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D4.1 REPORT ON THEME-BASED TRAININGS

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Building BIM digital competences

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

Co-funded by the European Union

PROJECT INFO

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Project acronym	BIM4WB
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Coordination institution	IES RIBEIRA DO LOURO
Project duration	36 months

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**

Co-funded by the European Union

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DELIVERABLE EXECUTIVE SUMMARY

This deliverable presents the electronic report of the theme-based training of teaching staff carried out under Work Package 4 of the BIM4WB project. The training was designed to strengthen the BIM competences of the teaching staff from the partners institutions of the target countries, Albania and Kosovo. The main objective of this training was to provide the participating staff with advance technical and practical knowledge about BIM so they can transfer it to the students in the subsequent piloting of the BIM courses with students.

The 4 training activities were organized jointly by IES Ribeira do Louro (IESRdL) and Balikesir University (BA). In accordance with previous division of responsibilities, IESRdL organized the first online and first face-to-face training activities while BA was responsible of the second online and second face-to-face training activities.

The training program was structured as a progressive learning pathway, from the basic BIM concepts and interface usage to advance applications. The methodology combined theoretical input, demonstrations, guided practical exercises, autonomous work and hands-on activities.

In total, 102 participants took part in the four training activities, representing the 106% of the expected participation. All partner institutions participated in the training program, with particularly strong involvement from the Western Balkan partners, who represented the main target group of the capacity-building activities. This activity will be key for the development of the project, particularly the activities carried out in WP5, where the piloting of BIM courses will begin in the consortium partner organization from Albania and Kosovo.

VERSIONING AND CONTRIBUTION HISTORY

Version	Date	Revision description	Revision description
V1	03.08.2026	Document Draft	
V2	17.08.2026	Internal revision	
V3	31.08.2026	Final	

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INTRODUCTION

As demonstrated during the research phase of the project, the adoption of Building Information Modelling (BIM) in Albania and Kosovo, the target countries of this project, remains still at an early stage in the construction sector. In addition, access to specialised BIM training remains limited in both countries. The quick digital transformation of the European construction sector is generating an increasing demand for professionals with advanced digital skills. This need is particularly relevant in Albania and Kosovo, where construction plays a significant role in economic growth and provides an important source of employment.

For this reason, the main objective of BIM4WB is to strengthen the BIM knowledge and competences of Vocational Education and Training (VET) providers and teaching staff from the participating Western Balkan institutions. The activities carried out under this Work Package are intended to prepare them for the implementation and piloting of the BIM courses (Work Package 5) and the training materials developed during Work Package 3 of the project. Ultimately, the project aims to ensure that students and future construction professionals acquire the knowledge and practical competences required to adapt to the increasing digitalisation and technological transformation of the sector.

For this purpose, within the framework of Work Package 4 (WP4), four theme-based training activities were organized for teaching staff from the consortium partner institutions in Albania and Kosovo. This training was designed as a progressive learning pathway, starting with fundamental BIM concepts and interface usage and gradually moving towards more advanced applications. The training programme combined online and face-to-face activities and its methodology combined theoretical knowledge, guided practical exercises, examples, autonomous work and hands-on activities, providing teaching staff with both theoretical knowledge and practical experience with BIM. The face-to-face activities also encouraged direct knowledge exchange between partner institutions as well as provided opportunities for participants to apply the concepts introduced during the online sessions in practical contexts.

The completion of these training activities represents an important step towards the next phase of the project: the implementation and piloting of the BIM courses with students.

Theme-based training of teaching staff for acquiring new practical skills

As planned, four theme-based training activities for teaching staff were organized and implemented within the framework of WP4 of the BIM4WB project. In line with the division previously agreed by the consortium partners, the activities were jointly organized by the WP4 Lead, IES Ribeira do Louro (IESRdL), and the Co-leader, Balikesir University (BA). The training activities were conducted as follows:

- From 17th to 19th December 2025, the 1st theme-based training for teaching staff was held online and organized by IES Ribeira do Louro. This activity focused on the introduction of the participant to the BIM environment, interface usage and its advantages and potential applications throughout all the process of a building construction.
- From 28th to 30th January 2026, the 2nd theme-based training was held face-to-face in O Porriño, Spain, organized by IES Ribeira do Louro. This training allowed participants to the use of a drone and other specialized equipment for data collection. Participants were later taught how to incorporate the data collected into the BIM environment.
- From 22nd to 24th April 2026, the 3rd theme-based training, organized online by Balikesir University. This activity covered the integration of BIM with sustainability-oriented design processes using Autodesk Revit, Insight and Forma.
- From 10th to 12th June 2026, the 4th and final theme-based training, was held face-to-face at Balikesir University, Türkiye. This activity focused on BIM and AI Integration in the Architectural Design Process, introducing participants to advanced applications combining AI, BIM, Forma, animation and 3D printing.

Representatives from both organizations responsible for the training participated in all four training sessions to guarantee coordination and continuity throughout this activity. This helped to avoid unnecessary repetition of content, ensure that each training session built on the knowledge and skills acquired in the previous one, and maintain a coherent and progressive learning pathway.

The training activities combined theoretical input, practical exercises and guided demonstrations as well as autonomous work. The online sessions, due to the limitations of the format, focus on the theoretical knowledge, while the face-to-face allowed the participants to consolidate through practice what they have learned. This approach was intended to support the development of skills that could be directly transferred to the classroom.

1st Theme-based training

The first online theme-based training of teaching staff for acquiring new practical skills was organised by IES Ribeira do Louro. This activity was delivered online via Google Meet over three consecutive days, from 17th to 19th December 2025.

The training was delivered by Pablo Freiría Lorenzo, an Architect specialised in Building Execution, with a Degree in Building Engineering and a Degree in Architecture. He has more than 14 years of professional experience in the construction sector and is also an experienced professional BIM trainer.

The purpose of the training was to introduce participants to Building Information Modeling (BIM) environment, its practical applications and advantages throughout the different stages of a construction project.

The first day focused on introducing the concept of BIM, its main applications and the role it can play in improving construction process. Participants were introduced to Autodesk Revit and the main elements of it, and covered the different dimensions of BIM, from 2D and 3D through to 10D, illustrating how it can progressively incorporate information related to time, cost, sustainability, management, etc. The training also included real life examples of BIM use.

In addition, participants were shown the different roles involved in a BIM project and the its advantages for the different actors involved, including improving coordination, reducing errors, supporting decision-making and optimising resources during both design and construction phases.

The second day of training focused in BIM work methodology and BIM Implementation Plan. The training also addressed the concept of BIM maturity levels, that corresponds with the degree of digitalisation and collaboration achieved within a project, as well as the concept of Common Data Environment, that explains how the information can be shared and updated so that all actors involved in the construction process can work with up-to-date data. BIM standards and regulatory framework in the European Union were also introduced.

Lastly, the session concluded with a demonstration using a building model in Autodesk Revit and participants were presented an exercise.

During the third day of training, participants worked independently on the exercise introduced the previous day and submitted it via email to the trainer for review.



Figure 1. Participants attending the 1st Online Theme-Based Training organized by IES Ribeira do Louro.

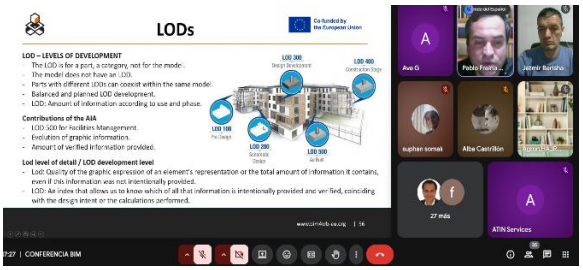


Figure 2. Presentation on BIM Level of Development during the online training.

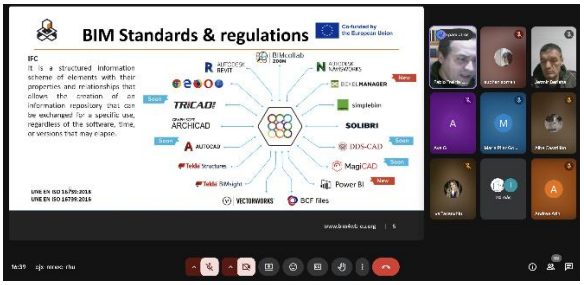


Figure 3. Presentation of BIM Standards and regulations during the second day of training.

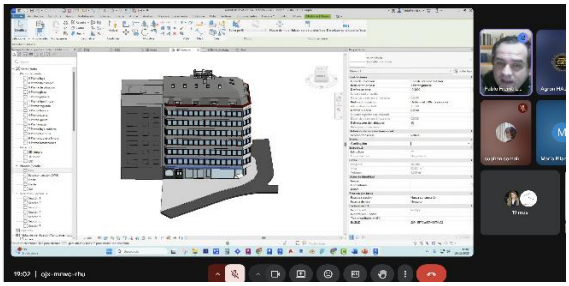


Figure 4. Demonstration of the BIM interface management during the online training.

As the trainer did not deliver the training in English, Google Meet's real-time interpretation function was used to facilitate communication with all participants. Before to the session, instructions on how to activate this function were shared with all participants. The tool worked effectively throughout the training, enabling smooth communication between the trainer and participants and allowing all attendees to follow the sessions.

The training activity registered 30 participants from the partner institutions. The evaluation of the participants was very positive. Of the 100 individual item ratings, 98 were Agree; one respondent disagreed on the appropriateness of the pace and on the

encouragement of participation, suggesting that trainees should be able to advance their practical skills simultaneously with the instructor during software demonstrations. The open comments highlighted as most useful the introduction to BIM characteristics, the relationships between building elements, and the overview of the BIM dimensions.

2nd Theme-based training

The first face-to-face theme-based training of teaching staff for acquiring new practical skills took place in O Porriño, Spain, from 28th to 30th January 2026. I was organized by IES Ribeira do Louro.

The activity was structured over three consecutive days, with a total duration of 8 hours, distributed as follows: 2.5 hours on the first day, 1.5 hours on the second day and 4 hours on the third day.

The first two days were also delivered by Pablo Freiría Lorenzo. The training focused particularly on the relationship between surveying, data acquisition and BIM modelling.

On the first day, participants were introduced to different methods for surveying an existing building using point-cloud technology. A practical surveying exercise was carried out using a drone to capture point cloud data from the main building of IES Ribeira do Louro. The activity allowed participants to observe how cloud point data can processed and transferred into Autodesk Revit and later developed and managed within a BIM environment.

This session also introduced participants to other types of equipment used in professional practice for surveying and collecting point-cloud data. Examples from real projects were presented to show how these technologies are used to capture existing buildings and generate accurate digital information.

The second day continued with a practical exercise focused on the use of a mobile application for measurement and data collection. Participants used a mobile application to take measurements of a stone object created by students at IES Ribeira do Louro. The exercise was particularly relevant for the future pilot courses, as it can be recreated without expensive and highly specialised equipment.

The third day was initially planned as a seminar on a specific BIM project followed by a visit to the “Barrio del Cura” construction site in Vigo, organised in collaboration with the architectural firm César Arines. However, due to adverse weather conditions, the visit to the construction site could not take place and the activity was transferred to IES Ribeira do Louro. During the session, Project Execution Manager Iván Gómez presented the project through images, videos and explanations of the construction process, focusing on how BIM had been applied.



Figure 5. Participants during the face-to-face training organized IES Ribeira do Louro.



Figure 6. Presentation on Point Cloud for data collection and Revit compatibility.



Figure 7. Participants during the data collection through mobile app.



Figure 8. Project Execution Manager Iván Gómez presents construction site “Barrio del Cura”, Vigo.

A total of 20 participants participated in the training activity. Due to a red weather alert affecting the entire area, including O Porto Airport, the nearest with international connections, representatives from PROTIK were unable to travel and attend the training in person. To ensure their participation, IES Ribeira do Louro made the

necessary arrangements for them to join the session online. This hybrid approach ensured continuity of the training activity.

The face-to-face training was organised alongside a BIM4WB consortium meeting. This sessions were separate from the training content and are therefore not treated as training activities in this report.

The evaluation of the participants was exceptionally good, with all 130 individual item ratings at Agree across the thirteen statements, including those on the coherence with the previously delivered on-line content, the training materials, the organisation of the event, and the adequacy of the location. The open comments identified as most useful the practical, hands-on character of the sessions and in particular the module on digital data collection through cloud point. Two participants noted, however, that the mobile application required a specific class of device (a recent high-end smartphone).

3rd Theme-based training

The second online theme-based training of teaching staff for acquiring new practical skills was organised by Balikesir University (BA) from 22nd to 24th April 2026. The training, entitled “BIM and Sustainability”, was delivered online via Google Meet over three consecutive days, with two hours of training per day.

The training was delivered by Dr. Hatidza Çapkın, researcher at the Istambul Culture University and specialized in Architecture, Technology and Innovation Management. It brought together 31 participants representing vocational education and training institutions, project partner organisations and universities from Kosovo, Albania, Spain and Türkiye.

The purpose of the training was to introduce participants to Building Information Modeling (BIM) as an information-driven approach to managing building information and to explore its role in supporting sustainable design. The programme combined basic BIM concepts with practical exercises, enabling participants to create simple models and perform introductory environmental analyses. The principal software tools used during the training were Autodesk Revit, Insight and Forma. The programme also aimed to demonstrate how the introduced BIM concepts and digital tools could subsequently be transferred to educational settings.

On the first day of the training, participants were introduced to BIM as an information-driven process and to the main concepts associated with Building Information Modeling. The relationship between BIM and sustainability in the built environment was discussed, followed by an overview of the integration of BIM methodologies with sustainability-oriented design processes. The session also provided an introduction to the digital tools used during the training, including Revit, Forma and Insight, with an initial orientation to their interfaces and basic functions.

The second day focused on the practical application of a basic BIM workflow using Revit, Insight and Forma. Participants followed a guided modelling exercise and were introduced to the process of entering basic building data into the digital model. The session then addressed introductory concepts related to energy performance and carbon, followed by basic analyses and discussion of how the resulting information can support early-stage design decision-making. In this way, participants were able to

observe how BIM models can be linked with sustainability-oriented analysis rather than being used only for geometric modelling.

The third and final day began with a reflection on the hands-on experience acquired during the previous sessions. Examples of BIM applications in contemporary projects were presented, followed by a discussion of the use of BIM in education and possible approaches for introducing basic BIM concepts into teaching and training environments. The training concluded with an overview of emerging trends in the digital construction sector, including Digital Twins, BIM and Artificial Intelligence, and OpenBIM.

To facilitate active participation in the practical sessions, a detailed technical guide was prepared and distributed to the participants before the training. The guide provided step-by-step instructions for creating an Autodesk Educational Account, obtaining educational access to Autodesk software, downloading and installing Revit 2026, and installing the Forma add-in. The guide was supported by screenshots illustrating each stage of the installation process and enabled participants to prepare the required software environment before the training. This allowed participants to advance their practical skills simultaneously with the instructor during software demonstrations.

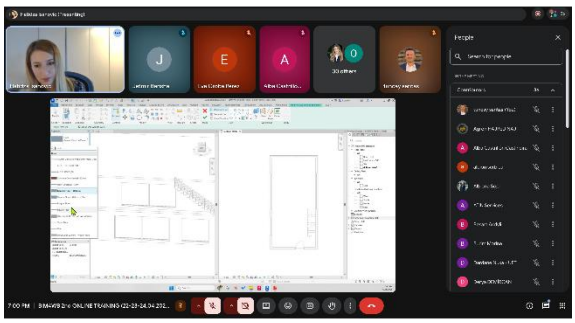


Figure 10. Participants attending the 2nd Online Theme-Based Training organised by Balikesir University.

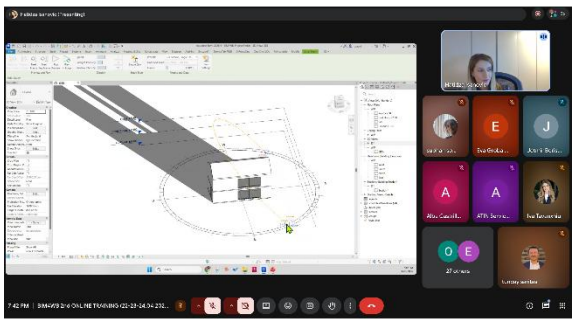


Figure 11. Live Autodesk Revit demonstration during the “BIM and Sustainability” online training.

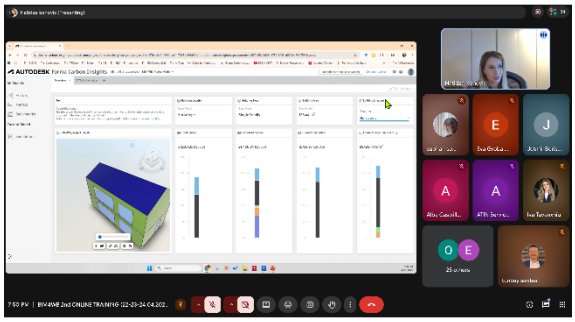


Figure 12. Presentation of BIM concepts and dimensions during the online training.

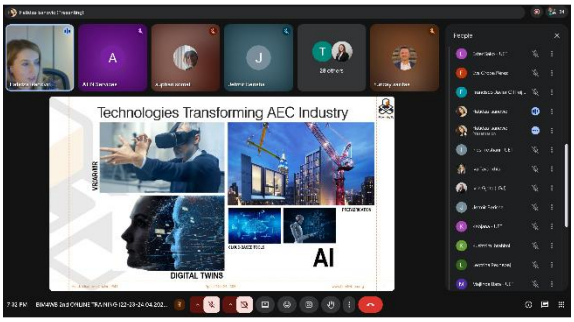


Figure 13. Discussion of BIM applications and future trends during the final online session.

The training provided participants with an integrated introduction to BIM and sustainability and demonstrated how BIM-based modelling, environmental analysis and digital decision-support tools can be incorporated into educational practice. By combining conceptual instruction with hands-on exercises, the activity contributed to strengthening the practical digital competences of the teaching staff targeted under Task 4.1 and supported their preparation for the future implementation of BIM-related learning activities within their institutions.

This activity received a unanimous positive assessment: all 170 individual item ratings were Agree. Participants described a three-day on-line programme blending BIM fundamentals with practical use of Revit, including Autodesk Forma, to introduce sustainability analysis and early-stage decision-making, and highlighting future trends such as Digital Twins and OpenBIM while guiding VET teachers on how to integrate BIM concepts into their teaching. The open comments emphasised the clear understanding gained of BIM workflows, standards, and collaborative processes in real projects, the value of practical examples and case studies, the good combination of theory and practical skills, and the relevance of the training to the needs of the Western Balkans, with several respondents from Kosovo underlining the shortage of BIM experts in their country. Only one suggestion was to include more active, learning-by-doing formats in future on-line sessions.

The second face-to-face theme-based training of teaching staff for acquiring new practical skills was organised by Balikesir University (BA) in Balikesir, Türkiye, from 10th to 12th June 2026. The training was entitled “BIM-AI Integration in the Architectural Design Process: Designing an Observatory Unit” and was organised as a practical training activity in which participants experienced the integration of Building Information Modeling and Artificial Intelligence within an architectural design workflow.

The training brought together 21 representatives of BIM4WB partner institutions from Kosovo, Albania and Programme countries, together with Balikesir University trainers.

The purpose of the training was to demonstrate how Artificial Intelligence and BIM-based tools can be integrated within a continuous architectural design process. Rather than presenting individual software tools separately, the programme was structured around a common architectural task: the design of an observatory unit. Participants progressively moved from research and concept generation to the development and evaluation of design alternatives, three-dimensional modelling, BIM-based development and environmental analysis, and finally to digital visualisation and physical production.

On the first day, the training started with a welcome and introduction at the Balikesir University Campus Convention Center. The first working session focused on deep research mode and AI-supported image generation, demonstrating how AI-based tools can support early-stage architectural research and concept development. Participants then worked on the development of a criteria set to provide a structured basis for the evaluation and selection of suitable design alternatives.

During the afternoon session, selected two-dimensional alternatives were transformed into three-dimensional models using an AI-supported Mesh application. The resulting alternatives were subsequently taken into the BIM workflow, where participants developed a base model using Autodesk Revit. The models were then analysed through Autodesk Forma, and the results were used to support the selection of the most appropriate design alternative. This workflow demonstrated how AI-supported concept generation and BIM-based analysis can be combined within a structured design decision-making process.



Figure 14. Participants during the hands-on BIM-AI architectural design activity organised at Balikesir University.



Figure 15. Live software demonstration during the first day of the 2nd Face-to-Face Theme-Based Training.

The practical work continued on the second day. Participants developed a more detailed Revit model of the selected optimal alternative and explored the use of AI tools in designing the surrounding environment. The session therefore built directly on the research, alternative development and analysis undertaken during the first day. The final part of the dedicated training session addressed the creation of an animation and the production of the model using a 3D printer, extending the workflow from digital design and analysis to visual communication and physical model production.

The training was organised as an interactive and hands-on activity. Participants worked with their own computers during the practical sessions and were supported by Balikesir University trainers and local students. The involvement of students provided additional technical assistance during the exercises and also enabled them to interact directly with international participants and gain experience with BIM- and AI-supported design workflows.



Figure 16. Participants working on Revit and AI-supported design exercises during the second day of the training.



Figure 17. Guided practical work and interaction between participants and trainers.



Figure 18. Participants and trainers during the 2nd Face-to-Face Theme-Based Training in Balikesir.



Figure 19. Group photograph of BIM4WB participants and the Balikesir University team.

The face-to-face training was organised alongside a BIM4WB consortium meeting. The consortium management sessions were separate from the dedicated training content and are therefore not treated as training activities in this report.

The final training-related activity took place on 12th June 2026 at Balikesir Municipality, where participants attended a presentation on the Digital Twin Project of Balikesir Municipality. The presentation provided a local and real-world example of digital transformation at urban scale and enabled participants to connect BIM-related concepts with wider applications of digital spatial information and Digital Twin technologies. The activity also strengthened the link between education, local government and applied digitalisation initiatives.



Figure 20. Presentation and discussion of the Digital Twin Project at Balikesir Municipality.



Figure 21. BIM4WB participants during the visit to Balikesir Municipality.

Overall, the face-to-face training provided participants with practical exposure to an integrated BIM-AI architectural design workflow. The training demonstrated how AI-supported research and concept generation can be combined with criteria-based design evaluation, three-dimensional model generation, Revit-based BIM development, Forma analysis, animation and 3D printing. The case-based and hands-on approach provided participants with practical examples that can be adapted for future teaching and training activities in their own institutions. The inclusion of the Balikesir Municipality Digital Twin Project further strengthened the real-world relevance of the activity by linking the training with an applied local digital transformation initiative.

This activity also received positive feedback, with all 169 individual item ratings at Agree. The open comments were detailed and strongly positive. Participants highlighted the hands-on integration of artificial intelligence into BIM-based architectural design workflows, including the generation of design concepts with AI-assisted prompts, the conversion of 2D drawings into 3D models, and the development and performance analysis of models in Revit and Autodesk Forma. Other respondents emphasised the practical knowledge shared on BIM teaching methodologies, the coherence of the training with the earlier on-line sessions, the strong trainer expertise, the clarity of the materials, and the appropriate pacing. Suggestions for improvement included dedicating more time to group work and discussion among participants, so that they can exchange experience and better understand how to apply BIM tools in their own courses, and continuing this line of training to further expand the knowledge gained about BIM software.

THEME-BASED TRAINING STATISTICS

The following section provides an overview of participation in the training activities, complemented by a series of graphics' representations. Across the four training sessions, a total of 102 participants were registered. Out of them, 69 participants came from Western Balkans partners universities while 33 participants from the Spain and Türkiye HEI and other institutions as trainers or organizers. Table 1 summarises number of participants per training session.

Partner No.	Institution	Partner Type	1 TBT	2 TBT	3 TBT	4 TBT	Total
1	UET	HEI	12	2	5	2	21
2	UNI	HEI	7	2	3	4	16
3	AVETAE	VET	3	2	11	6	22
4	PROTIK	NGO	1	2	5	2	10
5	Balikesir	HEI	3	4	4	5	16
6	IES RdL	HEI	3	4	2	2	11
7	Other organizations		1	4	1		6
	Total		30	20	31	21	102

Table 1: Number of partners` participation in Theme-based training sessions

All partner institutions in the project took part in the training sessions. The participation data shows a strong involvement of the Western Balkan partner institutions, which represented the main target group of the training activities. Participants from Türkiye and Spain, as co-organizers of these activities, also actively participated in the training events. It is also important to highlight that there was also participation from external institutions to the project, which were involved by the organizer of the event as speakers or trainers.

In the following figures we can see the presence of Balkans Universities compared to the participation of institutions coming from Spain and Türkiye. The external professionals invited to participate as speakers or trainers in the training events have been included as “External”.

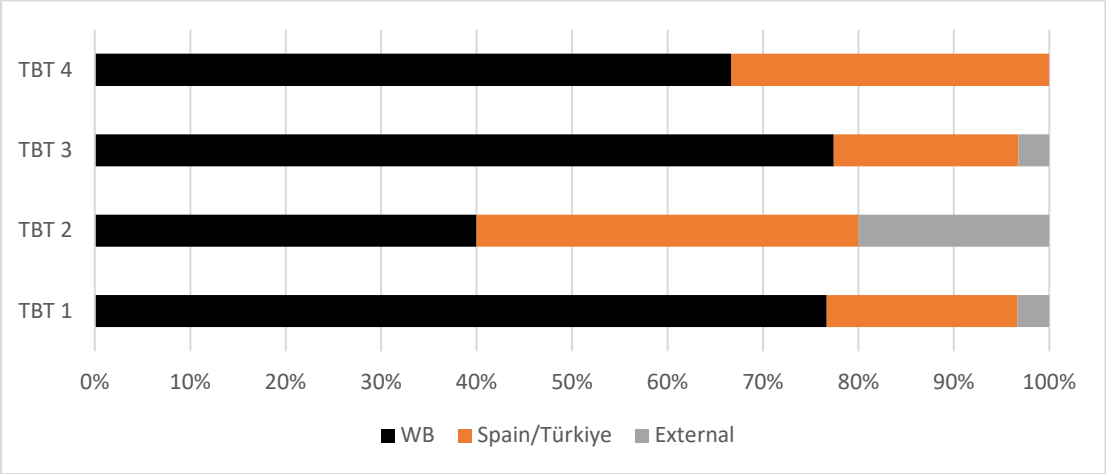


Figure 22: The participation per partner’ region

In the following graphics it is also shown the number of participants per country: Albania, Kosovo, Türkiye and Spain. In this case, the external professionals invited to participate in the training has been included in the country where they come from, in order to see the full scope of the impact of the project.

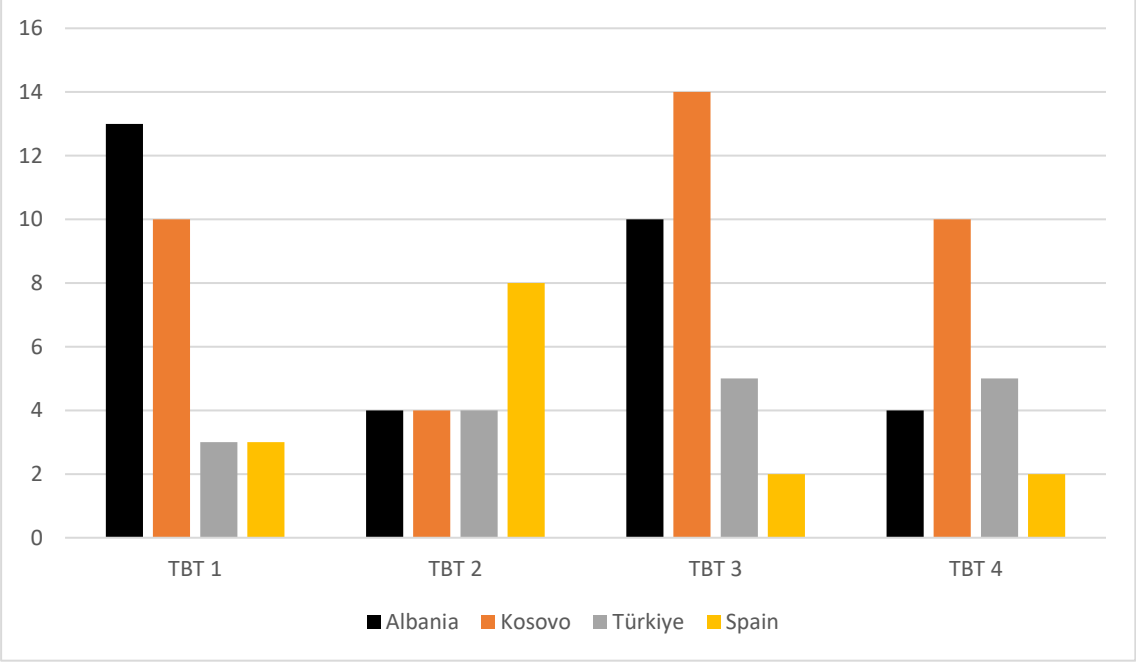


Figure 23: The participation per country

As shown in Figures 22 and 23, the highest attendance was recorded in the 3rd training (31 participants), followed by the 1st (30), 4th (21) and 2nd training (20). The higher participation in the online sessions can be explained by the fact that this format does not involve the same travel and logistical constraints as face-to-face activities, allowing a larger number of participants to participate. Albania and Kosovo accounted for the largest share of participants overall, while Spain and Türkiye also maintained an active presence throughout the programme.

As previously mentioned, during the 2nd face-to-face training, a red weather alert was issued in the area due to severe storms, which prevented some partner representatives from travelling and attending the activity. To ensure their participation, IESRdL made arrangement so they could follow the training remotely.

Despite these circumstances, the participation figures demonstrate a strong commitment from all partners. With 102 participants against the target participation of 96, the training activities achieve 106% of implementation, exceeding the expected participation.

CONCLUSIONS

The *Task 4.1 - Theme-based training of teaching staff for acquiring new practical skills* has been successfully achieved with the completion of four theme-based training events under WP4 in the planned timeframe.

The training programme was conceived as a progressive learning pathway, which allowed participants to build their knowledge progressively. The online sessions provided participants with the necessary theoretical foundations, while the face-to-face sessions provided opportunities to consolidate this knowledge through practical exercises. This successfully provided teaching staff with competences that will be key in the next phase of the project, the practical implementation and initial testing of the BIM4WB Platform and curriculum within the partner institutions in Albania and Kosovo.

The continuous involvement of representatives from both organizing training institutions supported coordination between the sessions and ensured that the content built on the previous, avoiding unnecessary duplication and maintaining coherence across the activity. It also strengthened cooperation and facilitated the exchange of knowledge and teaching approaches within the consortium. The participation of external professionals and trainers further enriched cooperation between the consortium with external experts and professionals, maximising the overall impact of the activities. In addition, the visit to Balikesir Municipality contributed to strengthening the links between education and local government.

The statistics demonstrate a strong level of engagement across the consortium, with all partner institutions participating in the training activities. In total, 102 participants attended the four sessions, representing 106% of the planned target of 96 participants. 69 of those participants were from the Western Balkan partner institutions and 33 participants from Spain and Türkiye. This confirms that the activities reached their primary target group while also promoting knowledge exchange between Western Balkan and European partners

In addition, according to the results of the internal evaluation processes, participants showed a high level of satisfaction with the trainings. The suggestions collected during the internal evaluation after each session were reviewed and addressed in the following training activities. In particular, during the first online training, participants

suggested that trainees should be able to develop their practical skills simultaneously with the instructor during software demonstrations. This feedback was directly addressed in the second online training. After the first face-to-face training, participants also highlighted the need to receive the technical requirements of the devices in advance, as some mobile phones were not compatible with the application used for the practical activity. This issue was also addressed in next sessions by providing participants with the necessary technical specifications beforehand. These examples show that participant feedback was actively used to improve the organisation of the following sessions.

Based on the information presented, it can be concluded that the four training activities successfully achieved their objectives and made a significant contribution to the overall goals of BIM4WB. The training strengthened the BIM knowledge and practical competences of teaching staff from the partner institutions and provided them with the knowledge and skills required to transfer them to their teaching activities. In this way, the training programme has established an important foundation for the successful introduction and piloting of BIM courses within the participating organizations.