

# ACTIVITY REPORT 2021

## Content

Foreword.....	3
Organisation and governance.....	4
Recognition by major institutions and key partnerships.....	6
Geographical distribution of OCE's projects.....	8
The ALEC project.....	10
Production of educational resources.....	12
Teachers' professional development.....	14
Support to field projects.....	15
Communities of practice.....	16
Communication and dissemination.....	17
Financial report.....	18
Key figures.....	19

### Terms and conditions

This document is published under the Creative Commons BY-NC-SA 4.0 licence, except for the photos whose authorship is specified below. You are authorised to copy and distribute this document exclusively for non-commercial purposes and provided that the Office for Climate Education is duly acknowledged. Any requests for translation, adaptation, or commercial use must be submitted via the contact form on the OCE website or via e-mail to [copyright@oce.global](mailto:copyright@oce.global).

### Date of publication

June 2022

### Photos

Curioso Photography (cover)

OCE (pages 10, 11, 14, 15 and 16)

### Artwork

Mareva Sacoun







## FOREWORD

by **Éric Guilyardi**, President, OCE Strategic Board

# THE OFFICE FOR CLIMATE EDUCATION IN 2021

The year 2021 has once more been a period of steady growth for the OCE. The pandemic did not limit the team's action as severely as in 2020, and they could return to schools to test pedagogical resources, train teachers and trainers, and record teaching sequences.

The OCE is now firmly established in the global landscape of climate change education, and looks to the future with confidence and enthusiasm. The drafting of the 2022-2026 strategic plan, led by a dedicated strategic board, reaffirmed the role and guiding principles of the OCE, serving a vision which aspires to "a world where all school teachers are equipped to provide young generations with a strong foundation in climate change understanding, as well as the skills to act as global citizens in a changing world." It is based on the recognized expertise of the OCE and proposes new ambitious objectives, such as support to policymakers with regard to education, in the framework of its status under the auspices of UNESCO.

The launch of the "Climate, Ocean and Cryosphere" resources brought to a close two years of the team's work, and it has already seen great success, with thousands of teaching guides distributed in several languages, and enthusiastic teachers using the resource around the world. In addition to the production of resources and training activities, the OCE has continued its work with international scientific and

educational networks. The close ties with the IPCC teams led to the official recognition of the OCE as an IPCC Observer Organization. The partnership with UNESCO and the associated education networks continued, with a number of joint actions and the signing of several agreements, for example with the Asia-Pacific Centre of Education for International Understanding (APCEIU) and the World Federation of Engineering Organizations (WFEO). The OCE joined the international Monitoring and Evaluating Climate Communication and Education (MECCE) project on evaluating the impact of climate change education, one of the OCE's new strategic objectives. The organization of a first "Teachers' COP" during the COP meeting in Glasgow was a great success, which will lead to others. The OCE's relationship with the scientific world has grown stronger, through the contribution to the outreach component of several research projects, such as the European XAIDA, ESM2025 and PRISMARTYC projects.

This success belongs, first and foremost, to the OCE team, under the energetic guidance of David Wilgenbus. A warm thank you to all of you for your very valuable dedication.

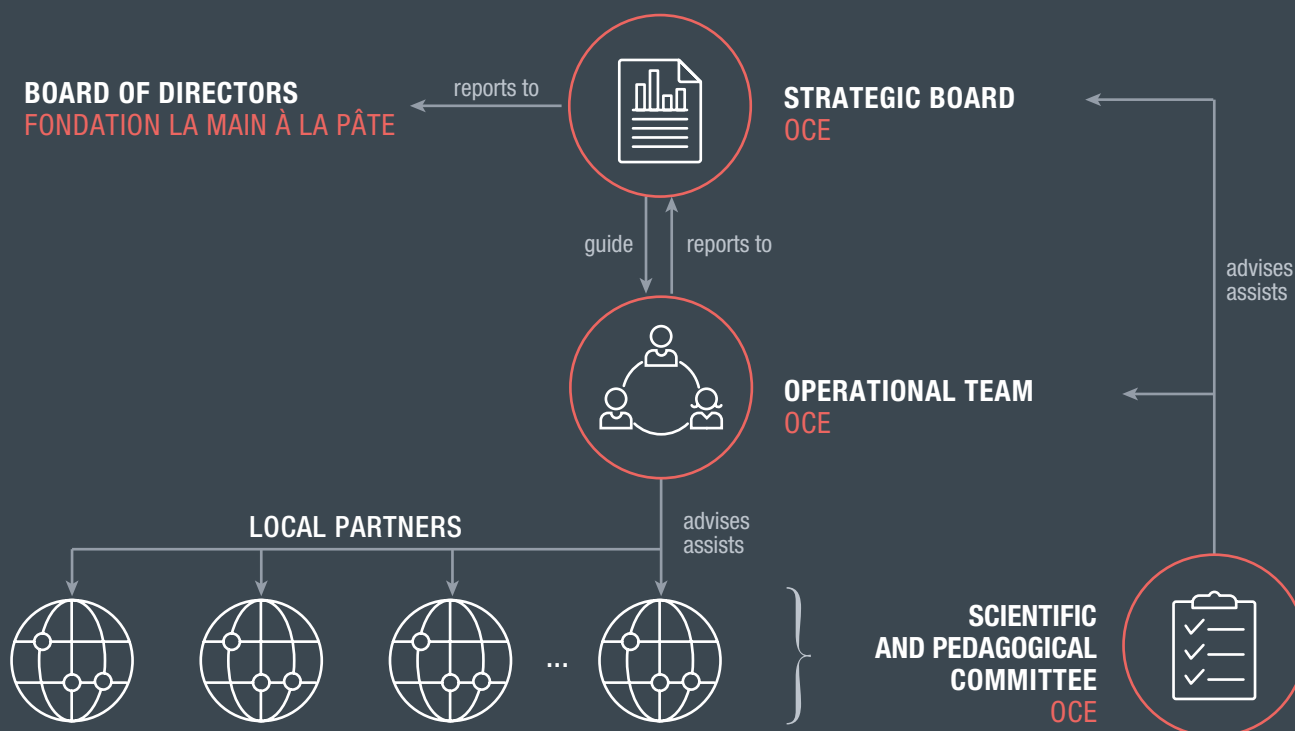
I am deeply grateful to the institutions and individuals who support the OCE and share its ambition – their enthusiastic contribution to our work is a sign of their trust.

# ORGANISATION AND GOVERNANCE

The Office for Climate Education is a foundation sheltered by the *La main à la pâte* Foundation. Its founding members are: Météo France, the Institut de Recherche pour le Développement (IRD), Sorbonne University and the association Météo et Climat. The OCE has been a centre under the auspices of UNESCO since 2020 and an IPCC Observer Organization since 2021.

The OCE is legally represented by the *La main à la pâte* Foundation, but enjoys operational autonomy and has its own governance structures:

- a Strategic Board;
- a Scientific and Pedagogical Committee;
- an Operational team based in Paris.



## STRATEGIC BOARD

The Strategic Board decides on the missions and development of the OCE, establishes an annual action plan, votes on the budget, and appoints the members of the Scientific and Pedagogical Committee, among others. In 2021, the Board met on 9 June and 2 December.

### EX-OFFICIO MEMBERS

**Luc Abbadie**, Director of the Institute for Environmental Transition of Sorbonne University;  
**Jean Jouzel**, President of the association Météo et Climat;  
**Alexander Leicht**, Chief of Section, Education for Sustainable Development, UNESCO;  
**Hervé Roquet**, Deputy Director of Research, Météo France;  
**Daniel Rouan**, President of the Fondation *La main à la pâte*;  
**Marie-Lise Sabrié**, Director of the Scientific and Technological Culture mission of the IRD.

## QUALIFIED INDIVIDUALS, REPRESENTING THE MAIN PARTNERS OF THE OCE

**Éric Brun**, IPCC Focal Point for France and Director of ONERC;  
**Barbara Filtzinger**, Head of the Education Working Area at Siemens Stiftung;  
**Éric Guilyardi**, Oceanographer and Climate Scientist, Institut Pierre-Simon Laplace (IPSL);  
**Coralie Noël**, Senior Official for Sustainable Development, French Ministry of Education;  
**Anna Pirani**, Head of the IPCC Working Group 1 Technical Support Unit;  
**Jean-Loup Puget**, Académie des sciences;



## PERMANENT GUESTS

**Sabine Bobée**, Inspector, French Ministry of Education;  
**Pierre Léna**, Académie des sciences, Honorary President of the *La main à la pâte* Foundation;  
**Yves Saint-Geours**, President of the French National Commission for UNESCO;  
**David Wilgenbus**, Executive Director of the OCE.

**Éric Guilyardi is the President of the Strategic Board.**

## SCIENTIFIC AND PEDAGOGICAL COMMITTEE

The Scientific and Pedagogical Committee ensures that the actions carried out by the OCE (in particular, the production of educational resources and teachers' professional development) are evaluated. In 2021, the Committee met remotely for 3 days, from 13 to 15 April, to evaluate the new educational resources on the topic of Climate Change and Land as well as to define a framework for a MOOC. It set up different working groups for the production of various educational resources, and they met remotely several times during the year.

The Committee is composed of 17 qualified members:

**Juan Carlos Andrade**, Pedagogical Coordinator "Science for All Program", Veracruz State Secretary of Education, Mexico;  
**Badin Borde**, Education Project Manager, Siemens Stiftung, Germany;  
**Nada Caud**, Outreach manager, IPCC WG1 TSU, France;  
**Caroline Côté**, Pedagogical advisor, Centre de Services Scolaire de Navigateurs, Québec, Canada;  
**Sanny Djohan**, Director of PT Kuark Internasional, Indonesia;  
**Jean-Louis Dufresne**, Research Director at the CNRS-IPSL, France;  
**Serge Janicot**, Climate Scientist at the IRD, LOCEAN-IPSL, France;  
**Pramod Kumar Sharma**, Senior Director of Education, Foundation for Environmental Education, Denmark;  
**Frédéric Long**, Engineer at Météo-France, France;  
**Benjamin Mallon**, Assistant Professor of Geography and Citizenship Education, Dublin City University, Ireland;  
**Claudia Martinez**, Executive Director of the Educator Programs and California Subject Matter Project, Diversity and Engagement, University of California Office of the President, USA;  
**Cliona Murphy**, Associate Professor at the Institute of Education, Dublin City University, Ireland;

**Minal Pathak**, Senior Scientist, IPCC Working Group III Technical Support Unit, India;  
**Pilar Reyes**, Executive Director of ECBI Program University of Chile, Chile;  
**Anwar Rumjaun**, Associate Professor at Mauritius Institute of Education, Mauritius;  
**Jenny Schlüpmann**, Physicist, Freie Universität Berlin, Germany;  
**Gabrielle Zimmermann**, Biologist and teacher trainer, Fondation *La main à la pâte*, France.

**The OCE's Scientific and Pedagogical Committee is chaired by Cliona Murphy.**

## OPERATIONAL TEAM

The OCE's operational team, based in Paris, hosted by Sorbonne University and located on the premises of the Institut Pierre-Simon Laplace, is in charge of implementing the Office's actions: project management, network activities, resource production, professional development for teachers and teacher trainers, communication, etc.

In 2021, the OCE team grew to 11 people:

**David Wilgenbus**, Executive Director (full time, since March 2018);  
**Lydie Lescarmontier**, Science Officer (80%, since April 2018);  
**Mathilde Tricoire**, Education Officer (full time, since September 2019);  
**Natalie Nicetto**, Executive Assistant and Project Manager (full time, since November 2019);  
**Simon Klein**, Science Officer (full time, since February 2020);  
**Djian Sadadou**, Communications Manager and Community Officer (full time, since September 2020);  
**Gabriel Brunnich-Dunand**, Partnerships and Project Officer (full time, since September 2021);  
**Apurva Barve**, Education Officer (full time, since October 2021);  
**Alice Latuille**, Communications Assistant (intern, October 2020 – February 2021);  
**Eva Esteves da Rocha**, Communications Assistant (intern, March – July 2021);  
**Clémence Pichon**, Researcher (intern, since September 2021).

# RECOGNITION BY MAJOR INSTITUTIONS AND KEY PARTNERSHIPS

## A CATEGORY 2 CENTRE UNDER THE AUSPICES OF UNESCO

The OCE officially became a Category 2 Centre under the auspices of UNESCO in 2020, via a partnership agreement between UNESCO and the French government, represented by the Minister of Education. The OCE's statutes were changed in 2021 to take this development into account.

While independent from UNESCO, Category 2 Centres form a global network of highly recognized institutions of excellence, mobilizing their expertise to contribute to the implementation of UNESCO's priorities and programmes, through international and regional cooperation, research, knowledge production, assistance in policymaking and capacity building.

This institutionalization provides recognition of the scientific and pedagogical expertise of the OCE and strengthens its role in supporting public policies, especially in emerging countries.



Under the auspices of  
**UNESCO**

## IPCC OBSERVER ORGANIZATION

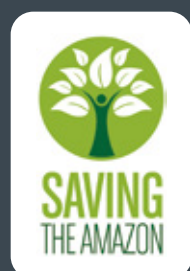
The Intergovernmental Panel on Climate Change (IPCC) is the United Nations body responsible for evaluating scientific work and data on climate change. The OCE became an IPCC Observer Organization during a vote at the end of the 53rd (bis) Session of the IPCC, which took place from March 22 to 26, 2021.

Since its creation, the OCE has worked closely with the various IPCC technical support teams on the production and validation of teaching resources based on the IPCC reports. As an Observer Organization, the OCE can now attend IPCC and working group meetings, propose experts for the examination and evaluation of projects, and be called on by the IPCC Secretariat to take part in working groups.

Furthermore, the OCE is also an official reviewer of IPCC reports on behalf of the French government.



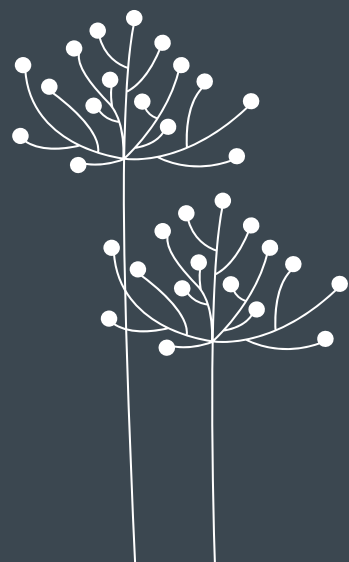
## CARBON OFFSETTING



As in previous years, the OCE has committed to voluntarily offset its carbon emissions (international trips, premises, digital equipment and use), by supporting a reforestation project via the Plant-for-the-Planet initiative (12 tonnes of CO<sub>2</sub> offset in 2021):

<https://www1.plant-for-the-planet.org>

**Almost 1,000 trees have been planted in Mexico through this initiative.**



# A strategic position in the landscape of climate change education

## INTERNATIONAL INSTITUTIONS

- UNESCO
- UNFCCC
- IPCC

## NGOs

- *La main à la pâte* Foundation
- Teragir
- The Tara Ocean Foundation
- Foundation for Environmental Education
- INNOVEC
- Mario Molina Center
- Stem-Academia
- Siemens Stiftung
- Fondo Accion
- PT-Kuark-international
- International Science, Technology and Innovation Center (ISTIC)
- Trans-disciplinary Research Oriented Pedagogy for Improving Climate Studies and Understanding (TROP ICSU)
- Asia-Pacific Centre of Education for International Understanding (APCIEU)
- World Federation of Engineering Organizations (WFEO)

## MINISTRIES AND GOVERNMENTAL AGENCIES

- Ministry of Education, France
- Ministry of Environment, France
- French Agency for Ecological Transition (ADEME)
- French Development Agency (AFD)
- Ministry of Education, Colombia
- Ministry of Education, Mauritius
- Southeast Asian Ministers of Education Organization (SEAMEO)

## RESEARCH: CLIMATE SCIENCE

- Institut Pierre-Simon Laplace (IPSL)
- Météo France
- French National Research Institute for Sustainable Development (IRD)
- Sorbonne University
- French Meteorological Society (Météo et Climat)
- French National Museum of Natural History
- Intergovernmental Panel on Climate Change (IPCC, TSU groups 1, 2 and 3)
- Academies of sciences
- InterAcademy Partnership (IAP)

## RESEARCH: EDUCATION SCIENCES

- École normale supérieure
- French Institute of Education
- Universidad de Chile
- Universidad del Rosario
- Freie Universität Berlin
- Dublin City University
- University of Saskatchewan
- Mauritius Institute of Education

## EDUCATION NETWORKS

- Maisons pour la science
- AEFE
- Eco-schools
- ASPnet
- Experimento
- Climate ECOS



## THE OCE'S ACTIONS

- Education resources
- Teacher Professional development
- Project roll-out
- Public policy support

- International partner
- French partner





# GEOGRAPHICAL DISTRIBUTION

## ESM2025 EUROPE

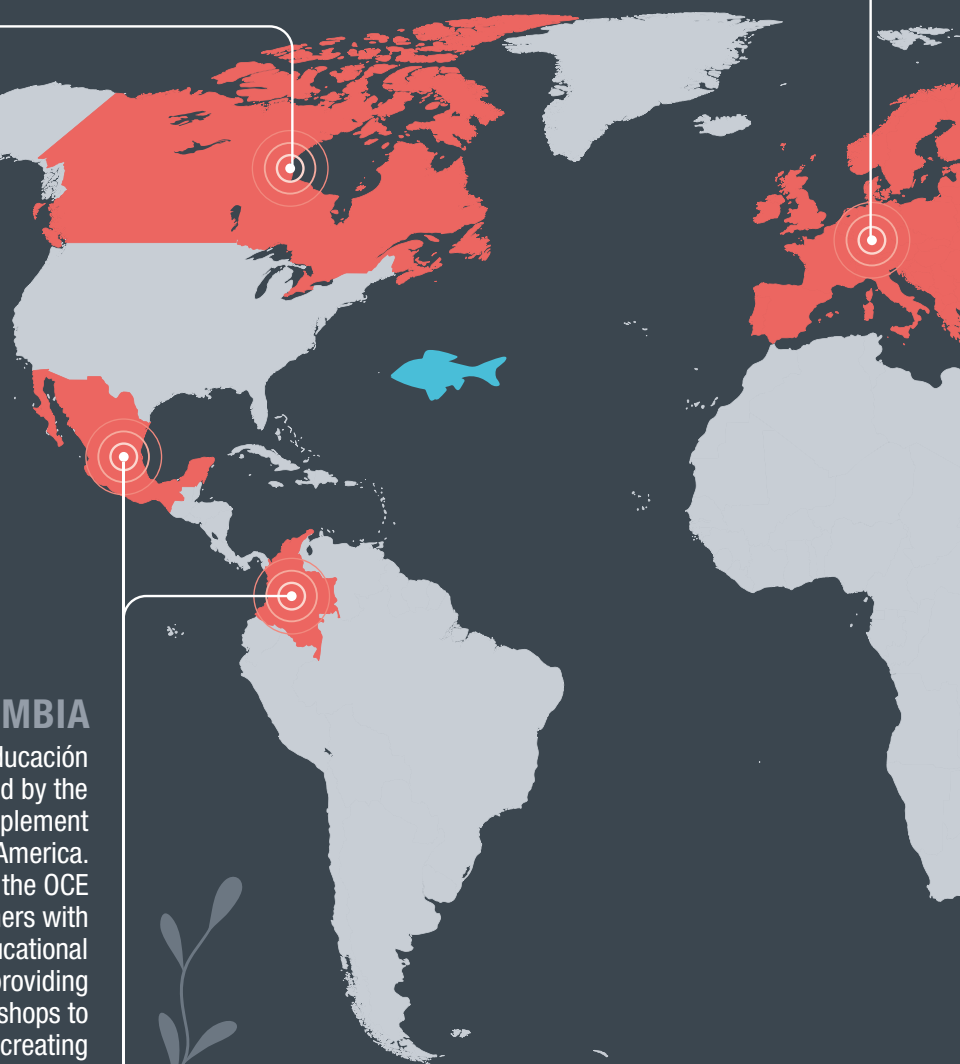
ECOSCOMICS is a project that aims to provide educators with motivating educational materials designed to enable students to acquire a solid fundamental understanding of climate change, renewable energy and biodiversity. Numerous European organisations such as the OCE, as well as scientific teams are collaborating with artists to design various webcomics around those topics.

## MEECE CANADA

MEECE (Monitoring and Evaluating Climate Communication and Education) is an ambitious international research partnership of over 100 leading scholars and agencies, with the goal to advance global climate literacy and action through improving the quality and quantity of climate change education, training, and public awareness. The OCE is an operational partner of the project and will submit several case studies regarding the evaluation of its resources and actions.

## ALEC MEXICO, COLOMBIA

ALEC (América Latina para la Educación Climática) is a project coordinated by the OCE that aims to promote and implement climate change education in Latin America. In order to achieve this goal, the OCE collaborates closely with local partners with the aim of adapting its educational resources to local contexts, providing professional development workshops to teachers and trainers and creating communities of practice.



# OF OCE'S PROJECTS

## **XAIDA** EUROPE

XAIDA (eXtreme events: Artificial Intelligence for Detection and Attribution) is a new EU-funded 4-year project led by sixteen European research institutes to better assess and predict the influence of climate change on extreme weather using novel artificial intelligence methods. The OCE, along with other European educational organisations, is working within the project on producing pedagogical resources and teacher training modules on extreme meteorological events.

## **PRISMARCTYC** YAKUT, SIBERIA

PRISMARCTYC is a scientific project led by international teams (France, Russia, Japan, Canada, Alaska) to understand and monitor permafrost in these regions. The OCE is responsible for the educational bridge between the scientific aspect of the project and its understanding through educational resources (as lesson plan) and training in French and Yakut (Siberia) classes.

## **SEATED** SOUTH EAST ASIA

In collaboration with local partners in Southeast Asia, the OCE is engaging in a regional climate change education initiative, Southeast Asia Climate Education (SEATED), that will bring together policymakers, researchers, NGOs, educators, and youth from across the region to raise awareness on the importance of climate change education in mitigating and adapting to climate change.



**ALEC**

América Latina  
para la  
Educación Climática

## THE ALEC PROJECT

The *América Latina para la Educación Climática* (or ALEC) project, designed in 2018-2019 and launched in 2020, was able to fully launch its operational activities in 2021, as the public health crisis began to lessen in intensity.

This pilot project aims to **promote climate change education in primary and secondary school in Latin America**, mainly in Mexico and Colombia (with the aim of expanding to include other countries on the continent).

Coordinated by the OCE, this project involves **16 partners**:

- France: the OCE, the IRD and the French Facility for Global Environment (and through it, the *Agence française de développement*, the Ministry for Ecological Transition and the Ministry for Europe and Foreign Affairs);
- Mexico: INNOVEC, the Mario Molina Center, Eco-schools Mexico;
- Colombia: STEM-Academia, the Academy of Sciences, the University of Rosario, Fondo Acción and the Ministry of Education;
- International: the Siemens Foundation (Germany) and Educación en ciencias basada en la indagación (ECBI) (Chile).



**SIEMENS** | Stiftung





## FIVE YEAR OVERVIEW OF AREAS OF WORK IN THE ALEC PROJECT

Over the five years of the project (from 2020 to 2024), together on **4 key areas**:

- **Adapting OCE education resources** to local contexts;
- **Training and supporting teachers** in primary and secondary schools
- **Organizing communities of practice**;
- Project evaluation and **preparation of an extension strategy**.

## 2021 KEY MILESTONES

In 2021, the partners:

- Finalized the adaptation, tests and **publication of education resources for Mexican and Colombian classes**, in particular on the “climate, ocean and cryosphere” topic;
- Finalized and **published two MOOCs**, one for Mexico, one for Colombia, on the same topic;
- Organized the first **training sessions for 1,200 teachers** (mostly remote);
- Organized the **first regional conference** in October 2021 in Mexico, bringing together teachers, trainers, scientists and policymakers from the various countries involved in the project (60 participants on site, 17,000 remote), and several local conferences that reached more than 25,000 teachers in Chile, Colombia, Ecuador, Mexico and Peru;
- Finalized the creation of a **visual identity for the project** and the **first communication tools**.



# PRODUCTION OF EDUCATIONAL RESOURCES

The Office for Climate Education strives to accompany the publication of IPCC reports with educational resources designed for teachers so that their students may:

- **Acquire basic scientific knowledge** on climate sciences;
- **Understand climate change in all its aspects** – scientific, economic and social, both at the local and global levels;
- **Develop their reasoning and critical thinking skills**;
- **Grasp the deep behavioural change required**, for example in terms of frugality and consumption (especially in developed countries), by cultivating an understanding of ethics and solidarity;
- **Take tangible action**, by developing their social and emotional skills, at school and in their families and communities.

These resources use active teaching methods such as inquiry-based science education, project-based learning, role-play, debate, etc. **They are multidisciplinary, oriented towards action, positive thinking and highlight the social challenges of adaptation and mitigation.**

In 2021, with the active participation of a number of scientific and educational partners from its network, the OCE launched its teaching kit on the ocean and cryosphere, and developed several new teaching resources to accompany the IPCC special report on land, which will be launched in 2022.

All of the resources are published on the OCE's website (<https://oce.global>) under a Creative Commons license that authorizes their free use and adaptation in a non-commercial context.

## Launch of the teaching kit on “Climate change, the Ocean and the Cryosphere”

In 2021, the OCE launched its teaching kit on “Climate Change, the Ocean and the Cryosphere” which accompanied the IPCC special report addressing the same topics. The design and development of this kit spanned 2 years (2019 – 2020) and involved some fifty education specialists and scientific experts from around the world.

This kit is designed for primary and secondary school classes, and includes a number of educational tools, freely available in four languages (French, English, Spanish and German):

- A ready-to-use teacher's handbook: “The Climate in Our Hands – Ocean and Cryosphere”, which offers a comprehensive, modulable progression;
- A summary of the IPCC report, tailored for teachers, which provides comprehensive, verified and rigorous scientific documentation, easily accessible and richly illustrated;
- A dozen video clips tailored to use in the classroom, in which scientists explain different characteristics or phenomena linked to ocean and cryosphere in the context of climate change.
- Interactive multimedia activities allowing students to calculate their carbon footprint, study rise of the sea level, understand the connections between different terrestrial species, and study different examples of adaptation and mitigation solutions.
- A training protocol and three self-training tutorials for teachers.

Local adaptations were produced with the support of the OCE by local partners in Mexico, Colombia, India and Indonesia.

Through the international launch of the teaching kit, more than 4,000 teachers received a paper version of the teaching guide and more than 11,000 teachers could download the various tools in the kit. A survey carried out in early 2022 revealed a high level of satisfaction among the teaching community on the kit. More

than 85% of teachers who signed up for the teaching kit effectively implemented it in their classrooms, and more than 80% of them have said that the teaching tools are of good or very good quality. 100% would recommend these tools to their colleagues.

## Finalization of the “Climate Change and Land” teaching kit

In 2021, the OCE finalized the teaching kit that accompanies the IPCC special report on land, the development of which began in 2020. It includes a summary of the IPCC report for teachers (a short version for primary teachers and a longer version for secondary

teachers), the second teaching guide in the “Climate in Our Hands” collection and new multimedia tools.

This teaching kit will be launched in spring 2022.



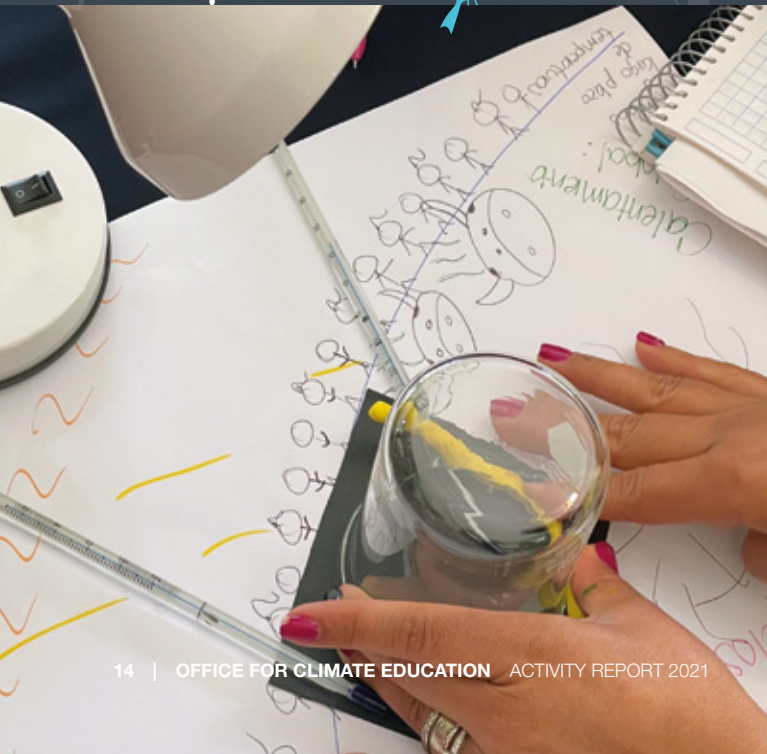
## A MOOC and tutorials on climate change education

In 2021, the OCE continued to work on creating its MOOC entitled “Teaching Climate Change”, which will be published in 2022 in English on the Foundation for Environmental Education platform. The French version of the MOOC is foreseen for 2023.

In cooperation with the *La main à la pâte* Foundation, the OCE also published three self-training tutorials in French

which are available on the L@map platform. These tutorials enable teachers to enhance their knowledge about climate change (especially regarding the ocean and the cryosphere) while becoming familiar with inquiry-based learning through questioning, experimenting, documentary research and becoming familiar with educational resources.





## TEACHERS' PROFESSIONAL DEVELOPMENT

The OCE proposes professional development activities for teachers, teacher trainers and other educational system administrators. These training sessions place a focus on scientific content and social challenges of climate change, classroom practices, and systematically involve local stakeholders.

Each training session includes the following:

- **“Immersive” workshops** (questioning, debates, experiments, individual, group and teamwork, etc.) which allows the participants to become familiar with climate sciences and active learning pedagogies. These activities are designed to be easily reproduced in the classroom and call for everyday, affordable equipment.
- **Periods to share and analyze teaching practices**, during which participants may present and discuss the activities they have carried out.
- **Production workshops**, which enable groups to design education projects tailored to their needs.
- **Strategic planning workshops**, which help decisionmakers reflect on how to incorporate climate change in education policy, including school curricula.

Despite the public health context in 2021 which continued to impact travel and limit possibilities for face-to-face gatherings, the OCE organized 51 training sessions and conferences (17 in person and 34 remotely) which were attended by more than 58,000 teachers and trainers. Half of these events were organized in France, and the other half abroad (Chile, Colombia, Ecuador, India, Malaysia, Mexico, Peru, Senegal and South Korea).



Board game on the impact of transport on the climate



## ACTION FOR THE CLIMATE: CHILDREN AND TREES

This project, developed by the *La main à la pâte* pilot centre in Nogent-sur-Oise (France), combines science, literature and theatre. Based on the scientific inquiry-based approach, students study the origins and consequences of climate change and possible solutions. They write and then put together a play, which they will put on for the other classes, parents and local authorities at the end of the year.

For the third consecutive year, the OCE has continued its partnership with the team in Nogent-sur-Oise, offering the teachers and coordinators involved in the project with training sessions and teaching materials, and by facilitating the sponsoring of classes by scientists.

This year, the project focused particularly on the theme of the forest, and was carried out in collaboration with the city of Senlis (France). It gave rise to a local adaptation of the OCE's "Climate in our Hands" teaching guide.

The OCE provided support to *La main à la pâte* pilot centres and middle schools with their climate change projects in France (Nice, Rouen, Saint-Aubin-du-Cormier...) and also supported the Houses for Science for Teachers project, which accompanies teachers in integrating innovative practices to their science teaching.

## CLIMATHON

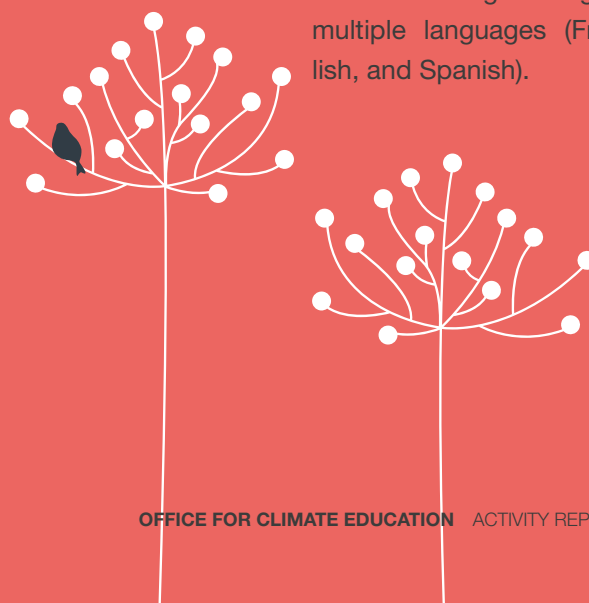
In partnership with the *Maison Pour La Science* in Alsace, the OCE supported three middle schools in the Strasbourg region with a "climathon" project in 2021. Through discussion with researchers and experts, students came up with tangible solutions to mitigate, adapt to or spread awareness about climate change. They focused on a local problem and explored possible ways to take action, which were then implemented.

For example, some students explored the possibility of launching a competition to promote greener balconies in order to combat urban heat islands.

## 8 CLIMATE ISSUES EXPLAINED TO CHILDREN

The OCE accompanied students from Boulogne (France) pursuing a degree in the applied arts and specializing in graphic design and multimedia storytelling, to produce media aiming to raise awareness on eight topics linked to climate change: transportation, fashion, agriculture, food, consumption, deforestation, urbanization, and digital technology. The students' work was produced in risograph prints, an environmentally friendly printing technique.

The activities were tested in both school and extracurricular contexts and were made accessible to teachers during training sessions in multiple languages (French, English, and Spanish).





# COMMUNITIES OF PRACTICE

## Connecting scientific and teaching communities

In collaboration with the Academy of Science (France), the OCE hosted a series of webinars which reached more than 1,800 French teachers. A newsletter was produced to accompany these webinars, offering teachers a series of educational resources related to the topics addressed.

## Fostering peer learning and discussion with other institutions

The OCE organized several discussion sessions among teachers, in particular through the ALEC project, and took part in **4 high-level events involving approximately 700 decision makers:**

- **Climate and Weather Days** (Journées Météo et Climat) May 2021, Paris;
- **UNESCO World Conference on Education for Sustainable Development** (May 2021, Berlin);
- **Meeting with the government of New Caledonia** (September 2021, Paris);
- Several blue zone side events at **COP26** in the IPCC, European Union and France pavilions (November 2021, Glasgow).

The OCE also connected with various stakeholders linked to UNESCO, in particular the APCEIU, WFEO and Eskura centres, and the ASPnet network.



## Giving teachers the floor

To highlight the fundamental role of teachers and the challenges they face in climate change education, the OCE organized the very first **“Teachers’ COP”** in 2021, a hybrid event held in Glasgow, during COP 26.

It brought together more than **500 teachers from 30 countries**, with simultaneous interpretation available in French, English and Spanish.

Through this event, teachers explored innovative practices and projects, and drafted and formally adopted a joint declaration containing possible ways of implementing high-quality climate change education. The OCE then presented this declaration at the aforementioned blue-zone side events, effectively giving teachers the floor for the first time at a COP event.





# COMMUNICATION & DISSEMINATION

In 2021, the OCE reinforced its role as an international player in climate change education through communicating and disseminating its activities to various groups.

## DISSEMINATION CAMPAIGN FOR THE LAUNCH OF THE OCEAN AND CRYOSPHERE TEACHING KIT

More than 100,000 impressions on social media.

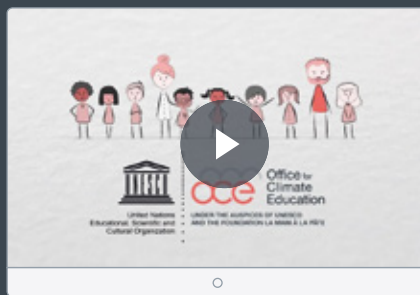
More than 11,000 downloads of teaching kit resources.

More than 4,000 printed copies of the teaching handbook freely distributed to teachers around the world, including 2,800 in France.

## OCE PROMOTIONAL VIDEO



The OCE developed an institutional video that presents its activities, illustrates its scientific and pedagogical expertise and its internationally recognized status as a UNESCO Center.



## MEDIA VISIBILITY

OCE's presence online and in other media (press, television) continues to evolve with the growth of its multiple communication channels.

30 articles published in the press.

One TV programme (B-smart).



**Twitter**

186,171 impressions



**Facebook**

38,465 post impressions



**LinkedIn**

9,000 impressions



**Instagram**

3,800 impressions



**YouTube channels**

6,600 views on the CLIM channel



**Website**

100,000 visitors  
17,300 resource downloads



**Partner websites**

4,800 views on the "Billes de sciences" channel  
170 enrolls for OCE tutorials on the L@map platform

# FINANCIAL REPORT

The OCE's financial report for 2021 reflects an increase of its activity compared to 2020, due notably to operationalization of the ALEC project in Latin America and the international conferences and trainings which have partially resumed, in the context of the progressive end of the health crisis.

## EXPENSES

In 2021, expenses amounted to €830k. The main area of expenditure concerns staff salaries (58%). The structure costs correspond to the administrative support provided by the La main à la pâte Foundation on behalf of the OCE. Running costs correspond to mission expenses of the OCE team and external services (layout, translation, video production, etc.). Due to the pandemic, a number of actions could not be carried out in 2021. The corresponding funds will be carried over to 2022.

## REVENUE

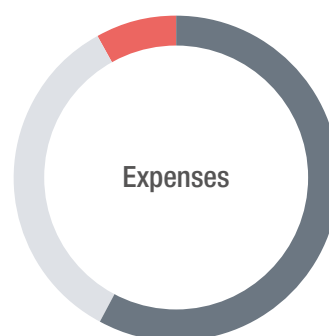
Revenue amounted to €830k in 2021. 58% came from private partners (Luciole foundation, Prince Albert II foundation, Ginkgo foundation, Siemens Stiftung, CAS-DEN) and 42% from public partners (Météo France, French Ministries of Education and Research, ADEME, FFEM via AFD, European Commission via CNRS).

## IN-KIND CONTRIBUTIONS

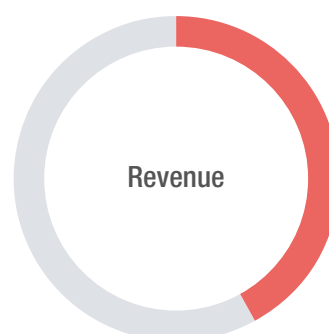
In 2021, the Office for Climate Education received significant support in the form of in-kind contributions (IPSL Climate Graduate School, Sorbonne University, Fondation pour le progrès de l'homme, volunteers) estimated at €157k. These contributions represent 16% of the OCE's income.

## RESULT OF THE FINANCIAL YEAR

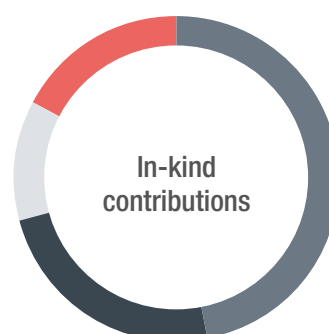
The result for the financial year 2021 is a zero balance. The 2021 accounts of the Office for Climate Education were examined at a Strategic Board meeting held on 16 June 2022, and certified at a Board meeting of the *La main à la pâte* Foundation held on 23 June 2022, by its auditor, the firm DBA Audit, represented by Laurent Echauzier.



- 58% Human Resources
- 34% Running costs
- 8% Structure costs



- 58% Private funding
- 42% Public funding



- 47% Volunteer work
- 24% Premises offered by the Sorbonne University
- 17% Accommodation and catering costs offered by the Fondation pour le progrès de l'homme
- 12% Services provided by the IPSL Graduate Climate School

## KEY FIGURES 2021



**11** PEOPLE IN THE OPERATIONS TEAM



**6** EDUCATIONAL RESOURCES PRODUCED



**17** IN-PERSON TRAINING SESSIONS  
**34** REMOTE TRAINING SESSIONS



**58,000** TEACHERS TRAINED



**1** REGIONAL PROJECT IN LATIN AMERICA  
**3** EUROPEAN PROJECTS  
**3** PROJECTS IN FRANCE



**3** HIGH-LEVEL EVENTS



**30** PRESS ARTICLES  
**1** TV PROGRAMME



**~1000** TREES PLANTED TO OFFSET CARBON  
EMISSIONS FROM OCE ACTIVITIES





<https://oce.global>

[contact@oce.global](mailto:contact@oce.global)

Office for Climate Education

Sorbonne Université – IPSL

Tour 33-34, 2<sup>ème</sup> étage, bureau 215

4, place Jussieu

75252 Paris Cedex 05 – France

#### UNDER THE AUSPICES OF



United Nations  
Educational, Scientific and  
Cultural Organization

Under the auspices of  
**UNESCO**



POUR L'ÉDUCATION À LA SCIENCE

Commissioned in 2018 by the *La main à la pâte* foundation and the climate science community, the Office for Climate Education (OCE) promotes climate change education and associated teacher support worldwide. The OCE has been a centre under the auspices of UNESCO since 2020.

#### FOUNDING MEMBERS



#### IN PARTNERSHIP WITH

