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The project CREDNET- Network for the Accreditation of the Managerial Skills is completing the first year of its activities. During this year, it has made its first major achievements which are going to lead to the development of the main products of the project.

The main achievements of the first year of activities of the CREDNET project are:

a) The development of a comparative report on the existing situation in the field of the recognition and certification of the managerial skills and competencies in the 7 countries that are participating in the consortium (Greece, Italy, Romania, Cyprus, Latvia, Poland and Slovenia). This document was based on extensive desk research and field research which was performed by the project partners with enterprise managers and decision makers from all the participating countries.

b) The development of the protocol with the perspectives and trends for revision, application and improvement of European Certification Models for Managerial Competencies. This is a document that presents the main perspectives and trends in the field in all the partner countries but also in a European level and presents some of the best practices that have been identified in the field.

On the basis of these two first results, the project is continuing its activities in the second year with the production of the methodology for the certification of managerial competencies and with the development of online courses and an online tool for facilitating the self evaluation of the managerial competencies.

**Achievements of the 1st  
year of the project**



## Comparative report

### **The state-of-the-art of the recognition and validation of managerial competences in Europe**

Regardless of how we acquire managerial skills, it is clear that training and professional development is an ongoing, long-term process. But do we need clearly defined and accredited standards to measure the skills that determine the managerial competency? What is the most appropriate type of learning for these skills? Are the managerial skills learned or are the managers innate?

Although it is well known that learning does not end along with school, university or qualification diplomas, skills acquired or developed exclusively at work, within the family, within the circle of friends or after attending training programs without certified diplomas are not often recognized as assets in our professional CVs. Today's "manager" is more a hierarchical position within the company, rather than a career.

In order to analyze the state-of-the-art, the consortium of the **CREDNET project** carried out a complex **research targeted on the recognition and validation process of non formal and informal learning in Greece, Italy, Romania, Cyprus, Latvia, Poland and Slovenia**, with reference to: managerial profiles; non-formal/informal training systems; policies, perspectives and trends concerning the certification of managerial competencies gained through non-formal/informal learning; identification of best practices; surveys among stakeholders to detect the needs for recognition and validation of managerial competences and the objectives for such recognition; main obstacles and barriers.

The concept of lifelong learning was established relatively recently in analyzed countries, following European directives and initiatives on this issue. The concepts of informal and non-formal learning were equally developed along with the development of the concept of the lifelong learning,

National institutions are involved and encourage the recognition of learning acquired through non-formal or informal learning, mostly due to the necessity of improving and updating the competences of individuals who face the current uncertainty of the labour markets. The economic crisis sharpened the disparity between skills demand and supply and made the issue of updating competences a priority for policy makers. There is also a need for professional reintegration of unemployed persons, and their development is mostly achieved through non-formal and informal learning, being recognized as the fastest and most useful methods to acquire or develop competencies (*see charts from next page*).

The financing for these types of learning comes mainly from three sources: European funding, private funding and national funding schemes for supporting informal and non-formal educational programmes.

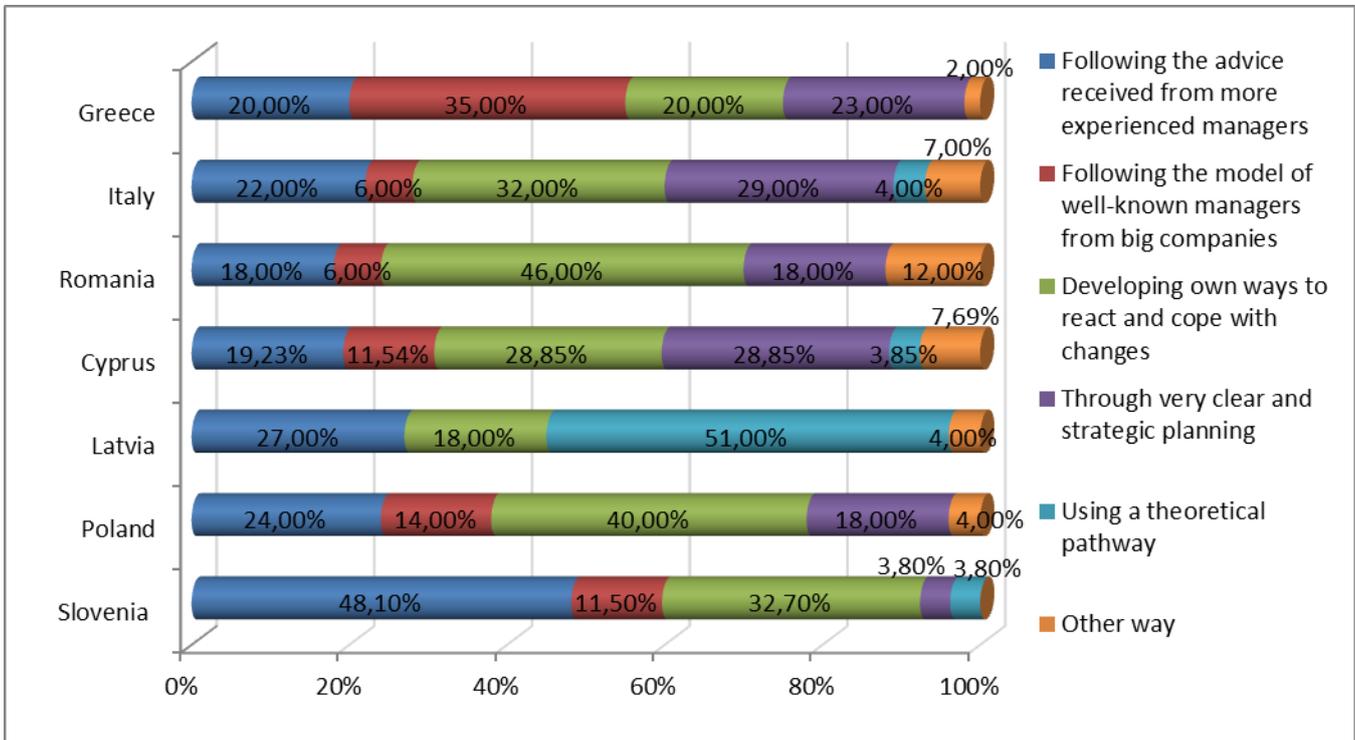
Policies concerning the validation process of non-formal/informal learning and the recognition of competences gained through these types of learning still have weaknesses in analyzed countries. Even if there is a clear trend in the last years for the vocational training to move towards learning outcomes-based approaches, the legal frameworks are still under development and the national systems for validation are still rather un-comprehensive.

Although it has a fairly short history, validation of informal and non-formal learning are gaining momentum through an increase of certified validation centers and experts, refinement of assessment methods and clearer legal and practical procedures.

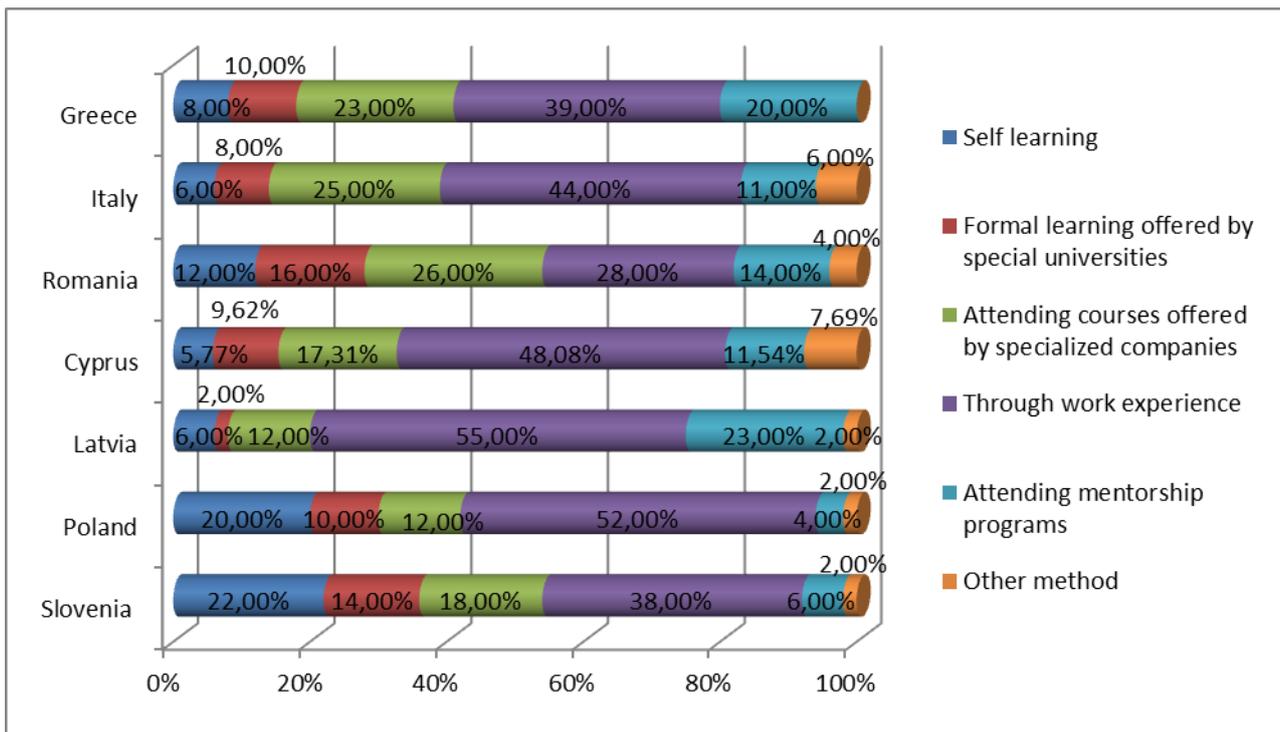
*The full Comparative Report as well as all National Reports, in English, can be found on the project's website ([www.crednetmanager.eu](http://www.crednetmanager.eu)). For further details please contact XXX (name) at XXX (email address).*

### Statistical analysis of the questionnaires

Respondents' opinions on the fastest way to acquire managerial competences:



Stakeholders' opinion on the method used to acquire managerial competences:



## Best practices in Romania (each partner to describe its own best practices)

The Romanian partner, CNIPMMR, gathered and analyzed 5 best practice examples in the field of validation of competences acquired through a non-formal/informal training and in the field of recognition of competences acquired through a non-formal/informal training system. The validation examples consisted mainly in tools, systems, certification models for the managerial competencies, while the recognition in projects, initiatives, policies etc.

In Romania the situation regarding the best practices is similar to the one in Greece, meaning that most successful initiatives and systems were co-financed by the European funds. The BPs mainly had a very wide partnership, with countries from all over Europe. The analyzed initiative aimed to: recognize certain professional profiles and their required skills; introduce validation systems to recognize existing competences and experience, acquired through non formal and informal learning; provide companies and employees with equally manageable methods for self-assessment and external assessment of the competencies acquired in non-formal learning processes; support non-formal learning experiences among young people; create links between theory and practice in education etc.

Analyzing the best practice examples it came out that in Romania in all enterprises it is the recognition of skills acquired in non formal learning, the matching between existing and required skills and the practical implementation of tools that solve entrepreneurial and organizational questions in the daily life of enterprises.

## Foreseen results of the Crednet project

Comparative Report  
on the State of the  
Art in the Sector of  
Validation of Mana-  
gerial Competencies

Self Evaluation  
Tool

Best Practices  
Online Portal

Protocol of per-  
spectives and  
trends

Methodology for  
the accreditation  
of managers' com-  
petencies

Training con-  
tent



For further information please visit the CREDNET project website:  
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