

European Education in Geodetic Engineering, Cartography and Surveying – Thematic Network for Higher Education

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Overview

- The Bologna Process
- The Project EEGECS
- Working Groups
- WG4 - Enterprises Private/Public Sector
- Questionnaire
- Results & Analysis (Part 1)
- First Conclusions
- LINK

The Bologna Process

- 1998: Sorbonne Declaration
- 1999: Bologna Declaration
- 2001: Prague Communiqué
- 2003: Berlin Communiqué
- May 2005: Bergen/ Norway

Sorbonne Declaration (1998)

General principles:

- Key role of universities in developing European cultural dimensions
- Context of mobility & employability of European citizens

Bologna Declaration (1999)

Main topics for a European Area of Higher Education:

1. Easy readable and comparable degrees
2. A system based on two main cycles
3. A system of credits
4. Mobility
5. European co-operation in quality assurance
6. European dimensions in higher education

signed by the ministers responsible for higher education of 29 European countries
(constant support, supervision and adoption to current needs)

Prague Communiqué (2001)

Additional points:

7. Lifelong learning is an essential element
8. Involvement of higher education institutions and students
9. Promotion of the attractiveness of the European Higher Education Area

three new members welcomed to join the process

Berlin Communiqué (2003)

Additional actions:

Two pillars of the knowledge based society:

- ♦ European Education Area and
- ♦ European Research Area

Stocktaking: reports about

- ♦ Quality assurance
- ♦ two -cycle system and
- ♦ recognition of degrees and periods of studies

expanding to 40 European countries

The Project EEGECS

EEGECS = European Education in Geodetic Engineering, Cartography and Surveying

- started in 2002
- to establish a thematic network
- to enable graduates in GECS to work all over Europe
- under the recommendations of the Bologna and Prague Declarations
- to facilitate trans-national access to educational resources in Europe
- **actually 114 partners from 27 European countries**

Working Groups 1-3

- **WG1 Undergraduate Education** enhance the dialog, promote the adoption of ECTS, elaborate a core curriculum
- **WG2 Research** create a European Research Area, promote to include the results into the undergraduate education
- **WG3 Continuous Education** promote the use of innovating teaching methods, create international master programmes

Working Groups 4-6

- **WG4 Enterprises Private/Public sector** analyse the needs, create a network of host enterprises for students practical training
- **WG5 Mobility, Languages, Culture** promote mobility of undergraduate students, scientific studies and language learning
- **WG6 Quality Assurance** increase the quality of teaching and move towards a common accreditation system

Working Group 4 "Enterprises"

The topics are:

1. Surveying of skills of GECS graduates demanded by the public and private enterprises.
2. Analysis of branches of industry in which GECS graduates are needed.
3. Promotion of graduates' mobility, of technology transfer, and of research co-operation.
4. Implementation of a network of enterprises disposed to employ GECS students for practical training.
5. Enhancement of co-operation between universities and the private/public sector.

WG 4 - Questionnaire Target Groups

- Private companies offering chartered engineers services
- Public institutions, working in the GECS sector
 - ♦ federal
 - ♦ central
 - ♦ regional or
 - ♦ municipal

**WG 4 - Questionnaire
Main Topics**

- Company/Institution – General Information (number of employees, main activities)
- Skills of academic GECS staff
- Co-operation with universities for advancing the professional practical training
- Mobility of graduates across Europe
- Continuous Lifelong Learning (CLL)

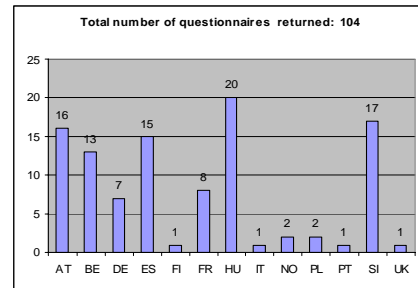


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1.3

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**WG 4 - Questionnaire
Response**



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**WG 4 - Questionnaire
Remarks (1)**

- Highest response of all Working Groups due to a great personal engagement of all active working group members
- Most of the answers after personal or telephonic contact e-mail is to less
- High response from "new" EU-countries almost 40%, especially Hungary, Slovenia



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**WG 4 - Questionnaire
Remarks (2)**

- Focus on private sector
74% of answers by private companies
- Difficult classification between graduates and non graduates
definition of exams often very different from country to country

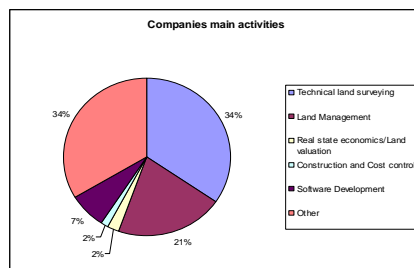


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**WG 4 - Questionnaire
Main Fields of
Company Activities**



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**WG 4 - Questionnaire
Continuous Lifelong
Learning - CLL (1)**

- In only 1/3 of the companies/institutions CLL is part of the working contract
- 2/3 of the companies answered, that they offer training for their staff, but 98% agreed, that it is necessary
- Face-to-face learning is still much more popular as e-learning

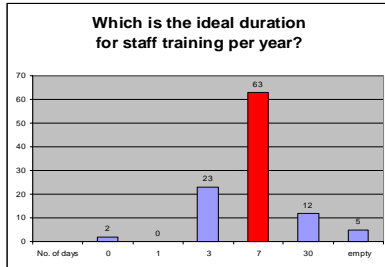


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**WG 4 - Questionnaire
Continuous Lifelong
Learning - CLL (2)**



**WG 4 - Questionnaire
Continuous Lifelong
Learning - CLL (3)**

- Most of the interviewed institutions are willing to contribute in working time and/or course costs for training
- The majority prefer, that training activities are finalised with a certificate
- About 1/3 would need help in the selection of training courses

**What's going on
next?**

More analysis about

- skills of academic GECS staff
- co-operations with universities
- mobility of graduates across Europe

First conclusions

There is

- great acceptance of CLL
- willingness to contribute in time or/and costs for training
- awareness for the quality of training (certificates!)
- need for consultancy in education & training
- big need for a thematic network

LINK

for further information:

www.top.upv.es/eegecs