The use of ICT in the assessment of the quality of education in the European context

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Abstract. The present article is devoted to the identification of the peculiarities of the use of information and communication technologies (ICT) and their impact on the assessment of the quality of education in the European dimension. The experience of Spain, namely the University of Granada, in ensuring the quality of education through the introduction of ICT is considered. An analysis of Spain's current education system suggests that "quality of education" and "ICT" are closely linked. The article outlines various approaches to the interpretation of the multifaceted definition of "quality of education". Based on the key characteristics of this complex phenomenon, the author attempts to formulate her own working definition of "quality of education". Based on the analysis of the legal framework of Spain in terms of quality assurance in higher education, it was found that the process of forming a new educational model according to European standards was very slow and gradual. The aspect of access to education as a key component of the process of ensuring the quality of education was disclosed, referring to the Organic Law on the Quality in Education (LOCE). Great attention is focused on the impact of ICT on the educational process during distance learning. Various online platforms, universities, programs as a means of providing quality accessible education for all social groups are considered. The need and importance of international academic mobility under the Erasmus + program as an integral factor of improving the quality of education at both global and national levels has been identified.

Keywords: education, higher education, quality of education, information and communication technologies, access to education.

Introduction. In the developed countries of the modern world, science and education play a key role in the economic development of society, determine the priority areas of progress of the state, serve as the basis for the welfare of the nation. Education is crucial for the development of the individual, social institutions and society as a whole. Today, the internationalization and globalization of the educational process contribute to the growing attention to the problems of education and the importance of assessing its quality. The quality of higher education deserves special attention in this matter, as the requirements of employers to specialists are extremely high, and hence to higher education institutions in particular.

The quality of education as a factor of progress of any country is manifested primarily in the extent to which the level of education meets global standards and allows society and the country to develop dynamically, to achieve tangible progress in the humanitarian, economic, scientific and technical spheres. However, one of the important criteria is the ability of the educational system to meet the demands of the applicant, to create appropriate conditions for the development of the individual, society and the country as a whole. In this regard, the system of quality assurance of education, which is a set of norms, goals, resource base, educational process and end result have become key indicators of competitiveness of educational institutions that provide educational services.

It should be noted that after the adoption of "European standards and guidelines for quality assurance in the European Higher Education Area" (2015) the education system of European countries has undergone global reforms, and therefore it is natural that the practice of quality assurance in European universities is in the center of scientists' attention, encourages the identification of positive international experience and analysis of the possibilities of its use in the national educational system. This is greatly facilitated by the Bologna Process, which is unifying educational standards, improving learning technologies, and strengthening the European emphasis on the evaluation and quality control of education.

The rapid development and extreme demand for ICT is currently present in all spheres of human activity, and the field of education is no exception. The education system is a part of society that is constantly in a state of transformation due to the emergence of new information technologies, the need for new knowledge, skills, expanding boundaries and means of communication, opening new opportunities for communication at the personal and social levels, and , most importantly, a significant increase of information. All this generates the use of various modernized means of information and communication technologies. The use of ICT, electronic educational resources, the creation of special educational programs have opened new perspectives for the study of a wide range of disciplines at a distance and significantly expanded the possibilities of objective assessment of the quality of education.

Today in the process of learning it is necessary to create conditions for the activation of the student's educational activity, the formation of his or her competencies, which are manifested in the ability to solve problems and tasks in various spheres of human activity. In order to achieve such goals, a special role is given to the competent organization of the educational process, the core of which is the use of modern ICT tools and electronic educational resources. Practice has shown that the use of ICT significantly affects the quality of education (mostly positively, but sometimes negatively) and makes significant adjustments to the educational process.

In early 2020, the whole world was shaken by the spread of COVID. The COVID-19 pandemic has led to the largest-ever failure of education systems. Awareness of the consequences of stopping the global educational process due to this danger has forced all countries to switch to distance learning. Therefore, institutions that provide educational services are in dire need of the use of ICT and electronic educational resources to ensure quality education.

Spain's experience in implementing ICT and e-learning resources is of particular interest in our study. At superficial

inspection, taken into account the geographical, social, political, demographic, economic, and educational differences between this country and Ukraine, Spain's choice among many European countries as a subject of study may seem strange. First of all, it is Spain's difficult path and the long struggle for a strong state among the leading countries that make its experience valuable for Ukraine, as the country is in a phase of transformation and modernization. The effectiveness of Spain's successful struggle for entry into the world educational space is evidenced, mostly, by the fact that the annual reputation of the world higher education institutions World Reputation Rankings of the British newspaper Times in 2020 included 3 Spanish higher education institutions. According to The Center for World University Rankings, the TOP-2000 of the world's best universities (for the 2020-2021 academic year) includes 53 higher education institutions in the Kingdom of Spain, among which 333rd place took the University of Granada. However, according to the Rating for the 2021-2022 academic year, the University of Granada rose to 326th place [20].

Secondly, we have a unique opportunity to explore the quality of education through the use of information technology based on vitagenic (life) experience gained during an Erasmus + research internship at the University of Granada, one of the leading universities in the Kingdom of Spain. According to the national ranking presented by the Center for World University Rankings, the University of Granada ranks an honorable 6th place among 38 universities included in the ranking.

The objective of our study is to investigate and analyze the features of the use of information and communication technologies in the process of assessing the quality of education on the example of the University of Granada.

Research methods. During the research we used the following methods: general scientific (analysis, comparison, terminological analysis, systematization and generalization of scientific literature) and empirical (conversation, discussion of scientific problems with foreign colleagues while studying at the University of Granada).

Theoretical basis. Before moving on to the main objective of our study, we think it expedient to consider the concept of "quality of education", and to begin with the genesis of the concept of "quality", as it is the initial idea. Terminological analysis of this complex phenomenon requires a separate study, so we will focus only on key

theses. Thus, "quality" is a general scientific category used by specialists in various fields, primarily such as: philosophy, sociology, political science, pedagogy, etc. Therefore, this category, as well as the category "quality of education", has its own specifics and its own interpretation, according to the characteristics of each scientific field.

The problem of interpretation of the universal, basic concept of "quality of education" is extremely relevant in modern pedagogy. Due to the extreme interest of representatives to it because of the relevance of quality of education in general, the analysis of this concept involves representatives of various branches. Topical issues of the quality of education, devoted to the achievements of many domestic (H. Bordovsky, B. Hershunsky, A. Hlichev, V. Isaiev, V. Kalnei, S. Redlich, V. Stastonin) and foreign scientists (E. Bau, S. Jones, H. Kells, D. Adams, D. Seymour, J. Haworth, P. Yuel and others). The multifaceted nature of this definition is pointed out by other scientists, such as (E. Bondarevskaya, N. Yefremova, O. Subetto, O. Maiorov and others). Analysis of the scientific achievements of domestic and foreign researchers allowed to generalize their position on the definition of this concept. For scientists, "quality of education" is: the ratio of purpose and result (M. Potashnyk), the degree of satisfaction of expectations of participants in the educational process (S. Shyshov, V. Kalnei), consistency of results, compliance with the needs of students, their parents and society (O. Moiseev, O. Moiseeva). Many domestic scientists have dealt with the problems of the quality of education and its management: S. Arkhanhelskyi, V. Bespalko, I. Lerner, N. Seleznova, M. Skatkin, O. Subetto, N. Talyzina.

An analysis of the literature and sources led to the conclusion that the concept of "quality of education" is multifaceted. We agree with the views of N. Latova, who notes that the multifaceted of "quality of education" is reflected in the variety of approaches to its study [10].

Obviously, this phenomenon can be viewed not only as a pedagogical, but also as a sociological, philosophical, economic, political category, depending on the position of which scientific field it is considered. The definition of the concept in the edition of different scholars is presented in Table 1, which allowed to identify common and different features in the interpretation and on the basis of generalization to formulate a working definition of the concept of "quality of education" in the context of our work.

Table 1. Approaches to the interpretation of the definition "quality of education"

Authors	Definition of the concept
S. Shyshov, V. Kalnei, O. Moiseev	*a set of performance indicators* and a component of the learning process, and, as a result, a focus on *meeting the expectations and needs* of the individual and society [16];
E. Bondarevska, L. Sankin, O. Tonkonoha	*formation of the appropriate level of knowledge, skills and abilities,* as well as socially significant personality traits [14];
M. Potashnyk, A. Krakhmalov, V. Panasiuk	*compliance of the result with the educational goal,* which is set for the development of personality [13; 9];
H. Bordovskyi, T. Shamova, P. Tretiakov, O. Nesterov, S. Trapitsyn	an attribute that determines the ability of *educational institutions to meet the demands of consumers* at different levels [4; 19];
V. Isaiev, N. Seleznova, O. Subetto	*consistency of the set of attributes* of the educational process and its result *to the requirements of the standard,* social norms of society and the individual [8; 15; 18].
M. Pevzner, V. Sokolov	*the effectiveness of the educational process* in society, *its compliance with the needs and demands* of the individual and society [17];

According to the results of the analysis of the existing definitions of the multifaceted concept of "quality of

education", which were presented by domestic scientists, we can state that today there is no single, unambiguous

interpretation. We believe that this is due to the complex interdisciplinary and systemic nature of the category "quality of education", which will be considered from the standpoint of different approaches. For example, such scientists as M. Pevzner, V. Sokolov, S. Shyshov, V. Kalnei, O. Moiseev, interpreting the concept of "quality of education", highlight the social aspect, focusing on the needs and requirements of individuals, social groups and society as a whole. However, scientists H. Bordovsky, T. Shamova, P. Tretiakov, O. Nesterov, S. Trapitsyn consider the category of "quality of education" as economic, comparing educational services with products, and the participant of the educational process with the consumer. The most successful and specific, in our opinion, is the interpretation of the category "quality of education" of such scientists as V. Isaiev, N. Seleznova, O. Subetto. Experts consider this category as a process where the quality of education is a set of certain characteristics of the educational process; and as a result, where the quality of education acquired skills and knowledge that are in demand in today's world and that meet the expectations of participants in the educational process.

Having analyzed the various approaches available in science to the interpretation of the phenomenon of "quality of education" and highlighting the key words in the interpretation, we will try to formulate our own working definition of this definition. Thus, the "quality of education" is a two-dimensional category, which is considered from the standpoint of the educational process, which includes the content, forms and methods of teaching, modern technologies, staff and material base to achieve a positive goal of learning, and the result that meets the requirements of the standard, the needs of the individual and society as a whole.

As each individual invests its meaning in the term "quality", so each country has its own criteria for assessing the "quality of education". This is due to the different level of development and state of the economy, national traditions, characteristics due to religion, culture, political system and other indicators.

In this context, the opinion of T. Bracho seems quite appropriate: "Any action in the area of educational policy that seeks to raise the quality of education must start by explicitly defining the concept of quality that is adopted in order to establish the aims that we wish to achieve, and thus enable us to talk about improvement in the said areas"[1]. So we suggest the need to unify views on the definition of "quality of education", which should not be based on individual considerations of this concept, but, on the contrary, should be based on a collective interpretation of the above concept, which can be understood by all and based on an organized course of action accepted by all involved in this issue in the education system.

T. Bracho, the President of the Board of Governors of the INEE, in her article "Towards a definition of quality" identifies three approaches to educational policy, which are crucial in the interpretation of "quality of education":

1) The philosophical approach. This includes debates about the pertinence, relevance and aims of a country's education system, emphasizing axiological and pedagogical issues. It is no easy task to clearly state the ultimate values that guide education;

2) The administrative approach. This seeks to evaluate quality by analyzing how the resources devoted to education are managed, not only in economic terms (via efficiency analysis), but also in pedagogical ones (via studies of school efficacy). It examines how schools use human and material resources to enable their students to achieve meaningful learning outcomes;

3) The rights-oriented approach. This sets out to ascertain whether the State is fulfilling its obligation, as set forth in its laws and in the pertinent international treaties, to make good on its citizens' right to high-quality education [2].

The outlined approaches are taken into account in the Spanish education system and supplemented by the Organic Law on Education in Spain (Ley Orgánica de Educación / LOE), adopted on December 29, 2020.

The priority goal of this law is to ensure quality education for all. The law states that education must be constantly improved in order to be of high quality. Spanish society is convinced of the need to improve the quality of education, but also notes that quality and equity are two integral principles of education.

LOE is also committed to the educational goals set by the European Union and UNESCO. These institutions propose to improve the quality and efficiency of the education and training system, improve teacher training, promote public knowledge, guarantee access to information and communication technologies, increase scientific, technical and artistic research, maximize available resources and increase investment into human resources [11].

ICT in Spain. Spanish education system has evolved over the centuries and today is the pride of its multinational people. The higher education institutions of the Kingdom of Spain deserve special attention, because they prepare the elite of society, provide citizens with quality education that can meet both the expectations of applicants and the state's need for highly qualified workers.

In the second half of the twentieth century in Spain a number of laws were passed, which marked the beginning of a new educational model: in 1983 the Law of University Reform (LRU) was adopted, in 1985 - the Organized Law for the Right of Education (LODE). In 1990, the Organic Law for the General Organization of the Educational System (LOGSE) was adopted, and in 1995 - the Organic Law on Public Participation and Management of Educational Institutions (LOPEG). All these laws became the impetus for deep educational reform, the foundation on which the "integral" modernization of Spanish society became possible [5].

As a result of successful implementation of the laws, the system of higher education has been rapidly developing for 10 years, as evidenced by the following facts: the number of students has almost doubled (from 744 to 1508 people), and the number of universities increased from 30 to 46.

The 1978 Constitution, the Basic Law of the Kingdom of Spain, provides universities with managerial autonomy and organizational and academic autonomy (for example, freedom in curriculum development, freedom in the organization of the educational process and scientific activities).

The Spanish education system is under the control of the Ministry of Education and Science, but due to the Organic Law on the Status of Training Centers (LOECE, 1980) there was reorganization of national education systems and involvement society into the discussing ideas that can be useful for public decision-making according to future

reforms. It is known that there are 2 leading parties in the country that have influence over the adoption of laws. These are the People's Party (Partido Popular/PP) and the Spanish Socialist Workers' Party (Partido Socialista Obrero Español/PSOE) [7]. However, it was the People's Party that helped pass three new laws through its influence on the Spanish parliament. Thus, the 21st century has been met by Spain with three new laws, including the Organic Law of Universities (2001), the Organic Law of Qualifications and Training (2002), and the Organic Law of the Quality of Education (2002). This triad of laws was introduced by Spain during the period of entry into the European educational space. The priority of educational reforms in this period was to create conditions in order to ensure the availability of quality education. It is the quality of education that is becoming the main component of the higher education reform in the 47 countries participating in the Bologna Process.

In 1999, a pan-European reform process began in the Italian city of Bologna. The essence of the declaration reflects the clear tasks of reforms for the participating countries in the coming years. The main ones are directly related to the problem of quality assurance and evaluation of education, as well as to the issue of unification of requirements and documents on education within the European educational space, among which the most important are:

- adoption of a system of common documents on higher education, an important part of which is a single Diploma Supplement;

- transition to a multilevel system of higher education, which is based on two levels of training (Bachelor / Master);

- introduction of the general system of educational credits (the European Transfer Credit System (ECTS) was adopted, which has proved itself well nowadays;

- development of European cooperation in the field of quality assurance of higher education within the framework of comparative criteria and methods, introduction of decentralized mechanisms of accreditation of educational institutions and programs.

As we can see, within the framework of the declaration, a vision of a single platform of the European community began to take shape. The Bologna Process is the most influential structural reform of higher education in Europe. These tasks are implemented in accordance with the communiqué of the conferences of ministers responsible for higher education, which are held every two years.

As a result, as part of the second phase of the Bologna Process, the Prague Communiqué "Towards a European Higher Education Area" was signed in Prague in 2001. According to this document, quality and evaluation are recognized as central categories in higher education.

In 2003, the third stage of the Bologna Process took place in Berlin. The Berlin Communiqué clarifies the structure and identifies three levels of quality assurance of education (university, national and European), and takes a course to approximate standards and assessment procedures. Among the most important reforms announced in this document is the development of European cooperation on the basis of developed comparative criteria and evaluation methodology. To this end, in 2000, based on the recommendations of the Council of Ministers of Education of the European Union, the European Network of Higher Education Quality

Agencies (ENQA) was established. Based on this decision, many European countries have already established appropriate national agencies, Spain is no exception. The implementation of these tasks was able to ensure the formation of the European area of higher education, the expansion of exports of educational services of European universities, which was proclaimed the main objectives of the Bologna Process.

With the entry of Spain into the single European educational space, there is a need to create a quality assurance system for Spanish higher education, compatible with European systems. The Constitution of the Kingdom of Spain, which incorporates the best national traditions and modern pan-European approaches based on the Bologna Process, is complemented by a package of special regulations detailing the country's further development in education. However, the regulatory framework for the introduction of a new model of education in the higher institution in accordance with the criteria of the Bologna Process began to take shape in Spain gradually. Thus, in 2003 the Royal Decree on the use of ECTS credits was adopted; in 2004 - Decree on a single European supplement to Bachelor's and Master's diplomas, in 2007 - Decree on the introduction of new cycles of study: the first (four-year - grado), the second (two-year - master), the third (two-year - doctorado) [6].

The Bologna reform and Spain's accession to the European Higher Education Area (EHEA) was once controversial: these processes provoked a great deal of protest among students, who were accompanied by demonstrations. [6]. From our point of view this is due to the lack of participation of society and directly the main participants in the educational process in the discussion and delivery of relevant information on important issues and the essence of future reforms.

In 2009, a pan-European conference in Leuven, Belgium, presented a report assessing the level of dissemination of the EHEA's main criteria. Spain received a mark of 4 out of 5 (for comparison in 2007 - 3.5, and in 2005 - 2.5) [3]. It should be emphasized that Spain has achieved such results despite the fact that according to some characteristics it was classified as a "late" country. For example, Ukraine was ahead of Spain in recognizing higher education qualifications under the Lisbon Convention. Ukraine signed this document in 1999, while Spain only in May 2009.

In 2010, the report "The Bologna Process and European Higher Education" was presented at a regular conference in Vienna. The report presented "national deviations" from the standards of the Bologna educational model. Experts note that many countries do not follow the recommended training scheme of the $4 + 2$ format. In turn, Spain is dominated by a mixed training scheme - $4 + 1$ or $4 + 2$ (depending on the specialty). This conference was also devoted to the equally important issue of summarizing and entering a new phase (until 2020). Spain, acting as EU President, noted the main thing - maintaining access to higher education for all segments of society; the importance of international exchange within the European space and the need for global dialogue between students from different regions of the world.

The Organic Law on Quality in Education (LOCE) states that in order to guarantee the right to education to those who cannot attend educational institutions regularly, it is

necessary to create a special system of distance learning [12]. Today in Spain there are online learning platforms (e.g. Open UGR), online universities, distance learning universities such as UNED (University of Distance Education), UOC (Open Online University of Catalonia), UNIR (online university) and other. The LOCE Act emphasizes that the education authorities must ensure the private right to quality education, especially for rural residents, by providing all the necessary material resources and teaching staff.

According to the 2020/2021 academic year, 1.8 million of students are registered in Spain, 3.1% of whom are foreign students. With the stabilization of the number of full-time students, the number of those students who receive higher education through distance learning increases. For example, in 2018 the contingent of the Open University of Catalonia (UOC) was 70,274,000 students. The total number of UNED students (including the main campus in Madrid and 60 branches in Spain) is 260,000. Moreover, UNED has 20 branches abroad. UNIR and UDIMA have also joined the ranks of higher education institutions in the form of distance learning in Spain.

Particular attention should be paid to the process of organizing the availability of education for adults, which is successfully provided by the leading Spanish University of Granada. In Spain, as in other developed country, the problem of maintaining the disabled population and its aging comes to the fore. The government is trying to solve this issue competently and is doing everything to make elderly citizens feel safe and comfortable in the new period of life. Everyone living in Spain is divided into the following groups: from 0 to 14 years, from 15 to 26, from 26 to 64, over 65 years. It is the age of 65+ that is retired, so let's focus on it. For people of the retirement age in Spain in general, and in Granada in particular, there are certain benefits: from the cost of a ticket to public transport, or admission to any cultural monument, ending with a reduced cost of medicines from 60 to 90% of the original cost. The organization of leisure for people of retirement age in order to avoid the latter feelings of loneliness and uselessness for society is extremely important for the Spanish government. In addition to providing retirees with clubs of interest, the opportunity to visit tours, travel in Europe, it is important to organize training, which is in demand. The University of Granada offers its own university program named Permanent Open Training Classroom. This university program is designed for the elderly. It aims to help improve the personal and social capabilities of its students, with dual intent, learning and social assistance support. Having a huge number of different subjects to choose from, various forms of education, including distance learning, flexible schedule, makes this program in demand among the elderly. The University of Granada has a well-developed material and technical base and staffing, which is one of the important factors in ensuring quality accessible education.

The aspect of access to higher education is also ensured through the introduction of mechanisms for the recognition of loans obtained by students in the previous stages of education in other sectors of the education system, as well as the development of support services for students' educational activities. For example, at the UNIR online university, during the entire process, from registration to the exam, the student is assigned a personal tutor who performs advisory, managerial and personal functions. With regard to the recognition of credits, UNIR has the following procedure: if a student is already studying in another institution of higher education, he can ask to recognize at least 30 ECTS credits. The recognition is paid (the request costs 28 euros, each recognition - 12 euros). ECTS assists in the development, description and implementation of educational programs, enables the integration of different types of educational activities in the context of lifelong learning and promotes student mobility, facilitating the process of recognition of qualifications and periods of study.

The training of specialists according to the Bologna model of study provides Spanish universities with the opportunity to actively exchange students with universities in European countries under the Erasmus + program. International mobility contributes to the establishment of cultural dialogue, broadening horizons, the formation of competencies such as general (ability to communicate with the scientific community in a foreign language; ability to conduct comprehensive research on modern ICT) and special (ability to demonstrate professional knowledge; ability to communicate scientifically for international cooperation and exchange of scientific experience; ability to speak publicly at international conferences and seminars). The possibility of using an international database and electronic resources should be singled out, which helps to organize and carry out your own research according to foreign standards. During Erasmus + training, each participant of the educational process is assigned a tutor and coordinator to address both scientific, managerial, advisory, personal issues. Due to the spread of the COVID-19 pandemic, a significant number of consultations, meetings, conferences and seminars are held online through training services, which greatly facilitates the learning process, saves time, makes training available from anywhere in the world, it does not negatively affect the quality of the learning process.

Thus, academic mobility helps to immerse oneself into the learning process taking into account the cultural and economic peculiarities of the country, promotes the strengthening of international relations and cooperation. It is academic mobility that is a vector for improving the quality of education and science in Ukraine in accordance with international educational standards and increasing the country's intellectual potential.

Employment is the next indicator of the quality of education. Many private universities in Spain are proud of the high employment rate of their graduates, as almost 90% of graduates find a job for six months after graduation. This is evidenced by the data at the employment forum, which are available in higher education institutions, which involve various state enterprises and structures.

Conclusions and perspective for further studies. Undoubtedly that in modern conditions, education is in the sphere of primary state interests. This is due to the fact that the level of development of the educational system depends on the future of any country, its economic and legal stability. In addition, the right to education is one of the fundamental and inalienable constitutional human rights.

The issue of ensuring the quality of higher education is more relevant and acute today than ever and is related to the entry of countries into the European educational space. This problem has been studied by many domestic and foreign scholars, but we believe that international experience in this

matter will be the impetus for creating a competitive educational model that can meet the needs of society. The given examples of appealing to the category "quality of education" emphasize its multifaceted, multidimensional and multimodel nature, clearly demonstrate that each researcher, referring to this category, takes for practical use only a finite property of an infinite number of properties that constitute "quality of education".

Education in Spain follows a decentralized model. The problem of the quality of education in Spanish law is governed by general laws adopted by the Spanish Parliament, in force in all regions and are "framework", as they regulate the division of powers between the central government and the regions in each case.

The use of ICT as an important mechanism for modernizing the educational process is aimed at improving the quality, accessibility and efficiency of higher education. When researching the issue of providing quality education in Spain through the use of ICT, in our opinion, the priority aspect should be the availability of education. Access to education is the dominant direction of reforms in the Spanish education system today.

These challenges served as an incentive to create a variety of educational programs, online universities, distance universities, online learning platforms, the existence of which is impossible without the use of information and communication technologies. Spanish law actively supports the provision of quality education as a guarantee of education for all. Spain has created all the conditions for the comprehensive and harmonious development of the elderly. A university program has been created on the basis of the University of Granada, in which the elderly are actively involved, as the only condition for admission to the program is age.

International academic mobility is another important factor of improving the quality of education and ensuring its accessibility for participants in the global educational process. The process of internationalization is aimed at borrowing the experience of international partner universities in the process of exchanging strengths and weaknesses of the educational process, promoting education and science in the global educational market, the development of a wide range of competencies and competencies.

Spanish higher education has achieved great success due to entering the single European educational space. This event helped the country to raise the level of higher education through a thorny path, as evidenced, at least, by world rankings compared to other countries.

To improve its position in the international educational environment, Spain's experience in higher education is extremely useful for Ukraine in such aspects as:

- organization of access to education for all segments of the population;

- creation of online platforms, universities, courses for the elderly people;

- involvement of society and main participants of the educational process into the discussion and implementation of educational reforms to improve the quality of education;

- setting up and improving the distance learning system in response to the urgent need caused by the pandemic COVID-19;

- creation of online universities with a system of recognition of credits obtained by students in the previous stages of study in other sectors of the educational system;

- availability of academic mobility for all participants of the educational process;

- employment assurance.

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