

PEOPLE INTEREST to VIRTUAL REALITY in ALBANIA

Here's a summary of what the available research shows about interest in virtual reality (VR) in Albania — including what is **known**, what remains **unclear**, and implications for your work in vocational & technical education (VET) / innovation.

What we do know

1. **High curiosity / positive attitude among students and younger users**
 - A study among students at University of Tirana found that while actual application of VR in education was very low (average “3 out of 10” in how well it is being used) students were *enthusiastic* about the potential of VR. [Academia](#)
 - Another survey in the context of cultural heritage/ museums found that digital/virtual technologies (including VR) were seen to enhance visitor experience, suggesting a readiness to engage with such technologies. [journals.va.lv](#)
 - In a “feasibility study” of cultural-heritage and emergency training tools, a broad stakeholder survey in countries including Albania found that about **70 %** of respondents thought there is a need to “improve VR tools”. [civil-protection-knowledge-network.europa.eu](#)
2. **Low implementation / infrastructure gaps**
 - The student-study above noted that despite the interest, usage in education was very minimal — many students had little or no direct experience with VR in the classroom. [Academia](#)
 - In museums and visitor-experience research, it was found that some museums in Albania *do not yet use* VR/digital tech because of cost, technical skills, planning issues. [journals.va.lv](#)
 - In VET / school curriculum contexts: a report (“Adaptability of VET School Curriculum...”) flagged that while there is awareness, many schools (especially outside Tirana) have limited equipment, and only a small number of schools are participating in VR/AR projects. [peopleinfocus.org](#)
3. **Sector-specific interest: tourism, culture, education**
 - Regarding tourism and cultural heritage: there is interest in applying AR/VR for tourism in Albania (for e.g., enabling richer visitor experiences) — which suggests that interest in immersive technologies is not only among gamers or tech-enthusiasts but also for “experiential” uses. [euacademic.org+1](#)
 - In higher education / curricula modernisation: a recent study looked at VR for renewable-energy curricula in Western-Balkan universities (including Albania) and found that VR technologies offer an effective engagement method. [ResearchGate](#)

What remains uncertain / limitations

- **Quantitative market-data:** There is little publicly available up-to-date data showing *how many* people in Albania own VR headsets, how many are using VR regularly, or what the adoption curve is.
- **Detailed segmentation:** We don't have strong data on how interest varies by age, region (urban vs rural), income level, or technical literacy.
- **Sustained use vs novelty:** Many of the positive responses may reflect novelty/interest rather than sustained adoption or integration into learning/workflows.
- **Vocational-/SME-specific usage:** Given your interest in VET and SMEs, the specific state of VR adoption in Albanian vocational education and SME training seems under-documented (at least in the studies surfaced here).

- **Barriers:** While cost, skills, and infrastructure are cited as barriers, in-depth analyses on business models, maintenance, teacher/trainer competence, content creation are less frequent.

Implications for your VET / SME / innovation context

Since you're working (based on your memory) on vocational education, SME innovation, and technology integration, here are some take-aways:

- The *interest* is there: learners, teachers and stakeholders in Albania appear open to VR. This is a positive signal for introducing VR-based modules or pilots.
- Focus on **pilot projects**: Given low current implementation, a pilot (e.g., a VR module for a vocational training course) may be impactful and visible — especially if you can show engagement metrics.
- Addressing barriers will be key: For VET/SME context you'll want to plan for teacher/trainer up-skilling, infrastructure (hardware + software), content localisation (Albanian language, relevant vocational scenarios), and budget for maintenance.
- Narrative matters: Use use-cases in Albania (e.g., museums, tourism, cultural heritage) to show relevance — connecting VR to local context helps adoption.
- Scalability and sustainability: Since many institutions have limited capacity, you might consider lightweight VR/360° solutions (rather than high-end gear) to start with, or use mobile/affordable headsets to lower entry-cost.
- Research & evaluation: Given the scarcity of data, your project could build in evaluation (user engagement, learning outcomes, cost-benefit, trainer satisfaction) — this could add value not just for you but for the ecosystem in Albania.





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These images illustrate possible contexts: classrooms, tourism/cultural heritage sites, vocational labs.

If you like, I can **look up or compile recent survey data (past 1-2 years)** specific to Albania's VR adoption (consumer + educational) and provide a data-sheet (with numbers by region, age, etc.) to support your project planning. Would you like me to do that?

Here is a compiled data-sheet of **recent findings** on the interest and uptake of virtual/immersive reality (VR/XR) technologies in Albania — as much as publicly available. Note: the data is **limited**, but still useful for your VET/SME context.

Key Data Points

Study / Report	Year	Sample / Focus	Major Findings
Virtual Reality and its Challenges in Albania (by Donald Gjika et al.)	~2019	~100 university students (~22 yrs) in Albania	- Students rated the application of VR in education at 3 out of 10. Academia ~¼ of respondents said VR applications in education in Albania had no real presence. Academia - Despite low implementation, students were enthusiastic about its potential. Academia
VRinVET Learning Achievement Assessment – Albania National Report (by People In Focus)	2025	Pre-learning assessment among teachers in Albania in VET context	Only 15% of teachers had used VR tools in their classrooms; 85% had <i>not</i>. peopleinfoocus.org
Metaverse Technologies: Overcoming Barriers and Opportunities in Albanian Higher Education (by Anxhela Ferhataj & Kreshnik Vukatana)	2025	Higher education institutions in Albania	- Identified significant barriers: cost, infrastructure, unequal access. DergiPark - Students saw opportunities, with mean score ~3.64 (on a 5-point scale) for future integration of Metaverse (including VR) in education. DergiPark
Investigating IT Adoption through the TOE Model in Albanian Retail (by Eva Hasa)	2024	Micro/small enterprises in retail in Albania	- While not VR-specific, includes XR among emerging technologies. - Found that technology readiness (infrastructure/hardware/software) was the strongest predictor of adoption ($\beta \approx 0.387$, $p \approx 0.018$). iacis.org - Organizational or environmental factors (size, external pressures) were <i>less</i> significant in this context.
	2022	Library + SME marketing pilot in Albania	VR used in a marketing campaign for a library; shows awareness in non-education sectors. usia.al

What These Figures Suggest

- **Interest is present**, especially among students and younger learners — they express curiosity and positive attitudes toward VR/XR.
- **Implementation is low**: e.g., only ~15% of VET teachers in one study had used VR.
- **Barriers are significant**: cost of hardware, limited infrastructure, limited teacher/trainer competence, unequal access, and low awareness of applications.
- **Technology readiness matters**: For SMEs or institutions wanting to adopt VR, the readiness of hardware/ software/ connectivity is a critical enabler (per the Hasa 2024 paper).
- **Sectoral variation**: While education shows low adoption, other sectors (marketing, tourism, business) show pilot uses of VR/AR, suggesting cross-sector interest which could support uptake in VET/SME contexts.

✅ Implications for Your Use Case (VET + SMEs in Albania)

Given your focus on vocational education, SMEs, and innovation, here are take-aways:

- Pilots should start **small and focused**, given low current penetration. For example: one course using a VR module in a vocational school.
- **Infrastructure check** first: Ensure the institution has hardware, software, connectivity, and trainers who can use/maintain the system.
- **Training & capacity building** for trainers/teachers is key because lack of awareness/skills is a barrier.
- **Make use of motivation and interest**: Since learners are curious and positive, you can leverage that for engagement and adoption.
- **Evaluate and document**: Because data is thin, your pilot could serve as a case study providing data on outcomes (engagement, learning gains, costs) in Albania.
- **Budget realistically**: Addressing cost barriers (equipment, maintenance, licensing) from the beginning will improve sustainability.
- **Focus on applicable content**: For VET/SMEs, the VR content should be directly relevant (e.g., vocational tasks, simulation of machines, work-site environments) rather than generic entertainment.

I found several recent studies that provide **granular data** on digital-readiness, technology adoption, and related themes in Albania. While none focus *solely* on VR/XR adoption yet, they contain useful indicators you can integrate into your downloadable summary sheet. Here are the key ones + I can generate the sheet (Excel/Google Sheet format) and send as a link.

Key Studies & Indicators

1. Readiness of Albanian Students to engage in Digital Learning (2025)
 - Survey of students in Albania; major findings: students aware of importance of digital learning but face infrastructural & psychological barriers. [EconStor+1](#)
 - Challenges cited:
 - Lack of digital learning materials: 55.2 % [EconStor+1](#)
 - Insufficient internet access: 46.0 % [EconStor](#)
 - Insufficient physical infrastructure: 39.4 % [EconStor](#)
 - Students suggested priorities: completing physical infrastructure (34.3 %) ; increase internet access (16.5 %) ; train students/teachers in digital skills. [EconStor](#)
2. Assessing Municipal and Public e-Readiness in Albania (2024)
 - Survey of municipal employees:
 - 75% report they frequently use digital technologies for communication. [UNDP](#)
 - 89% of employees “willing to adopt new digital tools”. [UNDP](#)
 - Indicates strong “people/behavioural” readiness component for digital tools.
3. Strategic Readiness for AI and Smart Technology Adoption in Albania (2025)
 - Survey of 1,820 licensed accommodation providers in Albania: studied readiness for AI/smart technologies (which is adjacent to VR/XR). [Preprints](#)
 - Key constraints: financial limitations, infrastructural gaps, staff preparedness.
4. Virtual Reality and its Challenges in Albania (2019)
 - While older, still relevant for VR context: Students judged the level of VR application in education in Albania to be very low. [Academia](#)
 - Shows gap between interest/attitude and actual implementation.

