 21,75%), most of respondents answered with 9,10.

Results table

|	Sub question	Answers											Valid	Units	Average	Std. deviation
		1	2	3	4	5	6	7	8	9	10	Valid				
Q7a	Workforce Planning	3 (3%)	1 (1%)	2 (2%)	6 (6%)	17 (17%)	14 (14%)	20 (20%)	20 (20%)	8 (8%)	11 (11%)	102 (100%)	102	111	6.7	2.1

		1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)	Total	Mean	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0	0	0	0	0	**0**			
		0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	100,00%			
	Spanish (2)	0	0	0	1	8	5	7	7	2	0	**30**	**6,57**	**5**	**7**
		0,00%	0,00%	0,00%	3,33%	26,67%	16,67%	23,33%	23,33%	6,67%	0,00%	100,00%			
	French (3)	3	1	2	2	4	6	8	7	0	4	**37**	**6,14**	**7**	**7**
		8,11%	2,70%	5,41%	5,41%	10,81%	16,22%	21,62%	18,92%	0,00%	10,81%	100,00%			
	Greek and Cypriot (4)	0	0	0	2	3	1	1	2	1	2	**12**	**6,75**	**5**	**6**
		0,00%	0,00%	0,00%	16,67%	25,00%	8,33%	8,33%	16,67%	8,33%	16,67%	100,00%			
	Slovene (5)	0	0	0	1	2	2	4	4	5	5	**23**	**7,87**	**9,10**	**8**
		0,00%	0,00%	0,00%	4,35%	8,70%	8,70%	17,39%	17,39%	21,74%	21,74%	100,00%			
Total		**3**	**1**	**2**	**6**	**17**	**14**	**20**	**20**	**8**	**11**	**102**	**6,73**	7,8	**7**
		2,94%	0,98%	1,96%	5,88%	16,67%	13,73%	19,61%	19,61%	7,84%	10,78%	100,00%			

Analysis of general graphs results
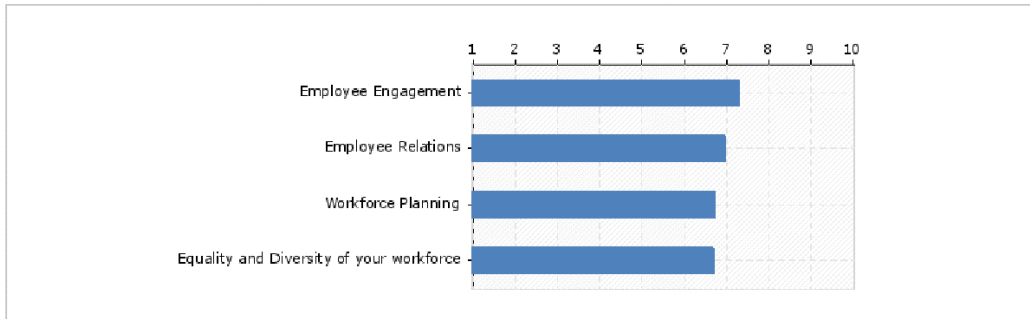
Analysis of country specific graphs results
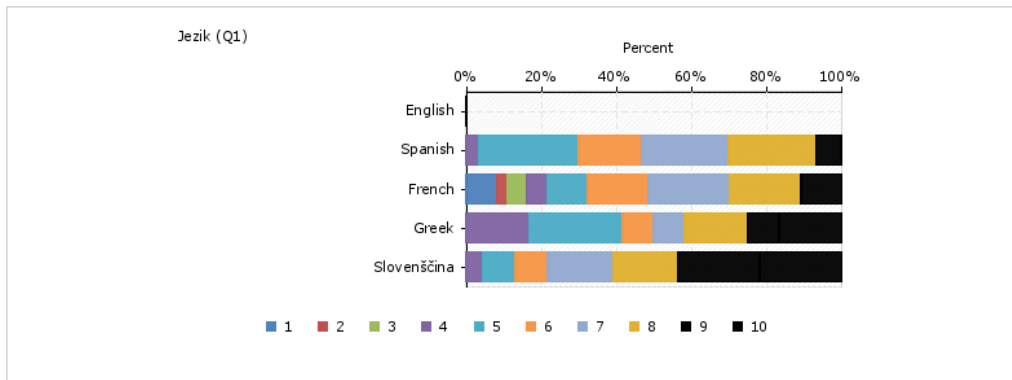
7.29 Q7b: How would you rate your acquaintance with equality and Diversity of your workforce

Comment: Overall, out of 111 respondents, 102 respondents were valid (N = 102). Average is 6,7, meanwhile standard deviation is 1,8.

On a question: *How would you rate your acquaintance with equality and Diversity of your workforce,* in Spain (f= 8, f% = 26,6%), most of respondents answered with 5. In France (f=9, f% = 24,32%), most of respondents answered with 7 and 9, in Greece and Cyprus (f= 4, f% = 33,33%), and in Slovenia (f= 6, f% = 26,09%), most of respondents answered with 7.

Results table

|	Sub question	Answers											Valid	Units	Average	Std. deviation
		1	2	3	4	5	6	7	8	9	10	Valid				

| Q7b | Equality and Diversity of your workforce | 0 (0%) | 2 (2%) | 2 (2%) | 6 (6%) | 19 (19%) | 16 (16%) | 24 (24%) | 15 (15%) | 13 (13%) | 5 (5%) | 102 (100%) | 102 | 111 | 6.7 | 1.8 |

		1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)	Total	Mean	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0	0	0	0	0	**0**			
		0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	100,00%			
	Spanish (2)	0	0	0	2	8	5	5	5	4	1	**30**	**6,63**	**5**	**6**
		0,00%	0,00%	0,00%	6,67%	26,67%	16,67%	16,67%	16,67%	13,33%	3,33%	100,00%			
	French (3)	0	0	0	3	7	6	9	9	2	1	**37**	**6,65**	**7,8**	**7**
		0,00%	0,00%	0,00%	8,11%	18,92%	16,22%	24,32%	24,32%	5,41%	2,70%	100,00%			
	Greek and Cypriot (4)	0	0	0	0	3	2	4	0	2	1	**12**	**6,92**	**7**	**7**
		0,00%	0,00%	0,00%	0,00%	25,00%	16,67%	33,33%	0,00%	16,67%	8,33%	100,00%			
	Slovene (5)	0	2	2	1	1	3	6	1	5	2	**23**	**6,61**	**7**	**7**
		0,00%	8,70%	8,70%	4,35%	4,35%	13,04%	26,09%	4,35%	21,74%	8,70%	100,00%			
	Total	**0**	**2**	**2**	**6**	**19**	**16**	**24**	**15**	**13**	**5**	**102**	**6,67**	**7**	**7**
		0,00%	1,96%	1,96%	5,88%	18,63%	15,69%	23,53%	14,71%	12,75%	4,90%	100,00%			

Analysis of general graphs results

General graph results are presented under Q7a.

Analysis of country specific graphs results

Jezik (Q1)
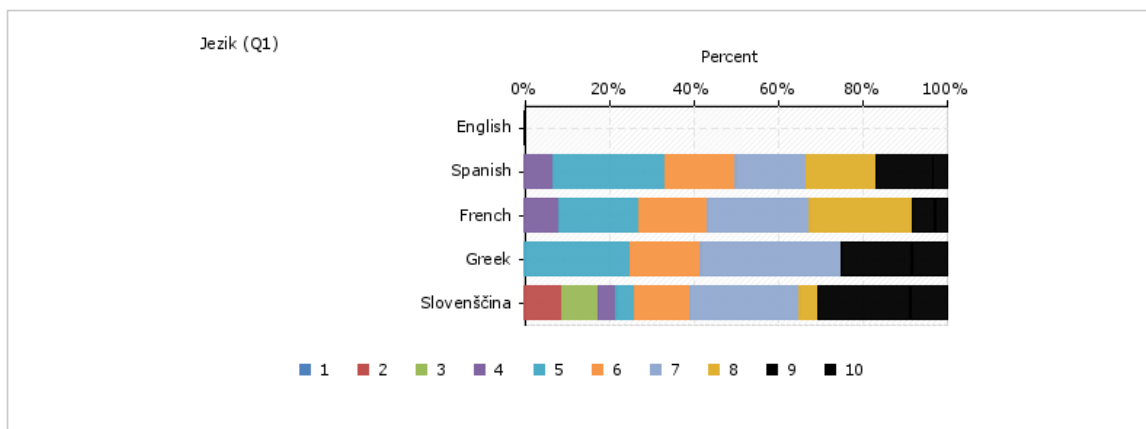
7.30 Q7c: How would you rate your acquaintance with employee relations

Comment: Overall, out of 111 respondents, 102 respondents were valid (N = 102). Average is 7,0, meanwhile standard deviation is 1,6.

On a question: *How would you rate your acquaintance with employee relations*, in Spain (f= 10, f% = 33,33%), and in Greece and Cyprus (f= 6, f% = 50,00%), most of respondents answered with 6. In France (f=13, f% = 35,14%), most of respondents answered with 7, and in Slovenia (f= 8, f% = 34,78%), most of respondents answered with 8.

Results table

	Sub question	Answers											Valid	Units	Average	Std. deviation
		1	2	3	4	5	6	7	8	9	10	Valid				
Q7c	Employee Relations	0 (0%)	0 (0%)	1 (1%)	3 (3%)	17 (17%)	21 (21%)	19 (19%)	24 (24%)	12 (12%)	5 (5%)	102 (100%)	102	111	7.0	1.6

1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)	Total	Mean	Mode	Median

Language (Q1)															
	English (1)	0	0	0	0	0	0	0	0	0	0	**0**			
		0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	100,00%			
	Spanish (2)	0	0	1	0	7	10	3	4	4	1	**30**	6,57	6	7
		0,00%	0,00%	3,33%	0,00%	23,33%	33,33%	10,00%	13,33%	13,33%	3,33%	100,00%			
	French (3)	0	0	0	3	5	4	13	10	1	1	**37**	6,78	7	7
		0,00%	0,00%	0,00%	8,11%	13,51%	10,81%	35,14%	27,03%	2,70%	2,70%	100,00%			
	Greek and Cypriot (4)	0	0	0	0	1	6	0	2	2	1	**12**	7,08	6	6
		0,00%	0,00%	0,00%	0,00%	8,33%	50,00%	0,00%	16,67%	16,67%	8,33%	100,00%			
	Slovene (5)	0	0	0	0	4	1	3	8	5	2	**23**	7,65	8	8
		0,00%	0,00%	0,00%	0,00%	17,39%	4,35%	13,04%	34,78%	21,74%	8,70%	100,00%			
	Total	**0**	**0**	**1**	**3**	**17**	**21**	**19**	**24**	**12**	**5**	**102**	**6,95**	8	8
		0,00%	0,00%	0,98%	2,94%	16,67%	20,59%	18,63%	23,53%	11,76%	4,90%	100,00%			7

Analysis of general graphs results

General graph results are presented under Q7a.

Analysis of country specific graphs results

Jezik (Q1)
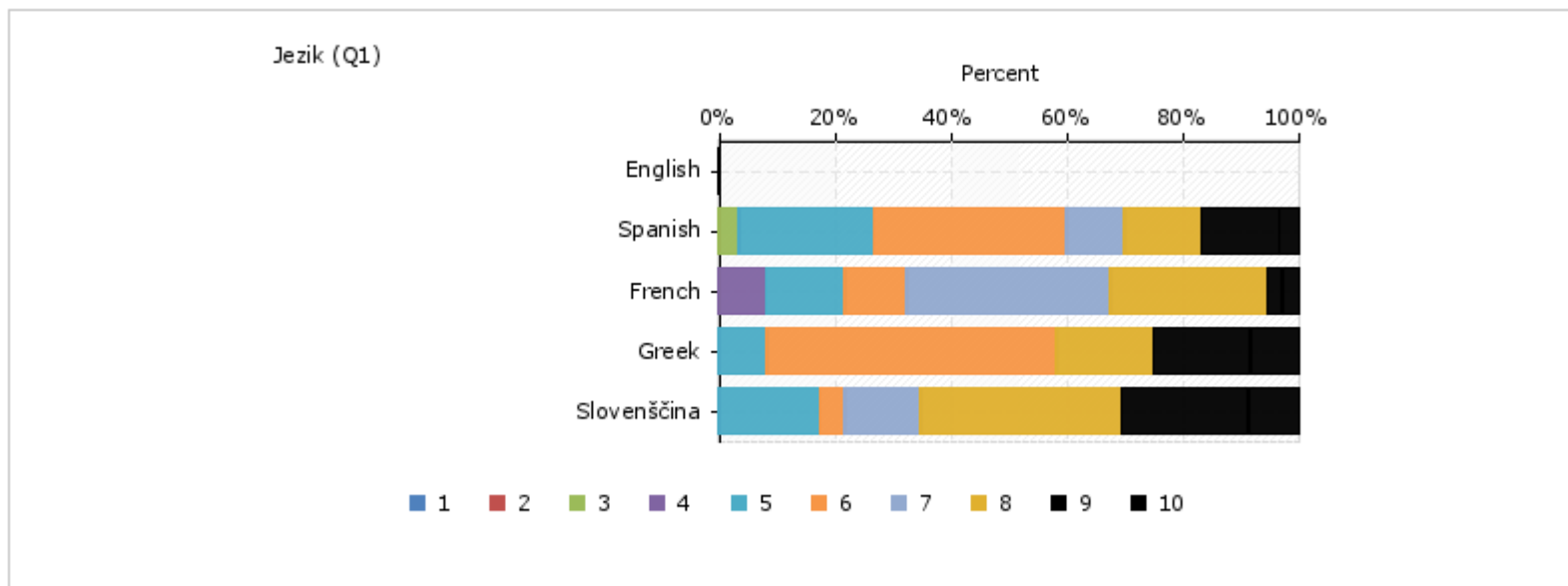
7.31 Q7d: How would you rate your acquaintance with employee Engagement

Comment: Overall, out of 111 respondents, 102 respondents were valid (N = 102). Average is 7,3, meanwhile standard deviation is 1,7.

On a question: *How would you rate your acquaintance with employee relations*, in Spain (f= 8, f% = 26,67%), and in Greece and Cyprus (f= 3, f% = 25,00%), most of respondents answered with 7 and 8. In France (f=11, f% = 29,73%), most of respondents answered with 7, and in Slovenia (f= 7, f% = 30,43%), most of respondents answered with 9.

Results table

	Sub question	Answers											Valid	Units	Average	Std. deviation
		1	2	3	4	5	6	7	8	9	10	Valid				
Q7d	Employee Engagement	0 (0%)	0 (0%)	1 (1%)	3 (3%)	12 (12%)	17 (17%)	25 (25%)	19 (19%)	12 (12%)	13 (13%)	102 (100%)	102	111	7.3	1.7

		1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)	Total	Mean	Mode	Median
Language (Q1)	English (1)	0	0	0	0	0	0	0	0	0	0	**0**			
		0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	100,00%			
	Spanish (2)	0	0	0	0	3	4	8	8	3	4	**30**	**7,53**	**7,8**	**7**
		0,00%	0,00%	0,00%	0,00%	10,00%	13,33%	26,67%	26,67%	10,00%	13,33%	100,00%			
	French (3)	0	0	0	2	5	10	11	7	1	1	**37**	**6,62**	**7**	**7**
		0,00%	0,00%	0,00%	5,41%	13,51%	27,03%	29,73%	18,92%	2,70%	2,70%	100,00%			
	Greek and Cypriot (4)	0	0	0	0	1	2	3	3	1	2	**12**	**7,85**	**7,8**	**7**
		0,00%	0,00%	0,00%	0,00%	8,33%	16,67%	25,00%	25,00%	8,33%	16,67%	100,00%			
	Slovene (5)	0	0	1	1	3	1	3	1	7	6	**23**	**7,83**	**9**	**9**
		0,00%	0,00%	4,35%	4,35%	13,04%	4,35%	13,04%	4,35%	30,43%	26,09%	100,00%			
Total		**0**	**0**	**1**	**3**	**12**	**17**	**25**	**19**	**12**	**13**	**102**	**7,27**	**7**	**7**
		0,00%	0,00%	0,98%	2,94%	11,76%	16,67%	24,51%	18,63%	11,76%	12,75%	100,00%			

Analysis of general graphs results

General graph results are presented under Q7a.

Analysis of country specific graphs results

Jezik (Q1)

Legend: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
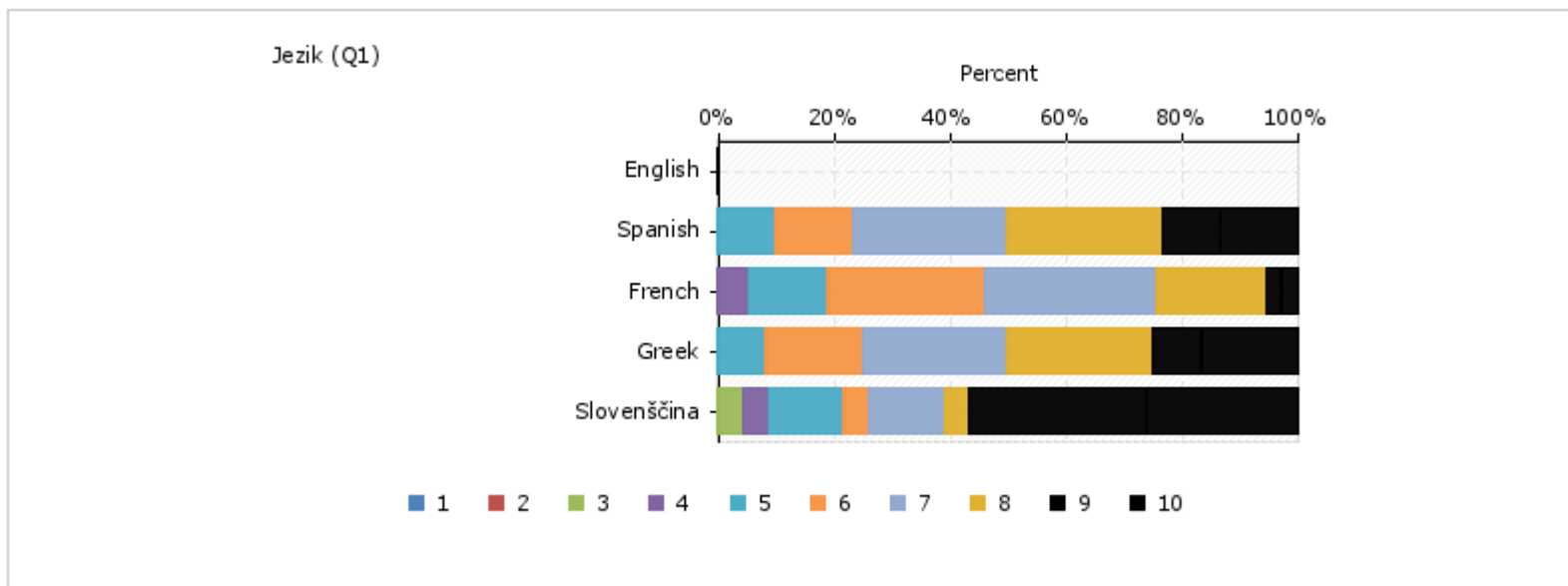
## 7.32 Q8: The reasonable length of the course would be…

Comment: Overall, out of 111 respondents, 105 respondents were valid (N = 105). 60 respondents (57,14%) answered with 8 - 16 hours

(1-2 working days), 28 respondents (60,00%) answered with 16 - 24 hours (2-3 working days) and 17 respondents (24%) answered with 24 - 32 hours

(3-4 working days), as you can see from the results in the table below.

On a statement: *The reasonable length of the course would be…,* in Spain (f= 20, f% = 76,92%), in France (f=33, f% = 80,49%), most of respondents answered with 8 - 16 hours (1-2 working days). In Greece and Cyprus (f= 6, f% = 46,15), most of respondents answered with 24 - 32 hours (3-4 working days) and in Slovenia (f= 21, f% = 87,50%), most of respondents answered with 16 - 24 hours (2-3 working days).

Results table

		8 - 16 hours (1-2 working days) (41)	16 - 24 hours (2-3 working days) (42)	24 - 32 hours (3-4 working days) (43)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	**0**		
		0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	20	6	0	**26**	**8 - 16 hours (1-2 working days)**	**8 - 16 hours (1-2 working days)**
		76,92%	23,08%	0,00%	100,00%		
	French (3)	33	3	5	**41**	**8 - 16 hours (1-2 working days)**	**8 - 16 hours (1-2 working days)**
		80,49%	7,32%	12,20%	100,00%		
	Greek and Cypriot (4)	3	4	6	**13**	**24 - 32 hours (3-4 working days)**	**24 - 32 hours (3-4 working days)**
		23,08%	30,77%	46,15%	100,00%		
	Slovene (5)	4	15	6	**25**	**16 - 24 hours (2-3 working days)**	**16 - 24 hours (2-3 working days)**
		16,00%	60,00%	24,00%	100,00%		
	Total	**60**	**28**	**17**	**105**	**8 - 16 hours (1-2 working days)**	**8 - 16 hours (1-2 working days)**
		57,14%	26,67%	16,19%	100,00%		

Analysis of general graphs results

Analysis of country specific graphs results

Jezik (Q1)
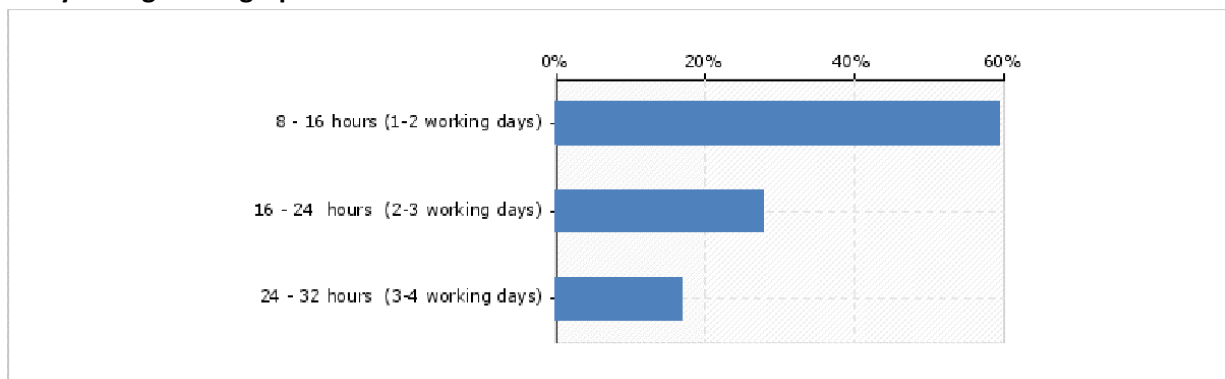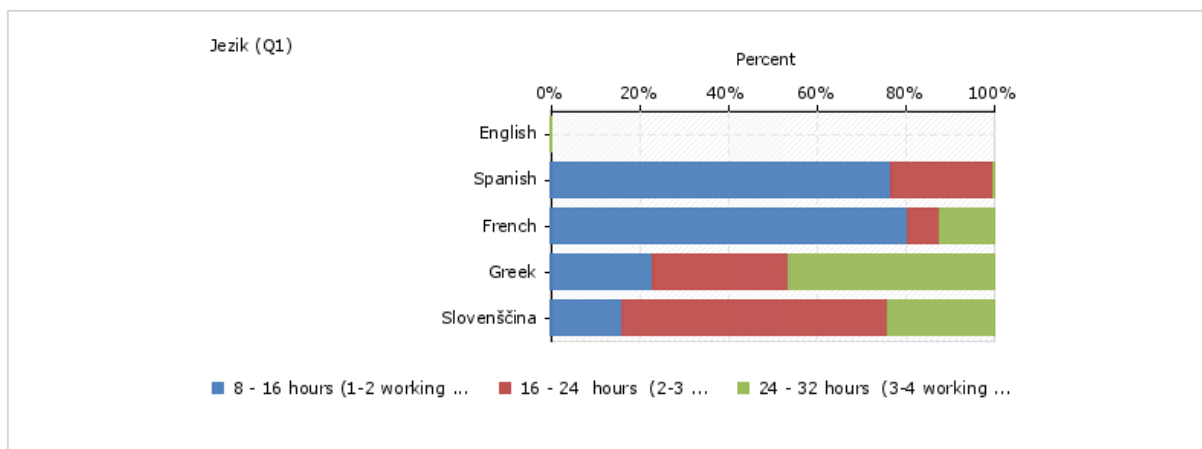
7.33 Q9: Would you rather take an HRM course?

Comment: Overall, out of 116 respondents were valid (N = 116). 42 respondents (36,21%) answered with on-line, 27 respondents (23,28%) answered with face-to-face and 47 respondents (40,52%) answered with a combination of the two (blended learning course), as you can see from the results in the table below.

On a question: *Would you rather take an HRM course,* in Spain (f= 14, f% = 45,16%) and in France (f= 18, f% = 42,86%) most of respondents answered with a combination of the two (blended learning course). In Greece and Cyprus (f = 6, f% = 35,29%) most of respondents answered with face-to-face and a combination of the two (blended learning course). And in Slovenia (f = 9, f% = 34,62%), %) most of respondents answered with on-line and a combination of the two (blended learning course).

Results table

		on-line (44)	face-to-face (45)	a combination of the two (blended learning course) (46)	Total	Mode	Median
Language (Q1)	English (1)	0	0	0	**0**		
		0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	12	5	14	**31**	**a combination of the two (blended learning course)**	**face-to-face**

	38,71%	16,13%	45,16%	100,00%		
French (3)	16	8	18	**42**	**a combination of the two (blended learning course)**	**face-to-face**
	38,10%	19,05%	42,86%	100,00%		
Greek and Cypriot (4)	5	6	6	**17**	**face-to-face and a combination of the two (blended learning course)**	**face-to-face and a combination of the two (blended learning course)**
	29,41%	35,29%	35,29%	100,00%		
Slovene (5)	9	8	9	**26**	**on-line and a combination of the two (blended learning course)**	**face-to-face**
	34,62%	30,77%	34,62%	100,00%		
Total	**42**	**27**	**47**	**116**	**on-line**	**face-to-face**
	36,21%	23,28%	40,52%	100,00%		

Analysis of general graphs results

Analysis of country specific graphs results

Jezik (Q1)

Percent

on-line   face-to-face   a combination of the two ...
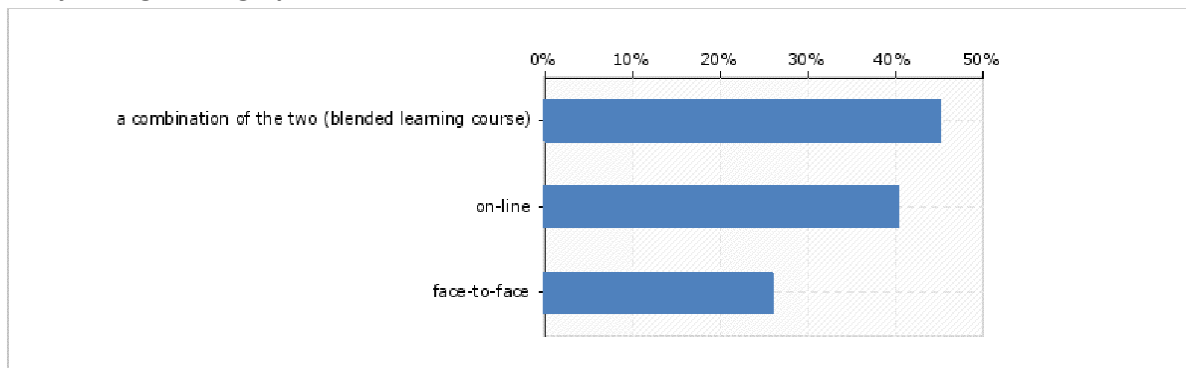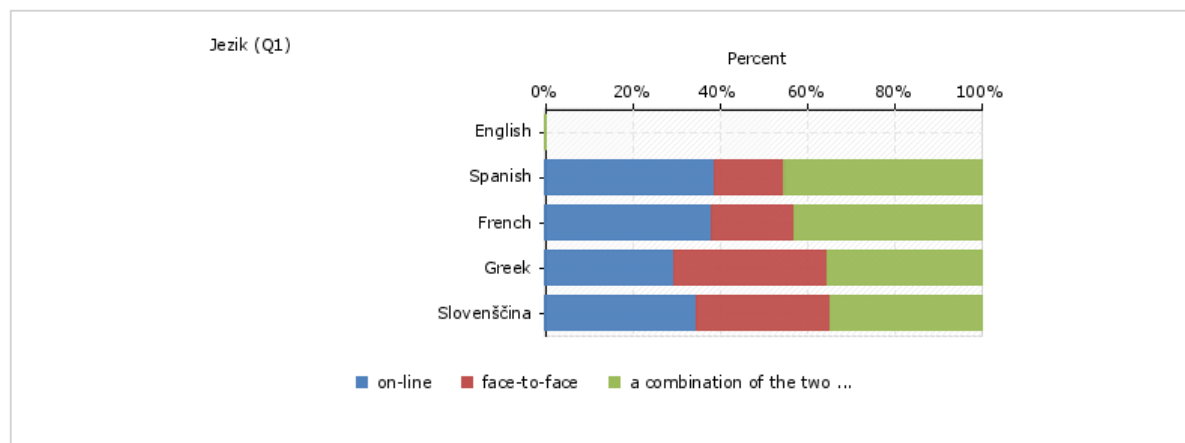
7.34 Q10: Size of your organization.

Comment: Overall, out of 111 respondents, 104 respondents were valid (N = 104). 27 respondents (25,96%) answered with Micro (up to 9 employees), 36 respondents (34,62%) answered with Small (from 10 to 49 employees) and 20 respondents (19,23%) answered with Medium (of 50-249 employees), as you can see from the results in the table below.

On a question: *Size of your organization,* in Spain (f= 14, f% = 50,00%) most of respondents answered with Micro (up to 9 employees). In France (f= 12, f% = 17,86%) most of respondents answered with Large (over 250). In Greece and Cyprus (f = 5, f% = 38,46%) most of respondents answered with Small (from 10 to 49 employees). And in Slovenia (f = 13, f% = 54,17%) most of respondents answered Small (from 10 to 49 employees).

Results table

		Micro (up to 9 employees) (1)	Small (from 10 to 49 employees) (2)	Medium (of 50-249 employees) (3)	Large (over 250) (4)	Total	Mode	Median
Language (Q1)	**English (1)**	0	0	0	0	**0**		
		0,00%	0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	14	7	2	5	**28**	Micro (up to 9 employees)	Micro (up to 9 employees)
		50,00%	25,00%	7,14%	17,86%	100,00%		
	French (3)	5	11	11	12	**39**	Large (over 250)	Medium (of 50-249 employees

	12,82%	28,21%	28,21%	30,77%	100,00%		
Greek and Cypriot (4)	2	5	2	4	**13**	**Small (from 10 to 49 employees)**	**Small (from 10 to 49 employees)**
	15,38%	38,46%	15,38%	30,77%	100,00%		
Slovene (5)	6	13	5	0	**24**	**Small (from 10 to 49 employees)**	**Medium (of 50-249 employees**
	25,00%	54,17%	20,83%	0,00%	100,00%		
Total	**27**	**36**	**20**	**21**	**104**	**Small (from 10 to 49 employees)**	**Small (from 10 to 49 employees)**
	25,96%	34,62%	19,23%	20,19%	100,00%		

Analysis of general graphs results

Analysis of country specific graphs results

Jezik (Q1)
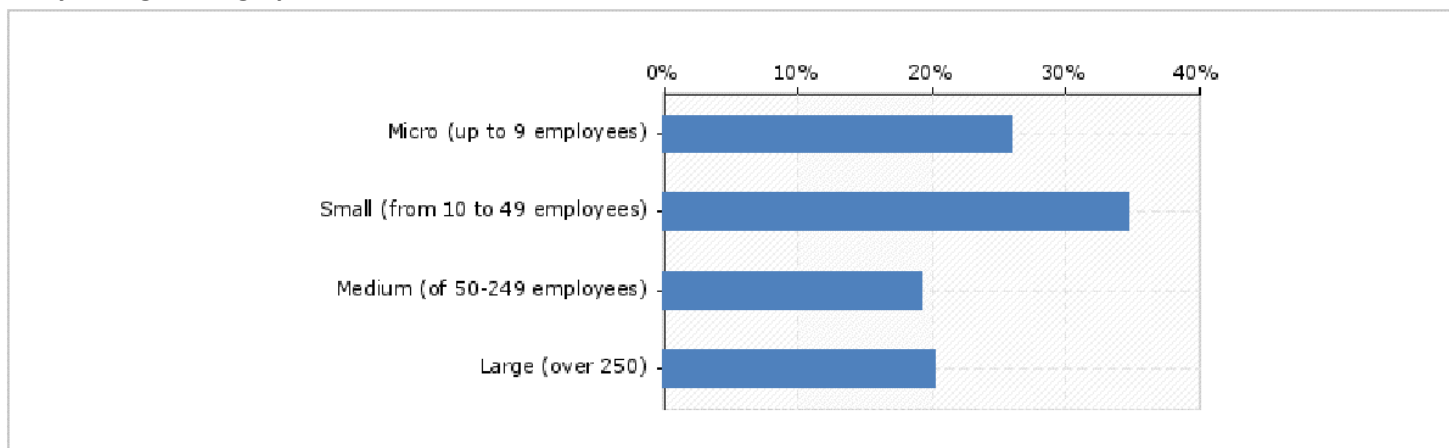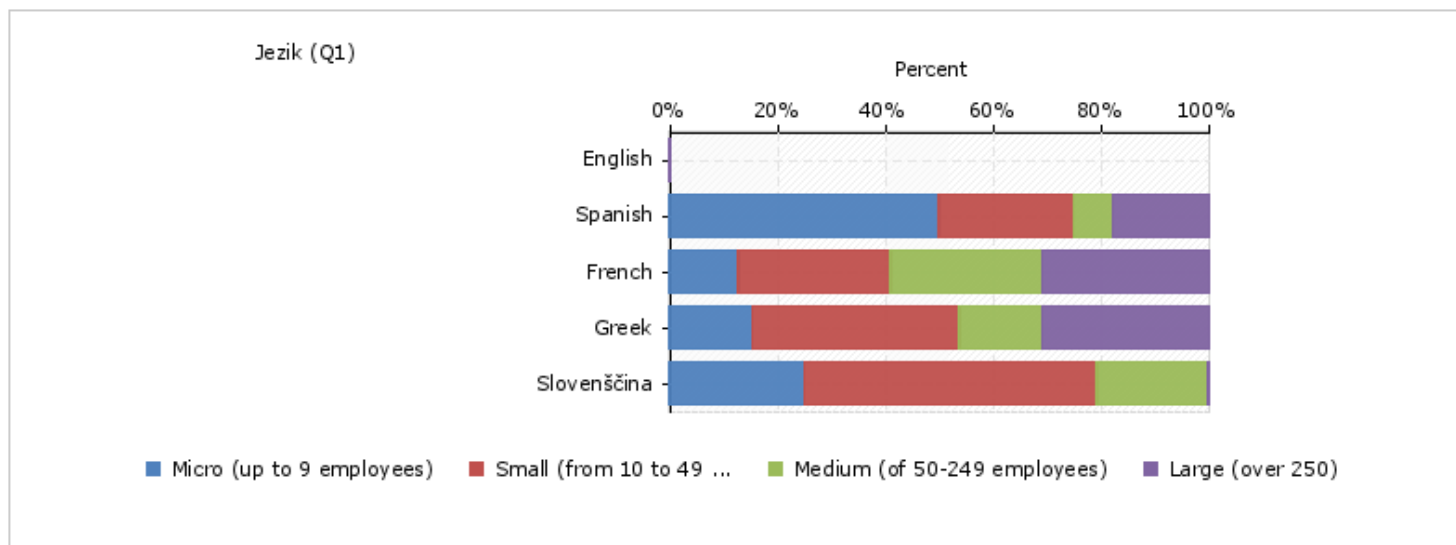
7.35 Q11: Years on market.

Comment: Overall, out of 111 respondents, 102 respondents were valid (N = 102). 5 respondents (4,90%) answered with 0-5 years, 19 respondents (18,63%) answered with and 5 – 10 years, 78 respondents (76,47%) answered with More than 10 years, as you can see from the results in the table below.

On a statement: *Years on market*, in Spain (f= 27, f% = 96,43%), in France (f= 36, f% = 94,74%), in Greece and Cyprus (f = 7, f% = 53,85%) most of respondents answered with More than 10 years. And in Slovenia (f = 12, f% = 52,17) most of respondents answered 5 – 10 years).

Results table

		0 – 5 years (1)	5 – 10 years (2)	More than 10 years (3)	Total	Mode	Median
Language (Q1)	**English (1)**	0	0	0	**0**		
		0,00%	0,00%	0,00%	100,00%		
	Spanish (2)	0	1	27	**28**	More than 10 years	More than 10 years
		0,00%	3,57%	96,43%	100,00%		
	French (3)	1	1	36	**38**	More than 10 years	More than 10 years
		2,63%	2,63%	94,74%	100,00%		

Greek and Cypriot (4)	1	5	7	**13**	**More than 10 years**	**More than 10 years**
	7,69%	38,46%	53,85%	100,00%		
Slovene (5)	3	12	8	**23**	**5 – 10 years**	**5 – 10 years**
	13,04%	52,17%	34,78%	100,00%		
Total	**5**	**19**	**78**	**102**	**More than 10 years**	**More than 10 years**
	4,90%	18,63%	76,47%	100,00%		

Analysis of general graphs results

Analysis of country specific graphs results

Jezik (Q1)

Percent
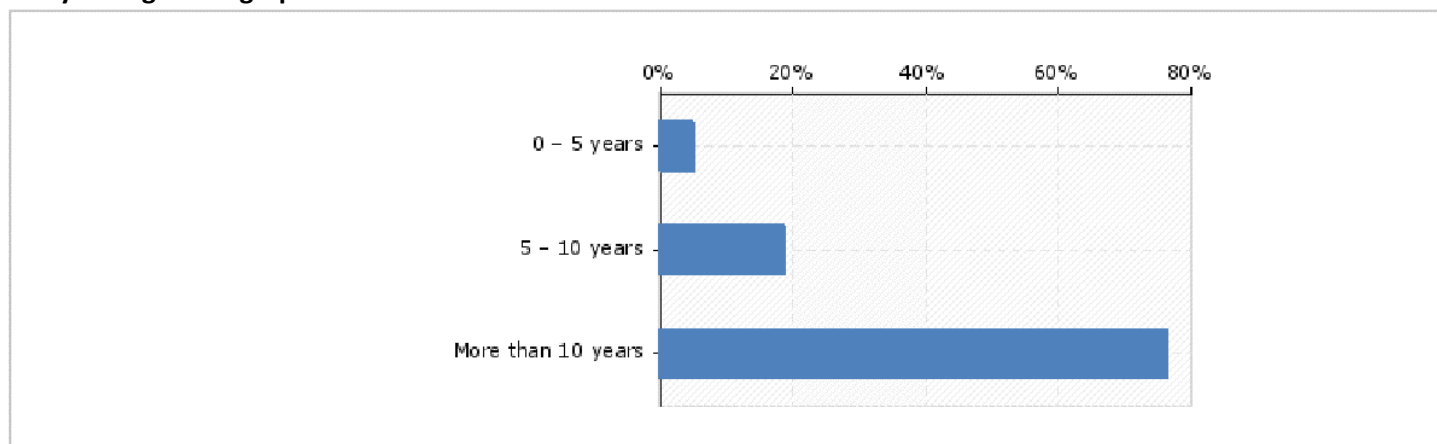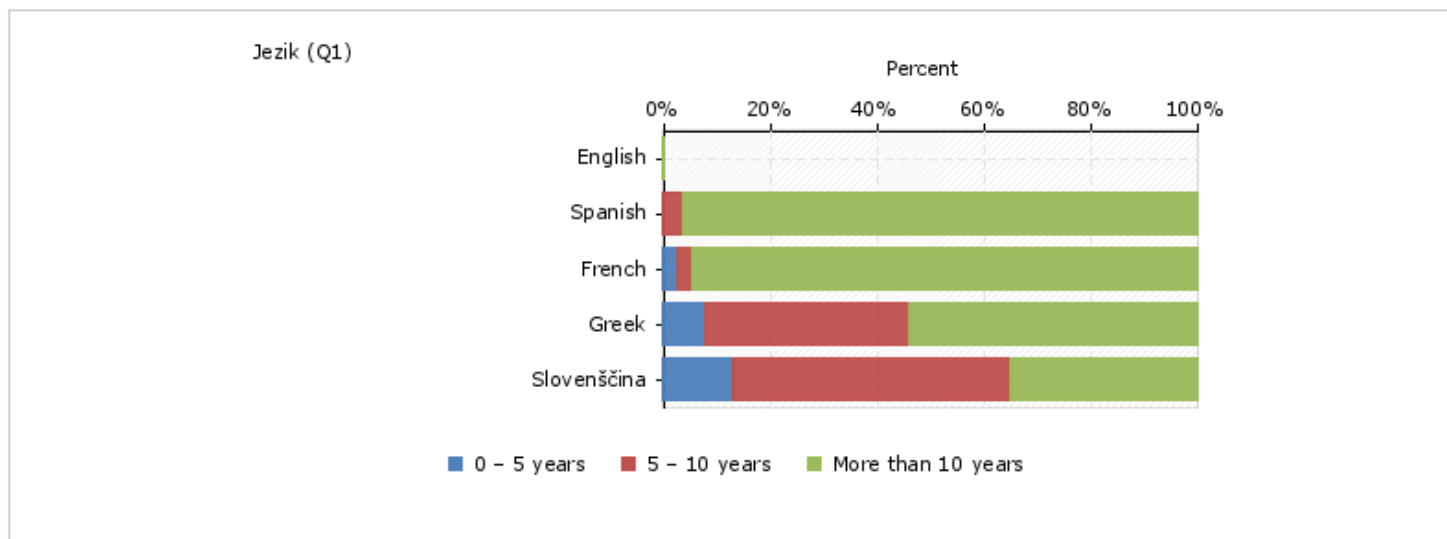
7.36 Q12: Sector your company is working in.

1. Agribusiness
2. Food
3. Aviculture
4. Bakery and pastry industry
5. Beer production
6. Meat processing
7. Grain processing
8. Mustard manufacture and packaging
9. Industrial pastry bakery
10. Meat industry
11. Frozen
12. Mill
13. Meat processing
14. Agrofuel bottling
15. Food industry
16. Production
17. Manufacturing sector

18. Processing
19. Meat
20. Argo-food
21. Food industry
22. Nutrition
23. Manufacturing industry
24. Food company
25. Food industry
26. Food
27. Recycling system
28. Dairy products
29. Food coma

7.37 Q13: In which country are you based.

1. Spain
2. France, Canada, Slovenia, USA, Spain and Italy (java)
3. Slovenia
4. France (Corsican)
5. Slovenia
6. Greece
7. la France
8. France and United States
9. Greece
10. in Slovenia
11. France and International
12. Spain
13. France Germany
14. Spain
15. world
16. Slovenia

7.38 Q14: If you are interested in obtaining information regarding the free training course we will develop, please leave your email below:

1. fclarulla@outlook.es
2. viveros@algeplant.es
3. casatoribio@casatoribio.com
4. select@disricaem.com
5. fabien.beraud@minoterieberaud.fr
6. v.dolfi@gbcorse.com
7. chatelain@chambresyndicalelevure.com
8. hr@jotis.gr
9. tjasa.medved@mercator-emba.si
10. celine.fougerouse@bellfoodgroup.com
11. ithan@attiki-pittas.gr
12. floralfa@floralfa.com
13. gwendoline@moulinsrioux.com
14. h.siam@ahchou.fr
15. info@naturval.com
16. charcuteriaelblanco@live.com
17. marie-ange.vang@campofriofg.com
18. angel@queserialoscorrales.com
19. thibaut.mayet@celnat.fr
20. xgeo@dodoni.eu
21. melissa.schrotmann@vandemoortele.com
22. adjunto.direccion@fedacova.org
23. evelyne.maitre@fr.nestle.com
24. mkorre@herrco.gr
25. josepaterna@hotmail.com
26. db@novolyze.com
27. j.serrpe@gmail.com
28. jplanchot@minoterieplanchot.com
29. direction@lemontier.fr
30. elodie.masson@hubco.fr

8 Results of Tool 4 - Elaboration of a European Standard of Professional Competence

8.1 Summary

Elaboration of a European Standard of Professional Competence is based on the desk research in partners respective countries. In the first part, partners reviewed the national categories of qualification and try to explain what are the national categories of qualification and if partial official accreditation can be awarded. Through desk research partners try to find a suitable formal way of assessment, validation and recognition in the respective country.

Based on the national qualification frameworks, Slovenian system enables supplementary qualifications on different levels in contrast to other partners countries, that do not have this type of formal qualification. There is a possibility to obtain a formal qualification - a professional certificate, for a 20-50h training in Spain. In order to do this, the training entity has first to request accreditation to be able to deliver official training and then propose the programme and make it acceptable. It is unlikely for this project to reach this level of accreditation.

In the second part, partners were looking for examples of the professional figures concerned by "HRM in small enterprises of the agri-food sector" activities or examples of training in the extent of our project. There is no example of EQF level 4 or similar training for HR managers in AF sector in participating countries at this point.

There are examples in countries that "other" formal programme at certain level, recognise the learning outcomes of certain training (formal, informal or non-formal), and reduce or re-set the expected workload to achieve the desired qualification, based on the Europass, certificate and supplement through the assessment, validation and recognition of learning outcomes.

In our project, the training and the qualification will be awarded in a non-formal framework, where participating partners and other collaborators (industry relevant partners) will recognise the training and deliver a certificate for the users having completed the training.

8.2 National categories of qualification per country

8.2.1 Slovenia

What are the national categories of qualification in your country, what is the expected load (e.g. Hours of training) to achieve it?
The Slovenian SQF differentiates between three categories of qualification: educational qualifications, vocational qualifications and supplementary qualifications

Is it possible to be awarded the qualification for 20-50h training? If yes, how?
Supplementary qualification means a qualification that supplements an individual's competence at the level attained and in a specific professional field and is tied to the needs of the labour market. The training is usually 30-80h long. A certificate is awarded as proof of qualification. The Slovenian Qualifications Framework Act (2015) provides that an application for the inclusion of a supplementary qualification in the SQF may be submitted by an employer, a group of employers or by the Employment Service of Slovenia. The application form for the inclusion of a supplementary qualification in the SQF consists of six sections: a) basic details of the qualification, b) the standard of the supplementary qualification, c) the training programme, d) quality assurance, e) the needs in the labour market, and f) references of the proposer. Supplementary qualification description consists of including Learning outcomes, Assessment and completion, Condition for obtaining certificate & Awarding body. This Supplementary Qualification gives us the freedom with defining learning outcomes based on the industry and employer's relevant needs. No matter what the formal programs in countries are (formal education or national occupational qualification). In our case we do not talk of new a profession, but additional skills/competencies needed - it is the supplement qualification relevant for companies that are part of the national QF and EQF Example: http://www.nok.si/register/page-546/

Is it possible to be awarded partial official accreditation of some of the units of competencies of the professional certificate? If yes, how?
If an individual in formal education hasn't passed all obligations but is dropping out of school, can be awarded a partial recognition of the gained competencies. The individual is awarded a NPK (national vocational qualification) certificate for the modules/knowledge he has passed. **NPK** – based on RIC call you can submit the application for setting a new NPK in SOK. It is possible to give RIC a suggestion for the call. Supplementary qualification is the qualification that supplements the competence of an individual in certain professional area and is connected with the market needs. You are rewarded an acknowledgment of obtaining additional qualification (not a certificate, not a diploma …)

Taking into consideration the categories of qualification in your country who can be the assessment and awarding body for the most relevant qualification?

The application for placing a new supplementary qualification into SOK is made by an employer, a group of employers or employment office of Slovenia (the proposer). The proposer cannot be an education institution. The proposer has to include the data of the provider of the training into the application (e.g. BIC Ljubljana).

After the supplementary qualification is implemented into SOK, the provider of the training implements the training, but the proposer does the acknowledgment of the supplementary qualification.

Is it possible that your organisation is the assessment or awarding body?

BIC Ljubljana and NEC Cerknica can be the assessment body.
The awarding body can be only the suggestor (employer, group of employers or the national employment office).

What are the steps to take?

The web form for proposing a new supplementary qualification into SOK (Slovenian frame of qualification) consists of 6 fundamental parts:

a) basic information on the qualification
b) the standard of additional qualification (name, conditions for obtaining, description of the learning outcomes, procedure for checking the learning outcomes)
c) the training programs
d) quality assurance
e) labour market needs
f) references of the proposer

The proposal for a new supplementary qualification to be put into SOK is judged by the professional committee (NKT – national coordination point of Slovenian and European qualification framework). The NKT coordinates the work of the professional committee, that is made of 7 members who are named by the minister (ministry of work). The committee's tasks are:
- setting criteria for the placement of additional qualifications into SOK
- setting a suggestion to implement the additional qualification into SOK
- monitoring the process of EQF development and the SOK development
- other tasks connected with placing new qualifications.

Is there any other way to be awarded the qualification in your country and is it relevant in our case?

NPK – national vocational qualification
Supplementary qualification

We expect that our qualification and training consist of new qualifications (new topics) that existing qualifications do not have. Is it possible to "fill" the existing professional qualification for HR managers with new competencies in your country? What would be the steps?
E.g.: The Slovenian SQF differentiates between three categories of qualification: educational qualifications, vocational qualifications and supplementary qualifications

The Slovenian SQF differentiates between three categories of qualification: educational qualifications, vocational qualifications and supplementary qualifications.

The best way to acknowledge new qualifications would be to make an application for a supplementary qualification.

Do you think it is possible to achieve this in the lifetime of the project?

It is possible. The steps to officially put a new supplementary competence into SOK and getting the approval from the committee takes approximately 2 months after submitting the application.

What are the conditions for assessment, validation and recognition (except for regular schools' system)?
E.g.: Supplement qualification description consist of including Learning outcomes, Assessment and completion, Condition for obtaining certificate & Awarding body. Applicant of the Supplementary Qualification defines assessment, validation and recognition conditions.

Supplement qualification description consist of including Learning outcomes, Assessment and completion, Condition for obtaining certificate & Awarding body. Applicant of the Supplementary Qualification defines assessment, validation and recognition conditions.

HRM acknowledgment in Slovenia:
NPK connected with HRM doesn't exist in Slovenia.
Supplementary competence connected with HRM doesn't exist in Slovenia.

There are several courses for human resource managers, but these courses are not implemented into the SOK. These are payable classes that provide a proof of attendance in the end.

HRM courses from agri-food field don't exist.

8.2.2 Spain

What are the national categories of qualification in your country, what is the expected load (e.g. Hours of training) to achieve it?

Spanish NQF is called MECU: Marco Español de Cualificaciones. MECU is an instrument to promote and improve everyone's access to lifelong learning and participation in it, as well as the recognition and use of qualifications at the national and European level. This framework, made of titles, diplomas and certificates is thus focused on lifelong learning. It is a structure of organisation of the qualifications by levels that goes from the most basic trainings to the most complex.

It includes:
- Qualifications obtained within the educational system: basic education, higher education, vocational education in formal educational frameworks.
- Qualifications obtained outside this educational system, for instance at work, in a labour context, collaboration with NGO, etc. This also includes professional certificates that might be obtained through the employment system, provided by certified training companies, etc.

Is it possible to be awarded the qualification for 20-50h training? If yes, how?

Yes. However, it is necessary to take care about the difference between formal and informal training. If we want to deliver a formal training, recognised by public administrations, it is necessary to make an agreement with the regional government. In this case, it would have to be proposed to the administration within the employment system, which is the one that could give accreditation to an entity to deliver a professional certificate.

In order to do this, the training entity has first to request accreditation to be able to deliver official training, and then propose the programme and make it accepted.

Also, for this project, it seems complicated to reach this level of accreditation. Furthermore, the proposal would develop the training and award the qualification in a non-formal framework, where participating partners and other collaborators recognise the training and deliver a certificate for the users having completed the training. In this context, the duration of the training could be any.

Is it possible to be awarded partial official accreditation of some of the units of competencies of the professional certificate? If yes, how?

Answer is the same as above.

Other option would be to talk with VET training school and suggest them to include our contents among their training offer, which might help, in a long term, to obtain a certification.

Taking into consideration the categories of qualification in your country, who can be the assessment and awarding body for the most relevant qualification?

If we consider that the most relevant qualification would be a "certificado de profesionalidad" (professional certificate, but again, it doesn't seem very realistic to obtain such accreditation during the project life), assessment and awarding body should be an I-VET or C-VET institution.

If we consider delivering the qualification in a non-formal framework, then, any of the Spanish partners involved in FRESH could assess and award the qualification.

Is it possible that your organisation is the assessment or awarding body?

In a non-formal context, yes.

What are the steps to take?

The best would be to develop some kind of EUROPASS format certificate, which would help to present the competencies achieved and be useful for the beneficiaries of the course in order to present their qualification in their CV.

Is there any other way to be awarded the qualification in your country and is it relevant in our case?

Already described above:
- Formal way, with an accreditation given by the regional administration
- Non-formal way, by the partners.

We expect that our qualification and training consist of new qualifications (new topics) that existing qualifications do not have. Is it possible to "fill" the existing professional qualification for HR managers with new competencies in your country? What would be the steps?

The most similar existing training in our VET system in Spain would be "Administración de Resursos Humanos", which is a level 3 VET diploma.
A full description of this qualification is available here: http://incual.mecd.es/documents/20195/94271/ADG084_3+-+Q_Documento+publicado/612211c7-bbc6-4f4d-80d6-3637d007ac11

Incual is the Spanish body in charge of the development of the national vocational studies catalogue. It defines the main lines that a qualification should have. Then, each regional government complete the qualification with own specificities.
For instance, this qualification is presented by Generalitat Valenciana as follows:

http://www.ceice.gva.es/web/formacion-profesional/oferta1

It would be part of administration and management, and then "asistencia a la dirección", which includes human resources.

http://www.ceice.gva.es/web/formacion-profesional/publicador-ciclos/-/asset_publisher/FRACVC0hANWa/content/ciclo-formativo-asistencia-a-la-direccion-loe-?redirect=/web/formacion-profesional/oferta-de-ciclos-formativos-de-formacion-profesional

Thus, depending on the competence, it would be necessary to check:
1) Compatibility with national catalogue.
2) If it is possible to propose it as an evolution in the regional catalogue.
3) In the framework of social partners negotiations with the administration, federations and unions can propose changes in the qualification. For this, the administration has to open a consultation about a qualification, then, social partners can send recommendations, and then negotiations lead to the definition of a new qualification.
4) FP titles are reviewed in this way every 5-6 years approx.

Do you think it is possible to achieve this in the lifetime of the project?
Considering the above no. FEDACOVA, as social partners, could participate to consultations regarding a qualification. However, FEDACOVA represents the agrifood sector only, and the qualification taken as an example is not specific from this sector. Thus, most probably, a more general business representative organisation would be consulted first. In addition, FRESH is focused on agrifood sector, and there is not any HHRR qualification proposal in our national framework that is addressed to our sector specifically.

What are the conditions for assessment, validation and recognition (except for regular schools' system)?
If we consider a non-formal qualification, then, any assessment that we would decide in within the framework of this project would be valid.

8.2.3 Greece

What are the national categories of qualification in your country, what is the expected load (e.g. Hours of training) to achieve it?

The 8 levels of the Hellenic Qualification Framework cover the full qualification range between Primary and Higher education. Each level includes a set of skills, competencies and knowledge that determines the learning outcomes. The Learning Outcome constitute the qualifications of the corresponding level.

8.2.4 HQF Levels

Level	Knowledge	Skills	Competence
1	Has acquired basic general knowledge related to the working environment that may serve as input into lifelong learning paths	Can apply basic knowledge and perform a specific range of simple tasks; has basic and recurring social skills.	Can perform simple and repetitive tasks by applying basic knowledge and skills under direct supervision in a structured
2	Has acquired basic general knowledge related to a field of work or study that allow them to understand the procedures for implementing basic tasks and instructions	Can apply basic knowledge and perform a variety of complex tasks in a field of work or study; has communication skills.	Can perform tasks in a specific field of work or study under limited supervision and/or with some autonomy in a structured context.
3	Has acquired basic general knowledge that allows them to understand the relationship of theoretical knowledge and information with a field of work or study; understands the components and procedures appropriate to complex tasks and instructions.	Can demonstrate broad cognitive and practical skill in successful execution of complex tasks both in intimate and non-intimate contexts; has communication skills and problem-solving capabilities through selecting and applying basic methodologies, tools, materials and information.	Can perform tasks autonomously in a particular field of work or study; has the ability to adjust their behaviour depending on the needs of problem solving; takes initiatives in specified fields of work or study and acts under supervision in implementing emergency procedures of quality control.
4	Has acquired a wide range of theoretical knowledge and intelligence analysis allowing them to understand the field of work or study and apply data and processes in a general context.	Can use fluently the knowledge and ability to apply a range of techniques and specialized skills in a field of work or study; has communication skills at the level of theoretical and technical information and can find solutions to specific problems in a field of work or study.	May perform independently qualitative and quantitative tasks in a specific field of work or study that requires professional competence; has the ability to oversee the quality and quantity of work of other people with responsibility and autonomy; demonstrates an increased level of key competencies that can serve as the basis for studying higher education.
5	Demonstrates comprehensive, specialized, factual and theoretical knowledge within a field of work or study and is aware of the limits of	Holds a wide range of cognitive and practical skills required to find creative solutions to abstract problems.	Can manage and supervise, in the context of a specific task or learning process, in which unforeseen changes can occur; can revise and develop both their personal performance and

Erasmus+

	knowledge.		that of others.	
6	Has advanced knowledge of a field of work or study, involving critical understanding of theories and principles.	Possesses advanced skills and has the ability to demonstrate the virtuosity and innovation required to solve complex and unpredictable problems in a specialized field of work or study.	Can manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; can assume responsibility for managing the professional development of individuals and groups.	
7	Has highly specialized knowledge, some of which is cutting- edge knowledge in a field of work or study and which is the basis for original thinking; has a critical awareness of knowledge issues in a field and at the interface of different fields.	Holds specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.	Can manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; can take responsibility for contributing to professional knowledge and practices and/or for the performance evaluation of strategy groups.	
8	Has knowledge at the most advanced levels of a field of work or study and at the interface with other fields.	Has acquired very advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation for enlarging and redefining existing knowledge or existing professional practice.	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.	

8.2.5   Qualification Types

1	PRIMARY SCHOOL CERTIFICATE
2	LOWER SECONDARY SCHOOL CERTIFICATE
3	VOCATIONAL TRAINING SCHOOL (SEK) SPECIALTY CERTIFICATE
3	VOCATIONAL TRAINING INSTITUTE (no longer awarded)
4	VOCATIONAL SCHOOL (EPA.S.) CERTIFICATE
4	GENERAL UPPER SECONDARY SCHOOL CERTIFICATE
4	VOCATIONAL UPPER SECONDARY SCHOOL CERTIFICATE
4	VOCATIONAL UPPER SECONDARY SCHOOL "DEGREE"
5	VOCATIONAL UPPER SECONDARY SCHOOL "DEGREE" AND APPRENTICESHIP CLASS
5	VOCATIONAL TRAINING DIPLOMA
5	VOCATIONAL TRAINING DIPLOMA (no longer awarded)
5	POST SECONDARY AND NOT HIGHER EDUCATION DIPLOMA OR 'DEGREE'

6	BACHELOR DEGREE
7	MASTER'S
8	DOCTORATE

Is it possible to be awarded the qualification for 20-50h training? If yes, how?

In Greece **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 accredits and licenses Providers of non-formal education encompassing initial and continuing vocational training upon legislated criteria for infrastructure, trainers & curricula, as well as enacted specifications for the organisation and operation of the provider, employed staff and provided services.

Only the accredited from EOPPEP Provider of non-formal education can submit an application for the accreditation of a continuing vocational training programme and only if this is connected with the accredited Occupational Profiles. The application form has to contain the following information:

- *Description of the training programme*
    - Correlation with specific Occupational Profile
    - Scope of the programme
    - Specific Objectives – Expected results on the level knowledge, skills and competencies
    - The training needs of the trainees
    - The trainees background
    - Programme duration

- *Content of the training programme*
    - Training modules
    - Trainers Profile
    - Training programme methodology (theory – practise)
    - Educational techniques appropriate for adult education
    - Equipment and available resources

- *Assessment of the knowledge, skills and competencies*
    - Assessment method
    - Indicative questions / examination issues

The organization submit to EOPPEP a sealed folder with the above-mentioned information and to pay the relevant fees. The folder is assessed from a Committee of Experts which provides the approval or not.

Is it possible to be awarded partial official accreditation of some of the units of competencies of the professional certificate? If yes, how?	
No	
Taking into consideration the categories of qualification in your country, who can be the assessment and awarding body for the most relevant qualification?	
The accredited from EOPPEP Provider of non-formal education. Private Certification bodies accredited by Hellenic Accreditation System (ESYD)	
Is it possible that your organisation is the assessment or awarding body?	
No	
What are the steps to take?	
N/A	

Is there any other way to be awarded the qualification in your country and is it relevant in our case?	
No	
We expect that our qualification and training consist of new qualifications (new topics) that existing qualifications do not have. Is it possible to "fill" the existing professional qualification for HR managers with new competencies in your country? What would be the steps?	
Yes, after a consultation with the certification bodies in order to update the curriculum.	
Do you think it is possible to achieve this in the lifetime of the project?	
No, since there isn't in Greece an already existing qualification	

What are the conditions for assessment, validation and recognition (except for regular schools' system)?
E.g.: Supplement qualification description consist of including Learning outcomes, Assessment and completion, Condition for obtaining certificate & Awarding body. Applicant of the Supplementary Qualification defines assessment, validation and recognition conditions.
EOPPEP aiming at confirming the acquisition of the required knowledge, skills and competencies by the trainees after the completion of the certified programs, proceeds with a process of certification of the acquired knowledge, skills and competencies. For that reason, a Special Scientific Committee is established for each certified professional profile, aiming at identifying a methodology and content of certification exams that meet and meet the specific requirements of each certified professional profile. ***Certification tests for knowledge, skills and competencies of trainees.*** Participants in the certification examinations have the right to have trained graduates who have completed the certified program, which has been implemented by an accredited vocational training organization according to the assessment system specified therein and who have applied for participation in a certification process. EOPPEP decides and announces the procedures, location and timing of the certification examinations. Certification exams may take place at national and / or regional level. The Certification of Knowledge, Skills and Competence Committee classifies the performance of the certification examinations in 4 categories as follows: 	Excellent	86-100	Certified
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Well	66-85	Certified
Satisfactory	50-65	Certified
Insufficient	0-49	Not Certified	

8.2.6   France

What are the national categories of qualification in your country, what is the expected load (e.g. Hours of training) to achieve it?
The French NQF is organised around educational qualifications, vocational qualifications and "Validation des Acquis de l'Expérience" system (Validation of non-formal learning). The French qualification system is based on 6 levels and 50 categories. For more details: http://www.rncp.cncp.gouv.fr/grand-public/qualificationsFramework

Is it possible to be awarded the qualification for 20-50h training? If yes, how?
It depends on the qualification. A vocational qualification in France requires a minimum of 70h training, excluded from this condition the VAE system.

Is it possible to be awarded partial official accreditation of some of the units of competencies of the professional certificate? If yes, how?
VAE enables those concerned to obtain all or part of a certification for professional purposes on the basis of professional experience as a salaried employee, a self-employed person (tradespeople, tradespeople's assistants, members of professions, farmers, artisans, etc.) and/or a volunteer worker (in unions, associations, etc.) and/or a volunteer elsewhere, and/or an elected official, provided that the certification sought has a direct link with the experience.

Taking into consideration the categories of qualification in your country, who can be the assessment and awarding body for the most relevant qualification?
In France, the assessment and award of a qualification are accomplished through "La Direction régionale des entreprises, de la concurrence, de la consommation, du travail et de l'emploi » and « Commission Nationale de Certification Professionnelle »
Is it possible that your organisation is the assessment or awarding body?
NO
What are the steps to take?
/

Is there any other way to be awarded the qualification in your country and is it relevant in our case?
In France, the assessment and award of a qualification are accomplished through "La Direction régionale des entreprises, de la concurrence, de la consommation, du travail et de l'emploi » and « Commission Nationale de Certification Professionnelle »

We expect that our qualification and training consist of new qualifications (new topics) that existing qualifications do not have. Is it possible to "fill" the existing professional qualification for HR managers with new competencies in your country? What would be the steps?
Contact the official recognised training body and submit to them the idea to include our training modules in their pre-existing global training modules.

Do you think it is possible to achieve this in the lifetime of the project?
The submission duration of a vocational qualification trainer is about 30 days, suggesting that it is possible to achieve this in the lifetime of the project.

What are the conditions for assessment, validation and recognition (except for regular schools' system)?   *E.g.: Supplement qualification description consist of including Learning outcomes, Assessment and completion, Condition for obtaining certificate & Awarding body. Applicant of the Supplementary Qualification defines assessment, validation and recognition conditions.*
Apply for and obtain a favourable decision from the Ministry in charge of Vocational Training. This will be achieved only if the Commission Nationale de Certification Professionnelle gives a positive opinion on the new training module.

8.2.7 Cyprus

What are the national categories of qualification in your country, what is the expected load (e.g. Hours of training) to achieve it?

The national categories of qualifications in Cyprus are:
- Educational/Academic qualifications which includes
  - Primary Education which requires six years of attendance
  - Lower secondary education (Gymnasium) which requires 3 years of attendance to earn an apolyterion
  - Apprenticeship Certificate which requires 4 years of attendance
  - Upper secondary education (Lykion) which requires 3 years of attendance to earn the Apolyterion
  - Upper Secondary Technical and Vocational Education and Evening Technical Schools which require 3 years of attendance to earn the Apolyterion
  - Tertiary education which is divided in different cycles
  - Post-secondary certificates and diplomas require 1 year
  - Post-secondary certificates and diplomas that require 2 years of attendance
  - Higher Certificates and Diplomas that require 3 years or more
  - University Degree (Ptychion /Bachelor's Degree) that require 3 or 4 years of attendance
  - Post Graduate Certificates that require 1or 2 years of attendance
  - Post Graduate Diploma that require 1 or 2 years of attendance
  - Master's Degree that require 1 or 2 years of attendance
  - Doctoral Degree that require 3 years of attendance
- Vocational Qualifications which include
  - the System of Vocational Qualifications is carried out by the HRDA. The training of each qualification varies depending on the level of the NQF. If you have a certificate of the same level with the qualification then no training is needed. If you do not have a certificate that is of the same level as the qualification then you will need a minimum of 120 hours training.

http://www.anad.org.cy/images/media/assetfile/Αναθεωρημένος%20Οδηγός%20Πολιτικής.pdf
http://www.cyqf.gov.cy/archeia/dimosiefseis/european_qualifications_framework_leaflet_el.pdf

- No supplementary Qualifications exist.

Is it possible to be awarded the qualification for 20-50h training? If yes, how?

It is not possible to be awarded a qualification after 20-50 hours of training. You will however, receive a certificate of attendance. Even if you wish to be awarded a Vocational Qualification under the Human Resource Development scheme you need at least 120 training hours.
The Cyprus Qualification Framework does not include the supplementary qualification.

Page 39, Parartima V
http://www.anad.org.cy/images/media/assetfile/Αναθεωρημένος%20Οδηγός%20Πολιτικής.pdf

Is it possible to be awarded partial official accreditation of some of the units of competencies of the professional certificate? If yes, how?
No. There is no system available in Cyprus on that.

Taking into consideration the categories of qualification in your country, who can be the assessment and awarding body for the most relevant qualification?
Taking into account the categories of qualification in Cyprus, the assessment and awarding bodies in Cyprus are:

- For the primary and secondary education, the assessment and awarding body is the school
- For the tertiary education the assessment and awarding bodies are the college and/or the university
- For the vocational and occupational qualifications, the assessment and awarding body is the Human Resources Development Authority. However, HRDA under the System for Vocational Qualifications has developed many vocational qualifications but there is still a long way to go.

Is it possible that your organisation is the assessment or awarding body?
No, I do not think this is possible. Our organisation can provide the training on HRM to HR Managers of small Enterprises in the Agri Food Sector and can provide them with a certificate for it.
What are the steps to take?
n/a

Is there any other way to be awarded the qualification in your country and is it relevant in our case?
The only way is to bypass National Level and accredit a course using the ISO standard 17024.

We expect that our qualification and training consist of new qualifications (new topics) that existing qualifications do not have. Is it possible to "fill" the existing professional qualification for HR managers with new competencies in your country? What would be the steps? *E.g.: The Slovenian SQF differentiates between three categories of qualification: educational qualifications, vocational qualifications and supplementary qualifications*
There is no qualification for HR managers in VET. In the academic sphere there is a relevant academic qualification. Therefore, I don't think we can "in a formal way/accredited way" fill in with new competencies.
Do you think it is possible to achieve this in the lifetime of the project?
I am not sure

8.3 The professional figures concerned by "HRM in small enterprises of the agri-food sector" activities

8.3.1 Slovenia

PROFESSIONAL FIGURE 1

1.1 DENOMINATION

Management of Organizations, Human Resources and Knowledge (undergraduate programme)

1.2 CONTEXT and LEGAL FRAMEWORK (*max 10 lines*)

The study program deals with understanding of the connection between modern practice and guidelines in the field of human resources management and wider social and economic changes. Knowledge of basic social sciences disciplines is upgraded with specific skills, so that graduates and graduates allow successful planning of personnel policy, employment and layoffs, analysis of work, care for education, career advancement of employees, design of evaluation and reward systems, management of relations between management and employees and employee satisfaction analysis. The career of a graduate in graduates leads to analytical, managerial and advisory work in the field of human resources in companies, media, other organizations, societies, public institutions, state administrations and international institutions.

1.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (*max 10 lines*)

The career of graduates and graduates leads to analytical, managerial and advisory work in the field of human resources in companies, media, other organizations, societies, public institutes, state administration, international institutions, etc.

2   PROFESSIONAL FIGURE 2

2.1   DENOMINATION

Master of Sociology - Management of Organizations, Human Resources and Knowledge (Master programme)

2.2   CONTEXT and LEGAL FRAMEWORK (max 10 lines)

HR managers must have a strong interpersonal focus and develop creativity, originality and adaptability in their work. This programme will provide all the conceptual and analytical knowledge and competencies needed to deal with the challenges at the operative and strategic level in the fields of organisation, human resources and knowledge management. Human resources development stems from the knowledge-based society and from work with people who are carriers of knowledge, abilities and competencies. Good human resources management can be a strategic comparative advantage or a breaking factor in the development of organisations, and poses many new challenges to organisations and their management.

2.3   DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

Graduates of this programme have enhanced career opportunities available in both the public and private sectors, and across a range of industries within those sectors. They can be involved in such activities as: strategic human resource management, management consultancy, administration, industrial relations, knowledge management, recruitment, occupational health and safety, training and development, and organisational improvement.

8.3.2 Spain

PROFESSIONAL FIGURE 1

1.1   DENOMINATION

Human Resources Manager

1.2   CONTEXT and LEGAL FRAMEWORK (*max 10 lines*)

Formal VET title registered in BOE with the reference RD107/2008 – national framework, level 3.

1.3   DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (*max 10 lines*)

Full description available here: http://incual.mecd.es/documents/20195/94271/ADG084_3+-+Q_Documento+publicado/612211c7-bbc6-4f4d-80d6-3637d007ac11 Labour scope: Area of Administration and Management of human resources. Public or private company. Labour advice. Assessment in SMEs and Microenterprise assumes all skills of qualification. In a large company it is possible to find jobs referred to a single unit of competence of those who configure the qualification. This qualification can be developed for others and on their own account. In short, the HRM is in charge of: -   Administration of the Human Resources Department -   Staff management in SMEs

- Technical work related to Human Resources
- Payslips management

2 PROFESSIONAL FIGURE 2

2.1 DENOMINATION

Assistance to management

2.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

Formal VET title registered in BOE with the reference ADG309_3 – national framework, level 3.

2.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

Full description is available here: http://incual.mecd.es/documents/20195/94271/ADG309_3+-+Q_Documento+publicado/01443234-9c3b-4600-81f1-5948bd456654

Labour scope: Manage information and communications, internal and external, related to those responsible and bodies using, if necessary, the English language and / or another foreign language, maintaining the own archives of the secretariat direction, as well as attending the direction in the development and execution of the organizational activities delegated by it, with a global vision and proactivity, according to the objectives set and the internal norms established.

The assistant to management is in charge of:
- Administration and management of the communication of the direction
- Management of agenda
- Preparation of working documents

8.3.3 Greece

The professional figures concerned by "HRM in small enterprises of the agri-food sector" activities in Greece:

In Greece doesn't exist the professional figures of "HRM in small enterprises of the agri-food sector" or something similar.

8.3.4 France

PROFESSIONAL FIGURE 1

1.1 DENOMINATION

Human Resources Director

1.2　　　CONTEXT and LEGAL FRAMEWORK (*max 10 lines*)

HRDs often have a postgraduate degree in human resources or occupational psychology. But other training is not excluded: higher education degree in law, economics, human sciences, or an IEP.

Double degree programs are very popular: an engineering degree supplemented by a specialization in human resources, for example. It is also possible to turn to specialized schools.

1.3　　　DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (*max 10 lines*)

The responsibilities of the Human Resources Director cover all human relations in the company.

 In concrete terms, he supervises social relations, i.e. the dialogue with the social partners (trade unions, works councils, staff representatives ...), administration and management of staff, training, internal communication ...

 Placed directly under the direction of the Director General, it is he who proposes a human resources management policy and defines the methods of application.

 Guarantor of the social climate

 This is how he analyses the human needs of the company and gives guidelines to the recruiters to select the candidates likely to strengthen the workforce.

 It also organizes the career management of the company's employees, their professional development, their progress in the hierarchy.
 Its services also ensure the administrative follow-up of employees (leave, contracts, pay, illness ...).

HRD skills :
▸ Sense of dialogue and conciliation
▸ Strong managerial skills
▸ Strategic and political skills
▸ Firmness, authority

2　　　**PROFESSIONAL FIGURE 2**

2.1　　　DENOMINATION

RECRUITMENT OFFICER

2.2   CONTEXT and LEGAL FRAMEWORK (max 10 lines)

To become a recruiter, you need to have a baccalaureate + 4 / + 5 in the field of human resources.

 If several courses (business schools, IEP, university masters) lead to these functions, the ISEFAC RH offers a specialized course delivering a certificate certified by the State Level I (bac + 5) Master "Human Resources Manager«. This two-year work- study program is open to holders of a baccalaureate + 3 in human resources or a master 1 and 2.

2.3   DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

The daily life of a recruitment officer is attached to the human resources department, the recruiting officer 's objective, as the name implies, to hire staff according to the needs of his company. Its mission is divided into two parts: the definition of recruitment policy and the search for candidates. As a first step, the recruitment manager is in contact with the various department heads to collect and validate their order in need of personnel. He therefore designs the recruitment strategy to put in place. He then defines, in agreement with the heads of departments, the profile of the candidates sought. In a second step, the recruitment manager takes care of the writing and the diffusion of the advertisements. He collects the various applications, sorts and selects candidates, conducts job interviews, conducts personality tests and then recruits the most suitable person. Finally, he accompanies his new recruit to integrate better in the company.

3   PROFESSIONAL FIGURE 3

3.1   DENOMINATION

Responsible for personnel administration

3.2   CONTEXT and LEGAL FRAMEWORK (max 10 lines)

Training to become responsible for personnel administration

 This profession is accessible from a bac +2 specialized in administration and personnel management. However, baccalaureate +5 training in human resources broadens career development opportunities.

3.3   DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

Within a company, the person in charge of personnel administration plays an important role within the human resources since he ensures all the administrative management of the personnel (the payslips, the requests for holidays, the update individual files ...). As a result, the head of personnel administration is also in charge of calculating all social security contributions: security, company, pension and provident plans, tax declarations. the person responsible for personnel administration also ensures compliance with the Labour Code and the internal regulations. Finally, the person in charge of the administration of the personnel controls the good application of the management policy of the structure.

8.3.5 Cyprus

The professional figures concerned by "HRM in small enterprises of the agri-food sector" activities *in Cyprus*
Inventory of figures with short description of each figure with its working context

3   PROFESSIONAL FIGURE 1- Certified Adult Trainer

3.1   DENOMINATION

Deliver courses that are subsidized by the Government

3.2   CONTEXT and LEGAL FRAMEWORK (max 10 lines)

In order to be authorized to deliver courses which are either subsidized by the HRDA a trainer must be certified by the HRDA. Moreover, if there is a call for tenders for a project co-funded by i.e. ESF and the call is issued by the HRDA then again, the trainers must be certified.

3.3   DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

The trainer can be self-employed or employed in an organization.
To be certified:
1. Have a total of 240 training hours if you have a relevant degree in Adult training or 540 in total. If the person does not have the required training hours, he/she must attend an HRDA approved Train the Trainer Course of at least 70 hrs
2. Then he/she must pass an exam which consists of:
   a. Delivery of 45 min training to an examiner body
   b. Pass an Interview
   c. Pass an exam
   d. Prepare an essay on a topic of his/her choosing
3. To retain the certification, he/she must at least deliver 150 training hours over a period of 3 years.

4   PROFESSIONAL FIGURE 1- Certified Photovoltaic Installer

4.1   DENOMINATION

Deliver courses that are subsidized by the Government

4.2   CONTEXT and LEGAL FRAMEWORK (max 10 lines)

In order to be authorized to install photovoltaics the technician must be certified by the Energy Department of the Ministry of Commerce.

4.3   DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

The installer can be self-employed or employed in an organization.
To be certified:
1. Undergo a training of 100 hours
2. Then he/she must pass a written and a practical exam

5   PROFESSIONAL FIGURE 1- ORGANIC/BIOLOGICAL FOOD SHOP OWNER

5.1   DENOMINATION

Organic/Biological food shop owner

5.2   CONTEXT and LEGAL FRAMEWORK (*max 10 lines*)

Organic foods have shown steady growth in Cyprus. Also, retail shops selling fresh and local organic products have increased significantly. However, in order to become the organic shop owner, under the Cyprus legislation, you do not need to have any specific training or specific certification. At the moment there is no vocational qualification standards developed for this position.

5.3   DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (*max 10 lines*)

An Organic/Bio food shop owner is the person that runs a small business of selling organic Agri food products. He is responsible for the:
- Communication with the suppliers
- Supervision of the shop's staff
- Handling of specific customer requests
- Handling of complaints
- Checking the economic status of the company
  The target groups of his business are locals and tourists that care about their health and the environment as well.

  This person is an employee of the company.

  https://www.scribd.com/doc/39579573/%CE%A3%CF%84%CF%81%CE%BF%CF%86%CE%AE-%CF%83%CF%84%CE%B1-

%CE%B2%CE%B9%CE%BF%CE%BB%CE%BF%CE%B3%CE%B9%CE%BA%CE%AC-
%CF%80%CF%81%CE%BF%CF%8A%CF%8C%CE%BD%CF%84%CE%B1-%CE%BA%CE%AC%CE%BD%CE%BF%CF%85%CE%BD-%CE%BF%CE%B9-
%CE%9A%CF%8D%CF%80%CF%81%CE%B9%CE%BF%CE%B9

6 PROFESSIONAL FIGURE 2- GUIDANCE PERSON IN AGRI-FOOD THEMED PARK (LIKE A CYPRUS OLIVE THEMED PARK)

6.1 DENOMINATION

Guidance person in agri-food themed park (like a Cyprus olive themed park)

6.2 CONTEXT and LEGAL FRAMEWORK (max 10 lines)

Agri-food themed parks are opening each year. However, in order to become a guidance person in a theme park, under the Cyprus legislation, you do not need to have any specific training or specific certification or degree. At the moment there is no vocational qualification standards developed for this position.

6.3 DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

The guidance persons in the Agri food themed park in Cyprus is responsible for
- the guidance of the visitors in the olive museum, which features olive oil extraction methods of the past (millstone, olive press) and various items related to the storage and uses of the olive oil as well as its history. Illustrated wallboards give a variety of interesting facts, such as wearing wooden shoes to press olives and the role played by the olive oil in the Mediterranean diet for medicinal and cosmetic purposes, as well as on other gifts and uses of the olive tree.
- providing information to the visitors regarding the role of the olive and olive oil in the Cyprus house and the Mediterranean diet, customs, traditions, history,

The target groups are locals and tourists that have an interest in the agricultural food like olives, in healthy lifestyle and students that wish to learn about this product, its history and use.

The profile of the guidance persons usually comprises knowledge of the product and its history and must have good communication skills the guidance person does not need to have a degree or a special qualification in order to do this work.

The guidance person is an employee of the park and may be a permanent employee or a seasonal employee in the park.

http://www.cyprusfoodndrinks.com/cgibin/hweb?-A=181&-V=ohcompany&_VCATEGORY=501012

http://www.oleastro.com.cy/en/

7 PROFESSIONAL FIGURE 3- OWNER OF AGRI FOOD EXPORT COMPANY (EXPORTING FRESH FRUITS AND VEGETABLES)

7.1 DENOMINATION

Owner of Agri food export company (exporting fresh fruits and vegetables)

7.2   CONTEXT and LEGAL FRAMEWORK (max 10 lines)

Due to the good climate and whether conditions in Cyprus help Cypriots to grow fruits and vegetables. Although the total land dedicated to fruit and vegetable crops accounts for around 15% of the total cultivated land, their value makes up nearly 65% of the agricultural sector GDP. Furthermore, the sector is highly dependent on the export markets which take more than 50% of the total production. The owner if an Agri food export company may hold a university degree in management or in environmental management. At the moment there is no vocational qualification standards developed for this position.

7.3   DESCRIPTION (type of work, conditions, qualities, activities, type of costumers, self – employed person or employed person, etc...) (max 10 lines)

The owner of an Agri food export company is responsible for:
- Communication with representatives in the exporting countries
- Supervision of the personnel in the packing unit
- Communication with personnel that checks the quality of the products
- Checking the economic status of the company

The target group of his business is foreigners that wish to consume fresh and quality fruits and vegetables.

The owner of and small Agri- food export company is a permanent employee of the company.

8.4   Analyse the professional qualifications related to an HR manager: Overview of the specific characteristics of the professional figures concerned by "HRM in small enterprises of the agri-food sector" activities

Training in HRM is not available on EQF 6 or lower in Slovenia. There are some 1st and 2nd level Bologna university programmes specialised in HRM. Also, business school include HRM course as elective or mandatory course. Alternatives to develop competencies in HRM are individual trainings, conferences and professional events organised by Slovenian HR association. Slovenian HR association also accepted Standards of Slovenian human resources profession that was adopted from international standard of Society for Human Resource Management (SHRM).

8.4.1   Slovenia

Analyse the professional qualifications related to an HR manager: Overview on the specific characteristics of the professional figures concerned by "HRM in small enterprises of the agri-food sector" activities *in SLOVENIA. Please list relevant trainings for professional figures in our scope of the project. Focus also on all non-formal trainings for HRM and AF sector.* In our case the focus is on the learning outcomes and on the possibility to integrate our learning outcomes to other professional qualifications (as reference point).

Professional figures Characteristics (Name)	Training for human resource officer	Master's degree in human resources management	Master's degree in labour and human resources law

The professional figure is defined and/or regulated by the national, regional or sectoral laws and rules?	☐ National / regional ☐ Sectoral ✖ <u>Not</u> defined /<u>regulated</u>	✖ National / regional ☐ Sectoral ☐ Not defined /regulated	✖ National / regional ☐ Sectoral ☐ Not defined /regulated
The professional figure must have specific education, training or professional requirements? (What is needed to enrol to the training)	☐ Education requirements (specify: _____ _____) ☐ Training requirements (specify: _____ _____) ☐ Professional requirements (specify: _working professionals, HR developers, HR members, leader of HRM departments, managers of SMEs ☐ No requirements	✖ Education requirements (specify: A completed first-cycle study programme consisting of 180 credits; or completed three-year undergraduate study programme adopted prior to 11 June 2004. ☐ Training requirements (specify: _____) ☐ Professional requirements (specify: _____) ☐ No requirements	✖ Education requirements (specify: A completed first-cycle study in law Or. a completed first-cycle study programme in another field - prior to enrolment candidates must complete course units essential for further study, totalling 18 ECTS credits. ☐ Training requirements (specify: _____) ☐ Professional requirements (specify: _____) ☐ No requirements
What is the professional figure's NQF Level?	Not defined	SQF level 8 QF-EHEA Second cycle	SQF level 8 QF-EHEA Second cycle
What is the professional figure's EQF Level?	☐ EQF Level 1 ☐ EQF Level 2 ☐ EQF Level 3 ☐ EQF Level 4 ☐ EQF Level 5 ☐ EQF Level 6	☐ EQF Level 1 ☐ EQF Level 2 ☐ EQF Level 3 ☐ EQF Level 4 ☐ EQF Level 5 ☐ EQF Level 6 x EQF Level 7	☐ EQF Level 1 ☐ EQF Level 2 ☐ EQF Level 3 ☐ EQF Level 4 ☐ EQF Level 5 ☐ EQF Level 6 x EQF Level 7
Learning outcomes:	Students will be able to: - prepare workplace analysis and determinate criteria	Students will be able to: (general competencies) - analyse, synthesise and envisage solutions and the consequences, - apply knowledge in theory	Students will be able to:(general competencies) - work autonomously and creatively and demonstrate mastery of complex tasks in the profession, - make decisions when addressing complex technical legal and human resources issues and formulating complex legal relationships,

	- use effective ad or self-selection tool for candidates - do phone selection process - manage employment interview - understand and use of key stages of the selection interview - use and understand procedures for recruitment (rights and obligations of the candidate (selected / not selected) - know how to prepare compulsory documentation before and when employed ...) - Understood legal framework: Rules on personnel procedures (employment contract, collective agreements, laws, mandatory and recommended internal acts ...); Personnel records (compulsory records, personal files, ...); Fixed-term employment	and practice, - apply knowledge, information and information technology in their work, - teach effectively, - analyse issues and present their solution to various groups using various techniques, - master research methods, procedures and processes, develop critical and self-critical assessment, - develop creativity in the development of projects, initiative in management processes and independence in performing tasks, - establish effective relations with others and collaborate with the working and social environments, - develop group work skills while taking into account diversity, multiculturalism and ethics, - develop their own learning and career as well as continuous professional development (lifelong learning, education and training), - develop and use organisational and leadership abilities, - develop personal values and professional ethics,	- communicate in a highly proficient manner both orally and in writing on labour law and human resources topics, - carry out research in the field of labour law and human resources, demonstrating mastery of the appropriate research methods, - demonstrate a capacity for ethical reflection and a commitment to professional ethics, - work in a group, - communicate in an international environment, - develop a critical attitude and thinking with regard to various developments in society, - demonstrate mastery of complex theoretical content in the legal and human resources fields, - analyse comparative legal resources, - (subject-specific competencies) - demonstrate in-depth knowledge of labour law and social security: individual labour law (for example the ability to draw up different types of employment contracts with workers or civil servants, all necessary acts in the procedure of concluding and terminating an employment contract with a worker or civil servant), collective labour law (for example the ability to draw up a draft company-level collective agreement, the necessary acts in relation to a works council and trade union), social security (for example the ability to draw up the relevant applications in proceedings before social security authorities), European and international labour law (demonstrate mastery of the rules of free movement of workers in the EU; resolve legal problems in the field of labour law and social security taking into account relevant international legal resources), - demonstrate in-depth knowledge of human resources material: modern approaches to human resource management (mastery of approaches, models, techniques and solutions at the level of managing people at work, taking into account their abilities, competencies and knowledge, such as conducting personnel interviews and annual appraisals, putting together a human resource plan and the part of a financial plan relating to labour costs), knowledge management and the learning organisation

	contract (restrictions, consequences, ...); Specific contractual terms: experimental work, internship, competitive ban / clause ...; Working hours (overtime, redistribution of working time, ...); Annual leave and recovery (height, use, ...); Payment for work (salary, work performance, benefits ...); Termination of an employment relationship (types, procedures, protected category, deadlines, ...)	- (subject-specific competencies) - understand lifelong learning through the study of theoretical and methodological concepts, - demonstrate independence in planning and developing educational approaches to lifelong learning, - apply theoretical knowledge in the field of lifelong learning in developing modern life in society, - develop long-term, medium-term and short-term plans to develop lifelong learning in various fields, - solve specific problems in the field of lifelong learning, - plan and implement innovative projects in the field of lifelong learning, taking account of social and organisational circumstances where learning will be implemented, - develop systemic competencies in the area of management, quality, creativity and group leadership, - cooperate with the educational circle and local and wider social and working circles, - integrate and combine	(mastery of specific approaches to knowledge management and the introduction of the learning organisation concept, the importance of lifelong learning, understanding of the role of modern management, various aspects of knowledge management; the knowledge management process model: phases and content of the process, process management, methods, tools and techniques), human resources development – training, promotion, mentoring (the ability to compare and evaluate different concepts and theories from the field of organisational and managerial/leadership approaches with an emphasis on the development of a scientific theory of human resource management), performance and evaluation of the level of difficulty of work (mastery of criteria for defining and assessing performance and the ability to evaluate the level of difficulty of work in terms of competencies, responsibilities and other conditions), - demonstrate mastery of legal and human resources methods and skills: they will master communication with workers or civil servants, mastery of negotiating skills (for example in negotiations with trade unions), learn to master the effective conducting of procedures with an employer (employment procedure, including interviews, disciplinary and compensation procedures, termination of employment contract procedure), learn to master the representation of an employer (and an employee or civil servant) before various authorities and institutions (the labour and social court, the Pensions and Disability Insurance Institute, the labour inspectorate, the Employment Service of Slovenia, the Health Insurance Institute), be able to identify and take action against harassment and bullying in the workplace, and be able to assess employee performance and protect their privacy and personality, - demonstrate mastery of a range of content from the field of economic law: company law (knowledge of the forms of legal and organisational status of companies and legal persons subject to public law, and of their organisation and management; the ability to deal with capital-related issues

		formal and non-formal forms of education in planning and implementing lifelong learning, - advise organisations in designing, planning, implementing, supervising and evaluating mechanisms of training and education in the process of lifelong learning, - integrate information and communication technology and e-learning into educational and training processes, - plan the development of human resources in service, business and other activities by enabling and encouraging learning, critical self-reflection and a team approach to learning.	in the operations of companies, understanding of company, enterprise and worker relationships), tax law (knowledge of tax regulations and social security regulations determining the taxation of labour and the payment of social security contributions), - demonstrate mastery of a range of content from other fields of law with a significant impact on labour relations and human resources processes: intellectual property law (the ability to draw up the acts or contracts necessary in connection with regulating the protection of intellectual property in a labour relationship), civil procedural law (ability to draw up an application before the labour and social court), alternative settlement of disputes (the ability to represent an employer or employee or civil servant in all alternative settlement proceedings and to draw up the most complex applications in these proceedings), criminal law (the ability to cooperate with law enforcement authorities, the investigating judge and the criminal court), personal data protection and information technology (the ability to classify confidential acts and documents and protect them adequately, including data in telecommunications and media).
Assessment and completion (Process of assessment, exams, what needs to be done to get "certificate"):	Participation	Examination performance is graded as follows: 10 (excellent); 9 (very good: above-average knowledge but with some mistakes); 8 (very good: solid results); 7 (good); 6 (adequate: knowledge satisfies minimum criteria); 5–1 (inadequate). In order to pass an examination, a candidate must achieve a grade between adequate (6) and excellent (10).	Examination performance is graded as follows: 10 (excellent); 9 (very good: above-average knowledge but with some mistakes); 8 (very good: solid results); 7 (good); 6 (adequate: knowledge satisfies minimum criteria); 5–1 (inadequate). In order to pass an examination, a candidate must achieve a grade between adequate (6) and excellent (10).

Assessment organisation (Who is doing assessment / review of knowledge):	Training centre	Independent higher education institute, International Faculty of Social and Business Studies	University of Maribor, Faculty of Law
Awarding body (Who is issuing "certificate"):	Training centre	Independent higher education institute, International Faculty of Social and Business Studies	University of Maribor, Faculty of Law
Additional relevant info (anything that helps us understand process, relevance of learning outcomes, assessment & rewarding, etc.):	30h course, 5 days 6h, including psychometric testing and 1h of coaching		

Training in HRM is not available on EQF 6 or lower in Slovenia. There are some 1st and 2nd level Bologna university programmes specialised in HRM. Also, business school include HRM course as elective or mandatory course. Alternatives to develop competencies in HRM are individual trainings, conferences and professional events organised by Slovenian HR association. Slovenian HR association also accepted Standards of Slovenian human resources profession that was adopted from international standard of Society for Human Resource Management (SHRM).

8.4.2 Spain

Analyse the professional qualifications related to an HR manager: Overview on the specific characteristics of the professional figures concerned by "HRM in small enterprises of the agri-food sector" activities *in Spain. Please list relevant trainings for professional figures in our scope of the project. Focus also on all non-formal trainings for HRM and AF sector.*

Professional figures Characteristics (Name)	Human Resources manager	Direction assistant

The professional figure is defined and/or regulated by the national, regional or sectoral laws and rules?	x National / regional ☐ Sectoral ☐ Not defined /regulated	x National / regional ☐ Sectoral ☐ Not defined /regulated
The professional figure must have specific education, training or professional requirements? (What is needed to enrol to the training)	x Education requirements (specify: A-level ("Achilleate") or 2nd grade diploma x Training requirements It can also be accessed thanks to a "prueba de acceso" – access test. ☐ Professional requirements (specify: _____) ☐ No requirements	x Education requirements (specify: A-level ("Bachillerato") or 2nd grade diploma x Training requirements It can also be accessed thanks to a "prueba de acceso" – access test. ☐ Professional requirements (specify: _____) ☐ No requirements
What is the professional figure's NQF Level?	3	3
What is the professional figure's EQF Level?	☐ EQF Level 1 ☐ EQF Level 2 x EQF Level 3 ☐ EQF Level 4 ☐ EQF Level 5 ☐ EQF Level 6	☐ EQF Level 1 ☐ EQF Level 2 x EQF Level 3 ☐ EQF Level 4 ☐ EQF Level 5 ☐ EQF Level 6
Learning outcomes:	- Manage information and file systems in conventional support and computer - Perform administrative support to the tasks of selection, training and development of human resources. - Perform management and administrative control of human resources. - Manage office applications in information management and documentation	- Managing and managing management communications autonomously. - Proactively manage activities to assist management in matters of organization - Communicate in English, with a competent user level, in the activities of assistance to management. - Communicate in a foreign language other than English, with an independent user level, in the activities of assistance to management.

		- Prepare documentation and professional presentations in different formats
Assessment and completion (Process of assessment, exams, what needs to be done to get "certificate"):	The assessment method is defined by each region and VET school. The assessment method is not defined in the title description.	The assessment method is defined by each region and VET school. The assessment method is not defined in the title description.
Assessment organisation (Who is doing assessment / review of knowledge):	Certified VET school	Certified VET school
Awarding body (Who is issuing "certificate"):	Certified VET school	Certified VET school
Additional relevant info (anything that helps us understand process, relevance of learning outcomes, assessment & rewarding, etc.):		

8.4.3 Greece

Analyse the professional qualifications related to an HR manager: Overview on the specific characteristics of the professional figures concerned by "HRM in small enterprises of the agri-food sector" activities *in Greece. Please list relevant trainings for professional figures in our scope of the project. Focus also on all non-formal trainings for HRM and AF sector.*

Professional figures Characteristics (Name)	Master's Degree in "International Business and Management". Pathways: a) International Human Resources Management, (b) International Marketing. Department of Business Administration.	Master's Degree in "Business Administration" (MBA). Pathways: a) Marketing, b) Financial Administration, c) Human Resources Administration, d) Tourism Business Administration, e) Healthcare Units Administration, f) Educational Administrations Administration, g) Sports Units and Organisations Administration. Department of Business Administration - Department of Accounting and Finance - Department of Economics. University of Macedonia.	E-learning Programme: Human Resources Development	E-learning Programme: Human Resources Management
The professional figure is defined and/or regulated by the national, regional or sectoral laws and rules?	X National / regional ☐ Sectoral ☐ Not defined /regulated	X National / regional ☐ Sectoral ☐ Not defined /regulated	X National / regional ☐ Sectoral ☐ Not defined /regulated	X National / regional ☐ Sectoral ☐ Not defined /regulated
The professional figure must have specific education, training or professional requirements? (What is needed to enrol to the training)	x Education requirements (specify: _ BACHELOR DEGREE) ☐ Training requirements (specify: _____) ☐ Professional requirements (specify: _____) ☐ No requirements	x Education requirements (specify: _ BACHELOR DEGREE) ☐ Training requirements (specify: _____) ☐ Professional requirements (specify: _____) ☐ No requirements	☐ Education requirements (specify: _____) ☐ Training requirements (specify: _____) ☐ Professional requirements (specify: _____) X No requirements	☐ Education requirements (specify: _____) ☐ Training requirements (specify: _____) ☐ Professional requirements (specify: _____) X No requirements

What is the professional figure's NQF Level?	MASTER'S DEGREE	MASTER'S DEGREE	CERTIFICATE OF SPECIALIZED EDUCATION	CERTIFICATE OF SPECIALIZED EDUCATION
What is the professional figure's EQF Level?	☐ EQF Level 1 ☐ EQF Level 2 ☐ EQF Level 3 ☐ EQF Level 4 ☐ EQF Level 5 ☐ EQF Level 6 X EQF Level 7	☐ EQF Level 1 ☐ EQF Level 2 ☐ EQF Level 3 ☐ EQF Level 4 ☐ EQF Level 5 ☐ EQF Level 6 X EQF Level 7	☐ EQF Level 1 ☐ EQF Level 2 ☐ EQF Level 3 ☐ EQF Level 4 ☐ EQF Level 5 ☐ EQF Level 6	☐ EQF Level 1 ☐ EQF Level 2 ☐ EQF Level 3 ☐ EQF Level 4 ☐ EQF Level 5 ☐ EQF Level 6
Learning outcomes:	*Knowledge*: • Have increased expertise in Management Science and incorporate elements of scientific cutting edge developments in the fields of Human Resource Management and Marketing in the research professional activity in the international environment. • Demonstrate a critical understanding of the principles, theories, methodologies and practices of International Business Administration and its interface with other areas of knowledge. • Have increased critical understanding of the evolutionary dynamics and cutting-edge issues in all areas of Business and Organizations' Administration. • Select and organize appropriate strategies and practices for effective Management of Businesses and Organizations in the context of a changing global economy	*Knowledge* Graduates acquire increased specialized knowledge on the cognitive domains of the programme, with regard to the latest scientific developments, acquire the basis for original and critical thinking by combining various cognitive sectors, and are capable of connecting research to professional activity, taking into consideration the theories and methodologies of their cognitive domain. *Skills* Graduates acquire skills with regard to the practical application of theories and methodologies, the critical and original application of the knowledge acquired on research, the analysis and evaluation of modern relevant subjects, as well as the documentation and resolution of composite problems with clarity,	**Aim** - It analyses the basic concepts of Human Resource Management, the role of which the HR department plays in the business, as well as the inextricable relationship between good HR practices and the achievement of business strategy, - extensive reference is made to the training and development of staff, in particular to the modern tendency to adopt a culture of continuous learning, as well as to the design and the implementation of a successful educational policy, - the concept and characteristics of entrepreneurship are analysed in detail - the competencies that guarantee the professional personal development, such as the development of negotiation, decision-making, presentation, persuasion and influence skills, as	- **Aim** - This training programme is addressed to Human Resources executives as well as Heads of Departments who wish to follow the developments in the international environment in the field of Personnel Management and to approach their subject with a modern, and effective way. The program focuses on the importance of the human factor in the operation, as well as the profitability of enterprises. In the modern business environment, more and more people recognize the importance of investing in human capital while surveys show that companies that play a leading role in the international arena not only invest in human capital but also take great "returns" on these investments. The selection and recruitment of staff, their training

	Skills: • Implement methodological approaches and techniques in the performance of their organizational, production and administrative functions. • Implement with originality the knowledge acquired in research, analysis and development of innovative solutions to complex, interdisciplinary and innovative issues of International Business Administration. • Articulate in a scientifically documented manner innovative solutions to complex and new issues and formulate valid judgments, taking into account the respective relevant social, economic, cultural and ethical dimensions. • Document their scientific positions with specialized information and arguments towards a public specialized or not, with clarity, efficiency and accuracy. **Capacities**: • Continue to develop with autonomy their knowledge and skills at a high level. • Implement professionally the specialized knowledge and skills they have acquired and effectively address new, interdisciplinary or unforeseen issues. • Undertake independently responsibility to draft action plans	sufficiency, and precision, while taking into consideration the various application context thereof. In addition, they acquire skills for the collection and analysis of data, decision-making, the procedures of communication, the design of management programmes, as well as the management of teams. **Competencies** The graduates develop competencies at a high level and are capable of using them effectively, both in scientific and professional situations. Moreover, they are capable of using these competencies for the formulation of strategies, decision making, as well as crisis management. In addition, the acquire competencies for learning, setting objectives and priorities, managing time, and formulating and presenting reports using new technologies.	well as effective interpersonal communication skills in the working environment are analysed	and development, the techniques of enhancing work efficiency, the development of a performance appraisal system and pay packages, as well as the modern incentives for staff are examined in this program. At the same time, issues such as structure, the structure and optimum size of human resources, the assignment of responsibilities and the building of functional groups, as well as issues such as internal communication, industrial relations, entrepreneurship in general, and the creation of a secure working environment. At the end of the theoretical part of the Program, trainees have the opportunity to learn to use the Software Program and apply it to data from the actual workplace of companies collaborating with the program.

	to the entire range of operation of internationally oriented Businesses and Organizations, combining knowledge and practices taught in the MA Study Program.			
Assessment and completion (Process of assessment, exams, what needs to be done to get "certificate"):			Test after the end of each training module. The trainees have to get at least 50% success rate.	- Test after the end of each training module. The trainees have to get at least 50% success rate.
Assessment organisation (Who is doing assessment / review of knowledge):			National & Kapodistrian University of Athens – eLearning Centre of Continuous Education and Training	- National & Kapodistrian University of Athens – eLearning Centre of Continuous Education and Training
Awarding body (Who is issuing "certificate"):	Piraeus University of Applied Sciences Technological Educational Institute of Piraeus (T.E.I. of Piraeus)	University of Macedonia	National & Kapodistrian University of Athens – eLearning Centre of Continuous Education and Training	National & Kapodistrian University of Athens – eLearning Centre of Continuous Education and Training
Additional relevant info (anything that helps us understand process, relevance of learning outcomes, assessment &			Duration: 6 Months Total Hours: 199 - 244 ECVET: 6,58 - 20,33	Duration: 10 Months Total Hours: 377 - 422 ECVET: 31,42 - 35,17

rewarding, etc.):			

8.4.4   France

Professional figures Characteristics (Name)	HR DIRECTOR	RECRUITMENT OFFICER	Responsible for personnel administration
The professional figure is defined and/or regulated by the national, regional or sectoral laws and rules?	⎮ National / regional ☐ Sectoral ☐ Not defined /regulated	☐ National / regional ☐ Sectoral ☐ Not defined /regulated	☐ National / regional ☐ Sectoral ☐ Not defined /regulated
The professional figure must have specific education, training or professional requirements? (What is needed to enrol to the training)	☐ Education requirements (specify: _____) ☐ Training requirements (specify: _____) ☐ Professional requirements (specify: _____) ☐ No requirements	☐ Education requirements (specify: _____) ☐ Training requirements (specify: _____) ☐ Professional requirements (specify: _____) ☐ No requirements	☐ Education requirements (specify: _____) ☐ Training requirements (specify: _____) ☐ Professional requirements (specify: _____) ☐ No requirements
What is the professional figure's NQF Level?			
What is the professional figure's EQF Level?	☐ EQF Level 1	☐ EQF Level 1	☐ EQF Level 1 ☐ EQF Level 2 ☐ EQF Level 3

Learning outcomes:	▸ Sense of dialogue and conciliation ▸ Strong managerial skills ▸ Strategic and political skills ▸ Firmness, authority	▸ Managerial and logistical skills ▸ Mastery of information and communication tools ▸ Spirit of analysis, synthesis and anticipation ▸ Relational and editorial ease ▸ Organization and rigor ▸ Mastery of one or more foreign languages depending on the activity of the company	▸ Administrative, managerial skills ▸ Very good knowledge of labour legislation ▸ Good manager ▸ Editorial, relational ▸ Organization, rigor
Assessment and completion (Process of assessment, exams, what needs to be done to get "certificate"):			
Assessment organisation (Who is doing assessment / review of knowledge):			

Awarding body (Who is issuing "certificate"):			
Additional relevant info (anything that helps us understand process, relevance of learning outcomes, assessment & rewarding, etc.):			

8.4.5 Cyprus

Analyse the professional qualifications related to an HR manager: Overview on the specific characteristics of the professional figures concerned by "HRM in small enterprises of the agri-food sector" activities *in Cyprus. Please list relevant trainings for professional figures in our scope of the project. Focus also on all non-formal trainings for HRM and AF sector.*

Professional figures Characteristics (Name)	Adult Certified Trainer
The professional figure is defined and/or regulated by the national, regional or sectoral laws and rules?	✓ National / regional ☐ Sectoral ☐ Not defined /regulated

The professional figure must have specific education, training or professional requirements? (What is needed to enrol to the training)	☐ Education requirements (specify: _____) ✓ Training requirements (specify: _____70 hours training_____) ☐ Professional requirements (specify: _____) ☐ No requirements
What is the professional figure's NQF Level?	
What is the professional figure's EQF Level?	☐ EQF Level 1 ☐ EQF Level 2 ✓ EQF Level 3 ✓ EQF Level 4 ✓ EQF Level 5 ☐ EQF Level 6
Learning outcomes:	There is a book of 50+ pages of the LOs

Assessment and completion (Process of assessment, exams, what needs to be done to get "certificate"):	1. Have a total of 240 training hours if you have a relevant degree in Adult training or 540 in total. If the person does not have the required training hours, he/she must attend an HRDA approved Train the Trainer Course of at least 70 hrs
	2. Then he/she must pass an exam which consists of:
	   a. Delivery of 45 min training to an examiner body
	   b. Pass an Interview
	   c. Pass an exam
	   d. Prepare an essay on a topic of his/her choosing
	3. To retain the certification, he/she must at least deliver 150 training hours over a period of 3 years.

Assessment organisation (Who is doing assessment / review of knowledge):	HRDA in collaboration with Accredited Testing Centres
Awarding body (Who is issuing "certificate"):	HRDA
Additional relevant info (anything that helps us understand process, relevance of learning outcomes, assessment & rewarding, etc.):	