D4.2 VETs Action Plans

DigiBuild: Building Digitalization in the Green Sector

Project number:

101128733

PRESENTED BY

Formación para el Desarrollo y la Inserción (DEFOIN)

EUROTraining Educational Organization

Instituto Interamericano de Cooperación para la Agricultura (IICA)

Universidad CENFOTEC

Corporación Think SA de CV (Think Digital)

Fundación Hondureña de Investigación Agrícola (FHIA)

Novel Group

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DigiBuild: Building digitalization in the green sector in Honduras and Costa Rica

1. Executive Summary

Deliverable D4.2, 'VETs' Action Plans', is prepared within the DigiBuild project, Building Digitalization in the Green Sector, project number 101128733. The deliverable presents two national Vocational Education and Training (VET) Action Plans: one for Costa Rica and one for Honduras. These two national plans are supported by four partner-specific institutional subsections: UCENFOTEC, IICA, FHIA and ThinkCorp / Think Digital.

The purpose of this report is to translate the main learning generated through DigiBuild into a planning instrument for continuation and sustainability. The report uses the Training of Trainers, the Capacity Building Framework, the Virtual Learning Environment (VLE), the five training units, microlearning resources, certification-related mechanisms and the microcredential approach as inputs for action planning. It does not replace institutional strategies, nor does it imply automatic or formal adoption of DigiBuild outputs into the regular programmes of each partner.

D4.2 is therefore a planning document. It defines how DigiBuild resources may be promoted, reused, disseminated and supported during the continuation and sustainability phase of the project. The report distinguishes between country-level implementation logic and institutional contribution. In Costa Rica, the national VET Action Plan is supported by UCENFOTEC and IICA. In Honduras, the national VET Action Plan is supported by FHIA and ThinkCorp / Think Digital.

The action plans address the digitalization of the green sector with emphasis on agriculture, digital skills, digital agriculture, traceability, geolocation, sustainability practices, Spanish-language accessibility, flexible learning formats and support for practical learning pathways. The training contents and methodological inputs are relevant for VET providers, trainers, professionals in the green sector, field technicians, producers, cooperatives, students, researchers, extension actors, agro-industry entrepreneurs and other stakeholders connected to sustainable agricultural development.

The document adopts prudent wording regarding institutional commitments. IICA and FHIA are presented as partners that may promote DigiBuild as a project resource. They should not be presented as formally adopting DigiBuild as institutional training programmes, technical assistance activities or extension programmes unless later validated by each institution. UCENFOTEC and ThinkCorp / Think Digital are presented according to their roles in VET,

digital training, participant support and dissemination, subject to coordination and partner validation.

The report focuses on planning, roles, required resources, monitoring responsibilities, risks, mitigation measures and sustainability mechanisms. It uses the pilot and training activities as inputs for action planning without turning this deliverable into a detailed implementation or results report.

2. Project Context: DigiBuild and the Green Sector

DigiBuild, 'Building Digitalization in the Green Sector', is an Erasmus+ Capacity Building in VET project focused on Costa Rica and Honduras. The project seeks to strengthen the capacities of VET providers, training institutions, teachers, trainers and professionals in the green sector to respond to the twin digital and green transition. Its emphasis is on digitalization, digital skills and the practical use of digital technologies in agriculture and related green-sector activities.

The need for national VET Action Plans is linked to the role of VET as a mechanism for connecting training provision with labour-market and sectoral needs. In Costa Rica and Honduras, the green sector requires practical skills related to digital agriculture, traceability, geolocation, sustainability-oriented practices, digital communication, data-based decision-making and access to digital learning opportunities. These needs justify a structured planning framework that can guide partner-supported dissemination, learning support and reuse of DigiBuild resources.

The green-sector focus of DigiBuild is expressed mainly through agriculture, sustainability and the modernization of training provision. Digital agriculture is relevant because it connects VET with concrete production and value-chain needs, including monitoring, farm-level evidence, traceability, compliance-related documentation and decision-making tools. These areas also support the adaptation of European knowledge to Latin American contexts.

D4.2 does not provide a detailed report of the Training of Trainers or the pilot implementation. Instead, it uses those activities as contextual and methodological inputs. The Training of Trainers addressed the European Green Deal, digital tools in agriculture, best practices in Europe, adaptation to Latin American contexts and microcredential design. These elements inform the planning logic of D4.2 without turning the deliverable into a ToT or pilot report.

The action plans are structured at national level because the implementation logic differs by country, institutional role and stakeholder ecosystem. The Costa Rica plan is supported by UCENFOTEC and IICA. The Honduras plan is supported by FHIA and ThinkCorp / Think Digital. This structure allows the deliverable to remain focused on national VET planning while also recognizing specific institutional contributions.

3. Purpose of the VET Action Plans

The purpose of Deliverable D4.2, 'VETs' Action Plans', is to define two national VET Action Plans for the DigiBuild project: one for Costa Rica and one for Honduras. These two national plans are supported by four partner-specific institutional subsections: UCENFOTEC, IICA, FHIA and ThinkCorp / Think Digital.

The national plans provide the country-level implementation logic, while the institutional subsections clarify each partner's contribution to promotion, dissemination, participant support, use of DigiBuild resources, monitoring, follow-up and sustainability. This structure allows the report to maintain a national planning approach while documenting the roles and capacities of the institutions involved in DigiBuild.

The plans are project-based planning tools. They support the promotion, reuse and sustainability of DigiBuild resources during the continuation and sustainability phase of the project. They are not equivalent to a formal institutional decision to adopt DigiBuild as a permanent programme, technical assistance line, extension activity or curricular component. Any such adoption would require separate institutional validation.

Certification-related elements are understood as complementary mechanisms. Within the DigiBuild learning pathway, three elements should be differentiated: the course completion certificate, the external certification exam and the microcredential approach. These mechanisms may support recognition of learning, but they should not be described as identical or interchangeable.

4. Methodological Basis

The methodological basis of D4.2 combines a review of previous DigiBuild outputs, training resources, partner inputs and internal validation. The document translates these inputs into two national VET Action Plans, one for Costa Rica and one for Honduras, supported by four institutional subsections.

The first input was the review of D4.1, which documents the Training of Trainers. D4.1 was considered as a methodological reference because it identifies learning areas relevant to VET action planning, including the European Green Deal, digital tools for agriculture and compliance, traceability, adaptation of European best practices to Latin American contexts and microcredential design.

The second input was the review of the Capacity Building Framework and the DigiBuild training contents. These include the 30-hour training programme, five learning units, microlearning resources, VLE-based learning pathway, completion certificate, external certification exam and microcredential approach.

The third input was the review of partner-specific information for UCENFOTEC, IICA, FHIA and ThinkCorp / Think Digital. These inputs were used to identify institutional roles, contact persons, dissemination responsibilities, target groups, required resources, monitoring responsibilities and sustainability mechanisms.

The pilot activities were considered as contextual inputs for action planning. This document therefore incorporates lessons and planning implications from those activities without presenting detailed participant results, certification outcomes or platform records.

The final methodological step was the reorganization of the document into two national VET Action Plans. This avoids presenting the deliverable as a list of isolated institutional plans and reinforces its national planning logic. The report focuses on the partners with specific national VET Action Plan roles in D4.2; Novel Group is listed at consortium level on the cover but does not have a separate institutional action-plan subsection in this deliverable.

5. Main Needs Identified in Costa Rica and Honduras

The main needs identified in Costa Rica and Honduras are related to the digitalization of the green sector, the strengthening of VET capacity and the practical application of digital skills in agriculture. These needs justify the development of two national VET Action Plans.

A first need is stronger alignment between VET provision and the practical needs of the green sector. Training institutions and related partners require mechanisms to connect learning content with agriculture, sustainability, traceability, productive decision-making and market-related requirements.

A second need is the development of digital skills among trainers, VET providers and green-sector stakeholders. These skills include basic digital literacy, digital communication, use of online learning environments, interpretation of digital agriculture tools and the ability to support participants with different levels of digital readiness.

A third need is practical training in digital agriculture. DigiBuild contents and ToT inputs point to the relevance of sensors and IoT, GPS/GIS, satellite indicators, mobile applications, blockchain, traceability tools and data-based decision-making. These topics should be addressed in accessible and applied formats, rather than as purely technical or abstract concepts.

A fourth need concerns traceability, geolocation and documentation capacities. Producers, field technicians, cooperatives and training actors may require practical understanding of geo-referenced information, compliance records, basic mapping, farm-level evidence and digital records that support sustainability and market access.

A fifth need is the local adaptation of European practices. The action plans should not assume direct transfer of European models. Instead, they should support adaptation to Costa Rican and Honduran conditions, including local institutional roles, language needs, connectivity constraints, available devices, participant schedules and sectoral realities.

A sixth need is the use of short, flexible and practical learning formats. Microlearning resources, VLE-based access, Spanish-language instructions, flexible schedules and clear participant support may help reduce barriers for rural and green-sector audiences. Certification processes should also be simplified where feasible and better adapted to local realities.

6. Link with DigiBuild Training Contents

The VET Action Plans are directly linked to the DigiBuild training contents. The plans do not propose an unrelated training structure. Instead, they provide a pathway for partners in Costa Rica and Honduras to promote, reuse and support the resources already developed by the project.

The Capacity Building Framework is a central reference. It is understood as a 30-hour training programme structured around five units and supported by digital microlearning resources. The Virtual Learning Environment hosts these resources and may support access to the learning pathway, subject to project and partner arrangements.

The five DigiBuild training units are: Unit 1: Introduction to the Digital Agricultural World; Unit 2: Technological Tools for Compliance with the European Green Deal; Unit 3: Smart Agricultural Technologies for Climate-Resilient Agriculture and Strategic Data-Based Decision-Making; Unit 4: Design of Technology-Based Agricultural Innovation Business Plans; and Unit 5: Digital Marketing and Communications for Agriculture.

The certification-related structure should be described through three complementary components: course completion certificate, external certification exam and microcredential approach. The course completion certificate provides evidence that the participant completed the DigiBuild course pathway. The external certification exam is a separate recognition mechanism managed according to the relevant certification provider process. The microcredential approach supports short, targeted and practical learning recognition, subject to project and partner arrangements.

The link with the Training of Trainers is methodological. The ToT addressed the European Green Deal and VET, digital tools applied to agriculture and compliance, and the adaptation of European best practices to Latin American contexts. It also generated practical inputs related to geolocation, traceability, digital tools, sustainable agriculture practices and microcredential design.

The continued use of the VLE may support sustainability, subject to project and partner arrangements. In this deliverable, references to resources and materials are included only insofar as they support the planning logic of the national VET Action Plans.

7. VET Action Plans

D4.2 presents two national VET Action Plans: one for Costa Rica and one for Honduras. Each national plan is supported by two institutional subsections that describe the specific contribution of the relevant partners.

7.1 Costa Rica National VET Action Plan

The Costa Rica National VET Action Plan focuses on the promotion, reuse and sustainability of DigiBuild resources through UCENFOTEC and IICA. The implementation logic combines VET and digital learning support from UCENFOTEC with agricultural stakeholder engagement and project-resource promotion by IICA. The plan is oriented toward digital agriculture, green-sector skills, traceability, sustainability, microlearning and complementary certification-related mechanisms.

7.1.1 UCENFOTEC National VET Action Plan

Institutional context

UCENFOTEC is the Costa Rican VET partner in DigiBuild. As part of Universidad Cenfotec, it is linked to vocational education and training, continuing education, digital technologies, information systems, and professional development in areas related to digital transformation. Within the project, UCENFOTEC contributes its experience in ICT training, digital learning environments, and capacity-building processes relevant to the digitalization of the green sector.

Contact person

The confirmed contact persons for UCENFOTEC are Laura Valenzuela and Steven González Guerrero, from the School of Information Systems.

Role within DigiBuild

Within DigiBuild, UCENFOTEC has a central role in the implementation of WP4 and in the preparation of Deliverable D4.2 “VETs Action Plans”. Its role is connected to the organization and follow-up of pilot training activities, the use of DigiBuild learning resources, the coordination of national implementation actions in Costa Rica, and the development of institutional pathways for the adoption of digital and green skills training.

Lessons from the ToT and pilot activities

The Training of Trainers provided relevant inputs for UCENFOTEC’s action plan, particularly regarding the European Green Deal, digital tools applied to agriculture and compliance, traceability, microlearning, and the adaptation of European practices to the Latin American context. The ToT also reinforced the role of trainers and VET institutions as multipliers of DigiBuild resources.

The pilot process showed the importance of synchronous support, clear communication in Spanish, practical guidance for participants, WhatsApp follow-up, and flexible arrangements for access to the certification process. During the pilot, UCENFOTEC co-led synchronous and hybrid sessions, hosted one of the hybrid sessions at its facilities, and provided physical space at three different times for participants to complete the certification exam process.

Resources or materials to be adopted or promoted

UCENFOTEC will explore the adoption, reuse and promotion of the DigiBuild Virtual Learning Environment, the five microlearning units, the course evaluations, the certificate of

course completion, and the training materials developed or used during the project. The core course units are:

- Introduction to the Digital Agricultural World;
- Technological Tools for Compliance with the European Green Deal;
- Smart Agricultural Technologies for Climate-Resilient Agriculture and Strategic Data-Based Decision-Making;
- Design of Technology-Based Agricultural Innovation Business Plans;
- Digital Marketing and Communications for Agriculture.

The action plan also draws on ToT and pilot materials related to sensors and IoT, GPS/GIS, satellite tools, blockchain, traceability, mobile applications, sustainable agriculture practices, EUDR readiness, and criteria for selecting and piloting digital tools in real agricultural contexts.

Intended use or institutional adoption

UCENFOTEC will explore the reuse of DigiBuild resources through the School of Information Systems. The resources are expected to be used as complementary materials for continuing education, self-learning, outreach, and VET-related capacity-building activities connected to digital transformation and the green sector. The course may also serve as a self-learning option for participants interested in digital agriculture, sustainability, traceability, and agro-industry digital transformation.

Planned curricular or training actions

UCENFOTEC's action plan includes dissemination of the DigiBuild VLE, participant orientation, use of the five microlearning units, synchronous support through Google Meet, WhatsApp-based follow-up, and hybrid conferences where relevant. UCENFOTEC will also support the second pilot by coordinating with IICA and ThinkCorp / Think Digital, facilitating access to the learning pathway, co-leading selected synchronous and hybrid sessions, and offering physical space for certification exam sessions.

Target groups

The target groups for UCENFOTEC's action plan include VET providers, trainers, professionals in the green sector, farmers, field technicians, cooperatives, public stakeholders, labour market actors, students, continuing education participants, and agro-industry entrepreneurs in Costa Rica. The plan is also relevant for learners and professionals interested in strengthening digital skills applied to agriculture, sustainability, traceability, and agribusiness innovation.

Tentative timeline

The proposed actions will be developed between June and November 2026, following the same overall timeframe used for the second pilot and partner coordination process.

In June 2026, UCENFOTEC will participate in the initial coordination with IICA and ThinkCorp / Think Digital, review the DigiBuild VLE internally, and align messages, calendars, and roles for the second cohort.

Between July and August 2026, UCENFOTEC will support the dissemination of the call for participants, promote the DigiBuild platform through relevant institutional spaces, and coordinate the implementation of synchronous or hybrid activities.

During September and October 2026, UCENFOTEC will support participant follow-up, co-lead selected synchronous and hybrid sessions, provide physical space for certification exams at three different times, and continue promoting the use of DigiBuild resources.

In November 2026, UCENFOTEC will contribute to the collection of lessons learned, participant comments, and internal reflections to support consortium feedback and the sustainability of project results.

Required resources or support

The implementation requires institutional coordination, trainers or facilitators, digital support staff, communication support, access to the DigiBuild Moodle platform, Google Meet, WhatsApp, email, Google Forms, participant lists, virtual classroom management, Spanish-language materials, and reporting templates. It also requires physical space in San José, Costa Rica, in Barrio La California, Barrio La Granja, for hybrid sessions and certification exam sessions.

Monitoring indicators

The proposed monitoring indicators include:

- number of participants reached through the call;
- number of participants registered;
- number of participants accessing the Moodle course;
- attendance in synchronous or hybrid sessions;
- number of participants completing the five units;
- number of certificates of course completion issued;
- number of participants attending certification exam sessions;
- feedback collected through Google Forms;
- follow-up interactions through WhatsApp or email;

- qualitative comments on the usefulness of the DigiBuild resources.

UCENFOTEC's internal monitoring and implementation responsibilities include coordinating its institutional role in Costa Rica, reviewing and promoting the VLE, supporting the call for participants, co-leading selected synchronous and hybrid sessions, providing physical spaces for the hybrid session and certification exams, supporting participant follow-up, collecting feedback, and contributing to the consortium's sustainability and follow-up discussions.

The responsible staff for coordination, communication, technical support, and reporting are Steven González Guerrero and Laura Valenzuela, from the School of Information Systems.

Risks and mitigation measures

Potential risks include limited participant availability, uneven digital readiness, connectivity constraints, low completion rates, scheduling difficulties, and limited time for institutional adoption. Mitigation measures include flexible scheduling, clear onboarding instructions, WhatsApp reminders, Spanish-language communication, simple guidance for the VLE, technical support, hybrid support spaces, and coordination with IICA and ThinkCorp / Think Digital to align messages, calendars, and participant follow-up.

Sustainability mechanisms

UCENFOTEC's sustainability pathway is linked to the continued availability of the DigiBuild VLE, the reuse of the five microlearning units, the implementation of the second pilot, and the integration of DigiBuild resources into continuing education, self-learning, and institutional outreach activities through the School of Information Systems. This approach supports transferability, institutional adoption, and exploitation of results beyond the first pilot phase, while maintaining alignment with DigiBuild's objective of strengthening digital skills for the green sector in Costa Rica and Honduras.

7.1.2 Inter-American Institute for Cooperation on Agriculture (IICA) National VET Action Plan

Institutional context

IICA is the specialized agricultural body of the Inter-American System, with more than 84 years of institutional history and presence across the countries of the Western Hemisphere. Within DigiBuild, IICA contributes from its agricultural mandate, its technical cooperation experience and its capacity to connect the project with agricultural institutions, producers' organizations, cooperatives, extension services and other green-sector stakeholders.

Within the DigiBuild project, IICA leads Work Package 5, focused on project promotion, and provides technical advisory on agriculture-related topics. This role is especially relevant for dissemination, stakeholder engagement and the promotion of DigiBuild resources among agricultural and rural development actors.

Contact person

Kenneth Solano

Role within DigiBuild

IICA's role within DigiBuild is connected to project promotion, stakeholder outreach, agricultural technical advisory and dissemination of project resources among relevant agricultural sector actors. Based on the information provided, IICA is positioned as a key bridge between the project's training outputs and agricultural institutions and organizations that may benefit from the DigiBuild educational platform.

Its contribution to the Costa Rica national VET Action Plan is especially relevant in the following areas:

- promotion of DigiBuild resources among agricultural sector actors;
- identification and engagement of potential stakeholders for future course editions;
- technical contextualization of agricultural contents;
- dissemination of the DigiBuild platform and microcredential approach;
- support for the second course edition, subject to final calendar revision;
- contribution to the sustainability of project results through its cooperation and dissemination channels.

Lessons from the ToT and pilot activities

IICA identified the relationship with counterparts and the exchange of experiences with project partners as one of the most valuable aspects of its participation. The project also helped open new perspectives regarding Erasmus+ and similar cooperation programmes, which IICA considers especially relevant in a context where access to international cooperation resources for countries such as Costa Rica is increasingly limited.

A key lesson from IICA's input is the need to improve communication processes and make project spaces and outputs more accessible for partners and beneficiaries who do not speak English. The language barrier was identified as a limitation for the full use of project opportunities.

IICA also highlighted the need for greater counterpart engagement on the supply side. While EU partners may have specialized capacities, these cannot always be directly transferred or mobilized within the project. Therefore, stronger alliances are needed to improve the technical quality and practical relevance of the knowledge transferred.

These lessons are consistent with the ToT findings in D4.1, which emphasized the adaptation of European best practices to Latin American contexts, the use of practical digital agriculture tools, and the design of microcredentials connected to market and regulatory needs. The ToT covered the European Green Deal, EUDR readiness, sensors and IoT, GPS/GIS, satellite indicators, blockchain, mobile applications, traceability and tool selection criteria.

Resources or materials to be adopted or promoted

The main resource identified by IICA is the DigiBuild educational platform. IICA specifically highlights the platform and its microcredential approach as a significant added-value element that has been well received by users.

The following resources may be promoted or reused by IICA as project resources, subject to partner coordination and internal validation:

- DigiBuild educational platform / VLE;
- microcredential approach;
- five DigiBuild training units;
- Spanish-language learning materials;
- resources related to digital agriculture;
- resources related to sustainability, traceability and compliance;
- materials from the ToT and pilot activities;
- practical guidance on digital tools for agricultural actors;
- communication materials for the second course edition.

Particular attention should be given to the accessibility of these resources for non-English-speaking users, as this was explicitly identified by IICA as an area requiring improvement.

Intended use or institutional adoption

IICA will promote the DigiBuild platform and related materials as project resources within its agricultural cooperation and dissemination activities. The platform and its microcredential approach are considered valuable outputs of the project and may be shared with agricultural stakeholders interested in digital agriculture, sustainability, traceability and green-sector digital skills.

The DigiBuild platform should not be presented as a formally adopted IICA training programme. Based on the information provided, IICA's role is to promote the platform as a project resource and support its visibility among relevant agricultural actors.

Interested or potential stakeholder groups include chambers of agriculture, Universidad Técnica Nacional de Costa Rica and the Promotora de Comercio Exterior de Costa Rica (PROCOMER). PROCOMER is the Promotora de Comercio Exterior de Costa Rica and describes itself as a support institution for Costa Rican companies in internationalization and foreign direct investment attraction.

Planned curricular or training actions

IICA's planned actions focus on coordination with interested counterparts to determine whether they will participate in a second course edition or whether specific calls will be opened for particular organizations or groups. The second course edition is planned for September, but the final calendar and exact dates are still in revision.

The proposed actions are:

1. Coordinate with interested agricultural institutions and organizations to assess their participation in the second course edition.
2. Support the launch of the second course edition, subject to the final calendar under revision.
3. Hold meetings with potential stakeholders to promote the course and coordinate participation.
4. Promote the DigiBuild platform among agricultural sector actors.
5. Identify whether specific calls should be opened for selected organizations or target groups.
6. Support the use of the microcredential approach as a practical recognition mechanism for agricultural training.
7. Contribute, where feasible, to the adaptation of communication and learning materials into accessible Spanish-language formats.

Target groups

Based on the IICA input, the target audiences are:

- technical professional high schools;
- cooperatives;
- producers' organizations;

- extension services of public institutions;
- chambers of agriculture;
- agricultural sector organizations interested in digital agriculture and sustainability.

These groups are consistent with IICA's technical cooperation role and with DigiBuild's broader target audience, which includes agricultural actors, VET providers, field technicians, producers, trainers and green-sector stakeholders.

Tentative timeline

Period	Proposed IICA activity	Status / notes
July – August 2026	Disseminate the call for the second cohort and promote the platform at partner events.	To be coordinated with the consortium.
September – October 2026	Accompany participants and continue sharing DigiBuild resources at workshops, training sessions and institutional events.	Second course edition planned for September; final calendar in revision.
November 2026	Gather learnings and feedback to inform the consortium and strengthen project sustainability.	To be aligned with consortium reporting needs.

Required resources or support

IICA identified the following support needs:

- coordinated work with partners to implement the second pilot, as was done for the first;
- a more streamlined certification access mechanism, since the current registration and query-handling process is considered too demanding and unsustainable;
- future certification processes with communication in Spanish;
- certification schedules adapted to the realities of beneficiary countries.

Additional implementation resources may include:

1. updated communication materials;
2. clear participant guidance;
3. Spanish-language instructions;
4. stakeholder lists;
5. coordination calendar;
6. partner focal points;
7. participant follow-up mechanisms;
8. feedback collection tools;
9. access to VLE exportable monitoring records.

Monitoring indicators

Indicator	Type	Responsible / source
Number of social media posts published or supported	Output	IICA
Number of reactions, comments or interactions on dissemination posts	Engagement	IICA
Number of dissemination actions involving chambers of agriculture, UTN or PROCOMER	Output	IICA / consortium
Number of stakeholders invited or referred to the DigiBuild platform	Output	IICA
Number of participants accessing the VLE through dissemination channels	Output	VLE export / partner records
Number of participants completing the course pathway	Outcome	VLE export
Number of participants receiving course completion certificate	Outcome	VLE export / project records
Number of participants taking the external certification exam	Outcome	Certification provider / consortium

Number of recommendations collected for future editions	Learning indicator	IICA / consortium

Risks and mitigation measures

Risk	Possible effect	Mitigation measure
Communication barriers due to English-language materials or project spaces	Lower participation or reduced access to project opportunities	Prioritize Spanish-language communication, participant guides and translated summaries.
Certification registration and query-handling process is too demanding	Overload for partners and participants; lower completion	Simplify registration flows, clarify responsibilities and centralize frequently asked questions.
Schedules do not match beneficiary country realities	Lower attendance or completion	Adapt certification and course schedules to local time zones and participant availability.
Limited counterpart engagement on the supply side	Reduced technical quality or limited transfer of specialized knowledge	Strengthen alliances with technical counterparts and clarify feasible forms of support.
Stakeholder interest does not translate into participation	Lower second cohort uptake	Hold early coordination meetings and use targeted calls for specific organizations or groups.
Weak follow-up after dissemination	Limited sustainability	Establish focal points, follow-up messages and feedback mechanisms.

Sustainability mechanisms

IICA's sustainability pathway is based on the continued promotion and use of the DigiBuild platform as a project resource within its cooperation and dissemination channels. The conversations with interested agricultural institutions and organizations may support future course editions and help position the platform as a reusable project output beyond the first pilot.

The strongest sustainability mechanisms for IICA are:

- continued dissemination of the DigiBuild educational platform;
- promotion of the microcredential approach;
- engagement of technical professional high schools, cooperatives, producers' organizations, chambers of agriculture and public extension services;
- meetings with interested stakeholders;
- second course edition planned for September, subject to the final calendar under revision;
- improved Spanish-language accessibility;
- simplification of certification access;
- use of IICA's cooperation networks to expand reach.

Formal adoption of the DigiBuild platform as an IICA training programme is not confirmed and should not be stated in the report.

7.2 Honduras National VET Action Plan

The Honduras National VET Action Plan focuses on the promotion, dissemination and participant support of DigiBuild resources through FHIA and ThinkCorp / Think Digital. The implementation logic combines FHIA's agricultural research and technology transfer profile with ThinkCorp / Think Digital's role in digital training, learning support and dissemination through Think Digital Academy-related spaces.

7.2.1 Honduran Foundation for Agricultural Research / Fundación Hondureña de Investigación Agrícola (FHIA) National VET Action Plan

Institutional context

FHIA is a private non-profit organization dedicated to the generation, validation and transfer of agricultural technologies. Its work promotes sustainable development, innovation and the strengthening of the Honduran agricultural sector through research, technical assistance and specialized training programmes.

Within DigiBuild, FHIA contributes technical expertise in agricultural research, technology transfer and training of producers and technicians. It also supports the development and use of digital tools and methodologies for the agricultural sector, in line with the project's focus on strengthening digital and technological capacities in the green sector, particularly agriculture, in Honduras and Costa Rica.

Contact person

Alejandra Montalván

Role within DigiBuild

FHIA participates in DigiBuild as the Honduran agricultural research, technical assistance and technology transfer partner. Its role is closely connected to the practical application of digital agriculture, sustainability, traceability and applied technologies in agricultural contexts.

For the Honduras national VET Action Plan, FHIA's role is especially relevant in:

- contextualizing DigiBuild resources for Honduran agriculture;
- supporting outreach to producers, technicians, students, researchers and agricultural organizations;
- promoting the use of digital resources as project resources;
- supporting the second pilot launch through outreach and participant accompaniment;
- contributing to the dissemination and sustainability of project results in Honduras.

Lessons from the ToT and pilot activities

FHIA reported that the online certification pilot was positively received as a flexible and accessible way to strengthen the digital capacities of technicians and agricultural sector participants. The sessions helped reinforce knowledge in digitalization, sustainability and technological tools applied to the green sector, while also facilitating the exchange of experiences among participants from different contexts.

A key best practice identified by FHIA was the continuous accompaniment of participants and the use of digital communication tools to maintain close and organized interaction throughout the process. This should be retained as a core design principle for the second pilot and for future dissemination activities.

FHIA also identified that future online certification processes should be better adapted to local schedules and needs, and that communication should be more accessible in participants' own language. This aligns with IICA's similar recommendation regarding Spanish-language communication and locally adapted schedules.

These lessons are consistent with D4.1, which emphasized practical digital agriculture tools, traceability, low-connectivity considerations and the adaptation of best practices to Latin American contexts. D4.1 also confirms that the ToT covered digital tools such as sensors

and IoT, GPS/GIS, satellite indicators, blockchain, mobile applications and traceability tools.

Resources or materials to be adopted or promoted

FHIA considers the resources developed and made available through DigiBuild to be a valuable technical asset. The partner input highlights two key features:

- the practical and up-to-date approach of the resources, aligned with green-sector needs and technology innovation trends in sustainable agriculture;
- the use of dynamic and interactive digital platforms and methodologies that support accessible learning for technicians, producers and participants.

The resources to be promoted or reused as project resources include:

- DigiBuild educational platform / VLE;
- digital resources developed by the project;
- smart agriculture content;
- sustainability and traceability resources;
- materials on technologies applied to the agricultural sector;
- training resources for digital competencies;
- online certification-related materials;
- resources that support better decision-making, productive efficiency and compliance with sustainability and agricultural traceability standards.

Intended use or institutional adoption

FHIA will promote the DigiBuild platform and related materials as project resources for agricultural sector stakeholders in Honduras. The resources may be shared as complementary materials to raise awareness of digital agriculture, sustainability, traceability, smart agriculture and applied technologies in the green sector.

Based on the updated information provided, FHIA will not integrate DigiBuild resources as a formal FHIA training programme, technical assistance activity or extension programme at this stage. Its contribution should therefore be framed as promotion, dissemination, participant support and use of DigiBuild as a project resource, subject to partner coordination and future validation.

Planned curricular or training actions

FHIA's planned actions should be framed as project-resource promotion and support, not as formal curricular integration into FHIA programmes.

The proposed actions are:

- Support the launch of the second pilot by strengthening outreach and participant accompaniment.
- Promote the use of DigiBuild digital resources.
- Share DigiBuild resources with relevant agricultural sector audiences.
- Support competencies in sustainability, traceability and technologies applied to the agricultural sector through dissemination of project materials.
- Apply participant accompaniment mechanisms as a good practice for future online or hybrid dissemination processes.
- Strengthen the accessibility of training communication in Spanish and in formats adapted to participant needs.
- Support questions, interactions and interventions during synchronous sessions, where feasible.

Target groups

Based on FHIA's input, the target audiences are:

- agricultural producers;
- field technicians and extensionists;
- students and researchers;
- cooperatives;
- agribusiness companies;
- organizations linked to sustainable agricultural development in Honduras and the region.

These groups are coherent with FHIA's institutional role in research, technical assistance, training and technology transfer.

Tentative timeline

Period	Proposed FHIA activity	Status / notes
June 2026	Initial coordination with IICA and UCENFOTEC; internal review of the DigiBuild VLE platform.	Based on partner coordination needs.

July – August 2026	Support dissemination of the second cohort call and promote the platform through FHIA's institutional, training, technical and stakeholder engagement channels.	To be coordinated with the consortium.
September – October 2026	Provide participant accompaniment and continue sharing DigiBuild resources through workshops, training sessions and institutional events, where feasible.	Second course edition planned for September; final calendar in revision.
November 2026	Gather learnings and feedback to inform the consortium and strengthen project sustainability.	To be aligned with consortium reporting needs.

Required resources or support

FHIA identified the need to maintain constant, coordinated communication among partners and participants, and to strengthen the organization and follow-up of planned activities to ensure the effective implementation of the second pilot.

Additional resources recommended for implementation include:

- FHIA focal point for coordination;
- communication materials in Spanish;
- participant guidance and follow-up messages;
- digital communication channels;
- feedback forms;
- attendance records;
- reporting templates;
- access to VLE exportable monitoring records;
- practical examples related to Honduran agricultural production, sustainability and traceability, where available.

Monitoring indicators

Indicator	Type	Responsible / source
Number of dissemination or reposting actions supported by FHIA	Output	FHIA
Number of agricultural stakeholders reached through FHIA promotion	Output	FHIA / partner records
Number of questions or participant interactions supported during synchronous sessions	Engagement	FHIA
Number of participants accessing the VLE through FHIA-supported dissemination	Output	VLE export / partner records
Number of participants completing the course pathway	Outcome	VLE export
Number of participants receiving course completion certificate	Outcome	VLE export / project records
Number of participants taking the external certification exam	Outcome	Certification provider / consortium
Number of qualitative comments or recommendations collected	Learning indicator	FHIA / consortium

Risks and mitigation measures

Risk	Possible effect	Mitigation measure
Online certification schedules do not fit local participant availability	Lower participation or completion	Adapt course and certification schedules to local needs where feasible.

Communication is not fully accessible in participants' language	Confusion, lower engagement or dropout	Provide Spanish-language guidance, reminders and participant instructions.
Limited follow-up with participants	Reduced completion and weaker learning outcomes	Maintain continuous accompaniment using digital communication tools.
Digital resources are perceived as insufficiently contextualized to Honduran agriculture	Lower practical relevance	Provide local examples where available and connect resources to Honduran agricultural realities.
Low engagement with VLE resources	Reduced use of project outputs	Promote the platform through partner communication and dissemination channels.
Weak partner coordination	Delays or duplicated communication	Maintain constant communication among partners and participants.
Limited evidence collection	Weak reporting and sustainability documentation	Use VLE exports, attendance records, feedback forms, partner reports and participant follow-up records.

Sustainability mechanisms

FHIA's sustainability pathway is based on promoting DigiBuild resources as project resources for agricultural stakeholders in Honduras. The strongest sustainability mechanism is the continued dissemination of the platform and digital resources among producers, technicians, students, researchers, cooperatives, agribusiness companies and organizations linked to sustainable agricultural development.

The main sustainability mechanisms are:

- promotion of DigiBuild resources through FHIA communication and stakeholder channels;
- use of the platform to expand awareness of digital agriculture, sustainability and traceability;
- participant accompaniment during the second pilot;

- support for questions and interactions during synchronous sessions;
- continued partner coordination;
- use of VLE exportable records for monitoring and reporting;
- collection of lessons learned and feedback for future improvement.

Formal integration of DigiBuild resources into FHIA training programmes, technical assistance activities or extension programmes is not confirmed and should not be stated in the report.

7.2.2 ThinkCorp / Think Digital National VET Action Plan

Institutional context

ThinkCorp, through Think Digital Academy, is a Honduran institution focused on education and professional transformation, with specialization in digital skills, digital transformation, entrepreneurship, project management, and digital business. Within DigiBuild, ThinkCorp participates as the VET partner representing Honduras, contributing its experience in digital training, learning experience design, and capacity building to support the digitalization of the green sector.

Its role has included the leadership of WP2 and, within WP4, the moderation of online sessions, follow-up with participants, support for the pilot phase, feedback on the platform, review of the courses in English and Spanish, and testing of the certification process.

Contact person

Alejandra María Nazar Kafaty

Lessons from the ToT and pilot activities

During the Training of Trainers, ThinkCorp particularly valued the field visit to the Agricultural University of Athens, which made it possible to connect the project contents with practical experiences of digitalization in the green sector. The ToT sessions also helped contextualize the topics that were later facilitated during the pilot phase.

During the pilot, the implementation of live sessions with certification participants was identified as a good practice, as it helped maintain connection, interest, and active participation. The topics offered were relevant to the audience, and the use of WhatsApp groups facilitated more organized and closer interaction with participants.

As a lesson learned, future certification processes should consider providers with the capacity to communicate in the native language of the beneficiary countries and with greater flexibility to adapt schedules to local realities. In this case, communication from the

certification body was not always available in Spanish, and some schedules did not fully respond to the context of the participating countries.

Resources or materials to be adopted or promoted

The DigiBuild VLE educational platform will be considered the main reusable resource. This platform includes learning units in English and Spanish, additional resources, and structured contents to strengthen digital skills in the green sector. Its microlearning format and practical approach make it useful for future training, awareness-raising, and support actions for VET audiences.

Intended use or institutional adoption

ThinkCorp will apply the DigiBuild VLE platform as a complementary resource in its training and engagement activities, including Think Digital Today events, workshops, and Think Digital Academy training activities. The platform will be promoted as an added-value resource for students, participants, and attendees, facilitating access to contents on digital skills applied to the green sector.

Planned curricular or training actions

The action will focus on recommending and disseminating the DigiBuild contents as self-learning and deepening resources, without requiring the design of a new training programme or additional budget.

Target groups

The target groups include students, participants in workshops and training activities, attendees of ThinkCorp and Think Digital Academy events, entrepreneurs, and professionals interested in strengthening their digital skills applied to innovation and digitalization in the green sector.

Monitoring indicators

The proposed monitoring indicators include the number of dissemination actions supported by ThinkCorp / Think Digital, the number of participants or stakeholders reached through Think Digital Academy-related spaces, the number of participants referred to the DigiBuild VLE, participant questions or interactions supported during the second cohort, and qualitative feedback collected through workshops, events or training activities.

ThinkCorp plans to support the second pilot cohort proposed by IICA and UCENFOTEC through dissemination of the call for participants, basic support to participants, promotion of the DigiBuild VLE platform, and articulation with existing Think Digital Academy spaces.

In addition, ThinkCorp will continue identifying opportunities to disseminate the project resources through institutional events, workshops, and training activities.

Tentative timeline

The planned actions will be developed between June and November 2026.

In June, initial coordination with IICA and UCENFOTEC will take place, together with an internal review of the DigiBuild VLE platform.

Between July and August, ThinkCorp will support dissemination of the call for the second cohort and promotion of the platform through Think Digital Academy spaces.

During September and October, ThinkCorp will provide basic support to participants and continue disseminating DigiBuild resources through workshops, training activities, and institutional events.

In November, lessons learned and comments will be collected to provide feedback to the consortium and strengthen the sustainability of project results.

Required resources or support

Coordination support is required from the consortium, especially from IICA and UCENFOTEC, to align the calendar, key messages, and scope of the second pilot cohort.

Updated communication materials about the DigiBuild VLE platform are also required, together with guidance for disseminating the call for participants and guidelines on the expected follow-up with participants.

It is recommended that future certification processes consider communication in Spanish and schedules adapted to the reality of the beneficiary countries.

Risks and mitigation measures

Potential risks include limited participant availability, communication barriers in certification-related processes, schedule constraints, low engagement with self-learning materials and insufficient coordination among partners. Mitigation measures include Spanish-language communication, locally adapted schedules where feasible, clear dissemination messages, basic participant support, coordination with IICA and UCENFOTEC, and use of Think Digital Academy-related spaces to keep the DigiBuild resources visible.

Sustainability mechanisms

ThinkCorp reaffirms its interest in contributing to the sustainability of DigiBuild results through the dissemination and reuse of the educational platform in its institutional spaces, promoting the strengthening of digital skills applied to the green sector.

8. Resources Required

The implementation of the two national VET Action Plans requires planned or required resources. These should be understood as resources needed to support implementation, promotion, participant support, monitoring and sustainability, not as a final inventory of materials used during the pilot activities.

Human resources. The action plans require partner focal points, facilitators, trainers, tutors, communication staff, digital support staff and monitoring and reporting staff. Each partner contributes according to its role: UCENFOTEC coordinates participant orientation and VLE support; IICA and FHIA focus on dissemination and stakeholder engagement; ThinkCorp / Think Digital supports digital training promotion and participant follow-up.

Technical resources. The core technical infrastructure includes the DigiBuild VLE, internet access, computers or mobile devices, Google Meet, WhatsApp, email, Google Forms and available VLE platform export functions. Since VLE records can be exported, monitoring should incorporate available platform data, complemented by Google Forms, email evidence, attendance records, social media analytics and partner reporting.

Pedagogical resources. The five DigiBuild training units, microlearning resources, Spanish-language materials, participant guidance, quick-start guides, practical examples and assessment guidance form the pedagogical base of the plans. These resources are available as project outputs and may be adapted for different audiences and contexts.

Communication resources. Calls for participants, social media posts, reposting materials, email templates, WhatsApp reminders, registration instructions and information sheets are needed to support dissemination and participant mobilisation. IICA, FHIA, ThinkCorp / Think Digital and UCENFOTEC each contribute to communication according to their reach and channels.

Monitoring resources. VLE exportable records, Google Forms, email evidence, attendance records, social media analytics, partner reports and certification provider information are required to document implementation and support reporting. Each partner is responsible for collecting monitoring data according to its role.

Physical support resources. Possible physical spaces for certification-related or hybrid activities may be required, subject to coordination and confirmed scheduling. This applies primarily to UCENFOTEC, where feasible.

9. Timeline

The following timeline is a planning timeline for D4.2. It should not be read as a detailed pilot implementation calendar or as a session-by-session implementation record.

Period	D4.2 action-plan focus	Notes
June 2026	Partner coordination, VLE review, role alignment and communication planning.	Initial coordination phase.
July-August 2026	Dissemination, stakeholder engagement and preparation of the second edition.	Partner-supported promotion.
September 2026	Planned second course edition.	Final calendar and dates in revision.
September-October 2026	Participant support, synchronous activities and monitoring.	Subject to final coordination.
November 2026	Feedback collection, lessons learned and sustainability recommendations.	To inform project continuity.

10. Monitoring Indicators

The monitoring framework for D4.2 is planned and indicative. It replaces result tables with a forward-looking monitoring structure focused on what partners should monitor during implementation and sustainability activities.

- **Dissemination**. Indicators include posts, reposts and reactions published by partners, and the number of organisations or stakeholders reached through dissemination actions. Sources: social media analytics, partner reports.
- **Registration.** Indicators include the number of participants registered, their country of origin, institution and stakeholder type. Source: registration forms.
- **Platform use.** Indicators include VLE access, participant progress and course completion. Source: VLE export.
- **Learning completion**. Indicators include the number of course completion certificates issued. Sources: VLE records and project records.
- **External certification.** Indicators include participants registered for the external exam, participants who attended, passed, failed or did not attend. Source: certification provider and consortium records.
- **Participant support**. Indicators include WhatsApp and email interactions, questions received and follow-up actions taken. Source: partner records.
- **Feedback.** Indicators include participant satisfaction, perceived relevance and recommendations for future editions. Source: Google Forms.
- **Sustainability.** Indicators include organisations expressing interest in future use, identified use cases and partner commitments to continued promotion. Source: partner reports.
- Partner monitoring responsibilities are distributed as follows.

Partner	Monitoring role
IICA	Monitoring of social media posts, reactions and dissemination engagement related to project promotion.
UCENFOTEC	Monitoring of participant subscriptions, registration processes, student follow-up and participant support.
FHIA	Support for reposting, expanding promotion of the course, participant follow-up, questions and interventions during synchronous sessions.
ThinkCorp / Think Digital	Support for reposting, expanding promotion of the course, participant follow-up, questions and interventions during synchronous sessions.

11. Risks and Mitigation Measures

The following risks are relevant to the continuation and sustainability phase of D4.2. They do not invalidate the action plans but should be managed through practical mitigation measures.

Limited participation. Participants in the green sector may face restricted time availability due to work schedules, field responsibilities or seasonal activities, which could reduce registration or attendance in the second course edition. Mitigation includes targeted calls, partner dissemination channels, a clear value proposition and early communication.

Low completion. Participants may register but not complete the five training units or related activities. Mitigation includes reminders, short guidance messages, WhatsApp and email follow-up, and clear explanation of completion requirements.

Digital literacy gaps. Some participants may face difficulties navigating the VLE or using digital tools. Mitigation includes simple onboarding instructions, Spanish-language guides, quick-start materials and basic technical support.

Connectivity constraints. Rural or green-sector participants may have unstable internet access. Mitigation includes low-bandwidth materials where feasible, downloadable resources and flexible asynchronous access options.

Language barriers. English-language communication may reduce access or comprehension for local audiences. Mitigation includes prioritising Spanish-language communication, translated summaries and localised participant instructions.

Local schedule barriers. Course or certification schedules may not match local work patterns or agricultural realities. Mitigation includes adapting calendars to local time zones and participant availability where feasible.

Certification complexity. Registration processes, exam logistics or participant queries may overload partners or discourage completion. Mitigation includes simplified registration flows, centralised frequently asked questions and clear distribution of responsibilities.

Partner coordination risk. Misaligned messages, duplicated communication or unclear roles could affect dissemination or participant support. Mitigation includes a shared coordination calendar, designated focal points per institution and agreed communication templates.

Monitoring evidence gaps. Incomplete or fragmented data may weaken reporting. Mitigation includes using VLE exports, Google Forms, email records, attendance records, social media analytics and partner reports in a coordinated way.

Overstatement of institutional adoption. Report language could imply formal adoption by IICA or FHIA without validation. Mitigation requires using prudent wording throughout: promotion and reuse as project resources, subject to partner validation.

12. Sustainability Mechanisms

The sustainability mechanisms proposed in D4.2 focus on continued promotion, reuse and partner-supported dissemination of DigiBuild resources. The wording avoids overclaiming formal institutional adoption, especially in the cases of IICA and FHIA.

Promotion and reuse as project resources. IICA and FHIA may continue disseminating DigiBuild outputs through their cooperation and stakeholder channels without implying formal adoption into institutional programmes. This is the primary sustainability mechanism for both institutions. UCENFOTEC and ThinkCorp / Think Digital may also promote and reuse resources in their respective training and engagement spaces.

VLE-supported access. The continued use of the DigiBuild VLE may support the sustainability of the training pathway, subject to project and partner arrangements. The platform provides access to the five training units, participant guidance and assessment tools, and its records can be exported for monitoring purposes.

Microlearning and short-format learning. The microlearning resources developed by the project facilitate flexible learning for participants with limited time or connectivity. Their format supports continued use beyond the pilot phase without requiring a full course delivery structure.

Spanish-language accessibility. Spanish-language materials, instructions and communication reduce language barriers and improve usability for local audiences in Costa Rica and Honduras. This is a recommended baseline for all dissemination and participant-facing communication.

Stakeholder engagement. Engagement with chambers of agriculture, technical professional high schools, cooperatives, producers' organisations, public extension services and other green-sector stakeholders supports possible future use cases and broader visibility of DigiBuild outputs. This applies primarily to IICA and FHIA, subject to stakeholder interest and partner coordination.

Monitoring and lessons learned. Consistent data collection through VLE exports, Google Forms, partner reports and feedback tools allows partners to document use, identify improvement needs and support future editions.

DIGIBUILD

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FHIA
FUNDACIÓN HONDUREÑA DE INVESTIGACIÓN AGRÍCOLA

IICA
Representación Costa Rica

NOVEL Group

Think DIGITAL

Universidad CENFOTEC
SOMOS LO QUE SABEMOS

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