Introducing the Greening Education Partnership

(Framework and Pillars).

Strengthening the teacher education system and enhancing capacities to promote environmental sustainability and climate change education for all learners

Ogun State Sustainability Education Programme (OGSEP)

ESD Competencies for societal transformation: a TASUED staff Professional Development Workshop
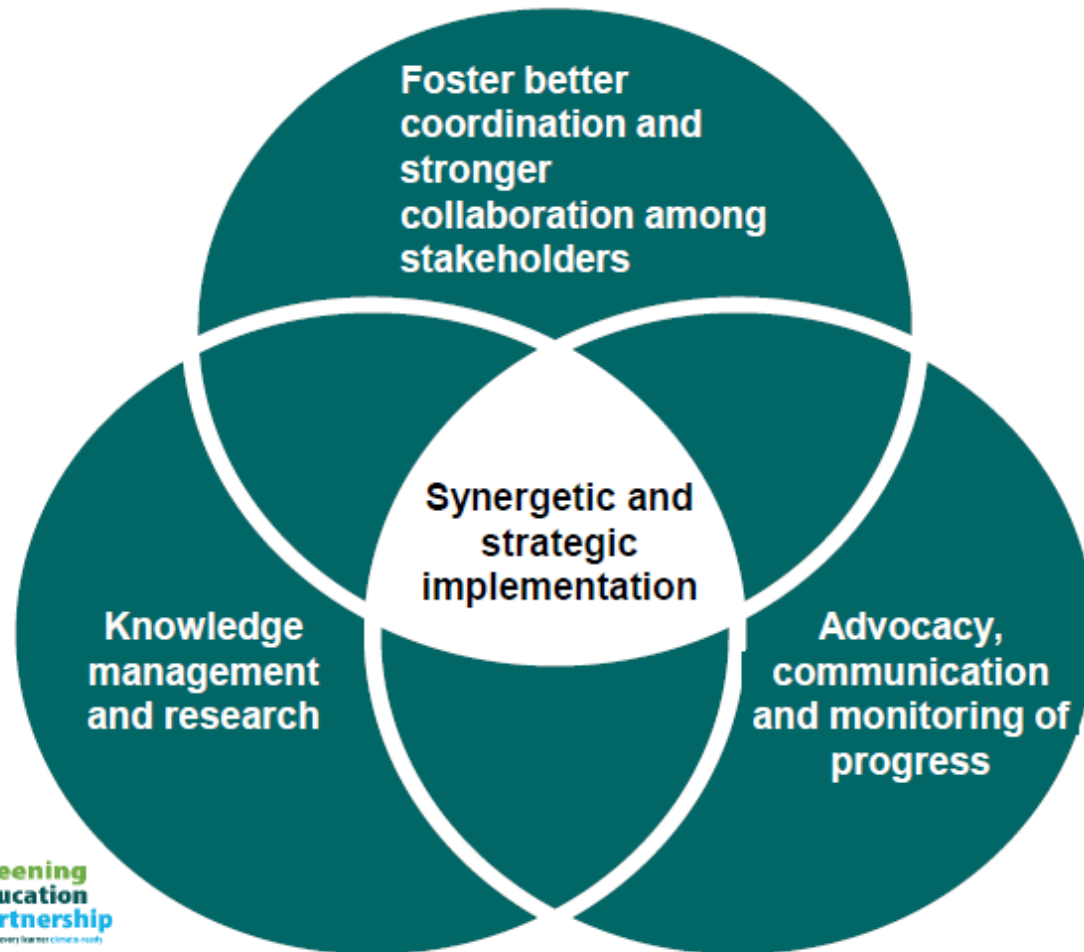
July 3, 2025

Anthony Ogunniyi

UNESCO Abuja

Introducing the Greening Education Partnership
(Framework and Pillars).

Greening Education Partnership

Getting every learner climate-ready

Greening Education Partnership

Greening Education Partnership
Getting every learner climate-ready

Foster better coordination and stronger collaboration among stakeholders

Knowledge management and research

Synergetic and strategic implementation

Advocacy, communication and monitoring of progress

Greening schools
From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education

Greening curriculum
Embrace lifelong learning approach that integrates climate education into school curricula, technical and vocational education, workplace skills development, teaching materials, pedagogy, and assessment

four action areas of transformative education

Greening communities
Strengthen community resilience by integrating climate education into lifelong learning, with a focus on empowering and mobilizing young individuals, community centers, and learning cities to take action on climate change.

Greening teacher training and education systems' capacities
Strengthen education systems to be climate-smart with adequate measures, and ensure teachers and policymakers are trained in school accreditation, including teacher training and higher education.

Greening Education Partnership
Getting every learner climate-ready

Greening Education Partnership: Interagency Collaboration

UN Agencies and Multilateral Organizations that have joined the Partnership

Co-leading the 4 Working Groups

Setting the common global standard and target

- UN Transforming Education Summit Benchmark indicator and TES dashboard
- Greening Education Partnership online dashboard

By 2030: 50% of world's schools are green climate-ready schools

Green School Quality Standard

All GEP member states have professional teaching standards that include climate change

Teacher Capacity Policy Tool

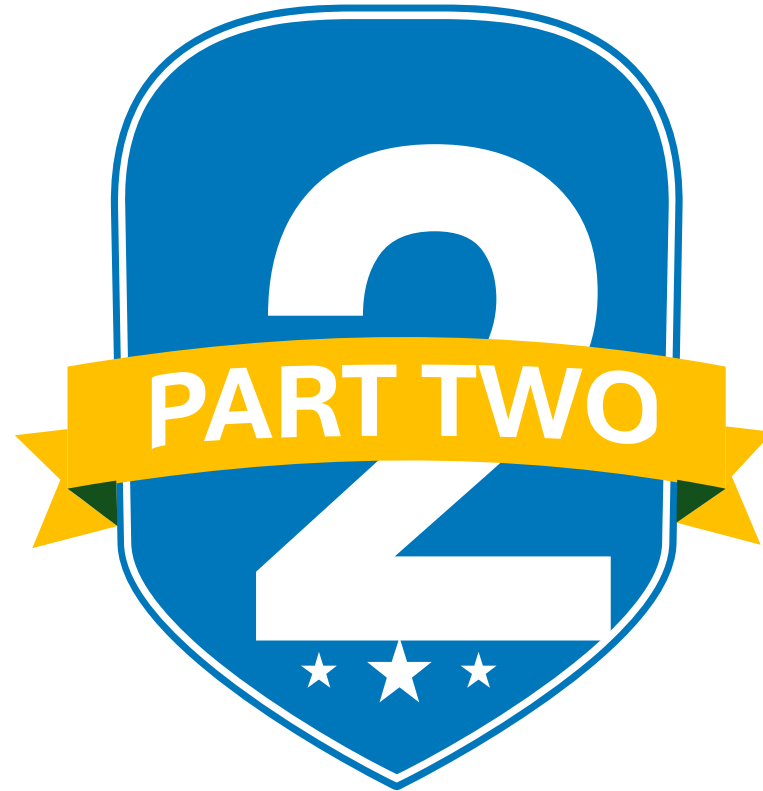**By 2030:** 90% countries green national curriculum

Greening Curriculum Guidance

By 2030: Number of cities and communities that has at least one climate change lifelong learning programme

Greening Communities Guidelines

Greening curriculum
Embrace lifelong learning approach that integrates climate education into school curricula, technical and vocational education, workplace skills development, teaching materials, pedagogy, and assessment

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Greening Education Partnership
Getting every learner climate ready

Supporting in-country implementation of Greening Education

Country support

Capacity building

Contextualized teaching and learning materials

50% of schools greened by 2030

as a part of on-going and planned country-level work of each member of the GEP

90% of countries' curriculum greened by 2030

Each GEP member's work on these activities compiled, monitored and acknowledged as their contribution to the global targets of WG1 and 2 of the GEP

Greening Education Partnership
Getting every learner climate-ready

COP 29 Baku Azerbaijan 2024

O MAIOR EVENTO CLIMÁTICO DO MUNDO
COP-30
Belém - PARÁ

PART TWO

Strengthening the teacher education system and enhancing capacities to promote environmental sustainability and climate change education for all learners

Introduction

- Climate change is a present and escalating crisis

- Teachers play a central role in sustainability education

- Need for a reformed and strengthened teacher education system

Global Frameworks Supporting Sustainability Education

- **SDG 4.7:** Education for sustainable development & climate change

- UNESCO ESD 2030 Framework

- **Paris Agreement (Article 12):** Climate education & public awareness

Global Gaps in Implementation

- *Fewer than 50% of global teacher education policies include climate content (UNESCO, 2021)*

- *Disparity between commitments and real action in training teachers*

African Context

Africa is disproportionately affected by climate change

- **Challenges:**
  - Weak curriculum integration
  - Limited teacher resources & training
- **Opportunities:**
  - AU's CESA 16-25
  - Support from ADEA, RECs

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Nigerian Context – Current Realities

- Environmental challenges: desertification, floods, coastal erosion

- Gaps:
  - Outdated curricula
  - Sparse in-service training
  - Inadequate policy implementation

- Existing efforts: Environmental clubs in schools, NGO partnerships, national policy frameworks

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Why Strengthen Teacher Education?

Teachers are multipliers of change

Sustainability and climate literacy must be embedded at foundational levels

Equipping teachers = empowering communities

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Strategic Recommendations Overview
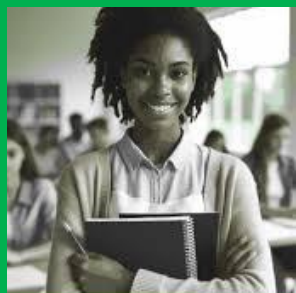
Curriculum Reform and Integration

- Revise teacher education curricula to incorporate ESD and climate literacy at all levels (pre-service, in-service).

- Contextualize content with location-specific environmental issues (e.g., flooding in Bayelsa, desertification in Sokoto).

Capacity Building and Professional Development

- Launch nationwide education programs for teachers on participatory, interdisciplinary teaching of climate change.
- Produce and disseminate resource kits, guidebooks, and open-source materials on environmental sustainability
- Leverage technology (mobile apps, e-learning)

Policy and Institutional Support

- Establish national ESD competency standards in teacher education standards.

- Authorize regulatory bodies like NCCE and TRCN to make sustainability training a component of teacher qualification and certification.

Research and Innovation

- Assist universities and research institutions to generate evidence on best practices in ESD and teacher education.

- Encourage innovations like climate education laboratories, school gardens, and mobile technologies for rural teachers.

Partnerships and Funding

- Engage development partners (UNESCO, UNICEF, World Bank, GPE) to finance green teacher education.
- Mobilize private sector and philanthropic investment in teacher green-skilling programs.

Conclusion

Teachers are pivotal for sustainable transformation

We must act urgently to align education with environmental realities

Investing in teacher education = investing in our planet's future

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THANKS
FOR YOUR ATTENTION