

Appendix 1: HERODOT Questionnaire Survey

HERODOT Thematic Network for Geography in higher education



Dear colleagues,

As part of our contract with the European Commission (who have enabled us to establish and develop the HERODOT network), we are asked to gather data on the situation of Geography in higher education in our different countries. This information will then be used to undertake a European needs analysis, so that the the network may best serve its members in future years and to publish and promote the network to a wider audience. The information you supply will also inform and support us in more fully preparing the launch conference and other activities and events.

I therefore ask you please to complete the questionnaire that follows – in as much detail as possible – so that we can service you and your needs as well as inform those that are involved in decision making and policy level.

Please also complete the short *Powerpoint* template summarising activities and actions in your country/department. These may be used at the conference and on the Network Web site (<http://www.herodot.net>).

Please return these to either Karl Donert (donertk@hope.ac.uk) or Glenda Wall (wallg@hope.ac.uk) by email.

We thank you in advance for the return of this information and greatly appreciate the time you will have taken.

Many Thanks

Karl Donert

Network coordinator (donertk@hope.ac.uk)

**THEMATIC NETWORK
QUESTIONNAIRE**



Personal Information of the Organisation

Name of the Organisation			
Abbreviation			
Mailing Address:			
Postal code:		City:	
Country:			
Tel.	+		
Fax	+		
e-mail			
Web-Site address	http://		
Contact Person			
Role/position			

email addresses of other potential Network partners, Geography or related organisations, or potential sponsors who should be contacted to participate in the HERODOT network.	

1. GEOGRAPHY AND HIGHER EDUCATION IN YOUR COUNTRY

- a) Please describe the organisation of the higher education system in your country and how your institution fits in to it.

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- b) Please describe the status of Geography in your country. If possible, please provide sourced information and statistics on the status of Geography in your country.

i. At secondary school, is Geography a compulsory subject? Until what age?
ii. Are numbers of applicants for higher education Geography courses increasing, stable or in decline? Try to give information or figures if possible.
iii. Is Geography a major subject in higher education in your country? Are there many departments?
iv. Is Geography growing, stable or in decline in schools?
v. Is Geography growing, stable or in decline in higher education?
v. Do Geography graduates find jobs? What are the main employment sectors for them?

- c) Comment on any challenges that Geography as a subject in your country faces (please specify if in higher education, in schools or both).

In higher education
In schools

- d) Please comment on any threats that Geography as a subject in your country faces with respect to its status, viability and activities (please specify if in higher education, in schools or both).

In higher education

In schools

- e) Please comment on any recent events or changes that have had an impact on the study of Geography in your country (please specify if in higher education, in schools or both).

At school

In Higher Education

2. GEOGRAPHY IN YOUR DEPARTMENT

a) Approximately how many students are studying in your institution?

b) Estimate in the table here the numbers of Geography students at different levels in your institution.

Level	number	growth/stable/decline	Reasons
Undergraduate			
Postgraduate (Masters)			
Postgraduate (PhD)			
Teacher training (Primary)			
Teacher training (Secondary)			
Courses for professionals eg Planning etc. (state)			
Other (state)			

c) Approximately how many full time equivalent Geography staff are teaching in your institution?

d) In which language(s) is Geography taught in at your institution?

Language 1	Language 2	Language 3

e) Does your department have plans to teach courses in another language? If so which languages?

f) Does your department offer online courses or distance courses? Please describe.

g) Department Subject Activities: Indicate areas of teaching (T) and research (R) (tick where applicable)

	T	R		T	R		T	R
Physical Geography			Cartography			Leisure Geography		
Economic Geography			Mathematical Geography			Historical Geography		
Biogeography			Land Use			GIS		
Coastal/Marine			Transportation			Remote Sensing		
Geomorphology			Cultural Geography			Teacher Training		
Hydrology			Rural Geography			Geography Didactics		
Climate			Human Geography			IT in Geography		
Urban Geography			Social Geography			Life-long Learning		
Environment			Population			Work-based learning		
Applied Geography			Political Geography			Professional Training (eg Planning)		
Regional Geography			Which regions?					
Other Themes (Please specify)								

h) Fieldwork. Please comment on the number of days and location of fieldwork that students are able to do.

	Total days of fieldwork/year	local fieldwork? (yes/no)	Regional, national? (yes/no)	International? (yes/no)
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				

i) Comment below on any issues associated with fieldwork provision, i.e. equipment, location, costs, resources, time etc.

- j) Fieldwork. Please comment on the number of classes of laboratory or practical work that students do.

	Total classes of practical work/year	IT practicals (IT, GIS etc) (yes/no)	Laboratory practical skills? (yes/no)
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			

- k) Comment below on any issues associated with Laboratory or practical work provision, i.e. equipment, location, costs, resources, time etc.

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3. YOUR GEOGRAPHY ACTIVITIES

a) What are the Main Resources that YOU use to develop teaching and what are YOUR Main Professional Needs concerning course development?

	YES	NO	Estimate use high, average low	Main Professional Needs	Please Explain
CD ROMs					
Course Books					
Electronic-Books					
Online Journals					
Journals					
Online learning					
Photocopies					
Textbooks					
Videos					
World Wide Web					
Online learning					
Other (please state)					

b) Please indicate (X) the methods of geography teaching MAINLY used by YOU.

Large lectures (100+)		Practical sessions	
Small lectures		Computer assisted learning	
Seminars		Individual tutorials	
Group activities		Distance learning	
Fieldwork		Online Learning	
Others (please describe)			

c) Please indicate (X) the methods of learning MAINLY used by YOUR students.

Mainly student-centred work		Teacher organised activities	
Working in Groups		Computer assisted learning	
Individual study		Individual tutorials	
Practical work		Individual research	
Others (please describe)			

- d) Comment on YOUR professional concerns on teaching, learning, techniques, resources etc.

- e) Describe the Main Professional Development Programmes available to YOU and your colleagues

- f) List any professional / scientific associations or organisations you/your department are members of.

- g) List any specific qualifications or special courses you normally need to complete in order to be able to teach in your institution.

- h) List any professional development courses YOU have done in the last 2 years.

Course	Organised by	Duration (days)	Comment

- i) Comment on any international research activities YOU or your department are involved in.

- j) Comment on any specific needs YOU have in terms of YOUR professional career development.

3. EUROPEAN ACTIVITIES

a) Do you exchange Geography students and teachers with other institutions? If so please list the country and numbers for the last academic year here.

Country	number of students	number of staff	Any Comments

b) Does your department get any European funding? If so, please list what types of funding you have obtained.

Type of funding	main activities	any comments

c) Do you or your department have ACTIVE links with other parts of the world? If so where and with what activities?

Location	activity (eg exchange, curriculum, research)

d) Does your department have a European or international strategy? If so, please comment.

4. INITIATIVES

- a) Please summarise any new initiatives your department is involved in (curriculum, teaching, assessment, projects, research, new programmes).

Initiative name	Summary

- b) Please comment on any creative approaches your department is involved in that are likely to be of interest to others.

Creative Approach	Summary

- c) Please comment on any interesting projects and developments your department are involved in.

Interesting development	Summary

5. THE PERCEIVED ROLE OF THE HERODOT NETWORK AND YOUR NEEDS

a) Perceived role of the network

Likely Network Activity	HERODOT Must do	HERODOT Should do	Should NOT do	I want to be involved in
Development of training course for new Geographers in higher education				
Establish Quality Professional Development for Geographers				
Monitor and advise on policy leading to changes in curriculum				
Develop a European Charter for Geography				
Undertake research in order to inform public education organisations for policy developments				
Develop joint European courses at Masters and PhD level				
Provide an Information Service for Geographers in higher education				
Support and promote student and staff exchange opportunities				
Develop links between higher education departments, including trans-European projects				
Establish a catalogue of opportunities for Geographers in higher education				
Promote Geography at European and international level				
Develop an online handbook of case studies of Geography good practice in higher education				

b) Your interests and expertise

	My interests	My expertise:
TP1: Europeanisation		
TP2; Professional development		
TP3: Exciting Geography		

c) Your needs: what support do you need?

Needs	Comments (please provide details of your needs here)
Conferences or workshops – please provide details, themes etc.	
Curriculum change	
European Funded Projects	
Partner Exchanges	
Professional Development and type of training	
Professional support	
Research collaboration	
Others (please describe)	

5. AWARENESS

Are you aware of the following? Yes/no

Bologna Process	
Framework 6	
IGU (international Geographic Union)	
ECTS	
Quality Assurance	
EUROGEO	
International Charter for Geographical Education	
Tuning Process in European Higher Education	
Socrates	

PLEASE NOW COMPLETE THE *Powerpoint* TEMPLATE PROVIDED RETURN TO Karl Donert or Glenda Wall by email (wallg@hope.ac.uk).

BRING OR EMAIL IN ADVANCE ANY RESOURCES, INFORMATION, IDEAS TO DEMONSTRATE AND SHARE AT THE CONFERENCE. MANY THANKS

Karl Donert

Network coordinator (donertk@hope.ac.uk)

Appendix 2: Powerpoint template

Slide 1: Geography in Higher Education in <insert country>

<Name of person>
<Institution Name, Country>
<email: >

Slide 2-3: National situation

Use 1-2 slides to comment on nationally:

- University system description of Geography
- Main Geography organisations in your country
- key publications for methods of geography teaching in university in your country
- professional development programmes, relevant courses, training, accreditation in your country

Slide 4-5: National situation

Use 1-2 slides to comment on (nationally):

- Curriculum change
- New Courses and qualifications
- European activities
- New initiatives
- Interesting projects and developments

Slide 6-7: Institutional situation

Use 1–2 slides to comment on:

- Changes taking place in the higher education SYSTEM in your organisation
- responses to these changes by your institution
- The subject and department responses to changes – what is being done – what is planned?
- What issues or problems are there?

Slide 8: Department/your situation

Use 1-2 slides to comment on any:

- interesting or new developments in your department
- interesting or new developments in your personal work
- interesting or new developments in Geography

Slide 9: Department/your situation

Use 1 slide to inform others about any aspects of good practise in your work/the department, such as

- Teaching
- Research
- professional development
- Interesting projects

Slide 10: Professional needs

1 slide to comment on your own and/or colleagues professional needs:


- Skills
- Teaching
- Research
- Administration
- Any other needs

Slide 11: Other comments

1 slide to comment on other aspects:

- Your expectations of network
- Your own / or department interests, experience and expertise available to the network
- Any other points or conclusions

Appendix 3: Country profile template

	Geography in Higher Education in XX
	NATIONAL SITUATION
	Main Geography organisations :
	Key publications:
	New courses and qualifications:
	Initiatives and Projects:
	INSTITUTIONAL SITUATION
	DEPARTMENT/YOUR SITUATION
	PROFESSIONAL NEEDS
Skills Teaching Research	

Appendix 4: National profiles for the state of Europe

Austria

Higher Education

Within the system of Geography higher education there are three branches. University education where Geography is taken as a research subject, University education where Geography is taken in combination with a second subject for teaching at Gymnasium (10 to 18 years of age) and Pädagogische Akademie where Geography is studied with a combination of either German, English or Maths for teaching at Hauptschule (10 to 14 years of age).

Status of Geography in Austria

Geography is compulsory in secondary education from the ages of 10-14 years (grade 5-9). Overall the subject is stable in schools. However, unexpectedly in 2003, the subject “Geography and Economics” lost one lesson in grade 6 and another one in grade 10.

The numbers of applicants to higher education Geography courses is at present stable. In Austria there are approximately 250 students per year studying the subject.

Geography is not considered to be a major subject and is generally taught as a twin-subject with Economics. Its right of existence is not under question although it is compulsory bound to Economics.

Employability

In the past those wishing to teach Geography have had difficulty finding suitable employment although good Geographers found employment within other sectors for example, cartographical institutes, government etc. and have been lost to teaching completely. The demand for teachers had been increasing until the recent cut in lessons. This cut in teaching hours is equivalent to 160 full jobs which is considered to be the complete annual output of all Austrian universities supplying teachers of ‘Geography and Economics’.

Challenges

In Austria the challenge has always been between the subjects of Geography and Economics within both the school system and higher education institutions. New subjects within schools are also emerging which leads to a reduction in the teaching of traditional subjects such as Geography.

Threats

There are no threats to the subject of Geography at the moment. Although some consider that combining it with Economics has weakened the discipline this

combining of subjects has helped the subject survive in the school system between grades 5 and 12.

Recent Changes

Curriculum changes in secondary schools have meant that certain topics have to be taught. This had reduced the independence and autonomy of Geography teachers.

Higher education curriculum is also being restructured. Research showed that Physical Geography and Cartography were in decline whereas there was a massive increase in Didactics and Economics, with Human Geography remaining stable. Aims to provide a new curriculum, which will be valid throughout Austria, have so far been unsuccessful. With so many differences within the teaching of Geography it is difficult for students to change from one university to another.

Belgium – Flemish Community

In the Flemish community higher education comprises of University and non-university institutions or Hogeschool. Transfer between these two types of higher education institutions is permitted. Higher non-universities offer short-term (one cycle – 3 years) and long-term (two cycle – minimum of 4 years). University education takes 4-7 years depending upon the discipline studied. It has 4 levels the first covers 2-3 years and provides broad multidisciplinary studies; the second level lasts for at another 2-3 (professional qualifications e.g. teaching are awarded upon completion). The third level is postgraduate studies and the fourth is for doctorate studies. Both Hogeschool and Universities offer postgraduate training programmes. There are 6 universities and 24 Hogeschools within the Flemish higher education system.

Status of Geography in Belgium

Within secondary schools Geography is compulsory from the age of 12 years onwards. Environmental sciences are studied for the first three years and Geography in the last three years. Geography education is stable at two hours per week.

Three universities in the Flemish region provide a fully Geography degree and one provides only the first two years. Applications to higher education Geography courses are stable at present with approximately 130 first year students applying each year. It is however difficult to comment on whether Geography is stable in higher education with only three full Geography degrees on offer.

Employability

Over the past two years the employment situation with regard to geographers has become more difficult in all sectors of the employment market. In the main geographers are employed within government agencies, environmental consulting and firms specialising in GIS and the production of digital road atlases.

Challenges

Within higher education changes in line with the new Bologna structure of bachelors and masters, is leading to a strong overlap within the environmental science faculties.

Threats

In higher education there are often a considerable number of drop outs after the first year. Student retention is a major issue. The discipline is not taught by geographers within the school system, as there are not enough geographers becoming teachers.

Recent Changes

The introduction of a more active teaching and learning strategy and the future introduction of the Bologna agreements are the most recent changes in geographical education.

Belgium – French Community

Higher Education

Higher education within the French speaking community consists of three types of institutions: University, Higher School and Higher Institute of Architecture. At non-university level education is usually one cycle of three years or long cycle of 4-5 years. University education has 3 levels the first covers 2-3 years and provides broad multidisciplinary studies; the second level lasts for at least 2 years and provides in-depth study (teaching qualifications are taken at this stage). The third level is for doctorate studies and last between 5-6 years. Higher Institute of Architecture provides long-cycles only. University studies and long-cycles are of the same level. There are 9 Universities, 30 Higher Schools and 7 Higher Institutes of Architecture

Status of Geography in Belgium

At secondary school Geography is compulsory until the age of 13 years and is currently declining.

There is also a decline in the number of students applying for Geography courses. In higher education Geography is taught within departments of Geography at universities and in high schools for Geography teaching.

Employability

Geography graduates usually find jobs in teaching or GIS related businesses.

Challenges

It is a challenge within the school system to get more teaching hours for Geography.

Threats

Geography in schools is not considered to be an important subject.

Bulgaria

Higher Education

There are more than 20 Universities and Institutes within the Higher Education System of Bulgaria. Higher education at university level lasts for at least 4 years after which students are awarded a Bachelor's Degree. Following an additional year of study, a Master's Degree is awarded. Bachelor's degrees allow access to doctoral studies, which last for a further 4 years.

Status of Geography in Bulgaria

Within secondary schools, Geography is a compulsory subject until the age of 17 years (grade 10). The current trend within the school system is of reducing the hours of Geography teaching, leading to a decline in the subject.

The number of applications for higher education Geography courses is stable at present. However, due to changes in the curriculum the subject is growing within higher education.

There are three major Geography Departments in Bulgaria. Faculty of Geology and Geography at Sofia University, Department of Geography at Veliko Turnovo University and the Geography Department at Blagoevgrad University. Geography is therefore a major subject for most of largest universities in Bulgaria.

Employability

Most Geography graduates find employment. In the main geographers are employed as teachers but they also find employment within the fields of regional planning, environmental management and statistics.

Challenges

The greatest challenge in higher education is that connected with the increasing growth and use of Geoinformation technologies. Within schools the interaction between society and nature – migrating from studying the facts to studying the processes - is a concern.

Threats

At the present time Geography does not have a good image among prospective students. Many are not sure as to what kind of career an education in Geography can offer. Additionally schools tend to underestimate the role and importance of Geography.

Recent Changes

Currently, within the school education system, serious changes are taking place with regard to the development of study programmes in Geography. This is true for all levels within the system. In higher education, however, the development of the new MSc. programmes is an attempt to improve the image of the discipline.

Cyprus

Higher Education

Cyprus has only one accredited state university (University of Cyprus), which offers 4-year Bachelors, Masters and PhD programmes. Although there are no private universities there are private higher education institutions offering undergraduate and Masters degree programmes, these are known as colleges. The Cyprus Pedagogical Institute offers professional development courses for teachers and is one of a number of public professional development or vocational training institutions. Others include Nursing, Forestry, Management, Technology and Tourism Colleges.

Status of Geography in Cyprus

Geography is a compulsory subject until the age of 14 years (grade 8) at secondary education level. Elementary schools also teach Geography between the ages of 9 and 12 (grades 3-6).

Numbers of applicants to higher education Geography courses are currently stable and have been for over 10 years. However, the numbers are low in comparison to subjects such as Engineering, Physics and Environmental Studies.

Geography is not considered to be a major subject at higher education level and there is no Department of Geography within the University of Cyprus or at any of the private higher education colleges.

Within secondary level education Geography is in decline. The subject is not offered as an elective as there is perceived to be a lack of interest in the discipline. This is thought to be due to the low number of geographers seeking employment as teachers.

In higher education the subject is non-existent other than in teacher preparation. For example there is one course on Teaching Methods in Geography within the Elementary Education Programme available through the University of Cyprus.

Employability

Geography graduates are employed reasonably well. However, the main employment sector is within secondary schools. Typically, a Geography teacher works in approximately 5 schools at any one time in order to make up their hours of employment. Recently, there has been a move towards employment in the private sector particularly in the area of Environmental Appraisal.

Challenges

In the school system, Geography is not thought to be a subject of relevance leading to worthwhile careers. Therefore, the challenge is to build subject interest amongst students. It is necessary to encourage Geography teachers to change this negative image of the discipline. Higher education also needs to generate interest among the public and local economy. Specialised personnel are needed in order to justify the establishment of a Geography Department at University level.

Threats

Geography is under threat from the current rapid expansion in higher education with no mention of Geography as a viable discipline worthy of attention either within multidisciplinary departments or in an independent department. In schools there is a threat that the subject will remain marginalized. Policy makers and students perceive it as a subject with no relevance and little prospect and part of an obsolete vision of compulsory education.

Recent Changes

The increasing emphasis on water resource management and proactive environmental management should impact on school curriculum. In higher education also this situation could lead to increased prospects for Geography based careers.

Czech Republic

Higher Education

Higher education in the Czech Republic consists of non-university institutions offering mainly Bachelors study programmes and university type institutions offering Bachelors, Masters and Doctoral study programmes.

Status of Geography in Czech Republic

Geography is a compulsory subject until 15 years of age and is compulsory in Grammar Schools (Gymnasiums) between the ages of 15 and 19. It is also compulsory in some vocational schools for this higher age group. In general

geography in schools is relatively stable, especially at secondary level, however there has been some decline in the subject at primary school level.

Geography is considered a major subject in higher education. There are a total of fifteen Geography departments in eight universities. All of these provide teacher training and several offer Geography at Masters level. The number of applicants for higher education Geography courses is generally increasing across the Czech Republic with applications exceeding the number of places available. Geography as a subject is therefore growing in higher education.

Employability

Geography graduates tend to find work in a number of sectors including teaching, public administration, planning agencies, diplomatic services, travel services, geodata storage and processing and within the private sector (such as marketing, strategical departments, publishing etc.)

Challenges

Geography as a subject faces a number of challenges in the Czech Republic. Within higher education there has been a shift from the traditional subject approach to problem solving, regional development, geodata acquisition and processing and more methodological disciplines such as GIS and remote sensing. More recently there has been a move towards a more interdisciplinary approach to the study of Geography with students studying international relations, politics, economy, sociology, history, biology geology etc. Geographical aspects have also been introduced into many other subjects within higher education. In teacher training there is less emphasis on didactic preparation.

Within higher education the areas of environment, landscape and social topics need to be strengthened.

In schools Geography is still taught in a traditional way and tends to be very encyclopaedic and descriptive. There is also a reduction in Geography as an independent subject with its integration into the natural and social science subjects.

Threats

Geography in higher education is at threatened by competition from other subjects such as history, biology and chemistry.

There is a lack of Geography teachers with appropriate skills both within campus and distance learning areas. Also there is a slow approach to e-learning and in practice ecologists are taking over the role of geographers. There is little investment in staffing and resources, particularly technical equipment. Salaries are below the national average for most university teachers.

Within schools Geography is losing its independence by becoming integrated with subjects such as science and humanities.

Recent Changes

There has been a reduction of teaching hours in schools and a new national curriculum is currently under development. Within this curriculum Geography will no longer be an independent subject. As a part of the curriculum reform a secondary school leaving exam (maturity) will be implemented. It is planned that Geography will be an optional maturity subject, at secondary level only, i.e. for students wishing to go on to university. Schools are also being given more independence and will be allowed to create their own curriculum within the boundaries of the national curriculum.

In higher education changes in line with the Bologna process have been introduced. With universities now offering a three-stage system of Bachelors, Master and Doctoral and a credit system.

Denmark

Higher Education

In Denmark higher education is split into three cycles. Short-cycle includes courses over a two-year period; medium-cycle is over three years and includes teacher training and long-cycle covers university education. The long-cycle is over a five-year period and includes Bachelors programmes and is followed by a three year PhD.

Status of Geography in Denmark

Geography is only compulsory within secondary schools in classes 7 and 8 (14-15 years of age) and is declining as a discipline.

Within higher education Geography is not considered to be a major subject. There are two departments one in Copenhagen and one at Roskilde University Centre. Overall the number of applicants for higher education Geography courses is in decline.

Employability

Geography graduates do find employment usually within the sectors of public administration and consultancy. However, there has been a recent crisis among all newly graduated students with regard to employment.

Challenges

Within higher education the challenge is to implement a new curriculum and increase student numbers, in order to halt reductions in teaching staff.

It is important that secondary school Geography keeps its status as an autonomous subject.

Threats

The status of Geography as a discipline is seen to be very low within public life. This threatens the subject as a whole.

In secondary education, curriculum reforms may challenge the need for Geography education reducing it to an even more minor position.

Estonia

Higher Education

The Institute of Geography at the University of Tartu is the only institution in Estonia offering BSc, MSc and PhD programmes in Geography - including specialisation in geoinformatics and cartography, human and physical geography and landscape ecology. Also, its MSc programmes in Regional Planning, Environment Technology and Water and Soil Science have a strong geographical component. The University of Tartu regards the fact that all the main branches of Geography are represented within their institute as a major strength. More orientated towards the environmental sciences are the BSc, MSc and PhD programmes in geo-ecology, offered by Tallinn Pedagogical University. The Estonian Agricultural University offers BSc in geomatics, landscape architecture and landscape conservation. Single Geographical disciplines as part of another curriculum are taught in several higher education institutes.

Status of Geography in Estonia

At secondary school Geography is a compulsory subject for ages 14-18 (forms 7-11). Geography as a discipline has been stable within schools; however, there has recently been growth at both secondary and college levels.

Applications for higher education Geography courses are stable with a ratio of 3 to 4 applicants for one available place. However, the number of places is dependent upon, in the first instance, state-commissioned student places. The number of students outside of the state commission is 10-15%. Within higher education the discipline has been more or less stable.

Employability

There is a relatively high employment level for graduates in Estonia. The broad knowledge provided by the courses available helps them adapt to the different workplaces. Main employment sectors for graduates include the environmental agencies, self-government and planning and cartographical institutions. With regard to GIS specialists the job market's supply exceeds demand.

Challenges

Within higher education, as all possible resources are limited, Geography has to compete with neighbouring disciplines, which is a great challenge to the subject. Physics, chemistry, biology and sociology are looking for applied research within some Geographical fields creating increasing competition for grants and state-commissioned student places.

Modernisation of school Geography, for example the introduction of Geography in gymnasium level (ages 16-19) and the introduction of computer-aided Geography at all levels, has several drawbacks. These have their roots in the weakness of teaching staff with some older teachers not being able or interested in changing their set practices of teaching fact-based Geography.

Threats

With regard to threats that Geography as a subject faces in Estonia the situation is currently not too bad. However in schools, particularly those in the countryside, many aged teachers have out-of-date knowledge in Geography. There is a deficiency of young Geography teachers caused by the relatively low prestige and salaries of teachers. Science teachers, whose specialisms lie in physics, chemistry or biology, increasingly teach Geography. For many of them Geography is considered to be a second-rate narrative subject and not a true science.

Recent Changes

Within the school system the introduction of Geography at gymnasium level and the introduction of open curriculum at all levels is a major change. This year the state examination of Geography was introduced in gymnasium level. Subjects without such an examination are unofficially considered to be something unessential.

Regarding higher education the implementation of the Bologna Process is a recent change to the system and new curricula are now being introduced.

Finland

Higher Education

The Finnish education system comprises of two parallel sectors: universities and polytechnics. Universities are characterised by scientific research while polytechnics are oriented towards vocational higher education. There are 31 polytechnics and 21 universities in Finland: 10 multidisciplinary universities, 3 universities of technology, 3 schools of economics and business administration, 4 art academies and 1 national defence college. All Finnish universities are state-run, with the government providing some 70% of their funding. The bachelors degree (120 credits) can be taken over three years and the masters (160 credits) over five years. Graduates can go on to study for a postgraduate degree, the licentiate and the doctorate. Teacher Education is taught in universities in Finland.

Status of Geography in Finland

Geography is a compulsory subject in comprehensive schools between the age of 10 and 16. There are also two compulsory courses for students in upper secondary school (16 to 19 years of age). Geography has a stable position in schools in Finland and in the national curriculum regional geography is strong.

There is a general increase in the number of students applying for higher education Geography courses in Finland. The number of applicants exceeds the number of places available and there has been an increase in the number of foreign exchange students. Geography as a subject is slowly growing and is considered a major subject in higher education in Finland.

Employability

Geography students are generally able to find jobs. The main sectors of employment are teaching, local government services and the public sector.

Challenges

The high demand for geoinformatics and Geography courses provides a new challenge for Geography in higher education. Another challenge for the subject is promoting methods that are more efficient for learning. Research is needed into how to implement new theories about learning into Geography.

In schools one of the main challenges is to encourage teachers to move away from the traditional way of teaching towards more innovative teaching methods.

Threats

One of the main threats to Geography in schools is the competition from other subjects for teaching time allocated during the school week. It is also considered by some that Geography is not necessary as an individual school subject and that Geography is not necessary in teacher education.

Recent Changes

Methods and curricula are constantly changing and the Bologna agreement will have an impact on the study of Geography in higher education in Finland after August 2005. In schools working methods have changed from a teacher-centred to a co-operative and pupil-centred direction. As part of the curriculum changes in 2005 Geography will be integrated with Environmental and Natural Science for 7 to 9 year olds. There will be 2 obligatory courses at ages 10-11 (primary level), 4 obligatory courses at ages 12-16 (lower secondary level), 2 obligatory courses at ages 16.19 (upper secondary level) and 2 option courses at age 16-19.

France

Higher Education

Geography is taught to degree level within the UFR letters, arts and science of humanities, law and economics. Higher education in France has a dual system. Universities (including Polytechnics) are open to a large number of students, whose programmes are generally geared towards research whilst Advanced Colleges offer professional/vocational higher education.

Status of Geography in France

At secondary school Geography is a compulsory subject until the age of 18 years. The subject is however in decline with a lack of Geography teachers. Geography and History are taught together and the majority of teachers are Historians rather than geographers and therefore give preference to their subject.

Numbers of applicants to higher education Geography courses are declining. Students of Geography in France have dropped steadily from 1.8% of the student population in 1997-98 to 1.3% in 2001-02.

Geography is not considered to be a major subject. Departments exist in all large universities although all levels of training in the discipline are not represented.

Employability

Although Geography graduates do find employment it is often in a field with little relevance to the discipline. As a result it is necessary to study an additional subject alongside Geography. The main sectors of employment for Geography graduates are teaching, planning and the environment.

Challenges

In higher education the challenges for Geography are to develop the awareness of the subject within the professional world particularly with regard to the employment market and have it recognised as a social science in its own right. Professional courses should be developed alongside Planning Departments as Geography and Planning come under separate departments in France.

The school system should aim to increase the number of Geography teachers and develop the need for Geography with those Historians who teach both Geography and History within schools. Elements of the subject are currently marginalized and Geography is taking second place to History.

Threats

Student recruitment/retention within Geography departments is a major concern. The fewer Geography students in the system the less money there is available to departments and therefore course development suffers.

In schools History and Geography are more frequently being considered as a whole subject leading to the disappearance of specific areas of Geography as a discipline.

Recent Changes

Higher education degrees are being reorganised according to the Bologna Process with 3 levels (Licence, Masters, PhD). The new system has increased competition between Geography departments and has led to affirmation of local specialities. This is considered to be a major change in the way of thinking within universities – in the past the existence of the department was for teaching without the necessity of competitiveness.

At school level there has recently been an increased environmental awareness. The curriculum, however, needs to move away from an emphasis on catastrophes – for example when teaching rivers and mountains the emphasis is placed on floods and avalanches.

Germany

Higher Education

In Germany there are public and private institutions of higher education. These are categorised as:

- Universities (Universitäten) and equivalent higher education institutions (Technische Hochschulen/Technische Universitäten, Universitäten-Gesamthochschulen, Pädagogische Hochschulen)
- Colleges of art and music (Kunsthochschulen and Musikhochschulen)
- Universities of applied sciences (Fachhochschulen), Administrative and Professional schools (Verwaltungsfachhochschulen) and company training centres.

Normally higher education Geography is taught at universities and universities of education. Universities of education (Pädagogische Hochschulen) exist only in the region of Baden-Württemberg and specialise in the training of teachers for primary and secondary schools.

Status of Geography in Germany

In general Geography is a compulsory subject in secondary schools, however it depends on the region. It is generally taught until 16 years of age for 1-2 hours a week but is not taught in every school year. Geography is generally stable in schools however there are fewer lessons per week and its stability can vary between regions.

Applications to higher education Geography courses vary between universities but are generally increasing. Geography is considered to be a major subject in higher education. There are more than 80 departments in Germany universities. The

discipline has been stable for some time, however it is now increasing. There is a shortage of lecturers to deal with the increasing number of students and political decisions are leading to departments being combined or closed.

Employability

Geography graduates in Germany generally do find jobs although about 11% are unemployed. Those studying to become Geography teachers have had problems finding employment in recent years however this situation is currently changing. The main employment sectors for other graduates are consultancy (sustainable planning) and ecological management, tourism, market research, public relations, town and regional planning and economic promotion.

Challenges

In higher education there is a lack of funds available for scientific research. Physical and Cultural Geography are often split into different departments and seldom cooperate. Encouraging cooperation of these two areas is a challenge for the future. Additionally most universities do not differentiate between training of Geography teachers and applied Geography studies. Most professors are highly specialised and place more emphasis upon research and applied Geography rather than in a curriculum necessary for teacher training.

Some regions are planning amendments to their curriculum in schools whereby Geography will become part of an integrated subject, for example combining Geography, Economics and Politics. It is a challenge to keep Geography as an independent discipline and competition with other subjects is endangering this.

Threats

Despite an increase in higher education Geography students, departments are facing a decrease in staffing levels. Many senior positions are allowed to diminish in favour of more assistant level posts. Some departments are being forced to close and Geography is becoming concentrated in a fewer universities.

In schools Geography faces a reduction in teaching hours or of becoming an integrated subject. Other subjects are felt to be more important.

Recent Changes

German Geographers have recently published 'Curriculum 2000+' which is a theoretical basis for developing new curricula and national standards in the future within the school system. There are moves to standardise school curricula across the 16 German Lander (regions).

The Year of the Geosciences 2002 attracted great public interest, which is hoped will impact on the study of Geography at higher education level.

Greece

Higher Education

The higher education system in Greece is comprised of two levels,

- Universities and Technical Universities
- Technological Schools

Universities are divided into schools and subdivided into departments.

There are two Geography departments in Greece at the University of the Aegean and at the Harokopeion University. The University of the Aegean also offers a postgraduate programme in Geography.

Status of Geography in Greece

Geography is a compulsory subject at secondary education level, until the age of 14 years old, but is not taught beyond this level.

In higher education Geography is a relatively new subject with the first Geography Department only established in 1994. As such, Geography is not a major subject in higher education but is still growing as an academic discipline. The yearly number of applicants for the two Geography departments in Greece is rising, mainly due to the increasing number of higher education students in Greece. Generally Geography as a subject is relatively stable or growing at a slow rate, in both secondary and higher education.

Employability

Geography graduates have moderate opportunities of finding jobs. As the first Geography students only graduated in 1998-1999 they are competing for positions previously filled by students graduating from other disciplines. The main employment sectors are private companies dealing with GIS and teaching at various levels.

Challenges

Contemporary geographers face the challenge of having Geography established as both an academic discipline and as a profession.

Geography faces the challenge of the introduction of the use of the internet and computer networks within all educational levels in Greece. In higher education increasing numbers of Geographers are involved in high technology and there is growing cooperation with other institutions worldwide.

Threats

The main threat to Geography as a subject is competition from other design and environment related disciplines and branches of the social sciences. There is also a

lack of public awareness of the significance of Geography in research, education and practice.

Recent Changes

In-Service Schools for Primary School teachers now offer, for one school year, courses on the principles of new teaching methods in Geography in addition to geographical approaches to the study of the environment. Within higher education two new Geography departments have recently been established increasing the opportunities available for students to study this subject.

Hungary

Higher Education

There are two levels of higher education in Hungary - college and university. At college level a bachelors degree is awarded after 3-4 years of study. University level awards a masters degree after 5-6 years of study, followed by PhD and post doctorate education.

Status of Geography in Hungary

Geography is compulsory in secondary school until the age of 16. At age 15 teaching takes up two hours per week and at age 16 three hours per week. Currently geography teaching is stable within the school system however; there is a continuous struggle to keep the role of Geography from declining.

Due to modified education policy the numbers of applicants for Geography higher education courses has increased significantly. For example over the last 10 years the intake at Szeged University has increased from 175 students in 1992 to 600 students in 2003 and Eotvos Lorand University, Budapest reports an increase from 20 students in 1991 to 100 students in 2001.

Although Geography is not considered to be a major subject across all universities, when compared to the more popular economics and law, for example, it is rapidly increasing in popularity as can be seen from the increase in applicants.

Employability

It is not easy to find subject specific employment due to the higher number of students and universities. However, many do find employment within the following sectors:

- National Parks
- Environmental and Hydrological Institutions
- Research Institutes
- Universities
- Teachers
- Consultancy
- GIS

Challenges

The increased number of Geography students has necessitated new teaching methods, with the subject becoming more analytical, in line with educating professional Geographers rather than Geography teachers. The use of ICT, GIS etc. is gaining more importance therefore new subjects/methods must be developed alongside this.

Threats

Other fields of science do not accept Geography. Within higher education there is an increasing tendency to separate Physical Geography from Social and Economic Geography and Teacher Training, which provides a more specific knowledge. This is leading to Geography losing its traditionally complex approach.

In schools the subject is gradually becoming less important. Teaching hours are decreasing and there is a fear that Geography will be merged with other subjects.

Recent Changes

The structure of education was altered in 1993 when Geographer's Training was introduced in addition to Teacher's Training.

Iceland

Higher Education

The higher education system in Iceland consists of two types of higher education institutions, universities and colleges. The University of Iceland is the only school at university level in the country with a Geography Department. Here students take a BSc degree in Geography over three years and can continue their studies to take an MSc and PhD.

University of Education students can choose Geography as one of three subjects for a teaching degree at primary schools (first 10 years of the school system). Teachers in secondary schools need a subject degree from university in addition to studying for one year in educational studies at the University of Iceland.

Status of Geography in Iceland

In Icelandic schools Geography is taught in two 'lines' - social science and natural science. At secondary school level it is only compulsory to take one course in Geography in social science. In both the social science line and natural science line students can choose to take Geography as a 'subject' this option requires them to take three courses. With regard to students at secondary school aged 16-19 years, it varies as to how many Geography courses are offered. In some schools it is not possible to take Geography as a 'subject' because of lack of courses.

Numbers of applicants for higher education Geography courses have been stable over the last 10 years. However, Geography is not a major subject at higher education level as there is only one department.

It is difficult to assess growth at a school level. Primary teachers state that Geography has recently been strengthened with the introduction of better textbooks. However, they also feel it has weakened the subject by including the subject with many others in a social subjects block. Many teachers on this block have no Geography training but are rather historians or sociologists. Within secondary school, Geography is fragile, as it fits uneasily into the strict division between social and natural sciences. The position of Geography in secondary schools seems to depend upon the interest of the staff and therefore varies from school to school. Within higher education Geography is showing growth rather than decline.

Employability

Most Geography graduates find employment and are often employed in planning, environmental assessment, mapping and GIS.

Challenges

Geography in Iceland faces the challenges of environmental subjects, globalisation and tourism within higher education. In school on the other hand environment issues, multiculturalism and migration are issues.

Threats

Lack of research funding and lack of PhD graduates are seen as the biggest threats to higher education Geography in Iceland. In schools the split between social and natural science subjects is a threat to Physical Geography in particular. Additionally there is a lack of teachers specialising in Geography.

Recent Changes

The recent improvement in textbooks together with changes in the structure of education, i.e. blocks, study lines, obligatory subjects versus choice, are impacting on school Geography. Within higher education the addition of tourism studies has increased both the number of students and staff. Additionally environmental issues are more to the forefront and this is attracting students to Geography.

Ireland

Higher Education

There are four universities included in the overall National University of Ireland structure plus three other universities and several institutes of technology. Between them they provide both degrees and diploma courses.

Status of Geography in Ireland

Geography in Ireland is compulsory in most secondary schools until the age of 15, which is the end of the junior cycle. As the subject is compulsory it has remained fairly stable although post 16 years the numbers have shown recent growth.

It is difficult to assess the numbers of students opting for higher education Geography as most students take two subject degrees, where subjects are not specified on application. However, numbers have been increasing slightly over the last few years.

In higher education Geography is a major subject within five university departments in addition to several other Colleges of Education. It is considered a major subject both in respect of classroom teaching and as a subject in the BA degree programmes.

Employability

Geography graduates do find employment. A recent survey of MA Geography graduates showed that teaching, IT/GIS, research and administration and civil services appeared to be the most common areas of employment. ***Challenges***

Challenges for higher education are to ensure that the subject remains relevant to students and to enhance the public profile of Geography. Decision-makers and the general public do not regard Geography as being relevant in a great number of areas, despite actually making large contributions. New subjects introduced into higher education mean that there is increased competition for all subjects – including Geography. The need is to ensure that the subject remains relevant in order that careers potential is fully explored.

Threats

Within higher education a major threat is the number of new subjects introduced into the system. This is leading to more choice for the student with possibly fewer selecting Geography in the future.

Recent Changes

Climate and global warming reports have led to interest not only from students within the school system but from their teachers and staff. Within higher education recent

reports and publicity of a geographical nature have had a similar effect increasing interest in certain aspects of the subject.

The introduction of a new syllabus for senior cycle (post 15 years) is scheduled for the year 2004-2005. It is planned that this will involve major changes in teaching methods and assessment.

Italy

Higher Education

In line with the Bologna Process legislation Italy has reformed its higher education system. Following a 3-year bachelors degree, students can move on to a 2-year, second level degree followed by PhD programmes. Masters degrees, with a duration of 1 year, are considered parallel specialisation courses and can be accessed after a bachelors or second level degree.

Status of Geography in Italy

Geography education in secondary schools is currently under reform with changes starting from September 2003. At the moment Geography is compulsory for ages 6-14 years after which time Physical Geography is taught with Natural Sciences as a subject and Economic Geography taught in commercial secondary schools. It is likely, as a result of new legislation, that Geography will decline within the school system. The subject will remain compulsory for ages 6-14 but its role, teaching hours, curriculum and objectives are unclear.

Since the reforms in higher education there are now 9 universities offering a first level degree in Geography. As a result of an increase in courses offered, the new system is now showing Geography to be growing with an increase in students opting for higher education Geography courses.

Geography is not considered to be a major subject as departments are usually small. It is however, a traditional subject in higher education, mainly with regard to teacher training. As the subject has declined in schools it is now necessary to find new fields of application for Geography students e.g. planning, tourism, etc. This process of reassessment is being undertaken throughout universities but at differing speeds.

Employability

Whereas teaching was the main employment sector for geographers, graduates are now looking for employment within tourism, environmental impact assessment, planning, and resource management in addition to cartographic production and GIS. Employment figure in these sectors are however low.

Challenges

Higher education should aim to provide qualified professionals with skills/competencies that will appeal to the public and private sectors alike. The subject should be more visible to the general public. With the decline in teaching, new roles for professional Geographers need to be developed.

Schools need to stress the practical and formative use of Geography and make the subject more appealing and relevant to students. A new image for the discipline is necessary.

Threats

Geography is often considered to be an outdated discipline in higher education and as a result some specific issues, for example the environment, planning, mapping etc., have been taken up by other disciplines. This is leading to both a scarcity of professional perspective and of funding, which in turn reflects upon the quality and quantity of teaching and learning.

The problems within higher education are reflected down through the school system where the subject is also becoming undervalued. Additionally Geography now has to compete with new subjects such as IT for teaching hours.

Recent Changes

Dependent upon the type of school and number of students, all schools used to receive public funding. This funding has now been cut, however, based on proposals for specially defined projects schools can apply for extra funding. Although this was meant to improve what each school had to offer educationally it has in fact led to an increase in popularity for those subjects seen to be more marketable as opposed to the traditional.

With the introduction of the 3-5-8 system of higher education more opportunities have been made available to Geography, both within its own degrees and within other disciplines. The autonomy of Universities had led to higher prestige.

Latvia

Higher Education

Latvian higher education institutions are divided into university (ISCED level 5A) and non-university (ISCED level 5B). Category A covers academic higher education and leads to degrees at Bachelors and Masters, which are usually research-based and require the completion of a thesis at the end of each stage. Category B is that of professional higher education which provides skills for professional activities. This is split into two areas. B1 is professional higher education based upon academic degrees (university-type professional higher education, ISCED level 5A). B2 covers professional education not offering academic degrees and mainly aimed at the acquisition of professional skills (non-university higher education ISCED level 5B).

Status of Geography in Latvia

At junior school level (form 1-5 ages 7 to 11) Geography is an integrated subject whereas in primary school (form 6-9 ages 12 to 15) it is compulsory. The status of Geography at secondary school depends on the chosen way of further education (i.e. humanities, business or natural sciences). Generally it is a compulsory subject at form 10-12 (ages 16 to 18).

The discipline of Geography is considered to be stable within the school system. Applications for higher education are increasing slightly in Latvia. However it is unfortunate that the numbers of students are limited by the State's fixed financing which means that up to two thirds of the total number of applications are failed during admission procedure.

Employability

At the current time there are no problems with Geography graduates finding employment. Main sectors of employment include

- State Land Service
- Ministry of Environment
- Hydrometeorological Agency
- State Geological Survey and Enterprises
- Cartography Board and Enterprises
- Regional Environmental Boards
- GIS Consultancy
- Geography Teaching

Challenges

There is a lack of clearly defined and 'bottom-up' national education policy, with too many reorganisation experiments within the higher education system. The education system in Latvia is extremely bureaucratic with very low and State fixed financing, which is declining in nature. Additionally students are choosing to study politics and law etc. due to comparatively high salaries offered. Within the school system there is again too much experimental reorganisation of the system. There have been rapid changes in the content of Geography particularly in political, economic and population Geography. It is becoming increasingly necessary to replace the older generation teachers with young Geography teachers of a high professional level.

Threats

Comparatively low salaries for staff members; particularly assistants and lectures, at State higher education institutions are causing a loss of trained professionals to the private sector.

Youngsters are not choosing to teach as the profession provides small salaries and low prestige.

Students who graduate from higher education institutions as teachers of Geography usually try to find vacancies in Riga or other bigger cities. This is due to the fact that it is difficult to teach Geography and work full-time (at least 21 lessons per week) in smaller schools particularly in village schools. As a result this is leading to a decrease in the quality of geographical knowledge among pupils in smaller cities and villages far from the capital.

Recent Changes

The restructuring of educational content at junior and primary schools and the process of international accreditation of academic and professional study programmes in higher education are both recent changes, which are impacting on Geography education in Latvia.

Lithuania

Higher Education

Higher education is organized in two levels: higher university education (universities) and other higher education (colleges). Both of these can be either State or privately run.

Status of Geography in Lithuania

Geography is a compulsory subject up to 16 years of age (year 10 of 12). Although numbers of applicants to higher education Geography courses are increasing, due to the principles of applications changing each year, it is difficult to make comparisons with previous years.

Geography is not a major subject in higher education in Lithuania however the number of Geography departments is increasing in new universities. Departments currently exist in three universities and there are additional departments in related subjects such as hydrology and climatology.

There has been a decline of Geography within schools due to the unimportance of Geography education when making an application to higher school. Despite this Geography is growing in higher education mainly due the growing number of universities offering this discipline.

Employability

Geography graduates do find employment. Most commonly this is in the service industries (tourism and consultancy) and State institutions (environment and foreign policy) in addition to secondary education. ***Challenges***

Traditionally Geography is a natural science although the most recent developments and growth in higher education have been related to Human Geography.

Threats

There are no obvious threats at the moment with regard to higher education. It should be noted however that there is no clear understanding of the discipline of Geography and Geographers in state education and within the science regulation structures. As the system very much depends upon State funding this lack of insight could be classed as an ongoing threat.

The status of Geography in schools is declining in relation to other disciplines. The viability of Geography is under threat where experts in history and other disciplines are regulating the main ideology and directions of Geography education.

Recent Changes

The most recent changes concern the school system where new curriculum has either ignored completely, or badly presented, some essential fields of Geography.

Malta

Higher Education

The higher education system in Malta consists of one University, a College of Arts Science and Technology and various Sixth Form Colleges. The University of Malta also has responsibility for its Sixth Form (Junior College). The subject of Geography is taught at BA (Hons), BEd and MA.

Status of Geography in Malta

Geography is a compulsory subject in Malta up to 12 years of age.

Within the University of Malta numbers of applications to higher education Geography courses are increasing with the university currently having a body of 65 undergraduates and 15 postgraduate students. This figure is the highest ever geography student population. In addition to this there are also approximately 170 students studying at the University's Junior College.

However, Geography is still considered to be a minor subject in Malta and the University has only one division with two departments at Junior College and another at private sixth form. Interest in the subject is growing with 63 students sitting O-Level in 1992 and 285 students sitting O-Level in 2003. In higher education also the subject of Geography is growing – only 3 students graduated in 1995 as opposed to 28 in 2002.

Employability

All graduates of Malta University have been successful in gaining employment within many different sections, these include:

- Environment and Planning
- Academia
- Police Force
- Teaching
- Consultancy
- Armed Forces
- Tourism Authority
- Ministry for Tourism
- National Statistics Office

Challenges

With regard to Higher Education in the Arts, Geography is one of the major subjects studied, however it is still regarded as a relatively minor subject. On the whole this is due to the importance placed on the University's professional degrees, including medicine, law, architecture and economics. Within the school system there is competition from many other subjects, for example, economics, social studies, computing, European studies, environmental studies and professional subjects.

Threats

The biggest threat to higher education Geography is that the subject is still not recognised beyond school level. This is due to other professions taking the role of the Geographer; this is true particularly of architects. Lack of funding is also a major stumbling block towards viability and activities organised under the umbrella of Geography. This situation is slowly improving. The problem in schools is that Geography has to be taken in combination with subjects that do not specifically lead to a particular profession.

Recent Changes

The impact of environmental awareness has increased the number of students taking environmental studies and Geography within the school system. In Higher Education BA in Geography was offered as a full subject with the Faculty of Arts in 1995/6. Previous to this the choice was between BA in Contemporary Mediterranean Studies (which included Geography, International Relations and Anthropology) and BEd in Geography (with limited input of pure Geography).

The Netherlands

Higher Education

The higher education system in the Netherlands consists of Universities and Hogescholen (schools of higher professional education). Academic subjects are studied at Universities while Higher Professional Education is offered through the Hogescholen, which provide practical based professional and vocational study.

Status of Geography in the Netherlands

Geography is a compulsory subject in Dutch schools until the age of 15. As a subject it is considered to be relatively stable to slightly declining in schools.

In higher education the number of applicants for Geography courses is declining. The Education Faculty of Amsterdam has experienced a decline over the last 20 years from 300 applications to 60 while the Hogeschool van Arnhem in Nijmegen has experienced a decline in applications from 80 in 1975, 25 in 1995 to only 19 in 1999. With a dip in 2001 the applications of first year students in Nijmegen are slightly rising. This tends to be the general trend across the Netherlands with Geography in a state of decline in higher education.

Four universities offer Geographical Science as an academic subject while Teacher Training in Geography is offered at 7 hogescholen.

Employability

Geography graduates tend to find employment across a number of sectors. Many are employed as teachers while others find employment within governmental institutions, consultancy firms, ICT, research, nature conservation, television and information services.

Challenges

Challenges that face Geography as a subject in higher education include addressing important social questions and raising the status of the subject through specialised research. There is also a challenge to increase the regional component in Geography. Geography is not only about themes, but themes related to areas and regions. As a result of higher education reform in the Netherlands the 'bachelors-masters' system is being introduced, allowing subjects to be studied at internationally recognised masters level. Within schools there is more emphasis on individual projects and research, fieldwork, the use of ICT and virtual technology.

Threats

The main threat to Geography in higher education is the growth of the economic and communication faculties at the expense of Geography. Higher education has also lost its social status. The subject faces similar threats in schools, with competition between disciplines leading to a reduction in the number of lessons and in some cases Social Sciences replacing Geography.

As geography is no longer obligatory after the age of 15 the threat is that its status is declining and that fewer pupils may choose Geography. The Ministry of Education is currently organising a new curriculum for pupils aged 12-15 years. There is a possibility that a new kind of course will be introduced called the learning area of Man and Society. This new course is a combination of Geography and history and elements of others courses. The danger is that Geography will no longer be visible as an individual course and it is also not clear to what extent the geographical component

is embedded into the new course. So far there are no concrete plans, but this is a threat.

Recent Change

Within schools there have been a number of changes that have had an impact on the study of Geography. Gaining skills is becoming increasingly important and there is more emphasis on the student centred learning process. Issues such as globalisation are being taught in Geography lessons.

The introduction of the 'bachelors-masters' system as mentioned above will allow subjects to be studied to a higher level.

Norway

Higher Education

Norway has four universities and 26 colleges of higher education. The number of public colleges was reduced from 96 to 26 due to a reform in 1994. There are also a number of private colleges. Regional colleges offer related degrees which may be recognised as part of a university degree.

Status of Geography in Norway

Geography is a compulsory subject in lower secondary schools (13-15 year old pupils), but is taught as part of a social science programme along with history and social studies. Social science is taught for 3–5 lessons per week, however teachers are usually specialists in one of the three subjects, with almost 70% specialising in history and less than 10% in Geography. Studies have indicated that less than one third of the overall time allocated to social science is dedicated to Geography. In upper secondary schools (16-18 year old pupils) Geography is taught for two hours a week as a compulsory subject during the second year. Geography is also an optional subject and can be taken for an additional three hours during the second year and five hours during the third year, although this is only chosen by a few students and not all schools offer this. In general, Geography in schools is relatively stable however there has been a general reduction in the time allocated to the subject.

Geography is a well-established but relatively small subject in higher education in Norway, with three departments in the four universities. The number of applications for higher education Geography courses is stable to slightly declining. There are currently between 750 and 800 students studying Geography at different levels within higher education in Norway.

Employability

Most geography graduates find jobs, many within the public service sector. Some graduates go into education or research while the growth of the GIS industry has meant that Geography graduates are sought for these positions.

Challenges

The main challenge in higher education is to make Geography an attractive and visible subject to ensure that the number of applicants and students selecting this subject does not decrease. Within schools the challenge is to keep Geography as a compulsory subject within the curriculum and try to increase the number of specialist Geographers available to teach the subject at secondary level and the number of schools offering the Geography as a selective subject.

Threats

Geography within higher education is under threat of being merged with other subjects, and therefore losing its identity. Similarly in schools Geography is at risk of being combined with other subjects or marginalized. Social science and Geography are not compulsory for students in Teacher Education and are marketed as an optional subject, therefore there are few teachers specialising in this area. In some cases aspects of Geography are being integrated into other subjects, for example in primary schools aspects of Physical Geography are included in natural science.

Recent Changes

In higher education the modularisation of studies has increased the competition with other subjects. Before 1997 Geography, history and social studies were taught as one subject in schools. Following the new National Curriculum introduced in 1997 these three subjects are taught separately to pupils from the age of 10 years old.

Poland

Higher Education

Public universities provide general education in specialised subjects. Studies last for 5 years after which a Masters degree is awarded. It is possible to apply for an intermediate Bachelors degree but not many universities provide this. There are many post-diploma courses of 1-2 year duration but a PhD takes 4 years of study.

Status of Geography in Poland

Geography is a compulsory subject in secondary schools until the age of 16/17 and is currently stable.

The number of applications for higher education Geography courses is stable also. However there can be 3-5 applicants for one place. For example in 2002 Nicholas Copernicus University Torun had 600 applications for 120 places and over the past three years Jagiellonian University had 600-700 applications for 200 places.

Geography is a major subject within higher education with some 14 universities or Pedagogical Academies.

Employability

Usually jobs are not connected with Geography with the exception of teachers and those in the travel industry. High unemployment generally causes problems for all graduates and Geography is no exception.

Challenges

One programme of study for all universities would benefit the teaching of Geography at higher education. Additionally the promotion of Geography as an advanced and technological subject is needed.

In schools the subject is thought to be an old-fashioned traditional subject among young people. Its image needs to be updated.

Threats

The conflict between other scientific disciplines is a problem, leading to lack of funds. The general low condition of the Polish higher education system is also a threat.

Within schools the same lack of funds and low education system is a threat. Added to this is the reduction of teaching hours for Geography.

Recent Changes

New secondary school exams will be introduced in 2005. These will be orientated towards skills, knowledge and problem solving. Geography will be combined with other subjects at primary level and taught as a separate subject when pupils reach 13 years of age.

Within higher education also there is an increasing demand for a practically oriented and integrated curriculum. A State Commission for quality assessment of education at higher education level is to be established.

Portugal

Higher Education

Higher education is divided into two subsystems. The university system oversees undergraduate and postgraduate courses, which aims to develop the critical, reflexive and innovative skills necessary for good scientific and cultural formation. The polytechnics system oversees under graduate and graduate courses, which are orientated towards qualified and specialised professional practices. Geography is taught within Social and Human Sciences.

Status of Geography in Portugal

Within the school system Geography is compulsory between the ages of 12-15 years (7th to 9th Grade). The subject is stable within schools however the number of teaching hours varies from school to school. Three hours are taught overall, however, this is split between History and Geography with the school deciding how the time is allocated to each subject. In secondary schools between the ages of 15-17 years (10th and 12th Grade) Geography can be an optional subject in two courses: in the Socio-economic sciences course and in the social and Human Sciences course. Students can take Geography as a 1-year, a 2-year or a 3-years course. Geography is only compulsory in the technological area (10th and 12th Grade) focused on Environment and Territory.

The number of applicants to Geography higher education courses has decreased in Portugal. For example, there were 5446 applicants in 1991 and 1825 applicants in 2001, however in 2002 there was an increase at 2198 applicants. The number of places available has remained stable at approximately 400.

Geography can be considered as growing in Portugal with an increase in courses offered including those of planning, land management, conservation etc. An increase in environmental awareness and subsequent courses has contributed to the discipline of Geography having higher visibility.

Within Portugal Geography is considered to be a major subject. There are 5 departments of Geography in public universities and 2 departments in private universities. Additionally Geography is taught in other institutions or organisations, i.e. within the departments of architecture, territorial engineering, public administration and town and country planning.

Employability

Geography graduates have a very high employment rate with the majority going on to teaching. Other employment sectors are Planning, Consultancy, GIS and Data handling/ processing.

Challenges

Challenges to higher education include competition between subject areas, for example subjects such as sociology, economics and environmental engineering and conforming to the Bologna directives.

Within schools, Geography faces the challenges of a reduction in teaching hours, together with lack of professional development for teaching staff ensuring that their skills are adequate for the new curriculum. Basic secondary education is currently under reform.

Threats

As a discipline Geography is often considered to be too general particularly when compared to the more popular technical subjects. Additionally there is considered to be a lack of investment in ICT and human resources. One reason for the drop in student numbers has been the aging population, which may lead to further reductions in those studying Geography.

Schools are threatened by a reduction in student numbers due to aging population and teaching staff that lack up-to-date training, particularly in the areas of ICT.

Recent Changes

The reorganisation of curriculum in basic and secondary schools has meant that Geography teaching has been reduced by 1 hour per week. Reform has changed the teaching emphasis from objectives to the development of skills and competencies.

Higher education has been impacted by new technologies, e.g. computing and access to geographical data. As a result planning teams are placing more importance on the employment of geographers. Changes in line with the Bologna convention are still causing some debate with regard to advantages and disadvantages.

Romania

Higher Education

Romanian higher education consists of four levels: university college (3 years study), faculty (4, 5 or 6 years study), masters (1-2 years study) and postgraduate studies including PhD. All educational institutions hold what is known as 'university autonomy'. The Ministry of Education and Research checks the way in which institutions respect the authorisation they received in order to function and also how they spend their allocated funds from the national budget.

Status of Geography in Romania

Within secondary schools Geography is a compulsory subject until 12th grade (16-19 years of age). However, the discipline is in decline within schools as recently the number of Geography teaching hours has been reduced to only 1-2 hours per week.

There is stability in the number of students opting for higher education Geography courses (after strong growth between 1990 and 2000) and Geography is considered to be a major subject. There are Geography departments in almost all universities either independent or associated with geology, biology, chemistry or history. Geography is an academic discipline, self-recognised and integrated into Geonomical Sciences.

Employability

Geography graduates do find employment in Romania with the main jobs being discipline related, i.e. teachers, environmental consultants and researchers.

Challenges

Challenges include changes to course content which is tending to take on more and more the Western-European ways of teaching- i.e. stimulation of scientific and didactic research in university environment and the introduction of inter-disciplinary courses.

Within the school system a recent challenge is the move away from descriptive (informative) Geography to one encouraging understanding of the relevance of Geography as part of the daily life of the pupil. This has meant passing from single unique handbooks to alternative handbooks.

Threats

There is considered to be a lack of control over the quality of published courses, with course books including incorrect information. In some cases foreign literature is reproduced without citation and there is little standardisation within publications as to copyright and citation procedure.

External information sources such as journals and books are lacking, as are the multimedia aids for teaching and the use of pirate software is commonplace.

There is also a lack of professional development available to academic staff, who are coping with a large number of graduate students.

Within schools the reduction of hours allocated to Geography teaching is seen as a threat together with the differences in content with regard to the 'alternative handbooks' content. As in higher education there is lack of didactic materials and of professional development programmes for teaching staff.

Recent Changes

The school system has recently introduced the concept of a European dimension and European citizenship. The study of European Union countries within Geography has also been introduced. Environmental issues are now extra-curriculum activities.

Higher education has seen changes of training alternatives (i.e. specialisations) and the establishment of distance learning courses.

Slovak Republic

Higher Education

In the Slovak Republic there are 23 higher education institutions with 88 faculties in the fields of scientific, technical, agricultural, economic and artistic orientation. Upon completion for the first part of study at an institute of higher education the student

earns the title Bachelor (Bc). After completing the full course of study graduates of universities earn the title Master (Mgr).

New opportunities, for those interested in lifelong study, are being offered via part-time studies, extramural studies, distance learning, postgraduate and PhD. studies.

Status of Geography in the Slovak Republic

Geography is a compulsory subject at secondary schools until the age of 10 years and the subject is currently stable.

The number of applicants to higher education Geography courses has increased steadily in the Slovak Republic from 411 full time students in 1995 to 768 full time students in 2001 and is now considered to be stable. Geography is a major subject in higher education and there are 8 departments of Geography in Slovakia.

Employability

There is employment for graduates although many skilled teachers leave the education sector to find employment in other sectors, for example banking, media, marketing, travel and nature protection.

Threats

Within schools there are a great number of unskilled teachers at basic and secondary levels.

Recent Changes

The new Higher Education Law (April 2002) has brought about substantial changes in organisation, financing, evaluation and other areas of higher education institution activities.

Slovenia

Higher Education

There is a twin-track structure to higher education in Slovenia consisting of academic and professionally orientated institutions. Universities offer both types of courses while professional colleges offer only professionally orientated courses. Courses are organized at two levels. At undergraduate level students receive a diploma leading to a first degree whilst at postgraduate level students receive either a second degree of specialization or the academic degree of master or doctorate.

Status of Geography in Slovenia

Within the schools system, Geography is compulsory in primary schools (11-14 years of age). In secondary school it is compulsory in grammar schools (15-18 years of age) and in technical and vocational schools Geography is taught as part of Social Sciences. In some schools Geography is not a compulsory subject. Overall Geography is growing in primary school and the greater part of secondary schools.

Applications for Geography courses in higher education fluctuate year by year however 2000/01 showed an increase. Recent growth has led to the establishment of new departments to cater for demand.

Employability

Although the majority of Geography graduates find jobs, they are not often directly connected to the discipline. Main sectors for employment are:

- Teaching
- Tourism
- Regional Planning
- State/Regional Administration
- Research
- Geoinformatic Services
- Environmental Protection
- Politics

Challenges

The public perception of Geography is that of naming continents, states, rivers etc. A challenge would be to update this perception and improve the image of Geography as a whole. Additionally it is felt necessary to bring Geography higher education in line with the EU and become more a part of the European research environment.

Geography in schools needs to be updated and pupils motivated to choose Geographical subjects.

Threats

A major problem is preserving Geography as a subject with technical and vocational schools where there is a decline in human subjects.

Geography does not hold a status of national importance in Slovene society. As a result it may lose its position in certain fields of work. As a subject Geography sometimes lacks the practical applicability.

Recent Changes

General external examinations have been reintroduced prior to leaving primary and secondary schools. As part of the reforms in education the curriculum will include

new geographical subjects with new teaching resources and improved teaching methods.

In higher education the establishment recently of a third university in Koper, Slovenia and plans for the establishment of a new one-subject study of Geography at Faculty of Education, Maribor, Slovenia is also important.

Spain

Higher Education

The higher education system in Spain consists of faculties, technical and polytechnic higher schools, university colleges and polytechnic colleges, departments and university research institutes. There are about 50 public and 20 private institutions of higher education. Public universities have their own autonomy but are coordinated by the regional governments under common national rules.

Status of Geography in Spain

At Primary level Geography is taught under the general subject of Social and Natural Environment. At Lower Secondary level (12-16 years) Geography is not an independent subject as it is included in the compulsory subject of Social Sciences, where it represents about 40% (the rest consisting of History and Civics). At Upper Secondary level (16-18) Geography is compulsory only for those students following Humanities and Social Sciences strands (105 hours in second year).

Following the last Educational Reform Act (December 2002) Geography in schools has remained stable, however due to the demographic situation in Spain, which has one of the lowest birth rates in the world, the number of children entering into education is falling. This is having an impact on the number of university applicants, with numbers applying for Geography courses falling. A similar decrease in applications has been observed in other subjects including history, law, physics, mathematics and chemistry. Subjects such as economics, engineering and journalism have tended to become increasingly popular over the last 10 years.

Geography is considered a major subject in higher education in Spain with 43 departments of Geography, some universities having more than one department, however it is not possible to study Geography as a major subject in all of them; in these cases Geography is combined with other subjects, mainly History and Humanities. There are also about 40 departments of Didactics of Social Sciences, where lecturers and researchers in school Geography teaching are situated.

Geography subjects can be found in the curriculum of the following degrees: Humanities, History, Environmental Sciences, Political Sciences, Sociology, Primary School Education, Tourism Management and Oriental Studies. It has remained relatively stable in comparison with other subjects, however the overall decline in student numbers has led to fewer students taking Geography.

Employability

Traditionally, one of the main sectors of employment for Geography graduates was teaching in Secondary schools; a few were employed in research at university or in research institutes. However, since the 1990s new doors have been opened for applied Geography, especially in the use of GIS and ICT. More recently graduates are employed in urban development, territorial administration, regional and local strategic planning and development, environment agencies and in emergency planning for civil protection.

Challenges

One of the main challenges within higher education is to recruit more students onto Geography courses. Additionally, preparing future generations to be more open-minded in understanding the cultural, social and economic differences of the new world. It is also important to include new Information Technologies into teaching to enhance collaboration and mutual understanding.

Within the training of Primary School Teachers (3 year degree course) Geography was taught as a compulsory subject until 1992. The new curriculum has led to a shift towards a more pedagogical point of view, increasing the emphasis of subjects related with pedagogy, psychology, didactics and school practice. In some universities Geography has become optional for Infant and Primary School student teachers while in others it has disappeared.

To teach Geography at Secondary level a degree in History or Geography is required. There is no postgraduate teaching qualification available but students have to undertake a short period of training to gain a certificate enabling them to teach. Faculties of Education have been fighting for the improvement of this training in order to set up a postgraduate degree in subject teaching. Implementation of the Bologna Process is opening perspectives in this direction.

Teachers in secondary schools often lack geographical skills as the subject is integrated with History and therefore can be taught by History graduates. Curriculum needs to be updated to include global issues and geographical themes.

Threats

Within higher education the decline of applicants is a threat. Changes in the curriculum as it moves toward more technological areas threatens the traditional concepts and approaches of Geography. Often the more specialised technical courses are taught by non-Geographers. Geography is also facing competition from other areas such as European Studies, Tourism, Cultural Studies and International Relations.

The identity of Geography is being lost in schools due its inclusion under the general subjects of environmental and social studies.

Recent Changes

In higher education the introduction of the Bologna Process will have implications. Currently 26 Spanish university Geography departments are researching the skills and competences of Geography graduates in order to re-design the curriculum in line with the Bologna Process.

A new education act covering the quality of education has increased the time devoted to other subjects with Geography no longer being a compulsory subject. Additionally this act has set a minimum requirement at national level to the detriment of regional or local emphasis.

Sweden

Higher Education

The higher education system in Sweden consists of nine national universities and a number of university colleges.

Status of Geography in Sweden

Geography is a compulsory subject until the age of 16 in Swedish schools. Within the school system the subject tends to be stable to slightly growing.

The number of applications and number of students studying Geography in higher education is also stable. There are currently 17 departments offering Geography and it is considered a major subject in higher education. The subject is often divided into Physical and Human Geography.

Employability

A majority of Geography graduates become teachers or find work within the public sector.

Challenges

The main challenge that Geography faces within higher education is that it has an unclear identity and the subject definition is different to that taught in compulsory Geography in schools. Within schools Geography is not a compulsory subject for all students aged 16 to 18 years of age.

Threats

The teacher-training programme in higher education is limited to usually only one to three terms.

Recent Changes

Geography has recently been introduced in upper secondary schools allowing pupils to study the subject to a higher level. Recent changes and events that are reflected in the study of Geography in higher education include global climatic change, the recent European floods, the European Union and globalisation.

Switzerland

Higher Education

The higher education system in Switzerland consists of four types of institutions, Universities, Swiss Federal Institutes of Technology, Swiss Universities of Applied Science and Research Institutes. There are nine universities based in Zurich, Basel, Geneva, St. Gallen, Luzern, Fribourg, Lausanne, Neuenburg, Lugano and two Swiss Federal Institutes of Technology based in Zurich and Lausanne. A number of Swiss Universities of Applied Science and Research Institutes are located throughout Switzerland.

Status of Geography in Switzerland

Geography is a compulsory subject until the age of 18 or 19 in Swiss schools. It is an independent compulsory core-subject in upper secondary school, normally taught for two hours per week over three years. Geography can also be chosen as an elective subject during the final one or two years of secondary education. However, recent reforms have meant a reduction in time allocated to the teaching of Geography. In some schools Geography is no longer taught for four years as it was before the reform, but has been reduced to three years from grade 9 to 11 or 10 to 12, (ages 15 to 17 or 16 to 18) forcing a reduction in the topics covered, and this time can only be compensated if students choose the subject as an elective. Until 2001 it was compulsory for students to take a final graduation exam in Geography, but according to new regulations, students can choose whether to participate in an exam in Geography or another subject.

The number of applications for higher education Geography courses is steadily increasing in Switzerland. Geography is considered a major subject compared to other natural sciences, but attracts fewer applicants than the social sciences. Geography can be studied at both bachelors or masters level and there are currently seven university departments offering the subject. Climatology and hydrology are separate programmes of study offered by the Swiss Federal Institute of Technology in Zurich.

Employability

Finding employment as a Geographer in Switzerland is not easy therefore Geography graduates, depending on their areas of specialisation, go into sectors such as:

- Education
- Urban planning
- Insurance companies
- Cartography (Remote sensing and map production)
- Position in research at a geography department
- Positions in Swiss and international organisations for development aid
- GIS

Challenges

GIS plays an increasingly important role in Geography in higher education today. It should be incorporated into research, for example, focusing on the thawing of permafrost soils in high mountain regions and its implications on the tourist infrastructure and projects dealing with climate change (global warming) and its effect on the hydrology of mountain regions.

Within schools the main challenges that Geography faces include the introduction of modern technologies (ICT, e-Learning, GIS), student-centred teaching methods, and the use of teaching materials that enhance student performance.

Threats

In higher education the combination of Geography with modern technologies such as GIS applications means the role of Geography is becoming more important, however due to the interdisciplinary nature of the subject it is becoming more difficult for geography to define itself as a research discipline.

According to the new curriculum in schools Geography is seen as part of humanities. In the French and Italian speaking parts of the country, teachers think the subject belongs to the Humanities, while in the German speaking part of Switzerland Geography teachers view the subject to be part of the natural sciences. This weakens school Geography because its representatives do not operate on the same level and do not search for support in the same political, economic and administrative groups.

Recent Changes

Changes that have had an impact on the study of Geography in schools include environmental issues that have affected the country directly, such as global warming and its impact on the Alps and on the changing weather patterns in Switzerland. Other important key events include international migration, poverty in third world countries and demographic problems both locally and in developing countries.

Similarly in higher education students are interested in recent problems concerning the local environment such as avalanches, flooding, permafrost-problems, global warming, ozone-problem. Other areas of interests lie in people in general, especially people of the same age, people in other cultures and religions (ethnological and anthropological views).

United Kingdom

Higher Education

In total there are approximately 121 university and general colleges in the UK plus 40 art, music, agricultural, medical and other specialist colleges offering degrees. All universities are autonomous institutions, particularly in matters relating to courses. Many colleges and institutions of higher education are the result of mergers of teacher training colleges and other colleges. Degrees are awarded at bachelors, masters, and PhD levels.

Status of Geography in the United Kingdom

In the UK Geography is a compulsory subject in secondary education until the age of 14, after which time it becomes an optional subject. Within primary education Geography is declining in response to a drive to raise standards in literacy and numeracy. Geography in secondary schools is under pressure and declining due to a reduction in the proportion of timetable time allocated to the subject between the ages of 11 and 14 and a wider range of subject options post-14. The number of students studying geography at GCSE level fell from just over 300,000 in 1996 to around 240,000 in 2002. The number of students taking the subject at 'A' level also declined, with numbers falling from around 46,000 in 1994 to 34,362 in 2002.

In higher education Geography tends to be in a state of slight decline. Geography is considered a major subject with about 95 departments in higher education institutions in the UK. There are currently 2,378 undergraduate courses listed in Geography, geology and earth sciences in the UK. The number of applications for Geography courses (not number of applicants) has declined, however, the acceptance ratio has risen from 1 in 10 to 1 in 6. The total number of applicants accepted onto 'Geography' degrees has remained relatively stable.

Employability

Geography graduates are in demand for the skills that they obtain through their degree programmes and are attracted to a wide range of careers in sectors such as commerce, social services, education planning and finance. A recent survey by the RGS/IBG showed that in 1999 about 40% of Geography graduates worked in management and administration, 25% went into further training including training for teaching and higher degrees, 11% went into the financial sector and 10% went into other professional posts.

Challenges

Challenges faced by Geography in higher education include: increasing the numbers of students taking the subject at degree level - the introduction of Foundation degrees

may offer opportunities in this area and continuing to offer a broad Geography curriculum especially in the area of Physical Geography.

Within schools competition with vocational subjects at secondary level and the focus on basics at primary level are affecting the subject and a major challenge is reversing the recent decline in the number of students continuing Geography as an optional subject post-14.

Threats

If the decline in the number of pupils taking the subject at GCSE and 'A' Level continues this will affect the number of applicants for geography courses at undergraduate level. There has been a reduction in the number of departments offering the subject over the last ten years although currently the status of the subject remains high, mainly because of the quality of the graduates. One aspect of the subject that is declining is the amount of fieldwork undertaken due to increasing costs and changes in the law regarding health and safety.

Teacher Training Association training allocations for 2003-4 have remained at or above the allocations for 2002-3 for all secondary subjects except Geography which has seen a reduction of 115, reflecting the move in the curriculum (as defined by the Department for Education) towards a more vocational vision of learning. The status of Geography in the school curriculum has fallen. Government directives such as Curriculum 2000 which seek to raise standards in literacy, numeracy, science and ICT, along with the introduction of modern foreign languages in primary schools has led to a reduction in the time available for subjects such as Geography.

Recent Changes

Within schools the introduction of a National Curriculum in 1988 raised the status of geography considerably, with the subject included as a Foundation subject. Recently the subject has tended to be marginalized, especially at secondary level, with developments such as Curriculum 2000.

Geography remains a popular subject at university but is becoming concentrated in fewer institutions. Numbers at some of the older universities have increased considerably in recent years and this expansion has come about at a time of falling applications. More offers are being made and more students are successful.

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