Abstracts

Silvie Kucerova, Charles University in Prague

Geographical inequalities in access to elementary education – the case of Czech peripheral areas

Keywords: Elementary schools, inequalities, disadvantaged areas, geography of education, Czechia

Abstract

There has been written a lot about inequalities in access to education, especially in sociology of education and pedagogy. An aspect that is less frequently presented is a geographical focus on inequalities. On the example of socially excluded areas, structural constraints of place with lack of cultural capital in connection to accessibility of particular, better appreciated, schools has been mentioned also by geographers. The aim of this paper is to introduce another type of geographical inequalities in access to education. This is, in our opinion, represented with the closure of elementary schools and lengthening of the commuting distance to the schools, especially in the countryside. The paper deals with changes in geographical distribution of elementary school network in Czechia during the second half of the 20th and in the 21th century and it specifies several consequences of the process on the local development of rural peripheral areas.

Daniela Schmeinck, Johann Wolfgang Goethe University Frankfurt/Main, Germany,

Children's everyday perceptions as a challenge for the implementation of a European Dimension into learning and teaching

Keywords European Dimension, learning and teaching; Primary School, E-PLIPS

Abstract

The requirements for the implementation of a European Dimension into learning and teaching in primary school presented in this paper are based on the results of an actual study on children perceptions about foreign European countries and the European COMENIUS 2.1 project E-PLIPS - The Implementation of a European Dimension by Peer Learning in Primary School". Within the paper the author will discuss possibilities for the creation of a learning environment, which supports the sustainable development of children's spatial representation and perception.

Ilhan Turan, Rize University, Turkey,

Are New Teaching Programs Successful to Develop Turkish Elementary Students' Attitudes Towards The Environment?

Keywords Attitudes, Environment, Teaching Program

Abstract

Environmental education for all citizens of a society has an increasing importance today. It is a critical subject to provide a qualitative environmental education to all students beginning from kindergardens. In Turkey, teaching programs has been changed in 2004 and new teaching programs are being implemented. These programs are based on the constructivist learning approach and issues about environmental topics have a big part in it. The purpose of this study is to clarify and also compare the environmental attitudes of Turkish elementary students. The survey method is used in the study. The subjects include 600 elementary students selected from 4-8 levels who are educated in four different elementary schools of Rize, a city situated on the north-east part of Turkey. The data of the study is gathered through a questionnaire entitled "Environment Attitude Questionnaire for Elementary School Students (EAQESS)" which was developed by researchers. Besides the frequencies, percentages, and mean scores of the variables, independent t-test scores and ANOVA scores are used in the data analysis process. Tukey's HSD (Post Hoc) test is also used to determine the statistical difference which emerges as a result of the dual comparison of the groups. The findings of the

study revealed that gender depicts a significant difference on the environmental attitudes of the Turkish students. It is concluded as expected that as paralel to students' learning levels, their environmental attitudes also increase. This result can be evaluated that new teaching programs based on constructivist learning approach implemented in Turkey is successful to gain environmental attitudes to elementary students.

Gerry O'Reilly, St. Patrick's University College, Dublin, Ireland

What is the role of symbolic places in furthering a human rights approach to sustainable development?

Keywords: Conflict, Symbolic places, human rights, UN R2P

Abstract: The antithesis of sustainable development is violence leading to damage and hence cardinal factors here are negotiation between top-down institutions and bottom-up groups to prevent future conflict. Central to this are concepts of human rights and citizenship, but with globalisation, citizenship has taken on ever-increasing scales - local to global – in transitive relationships. Geographers are being challenged to translate these concepts into applied research. In this context, research relating to post-conflict areas is crucial in furthering democracy to prevent repetition of human-made catastrophes. Evolving UN principles of the Responsibility to Protect (R2P), have promoted a shift from a state-centred international law approach to more people-centred perspectives relating to human rights abuses. However, the 'never again' refrain sounds somewhat hollow at times. Burdens of historical geographies linked to specific places, along with diminishing social memories, must be handled in symbolic spaces written into landscapes in such a manner as to further a global culture of positive citizenship forged from experiences of past lessons. From this standpoint, case study material from symbolic places in Ireland and Europe is discussed.

Vita Valiunaite, Vilnius University

Poverty and affluence measurement and mapping: comparative analysis

Keywords: Poverty geography, affluence geography, social field

Abstract: Measurement of poverty has a lot of different approaches and methods. Affluence, in opposite, is rarely researched by scholars. Geographical approach on poverty – affluence phenomena is presented in the paper. Using comparative method different approaches on measurement and mapping of poverty – affluence in different countries are examined. Spatial data available to measure poverty – affluence varies from country to country and therefore availability of spatial data scopes the use of different poverty – affluence measurement methods.
The aim of the research is to propose the best poverty – affluence measurement and mapping methods for Lithuania, which would show concentration and dynamic of poverty and wealth.

Desi Grandke, EGEA-Münste

Sustainability and urban planning (in residential areas) connected to demographic change

Keywords: Demographic change – urban planning - sustainability

Abstract: With regard to the demographic change with its decreasing and ageing population and rising number of life-forms, sustainability in urban planning becomes more important. But what does sustainability mean for urban planning (especially for the residential area) in the context of demographic change? A sustainable approach may include:

- Less expansion to the outskirts (first interior zone then outskirt area)
- Preventive and flexible planning

- Clustering of services

In municipalities in the Dutch-German EUREGIO area a comparative research about strategies and measures has been performed. Spatially, both the Dutch and the German (small) municipalities are still expanding, mainly for building family-houses. However, according to predictions, their populations won't grow anymore. But it also becomes more popular to use sustainable strategies. Dutch and German municipalities developed several instruments and did several projects on sustainability. Two projects are presented as examples for a sustainable urban planning, mainly for the residential area.

Vladimir Toncea, EGEA-Bucharest

Sustainable management of natural protected area

Keywords SPA, SCI, funds, projects

Abstract The presentation will interrogate about the funds available for sustaining the management of natural protected areas and about the help which can be provided by Eurogeo and Egea for a specific case of natural protected area.

Yilmaz Ari, Balikasir University Turkey,

Sustainable wetland management at Lake Marmara, Turkey

Keywords Wetland management, sustainability, local participation, wetland reclamation

Abstract Te purpose of this study is to examine sustainability issues at Lake Marmara in western Turkey. The cultural ecology of the area was investigated and the human impact on the ecosystem was examined. In this regard land-use change over time, sustainability of these uses, and the impact of this usage on the ecological and economical functions of the lake were investigated. The study is based on a filedwork that extended over a four-year period. The Lake Marmara ecosystem is one of the least studied wetlands in Turkey and the previous studies have focused on certain aspects, lacking a holistic approach. This study aims at applying that holistic approach to study the traditional man-land relationship. The results showed that despite the importance of the area in terms of ecological and economical functions the area has not been managed sustainably and the wise-use principles developed by international conventions especially by the Ramsar Convention were not taken into account. In order to protect the wetland ecosystem better at Lake Marmara, a number of political, administrative, managerial, and legal measures should be introduced.

Maren Gleisberg, EGEA-Alumni,

Biodiversity – How to explore an interdisciplinary science?

Keywords Biodiversity, exploratories, landuse, sustainability

Abstract 1. Definition – Biodiversity & UN-convention on Biological Diversity:
Every day our planet 150 species due to extinction. The United Nations has declared 2010 the International Year of Biodiversity. This will help raise public awareness of the many facets of biological diversity.
2. Current project in Germany:
Almost 300 scientists in the three German Biodiversity-Exploratories (open platforms) consider landuse-intensity and measure ecosystem functions. (Overview concerning the DFG-project).
3. Biodiversity <-> Sustainability

Tino Johansson, Department of Geosciences and Geography, University of Helsinki,

iGuess– pedagogical approaches and their implications for sustainability

Keywords iGuess project, pedagogy, inquiry-based learning, teacher training, sustainability

Abstract

The iGuess project is a two-year (2008–2010) educational project funded through the Comenius/Lifelong Learning Programme of the European Commission. The project aims at introducing the use of GIS in education in several subjects across Europe. The main outcome of the iGuess project is the five-day teacher training course based on hands-on exercises created by the members of the project consortium. This paper presents the pedagogical approaches selected for the final course and for individual exercises. The paper will briefly assess the pros and cons of these pedagogical approaches and estimates their implications for sustainability when disseminating the course to a larger number and diversity of teachers and schools in Europe.

Armin Rempfler, University of Teacher Education of Central Switzerland

System competence – fundamental construct for sustainable development education!?

Keywords

Geography Education, System Competence, Social Ecology, Competence Modelling

Abstract

In the German geography education standards, the system concept is stated as being the fundamental concept for the subject. Various authors also consider system competence to be the key knowledge component in the fields of environmental awareness and sustainable development education. One assumes that students can only participate in sustainable development if they recognise and understand complex relationships. The first part of the presentation explains what system competence means, based on the current theoretical and empirical state of knowledge. A solid system theory foundation which addresses the core concern of geography – developing an integrative view of natural and social systems – proves difficult to establish. Help is offered by a socio-ecological system understanding based on system characteristics that can be applied to physio-geographic and human geographic aspects as well as human-environment issues. These characteristics are fundamental to the normative development of a structural and phase model for geographic system competence. This development is illustrated right up to the finished model. The second part explores the diagnostic tools to be used for the empirical verification of the postulated dimensions and stages of the competency model. A tool based on educational theory for the valid, reliable measurement of system competence is the ultimate objective.

Dana Řezníčková, Tomáš Matějček, Miroslav Marada, Charles University in Prague

State of Environmental Education in the Czech Republic from a geographical point of view

Keywords

Environmental education, curriculum, Czechia

Abstract

The aim of this contribution is to summarize and assess the current status of teaching geography in the context of environmental education in Czechia, in terms of projected curriculum (especially the curricular documents analysis) and realized one (the position in schools, education in ecological centres). This state and its main conditional factors are designed and evaluated through a SWOT analysis.

Maria Attard, University of Malta

Applying Sustainability through Geography

Keywords

Sustainability, Geography, Decision-Support tools, GIS

Abstract

Geography is becoming increasingly relevant in the application of sustainability, due to its flexibility at integrating various disciplines and providing decision support tools for policy making. With this in mind the University of Malta has recently set up an Institute for Sustainable Development whose objectives are to support sustainability through research but most importantly the application of

technologies such as GIS to support strategy and policy making. This presentation tries to present an approach of geography in the field of sustainable development and integrates the role of GIS in this process. Some of the Institute's projects will be described to engage others, stimulate discussions about the role of geography in sustainability and look at the future of geography and GIS

Tereza Čiháková, Jiří Kopecký, Tereza Langová, Tomáš Vágai, Technical University of Liberec, Czech Repulblic

Environmental security in the region of Frydlantsko. What factors need to be solved primarily?

Keywords: Environmental security, environmental degradation, cross-border cooperation, deep data analysis

Abstract: Our aim in the project for the subject "Cross border problems in bordelland area CZ/PL/D" at department of geography TU Liberec, was the influence of coal mining and the heat power plant Turów (Poland) on the environment on the borderland region of Frýdlantsko. During our cross-border field research we have uncovered problems that environmental degradation in this region means for environmentally sustainable and secure live . The most important one is environmental security in this region which is related directly to environmental degradation and different social construction of reality at both sides of borders. We are working, mostly in the field, with mental maps supported by interviews and with their interpretations.

Lorena Rocca and Sonia Ziliotto, Università di Padova

Good practices into geographical education for sustainability: "AGENDA 21 at school"

Keywords: Sustainable Development; Participatory Processes; Governance; Local Empowerment; Formal, Non-formal and Informal Education.

Abstract: The traditional forms of government are no longer able to deal with the needs of modern societies and are showing their limits in regulating and planning realities which are more and more complex. To cope with these difficulties, the formal, non-formal and informal educational systems can contribute to promote local sustainability by activating a process of "new governance". "Agenda 21 at school" is a good practice because it includes many territorial actors - both in schools and outside - and because it creates a space to share news and data about one's own city, but above all because it collects "voices" and possible "alternative paths" for a sustainable and participatory development. Through this process, inside and outside the school curriculum, Participation and Sustainable Development involve citizens in decision making and in a greater awareness of the effect of individuals' decisions on the surrounding environment; moreover, it makes it possible to take part in a debate and to propose concrete actions to intervene in the territory.
However, contents and tools of geographical education for sustainability are always to be taken into account because only actions which produce a change and the ability to seize it can be really considered ESD (Education for Sustainable Development).

Jesús Granados, Universitat Autonoma de Barcelona,

The reorientation of the geography curriculum towards sustainability of secondary education in Catalonia

Keywords: Secondary geography curriculum, education for sustainability

Abstract: This paper presents a model for reorienting the geography curriculum of secondary education in Catalonia. The model it is based on four major parts as follows; aims; geographical contents, themes, concepts, skills and values; the use of scale and space; a model for teaching and learning. This proposal is

specially made for the catalonian context, taking into account other relevant scales such as the spanish and european ones.

Berta Hamann and Dieter Boehn, University of Wuerzburg,
Approaches to Sustainability – Examples from Geographical Instruction in Germany

Keywords Sustainability, Economic Development, Technical Solutions

Abstract Education for sustainable development is in many cases – especially in primary education – still based on traditional environmental education. The United Nations Conference on Environment and Development (UNCED) added the economic and social dimension to ecology. In Germany the political dimension was also incorporated. In geographical education one focal point is still on ecology, e.g. organic farming, recycling and using public transport instead of one's own car. But one also has to consider the importance of economic growth. People usually are not willing to give up their comfortable standard of living. Therefore technical solutions are promoted, examples include the use of renewable resources such as wind energy, solar energy and renewable raw materials. Geographical instruction should – and this is already implemented in some textbooks – emphasize the use of human intelligence to find solutions such as sustainable urban development, hybrid automotive drive systems or the use of the internet instead of printed matter. Acting this way meets "the needs of the present generation without compromising the ability of future generations to meet their own needs."

Jessica Le Bris, University of Tübingen
E-Mobility in the Alpes / Project "eE-Tour ALLGÄU"

Keywords E-Mobility, Sustainable Mobility Concepts

Abstract Research project eE-Tour Allgäu: Efficient electric mobility & tourism
The eE-Tour project aims to make the distinctive features of the Allgäu as the largest connected tourist region to be utilised for the introduction and use of electric mobility. At the same time, the aspect of the environmental impact, resulting from the use of electricity originating from renewable energy sources, will also be considered. In connection with various concepts of commercial and private use, and technical conditions (charging station, quick-charging, battery change or car exchange), different business models with respect to the acceptance on the part of companies, communities, natives and guests and the following developing market opportunities are the object of this project.

Derek van Berkel, EGEA-Utrecht
EU Rural development policies

Keywords Rural development

Abstract Rural development has received increasing attention in the European Union with shifting competitive rural policies and an increasing spatial planning focus {EC, 2005 #130; EC, 2005 #198}. The decline of the traditional agricultural sector in rural Europe has resulted in lower incomes and for some regions economic and social marginalisation {FAO, 2006 #59}. Proposed decreases in subsidies for agricultural production levels (First pillar) and enlarged budgets for rural development (Second pillar) have increased the urgency for alternative rural development options. Yet, there is little information on the constraints for development options. Second pillar rural development funds are an avenue to rural development, which will need strategic targeting. The environmental and human capacities of regions will have to be understood in-order for effective rural spending on rural development. Environmental suitability for agricultural production, tourism and nature conservation is often well known (Van Berkel & Verburg in progress); however, human capital including local leadership

(structure and capability), resident know-how, sectoral cooperation, attitudes and willingness are less understood. Uncovering these qualitative development capacities is not possible without local insight. Tools that can uncover these human assets and constraints would aid in more effective local sustainable development through rural spatial planning.

Tomáš Vágai, Technical University of Liberec, Czech Repulblic

School as a centre of community life

Keywords

community life, community center, subject of geography, Czech national curriculum

Abstract

The aim of article can be characterize in four main subjects:

- the Evaluation of the school status rank in the participation on the local community life
- the evaluation of the potential of Geography in the role of taking patronage and cooperation of the cross curricular linkage at that aim
- the present practice of the school community work in Framework educational programmes (FEPs) (potential and reality)
- from information to its interpretation, from learning of the verified to understanding and application