



INTERNATIONAL EXPERIENCE IN MONITORING THE QUALITY OF HIGHER EDUCATION IN EUROPEAN COUNTRIES

EXPERIENCIA INTERNACIONAL EN EL MONITOREO DE LA CALIDAD DE LA EDUCACIÓN SUPERIOR EN LOS PAÍSES EUROPEOS

Sofiya Chovriy ^{1*}

E-mail: csoori.zsofia@gmail.com

ORCID: <https://orcid.org/0000-0001-9271-004X>

Larysa Berezivska ²

E-mail: lberezivska@ukr.net

ORCID: <https://orcid.org/0000-0002-5068-5234>

Tetiana Kochubei ²

E-mail: udpu_tania@ukr.net

ORCID: <https://orcid.org/0000-0002-9104-8442>

Olena Balalaieva ³

E-mail: olena.balalaeva@gmail.com

ORCID: <https://orcid.org/0000-0002-2675-5554>

Nataliia Sabat ⁴

E-mail: nataliia.sabat@pnu.edu.ua

ORCID: <https://orcid.org/0000-0003-1677-6690>

Tetiana Kuchai ^{1*}

E-mail: t.kuchai@gmail.com

ORCID: <https://orcid.org/0000-0003-3518-2767>

¹ Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. Ukraine.

² V. Sukhomlynskyi State Scientific and Educational Library of Ukraine. Ukraine.

³ National University of Life and Environmental Sciences of Ukraine. Ukraine.

⁴ Vasyl Stefanyk Precarpathian National University. Ukraine.

*Corresponding autor

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RESUMEN

El estudio de la práctica europea de medición y evaluación de la calidad de la educación y el análisis de las características del seguimiento de la calidad de la educación en Europa forman ideas sistémicas sobre el fenómeno en estudio. Las agencias de garantía de calidad de la educación en la Unión Europea están diseñadas para organizar y llevar a cabo la acreditación institucional en las instituciones educativas y evaluar la calidad de los programas educativos. El cumplimiento de los estándares de calidad europeos, su modernización basada en el estudio de la experiencia internacional en el control de calidad de la educación, la correlación de los enfoques metodológicos europeos para medir y evaluar la calidad de la educación y el establecimiento de la cooperación para realizar investigaciones científicas internacionales son requisitos previos indispensables para la formación de un espacio europeo único en el que funcionen los mecanismos de seguimiento de la calidad de la formación profesional. Se consideran las organizaciones que se

ocupan de los problemas de fortalecimiento de la competitividad del espacio educativo europeo y sus proveedores, en particular, se nombra como principal al Consejo de Europa; Agencia de Educación, Audiovisual y Cultura, Centro Europeo para el Desarrollo de la Formación Profesional, Fundación Europea de Formación y otras agencias; Asociación Internacional de Presidentes de Universidades; Asociación Europea de Instituciones de Educación Superior; Asociación Universitaria Europea; Unión Europea de Estudiantes; Red Europea para la Garantía de la Calidad en la Educación Superior; Consorcio Europeo de Acreditación; Proyecto de evaluación transnacional europea; Red de Europa Central y Oriental para la Garantía de Calidad en la Educación Superior; Red escandinava para la garantía de calidad en la educación superior, etc.

Palabras clave:

Experiencia internacional, Seguimiento de la calidad, Educación superior, Países europeos, Estándares europeos de calidad.



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ABSTRACT

The study of the European practice of measuring and assessing the quality of education, the analysis of the features of monitoring the quality of education in Europe form a systemic understanding of the phenomenon under study. Agencies for ensuring the quality of education in the European Union are called upon to organize and conduct institutional accreditation in educational institutions, to assess the quality of educational programs. Compliance with European quality standards, their modernization based on the study of international experience in monitoring the quality of education, correlation of European methodological approaches to measuring and assessing the quality of education, establishing cooperation for conducting scientific international research are indispensable prerequisites for the formation of a single European space in which mechanisms for monitoring the quality of professional training operate. The organizations that deal with the problems of strengthening the competitiveness of the European educational space and its providers are considered, in particular, the Council of Europe is named as the main ones; Education, Audiovisual and Culture Agency, European Centre for the Development of Vocational Training, European Training Foundation and other agencies; International Association of University Presidents; European Association of Higher Education Institutions; European University Association; European Students' Union; European Network for Quality Assurance in Higher Education; European Accreditation Consortium; Transnational European Evaluation Project; Central and Eastern European Network for Quality Assurance in Higher Education; Scandinavian Network for Quality Assurance in Higher Education, etc.

Keywords:

International experience, Quality monitoring, Higher education, European countries, European quality standards.

INTRODUCTION

High-quality modern education is one of the priority tasks, which is determined not only by the scientific and pedagogical, but also by the socio-political context. Operating with objective and comprehensive information on educational results, in accordance with the requirements of current educational standards, serves as a guarantee of the development of higher education in many countries. On the basis of such information, it becomes possible to competently build educational policy, as well as to make effective management decisions aimed at modernizing the educational sphere. To outline potential vectors for improving the education system, it is advisable to collect and systematize information on the quality of education in

foreign countries. Among the effective methods of collecting and processing such information, monitoring is rightly called, which in terms of essence is nominated as an information system, in terms of process – as the creation of conditions for making a management decision, in the context of effectiveness – as a technology for analyzing the real state of the object of management, regulation and forecasting its development (Yehorova, 2021).

Literature review

The authors Sbruieva Yeremenko (2019) revealed the main issues of ensuring the quality of higher education in the European dimension, developed methodological recommendations for the application of positive ideas from European experience, which will be useful for ensuring the quality of education in domestic higher education, for clarifying urgent issues of comparative pedagogy.

According to Bocharova (2006), in the context of a united Europe, described the directions of development of the French higher education system; revealed the theoretical foundations of higher education in modern France, focusing on the ways of its adaptation to the European educational space.

Makhynia (2009), based on a systematic retrospective analysis, showed the features of the reform of the German education system, taking as a basis the period – the second half of the 20th – the beginning of the 21st century. The main aspect of the study is devoted to teacher training and shows the contribution to the training of a high-quality specialist of the luminaries of German pedagogy J. Herbart, W. Humboldt, A. Disterweg, J. Fichte, F. Froebel, A. Franke, R. Steiner, J. Sturm.

In the context of European integration, revealed the foundations of the modernization of higher agricultural education in Poland, analyzed and summarized various aspects of the experience of planning the modernization of higher agricultural education at different levels (European level, national level, institutional level) Sokolowych-Altunina (2012)

Tovkanets (2014), researching economic education in higher education in the Czech Republic and Slovakia, showed the periodization of its formation and development, revealed the prerequisites for the evolution of the industry, identified the leading directions of development and the dynamics of reforming higher education in the conditions of the Pan-European higher education space, and focused on strategic areas of education development in the Czech Republic and Slovakia.

Chepurna (2015) identified trends in the humanization of education in Western European countries, in particular, she focused on the analysis of such countries as:

Germany, France, Great Britain). The concepts of humanization and humanization of education are grouped, the main factors of reforming vocational education in Western European countries are identified. The fundamental and local trends in the humanization of vocational education in Germany, Great Britain, France are outlined.

And Zaporozhchenko (2011) investigated the system of quality assurance of higher education in Ireland: revealed the historical paths of successful education, the prerequisites for the formation and development of the system of quality assurance of education in Ireland; considered the foundations of ensuring high-quality higher education, proposed ways of developing and conducting monitoring of quality assurance in higher education institutions in Ireland, developed and identified progressive ideas for improving the functioning of the system of quality assurance of higher education.

The author Bilokopytov (2012), in the context of the Bologna Process, analyzed the stages of development, content and content of European organizations for quality assurance of higher education; in the context of the Bologna Process, trends in the process of quality assurance of higher education were identified.

Yeremenko (2019) considered the European Higher Education Area and identified progressive ideas and new trends and stages of development, and developed methodological guidelines for the internationalization of quality assurance of education.

Sbrueva (2017) analyzed the theoretical foundations of the modernization of higher education institutions, outlined the current problems of education quality management, showed the main stages of the evolution of the higher education system, identified the main ways in organizing the educational process and structural changes in the education system.

Debych (2015) in the European higher education space shows the mechanisms of internationalization, in general, and double degree programs, in particular; indicates the importance in creating a "single European space" in the field of higher education.

Purpose: to analyze the international experience of monitoring the quality of higher education in European countries

MATERIALS AND METHODS

Based on the application of methods of terminological, structural-logical, problem-genetic and content analysis, systematization and generalization of the materials of the analyzed studies, we specify the issues of scientific exploration within the above-defined subject fields and identified aspects of the problem. It should be noted that

given the number of scientific explorations, which consider various aspects of the problem under study, we will mainly turn to the most significant, from our point of view, fundamental works – dissertations; monographic studies; scientific articles published in professional scientific publications; specialized analytical reports (reports), which were the result of the work of expert groups within the framework of international projects.

RESULTS AND DISCUSSION

International pedagogy practices several means of measuring educational achievements:

1. "PISA" – an international program for assessing the knowledge and skills of students in the areas of "reading literacy", "mathematical literacy", "scientific literacy";
2. "TIMSS" – an international study of the quality of mathematical and scientific education;
3. "PIRLS" – an international project "Study of the quality of reading and text comprehension";
4. "IEAP" – a comparative assessment of students' mathematical preparation;
5. "CIVICS" – a comparative assessment of civic education of secondary and primary school graduates;
6. "SITES" – a comparative study of information and communication technologies in education (Mytnik et al., 2024; Knysh et al., 2024).

Among the organizations that deal with the issues of strengthening the competitiveness of the European education area and its providers, it is worth mentioning the Council of Europe; the Education, Audiovisual and Culture Agency, the European Centre for the Development of Vocational Training, the European Training Foundation and other agencies; the International Association of University Presidents; the European Association of Higher Education Institutions; the European University Association; the European Union of Students; the European Network for Quality Assurance in Higher Education; the European Accreditation Consortium; the Transnational European Evaluation Project; the Central and Eastern European Network for Quality Assurance in Higher Education; the Scandinavian Network for Quality Assurance in Higher Education, etc. All organizations, members of the European education area, are representatives of a certain supranational community: political, academic, professional, scientific, student, interested in the competitiveness of higher education in Europe. The Education, Audiovisual and Culture Agency (EACEA) plays an important role in the implementation of EU educational programs. The EACEA finances the Erasmus+; Creative Europe; Europe for Citizens; European Voluntary; Eurydice programs. Implementing the Eurydice Network

project, the Agency provides comparative information and analyzes the education systems and policies of 38 European countries. Since 2011, the EACEA has been publishing thematic reports, special studies and reviews (Structural Indicators for Monitoring Education Systems in Europe, Facts and Figures, Focus), and other materials related to higher education (Puhach et al., 2021).

The European Network for Quality Assurance in Higher Education (ENQA) performs the functions of external quality assessment of higher education. Among the significant results of the work, the approved “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)” deserve special attention. For the practical implementation of the provisions of the current standards, the European Quality Assurance Register (EQAR) for higher education has been created. This register is an information base that systematizes information about European agencies for quality assurance of education. The European University Association (EUA) is one of the most numerous organizations that operates on the basis of global partnership and represents universities in European countries. This association operates in 47 countries, organizing the work of more than 850 universities and national rectors’ conferences. The EUA clearly outlines the prospects for future European universities – academic institutions of a wide diversified profile – and its own development strategy (Hrynkevich & Levytska, 2017; Vasyliuk et al., 2019)

At the present stage, higher education requires profound reforms, including the adoption of a student-centered approach to learning and teaching, the development of flexible learning paths, and the recognition of competencies acquired outside the formal educational and qualification program. Higher education institutions are also becoming more differentiated in their goals, methods of providing education, and models of cooperation. The level of internationalization is increasing, and teachers are developing digital teaching methods and new forms of teaching. In the context of quality assurance, higher education institutions seek to respond to socio-political and social changes, ensuring that the qualifications that students acquire are a priority for the educational institution.

The “Standards and Recommendations for Quality Assurance in the European Higher Education Area” are designed to contribute to a deeper understanding of the quality of teaching and learning in the international dimension. This document plays a significant role in the development of national and institutional quality assurance systems in the European area, as well as at the international level in general. European higher education systems, taking care of quality assurance,

improve education, strengthen transparency, mutual trust among stakeholders, and work on the recognition of the qualifications, programs, and other educational services offered.

Monitoring the quality of education in European countries has certain peculiarities. In particular, in Poland, quality management in the theoretical aspect is understood as the constant modernization of the educational process. During the improvement, certain errors are possible, but in general it is a positive learning process. In Polish higher education, a holistic approach to quality assessment is not sufficiently developed, since the country attaches undue importance to details. (Brdulak, 2016).

Currently, in Poland, the quality of education is characterized according to two areas: internal systems (a set of rules approved by the management of institutions) and external quality assurance systems. The quality of education in areas of study is assessed by an independent institution – the Polish Accreditation Committee (PAC). The Minister of Science and Higher Education carries out legislative activities, in particular, prepares legal acts and regulations to the «Law on Higher Education», has the right to activate financial instruments to reward universities that provide high quality education (Departament Nauki, O wiaty i Dziedzictwa Narodowego, 2018).

The Polish Accreditation Committee (PAC) was established on January 1, 2002. The official status of the committee is an independent institution responsible for the quality of education, which is regulated by the «Act on Higher Education». The activities of the committee are financed from the state budget. The basic principles of the PAC’s activities are: the principle of reliability, impartiality, transparency, balanced gender participation. The committee covers all state and non-state higher education institutions operating on the basis of the «Act on Higher Vocational Schools», the «Act on Higher Education Institutions».

The Polish Accreditation Committee has undergone an external audit, coordinated by the European Association for Quality Assurance in Higher Education (EAHE). The Polish Accreditation Commission carries out its mission through mandatory evaluation of programs and issuing opinions on applications for permission to issue diplomas by higher education institutions. The Polish Accreditation Committee considers itself a partner in the process of ensuring the quality of education in the Polish higher education system. The main value of the committee’s work is the common good, since the quality and efficiency of education significantly contribute to the development of intellectual capital and civil society. The Polish Accreditation Committee is fully responsible for the

decisions taken, as they affect the development of higher education.

The PAC is a platform for cooperation and dialogue for all stakeholders operating in the context of ensuring high quality education. The committee implements cooperation initiatives, including in the international arena, and actively cooperates with other accreditation agencies and international organizations to implement the ideas of the Bologna Process and the development of the European Higher Education Area. In accordance with the «Act on Higher Education and Science», the PAC may include up to 90 members who have a scientific degree of at least Ph.D. (Diks, 2020).

One of the tasks of the Polish Accreditation Committee is to assess the quality of education (programs) and accredit all areas of study offered by state and non-state higher education institutions in Poland (Martyniak, 2023).

The Agency of Higher Education of the Republic of Serbia (AHERS) is a state institution, a legal entity, which has rights and obligations in accordance with the Law on Higher Education, standards and instructions regarding quality assurance. The Agency was established on February 24, 2011 by decision of the Government of the Republic of Serbia. It currently operates as an independent and non-profit organization.

The main vectors of the Agency's activity are the accreditation of HEIs and educational programs in HEIs of the Republic of Serbia, in accordance with current standards and criteria. The goal of AHERS is to develop a culture of quality in higher education, which involves dialogue between stakeholders. The Agency adheres to the principles of the European Higher Education Area, and actively participates in European and global quality assurance networks. The Agency's tasks include monitoring the activities of higher education institutions, studying trends in the development of the scientific sphere, and developing a holistic approach to improving the quality of HEIs and educational programs.

The accreditation procedure involves the use of verification methods and modern methodologies for analyzing the level of education quality assurance. Particular attention is paid to the independence of accreditation and the avoidance of subjectivity in formulating conclusions on accreditation. Providing professional support in improving the quality of science and education, implementing joint projects, the Agency establishes cooperation with higher education institutions. One of the vectors of work is stimulating students to improve the learning and teaching process (Ministry of Education, Science and Technological Development, Government of Serbia, 2016; Ministry of

Education, Science and Technological Development, 2018).

The Act on Quality Assurance in Higher Education (HS-QSG) provided the legal basis for the establishment of the Agency for Quality Assurance and Accreditation Austria (AQA), which works with Austrian HEIs. According to its legal status, the entire higher education sector in Austria falls within the competence of the AQA. The AQA supervises the activities of three bodies: the Austrian Accreditation Council (ÖAR), the University Council of Applied Sciences (FH – FHR), and the Austrian Quality Assurance Agency (AQA).

The AQA operates according to the following basic principles:

- the universities are responsible for the quality of educational services and the development of education;
- the AQA procedures are a supplement to internal quality assurance, which is oriented towards the goals set by the universities; the AQA operates autonomously and is not subject to instructions; decisions on quality assurance are made only on the basis of an analysis of quality aspects;
- advanced international standards are used to implement quality assurance mechanisms, primarily the "Standards and Recommendations for Quality Assurance in the European Higher Education Area";
- cooperation with various stakeholders serves as the basis for formulating procedural rules and standards;
- the main area of work of the AQA is institutional accreditation of HEIs.

The agency is authorized to perform a wide range of functions that have a legislative basis: audit of internal quality management systems of state universities and applied sciences and their programs; accreditation of private institutions and their programs; awarding international diplomas; research and consulting for HEIs, support in the preparation or development of external strategies (AQ Austria, 2012).

The Austrian Agency for Quality Assurance and Accreditation is responsible for assessing the quality of academic programmes offered at almost all higher education institutions in Austria (state universities, universities of applied sciences, private universities). The exceptions are university colleges, the Austrian Institute of Science and Technology, and universities of philosophy and theology. In order to open a private university or a vocational college, it is necessary to go through an accreditation and quality assessment procedure. This accreditation for private universities is carried out by the Austrian Agency for Quality Assurance and Accreditation, which makes it easier to find your way around the large number of study

programmes offered by various private institutions. The system of recognition of study offers also increases international student mobility. Private universities are accredited by the Agency every six years. New degree programmes established in the interim must be accredited. The private sector is also regulated by the Austrian Accreditation Council, as not only institutions but also individual study programmes can be accredited. At the international level, all three quality assurance agencies play a major role and are members of various international quality assurance networks, which demonstrates their involvement in the international community.

Universities of applied sciences must be institutionally accredited or have their new programmes accredited through institutional re-accreditation, which takes place only once, after which the programmes enter the audit system. The validity of the accreditation status depends on the positive outcome of the certification in the audit process.

In addition to the Agency, the following entities are involved in quality assurance:

- The Council for the Quality Assurance of Teacher Education, established in 2013, is responsible for ensuring the quality of university colleges' programmes for teachers and teachers;
- The Ombudsman's Office, established in 2012, is responsible for handling student complaints (AQ Austria, 2012).

The Swiss Agency for Accreditation and Quality Assurance (AAQ) was established in 2001. After the entry into force of the Federal Act on the Financing and Coordination of the Higher Education Sector in Switzerland, the organization was renamed the Agency for Accreditation and Quality Assurance (January 1, 2015). The agency's goal is to improve the quality of teaching and develop research in higher education institutions. The agency has the status of an independent institution, is guided by international standards, and involves leading world experts in its work. Among the activities of AAQ are the development of quality recommendations and standards, the implementation of accreditation, program evaluation, and international cooperation. The agency is considered an external partner responsible for quality assurance and the development of education, and the provision of other supporting services. AAQ is subordinate to the Swiss Accreditation Council. The leading area of work is institutional accreditation of higher education institutions.

The Agency's specific sectoral competencies include:

external evaluation in the field of postgraduate medical education and psychological education (this task is

regularly submitted to the AAQ by the Federal Department of Health);

awarding the "European Accredited Engineer" (EUR-ACE) label to accredited engineering education programs.

Since 2015, the Swiss higher education sector has been undergoing a major reorganization. In particular, the "Swiss Higher Education Act" (HEdA) requires all higher education institutions in the country to undergo an institutional accreditation procedure. Successful accreditation is a prerequisite for higher education institutions that are subsequently granted the right to use the names "university", "university of applied sciences", "university of teacher education", and to receive federal funding. For example, the University of Zurich strives to achieve exemplary quality in its activities, which attests to a university-wide quality culture (Acceptance and Action Questionnaire: AAQ, 2023; Meyer, 2021).

The National Agency for the Quality Assessment and Accreditation of Spain (ANECA) is an independent public institution. The Agency aims to provide external quality assurance for the higher education system in Spain, and to ensure its continuous improvement through assessment, certification and accreditation. The Agency's areas of work include: the study of programmes, the assessment of academic staff, and the characterization of approaches applied at the institutional level. ANECA operates across the entire higher education sector. The following agencies of the National Agency for the Quality Assessment and Accreditation operate in the autonomous regions (Salgado, 2022).

The Danish Accreditation Institution (AI) is an autonomous state body established on 1 September 2007. The Accreditation Act, adopted on 27 March 2007, regulates the responsibilities of this institution. Funding comes from the Ministry of Science, Innovation and Higher Education. At the same time, the Danish Accreditation Institution carries out accreditation independently of the relevant ministry.

The Accreditation Institution consists of two structures: the Accreditation Board, which is responsible for the accreditation and approval of study programmes offered at the university; the Accreditation Agency of Denmark (ACE Denmark), which analyses and pre-assesses programmes. The Danish Accreditation Institution carries out pre-accreditation and approves programmes at the higher education level. Among the institution's other tasks are the development of quality assurance methodologies, the processing and dissemination of national and international accreditation experience, and the continuous modernization of conceptual provisions on accreditation (Weber, 2021). The Danish accreditation

body has undergone an external review coordinated by the European Association for Quality Assurance in Higher Education (ENQA).

An institution belongs to the Danish higher education system if it is publicly recognized in at least one of the following ways:

- the institution or the education at the institution is accredited in accordance with the Danish legislation on accreditation of higher education;
- the institution is recognized by law as a higher education institution;
- the relevant ministry recognizes the institution as a higher education institution;
- the institution has received permission from the ministry to implement one or more higher education programmes, i.e. study programmes offered on the basis of legislation, under public supervision, in accordance with entry requirements covering at least a general upper secondary qualification or a complete vocational education and training qualification;
- institutions without the described public recognition do not belong to the Danish higher education system and the certificates they award do not constitute qualifications of the Danish higher education system; such institutions are not subject to Danish higher education legislation, nor are they controlled or funded by the Danish authorities (Dørge, 2021).

The Estonian Quality Agency for Higher and Vocational Education (EKKA) functions as a center of competence in the field of external evaluation of Estonian educational institutions. The agency was established in 2009 (as a structural component of the Archimedes Foundation). It was established to continue the activities of the Estonian Center for Accreditation of Higher Education. From 01.01.2009 to 30.07.2020, the Estonian Quality Agency for Higher and Vocational Education operated as part of the Archimedes Foundation. The agency is considered the successor to the Center for Accreditation of Higher Education, which was founded in 1997. Since August 1, 2020, the agency has operated within the Department of Education and Youth, a government body subordinate to the Ministry of Education and Science. In its work, the EKKA takes into account the requests of the Estonian education system and analyzes the needs of students. All activities are based on the fundamental principles of European higher and vocational education. The agency introduces innovative technologies, know-how, analyzes local characteristics, prepares information for stakeholders on the results of external evaluation and analysis. The agency's task is to optimize the quality of education, strengthen the competitiveness of Estonian society (Bach, 2024).

The main functional purpose of the Estonian Quality Agency for Higher and Vocational Education is as follows:

- development and approval of the principles of quality assessment of higher and vocational education, outlining the procedure for quality assessment, in accordance with the European principles of quality of higher and vocational education;
- improvement of the quality of vocational and higher education, analysis and dissemination of leading experience in quality assurance, establishment of cooperation with educational institutions offering vocational and higher education, with all interested partners;
- institutional accreditation of higher education institutions;
- thematic analysis;
- assessment of the quality of vocational education;
- expert assessment of the right to provide education in HEIs and in VET;
- examination of applications for the use of the services of other quality agencies, assessment of the quality of the analysis carried out in Estonian educational institutions by other agencies;
- management of accreditation and quality assessment databases, ensuring their public use;
- analysis of quality assessment results and conducting surveys;
- international cooperation in the field of education quality, representation of Estonia at events related to improving the quality of higher education, participation in quality assessments implemented in foreign countries;
- educational activities, consulting on the assessment and quality of the educational sector;
- implementation of quality development projects, conducting pilot assessments in the educational sector.

The basic values of the Estonian Quality Agency for Higher and Vocational Education:

- impartiality, which regulates parity treatment of all participants involved in various activities;
- competence – the presence of highly qualified experts who conduct assessments; operating with modern technologies in the educational sector of the industry; continuous self-development;
- openness to cooperation, which leads to joint activities with partners, balanced study of their needs, achievement of effective results; operating with common values in teamwork; joint learning and teaching in an international aspect;
- publicity – clarity and comprehensibility of assessment procedures, dissemination of results; flexibility in responding to changes in the world around us.

The work of the EKKA is managed by the Supervisory Board, which includes representatives of various groups. The Board is authorized to elect members of the Board to assess the quality of higher and vocational education. To support development in the field of continuing education, the EKKA established a Council on Continuing Education.

The main responsibilities of the Agency are: organizing and conducting institutional accreditation in educational institutions offering higher education; assessing the quality of educational programs, performing other functions regulated by law, in particular, assessing the quality of groups of vocational education programs (Bach, 2024).

CONCLUSIONS

Studying the European practice of measuring and assessing the quality of education, analyzing the features of monitoring the quality of education in Europe form a systemic understanding of the phenomenon under study. Agencies for ensuring the quality of education in the European Union are called upon to organize and conduct institutional accreditation in educational institutions, to assess the quality of educational programs. Compliance with European quality standards, their modernization based on the study of international experience in monitoring the quality of education, correlation of European methodological approaches to measuring and assessing the quality of education, establishing cooperation for conducting scientific international research are indispensable prerequisites for the formation of a single European space in which mechanisms for monitoring the quality of professional training operate.

Further research will be aimed at considering the European Higher Education Area and identifying progressive ideas and new trends and stages of development of internationalization of ensuring the quality of education.

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest for the publication of this scientific article.