1. BACKGROUND INFORMATION

Name of the body	Geoscience education
Nature of the body (commission/task group/initiative)	Commission
Year when the body was approved by IUGS	2004
Website/social media links	https://iugscoge.org/
Year of reporting	2024
Submitted by:	
Given Name	Sandra Paula
Family Name	Villacorta Chambi
Role in the body	2
Institution/Affiliation	CSIRO
Postal address	Perth
Email address	villacortasp@gmail.com

2. ORIGINAL WORKPLANS FOR 2024

The 2024 COGE Working Plan outlined a strategic approach focused on advancing collaboration, inclusivity, and transparency. Formalizing partnerships with organizations like IGEO and EGU through Memorandums of Understanding (MoUs) was prioritized to strengthen international collaborations. These efforts aimed to engage with global educational networks and regional geoscience institutions to support capacity-building initiatives tailored to local needs while maintaining a global outlook.

Membership expansion and inclusivity were central to the plan, with an emphasis on adding members from underrepresented regions. These new members were expected to bring fresh perspectives and play active roles in COGE's initiatives, diversifying activities and leadership. Inclusivity was envisioned as a cornerstone, fostering a collaborative environment where individuals of all backgrounds, genders, and ages could contribute to COGE's mission.

The GEFO Programme was highlighted as a key priority, with plans to recruit new officers, conduct webinars, and organize an in-person workshop. Addressing communication challenges with unresponsive Field Officers was identified as essential to improving program efficiency and achieving its objectives. Public outreach and communication (POC) efforts were also planned, including collaborative events and resource sharing to expand COGE's global influence. Preparations for geoscience education sessions at IGC24 aimed to ensure relevance and impact through expert involvement and transparent coordination.

The Social Media Team's goals included increasing engagement, growing follower counts, and refining content to enhance visibility and branding. Collaborative campaigns with partner organizations and monthly updates to the IUGS Bulletin were planned to ensure consistent progress reporting.

The Awards Committee planned to present the inaugural Chris King Medal for Excellence in Geoscience Education to Dr. Héctor Lacreu during IGC24, recognizing his outstanding contributions to the field. The Publications Committee set goals to publish two CGEO-UNAM journal issues and edit a Special Issue on geoscience education in *Episodes*, promoting academic dissemination.

The plan also emphasized improving internal operations through transparency and coordination. Structured reporting mechanisms, regular meetings, and clearly defined roles were proposed to streamline processes and enhance decision-making. Leadership gaps in key committees, such as International Relations and POC, were planned to be reorganised by delegating tasks to skilled members and revising the Terms of Reference (ToR) to clarify roles, introduce subcommittees, and define responsibilities, ultimately improving organizational functionality.

3. ACHIEVEMENTS IN 2024

3.1 Publications - list 1 to 3 recent publications in which IUGS was acknowledged

Paper	Authors and Journal info (year, volume, pages….)	Link to pdf
1)	Clark, I., Villacorta, S., Miller, S., & Occhipinti, S. (2024). The history and current status of IUGS-COGE: two decades of progress in Global Geoscience Education. *Episodes Journal of International Geoscience*, *47*(4), 699-708.	https://www.episodes.org/journal/view.html?volume=47&number=4&spage=699&vmd=Full
2)	James, E., James, E., Mansor, H. E., Khan, M. M. A., Fernandez, K., & Roselee, M. H. (2024). Geoscience education in Malaysian primary and secondary schools: perspectives from new tertiary students. *Episodes Journal of International Geoscience*, *47*(4), 709-721.	https://www.episodes.org/journal/view.html?doi=10.18814/epiiugs/2024/02404s04
3)	Alaniz-Álvarez, S. A., Nieto-Samaniego, Á. F., Del Pilar-Martínez, A., & Hernández-Pérez, Y. Achieving conceptual change among elementary students through a one-day experiential science workshop about gravity, a proposal from Mexico. *Episodes Journal of International Geoscience*, 47(4), 723-731.	https://www.episodes.org/journal/view.html?volume=47&number=4&spage=723&vmd=Full
4)	Villacorta, S., Pinto, L., Camprubí, A., & Cervantes, Y. (2024). Integrating geoethics in tertiary education: a strategy for sustainable development in Latin America and the Caribbean. *Episodes Journal of International Geoscience*, *47*(4), 733-751.	https://www.episodes.org/journal/view.html?volume=47&number=4&spage=733&vmd=Full
5)	Ribeiro, T., & Vasconcelos, C. (2024) Non-formal secondary students' education to develop environmental insight. *Episodes Journal of International Geoscience*, 47(4), 753-765.	https://www.episodes.org/journal/view.html?volume=47&number=4&spage=753&vmd=Full
6)	Lev Horodyskyj, Tara Lennon, Roberto Greco, (2024) Sustainable states: a role-playing game for sustainability education, Episodes Journal of International Geoscience, 47(4), 767-773.	https://www.episodes.org/journal/view.html?volume=47&number=4&spage=767&vmd=Full
7)	Celabe, R., & Salinas, N. (2024). STS and science education: the impact of geology workshops on children's perception in Paraguay. *Episodes Journal of International Geoscience*, *47*(4), 775-785.	https://www.episodes.org/journal/view.html?volume=47&number=4&spage=775&vmd=Full
8)	Hernández-Espriú A., Arciniega-Esparza S., Báez-Reyes H. (2024). Análisis y visualización estadística de datos para la enseñanza de parámetros hidrogeológicos con AquiParameter. Enseñanza y Comunicación de	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/58/58

	las Geociencias, v. 3, núm. 2, p. 1-8. DOI: https://doi.org/10.22201/cgeo.29928087e.2024.3.2.1	
9)	García-Reynoso, J. A. (2024). Recursos educativos sobre química atmosférica y el control de la contaminación urbana por ozono: material didáctico y plataforma interactiva. Enseñanza y Comunicación de las Geociencias, v. 3, núm. 2, p. 9-12 DOI: https://doi.org/10.22201/cgeo.29928087e.2024.3.2.2	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/59/50
10)	Flores-Ocampo, I.Z., Ibarra-Rueda S.E., Morales-Arredondo J.I. (2024). ¿De dónde vienen los microplásticos?Enseñanza y Comunicación de las Geociencias, v. 3, núm. 2, p. 13-16. DOI: https://doi.org/10.22201/cgeo.29928087e.2024.3.2.3	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/60/51
11)	Carrillo-Chávez, A., Calvo-Ramos, D. K., Rueda-Garzón, L. F., Corona-Martínez, L., Muñoz-Torres, C. y García-Martínez, R. (2024). Geoquímica ambiental de los isótopos estables del zinc. Enseñanza y Comunicación de las Geociencias, v. 3, núm. 2, p. 17-24. DOI: https://doi.org/10.22201/cgeo.29928087e.2024.3.2.4.	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/61/52
12)	Becerra-Torres E. y Bravo-Pérez O. (2024). "Enseñanza del pensamiento sistémico de la Tierra. Evidencias del aprendizaje activo y propuesta de un modelo de capítulo para el “Atlas Interdisciplinario de México” Enseñanza y Comunicación de las Geociencias, v. 3, núm. 2, p. 25-31. DOI: https://doi.org/10.22201/cgeo.29928087e.2024.3.2.5	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/63/53
13)	Ayala-Calvo, R. C. y Ocampo-Cardona, L. A. (2024).Integración interdisciplinaria de las Ciencias de la Tierra en el currículo de secundaria: estudio de caso en el contexto colombiano. Enseñanza y Comunicación de las Geociencias, v. 3, núm. 2, p. 32-41. DOI: https://doi.org/10.22201/cgeo.29928087e.2024.3.2.6	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/64/54
14)	Núñez-Ramos, R., Pineda-Mora, J., Gutiérrez-Navarro, R., Rivera-Trejo, M., Figueroa-González, P. y Patiño-Conde, P. (2024). Taller de Ciencia para Profesores Juriquilla, Querétaro, 2024. Su importancia para la formación científica, experiencias y reflexiones del profesorado participante. Enseñanza y Comunicación de las Geociencias, v. 3, núm. 2, p. 42-49. DOI: https://doi.org/10.22201/cgeo.29928087e.2024.3.2.7	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/65/55

15)	Chacón-Hernández F.(2024). ¿Una Tierra sin campo magnético? Un fenómeno comprendido hasta 1919. Enseñanza y Comunicación de las Geociencias, v. 3, núm. 2,p. 50-59. DOI: https://doi.org/10.22201/cgeo.29928087e.2024.3.2.8	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/66/56
16)	Rodríguez-Trejo, A., Ibarra-Ortega, H.E. y González-Guzmán R. (2024). La utilidad de los sensores de bajo costo en las geociencias: caso de estudio para la detección de tormentas geomagnéticas. Enseñanza y Comunicación de las Geociencias, v. 3, núm. 2, p. 60-68. DOI: https://doi.org/ 10.22201/cgeo.29928087e.2024.3.2.9	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/67/57
17)	García-Martínez, R., Calvo-Ramos, D. K., Muñoz-Torres, C., Carrillo-Chávez, A., Hernández-Solís, J. M. y López-Carrasco, M. (2024). ¿El agua de lluvia sin tratar es apta para su consumo? Enseñanza y Comunicación de las Geociencias, v. 3, núm. 1, p. 10-14. DOI: https://doi.org/10.22201/cgeo.29928087e.2024.3.1.3	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/31/25
18)	González-Partida, E., Enciso-Cárdenas, J. J., Mishra, S., Madondo, J., de la Rosa-Rodriguez, G., Gauna-Arista, J. A., Carrillo-Chávez, A. (2024). Proceso diagenético del carbón y su relación con la generación de hidrocarburos. Enseñanza y Comunicación de las Geociencias, v. 3, núm. 1, p. 27-33. DOI: https://doi.org/10.22201/cgeo.29928087e.2024.3.1.6	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/34/45
19)	Jaime-Muñoz E., (2024). Cuento para introducir a los niños en el cuidado del medio ambiente. Enseñanza y Comunicación de las Geociencias, v. 3, núm. 1. p. 1-4. DOI: https://doi.org/10.22201/cgeo.29928087e.2024.3.1.1	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/29/23
20)	Valderrama-Méndez, A. E., Castillo-Alcalá, L. X., Villafañe-Barajas, S. A. (2024). Recurso didáctico sobre química prebiótica: herramientas prácticas para comprender el origen de la vida. Enseñanza y Comunicación de las Geociencias, v. 3, núm. 1, p. 15-18. DOI: https://doi.org/10.22201/cgeo.29928087e.2024.3.1.4	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/32/26
21)	Cid-Villegas Gonzalo (2024). De mi aula de Ingeniería a tu aula de Primaria; una experiencia de divulgación de las Ciencias de la Tierra . Enseñanza y Comunicación de las Geociencias, v. 3, núm. 1, p. 5-9. DOI:	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/30/24

	https://doi.org/10.22201/cgeo.29928087e.2024.3.1.2	
22)	Gómez-Sánchez T., Guzmán de la Cruz M.A., Cámara Beauregard G.E. y Jiménez Vázquez A.G. (2024). Correcciones utilizadas en el procesamiento de datos magnéticos: una primera aproximación en Geociencias. Enseñanza y Comunicación de las Geociencias, v. 3, núm. 1, p. 19-25. DOI: https://doi.org/10.22201/cgeo.29928087e.2024.3.1.5	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/33/27
23)	Medina-Gómez, I. (2024). Modelos simples de crecimiento poblacional desde la perspectiva de flujos-reservorios en la plataforma STELLA como herramienta para visualizar elementos que regulan los sistemas dinámicos. Enseñanza y Comunicación de las Geociencias, v. 3, núm. 1, p. 34-41.	https://encomunicacionct.geociencias.unam.mx/index.php/comunicaciongeociencias/article/view/35/28

3.2 Conferences/workshops/etc. - list 1 to 3 scientific conferences/workshops attended by early career (EC) researchers supported by IUGS funds (insert rows if needed)

Name of event (conference/workshop, etc.)	N.A.
National/International	N.A.
Name of participant(s) (insert rows if needed)	N.A.
Gender	N.A.
Age	N.A.
Affiliation	N.A.
Country	N.A.

3.3 Other products: list any activity that was supported by funds allocated by IUGS (insert rows if needed)

Nature of the activity	Sponsorship of Journal of CGEO-UNAM
National/International	Mexico
Name of participant(s) (insert rows if needed)	Susana Alaniz
Gender	Female
Career status (early/mid/late)	late
Affiliation	UNAM
Country	Mexico

Nature of the activity	Participation in EGU assembly, GIFT and outreach and communication session on the behalf of COGE

National/International	International
Name of participant(s) (insert rows if needed)	Susanna Occhipinti
Gender	Female
Career status (early/mid/late)	late
Affiliation	UNICAM
Country	Italy

Nature of the activity	Presentation at the SGI_SIMP National Congress in Bari (September 2–5), session “Geosciences at School” and participation in Roundtable “Where Are Geosciences Heading”
National/International	National
Name of participant(s) (insert rows if needed)	Susanna Occhipinti
Gender	Female
Career status (early/mid/late)	late
Affiliation	UNICAM
Country	Italy

Nature of the activity	Presentation of the Inaugural Chris King Medalist Dr Hector Lacreu at the XXII Argentinian Geological Congress, recognizing his contributions to geoscience education in the Americas.
National/International	National
Name of participant(s) (insert rows if needed)	Hector Lacreu
Gender	Male
Career status (early/mid/late)	late
Affiliation	San Luis University
Country	Argentina

Nature of the activity	Participation in the roundtable “Applied Geosciences: Driving Recognition for Geological Engineering and Environmental Professionals in Latin America,” organized by the International Association for Engineering Geology and the Environment (IAEG).
National/International	International
Name of participant(s) (insert rows if needed)	Sandra Villacorta
Gender	Female

Career status (early/mid/late)	Early
Affiliation	CSIRO
Country	Peru

4. INTERACTIONS

4.1 Interaction with other bodies within IUGS

Name of the **IUGS Bodies**	type of interaction and which are the results (e.g., joint workshop/publication/session at international conferences, etc..)
IGEO 2024	Member of the coordinating Committee, participation inInternational Olympiads 2024 in Beijing

4.2 interaction with other international organizations and/or projects outside IUGS

Name of the **INTERNATIONAL ORGANIZATIONS AND/OR PROJECTS**	type of interaction and which are the results (e.g., joint workshop/publication/session at international conferences, etc..)
EGU -Education	Participation in GIFT -Geoscience information for teachers
EGU outreach session	Presentation of “Experience and interpretation in the Geosciences learning process”, reporting FO’s data and experiences
EGU meeting in Athens	Meeting to improve collaboration between organisations representing IUGS- COGE as subscriber of the Barcelona Manifesto
WOMEESA	MoU for supporting Equity, Diversity and Inclusion (EDI) in the Australasian geosciences community
CGEO-UNAM (now IGc)	MoU for t supporting Geosciences Education publications within the Hispano-American geosciences community

5. INCOME IN 2024

SUBVENTIONS	**USD/EURO**
From IUGS	16954
From other sources (specify, insert rows if needed)Bank Interest	161
TOTAL	**17115**

6. EXPENDITURES IN 2024

Provide information on expenditures on activities that IUGS supported financially in 2024; insert categories in new rows if needed

ACTIVITIES	**USD/EURO**
Personnel costs	0
Conferences/congresses/workshops	5894
Dedicated meetings/fieldwork of the body	7500 (committed for spending in Feb 2025)
Publications fees	
Dissemination/outreach/website	86
Other costs (specify)Award, bank fees, printing, C.King medal, Meals, IGC abstract and poster,	458
TOTAL EXPENDITURES	**13,7250**

For the detailed Expenditures report, please complete the spreadsheet "Reported_Expenditures" in IUGS Annual Report 2024 NAME OF THE BODY.xls