TEMPLATE FOR THE GOOD PRACTICE

What is a good practice?

A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it.

Please follow the instructions included to fill in the template. You can replace the guiding questions for each element with your description.
Mandatory fields are defined by *

Element	Description
Title*	*What is the name that best describes the good practice?* **Empowering Transitional Skills: The BuildSkills Academy innovative integrated framework for curriculum enrichment and certification**
Name of the VET Provider	**Cleantech Bulgaria as Coordinator of BuildSkills Academy Center of Vocational Excellence**
Thematic domain	What is the thematic domain covered by this good practice? More than one domain can be indicated • **Innovation** • **Digital** • **Green** • Inclusion • Entrepreneurial • Career guidance • **Lifelong learning** • **Creating partnerships/skills ecosystems**
Introduction*	*What is the context (initial situation) and challenge being addressed? Provide a short description of the problem/challenge being addressed and specify the period during which the practice has been carried out.* _____ **The construction sector is currently undergoing a profound green and digital transformation, driven by the urgent need for greater sustainability, improved energy performance, and increased technological integration across the built environment. This transition is generating substantial demand for new and updated competences related to energy efficiency, circular construction practices, digital technologies, sustainable and low-**

	carbon materials, innovative construction methods, and advanced project management approaches. **Despite these rapidly evolving industry requirements, many vocational education and training (VET) providers and training centres continue to deliver programmes that do not yet fully reflect the skills and competences demanded by the labour market. Existing curricula are often outdated, fragmented, or insufficiently aligned with current and emerging sectoral needs. Furthermore, there is frequently no structured methodology in place to systematically assess whether training programmes correspond to labour market expectations, nor a formal mechanism to validate, recognise, and certify both updated training content and the new skills acquired by learners.** **To address this challenge, the BuildSkills Academy developed and pilot-tested, between 2023 and 2025, an integrated and comprehensive framework designed to modernise construction-related vocational training and ensure alignment with the sector's green and digital transition. This framework consists of:** **The BuildEnrichedSkills Methodology – a structured approach for assessing and enriching training curricula based on identified green and digital skills gaps;** **A Digital Platform – supporting self-assessment, curriculum review, and course enrichment through practical application of the methodology;** **A Certification Scheme for Curricula and Training Materials – enabling the certification of enriched educational content in accordance with the international standard ISO/IEC 17024;** **Certification Schemes for Individuals – establishing the rules, criteria, and requirements for certifying learners' competences through a process aligned with ISO/IEC 17024.** **This integrated process enables VET providers and training organisations to systematically review existing courses, identify missing or underrepresented green and digital competences, enrich current training programmes or develop entirely new ones, and certify the quality and relevance of their curricula through internationally recognised standards. In parallel, learners benefit from the opportunity to obtain internationally recognised certification validating the green and digital skills they acquire, thereby improving their employability and professional mobility.** **The full process has been pilot tested through the implementation of 12 training courses spanning EQF levels 3 to 7, demonstrating its applicability across a broad range of qualification levels and construction sector specialisations.**
Stakeholders and Partners	*Who are the beneficiaries or the target group of the good practice? Who are the users of the good practice? Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?*

The BuildSkills approach is strategically designed to serve key actors across the skills and training ecosystem, directly addressing the evolving needs of the construction sector and beyond. The core target groups are:

- **Educational and Training Providers**

Including VET providers, universities, and other education and training institutions—along with their trainers and curriculum developers—who design and deliver programmes related to the construction sector. Importantly, the BuildSkills methodology is highly adaptable and can be transferred to other industries beyond construction.

- **Learners and Professionals**

Jobseekers and working adults seeking to enter or advance within the construction sector through upskilling and reskilling opportunities, particularly in response to emerging green and digital demands.

- **Certification Bodies**

Organizations operating under ISO/IEC 17024 certification frameworks that can implement the BuildSkills Certification Schemes or develop new schemes using the BuildSkills Certification Framework.

These three groups form the primary users and beneficiaries of the innovative BuildSkills tools and methodologies

The BuildSkills ecosystem also supports:

- **Construction companies and employers looking for qualified professionals equipped with the green and digital competencies increasingly required by sector digitalization and the adoption of new construction technologies, materials, and processes.**
- **Public authorities and sectoral organisations engaged in shaping skills and workforce development policies at national, regional, and European levels.**

The good practice has been developed and implemented by a Pan-European Partnership - the BuildSkills Academy consortium, led by Cleantech Bulgaria and involving 17 partners from across Europe, including VET providers, universities, chambers of commerce, business associations, NGOs and certification bodies.

Both the BuildEnrichedSkills Methodology and the Certification schemes have been evaluated by a significant number of external experts through a 3-level process including:

- **Validation within 5 Thematic groups - "Environment, Health and Safety", "Energy Efficiency", "Circular Waste Management", "Design and Engineering", "New building materials";**
- **Verification by an External Quality Assessment Panel comprising 14 leading European experts with recognised high-level expertise;**
- **Verification during Country roundtables in the 6 pilot countries**

	The rigorous evaluation process enabled the further enhancement of the BuildSkills tools, resulting in full alignment with industry vision, strategic priorities, and existing policy frameworks. Through the active engagement of a broad and influential network of stakeholders, including education and industry leaders, entrepreneurs, innovators, senior policy-makers, and high-level external quality assurance experts, the BuildSkills results were overwhelmingly validated for their high strategic value, transformative potential, and strong applicability across the skills ecosystem. This extensive endorsement underscores the significant impact of BuildSkills in shaping future-ready skills development for the sector.
Impact*	*What has been the impact (positive or negative) of this good practice on the beneficiaries'? Has there been social impact? Has the CoVE impact environmentally, financially, and/or economically the region where it is based (and if applicable, become more resilient), and if yes how? What evidence does show this impact?* **The BuildSkills good practice has established a structured, scalable, and replicable European approach for modernising VET provision in the construction sector, supporting education and training systems across Europe in responding effectively to rapidly evolving labour market demands.** **Its implementation delivers substantial impact at both sectoral and European level, including:** - **Strengthening the capacity of VET providers to continuously adapt and update their training offer in line with emerging labour market and industry requirements;** - **Enabling the development of new and enriched training programmes integrating critical green and digital competences for the construction workforce of the future;** - **Fostering stronger collaboration between VET providers, employers, and certification bodies, thereby improving the responsiveness and relevance of skills ecosystems;** - **Enhancing the quality, consistency, and transparency of curricula and training materials through a common structured methodology;** - **Increasing the attractiveness and credibility of VET pathways by enabling learners to obtain internationally recognised certifications;** - **Boosting employability, career progression, and labour mobility for learners and workers across national borders.** **The methodology and digital platform have already been successfully piloted with training providers in multiple European countries, demonstrating that the self-assessment and course enrichment process can significantly enhance the relevance, quality, and market alignment of training provision.**

	Beyond its educational impact, the practice generates clear European added value by contributing directly to the EU's strategic priorities for the green and digital transition. It supports the development of competences related to energy efficiency, circular economy, digitalisation, and sustainable construction - key pillars of Europe's climate and competitiveness agenda. **At the same time, it strengthens the resilience and responsiveness of local and regional labour markets by helping address emerging skills shortages and equipping the workforce with the competences needed for Europe's evolving construction ecosystem.**
Innovation and Success Factors *	*In what way has the good practice contributed to innovation? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)?* **The BuildSkills good practice introduces a highly innovative and integrated approach to modernising vocational education and training by combining multiple traditionally separate processes into one coherent, market-driven framework for skills development and recognition.** **Its innovation lies in the seamless integration of:** - **Structured self-assessment of courses by VET providers, enabling institutions to identify skills gaps within existing training provision;** - **Digital support through an interactive online platform, facilitating efficient implementation, transparency, and standardisation;** - **Curriculum enrichment based on real labour market intelligence, ensuring training remains responsive to evolving sector needs;** - **Certification of curricula and training materials, strengthening quality assurance and consistency of educational provision;** - **Certification of learners' acquired transitional competences, providing formal recognition of green and digital skills.** **Unlike conventional curriculum development models, the BuildEnrichedSkills Methodology establishes a direct and traceable connection between identified skills gaps, targeted curriculum enhancement, and the formal validation of newly acquired competences. This creates a comprehensive and innovation-driven ecosystem for continuous VET modernisation.** **The successful implementation of the practice is underpinned by several critical enablers:** - **Strong multi-stakeholder cooperation between VET providers, employers, and certification bodies;** - **Access to a user-friendly and scalable digital platform supporting implementation and monitoring;** - **Clear guidance, transparent criteria, and practical tools for self-assessment and course enrichment;** - **Use of recognised standards and robust certification procedures, ensuring credibility, transparency, and trust;**

- **Methodological flexibility, enabling adaptation across sectors, countries, qualification systems, and training environments.**

To replicate the BuildSkills approach effectively in similar contexts, the following institutional, economic, social, and environmental conditions should be in place:

- **Strong commitment from VET providers and institutional leadership to invest in curriculum modernisation and continuous improvement;**
- **Active engagement of employers and sector experts to ensure alignment with labour market realities and future skills needs;**
- **Availability of qualified certification partners capable of implementing and sustaining certification processes;**
- **Supportive national and regional policy frameworks promoting green and digital skills development and VET innovation.**

Constraints* *What are the challenges encountered in applying the good practice? How have they been addressed?*

The implementation of the BuildSkills good practice revealed several important challenges that are common when introducing systemic innovation in vocational education and training across diverse European contexts:

- **Varying levels of digital maturity among VET providers, affecting their readiness to adopt digital tools and processes;**
- **Limited familiarity with self-assessment methodologies and certification procedures within some institutions;**
- **Significant differences across national VET systems, qualification frameworks, and institutional environments;**
- **Initial reluctance to revise existing curricula, particularly where updates were not driven by regulatory requirements.**

To overcome these barriers, a comprehensive support framework was put in place, including:

- **Targeted guidance and ongoing cooperation with VET providers throughout the exploitation and implementation period;**
- **A dedicated Handbook for Methodology Application, provided as an annex to support consistent deployment;**
- **Step-by-step video tutorials to facilitate effective use of the digital platform;**
- **A robust Certification Framework, including rules and guidelines for external certification bodies wishing to implement BuildSkills certification schemes or develop new ones;**
- **The creation of user-friendly digital tools and practical templates to simplify adoption and implementation;**
- **Pilot testing and continuous user feedback loops to refine the tools and ensure usability in real-world settings.**

	As the BuildSkills Academy CoVE moves through an active exploitation phase with increasing uptake by external stakeholders, the consortium continues to monitor implementation closely. This ongoing deployment is expected to generate further insights, including new enabling factors and potential barriers particularly in relation to certification, which is a newly introduced component currently undergoing its first months of practical application.
Lessons learned *	*What are the key messages and lessons learned from the good practice experience?* **The implementation experience clearly demonstrated that VET providers are significantly more motivated and better positioned to modernise their training offer when equipped with practical tools, a structured methodology, and dedicated external support. At the same time, active backing from responsible institutions and policy-makers at national, regional, and European levels proved essential for enabling and accelerating this transformation.** **Key lessons learned from the implementation include:** - **Self-assessment provides a powerful foundation for identifying skills gaps and missing competences within existing training provision;** - **Digital tools enhance efficiency, transparency, and consistency in curriculum development and quality assurance processes;** - **Certification strengthens the credibility and appeal of training programmes, increasing their value for both learners and employers;** - **Close engagement with employers is critical to ensure that training remains aligned with real labour market needs and emerging sector demands;** - **Comprehensive, systemic approaches deliver greater impact than isolated training activities or standalone awareness-raising initiatives.**
Replicability and/or up-scaling	*What are the possibilities of extending the good practice more widely? What are the conditions that should be met/respected to ensure that the good practice is replicated, but adapted to the new context?* *The aim is to go further than the section "Innovations / critical success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).* **The BuildSkills good practice offers strong transferability and high replication potential across educational and training systems, making it applicable to a wide range of VET providers and to all types of education and training organisations across regions and countries, both within and beyond the construction sector.**

Its structured methodology and digital platform are designed for adaptation to other sectors undergoing green and digital transformation, including manufacturing, energy, transport, tourism, and other transition-sensitive industries. This scalability is enabled by the fact that the approach is built upon two robust and widely recognised European reference frameworks:

- **ESCO (European Skills, Competences, Qualifications and Occupations), ensuring skills alignment with recognised occupational profiles;**
- **EQAVET (European Quality Assurance Reference Framework for Vocational Education and Training), embedding quality assurance principles applicable across diverse VET systems throughout Europe.**

Because these frameworks are inherently cross-sectoral and Europe-wide, the BuildSkills model can be efficiently tailored to different economic sectors, national contexts, and labour market realities.

To ensure effective transfer, successful replication and sustainable implementation, several enabling conditions should be in place:

- **Occupational profiles and related competences should be customised to the target sector and aligned with local and regional labour market needs, using ESCO as the reference framework;**
- **Strong cooperation between VET providers, employers, and certification bodies should be established to ensure a coherent and end-to-end implementation process;**
- **Training and capacity-building should be provided to educational staff to enable effective internal use of the methodology and platform;**
- **Joint development of training programmes and certification schemes by VET providers and certification bodies should be encouraged to ensure consistency, relevance, and credibility of the training offer;**
- **Engagement with national and regional authorities should be prioritised to secure long-term institutional support and facilitate integration into existing VET and skills governance systems.**

At broader scale, the BuildSkills approach has the potential to become a foundation for national and European frameworks supporting curriculum enrichment, quality assurance, and certification of transitional green and digital skills. As such, it can play a strategic role in strengthening Europe's capacity to modernise vocational education systems and accelerate workforce readiness for the twin transition.

Contact details

What is the address of the people or the project to contact if more information on the good practice are needed?

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URL of the practice	*Can the good practice be found on the Internet?* **https://platform.buildskillsacademy.com/** **https://buildskillsacademy.com/**
Related resources that have been developed	*What training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents, and/or Web sites have been created and developed as a result of identifying the good practice? How can them be accessed?* **The Digital platform is openly accessible – users can sign in with their Google or LinkedIn accounts. They could start a self-assessment, save it and continue later on. Past self-assessments are also saved and could be further modified. A comprehensive user guide on how to use the platform is available here: https://www.youtube.com/watch?v=QKb0-1QTpLQ and accessible also through the https://platform.buildskillsacademy.com/.** **A dedicated Handbook to the methodology is developed and presented as an annex to it.** **The BuildSkills Certification approach is explained here with the Certification schemes also available here.** **Further information about the BuildSkills pilot courses and the certification will be available on the https://buildskillsacademy.com/ in the coming months.**