

Students and the Bologna Process

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Location: London, UK

EGEA (1)



- European Geography Association
- More than 80 entities in about 30 countries in Europe
- Geography students and young geographers

EGEA (2)



Activities:

- Congresses
- Exchanges
- Excursions
- And many other activities

Outline presentation

- Bologna Process
- What do students notice of the Bologna Process?
- Research
- Opinion of students
- Concluding remarks

Bologna Process (1)

- Started in 1998: Sorbonne Declaration
- Bologna Declaration 1999
- Follow-up meetings

Bologna Process (2)

Main policy commitments:

- Easily readable and comparable degrees
- Universal credit system
- Removing obstacles for mobility
- Cooperation in quality assurance

What do students notice of the Bologna Process?

- Two-cycle system
- ECTS
- Quality assurance (ENQA)
- Easier to study abroad

Research (1)

- EGEA Annual Congress in Pylion, Greece, October 2005
- 86 geography students/young geographers
- 18 countries

Research (2)

Three groups of countries:

- Western Europe
- Balkan/South Eastern Europe
- Eastern Europe

Western Europe	Balkan/ South Eastern Europe	Eastern Europe
Austria	Croatia	Czech Republic
Belgium	FYROM	Estonia
Finland	Greece	Lithuania
Germany	Serbia & Montenegro	Moldova
Northern Ireland	Slovenia	Poland
The Netherlands		Russia
		Ukraine
<i>Respondents: 43</i>	<i>Respondents: 27</i>	<i>Respondents: 16</i>

Opinions of students (1)

Studying abroad easier with BaMa?	TOTAL	Western Europe	Balkan/ SE Europe	Eastern Europe
Much easier	19,2%	12,8%	42,9%	0,0%
Easier	60,3%	61,5%	47,6%	76,9%
The same	20,5%	25,6%	9,5%	23,1%
Less easy	0,0%	0,0%	0,0%	0,0%

Table 2: Does the BaMa system make it easier to study abroad, according to students?

Studying abroad easier with ECTS?	TOTAL	Western Europe	Balkan SE Europe	Eastern Europe
Much easier	26,8%	27,0%	38,1%	7,7%
Easier	57,7%	56,8%	47,6%	76,9%
The same	14,1%	13,5%	14,3%	15,4%
Less easy	1,4%	2,7%	0,0%	0,0%

Table 3: Does the ECTS system make it easier to study abroad, according to students?

Opinions of students (2)

Level of education after introduction BaMa system	TOTAL	Western Europe	Balkan/ SE Europe	Eastern Europe
Much better	6,7%	2,6%	18,2%	0,0%
Better	44,0%	36,8%	50,0%	53,3%
The same	26,7%	28,9%	22,7%	26,7%
Worse	21,3%	31,6%	4,5%	20,0%
Much worse	1,3%	0,0%	4,5%	0,0%

Table 4: Students' opinions about the impact of the introduction of the BaMa system on the level of education at their institutions.

Opinions of students (3)

Opinion about the introduction of BaMa system	TOTAL	Western Europe	Balkan/ SE Europe	Eastern Europe
Very good	6,7%	5,1%	13,6%	0,0%
Good	41,3%	43,6%	40,9%	35,7%
Not good, not bad	38,7%	35,9%	36,4%	50,0%
Bad	12,0%	15,4%	4,5%	14,3%
Very bad	1,3%	0,0%	4,5%	0,0%

Table 6: Students' opinions about the introduction of the BaMa system in general.

Concluding remarks

- Students in general positive about Bachelor Master system and ECTS
- Students in the Balkan region/South Eastern Europe are the most positive
- Student mobility should be further promoted and stimulated

The end