

Public consultation questionnaire informing the Skills Portability Initiative

Fields marked with * are mandatory.

Introduction

The European Union is working on an initiative to improve the understanding, digitalisation and recognition of qualifications and skills across Europe, regardless of how or where they were acquired (at work, in a training centre, at university, in another country, etc.).

Take part in this survey, share your experiences and opinion, and help the EU shape this initiative.

Target audience

This consultation seeks input from across the EU on how skills and qualifications are recognised and understood across borders, including in border regions where people may live in one EU country but work in a neighbouring one. It is open to individuals aged 16 and above. We are particularly interested in hearing from **working-age people** and from **employers or recruiters** who assess and evaluate candidates' skills and qualifications, whether they were obtained within the EU or in non-EU countries. We also welcome contributions from other organisations involved in or affected by mobility and skills recognition, such as public authorities, competent authorities responsible for recognition, research institutions and civil society organisations, to ensure a broad and inclusive understanding of the challenges and opportunities for skills portability in the EU. We invite these organisations to complete this questionnaire from the perspective of their area of expertise and representation, as well as their experience as employers.

Why are we consulting?

The Skills Portability Initiative aims to make it easier for individuals and employers to identify, showcase, understand, trust and use skills and qualifications across the EU – whether obtained within the EU or in non-EU countries. This is key to improving the EU's competitiveness, both within its internal market and in the global race for talent. This public consultation seeks to collect evidence, experiences, and views from individuals and organisations on the challenges they face in having qualifications or skills recognised or assessed across borders, the impact of these challenges, and the possible solutions and improvements that could make recognition and skills portability simpler, faster and more reliable, including through the use of verifiable digital credentials and EU-wide tools. The results will support the European Commission's work in

identifying potential policy actions and legislative options to improve the portability of skills and qualifications in the EU, while ensuring added value at European, national and local levels. This initiative has a strong focus on simplification and does not impose any new obligations on employers or workers.

For this survey, the following definitions of qualifications and skills apply:

Qualifications: Official certificates (like a university diploma or vocational certificate) provided by a competent body that prove someone has achieved learning corresponding to a given standard. A qualification can be a legal entitlement to practice a trade.

Skills: What a person can do because of their knowledge or experience (such as use software, repair machines, care for patients, etc.). Skills can be gained e.g. while working, through volunteering or while studying and training, with or without receiving a formal certificate.

Recognition of qualifications: The process by which a relevant authority (such as a public body or a higher education or training institution) formally accepts a qualification obtained in another country as equivalent /comparable to its own, for the purpose of work, study or access to a regulated profession[1].

Validation of skills: The process by which relevant authorities, such as public bodies or education institutions, identify, document, assess and certify skills that a person has, including those acquired through non-formal and informal learning (for example, while working or in a short training course)[2].

[1] https://commission.europa.eu/education/skills-and-qualifications/recognition-your-qualifications_en

[2] <https://europass.europa.eu/en/validation-non-formal-and-informal-learning>

Additional definitions are available for reference. Feel free to consult them or skip directly to the consultation below.

Please click here to display the additional definitions

About you

* Language of my contribution

- Bulgarian
- Croatian
- Czech
- Danish
- Dutch
- English
- Estonian

- Finnish
- French
- German
- Greek
- Hungarian
- Irish
- Italian
- Latvian
- Lithuanian
- Maltese
- Polish
- Portuguese
- Romanian
- Slovak
- Slovenian
- Spanish
- Swedish

* I am giving my contribution as

- Academic/research institution
- Business association
- Company/business
- Consumer organisation
- EU citizen
- Environmental organisation
- Non-EU citizen
- Non-governmental organisation (NGO)
- Public authority
- Trade union
- Other

* First name

Joseph

*** Surname**

Kilroy

*** Email (this won't be published)**

JKilroy@ciob.org

*** Organisation name**

255 character(s) maximum

The Chartered Institute of Building

*** Organisation size**

- Micro (1 to 9 employees)
- Small (10 to 49 employees)
- Medium (50 to 249 employees)
- Large (250 or more)

Transparency register number

Check if your organisation is on the transparency register. It's a voluntary database for organisations seeking to influence EU decision-making.

*** Country of origin**

Please add your country of origin, or that of your organisation.

This list does not represent the official position of the European institutions with regard to the legal status or policy of the entities mentioned. It is a harmonisation of often divergent lists and practices.

- Afghanistan
- Djibouti
- Libya
- Saint Martin
- Åland Islands
- Dominica
- Liechtenstein
- Saint Pierre and Miquelon
- Albania
- Dominican Republic
- Lithuania
- Saint Vincent and the Grenadines

- Algeria
- American Samoa
- Andorra
- Angola
- Anguilla
- Antarctica
- Antigua and Barbuda
- Argentina
- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bermuda
- Bhutan
- Bolivia
- Bonaire Saint Eustatius and Saba
- Ecuador
- Egypt
- El Salvador
- Equatorial Guinea
- Eritrea
- Estonia
- Eswatini
- Ethiopia
- Falkland Islands
- Faroe Islands
- Fiji
- Finland
- France
- French Guiana
- French Polynesia
- French Southern and Antarctic Lands
- Gabon
- Georgia
- Germany
- Ghana
- Gibraltar
- Greece
- Greenland
- Grenada
- Guadeloupe
- Luxembourg
- Macau
- Madagascar
- Malawi
- Malaysia
- Maldives
- Mali
- Malta
- Marshall Islands
- Martinique
- Mauritania
- Mauritius
- Mayotte
- Mexico
- Micronesia
- Moldova
- Monaco
- Mongolia
- Montenegro
- Montserrat
- Morocco
- Mozambique
- Myanmar/Burma
- Namibia
- Nauru
- Samoa
- San Marino
- São Tomé and Príncipe
- Saudi Arabia
- Senegal
- Serbia
- Seychelles
- Sierra Leone
- Singapore
- Sint Maarten
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- South Georgia and the South Sandwich Islands
- South Korea
- South Sudan
- Spain
- Sri Lanka
- Sudan
- Suriname
- Svalbard and Jan Mayen
- Sweden
- Switzerland

- Bosnia and Herzegovina
- Botswana
- Bouvet Island
- Brazil
- British Indian Ocean Territory
- British Virgin Islands
- Brunei
- Bulgaria
- Burkina Faso
- Burundi
- Cambodia
- Cameroon
- Canada
- Cape Verde
- Cayman Islands
- Central African Republic
- Chad
- Chile
- China
- Christmas Island
- Clipperton
- Guam
- Guatemala
- Guernsey
- Guinea
- Guinea-Bissau
- Guyana
- Haiti
- Heard Island and McDonald Islands
- Honduras
- Hong Kong
- Hungary
- Iceland
- India
- Indonesia
- Iran
- Iraq
- Ireland
- Isle of Man
- Israel
- Italy
- Jamaica
- Nepal
- Netherlands
- New Caledonia
- New Zealand
- Nicaragua
- Niger
- Nigeria
- Niue
- Norfolk Island
- Northern Mariana Islands
- North Korea
- North Macedonia
- Norway
- Oman
- Pakistan
- Palau
- Palestine
- Panama
- Papua New Guinea
- Paraguay
- Peru
- Syria
- Taiwan
- Tajikistan
- Tanzania
- Thailand
- The Gambia
- Timor-Leste
- Togo
- Tokelau
- Tonga
- Trinidad and Tobago
- Tunisia
- Türkiye
- Turkmenistan
- Turks and Caicos Islands
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United States

- Cocos (Keeling) Islands
- Colombia
- Comoros
- Congo
- Cook Islands
- Costa Rica
- Côte d'Ivoire
- Croatia
- Cuba
- Curaçao
- Cyprus
- Czechia
- Democratic Republic of the Congo
- Denmark
- Japan
- Jersey
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Kosovo
- Kuwait
- Kyrgyzstan
- Laos
- Latvia
- Lebanon
- Lesotho
- Liberia
- Philippines
- Pitcairn Islands
- Poland
- Portugal
- Puerto Rico
- Qatar
- Réunion
- Romania
- Russia
- Rwanda
- Saint Barthélemy
- Saint Helena, Ascension and Tristan da Cunha
- Saint Kitts and Nevis
- Saint Lucia
- United States Minor Outlying Islands
- Uruguay
- US Virgin Islands
- Uzbekistan
- Vanuatu
- Vatican City
- Venezuela
- Vietnam
- Wallis and Futuna
- Western Sahara
- Yemen
- Zambia
- Zimbabwe

The Commission will publish all contributions to this public consultation. You can choose whether you would prefer to have your details published or to remain anonymous when your contribution is published. **For the purpose of transparency, the type of respondent (for example, 'business association', 'consumer association', 'EU citizen') country of origin, organisation name and size, and its transparency register number, are always published. Your e-mail address will never be published.** Opt in to select the privacy option that best suits you. Privacy options default based on the type of respondent selected

* Contribution publication privacy settings

The Commission will publish the responses to this public consultation. You can choose whether you would like your details to be made public or to remain anonymous.

Anonymous

Only organisation details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published as received. Your name will not be published. Please do not include any personal data in the contribution itself if you want to remain anonymous.

Public

Organisation details and respondent details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published. Your name will also be published.

I agree with the [personal data protection provisions](#)

*Which of these sectors are you related to?

- Aerospace and defence
- Agri-food
- Construction
- Cultural and creative industries
- Digital
- Electronics
- Energy-intensive industries
- Energy - renewables
- Health
- Mobility – transport – automotive
- Proximity and social economy
- Retail
- Textile
- Tourism
- Public sector

- I am not related to any specific sector
- Other (please specify)

* To what extent are you involved in recruitment or hiring processes in your organisation?

- Directly involved (e.g. HR, management)
- Indirectly involved (e.g. providing input on candidate profiles or selection)
- Not involved
- Don't know / Not applicable

* Have you hired or tried to hire workers from another country in the last 5 years?

- Yes, mostly from another country within the European Union.
- Yes, mostly from countries outside of the European Union.
- Yes, both from other countries inside and outside the European Union.
- No
- Not sure / Don't know

Problems/Challenges

To what extent do you consider the following challenges related to skills portability in the EU to be a problem?

	Not a problem at all	A small problem	A moderate problem	A big problem	A very big problem
* Employers find it more difficult to understand and trust qualifications obtained in a country other than their own.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Employers in other countries find it difficult to understand what skills a person has acquired through work experience.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* The certificates (e.g. micro-credentials) that a person receives after following a short training course have less value for employers who are unfamiliar with the course provider and the training conditions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Qualifications are rarely issued as verifiable digital credentials.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Qualifications issued as verifiable digital credentials in one country cannot be easily shared with employers or authorities in other EU countries.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Recognition processes for accessing a regulated profession in another country are often lengthy, complex and costly.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* People who have studied and acquired skills outside the EU do not have a uniform and simple way to get their qualifications recognised and their skills validated to access the EU labour market.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Employers in the European Union who want to recruit people from outside of the EU struggle to understand what people can do and/or need to wait for their qualifications to be recognised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Do you think there are other issues that make it harder for people to have their skills and qualifications understood, recognised and valued in another country?

- Yes
- No

Please elaborate:

Devaluation of High-Level "Non-Cognate" Roles: There is a persistent issue where high-level Construction Management (CM) qualifications (Levels 7-9) are not afforded the same "automatic recognition" as Architecture or Civil Engineering degrees. This forces highly skilled project managers to undergo lengthy individual assessments that often fail to capture their leadership and safety competencies.

Invisibility of Specialized Skills: Traditional qualification frameworks struggle to recognize "micro-credentials" in emerging fields like Modern Methods of Construction (MMC), Deep Retrofit, and BIM. A worker may be a certified expert in modular assembly in one jurisdiction, but without a specific EU-wide "code" for this skill, they are often classified as general labor in another.

Third-Country "Over-Qualification": Migrants from outside the EU often face "occupational downgrading." Skilled engineers or site managers are frequently employed in entry-level roles because their home-country qualifications do not perfectly map to EU templates, despite them possessing the necessary technical core competencies.

Lack of "Soft Skill" Verification: The current system relies heavily on academic transcripts and trade certificates, often missing the "Golden Thread" of safety culture, ethics, and communication skills which are critical for site management but harder to document across borders.

* Have you had any personal experiences with any of these challenges, for example, when applying for jobs in a different country, recruiting people from another country or dealing with the recognition of qualifications or validation of skills?

- Yes
- No

Please tell us about your experience:

As a professional body (CIOB Ireland) representing members and employers:

Recruitment Barriers for SMEs: Our member companies, particularly SMEs, frequently report difficulties in verifying the specific technical competencies of incoming workers. For example, verifying a candidate's specific experience with Heat Pump installation or Circular Economy demolition often relies on unverified CV claims rather than a trusted digital credential.

Administrative Delays: We have observed significant delays for our members moving between the UK and Ireland post-Brexit. The loss of mutual recognition has created a "paperwork wall" where seasoned professionals must prove their competence from scratch, delaying their deployment on urgent housing and infrastructure projects.

Safety Risks: We have seen instances where the lack of a standardized "safety language" or recognized safety training credential for third-country nationals creates uncertainty on site. Employers are often unsure if a foreign safety certificate equates to the Irish "Safe Pass" standard, leading to retraining costs and lost productivity.

* Are you aware that in some places there are official authorities that can assess and certify (validate) people's skills?

- Yes
- No

EU tools

*With which of the following EU tools supporting transparency, comparability and recognition of skills and qualifications are you familiar? **(Please select all that apply)**

- European Qualifications Framework (EQF)
- Europass Framework
- European Skills, Competences, Qualifications and Occupations (ESCO)
- The Professional Qualifications Directive (Directive 2005/36/EC)
- European Quality Assurance in Vocational Education and Training (EQAVET)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
- European Credit Transfer and Accumulation System (ECTS)
- Database of External Quality Assurance Results (DEQAR)
- National Academic Recognition Information Centres in the European Union (NARIC)
- European Digital Credentials for Learning (EDC)
- Single Digital Gateway and Once-Only technical System (OOTS)
- European Learning Model (ELM)
- [EU Digital Identity Wallet](#)
- Databases of qualifications from the National Qualifications Frameworks
- Diploma Supplement and Certificate Supplement

Would you suggest changes to any of the above tools to enhance the portability of skills and qualifications in the single market? If so, please elaborate.

EU action

To what extent do you think EU-level action is necessary for the following objectives?

	Very necessary	Somewhat necessary	Not very necessary	Not at all necessary	I don't know/ Not sure
* To guarantee that qualifications are transparent and evenly understood across the EU.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* To facilitate a common system of certification, so that knowledge and skills acquired through short training courses (e.g. micro-credentials) are understood throughout the EU.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* To guarantee that people can get a certificate that demonstrates what they can do, and that this validation of skills certificate is issued in a common format throughout the EU.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* To enhance the digitalisation and transnational sharing of qualifications in the EU.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* To enhance the digitalisation and transnational sharing of skills credentials in the EU (for example, the certificate you get after an official authority has validated your skills, or a diploma).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* To simplify, modernise and speed up administrative procedures for the recognition of qualifications across the EU.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* To simplify the way in which people who have acquired qualifications or skills outside the EU can get them recognised in the EU so that they can access the EU labour market.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please elaborate

CIOB Ireland views EU-level action as critical for three primary reasons: Sectoral Evolution, Safety, and Labor Mobility.

Emerging Skills & Micro-Credentials: The construction industry is transitioning toward Modern Methods of Construction (MMC) and Deep Retrofit to meet climate goals. Skills in these areas (e.g., heat pump installation, offsite manufacturing, circular economy demolition) are often acquired via short courses or "micro-credentials" rather than traditional multi-year degrees. Currently, there is no unified mechanism to recognize these specific, high-demand skills across borders, leading to inefficiencies where skilled workers are underutilized.

The "Golden Thread" of Safety: Digitalisation is not just an administrative convenience; it is a safety imperative. To ensure a "Golden Thread" of information—where building quality is traceable and accountable—we need a common EU format for validating professional competence. A digital, transnational system ensures that a Site Manager's qualifications in safety and ethics are instantly verifiable, reducing risk on high-tech projects.

Critical Skills Deficits: Ireland faces a requirement for up to 80,000 additional construction workers by 2030. The current administrative friction in recognizing qualifications—both from within the EU and from third countries—acts as a bottleneck to delivery. We need a "Skills Bridge" approach where third-country qualifications are rapidly assessed against a common EU framework, allowing for "top-up" training in local regulations rather than forcing professionals to restart their education.

* In your view, how important is it for your sector or your country to attract skilled non-EU nationals to address current and future labour market needs?

- Very important
- Important
- Somewhat important
- Not important
- Not sure/ No opinion

* In your view, how important is it in your sector or country to equip workers and employers with reliable tools to identify and demonstrate a person's skills, regardless of how they acquired them (through work or study, etc.)?

- Very important
- Important
- Somewhat important
- Not important
- Not sure / No opinion

Please provide further details

In the view of the Chartered Institute of Building (CIOB) Ireland, equipping workers and employers with reliable tools to identify and demonstrate skills—regardless of how they are acquired—is critically important for the construction sector's future.

This importance is driven by three main factors: addressing the historical loss of expertise, adapting to modern construction methods, and ensuring professional quality across a diverse workforce.

1. Rebuilding a Fragile Skills Ecosystem

The Irish construction sector has historically suffered from "boom-and-bust" cycles, most notably after the 2008 financial crisis. This period led to:

A Massive Shedding of Jobs: Thousands of workers emigrated, leading to a permanent loss of institutional knowledge and years of training.

Difficulty Meeting Current Demand: As the economy recovered, the sector struggled to meet new demands for infrastructure and housing due to this hollowed-out skills base. Reliable tools to validate skills acquired through both formal study and years of "on-the-job" experience are essential to reintegrate returning workers and recognize the value of veteran professionals who may lack formal certifications from the post-crisis era.

2. Transitioning to Modern Methods of Construction (MMC)

The move toward Modern Methods of Construction (MMC) and offsite manufacturing requires a fundamental shift in how skills are identified:

New Technical Competencies: MMC requires specialized skills in factory-based assembly, digital project management (BIM), and sustainable materials.

Opaque Supply Chains: Current data on the Irish MMC supply chain is limited and "opaque," making it difficult for employers to verify if workers have the specific offsite expertise needed for modern housing projects.

Standardization: Standardized tools would allow workers to demonstrate these "non-traditional" skills, ensuring they can move seamlessly between factory environments and traditional sites.

3. Ensuring Professionalism and the "Golden Thread"

The CIOB's core mission is to promote professionalism and a "science and practice" of building that benefits society.

The Golden Thread: For the industry to implement a "Golden Thread" of information—a continuous record of a building's safety and quality—it must first have a "Golden Thread" of professional competence. Employers need tools that verify a worker's understanding of Ethics, Sustainability, and Health & Safety, as defined in the CIOB Education Frameworks.

Work-Integrated Learning: CIOB heavily supports Degree Apprenticeships and work-based learning, which blend academic study with professional practice. Tools that can holistically evaluate these hybrid pathways are vital to ensure that apprentices reach the same level of competence as those in traditional university routes.

4. Facilitating Social and International Mobility

Ireland is increasingly a country where "Irish and non-Irish alike" want to work.

International Competence: Reliable validation tools are necessary to help migrant workers demonstrate their existing expertise without facing "occupational downgrading" due to administrative friction.

Social Mobility: Construction work remains a primary path to improved living standards and social mobility. Clear mechanisms to demonstrate skills allow individuals from non-traditional backgrounds to advance into leadership roles based on merit and proven competence.

Should new tools/policies/rules be introduced at EU level? Please provide as much detail as possible, including the needs these initiatives would address.

Possible EU-level solutions

* Imagine a system where qualifications and training or skills certificates across the EU are issued as verifiable and transparent digital credentials that can be shared, understood and processed across borders.

Individuals could share their qualifications with employers or authorities in another country, and these organisations could check their authenticity quickly and securely.

Do you think such a system would lead to cost savings or reductions in administrative burden for any of the groups below? (select all that apply)

- Individuals / Job seekers
- Employers
- Education or training providers
- Recognition bodies
- Public administrations
- Other (please specify below)

* What concerns, if any, would you have about EU-level digital credentials for qualifications? (Select all that apply)

- Data privacy or security issues
- Not being legally valid in all countries

- Technical complexity or lack of compatibility between systems
- Risk of excluding people with low digital skills or poor internet access
- Costs of adopting or using the system
- Doubts about who issues or verifies the credentials
- Dependence on specific platforms or providers
- None of the above
- Other (please specify)

* If EU-wide digital credentials for qualifications and skills were available, how likely would you be to use them and/or accept them if someone were to share them with you?

- Very likely
- Somewhat likely
- Somewhat unlikely
- Very unlikely
- Don't know

* If the EU could improve or create new online/digital ways for people to show and share their qualifications, which changes do you think would help the most? (Choose up to three)

between 1 and 3 choices

- Providing a database of qualification standards that can be consulted by all.
- Ensuring that digital credentials work everywhere in the EU.
- Linking digital credentials to a single secure app or 'digital wallet' for all documents.
- Uploading verifiable digital credentials in an EU Digital Identity Wallet.
- Ensuring easy access to verifiable digital credentials.
- Making it easy for schools and training providers to issue verifiable digital credentials.
- Providing a simple service for employers to check verifiable digital credentials
- Offering clear guidance and help for people using verifiable digital credentials.
- Other (please specify below)

*What type of digital tools could be most useful to improve administrative procedures for recognition applications? (Please select up to three)

between 1 and 3 choices

- Simple online portals where applicants can submit, track, and manage their applications in one place.
- Automated document-verification tools (e.g. authenticity checks, completeness checks, fraud detection).
- Automated translation of documents in other languages
- Digital pre-screening tools to assess whether recognition is needed and what documents are required.
- AI-assisted assessment tools to support the analysis of qualifications and identify training gaps.
- Automated notification and deadline-alert systems to prevent delays and improve communication.
- Other (please specify)

*Would any of these situations make your process for recruiting people from another country easier and cheaper? (Select all that apply)

- Having access to detailed information on what knowledge and skills a person has acquired through a qualification (e.g. through a qualifications database).
- Having access to information on foreign qualifications translated into my language.
- Receiving proof of qualifications as a verifiable digital credential.
- Receiving a comparability/recognition statement of a candidate's qualification in relation to a qualification from a system that I am familiar with.
- Receiving credentials that prove the knowledge and skills people have acquired through short training courses (e.g. micro-credentials) in a common EU and digital format. With this option, there would be transparency about the quality standards used to develop these credentials.
- Receiving credentials that prove the skills people have acquired while working or volunteering, issued by official authorities in the EU in a common EU and digital format.
- A faster process to have the qualifications of potential recruits recognised.

- A faster process to obtain a work permit for potential recruits.
- Other situations related to the portability of skills and qualifications. Please specify below

Additional comments

If you wish to add further information- within the scope of this consultation- please do so here

In providing further information within the scope of this consultation, CIOB Ireland wishes to emphasize that the Skills Portability Initiative must not be viewed merely as an administrative exercise, but as a strategic pillar for the EU Green Deal and a safer, more professionalized built environment.

1. Bridging the Data Gap in Modern Methods of Construction (MMC)

A primary barrier to the Irish construction sector's evolution is that the current supply chain is "opaque," with relatively little data available on the specific skills residing within the workforce.

The Need for Specificity: While up to 48% of new homes in Ireland use timber-framing, the industry lacks a standardized way to certify the specialized factory and assembly skills required for these and other MMC solutions.

Targeted Portability: EU-level action should prioritize the creation of a "competency map" for offsite construction. This would allow a professional who has mastered modular assembly in one Member State to have that specific skill—and not just a general trade certificate—recognized immediately in another.

2. Protecting the "Golden Thread" of Building Safety

CIOB research underscores that a "golden thread" of information is essential for building safety and accountability.

Professional Integrity: This thread must begin with the verified qualifications of those managing the build. Transnational sharing of skills credentials—facilitated by Action 1 of the initiative—ensures that the Ethics and Professionalism pillars of the CIOB Education Framework are verifiable across the EU.

Risk Mitigation: A common, digital format for validation ensures that safety-critical knowledge (such as passive fire protection) is transparently held by the site management team, regardless of where they were trained.

3. Addressing the Historical Skills Loss through a "Skills Bridge"

The Irish construction sector still bears the scars of the 2008 financial crisis, which led to a "massive shedding of jobs" and a permanent loss of institutional knowledge.

Reintegrating Talent: As demand for infrastructure and housing resurges, the EU must simplify procedures for third-country nationals (Action 3) to prevent talented professionals from being underutilized.

The "Skills Bridge" Concept: Rather than forcing experienced overseas professionals to restart their education, CIOB advocates for a system that recognizes their core technical competence while providing short, localized

"bridge" modules on EU-specific legislation and sustainability standards.

4. Supporting Social Mobility and Career Longevity

Construction remains a primary route to higher living standards and facilitates significant social mobility. By creating reliable, portable tools to demonstrate skills, the EU can:

Attract Under-represented Groups: Make the sector a first-choice career for women and young people by offering a high-tech, mobile professional pathway.

Recognize Work-Integrated Learning: Ensure that the high-level competencies gained through Degree Apprenticeships and work-based learning are recognized as being on a par with traditional academic routes across all Member States.

Participation in focus group

* Several focus groups will be organised as part of this initiative's consultation process, and we would welcome your participation. Would you like to be invited to one of these focus groups?

- Yes
- No
- Maybe, please send me additional information

Contact

[Contact Form](#)