



Office for
Climate
Education

ACTIVITY REPORT
2020



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FOREWORD

The Office for Climate Education in 2020

DEVELOPING CRITICAL MINDS AND HOPEFUL HEART



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

The Covid-19 crisis is a vivid reminder of how interconnected we all are, the importance of science, the fragility of the most vulnerable and the central role of education in youth well-being. In particular, climate literacy is essential so that educated citizens can understand the environmental situation we are in, and contribute to redefining the collective objectives that sustain society.

The Office for Climate Education (OCE) was established in response to this educational challenge, as championed by UNESCO and UNFCCC, namely via Article 12 of the 2015 Paris Agreement. The strategic vision of the OCE is to produce, adapt and disseminate free, inquiry- and project-based educational resources on climate change that are scientifically and pedagogically sound, to provide teachers with associated professional development, and to support education systems, at primary and secondary school levels, in developing and developed countries.

Now in its fourth year of operation, the success of the OCE is rooted in the vision laid out by Pierre Léna of *La main à la pâte* and the climate science community, with the support of the OCE founding members and partners, the investment of the Scientific and Pedagogical Committee, chaired by Cliona Murphy, as well as the incredible dedication of the Office team, led by David Wilgenbus.

This dedication has been particularly evident in 2020, with the team adapting its work plan to face the situation created by the pandemic, spending more time on resource creation and remote teacher training, as described in this report. In addition to the completion of the Climate, *Ocean and Cryosphere* resources, based on the related IPCC special report, a new project was designed on *Climate Change and Land Use*. The FFEM-funded ALEC project in Latin America was officially launched, offering exciting opportunities for local testing and adaptation of OCE resources. In France, and together with *La main à la pâte* and the Académie des sciences, remote resources were developed to support students and pupils in lockdown. Now that a number of resources are available, the OCE is strengthening the development of

its communities of practice to ensure their wide dissemination, by leveraging its local partners. The OCE is also investing in remote training and MOOC development, with the ambition to provide a balanced offer for in-person vs. remote teacher training.

A major landmark of 2020 has been the OCE's official recognition under the auspices of UNESCO, which opens new and exciting opportunities, such as providing support to national and local educational authorities to enhance their curricula in climate change. The participation in several successful EU projects also opens up additional collaboration avenues with both the academic and operational educational communities. To strengthen the OCE's growing reputation as a major stakeholder in climate change education, the Strategic Board has launched a mid-term strategic plan for 2022–2026, preparing the next five years of the Office.

I am very proud of the major achievements of the OCE team in 2020 and, with the members of the Strategic Board, deeply grateful to the people and institutions that support the OCE's goals and vision. Besides the enduring support of our institutional and financial partners over the last three years, the OCE is proud to welcome new partners in AXA and the Fondation Ginkgo. We would like to thank in particular Nathalie von Siemens, Barbara Filtzinger and Ulrike Wahl (Siemens Stiftung), H.E. Bernard Fautrier (Fondation Prince Albert II de Monaco), Wedig von Gaudecker (Fondation Luciole), Cédric Weber and Catherine Chazal (AXA), Henri-Louis Bauer (Fondation Ginkgo), Valérie Masson-Delmotte and Anna Pirani (IPCC WG1), Alexander Leicht (UNESCO), Samuel Cazenave (French Ministry of Education), Éric Brun (French Ministry of Ecology), Marie-Lise Sabrié (IRD), Hervé Roquet (Météo-France), Jean Jouzel (Météo et Climat), Stefan Rahmstorf (PIK), Hervé Le Treut and Robert Vautard (IPSL), Daniel Rouan, David Jasmin, Laurence Constantini and Alix-Maud Soulage (*La main à la pâte*) and the many friends of the OCE across the five continents.

Finally, I want to convey my admiration and gratitude to Pierre Léna and thank him for his trust, his inspiration and for his enduring efforts towards the success of the OCE.

Organisation and governance

The Office for Climate Education is a foundation sheltered by the Fondation *La main à la pâte*. 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.

The OCE is legally represented by the Fondation *La main à la pâte*, 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 2020, the Board met on 10 June and 2 December.

The Strategic Board of the OCE is composed of:

REPRESENTING THE FOUNDERS

Luc Abbadie, Director of the Institute for Environmental Transition of Sorbonne University;

Jean Jouzel, President of the association Météo et Climat;

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

Barbara Filtzinger, Head of the Education Working Area at Siemens Stiftung;

Éric Guilyardi, Oceanographer and Climate Scientist, Institut Pierre-Simon Laplace (IPSL);

Alexander Leicht, Chief of Section, Education for Sustainable Development, UNESCO;

Anna Pirani, Head of the Intergovernmental Panel on Climate Change (IPCC) Working Group 1 Technical Support Unit;

Jean-Loup Puget, Académie des sciences;

Stefan Rahmstorf, Professor at the Potsdam Institute for Climate Impact Research (Institut für Klimafolgenforschung/PIK).

PERMANENT GUESTS

Sabine Bobée, Inspector, French Ministry of Education;
Éric Brun, IPCC Focal Point for France and Director of ONERC;

Pierre Léna, Académie des sciences, Honorary President of the Fondation *La main à la pâte*;

Coralie Noël, Senior Official for Sustainable Development, French Ministry of Education;

David Wilgenbus, Executive Director of the OCE.

Éric Guilyardi is the Chair of the Strategic Board.

SCIENCE 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 2020, the Committee met for one week, from the 13 to 17 January, to define the framework of the next OCE pedagogical project on the topic of *Climate Change and Land*. 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 18 qualified members:

Juan Carlos Andrade, Pedagogical Project Officer, Innovec, Mexico;

Stéphan Baillargeon, Director of the Regional Hub for Science and Technology Education, Quebec, Canada;

Badin Borde, Education Project Manager, Siemens Stiftung, Germany;

Sanny Djohan, Director of PT Kuark Internasional, Indonesia;

Jean-Louis Dufresne, Research Director at the National Center for Scientific Research (CNRS), LMD-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;

Maria Martin, Climate Physicist, PIK, Germany;

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;

Elvira Poloczanska, Science Advisor to the IPCC Working Group II Co-Chairs and TSU, Germany;

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;

Vincent Viguié, Economist, Centre International de Recherche sur l'Environnement et le Développement (CIRED), France;

Gabrielle Zimmermann, Biologist and teacher trainer, Fondation *La main à la pâte*, France.

The OCE's Science 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 2020, the OCE team has grown to seven 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);

Alice Latuille, Communications Assistant (intern, since October 2020).

A category 2 centre under the auspices of UNESCO

Following deliberation by the UNESCO General Conference in November 2019, the OCE was officially named a category 2 centre under the auspices of UNESCO in 2020, through a formal agreement between UNESCO and the French government, represented by the Minister of Education. The collaboration between UNESCO (headquarters, institutes, regional offices, etc.) and the OCE will be deepened and publicized in 2021.

The governance of the OCE was modified in December 2020 to comply with this agreement: representatives from UNESCO and the French government have been appointed to the OCE Strategic Board. Further adaptations to the status of the OCE will be made in 2021.



United Nations
Educational, Scientific and
Cultural Organization

Under the auspices of
UNESCO

Carbon offset

In the context of the COVID-19 pandemic, the OCE considerably reduced its international travel in 2020. As in previous years, the OCE has voluntarily offset its carbon emissions by supporting a reforestation project (Saving the Amazon) in Colombia as part of the "Plant for the Planet" project (15 tons of CO₂ offset in 2020): <https://www1.plant-for-the-planet.org>



Around one hundred trees were planted by the Tayazu Community. This community is a part of the Wanano ethnic group and is located three hours from Mitú, the capital of the Amazon Department. It can be reached by land or water, via the Vaupés River.

Production of educational resources

The Office for Climate Education aims to complement the publication of IPCC reports with educational resources for teachers to enable students to:

- **acquire fundamental scientific knowledge** on climate science;
- **understand climate change in all its various dimensions:** scientific, economic and social, both locally and globally;
- **develop their reasoning** and critical thinking skills;
- **understand the profound behavioural changes that are required**, for example, regarding frugality and consumption (particularly in developed countries), by cultivating a vision of ethics, empathy and solidarity;
- **take specific actions**, by developing their emotional and social skills, at school, in the family, and in other community circles.

These resources thus rely on active teaching methods such as inquiry-based science education, project-based teaching, role-playing, and debating. **They are multidisciplinary and oriented towards action, with an emphasis on societal issues of adaptation and mitigation.**

In 2020, with the active participation of its scientific and educational partners, the OCE finalized several resources associated with the IPCC's *Special Report on the Ocean and Cryosphere in a Changing Climate* and developed new resources linked to the *Special Report on Climate Change and Land*.

All of these documents are available on the OCE's website at <https://oce.global> under a Creative Commons



license that allows free use and adaptation in a non-commercial context.

Teacher's handbook

TRANSLATION IN SPANISH, FRENCH AND GERMAN OF THE TEACHER'S HANDBOOK *THE CLIMATE IN OUR HANDS – OCEAN AND CRYOSPHERE*. A major 2019 achievement and the first in a series of volumes on the topic of climate change, this document aims to help teachers carry out, in their classrooms, a range of activities related to climate change, the ocean and the cryosphere, and is designed for students who are between upper primary school and lower secondary school (ages 9 to 15).¹

CREATION OF A NEW TEACHER'S HANDBOOK ON CLIMATE CHANGE AND LAND

Following the same principles as the previous one, this new handbook will propose turnkey lessons based on active pedagogies (inquiry-based science education, project-based learning), with a multidisciplinary approach, on the climate change and land topic. The OCE drafted a first version of the handbook in 2020, with the help of its scientific and pedagogical partners.



▲ Testing an activity where primary school students look at the natural resources needed for the production of some commonly used objects, as well as their carbon footprint.

Classroom testing began in 2020. The finalisation of the lesson plan (extended tests, final validation and publication) is expected for 2021.

¹ The official launch of the *Ocean and Cryosphere* project (with a dedicated webpage and large-scale communication campaign) was planned for 2020 but has been postponed to 2021 because of the COVID-19 pandemic.



Summaries for teachers of IPCC reports

In 2020, the OCE finalized and published **THE SUMMARY FOR TEACHERS OF THE IPCC SPECIAL REPORT ON THE OCEAN AND CRYOSPHERE** in four languages.

It provides non-specialist teachers with an accessible explanation of the IPCC report, richly illustrated and scientifically rigorous. The summary is enriched with pedagogical ideas that will enable them to discuss the issues covered in their classrooms, alongside the turnkey teacher's handbook described above.

A new summary for teachers, based on the *IPCC Special Report on Climate Change and Land*, was written in 2020. The final version and the translations will be ready in 2021.

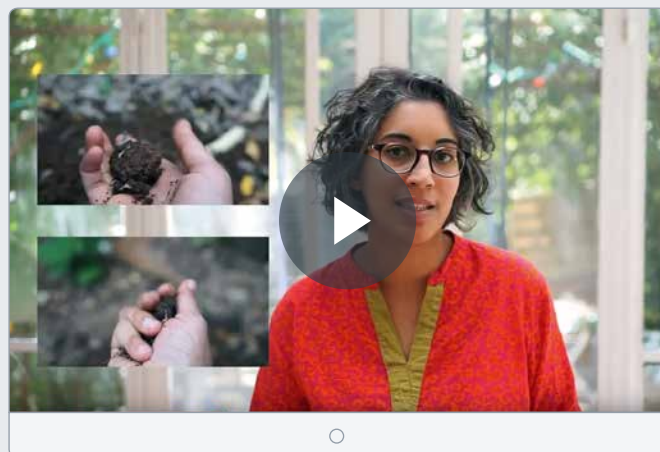


Videos

In partnership with *La main à la pâte* (Youtube Channel "Billes de sciences") and two French Youtubers Sébastien Carassou and Aurélie Fraugier, the OCE produced **TWO FULL-LENGTH VIDEOS WHICH EXPLAIN TO TEACHERS HOW TO WORK ON THE TOPIC OF THE OCEAN AND SOILS**

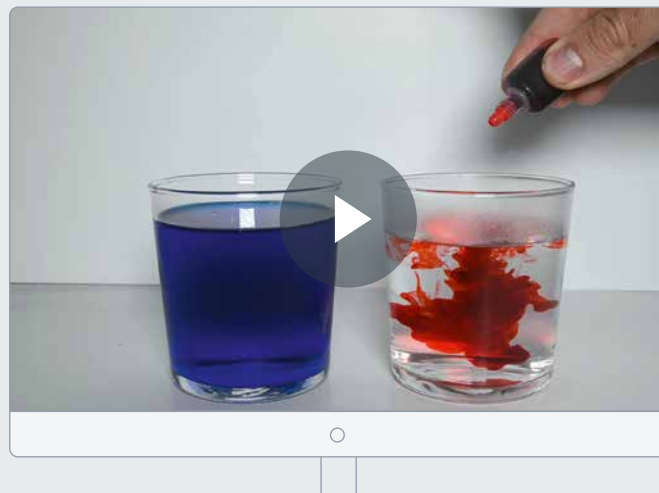
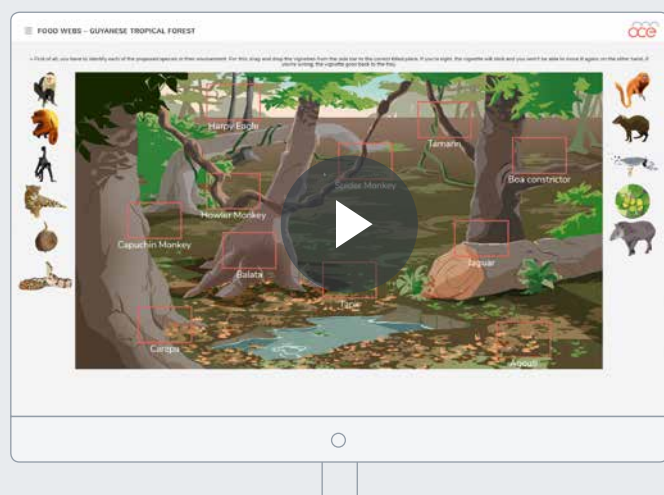
in their classrooms, by providing examples of activities as well as pedagogical and scientific background summaries.

Subtitles in English, Spanish and German are expected in 2021.



THE "CLIM" SERIES HAS BEEN ENRICHED WITH TEN NEW SHORT VIDEOS ON THE TOPIC OF CLIMATE CHANGE AND LAND. The OCE completed the scripts, filming and post-production of the videos in 2020. The OCE is waiting for the official launch of the "land use" project, which will be in late 2021 or early 2022, before publicizing the videos.

EXPERIMENT TUTORIALS: A SERIES OF FIVE SHORT VIDEOS PRESENTING EXPERIMENTS that are easy to conduct in class were produced and used during online teacher-training workshops in 2020, in French and Spanish. More videos and translations are expected in 2021.



Multimedia animations

The OCE produced and published a new series of **EIGHT MULTIMEDIA ANIMATIONS** for classroom use in 2020 (on the carbon cycle; the impact of our food; and six animations on climate change and biodiversity, for various food webs) in four languages.

Resources for French High Schools

In partnership with the French Ministry of Education, the OCE has produced **SIX RESOURCES FOR HIGH SCHOOL TEACHERS** (in French only) in order to support the introduction of climate change into the new curricula. They have been downloaded 3,080 times. Other resources will be finalized in 2021.

In addition to this specific production, Hatier, a French publisher, has included OCE content (extracts of the Summary for Teachers of the IPCC Special Report *Global warming of 1.5°C*) in its new high school textbook.

A MOOC on climate change education

Taking into consideration the increased need for remote teachers' professional development, the OCE started working to develop a MOOC targeting primary and secondary school teachers and highlighting inquiry-based and project-based pedagogies.

This two-year project, conducted in partnership with *La main à la pâte* and the Foundation for Environmental Education (FEE), will be finalized in 2022 and made available on various platforms in French, English and Spanish.

Teacher training protocols

Three teacher training protocols, published in 2019 in English and French, have been translated into Spanish and German in 2020 and published on the OCE website.

Professional development for teachers and field accompaniment

Depending on audiences and needs, the Office for Climate Education offers professional development activities that can last from one to several days and focus on scientific content, societal issues or classroom practices. As often as possible, the OCE involves local scientists and educators in its initiatives.

Each activity includes the following elements:

- **“Immersive” workshops** that simulate a research context (inquiries, debates, experiments, individual work, group work, etc.) to familiarise participants with both climate sciences and active teaching methods. These are designed to be easily recreated in a classroom environment and require only everyday and inexpensive supplies.
- **Moments to analyse** what they have just experienced (both regarding acquired knowledge and steps carried out).
- **Moments for the exchange of practices**, during which participants can present and discuss the initiatives they have carried out locally to date.
- **Production workshops**, allowing groups to design educational projects adapted to different countries.
- **Field trips** (laboratories, industries, farms, eco-centres, etc.) to meet local actors involved in the search for solutions for adapting to or mitigating climate change.

In 2020, teacher training and field support by the OCE were strongly impacted by the COVID-19 pandemic. Nevertheless, the OCE managed to organise **three face-to-face teacher training workshops**, reaching more than 260 teachers and teacher trainers in France. These took place in La Réunion, Besançon and Nogent-sur-Oise.

While most teacher-training workshops initially planned for 2020 have been postponed until after the pandemic, nine of them were transformed into **remote training workshops** in Chile, France (three events), Malaysia, Mexico (three events) and Peru. Around **68,000 teachers and teacher trainers** participated in these events.



▲ Teachers designing an experiment in order to investigate if the melting of sea ice leads to an increase of the sea level.

The OCE participated in six high-level events in 2020: seminar on *Education: The Global Compact* (Vatican, February); the European Geosciences Union (EGU) General Assembly (May); three United Nations Framework Convention on Climate Change (UNFCCC) Action for Climate Empowerment (ACE) meetings for Latin America, Europe and Africa (September); and *La main à la pâte's* International Seminar on Science Education (December).

The OCE organized a one-day workshop on climate change education and communication, within the *Climate and Impact* international conference organized by the IPSL (November).

In addition to these training workshops and high-level events, **the OCE developed field support for different projects** (in France only):

- In Saint Aubin du Cormier, the OCE is supporting a multidisciplinary project (physics & chemistry, natural sciences, geography, foreign languages) on the “climate change and poles” topic.
- As in 2018 and 2019, the OCE also supported the *Science on stage* project in Nogent-sur-Oise. In 2020, the topic was “climate change and trees”.
- As in 2019, the OCE provided scientific and pedagogical assistance to the Cap-au-Nord project.

The OCE in the context of the Covid-19 pandemic



The Office for Climate Education remained active throughout the entire year 2020, despite the pandemic which affected everyone. The operational team as well as governing bodies (Strategic Board, Scientific and Pedagogical committee) worked remotely, without any break.

The OCE adapted its teachers training workshops in order to support teachers and teacher trainers remotely, using videoconferences, social networks and collaborative tools, as described above. Finding a way to help teachers become familiar with climate sciences as well as with active pedagogies, virtually, was challenging! We believe these efforts will have long term benefits as they will help the OCE to develop remote training, even after the pandemic.

To support teachers as well as parents during the lockdown, the OCE has **adapted some of its educational resources to the specific context of home schooling**. Two teaching and learning protocols have been published (in French only), one on the *La main à la pâte* website in April 2020 (*Pedagogical continuity* project), and the other on the French Academy of Science website in July 2020 (*This summer with science* project). Each one contains simplified lessons, documents and videos to be used at home with children and teenagers.

In Latin America, despite the postponing of its official kick-off meeting, **the ALEC project (América Latina para la Educación Climática, a five-year pilot project coordinated by the OCE) was launched in 2020 as planned**. The agreements with the FFEM and local partners in Mexico and Colombia have been signed, and the first operational actions have begun: adaptation of *Ocean and Cryosphere* handbook, creation of remote training tools for teachers, meetings of the two governance bodies (the project's steering and monitoring committees).

The OCE has joined four international consortiums to apply for three European Union Horizon 2020 projects, and one Belmont Forum project. If accepted, these projects will start in late 2021 or early 2022. Three of these projects are climate research projects, where OCE is in charge of the education and outreach activities. The last project is specific to climate change education.

Dissemination and communication



Website

<https://oce.global>
66,800 unique visitors
872,000 page views



Youtube channels

OCE "CLIM" series: 5,369 views, 104 hours
OCE experiment tutorials: 4,465 views, 68 hours
OCE-related part of the Youtube "Billes de sciences" channel: 4,300 views, 125 hours



Twitter

886 followers
42 tweets
239 retweets
473 likes



Facebook

626 followers
43 posts
73,402 views
3,819 interactions



LinkedIn

334 followers



OCE-related content on other websites

La main à la pâte: 6,971 pages viewed and 1,211 resource downloaded
French Ministry of Education: 3,080 resources downloaded



Office for Climate Educ... · 26/06/2020 ...

Gracias a todos por tu presencia e interés!
Hasta pronto para compartir más información valiosa y avanzar hacia una [#educación al #CambioClimático](#) en [#Latam](#) y en el mundo 🌍👏
Gracias al equipo de [@CR2_uchile](#)
[@ICEC_UChile](#) [@ECBI_Chile](#)
[@SiemensStiftung](#) [@uchile](#)
[@UNESCOsantiago](#)

ICR Centro de Ciencia d... · 25/06/2020

¡Muchas gracias a quienes participaron en nuestra II Conferencia Internacional de Educación en Cambio Climático! Próximamente subiremos todas las presentaciones y videos de la conferencia en [cr2.c/ciecc2020/](#)



WEBSITE AND SOCIAL NETWORKS

The OCE has begun a partial redesign of its website, in order to offer dedicated spaces for projects to be launched in 2021 and to facilitate the use of its educational resources. No large-scale communication campaigns were carried out in 2020, because of the decision to postpone the launch of the Ocean and Cryosphere project in 2021. Despite this, traffic on the website increased significantly in 2020: 66,800 unique visitors (compared to 8,740 in 2019), and 872,000 page views. Social media activity also increased in 2020.

In 2020, the OCE media impact concerned only French media.



22 PRESS ARTICLES

Enseignement: Bientôt davantage de climat et de biodiversité dans les programmes du CP au collège?

20 MINUTES – JANUARY 2020

Environnement | Vienne: des plantations de haie bénéfiques pour les champs

AQUI! – FEBRUARY 2020

L'éducation climatique, un défi émergent

JOURNAL DE L'ENVIRONNEMENT – FEBRUARY 2020

Education: quelle place pour le climat dans l'enseignement en France?

LE PARISIEN – FEBRUARY 2020

Les échos de la semaine dans le pays d'Auray

OUEST FRANCE – FEBRUARY 2020

Révélez l'écocitoyen qui est en vous

MOUVEMENT UP – MARCH 2020

Des scientifiques sont mobilisés de longue date

LA CROIX – MARCH 2020

Climat: l'école en première ligne

LES ÉCHOS – MARCH 2020

Urgence écologique: un défi pour l'école

LES CAHIERS PÉDAGOGIQUES – MARCH 2020

Tous les enseignants peuvent contribuer à la transition écologique

LES CAHIERS PÉDAGOGIQUES – APRIL 2020

L'EDD au programme

LA CLASSE – MAY 2020

Les 25 ressources pédagogiques de la semaine

CAFÉ PÉDAGOGIQUE – MAY 2020

Un guide pédagogique pour enseigner le changement climatique

CAFÉ PÉDAGOGIQUE – MAY 2020

Valoriser les connaissances

FAMILLE & EDUCATION – MAY 2020

Enseigner le climat, un défi pour le futur

LES CAHIERS PÉDAGOGIQUES – AUGUST 2020

Vous avez dit holacratie?

LES CAHIERS PÉDAGOGIQUES – AUGUST 2020

Comprendre le changement climatique

LA REVUE DE L'INFIRMIÈRE – AUGUST 2020

Point de vue. Éducation à la citoyenneté terrestre

OUEST FRANCE – SEPTEMBER 2020

Urgence climatique, urgence pédagogique?

FAMILLE & EDUCATION – SEPTEMBER 2020

Changement climatique: les mobilisations pédagogiques dans le monde

LES CAHIERS PÉDAGOGIQUES – OCTOBER 2020

Changement climatique: éduquer pour agir et ne pas désespérer

LES CAHIERS PÉDAGOGIQUES – NOVEMBER 2020

À Daoulas, les élèves de cinquième du collège Coat-Mez confrontés aux effets du climat

TÉLÉGRAMME – NOVEMBER 2020



1 RADIO & PODCAST PROGRAMME

L'éducation au développement durable et à la transition écologique

KADEKOL, LA WEBRADIO DE L'INSTITUT FRANÇAIS DE L'ÉDUCATION – FEBRUARY 2020

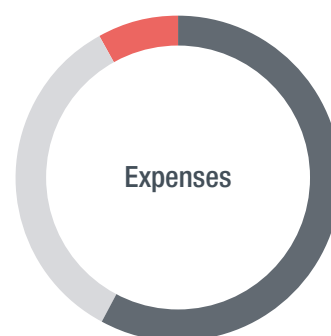


Financial report

The OCE's financial report for 2020 reflects the increase of its activity compared to 2019, due especially to the launch of the ALEC project in Latin America. However, its activity has been reduced due to the pandemic (fewer physical meetings between partners and fewer face-to-face trainings).

EXPENSES

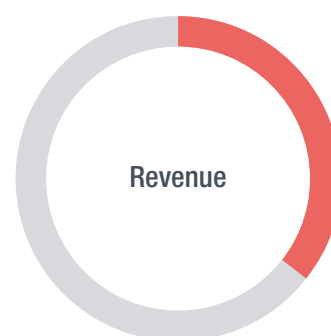
In 2020, expenses amounted to €718k. The main area of expenditure concerns staff salaries (58%). The structure costs correspond to the administrative support provided by the Fondation *La main à la pâte* on behalf of the OCE. Running costs correspond to mission expenses of the OCE team and external services (layout, translation, video production, etc.). Due to the pandemic, a number of actions could not be carried out in 2020. The corresponded funds will be carried over to 2021.



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

REVENUE

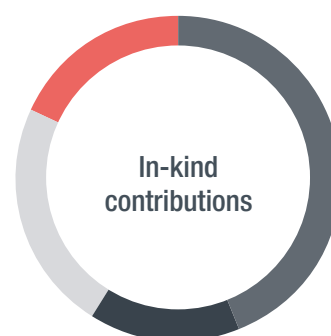
Revenue amounted to €718k in 2020. 66% came from private partners (Luciole foundation, Prince Albert II foundation, Ginkgo foundation, AXA, Siemens Stiftung, CASDEN, BNP, etc.) and 34% from public partners (AFD, Météo France, French Ministries of Education and Research, ADEME, etc.).



- 66% Private funding
- 34% Public funding

IN-KIND CONTRIBUTIONS

In 2020, the Office for Climate Education received significant support in the form of in-kind contributions (IPSL Climate Graduate School, Sorbonne University, volunteers) estimated at €86k. These contributions represent 11% of the OCE's income.



- 44% Volunteer work
- 23% Services provided by the IPSL Graduate Climate School
- 18% Accommodation and catering costs offered by the Fondation pour le progrès de l'homme
- 15% Premises offered by the Sorbonne University

RESULT OF THE FINANCIAL YEAR

The result for the financial year 2020 is a zero balance. The 2020 accounts of the Office for Climate Education were examined at a Strategic Board meeting held on 9 June 2021, and certified at a Board meeting of the Fondation *La main à la pâte* held on 24 June 2021, by its auditor, the firm DBA Audit, represented by Laurent Echauzier.

KEY FIGURES 2020



AN OPERATIONAL TEAM OF **7** PEOPLE

35 EDUCATIONAL RESOURCES
PRODUCED



3 FACE-TO-FACE
TEACHER-TRAINING WORKSHOPS
9 REMOTE TRAINING WORKSHOPS

~68,000 TEACHERS TRAINED



1 REGIONAL PROJECT IN LATIN AMERICA
3 LOCAL PROJECTS IN FRANCE

6 HIGH-LEVEL EVENTS



23 PRESS ARTICLES AND RADIO
BROADCASTS

~900,000 PAGE VIEWS



84 TREES PLANTED TO OFFSET
OCE CARBON EMISSIONS



<https://oce.global>
contact@oce.global
Office for Climate Education
Institut Pierre-Simon Laplace
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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.

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