

Tetiana Kuchynska

National Technical University of Ukraine "Kyiv Polytechnic Institute"

Double Degree Programs as innovation trend in educational process (Problems and confusions)

The main idea of this publication is to introduce challenges and misunderstandings that occur during the process of establishing Double Degree Programs (DDPs). From the very beginning it has a brief historical review, then it's given the explanations between terms "double" and "joint" degree, as correct understanding of these terms of the involved institutions may head to the right direction. Within this presentation is provided statistics data on numbers of DDPs around Europe that confirm the increasing tendency and popularity of such programs. Therefore are demonstrated problems that can face Ukrainian universities in the framework of collaboration with EU partners regarding development DDPs.

Nowadays education is considered to be one of the most important values of the contemporary world society. For the last 20 years, education abroad has become extremely popular among the students not only within the Europe or within the USA, but as well, this tendency is very widespread for the third countries. For the last decade, this amount reaches over 3.3 million of students, which study or do their training in Europe. Students represent more than half of such students from third countries whereas around 40% is mobility among EU countries. During the last decade, the number of third countries students enrolled in Europe has been growing each year. Moreover, for the past decades it turns to be a crucial trend as one of the main aims of Bologna Process. The development of double or joint degree programs is concerning as one of the main objective of Bologna Declaration.

In Europe, the idea of joint and double degrees was actively discussed since the 80-ies of the last century. The reason for the discussion was the need for mutual recognition of diplomas obtained in European universities, in terms of the emerging European labor market. The implementation of the Bologna Declaration and subsequent documents adopted within the framework of relevant agreements between educational institutions, ministries and governments that have signed the Declaration shows that in order to give the educational reforms more stable and dynamic nature, the universities in these countries need time to implement the changes in the legislation field on education. The idea of introducing a Joint (Double or Multiple) Degrees into European Higher Education Area was the natural consequence of the adoption by most

of the European countries participating in the Bologna process, a multi-level structure of higher education, as well as development of students and academic staff mobility.

However, after the adoption of the Bologna Declaration, it became clear that the Double degree program is qualitatively different from the simple exchanges, though it is an integral part of DDP. It was necessary to achieve a consensus on the approaches to the definition of "double or joint degree programs." It should to be pointed out that the leading part in the development of DDPs plays exchange agreements and double degree programs. We can definitely say that the process of DDP inclusion to the academic curriculum is fast growing and innovative. Hence it allows us to make a conclusion that in next few years DDPs will become more influential and more numerous. It has to be admitted that EU programs such as Socrates, Erasmus + boost DDPs development, that in its turn facilitate the student and staff mobility as well as international graduate employability and attractiveness of European education.