**ANNUAL REPORT**

**GLOBE Mexico**

**2018 - 2019**

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# INTRODUCTION

Since November 1996, Mexico signed a cooperation agreement with the National Oceanic and Atmospheric Administration of the United States of America and the then Secretary of the Environment, Natural Resources and Fisheries to establish the Coordination of the GLOBE Program in Mexico, which is currently is represented by the Mtra. Cindy Grisselle Gasca Martínez, Deputy Director of Formal Environmental Education at CECADESU-SEMARNAT.

“The GLOBE International Science and Education Program is intended to bring together students, teachers, and scientists for the study of the global environment. The GLOBE program has formed an international network of students at the elementary, middle, and high school levels who study aspects of the environment, take environmental measurements, and exchange environmental data with each other and with the international scientific community” (GLOBE Program Cooperative Agreement) .

SEMARNAT, through the Center for Education and Training for Sustainable Development, began a training strategy throughout the country. Since 2001, institutional links have been established with the Ministry of Public Education in most of the states of the country. country and with secondary and higher education institutions, as well as with civil society organizations, in order to spread the educational benefits of the program and train to be able to implement it in schools.

# EDUCATION

In the previous Federal Administration (2012-2018), an administrative and budgetary restructuring was carried out, which did not allow programming and holding workshops or training events for teachers of the GLOBE Program.

In the current administration that began in December 2018, there is interest in resuming and promoting actions with the purpose of updating and integrating new teachers in the GLOBE program, even in new schools. In this attempt to resume the communication and activities of the GLOBE Program, mainly in Mexico City, with the Technical High School campuses, a diagnosis was made of the state of each campus, both in terms of training and updating requirements for teachers, as well as the measurement material necessary to carry out the protocols. The result of this analysis will provide us with an orientation of the actions that we can carry out for the year 2020.

# SCIENCE

At the Globe Mexico Coordination we believe that to learn science it is essential to do science in a living and real way, it is not enough with the readings and laboratory practices that are commonly done at school, in this sense, it is important that basic level students participate in the creation of new knowledge.

The General Directorate of Technical Secondary Education decided to join the GLOBE program more than ten years ago. During this time, the work teams made up of students and teachers, from 13 schools that are currently developing the program, have gathered important climate information throughout each school year and it is used in schools for educational purposes and knowledge of their natural environment.

This permanent participation in an international scientific project allows young students to build bases for understanding theories about global climate, in this context. Thus, students, teachers and advisors, who in addition to taking, capturing and sending data, went on to process, analyze and interpret the data to be in a position to propose suggestions or alternative solutions for the adaptation and mitigation of factors that influence the climate change.

# COMMUNITY

In December 2018, the Federal Public Administration changed, which has led to a series of adjustments and restructuring in the various areas and government departments.

In this sense, the Center for Education and Training for Sustainable Development has not been the exception, the restructuring led to a change in the head of the Coordination of the GLOBE program.

In February 2019, the Mtra takes over. Cindy Grisselle Gasca Martínez, who as a first activity established contact by video call with Tony Murphy, GIO and Mariana Savino, RCO LAC, with the purpose of presenting herself as the Coordinator of GLOBE in Mexico, in addition to having greater knowledge about the operation of the Program and have an overview to strengthen it.

On the other hand, the teachers and students of technical secondary schools that collaborate in the GLOBE Program, constantly participate prominently in projects related to climate change, each year they hold GLOBE Program student meetings, which gives the opportunity to establish networks of students interested in participating in environmental projects.

# COMMUNICATIONS

In September 2017, Mexico City experienced the impact of a magnitude 7.1 earthquake with an epicenter 120 kilometers away, which caused an emergency in all sectors of the city. The major emergency gave way to the suspension of work throughout the city and some nearby entities.

Due to the fact that of the 18 schools that participate on the part of the General Directorate of Technical Secondary Schools, 5 are geographically located to the south of Mexico City (one of the areas with the greatest impact), the city's educational authorities gave priority to the revision and rehabilitation of the educational infrastructure, causing communication to be suspended for a time between the Coordination of the GLOBE Program in Mexico and the teachers of the GLOBE campuses.

Later in 2018, and due to the change in government management, it was not possible to re-establish contact at first, because it was the end of administrative management and, secondly, to comply with the electoral ban in the country. That said, the 2017-2018 period was a very difficult one for the GLOBE program in Mexico, however, relations with teachers and trainners are being resumed to reactivate the program as soon as possible.

# STAFF

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