



## **Modernizing geodesy education in Western Balkan with focus on competences and learning outcomes - GEOWEB**

### **Activity 5.1**

#### **Geodesy stakeholders survey report**

Belgrade, July 4<sup>th</sup> 2017.

Under the WP5, University of Belgrade with other partners and the project coordinator developed an Internet based survey questionnaire. The objective was to collect information from geodesy stakeholders operating in Western Balkan countries. The information should provide better insight into activities of geodesy stakeholders and their needs regarding surveying and geodesy professionals' skills and knowledge. Draft version of the questionnaire was provided to all project participants for the review and comments. Comments were analysed and implemented accordingly. The final version of the questionnaire is provided to all stakeholders at the UB website <http://osgl.grf.bg.ac.rs/survey/accounts/login/>. Project members were asked to invite as many as possible geodesy stakeholders from their countries to take part in the survey. The idea behind internet based questionnaire was to have a live database containing the results of the survey. Each stakeholder is invited to update his questionnaire as needed. Also, it is expected that more and more geodesy stakeholders will participate in the survey in the future, since other events are planned within the project. Therefore, it is realistic to expect significant increase in number of stakeholders participating in the survey. In the meantime, the results of the questionnaire available on July, 4<sup>th</sup> are analysed and described, as follow.

#### **Questionnaire**

The questionnaire is designed to be as simple as possible, requiring minimal effort to provide requested information. Basic information on geodesy stakeholders have to be filled in using provided web form such as the following: name, address data, information on contact person, the type of organization, number of geodetic/GIS employees and main activities of organization. Whenever possible, representative of the stakeholder is offered to select predefined answers. The option for describing main activities of the stakeholder is provided as well. The second part of the questionnaire was designed to provide desired information on geodesy stakeholders' needs regarding surveying and geodesy professionals' skills and knowledge. The stakeholder is offered to select the type of specialists that are most needed in his organisation and also to specify if retraining of his existing staff is required in some field of geodesy. Also, stakeholder is asked about the possibility to receive geodesy students for visits, practice and/or employment. Finally, the stakeholder is offered an opportunity to give his comments on geodesy education. Section of the questionnaire containing the most significant questions is given in the following picture.

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[osgl.grf.bg.ac.rs/survey/stakeholders](https://osgl.grf.bg.ac.rs/survey/stakeholders)

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Figure 1. Section of the questionnaire for the geodesy stakeholders survey

## The Results

At the time of writing this report the number of stakeholders that participated in the survey was 40. Distribution of stakeholders per countries is the following: 10 stakeholders from Albania, 18 from Bosnia and Herzegovina and 12 from Serbia. Having in mind that, according to official site of the Republic Geodetic Authority of Serbia (<http://www.rgz.gov.rs/reg-go-public/GeoOrgPublic.aspx>), there are more than 500 geodetic organisations having some kind of licence for practising geodesy/surveying just in Serbia, it is clear that the number of survey participants is rather low. Therefore, it would be irresponsible to state that the results of the survey is strong statistically significant. Nevertheless, there are some interesting indications regarding stakeholders' needs and their opinions on geodetic education, so these will be given here briefly.

The summary results of the geodesy stakeholders survey are given on Figure 2. The stakeholders are sorted according the country they are located in. It can be noticed that all three types of organizations are present: private enterprises, local/central government agencies and other public bodies. However, as expected, the largest number of participants is private enterprises.

It can be easily concluded from the Figure 2. that stakeholders are mostly engaged in standard geodetic activities such as: cadastral/topographic surveying, engineering surveying, geodesy (geodetic networks and reference systems) and GIS development and geospatial data management. Organisations dealing with photogrammetry and remote sensing as well as those providing geodetic software and equipment supply and maintenance services are, as expected, in minority.

Regarding the type of specialists that are most needed by the stakeholders, it is quite indicative that GIS and geospatial data management specialisation is the most needed one. About 75% of stakeholders stated that they need this type of specialisation. This is quite understandable, having in mind that geospatial data management and processing is compulsory activity within almost every geodetic project. Also, standard geodetic specialisations such as: geodesy (geodetic networks and reference systems), engineering surveying and knowledge and skills from global navigation satellite system (GNSS) are also highly required. Laser scanning, as a new technology, requiring still very expensive equipment is, again, as expected, not so required. The needs for other types of specialisations are in the range of 33-43%.

Most of the stakeholders are ready to accept geodesy students for visits and practice, and some of stakeholders are also open for new employees.

It is quite interesting to analyse the information provided by stakeholders regarding their needs in staff retraining. Almost all stakeholders from Albany stated that they need staff retraining in almost all offered fields in geodesy. Needs of stakeholders from Bosnia and Herzegovina in this respect were quite limited, whereas stakeholders from Serbia showed no interested at all for staff retraining. Due to rather limited sample, this may not be the real situation regarding this matter. However, the results are quite interesting and they certainly deserve further attention.

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Figure 2. Summary results of the geodesy stakeholders survey

Having in mind rather limited input provided by stakeholders, instead of giving a summary of comments provided by stakeholders, a complete list of relevant comments will be given here.

Country	Comment
ALB	Mostly students need more practice and consolidation of the theoretical concepts in real works
ALB	More efforts should be made on Economic Background, Industry standards and Ethic Code
ALB	In our opinion, the education in geodesy should go in its modernizing towards the good and solid education in modern technologies, modern geodesy theory. Geo-information (GIS-WebGIS), land management and legislation as well as the new methods and technologies in engineering geodesy.
ALB	Particular needs in -depth knowledge of Geodesy concepts, creation and management of geo-information processing in GIS platform. ASIG is an institution responsible for the implementation of the INSPIRE Directive in Albania. ASIG for next year, will receive more responsibility for the production of various maps (as NMCA) for the Republic of Albania. For this purpose, it will be more need for training short and long term for its specialties. (Like In GIS, Remote Sensing, photogrammetry ...)
ALB	Our Organization is always looking for qualified employees, in every department not only survey unit. When something new in technology is required for the progress of the work, company cares that the employee to be well trained. <ul style="list-style-type: none"> <li>1. Permanent change of teaching mentality. Combined theory and practice in a more efficient way.</li> <li>2. Bringing new methods in teaching, as well as combination and attracting engineers with experience in teaching.</li> <li>3. A fully equipped laboratory is a must.</li> </ul>
BiH	More cooperation with faculty of geodesy and support in seminars modern technology in geodesy.
BiH	Technology is constantly growing and improving, and we should follow that. Geodesy students need to be closely familiar with new methods and, and most of all, programming.
BiH	We usually provide training for the new technology in Geoinformatics-geomatics.
BiH	The main problem, in my opinion, with geodesy education is that focus of education is theory and not application. Of course, this is maybe not intentional but the reason could be expensive software and hardware (geodetic instruments) which is needed for quality education of geodesy/GIS students.
SER	Students have great deal of theoretical knowledge but they lack transversal skills and what is more important work-based skills.
SER	Geodetic engineers should have better skills and knowledge in geoinformatics, especially in terms of solving various problems by programming, i.e. using scripting languages in GIS software or standard programming languages and software development tools, such as Visual Basic, C# and Visual Studio.
SER	There is no any communications and consultations between private companies and educational institutions of Geodesy in Serbia. Except sporadic individual cooperation and economic benefits.
SER	The program is not adapted for the market, and up to date technology. It doesn't follow trends in geodesy.

Local coordinator  
Branko Bozic, PhD