

ET4Digital – Empowering Trainers for Digital Innovation in Construction Ecosystem

Comprehensive International Report on Pilot Testing of the ET4Digital Training Programme

Author(s)	Fundación Laboral de la Construcción
PP	

Funded by the European Union. The views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Italian National Agency Erasmus+ – INAPP. Neither the European Union nor the granting authority (INAPP) can be held responsible for them.

ET4D

Co-funded by the European Union

Technical References

Project Acronym	**ET4D**
Project Title	***Empowering Trainers for Digital innovation in construction Ecosystem***
Project Coordinator	**IIPLE**
Project Duration	**24 months**

Deliverable No.	4.2
Dissemination level [1]	PU
Work Package	4
Task	
Lead beneficiary	FLC
Contributing beneficiary(ies)	ALL PARTNERS
Due date of deliverable	30/10/2026
Actual submission date	27/10/2026

[1] PU = Public

PP = Restricted to other programme participants (including the Commission Services)

RE = Restricted to a group specified by the consortium (including the Commission Services)

CO = Confidential, only for members of the consortium (including the Commission Services)

Document history

V	Date	Beneficiary	Author/s
1	30/10/2026	FLC	Max Rapa
2			
3			
4			

Table of contents

Executive summary 5
Purpose and scope of this report 7
Evidence base, national pilot coverage and methodological approach 8
Italy 9
Main findings 10
Recommendations 10
Estonia 11
Main findings 11
Recommendations 12
North Macedonia 12
Main findings 12
Recommendations 13
Greece 13
Main findings 13
Recommendations 14
Spain 14
Main findings 15
Recommendations 16
Germany 17
Main findings 18
Recommendations 19
Cross-Country Synthesis 20
Recurring Strengths 21
Relevance to digital transformation in construction 21
Strong value of practical examples and demonstrations 21
Clear structure and reusable learning resources 21
Positive reception of the people-and-culture dimension 22
Flexibility of digital delivery 22
Recurring Weaknesses and Implementation Challenges 22
The balance between theory and practical application 22
Insufficient construction-SME specificity 22

Limited interaction in fully online or self-paced formats

Different participant profiles require differentiated learning 23

Assessment and evaluation consistency 23

Recommendations 23

Increase applied learning 23

Develop a common bank of construction-SME scenarios 24

Expand demonstrations and audiovisual resources 24

Strengthen the practical dimension of Modules 7–8 (Cultural Barriers) 24

Introduce differentiated activities 24

Combine digital flexibility with facilitated interaction 24

Provide trainer guidance for practical activities 25

Strengthen the assessment architecture 25

Develop reusable post-training resources 25

Clarify recognition and completion arrangements 25

Conclusion 26

Annex 1 – Pilot Testing Pictures Italy 28

Annex 2 – Pilot Testing Pictures Estonia 29

Annex 3 – Pilot Testing Pictures North Macedonia 30

Annex 4 – Pilot Testing Pictures Spain 31

Annex 5 – Pilot Testing Pictures Germany 32

Executive summary

This report consolidates the national pilot-testing and validation evidence gathered for the ET4Digital capacity-building programme under **Work Package 4 (WP4)**. It brings together evidence from the participating countries and provides a comprehensive overview of how the training content, learning resources and delivery approaches performed across different national and professional contexts.

Overall, the pilot-testing activities provide **broadly positive evidence of the relevance, clarity, usability and practical value of the ET4Digital training programme**, while also identifying a consistent set of areas for further refinement and optimisation. Participants generally recognised the importance of digitalisation for the construction sector and considered the training content relevant to their professional needs. The pilots also confirmed the value of addressing digital transformation not only from a technological perspective, but also by considering the organisational, cultural and human factors that can influence the successful adoption of digital technologies, particularly within SMEs.

One of the clearest findings emerging across the national pilots is the need to **move from explanation towards application**. Participants repeatedly highlighted the value of hands-on exercises, realistic construction-sector scenarios, SME-specific case studies, technology demonstrations, guided practice and opportunities for discussion and peer exchange. This was particularly relevant for topics such as BIM, Digital Twins, AI, AR/VR and IoT, where participants benefit from seeing how concepts and technologies can be translated into concrete workplace applications. Similarly, the modules addressing cultural resistance and organisational change were considered more effective when connected to realistic situations involving employees, managers and the day-to-day challenges faced by construction SMEs.

The pilots also demonstrate that **the learning environment and delivery format have an important influence on the training experience**. Both online and face-to-face approaches were successfully used, with participants generally reporting positive experiences across the different formats. Face-to-face activities provided additional opportunities for interaction, discussion, networking and live technology demonstrations, while self-paced and online approaches offered greater flexibility and accessibility. The evidence therefore supports retaining a flexible digital learning approach while, where feasible, complementing it with facilitated sessions, practical workshops, demonstrations and opportunities for interaction. A blended implementation model can help combine the accessibility of digital learning with the engagement and practical value of face-to-face activities.

Another relevant finding concerns the **different levels of prior knowledge and digital maturity among participants**. The pilot groups included participants with different professional backgrounds, levels of experience and familiarity with digital technologies. This diversity reinforces the importance of providing accessible introductory explanations while also offering sufficiently challenging practical activities for more experienced participants. The national feedback particularly points towards the need for examples and exercises that reflect the realities of smaller, traditional and less digitally mature construction SMEs, alongside opportunities for participants with higher levels of digital knowledge to explore more advanced applications.

The validation activities also highlighted several **concrete opportunities to strengthen the training materials and learning experience**. These include increasing the proportion of practical

activities, incorporating additional construction-specific examples and case studies, providing step-by-step demonstrations and audiovisual resources, strengthening opportunities for interaction and discussion, and developing reusable supporting materials such as checklists, templates, glossaries, summary sheets and practical guidance. These improvements would help participants move beyond understanding digitalisation concepts towards identifying realistic ways of applying them within their own organisations and professional environments.

The pilot results further demonstrate the value of **connecting technological and organisational dimensions of digital transformation**. The combination of content addressing technologies such as BIM, IoT, AR/VR, Digital Twins and AI with content focused on cultural barriers, organisational change and human factors provides a more comprehensive approach to digitalisation in construction. The validation evidence suggests that this combination is particularly relevant for SMEs, where successful digital transformation depends not only on access to appropriate technologies, but also on organisational readiness, employee engagement, leadership and the capacity to manage change.

The report should be understood as a **validation synthesis rather than a statistically controlled evaluation**. The national pilots used different participant profiles, delivery formats, sample sizes and evaluation instruments. Consequently, quantitative results should primarily be interpreted within the context of each individual pilot, while cross-country comparisons are used to identify recurring patterns rather than to establish directly comparable impact measurements. The combined evidence is particularly valuable for identifying common strengths, recurring challenges and areas where improvements can increase the relevance, accessibility and transferability of the programme.

Taken together, the pilot-testing and validation activities provide a strong evidence base for the **final refinement and implementation of the ET4Digital capacity-building programme**. The findings do not point towards the need for a fundamental restructuring of the programme, but rather towards targeted improvements that can make the existing content more practical, contextualised and adaptable. The main priorities emerging from WP4 are therefore to strengthen hands-on learning, increase the use of realistic construction-SME scenarios, expand demonstrations and guided activities, accommodate different participant profiles and levels of digital maturity, and combine flexible digital delivery with opportunities for interaction and practical application.

Ultimately, the central lesson from the WP4 validation process is the importance of **bridging the gap between digitalisation knowledge and practical implementation**. ET4Digital should enable participants not only to understand emerging technologies and the organisational factors influencing their adoption, but also to critically explore how these technologies and approaches can be applied in realistic construction-sector contexts. By reinforcing this connection between knowledge, practice and organisational change, the programme can provide a more effective and transferable learning experience for construction professionals, trainers and SMEs across different national contexts.

Purpose and scope of this report

The purpose of this comprehensive report is to provide the ET4Digital consortium with a single, structured evidence base for reviewing the results of the national pilot-testing and validation activities carried out under Work Package 4 (WP4). It brings together the main findings from the different

national contexts, providing an overall view of the strengths, weaknesses and areas for improvement identified during the testing of the training programme.

The report complements the individual national pilot reports by focusing on common patterns and recurring findings, while retaining relevant country-specific observations that may be important for future replications of the ET4Digital Training Programme.

More specifically, the report aims to:

- **Consolidate the national pilot evidence** using a common reporting structure, covering participants, delivery formats, learning outcomes, satisfaction, strengths, weaknesses and recommendations.
- **Identify recurring strengths** of the training programme and the elements most positively valued by participants and validators.
- **Identify common weaknesses and implementation challenges**, including issues related to the balance between theory and practice, interaction, delivery formats and different levels of prior knowledge.
- **Translate participant and validator feedback into concrete recommendations** for improving and finalising the training materials, activities and learning resources.
- **Highlight country-specific findings and contextual factors** that should be retained and considered alongside the cross-country findings.

The report is therefore intended as a practical synthesis of the validation evidence, transforming the results of the national pilots into a coherent set of findings and actionable recommendations for the further development of the programme.

Evidence base, national pilot coverage and methodological approach

The consolidated analysis is based on the national pilot-testing and validation activities carried out by the ET4Digital partners. The evidence covers the different modules and courses tested in each participating country, using a combination of face-to-face, online and self-paced learning formats. A total of **94 participants** (experts of the sector, professionals, trainers and students) have attended the pilot testings amongst the partners' countries.

The national contributions provide complementary perspectives on the usability, relevance and practical application of the ET4Digital training programme across different target groups and learning environments. The table below summarises the scope of the pilot activities considered in this report.

Country	Partner(s)	Main modules/courses	Delivery	Evidence status
Italy	IIPLE + UniBo	M5–M8; Digital Twin/AI and Digital Culture	F2F / online elements	Images and attendance list

Estonia	TalTech	Courses 1–2; M1–M4	Online + F2F	Images and attendance list
North Macedonia	K&S	Course 3; M1–M2	Self-paced e-learning	Images and attendance list
Greece	PEDMEDE	M7–M8	F2F + online validation workshops	Images and attendance list
Spain	FLC	Course 2 M4 + Course 4 M7	Online, Blackboard; 2 sessions	Images and attendance list
Germany	WHKT	Course 4	Self-paced learning videos	Completed surveys

The different delivery formats and participant contexts provide a broad basis for assessing the programme from multiple perspectives. At the same time, differences in participant profiles, sample sizes, delivery conditions and evaluation methods should be taken into account when interpreting the results. The consolidated findings therefore focus primarily on recurring patterns, qualitative feedback and common areas for improvement, while quantitative results are presented within the context of the individual national pilots.

The pilot-testing and validation activities were implemented according to a common work plan and implementation schedule, coordinated by Fundación Laboral de la Construcción (FLC), leader of the activity. The work was distributed among the project partners, with responsibilities and tasks allocated across the consortium to ensure that each partner contributed to the implementation and validation process.

Each partner followed the agreed work plan and schedule for the preparation, delivery and evaluation of its respective pilot activities. Depending on the national context and the modules being tested, partners collected feedback through participant questionnaires, knowledge or self-assessment measures, satisfaction and usability assessments, qualitative observations and, where applicable, expert or stakeholder validation.

For the purposes of this consolidated report, the national results were reviewed and organised according to a common analytical structure. The analysis considered the following elements:

- **Pilot implementation:** modules and courses tested, target participants, dates and delivery format.
- **Learning outcomes:** changes in participants' knowledge, confidence or understanding where these were measured.
- **User experience:** satisfaction, perceived relevance, usability and intention to recommend or use the training.
- **Strengths:** elements of the content, activities, resources or delivery approach that were positively assessed.

- **Weaknesses and challenges:** difficulties related to content, workload, interaction, technical aspects, delivery or participant profiles.
- **Recommendations:** improvements proposed by participants, trainers, experts and project partners.

The comprehensive analysis focuses on identifying recurring findings across the national pilots, while retaining relevant country-specific observations. Given the differences between pilot groups, sample sizes, delivery formats and evaluation instruments, quantitative results are interpreted within their national context rather than being treated as directly comparable indicators. This approach allows the consortium to identify common trends while preserving the contextual information needed to guide the final refinement of the ET4Digital training programme.

Italy

Partners	Modules	Participants
Università di Bologna	5 & 6	10
IIPLE	7 & 8	15

Italy provides two complementary pilot perspectives. **IIPLE** tested the people-and-culture dimension of digital transformation through Modules 7–8, while **UniBo** focused on the technology-oriented Modules 5–6. The combined Italian evidence therefore provides insight into both the organisational and human dimensions of digitalisation and the adoption of advanced digital technologies.

Main findings

The IIPLE pilot was particularly successful in presenting digital transformation as a human and organisational process, rather than solely as a technological one. Participants valued the emphasis placed on trust, organisational culture, communication and change management, as well as practical approaches such as pilot projects, quick wins, peer learning, mentoring and recognition. The use of concrete case studies and digital-maturity self-assessment checklists also helped participants relate the concepts to organisational practice.

The main limitation identified by IIPLE concerned the balance between theoretical and practical content. Some participants considered the training too theoretical in relation to the amount of hands-on activity, while the volume of information contributed to a relatively fast pace. Participants also

highlighted the need for stronger connections with the day-to-day challenges faced by construction SMEs. In addition, some overlap was perceived between Modules 7 and 8, particularly regarding resistance to change and organisational culture.

The UniBo pilot similarly generated very positive feedback, with participants particularly valuing the hands-on collaborative BIM-platform exercise, which was identified as one of the most concrete and

useful elements of the training. The Digital Twin and AI content was also considered clear, particularly where theoretical explanations were combined with practical application. However, some exercises were perceived as being more suitable for professionals or trainers than for students, while the initial part of the course was considered more theory-heavy than the later practical sections.

Both Italian pilots recorded positive self-reported knowledge development and very high willingness to recommend the training. IIPLE participants' average knowledge rating increased from 3.53 to 4.00, while UniBo reported an increase from 2.78 to 4.00. Satisfaction was also high, at 4.07/5 for IIPLE and 4.80/5 for UniBo, with all respondents in both pilots indicating that they would recommend the training.

Recommendations

The Italian pilots point towards several targeted improvements rather than a fundamental restructuring of the content. The main priority is to strengthen the practical dimension of the training, particularly through additional exercises, simulations, guided questions, peer discussion and hands-on activities. For the technology-focused modules, this includes expanding guided practice with BIM and other digital platforms.

The pilots also highlight the importance of using more construction-specific examples, particularly scenarios reflecting the realities of micro, traditional and craft-based SMEs. Activities could be differentiated according to participants' previous experience, allowing professional audiences and students or entry-level participants to engage with appropriately challenging tasks. Short supporting resources, such as checklists, diagrams, glossaries and summary sheets, could further facilitate the application of the content.

Finally, the evaluation approach could be refined by reviewing the wording and direction of satisfaction scales. This would help minimise potential misunderstandings and improve the consistency of the feedback collected during future implementation.

Estonia

Partners	Modules	Participants
TalTech	Course 1 & 2	13
TalTech	Course 1 & 2	14

TalTech piloted the first two technology-oriented courses through two sessions: an online session on 8 September 2026 and a face-to-face session in Tallinn on 14 September 2026. The pilot combined interactive HTML worksheets with demonstrations of IoT, AR/VR and BIM technologies, allowing participants to explore the content through both self-directed activities and practical demonstrations.

The survey results indicate a moderate increase in participants' self-rated overall knowledge of digital transformation, from 2.8 to 3.2/5. Topic-level results also showed positive development, with digital culture and mindset, as well as strategies for implementing digital innovation, showing particularly strong movement in the reported measures.

Main findings

The TalTech pilot generated consistently positive feedback across both delivery formats. The interactive HTML worksheets were particularly well received, providing participants with a structured resource that could also support independent learning. The availability of materials in both Estonian and English further supported accessibility for the target audience.

The face-to-face session offered additional value through live demonstrations of AR/VR, IoT and BIM technologies, which participants particularly appreciated. The physical format also created opportunities for networking and informal exchange that were less available in the online session. This is reflected in the slightly higher satisfaction and relevance ratings recorded for the face-to-face session, although both formats received positive assessments overall.

The main challenges concerned the conditions of delivery rather than the content itself. The online session was affected by audio quality and differences in accents, which made some parts more difficult for participants to follow. The time available for the first session was also considered limited, particularly for discussion and practical demonstration. The organisers further noted that a larger participant group could have strengthened the face-to-face session by creating additional opportunities for exchange. Finally, the relatively high level of digital maturity among the participants, many of whom came from higher education and technical education backgrounds, should be taken into account when interpreting the results and considering future implementation with less digitally experienced audiences.

Recommendations

The Estonian pilot supports retaining the interactive HTML worksheet model as an effective component of the learning resources, particularly for self-study and flexible delivery. Live demonstrations should also remain an important element of the programme, especially for technologies such as AR/VR, IoT and BIM, where practical visualisation can help participants connect theoretical concepts with real applications.

Where possible, the findings support a blended delivery approach, combining the flexibility of online and self-directed learning with face-to-face sessions that provide demonstrations, discussion and networking. Online sessions should allow sufficient time for interaction and practical demonstrations, supported by high-quality audio and concise presenter guidance. Finally, the continued provision of bilingual materials should be considered where it improves accessibility for the target audience.

North Macedonia

Partners	Modules	Participants
K&S Skopje	5 & 6	14

K&S delivered Course 3, Digital Technologies and Processes in the Built Environment, through its Moodle-based e-learning

platform from 8 to 18 September 2026. The course covered Digital Twins, AI, AR/VR and related digital technologies. The pilot combined participant testing with validation input from three teachers/trainers, providing both learner feedback and an additional perspective on the suitability of the course for training delivery.

The pilot generated very positive feedback on the quality, relevance and usability of the course. The post-training knowledge rating reached 4.42/5, while overall satisfaction was 4.75/5 and relevance to professional needs was rated at 4.42/5. All 12 respondents indicated that the course provided practical insights relevant to SME digital transformation and that they would recommend it.

The pre-training survey included 21 respondents, compared with 14 enrolled participants and 11 course completers. Consequently, the reported increase from 2.86/5 to 4.42/5 should be interpreted as a comparison between the available survey samples rather than as a matched individual learning gain.

Main findings

The course structure was positively assessed, particularly its clear unit-by-unit progression and the inclusion of exercises following each unit. Participants also valued the quality and organisation of the training materials and the flexibility provided by the Moodle-based, self-paced format. The use of practical examples and case studies helped make the technology-oriented content more accessible and relevant to participants' professional contexts.

The pilot also provided positive evidence regarding participants' confidence in applying the content. All 12 post-training respondents reported a significant or very significant increase in their confidence in applying digital concepts. The involvement of three teachers/trainers as validation experts further supported the overall suitability of the course, while also identifying areas where targeted revisions could strengthen its practical application.

The main limitation of the delivery approach was the reduced level of direct interaction associated with self-paced learning. Some participants also considered parts of the content too theoretical and suggested more construction-specific applications. In particular, the feedback highlighted the potential value of video demonstrations and more concrete examples showing how technologies such as Digital Twins, AI, BIM and AR/VR can be applied in construction SMEs. The available evaluation data also do not allow post-training changes to be established for all four attitude-related statements.

Recommendations

The North Macedonian pilot supports retaining the Moodle-based, unit-by-unit structure, which provides a clear and flexible learning pathway, while complementing it with additional practical and interactive elements. Short videos, screenshots and step-by-step demonstrations could help participants better understand how the technologies presented in the course are applied in practice.

The theoretical sections should be supported by guided practical tasks and realistic construction-SME scenarios, including applications related to energy management, predictive maintenance, BIM/Digital Twin integration, AI-supported inspection and AR/VR. Trainer notes could also be added to provide guidance on facilitating activities and adapting them to different participant profiles.

Finally, the self-paced format could be complemented by optional facilitated workshops, creating opportunities for discussion, practical exercises and peer exchange without losing the flexibility of

Moodle-based learning. Clear information on completion requirements and the arrangements for certification or digital badges would also strengthen the learner experience.

Greece

Partners	Modules	Participants
PEDMEDE	7 & 8	13

PEDMEDE used a stakeholder-based validation approach for Modules 7–8, involving two complementary target groups: construction professionals and young workers/students. This approach provided perspectives from both experienced construction-sector stakeholders and members of the future workforce, allowing the modules to be assessed in terms of relevance, clarity and applicability to digital transformation in the construction sector.

Main findings

The pilot confirmed the relevance of the people-and-culture dimension of digital transformation for the construction sector. Participants considered the focus on organisational culture, employee engagement and change management particularly appropriate for understanding the non-technical factors that can influence the adoption of digital technologies.

The stakeholder-based approach was also valuable in capturing complementary perspectives from construction professionals and young workers/students. This helped demonstrate that the modules are relevant both to those already working in the sector and to members of the future construction workforce.

The evaluation indicated a positive learning outcome. Average self-reported knowledge increased from 3.38/5 before the training to 4.00/5 afterwards, representing a reported increase of 0.62 points. In addition, the post-training confidence score reached 2.77/3, with 76.9% of participants reporting a significant increase in confidence. These results suggest that the modules contributed to improving participants' understanding of the organisational and cultural aspects of digitalisation.

Participants also assessed the learning materials positively, with a score of 4.08/5 for quality and usability and an overall satisfaction score of 4.00/5. The fact that 100% of participants would

recommend the modules further supports their perceived relevance and usefulness. Overall, the feedback indicated that the modules are suitable in their current structure and do not require fundamental restructuring.

At the same time, the validation highlighted the need to strengthen the connection between the concepts presented and their practical application in construction workplaces. Participants requested more practical and sector-specific examples, particularly scenarios reflecting smaller, traditional and less digitally mature SMEs. Clearer links between organisational culture, employee

engagement and resistance to change and everyday workplace situations would make the content easier to apply beyond the training environment.

Recommendations

The modules should retain their current focus and overall structure while incorporating more practical activities, implementation scenarios and exercises. These additions should translate the concepts of organisational culture and change management into realistic situations that construction professionals and workers may encounter when introducing digital technologies.

The SME dimension should also be strengthened through examples and case studies reflecting smaller and less digitally mature construction organisations. This would help participants relate the content to the realities of organisations where digital transformation may involve significant organisational and cultural adjustments.

The relationship between organisational culture, employee engagement and resistance to change should be made more explicit through practical workplace scenarios. This would reinforce the link between the theoretical concepts and day-to-day construction practice.

Finally, the provision of concise, downloadable supporting resources—such as checklists, practical exercises, case studies and summary materials—would facilitate the application of the learning after the training and provide participants with practical tools that can be reused in their professional context.

Spain

Partners	Modules	Participants
FLC	4 & 7	8

Fundación Laboral de la Construcción (FLC) conducted the Spanish pilot on 23 September 2026 to test two complementary areas of the ET4Digital capacity-building programme: Module 4, *Implementing BIM in SMEs*, and Module 7, *Understanding and Overcoming Cultural Resistance to Digitalisation*. The combination of a technology- and process-oriented module with a people-and-culture module provided an opportunity to examine two complementary dimensions of digital transformation in construction SMEs: the adoption of digital tools and processes, and the organisational conditions required to support that adoption.

The pilot was delivered online through Blackboard, with participants connected from FLC's centre in Las Palmas de Gran Canaria. Two sessions were organised on the same day.

Main findings

The Spanish pilot provided a practical opportunity to test two modules addressing different but interrelated aspects of digital transformation. The BIM module focuses on the implementation of digital processes and technologies within SMEs, while the cultural-resistance module addresses organisational readiness, employee engagement, communication and the human factors that can

facilitate or hinder digital adoption. Together, they reflect the broader ET4Digital approach, in which technological capability and organisational readiness are considered complementary dimensions of digitalisation.

The pilot also provided a useful test of online delivery through Blackboard. The platform offered a structured environment for presenting the course content and supporting access to the learning materials. Organising two sessions on the same day demonstrated the feasibility of adapting delivery to different participant schedules, an aspect that is particularly relevant when training is aimed at professionals who may have limited availability during working hours.

The Spanish pilot is consistent with the broader evidence collected across the ET4Digital pilots regarding the relevance of the selected content. Across the international validation activities, participants generally recognised the value of combining technical knowledge with organisational and cultural aspects of digital transformation. In particular, the validation activities in Italy and Greece highlighted the importance of addressing organisational culture, resistance to change and employee engagement alongside the introduction of digital technologies. This reinforces the relevance of including Module 7 alongside more technology-oriented content in the Spanish pilot.

The BIM component also reflects findings emerging from the technology-focused pilots. The validation of the programme in Estonia and Italy showed that participants particularly valued practical demonstrations, hands-on activities and opportunities to connect digital technologies with realistic SME situations. These findings are directly relevant to the Spanish delivery of Module 4: BIM concepts are more likely to support practical application when participants can relate them to real construction workflows, SME decision-making and everyday business processes.

A recurring finding across the national pilots was therefore the importance of moving beyond theoretical explanation towards practical application. Participants in several countries requested more realistic construction-sector examples, scenario-based exercises, demonstrations and guided activities. For BIM in particular, this means providing opportunities to explore how an SME could introduce BIM progressively, what organisational and technical decisions need to be taken, and what benefits and challenges may arise at different stages of implementation.

The same principle applies to Module 7. The international validation evidence indicates that concepts such as resistance to change, digital culture, employee engagement and organisational readiness become more useful when connected to concrete workplace situations. Examples involving smaller, traditional and less digitally mature construction SMEs were repeatedly identified as particularly valuable. The Spanish pilot therefore contributes to the broader validation of the programme by testing these two dimensions together within the same delivery context.

The online format should also be considered in light of the experience reported by the other partners. Estonia demonstrated that online delivery can achieve positive engagement when supported by well-structured and interactive learning materials, while North Macedonia highlighted the flexibility of self-paced digital learning but also the potential reduction in direct interaction. For future Spanish implementation, this suggests that Blackboard-based delivery can be strengthened

through interactive exercises, guided discussion and opportunities for participants to ask questions and exchange professional experiences.

Recommendations

The Spanish pilot supports the continued use of the two selected courses, while reinforcing the need to strengthen the practical dimension of the programme. For *BIM for SMEs*, the learning activities should continue to emphasise realistic SME scenarios, practical implementation decisions and examples drawn from construction-sector workflows. Scenario-based questions, guided exercises and demonstrations can help participants move from understanding BIM concepts towards considering how they could be applied within an actual SME.

The people-and-culture content should similarly be connected to practical organisational situations. Modules addressing cultural resistance should include examples showing how construction companies can communicate digital changes, engage employees, identify sources of resistance and introduce digital tools progressively. Case studies involving smaller and less digitally mature SMEs would make these concepts particularly relevant to the target audience.

The combination of technical and organisational content should be retained as a key feature of the programme. The international validation evidence demonstrates that digital transformation cannot be considered exclusively as a technology-adoption process: the ability of organisations and employees to adapt to new ways of working is an equally important dimension. Presenting these two perspectives together can therefore help trainers and professionals understand digitalisation as both a technological and organisational process.

For online delivery, the Blackboard environment should be complemented by interactive resources and structured opportunities for participation. Short practical tasks, quizzes based on realistic scenarios, guided questions, demonstrations and discussion activities can help compensate for the reduced interaction that may occur in fully online or self-paced formats. Where feasible, blended delivery could combine the flexibility of online learning with face-to-face sessions for demonstrations, practical exercises and peer exchange.

Finally, the programme would benefit from a common set of concise supporting resources that can be reused after training. Checklists, summary sheets, practical exercises, case studies and implementation templates would allow participants to revisit the content and apply it in their own professional environments. This recommendation is consistent with the validation findings from other countries, where participants highlighted the value of practical and reusable learning materials.

Overall, the Spanish pilot confirmed the suitability of testing both the technical/process and people/culture dimensions of digital transformation within the same training context. Together with the evidence generated in the other national pilots, the results support targeted refinement rather than fundamental restructuring of the programme, with particular emphasis on practical application, construction-SME relevance, interaction and reusable learning resources.

Germany

Partners	Modules	Participants
WHKT	7 & 8	7

Westdeutscher Handwerkskammertag (WHKT) conducted the German pilot between 30 September and 7 October 2026 to test two complementary modules of the ET4Digital capacity-building programme: Module 7, *Understanding and Overcoming Cultural Resistance to Digitalisation*, and Module 8, *Embedding Digital Culture in Construction SMEs*. Together, these modules address the organisational, cultural and behavioural factors that influence the adoption of digital technologies in small and medium-sized enterprises (SMEs).

The pilot involved seven participants, including a VET trainer, a teacher in technical or higher education, three consultants or researchers working in VET, an SME manager and an employee of another SME. This participant profile provided perspectives from vocational education, consultancy and business practice, allowing the training materials to be assessed in relation to different professional contexts.

Unlike pilots delivered through conventional training sessions, WHKT adopted a self-paced, video-based learning approach. The content of Module 7 was divided into nine videos, while Module 8 was delivered through eight videos. The videos were developed in German and English using the AI-supported tool HeyGen, with the German versions used for the pilot. Participants were encouraged to follow the videos in chronological order, complete the knowledge checks included in the learning sequence and reflect on how the concepts could be applied in their own professional environments.

Main findings

The German pilot provided positive evidence of the relevance and perceived learning value of the two modules, particularly in relation to the organisational and human dimensions of digital transformation. All seven participants completed the course, corresponding to a **100% completion rate**. The quantitative results also indicated an increase in participants' self-assessed knowledge of digital transformation in SMEs, with the average score rising from 2.71/5 before the training to 4.28/5 afterwards. This represents an increase of 1.57 points and suggests that the training helped participants develop a stronger understanding of the subject. These results should be interpreted as self-assessed learning outcomes rather than as an objective measurement of competence.

The improvement was particularly evident in participants' understanding of organisational change, for which the average familiarity score increased from 1.71 to 2.71. Familiarity with digital transformation in SMEs rose from 1.57 to 2.43, while knowledge of digital tools used in business processes increased from 1.57 to 2.14. Participants also reported improvements in their understanding of strategies for implementing digital innovation. Although the average score for digital culture and mindset remained at 2.71, five participants reported that their understanding of this topic had improved significantly. This is relevant because digital culture was already the area in which participants reported the highest level of familiarity before the training.

The pilot also highlighted the relevance of the course content to the challenges faced by SMEs. **All seven participants identified resistance to change as a major challenge for digital transformation in**

SMEs. Other frequently identified barriers included a lack of digital skills, insufficient financial resources and the absence of a clear strategy, each mentioned by four participants (57.1%). Technology complexity was identified by three participants (42.9%), while one participant (14.3%) identified a lack of training as a challenge. These findings reinforce the importance of addressing cultural resistance and organisational readiness alongside technical knowledge and resources.

The self-paced video format was another important aspect of the German pilot. WHKT designed the materials to allow participants to learn independently of location and time, making it easier to integrate training into their everyday professional lives. The videos included introductions, learning objectives and outcomes, glossary content, explanations of key topics, case studies, self-reflection exercises and knowledge checks. Participants were encouraged to relate the concepts to their own professional experiences and consider how they could be applied within their organisations. The knowledge checks used multiple-choice or true-or-false questions, while the case studies included hypothetical situations requiring participants to select appropriate measures.

Participant feedback on the learning materials was predominantly positive. The overall satisfaction score reached **4.43/5**, and the quality and usability of the materials received the same score. Participants particularly appreciated the flexibility of the video-based approach, the comprehensive and clearly structured content, and the reflection exercises included throughout the modules. The course was also valued for addressing the organisational, emotional and behavioural dimensions of digital transformation, rather than focusing exclusively on technological solutions. Practical case studies helped participants understand how the development of a digital culture can influence organisational practices and the adoption of digital tools.

The satisfaction results also provide useful insight into the perceived relevance of the training for different professional contexts. Participants rated its relevance for construction SMEs at 4.57/5, the highest score among the satisfaction indicators. By comparison, perceived relevance to trainers' work and the intention to use or adapt the materials in their own training practice both received 3.43/5. This difference suggests that participants recognised the importance of the topics for construction SMEs, although their immediate plans to integrate the materials into their own professional or training activities were more moderate. Given the diversity of the participant group, these results should be interpreted in the context of their different roles and responsibilities.

A further finding concerned the value of comprehensive learning content. Participants appreciated the detailed coverage of digital transformation and the inclusion of topics that are sometimes overlooked in technology-focused training. However, one participant noted that addressing many aspects individually could make the course somewhat long-winded. Although no formal suggestions for improvement were recorded in the German report, this feedback highlights the importance of balancing comprehensive coverage with a manageable learning experience, particularly in self-paced formats.

Overall, the German pilot supports the broader ET4Digital approach of treating digital transformation as both a technological and organisational process. The findings show the relevance of training that addresses resistance to change, digital culture, organisational readiness and strategies for

embedding digital competences in SMEs. They also demonstrate the potential of flexible, video-based learning supported by reflection activities, knowledge checks and case studies.

Recommendations

The German pilot supports the use of self-paced video-based learning as a flexible delivery format for digital transformation training. The approach allows participants to access the content at a convenient time and revisit individual topics according to their learning needs. This format may be particularly useful for trainers and professionals who need to combine learning with their everyday responsibilities. When used in VET settings, the videos can serve as supplementary learning materials that teachers and trainers incorporate into existing teaching activities.

The results also reinforce the importance of maintaining a strong focus on **organisational change and cultural resistance**. Since all seven participants identified resistance to change as a major challenge for SMEs, training should continue to address the reasons why employees and managers may be reluctant to adopt new technologies. Communication, employee engagement, leadership, digital readiness and practical strategies for introducing change progressively remain important areas for trainers to explore with learners. These topics should be connected to realistic organisational situations, helping participants understand how digital transformation can be supported in everyday working environments.

The use of self-reflection activities and case studies should also remain an important feature of the learning approach. The German pilot showed the value of encouraging participants to relate the content to their own professional experience and consider its potential application within their organisations. Case studies and hypothetical scenarios can support this process by illustrating how digital culture can be developed and how resistance to change can be addressed. These activities can be particularly useful when combined with facilitated discussion or opportunities for participants to exchange experiences with peers.

Although participants appreciated the comprehensive nature of the materials, the feedback concerning the length of the course suggests that trainers should consider how the videos are sequenced and used. Organising the content into manageable learning units, clearly highlighting the key takeaways and selecting the most relevant videos for a particular audience can help maintain engagement while preserving the depth of the material. The self-paced format offers scope for this flexible use, allowing trainers to select relevant sections according to learners' needs and available time.

The difference between the high perceived relevance of the content for construction SMEs and the more moderate intention to use or adapt it in training practice also highlights the importance of connecting the modules with existing professional activities. Trainers may benefit from guidance on how to integrate individual videos, case studies and reflection exercises into their own teaching. This could help bridge the gap between recognising the value of the training and using it directly in educational or professional settings.

Finally, WHKT's report identifies the course as suitable supplementary material for teachers and trainers in vocational education and training. In the German context, the dual structure of VET means

that the material may be more readily used to complement existing curricula than integrated directly into apprenticeship programmes. Wider dissemination through European educational platforms, such as EPALE, and through relevant professional networks and events could support its use among VET providers and other stakeholders.

Overall, the German pilot confirmed the relevance of Modules 7 and 8 and demonstrated the potential of self-paced digital learning to support understanding of the cultural and organisational dimensions of digital transformation. Together with the evidence from the other national pilots, the findings reinforce the importance of combining technical competences with organisational readiness, while highlighting the value of flexible delivery, practical case studies and reflection activities in helping trainers connect learning content with professional practice.

Cross-Country Synthesis

The national pilot activities covered different thematic areas of the ET4Digital programme, participant profiles and delivery formats. Italy combined technology-oriented and people-and-culture modules; Estonia focused on IoT, AR/VR and BIM; North Macedonia tested Digital Twin, AI and augmented technologies through self-paced e-learning; Greece and Germany focused on organisational culture and resistance to digitalisation; and Spain tested BIM implementation together with the people-and-culture dimension. Despite these differences, the national evidence shows a high degree of consistency in the main messages emerging from the pilots.

The findings should be interpreted as a qualitative and descriptive synthesis rather than as a statistically comparable evaluation. The pilots differed in sample size, participant profiles, delivery methods and evaluation instruments, and some pre- and post-training datasets were not matched at individual level. Consequently, the value of the cross-country analysis lies primarily in identifying recurring patterns across different contexts rather than comparing national performance.

A particularly consistent finding is that the programme content is considered relevant and useful, but that its impact can be strengthened by creating a closer connection between **knowledge, practical application and the day-to-day reality of construction SMEs**. Participants generally valued the structure and content of the modules, while repeatedly identifying opportunities to increase hands-on activities, demonstrations, realistic scenarios and facilitated interaction.

Recurring Strengths

Relevance to digital transformation in construction

Across the national pilots, the ET4Digital programme was considered relevant to the digital transformation needs of the construction sector. The technology-oriented modules address areas such as BIM, IoT, AR/VR, Digital Twins and AI, while Modules 7–8 complement these technical topics by addressing organisational culture, employee engagement, trust, communication and resistance to change.

The combination of these dimensions is particularly important because the pilot evidence shows that digitalisation is not perceived solely as a matter of acquiring technological knowledge. The people, organisational and cultural conditions surrounding the introduction of new technologies are also relevant to successful implementation. Italy and Greece provided particularly clear evidence of the

value of this human-centred perspective, while the technology-focused pilots demonstrated the value of connecting digital tools to practical construction processes.

Strong value of practical examples and demonstrations

One of the clearest positive findings across the pilots concerns the value of learning activities that allow participants to see, explore or apply the technologies and concepts being presented. The hands-on collaborative BIM platform exercise in the UniBo pilot was identified as one of the most valuable elements of the course, while the Estonian pilot received particularly positive feedback for live demonstrations of AR/VR, IoT and BIM. North Macedonia similarly reported positive feedback on practical examples, exercises and case studies.

The evidence therefore supports retaining and expanding practical learning as a central feature of the programme. Participants appear to benefit particularly when theoretical explanations are immediately connected to a demonstration, exercise, case study or realistic decision-making situation.

Clear structure and reusable learning resources

The pilots also demonstrate the value of well-organised learning environments and structured resources. Estonia's interactive HTML worksheets and Germany's learning videos were highly appreciated and supported independent learning, while North Macedonia's unit-by-unit Moodle structure provided a clear progression through the content. The Greek and Italian pilots likewise highlighted the value of practical supporting resources such as checklists, exercises, case studies and summary materials.

These findings suggest that the programme's learning resources should not be viewed simply as supporting documentation. Interactive and reusable materials can form an important part of the learning experience itself, particularly when participants are expected to continue applying the knowledge after the formal training session.

Positive reception of the people-and-culture dimension

The validation of Modules 7–8 in Italy, Greece and Germany demonstrates the relevance of addressing the human and organisational dimensions of digitalisation. Participants recognised the importance of issues such as organisational culture, communication, employee engagement, trust, resistance to change, peer learning and gradual implementation.

This dimension represents an important complement to the technology-focused modules. Rather than treating cultural resistance as a separate or secondary issue, the findings support presenting organisational readiness as an integral part of digital transformation in construction SMEs.

Flexibility of digital delivery

Online and self-paced delivery formats were shown to provide important advantages, particularly flexibility and accessibility. The North Macedonian Moodle pilot and Germany's learning videos allowed participants to progress independently, while the Estonian interactive worksheets supported self-directed learning alongside online and face-to-face sessions. The Spanish pilot similarly demonstrated the feasibility of delivering complementary thematic content through an online environment.

At the same time, the evidence indicates that digital flexibility works particularly well when accompanied by opportunities for interaction, discussion and practical demonstration.

Recurring Weaknesses and Implementation Challenges

The balance between theory and practical application

The most consistent improvement area across the pilots concerns the balance between conceptual explanation and practical application. Italy, Greece and North Macedonia explicitly identified the need for more practical activities, while Estonia and UniBo demonstrated particularly strong participant appreciation for demonstrations and hands-on exercises.

This does not indicate that the theoretical foundations should be removed. Rather, the evidence suggests that concepts should be introduced sufficiently to establish understanding and then reinforced through practical application. The main opportunity for improvement is therefore to strengthen the transition from “understanding a digital concept” to “knowing how it could be applied in a construction SME.”

Insufficient construction-SME specificity

A second recurring issue is the need for examples that more closely reflect the realities of construction SMEs. Several pilots called for scenarios involving smaller, traditional and less digitally mature organisations rather than examples based primarily on large or technologically advanced projects.

This is particularly important for BIM, Digital Twin and AI content, where the perceived complexity of the technologies can create distance between the training material and the day-to-day reality of a small contractor. The programme would benefit from showing how digitalisation can be introduced progressively, including the practical constraints, investment considerations, organisational changes and skills requirements faced by smaller companies.

Limited interaction in fully online or self-paced formats

The pilots also show that flexibility can come at the expense of interaction. North Macedonia identified reduced direct interaction as a limitation of self-paced delivery, while Estonia found that the face-to-face format created additional opportunities for discussion, networking and informal exchange. Short online sessions can also leave insufficient time for questions, discussion and demonstrations.

The implication is not that online or self-paced delivery should be replaced. Rather, digital learning should be complemented by structured interaction wherever resources permit. Facilitated workshops, discussion sessions, live demonstrations and trainer-led activities can provide the social and practical dimension that is more difficult to reproduce through independent study alone.

Different participant profiles require differentiated learning

The pilots involved diverse audiences, including VET trainers, teachers, students, construction professionals and other sector stakeholders. This diversity created differences in prior knowledge and professional experience. In the UniBo pilot, for example, some exercises were perceived as more appropriate for professionals or trainers than for students.

A single level of difficulty may therefore not be appropriate for all audiences. The final programme should retain common core content while allowing activities to be adapted according to participants' previous experience, professional role and level of digital maturity.

Assessment and evaluation consistency

The national pilots also revealed methodological challenges in the evaluation process. Participant numbers, completion definitions, survey scales and pre/post-training approaches differed between countries. In some cases, pre- and post-training responses could not be matched at individual level, limiting the extent to which changes in knowledge or confidence could be interpreted as individual learning gains.

There were also instances where the wording or interpretation of rating scales created potential data-quality issues. These findings do not undermine the value of the pilot feedback, but they indicate that future implementation would benefit from a more consistent evaluation framework.

Recommendations

The cross-country evidence points towards **targeted refinement rather than fundamental restructuring** of the ET4Digital programme. The existing thematic structure and learning objectives are broadly supported; the main priority is to strengthen the connection between the existing content and practical implementation.

Increase applied learning

The proportion of practical learning should be increased without removing the conceptual foundations of the modules. Each major theoretical section should, where appropriate, be followed by an exercise, scenario, demonstration, guided question or practical task.

The objective should be to create a consistent learning progression:

Concept → Example → Demonstration → Guided practice → Application to an SME scenario.

This structure would help participants move from awareness and understanding towards practical readiness.

Develop a common bank of construction-SME scenarios

The programme should include a reusable bank of realistic scenarios covering the main technologies and organisational themes addressed by ET4Digital. These could include BIM implementation, Digital Twins, AI-supported processes, IoT and sensors, AR/VR, digital workflows, organisational change and resistance to digitalisation.

Particular attention should be given to small contractors, traditional construction companies and organisations with low or intermediate levels of digital maturity. Scenarios should reflect realistic constraints such as limited budgets, staff capacity, skills gaps, resistance to change and gradual implementation.

Expand demonstrations and audiovisual resources

Where a technology or digital tool is difficult to understand from written material alone, the programme should use short demonstrations, screenshots, step-by-step guides and videos. This is particularly relevant to Digital Twin, AI, BIM, IoT and AR/VR content.

The positive experience with live demonstrations in Estonia and the request for demonstrator videos in North Macedonia provide clear support for this approach.

Strengthen the practical dimension of Modules 7–8 (Cultural Barriers)

The people-and-culture modules should be retained and further operationalised. Concepts such as resistance to change, digital culture, employee engagement and organisational readiness should be illustrated through realistic workplace situations.

Case studies should show not only what the organisational problem is, but also what a manager, trainer or employee could actually do in response. This would reinforce the connection between organisational concepts and daily construction practice.

Introduce differentiated activities

The programme should provide alternative versions or difficulty levels for different participant profiles. A basic activity could support students or participants with limited professional experience, while an advanced scenario could challenge experienced professionals, SME managers or VET trainers.

This would allow the same core module to be used across different VET and professional-learning contexts without requiring a complete redesign for each audience.

Combine digital flexibility with facilitated interaction

Self-paced digital content and online learning should remain important delivery options because they provide flexibility and accessibility. However, where resources permit, they should be complemented by facilitated sessions.

A blended model could combine:

- self-paced preparation and interactive digital materials;
- short trainer-led sessions;
- live demonstrations;
- practical exercises;
- group discussion and peer exchange; and
- a final applied task or implementation scenario.

This model would retain the accessibility of digital learning while addressing the interaction limitations identified in some pilots.

Provide trainer guidance for practical activities

Each practical activity should be accompanied by concise trainer notes indicating the recommended duration, learning objective, preparation required, discussion questions, expected outputs and possible adaptations for different audiences.

This would make the materials easier to integrate into existing VET and continuing professional development programmes and would support consistent delivery across countries.

Strengthen the assessment architecture

Future implementation should use a more consistent evaluation framework across countries. Where pre/post learning measurement is used, the same questions should be administered to identifiable participants so that individual changes can be analysed where appropriate.

The satisfaction questionnaire should also use consistent scales and clearly worded response options. Completion criteria should be defined in advance, and the evaluation framework should distinguish between knowledge acquisition, confidence, satisfaction, perceived relevance and intention to apply the learning.

Develop reusable post-training resources

The programme should provide concise materials that participants can continue using after completion of the training. These could include one-page summaries, checklists, glossaries, templates, practical action plans and selected case studies.

Such resources would help bridge the gap between training completion and workplace application, particularly for SME managers, trainers and professionals who may wish to revisit specific concepts when implementing digitalisation measures.

Clarify recognition and completion arrangements

For wider VET and professional implementation, the programme should clearly define completion requirements and any associated certification, digital badges or other forms of recognition. Clear information on what participants need to complete in order to receive recognition would also improve consistency and participation across different delivery formats.

Conclusion

The pilot-testing and validation activities carried out across the ET4Digital partnership provided a broad evidence base on the relevance, usability and practical value of the capacity-building programme for digital transformation in the construction sector. Although the national pilots differed in terms of participants, thematic focus, delivery format and evaluation methods, the findings show a consistent positive response to the programme and its overall approach.

Across the different countries, participants recognised the relevance of digitalisation topics addressed by the programme, including BIM, IoT, AR/VR, Digital Twins, AI and the organisational and cultural dimensions of digital transformation. The results also demonstrate the value of combining technological knowledge with a people-centred perspective. Digital transformation in construction is not solely a question of adopting new technologies; it also involves changes in organisational culture, working practices, communication, skills and employee engagement. The inclusion of these dimensions represents an important characteristic of the ET4Digital capacity-building approach.

The pilot activities generated positive evidence regarding learning, satisfaction and perceived usefulness. Where pre- and post-training measurements were available, the results generally indicated increased self-reported knowledge and confidence. Participants also valued the quality and organisation of the learning materials, the flexibility offered by digital delivery and the opportunity to engage with practical examples and demonstrations. High levels of recommendation across the

national pilots further indicate that participants considered the training relevant to their professional or educational context.

At the same time, the validation activities provided a clear understanding of the conditions under which the programme is most useful. Across several countries, participants highlighted the importance of practical exercises, realistic construction-sector scenarios, demonstrations and opportunities for discussion. The findings consistently point to the value of connecting conceptual knowledge with concrete situations that construction SMEs and their employees may encounter when introducing digital technologies. This applies both to technical subjects and to the organisational and cultural challenges associated with digital transformation.

The pilots also demonstrated that different delivery formats can support the programme effectively. Online and self-paced learning provide flexibility and accessibility, while face-to-face and facilitated activities offer additional opportunities for interaction, demonstration, discussion and peer exchange. The experience gathered across the partnership therefore provides a useful basis for applying the programme in different VET and professional-learning environments according to the needs of participants and delivery organisations.

The evaluation evidence should be understood in the context of the different national methodologies and participant groups. The pilots were designed primarily to validate the relevance, usability and practical value of the programme rather than to constitute a statistically controlled impact evaluation. Differences in sample sizes, evaluation instruments and pre/post response matching mean that quantitative results should not be interpreted as directly comparable between countries. Nevertheless, the recurrence of similar findings across different national contexts provides a strong qualitative basis for the overall conclusions of the validation phase.

Overall, the ET4Digital pilot-testing phase confirms the relevance of the capacity-building programme as a resource for supporting digital transformation in construction. The programme brings together technical competences and the organisational and human factors that influence the adoption of digital technologies, while providing flexible learning approaches that can be used with different target groups.

The consolidated evidence demonstrates that the programme has successfully moved beyond a purely technology-focused understanding of digitalisation and addresses the broader process of organisational and workforce adaptation. The combination of digital technologies, practical application and people-and-culture considerations provides a comprehensive basis for supporting construction professionals, VET learners, trainers and SMEs in understanding the opportunities and challenges associated with digital transformation.

The completion of the national pilots and their consolidated analysis therefore represents an important validation milestone for ET4Digital. The evidence gathered across the partnership provides a shared understanding of how the programme was received in different contexts and establishes a solid evidence base for its use and dissemination in construction-sector education, training and professional development.

Annex 1 – Pilot Testing Pictures Italy



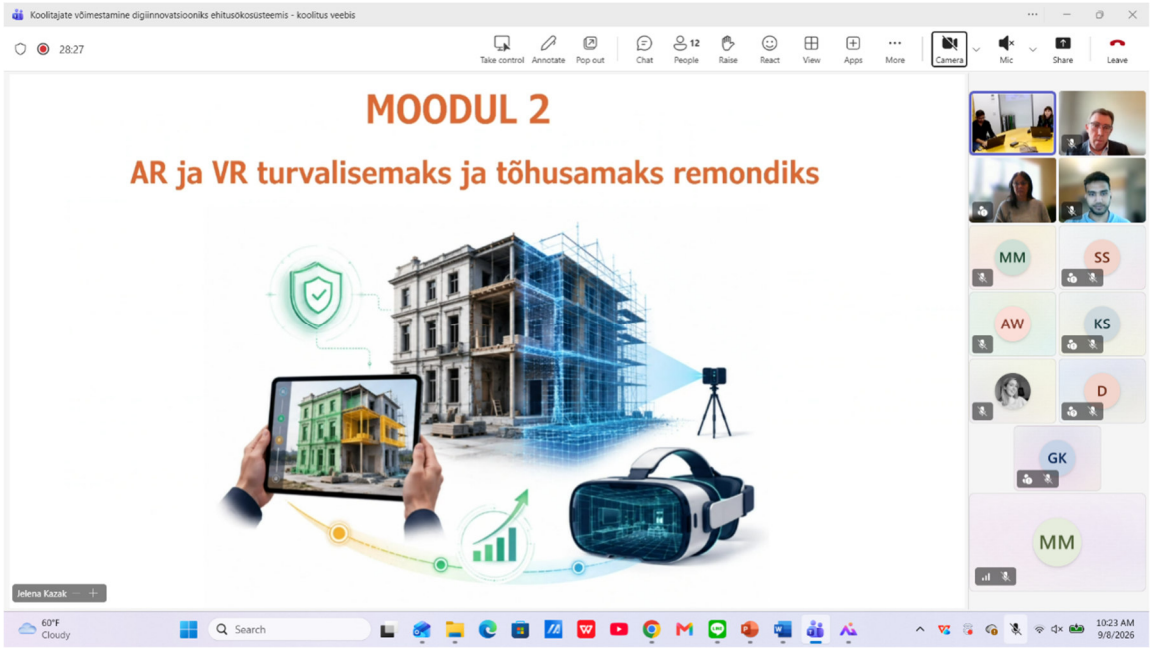


Annex 2 – Pilot Testing Pictures Estonia

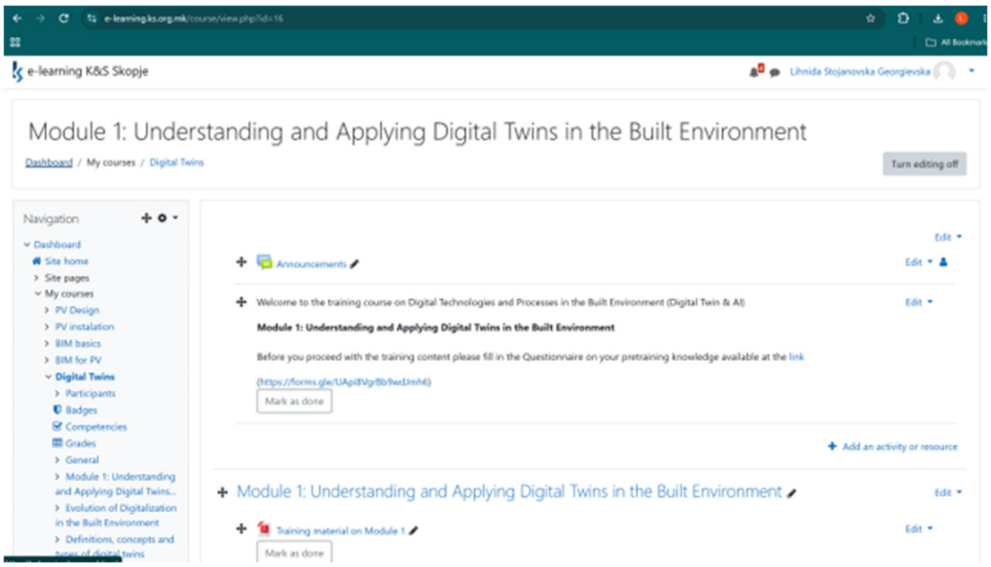
Face-to-face session

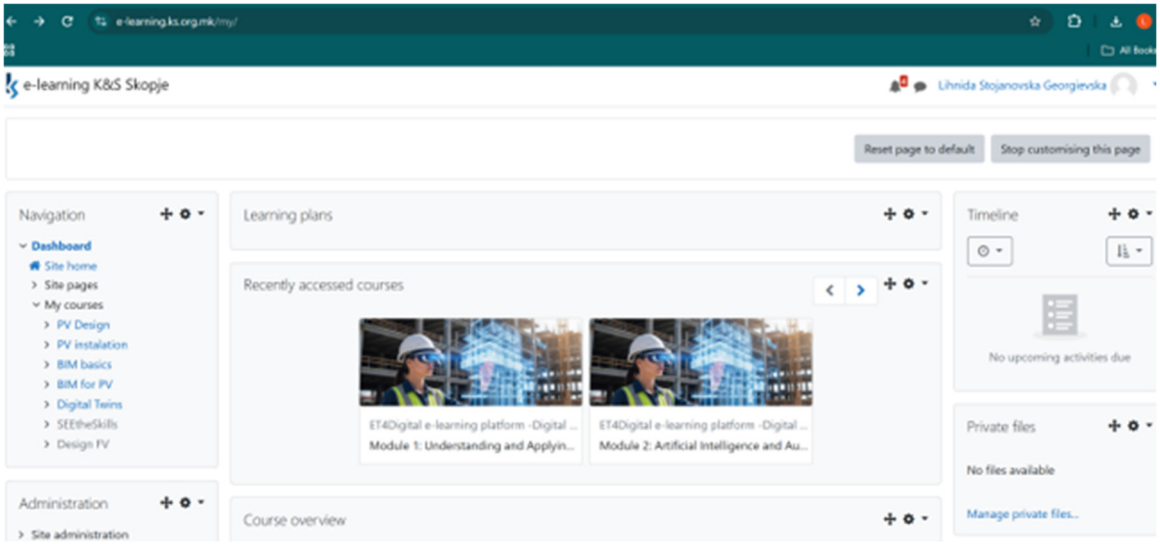


Online Session



Annex 3 – Pilot Testing Pictures North Macedonia





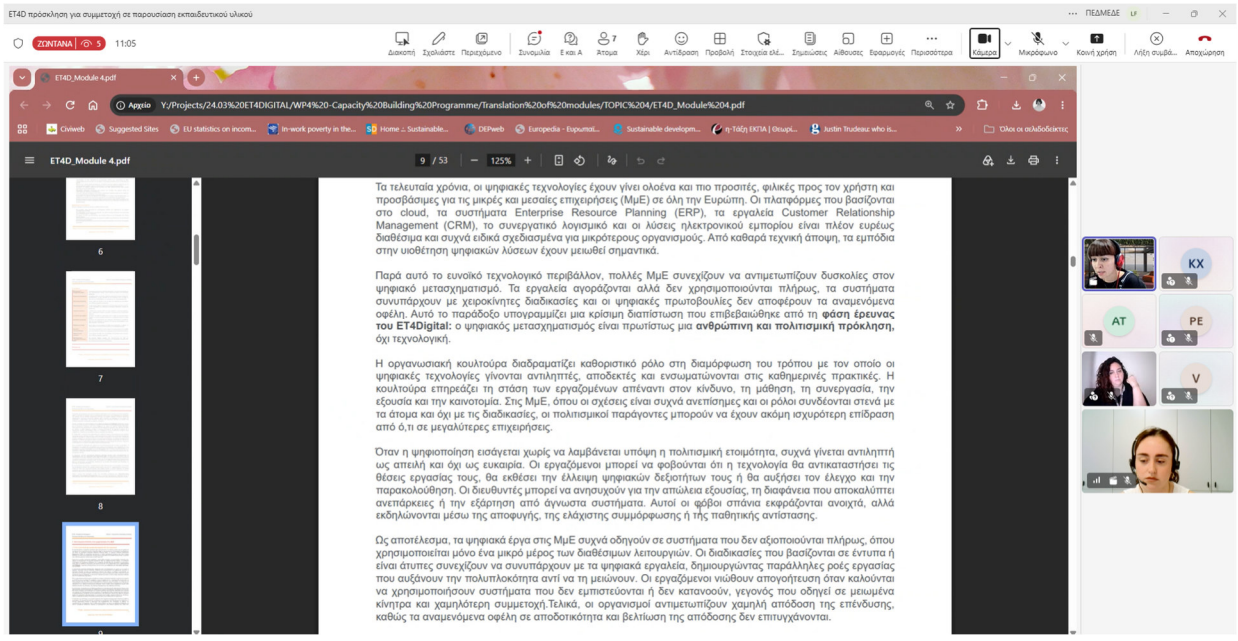
Annex 4 – Pilot Testing Pictures Spain





Annex 5 – Pilot Testing Pictures Greece





ET4Digital

Empowering Trainers for Digital Innovation in construction Ecosystem

PROJECT no. 2024-1-IT01-KA220-VET-000249119

Funded by the European Union. The views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Italian National Agency Erasmus+ – INAPP. Neither the European Union nor the granting authority (INAPP) can be held responsible for them