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D2.4 REPORT WITH THE OUTCOMES OF THE RESEARCH AND SEMINARS

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Building BIM digital competences

101183239 – BIM4WB – ERASMUS- EDU-2024-CB-VET

BIM4WB

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PROJECT INFO

Project title	Building BIM digital competences
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The project aims to design and develop a Building Information Modeling (BIM) curriculum and training materials, focusing on innovating teaching and learning through learner-centered and real problem-based approaches. It includes the training of teaching staff to acquire new practical skills and the establishment of the BIM4WB platform, a user-friendly online resource for sharing knowledge, resources, and best practices related to BIM. The project targets enrolling at least 40 students/professionals in the training course and involves at least 15 teaching staff in personal and professional development skills training. It seeks to align academic offerings with the labor market to enhance student employability, with curriculum content reviewed by stakeholders to ensure it meets industry standards. Bim4WB is co-funded by the Erasmus+ Programme of the European Union during the period January 2025 – December 2027

PROJECT PARTNERS:

1. **IES RIBEIRA DO LOURO**
2. **BALIKESIR UNIVERSITY**
3. **EUROPEAN UNIVERSITY OF TIRANA**
4. **QENDRA PROTIK**
5. **UNIVERSUM INTERNATIONAL COLLEGE**
6. **AGENCY FOR VOCATIONAL EDUCATION AND TRAINING AND ADULT EDUCATION**

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DOCUMENT CONTROL SHEET

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DELIVERABLE EXECUTIVE SUMMARY

This deliverable includes a final report with the outcomes of the research and seminars. The report is compiled based on the findings from quantitative and qualitative research, highlighting the key outcomes. This was accomplished by collecting data through online surveys addressed to stakeholders to understand existing skills and knowledge gaps in Kosovo and Albania and data through online seminars addressed to stakeholders in Kosovo and Albania.

VERSIONING AND CONTRIBUTION HISTORY

Version	Date	Revision description	Revision description
v.01	16.05.2025	Final version	

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EXECUTIVE SUMMARY

This report highlights the key outcomes from both qualitative and quantitative research conducted regarding the BIM sector in Albania and Kosovo. It includes the main points from both previous deliverables in order to set the stage for upcoming part of the project.

With the digitalization, BIM has become a crucial part of the industries. BIM provides many advantages which could benefit professionals in the whole construction sector. Unfortunately, BIM is still in its early stages in Kosovo and Albania and the results gathered from the survey and the seminars conducted in both countries reveal so. This report presents the main challenges faced in the industry and in the VET sector, the expertise and the future of BIM, the optimism that stands within.

PURPOSE

This report is a synthesis of the two previous reports findings, *D2.2 Research on the needs of the industry* and *D2.3 Seminars with the industry stakeholders*. Both research methods highlight different areas of BIM, starting from knowledge and expertise to BIM trainings, challenges, VET sector and the future of BIM. Having two parts of research brought to the overall research a deeper understanding of all the mentioned areas.

While the purpose of the survey was on collecting the quantitative data, the purpose of organizing the seminars was to facilitate discussions among industry professionals, educators, and stakeholders, focusing on the research findings.

KEY OUTCOMES

3.1 Summary of Survey Report

The survey titled *Needs on the BIM area in Kosovo and Albania* aimed to assess the specific needs of companies and professionals in the Building Information Modelling (BIM) sector in Kosovo and Albania. The survey was conducted in February 2025 and had 50 participants. In total, the survey included 32 questions starting from demographic data, BIM Usage and

Implementation, Skills Gaps and Training Needs, Industry and Market Trends and Final comments. The survey was conducted in English and Albanian, for easier access by the respondents.

The survey revealed that while Building Information Modelling (BIM) is starting to be known among industry professionals in Kosovo and Albania, its adoption remains inconsistent. About 58% of respondents indicated that BIM is used within their organizations, but often only occasionally and not as a core process. BIM maturity levels are generally low, with most organizations operating at almost a beginner level. The majority of professionals using BIM are either self-taught or have received limited training through private courses, pointing to a lack of structured, formal education in this field.

The most commonly cited barriers to wider BIM adoption include a shortage of trained personnel (noted by 56% of participants), the high cost of software and training (46%), and the absence of clear national regulations or client demand. These findings suggest that both systemic and economic challenges are slowing down the integration of BIM into the everyday operations of businesses, especially small and medium enterprises.

Training gaps are also significant. The survey showed that 80% of organizations do not provide formal BIM training to their staff. The most requested skills were related to 3D modeling (78%), followed by collaborative digital tools and cost estimation techniques. Respondents expressed strong interest in future training opportunities—particularly through a mix of on-site workshops and online courses—highlighting the urgent need for upskilling initiatives to meet the anticipated rise in demand for BIM-literate professionals in the region.

The questions related to VET sector also revealed that early experts (entry-level professionals) represent the common age group that operates in the VET sector with interested students being those of high school and university students.

In the end, from the survey respondents seemed to be a high optimism toward the future changes in both Kosovo and Albania.

3.2 Summary of Seminar Report

Two seminars were conducted online per country, one in Kosovo and one in Albania in April 2025. The participants consisted of different profiles bringing together key actors from academia, private sector, and public administration.

The seminar results showed that BIM is in its first stages in both Kosovo and Albania. The most crucial challenge that stakeholders face during their work is the legal framework, for which a profound matter is the fact there aren't formal regulations in any of the countries.

The stakeholder seminars held in Kosovo and Albania underscored three interrelated themes shaping the slow but growing adoption of Building Information Modeling (BIM) in both the construction and education sectors. First, participants emphasized that although awareness of BIM is increasing, its actual implementation remains fragmented and largely confined to the private sector. Public institutions and many vocational education providers have limited or no access to BIM tools, primarily due to the absence of national policies supporting BIM integration in public procurement or education.

Second, the lack of systematic training and support emerged as a major challenge. Teachers and VET trainers noted that they often rely on their own initiative to incorporate BIM into lessons, typically using outdated or free software versions. The high cost of licenses, combined with a lack of institutional investment, limits both teaching effectiveness and student exposure to industry-relevant digital tools. Participants across both countries agreed that the digital skills gap is deepened by these infrastructural and financial constraints.

Third, the seminars highlighted an urgent need for closer collaboration between VET institutions, universities, and industry. Employers expressed concerns that graduates often lack practical, project-based BIM experience, and recommended that interdisciplinary learning—integrating architecture, civil engineering, and IT—become central to BIM education. Overall, the seminars pointed to a shared understanding among stakeholders that aligning training content with real-world needs, updating infrastructure, and introducing supportive policies are essential next steps in embedding BIM across Kosovo and Albania.

INTEGRATED ANALYSIS

Survey results support seminar discussions, underscoring that both research methods complement each other. The results of the seminars bring a deeper understanding to the points filled in the survey.

The findings from both the survey and the stakeholder seminars confirm that Building Information Modelling (BIM) is gradually entering the professional and educational landscapes

of Kosovo and Albania, but its adoption remains fragmented, underdeveloped, and largely informal. While survey data provided quantitative insight into current practices and gaps, the seminars contextualized these findings with first-hand experiences and strategic reflections from educators, practitioners, and policymakers.

A key outcome identified across both sources is the low maturity level of BIM usage. Although 58% of survey respondents report some use of BIM in their organizations, the majority of implementation remains occasional and basic. This was reinforced by seminar participants, who described BIM adoption as sporadic and concentrated primarily in the private sector, with limited use in public institutions or education systems. Public frameworks in both countries currently lack incentives for BIM integration, which further inhibits its growth and systematic implementation.

The lack of formal training and structured educational pathways in BIM was consistently emphasized in both the survey and the seminars. The survey revealed that 80% of organizations do not offer formal BIM training, and most users are self-taught or trained via short, private courses. Similarly, educators at the seminars reported that they depend on personal initiative and often use outdated or free software due to the high cost of licenses and inadequate institutional support. This reality severely limits students' and early-career professionals' ability to acquire competitive, industry-aligned BIM competencies.

Another aligned insight is the absence of supportive national policy frameworks, which was repeatedly highlighted in the seminars. The survey and seminar participants alike pointed to the lack of government regulation or client demand as a major deterrent for BIM investment. Without legal frameworks guiding or incentivizing BIM use in design, construction, or education, institutions lack both direction and urgency to prioritize its integration.

Importantly, both sources point to a growing optimism and recognition of BIM's relevance, especially in the VET sector. Entry-level professionals and students from vocational and higher education institutions show strong interest in BIM-related learning, and survey participants ranked 3D modeling, collaboration tools, and cost estimation as the most needed skill areas. Seminar participants also emphasized the need for interdisciplinary curricula, incorporating architecture, civil engineering, and IT, and called for stronger collaboration between academia, VET providers, and the construction industry.

In conclusion, the integrated analysis clearly demonstrates that Kosovo and Albania are at an early stage but are optimistic of BIM development.

CONCLUSIONS

The adoption of Building Information Modeling (BIM) in Albania and Kosovo remains limited and fragmented, primarily due to the absence of legislative frameworks and regulatory mandates. Although BIM offers clear advantages in project coordination, cost-efficiency, and sustainability, its use in both countries remains optional and inconsistent. The lack of mandatory public sector requirements, legal standards, or national BIM strategies has contributed to slow implementation, particularly within government-led projects. Without regulatory pressure, BIM adoption depends largely on individual initiative and international influence, leading to uneven usage across the industry in both countries.

At the same time, the education and vocational training sectors are positioned to serve as key enablers of BIM development. Both the survey and seminars highlight a critical shortage of structured, formal training opportunities. VET teachers often work with outdated or free tools, and most professionals rely on self-teaching or private courses. This underscores an urgent need for institutional investment in BIM education—especially in the VET sector, which attracts early-career professionals, reskilling workers, and high school graduates alike. Expanding BIM-related curricula, introducing modular and interdisciplinary training programs, and strengthening collaboration with the private sector will be essential to build a qualified, BIM-ready workforce.

To encourage broader and more consistent adoption, Albania and Kosovo should establish national regulations or public procurement standards that mandate BIM use in designated project categories. Doing so would not only align the countries with international digital construction trends but also create a more predictable market for private and public stakeholders. Until such frameworks are in place, BIM implementation will remain decentralized and heavily reliant on external support or industry-specific demand. In this context, educational institutions and international cooperation are crucial for preparing the ground for regulatory and systemic transformation.

RECOMMENDATIONS

This concluded report calls for improvements for the future. One of the most important and necessary one is the need for advocacy for regulatory changes, the need to continue working with governments to introduce BIM-related regulations in public procurement processes. Another crucial one is creating a BIM curriculum, which includes the need to develop a structured curriculum focused on BIM technologies and its tools (such as Revit, Navisworks, and BIM 360), and interdisciplinary coordination. The curriculum should include both theoretical foundations and practical applications, tailored for architecture, engineering, and construction management students.

Furthermore, in the needs for the future stands also implementing the curriculum in construction firms, meaning to collaborate with local construction firms to integrate the BIM curriculum into their internal training programs. This will allow professionals already in the field to upskill, and create a smoother transition from education to industry practice. Firms can serve as practical training environments, offering real-world project experience alongside academic instruction.