

Competency Standard

GREEN SKILL For TVET

Draft Version 1.0

DRAFT

Table of Contents

A glimpse of AGLAS	3
About AGLAS.....	3
Key Functions of AGLAS.....	3
Our Approach	3
Introduction and Context	4
Key Purpose.....	4
Occupational Description	4
Unit of Competencies	5
Unit of Competency: Green TVET Strategy Development and Implementation	5
Unit of Competency: Green Curriculum Development	8
Unit of Competency: Green Campus and Learning Environment Management	11
Unit of Competency: Green Training Delivery and Methodologies	14
Unit of Competency: Industry Engagement and Green Skills Forecasting	17

A glimpse of AGLAS

About AGLAS

AGLAS, a dynamic subsidiary of **Axis Meta**, is a pioneering force in the field of training and development. As the proud custodian of occupational and competency standards, AGLAS empowers individuals, institutions, and industries through structured, industry-relevant skills development solutions.

We work closely with private and public stakeholders to streamline the entire training lifecycle—from curriculum development to assessment and certification. With a firm footing in **Bangladesh** and growing influence globally, AGLAS operates a **Private Skill Accreditation Board** that promotes and regulates vocational training aligned with sectoral and international benchmarks.

Key Functions of AGLAS

- **Curriculum Development:** We design and continuously update training programs that reflect current and emerging industry demands and regulatory frameworks.
- **Certification:** Through robust assessments, we certify individuals who demonstrate competence, ensuring credibility and recognition of skills.
- **Quality Assurance:** AGLAS monitors and evaluates training providers to uphold the highest standards in vocational education.
- **Accreditation:** We formally recognize and accredit institutions that meet AGLAS's performance and infrastructure standards.
- **Collaboration:** Our strength lies in partnerships—with government bodies, industry players, and international development agencies—to co-create impactful skills ecosystems.

Our Approach

- **Strategic Partnerships:** We foster meaningful collaborations with sector leaders and skill councils to ensure our offerings are future-fit and industry-driven.
- **Comprehensive Solutions:** From competency mapping and training design to delivery and certification, AGLAS provides an end-to-end training ecosystem.
- **Global Reach:** AGLAS's Private Skill Board operates in Bangladesh with expanding partnerships in international markets, promoting skills development across borders.

Introduction and Context

This occupational standard addresses the growing need for green skills development in TVET systems to support the transition to environmentally sustainable economies. It aligns with international frameworks for sustainable development and responds to the increasing demand for workers with competencies in environmental sustainability across all economic sectors.

Green skills are defined as "the knowledge, abilities, values, and attitudes needed to live in, develop, and support a sustainable and resource-efficient society". These skills are becoming increasingly critical as industries transition toward greener practices and technologies.

Key Purpose

To develop, implement, assess, and coordinate green skills training and integration across TVET programs, ensuring that learners acquire the necessary competencies for sustainable practices in their respective occupational fields.

Occupational Description

The Green Skills Specialist in TVET works within educational institutions, training centers, government agencies, or private enterprises to mainstream sustainability competencies in technical and vocational education. This professional develops and implements strategies for integrating green skills across curricula, evaluates training programs for environmental sustainability components, provides guidance to instructors on green skills teaching methodologies, and collaborates with industry stakeholders to identify emerging green skills requirements.

Unit of Competencies

Unit of Competency: Green TVET Strategy Development and Implementation

Unit Code: GTVET501

Unit Title: Green TVET Strategy Development and Implementation

Nominal Hours: 03 Hours

Unit Descriptor: This unit covers the competencies required to analyze, design, implement, and monitor strategic plans for greening TVET institutions. It involves aligning institutional strategies with national and international sustainability policies, establishing operational frameworks, and integrating green goals into all levels of TVET programming.

Elements and Performance Criteria

Elements	Performance Criteria
1. Analyze green policy frameworks	1.1 Identify relevant national and sectoral environmental policies and sustainability frameworks. 1.2 Assess implications of policies for TVET strategy. 1.3 Map key green skill areas for integration.
2. Develop green TVET strategy	2.1 Draft institutional vision, goals, and objectives for green skills integration. 2.2 Align strategy with national and global environmental priorities. 2.3 Define resource needs and stakeholder roles.
3. Implement green strategy	3.1 Develop action plans with timelines and responsibilities. 3.2 Integrate sustainability goals into curriculum, operations, and governance. 3.3 Facilitate capacity building of staff and partners.
4. Monitor and evaluate strategy outcomes	4.1 Design monitoring and evaluation (M&E) tools and indicators. 4.2 Track performance of green strategy implementation. 4.3 Recommend improvements based on evaluation data.

Range of Variables

Variables	Range
Environmental policies	National climate action plans, green growth strategies, global frameworks (e.g., SDGs, Paris Agreement)

Stakeholders	TVET administrators, instructors, students, industry partners, government agencies
Green TVET strategy	Institutional sustainability framework, operational greening plans, green curriculum development
Resource needs	Financial, human, material, infrastructure, digital tools
M&E tools	Performance indicators, dashboards, sustainability audits, reports

Evidence Guide

Area	Details
1. Critical aspects of competency	<ul style="list-style-type: none"> - Development of a green TVET strategic framework - Design of an action plan with stakeholders - Creation of monitoring indicators
2. Underpinning knowledge	<ul style="list-style-type: none"> - Environmental policies and frameworks - Principles of sustainable development - Strategic planning models - M&E methodologies
3. Underpinning skills	<ul style="list-style-type: none"> - Strategic thinking - Policy analysis - Planning and implementation - Evaluation and reporting - Stakeholder facilitation
4. Underpinning attitudes	<ul style="list-style-type: none"> - Commitment to sustainability - Collaboration and inclusiveness - Adaptability - Ethical responsibility
5. Resource Implications	<ul style="list-style-type: none"> - Access to environmental policy documents - Institutional strategy templates - M&E tools and ICT platforms
6. Methods of Assessment	<ul style="list-style-type: none"> - Case study analysis - Strategy document development - Presentation or defense of strategic plan - Written or oral questioning
7. Context of Assessment	<ul style="list-style-type: none"> - Real or simulated institutional environment - Involvement of multiple stakeholders - Use of authentic data and strategy frameworks

Foundation Skills

Skills	Description
Communication	Engaging stakeholders, presenting strategic plans clearly
Analytical thinking	Interpreting policy implications and sustainability data
Digital literacy	Using software for strategy planning, M&E, and collaboration

Organizational skills	Coordinating tasks, timelines, and resource allocation
Problem-solving	Addressing barriers in strategy implementation and responding to feedback

Target Audience

Target Audience	Description
TVET institution leaders	Individuals managing education and training centers aiming to implement green strategies
Policy officers	Professionals in government or NGOs involved in educational sustainability initiatives
Curriculum developers	Professionals integrating sustainability principles into training and assessment systems

Unit of Competency: Green Curriculum Development

Unit Code: GTVET502

Unit Title: Green Curriculum Development

Nominal Hours: 03 Hours

Unit Descriptor: This unit describes the skills and knowledge required to integrate sustainability and green skills into TVET curricula. It includes identifying green competencies, aligning learning outcomes with sustainability principles, developing or revising competency standards, and designing assessments for both theoretical and practical green competencies.

Elements and Performance Criteria

Elements	Performance Criteria
1. Identify green skills requirements	1.1 Conduct analysis of occupational standards for sustainability components. 1.2 Consult industry and stakeholders to identify green skills needs. 1.3 Classify skills into generic, occupational, and specialized green skills.
2. Develop green competency standards	2.1 Integrate environmental principles into performance criteria and learning outcomes. 2.2 Align competency standards with sustainability frameworks. 2.3 Ensure industry validation of developed standards.
3. Design green-integrated curriculum	3.1 Embed green skills into existing or new curriculum modules. 3.2 Include updated learning materials reflecting environmental regulations. 3.3 Address both theoretical knowledge and practical skills application.
4. Develop assessment tools	4.1 Select or develop assessment tools to evaluate green competencies. 4.2 Ensure tools measure both knowledge and application of green practices. 4.3 Include workplace-based and project-based assessment options.

Range of Variables

Variables	Range
Green skills requirements	Generic, occupation-specific, and specialized green skills
Stakeholders	Industry partners, employers, training institutions, policymakers
Environmental principles	Energy efficiency, waste reduction, resource conservation, carbon footprint reduction
Assessment tools	Observation checklists, portfolios, simulations, field-based assessments
Sustainability frameworks	SDGs, national green growth strategies, climate adaptation and mitigation frameworks

Evidence Guide

Area	Details
1. Critical aspects of competency	<ul style="list-style-type: none"> - Identification of green skills within occupational contexts - Development of green-integrated curriculum modules - Creation of valid assessment tools
2. Underpinning knowledge	<ul style="list-style-type: none"> - Principles of sustainability - Curriculum development models - Competency-based training principles - Green occupational standards
3. Underpinning Skills	<ul style="list-style-type: none"> - Curriculum analysis and design - Stakeholder consultation - Assessment planning - Instructional material development
4. Underpinning Attitudes	<ul style="list-style-type: none"> - Commitment to continuous improvement - Collaboration and inclusivity - Ethical and environmentally responsible mindset
5. Resource Implications	<ul style="list-style-type: none"> - Curriculum templates - Industry reference materials - Access to subject matter experts and environmental data
6. Methods of Assessment	<ul style="list-style-type: none"> - Curriculum development projects - Review of green-integrated learning materials - Practical demonstration or portfolio
7. Context of Assessment	<ul style="list-style-type: none"> - Real or simulated curriculum development settings - Collaboration with curriculum review panels - Feedback from industry partners

Foundation Skills

Skills	DESCRIPTION
Research skills	To analyze existing curricula and green occupational trends
Communication	To engage stakeholders and present curriculum proposals
Critical thinking	To integrate sustainability in learning outcomes and standards
Digital skills	To use curriculum development software, digital repositories, and online consultation tools
Planning skills	To align curriculum goals with institutional and environmental priorities

Target Audience

Target Audience	Description
Curriculum Developers	Professionals responsible for creating and revising TVET curricula
TVET Trainers and Educators	Instructors seeking to integrate green topics into technical education
Educational Planners/Managers	Individuals in leadership roles developing or overseeing sustainability in education and training systems

Pre-Requisite

Prior experience in curriculum design or completion of a course in instructional design and competency-based education
--

Unit of Competency: Green Campus and Learning Environment Management

Unit Code: GTVET503

Unit Title: Green Campus and Learning Environment Management

Nominal Hours: 03 Hours

Unit Descriptor: This unit covers the competencies required to develop, implement, and manage sustainable practices in TVET campuses and learning environments. It includes planning and applying energy, water, and resource-efficient systems, managing waste responsibly, and promoting green technologies and practices as part of the learning environment.

Elements and Performance Criteria

Elements	Performance Criteria
1. Develop sustainability policies	1.1 Draft policies for energy, water, and waste management in the campus. 1.2 Ensure alignment with national environmental regulations. 1.3 Obtain stakeholder endorsement for sustainability guidelines.
2. Implement green operational systems	2.1 Apply energy-saving and water conservation practices. 2.2 Use sustainable materials and supplies in operations. 2.3 Monitor and record resource consumption data.
3. Establish waste management initiatives	3.1 Develop systems for waste segregation, reuse, and recycling. 3.2 Engage staff and students in proper waste handling. 3.3 Evaluate effectiveness of waste management practices.
4. Promote green learning environments	4.1 Create green demonstration areas or eco-labs. 4.2 Integrate real-life campus sustainability practices into lessons. 4.3 Encourage learner participation in campus greening projects.

Range of Variables

Variables	Range
Sustainability policies	Energy efficiency, water conservation, procurement, green infrastructure
Green operational systems	LED lighting, low-flow fixtures, solar panels, eco-friendly materials
Waste management systems	Composting, recycling bins, waste audits, awareness campaigns
Learning environment	Green labs, environmental displays, live dashboards, project-based green activities
Stakeholders	Institutional management, instructors, learners, maintenance staff, local environmental agencies

Evidence Guide

Area	Details
1. Critical aspects of competency	<ul style="list-style-type: none"> - Development and approval of sustainability policy documents - Implementation of measurable campus sustainability practices - Engagement of learners in green campus activities
2. Underpinning knowledge	<ul style="list-style-type: none"> - Principles of green campus development - Environmental legislation and institutional compliance - Sustainable technologies and green infrastructure
3. Underpinning Skills	<ul style="list-style-type: none"> - Policy drafting and planning - Resource tracking and monitoring - Community engagement and facilitation skills
4. Underpinning Attitudes	<ul style="list-style-type: none"> - Proactiveness in promoting sustainability - Commitment to institutional development - Responsibility and leadership
5. Resource Implications	<ul style="list-style-type: none"> - Green infrastructure materials - Resource monitoring systems - Access to waste management vendors and technologies
6. Methods of Assessment	<ul style="list-style-type: none"> - Practical campus audits - Development of sustainability action plans - Observation of implemented initiatives
7. Context of Assessment	<ul style="list-style-type: none"> - Within a functioning TVET institution or training center - In collaboration with staff and learners - Using real or simulated green technologies

Foundation Skills

Skills	DESCRIPTION
Environmental literacy	Understanding of sustainability principles applicable to campus operations
Organizational skills	Ability to manage campus-wide sustainability initiatives and engage multiple departments
Communication	Facilitate discussions, policy approvals, and community engagement in sustainability practices
Problem-solving	Address operational challenges in implementing sustainable solutions
Digital literacy	Use digital tools for monitoring, reporting, and educating about environmental performance

Target Audience

Target Audience	Description
Facility Managers	Personnel managing infrastructure and campus operations
TVET Educators and Planners	Professionals responsible for integrating sustainability into institutional practices and learning
Environmental Officers	Staff responsible for implementing green campus and learning strategies

Pre-Requisite

Prior experience in campus operations, environmental management, or sustainability practices in education/training institutions

Unit of Competency: Green Training Delivery and Methodologies

Unit Code: GTVET504

Unit Title: Green Training Delivery and Methodologies

Nominal Hours: 03 Hours

Unit Descriptor: This unit covers the competencies required to deliver green skills training using inclusive, learner-centered, and sustainability-focused methodologies. It includes designing learning experiences that promote environmental awareness, modeling sustainable practices, and using participatory approaches to engage learners in green concepts.

Elements and Performance Criteria

Elements	Performance Criteria
1. Plan green training sessions	1.1 Identify appropriate green learning objectives. 1.2 Align session content with environmental goals and TVET curricula. 1.3 Select appropriate green learning resources and tools.
2. Apply green training methodologies	2.1 Use learner-centered, experiential, and project-based methods. 2.2 Incorporate practical examples of green skills and sustainability. 2.3 Promote critical thinking and eco-conscious behavior.
3. Facilitate inclusive green learning	3.1 Adapt training to diverse learning needs and contexts. 3.2 Encourage collaboration and peer learning on environmental topics. 3.3 Create a safe, participatory learning environment.
4. Model sustainable practices	4.1 Demonstrate sustainable behavior in training delivery. 4.2 Use energy-efficient and paperless methods where applicable. 4.3 Reflect on and improve own green teaching practices.

Range of Variables

Variables	Range
Green learning objectives	Climate literacy, waste reduction, energy efficiency, sustainable production
Green methodologies	Project-based learning, problem-solving, simulation, eco-workshops
Learning resources	Green toolkits, real-life case studies, eco-audit tools, multimedia content
Learner-centered delivery	Group work, role-play, brainstorming, participatory discussions
Sustainable practices	Low-energy usage, digital handouts, minimizing travel, recycling and reuse

Evidence Guide

Area	Details
1. Critical aspects of competency	<ul style="list-style-type: none"> - Delivery of green-themed sessions with active learner engagement - Use of inclusive, sustainability-based methods - Reflection and feedback mechanisms for improvement
2. Underpinning knowledge	<ul style="list-style-type: none"> - Adult learning principles - Green pedagogy and sustainability concepts - National green skill frameworks and policies
3. Underpinning Skills	<ul style="list-style-type: none"> - Facilitation and communication - Curriculum adaptation - Use of green learning tools and platforms
4. Underpinning Attitudes	<ul style="list-style-type: none"> - Commitment to sustainability - Flexibility and openness - Respect for learner diversity
5. Resource Implications	<ul style="list-style-type: none"> - Access to digital and green instructional materials - Training space that supports participatory methods - ICT tools for blended learning
6. Methods of Assessment	<ul style="list-style-type: none"> - Training observations - Review of session plans - Feedback from learners and peers
7. Context of Assessment	<ul style="list-style-type: none"> - Simulated or actual training settings - With diverse learner groups - Within institutions promoting green development

Foundation Skills

Skills	DESCRIPTION
Communication	Effectively conveys sustainability messages in simple, accessible terms
Instructional Design	Creates training sessions that embed environmental content and outcomes
Facilitation	Encourages participation and reflection in green-themed activities
Adaptability	Modifies training for different levels, learning styles, and contexts
Tech Literacy	Uses eco-friendly digital tools for delivery and engagement

Target Audience

Target Audience	Description
TVET Trainers and Instructors	Trainers delivering green content or integrating sustainability into their regular teaching
Master Trainers	Senior trainers responsible for mentoring others in green delivery methods
Curriculum and Methodology Experts	Professionals designing or refining green training programs

Pre-Requisite

Competency in adult training and facilitation, and basic understanding of sustainability concepts

Unit of Competency: Industry Engagement and Green Skills Forecasting

Unit Code: GTVET505

Unit Title: Industry Engagement and Green Skills Forecasting

Nominal Hours: 04 Hours

Unit Descriptor: This unit describes the skills and knowledge required to engage effectively with industry stakeholders and conduct green skills forecasting to inform TVET program planning. It includes identifying current and emerging green occupations, analyzing labor market trends, and collaborating with industry partners for sustainable workforce development.

Elements and Performance Criteria

Elements	Performance Criteria
1. Establish partnerships with industry	1.1 Identify relevant green industry stakeholders. 1.2 Initiate collaborative dialogues to explore green skills needs. 1.3 Build trust and mutual commitment to sustainable skills development.
2. Analyze labor market and green trends	2.1 Collect and review green labor market intelligence. 2.2 Identify emerging green occupations and skills. 2.3 Interpret data to inform skills planning and curriculum development.
3. Forecast green skills needs	3.1 Apply appropriate forecasting tools and techniques. 3.2 Engage with stakeholders in scenario building. 3.3 Validate projections through expert and industry consultation.
4. Align findings with TVET planning	4.1 Integrate green skills forecasts into program design. 4.2 Recommend training solutions based on industry needs. 4.3 Develop feedback mechanisms for continuous update and improvement.

Range of Variables

Variables	Range
Green stakeholders	Industry representatives, chambers, government agencies, NGOs, green job sector leaders
Labor market intelligence	Reports, data dashboards, trend analysis, employer surveys
Forecasting tools	Scenario analysis, Delphi technique, skills anticipation models, trend mapping
Green occupations	Renewable energy technicians, waste management professionals, sustainable agriculture workers
Program planning	Curriculum design, training package development, green career pathway planning

Evidence Guide

Area	Details
1. Critical aspects of competency	<ul style="list-style-type: none"> - Demonstrated collaboration with industry in green skills forecasting - Use of relevant data to support forecasting conclusions - Application of findings in TVET planning
2. Underpinning knowledge	<ul style="list-style-type: none"> - Labor market analysis methods - Green economy and occupations - Industry engagement techniques - Skills anticipation frameworks
3. Underpinning Skills	<ul style="list-style-type: none"> - Stakeholder communication - Data collection and analysis - Strategic forecasting - Report writing
4. Underpinning Attitudes	<ul style="list-style-type: none"> - Proactive and future-oriented - Commitment to sustainable development - Collaborative and inclusive mindset
5. Resource Implications	<ul style="list-style-type: none"> - Access to labor market data sources - Consultation tools (e.g., focus group guides, interview formats) - Analytical tools or software
6. Methods of Assessment	<ul style="list-style-type: none"> - Review of stakeholder engagement reports - Sample green skills forecasts - Observation or simulation of consultation processes
7. Context of Assessment	<ul style="list-style-type: none"> - Workplace or simulated industry setting - Inclusion of cross-sector green economy representatives - Within institutional planning cycles

Foundation Skills

Skills	DESCRIPTION
Communication	Engages industry partners effectively and conveys forecasting outcomes clearly
Research and analysis	Gathers and interprets labor market and green trend data
Strategic planning	Aligns industry insights with training program needs
Collaboration	Works with diverse stakeholders toward shared sustainability goals
ICT/digital skills	Uses digital tools to access, analyze, and present green skills information

Target Audience

Target Audience	Description
TVET Planners and Policymakers	Responsible for green skills integration and future workforce strategies
Labor Market Analysts	Professionals conducting skills research in the TVET or economic development sectors
Industry Liaison Officers	Practitioners who manage industry engagement and consultation for training needs analysis
Green Economy Consultants	Advisors on sustainable workforce transitions, often involved in skills policy formulation

Pre-Requisite

Prior experience or training in labor market analysis, stakeholder engagement, or TVET planning
