

December 13th DRAFT

International Geographical Union

Report of The Commission on Geographical Education 2012 - 2013

A. Membership

The statutes of the IGU state that Commissions should consist of a Chair and Steering Group of ten members plus a Secretary. Given the size and complexity of the Commission on Geographical Education, the proposal accepted by the IGU Executive for the renewal of the Commission for the period 2012 – 2016, included a) joint chairs, and b) a concept of a steering committee of “10+” in order to recognise the ongoing and significant role played by former Chairs and Steering Group members and c) the concept of Regional Correspondents who are publicly identified with the role of facilitating effective communication and outreach between the CGE and specific regions of the world. As approved by the Executive Committee of the IGU in 2012, the effective Steering committee of the Commission may therefore be considered as a core of 11 people consisting of two co-chairs plus nine other members including the Secretary and Treasurer, supported by a panel of (currently) six long standing former steering committee members and linked closely with 49 regional correspondents who are asked to ensure that local information on research and developments in geographical education are reported to the Commission Secretary for inclusion in the CGE Newsletter and that information provided to the international community through the CGE Newsletters are disseminated through local and regional networks.

The formal statutory 2012 – 2016 Steering Group therefore consists of:

Joop van der Schee (Co-Chair) Professor of Geographical Education Faculty of Geosciences, Utrecht University; and Faculty of Earth and Life Sciences, VU University Amsterdam, The Netherlands Email: j.a.vander.schee@vu.nl www.joop.vdschee.nl/	John Lidstone (Co-Chair) Adjunct Professor, Faculty of Education, Queensland University of Technology Queensland 4059, Australia Email: j.lidstone@qut.edu.au Website: staff.qut.edu.au/staff/lidstone/
Clare Brooks (Secretary) Senior Lecturer in Geography Education Institute of Education, University of London 20 Bedford Way, London WC1H 0AL, UK Email: C.Brooks@ioe.ac.uk Website: www.ioe.ac.uk , www.clarebrooks.com	Michael Solem (Treasurer) Educational Affairs Director Association of American Geographers 1710 Sixteenth Street NW Washington, DC 20009-3198, USA Email: msolem@aag.org
Daniela Schmeinck Professor Institute of Primary Science and Social Sciences University of Cologne Immermannstraße 49-51; 50931 Köln	Ali Demirci Associate Professor and Head of the Department of Geography Fatih University, 34500, Istanbul, Turkey E-mail: ademirci@fatih.edu.tr

<p>Germany Email: Daniela.Schmeinck@uni-koeln.de Website: www.Daniela-Schmeinck.de, www.sachunterricht.uni-koeln.de</p>	
<p>Fernando Alexandre Geography Coordinator - Department of Social Sciences S. João do Estoril High School & Education and Development Research Unit Faculty of Sciences and Technology, Lisbon Rua Brito Camacho, 2769-501 Estoril, Portugal Email: fernando.alexandre@essje.pt</p>	<p>Oswaldo Muniz-Solari Professor of Geography Texas State University San Marcos, TX 78666, USA Email: o.muniz@txstate.edu</p>
<p>Ivy Tan Associate Professor Humanities & Social Studies Education Academic Group National Institute of Education, Nanyang Technological University, Singapore 1 Nanyang Walk, Singapore 637616 Email: ivy.tan@nie.edu.sg</p>	<p>Sirpa Tani Professor of Geography and Environmental Education University of Helsinki P.O. Box 9, FI-00014, Finland Email: sirpa.tani@helsinki.fi</p>
<p>Eje Kim Department of Social Studies Education Gyeongin National University of Education 430-040 San 6-8 Seoksu-Dong Manan-Gu, Anyang-Si Gyonggi, South Korea Email: hockie44@hotmail.com</p>	

The active Advisory panel (10+) of former Chairs and members of the Steering group currently consists of:

<p>Sarah Bednarz Professor, Department of Geography Texas A&M University College Station, Texas 77843-3147, USA. Email: s-bednarz@tamu.edu</p>	<p>Simon Catling Emeritus Professor of Education Oxford Brookes University, Harcourt Hill Campus OX2 9AT Oxford, United Kingdom Email: sjcatling@brookes.ac.uk</p>
<p>Hartwig Haubrich Emeritus Professor of Geographical Education Freiburg University of Education Kunzenweg 21, 79117 Freiburg Germany E-mail: haubrich@ph-freiburg.de</p>	<p>Joseph Stoltman Professor, Department of Geography College of Arts and Sciences Western Michigan University 3219 Wood Hall Kalamazoo MI 49008-5424 USA Email: joseph.stoltman@wmich.edu</p>

<p>Lex Chalmers Associate Professor of Geography University of Waikato 3240 Hamilton, New Zealand Email: lex@waikato.ac.nz</p>	<p>Sibylle Reinfried Professor of Geography and Geographical Education University of Teacher Education, Central Switzerland Lucerne Frohburgstrasse 3, 6002 Lucerne Switzerland Email: sibylle.reinfried@phz.ch</p>
<p>Margaret Robertson Professor of Education La Trobe University Faculty of Education Melbourne (Bundoora) Email: m.robertson@latrobe.edu.au</p>	

Regional correspondents: The location and contact details of the 49 regional correspondents may be found in the CGE website at <http://www.igu-cge.org/> where may be found an interactive map for those interested in the Commission to locate their nearest correspondent.

Members

The Commission on Geographical Education has members through a) those who attend its Symposia and IGU regional conferences and congresses; b) corresponding members who while unable to attend regular meetings, participate in the various publishing and research activities; and c) those who participate in the work of the Commission through the Commission Journal, *International Research In Geographical And Environmental Education* (IRGEE). The Commission currently has regular communication with 689 people in 75 countries. The breakdown of the current mailing list as of December 2013 is as shown in Figure 1 below.

Since 2012, the Commission has placed special attention on making contact with geographical educators in areas of the world not previously represented in our network including Africa, the Middle East, East Asia and Latin and South America. In particular we draw attention to our outreach in Bangladesh, Belarus, Botswana, Egypt, Ethiopia, Iceland, Kyrgystan, Lesotho, Nigeria and the Philippines and our success in attracting women representatives from less developed countries

Table 1: The Email membership of the Commission on Geographical Education as of December 2013

Argentina	3	Latvia	1
Australia	44	Lesotho	1
Austria	3	Malaysia	5
Bangladesh	1	Malta	3
Belarus	2	Mexico	2
Belgium	3	Mongolia	1
Botswana	2	Netherlands	24
Brazil	2	New Zealand	21

Bulgaria	3
Cambodia	1
Canada	13
Chile	2
China - Hong Kong	11
China - PRC	6
China - Taiwan	6
Croatia	2
Cyprus	1
Czechia	13
Denmark	8
Egypt	1
Eire	7
Estonia	2
Ethiopia	1
Finland	23
France	3
Germany	59
Greece	4
Hungary	13
Iceland	2
Indonesia	1
India	9
Iran	2
Israel	13
Italy	5
Japan	28
Kenya	2
Kyrgystan	1

Nigeria	3
Norway	6
Oman	2
Pakistan	2
Philippines	1
Poland	6
Portugal	8
Romania	2
Russia	5
Singapore	15
Slovak Republic	1
Slovenia	4
South Korea	7
South Africa	15
Spain	7
Sweden	12
Switzerland	17
Thailand	1
Tunisia	1
Turkey	29
Ukraine	1
Ulster – United Kingdom	3
United Arab Emirates	2
United Kingdom	83
USA	78
Venezuela	1
Vietnam	2
Zimbabwe	1
ZZ unidentified country of origin	10
total	689

B. Meetings

a. The meetings organized by the Commission on Geographical Education in 2012-2013 with information on their locations, dates, and numbers of participants.

The Commission on Geographical Education engages with its constituency through four forms of meetings

- 1) Special sessions arranged with local organisers as part of IGU Congresses and Regional meetings;
- 2) Symposia arranged by local organisers from within the Commission specific to the Commission;
- 3) Face to face meetings of the Steering Group(+10) to which all interested parties are invited to attend conducted at an appropriate time during or immediately before or after IGU Congresses or Conferences and Commission Symposia; and
- 4) Virtual meetings conducted primarily for the Steering Group and Advisory Panel using various forms of internet collaborative software.

Congresses, Regional meetings and Symposia Meetings conducted during 2012 – 2013 were as follows:

August 22nd-25th, 2012 Freiburg	Symposium of the Commission, Freiburg University of Education. Number of attendees: 160
August 26th-30th, 2012 Cologne	International Geographical Union (IGU-IGC) University of Cologne, Germany. Number of attendees associated with the CGE 200
August 4th-9th, 2013 Kyoto	International Geographical Union (IGU-IGC) Regional Conference: Kyoto International Conference Centre, Kyoto, Japan. Number of attendees associated with the CGE strands was approximately 75 and about 40 papers were presented.. Theme: ‘Traditional Wisdom and Modern Knowledge for the Earth’s Future’.
August 9th-11th, 2013 Kyoto	Field trips to local schools and educational facilities near Kyoto. This was a small meeting where a small group of overseas delegates to the Kyoto meeting were able to interact with local teachers of geography local teacher educators to exchange ideas on the teaching of geography and geography curriculum from their various countries. Attendees: 14

Reports on major meetings

Pre-Congress IGU-CGE Symposium in Freiburg, Germany 2012

In 2012, the major face to face activity of the Commission was the international Pre-Congress Symposium in Freiburg, Germany (August 22nd-25th, 2012) which was hosted by the Pädagogische Hochschule Freiburg and directed by the Organising committee of Prof. Dr. Hartwig Haubrich; Prof. Dr. Sibylle Reinfried; Prof. Dr. Yvonne Schleicher; and Prof. Dr. Gregor C. Falk (Chair), assisted by Mr Michael Muller. The title of the Symposium was Experience-based Geography Learning and while papers were invited on all aspects of experience-based geography learning, around 60 presentations plus numerous posters paid particular attention to:

- **Curriculum and experience-based teaching and learning of geography** (e.g. educational standards, development of competences, methods and media that foster experience-based teaching and learning, etc.)
- **Educational research concerning experience-based teaching and the learning of geography** including research concerning the efficacy of constructivist approaches to teaching and learning; conceptual change research; and cognitive development.
- **Professional Development and in-service-teacher education;** and
- **Professional Best Practice** including maps in action, project-oriented learning, experience-based education for sustainable development, global learning, and bilingual education in geography.

Reciprocal benefits to both international academic geographer attendees and geography students from the Pädagogische Hochschule Freiburg (Freiburg University of Education) were achieved when the students conducted a series of field excursions around “Freiburg Green City” and “Medieval Freiburg”. The UE students prepared geographical activities for the participants enhancing geographical understandings of Freiburg and in turn received pedagogical feedback from their international geographer “students”. In addition, field expeditions at the end of each day including “In the Vineyards of the Kaiserstuhl” conducted by Prof. Dr. H. Nolzen and “Exploring the Black Forest” conducted by Prof. Dr. H. Haubrich. Finally, transfer to the main IGU Congress in Cologne was accomplished through a one day geographic transect down the Rhine Valley including traversing the Rhine Gorge by river.

b. A brief summary of the topics addressed at each meeting and the findings or conclusions resulting from the discussions.

IGU Congress, Cologne, Germany 2013 : Approximately 70 papers were presented in 16 sessions. Sessions focussed on:

- The development of spatial thinking
- Best practice in geographical education
- Best practice in Geography teacher education
- The state of the art of geographical education
- The state of geography in Europe
- Education for Sustainable Development and Global learning
- Standards, Concepts and Experience
- Innovative learning – new and old media
- Preconceptions in geography and geographical education
- Geography in higher education.

These sessions presented the Commission with an opportunity to meet a number of delegates who had not previously been included in the network of geographical educators. Of particular importance at this meeting was the identification of a number of European-based associations of geography educators including EUGEO and EUROGEO with whom the Commission have subsequently met.

IGU Regional Conference, Kyoto, Japan 2013

We look back at a very good Kyoto Conference in August 2013. This conference was well organised with participation by more geographers (in education) than we had expected. We are grateful to our Japanese colleagues for all the work they have done to make the conference a success. All together there were more than 40 paper presentations on geography in education, most in the commission sessions, and some in general sessions. In addition, our commission participated in a joint session about academic teaching organised by IGU vice-president Joos Drooglever-Fortuijn who is the liaison in the IGU Executive Board for education. The papers presented in the commission session varied in content and ranged from examples of good practice to empirical research findings and discussions on geography’s

difficult position in the curriculum. In the well-attended commission business meeting at the end of the Kyoto conference, there was a plea for a better streaming of the type of sessions next time. Apart from the academic sessions, the conference in Kyoto offered many possibilities to enjoy the rich local culture. After the conference our very friendly Japanese colleagues (Koji Onishi, Yoshi Ida, Yamamoto Ryuta and Takashi Shimura) organised two very special field trips for our commission, and took us to schools in the Kyoto region in combination with visits to beautiful temples and good restaurants. Figure 1 (below) illustrates members of the Steering Group learning about geography classroom life in Kyoto 2013.



Figure 1: Members of the CGE Steering Group learning about geography classroom life in Kyoto 2013.

Immediate and long-term theoretical and practical implications of the outcomes of these three meetings (2012 – 2013)

Looking across the papers and discussions of the three meetings described above, there appear to be five fundamental areas of concern to the international geographical education community:

- 1) the promotion of geography as an essential part of the curriculum of every student;
- 2) the influence of more prescriptive curriculum, examination and teacher standards as countries engage in policy borrowing across international jurisdictions;
- 3) curriculum and pedagogical development to meet the changing needs of societies and the spread of new media;
- 4) psychological aspects of developing spatial thinking; and
- 5) Education for Sustainable Development.

While each of these five foci are important in themselves and have international ramifications, the ways in which each are explored and implemented in local jurisdictions and contexts gives rise to concerns which are rarely trivial. Perhaps the essence of the work of the commission at the present time may be defined as international perspectives locally implemented.

Meetings of the IGU Commission on Geographical Education Steering group (10+) conducted in 2012-2013.

Meeting and attendees	Agenda items
<p>Steering Group Virtual Meeting Friday 26th April 2013 Attendance: Fernando Alexandre (FA) Sarah Bednarz (SB) Clare Brooks (CB) Exec Sec (minutes) Ali Demirci (AD) John Lidstone (JL) Co-chair and Meeting chair Michael Solem (MS) Joe Stoltman (JS) Sirpa Tani (ST) Joop van der Schee (JvdS) Co-chair</p>	<ul style="list-style-type: none"> • Welcome and Agenda • Kyoto • Portugal-Krakow • Mapping Regional Contacts • The CGE Projects (listed below) • Questions and Actions
<p>Steering Group Virtual Meeting Friday 28th June 2013. For technical reasons whereby Collaborate can no longer be accessed by those using Mac computers, only four members of the Steering group were in attendance. Minutes were circulated to all members shortly thereafter. Attendance: Joop van der Schee (JvdS); Osvaldo Muniz (OM), Clare Brooks (CB), and Fernando Alexandre (FA)</p>	<ol style="list-style-type: none"> 1. Welcome and apologies 2. Action points from last meeting 3. Agenda items for our meeting in Kyoto 4. Future IGU-CGE events : Lisbon and Krakow 5. Proposal for a Declaration on Research in Geography Education (paper circulated, and comments received by 6. The IGU-CGE website (and forthcoming newsletter) 7. Progress against the 7 Programmes of Work
<p>Steering Group Face to face Meeting Friday 9th August 2013. Attendance: 20</p>	<p>Meeting held at the Convention centre Kyoto: Agenda</p> <ol style="list-style-type: none"> 1. Future IGU-CGE events : Lisbon and Krakow 2. Proposal for a Declaration on Research in Geography Education (paper circulated, and comments received by 3. The IGU-CGE website (and forthcoming newsletter) 4. Progress against the 7 Programmes of Work

Progress on Programmes of Work

The Steering Committee of the Commission has identified seven international projects for the period 2012-2016 and invites all members of the Commission on Geographical Education to participate in these projects. Details of each of the projects are below:

- 1) **Creating a Geography Education Doctoral and PhD collection** to enhance our knowledge about geographical and environmental education. The collation from around the world of the authors, titles, publishers and abstracts of successful doctoral theses and PhD studies in geographical and environmental education, (from all nations and in national languages) will be brought together in an on-line list on the IGUCGE website available for everyone. The abstracts should be in English and between 100 and 300 words. The coordinators of this work are Ivy Tan, Eje Kim and John Lidstone who are liaising with the British Sub committee of the IGU which is also working in this area.
- 2) **The preparation of a digital list of significant papers, books or chapters on geographical education** to help those who want to read about research and development in geography education. We are planning to publish this list on our website next summer. The coordinators of this work are Daniela Schmeinck, Sirpa Tani and Joop van der Schee who are collecting existing lists of publications.
- 3) **The drafting of an edited book on geography education practice and research.** This idea was proposed by Michael Solem and Simon Catling on “Rethinking Geography Education: International Perspectives on Scholarly Practices” for a series published by Springer. The coordinators of this work are Michel Solem, Clare Brooks and John Lidstone.
- 4) **The preparation of a review publication on geospatial practices and lessons learned.** The coordinators of this work are Ali Demirci, Osvaldo Muniz and Joop van der Schee. Last summer they organised a plan for a book with 18 chapters with the title “Geospatial technologies and geography education in a changing world”. Many colleagues have already agreed to help to write the book and the abstracts for all chapters have been prepared. The plan is to publish this book within a year.
- 5) **The setting up of geographical education ‘Virtual geography communities of practice’.** This proposal would encourage and enable geography educators in various parts of the world to engage and work together, communicating with each other and sharing materials such as curricula, individual lessons, learning objects and assessment items, virtually. This includes also promotion materials for geography as an essential part of education at all levels. The coordinators of this work are Daniela Schmeinck, Ali Demirci, Clare Brooks and Michael Solem.
- 6) **Support and connect early career researchers in geography education internationally.** A further proposal associated with (1) above relates to a scholarly analysis of the implementation of the scholarly process itself in the context of international doctoral work in geographical education. Such a study would intend to enhance both quality and quantity of international research in geographical education. The coordinators of this work are Fernando Alexandre, Sirpa Tani, John Lidstone.
- 7) **Support the International Geographical Union Commission on Geographical Education Olympiad** as an important way to promote geography, to stimulate understanding between young people and to help to improve the quality of school geography worldwide. **The meetings and other events we plan to hold in 2014 and later years, including locations, dates, and the topics to be addressed.**

The Commission will meet as a body with as many steering group members as can attend immediately prior to the formal Krakow conference in August 2014. At that time, we intend to review the seven major Commission projects listed below. The foci of the Krakow conference Education sessions will continue the discussions that have emerged in the current year, and will be as follows:

Session 1 : Changes, Challenges and Responsibility in the School Geography Curriculum

Many countries around the world have established a state-wide curriculum statement for school geography. Questions can be raised around what should be included in such a state-endorsed definition of school geography and what should be left out? What geography should young people be learning? And whose responsibility is it to decide? State endorsement can lead to status and prestige for a school subject; however, many teachers are unhappy with the geography curriculum they have been given. Papers are invited to explore the contents of the school geography curriculum, along with issue of how that curriculum is read, interpreted and enacted by geography teachers.

Session 2 : Changing practices in geography education: meeting the challenges of the future

The Rome Declaration on Geographical Education in Europe (2013) states: “Geographical education provides students with essential capabilities and competences needed to know and understand the world”. The challenge for geography educators is how to teach geography effectively in this day and age. Research in this area may look at geographical enquiry, innovative pedagogical approaches to teaching geography, or curriculum questions about the role of geography education in the teaching of sustainable development or geospatial technologies. Papers are invited to consider the future implications of these approaches and how they can develop the field of geography education to meet the demands of the future.

Session 3 : Research findings and challenges in Geography Education

The publication of the Road Map report on Geography Education Research (in the USA) raised many issues around the role and function of geography education research. The papers in this series provide an opportunity to discuss the key topics in geography education research: what has been learnt from research in this field, and what further research needs to be conducted? A key theme in this series of papers will be who undertakes research in the field, and whether there is space in such a small field for practitioner and large-scale research, and how different research approaches may complement each other.

Session 4 : IGU, EUGEO and EUROGEO, a challenging network of Geographers in Education

The Rome Declaration on Geographical Education in Europe agreed at the IV EUGEO Congress 2013, states that “the teaching of Geography in schools is fundamental for the future of Europe.” Papers in this session are invited to explore how the three organizations: IGU, EUGEO and EUROGEO, may work together to create a network of geographers in education to realize this goal.

C. Networking

a. Means by which your commission has collaborated with other IGU Commissions and Task Forces during 2012-2013.

1) In Kyoto 2013 the Commission participated in a joint session about academic teaching organised by IGU vice-president Joos Drooglever-Fortuijn who is the liaison in the IGU Executive Board for education. The Commission agreed to offer full support for a new IGU initiative focusing on academic teaching in geography and submitted a formal proposal for how such an initiative might be implemented.

b. Collaboration with other international, intergovernmental, and inter- and multi-disciplinary groups in 2012-2013.

i) As noted in our report on education aspects of the Cologne conference above, the Commission observes a proliferation of new professional bodies and publications focussed on geographical education in Europe. In order to avoid unnecessary duplication and division of effort, the Commission worked with IGU President Vladimir Kolossov to arrange a meeting in Rome in 2013 which resulted in the **Rome Declaration on Geographical Education** (September 2013). The Commission will facilitate a follow up meeting to develop a **Road Map for Geography Education in Europe** meeting in February 2014 in Utrecht, the Netherlands, where the Commission will continue discussions with EUGEO and EUROGEO.

ii) **WIKIGEO** is an initiative of the Commission on Geographical Education (CGE) of the International Geographical Union (IGU) organised by Henk Trimp and Joop van der Schee (VU University, Amsterdam, The Netherlands). Geographers in education from across the world are invited to share information on the geography education of 5-18 year olds in their country through an on-line questionnaire.

iii) Co-Chair of the CGE, Joop vd Schee attended the **Congress of the ICA** in Dresden on August 23, 2013 and presented a keynote address.

c. Cooperative efforts with ISSC (International Social Science Council) and with ICSU (the International Council for Science) programs.

The Commission on Geographical Education endorses and promotes the goals of the **Cultures and Civilizations for Human Development (CCHD) initiative** which are 1) to adopt approaches and undertake actions for valuing cultural identities and encouraging inter-cultural and inter-civilizational cooperation, with a view toward pursuing the Millennium goals concerned with social concerns, and helping the operation of UNESCO conventions pertaining to intangible cultural heritage, cultural identities and manifestations of cultural diversity; and 2) to propose to the United Nations the proclamation of an international year on inter-cultural and inter-civilizational collaboration for human development.

D. Publications

1) The Commission published newsletters by email and lodged them on the Commission website as follows:

August 2012	http://www.igu-cge.org/newsletters/IGU%20CGE%20Newsletter%20No11%20August%202012.pdf
December 2012	http://www.igu-cge.org/newsletters/IGU%20CGE%20Newsletter%20Dec%202012.pdf
March 2013	http://www.igu-cge.org/newsletters/IGU%20CGE%20Newsletter%20Mar%202013.pdf
July 2013	http://www.igu-cge.org/newsletters/IGU%20CGE%20Newsletter%20July%202013.pdf
November 2013	http://www.igu-cge.org/documents201311/IGU%20CGE%20Newsletter%20November%202013%20Final.pdf

2) The Commission continues to publish *International Research in Geographical and Environmental Education (IRGEE) through Taylor and Francis*. ISSN: 1038-2046

IRGEE is published four times a year and serves four major purposes:

1. to promote an expanded international interest in research in geographical and environmental education;
2. to provide a forum for the critique of research studies and the discussion of relevant research issues in geographical and environmental education;
3. to encourage the international dissemination of research in geographical and environmental education; and
4. to demonstrate the relevance of research studies to good professional practice in geographical and environmental education.

3) The edited volume of **selected papers from the 2012 Cologne meeting** is in the final stages of publication and will appear in early 2014 as:

Schmeinck, D., Lidstone, J. (Hrsg.) (2014): *Standards and Research in Geography Education – Current Trends and International Issues*. Berlin. Mensch und Buch. (The volume includes 11 papers and a meta-analysis of current issues and foci in geographical education.)

4) Muniz Solari, O. Demirci, A & Schee. J. van der (2014) *Geospatial Technologies and Geography Education in a Changing World*. Dordrecht. Springer (This publication will be facilitated by IGU Vice President Prof. Dr. Singh)

b. The current accurate URL of the commission’s web site.

The current web site of the Commission on Geographical Education may be found at: <http://www.igu-cge.org/>

E. Archival Contributions

All publications of the Commission, including all newsletters, monographs, and issues of *International Research in Geographical and Environmental Education* are sent to IGU Secretary General soon after publication.

Summary of the success of the Commission on Geographical Education in addressing the criteria for the IGU Commission Award for Excellence, 2012-2013

The Commission on Geographical Education is both committed to, and successful in addressing the following criteria in the following ways:

- 1. Encouraging and facilitating the involvement of young researchers, female researchers and researchers from low income countries in Commission activities**
 - In the current term the Commission has worked hard to seek out and encourage young researchers in geographical education by inviting them to membership of the Commission, instituting a network of Regional Contacts to identify and encourage young researchers and practitioners in their regions, inviting young researchers (especially young women) to participate as important members in the various Commission projects and to contribute to Commission publications. The list of members above mentions specifically the success of the Commission in facilitating the involvement of young researchers from a number of low income countries.
 - We draw attention to our ongoing and consistent efforts to ensure gender equity within the Commission, with five members of the current Steering Group including the Secretary being female.
- 2. Organising or co-organising scientific meetings or workshops of high academic quality;**
 - The Symposia of the Commission have long been regarded as the most significant international fora for the academic discussion and analysis of geographical education. The 2012 Symposium in Freiburg was a good example of this tradition, and the Commission is already preparing for future such Symposia in London in 2015, Singapore in 2016 and Lisbon in 2017.
- 3. Publishing peer-reviewed publications in the form of books/monographs/peer reviewed articles;**
 - The Commission celebrated the 21st year of continuous publication of its signature double blind peer reviewed journal: *International Research in Geographical and Environmental Education* (Taylor and Francis) in 2012. The website of the Commission lists the Newsletters that are an on-going feature of the Commission while the tradition of publishing books and monographs is also maintained in the current period as noted above.
- 4. Raising funds (independent of IGU) to facilitate activities;**
 - The Commission receives some royalties from previously published books and monographs. However, many Commission projects are funded by individual members from their own initiatives in their own countries.
- 5. Participating consistently in major IGU events (Regional Conferences and Congresses) through organisation of special sessions/panels/workshops etc.**
 - The Commission always participates in major IGU events as noted in this annual report as well as arranging its own Symposia such as the Freiburg symposium described above. Not only is the Commission on geographical

education the largest Commission in terms of its overall membership list, but our sessions at major Congresses and Conferences attract large numbers of papers and attendees and our Commission Symposia are always well attended by both presenters and attendees. Many of those who attend the major congress and conference sessions go on to attend symposia and contribute to IRGEE as authors and reviewers.

6. Collaborating with other IGU Commissions or other scientific bodies;

- The Commission founded and continues to support the IGU.CGE Olympiad which continues to grow in size and significance annually. The Commission has a long tradition of collaborating with ICSU (see previous activities, conferences and publications during the IDNDR), and is currently networking with other areas of the IGU as noted above.

7. Nominating Commission members for positions of authority on major international science organisations (e.g. ISSC, ICSU and associated committees;

- Perhaps due to its focus on Geographical Education and the relatively low status of geography in many of the Educational jurisdictions of the world, the Commission has not hitherto focussed on nominating commission members for major international scientific organisations. However, as noted in this Annual report (above) the Commission is committed to enhancing the status of geography at school level and will actively pursue possibilities for such nominations eg. through UNESCO.

8. Developing other initiatives appropriate to the themes of the Commission

- The Steering Group of the Commission focusses on both responding to the concerns and needs of the international Geographical Education community and offering leadership to that community in emerging educational priorities. The papers and discussions at the three 2012-13 meetings described above, as well as those of prior years, reveal five fundamental areas of concern to the international geographical education community:
 - i. The promotion of geography as an essential part of the curriculum of every student;
 - ii. The influence of more prescriptive curriculum, examination and teacher standards as countries engage in policy borrowing across international jurisdictions;
 - iii. Curriculum and pedagogical development to meet the changing needs of societies and the spread of new media;
 - iv. Psychological aspects of developing spatial thinking; and
 - v. Education for Sustainable Development.

In response to these priorities identified by the international community, the current Steering group is offering leadership through the following 7 projects which will run across the period 2012 – 2016. The Commission has established 7 specific initiatives for the period 2012-2016.

- i. Creating a Geography Education Doctoral and PhD collection to enhance our knowledge about geographical and environmental education.

- ii. The preparation of a digital list of significant papers, books or chapters on geographical education to help those who want to read about research and development in geography education.
- iii. The drafting of an edited book on geography education practice and research. on “Rethinking Geography Education: International Perspectives on Scholarly Practices” for a series published by Springer.
- iv. The preparation of a review publication on geospatial practices and lessons learned. The plan is to publish this book within a year.
- v. The setting up of geographical education ‘Virtual geography communities of practice’.
- vi. Support and connect early career researchers in geography education internationally.
- vii. Support the International Geographical Union Commission on Geographical Education Olympiad

The Annual Report (please see above) provides details of these extensive and significant initiatives of the current Commission in pursuit of enhancing both the status of geographical education internationally and the Agendas of the current executive committee of the IGU.

The success of both previous and current Commissions on Geographical Education in identifying and addressing the concerns of the international geographical education community is well illustrated by the following photograph of the Gold Prize winners of the 2012 Cologne Olympiad.



Figure 2: Gold Prize winners of the 2012 Cologne Olympiad

Joop v.d. Schee

John Lidstone

Clare Brooks

Co-Chairs and Secretary of the Commission on Geographical Education

2012 - 2016