

D1.4.4 Summary report on final solution of jointly developed cross national training programme

Contributing authors:

CZGBC: Simona Kalvoda, Daniela Frídová,
Marie Koflák, Katarína Ballová

TUW: Lukas Hausner

HM: Johanna Zentner

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1. Executive Summary

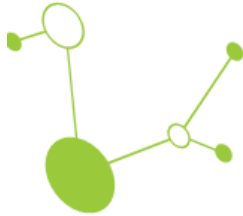
This deliverable presents the final solution of the jointly developed cross-national training programme **Fit for Circular and Digital Construction**, including its MOOC-based implementation. It summarises how the programme evolved from pilot trainings and lecture series delivered under **Activities 1.2 and 1.3** into a scalable digital learning solution, and it documents the final structure, production approach, dissemination activities, sustainability pathway, and key design implications for future MOOC development.

The programme was developed through multiple complementary training streams. A university lecture series served as an academic backbone and tested content relevance, format and learning needs through structured evaluation. In parallel, targeted trainings were delivered for additional stakeholder groups (public authorities and professional audiences such as industry, SMEs, architects and investors), validating how content and format must be adapted to distinct motivations and time constraints. Across these pilots, the consortium confirmed major educational gaps in circular construction and digital workflows—especially the need for practical examples, improved accessibility (multilingual delivery), and clearer learning pathways for learners with different starting levels.

Building on these lessons, the consortium systematically converted conventional online and hybrid trainings into a **four-track MOOC solution** hosted on a Moodle-based LMS. The final MOOC provides dedicated learning tracks for: **(1) Government and public servants, (2) University and vocational education, (3) Industry/SMEs/architects/investors, and (4) the wide public**, addressing awareness and behavioural change related to illegal construction and demolition waste dumping. To maximise reach, the MOOC is delivered in English with captions and translated course elements in **nine languages** (CZ, EN, DE, HR, HU, IT, SK, SL, PL). Courses combine expert video lectures, quizzes, curated resources and feedback mechanisms; gated progression is used only in the wide public course, while professional tracks remain open to support flexible, needs-based learning.

The MOOC was implemented using a blended technical toolset: Moodle for course delivery and analytics, unlisted YouTube hosting for stable video streaming and caption workflows, and an AI-supported subtitle translation process with partner review to ensure linguistic accuracy. Roles were distributed across the consortium to ensure efficient production, localisation and quality assurance, including structured internal testing and bug tracking prior to launch.

Dissemination and uptake were supported through partner networks, targeted communication campaigns and awareness-raising events, exceeding the project KPI on events. Pilot testing and structured feedback collection (learners and trainers) confirmed strong perceived relevance and learning benefit, while also highlighting clear priorities for future improvement: stronger onboarding to reduce passive enrolments, increased motivation through recognition (e.g., certificates/micro-credentials), shorter and better-



edited learning units, clearer metadata (“what this covers” / “who it is for”), and sustainable procedures for keeping regulatory and technology content up to date.

Finally, the deliverable sets out sustainability and long-term use through the **Regional Circular and Digital Construction Hubs (WP3)** and a Solution-as-a-Service approach, with further development and maintenance planned beyond the project lifetime. The resulting MOOC solution provides a transferable, EU-relevant training offer that supports workforce upskilling and contributes to the green and digital transition of the construction sector across Central Europe.



2. Development of the Training Programme

The programme was developed jointly by project and associated partners, building on Activities 1.2 and 1.3. Conventional online and hybrid trainings were transformed into a digital MOOC format, integrating lessons learned from testing.

2.1 Trainings for long-time learning

The training programme was developed and tested through a set of pilot training streams under Activity A1.3, tailored to different stakeholder groups and delivery formats.

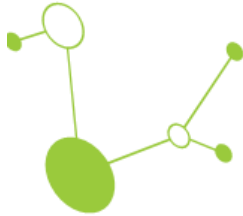
As a core academic pillar, the **university lecture series** (D1.3.2) was organised into five thematic modules delivered primarily online and supported by discussions and Q&A. In addition, the programme included internal partner pre-testing sessions (D1.3.1), and targeted capacity-building trainings for key stakeholder groups:

- **industry/architects/investors** (D1.3.3, two sessions including online and hybrid format),
- **public authorities** (D1.3.4, two online sessions), and
- **architects/design professionals** (D1.3.5, one dedicated session).

Across these pilots, the programme combined expert inputs, case studies and interactive elements to validate relevance, appropriate depth and effective delivery approaches for each target group, and to provide a robust basis for consolidation into the final MOOC format.

These earlier activities defined thematic priorities, identified educational gaps in circular and digital construction, and tested initial training formats, especially on the target group students and university employees in research and development. Based on these findings, the consortium structured and implemented a coordinated lecture series, which served as a pilot phase for transforming conventional online and hybrid training into a structured digital MOOC format. An important point is the provision of international collaboration of various professional and scientific presenters, which enabled a long lasting effect on the knowledge transfer at a research and development level - which is also suitable to an audience for SMEs, architects etc.

As a result of the Activity 1.3, the lectures are now permanently included in the curriculum of the HM Munich in collaboration with an international expert team. This itself will enable the functionality of a R&D hub for central europe.



2.1.1 Programme Design and Structure

The training programme was developed and tested through several training streams. The university lecture series served as a key academic pillar and was organised into five thematic modules:

1. **Legislation and Regulatory Framework** (recycled aggregates and regulatory contexts in Germany, Brazil, and Europe)
2. **Novel Research Approaches towards Circular and Digital Practices** (3D printing, innovative binders, advanced testing methods)
3. **Low-Carbon Technologies in Construction** (recycled aggregate concrete, carbonation processes, clinker reduction strategies)
4. **Geopolymers and Secondary Raw Materials** (alkali-activated materials, corrosion measurement, alternative binders)
5. **Circular and Digital Construction in Application** (industrial 3D printing and state-of-the-art industry solutions)

These sessions were delivered primarily online, complemented where relevant by hybrid elements, and typically attracted **26-50 participants** per lecture. The core audience consisted of university students and university staff, while the content was designed to also be relevant for enterprises, SMEs, infrastructure providers, municipalities and researchers.

In parallel, additional trainings were implemented for other target groups (public authorities and professional audiences such as industry, SMEs, architects and investors). These sessions did not necessarily follow the same five-module structure; instead, they built on the same overall knowledge base (circular principles, regulatory context, low-carbon and digital solutions) and adapted the depth, examples and learning focus to the needs of each audience—e.g., stronger emphasis on procurement and implementation for public authorities, and on practical decision-making, business relevance and project delivery for industry stakeholders. Across all streams, modules and sessions had clear objectives and ensured thematic coherence while allowing presenters to contribute their specific expertise. International experts from academia and industry provided research-based and practice-oriented perspectives, which informed the subsequent consolidation of the training programme into the final MOOC format.

2.1.2 Methodology and Testing Phase

The training programme was tested as part of **Activities 1.2 and A1.3** through a combination of a university lecture series and additional targeted trainings for other stakeholder groups (public authorities and professional audiences such as industry, SMEs, architects and



investors). Across these formats, sessions typically combined expert presentations with interactive discussion and Q&A, allowing real-time clarification and exchange with participants. To ensure consistent quality management, HM Munich (quality management) and Prof. Kustermann implemented **standardised evaluation questionnaires** for the university lecture series; the questionnaires and evaluation materials are included in **Deliverable D1.3.2**.

Feedback collected across target groups confirmed several recurring findings that shaped the later MOOC design:

- **High acceptance** of international and interdisciplinary inputs and the added value of cross-border exchange.
- **Strong demand** for practical examples, case studies and hands-on demonstrations (lab/industry), especially among professional audiences.
- A clear need for improved **accessibility and scalability**, including subtitles and broader access beyond institution-specific platforms.
- **Uneven levels of digital literacy**, particularly related to BIM and 3D-printing workflows, indicating the importance of clear explanations and progressive learning pathways.
- **Format matters for professionals**: for business-oriented target groups, shorter and more dynamic sessions (including hybrid delivery) were preferred over long online blocks, as they better fit time availability and increased engagement.

Overall satisfaction with the university lecture series was very high, with average evaluation scores ranging from **4.7 to 5.0 out of 5**. Participants valued the innovative topics, the structured format and access to recordings, while feedback from other target groups reinforced the need for modular, practice-oriented and easily accessible learning units suitable for different professional contexts.

2.1.3 Identified Educational Gaps

The testing phase confirmed gaps previously identified in Activities 1.2 and 1.3:

- Limited integration of circular construction and CO₂-reduced materials in standard curricula
- Fragmented lifelong learning opportunities
- Insufficient practical training in digital construction tools
- Limited awareness of circular economy principles
- Barriers to international collaboration due to language and regulatory differences



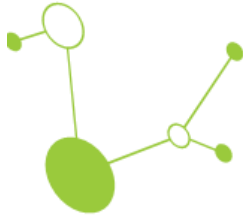
The lecture series addressed these gaps by providing structured knowledge transfer, fostering international exchange, and aligning research with practical applications.

2.1.4 Transformation into MOOC Format

Based on the pilot results from Activities 1.2 and 1.3 and the subsequent MOOC testing under Activity 1.4.3, conventional online and hybrid trainings were systematically converted into a structured digital MOOC offer. This transformation delivered several concrete improvements:

- **Target-group-oriented modular structure:** Training content was reorganised into dedicated learning tracks and modules with clearly defined learning objectives, allowing learners from different backgrounds (public authorities, students, SMEs, architects/investors, and the wide public) to identify and prioritise the content most relevant to their needs, prior knowledge and time availability.
- **Integration and reuse of validated training assets:** Recorded lectures, training materials and curated external resources were consolidated into a long-term digital knowledge base. This enables sustained dissemination of both scientific and practice-oriented expertise beyond single events and supports repeated use in education and professional upskilling.
- **Improved accessibility and scalability beyond institutional platforms:** Moving to an open online format removed barriers linked to university-only systems and enabled cross-country participation. This is particularly important for addressing educational gaps where access to specialised expertise is uneven; the MOOC can serve as a shared reference resource for university programmes, vocational training and professional learning pathways without requiring repeated delivery of the same introductory content by local trainers.
- **Enhanced multilingual reach:** To reduce language barriers in a technical domain, the MOOC was designed for multilingual delivery, enabling learners to engage with content in national-language environments while maintaining consistent core lectures.

Overall, the conversion into a MOOC format created a scalable and transferable solution that preserves the value of tested trainings while increasing reach, flexibility and long-term usability for different target groups across Central Europe.



2.2 MOOCs

The MOOCs were jointly developed by project and associated partners as the final digital training solution of the **Fit for Circular and Digital Construction** programme, building directly on the outputs of **Activities 1.2 and 1.3**. Existing online and hybrid trainings delivered during the project were systematically converted into a self-paced MOOC format, preserving expert content while restructuring it into shorter, learner-friendly units supported by quizzes, additional readings, and other digital learning elements. The final MOOC configuration was refined iteratively by integrating lessons learned from testing.

Work was distributed across partners both by **target-group ownership** and by **production and implementation tasks**. In terms of curriculum leadership, partners led the detailed module design for specific audiences: **TUW and HM** for *University & Vocational Education*, **POR** for *Government/Public Sector*, **ŠGZ** for the merged *Industry/SMEs + Architects/Investors* track (merged due to topic overlap), and **ZAG** for the *wide public* course addressing illegal construction and demolition waste dumping.

Content production and platform deployment followed a shared workflow. **CZGBC** coordinated the overall MOOC implementation, edited and prepared recorded lecture segments, and produced final video versions including required **Interreg and project logos and funding acknowledgements**. Individual presentation owners reviewed the **English subtitles**, while partners reviewed and corrected translated captions as native speakers. Partners were also responsible for translating course elements into national languages (e.g., **titles, quizzes, and feedback forms**). CZGBC collected and stored final subtitle files and provided implementation support to partners throughout the process. **ZAG**, as LMS specialist and Moodle administrator, ensured the technical setup of the Moodle platform (including necessary plugins for reporting and user/course administration), integrated the videos, and uploaded the full multilingual subtitle sets to ensure consistent delivery across all courses. **HM** contributed additional video content produced in collaboration with their students. To facilitate joint quality control, **all partners were assigned course manager roles**, enabling them to review content directly in the platform.

In addition, **CZGBC coordinated the resolution of technical issues and platform bugs** during the finalisation phase. Before the MOOCs were opened to external learners, partners carried out pre-launch **testing** of the platform and course environment, systematically recording identified bugs and improvement requests in a shared tracking table. This enabled transparent follow-up, prioritisation, and timely fixes to ensure a stable user experience at launch.

Finally, all partners supported **dissemination** by promoting the e-learning offer through their professional networks, strengthening cross-national uptake and outreach.



3. Final MOOC solution

3.1 Target Groups

The final cross-national training programme was designed as a modular learning pathway that combines circular construction principles with key aspects of digitalisation across the construction value chain. The structure follows a clear progression from foundational concepts to application-oriented topics, allowing learners to build knowledge step-by-step while selecting modules relevant to their professional context. Learning outcomes are defined at programme and module level, focusing on practical competencies such as understanding circular material flows, applying circular and digital approaches in planning and procurement, and improving decision-making using data and digital tools.

The programme targets four distinct learner groups:

- (1) **Government and public servants**, with emphasis on policy instruments, regulatory frameworks and public procurement;
- (2) **University and vocational education**, supporting structured learning and skills development for students and trainers;
- (3) **Industry stakeholders**, including SMEs, architects and investors, with focus on implementation in design, delivery, business models and project decision-making; and
- (4) **the wide public**, addressing awareness and behavioural change related to illegal construction and demolition waste dumping.

3.2 Language Accessibility

To ensure accessibility and cross-national uptake, all lectures are delivered in **English** and supported by captions in **nine languages: Czech (CZ), English (EN), German (GE), Croatian (HR), Hungarian (HU), Italian (IT), Slovak (SK), Slovenian (SL), and Polish (PL)**. This approach enabled consistent content quality across countries while lowering language barriers and supporting diverse learners at different levels of prior knowledge and professional experience.

3.3 Structure

Each target group has a dedicated set of **modules** tailored to its specific needs and learning objectives. Every module includes a set of educational **videos** prepared and delivered by subject-matter experts from the project consortium, ensuring consistent quality and strong cross-national relevance.



Module 2: Novel Research Approaches towards Circular and Digital Practices

Recycling of Chloride Containing Aggregates, 3D Printing, online calorimetry measurement of alternative binders - workshop

Done

Recycling of Chloride Containing Aggregates, 3D Printing, online calorimetry measurement of alternative binders - workshop

Done

Quiz Module 2

Novel Research Approaches towards Circular and Digital Practices

To do

Image: Example of module structure and quiz section used in Moodle

Each course contains **quizzes** which are designed to verify and reinforce the knowledge acquired through the educational videos in each module. In the module for wide public, we applied the unlocking feature of the quizzes, therefore the participants can unlock more advanced videos after they complete the first quiz. We have avoided this “unlocking” feature in the courses for other target groups as these audiences are more specialised and have diverse levels of prior knowledge and learning needs. Keeping all modules openly accessible allows learners to navigate the content flexibly, selecting topics according to their interests and available time.

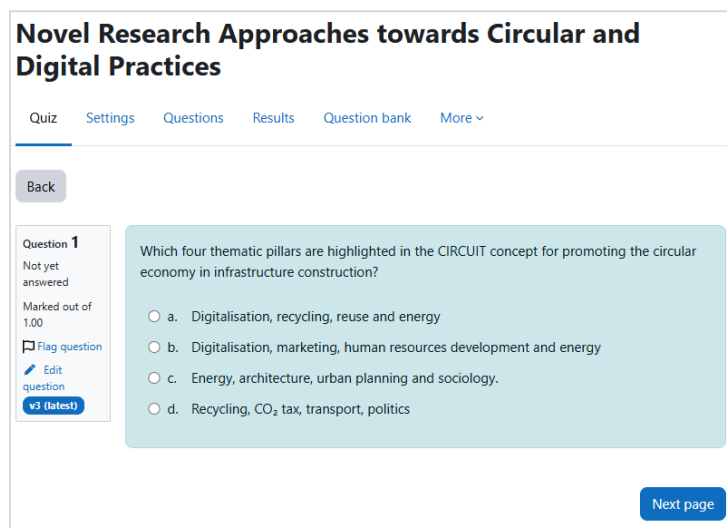
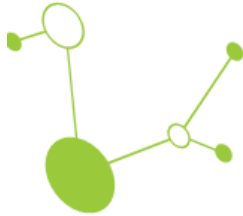


Image: Example of a quiz used in Moodle

Each course includes two complementary feedback mechanisms: a short **course feedback section** placed at the end of the course and a more detailed **questionnaire** presented at the beginning. This two-layer approach was chosen to increase interaction with learners at different moments of the learning journey—capturing immediate impressions after



completion while also collecting more structured reflections early on, when expectations and motivations are still fresh.

At the same time, the approach reflects practical limitations of Moodle for collecting complex, structured feedback. In many cases, organisations therefore rely on external tools to gather evaluation data in a more systematic way. In our case, we introduced **SurveyMonkey** to overcome Moodle's constraints and to improve the distribution of the questionnaire. SurveyMonkey also enables more effective outreach through direct communication, including an email invitation campaign encouraging learners to participate. In addition, it allowed us to use a structured survey design with branching logic, allowing different question paths depending on whether a learner actively engaged with the course or did not participate, which significantly improved the quality and usability of the feedback data. Therefore, this iteration proved to be a valuable iteration of the solution.

Images: Feedback mechanism inside the Moodle platform located at the end of each course

Some courses also include **additional curated resources** linked to publicly available expert materials (e.g., CityLoop, BUILD UP, and Czech Green Building Council publications), provided for educational and non-commercial use with copyright retained by the original authors.



Additional content

The content of this chapter is based on publicly available expert materials and good practice examples in the field of green and [circular public procurement](#) and sustainable construction.

The course includes PDF documents, presentations and audiovisual materials originating from the following institutions:

CityLoop & BusGo circular project

EU GPP Helpdesk – methodological guidelines, handbooks and training materials on green and [circular public procurement](#) (e.g. City Loops, circular procurement toolkits, nZEB-related resources).

EIB guide - developed by ICLEI Europe, in collaboration with Circule Economy for the EIB

ENT Medi Ambient – educational audiovisual content related to environmental topics.

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Cityloops

[CityLoop](#)

[Circular Procurement in Europe: Handbook for local and regional governments](#) PDF

[Circular Procurement in Europe: Toolkit for local and regional governments](#) PDF

[Usage of Public procurement activities](#)

Additional content

The content of this chapter is based on publicly available expert resources and training materials focusing on circular economy principles in construction and public procurement.

The course includes online resources and educational materials originating from the following institutions and platforms:

CityLoop project

BUILD UP – professional training materials and methodologies aimed at up-skilling training centres and professionals in circular economy practices within the construction sector.

Czech Green Building Council - Zero Carbon Roadmap

All materials are provided through direct links to their original sources and are used exclusively for **educational and non-commercial purposes**, in line with the conditions under which they were made publicly available.

Copyright and responsibility for the content of the individual materials remain with the original authors and publishing institutions.

CityLoop

[The main hub for tracking the progress of seven small and medium-sized cities in becoming more circular](#)

Mark as done

[Use of public procurement activities](#)

Mark as done

BUILDUP - EU GPP Helpdesk

[New materials and methodologies for professional development in the circular economy in construction for training centers](#)

Mark as done

Czech Green Building Council

[Zero Carbon Roadmap](#) PDF

Mark as done

[Sustainable housing system](#) PDF

Mark as done

Images: Examples of additional content collected

3.3.1 University & Vocational Education module

This dedicated e-learning module is provided as a pilot course and is structured into **five thematic modules**, each combining expert-led educational videos and a short **knowledge quiz**. The module starts with **Legislation and Regulatory Framework** (Module 1) and continues with **Novel Research Approaches towards Circular and Digital Practices** (Module 2), **Towards Low Carbon Technologies in Construction** (Module 3), **Geopolymers and Secondary Raw Materials** (Module 4), and **Circular and Digital Construction in Application** (Module 5).

The course also includes **additional curated resources** linked to publicly available expert materials (e.g., CityLoop, BUILD UP, and Czech Green Building Council publications).

3.3.2 Modules for Government and Public Servants

The course is structured into **four modules** and combines expert video lectures with practical examples and supporting resources. Learners begin with **Module 1: Circular and Digital Economy in Construction**, covering core circular economy principles, circular materials, and enabling digital technologies. **Module 2: Legislation and Regulatory Framework** provides an overview of EU-level circular economy legislation, end-of-waste criteria for construction materials, and green public procurement (GPP) principles. **Module 3: Environmental Product Declaration (EPD)** focuses on environmental assessments,



including EPD purpose and benefits and the basics of life cycle assessment (LCA), followed by a quiz to verify learning. **Module 4: Good Practices Across Europe** presents case studies, cross-country examples, and a virtual study tour of an innovative project (CINDERELA - Dogošë).

In addition, the course includes **curated supplementary materials** (PDFs, presentations, and audiovisual content) drawn from publicly available sources such as **CityLoop & BusGo Circular**, the **EU GPP Helpdesk**, the **EIB circular public procurement guide** (developed by ICLEI Europe in collaboration with Circular Economy for the EIB), and **ENT Medi Ambient**.

01: E-learning Modules for Government and Public Servants

Course Settings Participants Grades Activities More ▾

▼ Announcement [Collapse all](#)

This course is offered as a pilot version, and we kindly ask for your understanding. We would greatly appreciate any suggestions, or ideas for improvement—whether by completing the [questionnaire](#) or through any other form.

Subtitles for the videos are available in the selected language version. If they do not display correctly, please try enabling them manually in the YouTube player or clearing your browser cache.

Thank you for your cooperation and understanding.





Share your feedback

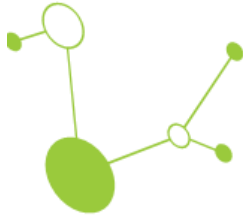
▼ Module 1: Circular and Digital Economy in Construction

[Introduction to Circular Economy Principles in Construction](#) Done ▾

Image: Screenshot from the module for Government and Public Servants

3.3.3 Modules for Industry, SME, architects and investors

The course is structured into **five modules** that progress from fundamentals to applied practice. **Module 1: Introduction and Basics of Circular Construction** introduces key strategies, policies and legislation, as well as gaps, benefits and opportunities for circular construction across local, regional, national and international levels, followed by **Quiz 01** to verify learning from the videos. **Module 2: Circular Construction Principles** focuses on design for deconstruction and life cycle assessment (LCA), complemented by business modelling and lean canvas approaches, followed by **Quiz 02**. **Module 3: Environmental Legislation** covers end-of-waste and by-product criteria and provides examples of good practice. **Module 4: Digitalisation in Construction and Spillover Sectors** introduces digital



enablers such as digital passports and platforms for secondary raw materials. **Module 5: Practical Demonstration of Circular and Digital Construction Technologies** provides a real-world example of circular practices (NIGRAD), linking the course content to implementation in practice.

In addition, the course includes **supplementary links** to publicly accessible professional communities and European upskilling resources, including materials from the **EU GPP Helpdesk** (including BusGoCircular and the nZEB Ready platform) and **BUILD UP**, supporting continued learning beyond the core modules.

3.4.4 Module on Illegal Construction and Demolition Waste Dumping for Wide Public

The course is organised into **two learning levels** to accommodate different starting points. **Level 1 (Beginners)** introduces essential concepts through two video lessons: **Construction and Demolition Waste Management** and **Circular Economy & Waste Reduction**. Knowledge gained from these videos is then checked through a dedicated quiz ("**Construction and Demolition Waste (CDW): why to sort and never dump illegally**"), reinforcing key messages such as proper sorting and responsible disposal.

Level 2 (Advanced) builds on the foundational content with a focused case-based lesson on **Illegal Waste Dumping in Slovenia/Maribor**, helping learners connect the topic to real-life local impacts. Access to the quiz and the advanced level content is **unlocked only after completing the "Circular Economy & Waste Reduction" quiz**, ensuring a minimum understanding of core concepts before progressing.



4. Production and Technical Implementation

4.1 Tools and Platforms

The cross-national training programme was delivered through a blended digital toolset designed to ensure scalability, accessibility, and efficient multilingual production. **Moodle LMS** served as the central learning environment for course delivery, hosting the full structure of modules, learning activities, quizzes, additional resources, and feedback sections. Moodle also enabled role-based course management, allowing partners to review and validate content directly in the platform prior to launch.

All lecture videos were hosted on **YouTube as unlisted content**, which allowed stable streaming performance across countries and devices while keeping access restricted to course participants. YouTube was also used to support subtitle creation through its captioning workflow. Videos were embedded into Moodle to provide a seamless learning experience, while the use of unlisted links ensured control over distribution and updates without re-uploading materials into the LMS.

To support cross-national accessibility, the programme applied an **AI-supported subtitle translation workflow**, combined with quality assurance by native-speaking partners. English served as the base language for all lectures, and subtitles were translated into the project languages using automated tools to increase efficiency and consistency. Partners then reviewed and corrected subtitles to ensure linguistic accuracy, technical terminology alignment, and cultural appropriateness. This approach provided a practical balance between cost-effective multilingual production and quality control.

4.2 Roles and Responsibilities

Roles were distributed to ensure both clear ownership and efficient delivery across a multi-partner consortium. **CZGBC** acted as the central coordinator for MOOC implementation, ensuring that content production outputs were transformed into a consistent digital course experience. This included coordinating the upload process, managing course structure alignment across target groups, collecting and consolidating translations and subtitle files, supporting partners during implementation, and assisting in the configuration of Moodle courses and related settings.

Project partners contributed primarily through **content ownership and localisation tasks**. This included preparing and delivering expert video lectures, creating quizzes to validate learning outcomes, translating course interface elements (e.g., module titles, quiz texts, feedback prompts) into national languages, and reviewing both content and subtitle translations. Partners were also assigned course management roles to enable direct validation of content in Moodle and to support pre-launch quality assurance.



ZAG had the primary technical responsibility for the platform, including **hosting and system setup** of Moodle and related configurations needed for course delivery. As the technical lead and Moodle administrator, ZAG ensured platform stability, managed user and course administration settings, supported plugin configuration (e.g., reporting functionalities where needed), and provided technical assistance for resolving more complex issues during testing and final deployment.

5. Dissemination and Uptake of the MOOC Solution

Dissemination of the Fit for Circular and Digital Construction MOOC combined event-based promotion with targeted digital outreach through partner networks. The consortium exceeded its KPI for awareness-raising events by presenting the MOOC at **11 events** (target value: 6). Promotion was further supported by the Train-the-Trainer event in September 2025 and the subsequent self-paced trainer testing in January 2026, which helped create internal ambassadors and strengthened partners' capacity to introduce the MOOC to their stakeholder communities.

The MOOC was showcased at national and international events addressing different audiences. In Germany, it was promoted at HM Munich University of Applied Sciences during the Germany Scholarship kick-off event (27 Nov 2025), reaching both direct participants and a wider attending audience. In Czechia, the course launch was introduced through the Circular Principles in Practice webinar for public procurers (30 Oct 2025) and further disseminated via CZGBC's regular professional roundtables (Energy; Facility Management & Healthy Indoor Environment; Timber; Taxonomy, Water Management, Brownfields). Internationally, the MOOC was promoted during ZAG-led strategy co-design workshops (11 and 18 Feb 2026) and at the ReBuilt final conference (3 Feb 2026, Ljubljana, hybrid), ensuring visibility across programme countries.

Digital communication focused on converting awareness into participation and completion. A structured newsletter campaign accompanied the pilot period, including a launch message and several reminders (with open rates around **46-55%**), as well as targeted calls to complete quizzes and provide feedback. Social media dissemination complemented email outreach: CZGBC published a LinkedIn event and multiple posts, while other partners (InforData, POR, Vasmegye, BURST) amplified the call through LinkedIn and Facebook. In addition, project partners promoted the MOOC via their organisational websites, ensuring a stable reference point for long-term uptake beyond the pilot phase. The details of dissemination and communication activities are included in [Annex 1](#).



6. Pilot Feedback and Lessons Learned

Pilot testing confirmed that the MOOC is a **relevant and scalable training solution** for circular and digital construction, while also providing clear evidence on how to improve learner activation, learning design, and long-term maintainability. The pilot reached **81 registered participants from 13 countries** and generated **141 course enrolments** across the four learning tracks and language variants. Participation was geographically broad, though strongly concentrated in Czechia, confirming the importance of coordinated partner-led dissemination to strengthen uptake across the wider programme area.

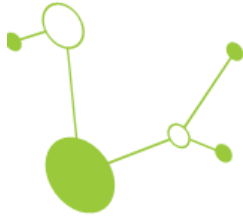
Engagement and completion patterns. Moodle analytics showed a typical self-paced learning funnel: **62% of enrolments were active** (88) and **38% remained passive** (53 enrolled without any activity). Among active learners, progression was strong, with an **average module completion rate of 80%** across tracks and **32 enrolments achieving 100% completion** of all modules. Quiz engagement (starting at least one quiz) was relatively high across courses (especially in the University track), but **quiz completion remained moderate (38%)**, suggesting that the main challenge is not prompting interaction, but motivating learners to finish assessments and complete the learning pathway.

6.1 Learner feedback (SurveyMonkey and Moodle)

Learners reported **measurable learning benefits** and generally positive user experience. SurveyMonkey respondents (n=15) showed a self-assessed knowledge increase (weighted average from **5.5 before to 7.17 after**) and rated content clarity highly (**8.45/10**), with motivations centred on professional upskilling and study relevance. Moodle embedded feedback (n=18; where 1 = best and 5 = worst) indicated that courses were perceived as **useful (avg. 2.11/5)**, with a **moderate-to-high likelihood of applying knowledge (2.50/5)** and **improved understanding (2.22/5)**. Qualitative comments valued the professionalism and practical relevance (e.g., case examples, regulatory comparisons, awareness of CDW management), while improvement needs focused on content pacing, clearer continuity, simpler slide design, and occasional clarification of technical terms or quiz wording.

6.2 Trainer feedback (TTT workshop and structured review in Survey Monkey)

Trainers confirmed overall clarity, good target-group fit and strong usability of Moodle, but consistently recommended enhancements aligned with modern e-learning expectations: **shorter and better-edited learning units**, clearer **metadata** (“what the video covers” and “who it is for”), and improved support for varying levels of prior knowledge (introductions and a glossary). Trainers also suggested expanding interactivity beyond quizzes and improving quiz labelling/administration. For regulatory content, they highlighted the need for a sustainable approach to updates and, where relevant, modular “national add-ons” to contextualise country differences.



6.3 External feedback on online learning

We also collected feedback from the participants of the Co-design Workshops for Strategy design, who did not anyhow interact with ReBuilt MOOCs but provided general recommendations. They suggested that the **primary priority for further education and upskilling should be the public sector (government and public servants)**. This preference is likely to influence how the MOOC offer is positioned and marketed after the project—especially in terms of **communication channels, and pricing models**. If public administration is the main target customer, pricing and access conditions should be designed to match **public-sector needs and budget realities** (e.g., organisational licences for institutions, cohort-based delivery, transparent procurement-friendly pricing, and reporting features supporting internal training requirements).

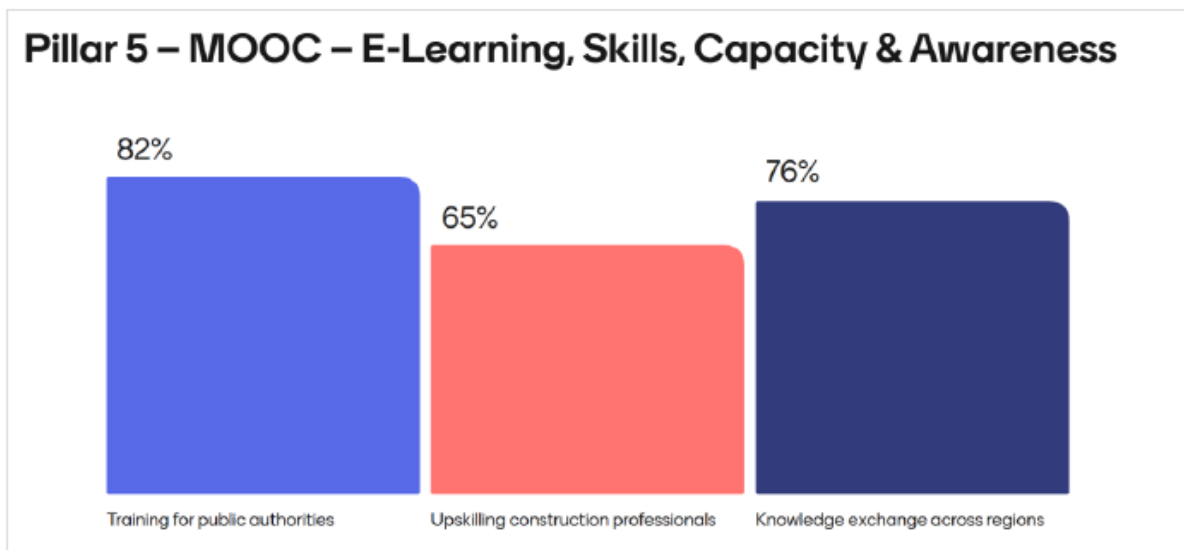


Image: What target groups do you consider most important to address in MOOCs - feedback provided by the participants of the Co-design workshop on 11 Feb 2026



Pillar 5 – MOOC – E-Learning, Skills, Capacity & Awareness

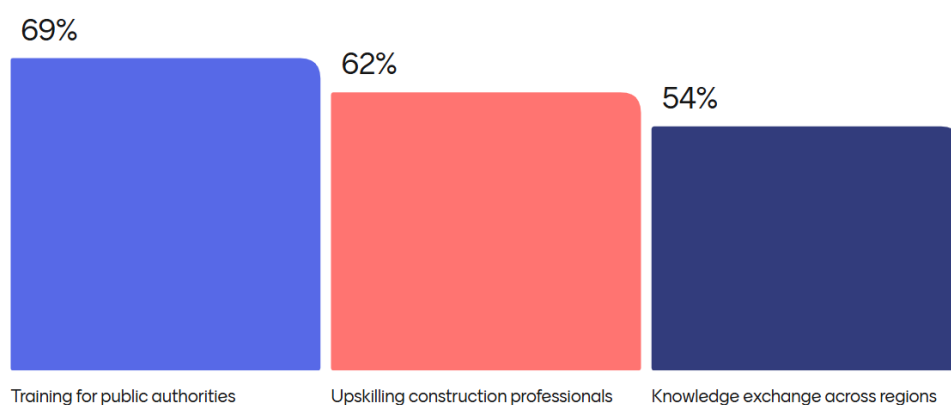
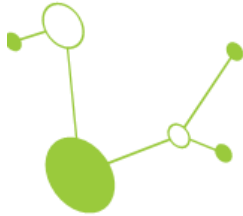


Image: What target groups do you consider most important to address in MOOCs - feedback provided by the participants of the Co-design workshop on 18 Feb 2026

Participants also highlighted several areas that could strengthen **Pillar 5 - MOOC / E-Learning and citizen science tools** through additional content or features. Suggested enhancements include:

- **Circular business modelling support tools** (practical templates and guidance for circular business cases).
- Links to related themes such as **nZEB / energy performance** (where relevant to circular design and procurement).
- Making MOOC participation more “recognised” through **micro-credentials or certificates** that can be referenced in job applications (especially in the construction industry).
- **Enabling participant contributions** (e.g., submitting examples, local cases, lessons learned) to build a living knowledge base.
- **Integration into existing systems** (e.g., institutional LMS environments, HR training systems) to support public authorities and large organisations.
- Clear **skill levels** (basic → advanced → expert) across key topics: circular design, BIM and data interoperability, circular procurement, deconstruction, and reuse engineering.
- Ensuring **fresh, regularly updated content** to maintain relevance and engagement.
- Incorporating the **circular construction skills framework** developed under the Horizon project **BUS Go-Circular** to strengthen competence-based learning outcomes.



- Referencing and aligning with the **New European Bauhaus** agenda to connect skills development with broader EU policy and cultural narratives.
- Including age-appropriate material, potentially **content for children**, to support awareness-raising and long-term behavioural change.

What additional contents should be included in Pillar 5 – MOOC – E-Learning, Skills, Capacity & Awareness

awareness of circular materials by wide public

Bringing together knowledge in the whole value chain (designers, investors, construction company, decision makers, end-user).

monitoring and keep the platform up to date

Train the trainer programs

Microcertification via local engineering chambers

Inspire contributions from users of the online platform

Regional Central European university of circular and digital construction would be a wild dream come true

Quality, updating: expert review, regular updates aligned with EU law and standards.

Getting on the same level different education activities

Image: Feedback provided by the participants of the Co-design workshop on 11 Feb 2026

What additional contents should be included in Pillar 5 – MOOC – E-Learning, Skills, Capacity & Awareness

Scitizen science tools

Enable content contributions from participants

Incorporate the circular construction skills framework developed under the Horizon 202 project BUS Go-Circular.

Circular Business modelling support tools

Integration into existing systems

Include material for children

Neb?

Define skill levels (basic → advanced → expert) for Circular design, BIM and data interoperability, circular procurement, deconstruction, reuse engineering.

New European Bauhaus

Participating in a MOOC should enhance users' qualifications, meaning they can be referenced in job



Image: Feedback provided by the participants of the Co-design workshop on 18 Feb 2026



6.4 Technical lessons learned and quality assurance

Pre-launch and early-phase testing enabled identification and prioritisation of technical and content issues (including multilingual and quiz configuration issues), strengthening platform stability and user experience. The consortium's shared QA approach (internal testing, bug tracking, and iterative fixes) proved essential for reliable delivery across multiple language variants.

6.5 Key lessons for the final solution

The pilot validated the MOOC's core design (multitrack structure, multilingual accessibility, self-paced learning), while highlighting two priorities for scaling impact:

1. **Improve early activation** (reduce passive enrolment) through clearer onboarding, recommended learning paths, and better communication of time requirements and benefits.
2. **Increase completion of assessments** by strengthening motivation and recognition (e.g., **certificates**/micro-credentials), clarifying module-to-activity structure, and further enhancing the learning experience through shorter units, better visuals, and richer interactivity.



7. Training Programme Structure – Design Implications and Lessons Learned for Future MOOCs

The final training programme structure provides a practical blueprint for developing and delivering high-impact MOOCs on circular and digital construction. It consolidates lessons learned from:

- (i) pilot training activities delivered in online and hybrid formats across target groups (Activities 1.2 and 1.3) and
- (ii) the real-life MOOC pilot testing (Activity 1.4.3).

The purpose of this structure is twofold: **to close persistent educational and skills gaps across Europe**—in a sector expected to deliver on EU decarbonisation and circular economy objectives—while also **reducing the cost and effort of repeatedly replicating on-site trainings** by converting validated content into scalable e-learning modules.

7.1 Motivation and design principles

Based on the pilot evidence, the programme shifts from one-off training delivery toward a **repeatable and updateable MOOC model** that can be used by public authorities, universities/VET providers, industry actors (SMEs, architects, investors) and the wider public. The following design principles emerged as critical:

1. Target-group differentiation with a shared knowledge base

A single “one-size-fits-all” structure is not effective. The same core topics (circular principles, regulation, low-carbon materials, and digital workflows) must be repackaged with different depth, language and examples depending on learners’ **motivations and professional roles** (policy implementation vs. design decisions vs. operational delivery vs. public awareness).

2. Modularity and selective learning paths

Learners face information overload and time constraints; therefore, MOOCs must support **flexible, self-paced navigation**. Modules should be designed as small, coherent learning units that allow participants to select what they need. Gated progression (unlocking) is useful only where basic understanding must be ensured (e.g., wide public awareness), while **professional tracks benefit from open access to all modules**.

3. Practice orientation and “use tomorrow” value

Across pilots, participants valued practical relevance most. Each MOOC module should include applied elements—**case studies, tools, templates or demonstrations**—so



learners can directly transfer knowledge to procurement, design, project delivery or waste-handling behaviour.

4. Multilingual accessibility and inclusiveness

Technical terminology is a barrier in construction. Delivering courses in **national-language environments** (with subtitles/captions and translated course elements) is essential for wider uptake beyond English-speaking professionals.

5. Updateability by design

Legislation, standards and digital tools evolve quickly. MOOCs must be built so that updates are feasible without recreating entire courses—e.g., **modular add-ons**, update notes, and separation of “stable foundations” from “time-sensitive regulatory content”.

7.2 How to design live/hybrid trainings so they become MOOC-ready

Pilot experience confirmed that trainings should be planned as MOOC-ready by design, meaning the event is structured for immediate delivery and later conversion into e-learning with minimal rework. Recommended steps:

1. **Start with the MOOC unit definition:** define target group, learning outcomes, prerequisites, and the “what you will be able to do” statement for each module.
2. **Segment content into short chapters:** design live/hybrid sessions as reusable units (e.g. 5-10 minutes) rather than long continuous recordings.
3. **Capture transferable learning assets:** ensure each unit includes at least one reusable applied component (case, template walkthrough, decision point, demo).
4. **Plan assessment and resources early:** prepare a short knowledge check, glossary/terminology list, and a pack of downloadable or linked resources.
5. **Record with reuse in mind:** use clean slide design, avoid event-specific references, and maintain consistent structure (intro → key points → example → summary).
6. **Post-event packaging workflow:** edit into short lessons, add metadata (“what this covers / who it is for”), upload resources, and connect lessons to quizzes and feedback forms in the LMS.

This approach reduces costs, improves consistency across countries, and converts one-time events into long-term learning assets.



7.3 Recommended MOOC structure and module template

To ensure comparability and quality over time, each future module/lesson should follow a consistent template:

LEARNING UNIT METADATA

Short and clear

- 1 Title + short description**
What topics are covered
- 2 Intended audience**
"Who this is for" + recommended level (basic / advanced)
- 3 Learning outcomes**
2-4 clear statements
- 4 Key terminology**
Glossary items

CORE LEARNING CONTENT

- 1 Short video lesson(s)**
Preferably segmented
- 2 Visual clarity**
Reduced slide text, readable fonts, clear diagrams
- 3 Applied component**
Case study, demonstration, or worked example

LEARNING REINFORCEMENT & RECOGNITION

- 1 Knowledge check**
Quiz or short task
- 2 Clear progression markers**
Module completion indicators
- 3 Optional recognition pathway**
Certificate / micro-credential logic



RESOURCES & FURTHER LEARNING

- 1 Downloadable materials**
Templates, checklists, examples
- 2 Curated links**
Authoritative sources and good practices
- 3 Update note section**
For time-sensitive topics, especially regulatory

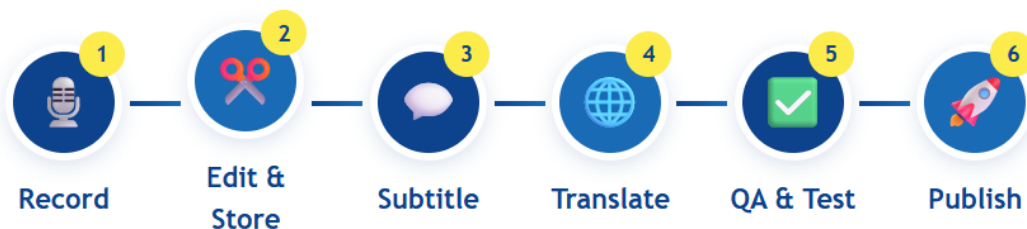
FEEDBACK & CONTINUOUS IMPROVEMENT

- 1 Short end-of-module feedback**
Embedded directly in the LMS
- 2 Structured external survey**
For more detailed, branching feedback when needed

7.4 Technical set-up and quality assurance requirements

Pilot testing demonstrated that technical and QA workflows are critical for reliability, multilingual delivery and maintainability. Recommended technical requirements for future MOOCs include:

PRODUCTION WORKFLOW





RECORDING QUALITY STANDARDS

- External microphone where possible
- Stable screen capture setup
- Good lighting conditions
- Consistent branding, intro & outro



CENTRAL FILE MANAGEMENT

- Shared repository for all assets
- Naming conventions & version control
- Raw videos, edited videos & subtitle files
- Learning assets centrally stored



VIDEO HOSTING & LMS INTEGRATION

- Stable streaming via embedded videos
- Role-based access control
- Consistent course templates in LMS



PRE-LAUNCH TESTING & BUG TRACKING

- Structured internal testing protocol
- Shared bug-tracking table
- Identify blockers & UX issues
- Catch translation inconsistencies before go-live



SUBTITLE & TRANSLATION WORKFLOW

- Produce & correct base-language subtitles first
- Translate using assisted tools
- Native-speaker QA review
- Structured upload/update process for all language variants



All six standards should be established before the next iteration of the MOOC goes live, to ensure consistency, accessibility and long-term maintainability across all language versions.

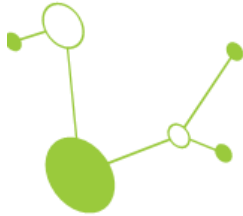
7.5 Engagement and completion: what improves uptake

Pilot evidence shows that MOOCs can attract wide interest, but a share of learners will register without participating. To strengthen engagement and completion, future iterations should include:

- **Strong onboarding:** clear “how to start”, recommended learning paths per target group, expected time to complete, and reminders.
- **Clear added value:** make “what you gain” explicit for each module (skills, templates, certificate eligibility).
- **Professional gamification:** progress indicators, milestones and badges aligned to skills; avoid gimmicks.
- **Recognition and motivation:** link completion to certificates/micro-credentials where feasible to encourage finishing modules and assessments.
- **Interactivity beyond quizzes:** scenario tasks, decision trees, templates and micro-assignments that support direct application in practice.

7.6 Summary: implications for future MOOC development

In summary, the final programme structure translates pilot lessons into a practical approach for designing future MOOCs in circular and digital construction. The key implications are: design for target-group needs, build modular and updateable learning units, prioritise practical application, ensure multilingual accessibility, and implement robust technical QA



and analytics. This structure provides a repeatable model for developing additional courses and expanding the MOOC portfolio over time, while supporting EU-wide workforce upskilling and the transition toward low-carbon, circular and digital construction practices.



8. Sustainability and Long-Term Use

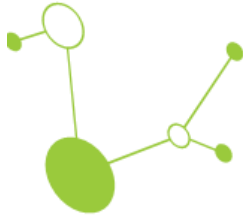
After the project, the MOOC will be operated primarily by **ZAG**, ensuring continued access to the training programme, user support, and the organisational capacity to maintain and further develop the courses. The MOOCs will remain promoted by the **Regional Circular and Digital Construction Hubs (WP3)** as a **Solution-as-a-Service**. This hub-based model provides a practical “home” for the MOOC beyond the funding period and enables continued outreach through existing regional networks of public authorities, industry actors, SMEs, academia and civil society.

A core sustainability requirement is **keeping the content up to date**, particularly in areas where information changes rapidly—most notably **legislation and policy frameworks**, as well as **digital tools and emerging construction technologies**. This implies recurring costs and workload for content review, updating presentations and course materials, and re-validating guidance provided to learners. To address this, ZAG plans to further develop and maintain the MOOC within a **follow-up Interreg Central Europe project**, ensuring continuity of expertise and a structured framework for updates and additional content development.

At the same time, the MOOC has strong potential to evolve into a **paid e-learning offer**. The market analysis conducted during the concept phase (see Deliverable 1.4.1) indicated **demand** for education on circular construction, while the number of similar practice-oriented online **solutions** remains **limited**. This creates an opportunity to position the ReBuilt MOOC as a professional training product—potentially through paid certificates, Continuing Professional Development-oriented modules, or organisational licence models—while aligning pricing and structuring with the needs of priority audiences (notably public sector organisations). The certification could also motivate higher completion rates across all courses.

From a delivery perspective, the current Moodle environment is reliable and user-friendly; however, expectations for e-learning are evolving rapidly. The current trend is to receive online courses with “masterclass-style” experiences, which typically feature shorter, well-edited video units, consistently **high audio quality**, and **richer visual storytelling**. In this context, *supporting visuals (b-roll)*—such as footage from construction sites, material handling and sorting processes, demonstrations of digital tools (e.g., BIM workflows), or illustrative project examples—can significantly improve clarity and engagement by showing real-life applications rather than relying only on talking-head lectures or static slides. To increase attractiveness and completion rates, **future iterations** should therefore combine:

- (i) engaging, **professionally produced video content**,
- (ii) course materials that are **easily updateable**—particularly where legislation and standards may change—and



(iii) a higher level of **interactivity** beyond quizzes, such as scenario-based exercises, decision trees, practical templates, micro-assignments, and guided tasks that help learners apply knowledge directly to their professional context.

Finally, a key sustainability constraint identified during implementation was the handling of **multilingual versions**. Moodle treats each language version as a **separate course**, meaning that any update must be replicated and quality-checked across **all nine language variants**, which is extremely time-consuming and increases the cost of maintenance. For long-term operation, it is therefore important to consider an LMS and interface that is designed for **multi-language course management** (including shared content with language overlays). CZGBC recommends exploring more modern e-learning authoring/LMS solutions (e.g., **Articulate Rise** or comparable tools) that provide a contemporary web experience, stronger interactive functionality, and more efficient handling of language variants—supporting both sustainability and future scalability of the training offer.

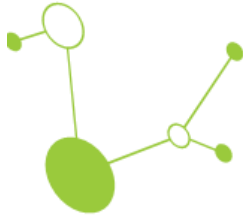


9. Conclusion

The Fit for Circular and Digital Construction training programme demonstrates that a jointly developed, cross-national capacity-building solution can be effectively translated from pilot trainings into a scalable digital format that serves diverse stakeholder needs across Central Europe. Building on Activities 1.2 and 1.3, the consortium validated content relevance and delivery methods through multiple training streams and confirmed key educational gaps—particularly the need for practical, implementation-oriented knowledge, clearer learning pathways for varying competence levels, and improved accessibility beyond institution-specific environments.

These lessons informed the final MOOC solution: a modular, multilingual training offer structured into four dedicated learning tracks for public authorities, university/VET learners, industry stakeholders (including SMEs, architects and investors), and the wide public. The programme's design balances consistency (shared core knowledge base and common quality standards) with flexibility (target-group adaptation and self-paced learning), while the technical implementation supports cross-country uptake through captioning, translations and analytics-based monitoring. Pilot feedback and testing results confirmed strong perceived usefulness and learning benefits, while providing a clear roadmap for further improvements—especially in onboarding and activation, stronger recognition incentives (e.g., certificates/micro-credentials), enhanced interactivity, and a sustainable approach to keeping regulatory and technology-related content up to date.

Beyond the project lifetime, the MOOC will remain available and is positioned for continued operation and dissemination through the Regional Circular and Digital Construction Hubs (WP3), ensuring long-term access, updates and further exploitation. Overall, the final solution provides a transferable and EU-relevant training product that supports workforce upskilling and contributes to accelerating the circular and digital transition and decarbonisation of the construction sector in the programme area and beyond.



ANNEX 1 - Detail of Dissemination and Communication

Raising Awareness Events

The MOOCs were presented at the following Raising Awareness events:

Germany

- 27 November 2025 at HM (Munich University of Applied Sciences) - Kick-off event for the Germany Scholarship (15 people with direct presentation, 70+ people attended the kick-off)

ReBuilt: Online Kurse zu Zirkularität & Digitalisierung im Bauwesen

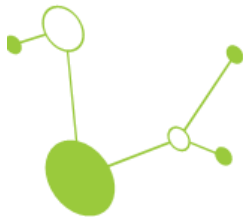
WAS: E-Learning-Kurs
WANN: Anmeldung Dezember/ Januar, ab Februar: Kurs
WO: Online-Plattform Moodle
KOSTEN: Kostenlos
THEMEN: Erprobung umweltfreundlicher Technologien,
grünes öffentliches Beschaffungswesen,
Gesetzgebung,
Digitaler Marktplatz für den Handel mit Bauabfällen, und vieles mehr...



Image: One-Slider for promoting MOOCs at the audiences of the Munich University of Applied Sciences

Czechia:

30 Oct 2025 - Webinar Circular Principles in Practice - Webinar for Public Procurers (organized by CZGBC) - an early invitation to follow news on the e-learning release presented at the webinar



Invitation to online courses on circularity and digitization in construction

- **WHAT:** e-learning course
- **WHEN:** registration December-January, February: self-paced course
- **WHERE:** online platform MOODLE – follow us on web and LinkedIn for more information
- **PRICE:** free
- **THEMES:** testing of environmentally friendly technologies, green public procurement, illegal dumping, legislation, digital marketplace for trading construction waste, and much more

• <https://www.interreg-central.eu/projects/rebuilt/>



Contact person:
Marie Koflák
marie.koflak@czgbc.org

Image: One-Slider for promoting MOOCs at the audiences of CZGBC in the autumn 2025

ReBuilt Project - E-learning

Cirkulární a digitální stavebnictví

Začínáme:
1.2.2026

Registrujte se!

Interreg CENTRAL EUROPE Co-funded by the European Union

ReBuilt

online & zdarma
samostatné studium
osvědčené postupy
příklady z praxe

QR code

CZGBC

Image: One-Slider for promoting MOOCs at the audiences of CZGBC in the winter 2026

AGENDA

1. Úvod, představení agentury a účastníků
2. Novinky z grantových projektů Rady (Katarína Ballová, CZGBC)
3. Revize výkladu EU Taxonomie: informace k vypovídání komentářů, termíny workshopů
4. Oblast ESG
 - Klíčové změny v ESG reportingu (Jakub Veselka, EY)
 - ESG Akademie: představení a diskuse k návrhu obsahu a formátu vzdělávacích bloků
5. Pozvánky na akce
6. Shrnutí dalších kroků a závěr



Roundtables are regularly organised by Czech Green Building Council for 7 Task Groups - members of Groups are professionals in Sustainable Construction sector. (1 Task Group meeting is held for $\approx$ 20 attendees).

- 23rd Jan 2026 - Roundtable Energy
- 28th Jan 2026 - Roundtable Facility Management and Healthy Indoor Environment
- 3rd Feb 2026 - Roundtable Timber constructions
- 10th Feb 2026 - Roundtable Taxonomy
- 3rd March 2026 - Roundtable Water Management
- 10th March 2026 - Roundtable Brownfields

International:

- 11 Feb 2026 - Co-designing the Strategy for Circular and Digitalised Construction in Central Europe (organized by ZAG) - 20 participants
- 18 Feb 2026 - Co-designing the Strategy for Circular and Digitalised Construction in Central Europe (organized by ZAG) - 24 participants
- 3 Feb 2026 Final Conference of the ReBuilt project (hybrid) in Ljubljana (SLO) (organized by ZAG) - 32 on-site participants, 190+ online views



Image: Excerpts from the presentation to promote the MOOCs towards the international audiences

Communication activities to promote the solution

Newsletter



ČZ HR HU IT PL SL SK DE

Hello,

The e-learning course Circular and Digital Construction officially starts today.

The course is fully online and self-paced. You can log in and study at any time during the course period until 28 February 2026.

Access your course [HERE](#).

We wish you an inspiring learning experience and look forward to your progress.

Best regards
ReBuilt Team

CZ

Dobrý den,

e-learningový kurz Cirkulární a digitální stavebnictví dnes oficiálně začíná. Kurz je dostupný online až do 28. února 2026.

Vstup do kurzu [ZDE](#).

přejeme inspirativní studium
Tým ReBuilt



ČZ HR HU IT PL SL SK DE

Hey ReBuilt learner,

Circular Construction is about building smarter. Smarter materials. Smarter systems. Smarter learning.

Now that you're part of our community, we'd truly love to hear from you. What worked? What surprised you? What could be better? Tell us more.

[SHARE YOUR OPINION](#)

Thank you for being part
ReBuilt Team

CZ

Ahoj ReBuilt learner,

Cirkulární stavebnictví je o chytrém stavění. Chytré materiály. Chytré systémy. Chytré učení.

Teď, když jste součástí naší komunity, bychom rádi slyšeli od vás, jak vám šlo. Co vás překvapilo a o čem máte názor. Co fungovalo? Co vás přehlušilo? Co by mohlo být lepší? Řekněte nám víc.

- 01st Feb 2026 - Start of courses (73 recipients; 55% opens)
- 09th Feb 2026 - Reminder of courses (87 recipients; 54,7% opens)
- 16th Feb 2026 - Reminder mail with quizzes request (94 recipients; 46,2% opens)
- 23th Feb 2026 - Reminder mail with feedback request (105 recipients, 48,5% opens)
- 6th March 2026 - Prolongation of pilot period and feedback request (105 recipients, 38,8% opens)

Linkedin Event

The MOOCs have been promoted as an event at the Linkedin page of CZGBC.



ReBuilt Project - E-learning

Fit for Circular and Digital Construction

Starting from:

February 2026

Register NOW!

interreg CENTRAL EUROPE Co-funded by the European Union

- ✓ Free online access
- ✓ Self-paced learning
- ✓ European best practices
- ✓ Practical insights

Happening now

Rebuilt Projekt - E-learning

Event by Czech Green Building Council

Feb 1, 2026, 12:00 AM - Feb 28, 2026, 1:00 AM (your local time)

Online

Event link • https://circularconstruction.zag.si/classroom/login/signup.php?id_category_2container

Daniela Fridová and 3 other attendees

Attend

Share

Manage

...



Linkedin & Facebook Posts

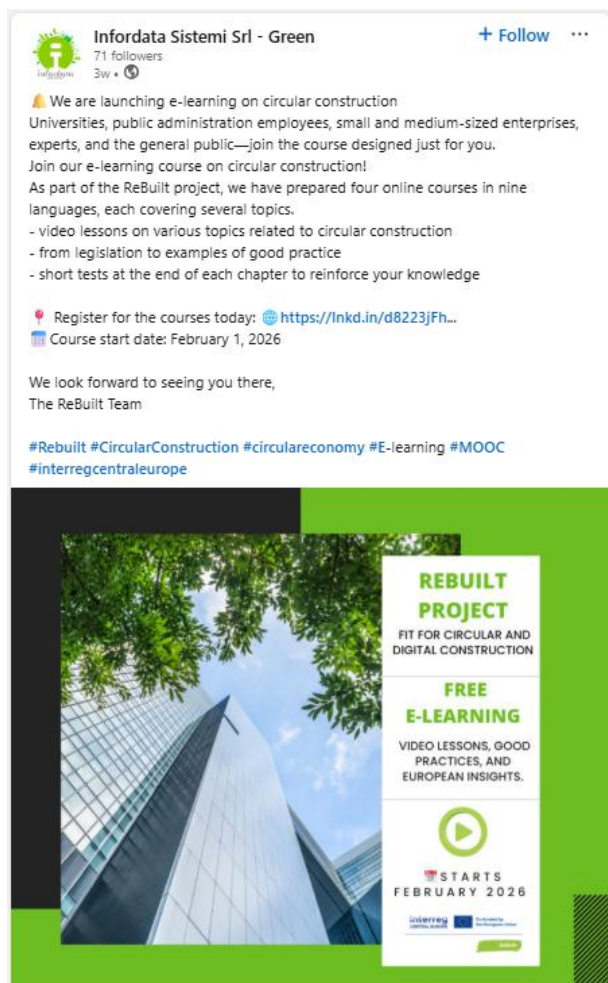


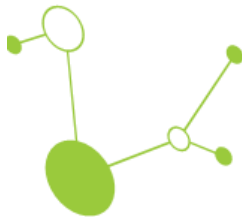
Image: Example of Linkedin promotion by project partner

Date	URL	Partner
19th Jan 2026	https://www.linkedin.com/feed/update/urn:li:activity:7418950707711729664	CZGBC
27th Jan 2026	https://www.linkedin.com/feed/update/urn:li:activity:7421916847156908034	CZGBC
27th Jan 2026	https://www.linkedin.com/posts/infodata-sistemi-srl-green_rebuilt-circularconstruction-circulareconomy-activity-7421856276999028737-34t?utm_source=share&utm_medium=member_desktop&rcm=ACoAA DdTr44B3ERvys0GkHRk8QfQDw7TPawIX5E	Infodata



27th Jan 2026	https://www.facebook.com/photo?fbid=122273105306018997&set=a.122151412916018997	POR
27th Jan 2026	https://www.linkedin.com/posts/por-projects-of-sustainable-development_new-account-mooc-activity-742186601922306816-hbDS?utm_source=social_share_send&utm_medium=member_desktop_web&rcm=ACoAAHCnyoBcNo-hKfle5q0mmtu3XYHOpFJlzk	POR
29th Jan 2026	https://www.linkedin.com/posts/teamvas_rebuilt-circularconstruction-sustainability-activity-7422322569556672513-9ENX?utm_source=share&utm_medium=member_desktop&rcm=ACoAA-DdTr44B3ERvys0GkHRk8QfQDw7TPawIX5E	Vasmegye
30st Jan 2026	https://www.linkedin.com/posts/burstgroup_rebuilt-circularconstruction-circulareconomy-activity-7422926577342013441-773a?utm_source=share&utm_medium=member_desktop&rcm=ACoAA-DdTr44B3ERvys0GkHRk8QfQDw7TPawIX5E	BURST
4th feb 2026	https://www.linkedin.com/feed/update/urn:li:activity:7424786377017339905	CZGBC
16th Feb 2026	https://www.linkedin.com/feed/update/urn:li:activity:7429100595900260352	CZGBC
27th Jan 2026	https://www.linkedin.com/posts/institut-f%C3%BCr-material-und-bauforschung_imb-rebuiltproject-circularconstruction-activity-7421798777432416256-Og2s?utm_source=share&utm_medium=member_desktop&rcm=ACoAA-EyUZgoB4WESvGxf7db1Cj-SPg4OhdWBgBA	HM
27th Jan 2026	https://www.instagram.com/p/DUAN6O9CLEV/?igsh=MWRrdGZ2Zzk5MnBibg==	HM

Table: List of Social Media promotion



Websites

Interreg
CENTRAL EUROPE



Co-funded by
the European Union

ReBuilt

1. [Czech Green Building Website](#)

2. [Infodata website](#)

3. [POR website](#)

4. [BURST website](#)

REBUILT E-LEARNING PLATFORM OPENING

Universities, public administration employees, small and medium-sized enterprises, experts, and the general public – join the course designed just for you.

As part of the ReBuilt project, we have prepared 4 e-learning courses in 9 languages, each covering several topics. The courses will be launched on February 1, 2026, and will offer the opportunity for independent study.

The e-learning courses focus on **circular construction**, and their content is always tailored to a specific target group. They were created in collaboration with experts from the entire ReBuilt project consortium, which brings together partners from the Czech Republic, Slovakia, Poland, Hungary, Italy, Slovenia, Croatia, and Germany.

Each course includes video lessons dedicated to various aspects of circular construction—from legislation to examples of good practice. Each chapter ends with a short test to help strengthen the knowledge gained.

Registration for the courses opens on January 19, 2026:

[JOIN THE COURSE](#)

We look forward to seeing you there!



5. [Vasmegey website](#)

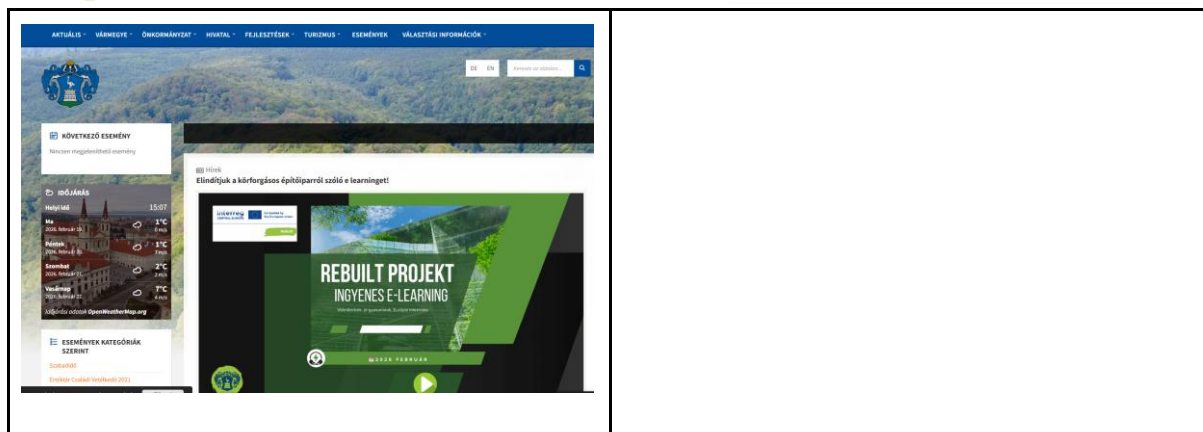


Table: List of Website promotion by project partners