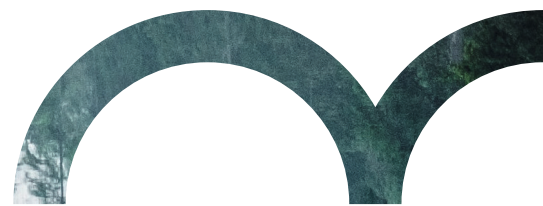




Office for
Climate
Education

STRATEGIC PLAN 2022-2026

Learning today for a better tomorrow



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OFFICE FOR CLIMATE EDUCATION STRATEGIC PLAN 2022 – 2026

The Office for Climate Education (OCE) is a rapidly expanding organization focusing on building bridges between the scientific and pedagogical communities in order to address climate change through education.

Working with a wide international network of institutional, scientific, educational, and financial partners around the world, the OCE recognizes teachers' unique role in accompanying future generations in understanding climate change and in developing the critical thinking skills needed to act as global citizens. The OCE provides teachers with the resources, professional development, and support to make this possible. The OCE also provides policy advice to educational systems around the world in order to create enabling environments for implementing quality climate change education (CCE).

THE OCE, A KEY ACTOR OF CLIMATE CHANGE EDUCATION

The context in which the OCE was established in 2018 has evolved considerably. Increasing youth mobilisation, including the strong youth presence at the COP26 in Glasgow; the publication of the IPCC reports on global warming, the impact of climate change on land and on the ocean and cryosphere in 2018 and 2019; growing public awareness of anthropogenic climate change and the need for adequate policy responses, have all contributed to an increasing demand for resources and support to address climate change through education.

A 2021 UNESCO¹ survey on climate change in education indicates that 95% of teachers believe that it is important to teach about the severity of climate change and its effects. However, fewer than 40% feel confident to teach it. In such a context, the number of actors stepping in to respond to the need for climate change education has increased considerably.

During its initial 4 years, the OCE has set itself apart through:

- ~ the **expertise** of its internationally recognized team of scientists, education experts and teachers who prepare, review and test the OCE's resources and trainings;
- ~ its commitment to **quality science teaching** and **inquiry-based learning** rooted in its historic connection to the Foundation *La main à la pâte*;
- ~ its close cooperation with **internationally recognized research laboratories** – Institut Pierre Simon Laplace (IPSL), Potsdam Institute for Climate Research (PIK), Institut de recherche pour le développement (IRD) – and science academies;
- ~ becoming a **UNESCO Category 2 Centre** and developing strategic partnerships with ministries of education and the environment;
- ~ its close link with the **Intergovernmental Panel on Climate Change** (IPCC) as an official observer;
- ~ its growing **network** of over 70 operational partners in over 30 countries on climate education, including NGOs and scientific and educational institutions and academies.



The objective of this Strategic Plan is to provide a clear framework of the vision, mission, guiding principles, strategic goals and objectives of the Office for Climate Education for the period 2022 - 2026.

It aims to facilitate the OCE's strategic decision-making processes with a view to:

- ~ focusing energy and resources on identified priorities;
- ~ building on the OCE's expanding network and body of knowledge to take the organisation forward;
- ~ solidifying the OCE's role in international networks (UNESCO, IPCC...).

1 UNESCO. *Getting every school climate ready: How countries are integrating climate change issues in education*. 2021.

ACHIEVEMENTS 2018–2021

For the period 2018-2021, the OCE is proud to report on its achievements in terms of resource development, events and trainings, establishing a community of practice among teachers around the world and coordinating a large-scale international project in Latin America.



71 RESOURCES DEVELOPED

Most in 4 languages: English, French, Spanish, German.

- 2 turnkey teaching guides
 - Ocean and Cryosphere*
 - Climate Change and Land*
- 3 summaries of the IPCC reports
 - Global Warming of 1.5°C*
 - Climate Change and Land*
 - The Ocean and Cryosphere in a Changing Climate*
- 29 video clips
- 17 interactive multimedia activities
- 3 teacher training protocols
- 3 e-learning tutorials
- 2 “Covid modules”
 - To ensure pedagogical continuity during the pandemic
- 11 pedagogical resources for high school
- 1 conceptual scenario



99 EVENTS AND TRAININGS

- 26 face-to-face trainings → 1,100 teachers trained
- 19 remote trainings → 69,000 teachers trained
- 54 conferences and high-level events



COMMUNITY OF PRACTICE

Through its activities and networks, the OCE has brought together teachers from all over the world to share ideas and best practices.

- 1,800 high school teachers involved
- 4,000 primary and middle school teachers involved in the framework of the project Climate, Ocean and the Cryosphere
- 17,000 teachers involved in the framework of the ALEC project alone



1 LARGE-SCALE INTERNATIONAL PROJECT IN LATIN AMERICA

América Latina para la Educación Climática: a 5-year project involving 12 partners coordinated by the OCE.





HISTORY



The Office for Climate Education (OCE) was created in 2018 in response to Article 12 of the 2015 Paris agreement (COP21), highlighting the importance of climate change education. Launched by the Foundation *La main à la pâte* and the climate science community, the OCE promotes climate change education at the primary and secondary school levels worldwide with a view to furthering the 2030 Sustainable Development Agenda, and in particular Sustainable Development Goals 4 (Quality Education) and 13 (Climate Action).

The OCE's founding members are the French National Research Institute for Sustainable Development (IRD), Météo-France, the association Météo & Climat (Société Météorologique de France) and the Sorbonne University.

Sheltered by the Foundation *La main à la pâte*, which has long-standing international expertise in inquiry-based science education; hosted by the Institut Pierre-Simon Laplace (IPSL), a climate sci-

ence research institute of international standing, and Sorbonne University, in Paris; and with its growing international network, the OCE is in continual contact with climate scientists and researchers worldwide, in particular those contributing to IPCC reports.

Thanks to the recognized expertise of the OCE in climate change education and its alignment with the mandate of the United Nations Educational Scientific and Cultural Organisation (UNESCO) to promote quality education, including sustainable development education, the OCE was designated as a UNESCO Category 2 Centre in 2020. Through this designation, the OCE has become a member of an international network of highly recognized centres of excellence committed to implementing UNESCO's mandate and attaining the Sustainable Development Objectives (SDGs).

Formally invited by the French ministry of Ecological transition to contribute to the governmental review of IPCC draft reports on educational matters, the OCE became an observer organization to the IPCC in 2021.

TEAM & GOVERNANCE

As a sheltered foundation, the OCE is legally represented by the Fondation *La main à la pâte*. The OCE has its own operational autonomy, staff and budget, as well as its own governing bodies (Strategic Board, Scientific and Pedagogical Committee).

STRATEGIC BOARD COMPOSITION

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**, Head of the Education for Sustainable Development section of 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 MEMBERS

- Eric Brun**, IPCC Focal Point for the French Government, Director of ONERC;
- Barbara Filtzinger**, Head of the Education Working Area at Siemens Stiftung;
- Eric 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 Intergovernmental Panel on Climate Change (IPCC) Working Group 1 Technical Support Unit;
- Jean-Loup Puget**, French Academy of Sciences.

OPERATIONAL

TEAM

COMPOSITION



David Wilgenbus



Natalie Nicetto



Lydie Lescarmontier



Djian Sadadou



Simon Klein



Mathilde Tricoire



Apurva Barve



Gabriel Brunnich-Dunand

THE STRATEGIC BOARD is composed of the OCE's founding members and main institutional partners. Among its different responsibilities, the Strategic Board decides on the missions and development of the OCE, establishes an annual action plan, votes on the budget, and appoints the OCE Director and the members of the Scientific and Pedagogical Committee.

THE SCIENTIFIC AND PEDAGOGICAL COMMITTEE (SPC)

is composed of up to 20 active professionals, chosen for their scientific and/or pedagogical expertise. The SPC ensures that the actions carried out by the OCE (in particular, the production of educational resources and teachers' professional development) are professionally scoped and evaluated and follow the OCE's guiding principles. The appointments made by the Strategic Board ensure that the composition of the SPC is balanced among:

- ~ scientific disciplines (climate sciences, life sciences, economic and social sciences, etc.);
- ~ pedagogical experts (science education, sustainable development education, teacher training, etc.);
- ~ partners involved in operational actions in different regions of the world.

THE OPERATIONAL TEAM is based in Paris, in the IPSL premises at Sorbonne University. It is responsible for implementing the strategy of the OCE, managing its projects and actions, communicating on its activities and coordinating and leading its international network of partners.

THE OCE ENVISIONS 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.

VISION

MISSION

In support of this vision, the OCE's mission is to empower primary and secondary school teachers to integrate the concepts and issues related to climate change in the classroom and provide policy support to national education systems around the world.

The OCE's ambition is to become a worldwide reference in climate change education, building on its collaboration with institutional actors, including UNESCO, the IPCC, ministries of education and the environment, as well as with scientific organisations and academies, NGOs and schools from around the world.

The OCE contributes to building consortia of stakeholders to facilitate the development of scalable climate change education initiatives at national and international levels. Through providing training and policy advice, the OCE also supports ministries of education and the environment to integrate climate change education in curricula and policy.

The OCE focuses on formal education targeting the 9 - 15-year-old age group with a view to promoting equal opportunity to quality climate change education for all, boys and girls alike.



SCIENTIFIC FOUNDATION

The OCE's actions are evidence-based and deeply rooted in scientific research, draw on IPCC reports and state of the art pedagogy research and are classroom-tested.

INTERDISCIPLINARITY

The OCE promotes climate change education as an integral component of education for sustainable development and ecological transition, namely by integrating interdisciplinarity and global citizenship in its actions.

ACTIVE LEARNING PEDAGOGIES

The OCE has adopted inquiry-based and project-based learning pedagogies, thus blurring disciplinary boundaries and encouraging a broader, more holistic and positive vision of the future for younger generations.

COOPERATION

The OCE's interventions around the world are rooted in cooperation with local, national, regional and international stakeholders. Particular attention is given to the needs expressed by teachers, students, schools and educational systems.

ACCESSIBILITY AND RELEVANCE

Multilingual, free of charge and open licenced, the OCE's resources are adapted to local contexts to ensure their relevance. They are designed to be easily upscaled in the framework of large-scale climate change education initiatives.

LONG-TERM IMPACT AND LEGACY

The OCE promotes in depth, long-term and transformative actions that empower teachers and students in facing climate change.

GUIDING PRINCIPLES

These principles inform the OCE's decisions and actions. The Scientific and Pedagogical Committee of the OCE assists the Office in ensuring that its decisions and actions are rooted in these guiding principles.



STRATEGIC GOALS

Rooted in the aforementioned Guiding Principles, the OCE's Strategic Goals are structured around 4 key themes.

SG1 EMPOWERING TEACHERS FOR CCE

- Develop high-quality, free of charge and locally relevant education resources for teachers, trainers and students.
- Provide professional development for teachers and teacher trainers to assimilate climate change knowledge, interdisciplinarity and active-learning pedagogies.
- Facilitate the establishment of communities of practice for teachers.

SG2 SUPPORTING PUBLIC POLICIES ON CCE

- Support the missions and strategies of UNESCO and other UN bodies.
- Engage in partnership development, sharing of expertise and best practices.
- Advise and support ministries of education, the environment and other stakeholders in CCE-related initiatives.
- Conduct field and needs assessments and formulate pilot projects.
- Support the integration of CCE in school curricula

SG3 IMPLEMENTING OPERATIONAL PROJECTS ON CCE

- Facilitate the development of operational projects based on multi-year partnerships with local stakeholders, with a particular focus on Latin America, Africa and Southeast Asia.
- Develop consortia with a strong involvement of local partners in order to disseminate CCE to tens of thousands of classes in each region.
- Promote and establish North-South and South-South cooperation on CCE.
- Ensure the geographical balance of the OCE's interventions: 20% in France, 20% in Europe and 60% in developing countries.

SG4 CONTRIBUTING TO RESEARCH AND EVALUATION ON CCE

- Collaborate with CCE research institutions to develop CCE indicators.
- Elaborate case studies with a view to measuring the impact of CCE.
- Evaluate the impact of the OCE's action.



OBJECTIVES 2022–2026

The following objectives for 2022-2026 are linked with the OCE's Strategic Goals, which guide its areas of intervention and determine the use of resources.



Develop and Disseminate Resources Based on IPCC Reports SG1

Develop pedagogical toolkits based on the following IPCC reports:

- ~ Ocean and Cryosphere in a Changing Climate
- ~ Climate Change and Land
- ~ Assessment Report 6

Facilitate the local adaptation with partners in Africa, South America and Southeast Asia.

Ensure large-scale dissemination of resources.



Lead professional development workshops for teachers and teacher trainers on CCE SG1

Develop and lead professional development workshops, targeting in priority teacher trainers to maximize upscaling.

Develop a MOOC on CCE for teachers worldwide.

Facilitate the development of communities of practice for teachers.



International and institutional networking SG2

Organize an international seminar on CCE in 2022 and 2024 (Paris, France).

Map and explore partnerships with UNESCO education and science centres and offices.

Organise a Teachers' COP in the framework of UNFCCC COPs.

Become a UNFCCC observer organisation.

Organise an annual OCE Partners' Day.



Provide support to developing public policies on CCE SG2

Conduct field analyses and CCE needs assessments.

Consolidate the OCE's growing body of experience with a view to proposing a structured offer for public policy support.



Implement operational CCE projects SG3

Coordinate the project América Latina para la Educación Climática (ALEC) in Latin America.

Seek partners to develop consortia in Africa and Southeast Asia.

Develop an ambitious multi-country CCE pilot project in Africa.

Contribute to the development of a large-scale CCE project in Southeast Asia.



Draw from and contribute to research on the evaluation of CCE SG4

Actively participate in the Monitoring and Evaluating Climate Communication and Education (MECCE) project.

Conduct a case study in France in the framework of MECCE.

Offer professional development opportunities to young researchers on the evaluation of CCE (Master's degree, PhD...).



Evaluate the impact of the OCE's action SG4

Develop indicators of the OCE's actions (teaching practices, knowledge and skills acquired by students, capacity building of local partners).

Apply indicators to measure the impact of the OCE's actions.

Conduct an impact assessment on the OCE's actions from 2018-2023.

Evaluate and reduce the environmental impact of the OCE's core team activities.



GEOGRAPHICAL DISTRIBUTION

ECOSCOMICS 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.

ESM2025 EUROPE

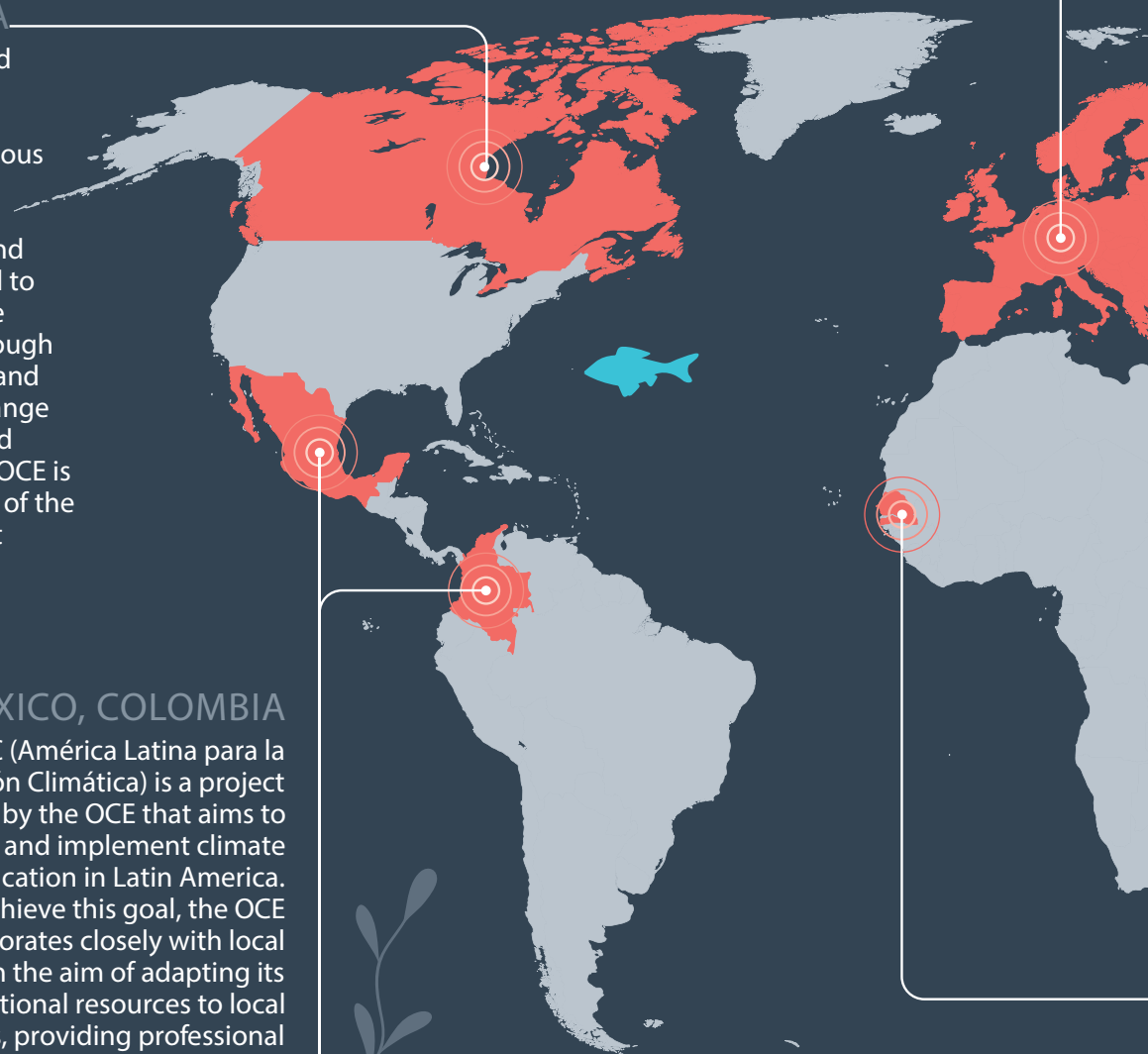
ESM2025 is a European research project developing the next generation of earth system models. It includes an educational component supported by the OCE which will develop targeted educational material, and training workshops specifically designed for teachers and teacher trainers, such as the Climate Education Summer Universities and the school-scale climate action project, Climathon.

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

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)

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.

ARRICE KENYA, MAURITIUS, SENEGAL

The OCE aims to implement a 4-year climate change education pilot project in Africa (2022-2025) involving thousands of primary and middle school classrooms across the Continent. More precisely Kenya, Mauritius and Senegal have been identified as priority countries for this pilot project in light of their demonstrated commitment to education for sustainable development, interest expressed by local actors to develop climate change education initiatives and the robust educational networks in place.



“This 2022-2026 strategic plan charts a very exciting course for the Office for Climate Education. It builds on OCE’s recognized expertise and proposes new ambitious goals such as the support to educational policy makers. Clearly laying out the vision, mission and guiding principles of the OCE is an additional stepping stone towards quality climate change education for all. I am deeply grateful to the institutions and individuals who support the OCE and share this inspiring ambition – their enthusiastic contribution to our work is a testimony of their trust.”

Éric Guilyardi, President of the Office for Climate Education



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United Nations
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Under the auspices of
UNESCO



FONDATION
La main à la pâte

POUR L'ÉDUCATION À LA SCIENCE

