



**EAfA**

# European Alliance for Apprenticeships

Bosnia and Herzegovina –  
National commitment

*Employment,  
Social Affairs  
and Inclusion*

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## Overview of apprenticeships

### General information on apprenticeships

#### Overview

According to the State Constitution, Bosnia and Herzegovina consists of two entities, Republika Srpska and Federation of Bosnia and Herzegovina (which consists of ten cantons), and the self-governing administrative unit Brčko District of Bosnia and Herzegovina. Education sector reflects the state Constitution. In accordance with that, Republika Srpska has its own Ministry of Education, in Federation of BiH each canton has its own Ministry of Education and Brčko District has its own Department for Education. Therefore, there are 12 competent education authorities in Bosnia and Herzegovina with full jurisdiction over education.

There are also two ministries with a coordinating role:

- **Federal Ministry of Education and Science** coordinating activities within the Federation of BiH and in ten cantons.
- **Ministry of Civil Affairs of Bosnia and Herzegovina**, state level ministry coordinating activities within all education institutions/authorities in BiH and representing the country at the international level.

Vocational Education and Training (VET) in Bosnia and Herzegovina is defined by the Framework Law on Vocational Education and Training in Bosnia and Herzegovina as well as by laws and by-laws from competent education authorities. Apprenticeships are not recognized as a form of work-based learning (WBL) in regulations on secondary vocational education in Bosnia and Herzegovina.

In Bosnia and Herzegovina practical training is mainly taking place in vocational schools. This training follows a curriculum established by each of the 12 education authorities in Bosnia and Herzegovina and is conducted in school workshops, laboratories, cabinets, and other well-equipped school facilities.

Practical training may also take place within companies, under the supervision of schools and according to the bylaws set by the education authority overseeing the company.

Vocational education and training that alternates between schools and companies is still being developed in Bosnia and Herzegovina. Progress has been made in adapting from company-based practical training rulebooks in seven administrative units like Bosnia-Podrinje Canton Gorazde, Republika Srpska, Zenica-Doboj Canton, Una-Sana Canton, Tuzla Canton, and Sarajevo Canton. In other administrative units this process is under development.

In 2021, the Council of Ministers of Bosnia and Herzegovina adopted a state-wide strategic document titled "Improvement of quality and relevance of VET in Bosnia and Herzegovina – In the light of Riga conclusions (2021-2030)." This document reflects the commitment of all education authorities and stakeholders to adopt five conclusions for modern, flexible, and competitive VET systems.

	<p>The first priority outlined in the strategic document is to “Promote WBL in all of its formats, with a special focus on practice (apprenticeship), involvement of social partners, companies, chambers of commerce and VET providers, as well as support to innovation and entrepreneurship.” It emphasises the necessity for a well-structured, ongoing, transparent, and effective dialogue between education sector partners and the labour and employment sector. Furthermore, it calls for coordinated decision-making on WBL through school advisory boards and tripartite councils at higher policy-making levels. The document also endorses licensing companies that offer WBL with qualified mentors, maintaining registers of training-offering companies by the Chambers of Commerce, promoting student assessment and monitoring, and ensuring students’ health and occupational safety.</p>
<p>Number of apprentices</p>	<p>In school year 2023/2024, there were 82,386 students enrolled in secondary vocational schools in Bosnia and Herzegovina, of which 63,332 in technical vocational schools (ISCED 4) and 19,054 in vocational schools (ISCED 3). Approximately 15 % students participate in practical training in companies.</p>
<p>Legal basis</p>	<ul style="list-style-type: none"> <li>• Framework Law on VET in Bosnia and Herzegovina: <a href="http://mcp.gov.ba/attachments/bs_Migrirani_dokumenti/Sektor/Obrazovanje/Obrazovanje-zakoni/aOkvirni_zakon_o_srednjem_strucnom_obrazovanju_i_obuci_u_BiH,b.pdf">http://mcp.gov.ba/attachments/bs_Migrirani_dokumenti/Sektor/Obrazovanje/Obrazovanje-zakoni/aOkvirni_zakon_o_srednjem_strucnom_obrazovanju_i_obuci_u_BiH,b.pdf</a></li> <li>• Improvement of quality and relevance of VET in Bosnia and Herzegovina – In the Light of Riga Conclusions for the period 2021-2030: <a href="http://www.mcp.gov.ba/attachments/en_Migrirani_dokumenti/Units/Education/Obrazovanje-strate%C5%A1ki/KKA_VET_RIGA-ENGLESKA-4.pdf">http://www.mcp.gov.ba/attachments/en_Migrirani_dokumenti/Units/Education/Obrazovanje-strate%C5%A1ki/KKA_VET_RIGA-ENGLESKA-4.pdf</a></li> <li>• Laws and bylaws on secondary education and adult education from competent education authorities (available on demand).</li> </ul>
<p>Target group</p>	<p>The main target groups are the students enrolled in VET (3-year programmes) and Technical VET (TVET; 4-year programmes) schools, young people aged 15-19, and adults over 19.</p>

Scheme(s) specific information			
	Vocational Education and Training	Technical Vocational Education and Training	Adult Education Training Programmes
EQF level	3	4	Adult Education Training Programmes
Duration	3 years	4 years	Determined by the Laws on Adult Education and accompanying acts of relevant education authorities.
Status of the apprentice	Learner	Learner	Employee
Access to HE possible?	<p>YES</p> <p>Progression to higher education is granted automatically, but is conditioned by additional exams to acquire Level 4 qualification (ISCED 4).</p> <p>Also, after two years of full-time work, students are eligible to/can take the master-craftsman exam. Passing this exam grants them the “Majstor” title (master-craftsman / EQF Level 5).</p>	<p>YES</p> <p>Under the Framework Law on Higher Education in Bosnia and Herzegovina, anyone who has completed four years of secondary education in the country is eligible for higher education.</p>	<p>YES</p> <p>Most participants enrol to boost their job prospects by gaining additional qualifications, but progression to higher education is possible depending on whether qualification acquired is Level 3 or Level 4. Level 3 does not grant automatic progression to HE, it requires additional exams. Level 4 grants the progression automatically.</p>

<p>Funding</p>	<p>Education in Bosnia and Herzegovina is funded through public finances from Republika Srpska, and the Federation of Bosnia and Herzegovina, its ten cantons, the Brčko District, and municipal budgets, depending on their jurisdiction. Consequently, there are 13 distinct education budgets in Bosnia and Herzegovina: two at the entity level, one for the Brčko District, and ten at the cantonal level. The Constitution of Bosnia and Herzegovina mandates that compulsory education is provided free of charge.</p>	<p>Education in Bosnia and Herzegovina is funded through public finances from Republika Srpska, and the Federation of Bosnia and Herzegovina, its ten cantons, the Brčko District, and municipal budgets, depending on their jurisdiction. Consequently, there are 13 distinct education budgets in Bosnia and Herzegovina: two at the entity level, one for the Brčko District, and ten at the cantonal level. The Constitution of Bosnia and Herzegovina mandates that compulsory education is provided free of charge.</p>	<p>The participants are responsible for covering the participation costs.</p>
<p>Apprentice remuneration or compensation</p>	<p>Allowed</p> <p>Remuneration is regulated by laws on secondary/vocational education or rulebooks on practical training in Republika Srpska, Una-Sana Canton, Bosnia-Podrinje canton Goražde, Tuzla Canton, Zenica-Doboj Canton and West-Herzegovina Canton. In other administrative units (Sarajevo Canton, Hreznogovina-Neretva</p>	<p>Allowed</p> <p>Remuneration is regulated by laws on secondary/vocational education or rulebooks on practical training in Republika Srpska, Una-Sana Canton, Bosnia-Podrinje canton Goražde, Tuzla Canton, Zenica-Doboj Canton and West-Herzegovina Canton. In other administrative units (Sarajevo Canton, Hreznogovina-Neretva Canton, Canton 10, Posavina Canton, Centra-Bosnia Canton and Brčko</p>	<p>Allowed</p> <p>Defined by laws on Adult Education and accompanying rulebooks adopted in every administrative unit.</p>

	<p>Canton, Canton 10, Posavina Canton, Centra-Bosnia Canton and Brčko District) remuneration is not closely defined by regulation of education authorities. However, companies often choose to compensate students in order to motivate them to stay once the education process is terminated.</p>	<p>District) remuneration is not closely defined by regulation of education authorities. However, companies often choose to compensate students in order to motivate them to stay once the education process is terminated.</p>	
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## State of play

### Current system and recent reforms

According to Law on Ministries and Other Bodies of the BiH Administration, the Ministry of Civil Affairs of BiH is responsible for carrying out and performing tasks within the competence of Bosnia and Herzegovina in the field of labor, employment, education, social protection and pensions, relating to the definition of the basic principles of coordination of activities, harmonization of the plans of the entity authorities, and defining the strategy internationally.

The Framework Law on VET in Bosnia and Herzegovina stipulates that VET should align with labour market demands and trends, defining practical training requirements at schools or companies by competent authorities. The law specifies that a curriculum adopted by the relevant ministry will outline the duration, form of implementation, as well as the weekly and yearly number of practical training hours.

Practical training in VET or WBL is organised through:

- a.** Alternate learning at school and business company;
- b.** School workshops, laboratories, etc.;
- c.** Summer and winter holiday placements.

The most common practical training in Republika Srpska and the cantons of the Federation of Bosnia and Herzegovina, as well as the Brčko District, involves students spending one-three days per week in practical training at companies throughout the school year. Schools and companies regulate students' rights and obligations in a written contract. This format involves theoretical lessons at school while all or part of the practical training happens at a company. Schools oversee the learning content and monitor students' achievements during their company-based training. Companies provide premises, equipment, and mentor support to students.



In selected VET schools and programmes, practical training is conducted exclusively within school premises such as laboratories, workshops, kitchens, or virtual companies. These settings provide real-life simulations to prepare students for actual working environments.

Summer and winter holiday work placements allow students to spend 10-15 consecutive days in a company (approximately 10% to 15% of annual school days), with summer placements being more common than winter ones. The prevalence of these placements varies across schools, ranging from non-existent to partially available in some cantons. Participation may be mandatory or voluntary, depending on student and parental choices.

WBL that includes alternating school and company-based learning, where companies are responsible for practical training and assessment ("dual education"), is currently only present in the form of pilot projects at a few schools.

The adoption of the Law on Dual Education in the Sarajevo Canton is anticipated in 2024, facilitating more students learning in workplace environments. The foreseen introduction of certified mentors will enhance the quality of WBL and increase practical training hours at companies.

In Republika Srpska, amendments to the secondary education law in June 2022 and throughout 2023 have separated practical training from dual education, introducing apprenticeship schemes to complement traditional in-company training. Future steps include drafting bylaws and creating regulations for practical training and dual education, ensuring companies are certified or accredited to receive students.

Although dual education is not yet recognised in other cantonal laws, it is implemented through bylaws in some areas. For instance, Una Sana Canton, Zenica Doboje Canton, and Bosnia-Podrinje Gorazde Canton have adopted regulations, and similar bylaws are expected soon in Tuzla Canton. These rules facilitate dual education under existing laws, covering different aspects, including curricula and students' practice diaries. Previously, there was no clear basis for dual education.

A new amendment proposal to the Law on TVET of the West Herzegovina Canton aims to regulate students' legal status through contracts with companies, reimburse students, create a register of local firms, enhance the status of school mentors, introduce the concept of dual education, and reinforce school apprenticeship coordinators. The image of apprenticeships and VET is still negative among students, who view them as barriers to further education. Overall, VET and TVET's public image is low.

Education authorities have committed to implementing the "Riga Conclusions" on VET, promoting WBL. The Council of Ministers adopted the strategic document "Improvement of quality and relevance of VET in Bosnia and Herzegovina – In the Light of Riga Conclusions for the period 2021-2030" in 2021, providing a framework for embedding the Riga Conclusions into initial and continuing VET. The document provides an overview of WBL in Bosnia and Herzegovina and identifies priorities like promoting WBL and making it attractive for companies and students, involving social partners in WBL policymaking processes, supporting implementation, and facilitating funding. It also reviews quality assurance mechanisms, VET qualification systems (with reference to the European Qualification Framework), key competences (with reference to EU standards), and professional training of teachers, trainers, and mentors.

## The national commitment

### Planned reforms and initiatives

Over the last two decades, significant attention has been dedicated to reforming VET in Bosnia and Herzegovina. The primary goal was to enhance the quality of VET, align it more closely with the labour market, and boost the employability of VET students. Most reform projects in this sector have now been implemented in Bosnia and Herzegovina. These reforms commenced in 1998, predominantly financed by EU funding. As a result, numerous advisory and guidance documents were produced and applied to the VET education sector and schools. All reform projects and their outcomes adhered to relevant EU documents in education, training, and employment, recognising that a nation's development hinges on its human resources, and that a modern economy demands adaptable and innovative workers.

Educational authorities have committed to implementing the strategic document "Improvement of quality and relevance of VET in Bosnia and Herzegovina – In the Light of Riga Conclusions for the period 2021-2030" which was adopted by the Council of Ministers of Bosnia and Herzegovina in 2021. This document serves as a framework for integrating the Riga Conclusions into initial and continuing VET, providing an overview of the various forms of WBL in Bosnia and Herzegovina.

The WBL priorities identified in the document are:

- Promoting WBL and making it attractive for companies and students, which involves enhancing cooperation between VET schools and companies, strengthening the role of local communities, promoting in-demand occupations with a focus on apprenticeships, and improving the flexibility of WBL to better meet the needs of students and companies.

Close collaboration between education institutions, companies and local community is foreseen under this priority. Such partnerships are crucial to ensure that students develop both practical skills and key competencies such as teamwork and innovation, increasing their employability. Furthermore, students gain exposure to cutting-edge technologies, preparing them for their future professions. In this environment, they also cultivate entrepreneurial skills and cross-cutting competences, boosting their chances of entering the labour market. The design and implementation of WBL will be tailored to the needs of both companies and students, ensuring high-quality training and a mutually beneficial experience. Additionally, WBL promotes inclusion by providing opportunities for students with special needs, helping them find suitable workplaces with the necessary support from both education institutions and employers. Local communities play a crucial role in identifying labour market needs and supporting the implementation of policies that align educational output with economic demands, thereby enabling faster adaptation of the education sector to labour market requirements.

- Involving social partners in VET policymaking, which includes increasing the use of tripartite advisory committees in processes and management, and modernising VET curricula in collaboration with social partners.

Employer participation, including public and private sectors and their associations, is vital for the planning and management of VET. Involving social partners and business representatives in policymaking helps them understand various WBL formats and establish productive collaborations between schools and companies. Clearly defined roles and responsibilities of all partners in this cooperation are essential, and capacity building support for companies is key to ensuring their active involvement. Developing practical training plans requires aligning the content, duration, and expected outcomes of both school-based and company-based learning. This coherence ensures the effective implementation of such plans. Successful

implementation of WBL involves addressing various prerequisites and supporting the roles and responsibilities of both schools and companies. Tripartite advisory committees, as mandated by the Framework Law on Secondary Vocational Education and Training in Bosnia and Herzegovina, are crucial for ensuring transparent dialogue and coordination among education, labour, and employment sectors. These committees play a significant role in defining occupational profiles, monitoring practical training, evaluating its effectiveness, and setting criteria for selecting companies that offer WBL opportunities.

- Developing high-quality practical training by establishing quality criteria for companies providing practical training and ensuring training for practical training coordinators and mentors.

A key focus is ensuring that practical training at companies is aligned with established standards, offering relevant learning experiences for students. Mentor support is a critical aspect of high-quality practical training. The mentor's role, especially in dual education formats, requires qualifications such as at least the same level of qualification as the student, along with relevant work experience (usually 3–5 years). Mentors will also receive additional pedagogical and didactical training to support students effectively. The process of selecting companies for WBL will involve schools, chambers of commerce, and advisory committees to ensure companies meet established criteria for practical training provision. This may include verifying the availability of necessary equipment and determining whether certain parts of the curriculum should be taught elsewhere. Students should also be insured during their practical training, with clarity on who bears responsibility for insurance coverage. Additionally, they must be informed about occupational safety regulations and youth labour laws. Mentors, in collaboration with teachers or training coordinators, will have continuous support and training to ensure the successful implementation of practical training. This includes monitoring student progress and assessing learning outcomes in a manner that reflects real-world work processes.

- Arranging sustainable financing for WBL.

The division of practical training costs is typically structured so that education authorities cover costs related to school-based education and training, while companies take on the financial responsibility for training, supervision, and mentorship during students' time at the company. This shared responsibility ensures that companies contribute to the development of a qualified workforce, fostering economic growth. In some cases, other funding mechanisms can be established, such as dedicated funds supported by contributions from companies. These funds could be used to support companies offering WBL, provide mentor training, and cover student insurance. The financing modalities should be jointly defined by employers, their associations, and education authorities, with tripartite advisory committees playing a role in the process.

For an overview of priorities, activities and relevant indicators, please see the “Targets and/or indicators” section further below.

Education authorities are in the process of developing action plans adapted to the local context for the implementation of the document “Improvement of quality and relevance of VET in Bosnia and Herzegovina – In the light of Riga conclusions (2021-2030)”.

Other sections of the strategic document discuss the development of quality assurance mechanisms, the qualification systems for VET referenced to the European Qualification Framework, key competencies in VET according to EU standards, and arrangements for the ongoing professional training of teachers, trainers, and mentors in VET. For each of these sections, priorities, activities and institutions responsible for implementation were formulated.

- Priority “Further development of quality assurance in compliance with EQAVET” implies accreditation of all educational institutions that issue public educational certificates; external and internal evaluation with defined standards and relevant indicators; development of occupation and qualification standards in cooperation with representatives of employers, chambers, and sector-specific committees and education

sector; defining mechanisms for gathering data on the transition and employment of former students; monitoring of student progress; analysis of data on student performance, etc.

- Priority “Improvement of availability of VET and qualifications for all” focuses on ensuring career guidance and counselling services for students; development of modular and flexible curricula and recognition procedures for non-formal, informal and self-directed learning.
- Priority „Key Competences in I-VET and C-VET“ focuses on promotion and integration of key competences into education to ensure students are prepared for the workforce and active citizenship. Several actions are identified to enhance the implementation of these competences: Incorporating key competences into laws, regulations, and education strategies will expedite their integration into educational systems; student competitions, teacher exchanges, and cooperation with employers can raise awareness and foster the development of key competences among students; embedding key competences in curriculum design and lesson planning; providing support to teachers and develop education programs and manual to ensure that educators can effectively incorporate them into their teaching.
- Priority „Professional training of teachers, trainers and mentors in VET“ outlines several priority areas for the development of teacher education and professional development in Bosnia and Herzegovina. These areas include: Modernizing Teacher Education; Strengthening Partnerships; Continuous Professional Development; Teacher Mentorship and Internships; Licensing and Professional Advancement; Workplace-Based Training; Mentor Training in Companies.

Moreover, the adoption of the Law on Dual Education in the Sarajevo Canton anticipated in 2024 will facilitate more students learning in workplace environments and introduce certified mentors, which will enhance the quality of WBL and increase practical training hours at companies.

Following the amendments to the secondary education law in Republika Srpska in June 2022 and throughout 2023, which have separated practical training from dual education and introduced apprenticeship schemes to complement traditional in-company training, future steps include drafting by-laws and creating regulations for practical training and dual education, ensuring companies are certified or accredited to receive students.

### The twin digital and green transition

The digitalisation of education systems in Bosnia and Herzegovina is a key priority across all levels of governance. The COVID-19 pandemic has expedited this effort. In 2023, a "Model for the integration of digital and entrepreneurial key competences in teaching and learning in primary and secondary schools" was developed by a Working group within IPA project "Education for Employment". This model outlines learning outcomes for digital and entrepreneurial skills, aligned with the European DigComp and EntreComp frameworks. It is intended for primary and secondary school teachers to use directly use in their teaching practices. Additionally, a manual for teachers on integrating digital competences was created.

EaFA six priorities<sup>1</sup>

In an effort to harmonize the VET policies in Bosnia and Herzegovina with the EU reference strategic framework for vocational education, the Council of Ministers of Bosnia and Herzegovina adopted in January 2021 the document “Improving the quality and relevance of vocational education and training in Bosnia and Herzegovina - Based on Riga Conclusions (2021-2030)”. This document, whose goal is to introduce systemic changes in VET in Bosnia and Herzegovina defines five basic goals that should be realised by the competent education authorities and relevant partners by 2030.

The first priority outlines various fields of action aimed at improving WBL in the country and making it attractive for companies and students. This priority emphasises the need for a more integrated approach between education and industry, with clear responsibilities and better support systems for both students and companies involved in WBL.

- Employers, both public and private, should actively participate in national partnerships to shape VET policies. This includes defining priorities, developing curricula, and ensuring that WBL formats match the needs of both students and companies.
- **Local** communities should contribute to identifying labour market needs and support schools and businesses in aligning education with economic demands.
- **Tripartite advisory committees** (involving education authorities, employers, and their associations) are crucial for ensuring ongoing, transparent dialogue between the education and labour sectors. They help with curriculum planning, selecting companies for WBL, and ensuring quality control. These committees can help define financing mechanisms for WBL, ensuring equitable cost distribution between employers and educational institutions.
- Fostering a continuous **social dialogue** between VET providers, employers, industry sectors, and social partners to ensure the VET curriculum evolves in response to changing skill requirements.

Targets and/or indicators

Priority	Activities	Institutions responsible	Indicators	Period
Promoting work-based learning (making it attractive for	Strengthen the role of the local community through advisory committees at schools	Schools, business companies, local communities	Mutual visits of representatives of the local community and schools take place	Continuously

<sup>1</sup> More information about EaFA six priorities is available in the EaFA Action plan accessible here: <https://ec.europa.eu/social/BlobServlet?docId=23080&langId=en>

students, companies, employers and social partners)	Promote occupations needed in the labour market with a focus on apprenticeship	Competent education authorities, ministries of entrepreneurship (economy), chambers of commerce, associations of employers, chambers of craft trades, companies	Number of students doing practical training at business companies as part of the dual education/elements of dual education in VET	Continuously
Role of social partners in creating VET policies	Increase the impact on the process of planning and management in the initial VET through tripartite advisory committees	Competent education authorities, business companies, chambers of commerce, associations of employers, chambers of trade crafts, tripartite advisory committees	An institutional framework for the involvement of business companies and/or their representatives in planning and management has been established	Continuously
	Implement contracts defining the rights and obligations of all participants in the process in compliance with the rulebooks of the competent education authorities	Competent education authorities, business companies	Roles and responsibilities of all stakeholders in the process of practical training at companies and schools have been defined	Continuously
	Modernise curricula in cooperation with social partners	Competent educational authorities, social partners	Curricula have been modernised and adapted to labour market needs	Continuously
	Ensure occupational safety measures for all students during practical training at companies	Competent education authorities, business companies	Occupational safety measures have been introduced	2025
	Ensure the accreditation of companies that involves the employers	Competent ministries, chambers of commerce, associations of employers, chambers of trade crafts,	The accreditation of companies is carried out together with employers	2025 – 2030

		educational institutions		
Development of high-quality practical training	Define criteria for the selection of companies based on the WBL format and occupational profile	Education institutions, chamber of commerce and chambers of trade crafts	Criteria for the selection of companies based on the WBL format and occupational profile have been defined	Continuously
	Select companies that will provide the relevant practical training for a certain occupational profile	Educational institutions, business companies, chambers of commerce and chambers of trade crafts	The selected companies fully match the occupational profile	Continuously
	Organise training for mentors from all companies that provide practical training for students in the framework of dual education/elements of dual education in VET	Pedagogical institutes, business companies, chambers of commerce, competent educational authorities	Mentor training takes place	Continuously
	Organise training for coordinators and/or teachers of practical training and mentors from companies regarding the application of quality assurance mechanisms	Pedagogical institutes	Mentor trainings regarding the application of quality assurance mechanisms take place	Continuously
	Ensure training for teachers for practical training and mentors regarding the assessment of student achievements (learning outcomes)	Pedagogical institutes	Trainings regarding the assessment of student achievements take place	2025

	Implement WBL in compliance with the EQAVET Framework	Competent education authorities, pedagogical institutes	The EQAVET Framework is fully implemented during practical trainings	2025-2030
Sustainable work-based learning financing mechanisms	Ensure permanent financing of practical trainings at companies	Competent education authorities, business companies	Financing for practical training of students at companies has been ensured	until 2030
	Define a mechanism for student allowances during practical training by adopting relevant regulations	Competent ministries, business companies	Contracts include a financial allowance for students	until 2030

#### Budget of the reform/initiative

Full jurisdiction over education is within the entity of Republika Srpska, ten cantons in the Federation of Bosnia and Herzegovina and the Brčko District of Bosnia and Herzegovina. Each administrative unit has its own budget for education. In that regard, all activities will be financed by the budget of the relevant educational authorities in Bosnia and Herzegovina as a part of their standard activities.

#### Key stakeholders involved

The stakeholders involved in the implementation of the national commitment are:

- Ministry of Education and Culture of Republika Srpska and its respective partners, including the ministries of Labour and of the Economy, pedagogical institutes, chambers of commerce, employers' unions, and employers.
- Federal Ministry of Education and Science and its respective partners (as above).
- Ministry of Education and Upbringing of Canton Sarajevo and its respective partners (as above).
- Ministry of Education, Science, Culture and Sport of Herzegovina-Neretva Canton and its respective partners (as above).
- Ministry of Education, Science, Culture and Sports of Una-Sana Canton and its respective partners (as above).
- Ministry of Education, Culture, Science and Sports of West-Herzegovina Canton and its respective partners (as above).



- Ministry of Education, Science, Culture and Sports of Zenica-Doboj Canton and its respective partners (as above).
- Ministry of Education and Science of Tuzla Canton and its respective partners (as above).
- Ministry for Education, Youth, Science, Culture and Sports of Bosnia-Podrinje Canton Goražde and its respective partners (as above).
- Ministry of Education, Science, Culture and Sports of Posavina Canton and its respective partners (as above).

### Further measures planned that are aligned with the European Framework for Quality and Effective Apprenticeships

Further measures include:

- Establishing and activating advisory councils in secondary vocational schools.
- Establishing and activating tripartite advisory councils.
- Creating a regulatory framework for the organization and implementation of practical training in companies, with clearly defined responsibilities for all participants.
- Creating certification procedures for employers, including criteria for their selection, for the performance of practical training.
- Developing training programs for mentors and procedures for their licensing.
- Organising training for mentors to conduct practical training in companies.
- Defining procedures for remuneration to students during practical training in companies.

### Measures planned to support gender balance, social inclusion and internationalisation of apprenticeships

The education system in Bosnia and Herzegovina is grounded in principles of equality, socioeconomic empathy, the inclusion of all marginalised groups, and respecting the needs of both students and the economy.

The Gender Action Plan of Bosnia and Herzegovina 2023-2027 proposes measures to enhance gender sensitivity in education and support for lifelong learning programmes for priority target groups, including adults who have not completed primary or secondary education, those whose secondary education does not meet labour market demands, individuals with special needs, members of the Roma community, returnees, the elderly, and those seeking professional advancement and entrepreneurial skills enhancement. Additionally, the plan aims to ensure equal opportunities for both genders in capacity building and access to information and communication technologies within government, public and private sectors, the media, and education.

The Federal Ministry of Education and Science has implemented a programme titled "Support for training programmes, professional training and development of adults with a focus on women for easier integration into the labour market." This initiative, funded through a public call, focuses on integrating gender-sensitive and responsible budgeting components, while enhancing adult skills and competencies through various training programmes and professional development efforts. The objective is to facilitate smoother labour market integration and active participation in social life, particularly for women. The programme also emphasises the promotion of human rights in the context of gender equality, the socio-economic empowerment of women, and establishing a systemic approach to eliminating stereotypes and restrictions related to the unequal role, status, and inclusion of women in society. It is designed to be implemented in public high schools that offer training and improvement programmes, as well as through partnerships with non-governmental organisations. This programme will continue to be carried out.

## Final overview of national commitment

Below are the objectives covered by the national commitment in a nutshell:	
Increase supply	<input checked="" type="checkbox"/>
Foster quality	<input checked="" type="checkbox"/>
Promote image	<input checked="" type="checkbox"/>
Support mobility	<input type="checkbox"/>
Support national apprenticeship coalitions	<input checked="" type="checkbox"/>
Support SMEs	<input checked="" type="checkbox"/>
Mobilise local and regional authorities	<input checked="" type="checkbox"/>
Strengthen social dialogue	<input checked="" type="checkbox"/>
Engage sectoral social dialogue committees	<input checked="" type="checkbox"/>
Support the representation of apprentices	<input checked="" type="checkbox"/>
Address the twin transition	<input checked="" type="checkbox"/>
Foster gender balance	<input checked="" type="checkbox"/>
Support social inclusion	<input checked="" type="checkbox"/>
Internationalisation	<input type="checkbox"/>

