**GLOBE PROGRAM IN ECUADOR**

**1.** **Background**

\* Corporación OIKOS is a NGO working since 1992. It is the Program GLOBE Coordination for Ecuador since 1996.

\* OIKOS develops its activity by means of special cooperation agreements with local education authorities and /or schools.

\* The management activities as country coordinator include: schools recruiting, performance of teacher training, trouble-shooting on field work and information delivering, Inter-institutional coordination, follow up of school-community relationships, and fund raising.

2. State of GLOBE program in Ecuador

\* At the moment there are 58 schools involved in the GLOBE program.

· There are 245 teachers who have been trained in the GLOBE program; 2-3 teachers per school involved. The number of students participating depends on the school and also on the grades that are involved in the program.

· The main protocols implemented over the years are, in order of importance: atmosphere, hydrology, soil, and land cover. At present, the most implemented protocol is Atmosphere because it does not need much resource for both the station shelter and the complementary instruments.

\* For year 2014-15 four new schools were incorporated in the process. In September 2014 new 15 teachers were trained to perform observations and measurements in a specific geographical area. The protocol involved is Hydrology: turbidity, pH, dissolved oxygen, electric conductivity, and temperature.

Additionally, five “open houses” were organized so as to inform the community the GLOBE objectives, methodologies and results, as well as the student’s attitudes towards this kind of programs.

3. Aspects that influence the development of the GLOBE program in Ecuador

\* Currently there are some public institutional limitations that hinder the GLOBE performance in the country due to certain norms and regulations at national, regional and local levels. The main and most important is the tendency to centralize at the highest level the education decisions, even of administrative local nature, to facilitate either in and out-of-classroom activities, as well as to cooperate with other institutions for specific processes and activities. This makes hard to find schools heavily interested either in investing some time and other resources to intensify their involvement in measurements and using data for in-class exercises, or in initiating its participation in the program, despite that there are a general interest in activities of the sort that GLOBE implements.

Some professors and students have some limitations to manage the English language instructions in both the teacher’s manuals and the web page.

\* More schools are strengthening their communications infrastructure and becoming more viable for GLOBE purposes.

\* The main limitation in the last year training process has been the difficulty to get the provision of some chemical reactives, such as sulfuric acid, which are forbidden to be transported by airlines.

4. GLOBE promotion

\* OIKOS is not currently promoting GLOBE openly in the country until certain government policies around international cooperation are clarified and some specific regulations made cleared in reference to initiatives of this sort within the school curricula. Yet small-groups sessions are performed in certain places when opportunities to work together do arise.

6. Plans for the next year

\* OIKOS is looking forward to signing a memorandum of understanding with two new local autonomous governments to implement some GLOBE protocols in two new schools. Part of the resources will come from such a government, the schools selected, and OIKOS. We expect to raise funds from private enterprises. The problems arising from the Cotopaxi volcano activity which is already affecting water provision and other problems have made some authorities interested in the GLOBE program as a good consciousness opportunity for environmental measurements.