



Stakeholders' needs for green and digital skills in Bosnia and Herzegovina

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BACKGROUND

The digital and green transitions are reshaping labour markets and institutional competences worldwide.

In the Western Balkans, structured frameworks for hybrid digital-green capacity building remain underdeveloped, and evidence shows the digital-green skills gap is widening rather than closing.

As a prospective EU member, Bosnia and Herzegovina faces particular pressure to align with the European Green Deal and EU digital transformation priorities.

OBJECTIVE

This paper presents a stakeholder needs assessment conducted under Task 2.4 of the SKILL2SUSTAIN project (Erasmus+, Grant No. 101127181).

It identifies existing digital and green skill gaps, training preferences and readiness levels across three stakeholder groups, to provide an evidence base for demand-driven capacity-building actions in Bosnia and Herzegovina.

METHODOLOGY AT A GLANCE

123 **477** **22**

SMEs Students Public institutions

Surveys ran Oct–Nov 2025 (BS/EN), via Google Forms.

A shared, converging demand for hybrid digital-green skills is emerging across SMEs, public institutions and university students in Bosnia and Herzegovina.

PUBLIC INSTITUTIONS (n = 22)

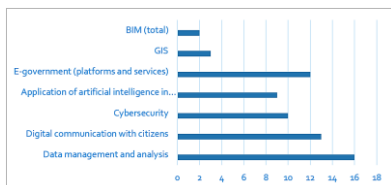


Fig. 1 Digital capacity-building priorities

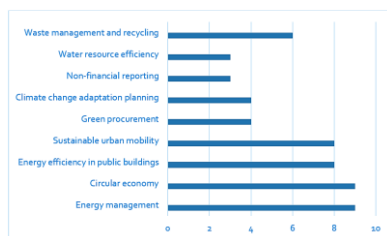


Fig. 2 Sustainability support needs

- 74% describe their institution as very open to digital transformation; 91% rate green skills important.
- Top digital needs: data management (73%), digital communication with citizens (59%), e-governance (55%).
- Top sustainability needs: energy management & circular economy (both 41%).

61% very interested
in renewable-energy training (+30% somewhat interested)

UNIVERSITY STUDENTS (n = 477)

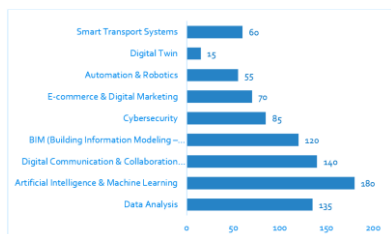


Fig. 3 Digital skills to be improved

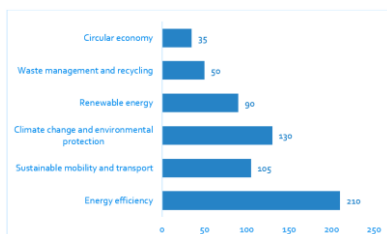


Fig. 4 Sustainability areas to develop

- 40% rate their digital skills High/Very High; 87% see sustainability as career-relevant.
- Top digital interest: BIM (~42%), AI & Machine Learning (~36%), data analysis (~30%).
- Career support priorities: practical training (50%), networking with companies (38%).

50% very interested
in AI training — highest among engineering students

SMEs (n = 123)

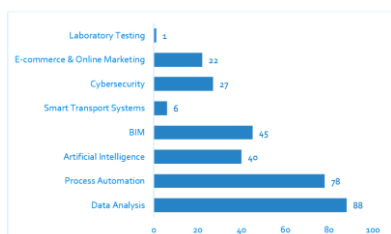


Fig. 5 Digital training priorities

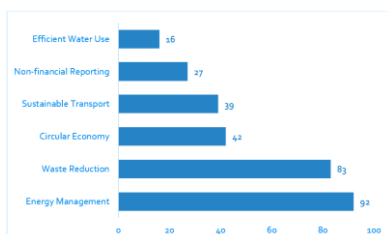


Fig. 6 Sustainability support needs

- ~80–85% report openness to digital training (very or mostly open).
- Top digital priorities: process automation (~55%), data analysis (~50%), BIM (~40%).
- Energy management dominates sustainability needs (~60%), followed by waste reduction (~35%).

56% value most
AI-based market & consumer analytics tools

CROSS-STAKEHOLDER SYNTHESIS

Clear overlap across all groups in three domains: process-automation & AI-enabled tools; energy efficiency, renewables & circular economy; and hands-on engagement through internships and applied projects.

SMEs → practical, cost-efficient tools.

Public institutions → structured partnerships & capacity building.

Students → internships, networking, online learning.

RECOMMENDATIONS

Short-term (6–12 months):

Hybrid training modules for students (AI, BIM, energy efficiency); SME training on automation & AI tools; public-private sustainability workshops.

Medium term (12–24 months):

Modular curricula on process automation, AI analytics, renewable energy and EU sustainability reporting, linked to internship frameworks.

CONCLUSIONS

- All three stakeholder groups show readiness to engage in hybrid digital-green initiatives when solutions are linked to real needs and tangible outcomes.
- A tiered training design fits best: foundational modules for students, operational modules for SMEs, partnership-oriented modules for public institutions.
- Universities lead curriculum co-design; SMEs validate needs and host internships; institutions pilot public-private partnerships.

