



Annual report 2019

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European Association of Geographers

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Annual report

2019

President's review 2019

CHALLENGES AND OPPORTUNITIES IN STRENGTHENING GEOGRAPHY

2019 has been a year of two milestones for the European Association of Geographers. First, I am humbled in succeeding Karl Donert as President of EUROGEO, so I'm really grateful to the Presidium and membership for trusting me. Second, we have celebrated our 40th anniversary. EUROGEO was first established by the European Commission in 1979. At that time, Europe was still divided by the Iron Curtain and the world was impacted by the second oil crisis. Forty years later, Brexit has been confirmed, but COP 25 held in Spain has helped to reach an agreement on a European New Green Deal for climate change mitigation. In the geopolitical landscape, trade war between China and the United States has contributed to weakening the European Union role in the world, meanwhile the COVID-19 pandemic started in Wuhan.



EUROGEO
board members

Whatever are the effects of globalization or the challenges of sustainable development, place, space and environment are today more important than ever, because of increasing social and economic networking, and because of the vital interactions, interdependencies, and interconnections between countries, regions and urban areas. In 2019, geography has mattered more than ever.

EUROGEO has been a key organization in 2019 to promote geography and support geographers. Our presence at the Council of Europe, at the European Union institutions or at the United Nations has increased, so the voices of European geographers have been heard louder with meaningful messages about geospatial education, sustainable development, climate change, migration, landscape or urban growth. EUROGEO representatives have transferred to international institutions innovative ideas and solutions

presented at our Conferences, or developed in our projects, or published in our books or journals.

EUROGEO has a strong background and is internationally recognized. In forty years, this association has organized twenty-nine conferences, it has networked thousands and thousands of geographers from Europe and beyond, and it has successfully run more than fifty European projects. These extraordinary outcomes have led us to be respected as a leading European scientific society and also as the main geographical landmark for European geographers, either in education (from school education to higher education), or in research, in geo-media or as professionals in companies, governments or associations.



In 2019 we have faced challenges and opportunities in strengthening European geography by reinforcing partnerships with several organizations. In April, we met with the President of the American Association of Geographers to increase mutual collaboration. In May, we met with the International Geographical Union Executive Committee to contribute to the IGU 2022 Centennial Conference in Paris. Geography is a European-born discipline, so European geographers will play a key role in this historical event. In November, we participated at the General Assembly of the European Alliance for Social Sciences and Humanities, of which EUROGEO is a founding member. At the same event, we had the opportunity to express to Heads of Units -in research offices at the European Commission- how powerful geography research is; and how geography can contribute to the 2027 Horizon Europe societal challenges and missions.

In 2019, EUROGEO has been particularly active, as it organized two Conferences: the yearly regular Conference in Paris, and a second Conference co-hosted along with University of Ljubljana and Slovenian Association of Geography Teachers. Let's remember that between 1980 and 2004, EUROGEO Conferences were bi-annual meetings, then they became annual meetings. It has not only allowed our membership to increase, but also the number of presentations and the geographical participation and networking to take place. In this way, Newsletter subscribers have been increasing too, as well as feedback about EUROGEO initiatives through social media. There are more and more geographers connecting thanks to EUROGEO, so we are also proud of this achievement, which gives us excellent results in terms of international and collaborative geographical production.



/2019

In the spotlight.
Visit of Morocco fields



/2019

In the spotlight.
Visit to Korea.

Regarding European Commission funded projects, 2019 has probably been the most important year during these four decades. In addition to six existing projects in early 2019, eight new and exciting projects have been selected for funding as partner or coordinator. EUROGEO is becoming an essential partner and a leader to define strategies for innovation in educational topics like geospatial technologies, digital learning or European citizenship.

This has also been a fantastic year for our publications. European Journal of Geography is still increasing its impact factor and Springer has launched our book series “Key challenges in geography” with three initial titles. Activities like the visits to Korea and Morocco have also increased the number of participating geographers.

Rebranding Eurogeo

We have in 2019 rebranded the EUROGEO logo and website. We want to face the challenges and opportunities in strengthening European geography, in a more attractive and creative way. I want to thank in particular Karl Donert, for his strategic vision and his myriad of tasks carried out in previous years, which have fostered the development of this association in an entirely successful way. My last thoughts are to thank all EUROGEO members, and in particular to the Presidium, for their support and ethical commitment for a better geography, for a better world.

Rafael de Miguel González, President EUROGEO



/2019

Rebranding Eurogeo
in different phases.

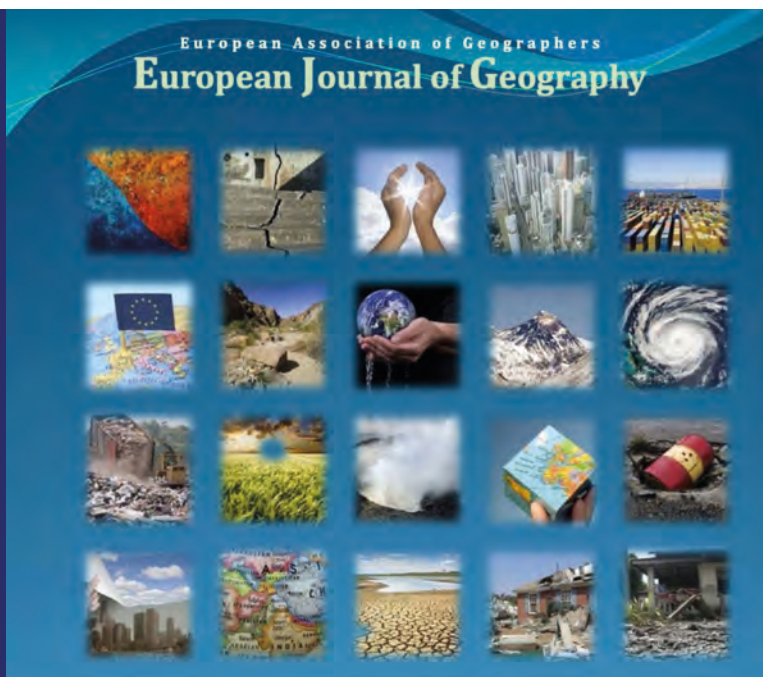
European Journal of Geography

European Journal of Geography

For the newcomer to educational research and publishing even for those already familiar with the scene, there is now a baffling array of different approaches advertised and practiced as shown in the articles appearing in various Journals.

THE DAYS ARE LONG GONE
WHEN THE MAIN DIVISIONS
WERE MARKED BY DIFFERENCES
IN DISCIPLINES, WHICH FOR
GEOGRAPHY HAD BEEN
EXTREMELY PAINFUL IN TRYING
TO FIND ITS NICHE IN THE WORD
OF SCIENCE AND EDUCATION.

Disciplines are adopting several methodological approaches with no major consequences. The disciplines have become less salient and are accepted to be internally diverse. On the other hand, in science and education, large and complex fields, the accessibility to presentation and dissemination is becoming a major issue. Works of sharply different quality are presented and circulated, accompanied by debates in which a disparate collection of publishing ideas are deployed. One common way of thinking about the diversity within the publishing approach, employs the concept of competing “paradigms”, which are influenced by the conditions determined by the publishing demand derived from “publish or perish” academic principle, as well as by the unfair competition of journals that do not rely on the voluntary work of the editorial team, but charge to publish and are operated by big publishing companies. Based on these, a spectrum of competing ‘paradigms’ have been developed and applied that start from publishing practically everything, independent of scientific value, covered by a thin veil of peer evalua-



tion, as long as the author pays a substantial fee, to the demand for “pure” journals operating on high scientific principles, accompanied by quixotic forays against publishers running paid journals. My position on this paradigm debate lies somewhere in the middle. More specifically, I believe that the European Journal of Geography (EJG) must operate by adapting to the increasing difficulty from publishers, but keep on relying on the voluntary work of the editorial team, without charging authors to publish. The EJG paradigm is based on the guiding principle that publishing in the EJG represents and expresses EJG’s prestige, which is built around the efforts of the European Association of Geographers in making European Geography a worldwide reference and standard. As a result, the Moto of the editorial

team and the presidium of EUROGEO continues to be that “scientists produce publications as gifts to the community in exchange for the rewards of recognition and acknowledgment”. The EJG is actively operating in this paradigm and the results have been justifying this decision. Indeed, the EJG in the last year has worked diligently within this operating framework and has shown a continuing improvement reaching in every category examined scores that when I started it a few years back I could not have imagined them, making me and the editorial team extremely proud. That is, 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 (figures on Cite Score and citations).

Moreover, last year the EJG published more papers (in 2019, 44 papers were published compared to the 11 in 2010), with better quality, 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.) (see authors maps). In addition, however EJG continues its digital transformation, which is not focused exclusively on digital technology, but on how that technology can efficiently address the traditional concerns of Geography and the data prove it.

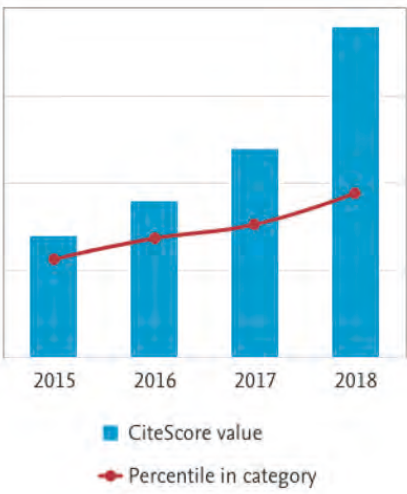
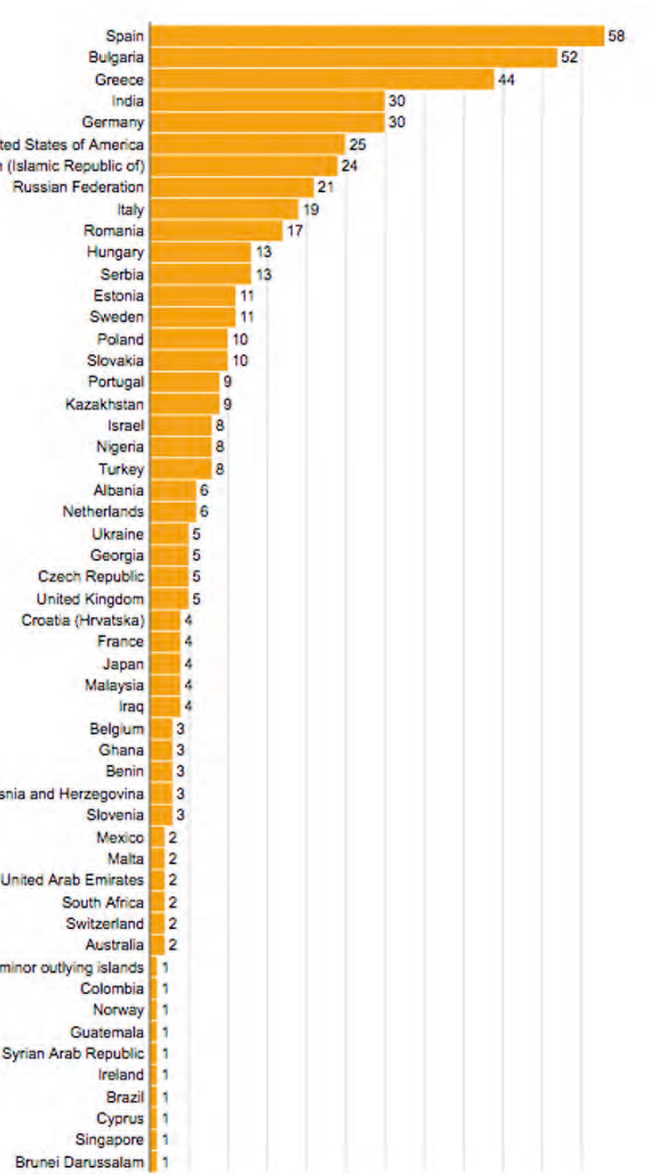
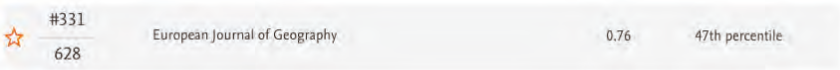
Prof. Kostis Koutsopoulos

EJG Chief Editor

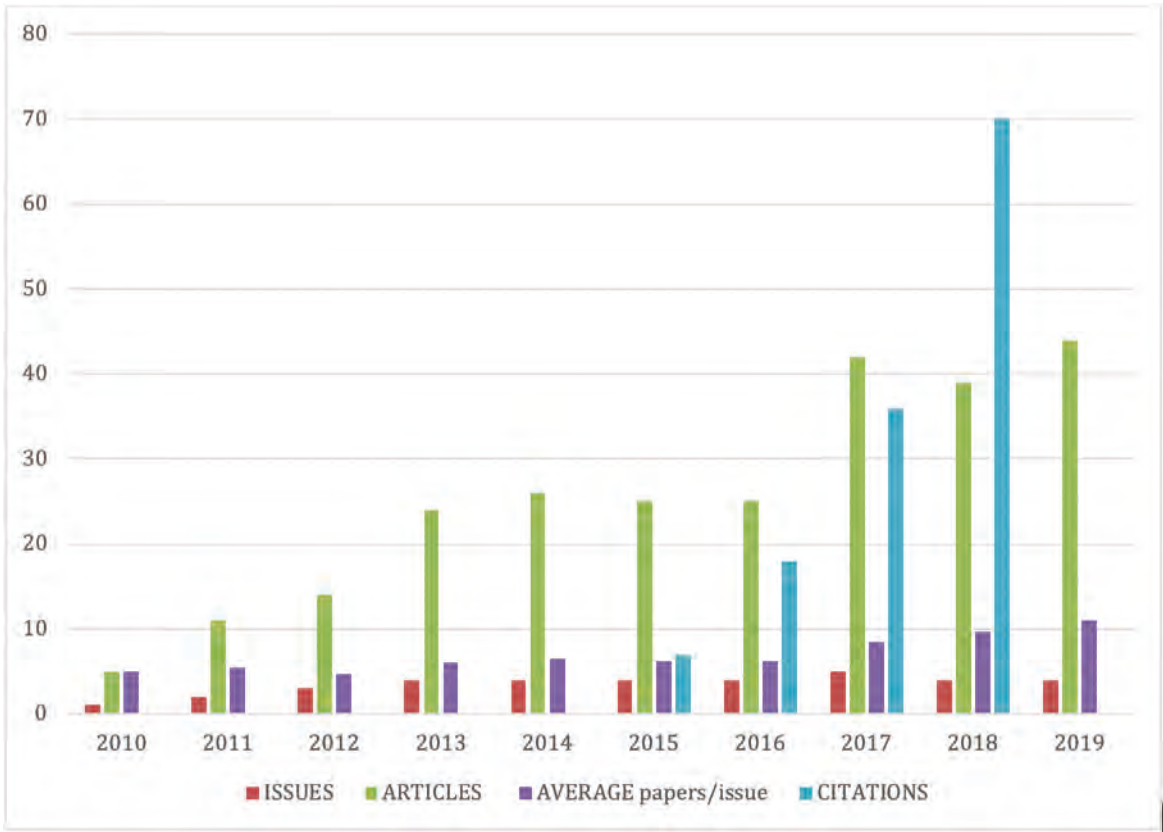
CiteScore and Percentile in Geography Journals trends
Source: Scopus

YEAR	CITESCORE	% Increase
2015	0,26	
2016	0,36	38%
2017	0,48	33%
2018	0,76	58%

CiteScore per year



YEAR	ISSUES	ARTICLES	AVERAGE papers/issue	CITATIONS
2010	1	5	5	
2011	2	11	6	
2012	3	14	5	
2013	4	24	6	
2014	4	26	7	
2015	4	25	6	7
2016	4	25	6	18
2017	5	42	8	36
2018	4	39	10	70
2019	4	44	11	



EUROGEO Conference 2019



MORE THAN 130 PARTICIPANTS FROM AROUND 50 COUNTRIES ATTENDED THE 2019 EUROGEO CONFERENCE, WHICH TOOK PLACE FROM 14TH TO 15TH MARCH, IN PARIS, FRANCE.

Under the theme “Teaching geography in challenging times”, this geographical scientific event showed the role and potential of geography to solve the issues of today, address future perspectives as well as to respond to needs of society and the world. The main conference topics were focused on several topics: GIS and Remote Sensing; Politics, Identity and Democracy; Practical Geography; Climate Change; Teaching and Learning; Higher Education, Human Geography, Rural Geography and Digital Geography.

At the 2019 EUROGEO Conference, keynote speakers were Professor Chew Hung Chang (National Institute of Education, Nanyang Technological University, Singapore; Co-Chair of the IGU-CGE) and Professors Sarah and Robert Bednarz (Texas A & M University, USA, Past Presidents of AAG and NCGE, respectively). Prof. Chang spoke on “Learning Geography in Challenging times - learning to know, learning to do, learning to live together and learning to be”, while Profs. Bednarz presented “Research in Geography Education: Setting New Priorities to Address Global Challenges”.

Report

During the 2019 Conference, the EUROGEO association Annual General Meeting took place, and the 2018 Annual Report was presented and approved. Elections for Vice President of the association took place and Gerry O'Reilly (Dublin City University, Ireland) was elected. Rafael de Miguel, from University of Zaragoza, Spain, was designated by the Presidium as new President of EUROGEO as the term of office of the President was completed. He acknowledged the work done by Karl Donert as EUROGEO President during all the previous years and announced that Karl will remain on the Board as Vice President, as expressed in EUROGEO Statutes. It was confirmed that the next EUROGEO conference 2020 would be held in Madrid, Spain, with the theme "Sustainable Development Goals for all". It is fair to conclude that the Conference and Annual Meeting were a great success! So many people have contributed in so many ways to make this event run very smoothly with many extremely interesting presentations and posters in an atmosphere conducive for discussion and networking.

Tijana Ilić, Vice-President



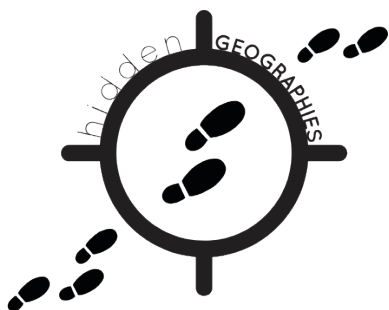
Hidden Geographies



LJUBLJANA UNIVERSITY

The 2019 International Conference held at Ljubljana University (Slovenia), was the joint celebration of the 100th anniversary of the University of Ljubljana and the Department of Geography (Faculty of Arts), and the 40th anniversary of the European Association of Geographers (EUROGEO). The organisations organized the scientific and academic event jointly with the Slovenian Association of Geography Teachers (DUGS).

The conference took place from 29th to the 31st of August 2019, with an optional field visit on August 31st 2019 to the UNESCO World Heritage site Škocjan Caves and a picturesque village Goče at the karstic edge of Vipava Valley. The conference venue was at Domus Medica, ZZS - Zdravniška zbornica - Medical Chamber of Slovenia, Dunajska cesta 162, Ljubljana, Slovenia.



The international conference addressed the topic of Hidden Geographies. It was based on the fact that the majority of geographies remain hidden either due to lack of information or a lack of knowledge of them. How to deal with these geographies was at the core of the conference, which addressed:

International Conference

- 1 Hidden Geographies in any spatial scale, ranging from in-depth qualitative analyses, to highly quantitative analyses, from simple field explorations of human spatial behaviour, to complex graphic modelling.
- 2 Hidden Geographies in theories and practices in academic discourse and impacts, the roles of science and technology in revealing or protecting hidden geographies.
- 3 Hidden Geographies in education in increasing the awareness of hidden geographies, knowledge and skills to discover them and live with them.
- 4 Ethical, political legal aspects of Hidden Geography

Hidden geographies were described as being everywhere, impacting on natural and social processes, which consequently they may trigger changes, for example over the landscape, economy, culture, health or quality of life. The keynote speakers were Tracey Mckay (St. Mary’s University College, Belfast, United Kingdom), who focused on initial teacher education “Trainee teachers encountering ‘otherness’ in the Museum of Orange Heritage, Belfast, Northern Ireland”; Gerry O’Reilly (Dublin City University, Ireland) who focused on “Hidden Geographies in Times of Change and Conflict”; Josef Strobl (Salzburg University, Austria), discussed “Geomedia as Interfaces for Spatial Thought” and Andrej Mihevc (Karst Research Institute, Postojna, Slovenia) who spoke about the “Landscapes of Karst”. There were more than one hundred paper presentations, 25 posters, 6 workshops and 6 exhibitions, some of them organised by conference sponsors (HERE and GDi, the official distributor of ESRI in Slovenia). A tribute to the past President, Karl Donert, took place during the conference.

Maria Luisa de Lázaro y Torres, Vice-President



EUROGEO at United Nations

IN 2019, EUROGEO PARTICIPATED IN TWO IMPORTANT INITIATIVES AS A UNITED NATIONS CONSULTATIVE ORGANIZATION: THE 57TH COMMISSION FOR SOCIAL DEVELOPMENT AND THE ENDORSEMENT OF PLANNERS FOR CLIMATE ACTION.

The 57th session of the United Nations Commission for Social Development was held in February 2019, with the priority theme of “Addressing inequalities and challenges to social inclusion through fiscal, wage and social protection policies”. The Commission also reviewed relevant United Nations plans and programmes of action pertaining to the situation of social groups, and the emerging issue: “The empowerment of people affected by natural and manmade disasters to reduce inequality: addressing the differential impact on persons with disabilities, older persons and youth.” EUROGEO request to be heard at the 57th Commission for Social Development (CSocD57) was approved, so we could present an oral statement at the plenary in which we exposed how geospatial technologies, like that organised by the YouthMetre Project, directly provided youngsters with necessary skills and knowledge to support the engagement of young people in developing relevant youth initiatives to foster young people’s empowerment and active participation in democratic life.



UN-HABITAT

The implementation of the New Urban Agenda has a new legal framework: UN-HABITAT Assembly. The First Assembly was held in May 2019 and they took the opportunity to launch a new UN-HABITAT initiative, Planners 4 Climate Action. P4CA comprises associations of urban planning practitioners and related disciplines like geography. Members and other supporters contribute through knowledge, capacity-building, raise awareness and outreach activities for particular aims like planning for decarbonizing cities, implementing nature-based solutions, the role of historical heritage at climate change, or citizens and urban communities engagement for climate action.

Find out more at: <https://www.planners4climate.org>

Sustainable Development Goals



Planners for Climate Action



Council of Europe INGO Conference

THE INTERNATIONAL
CONFERENCE OF NON-
GOVERNMENTAL
ORGANIZATIONS OF THE
COUNCIL OF EUROPE

Within the INGO Conference, EUROGEO has a longstanding relationship in the role of one of the 300 accredited NGOs. Twice a year, in April and October, delegates meet and confer on many urgent topics that are on the agenda. Human Rights, Democracy and Rule of Law being the core focus in Strasbourg (FR). NGOs meet either in the Palais de l' Europe or the Agora building. See photos.

Parallel to the NGO sessions either the Parliamentary Assembly of the Council of Europe meets (PACE) or the Congress of Local and Regional Authorities of the Council of Europe meets. These parallel meetings offer the INGO Conference participants to directly speak with the country representatives and often invite them to speak at our conference.



Currently the EUROGEO vice president Karl Donert holds the position of vice chair of the Education and Culture Committee. Harry Rogge is a member of the INGO Conference. Both have a longstanding record of attending and contributing to the INGO Conference. During the 2019 April session all Dutch INGO Conference attendees were invited to meet with the Dutch parliamentary delegation in the Ambassadors Residency in Strasbourg. (see photo). For more information visit www.coe.int

Karl Donert & Harry Rogge Vice-Presidents



Financial Report

EXPENSES (in EUR)		REVENUES (in EUR)	
Services	316495,46	Membership	6945,00
Financial costs	557,98	Subsidies	0,00
Other costs	0,00	Congresses & courses	23581,36
		Projects	273296,87
		Trainings	0,00
		Financial profit	5,99
Total expenses	317053,44	Total income	303829,22
Positive balance			-13224,22

THE TURNOVER IN 2019 WAS MUCH LARGER THAN IN PREVIOUS YEARS.

The higher sums are due to the fact that EUROGEO was the coordinator of the completed YouthMetre project (2016-2019) and coordinator of the newly funded D3: Developing Digital Data Literacy project (2019-2022). These two projects generated for EUROGEO a total revenue of 172,665,05 EUR, however the majority of this income was transferred to the partners working with EUROGEO on these projects (total 136,988,09 EUR). The other project revenue was from seven other European funded projects where EUROGEO is a partner: Geocapabilities3, MyGeo, L-Cloud, GoDigital, DALDIS, Future and the Hum@n project. The negative balance for 2019 is due predominantly to investments undertaken in the rebranding of the website, our logo and related costs. The association also paid, in advance, costs for the 2020 Annual congress and meeting, as well as the payment of staff costs for some projects we are partner in and where we had only received the first payment in 2020 (GI Pedagogy) and of projects where the final payment is due from the European Commission in 2020 (My Story Map).

Luc Zwartjes, Treasurer

Membership

Become EUROGEO member

Only full individual members of EUROGEO are able to stand for election to the Presidium and to vote for members of this group. Members receive regular e-newsletters and conference updates. They pay reduced fees for conferences and other events and can contribute to the lively development of this association.

Why become a member of EUROGEO?

- Because you are a geographer or work in a related area
- To ensure that Geography is represented in Europe and that lobbying for the subject takes place
- To have the opportunity for networking with other members, either distinguished scholars or young geographers
- To keep up to date with the latest information, activities and research
- To help kick-start your career
- To disseminate your research results in our Book Series and Journal



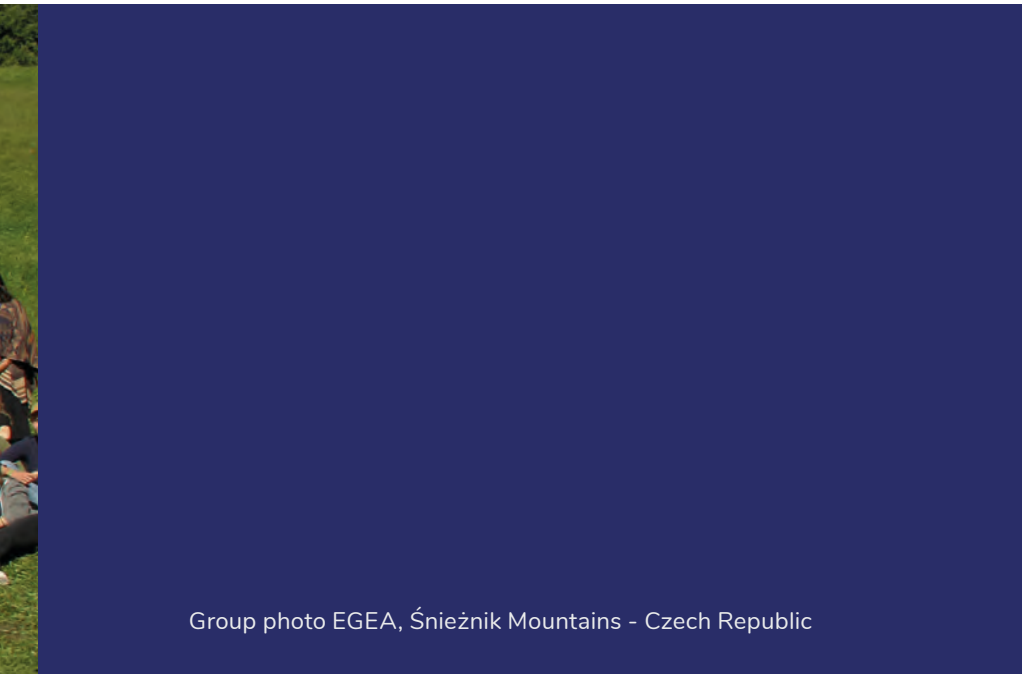
Young Geographers in Eurogeo



YOUNG GEOGRAPHERS
PARTICIPATE ACTIVELY IN
EUROGEO CONFERENCES AND
PROJECTS.

EUROGEO offers students, including PhD students the possibility to present and publish their research at the conference and in the magazine. At the EUROGEO conferences in Ljubljana and in Paris there were a striking number of young geographers with paper and poster presentations.

An important partner for EUROGEO to connect with young geographers is EGEA. EGEA is the European Association for students and young geographers. It shares many of the aims and values of EUROGEO. EGEA is a network with member organisations in over 100 university cities in almost every European country. They organize exchanges with each other and congresses. The main EGEA Annual Congress attracts over 200 participants and in 2019 it took place this year in the Šniežnik Mountains in the Czech Republic. EUROGEO representatives were invited to the congress, just as EGEA members participated in Eurogeo congress in Paris.



Group photo EGEA, Śnieżnik Mountains - Czech Republic

In 2019, EGEA and EUROGEO renewed their partnership to 2021 in order to strengthen the academic subject of Geography in Europe, highlight the importance and enhance awareness of geography in the general public, especially amongst European youth, policy makers and academia. The partnership agreement includes reduced membership fees, participation in each other's activities, sharing information through each other's media and to meet on a regular basis. EUROGEO is also involved in the alumni organization and together they form a large community of geographers in Europe. EUROGEO organized a competition for the Geography Awareness Week 2019 with EGEA, GeoDach (German geography students) and AFNEG (French geography students). Geography Awareness week is an initiative of National Geographic. The aim of the week is to create awareness about the importance of geography to the general public. For our competition the best local activities were awarded with prizes. The first prize went to EGEA Augsburg that organised a full week with a wide variety of events for the general public in the city of Augsburg.

Gert Ruepert, Vice-President

MY GEO

GEO TOOLS FOR MODERNIZATION AND YOUTH EMPLOYMENT

The European Erasmus+ project “Geo Tools for Modernization and Youth Employment (MY GEO)” (2018-1-IT02-KA203-048195) (1-10-2018 to 03-31-2021) has completed its first year. Companies (Archetipo, GeoSlab, Ars Progetti, GeoSolutions) and universities (Universiteit Gent, Università di Padova, Universidad Nacional de Educación a Distancia, Universidad de Zaragoza) are implementing a GIS portfolio, helped by EUROGEO, which is monitoring the project.

The key outcomes of the project are: (i) to undertake essential modernization in the methods of teaching geography in all its branches and (ii) to prepare students in key competencies for the business world in specific geospatial technologies that respond to the demands of the labor market. With all these elements and background, the traditional descriptive character of the geography teaching would be transformed by increasing GIS competencies



Group photo MY GEO

and the employability of higher education students. Students can improve their critical capacities in geospatial thinking. Thus, the acquisition of skills and abilities in GIS are essential. Throughout 2019 students went from universities to companies under an internship project programme in order to increase their GIS professional skills useful for a job. Gent students went to work in GeoSlab, Padova students went to GeoSolutions, UNED students went to Ars Progetti and Zaragoza students went to Archetipo. Participants from all sides (students, universities and companies) were very satisfied with the experience. Collaboration between companies and universities has been strengthened. In order to implement the next steps of the project, the second project transnational meeting was held by Zaragoza University (23-24

September 2019). One of the main aims of the project is to use GIS as a transversal topic for teaching and learning geography to improve students GIS skills and allow them to get a better job.

María Luisa de Lázaro, Vice-President



Seed Project



SEED IS THE SMART
ENTREPRENEURIAL
EDUCATION AND TRAINING IN
DIGITAL FARMING PROJECT.

The SEED project started at the end October 2018. Aims of the project are to:

- Increase the employability of young people, by supporting the development of a highly skilled, qualified and mobile workforce, also thanks to transnational placement.
- Support the development of a joint VET qualification at the EU level.
- Promote work-based learning, supported by a mobility component.

The SEED project will develop a new qualification profile: Advisor in Digital Farming. As a first step an analysis was made in all partner countries about the availability of (formal and non-formal) courses related to digital farming. In total about 200 courses were identified. Out of these during the project meeting in Nitra (Slovakia, May 2019) a qualification design scheme was distilled. The new profile assumes the qualification will be organised into a core set of competence units, expression of the global, common dimension and a complementary set of domain-related competence units, more responsive to the different contexts, also in order to innovate the more “traditional” local qualifications. Following from desk/field analysis, integrated by a selected collection of literature sources, the core appears to be characterized by three main dimensions:

- 1

Agribusiness, assumed as the economic knowledge foundations and skills (business models and competitive drivers; logic and organization of production, logistic and selling processes; integration in the value chain).
- 2

Digital, assumed as the technical knowledge foundations and skills (Information and data literacy, Communication and Collaboration, Digital content creation, Problem solving), all at the Advanced/ Highly specialised levels of the Digcomp 2.1 framework, accordingly declined to the Agribusiness specificities.
- 3

Innovation, assumed as the knowledge and skills necessities to understanding the thread and the opportunities, carrying on feasibility studies, defining the correct approach and implement the dues actions, in terms of project management and change management.

These three dimensions have been translated into 26 competence units that will be further written out in specific objectives: what learning outcomes, content, and related methodological strategies. By the end of 2019 these units were all prepared and will be discussed in focus groups in each partner country and then finalised by the project team. At the same time, a call was launched to farms and students from agricultural training to participate in an internship abroad. In each country, 4 students are accommodated at different companies. The aim is to determine which of the intended objectives of the competencies are discussed and which can be evaluated.

The project ends in March 2021.

For any further information, questions or project ideas, please visit: <http://www.digitalseed.eu/>

Luc Zwartjes, Vice-President and Treasurer



EUROGEO: Contributing to



OVER THE LAST 30 YEARS,
THE ROLE OF EUROGEO HAS
DEVELOPED FROM MONITORING
THE STATUS OF GEOGRAPHY TO
RESPONDING TO CHALLENGES

And more recently in leading innovation and development in quality geographical education. During 2019 the association took the initiative to network with other NGOs and educational organisations to order develop spatial thinking, geographical knowledge and the use of geo-technologies to meet the needs of different sectors of education.

By joining a number of new networks, one on digital learning (D-Learn) and another on innovative education (IDEAS) EUROGEO sought to a result to tap into the creativity and entrepreneurial potential of possible partner organisations, encouraging them to develop new products, services or models that create value for both the association and its members. The effect was to apply to the European Commission for funding to support a large number of new and exciting projects.

As a result of this initiative, EUROGEO is now a partner in seven new funded projects, working in schools and universities and with adults and youth. The newly supported projects are:

Innovation in Education

- **DALDIS:** Digital Assessment for Learning informed by Data to motivate and incentivise students, coordinated by EdTech Ventures Limited, Ireland
- **EValue:** European Values in education, coordinated by Stichting Katholieke Universiteit Brabant, the Netherlands
- **GI Pedagogy:** Innovative Pedagogies for Teaching with Geoinformation, coordinated by St. Marys University, London, UK
- **GoDigital:** Digital Tools for work, coordinated by the Fundación Cultural Privada Empresa-Universidad de Zaragoza, Spain
- **Hum@n:** Digital Transformation in Humanities, coordinated by Tallinn University, Estonia
- **Synopsis:** Storytelling and Fundraising for Cultural Heritage professionals, coordinated by Musei Reali Torino, Italy
- **Timeless:** Cultural Interpretation As A Non-Formal And Informal Learning Method In Adult Education, coordinated by the University of Usak, Turkey

These projects raise further the profile of EUROGEO, they increase the awareness of the importance of geography and usefulness of geo-ICT, working with partners expands the network and connections EUROGEO has and increases the influence of the association in different sectors of education.

Karl Donert, Vice-President



L-Cloud: Developing Tomorrow's



Transnational Project Meeting 2, team at work in Alexandria, Romania

MORE THAN 130 PARTICIPANTS FROM AROUND 50 COUNTRIES ATTENDED THE 2019 EUROGEO CONFERENCE, WHICH TOOK PLACE FROM 14TH TO 15TH MARCH, IN PARIS, FRANCE.

Since the start of the L-Cloud project in Cyprus during the autumn of 2018, the consortium with five international partners went on their way to, consciously, work on the targets set.

The three main objects, "Intellectual Outputs", are 1 developing guidelines for skills and competences for adaptive education cloud leaders, 2 developing a qualification framework for education cloud leaders based on skills and competence and 3 designing a course for developing adaptive education cloud leaders.

EUROGEO is one of the five partners in the project. Other (educational) partners come from Spain, Italy, Greece, Cyprus and Romania. Karl Donert and Harry Rogge, both EUROGEO vice-presidents are involved and have been responsible for the work done. Two TPM's "Transnational Project Meetings" have been held. In March 2019 we conferred in Romania at a high school, a consortium-partner, in Alexandria, Romania and in September we met in Spain at the University of Barcelona.

Cloud Education Leaders

The agenda of the two meetings involves reporting on the progress as planned and progress made. The greater part of the discussions in these meetings were on content, quality of the work completed and of the preparation of the work to be done. Next to that development of dissemination in the partner countries is discussed. The partner meeting in Barcelona was also used to design the training course for education leaders, the pilot of which is planned to be launched at TPM 4 in Athens in early 2020.

Since EUROGEO is a “European-wide” organisation, it’s dissemination takes place during EUROGEO conferences. In 2019 in Paris and in Ljubljana as well as through social media and where we have opportunities to present the project in a wider educational setting.

On a regular basis the project website is edited and refreshed and the consortium issues a newsletter on a more or less regular basis. For all details on further content of the project and on information about the partner organisations involved consult the L-Cloud project website : https://www.l-cloud.eu/en_US/




Harry Rogge, Vice-President



Transnational Project Meeting 3, the team in Barcelona, Spain

My StoryMap: Storytelling

StoryWall




How much setback can you handle?

Public

Language: Belgian

How much setback can you handle? If you hear this story think: this is not possible. And yet it is the truth that makes me stronger than ever.



Tessa believes in life

Public

Language: Belgian

Tessa believes in life, despite setbacks, she goes for it.

[Read More](#)

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Type and hit enter...

Recent Posts

- How much setback can you handle?
- Tessa believes in life
- Once upon a time
- She was constantly thwarted and bullied...
- My life, sort of

EUROGEO is one of 6 European partners in the MyStoryMap Project funded by the European Commission. The project has been working to develop resources and training to support teachers in dealing young people who are at risk of leaving school early.

The specific aims of the project are to:

- explore factors of preventing drop-out rates from school through story mapping;
- enhance communication and digital competence, two fundamental key competences both for early school leavers and those at risk of early school leaving;
- raise awareness of the reasons of early school leaving and for the personal consequences of this decision on one own's life;
- foster an aware analysis of one own's education pathway in order to redefine life objectives in terms of both educational possibilities and job opportunities;
- make available tools documenting and advising against early school leaving, usable also by future generations of students at risk of dropping out;
- contribute to reducing drop-out rates from school;

with Maps

Research was undertaken to report on the state of the art and sum up the results of national and transnational desk-based research activities. This can be downloaded from the project Web site.

(<https://www.mystorymap.eu/results>).

The focus of the project was on personalising learning, where the digital stories with maps can be highly customised to present the issues of the learner concerned and thus offer very personal learning pathways which are designed on the specific learning needs of very individual.

Two learning modules have been “How to tell a (life) story” and “Media production skills”. These target teachers, educators, youth workers and professionals involved in work with young early-school leavers.

An online exhibition of the story maps produced by young people during the project is presented “My Storywall”. These maps were developed by groups of early school leavers who participated in training activities. They developed these presentations specifically targeted at other young people at risk of drop out from school. You can visit My Storywall <https://mystorywall.eu/>.

Karl Donert, Vice-President

GeoCapabilities 3

EUROGEO IS A PARTNER IN THE GEOCAPABILITIES 3 EUROPEAN FUNDED PROJECT, COORDINATED BY UNIVERSITY COLLEGE, LONDON

GeoCapabilities offers an approach for unlocking powerful disciplinary knowledge (PDK) for children. The project asks i) whether there is a social justice dimension to Geocapabilities? and ii) how can a GeoCapabilities approach benefit schools in challenging socio-economic circumstances toward the goal of 'powerful knowledge for all'?

The project partners have been working with teachers, including non-specialist geography teachers, working in schools in challenging areas to develop their understanding of and teaching through PDK. The purpose is support teachers' development and use of the vignettes approach, piloted in an earlier project, as a means of starting to articulate and examine what we mean by 'powerful knowledge' in Geography and establish a set of pedagogical principles.



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What do we mean by 'capabilities'?

The GeoCapabilities 2 project applied a 'capabilities approach' to a subject discipline, and in so doing to reposition the contribution of the discipline (Geography) to the education of young people.

Capability is usually defined as 'the ability to do something'.

The dictionary also says that capability is also a quality or a state of being, and that capability implies the potential to further develop.

The capabilities approach was originally an economic theory. You can find out more about the background to capabilities [here](#).

Capabilities can be used to conceptualise the 'educated person'. In this article, [The capability approach and education](#), we read that capabilities embody 'the substantive freedoms' a person has 'to lead the kind of life he or she has reason to value'.

GeoCapabilities is interested in the school curriculum (especially geography). Schools should expand young people's capabilities. The school curriculum (including geography) enables young people to think beyond themselves and their everyday experiences. It therefore contributes to the 'substantive freedoms' available to young people. That is, for example, freedom:

to think,

make good choices and

decisions about how to live.

To be able to think geographically enables young people's capabilities in a particular way.

Powerful Geographic Knowledge for All

The project Web site (<http://www.geocapabilities.org>) provides details of the approach and the project and contains some of the vignettes produced by the Geography teachers involved. <https://www.geocapabilities.org/geocapabilities-3/vignettes-teaching-about-migration/>.

Karl Donert, Vice-President



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Vignettes

A vignette is brief example of PDK in the context of a geography lesson. The geography lesson is described, and then analysed, in terms of questions: 'Where is the PDK?', 'How does PDK knowledge development take place?' The wide array of PDK vignettes available on the GeoCapabilities teacher training website illustrate for teachers the value of identifying the powerful geographical knowledge – for thinking, interpreting, and understanding different topics and themes.



Migration and the organisation of space

The aim of the vignette is to consider the effects of migration on the host countries, and more specifically on the organisation...



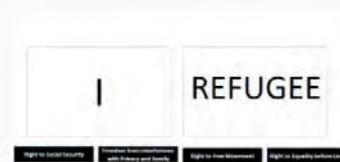
Border – right to mobility

Respect for the right to be mobile is enshrined in the 1948 UDHR (Universal Declaration of Human



Representing Migration

The aim of this vignette is to deconstruct the idea that Europe is being overwhelmed by migratory waves.



Developing Digital Data literacy



In September 2019 EUROGEO was awarded the contract by the European Commission Belgian National Agency for the D3 Project – Developing Digital Data literacy in schools. The KA2 Erasmus Plus project responds to the fact that most educators remain unaware of the potential benefits that digital technologies and open data can offer for learning as well as the opportunities available to them when they develop digital skills in an open data environment.

The goals of D3 are not only to narrow the existing gap between education and digital data literacy, but also to shift the education process in innovative ways altering the approaches we have catalysed learning that needs to include digital citizenship. In order to do this, the D3 project will produce four outputs:


1. A review of school curricula and qualifications, open data tools, related to the European Commission Digital Competence framework (DigiComp 2.0), identifying opportunities to integrate open data and digital data tools into secondary schools
2. A teacher training course focusing on competences related to digital technologies and data literacy

the D3 project






- 3. A toolkit of teaching resources on democratic engagement and open data to help build critical engagement and active citizenship.
- 4. A gallery of case studies demonstrating pedagogical approaches for digital data literacy and active citizenship in school situations.

You can find out more on the project Web site <http://d3.youthmetre.eu>

Karl Donert, Vice-President




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D3 - A project to integrate open data, digital skills & democratic engagement in schools

FIND OUT MORE

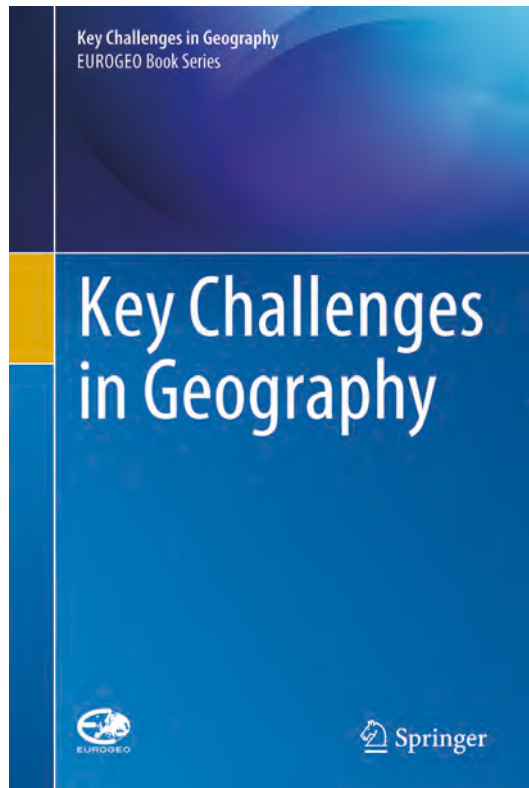


What is D3?

D3 – Developing Digital Data literacy relates to the need for information literacy for all citizens in Europe. Eradicating present-day problems such as the rise of populism and mis-information in all its forms and dimensions is one of the greatest challenges faced in Europe.

MORE ABOUT THE PROJECT

Eurogeo Book series with Springer



Publishing cutting edge research in geography has led to the development of a strong partnership between EUROGEO and Springer to disseminate the more updated geographical knowledge, either in geospatial technologies, geopolitics or geographical education. The series has also attracted attention worldwide: most of the authors are Europeans, but some contributions from distinguished scholars belonging to other continents have been also included.

In 2019, the EUROGEO book series titled “Key challenges in geography” published the three initial books: Geospatial Challenges in the 21st Century, Aligning Geopolitics, Humanitarian Action and Geography in Times of Conflict, and Geospatial Technologies in Geography Education. It means a total of 44 chapters, more than 100 geographers involved, 910 pages printed, 12,600 downloads. However with the series, high quality standards overtake quantitative outcomes.

Initial Titles Published

At the same time, in 2019 several new titles are in preparation, like Smart Geography or Frontier Making. EUROGEO events have networked geographers and led the association to collaborate with them in developing further titles like the outcomes of the Conference Hidden Geographies - co-hosted with University of Ljubljana and Slovenian Association of Geography Teachers.

Books proposals for forthcoming titles are welcome. For more information, call for chapters and guidelines, please visit:
<https://www.springer.com/series/15694>

Kostis Koutsopoulos, Rafael de Miguel, Daniela Schmeinck, Series Editors

Korean-European Joint Conference



The Third International Korean-European Joint Conference on Geographic Naming and Geographical Education was hosted by the Northeast Asian History Foundation (NAHF) at their headquarters in Seoul, Korea - October 21-23, 2019. European Association of Geographers (EUROGEO) Vice President Gerry O'Reilly, Dublin City University, School of History and Geography delivered the keynote address: Naming Places - Territoriality and Sustainable Peace-Building: Challenges for Educators in the 21st Century. He also led the EUROGEO delegation of participants from EU countries, Israel and USA.

This paper was followed by: Dual Naming as a Possible Solution for Naming Controversies: The Case of the Sea Between Japan and Korea, delivered by Choo, Sungjae (President of the Society for East Sea, Kyung Hee University) and a range of other papers were presented dealing with territorial and maritime boundaries, cooperation and dispute, the burdens and possibilities of historical geographies, history, geography and curricula, and the teaching and learning of such topics from the primary to the third level sectors taking

October 21-23, 2019

cognizance of educational approaches and especially those used in the EU promoting good neighbourliness along with sustainable peace-building and development. The initial collaboration between NAHF and EUROGEO was fostered by Profs. Sungjae Choo and Karl Donert.

Delegates were welcomed by the Foundation President Kim, Jong-Guen, Director of Dokdo Research Institute, Choi, Woon Do, and Secretary General Cho, Taiyoung. The NAH Foundation was established in 2006 to help 'overcome discord and conflicts arising from differing perceptions of history, and bring peace and prosperity to East Asia'. Among its activities NAHF promotes research, academic and international collaboration and exchanges, conferences, education and training.
(https://www.nahf.or.kr/gnb01/snb01_01.do).

Papers presented included Kim, Young-soo (NASF), History of Dokdo. Lee, Myung-Chan (NASF) Maritime Territorial Disputes in Northeast Asia, and the moderator for sessions and discussions of sessions 1-4 was Kim, Jong-Guen.

Session I: Geographic Naming. Moderator: Lee, Jang wook (NAHF): Medzini Arnon (Oranim College of Education, Israel): The Role of Geographical Maps in Territorial Disputes between Japan and Korea. Gregor Falk (Institute of Geography at University of Education Freiburg, Germany), Naming Pre-War German Territories: Spatial correctness and political sensibility. Nicole Rae Darbois (Boca Ciega High School, Florida, USA), Naming and renaming of African American Places in the Sunshine City. Akos Jakobi (Eotvos Lorand University, Institute of Geography and Earth Sciences, Hungary), Geographical naming issues from a Hungarian perspective. Discussant: Kim, Young-Hoon (Korea National University of Education).

Session II: Teaching South Korea. An Steegen (KU Leuven, Belgium), Korea and geographic education in Flanders. Caroline Leininger (Université Paris Diderot, France), South Korea's representations in French Geography education. Henna Anunti (Upper Secondary School and University of Oulu, Finland), Perspectives on the teaching of Korea and other East Asian countries in Finnish upper secondary education. Mariana Gaulea (Ministry of Education, Romania), The Geography of Extra-European Continents - East and South-East Asia

in the Romanian Curriculum. Discussant: Jang, Ki-hong (AKS).

Session III Methods in Geography Education. Moderator: Yu, Ha-Young (NAHF). Matthias Herreman (Heilig-Hartcollege Waregem, Belgium), Concentric learning in geography. Stephen Sollohub (North Point High School, Maryland, USA), Teaching Geographic Thinking and Applying it to Geographic Issues. Jessica Chavez (KIPP Houston High School, Texas, USA), Korean Popular Music and Latin Popular Music: Increasing Cultural Geography in the 21st Century in America. Discussant: Lee, Joon-Ku (Ehwa Girl's High School).

Session IV: Innovation and technology in geo-education. Moderator: Lee, Byung-taek (NAHF). Asya Stefanova (138 Secondary school for western and eastern languages "Prof. Vassil Zlatarski", Bulgaria), Integrating GIS with ArcGIS technology in 10th grade geography education in Bulgaria. Maria Angeles Rodriguez (University Castilla La Mancha, Spain), Citizenship, Sustainability and Geographic Innovation -Faced with the educational challenges of society: Discovering South Korea. Aikaterina Klonari (University of the Aegean, Greece), OER Repositories, interactive textbook and a digital social platform: the case of Greece. Discussant: Kim, Minsung (Pusan National University).

Delegates gained fresh insights into curricula and their updating with the teaching and learning of geography and historical, economic and political contexts in which such material is developed. In discussions, it became evident that the non-Korean delegates gained greater understanding of Korean geographies beyond the usual narratives of its Tiger economy and Cold War. They got a better appreciation for Korea's historical and contemporary relationships with its larger neighbours China, Japan and Russia. Competencies were enhanced with greater exposure to different research skills.

The academic experience was enriched by cultural visits to places such as the Dokdo Museum, new and old areas of Seoul, including the Royal Palaces, City Wall and Gates and traditional markets with amazing foodstuffs, street food, souvenir shops and vast arrays of consumer goods. Delegates greatly appreciated a trip to the 38th Parallel and visits to areas associated with the Demilitarized Zone (DMZ) and Joint Security Area (JSA) between South and North Korea. One was reminded that the distance between Seoul and the DMZ

was only 160 km, while that between Seoul – Pyongyang is 195 km. Our visits were mostly to areas to the west and coastal sections of the region, including Peace Land, in Imjingak, on the 38th Parallel. The Northeast Asian History Foundation's organization of the conference and associated activities, and efficiency of staff along with hospitality must be commended.

Future planned research includes a Special Session on NAHF-EUROGEO experiences at the EUROGEO Conference, Madrid April 2020 and a joint publication on boundaries.

Gerry O'Reilly, Vice-President



Morocco Field Visits



For three years in a row EUROGEO has undertaken promotional field visits together with Discover Ltd and Education for All (EfA). The latter charity has been the main drive of EUROGEO to take educators from all over the world and show them the educational work being done in rural areas and to open up opportunities to support EfA where young girls from remote villages are given the opportunity to graduate in secondary education. The four nights, five days compact but rewarding program leads to Marrakech, Agafay Desert and High Atlas Mountains. New in 2019: the Water Museum.

Harry Rogge Vice-President



Announcement of EUROGEO Madrid Conference 2020 moved to 2021

“Sustainable Development Goals for all”, the EUROGEO 2020 conference to be held at Universidad Nacional de Educación a Distancia (UNED), has now been postponed to be held on 22-23 April 2021.

In 2015, the United Nations approved the 17 Sustainable Development Goals (SDGs). The Goals were expanded and completed for a period of 15 years (2015-2030). The SDGs cover all possible social, economic and natural aspects, both in a global and local space. Most of them relate to Geography.

The SDGs seek to promote a multidimensional model of development that is capable of guaranteeing sustainability. It is a complex process of political and economic discussion, with different views, which must be addressed by all areas of society. The final UN document has 169 partial objectives or

The EUROGEO Conference will aim to address cross-cutting issues such as:

- How do geographers respond to Sustainable Development Goals (SDGs)?
- How do universities and companies respond?
- Does the use of technologies and open data help to achieve SDGs?
- How should we interpret the problems and ecosocial challenges that we face in the context of Global Change?
- Is it possible to explore ways of transforming towards the sustainability of socio-ecological systems, using educational contexts and resources?
- Conceptual frameworks and strategies that contribute to the construction of societies in which human welfare and the care of nature are the basis.
- What research responses can geography give to complex challenges?
- How should education respond to the needs of society and the world around us?
- What is geography's contribution to meeting the sustainable development goals?

You are all invited to join the conference. More information is available at:
<https://www.eurogeography.eu/conferences/madrid-2020/>

*María Luisa de Lázaro Torres, President of the Organizer Committee in the
name of EUROGEO Presidium*

