



Office for
Climate
Education

ACTIVITY REPORT **2019**

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FOREWORD

The Office in 2019

by **Pierre Léna**, President, OCE Strategic Board

Eric Guilyardi, Co-chair, OCE Strategic & Pedagogical Committee

The Office for Climate Education (OCE) was established in March 2018 in response to Article 12 of the 2015 Paris agreement (COP21), highlighting the importance of climate science education. The French Académie des sciences, the Fondation *La main à la pâte*, the IPCC, the InterAcademy Partnership for science and the climate science community, with the support of NGOs and educational institutions, stepped up to the challenge and launched the OCE.

Its goal is to promote climate change education, at the primary and secondary school levels, in developing and developed countries. The strategic vision of the OCE is to produce, adapt and disseminate educational resources on climate change, to provide teachers with associated professional development, and to support education systems, facilitating the preparation of the youth for the climatic challenges of the 21st century.

The Office is sheltered by the Fondation *La main à la pâte*, which has long-lasting worldwide expertise in inquiry-based science education. The Office is hosted by the Institut Pierre-Simon Laplace (IPSL) within the Sorbonne University in Paris, ensuring a permanent contact with renowned climate scientists. 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.

The OCE core mission is to offer, free of charge, high-quality educational resources and professional development to teachers. The Office benefits from considerable and accumulated experience on the active teaching of science, from the dedicated expertise of climate scientists and of the IPCC, and from the key international networks needed to implement and adapt its activities locally. Given the systemic nature of this climate change education, the Office promotes an interdisciplinary vision, joining the climate sciences with the humanities to jointly address the ethical dimensions of the climate change challenge, such as justice and solidarity.



The OCE also contributes to and organises high-level regional conferences gathering education authorities and climate scientists to promote climate change education.

This report describes in detail the many achievements of the OCE during 2019, a year of significant growth. Besides the production of multiple resources following the several IPCC special reports published in 2018 and 2019, and as a clear testimony of the Office's growing reputation, the OCE achieved major landmarks such as (1) the preparation of an ambitious 5-year educational project in Latin America, (2) the establishment of the OCE under the auspices of UNESCO, (3) accepting a task given by the French Ministry of Education to contribute to a renewed climate science syllabus and (4) receiving numerous invitations to contribute to side events during the Madrid-Chile COP25.

We are proud of these Office's team achievements and express our deepest gratitude to the individuals and institutions who believe in and strongly support the OCE's missions. We address special thanks to the climate scientists Valérie Masson-Delmotte (IPCC Group1 & IPSL), Jean Jouzel (Météo et Climat), Hervé Le Treut and Robert Vautard (IPSL), John Schellnhuber and Johan Rockström (PIK), to Nathalie von Siemens, Barbara Filtzinger and Ulrike Wahl (Siemens Stiftung), to Daniel Rouan, David Jasmin and Alix-Maud Soulage (*La main à la pâte*), to HE Bernard Fautrier from the Principauté de Monaco and to Wedig von Gaudecker from the Luciole foundation, as well as to the many OCE friends in Latin America, Africa, South-East Asia, Oceania and Europe.

Organisation and governance

The Office for Climate Education is a foundation sheltered by the Fondation *La main à la pâte*. Thanks to that specific status, it enjoys operational autonomy and has its own governance structures, linked to the foundation that houses it:

- a Strategic board;
- a Scientific and pedagogical committee;
- an Operational team (also called “Executive secretariat”) based in Paris.

In November 2019, the Sorbonne University has joined Météo France, the Institut de Recherche pour le Développement (IRD) and the association Météo et Climat – Société Météorologique de France as a founding member of the OCE.

STRATEGIC BOARD

The Strategic board decides on the missions and development of the OCE, establishes an annual action plan, votes on the budget, appoints the members of the Scientific and pedagogical committee, etc. In 2019, the board met on June 20 and November 26.

The Strategic board of the OCE is composed of:

REPRESENTING THE FOUNDERS

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

Anna Pirani, head of the IPCC Working Group I’s Technical Support Unit;
Eric Guilyardi, oceanographer and climate scientist at the Institut Pierre-Simon Laplace (IPSL), as of November 2019;
Stefan Rahmstorf, professor at the Potsdam Institute for Climate Impact Research (PIK);
Barbara Filtzinger, head of education at the Siemens foundation;

Peter McGrath, coordinator of the InterAcademy Partnership (IAP);

Pierre Léna, member of the French Academy of sciences.

Pierre Léna is the president of the Strategic board of the OCE.

SCIENCE AND PEDAGOGICAL COMMITTEE

The Scientific and pedagogical committee ensures the evaluation of the actions carried out by the OCE (in particular: production of educational resources and professional development actions). In 2019, the Committee met for one week, from the 11th to the 15th of March. It has set up various thematic workgroups (in particular for accompanying the reports *Global warming of 1.5°C* and *The Ocean and Cryosphere in a Changing Climate*) which have met separately.

The Committee is composed of 18 qualified persons:

Juan Carlos Andrade, educational project manager, Innovec, Mexico;

Badin Borde, educational project manager, Siemens Stiftung, Germany;

Stéphan Baillargeon, director of the Regional pole for science and technology education, Québec, Canada;

Sanny Djohan, director of the PT Kuark Internasional, Indonesia;

Jean-Louis Dufresne, climate scientist at the Institut Pierre-Simon Laplace (IPSL-CNRS), France;

Raphaëlle Kounkou, head of climate studies at the Île-de-France inter-regional office, Météo-France, France;

Maria Martin, climate physicist, Potsdam Institut für Klimafolgenforschung (PIK), Germany;

Claudia Martinez, Executive Director of the Educator Programs and California Subject Matter Project at the Office of Diversity and Engagement of the University of California, Office of the President, USA;

Robin Matthews, oceanographer, IPCC’s Working Group I’s Technical support unit, United Kingdom;

Hubert Mazurek, ecologist and geographer, Institut National de Recherche pour le Développement (IRD), France;

Cliona Murphy, associate professor at the Institute of Education, Dublin City University, Ireland;

Minal Pathak, senior scientist, IPCC's Working Group III's Technical Support Unit, India;

Elvira Poloczanska, science advisor to the IPCC's Working Group II Co-Chairs and TSU, Germany;

Anwar Rumjaun, associate professor of the Mauritius Institute of Education, Mauritius;

Jenny Schlüpmann, physicist, Freie Universität Berlin, Germany;

Pramod Kumar Sharma, senior director of the Eco-schools project, Foundation for Environmental Education, Denmark;

Vincent Viguié, economist, Centre international de recherche sur l'environnement et le développement (CIRED), France;

Gabrielle Zimmermann, professional development provider and biologist, 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 on the IPSL premises, is in charge of implementing the Office's actions: project management, network activities, resource production, professional development for teachers and professional development providers, communication, etc.

In 2019, the OCE team has grown to 6 people:

David Wilgenbus, chief executive officer (full time, since March 2018);

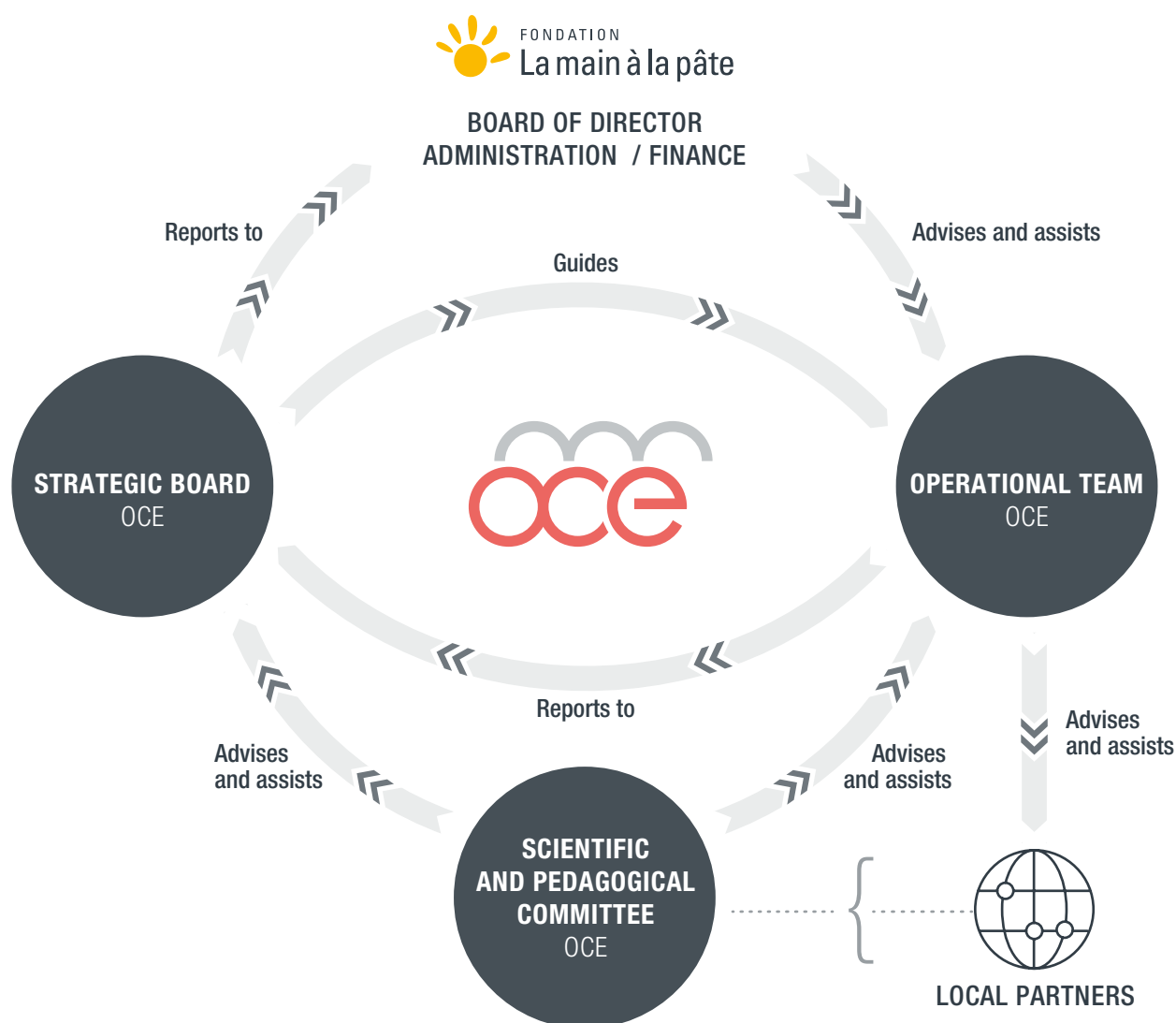
Lydie Lescarmontier, science officer (80%, since April 2018);

Nathalie Morata, project manager (full time, since April 2019);

Mariana Rocha, science and communication officer (80%, since August 2019);

Mathilde Tricoire, education officer (full time, since September 2019);

Natalie Nicetto, executive assistant (60%, since November 2019).





Educational resources production

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 behaviour changes that are required**, for example, regarding frugality and consumption (particularly in developed countries), by cultivating a vision of ethics and solidarity;
- **take specific action**, by developing their emotional and social skills, at the school, family, and other community circles.

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

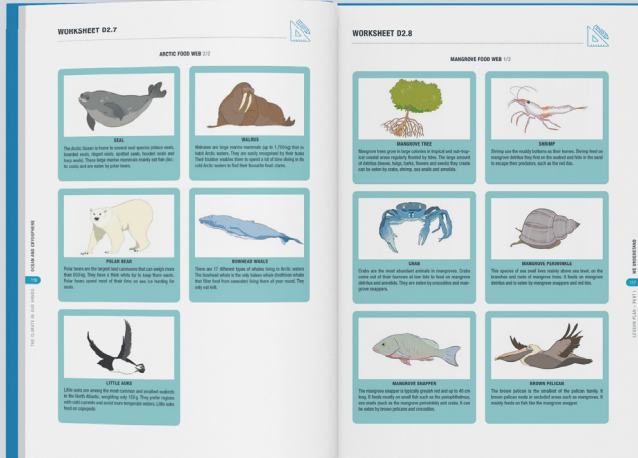
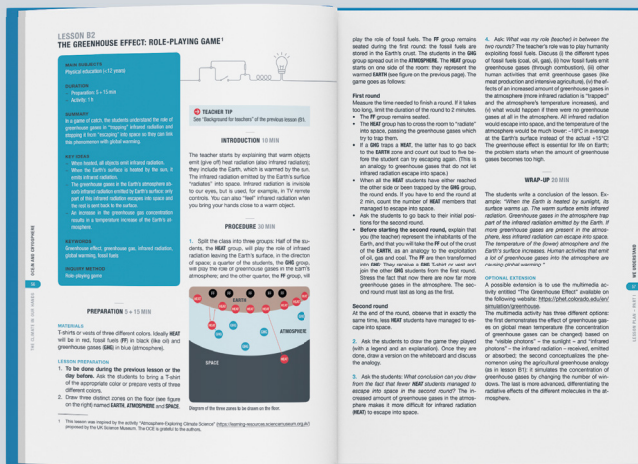
In 2019, with the active participation of its scientific and educational partners, the OCE produced several resources to accompany the IPCC's Special report *Ocean and cryosphere in a changing climate*. These resources are presented on the following pages.

Moreover, during 2019, the OCE translated into French, Spanish and German the resources produced in English during 2018:

- The Summary for Teachers of the IPCC Special Report *Global warming of 1.5°C*;
- Two protocols for actors of teacher professional development: *Understanding the greenhouse effect* and *Ocean and climate change*.

All 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.





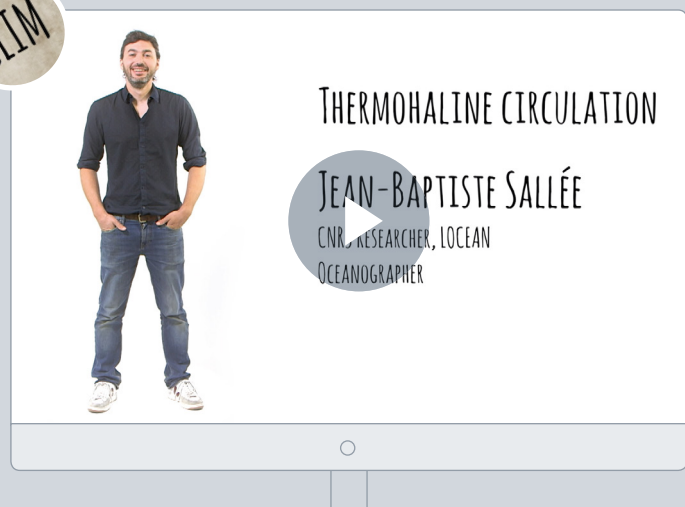
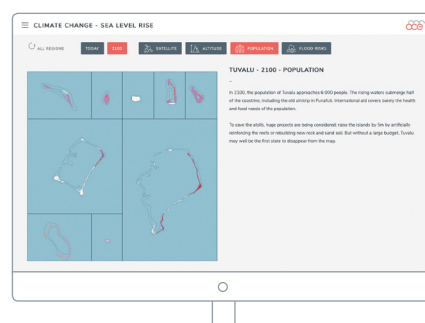
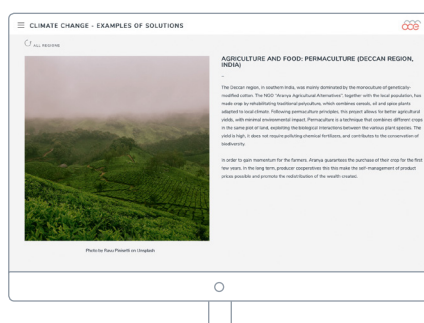
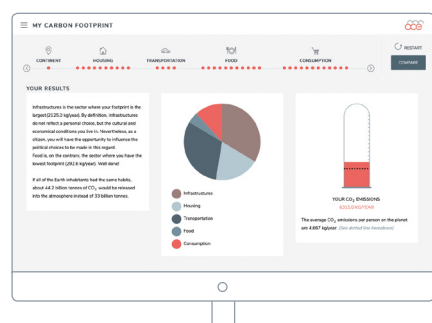
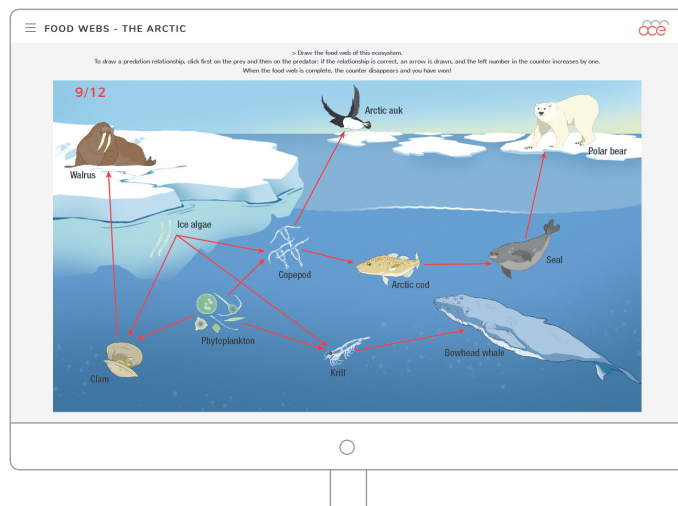
A TEACHER'S HANDBOOK FOR THE PRIMARY AND SECONDARY SCHOOL LEVELS: THE CLIMATE IN OUR HANDS – OCEAN AND CRYOSPHERE

A major 2019 achievement and the first in a series of volumes on the topic of climate change, this document intends to help teachers carry out, in their classrooms, a range of activities related to climate change, the ocean and the cryosphere, and targets students who are between upper primary school and lower secondary school (ages 9 to 15). The creation of this 200-page-long lesson plan has involved 44 people from 10 countries (8 core authors, 19 scientific and pedagogical experts, 15 test teachers, 2 graphic designers).

It was presented in December 2019 during Madrid's COP25 and is currently available on the OCE website, as well as in printed form, in English. French, Spanish and German versions are expected to be published in 2020.

4 MULTIMEDIA ACTIVITIES that allow primary and secondary school students to work on climate change: sea level rise, food webs, carbon footprint and adaptation/mitigation solutions. They can be used in the classroom, or at home, on computers, tablets and smartphones.

Multimedia activities have been published in December 2019 in English, French, Spanish and German.



10 SHORT VIDEOS (2-MINUTE-LONG) suitable for use in the classroom, in which experts speak about specific issues related to the ocean or cryosphere, in the context of climate change. These videos are the first in a series called CLIM, created by the OCE, Dorothée Adam-Mazard, Claire Adam-Mazard and the production company Wattson. They are available in English, French, Spanish and German.

1 LONG VIDEO (14-MINUTE-LONG) in partnership with the French Youtuber Sébastien Carassou and *La main à la pâte*, which explains to teachers how to work on the topic of cryosphere in primary school. The French video was published in February 2019.

Translated versions in English, Spanish and German are expected in 2020.





A PROFESSIONAL DEVELOPMENT PROTOCOL that offers turn-key activities, enriched with scientific and education insights, on the following topic: “Developing a sequence of lessons from a conceptual framework”. English, French and German versions have been published in 2019. A Spanish version is expected in 2020.



Professional development for teachers

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 usual 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 up until then.
- **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 2019, the OCE organised 8 national or regional professional development workshops for teachers, each lasting from 3 to 5 days, for a total of approximately 1340 man-days of training.

The **430 teachers and professional development providers** involved in these courses came from the following countries:

- Africa: Algeria, Benin, Cameroon, Morocco, South Africa, Tunisia.
- Southeast Asia: Cambodia, East-Timor, Fiji, Indonesia, Laos, Malaysia, Myanmar, Philippines, Seychelles, Thailand.
- Europe: France, Italy.
- Pacific: New Caledonia, New Zealand.

FOLLOW-UP

The OCE set up WhatsApp groups to follow up on teachers' and professional development providers' work after the workshops, especially in Malaysia and Colombia. These groups are still active in 2020, with participants sharing what they are currently doing in their own countries.

One of the teachers from the Colombian group received a prize for a project she conducted in her school, following the OCE's workshop.

Climate change with Inquiry based science education along with CESAME, IAP and ESPRIT
{ TUNIS, TUNISIA }

Changement climatique et éducation au développement durable with *La main à la pâte*
{ VILLARCEAUX, FRANCE }

Regional workshop and training “Environment Education for sustainable development”
{ BANDUNG, INDONESIA }

Training workshop on climate change education with ISTIC
{ LANGKAWI, MALAYSIA }

21-25 JANUARY

28-30 MARCH

15-19 APRIL

8-10 MAY

8-12 JULY

1ST-12 JULY

14-18 OCTOBER

18 & 28 NOVEMBER

Educación sobre el cambio climático with STEM-Academia and BNP-Paribas
{ BOGOTÁ, COLOMBIA }

Educación en cambio climático en la escuelas
{ SANTIAGO, CHILE }

Enseigner le changement climatique à l'école et au collège with CREIPAC
{ NEW CALEDONIA }

Le climat entre nos mains
{ NOGENT-SUR-OISE, FRANCE }



After having participated in a week-long OCE workshop in Bandung, Indonesia, in July 2019, these Indonesian teacher-trainers work with local teachers in their own provinces. They develop with them their initial representations, experiments and role playing games on the topic of climate change.



Structuring and coordinating a community of practice

The strength of the Office for Climate Education resides in **the involvement of different actors** who respond to the challenge of climate education. These actors are teachers, professional development providers, NGOs, scientists, Science Academies and Ministries. **This community contributes with a wide set of skills, that go from educational techniques to up-to-date scientific knowledge.**

Another strength of the OCE network is the international scale of the project. **The local adaptation of the resources and professional development workshops are essential for properly targeting teachers.** During 2019, the OCE developed its existing network, put in place in 2018 (including *La main à la pâte*, Eco-School, Innovec, Stem-Academia, ECBI, IRD, IPCC, Academies of Sciences...) and also established links with new partners (UNESCO, INECC, TROPICSU...)

The coordination of this developing network is based on common workshops, network meetings, high-level events and social networks.

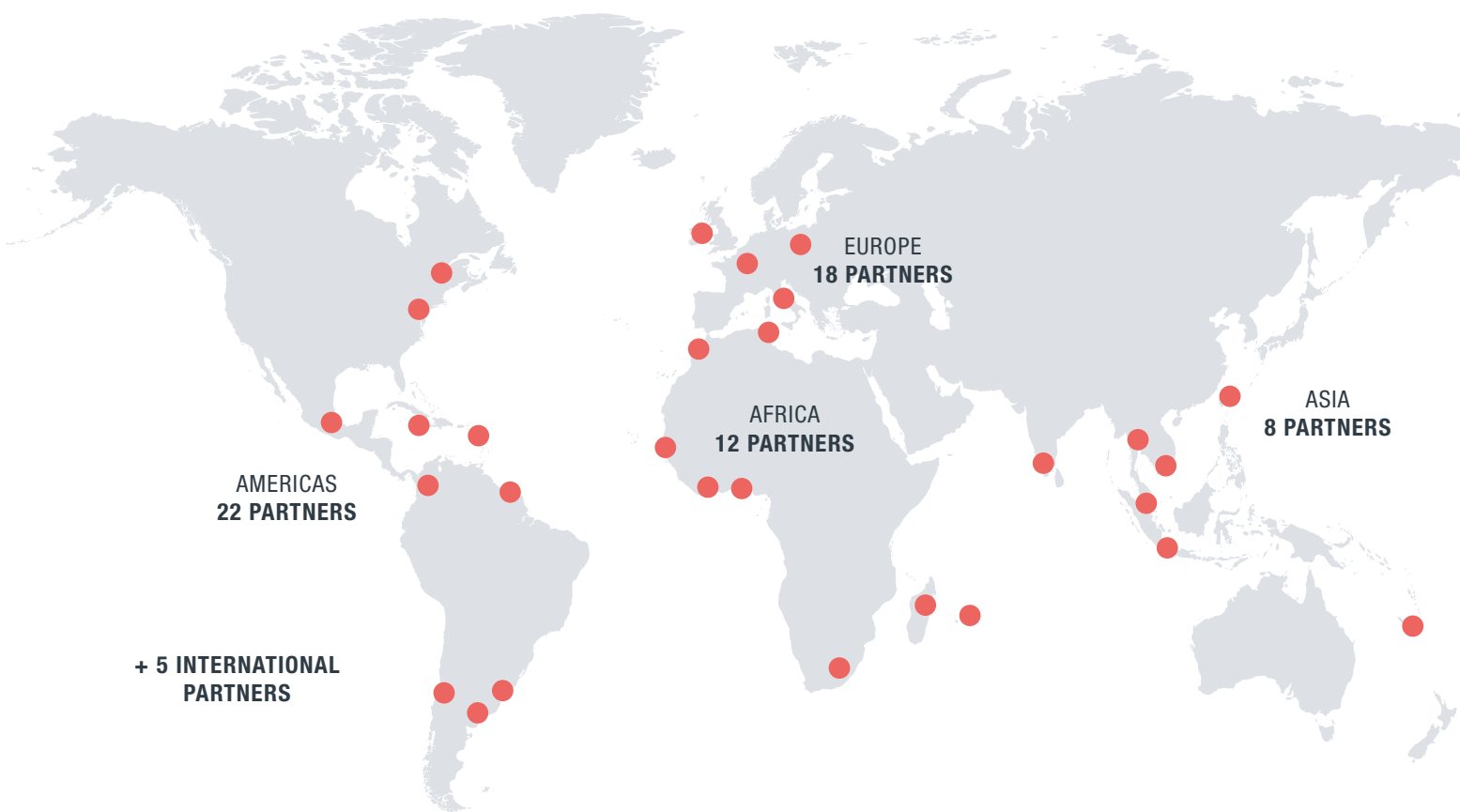
In 2019, the OCE has participated in **12 high-level events**, in order to stimulate momentum around climate change education, involving public authorities, NGOs and the scientific community. In addition to these high-level events, the OCE has participated in various local conferences and workshops, mostly in France.

The meeting in Erice (Sicily) ▼



MAJOR EVENTS IN 2019

- **European Geosciences Union (EGU)**
Annual meeting
{ VIENNA, AUSTRIA – APRIL }
- **Transforming science education**
Symposium organized by the Mario Molina Centre
{ MEXICO CITY, MEXICO – APRIL }
- **Educación en cambio climático**
International conference organized by the Universidad de Chile
{ SANTIAGO, CHILE – MAY }
- **International weather and climate forum**
Organized by Météo et Climat
{ PARIS, FRANCE – MAY }
- **International workshop**
Organised by *La main à la pâte*
{ SÈVRES, FRANCE – JUNE }
- **Assises de la biodiversité**
Organised by the French Agency for Biodiversity
{ MASSY, FRANCE – JUNE }
- **Conservation in the high seas: emerging challenges in political and marine sciences**
International forum organised by the National Museum of Natural History
{ PARIS, FRANCE – JUNE }
- **Responding to the unique challenges of climate change through climate change education**
Forum organized by ISTIC and UNESCO
{ PARIS, FRANCE – SEPTEMBER }
- **Official release of the IPCC Special Report *Ocean and cryosphere in a changing climate***
{ MONACO – SEPTEMBER }
- **Regional partners' forum for Latin America and the Caribbean**
Organized by UNESCO
{ PANAMA CITY, PANAMA – OCTOBER }
- **International dialogue on STEM education**
Organized by the Haus der kleinen Forscher foundation and Siemens Stiftung
{ BERLIN, GERMANY – DECEMBER }
- **COP25**
Organized by the United Nations. The OCE organized or participated in 4 side events on education, in the IPCC, UNESCO, EU and French Pavilions
{ MADRID, SPAIN – DECEMBER }



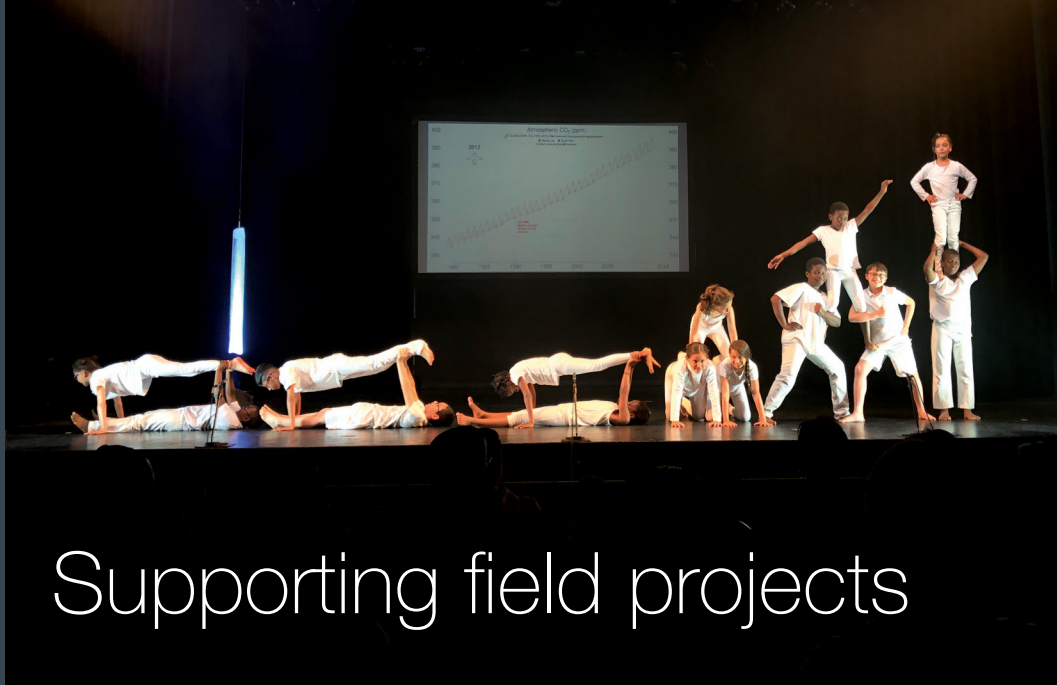
The international meetings in which the OCE participated in 2019 made possible to involve **approximately sixty organisations, local, national, or international**, in the Office's project.

This *Global Network for Climate Education*, coordinated from Paris by the OCE team, provides expertise and operational support in resource production, teacher professional development and field assistance.

This network will continue to develop and will implement operational actions in 2020, especially in Latin America, building upon existing networks (Experimento, Eco-schools, ASPnet, UNFCCC...).



In 2019, the OCE has been particularly active in France and in Latin America, supporting local, national or regional education programs on climate education.



Supporting field projects

The Sciences en scène's show ▲

FRANCE

FRENCH MINISTRY OF EDUCATION

The OCE, in partnership with the French Academy of Sciences and climate scientists from the IPSL, has accompanied the French Ministry of Education in its efforts to **renovate school curricula, so that French students can study climate sciences, in a systematic and multidisciplinary way.** A new high-school syllabus has been published early 2019, and is being implemented in 2019-2020, while syllabus changes for primary and secondary schools are expected to be ready for implementation in 2020 in 2021.

Additionally, during 2019, the Office has started to produce specific educational resources that will support the adoption of these new syllabuses by teachers and professional development providers. The first of these will be published in 2020.

"SCIENCES EN SCÈNE"

This project has been developed by the Nogent-sur-Oise *La main à la pâte* pilot centre and aims to **raise public awareness among community members (parents, local authorities) regarding climate change issues. It brings together science, literature and theatre.** The first part of the project starts with a scientific investigation that studies the origins and consequences of climate change and possible solutions. By putting on a play, students study the characteristics of dramatic text, read and write texts about climate change, get acquainted with the stage and learn theatrical skills through activities that develop proprioception and interpersonal communication.


In 2019, the OCE has continued its collaboration, started in 2018, with the team of Nogent-sur-Oise, providing teachers and project coordinators with training sessions and educational materials and by facilitating class patronage by climate scientists.

"CAP AU NORD" – THE SCHOOL FACING THE MAIN CHALLENGE OF THE 21ST CENTURY

This human and scientific school adventure aims to **teach participants about the living fundamentals of nature outings, in France and Greenland, centered on the topic of climate change.** The students are accompanied and guided by the OCE and several polar researchers, so they can learn about the challenges of climate change, particularly those related to its effect in polar regions.

Continuing this adventure, and under the aegis of the association *L'école face au plus grand défi du 21^{ème} siècle*, **18 young people from 10 schools will have the opportunity to travel to Greenland** to live a unique human experience, involving sociological and scientific surveys, in July 2020.





LATIN AMERICA

After a 2-year-long process, the Office's application to the French Facility for World Environment (FFEM), for a 1.1 million euros grant, was accepted in 2019. This grant will be used to set up a 5-year pilot project in Latin America, starting in 2020.

The CLEAR (Climate Education in Latin America) project involves more than 30 partners in Colombia, Mexico and France and its purpose is to anticipate the gradual adoption of the initiative in Latin America. The CLEAR project includes the following Work Packages (WP):

WP1 Production and dissemination of educational resources: create a set of high-quality, multilingual, interdisciplinary and royalty-free educational resources for teachers and professional development providers, based on the IPCC reports.

WP2 Professional development of teachers: train and support primary and secondary school teachers, upgrade their knowledge, discover new educational techniques (inquiry-based approach, project-based learning, interdisciplinarity, etc.). Project-based learning in particular has the goal of engaging classes in specific mitigation or adaptation initiatives.

WP3 Create a community of practice: set up a multi-scale network (local, national, regional and international) of climate change educators.

WP4 Coordination, monitoring and evaluation.

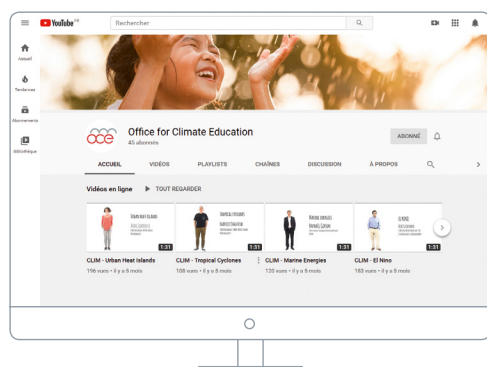


Disseminating and communicating

WEBSITE AND SOCIAL NETWORKS

The OCE's permanent website, developed in partnership with an external provider, was launched in January 2019. It's a multilingual website (in English, French, German and Spanish) that hosts resources developed by the Office, as well as information about the OCE, its network and past and future workshops. **Since it was officially launched in February 2019, the OCE's website has received approximately 8740 visits.** Some interesting numbers: 76% of the visitors opened the website by directly typing its address, 14% were redirected from social networks and the remaining 10% found it via a search engine.

The OCE's YouTube channel also grew in 2019, thanks to the publication of the CLIM video series, which got 1,705 views.



The video published in *Billes de Sciences* in February 2019, a collaboration with *La main à la pâte* and Sébastien Carassou, got 1,963 views.

The OCE is only just starting its activity on social networks. In 2019, **via the Office's Twitter and Facebook accounts, about 400 new people started following the OCE's initiatives.** An initial effort to intensify social media presence was carried out in April, when the first OCE resources for teacher professional development were published.

The two most relevant **Facebook** posts were:

- The post about the publication of the Spanish version of the Summary for teachers of the IPCC report *Global warming of 1.5°C*, which reached 28,492 people and generated 407 engagements (note that the English and French versions were published in 2018 and are not considered here);
- The post about the first day of the Regional Workshop and Training “Environmental Education for Sustainable Development”, held in Bandung, Indonesia, which reached 8,590 people and generated 618 engagements.

On **Twitter**, the tweet that had the highest number of impressions, by far, was the one announcing the release of the French version of the Summary for teachers of the IPCC report *Global warming of 1.5°C*, generating 731 engagements, 307 of which were likes.



Facebook

106 posts
71,524 views
3,651 engagements: likes, comments, sharing...



Twitter

675 subscribers
134 tweets
489 retweets
1,096 likes



Youtube channel

1,705 views on the CLIM channel
1,963 views via the “Billes de sciences” channel



Website

<https://oce.global>
8,740 unique visitors in 2019

MEDIA IMPACT

In 2019, the OCE was featured in the press, on the radio, and on a TV channel.



15 PRESS ARTICLES

Pour une culture générale du climat

LES CAHIERS PÉDAGOGIQUES – FEBRUARY 2019

Le climat change, l'école tente de suivre

AGENCE FRANCE PRESSE – FEBRUARY 2019

Le climat trop peu enseigné, de l'école à l'université

LE MONDE – MARCH 2019

Ils apprennent la différence entre météo et climat

QUEST FRANCE – MARCH 2019

Une traduction citoyenne pour (enfin) lire le dernier rapport du GIEC

LE POINT – MAY 2019

A l'école du climat

LE JOURNAL DU DIMANCHE – JUNE 2019

Mieux comprendre le changement climatique

GOUVERNEMENT DE LA NOUVELLE-CALÉDONIE – JULY 2019

L'éducation est au cœur de la lutte contre le changement climatique

NOUVELLE-CALÉDONIE – JULY 2019

David Wilgenbus sensibilise les collégiens d'Auteuil au changement climatique

LES NOUVELLES CALÉDONIENNES – JULY 2019

L'éducation est au cœur de la lutte contre le changement climatique

LES NOUVELLES CALÉDONIENNES – JULY 2019

Le changement climatique raconté par un astrophysicien

LES NOUVELLES CALÉDONIENNES – JULY 2019

Entretien avec David Wilgenbus

MÉTÉO ET CLIMAT INFO – SEPTEMBER 2019

Y a-t-il une éducation au climat digne de ce nom en France?

THE CONVERSATION – SEPTEMBER 2019

Y a-t-il une véritable éducation au climat en France?

LE POINT – SEPTEMBER 2019

Nous, les scientifiques, avons été trop prudents

REPORTERRE – SEPTEMBER 2019



3 RADIO SHOWS

Terre Passion

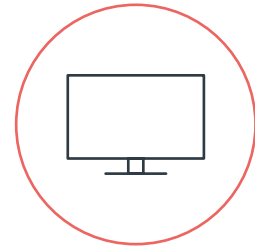
LA PREMIÈRE – JULY 2019

Urgence climatique et pollution plastique: comment sauver l'océan?

USBK & RICA PODCAST – JULY 2019

Comment faire entendre l'urgence climatique?

LA TERRE AU CARRÉ, FRANCE INTER – OCTOBER 2019



2 TELEVISION SHOWS

Los desafíos de la problemática de cambio climático al interior del aula de clase en Chile

CGTN – MAY 2019

Journal télévisé

CALÉDONIA – JULY 2019



Carbon offset

The OCE has limited, as much as possible, the carbon footprint generated by its activities, in particular by limiting international travel to what is strictly necessary:

- The various meetings organised by the OCE's governance bodies and working groups have been held using video-conferencing tools for participants who are not physically located in France.
- The OCE has involved local scientists in most of the professional development activities it has organised abroad.
- The OCE has also committed voluntarily to offsetting its emissions, by supporting one initiative in 2019: the "Ferme des Sables d'Auton". By doing so, the Office offset 25t of CO₂ as part of a reforestation project in the Vienne department, in France.

Financial report

The OCE's financial report for 2019 reflects the increase of its activity compared to 2018. However, in view of its operational objectives, its income and expenses are expected to increase further in the coming years.

EXPENSES

In 2019, expenses amounted to €372k. The main area of expenditure concerns staff wages (63%). 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.).

REVENUE

Revenue amounted to €371k in 2019. 60% came from private partners (Luciole Foundation, Prince Albert II Foundation, Siemens Stiftung, CASDEN, BNP..) and 40% from public partners (Météo France, French ministries of education and environment, ADEME, etc.).

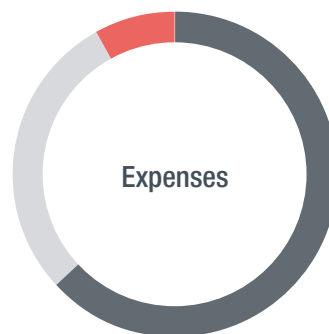
IN-KIND CONTRIBUTIONS

In 2019, the Office for Climate Education received significant support in the form of in-kind contributions (IPSL Climate Graduate School, Sorbonne University, volunteers) estimated at €64k. These contributions represent 15% of the OCE's income.

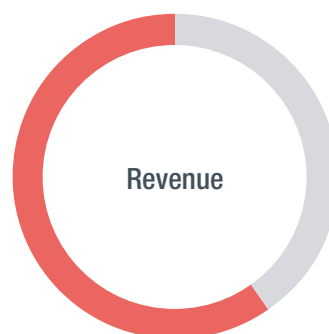
RESULT OF THE FINANCIAL YEAR

The result for the financial year 2019 amounts to -€1250, explained higher management expenses higher than anticipated.

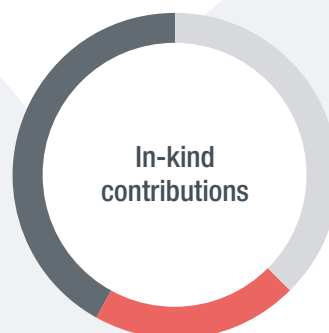
The 2019 accounts of the Office for Climate Education were examined at a Strategic board meeting held on June 10, 2020, and certified at a meeting of the Fondation *La main à la pâte*'s Board held on June 23, 2020, by its auditor, the firm DBA Audit, represented by Laurent Echauzier.



- 63% Staff wages and expenses
- 29% Running costs
- 8% Structure costs



- 60% Private partners
- 40% Public partners



- 42% Services provided by the IPSL Graduate Climate School
- 37% Volunteer work
- 21% Premises offered by the Sorbonne University



8 INTERNATIONAL PROFESSIONAL
DEVELOPMENT WORKSHOPS FOR TEACHERS
1340 MAN-DAYS OF TRAINING



430 TEACHERS AND
PROFESSIONAL DEVELOPMENT
PROVIDERS ATTENDED OCE
ACTIVITIES



2 LOCAL PROJECTS IN FRANCE



11 HIGH-LEVEL EVENTS



15 PRESS ARTICLES
3 RADIO BROADCASTS
2 TV BROADCASTS



4 NEW MEMBERS
JOINED THE OPERATIONAL TEAM
bringing the total to 6



1 TEACHER HANDBOOK
1 TEACHER'S TRAINING PROTOCOL
4 MULTIMEDIA ACTIVITIES
10 SHORT VIDEOS
1 LONG VIDEO



8740 VISITS
TO THE NEW WEBSITE



UNDER THE AUSPICES OF UNESCO
AND THE FOUNDATION LA MAIN À LA PÂTE

<https://oce.global>

contact@oce.global

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UNDER THE AUSPICES OF



Under the auspices of
UNESCO



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

