



## GOSTEAM Hands-on Activity Template (*Classroom-Formal*)

Title:

Exploring the Eurostat – Statistical Atlas

Economy and Business

In this practical exercise, the students are taught how to navigate and use the Eurostat statistical atlas in exploring statistical patterns of different variables related to Economy and Business.

Keywords: Geo-spatial statistics, eurostat, statistical maps (choropleth maps).

### Information about the Implementation

Age and language of the students:                      9-12                      12-15                      15-18                      18+

Language:              English                      Age:              ☐                      ☒                      ☒                      ☒

Number of Lessons – Duration (per lesson):

Number of Lessons:                       Duration per Lesson:

### Subjects

For which subject(s) the activity is usable, is it an interdisciplinary activity?

Science ☒

Physics ☐ Chemistry ☐ Biology ☐ Geosciences ☒ Environmental ☒ Other ☒

Technology ☐

Engineering ☐

Arts ☐

Mathematics ☒

## Information about the Scenario

Curriculum and country:

Link of the current activity to the curriculum:

Country:

Class:

Grade:

Topic:

Objectives (Max 100 words):

Description of the learning objectives

The objective is to get understanding how to interpret maps, and to discuss differences regarding spatial patterns of a variety of statistical variables related to Economy and Business in Europe. Additionally the students will explore and discuss how the variables look like in and around their own living environment. The scenario is recommended for group work to explore differences in the statistical variables between different countries and regions. The output of this scenario can be reports or presentations including choropleth maps including all relevant cartographic items.

Materials (Max 100 words):

Which resources and materials (software, hardware) are needed?

- 

Spatial concepts, skills and abilities:

Which spatial concepts and skills are covered by the activity?

Spatial concepts:

Primitives: Identity/Name ☒ Location ☒ Space/Time ☒

Simple: Distance ☐ Direction ☐ Connectivity ☐ Movement ☐  
Boundary ☒ Shape/Area ☒ Adjacency ☐

Difficult: Overlay ☐ Buffer ☐ Topology ☐ Coordinate ☐  
Map ☒ Scale ☒ Shortest Path ☐ Navigation ☐

	Surface <input type="checkbox"/>	Slope/Gradient <input type="checkbox"/>	Aspect <input type="checkbox"/>	Contour <input type="checkbox"/>
<b>Complex:</b>	Interpolation <input type="checkbox"/>	Map Projection <input type="checkbox"/>	Spatial Dependency <input type="checkbox"/>	
<b>Other:</b>	<input type="text"/>			

#### Spatial skills:

- ☒ Map literacy
- ☒ Navigation/orientation
- ☐ Estimating distances and directions
- ☐ Recognizing and understanding patterns/Understand and identify models of spatial organization
- ☐ Select an ideal location based on the given spatial features
- ☒ Visualization
- ☒ Understand and identify spatial correlations/ dependencies
- ☐ Categorize spatial entities/ geographic features and identify hierarchies
- ☒ Compare spatial entities and draw analogies among them
- ☐ Identify/determine connections/relations
- ☐ Understanding scale in space and time
- ☒ Delineation of spatial regions/ zones based on given features/ properties

#### Short Description

**Map literacy:** The students get familiar how to read and interpret map data showing different statistics. Learning from, and communicating acquired spatial knowledge from maps, comprehension of geographic features represented as points, lines, or polygons.

**Navigation/orientation:** How does the statistical variables vary between countries and regions? Where is their own region located in the map?

**Visualization:** The students will learn how cartographic variables are used to visualize spatial entities represented by statistical data.

**Understand and identify spatial correlations/ dependencies:** The students will explore differences in a variety of statistical data, discuss, and draw conclusions about why they differ between countries/regions and how it looks in their own home region.

**Compare spatial entities and draw analogies among them:** The students will explore differences in a variety of statistical data, discuss, and draw conclusions about why they differ between countries/regions and how it looks in their own home region.

**Delineation of spatial regions/ zones based on given features/ properties:** The students will understand spatial administrative regions (NUTS) and how they build up a country, and how statistics can be linked to an administrative region.

#### Geospatial concepts and spatial abilities documentation (see Section 3.2):

[http://www.gosteam.eu/wp-content/uploads/2021/05/GOSTEAM\\_IO1\\_A1\\_final.pdf](http://www.gosteam.eu/wp-content/uploads/2021/05/GOSTEAM_IO1_A1_final.pdf)

## Description of the activity in detail

### Classroom activities

#### **Lesson 1 (45 minutes):**

The scenario is shared among the class pupils and they follow the instructions provided. The first part introduces the Statistical Atlas as a concept and how to navigate in it. This should keep the students busy for the first lesson.

#### **Lesson 2 (45 min)**

The second lesson is used for part 2 of the scenario where the pupils explore spatial patterns for a variety of statistics related to Economy and Business for the European countries. The instructions ask the pupils to reflect on how each variable looks like in their own home region, and also try to discuss why the statistical variable differ between countries and regions. In the end, the pupils are encouraged to explore and discuss in more detail the spatial pattern, the value of the variable and the reason for the differences.

#### **Lesson 3. (45 min) (Optional depending on school topic and grade)**

Depending on the grade of the class, lesson 2 can be extended for a more extensive research of the statistical variables of the scenario theme. The output here can be a report or a presentation of how it looks in Europe and possible reasons for it.

### Online activities

The scenario can also be done as on-line activity if Internet access is available.

### Sustainable contact:

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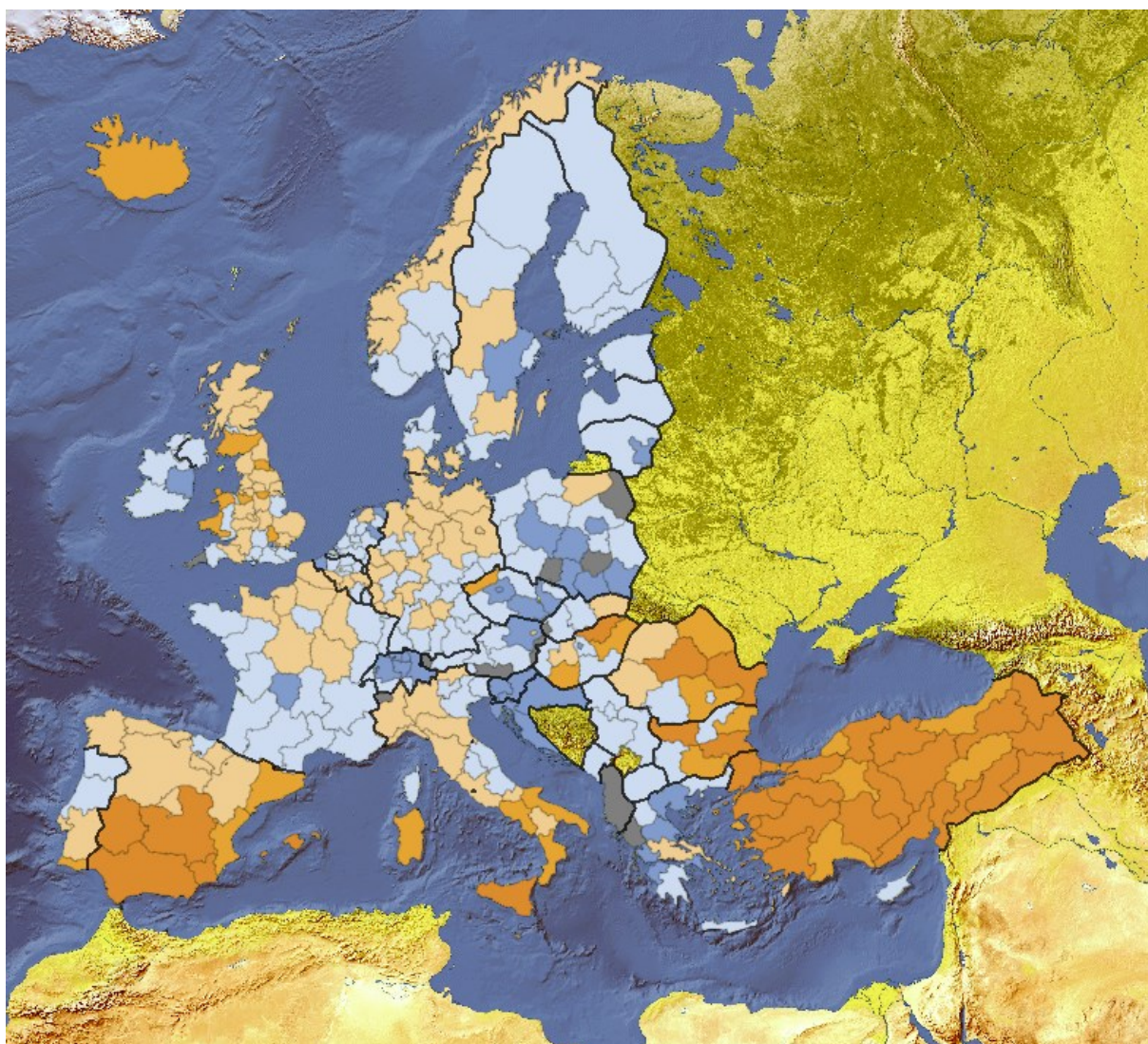
[micael.runnstrom@gis.lu.se](mailto:micael.runnstrom@gis.lu.se)

# Exploring eurostat – Statistical Atlas

## Economy and Business



Statistical Atlas  
Eurostat regional yearbook 2020



All figures in this exercise have been copied from the Eurostat homepage:  
<https://ec.europa.eu/eurostat/statistical-atlas/gis/viewer/>

The Statistical Atlas is a Web Map Service (WMS) application that provides linked statistics in a map form and provides the possibility to study how a chosen statistical variable e.g. population, varies in a country and between countries.

Geostatistics mean that the collected statistics e.g. population, have a geographical location. This makes it possible show geostatistics as maps and not only by graphs and tables. Regional and national differences, and spatial pattern of a variable can be explored, both visibly but also quantitatively, by reading the value of the spatial variable.

Collected geostatistics, e.g. population is aggregated to a certain administrative region and are linked to the corresponding regions in a digital map through a Geographic Information System (GIS). Statistics can also have different location in time, providing a time series of the same data, where change of the variable can be assessed.

Eurostat gathers statistics for the member states, but some are also available for Candidate countries, Potential candidates, and EFTA countries.

In the Statistical Atlas, data are available for different themes; People and society, Economy and business, Environment and natural resources. They are dealt with in three different exercises depending on what topic you are studying in school.

**This exercise focusses on exploring statistics regarding Economy and Business.**

## **Objective**

In this exercise you will explore geostatistics collected about the Member states of the European Union and get skills and understanding of how to display and interpret geostatistics in the Statistical Atlas.

## **Learning outcome:**

To be able to handle the Eurostat Statistical Atlas to service, and to produce a map of a chosen statistical variable for use in a report or for group discussions regarding spatial patterns and regional differences of different statistical variables.

You will interpret and analyse spatial patterns of different geostatistics. You will discuss and elaborate what the pattern says and how chosen statistics varies between states but also around your home region. You can compare and discuss with a peer and teacher, national, regional and local patterns of the statistics. You will also learn how to export a map of your chosen statistics, that can be used for discussion and reporting in school assignments.

## What is a map?

Look at the cover map (above). What do think this map is showing? The map is centred in the middle of Europe but also parts of Africa and Asia are visible. In the Atlas you can move around to other countries or continents. However, the statistics are only provided for EU member states and close bilateral connected states.

The map has no title that describes what the map is showing so it is difficult to really know what the map is showing. We can see that the statistical variable is available at sub-state level in the map (smaller administrative regions within a state e.g. maybe municipality).

It is also obvious that the statistical value varies between states and also within a state. The figure is not a real map as it doesn't have a title, nor a legend informing the reader about the map data and the scale of the map. The legend should explain what the data is, when it was gathered, in what unit the data variable has (e.g. %, absolute numbers, area (km<sup>2</sup>)). Additionally, an explanation needs to be provided what the relationship is between colours or symbols and the data value. A colour ramp is often used as a cartographic tool to stretch data from bright colours for low values of the statistics, to dark colours for high values, in order to address our built-in perception of how to interpret spatial patterns in the map.

Start exploring the Statistical Atlas by pressing the link below:

<https://ec.europa.eu/eurostat/statistical-atlas/gis/viewer/>

A map should now be shown covering the entire world but only with data mapped over Europe. (Your start map view may look different!)

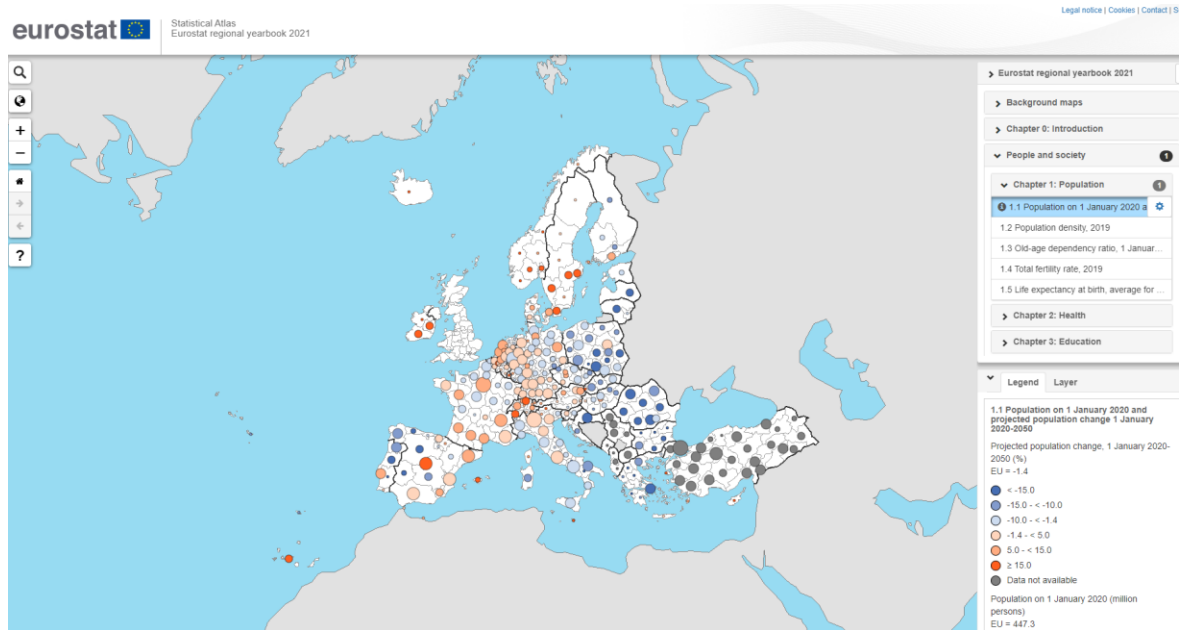


Figure 1. Eurostat Statistical Atlas

What you see in the map (figure 1) are different circles with different size. The circles are related to population 1<sup>st</sup> of January 2020 (should be updated every year). The bigger the circle is the more people are registered at that location. If we zoom into the map (scrolling or using the + icon on the left) it is easier to compare the size of different circles and additionally see that each circle represents accumulated population value for a specific region (NUTS 2 level), (one point for each polygon area).

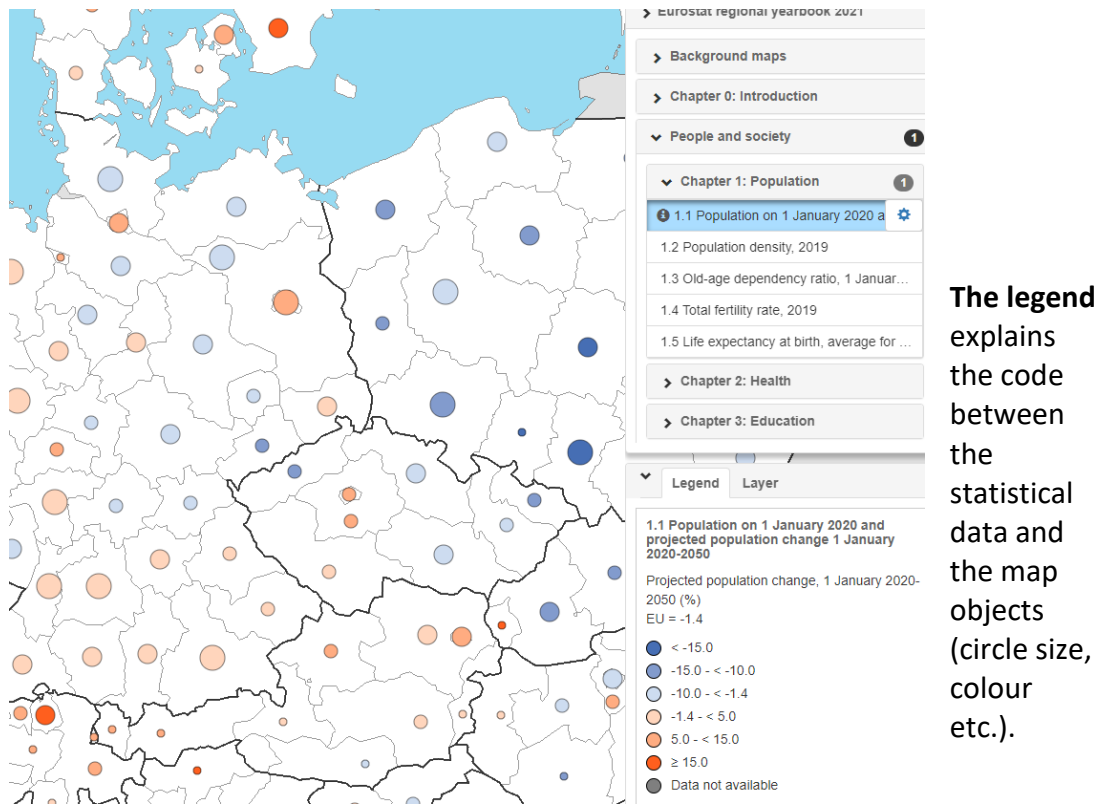
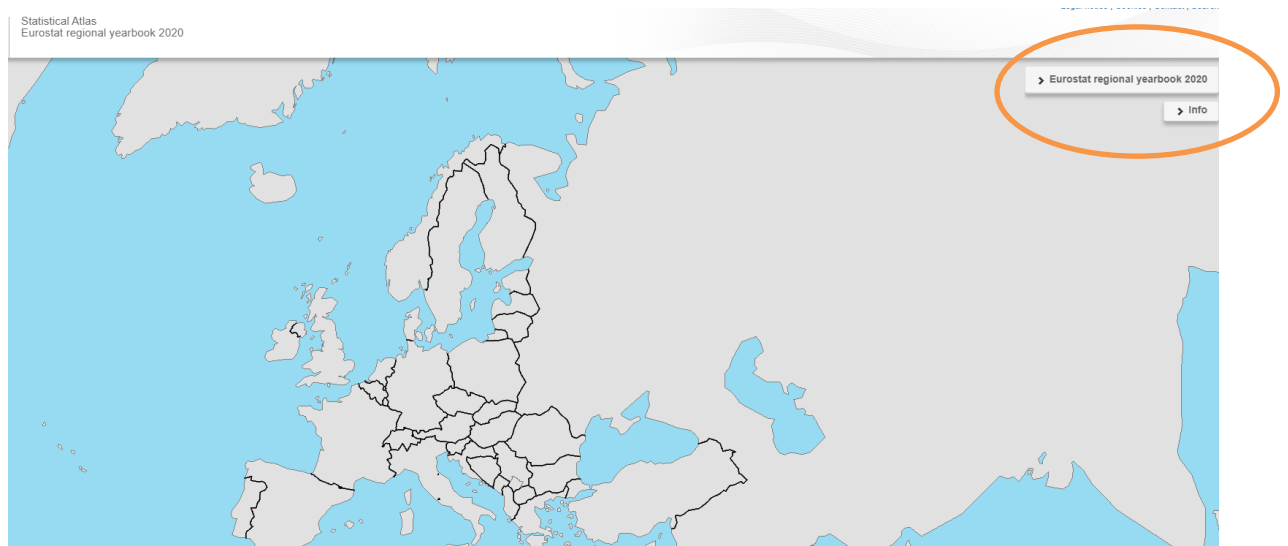


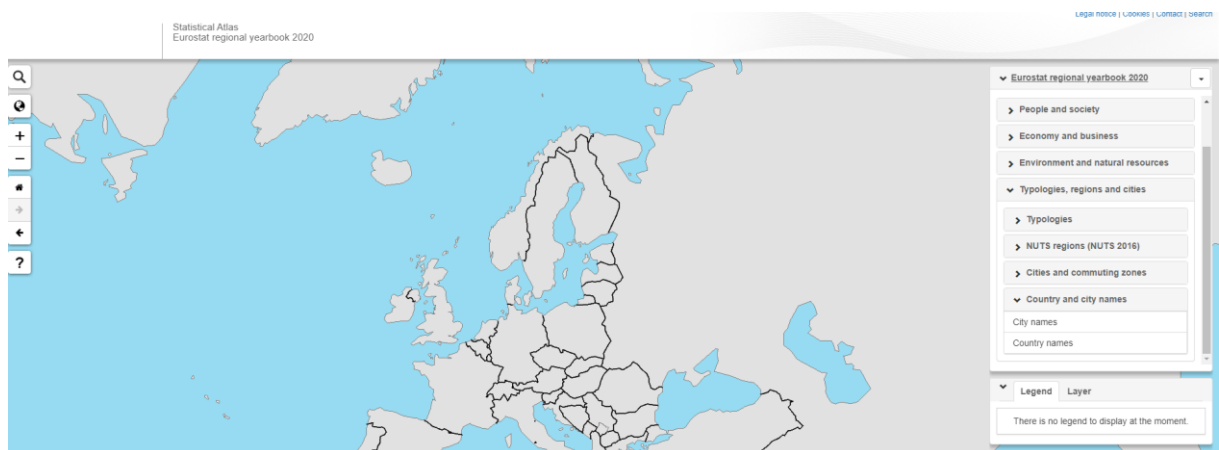
Figure 2. Zoomed into NUTS 2 level.

You will now explore what data you can display and visualize in the Eurostat Atlas and how you can download a professional map of your choice of statistical variable, with all necessary cartographic principles (title, scalebar, legend, etc.) attended to.

Activate the Web map service window and clear the view. We start with a view like this:

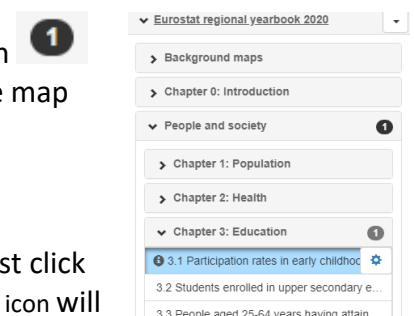


If you click on the small ribbon to the right (encircled in figure above) a menu is shown where you can decide what statistical data you want the map to show.



When data is loaded in the map the menu shows a number icon **1** so you know from where and what data has been loaded to the map view.

If you want to disconnect a statistical variable from the map, just click on the blue ribbon, and it will not be visible in the map and the icon will disappear.



Click on the *Eurostat regional yearbook 2021* to open the menu of available features and statistics.

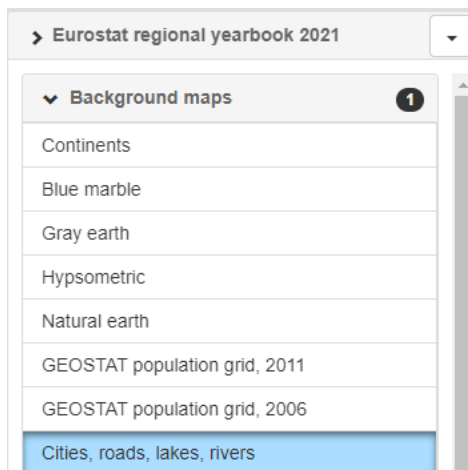


As you can see there are **Background maps** that you can activate e.g. showing the Earth as a Blue Marble or a hypsometric map showing relief in the landscape and the oceans.

The statistical data is grouped into different categories. Statistics about population, health, education etc. can be found in the *People and society room*. Statistics about *Economy and business* and *Environment and natural resources* are also available in the Statistical Atlas.

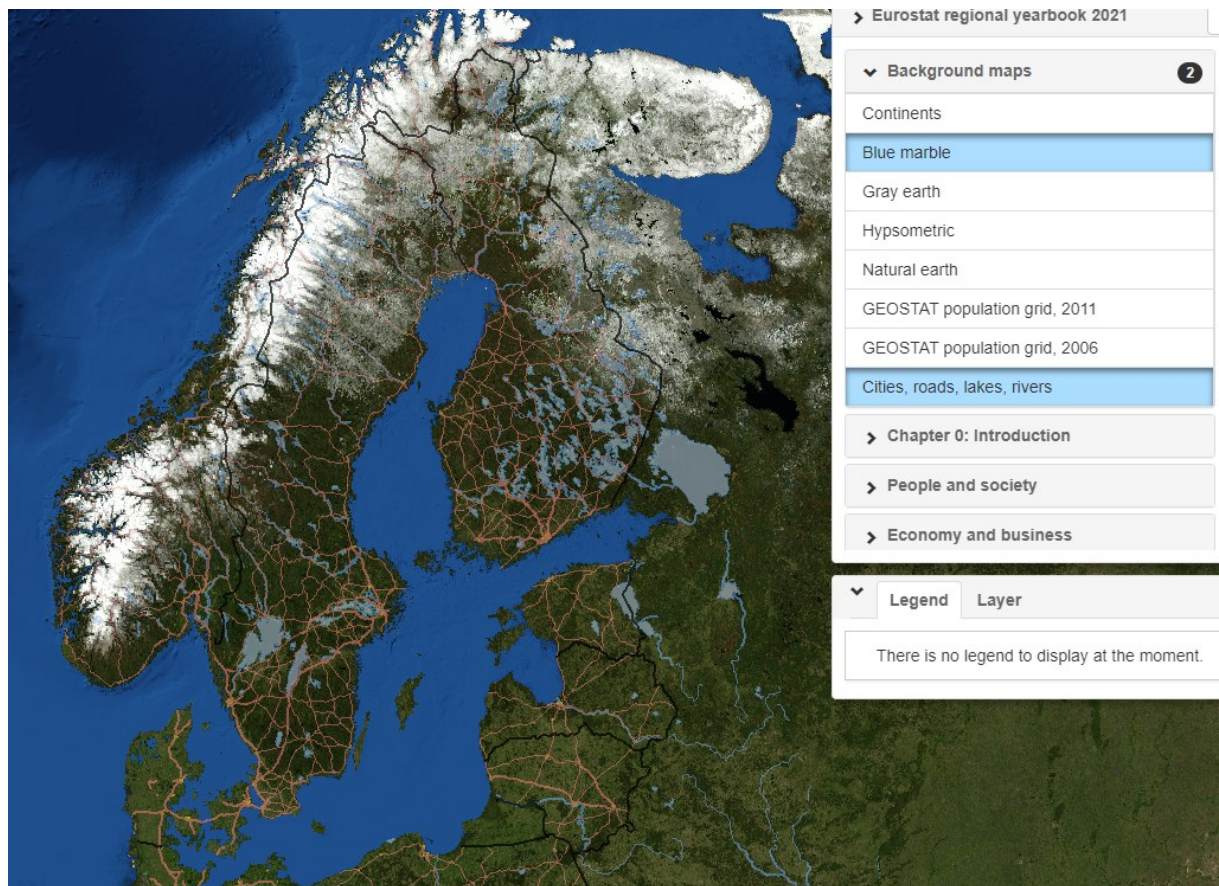
Start with a clean map by removing all data layers that are loaded into the map window, if there are any, and start to explore the Background maps.

Enter by clicking [Background maps](#) to discover what is there.



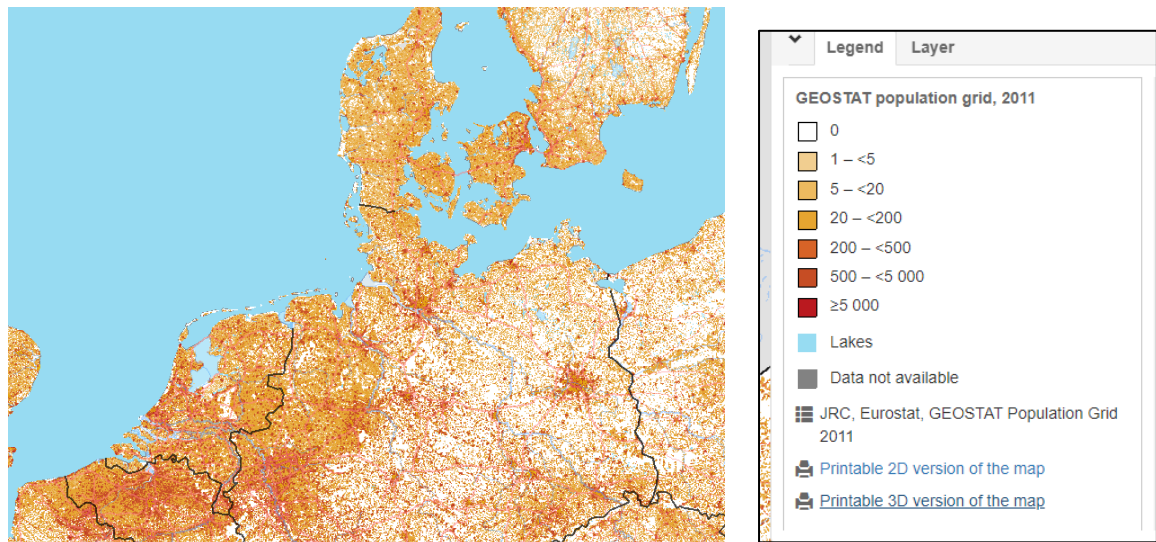
Load the different background maps, Blue marble etc. and discuss what they show and how they differ. You can also add cities, roads, lakes, and rivers, to the map.

Many of the backgrounds are images and measurements from satellite sensors that have been stitched together e.g. altitude, height above or below sea level. This provides a perception of the topography in the map, landscape features such as mountains and valleys in the terrestrial world but also of the ocean floor.



As you can see there is no legend to the background maps so you would have to interpret colours and features by yourself.


Add the GEOSTAT population grid, 2011, and notice that also 2006 is available (the years may have changed since the instructions were written in 2021).




This map shows the population registered inside each 1 km<sup>2</sup> grid cell. When population is divided by area, it becomes a measurement of *Population density* (number of people / unit area). Grid cells with high population value (coloured dark red), and bright yellow for low population amounts, and even white for no population.

In the map the colouring of population gives a good picture of where cities and villages are located in the geography and at the same time where less people live.

Notice that you have an option to print the map to a *.pdf* file that you can use for school projects. The 2 D map is most common but even a 3 D map is possible to get (high population values are then shown as mountain peaks, population is shown on the Z axis. When you press any of

 [Printable 2D version of the map](#)

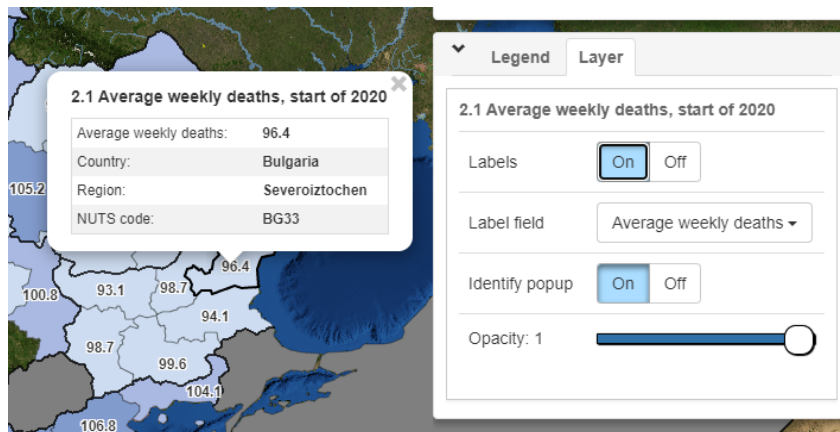
 [Printable 3D version of the map](#)

the pdf map should open up your browser or by another program. You don't have to print the map, just explore it. It contains important cartographic elements such as a Title, what data is shown, when in time it is valid, what unit the data is etc. There is also a scalebar so you are able to estimate distances in the map, and also a legend explaining the colour code for the population values.



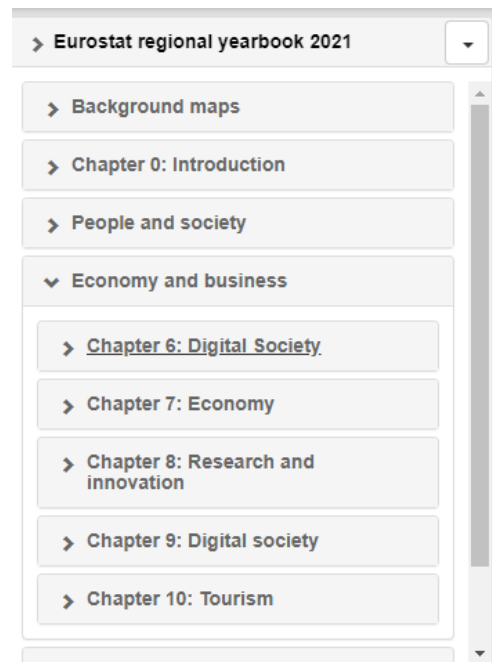
Zoom into your own home region and **explore the population patterns**. What about the grid cell where you live? Can you distinguish the larger villages around where you live? Try to compare the value in your own grid cell to the colour scale in the legend. How densely populated is your own grid cell? If a grid cell is 1 km<sup>2</sup> and the number of people in the cell is 10 000 individuals. How much space/area (m<sup>2</sup>) does every person have? **Discuss your findings and understandings with a peer and your teacher.**

Notice that you can label the values in the map or have a pop-up window when you click on the different administrative regions.



## Part 2: Economy and Business

Now you understand how the Web map service works and you will now explore the Economy and Business statistics for Europe.



Notice that the statistical data is divided into Chapters.

Explore Chapter 6: Digital Society,

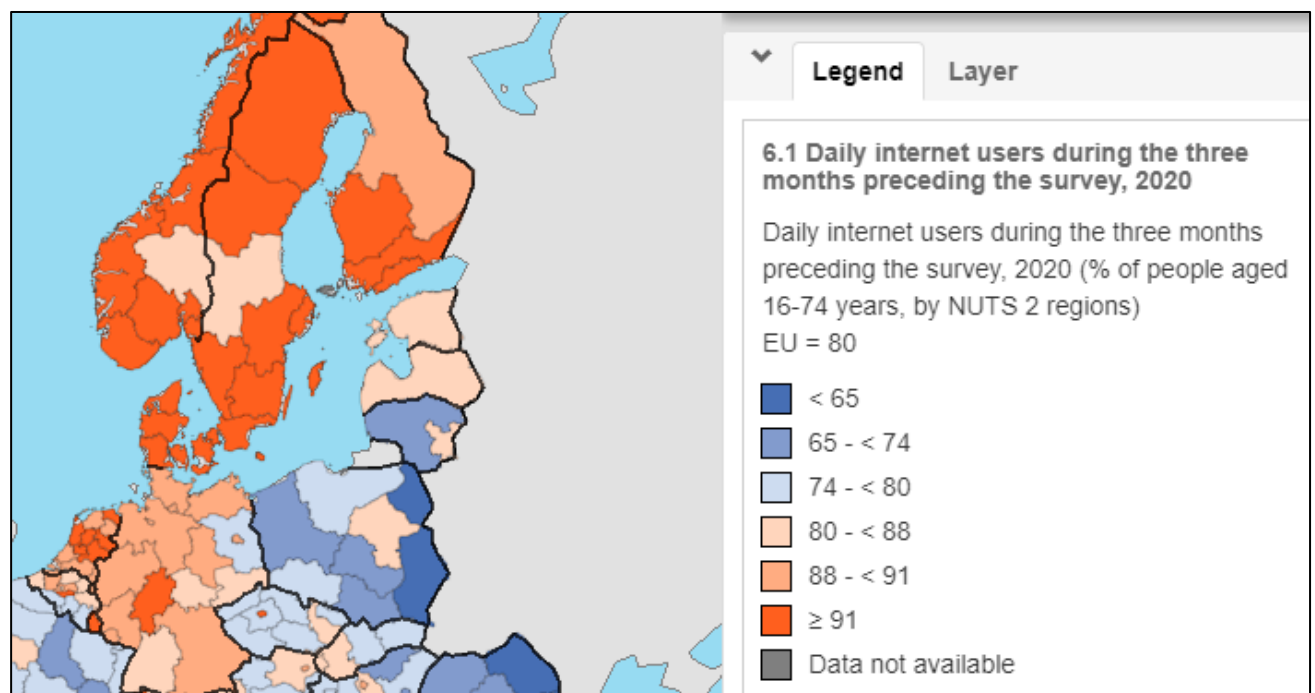
**Add**

**6.1 Daily Internet users** ..... to the map.

*The daily Internet user statistics show how big percentage of the total population are using Internet daily (17-74 year of age).*

Regions (NUTS 2) where a high percentage are using Internet daily (~ 90 % of daily users are shown in red colours, and low percentage of daily users are shown in blueish colours.

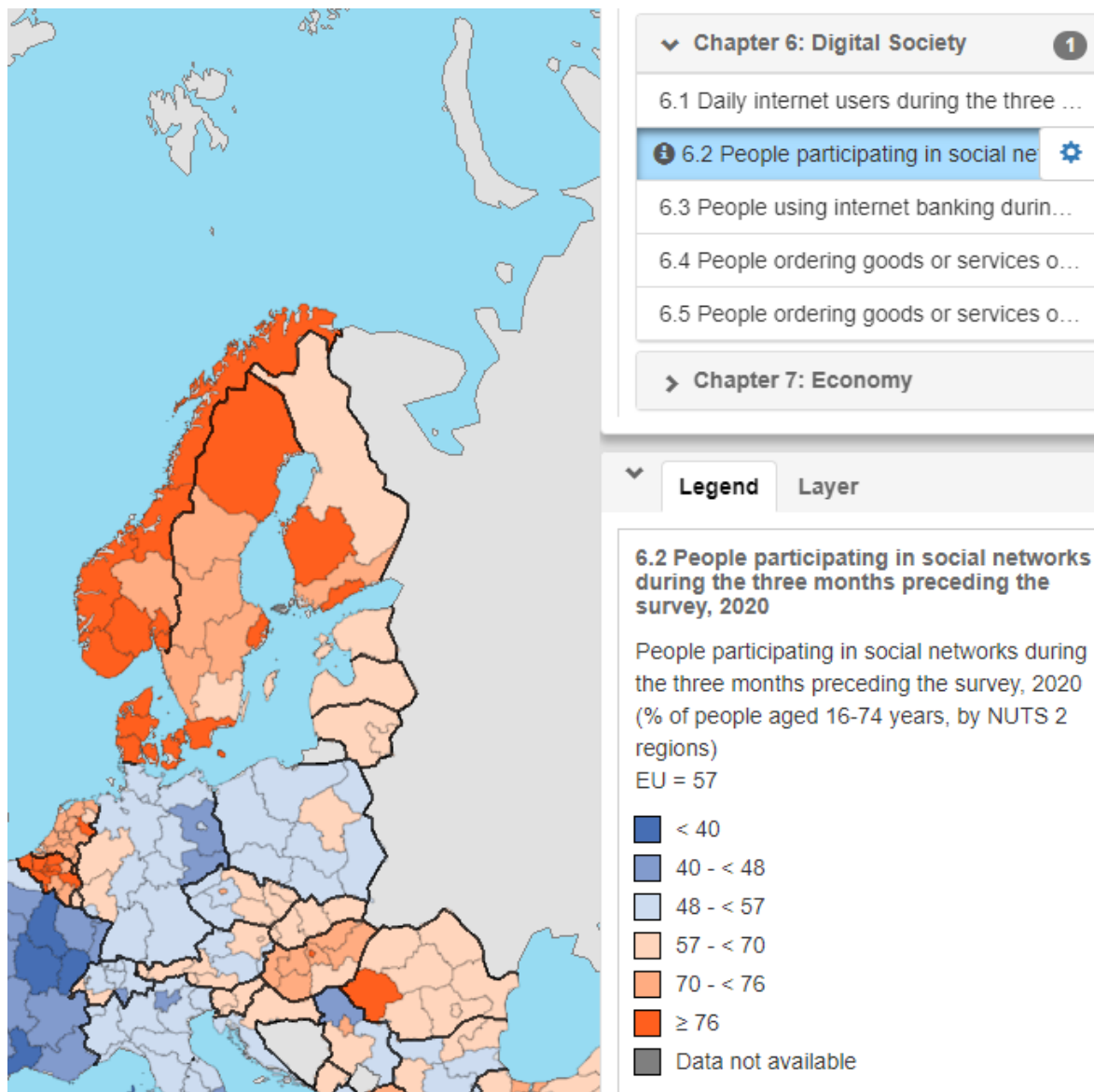
- NUTS 1: major socio-economic regions
- NUTS 2: basic regions for the application of regional policies
- NUTS 3: small regions for specific diagnoses





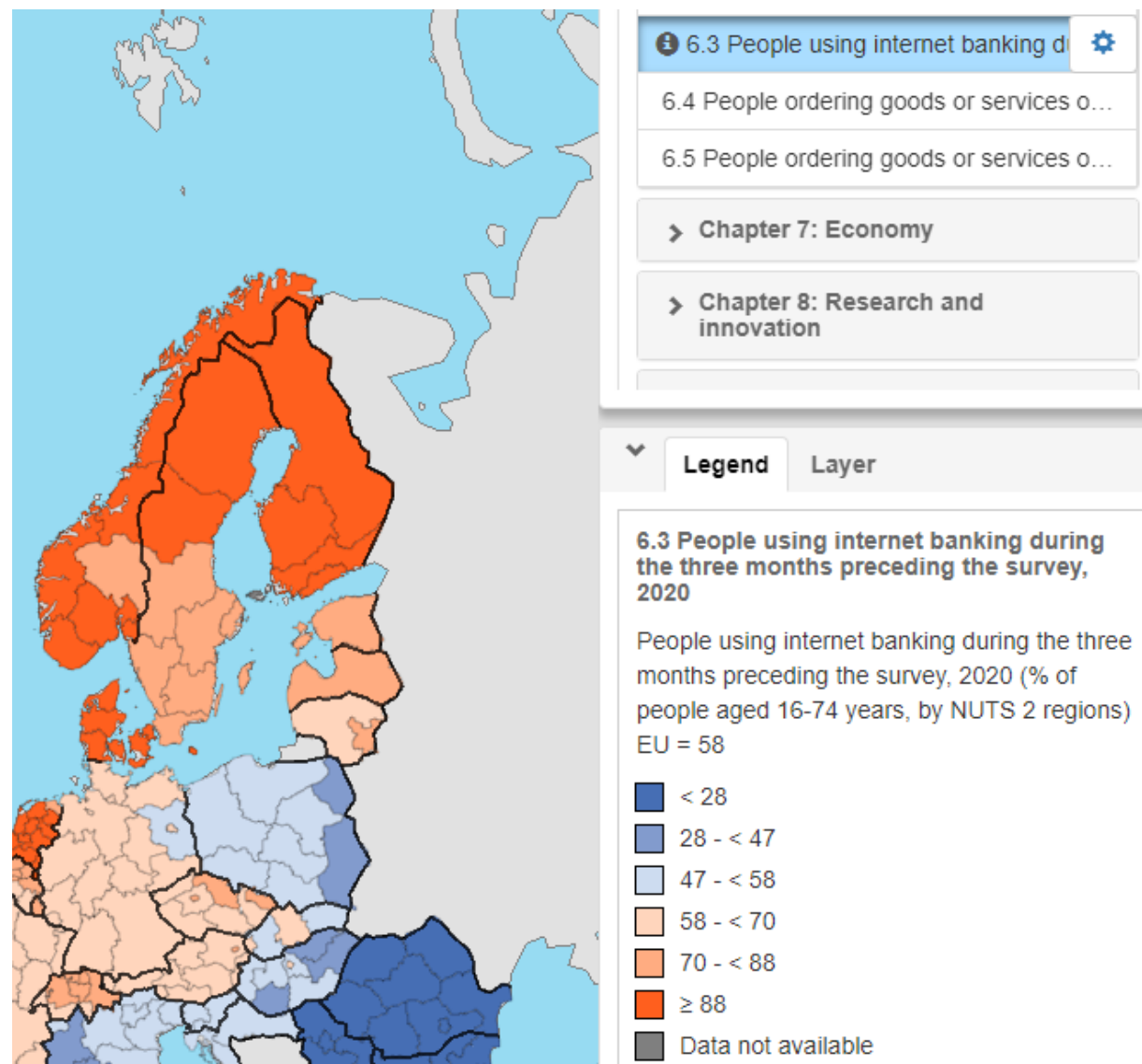
**How does it look around your own home region?** Are there many daily users? Discuss with your peers and teacher.

**Add 6.2 People participating in social media.** The map shows where the use of social media in the population is high/low in Europe.



**How does it look around your own home region?** Is social media used a lot where you live? Why do think there are such differences between different regions and states? Discuss with your peers and teacher.

**Add 6.3 People using Internet banking.** The map shows where Internet banking is common among the population 17-74 years of age aggregated to NUTS 2 region.



**How does it look around your own home region?** Internet banking is when you do your banking affairs by logging into your Internet Bank to e.g. pay bills. Do people use an Internet bank where you live? Why do think there are such differences between different regions and states? Discuss with your peers and teacher.

Now go through the other chapter (Chapter 7: Economy, Chapter 8: Research and innovation, Chapter 9: Digital society (other data), and Chapter 10: Tourism).



Select some statistical variables from each Chapter to discuss in more detail regarding the spatial pattern in EU and also locally around your own home region. What does it say and why do you think this is. How will it change the society where you live? Discuss with your peers and teacher.

**End of exercise**