Geography education in Europe
some remarks

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Data

- Herodot inquiry
- Year 2002
- 70 responses
- Selected questions
Geography teaching

- university
- school
Contents:

- the European Education System
- assessment of geography by geographers
- resent changes in geography
- employment of alumni
- how should a geographer be educated
- threats
Education system

- Different systems at the university level
- School level:
  - One model
  - Various models
General assessment of geography

- Very critical
- Assessment made by younger generation
Geography is:

- Descriptive discipline
- Encyclopedic knowledge
- Not able to answer current questions
Changes at the university

- At all levels
- Nearly whole of Europe
- Some changes as a result of the Bologna process
Bologna process

- Completed at some countries
- Completed at some universities within one country
- Three stages structure not introduced in some countries
Introduction of new structure

- Austria
- Belgium
- Netherland
- Poland
- Spain
ECTS

- The process has been completed
Demands of geographers

- Geography modernisation
- Propagation of GIS
- Propagation of new technologies
- New methods of teaching
eLearnig

- Facilitates dissemination of geographical knowledge
- Supports permanent education
- Not practiced by geographers
  - Before in London
  - UNIGIS
Geography at schools

- Independent subject
- Block covering few disciplines
Blocks

- Knowledge of few traditional subjects
- Deeper integration of the content
- Broad context
- Reduction of the curriculum overload
- Compelling to thinking
Integration process

- In the whole Europe
- Geographical contents in several blocks
- The name “Geography” disappears
- Block names:
  - Nature
  - Society
  - Geography and economics
  - Social science
Block’s contents

- Predominance of Human Geography
- Elements:
  - Human geography
  - Economics
  - History
  - Science of society
  - Philosophy
Contents of the second block

- Physical geography
- Chemistry
- Physics
- Biology
Proces of integration is seen as

- Negative phenomenon
- Geography authonomy elimination
Employment of alumni

- Wider coverage than other questions
- Difficulties in seeking jobs
Employment of alumni

- Good situation in
  - Estonia
  - Latvia
  - Norway
  - Germany

- Germany 11%

- Portugal!
Workplaces for graduates

- Schools
- GIS & cartography companies
- Public administration
- Planning
- Environmental protection
- Travel agencies
Work for teachers

- Decrease demand
- Schools still the greatest employer
  - Austria
  - Belgium
  - Cyprus
  - Czech Rep.
  - Finland
  - Greece
  - Italy
  - Portugal
Work for teachers

- Netherlands - jobs for 50% of geography alumni
- Belgium shortage of qualified teachers
Atractivnes of geographers

- Skill in graphicacy, numeracy and literacy
- Attracted to a wide range of careers
Great Britain – survey 1999

- 40 % - management and administration
- 25 % - financial sector
- 10 % - other
Employment in tourist sector

- In large countries (Germany)
- In smaller countries with lesser employment opportunities (Slovakia, Malta)
Two subject studies

- Standard in some countries
- Increases chance
- Alumni are more flexible
- Geographical knowledge useful in non geographical jobs
How should geographer be educated in order to be:

- Needed
- To have employment opportunities
- To be capable to use their knowledge
Two opposite options

- Geographer as a specialist
- Geographer with a broad knowledge
Threats to geography

- Related subject or disciplines
- Traditional inertia
- Geographers themselves
- Any threats - Austria
Final remarks

Thank you