**ANNUAL REPORT**

**GLOBE Chile**

**2017 - 2018**

TABLE OF CONTENTS

[INTRODUCTION 3](#_Toc106642390)

[EDUCATION 5](#_Toc106642391)

[COMMUNICATIONS 7](#_Toc106642392)

[FINAL CONSIDERATIONS 8](#_Toc106642393)

# INTRODUCTION

Some contextual background.

In the 18 years that I have been associated with the GLOBE Program, I have been able to access different instances within the program and participate in the construction of its history in my country. In this, I have seen that the application strategy has been to emulate the general procedures of the program without considering the necessary adaptations to the local academic level of the participants and their idiosyncrasy. Additionally, in subsequent years, in the coordination of Valeria Fuentealba there were instances of financing and collaborations that, by not continuing, marked the decline of the school activity that had been carried out (in 57 schools distributed throughout the national territory), configuring a passive state in the future of the program. Subsequently, several reactivation actions have been carried out, which began with press coverage, work commitments and organization that after two or three months have gradually declined, returning to the "status quo" existing prior to each episode.

After the last relaunch, I decided to work on the production of a "paradigmatic" change in our local environment, first seeking an administrative purge materialized in a correction of procedures strictly adjusted to GLOBE regulations and the correction of nominations without support of activities and trainings. Second, contribute to making procedures transparent (several situations were corrected), redesign internal management to attract the necessary resources and give direct prominence to the teachers who work in GLOBE. Thirdly, the definition of an action plan whose guiding principle is the sustainability and projection over time of the Program in Chile, for which the following considerations have been taken (among others):

* Prioritize participation in teacher training centers (Universities), especially primary training (considering its multiplying power in the construction of learning and the possibilities of linking students with the human environment), over training and services for individual teachers of Schools, without excluding this last modality.
* Prioritize initial actions in schools that have expressed interest in the program and the ability to finance its inputs until a critical mass is formed to implement the program in interested schools without financing capacity.
* Establish a pedagogical dynamic that privileges accompaniment (coaching), over intensive training workshops. (Not excluding the latter). In addition, seek the inclusion of the GLOBE protocols in the study curricula by inserting them in the framework of curricular environmentalization processes and proposals in the form of collaborative work and S.T.E.A.M.-type projects. Additionally, define a monitoring system through action research methodology.
* Establish an autonomous presence of the GLOBE Program independent of the institutions that have been linked to date, such as the Ministry of Education, which undoubtedly improves its statistics of links with the GLOBE agreement, but its support is insufficient since it only appoints an official to the administration the agreement and no more is known. An example of this is that the last person in charge is not a professional in the scientific area and in her definition of workload, there was no significant time for GLOBE at any time.

Based on the above, some activities and actions have been carried out that are briefly described in the following section.

# EDUCATION

**University Action.**

The actions in universities focus on two houses of study that are UDLA and UMCE. As a projection would be the School of Basic Education, of the Diego Portales University, that has invited me in October / 2018 to its Scientific Camp where we hope to be able to coordinate some joint actions in GLOBE. Actions in the specific:

**II.1.1. University of the Americas (UDLA).**

* Based on a sponsorship granted by the LAC Consortium, the School of Pedagogies in Biology trained around 30 pre-service and provided training services to around 8 schools associated with the program in the latest relaunch in terms of data entry to the platform and support in the implementation of protocols.
* Pedagogy students in History and Geography joined the initiative to build meteorological instruments with GLOBE parameters
* In the School of Basic Pedagogy, the inclusion of elements of the GLOBE protocol in the practical activities was considered. On 08/22/2018, I presented a research on curricular environmentalization that will be considered as academic input in the reformulation of programs that are being carried out this semester, where the GLOBE protocols will be considered an active part of the environmentalization actions, together with the elaboration of STEAM-type projects that include the use of protocols.
* A proposal is being processed to establish a stable group of students and teachers for GLOBE topics, whose work should be in the logic of linking with the environment (academic line) and research.

**II.1.2. Universidad Metropolitana de Ciencias de la Educación (UMCE):**

* There is a small working group with which we have given some training, there is a station that collects meteorology data and a virtual classroom available for GLOBE teachers who wish to register (it is conceived as a repository of materials and an instruction platform). Additionally, with them we try to advance on the issues of protocols to build instruments. It is necessary to mention that we had an unwanted recess because the university was occupied for a few months in which the campus could not be accessed.

**II. School Action.**

* There are two Colleges that have been working directly in my university network for a long time: Lincoln College and College Eleuterio Ramírez. In both establishments, there are GLOBE stations and work groups that work rigorously. At Colegio Lincoln, there are advanced atmosphere experiences in the area of aerosols. The Liceo Valle Hermoso de Peñalolén returns next year (her teacher is on leave for the year) and the Santiago College and a school from the city of Los Vilos have recently joined.
* It is noted that I have always been fully available to collaborate with any school that wishes to work in GLOBE, especially in my role as Diputy Country Coordinator. However, at this stage they need to come forward and show their willingness to work with us.

# COMMUNICATIONS

III. Action Campaigns, relationships and communications.

* In campaigns, we have participated in El Niño with the Eleuterio Ramírez School and we are participating in the Mosquito campaign with a dissemination campaign (our country is not an area of ​​interest due to the low activity of these vectors). We have a bibliographic review that will be part of our repository on the subject, we have engaged in a talk or discussion with the Public Health specialists of the PUC and, subsequently, we will do two training sessions in which we will consider an overview of the hydrology protocol.
* In terms of relationships, our network has two collaborating scientists who are integrated into the GLOBE network, who are Roberto Rondanelli, Ph. D. by M.I.T. and Priscilla Nowajewsky Ph.D., both experts in meteorology. Professor Rondanelli supports the aerosol topics of interest at Lincoln School and Dr. Nowajewski, who recently joined, advises the Los Vilos School and develops weather station projects that are integrated into the GLOBE network. Other collaborators have offered us occasional support to develop by mutual agreement.
* Regarding communications, we have a Fan page on Facebook for disseminating general information and a web page, which is undergoing redesign and solution of some administrative issues where we will once again post our internal news and offer some services to our associates and followers.

# FINAL CONSIDERATIONS

In general, an attempt has been made to follow the work logic described at the beginning of this document. I consider that progress has been slow (thanks to the available times of the actors) but significant. It would be very important to be able consolidate some stages to establish a work proposal that could serve as a reference for another GLOBE community at some stage of its development.

In the interest of time, I have tried to be concise in the description at the risk of incomplete information, for which we are available for the corresponding clarification.