

European Association of Geographers

2016: A Year Of Global Understanding?...	2
European Journal Of Geography ...	4
Geographic Information: For A Better World ...	5
EUROGEO In HABITAT III ...	6
YouthMetre Project ...	7
Financial Report ...	8
SEA Change Project ...	9
@ The Council Of Europe ...	10
Charter On Geographical Education ...	11
GI Learner Project ...	12
Do You SMILE? ...	13
Young Geographers ...	13
EUROGEO Presidium Members ...	14



2016: A Year Of Global Understanding?



local actors and global issues

In 2015, I described the role of EUROGEO in developing dialogue between geographers and policy makers. This year I focus my review of our activities on how our on-going work in this can be expressed in different contexts, centred on global understanding in local circumstances.

The international councils of the natural, social, and human sciences declared 2016 as the International Year of Global Understanding (IYGU). The International Geographic Union (IGU) leads the initiative. I became involved in the year as I believed this was a really important initiative for us, as geographers, in having the opportunity to present geography by showcasing the importance of spatial perspectives in connecting sustainable local actions and global issues.

A series of challenges were set by the year concerning global environmental change and the impact that these have on the ways we live. These relate to the the important role that science and data has to play in evidence-based policymaking. It also concerns bridging the gap between international policy making processes and national problem-solving strategies. To address this, IYGU suggests this must involve trans-disciplinary actions in order to increase knowledge

and understanding, such that positive decision-making can occur. The fundamental role of geography and geographers in meeting these goals must be highlighted.

As part of our contribution to the year, EUROGEO, together with ESRI and the IGU Commission on Geographic Education, organised a Story Map competition aimed at young people (high school pupils and university students) from around the world. The purpose was to help raise awareness of the global implications of local everyday actions and to highlight the impact of human actions and potential for human solutions. The competition winners will be announced in March 2017. Global understanding also comes to the fore through our ongoing work on highly innovative projects like YouthMetre, SeaChange and GeoCapabilities.

To me, YouthMetre is a really exciting project as it visualises and displays open geographic information, thereby connecting citizens with policy makers in local authorities, regions and countries in Europe. It concerns skilling young people (aged 18-30) to be able to express themselves to promote the policies they want to the public authorities responsible for them.



GLOBAL *understanding*

2016 International Year of Global Understanding (IYGU)

We created an innovative tool, accessible from different types of platform, which helps in tracking EU policy achievements that make a difference for young people. YouthMetre consists of a mapping and digital data dashboard, showing how well policymakers are performing in different youth fields. Examples of best practices are presented in order to help authorities improve their activities and youth opinions and ideas are also expressed. The training resources seek to empower youth to become engaged and make an impact. This is a project with huge potential to influence policy through the use of open data and geographical awareness.

SeaChange is a Horizon 2020 project that aims to change the way European citizens view their relationship with the sea by empowering them, as Ocean Literate citizens, to take direct and sustainable action towards a healthy ocean, healthy communities and ultimately a healthy planet. The project addresses teachers and educators as well as citizen groups, policy makers and NGOs. The goal is to bring about real actions using behavioural and social change methodologies, which are built on the latest social research on citizen and stakeholder attitudes, perceptions and values. The global significance of the ocean and our low levels of awareness of it are expressed in many local challenges. The resources made by SeaChange are friendly and attractive.

GeoCapabilities is a highly innovative, research-based teacher training project that aims to help teachers develop as curriculum leaders in teaching geography. A Web site and training materials have been developed to promote a capabilities approach to thinking about who we teach, and why we teach geography in schools. The resources help teachers explore the identification of 'powerful geographical knowledge'.

Our journal, the European Journal of Geography is increasingly going global. It reaches out to an ever widening global audience, providing articles that reflect the mission of our association, "to make European Geography a worldwide reference and standard". It publishes original and innovative papers that will substantially improve, in a theoretical,

conceptual or empirical way the quality of research, learning, teaching and applying geography, as well as in promoting the significance of geography as a discipline. I encourage you to read the articles and cite them in your work, and present your research papers there for publication.

An association like EUROGEO can only operate through the efforts of those who give their time to support and promote its activities. I urge anyone who wishes to be involved or who has ideas to help develop geography to contact me.

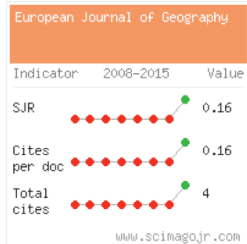


Karl Donert | President EUROGEO

difference
for
young
people

European Journal Of Geography

Scopus
An eye on global research.



I am writing this report a few days after U.S. President Obama has left office as well as some important reminders. I was particularly impressed by his declaration that there is a need to "...restore science to its rightful place". I, like many in the scientific community, was pleased with this declaration, but mainly I found the term "rightful place" to be thought-provoking for a chief editor of a scientific journal.

The word "rightful" is usually taken to mean legitimate or morally appropriate. Yet, the word "right" has multiple meanings; it can mean morally good or justified, as noted above, but it can also mean true or correct as fact. It is the latter meaning that is essential for the position of the European Journal of Geography (EJG) in the Geographic community. The creation of the EJG has proved to be true to the goal of the European Association of Geographers to make European Geography a worldwide reference and standard.

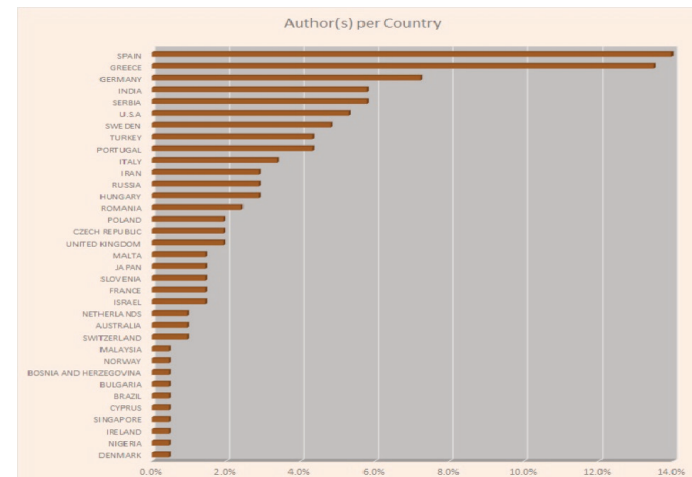
Indeed, the EJG in the last year, as in the past eight years, has worked diligently towards proving true this goal. It has been gradually producing more (in 2016, 25 papers were published) with better quality papers, in all geographic subjects (GIS, Social Geography, Geomorphology, Hazards, Environment, Migration etc.), from authors located in practically every country around the world (Greece, Spain, Italy, Russia, Germany, Slovakia, U.K., India, Iran, Nigeria etc.). In general, the EJG not only has been steadily improving in all areas of publishing, but the scientific community has been increasingly accepting it as a major forum to communicate the work of Geographers (during 2016 there were 45.085 visits, 177.913 pages and 437.539 hits).

In sum, the papers published in the EJG last year were focused in promoting the significance of geography as a discipline and contribute towards the fundamental goals of the European Association of Geographers to improve the quality of research, learning and teaching of Geography.

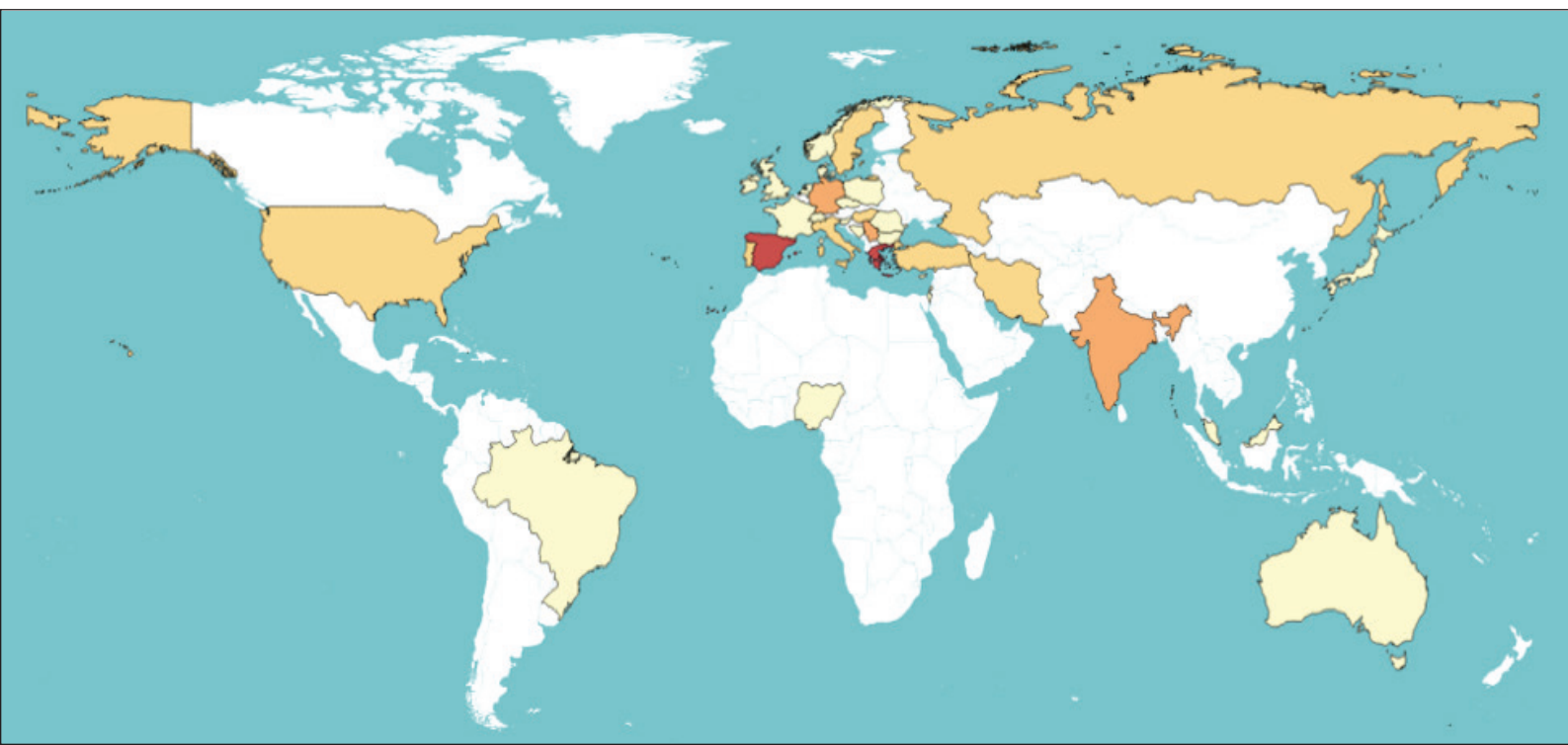
As for the future, the New Year has inherited to us a lot of issues in Geography itself and Geographical research that require the efforts of everyone. At the same time it brings opportunities to think creatively and mainly collective about finding solutions to these problems. As the editor of EJG, I feel it's a chance to affirm that although views may differ dramatically, we should try to work effectively with one another to promote Geography by supporting and publishing in the EJG.

Professor Kostis Koutsopoulos
Vice President, Editor-in Chief

quality
of
research



Scopus Team evaluation: "A fine journal with excellent and widely cited papers on European geography"





Geographic Information: For A Better World

The 2016 Annual Conference of the European Association of Geographers (EUROGEO) was held in Málaga (Spain) from the 29th to the 30th of September 2016.

Málaga University hosted the conference and the Spanish general coordinator of the congress Dr. José Jesús Delgado Peña, did a great job jointly with his colleague Dr. Carlota Ángela Escudero Gallegos. The event ran in conjunction with the Real Sociedad Geográfica and the Asociación de Geógrafos Españoles.

A cocktail reception held at Malaga Town Hall the afternoon before the congress reinforced delegates' contact with the city. The Mayor's presentation about Málaga and his talk with all delegates was of particular interest.

The open conference at the Center of Contemporary Art (CAC) of Málaga enhanced the launch, by the President of EUROGEO Karl Donert, of the International Year of Global Understanding's Story Maps Competition for university students and high school pupils.

There were two keynote speakers on the first day of the conference. A wide vision of territorial aspects relevant to Spain were provided by Dr. Jacobo García Álvarez (Asociación de Geógrafos Españoles) with the title of "Regions, Nationalities, ¿Nations?: A Journey Through The Contemporary Geographic Images Of Spain's Regional Diversity". Dr. Iain Stewart, Professor of Geoscience Communication at Plymouth University (United Kingdom) entertained the conference with his presentation: "Between a rock and a hard place: communicating geoscience to society", which was illustrated with images taken from his television programmes.

More than 140 delegates, academics and researchers from many European, Asian and North American Universities, and

from 32 different countries participated in the following intensive parallel session tracks: Tourism, Environmental and Health geography, Planning for urban future, GIS: creating a better world in science, Gender equality for sustainable economic and social development, Landscapes, Ocean session, Education teacher training, Education in schools, Green Infrastructure, Global Understanding and Sustainable Development Goals. The School on the Cloud project conducted a parallel session open to all delegates. A work session on "How to write a publishable paper for a journal" explained how to present quality articles to the Journal of European Geography. It was very useful for those interested in sending an article to the SCOPUS indexed journal. The GI Learner project ran a specific workshop at the conference, focus on their learning materials and learning line. Around 20 posters participated in a hard-fought competition.

As usual, the annual meeting of EUROGEO took place at the annual conference and the Annual Report of the previous year was presented.

An interesting field trip on the 1st of October visited Antequera: Bronze Age burial and an amazing karst landscape, which was added as a World Heritage Site in 2016. Those attending shared the nice views and left with good memories.

Dr María Luisa de Lázaro | Vice President

The 2017 EUROGEO Conference "Key challenges for geographical education" will be held in Amsterdam (Netherlands), from 2nd to the 3rd of March 2017.

32
different
countries
involved

EUROGEO In HABITAT 3: Towards A New Urban Agenda



new urban agenda

EUROGEO joined in 2015 General Assembly of Partners (GAP) which has carried out its work until Habitat III (United Nations Conference on Housing and Sustainable Urban Development) in Quito (Ecuador), during October, 17th to 20th, 2016. GAP aims to support stakeholders' engagement and contributions to the Third Conference on Human Settlements (Habitat III). GAP consists of 14 Partner Constituent Groups (PCG) with members from the United Nations' major groups and other relevant stakeholders. EUROGEO has been included into Professionals PGC, in representation of geographers for advocating geographers as professionals for planning, urban studies and urban management.

EUROGEO has contributed to the GAP document, Partnerships for the New Urban Agenda, agreed during Habitat III Regional Meeting for Europe, held in Prague, March 2016. Partnerships for the New Urban Agenda is the result of an intensive and extensive consultation process, among many stakeholders, including EUROGEO, in order to define Post-Habitat III stakeholder architecture framework and components: a Knowledge Platform, an Advocacy Arm, an Innovation Laboratory, a Monitoring Mechanism, and an Investment Advisory Committee. Besides, between May and July 2016, EUROGEO has participated in the GAP Feedback

on the Drafts of New Urban Agenda, as expressed at <https://www2.habitat3.org/node/530453>.

During the Habitat III Conference itself, EUROGEO was involved in several events as GAP Plenary Meeting, Professionals Round Table, Side Events, Networking Events, and Habitat Professionals Forum Plenary Meeting.

The New Urban Agenda reaffirms global commitment to sustainable urban development as a critical step for realizing sustainable development in an integrated and coordinated manner at the global, regional, national, subnational and local levels, with the participation of all relevant actors. The implementation of the New Urban Agenda contributes to the implementation and localization of the 2030 Agenda for Sustainable Development in an integrated manner, and to the achievement of the Sustainable Development Goals and targets, including Goal 11 of making cities and human settlements inclusive, safe, resilient and sustainable. The New Urban Agenda note, in this context, the valuable contributions of, inter alia, the World Urban Campaign, the General Assembly of Partners for Habitat III and the Global Land Tool Network.

Dr. Rafael de Miguel González
Vice President

United Nations

A/71/L.23



General Assembly

Distr.: Limited
21 November 2016

Original: English



Seventy-first session

Agenda item 20

**Implementation of the outcomes of the United Nations
Conferences on Human Settlements and on Housing and
Sustainable Urban Development and strengthening of the
United Nations Human Settlements Programme (UN-Habitat)**

Draft resolution submitted by the President of the General Assembly

New Urban Agenda

The General Assembly,

Recalling its resolution 67/216 of 21 December 2012, in which it decided to convene the United Nations Conference on Housing and Sustainable Urban Development (Habitat III), as well as its resolutions 68/239 of 27 December 2013, 69/226 of 19 December 2014 and 70/210 of 22 December 2015,

1. *Expresses its profound gratitude to the Government and the people of Ecuador for hosting the United Nations Conference on Housing and Sustainable Urban Development (Habitat III) from 17 to 20 October 2016 and for providing all the necessary support;*

2. *Endorses the New Urban Agenda adopted by the United Nations Conference on Housing and Sustainable Urban Development (Habitat III), which is contained in the annex to the present resolution.*

YouthMetre: A Tool For Forward Looking Youth Participation

What is YouthMetre? YouthMetre is an exciting project - KA3 Erasmus+ funded - that empowers young people to connect with policy makers in order to improve the youth policies in local authorities, regions and countries in Europe. YouthMetre creates an innovative tool that will give young people access, via a digital data dashboard, to information about how well their policymakers are performing in different youth fields. Examples of best practices are presented in order to help authorities improve their activities. EUROGEO is the leader partner and also participates actively in the creation of the YM tool, training, state of the arte and dissemination across Europe.

YouthMetre connects young people and their needs to the initiatives of EU Youth policy and public sector actions, by using YM tool. It provides information and data on youth policy good practices and open data visualized so that the outcomes of youth policy measures can be compared for different countries and regions. By providing access to open information generated by the EU, the gap between youth and institutions will be closed. The YouthMetre also collects and presents data on the perceived needs of youth in key policy areas.

In order to use the YouthMetre, youngsters (and youth workers) need to be provided with necessary skills and knowledge to use the information and data provided for advocacy. In order to do this YouthMetre training activities will be created, tested by study groups and implemented, then undertaking multiplier stakeholders.

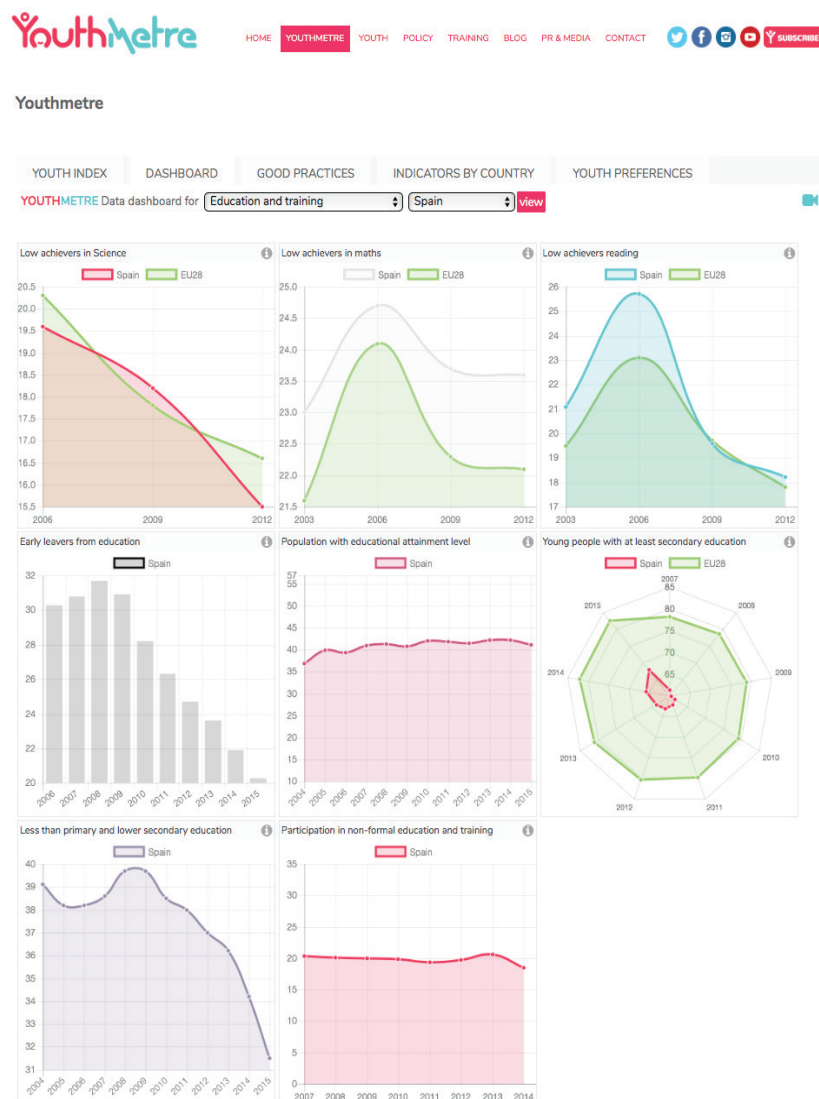
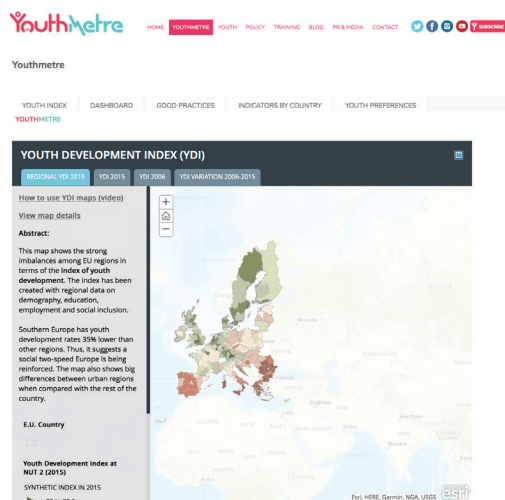
From the research, a benchmarking process led to the establishment of a data dashboard and visualization of EU Policy achievements – the YouthMetre tool - so that countries and regions, where youth policy actions are implemented, and open data gathered, can be evaluated and compared. A set of indicators, based on the opinions of youngsters, is

used to measure the “performance” of authorities in youth policy fields. Access to data on good practices encourages openness and their exchange.

During 2016, a pilot version of the YouthMetre tool has been created for review and testing in more than 15 countries study groups, where youngsters have increased their spatial competences by mapping their suggestions for policy makers.

Dr. Rafael de Miguel González
Vice President

data
on
good
practice



Financial Report 2016

positive
balance

In 2016 EUROGEO had a small negative balance of -2.274,96 EUR.

Our main income is:

- projects where EUROGEO is involved as coordinator: YouthMetre
- projects where EUROGEO is involved in as partner: GI Learner, School On the Cloud, Tell Your Story and Smile
- the annual congress, jointly held with the Real Geography Sociedad in Malaga
- membership fees

Our main expenses are:

- services, including payment of people doing the work as European project partner, payment to other institutions as project coordinator and board expenses

- goods, including payment for the European Journal of Geography site, costs of the accountant and auditor and web-hosting of our website as well as our Moodle platform.

The small negative balance is due to the fact that as coordinator for YouthMetre we already paid more staff and travel & subsistence costs for the project than was pre-financed in the first payment shift done by the European Commission. The second shift was paid to the association at the start of 2017 and will be reflected in the 2017 accounts.

Luc Zwartjes
Treasurer

Sint-Blasiusstraat 3
8020 Waardamme Belgium
ONDERNEMINGSNUMMER 0817.975.363

EXPENDITURE	AMOUNT	INCOME	AMOUNT
Services	298,604.66 €	Membership	4,505.00 €
Financial costs	25.56 €	Subsidies	0.00 €
Other costs	6.74 €	Congresses and courses	49,874.68 €
		Projects	241,956.37 €
		Trainings	0.00 €
		Financial profits	25.95 €
Total expenditure	298,636.96 €	Total income	296,362.00 €
Balance 2016			-2,274.96 €





EUROGEO Involved In Project To Promote Ocean Literacy

The Sea Change project aims at establishing a fundamental "Sea Change" by empowering European citizens to take actions towards a healthy ocean and seas, healthy communities and ultimately a healthy planet. EUROGEO is one of the partners. Sea Change is funded by the Horizon 2020 framework programme for research and innovation of the European Union. It aims at establishing a fundamental "Sea Change" in the way European citizens visualise their relationship with the sea, by empowering them, as Ocean Literate citizens. As such, citizens take direct and sustainable action towards a healthier ocean, healthier communities and ultimately a healthier planet.

By using the concept of Ocean Literacy, Sea Change wants to create a deeper understanding amongst European citizens about health and how it depends on the health of seas and oceans worldwide. Sea Change moves to bring about real actions through behavioural and social change methodologies. Building on the latest social research on citizen and stakeholder attitudes, perceptions and values, the Sea Change partnership designs and implements mobilisation activities that are focused on education, community and governance and directly targeted at citizens. The effectiveness of those actions is assessed systematically, which improves the project's techniques and spreads a level of "Sea Change" in social behaviour across Europe.

Key objectives of Sea Change are to:

- Compile an in-depth review of the links between Seas and Ocean and Human health based on latest research knowledge outputs
- Build upon the latest social research on citizen and stakeholder attitudes, perceptions and values to help design and implement successful mobilisation activities focused on education, community, governance actors and directly targeted at citizens. marine ducation
- Build upon significant work to date, adopting best practice and embedding Ocean Literacy across established strategic initiatives and networks in order to help maximise impact

and ensure sustainability

- Ensure that efforts to sustain an Ocean Literate society in Europe continue beyond the life of Sea Change through codes of good practice, public campaigns and other ongoing community activities.
- Ensure that all activities of Sea Change are carefully monitored and evaluated to ensure maximum sustainability, effectiveness and efficiency
- Ensure Knowledge exchange with transatlantic partners to bring about a global approach to protecting the planet's shared seas and ocean.

The objectives will be achieved by a closely interlinked programme. Sea Change includes a mobilisation phase engaging with citizens, formal education and policy actors. Crucially the legacy of Sea Change, including continuing knowledge sharing with North America, are embedded within the project.

All results can be found and downloaded for free on <http://www.seachangeproject.eu>

Luc Zwartjes
Vice President, Treasurer

empowering
european
citizens

@ The Council Of Europe



EUROGEO was established by the European Commission in the late 1970's in order to encourage exchange between geographers and geographical societies, associations and organisations concerned with Geography and its teaching across Europe. As an international independent NGO, EUROGEO is one of about 300 organisations awarded participative status. The purpose is fundamental to democracy, as these NGOs contribute to a vital component of European society, specifically guaranteeing freedom of expression and association.

NGOs at the Council of Europe work with the European Courts of Justice, the Committee of Ministers and Parliamentary Assembly and Congress of Local and Regional Authorities to develop policy in areas concerning democracy, human rights and the rule of law. EUROGEO is involved in the activities of the Council of Europe and contributes to dialogue with governments, parliamentarians and local authorities. Presently 47 countries are connected through these bodies.

In 2016, the work of the association included connecting the YouthMetre Project with the Council of Europe Youth Policy Unit. The Youth Department is part of the Directorate of Democratic Citizenship and Participation of the Council of Europe. Its role is to produce and promote guidelines, programmes and legal instruments for the development of coherent and effective youth policies at local, national and European levels. It provides funding and educational support for international youth activities aiming at the promotion of youth citizenship, youth mobility and the value of human rights, democracy and

cultural pluralism. It seeks to bring together and disseminate expertise and knowledge about the life situations, aspirations and ways of expression of young Europeans.

Members of EUROGEO participate in Democracy, Social Cohesion and Global Challenges Committee. The focus is on democracy, dialogue and the protection of human rights in the development of the lands and societies of Europe and in the Mediterranean. It deals with a broad range of issues working with policy makers and experts to take human rights into account in different themes like climate, migratory movements, Islamic terrorism, European intercultural alliances, health and the economic crisis, problems related to the living environment and territory.

All EUROGEO members are eligible to attend and participate in the policy development activities at the Council of Europe. Members of EUROGEO interested in knowing more about these activities or in attending Council of Europe meetings should contact the President of the association.

Karl Donert
President

working
with
policy
makers

Review On The Charter On Geographical Education

The International Charter on Geographical Education is a key education policy document drafted by the International Geographical Union (IGU) Commission on Geographical Education. The Charter was endorsed by the General Assembly of the IGU at its 33rd Congress in Beijing on 25th August, 2016. The IGU Commission on Geographical Education reviews the 1992 Charter and Declarations and in a new Charter implements an Action Plan to improve the quality of geographical education. The 2016 Charter provides all people with the principles and practices for geographical education. It highlights the role of geographical education in understanding challenges such as climate change, food security, energy choices and its contribution to the development of young people intellectual skills, attitudes and knowledge.

The Charter explicitly encourages the contribution of policy makers, education leaders, curriculum planners, and geography educators in all nations to the development of geographical education. Especially encourages international co-operation among all actors (from governments to schools) to stimulate and support the exchanges of experience and research. Needless to say that without IGU Commission on Geographical Education contribution it will not be possible to have accurate information on the situation and to create together 2016 Charter that ensure access to geographical education for everyone.

Proposed Action plan defines the following five key elements:

1. National and local education policy makers, as well as geography teachers at all levels, should make the focus and contribution of geographical education for society more explicit to encourage higher levels of public support for its place in the curriculum.
2. National and local education policy makers should set minimum requirements for geography teaching and the geographical literacy of those who teach geography.
3. National and local education policy makers and geography teacher associations should develop processes to encourage (inter)national exchanges of meaningful geography teaching and learning practices.
4. National and local education policy makers and the geographical education community should develop a relevant research agenda for geographical education and facilitate this research for the development of geographical education.
5. National and local education policy makers and geography teacher associations and teachers should create and maintain a strong professional network structure.

We count on you to read the Charter and to spread it among your peers and networks! It is available on the Commission on Geographical Education (IGU) website: <http://www.igu-cge.org/index.htm>

Tijana Ilic
Vice President

The International Charter on Geographical Education was endorsed by the General Assembly of the International Geographical Union at the 27th International Geographical Congress in Washington D.C., U.S.A. in 1992.

The International Declaration on Geographical Education for Cultural Diversity was proclaimed at the 29th Geographical Congress held in Seoul, South Korea in August 2000. The Lucerne Declaration on Geography Education for Sustainable Development was proclaimed at the IGU-CGE Regional Symposium in Lucerne, Switzerland in July 2007. The International Declaration on Research in Geography Education was proclaimed at the IGU Regional Conference in Moscow, Russia in August 2015.

2016 International Charter on Geographical Education



GI Learner Project And GISciences In Education

Despite all resources available (software, hardware, data ...) the use of GIS in secondary education has still not broken through. We can even say more generally: geospatial thinking is not implemented across the whole secondary school curriculum. So, what is needed is to integrate GISciences in education by creating a learning line, this being the aim of the project "Developing a learning line on GIScience in education" (GI-Learner) (2015 1 BE02 KA201 012306) under the umbrella of the Erasmus +. KA2 Cooperation for Innovation and the Exchange of Good Practices and Strategic Partnerships for school education. Thus, the main goal of the three-year project is to integrate geospatial literacy in secondary schools. To achieve this aim some steps are necessary: reflexion upon spatial thinking, now embodied in a publication (free download on the website), and the search for opportunities on the curricula. It is not an easy task to create a learning line for GIScience, despite the progressive increase in the presence of the geospatial technologies in the professional sector. A learning line is an educational term that refers to the construction of knowledge and skills throughout the whole curriculum. This learning line reflects an increasing level of complexity, ranging from easy (more basic skills and knowledge) to difficult (Zwartjes, 2014). At the end of the project amendments will be proposed for inclusion on the national curricula. This is the only possible way for a real integration of GISciences in secondary schools. Something that has not taken place yet in most countries around the world.

GI Learner has tried to respond by developing a learning line based on enjoyable activities that fit with geospatial competencies following curriculum opportunities. There is still a long way to achieve geospatial competencies in schools for future professional use. All necessary teaching and learning material is available as well as tests that are being elaborated to measure learning outcomes.

The project is coordinated by Sint-Lodewijkscollege (Belgium), and is further composed of: Borg Nonntal secondary school (Austria), Dimitrie Cantemir secondary school, Iasi (Romania) and King's Ely secondary school, Ely (United Kingdom), Geography Department Ghent University (Belgium), the Complutense University of Madrid (Spain) and the European Association of Geographers (EUROGEO). More information about the project can be found at: <http://www.gilearner.eu>

Dr María Luisa de Lázaro & Luc Zwartjes
Vice Presidents

geospatial
competencies

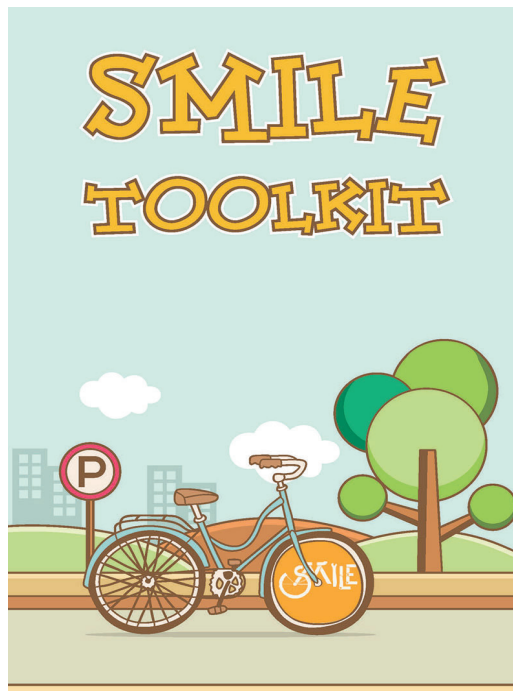


Do You SMILE?

EUROGEO is partner in the SMILE (Soft Mobility In Learning English in Primary Schools) Erasmus Plus Project. The target group are young pupils, normally aged 6-9 and their parents. Connecting ideas of sustainable transport, travel to school and learning English the project is producing a toolkit of resources and ideas for teachers and parents. Youngsters learn to ride a bicycle and look after it, road safety and environmental issues concerned with sustainable transport.

The three SMILE pillars are: CLIL, sustainability and non-formal education. A teaching methodology has been developed aiming to promote active citizenship and raise awareness among pupils on sustainable mobility issues in urban environments. For this reason, the bicycle is at the centre of this project, as an effective and clean mean of transportation and a powerful learning tool to be used in classrooms. Sharing best practices is encouraged through the Web site and newsletter. Visit <http://smile-project.eu/> to find out more. Subscribe to the newsletter at <http://tinyurl.com/hj5ddpvr>.

Karl Donert
President



connecting
ideas

Young Geographers

In 2017 EUROGEO renewed its partnership with EGEA, the European Geography Association for students and young geographers. EGEA is large network of geography students with local branches at almost 90 universities all over Europe. EUROGEO was present at the Annual congress of EGEA and presented itself at the annual meeting and at the partners market.

Together with the alumni organisation of EGEA, EUROGEO organised a competition for students to present at the conference in Malaga. Matthias Cox from EGEA Brussels was the winner and in Malaga he presented his work about glacier measurements with drones at the conference.

For the conference in 2017 EGEA and EUROGEO organised a similar competition to give students the chance to present their work at an academic and professional conference and at the mean time work on their network.

EUROGEO was also partner in a competition for the International Year of Global Understanding in which students and high school students had to send in their ESRI story map about a topic connected to Global Understanding.

Gert Ruepert
Vice President

renewed
partnership

Members of the EUROGEO Presidium 2016-2017



KARL DONERT
President



MARÍA LUISA DE LÁZARO
Secretary General



RAFAEL DE MIGUEL GONZÁLEZ
Secretary General



ELA WOŁOSZYNSKA-WISNIEWSKA
Vice President

IMPRINT

Editor:
Karl Donert

Design:
Daniela Schmeinck
Ulrike Kersting

Print:
www.hundt-druck.de

Photos:
EUROGEO
Fotolia
Daniela Schmeinck



KOSTIS KOUTSOPOULOS
Vice President



TIJANA ILI
Vice President



LUC ZWARTJES
Vice President: Treasurer

EUROGEO is a registered NGO in Belgium.
<http://www.eurogeography.eu>

Contact EUROGEO at:
eurogeomail@yahoo.co.uk



DANIELA SCHMEINCK
Vice President



GERT RUEPERT
Vice President

www.eurogeography.eu

