



# ▶ Greening TVET institutes

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## Skills 21 project intervention towards greening TVET institutes

### Key points

- ▶ Provide understanding of the importance of greening TVET and its contribution to the sustainable development process.
- ▶ Support the institutes to develop and implement green action plan as well as green initiatives at the institutes.
- ▶ Guide the TVET institutes in incorporating green elements in its business model and business incubation centre.
- ▶ Monitor and assess the efforts and results of the greening process by the TVET institutes.

### Background

Skill needs are changing rapidly with the growing importance of sustainable development and shift to a low-carbon economy. The transformation wrought by greening economies affects skills need in three ways: shift in economic activities thus in employment; creation of new occupations because of structural change; and greening existing jobs. The timely supply of relevant and quality skills is indispensable for successful transformations to greener production that boost productivity, employment growth and development. Change in skill requirements calls for a major effort to revise existing curricula, qualification standards and training programmes at all levels of education and training to make it green.

ILO's Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth project

is intended as a catalyst towards realizing a quality, private-sector driven, inclusive and sustainable (green) training system for Bangladesh to increase productivity and environment friendly better employment opportunities in the labour market. One of the key interventions of the Project is to support two teacher training institutions to become centres for skills excellence (CSEs) and seven (7) Technical and Vocational Education and Training (TVET) institutes to become model TVET institutes (MTIs) for skills training. To be a CSE and/or MTI, the dimension of greening the institutes is of cardinal importance for the sustainable and environment friendly development of the institutes. TVET can play an important role in making transitions to a low-carbon economy and climate-resilient society by developing climate conscious skilled human resources.

## Objective

The overall objective of greening TVET is to bring a new dimension that promotes green market-driven skills training, green practice and entrepreneurship support services in TVET institutes.

### Skills 21 intervention

Skills 21 project has completed following activities to achieve the goal of greening TVET institutes:

- ▶ **Provide understanding of Greening TVET**
  - Identified a range of green initiatives to be introduced at the TVET institutes
  - Trained 30 TVET officials on greening TVET to develop and implement the action plan
- ▶ **Develop and implement green action plan**
  - Developed a green guideline for the TVET institutes
  - Developed institute specific action plan
- ▶ **Incorporate green elements in business model and incubation centre**
  - Identified employment opportunities for graduates trained in green skills and green enterprises
  - Incorporated green element in operational plan of business model and incubation centre
  - Identified green elements to be incorporated competency standards for three qualifications (Welding, Refrigeration & Air Conditioning and Sewing Machine Operation) and recommended BTEB to review and revise the qualification packages through developing green standards, curricula, learning materials and assessment tools.

The **green guideline** is the basis of all the interventions designed. The guideline provides a framework with five approaches for greening the TVET institutes and these are: greening the campus, greening the curriculum and training, greening research, greening the community and workplace, and greening the institutional culture. (provide the link of green guideline here)

The **Action Plan for greening TVET institutes** include a range of activities for different TVET institutes. Most common action items include establishment of green committee, efficient use of energy, creating rooftop garden, waste management, green infrastructure development, formation of green club, use of eco-friendly product and transportation, rainwater storage, celebration of environment related days, capacity development of staff on green management and material development on green communication.

As part of greening TVET institutes, the project identified **employment opportunities for TVET graduates**



Gatsby's benchmark of career guidance

trained in green skill and enterprise using Gatsby Framework. The Gatsby Foundation has identified eight benchmarks of good career guidance (Gatsby, 2014), which has been used as a tools to exploring employment opportunities for graduates trained in green skills and enterprise.

The project recommended incorporating green elements in the business models and incubation centre developed for the TVET institutes. The **business incubation centres** consist of four types of services: infrastructure, business services including entrepreneurship development, financing and people connectivity.

- ▶ **Infrastructure related services** include efficient use of energy, waste management and rightly handling of hazardous substances.
- ▶ **Business services** promote green entrepreneurship and use of eco-friendly products.
- ▶ **Financing services** include brokering and/or providing financial services such as equity, credit, and guarantee to the entrepreneurs willing to create/start a green business, preferably
- ▶ Finally, in the **people connectivity** segment emphasizes on appointment of mentors knowledgeable on green business and economy and promotion of circular economy (i.e., reducing waste and pollution, reusing materials, recycling the recyclable goods and creating green jobs).

## ▶ Way forward

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**Implementation of Action Plan:** Skills 21 project is now supporting the TVET institutes in implementing the action plan, guide and monitor them to practice green interventions;

**Piloting Green Initiatives:** The project is in process to start the green initiatives in all TVET institutes based on the recommendations. It will ensure the graduates to develop green skills properly linked with employment opportunities and create example for others. Once the TVET institutes adopt greening process and integrate it to their business models, it will not only become a role model for eco-friendliness but also be a real inspiration, an innovative provider of training and an acknowledged strategic partner for their region's sustainable growth.

**Monitor and assess greening process:** Skills 21 project is continuously monitoring the progress of implementation of greening initiatives at TVET institutes, which will be evaluated after it is completed.

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