

## PROMOTION OF INTERNATIONAL PRINCIPLES AND A QUALITY CULTURE

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**ABSTRACT.** The article addresses the issues of implementing international principles and legal support in the context of promoting a culture of quality as a primary priority for the development of Central Asian countries.

The key mechanism for improving the quality of education is international accreditation, which has a positive impact on academic mobility and the expansion of internationalization. Special attention is given to the formation of a unified educational space in the Central Asian region.

The aim of the article is to assess and analyze the development and implementation of accreditation in the countries of Central Asia. Various approaches and methods, including grouping, comparative analysis, evaluation and forecasting methods, were applied during the research.

**KEYWORDS:** legal regulation, quality of education, international principles, accreditation, internationalization.

## ХАЛЫҚАРАЛЫҚ ПРИНЦИПТЕР МЕН САПА МӘДЕНИЕТІН ІЛГЕРІЛЕТУ

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**АҢДАТПА.** Мақалада Орталық Азия елдерінің дамуының басты басымдығы ретінде сапа мәдениетін ілгерілету контекстінде халықаралық қағидаттарды және құқықтық қолдауды енгізу мәселелері қарастырылған.

Білім сапасын арттырудың негізгі тетігі халықаралық аккредиттеу болып табылады, ол академиялық ұтқырлыққа және интернационалдандыруды арттыруға оң әсер етеді. Орталық Азия аймағында біртұтас білім кеңістігін қалыптастыруға көп көңіл бөлінуде.

Мақаланың мақсаты – Орталық Азия елдерінде аккредиттеуді дамыту мен енгізуді бағалау және талдау. Зерттеу барысында әртүрлі тәсілдер мен топтастыру әдістері, салыстырмалы талдау, бағалау және болжау әдістері қолданылды.

**ТҮЙІН СӨЗДЕР:** құқықтық реттеу, білім сапасы, халықаралық принциптер, аккредиттеу, интернационалдандыру.

# ПРОДВИЖЕНИЕ МЕЖДУНАРОДНЫХ ПРИНЦИПОВ И КУЛЬТУРЫ КАЧЕСТВА

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**АННОТАЦИЯ.** В статье рассматриваются вопросы внедрения международных принципов и правового обеспечения в условиях продвижения культуры качества как основного приоритета развития стран Центральной Азии.

Ключевым механизмом повышения качества образования является международная аккредитация, которая оказывает позитивное влияние на академическую мобильность и расширение интернационализации. Большое внимание уделено формированию единого образовательного пространства Центрально-Азиатского региона.

Целью статьи является провести оценку и анализ развития и внедрения аккредитации в странах Центральной Азии. В ходе исследования применялись различные подходы и методы группировки, сравнительного анализа, оценки и методы прогнозирования.

**КЛЮЧЕВЫЕ СЛОВА:** правовое регулирование, качество образования, международные принципы, аккредитация, интернационализация.

**INTRODUCTION.** The quality of education is a crucial task for both the state and the international educational arena as a whole. The development of human capital and the level of education are fundamental priorities for a country, influencing the nation's potential and, in general, the growth of the national economy. The quality of education has become a significant vector in the development of the knowledge economy in the region. It is well-known that preparing competitive and in-demand professionals is an investment in the future. Therefore, enhancing the quality of education, the competitiveness of graduates, and their demand in the labor market is a paramount task for the country. Accreditation serves as the convertibility of diplomas and ensures the employment of graduates in the job market. Nowadays, when prospective students enter university, they inquire about whether the educational program is accredited. The agency responsible for accrediting a particular educational program and the quality of accreditation conducted by experts are crucial factors. Thus, all accreditation agencies bear responsibility for the quality of accreditation and the expertise level of reviewers.

Today, the transformation of the education

system in Central Asian countries is aimed at the quality assurance of education amidst profound changes based on global trends such as internationalization, continuous education and digital technologies. The expansion of internationalization and mobility contributes to integration into the international arena, while the implementation of modern teaching methods and the updating of educational programs become a necessity of the time. Key instruments for the quality assurance of education include outcome-oriented learning and the implementation of IT innovations.

Therefore, the development of a practice-oriented approach, skills and competencies has become a primary direction for the advancement and elevation of the education level. The mainstreaming of modern technologies in preparing professional personnel is aimed at meeting the labor market's demand for individuals with cross-disciplinary skills. Thus, the adaptation of educational programs to meet the needs of employers is essential.

Conducting international accreditation in Central Asia allows for enhancing the reputation, visibility of universities and aligning with global standards of education quality.

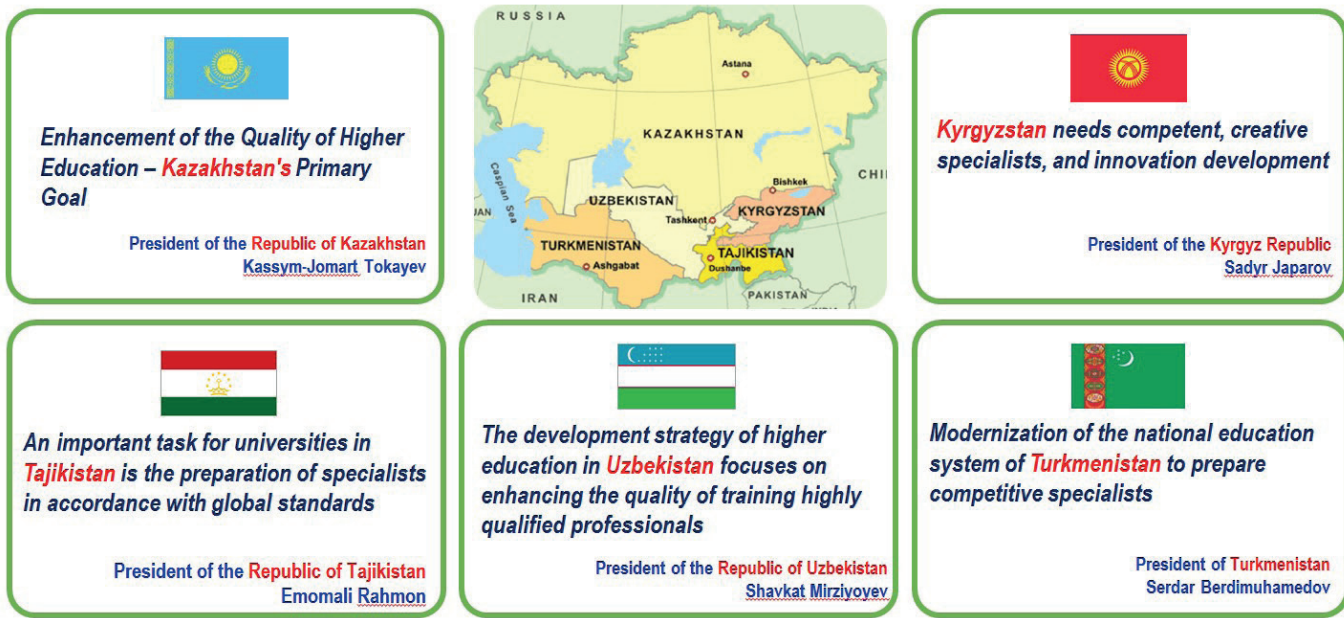


Figure 1 - Drivers of Central Asia's Tasks in Quality Assurance

**MATERIAL AND METHODS OF RESEARCH.**

The research employed methods of assessment and comparative analysis of education and the quality of educational programs, forecasting the development of education in the context of its transformation aimed at improving education quality.

Scientific interest lies in studying the education systems of Central Asian countries, analyzing and assessing their levels, and determining the prospects for further advancing the culture of education quality.

The study includes the analysis and evaluation of the state of the education system, legislative support, the formation of new approaches to developing university policies with the aim of enhancing the quality of graduate preparation, supplying the labor market with competitive professionals, and developing new in-demand professions.

The examination of the education systems of Central Asian countries is aimed at creating a unified educational space in the Eurasian region, taking into account specific features, cultural traditions, and modern approaches of the new policy for the development of higher education institutions.

**RESULTS AND THEIR DISCUSSION.** The past years have been a period of exploring new opportunities for education in both Kazakhstan and Central Asian countries. Today, universities

are formulating new policies in response to market challenges.

Now, using Kazakhstan as an example, I would like to discuss flexible learning paths. In Kazakhstan, there are 119 universities with over 600,000 students. Kazakhstan is the only member state of the Bologna Process in Central Asia, having introduced independent accreditation in 2011. The higher education system in Kazakhstan has been reformed following the European model. As a full-fledged member of the international higher education space, Kazakhstan has established its own quality assurance system based on European approaches, using standards and guidelines ESG. [1]

In 2018, Kazakhstan enacted a law to expand the academic and managerial autonomy of universities. Universities are now empowered to develop their own integrated and flexible educational programs tailored to the contemporary job market.

Since 2021, universities issue diplomas with their unique designs, featuring the logo of the accreditation agency that accredited the educational program. The national quality assurance system comprises internal and external quality assurance systems, along with a quality assurance management mechanism.

Today, in Kazakhstan and Central Asian countries, the quality of education is a

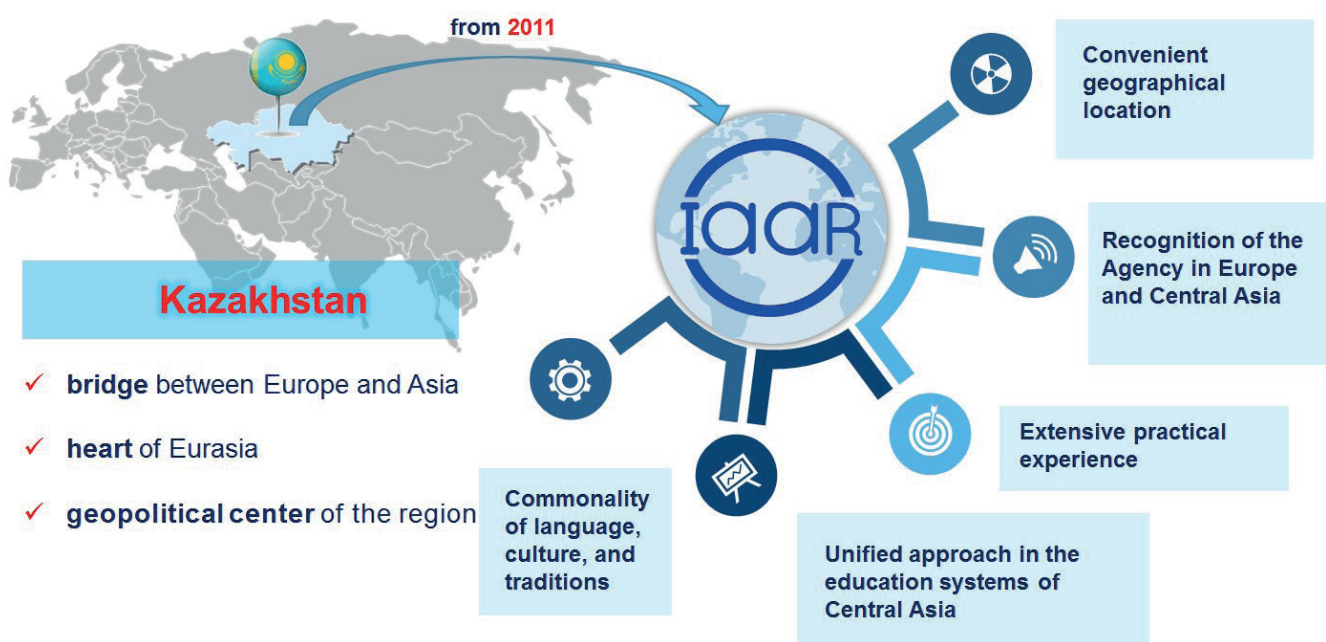


Figure 2 - Features of the Potential of the Central Asian Region

paramount requirement of the time and a fundamental priority for developing national resources. Higher education plays a crucial role and holds significant importance for the sustainable growth of the national economy. [2]

As seen in Figure 1, the primary focus of the policies of Central Asian countries is the enhancement of education quality. In their messages, the Heads of Central Asian states have outlined Development Strategies where the key priorities include improving the quality of training competitive professionals. [3]

Kazakhstan is the heart of Eurasia, the geopolitical center of the Central Asian region, and a bridge between Europe and Asia. Its geographical location, shared language, and a unified approach in the education systems of Central Asia enable the successful promotion of international principles and a culture of education quality (see Figure 2).

The Independent Agency for Accreditation and Rating (IAAR), established in 2011, is a leader in conducting international accreditation in Central Asian countries and the Eurasian space.

IAAR is part of global quality assurance networks and has once again obtained the status of a full member of the European Association for Quality Assurance in Higher Education (ENQA). IAAR has been included in the European Quality Assurance Register for

Higher Education (EQAR) twice, and universities and programs accredited by IAAR are listed in the European Database - DEQAR.

IAAR is the first agency from the CIS countries recognized by the World Federation for Medical Education (WFME) in 2017. This recognition grants IAAR the authority to conduct international accreditation of medical organizations and educational programs according to WFME standards.

Universities accredited by IAAR provide students with the opportunity to obtain international certification from ECFMG (The Educational Commission for Foreign Medical Graduates). This facilitates the attraction of foreign students to IAAR-accredited universities, fostering internationalization and academic mobility. IAAR is also acknowledged by international networks such as INQAAHE, IQA, CIQG, CEENQA, APQN, APQR, etc.

Currently, the Agency conducts international accreditation in 15 countries worldwide, and IAAR has accredited 261 educational organizations and 4879 educational programs. 58% of educational programs in Kazakhstani universities have undergone accreditation by IAAR.

Since 2012, IAAR has been included in the National Register of recognized accrediting bodies by the Ministry of Science and Higher Education of the Republic of Kazakhstan and

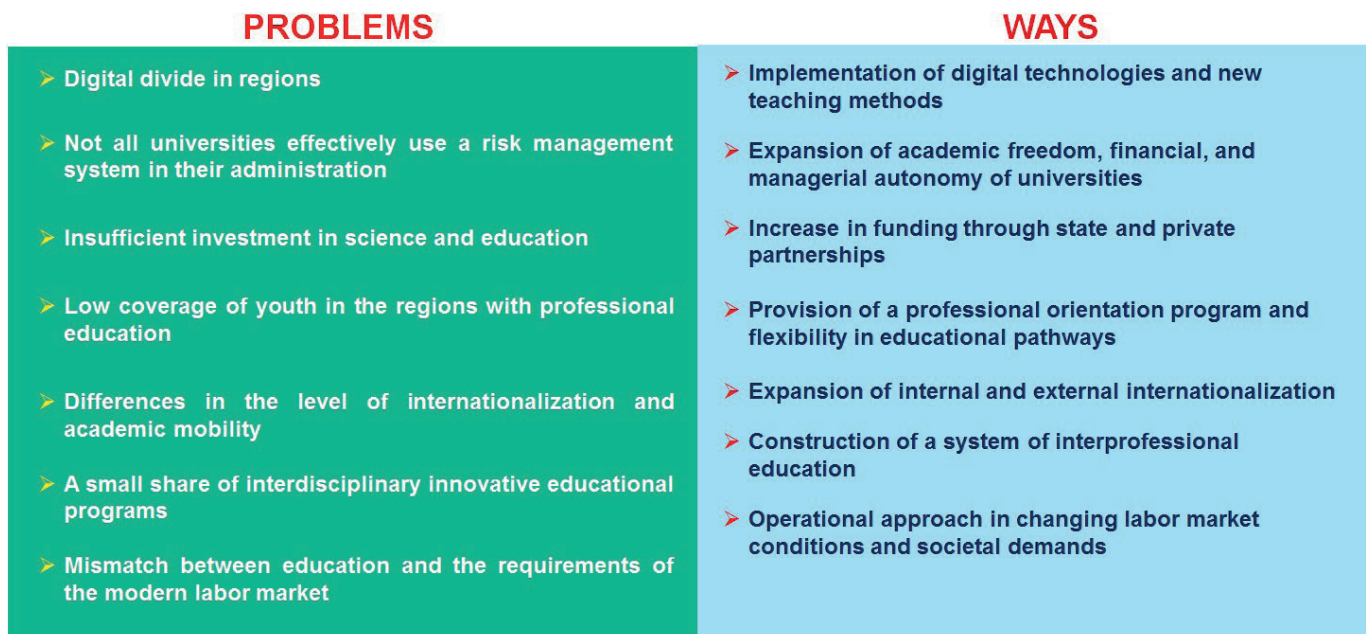


Figure 3 - Challenges and Paths to Improve Education Quality

has recognition in other countries.

The Independent Agency for Accreditation and Rating always takes into account the legislative requirements of the country where it conducts external evaluations of higher education institutions during the accreditation process.

IAAR has signed agreements for international accreditation with various countries in Central Asia and Europe. IAAR is recognized by governmental authorities in Azerbaijan, Tajikistan, Moldova, Russia, Romania, Ukraine, Belarus, Uzbekistan, and other countries.

IAAR's quality assurance methodology aligns with the requirements of national legislation and the European Standards and Guidelines (ESG). It relies on broad stakeholder involvement, ensuring transparency and objectivity in decision-making.

International accreditation of medical universities and programs conducted by IAAR is based on IAAR standards harmonized with the World Federation for Medical Education (WFME) Global Standards for Quality Improvement 2020. IAAR's standards and guidelines are developed considering the specificities of each country's higher education system and integrated with national objectives and requirements. The IAAR accreditation procedure is grounded in principles of voluntariness, independence,

objectivity, openness, and transparency.

The Independent Agency for Accreditation and Rating (IAAR) assists universities in transitioning to international standards and incorporating the best foreign practices, positively impacting the improvement of education quality.

The expert potential of IAAR plays a significant role in international accreditation, with a continuously growing pool of over 4,000 individuals from 39 countries, including 250 student experts and 300 employer experts, among others. IAAR conducts annual training seminars to enhance the qualifications of its experts.

IAAR has numerous international partners in 17 countries, such as Germany, the United Kingdom, Spain, Turkey, Portugal, Greece, Latvia, Moldova, India, Azerbaijan, Kyrgyzstan, Georgia, contributing to the development of the educational system not only in the Republic of Kazakhstan but also in Central Asian and European countries, elevating higher education institutions to a global level.

Conducting analytics and receiving feedback from stakeholders, IAAR obtains timely information for improving its activities and staying informed about contemporary trends in education. Figure 3 illustrates the results of the analysis of education quality assurance in

Central Asia. A significant challenge identified is the digital divide in the regions. A considerable percentage of expert recommendations are directed towards enhancing the risk management system. [4]

It is important to note that to enhance the quality of education, it is necessary to implement digital technologies and new teaching methods, expand mechanisms for academic freedom, and increase funding levels. [5] Universities should establish a system of interprofessional education, taking into account the demands of the labor market and society.

The convenient geographic location, common language, culture, and traditions, as well as a unified approach in the education systems in the Eurasian region, enable the Independent Agency for Accreditation and Rating (IAAR) to successfully promote international standards ESG and WFME, fundamental principles, and a culture of quality in universities across both the European and Central Asian regions.

**CONCLUSION.** Thus, the promotion of international standards based on conducting international accreditation will allow universities in Europe and Central Asia to unite in a single educational landscape and create an inter-country market for qualified professionals. For further recognition and increased attractiveness of universities in the Central Asian region, it is necessary to:

1. Enhance the quality and competitiveness of educational services according to global trends.
2. Develop modern infrastructure and digital architecture.
3. Expand internationalization and academic mobility.
4. Prepare graduates with a broad set of knowledge, skills, and competencies.
5. Involve employers in the development of educational programs and engage companies in preparing graduates to immerse students in the atmosphere of their future profession.
6. Promote educational services for export.

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