

D4.3 Report on the capacity building pilot that includes a list of resources and materials used.

DigiBuild: Building Digitalization in the Green Sector

Project number:
101128733



PRESENTED BY

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

Report on Capacity-Building Pilot that includes a list of resources and materials used.

I. Executive Summary

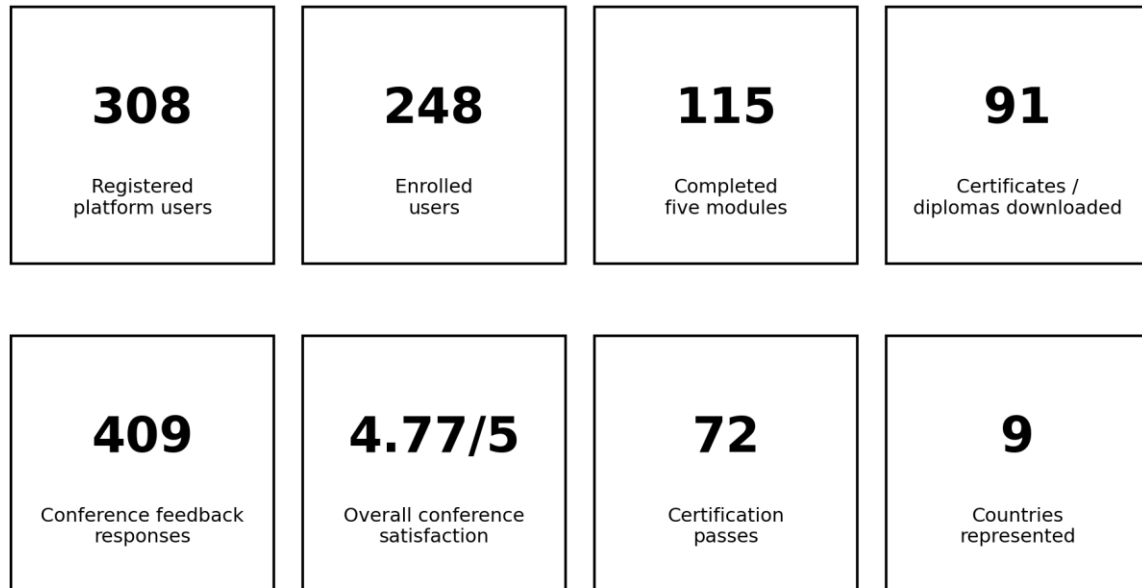
This deliverable documents the implementation of the DigiBuild capacity-building pilot in Costa Rica and Honduras during the period January–May 2026. The pilot was designed to reach a minimum of 60 participants across both countries — at least 30 per country — with at least 20% from green-sector professions (targeting 50% women), and with the objective that at least 80% of enrolled participants would pursue external certification (ECVET validation). **All contractual targets relating to participant recruitment, certification uptake and stakeholder engagement were met or exceeded.**

Platform records confirm that **308 users registered, 248 enrolled** in the learning pathway, and **115 completed all five modules** (46.37% completion rate is consistent with comparable online capacity-building initiatives and reflects the voluntary nature of participation). A total of **91 certificates or diplomas were downloaded**. Certification records show that **114 participants registered for the external exam** administered by Icert, with **82 attending, 72 passing, and a pass rate of 87.8%** among those who sat the exam.

Conference feedback across four synchronous sessions yielded 409 responses, with an overall satisfaction average of 4.77/5. Platform satisfaction data show 73.91% of responses rated High or Very High.

Implementation challenges included Spanish-language communication gaps in the certification process, scheduling barriers, uneven digital readiness, and fragmented evidence across partners. These lessons are documented and provide recommendations for future replication of DigiBuild resources.

Pilot results at a glance



Main quantitative results from the DigiBuild capacity-building pilot.

Figure 1 Pilot results at a glance

II. Scope and Position of D4.3 within Work Package 4

D4.3 is the third and final deliverable of Work Package 4 (WP4) and focuses on documenting the implementation and results of the DigiBuild capacity-building pilot. It is distinct from, but complementary to, the other WP4 deliverables:

D4.1 Report on the Training of Trainers (ToT), which documents the preparation of partner facilitators carried out in Greece in September 2025.

D4.2: VETs' Action Plans, which present the institutional sustainability and adoption strategies developed by partner organizations.

D4.3 (this document): Report on the Capacity-Building Pilot, which documents what was implemented during the pilot, the evidence collected, the resources used, participation and satisfaction indicators, certification results, implementation challenges, and lessons learned.

Together, D4.1, D4.2 and D4.3 provide a complete record of preparation, implementation and sustainability planning.

III. Pilot Methodology and Implementation Process

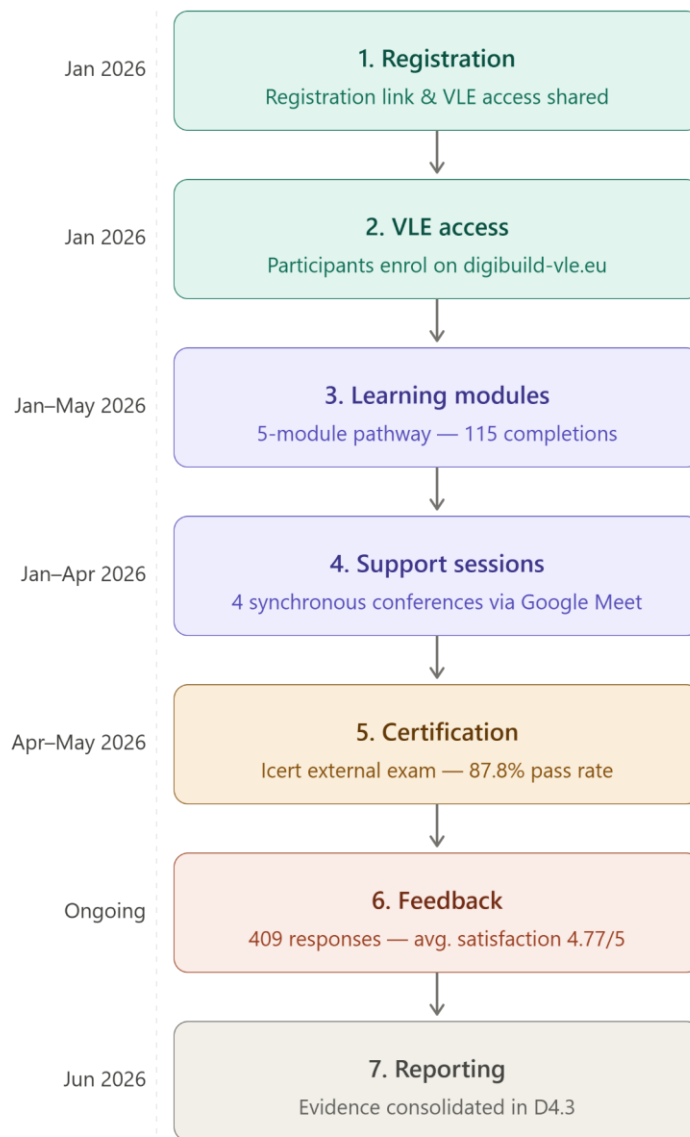


Figure 2 Pilot implementation process

The DigiBuild capacity-building pilot was implemented through a blended methodology combining asynchronous learning, synchronous support activities, partner-based communication, feedback collection, and evidence-based monitoring. Participants accessed the DigiBuild learning pathway through the project Virtual Learning Environment ([VLE](#)), which hosted the five training modules and related learning resources.

The implementation process included participant registration and enrolment, access to the VLE, completion of the five-module learning pathway, synchronous sessions and conferences, participant support through digital communication channels (primarily WhatsApp and email), platform-based monitoring, feedback collection, and certification-related arrangements.

Pilot evidence was drawn from several complementary sources: VLE administrative records, registration data, conference feedback forms, satisfaction and Likert-scale summaries, session materials, partner communication and follow-up records, certification provider reports, and dissemination evidence. These sources were used to document participation, course completion, certificate or diploma downloads, satisfaction levels, grades, conference feedback, and external certification results.

This report is evidence-based and implementation-oriented. It does not replace D4.1, which documents the Training of Trainers, or D4.2, which presents the VET Action Plans. Instead, D4.3 focuses on what was implemented during the capacity-building pilot, what evidence was collected, what resources were used, and what lessons were identified for future use of DigiBuild results.

IV. Training Pathway and Target Audience

The DigiBuild capacity-building pilot was designed to address the digital skills gap in the green sector in Costa Rica and Honduras, reaching two primary audience groups:

- **VET trainers and educators** — professionals working in vocational education and training institutions who would subsequently apply the DigiBuild methodology in their own teaching practice.
- **Green-sector professionals** — practitioners working in agriculture, agro-industry, sustainable farming, environmental management, and related fields in both countries.

The contractual targets established for the pilot were a minimum of 60 participants across both countries (at least 30 per country), with at least 20% from green-sector professions and a target of 50% women. At least half of the participants were also expected to participate in activities related to virtual mobility. The pilot exceeded these targets in most areas, as documented in the monitoring indicators section.

The training pathway was designed to support participants in developing competencies in five thematic areas: digital transformation in agriculture; technological tools for sustainability and compliance with the European Green Deal; climate-resilient smart agriculture and data-based decision-making; technology-based agro-innovation business planning; and digital marketing and communications for agriculture.

V. Training Contents and Microlearning Resources Used

The DigiBuild pilot used a five-module learning pathway hosted in the project Virtual Learning Environment. The modules were made available to participants as the core training content of the capacity-building pilot.

Table 1 DigiBuild learning units used during the pilot.

Unit	Used in Pilot?	Format	Evidence
Unit 1: Introduction to the Digital Agricultural World	Yes	VLE	VLE screenshot/export and learning unit file
Unit 2: Technological Tools for Compliance with the European Green Deal	Yes	VLE	VLE screenshot/export and learning unit file
Unit 3: Smart Agricultural Technologies for Climate-Resilient Agriculture and Strategic Data-Based Decision-Making	Yes	VLE	VLE screenshot/export and learning unit file
Unit 4: Design of Technology-Based Agricultural Innovation Business Plans	Yes	VLE	VLE screenshot/export and learning unit file
Unit 5: Digital Marketing and Communications for Agriculture	Yes	VLE	VLE screenshot/export and learning unit file

Available platform data confirm that the five-module learning pathway was used during the pilot, with 115 participants completing all five modules. Supporting evidence is included in the annexes through VLE screenshots, completion exports, platform administrative summaries and the corresponding learning unit files.

Note: The DigiBuild VLE underwent a heuristic evaluation during the pre-pilot phase (September 2025). The evaluation identified usability improvements including whitespace optimization, thumbnail redesign, visual hierarchy in learning units, use of HTML tables over static images, and link-opening behavior. Some of these findings were addressed prior to the public launch of the pilot.

VI. Partner Roles in Pilot Implementation

The implementation of the capacity-building pilot relied on the complementary roles of the project partners. The following table summarizes the reported roles during the pilot and the type of evidence used to document each contribution.

Table 2 Partner roles in pilot implementation

Partner	Reported Role During the Pilot	Evidence Source
UCENFOTEC	Led participant registration and enrolment, administered access to the Moodle-based VLE, managed technical incidences reported by participants (including login and navigation issues), coordinated synchronous and hybrid support activities, and provided certification-related support.	Registration records, VLE administrative reports, technical assistance log, attendance evidence, certification support documentation.
IICA	Led dissemination among agricultural-sector stakeholders in Costa Rica and Honduras, managed social media outreach, coordinated invitation communications, and supported participant referral to the program.	Dissemination report, social media analytics, invitation records, partner implementation notes.

FHIA	Supported dissemination and participant accompaniment in Honduras, facilitated access to the certification exam at FHIA premises, interacted with participants during synchronous sessions, and provided follow-up with agricultural-sector stakeholders. FHIA also reposted project communications.	Reposting evidence, communication records, session evidence, certification exam hosting documentation, partner report.
ThinkCorp / Think Digital	Coordinated session moderation supported participant follow-up via WhatsApp-based communication, carried out course review and quality checks, provided a speaker at the piloting conferences and provided support during the certification testing process.	Session records, WhatsApp communication materials, course review notes, certification support evidence, partner implementation notes.
DEFOIN	Project coordinator, supervision of activities and speaker at the piloting conferences	Session records, WhatsApp and email communication, follow-up, dissemination activities in their social media.
EUROTraining	Supervision and support for the certification process (communication with the certification body and coordination with CENFOTEC and other partners) and speaker at the piloting conferences	Session records, WhatsApp and email communication, coordination with certification body, follow-up, dissemination activities in their social media.

NOVEL	Responsible for the development, maintenance, adaptation, improvement and support of the Virtual Learning Environment, including the monitoring of platform performance indicators, in coordination with CENFOTEC, and speaker at the piloting conferences.	Session records, WhatsApp and email communication, management and improvement of VLE, follow-up, dissemination activities in their social media.
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These roles should be interpreted as project implementation contributions. They do not imply formal institutional adoption of DigiBuild resources unless such adoption has been explicitly confirmed by the relevant partner.

VII. Resources and Materials Used During the Pilot

The capacity-building pilot used a combination of learning resources, digital platforms, communication tools, feedback instruments and certification-related materials. The table below summarizes the main resources and materials used during implementation.

Table 3 Resources and materials used during the pilot.

Resource / Material	Use During the Pilot	Evidence / Annex
DigiBuild Moodle / VLE (digi-build.eu)	Hosted the five-module learning pathway and enabled participant access to course contents in Spanish and English.	VLE administrative records / Annex B
Five DigiBuild Learning Units	Provided the core training content for the pilot across five thematic modules.	Learning unit files and VLE evidence / Annex C
Google Meet	Used for synchronous sessions, conferences, and participant support activities.	Session agendas, invitations, attendance records / Annex D

WhatsApp	Used for participant communication, reminders, follow-up, and technical support.	Communication and follow-up evidence / Annex G or Annex J
Email	Used for registration, onboarding, guidance, and follow-up with participants.	Email templates or communication records / Annex G or Annex J
Google Forms	Used to collect participant feedback and satisfaction data from conferences and related activities.	Feedback forms and response exports / Annex E
Moodle Completion Records	Used to monitor enrolment, module completion, and certificate/diploma downloads.	VLE completion report / Annex B
Icert Certification Exam (external provider)	External certification exam (ECVET validation) administered in Spanish with proctor instructions in English. Results include registered, attended, passed, failed, and no-shows.	Certification provider report / Annex F
Presentations and Conference Materials	Used during synchronous learning, orientation, and support activities.	Session materials and presentation files / Annex D
Dissemination Materials	Used to promote the pilot, communicate the call for participants, and support outreach.	Dissemination report and communication materials / Annex G
Technical Assistance Log	Documented participant platform access issues and resolutions managed by UCENFOTEC.	Assistance Request List / Annex H
DigiBuild Project Website (digi-build.eu)	Served as the main public information hub for the pilot, hosting the call for participants, project information, and access to the VLE.	Public website / digi-build.eu

Project Social Media Accounts (Facebook, Instagram, LinkedIn)	Used to disseminate the call for participants, promote synchronous sessions, and communicate project milestones to a regional audience.	Facebook , Instagram , LinkedIn
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VIII. Timeline

Based on available public communications and internal monitoring records, the DigiBuild capacity-building pilot followed a progressive implementation sequence that included dissemination and registration, an online launch session, access to the DigiBuild Virtual Learning Environment, synchronous support activities, platform-based learning, certification-related activities, feedback collection and final reporting.

Some dates are supported by public project communications, while detailed implementation evidence is included in the annexes through registration records, VLE reports, feedback exports, session evidence, dissemination records and certification provider reports.

Table 4 Pilot implementation timeline

Phase	Activity	Date / Period	Evidence
Preparatory background	Training of Trainers (ToT) carried out in Greece to prepare partners for pilot delivery in Costa Rica and Honduras.	9–10 September 2025	D4.1 / social media dissemination on the Digibuild project's social media accounts (Facebook, Instagram, LinkedIn) and the partners' social media accounts
VLE pre-piloting & usability review	Partner test of the DigiBuild VLE prior to the public launch. Heuristic evaluation conducted; usability improvements implemented.	November 2025	VLE feedback report (DEFOIN, ThinkCorp and Cenfotec, September 2025) / Heuristic Evaluation document

Call and dissemination	Public call for participants and promotion of the DigiBuild digital agriculture training through project and partner channels.	January 2026	Public Organizations social media accounts as a means of carrying out this activity.
Registration and platform access	Registration link and VLE access shared with interested participants.	January 2026	Registration form / VLE records / public call
Launch / onboarding session	Online session to formally start the training process (1st conference).	28 January 2026, 16:00 h	Public social media accounts (Facebook, Instagram, LinkedIn) and the partners' social media accounts
Learning pathway implementation	Participants accessed the DigiBuild VLE and completed the five-module learning pathway.	January–May 2026	VLE administrative records
Synchronous support and conferences (2nd–4th)	Three additional online conferences (2nd, 3rd, and 4th) conducted via Google Meet to support participants throughout the learning pathway, address questions, and maintain engagement. Held in February, March, and April 2026.	January–April 2026	Attendance records, feedback forms (Google Sheets), communication evidence

Partner coordination and implementation review	Consortium meeting in the 4th TPM in Honduras to review progress, exchange lessons, and coordinate final steps.	March 2026	Public social media accounts (Facebook, Instagram, LinkedIn) and the partners' social media accounts
External certification exam	Icert certification exam implemented. Exam questions in Spanish; proctor instructions in English.	April–May 2026 (approx.)	Icert certification provider report / Annex F
Course completion	Regional training process completed with participants from Costa Rica, Honduras, and other represented countries.	May–June 2026	CENFOTEC public communication / VLE completion records
Platform results confirmed	308 registered users, 248 enrolled, 115 completed five modules, 91 certificates/diplomas downloaded.	May 2026	VLE platform report
Feedback and satisfaction analysis	Conference and platform satisfaction data collected and analyzed.	During and after implementation	Google Forms / platform satisfaction export

IX. Monitoring Indicators

Performance against Contractual Targets

The DigiBuild pilot was designed to reach a minimum of 60 participants across both countries (30 per country), with at least 20% from green-sector professions, a target of 50% women, and a goal that at least 80% of enrolled participants would validate their qualifications through the external certification process. The results presented in this section should be read against those contractual benchmarks. Collected evidence confirms that the targets related to total participation and certification uptake were met or exceeded.

Conferences Indicators

The following conference indicators are based on feedback collected through the available forms. Unless otherwise stated, these figures should be interpreted as survey responses rather than unique participant attendance records.

Conference Feedback Responses by Gender

Gender	 Men	 Women	 Prefer not to say	 Total responses
Total	227	179	3	409
Percentage	55.5%	43.8%	0.5%	100%

Figure 3 Conference feedback responses by gender

Table 5 Conference feedback responses by gender

Conference Feedback Responses by Gender	Total	Percentage
Men	227	55.5%
Women	179	43.8%
Prefer not to say	3	0.5%
Total responses	409	100%

Women's participation approached the project's gender balance target and demonstrates strong engagement of women in digital agriculture capacity-building.

Overall satisfaction average

Based on the question “Overall, I am satisfied with the conference”:



Figure 4 Overall satisfaction

Average Likert score by conference

This average considers all available 1–5 Likert-scale questions in each conference feedback file. Satisfaction average by conference. This uses only the question “Overall, I am satisfied with the conference.”

Table 6 Overall satisfaction average by conference

Conference	Overall Satisfaction Average (1–5)
1st Conference (28 January 2026)	4.78 / 5
2nd Conference (11 February 2026)	4.82 / 5
3rd Conference (18 March 2026)	4.74 / 5
4th Conference (8 April 2026)	4.66 / 5
Overall average	4.77 / 5

Countries represented

Countries represented in conference feedback include Costa Rica, Honduras, Guatemala, Colombia, Ecuador, Peru, Bolivia, Nicaragua, and El Salvador, among others. This suggests that the training reached audiences beyond the two primary target countries, reflecting a broader regional interest in the DigiBuild learning pathway.

Qualitative feedback from conference participants highlighted the following recurring themes: appreciation for the practical relevance of content; requests for faster sessions and simplified certification scheduling information in Spanish; some audio quality issues during hybrid sessions; and requests for post-session sharing of presentation materials.

Country report

Country Representation



Diverse participation from 9 countries highlights collaboration and broad perspectives.

Country Response Distribution

Country	Total Responses	Percentage
Honduras	220	53.8%
Costa Rica	142	34.7%
Colombia	11	2.7%
Ecuador	10	2.4%
Guatemala	9	2.2%
Nicaragua	7	1.7%
Bolivia	4	1.0%
Peru	4	1.0%
El Salvador	2	0.4%
Total	409	100%

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Figure 5 Country representation in feedback **Figure 6** Country response distribution

The regional reach exceeded the project's original geographic scope.

VLE Platform Indicators

The DigiBuild capacity-building pilot was supported through the project Virtual Learning Environment, where participants accessed the course pathway and completed the learning modules. Based on the available platform records, 308 users were registered in the platform and 248 users were enrolled in the DigiBuild course pathway.

Of the 248 enrolled users, 115 participants completed the five modules, resulting in a platform completion rate of 46.37%. In addition, 91 certificates or diplomas were downloaded by participants. This represents 79.13% of the participants who completed the five modules and 36.69% of all enrolled users.

The available grade records show a maximum grade of 10/10, a minimum grade of 0/10, and an overall average grade of 9.3/10. The high average grade reflects mastery-based assessment design and successful learner engagement with course content. Assessment was conducted through a combination of quizzes, assignments, and multiple-choice exercises embedded within each module. The interpretation of grades should nonetheless be read together with completion and participation data, as grade records correspond only to participants who actively engaged with the assessed components.

The platform satisfaction results also show a positive overall assessment. A total of 73.91% of responses rated satisfaction as High or Very High, 24.35% as Moderate and 1.74% as Low or Very Low.

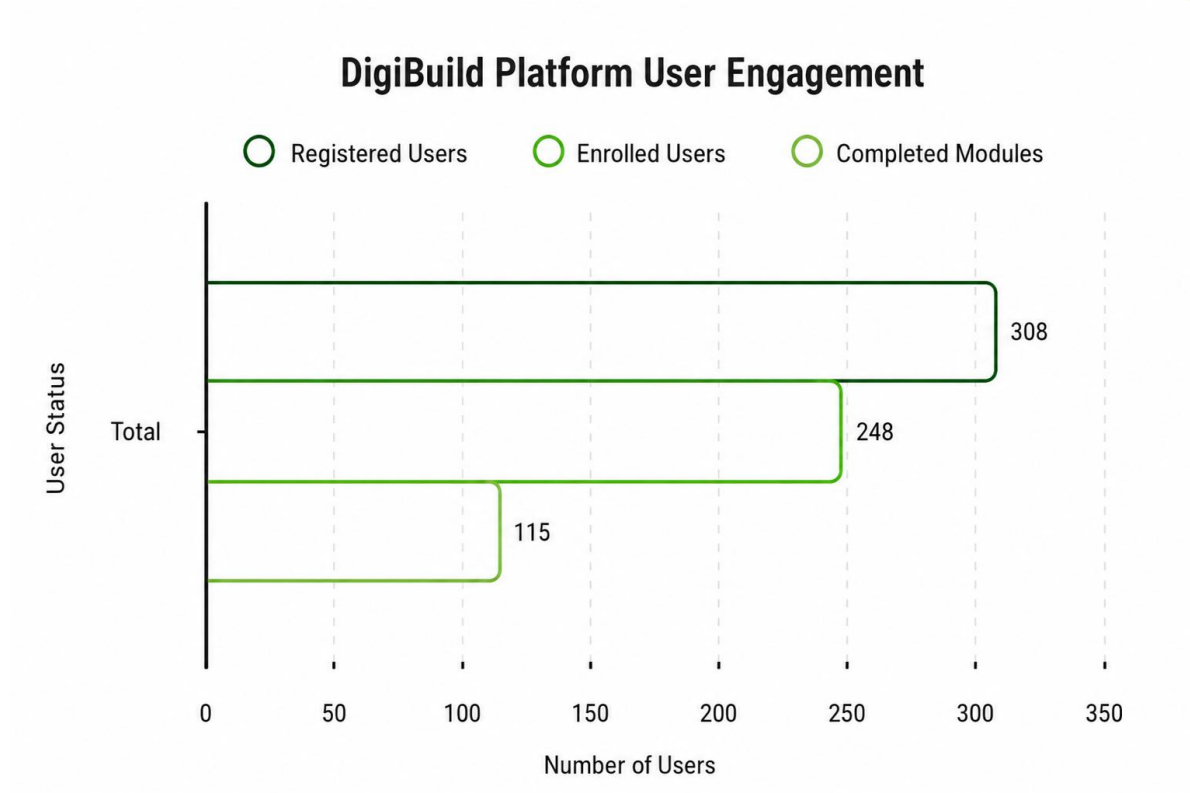


Figure 7 DigiBuild platform user engagement

Table 7 VLE platform indicators

Platform Indicator	Result	Interpretation
Total registered users	308	Total users registered in the platform
Total enrolled users	248	Users enrolled in the DigiBuild course pathway
Participants who completed all five modules	115	Participants who completed the full learning pathway
Platform completion rate (vs enrolled)	46.37%	115 of 248 enrolled users
Certificates / diplomas downloaded	91	Participants who downloaded the course certificate or diploma

Certificate download rate (among completers)	79.13%	91 of 115 participants who completed the five modules
Certificate download rate (among enrolled)	36.69%	91 of 248 enrolled users
Maximum grade	10 / 10	Highest grade recorded in the platform
Minimum grade	0 / 10	Lowest grade recorded
Overall average grade	9.3 / 10	Average across available grade records; reflects strong performance among active completers

Table 8 Platform satisfaction level

Platform Satisfaction Level	Percentage
High / Very High	73.91%
Moderate	24.35%
Low / Very Low	1.74%
Total	100%

These results indicate that the platform was used by a significant number of participants and that half of enrolled users completed the full five-module pathway. The difference between the number of participants who completed the modules and the number who downloaded certificates suggests that future editions should include clearer reminders or instructions encouraging participants to download their certificate after completion.

The difference between the number of participants who completed all modules (115) and those who downloaded a certificate (91) suggests that future editions should include clearer reminders or instructions encouraging participants to download their completion certificate after finishing the course.

Detailed platform evidence is included in the annexes through anonymized platform exports, screenshots, completion reports or administrative summaries. The main report presents only aggregated indicators and does not include participant names, emails, identification numbers or individual grade records.

Certification indicators

As part of the DigiBuild capacity-building pilot, participants had the opportunity to register for the external certification exam linked to the training pathway. Based on the available certification records, 114 participants registered for the certification process.

Of the 114 registered participants, 82 attended the exam. Among those who attended, 72 participants passed and 10 participants failed. In addition, 32 registered participants did not attend the exam. This means that 71.9% of registered participants attended the exam, while 28.1% were recorded as no-shows.

The pass rate among participants who attended the exam was 87.8%. When calculated against the full group of registered participants, including no-shows, the overall pass figure represents 63.2% of registered participants.

Table 9 Certification indicators

Certification Indicator	Result	Percentage
Registered participants for the exam	114	100%
Participants who attended the exam	82	71.9% of registered
Participants who passed	72	63.2% of registered / 87.8% of attendees
Participants who failed	10	8.8% of registered / 12.2% of attendees
No-shows	32	28.1% of registered
Pass rate among attendees	72 of 82	87.8%

The no-show rate (28.1%) was associated with scheduling conflicts, competing professional commitments, and communication challenges relating to examination procedures —

particularly the fact that pre-exam communications were conducted primarily in English rather than Spanish. Mitigation measures for future editions are detailed in Section X. Despite the no-show rate, the 87.8% pass rate among attendees indicates strong preparedness of candidates and validates the quality of the DigiBuild learning pathway.

These results suggest that, among participants who attended the certification exam, the success rate was high. However, the no-show rate indicates that future editions may benefit from clearer scheduling information, additional reminders, and follow-up mechanisms in participants' native language to reduce non-attendance.

Detailed certification evidence is included in the annexes or retained as restricted project evidence, depending on data protection requirements. The main report presents only aggregated results and does not include participant names, emails, identification numbers or individual exam records.

X. Implementation Challenges, Lessons Learned and Mitigation Measures

The pilot implementation generated practical lessons related to participant communication, certification arrangements, digital readiness, and evidence management. These lessons are relevant for improving future use of DigiBuild resources and for strengthening the documentation of similar capacity-building processes.

Table 10 Implementation challenges and mitigation measures

Challenge Observed	Effects During Pilot	Mitigation / Improvement
Certification communications in English and Greek	Pre-exam registration forms and proctor communications were primarily in English, and some communications were in Greek. Participants from Costa Rica and Honduras reported confusion and difficulty understanding instructions.	Provide all participant-facing certification materials (registration forms, pre-exam instructions, reminders) exclusively in Spanish. Brief proctors to communicate in Spanish during exam sessions.

Certification scheduling misalignment	Exam slots did not fully align with the availability of participants in the UTC-6 time zone (Central America), and some participants did not receive timely reminders.	Align all exam windows to the Central America time zone (UTC-6). Send reminders in Spanish at least 3 days and 24 hours before the exam. Partner coordinators should confirm individual attendance.
Certification registration process burden	The multi-step registration process (including ID submission and data consent forms) created a burden for participants and partners, contributing to the 28.1% no-show rate.	Simplify the registration workflow. Centralize support and assign a dedicated coordinator per country for certification logistics.
Spanish-language accessibility of platform notifications	Platform notifications (including some menu labels and system messages) appeared in English even when the interface was set to Spanish. Reported as part of the pre-piloting VLE feedback.	Ensure full localization of the VLE interface and all automated notifications in Spanish before any future public launch.
Uneven digital readiness among participants	Some participants required additional guidance on platform navigation, including enrollment ('Matricularme' button not clearly identified) and password recovery. Three cases were documented in the technical assistance log.	Provide a short onboarding tutorial in Spanish before the first session. Include a visual step-by-step guide for VLE registration and enrolment in the invitation communications.

Evidence fragmentation across partners and tools	Implementation evidence was spread across the VLE, Google Forms, email chains, WhatsApp messages, and partner files. Consolidation required significant coordination effort.	Establish a shared evidence matrix and annex register from the outset of any future pilot. Assign clear documentation responsibilities per partner per activity.
Certificate download gap	Of 115 participants who completed all five modules, 91 downloaded their certificate (79.13%), leaving 24 completers without a downloaded certificate.	Add an automated reminder triggered on completion of Module 5, instructing participants on how to download their certificate. Include a visual step in the post-completion communication.

Beyond the operational challenges identified above, the pilot also revealed risks related to the long-term sustainability of DigiBuild resources. These include the ongoing maintenance of the Virtual Learning Environment after the project funding period ends, the future updating of learning materials to reflect evolving agricultural technologies and EU policy frameworks, and the need for clear institutional ownership of the platform and course content. Addressing these risks requires explicit commitment from partner institutions — as documented in the VET Action Plans (D4.2) and a shared governance model for post-project continuity. Evaluators and stakeholders should note that the strong pilot results documented in this report provide a solid foundation for securing continued institutional support.

Table 11 Lessons learned and future actions.

Lesson Learned	Future Action
Pre-exam communications in a language other than Spanish created confusion and	All participant-facing certification materials must be in Spanish for any future edition targeting Central American audiences.

contributed to the no-show rate.	
Scheduling exam slots without aligning to the UTC-6 time zone reduced attendance.	Future exam windows must be designed around Central America availability from the outset.
Participants needed more guided onboarding to navigate the VLE independently.	A short Spanish-language onboarding tutorial should be mandatory before the first session.
Evidence fragmentation across tools and partners created coordination burden.	A shared evidence protocol with standardized templates should be established at project kickoff.
The VLE certificate download step was not completed by all who finished the course.	An automated reminder triggered on module 5 completion should prompt participants to download their certificate.
Strong pass rates and satisfaction scores validate the DigiBuild learning model.	These results should be used as evidence base for future funding proposals and replication in other LAC countries.

XI. Implications for Future Use of DigiBuild Resources

Language and Localization

All participant-facing materials, including platform notifications, certification communications, and proctor instructions, must be available in Spanish for any future edition targeting Central American audiences. The experience of the 2026 pilot — where pre-exam communications were in English and Greek resulted in confusion and contributed to the high no-show rate in the certification process.

Certification Process Design

The Icert certification exam demonstrated strong outcomes in terms of pass rates (87.8% among attendees), which validates the quality and relevance of the DigiBuild learning content. However, the certification coordination requires simplification and a dedicated local support structure. Future editions should ensure that scheduling, registration, and follow-up are managed by a partner coordinator in each country, using Spanish-language communications throughout.

Platform Readiness and Digital Access

The heuristic evaluation conducted in September 2025 and the pre-piloting feedback from DEFOIN resulted in meaningful improvements to the DigiBuild VLE. Future editions should include a mandatory usability review at least two months before any public launch, addressing visual hierarchy, notification localization, and onboarding clarity.

Evidence Management

The fragmentation of evidence across multiple tools and partners (VLE, Google Forms, WhatsApp, email, Excel) was a significant coordination challenge. Future editions should establish a shared evidence protocol from project kickoff, with standardized templates per activity type.

Institutional Adoption

The findings of this pilot may inform future dissemination, adaptation, or reuse of the DigiBuild learning pathway and VLE. However, any statements regarding formal institutional adoption of DigiBuild resources should be reported only were confirmed by the relevant partner and documented in the corresponding VET Action Plan (D4.2). The robust performance indicators of this pilot, particularly the certification pass rate, and overall

satisfaction scores provide a robust evidence base for any future funding or replication proposal.

XII. Evidence and Annexes

The report is supported by aggregated implementation evidence. Personal data is not included in the main narrative. Where evidence contains participant names, emails, individual grades, signatures, exam records, or identifiable responses, it should be retained in restricted annexes or made available through the project coordinator upon request, in line with applicable data protection requirements.

Table 12 Evidence and annexes

Annex	Evidence	Link / Location	Status
A	Call for participants, registration form, and aggregated registration data.	Link to registration report	Access restricted in accordance with the provisions of the GDPR.
B	VLE screenshots, enrolment records, completion reports, and certificate/diploma download records.	VLE records	Available on request due to the GDPR. For further information, please contact the project coordinators to obtain the files containing personal data.
C	List of microlearning units and resources used, including learning unit files and platform design version.	Link to platform	Available
D	Synchronous session agendas, invitations, presentations, and session materials.	Link to Sessions (WP4)	Restricted to the consortium and the relevant funding bodies (EU)

E	Conference feedback forms, response exports (Google Sheets), satisfaction, and Likert analysis for all four conferences.	Link to feedback google forms	Available
F	Icert certification provider report and aggregated certification results.	Available on request due to the GDPR. For further information, please contact the project coordinators to obtain the files containing personal data”, as there are names and personal details.	Access restricted in accordance with the provisions of the GDPR.
G	Communications, dissemination evidence, public call materials, and social media records.	Facebook , Instagram , Linkedin	Available
H	Communication and follow-up evidence, including WhatsApp materials, email records, and technical assistance log.	Available on request due to the GDPR. For further information, please contact the project coordinators to obtain the files containing personal data.	Access restricted in accordance with the provisions of the GDPR.
I	Anonymized qualitative feedback from participants.	Available on request due to the GDPR. For further information, please contact the project coordinators to obtain the files containing personal data.	Access restricted in accordance with the provisions of the GDPR.

J	Partner implementation notes and supporting evidence.	Link to partner materials folder Link to materials	Available / pending consolidation
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XIII. Conclusion

Based on available records, the DigiBuild capacity-building pilot was successfully implemented in Costa Rica and Honduras — and attracted participation from a broader set of Latin American and Caribbean countries — through a learning pathway supported by the project Virtual Learning Environment, synchronous activities, partner communication channels, feedback instruments, and the Icert certification process.

The available platform data indicate that **308 users registered, 248 enrolled, and 115 completed all five modules**. A total of **91 certificates or diplomas were downloaded**. These figures exceed the contractual target of a minimum of 60 participants, demonstrating strong uptake of the DigiBuild training offer.

Feedback and satisfaction indicators reflect a highly positive assessment of the pilot. Conference feedback across four synchronous sessions yielded an overall satisfaction average of **4.77/5** across 409 responses. Platform satisfaction data show **73.91% of responses rated High or Very High**.

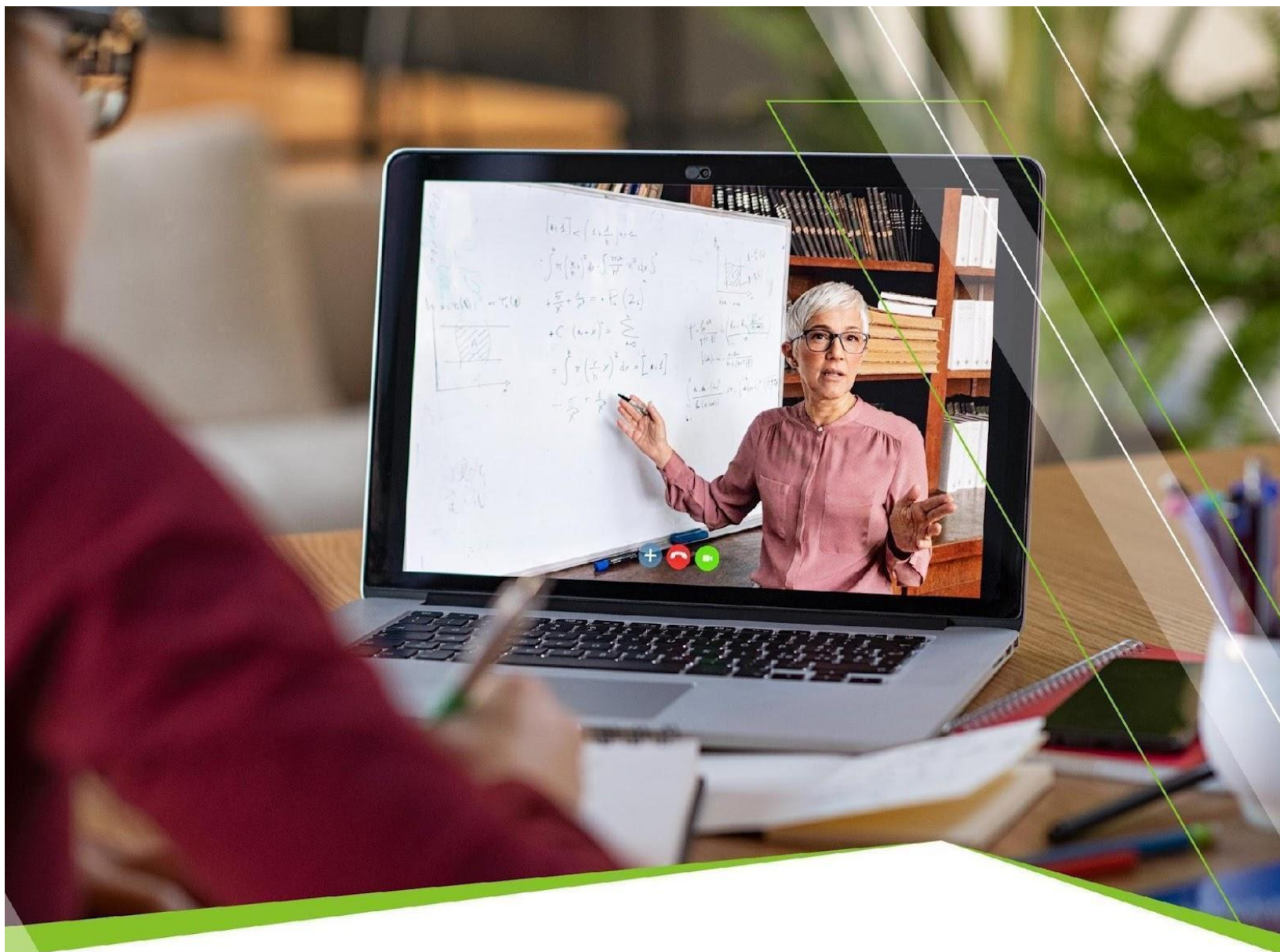
Certification records indicate that **114 participants registered** for the external Icert certification exam, **82 attended, 72 passed, and 32 were recorded as no-shows**. The pass rate among attendees was **87.8%**, demonstrating strong learning outcomes for participants who engaged with the full training and certification pathway.

These results provide robust evidence of the quality and relevance of the DigiBuild learning content and the effectiveness of the consortium's implementation approach. At the same time, the pilot identified key areas for improvement in future editions — particularly related to Spanish-language certification communications, scheduling localization, digital access support, and evidence consolidation across partners.

Detailed evidence is included in the annexes or retained as restricted project evidence where data protection requirements apply. No personal data is included in the main narrative of this report. The main lessons from the pilot, as documented in this deliverable, should inform future use of DigiBuild resources. Any institutional adoption or reuse of the training pathway should be reported and documented only where confirmed by the relevant partner organization.



The DigiBuild pilot has demonstrated that a well-designed, regionally adapted digital learning pathway can achieve strong participation, high satisfaction, and validated learning outcomes in the green sector of Central America. The results documented in this report — exceeding contractual targets, achieving an 87.8% certification pass rate, and reaching participants across more than nine Latin American countries — confirm both the relevance of the DigiBuild approach and its potential for replication and scaling beyond the original project scope. The consortium is committed to building on these results to ensure the long-term sustainability of the DigiBuild Virtual Learning Environment and its resources, as a lasting contribution to the digital transformation of vocational education in the green sector of Latin America and the Caribbean.



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