

INTEGRATING GREEN SKILLS INTO BANGLADESH'S EDUCATION AND TRAINING SYSTEMS:

Policy Gaps, Pathways, and Opportunities

November 3, 2025



Policy Snapshot

- Bangladesh's education and skills policies lack alignment with national climate and green growth goals, leaving green competencies underdeveloped across sectors.
- Institutional silos and short-term donor projects hinder long-term integration of green skills into education and training systems.
- Teacher training, curriculum reform, and industry linkages are essential to work on, for a climate-ready, skilled workforce.
- The National Skills Development Authority (NSDA) should lead a coordinated national plan linking education, labor, and industry around green skills.

Background

As economies worldwide transition towards decarbonization, **green skills** (the technical, cognitive, and social competences) facilitating sustainable consumption and production have become vital for economic competitiveness and climate resilience alike (UNESCO & ILO, 2022). For Bangladesh, a nation already losing an estimated USD 3 billion annually from the impacts of climate change, the urgency is acute.

Globally, frameworks such as the ILO's Just Transition Guidelines and UNESCO's Education for Sustainable Development Roadmap offer models to embed green competencies into education systems (ILO, 2019; UNESCO, 2022). Integrating similar approaches into Bangladesh's national plans could help achieve SDGs 4, 8, and 13, and advance the country's Nationally Determined Contributions (NDCs) toward an equitable, skills-driven green transformation.

This policy brief synthesizes the outcomes of the roundtable discussion titled "Green Skills and Climate Change Adaptation: Through a Southern-Led Lens in Bangladesh," organized under the EU Erasmus+ project Adapting Climate Change Education, Skills and Sustainability for Advancing Locally Led Solutions (ACCESS4ALL) on April 22, 2025. Participants in the discussion included representatives from government, academia, development organization, private companies, and youth networks.

Key Policy Gaps and Challenges

Fragmented coordination

Ministries, academia, and the private sector operate in silos, resulting in mismatched skills and poor policy adoption.

Project & donor Dependency

Donor-driven initiatives often lack institutional continuity once funding ends.

Conceptual ambiguity

Policymakers and educators have differing interpretations of what constitutes "green skills"

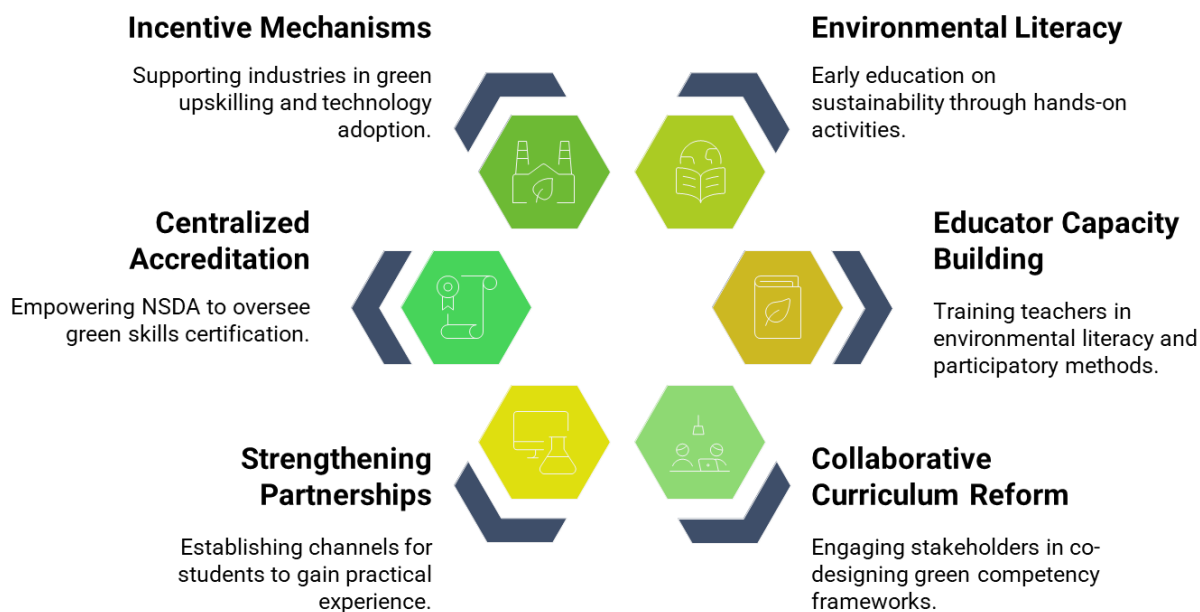
Weak education–employment linkage

Green education pathways are poorly connected to real-world job opportunities.

References

International Labour Organization (ILO). (2019). *Skills for a greener future: A global view based on 32 countries' studies*. Geneva: International Labour Organization.
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Pathways for Green Skills Integration



Policy Recommendations

Early Education Integration: Environmentalism and green values need to be introduced from primary level, with experiential modules such as classroom cleaning, tree planting, and recycling within communities being integrated into early learning by National Academy for Primary Education (NAPE) and Ministry of Education (MoE). Countries like Japan prove that such introduction at this young age instills long-term civic responsibility and responsibility towards the environment.

Teacher Training and Qualification Framework: Professional development of teachers, especially in the early years, is of core significance. Bangladesh needs to have a formalized qualification and continuous training system that makes teaching a central profession, not a secondary role. Introduction of policies by the government and the institutions must include fundamental training on pedagogical methodologies and mandatory practice hours before stepping into the classroom.

Collaboration Strengthening: Stronger collaboration between NGOs, the private sector, and government educational institutions can facilitate experiential learning, promote youth-led green innovation, and drive private investment in green training. This cooperation can bridge the education–employment gap by aligning training with job market demand.

Cross-Sectoral Taskforce: A National Skills Development Authority (NSDA) and Ministry of Education taskforce should be specifically assigned to oversee regular revision of the curriculum, incorporating green skills with higher-order abilities, such as creativity, communication, and empathy to develop responsive, climate-resilient citizens.

Conclusion

Bangladesh's green transition depends on how effectively its education and training systems prepare a climate-ready workforce. Strengthening coordination among ministries, academia, and industry is essential to bridge current policy gaps. By institutionalizing teacher training, curriculum reform, and private-sector collaboration, green skills can move from concept to practice. With leadership from the NSDA and support from national partners, Bangladesh can embed sustainability across education, turning climate challenges into opportunities for inclusive, resilient growth.

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