



Office for
Climate
Education



ACTIVITY REPORT 2022

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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





FOREWORD

by **Éric Guilyardi**, President, and **David Wilgenbus**, Executive Director

THE OFFICE FOR CLIMATE EDUCATION IN 2022

“Climate change education is most transformative adaptation action”. This inspiring COP27 statement by Stefania Giannini, UNESCO’s Assistant Director-General for Education, sets the context for the core mission of the Office for Climate Education. The year 2022 has been very special for the Office, with the international recognition of its support to teachers worldwide, through the development of quality resources, professional development workshops, international communities of practice and the support to educational policy makers. With more than 70,000 teachers having benefited from OCE’s empowerment actions since 2018 and close to two million students reached, the strategic goal of scaling up is demonstrated. The ALEC project in Latin America is another example of this action towards wide reaching transformational education, with Ministries of education taking ownership of the resources and teacher’s trainers protocols developed in the project. As part of this spreading, ALEC’s second international conference was organised in Colombia in 2022.

The new pedagogical kit on climate change and land was launched with over 4,000 paper copies of the 300-page pedagogical guide distributed and more than 20,000 downloaded from the OCE web site. It was, again, received with a clear enthusiastic reaction from teachers worldwide.

The first International Seminar on Climate Change Education was organised by the OCE in Paris with more than

20 countries outside the EU and is to become an annual event for capacity building and exchange of best practices. The first Climate Education Summer University was also organised by the OCE team in Toulouse as part of the ESM2025 EU project. The OCE has further developed several strategic partnerships, most notably signing a MoU with the IPCC and the contribution to the governance of UNESCO’s newly launched Greening Education Partnership.

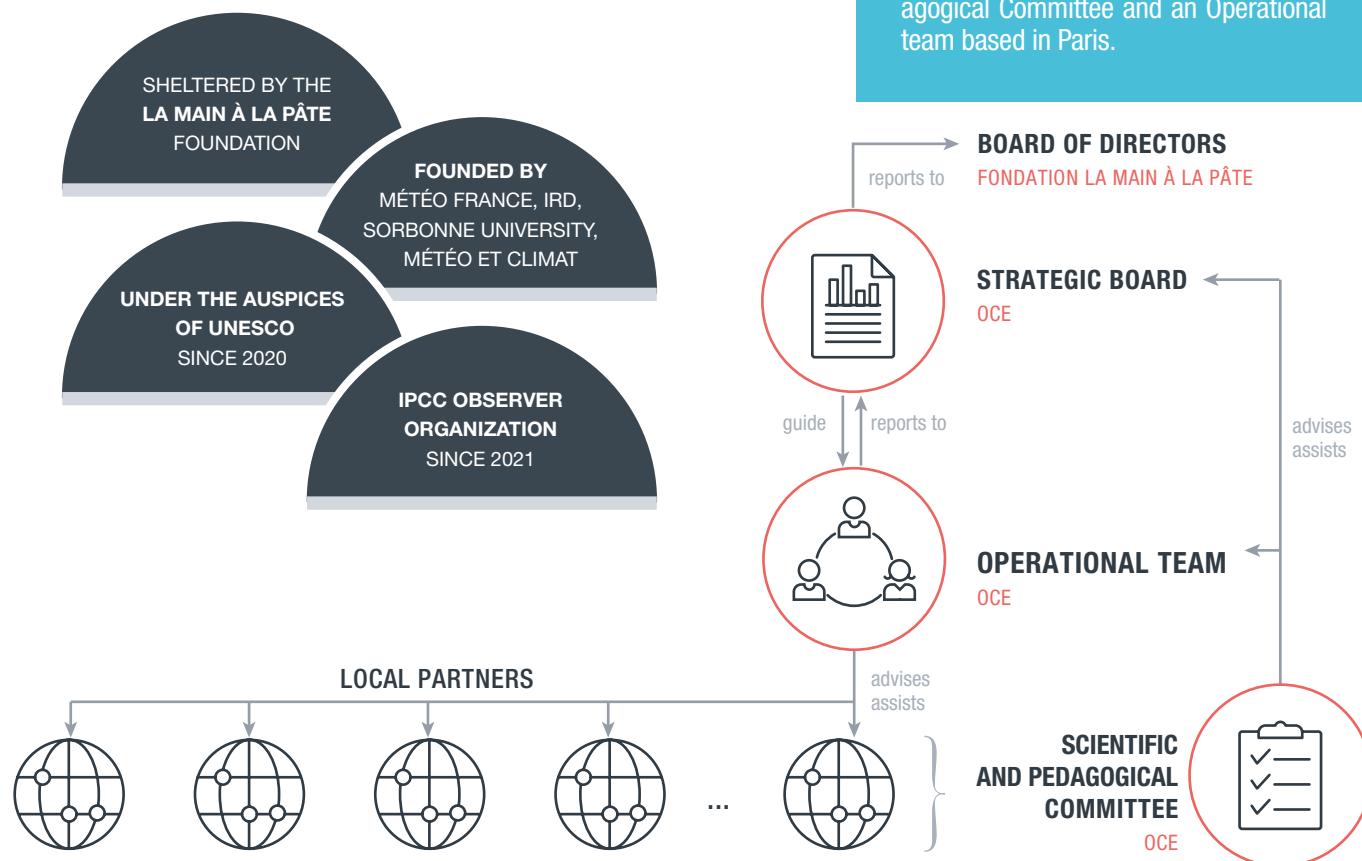
Teachers’ professional development continued actively with more than 11,000 teachers, teachers’ trainers and policy officers benefitting from our workshops in more than 12 countries. The Office also contributed to several high-level events, 7 of which at the UNFCCC’s COP27 in Egypt, and contributed its expertise in conferences and workshops. The second edition of the Teacher’s COP, created and organised by the OCE, was again a large success, with more than 1,500 teachers sharing best practices in 4 languages and showcasing the best projects during an event in the IPCC pavilion in Sharm El Sheikh, with the support of UNICEF and the MERI Foundation.

This outstanding activity is due, first and foremost, to a highly professional and committed OCE team. A warm thank you to all of you for your very valuable dedication. We are deeply grateful to the institutions and individuals who support the OCE and share its ambition – their enthusiastic contribution to the work of the Office is a sign of their trust.

THE OFFICE FOR CLIMATE EDUCATION

ORGANISATION & GOVERNANCE

The OCE is a foundation 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 and 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 2022, the Board met on 6 June and 30 November.

Éric Guilyardi is the President of the Strategic Board.

EX-OFFICIO MEMBERS

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

Jean Jouzel, President of the association Météo et Climat;

Jun Morohashi, Chief of Section, Education for Sustainable Development, UNESCO;

Hervé Roquet, Deputy Director of Research, Météo France;

Didier Roux, 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

Hélène Combet, 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.

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 2022, the Committee met face-to-face in Paris from 31st May to 6th June and from 3rd to 5th October and met on a distant mode in January and February. It reviewed the educational resources production process, refined the current adaptation work on IPCC's 6th assessment final report and assessed new education resources (teacher training protocols on critical thinking and on emotions, MOOC...) and worked on the 2023-2026 action plan.

The Committee is composed of 16 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;

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 co-chaired by Cliona Murphy and Anwar Rumjaun.

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 2022, the OCE team was composed of:

David Wilgenbus, Executive Director;

Lydie Lescarmontier, Science Officer;

Mathilde Tricoire, Education Officer;

Natalie Nicetto, Executive Assistant and Project Manager;

Simon Klein, Science Officer;

Djian Sadadou, Communications and Networks Manager;

Jessica Vial, Science Officer;

Nicolas Vogt, Education Officer;

Gabriel Brunnich-Dunand, Partnerships and Project Officer;

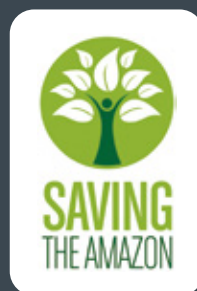
Apurva Barve, Education Officer;

Clémence Pichon, Research intern (École Normale Supérieure);

Dany Lefort, Communications Assistant (apprenticeship);

Floriane Marié, Assistant project manager (apprenticeship).

Carbon offsetting



As in previous years, the OCE has committed to voluntarily offsetting its carbon emissions (international trips, premises, digital equipment and use), by supporting a reforestation project via the Plant-for-the-Planet initiative (52 tonnes of CO₂ offset in 2022):

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

For 2022 the OCE contributed to the planting of 2,112 trees in Mexico through this initiative.



RECOGNITION BY MAJOR INSTITUTIONS AND KEY PARTNERSHIPS



United Nations
Educational, Scientific and
Cultural Organization

Under the auspices of
UNESCO

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.

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 promotes its role in supporting formal education systems, especially in emerging countries.



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 in 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 attends IPCC plenaries and working group meetings, reviews draft IPCC reports, proposes experts for the examination and evaluation of projects, and is invited 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, and has signed in 2022 an MoU with IPCC's secretariat as a way to continue strengthening the relationship between the two institutions.

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
- Centro Mario Molina
- Siemens Stiftung
- Stimuli
- Friendship NGO
- Fondo Acción
- 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 (APCEIU)
- World Federation of Engineering Organizations (WFEO)
- Green Growth Asia Foundation
- FEE Mexico

MINISTRIES AND GOVERNMENTAL AGENCIES

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

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

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)

EDUCATION NETWORKS

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

COMPANIES

- AXA Climate
- Milan Presse

THE OCE'S ACTIONS

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



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

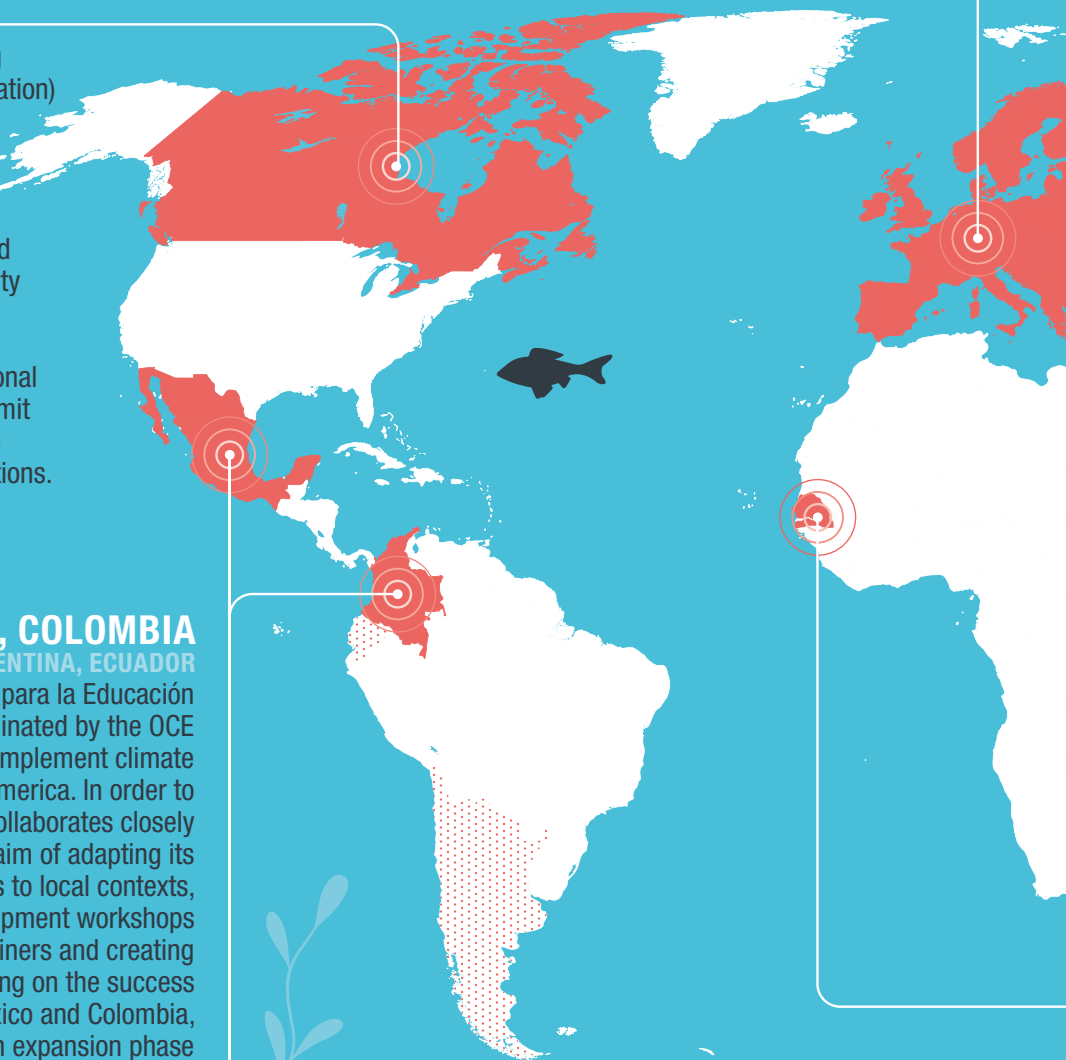
ESM2025 is a European research project developing the next generation of earth system models. It includes an educational component supported by the OCE which will develop targeted educational material, and training workshops specifically designed for teachers and teacher trainers, such as the Climate 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 regarding the evaluation of its resources and actions.

ALEC MEXICO, COLOMBIA CHILE, ARGENTINA, ECUADOR

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. Building on the success of the work carried out in Mexico and Colombia, the project is entering now an expansion phase with alliances and first initiatives being prepared in Chile, Argentina and Ecuador.



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.

SOUTH EAST ASIA PROJECT

In collaboration with local partners in Southeast Asia, the OCE is engaging in a regional climate change education initiative, focusing on capacity building among 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.

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 and was back on track to surpass its targets in 2022.

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.**

AMÉRICA LATINA PARA LA EDUCACIÓN CLIMÁTICA

THE ALEC PROJECT



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



FRANCE

OCE
IRD

French Facility for Global Environment
and through it:
Agence française de développement
Ministry for Ecological Transition
Ministry for Europe and Foreign Affairs

MEXICO

INNOVEC
Centro Mario Molina
Eco-schools Mexico



SIEMENS | Stiftung



Siemens Foundation
(Germany)
Educación en ciencias
basada en la indagación
(ECBI, Chile)

INTERNATIONAL

COLOMBIA

STEM-Academia
Academy of Sciences
Universidad del Rosario
Fondo Acción
Ministry of Education





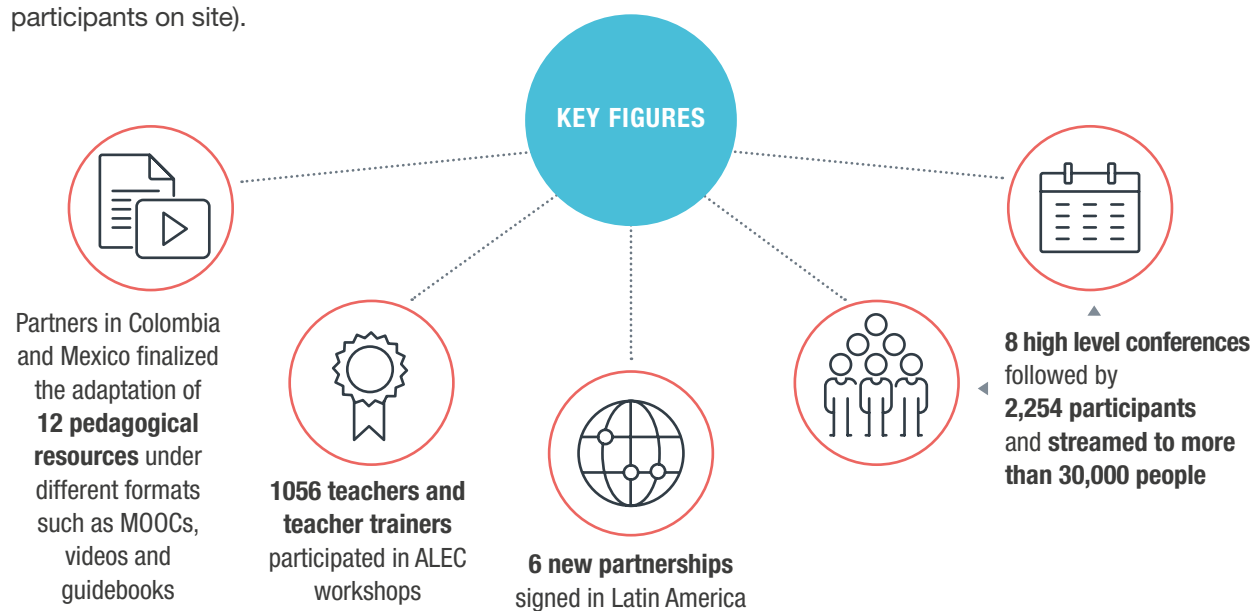
2020-2024: FIVE YEARS AND 4 KEY WORK AREAS

- 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

2022 KEY MILESTONES

◦ The project stakeholders organized the **second regional ALEC event**, in Bogota, Colombia, with local partners: STEM-Academia, Fondo Acción, etc. This in-person event brought together teachers, trainers, scientists and policymakers from the various countries involved in the project (339 participants on site).

◦ In Veracruz and Toluca, Mexico, local partners INNOVEC and the State of Veracruz co-organized with the OCE team a **2 week-long in-depth workshop for 100 teachers and teacher trainers**. These workshops included the participation of diverse policy-makers at the state level.



VISIBILITY

◦ As a result of the quality of the work by partners, the growing demand for CCE and a recognizable branding, the project has been gaining visibility across the region, with more than 45 mentions of it in Mexican and Colombian press.

◦ Colombian and Mexican stakeholder interviews series have also been developed by the OCE in 2022 and can be viewed here:



in Mexico



in Colombia

ALL RESOURCES ARE PUBLISHED ON THE [OCE'S WEBSITE](#) UNDER A CREATIVE COMMONS LICENSE THAT AUTHORIZES THEIR FREE USE AND ADAPTATION IN A NON-COMMERCIAL CONTEXT.

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 2022, with the active participation of a number of scientific and educational partners from its network, the OCE launched its teaching kit on “Climate change and land” and started the development of resource kit supporting the 6th IPCC report (summary for teachers of the report, multimedia animation, teacher’s professional development protocols) to be launched in 2023. This will mark the last pedagogical full-scale adaptation of IPCC’s 6th assessment reports, as this cycle comes to an end.

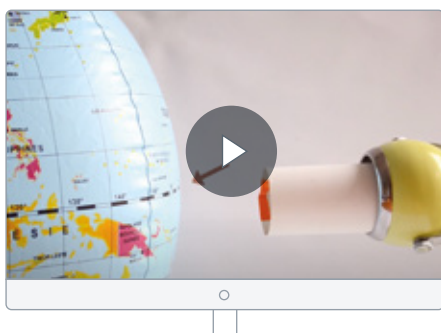
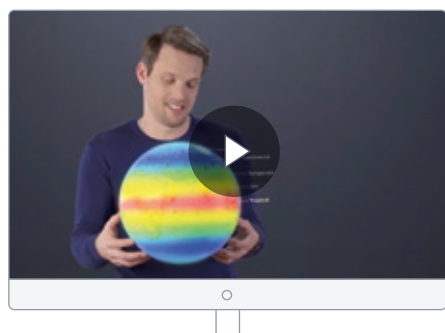
Moving forward, the OCE will continue working closely with IPCC to adapt the future reports of the 7th assessment cycle into quality pedagogical resources. Additionally, the OCE has also started developing resources in the framework of European scientific research projects, focusing on subjects such as extreme events and climate modelling, to be launched in 2023.

FINALIZATION OF OCE’S FIRST MOOC: “CLIMATE CHANGE EDUCATION: FROM KNOWLEDGE TO ACTION”

In 2022, the OCE finalized the development of its first Massive online open course (MOOC), available in English. This online course targets primary and secondary school teachers and focuses on how to teach climate change. Composed of **53 videos and about 100 activities**, this comprehensive course is expected to take approximatively 20 hours to be completed on a self-paced mode. The MOOC was developed by

the OCE in partnership with the Foundation for Environmental Education (FEE) and will be tested and made available for teachers everywhere in 2023.

The OCE is also exploring with several partners the translation and deployment of this MOOC into other languages and on other platforms in 2023 and beyond.



LAUNCH OF THE TEACHING KIT ON “CLIMATE CHANGE AND LAND”

In 2022, the OCE launched its teaching kit on “Climate Change and Land” which accompanied the IPCC special report addressing the same topics. The design and development of this kit spanned 2 years (2020–2021) 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 three languages (French, English and Spanish).

Local adaptations started being produced with the support of the OCE by local partners in Mexico and Colombia, and independently in Israel and Estonia.

Through the international launch of the teaching kit, more than **4,000 teachers received a paper version of the teaching guide**, and more than **17,000 teachers could download the various tools of the kit** from our website.

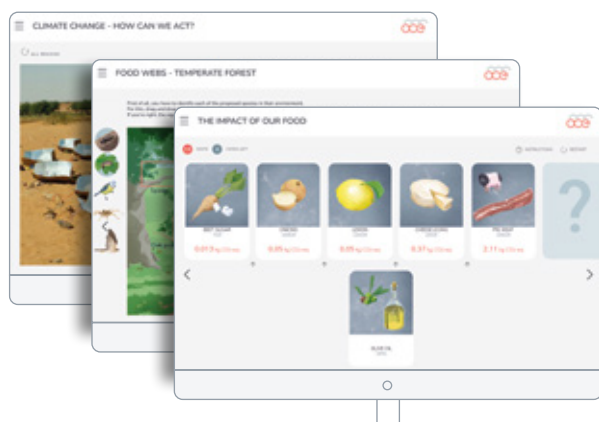
A survey carried out in early 2023 revealed a high level of satisfaction among the teaching community on the previous kit (climate change, ocean and cryosphere, launched in 2021). More than 80% of teachers who signed up for the teaching kit effectively implemented it in their classrooms, and more than 80% of them have said that the teaching tools are of good or very good quality. **100% would recommend these tools to their colleagues.**



A READY-TO-USE TEACHER'S HANDBOOK: “THE CLIMATE IN OUR HANDS – CLIMATE CHANGE AND LAND”, which offers a comprehensive, modifiable progression.



A SUMMARY OF THE IPCC REPORT, tailored for teachers, which provides comprehensive, verified and rigorous scientific documentation, easily accessible and richly illustrated.



INTERACTIVE MULTIMEDIA ACTIVITIES allowing students to understand the carbon footprint of food, visualize the connections between different terrestrial species, and study different examples of farming solutions.



A DOZEN VIDEO CLIPS tailored to use in the classroom, in which experts and scientists explain different characteristics or phenomena linked to land in the context of climate change.



TEACHERS' PROFESSIONAL DEVELOPMENT

As one of its core activities the OCE carries out professional development sessions for teachers, teacher trainers and other educational system administrators. These workshops place a special 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.

A more favourable public health context in 2022 allowed and encouraged the return of face-to-face workshops. The OCE organized 37 training sessions and participated in 36 conferences and 18 high-level events (60% in person and 40% remotely) which were attended by more than 11,607 teachers and trainers. Two thirds of these events were organized in France, and the other third abroad (Mexico, Colombia, Mauritius, Germany, Egypt, Spain, Malaysia, Peru, Senegal, and South Korea).

SUPPORT TO FIELD PROJECTS

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 fourth 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.

PILOT MIDDLE SCHOOLS

In 2022 the OCE launched a specific call for climate change education projects inside *La main à la pâte*'s network pilot middle-schools in France. Ten projects were selected across France to benefit from specific trainings and support from the OCE team. These projects are led by teachers and will involve approximately 600 students on a diverse set of topics ranging from ocean and cryosphere to mobility solutions and land use.

FUN CLIMATE EDUCATION SATURDAYS

In the premises and at the request of the French Academy of Science, the OCE team animated several workshops for 30 Ukrainian refugee children in Paris. These special moments were designed to learn about key concepts of climate change in a fun, positive and engaging manner that used sports and arts as vehicles to bring children together.



THE FACTORY OF THE FUTURE

For the second year the OCE accompanied students from DSAA in Boulogne (France) pursuing a degree in the applied arts and specializing in graphic design and multimedia storytelling. As part of this partnership, the OCE and the DSAA are exploring together the way whose design contributes to pedagogical practices in climate change education.

From September to January, the students created, in close collaboration with the scientists and teachers of the OCE, mediation materials to build "The Factory of the Future". By exploring different aspects of daily life under climatic constraints, future designers have developed their critical thinking skills and have managed to project themselves into a desirable and viable future while adopting a realistic approach.

With great imagination and artistic prowess, the students produced a variety of educational materials, combining role-playing games, experimental activities, stories, explorations or documentary studies. Thanks to the use of active pedagogies, they invite us to imagine the different possible futures and to create hope for tomorrow.



COMMUNITIES OF PRACTICE



The 4 awarded teachers of the TeachersCOP

RAISING TEACHERS' VOICES AT THE COP

To highlight the fundamental role of teachers, the challenges they face and the projects they implement for climate change education, the OCE organized the **second edition of its "TeachersCOP"** in 2022, a hybrid event held in Egypt, during COP27.

This year in partnership with MERI foundation and UNICEF LATAM, the TeachersCOP set out to collect projects and best practices in CCE from teachers across the world. More than 275 submissions were received from teachers of more than 25 different countries.

A jury selected 12 of them that got the opportunity to present their projects during an online event that brought together 1500 teachers. With the help of simultaneous interpretation in Spanish, French, English and Arabic, teachers from across the world were able to discover these 12 best practices and vote to select their favourite 4.

The selected teachers got the opportunity to present their projects with the OCE in the blue zone at different side-event and pavilions such as the IPCC Science for Climate action space.

CONNECTING SCIENTIFIC AND TEACHING COMMUNITIES

As part of the European project ESM2025, the OCE organized its **first ever Climate Education Summer University (CESU)**. This event, organized in the premises of Météo-France in Toulouse, France, brought together **30 teachers, teacher trainers and early career scientists from across Europe**. Together, during one week of climate change education workshops delivered by the OCE team, teachers and scientists were able to **mutually explore and understand how climate science and pedagogy can work hand in hand**.

Following this event, a vibrant community was established. Teachers carried out climate change education projects back in their home countries and continued to exchange regularly with the scientist and OCE team, providing pedagogical support and testing class activities for the up-coming teacher guidebook on climate modelling.

FOSTERING INTERNATIONAL COOPERATION FOR CLIMATE CHANGE EDUCATION

In 2022, with the support of the French Ministry of Higher Education and Research, the OCE organized its **first ever International Seminar on Climate Change Education with 50 participants coming from over 15 different countries**.

This seminar was intended for experts and decision-makers of foreign educational systems wishing to discover and get acquainted with the latest methodologies and tools on climate change education (CCE).

The event aimed to **facilitate a dialogue** between stakeholders, scientists and educators on CCE, **share best practices and facilitate cross-collaborations** to implement projects, especially in Southern countries. The video of the international seminar can be viewed [here](#).





Website

135,000 visitors

20,000 direct resource downloads



Instagram

11,461 impressions



LinkedIn

19,000 impressions



YouTube channels

35,000 views on the OCE channel

11,800 views for the OCE's videos on the "Billes de sciences" channel



Twitter

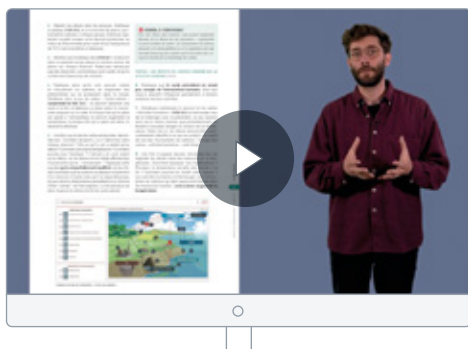
170,000 impressions



Facebook

34,779 post impressions

COMMUNICATION & DISSEMINATION



DISSEMINATION CAMPAIGN FOR THE LAUNCH OF THE CLIMATE CHANGE AND LAND TEACHING KIT

- ~ More than 200,000 impressions on social media.
- ~ More than 20,000 downloads of teaching kits resources.
- ~ More than 4,000 printed copies of the teaching handbook freely distributed to teachers around the world.



VISIBILITY

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

- ~ The OCE was mentioned more than 3200 times across all channels (blogs, social media, press, etc.).
- ~ 115 press mentions around the world.
- ~ 2 TV programmes:
 - Internationally (Televisa, Veracruz Mexico)
 - France (SQOOL TV)



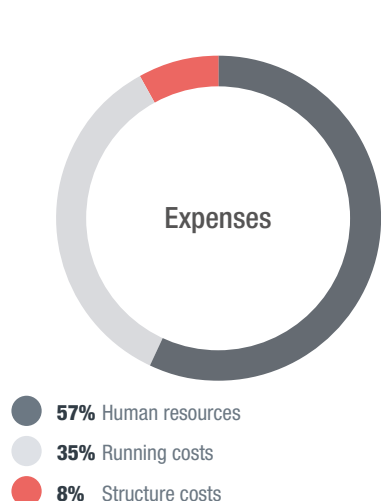
FINANCIAL REPORT

The financial statement for 2022 reflects an increase in its activity compared to 2021 due notably to the end of the pandemic and the renewal with international events (international seminar and summer university, workshops within the ALEC project...) and the launch of new research projects.

The result for the year 2022 is a zero balance. The 2022 accounts of the Office for Climate Education were examined at its strategic board meeting on June 1, 2023 and certified at a board meeting of the *La main à la pâte* foundation held on 23 June, 2023, by its auditor, the firm DBA Audit represented by Laurent Échazier.

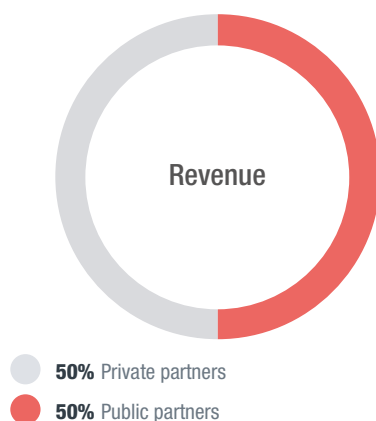
EXPENSES

In 2022, the expenses of the OCE amounted to €1,06M. The main area of expenditure concerns staff salaries (57%). The structure costs correspond to the administrative support provided by the *La main à la pâte* foundation on behalf of the OCE. The running costs correspond to the expenses generated by the OCE team's travel and service purchases (layout, translation, production of short videos, etc.).



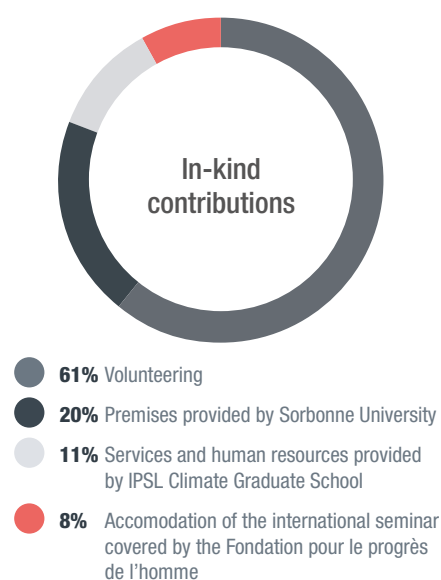
REVENUE

Revenue amounted to €1,06M in 2022. 50% of these products come from private partners (Luciole foundation, Siemens Stiftung, Ginkgo foundation, Prince Albert II foundation, CASDEN, AXA, FEE, SNCF foundation) and 50% from public partners (Météo France, French Ministries of Education and Research, ADEME, FFEM, AFD, European commission).



IN-KIND CONTRIBUTIONS

In 2022, 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) for an estimated amount of €159k. These in-kind contributions represent 13% of the OCE's income.



13 PEOPLE
IN THE OPERATIONS TEAM



37 TRAINING SESSIONS



2 REGIONAL PROJECTS IN LATIN
AMERICA AND IN AFRICA
3 EUROPEAN PROJECTS
5 PROJECTS IN FRANCE



115 PRESS MENTIONS
AROUND THE WORLD
2 TV PROGRAMMES



17 EDUCATIONAL RESOURCES
PRODUCED



11,607 TEACHERS TRAINED



36 CONFERENCES
18 HIGH-LEVEL EVENTS



2,112 TREES PLANTED
TO OFFSET CARBON EMISSIONS
FROM OCE ACTIVITIES

KEY FIGURES 2022



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UNDER THE AUSPICES OF



United Nations
Educational, Scientific and
Cultural Organization

Under the auspices of
UNESCO



FONDATION

La main à la pâte

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



SIEMENS | Stiftung

