

INDEPENDENT ACCREDITATION AND RATING AGENCY

# **STANDARDS**

**FOR INSTITUTIONAL ACCREDITATION  
OF EDUCATIONAL ORGANIZATIONS  
IMPLEMENTING INTERNATIONAL  
PROGRAMS OF PRIMARY, BASIC  
SECONDARY AND GENERAL  
SECONDARY EDUCATION**

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PRIMARY, BASIC SECONDARY AND GENERAL SECONDARY  
EDUCATION**

**Astana 2019**

## Foreword

**1 DEVELOPED AND INTRODUCED** by the Non-Commercial Institution "Independent Agency for Accreditation and Rating".

**2 APPROVED AND PUT INTO EFFECT** by the order of the director of NCI "Independent Agency for Accreditation and Rating" No. 117-19-OD dated December 9, 2019.

**3** This standard implements the norms of the Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 No. 319-III.

**4 FIRST EDITION**

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EDUCATION**

**Guidelines**

**1. Field of application**

1.1 These standards define the requirements for educational institutions and the conduct of institutional accreditation of educational organizations that implement international programs of primary, basic secondary and general secondary education (hereinafter -schools).

1.2 These standards are applied when conducting the procedure for institutional accreditation of schools, regardless of their status, organizational and legal form, departmental subordination and form of ownership.

1.3 These standards can also be used by schools for self-assessment and monitoring of their activities, developing strategies and development plans, as well as relevant internal regulatory documentation.

**2. Normative references**

These standards use references to the following regulatory legal acts:

2.1 Law of the Republic of Kazakhstan "On education" dated July 27, 2007 No. 319-III.

2.2 Law of the Republic of Kazakhstan "On technical regulation" dated November 9, 2004 No. 603-II.

2.3 The Law of the Republic of Kazakhstan "On Accreditation in the Field of Conformity Assessment" dated July 5, 2008 № 61-IV.

2.4 Resolution of the Government of the Republic of Kazakhstan "Rules for assigning the status of international schools" dated February 6, 2012 No. 207.

### 3. Terms and definitions

These standards apply terms and definitions in accordance with the laws of the Republic of Kazakhstan "On education".

In addition to these, the following definitions are set out in these standards:

**3.1 *Institutional accreditation (for educational organizations)*:** the procedure for recognition by the accreditation body of compliance of educational services with the established standards (regulations) of accreditation in order to provide objective information about their quality and confirm the existence of effective mechanisms to improve it.

**3.2 *Audit*** is a systematic, independent, documented process for obtaining audit evidence and evaluating it objectively to determine the extent to which agreed criteria are met.

**3.3 *Stakeholders*** - the circle of individuals and legal entities that are directly or indirectly related to the organization of education and are interested or potentially can show interest in the activities of the organization of education, in particular, they are students, teachers, employees, parents (guardians) of students, local government agencies, Ministry of Education and Science of the Republic of Kazakhstan, employers, applicants, other Kazakh and foreign educational organizations.

**3.4 *Institutional accreditation*** is the process of evaluating the quality of an educational organization by an accreditation body for compliance with the declared status and established standards of the accreditation body.

**3.5 *International educational program*** - is an educational program that is recognized and successfully implemented in leading foreign countries, giving the right to enter well – known foreign universities-leaders in the field of higher education, training in which is carried out by the Kazakhstan educational organization.

**3.6 *Monitoring of educational services*** – collection and analysis of data on the processes and procedures of educational activities.

**3.7 *Educational program*** - a single set of basic characteristics of education, including goals, results and content of training, organization of the educational process, methods and methods of their implementation, criteria for evaluating learning outcomes;

**3.8 *Post – accreditation monitoring of school activities*** - monitoring of the school's compliance with the IAAR requirements set out in these standards (paragraphs 7-14), carried out after the Accreditation Council makes a decision on accreditation and until the end of the said decision.

**3.9 *Consumer*** – an organization or person receiving products or services (students, their parents, employers, the state).

**3.10 *Procedure*** - established method of performing an activity or process.

**3.11 *Effectiveness*** – the degree of implementation of planned activities and

achievement of planned results.

**3.12 *Quality system*** - a set of departments and officials in an organization that perform specific quality management functions in accordance with established rules and accepted methods.

**3.13 *Country of origin of the educational program and / or educational organization*** - in the case of educational organizations implementing international educational programs that were developed in a foreign state, the country of origin is the country in which the educational program implemented by the educational organization was developed or the country in which the parent organization is registered, a branch which is a local educational organization and according to the norms of which educational activities are carried out.

**3.14 *Customer satisfaction*** - consumers perception of the extent to which their requirements are met.

**3.15 *Management documentation*** – documentation on planning, process management, application of various procedures, regulations on structural divisions, job descriptions.

**3.16 *Curriculum*** – a document developed by the school in accordance with the specifics of international educational programs that determine the composition of subjects, the sequence of their study and the total amount of time allocated for this, as well as the maximum weekly load of students, taking into account the level of education in classes.

**3.17 *Efficiency*** – the ratio between the result achieved and the resources used.

#### **4. Symbols and abbreviations**

These standards apply terms and definitions in accordance with the laws of the Republic of Kazakhstan "On education".

The following designations and abbreviations are used in this standard:

SCES– State Compulsory Educational Standard;

IAAR - Independent Agency for Accreditation and Rating.

#### **5. Procedure for Conducting Institutional Accreditation**

5.1 Submission by educational organisation of the application for the institutional accreditation with copies of the title and permit (authorisation) documentation.

5.2 Consideration of the application of the educational organisation by the IAAR.

5.3 IAAR decision to start the procedure for the institutional accreditation of an educational organisation. Conclusion of the contract between the IAAR and the educational organisation on institutional accreditation.

5.4 At the request of the educational organisation, the IAAR organises a training seminar for the working group of the educational organisation on the preparation of a self-assessment report in accordance with the criteria of standards and guidelines for institutional accreditation. This training seminar is a voluntary procedure.

5.5 Educational organisation conducts self-assessment according to the requirements established by IAAR. The final report signed by the first head (in Kazakh, Russian and English) of the educational organisation is sent to the IAAR in electronic form and in the amount of 1 (one) copy on paper.

5.6 IAAR carries out an analysis of the self-assessment report of the educational organisation. Based on the results of the analysis of the self-assessment report, the IAAR makes one of the following decisions:

- «to develop recommendations on the need to improve self-assessment report»;
- «to conduct an external peer review»;
- «postpone the accreditation period due to the impossibility of carrying out the institutional accreditation procedure due to the non-compliance of the self-assessment report with the criteria of these standards».

5.7 In case of continuation of accreditation, the IAAR forms an EEP, which is approved by the IAAR General Director to assess the EP of the educational organisation.

5.8 In case the decision on continuation of accrediting procedure is taken, the IAAR will agree with the organisation of education the dates of institutional accreditation and schedule of the EEP work plan.

5.9 The duration of the site visit of the panel is usually 3-5 days. During the site visit, the educational organisation creates conditions for the work of the EEP in



accordance with the Contract for the Provision of Services:

- provides an office for the work of the EEP with a workplace for each member of the EEP;
- provides for each member of the Panel an electronic and paper version of the self-assessment report;
- provides the necessary modern electronic office equipment in agreement with the representative of the IAAR and the number of EEP members;
- organises a visual inspection of infrastructure and resources, meetings, questionnaires, interviews and other forms of EEP's work in accordance with the EEP's programme of the visit;
- provides the requested information;
- organises photography of EEP work.

5.10 At the end of the visit EEP prepares a report on external assessment of educational organisation's educational programme.

5.11. The report contains a description of the EEP's visit, an assessment of the EP's compliance with the IAAR standards, recommendations to the educational organisation to improve the quality of the educational organisation, recommendations to the Accreditation Council. The proposals to the Accreditation Council contain a recommendation for making a decision (accredit / not accredit) and the recommended accreditation period for educational organisation.

5.12 The EEP's report, including recommendations is prepared by members of the EEP collectively. If one of the members of the EEP makes a different decision that does not coincide with the majority of the EEP members, this is recorded in the text of the report.

5.13 The EEP's report on the assessment of EP and the educational organisation's self-assessment report of EP serve as the basis for the Accreditation Council's decision on institutional accreditation.

5.14 The Chairman of the EEP presents to the Accreditation Council outcomes of the EEP's visit. If there are objective reasons IAAR General Director appoints a member of the EEP to attend a meeting of Accreditation Council and present a report. Replacement of the Chairman of EEP is made by the order of IAAR General Director.

5.15 The exclusive competence of the IAAR Accreditation Council includes decision-making on accreditation or refusal of accreditation of education organisation. The composition of the Accreditation Council is determined in accordance with the Regulation on the Accreditation Council. The meeting is held if a quorum is present. Accreditation Council shall have the right to make a grounded decision not corresponding with the EEP recommendations.

The Accreditation Council has the right to make one of the following decisions:

- to accredit for a period of **1 (one) year** – if the criteria are met in general, but if there are some shortcomings and opportunities for improvement (when evaluating criteria requiring improvement from 30% to 60%, lack of strong criteria);

- to accredit for a period of **3 (three) years** – if the criteria are met in general, but if there are some minor shortcomings and opportunities for improvement (when evaluating criteria requiring improvement from 15% to 30%, if there are strong criteria);

- to accredit for a period of **5 (five) years** – if the criteria are met in general and there are positive results (when evaluating criteria requiring improvement of up to 15%, if there are strong criteria);

- to accredit for a period of **7 (seven) years** – when the criteria are met in general and there are examples of best practice translation (when assessing those requiring improvement of up to 5%, and strong criteria of at least 15%);

- **refusal of accreditation** – in the presence of significant shortcomings (when evaluating at least one criterion as "unsatisfactory" or requiring improvement of 60% or more).

5.16 In the event of positive decision on accreditation the Accreditation Council of IAAR sends an official letter to the education organisation with the results of the accreditation and a certificate of institutional accreditation of an educational organisation, signed by the IAAR General Director. Further, the decision on accreditation of the educational organization is sent to the Ministry of Education and Science of the Republic of Kazakhstan for inclusion in the Register of Accredited Educational Organisations (Register 2) and posted on the IAAR website. The EEP report is also published on the website.

After receiving a certificate of accreditation, the educational organisation publishes on its website a self-assessment report. By agreement with the IAAR, the educational organisation has the right not to post confidential information specified in the self-assessment report.

5.17 In the event of the Accreditation Council's negative decision on accreditation the IAAR sends a letter to the organisation of education indicating the adopted decision.

5.18. The organisation of education in accordance with the Contract for the Provision of Services and the Regulations on the Commission on Appeals and Complaints Consideration may send to IAAR an appeal against the decision of the Accreditation Council. In case of doubts in the competence of the EEP and representatives of the IAAR, or gross violations committed by members of the EEP, the organisation of education may file a complaint to IAAR.

5.19 If the educational organisation decides to undergo institutional re-accreditation (re-accreditation in the IAAR), then the application for re-accreditation the educational organisation must submit at least 6 (six) months before the end of the institution's accreditation period, provided that the post-accreditation monitoring procedure was successfully completed by the educational organisation in accordance with the Regulation on Post-Accreditation Monitoring of the Educational Institutions and (or) Educational Programmes.

5.20 An educational organisation has the right to submit an application no earlier

than 1 (one) year after it is denied institutional accreditation or its specialised accreditation is revoked.

## **6. Follow-Up Procedures**

6.1 In the event of positive accreditation decision of the IAAR Accreditation Council, the educational organisation submits to IAAR an Action Plan on the quality improvement under the external expert panel's recommendations (hereinafter - the Plan), which is signed and sealed by the chief executive officer, and also an organisation concludes the Contract for the Provision of Services with the IAAR. The Contract and the Plan are the basis for the post accreditation monitoring.

6.2 In accordance with the Regulation on Post-Accreditation Monitoring of the Educational Institutions and (or) Educational Programmes, accredited education institutions should prepare interim reports according to the Plan. Interim reports are sent to the IAAR before the expected date of post accreditation monitoring.

6.3. Post-accreditation monitoring of the educational organisation is carried out in accordance with the Regulation on Post-Accreditation Monitoring of the Educational Institutions and (or) Educational Programmes.

6.4. In the event of failure to implement the Plan and the requirements put forward by the IAAR in relation to the post-accreditation monitoring, as well as lack of awareness of the changes carried out in the educational organisation the Accreditation Council shall have the right to adopt one of the following decisions:

- «to temporarily suspend the effectiveness of the EP's accreditation status»;
- «to revoke accreditation of EP by excluding it from the National Register 2, which may result in the cancellation of all previously achieved results of accreditation».

6.5 If the educational organisation refuses to conclude a Contract with the IAAR on post-accreditation monitoring, the IAAR Accreditation Council has the right to make a decision to revoke the certificate of accreditation.

## **7. Standard No. 1 - Management and Leadership Effectiveness**

### **7.1 General provisions**

7.1.1 The school's activities are determined by the Charter, school development plan, curriculum, and other regulatory documents.

7.1.2 International educational programs implemented at the school should be known and recognized in the international educational space.

7.1.3 Assessment of the school's compliance with the criteria of this standard is carried out on the basis of:

7.1.3.1 analysis of existing development plans (and/or strategic documents that determine the development) of the school and the results of implementation

monitoring;

7.1.3.2 analysis of the mechanism for forming and reviewing a set of internal regulatory documents that define the school's activities;

7.1.3.3 analysis of information resources;

7.1.3.4 analysis of the resource support mechanism and organizational structure aimed at ensuring management efficiency;

7.1.3.5 analysis of compliance of professional qualifications of school management and distribution of job responsibilities;

7.1.3.6 analysis of the internal and external environment, the market and their impact on the school's activities;

7.1.3.7 surveys of information resources, material and technical base of the school;

7.1.3.8 interviewing, questioning teachers, employees, students, school graduates and other interested parties.

## **7.2 Evaluation criteria**

7.2.1 School management is carried out through clear institutional goals and objectives defined in the school development plan, which are reflected in the quality of education, its continuous development (primarily through feedback from students, parents (guardians), employees and visitors), taking into account the individual characteristics and abilities of students, a positive atmosphere of relationships in the school, a high level of ensuring living conditions, safe stay and activities on the school territory.

7.2.2 Goals and objectives should be based on an objective, complete and factual analysis of the situation in and out of school.

7.2.3 The school provides management of the quality of education and professional development of teachers, assesses the degree of satisfaction of the needs of the educational process and the adequacy of resources.

7.2.4 The school is managed through special institutional mechanisms.

7.2.5 School management includes process management and project management.

7.2.6 School leadership develops policies and procedures that define various aspects of activities.

7.2.7 Goals, objectives and mechanisms of school management should be formally approved and regularly reviewed with the participation of interested parties.

7.2.8 School leadership should take into account the views and interests of stakeholders (students, teachers, parents and external stakeholders) when making management decisions.

7.2.9 School management should have a clear understanding of the potential risks, difficulties that may face the general education organization in the near future,

as well as the strengths and weaknesses of the school.

7.2.10 School leadership provides for the creation of alternative action plans based on risk management.

7.2.11 School leadership should clearly monitor the timely and high-quality implementation of all decisions by all participants in the educational process, establish a mechanism for monitoring the implementation of decisions, determine responsibility for the implementation, and regularly measure the impact of implementing decisions of the school management.

7.2.12 School must establish the frequency, forms and methods of evaluating its activities, including in the areas of activity of structural divisions and collegial bodies.

## **8. Standard No. 2 - Safety and well-being**

### **8.1 General provisions**

8.1.1 The school provides measures to ensure the safety and protection of students and preserve their health.

8.1.2 During the implementation of the educational process, there should be no threats to the life and health of students.

8.1.3 Assessment of the school's compliance with the criteria of this standard is carried out on the basis of:

8.1.3.1 analysis of current school policies and procedures and results of implementation monitoring;

8.1.3.2 analysis of internal regulatory documents that define safety and well-being;

8.1.3.3 analysis of compliance of professional qualifications of persons who ensure the safety and well-being of students;

8.1.3.4 analysis of the internal environment of the school, material and psychological environment;

8.1.3.5 surveys of information resources, material and technical base of the school;

8.1.3.6 interviewing, questioning teachers, employees, students, school graduates and other interested parties.

### **8.2 Evaluation criteria**

8.2.1 School should pay attention to the protection of students' health, safety, and disease prevention.

8.2.2 The school takes targeted actions to promote good student behavior.

8.2.3 The school determines the list of qualities of students to the formation of which it strives.



8.2.4 The school recognizes the role of teachers and school employees in ensuring the safety and well-being of students and ensures that it is respected.

8.2.5 The school interacts with external competent organizations to ensure the safety and well-being of students and confirms the provision in accordance with the established procedure.

8.2.6 The school organizes screening and training of employees in the area of safety and well-being.

8.2.7 The school should have active and actively implemented activities related to the prevention of delinquency, protection of children, their health, safety, promotion of good behavior and disciplinary action in case of problems with behavior.

8.2.8 School policies in the field of safety and well – being should detail - in particular, measures to ensure the safety of students at events outside the school; availability for each individual policy of a body / official responsible for its implementation; monitoring the implementation of the provisions of these policies and finding out the compliance of the requirements for ensuring the health of students and employees, as well as the current standards of the competent authorities.

8.2.9 The school should have a detailed (for example, special measures are provided for the evacuation of students, workers and visitors with disabilities from buildings) procedure for evacuation in emergency situations. According to this procedure, evacuation drills should be conducted regularly.

8.2.10 The school must ensure that safe detergents and other chemicals are used in the school.

8.2.11 The school must provide students with healthy, balanced nutrition.

8.2.12 The school must track the labor intensity of the educational process, including the workload of students.

8.2.13 The school must regularly analyze the risks associated with threats to the health, safety and well-being of students and school employees - among other things, this can mean analyzing statistics, conducting exercises, analyzing threats from the external environment (epidemics), analyzing equipment wear, providing fire safety, as well as purification of water, air, etc.

8.2.14 The school must have a clear, formalized and accessible code of conduct or set of rules for all learners, the implementation of which must be monitored by teachers and staff. In case of situations of violation of the rules of conduct or, conversely, systematic decent behavior, the school must have an appropriate procedure and body for implementing this procedure to record these data in specialized registers of the school (for example, the book of disciplinary violations and incentives). The school should also have a procedure through which information about the violation of the rules or their brilliant performance could go to the leadership of the body dealing with these issues.

## **9. Standard No. 3 - Information and reporting management**

### **9.1 General provisions**

9.1.1 The school should have a system for collecting and analyzing external and internal statistics and facts to make informed decisions.

9.1.2 The school management should ensure the measurability, validity, accuracy, timeliness or completeness of the information.

9.1.3 The school uses a variety of methods to collect and analyze information.

9.1.4 Information management and reporting processes are evaluated on the basis of:

9.1.4.1 analysis of methods and forms of information collection and analysis;

9.1.4.2 analysis of decisions of collegial bodies and management made on the basis of facts;

9.1.4.3 surveys of information systems and software used in school for information management;

9.1.4.4 surveys of educational organization information resources;

9.1.4.5 interviewing and questioning students, teachers and stakeholders.

### **9.2 Evaluation criteria**

9.2.1 The school must demonstrate that there is a mechanism for communication with students, employees, and other stakeholders, including conflict resolution mechanisms.

9.2.2 The school should ensure the functioning of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software.

9.2.3 The school must demonstrate evidence of openness and accessibility of leaders and administration for students, teachers, parents (blogs on the website of the educational organization, official reception hours for personal matters, e-mail communication, etc.).

9.2.4 The school must demonstrate that there is a channel of communication through which any stakeholder can make innovative suggestions to improve its performance to management and governing bodies. The school should demonstrate examples of analyzing these proposals and implementing such proposals.

9.2.5 The school must demonstrate the systematic use of processed, adequate information to improve its internal quality assurance system.

9.2.6 The school should have a system of regular reporting at all levels of the organizational structure, including an assessment of the effectiveness and efficiency of the units, collegial bodies and their interaction.

9.2.7 The school must demonstrate the definition of order and ensuring the protection of information, including the identification of persons responsible for the accuracy and timeliness of the analysis of information and the provision of data.

9.2.8 An important factor is the involvement of students (where appropriate), employees and teachers in the collection and analysis of information.

9.2.9 The school must ensure that the satisfaction of teachers, staff and students is measured and that evidence is provided to address the identified deficiencies.

9.2.10 The information collected and analyzed by the school should take into account:

9.2.10.1 dynamics of the contingent of students in the context of forms and types;

9.2.10.2 level of academic performance, achievement of students and the dismissal;

9.2.10.3 students satisfaction with the implementation of the educational program and the quality of education at school;

9.2.10.4 availability of educational resources and support systems for students;

9.2.10.5 admission of graduates to universities.

9.2.11 Representatives of students, employees and teachers must document their consent to the processing of personal data.

## **10. Standard No. 4 – Educational programs**

### **10.1 General provisions**

10.1.1 The implementation of the educational program is aimed at the formation of students education that corresponds to the planned learning outcomes.

10.1.2 The school must determine its own requirements for the implementation of an international educational program, taking into account Kazakhstan's peculiarities and cultural traditions.

10.1.3 Educational programs provide for the possibility of taking into account the personal needs and capabilities of students.

10.1.4 The quality of educational programs is assessed on the basis of:

10.1.4.1 analysis of curricula, calendar and thematic plans, internal regulatory documents regulating the implementation of educational programs;

10.1.4.2 analysis of teaching methods and organization of independent cognitive activity of the student;

10.1.4.3 interviewing and questioning students, teachers and stakeholders;

10.1.4.4 results of attending classroom and extracurricular activities at school;

10.1.4.5 analysis of methods and results of observations of the assessment of learning outcomes among students.



## **10.2 Evaluation criteria**

10.2.1 The school should have an academic policy that reflects the principles and mechanisms of curriculum formation, monitoring its implementation and regular revision based on the results of monitoring.

10.2.2 The school must include disciplines in the curriculum that reflect the Kazakh content. Additionally, Kazakh content is included in the content of all academic subjects, where appropriate.

10.2.3 When planning the curriculum and determining technologies and teaching methods, the school takes into account the age and psychological capabilities of students.

10.2.4 The curriculum should clearly distinguish between the proportion of theoretical and practical classes in individual disciplines.

10.2.5 Within each discipline, the school should provide measures and actions to support students with learning difficulties.

10.2.6 The curriculum must provide criteria for students of different years of study and a mechanism for promoting students from one year of study (age category) to another.

10.2.7 The curriculum should contribute to the development of the soft skills and skills needed by learners in adulthood - communication skills, social skills, behavioral skills, determination, leadership skills.

10.2.8 The curriculum should contain a systematic preparation of students of senior classes (classes of specialized schools) to continue their studies in higher educational institutions of the Republic of Kazakhstan or the country of origin of the school.

10.2.9 The school should monitor students achievements in extracurricular activities and encourage such achievements.

10.2.10 On a regular basis, the school should assess the content of the curriculum, the quality of the teaching process, the educational process in general in order to realize the need for changes and their implementation in the educational programs of the school.

10.2.11 The curriculum should be discussed with external and internal stakeholders, and external experts should also be involved in the discussion.

## **11. Standard No. 5 – Teaching staff and teaching efficiency**

### **11.1 General provisions**

11.1.1 Personnel policy for the formation and development of the teaching staff:

11.1.1.1 corresponds to the teacher's status and contains measures to support them;

11.1.1.2 defines responsibilities, job responsibilities, and qualification requirements;

11.1.1.3 contains activities aimed at developing and improving the skills of teachers, administrative and managerial staff, and school employees;

11.1.1.4 takes into account possible risks;

11.1.1.5 regulates the organizational and functional structure of personnel management and its development, including the recruitment system;

11.1.1.6 ensures that teachers qualifications meet the needs of educational programs;

11.1.1.7 ensures the functioning of mechanisms for motivating teachers, adapting new teachers and employees, certifying and applying disciplinary measures against employees, and procedures for dismissing employees;

11.1.1.8 contains principles of ethical behavior of employees.

11.1.2 Assessment of compliance with the criteria of this standard is based on:

11.1.2.1 analysis of documents defining job responsibilities, rights, responsibilities, professional development and advanced training, the system of motivation, adaptation, dismissal, and other personnel issues;

11.1.2.2 analysis of the documents defining the methods of teaching;

11.1.2.3 interviewing teachers, employees, and management;

11.1.2.4 data on ethical behavior and corporate culture.

## **11.2 Evaluation criteria**

11.2.1 The school should conduct a systematic screening of newcomers and regular screening of existing school employees for confirmation of identity, no criminal record, health status in terms of threat to others and the ability to work, the presence of a work permit in the country of the school's location, as well as in the home country of employees, qualifications and the characteristics of employees in terms of professional and personal qualities. A full check of employees must be carried out strictly before the employee begins to perform his / her work duties. Regular screening of all active employees should minimize personnel risks.

11.2.2 The school must have lists and personal files of all current employees of the school, as well as all former employees of the school, in accordance with the legislation of the Republic of Kazakhstan. The personal file must contain documents confirming the qualifications of teachers, the results of all inspections, characteristics of management and/or colleagues about the level of performance of professional duties and personal qualities of the employee, as well as his full resume.

11.2.3 The school must have a formally approved set of professional qualification standards for each employee (including members of the school governing bodies), which, in addition to the requirements for the employee's professional aptitude, must also specify the requirements for successful completion of the above-mentioned

comprehensive employee verification.

11.2.4 The school must define the teacher's model and conduct a compliance assessment.

11.2.5 The school must demonstrate the measures taken in it to ensure the proper status of the teacher.

11.2.6 The school should monitor the contribution of teaching to the achievement of educational goals and learning outcomes.

11.2.7 The school must demonstrate the promotion of the best teachers and recognition of merit.

11.2.8 The school should provide teachers with the opportunity to periodically improve their skills in the field of the discipline taught.

11.2.9 The school must demonstrate the participation of teachers in scientific, methodological and creative work.

11.2.10 The school should clearly define all the components of the teacher teaching load, plan it and define the criteria for its implementation.

11.2.11 The task of each teacher is not only the transfer of knowledge and skills, but also psychological support of students, their education within the framework of the rules and norms of behavior, and the task of the school is to make sure that all teachers perform these additional roles. In this process, there should be clearly defined roles for each employee and head of the school.

11.2.12 An important factor is the involvement of teachers who have experience in implementing such an international educational program.

## **12. Standard No. 6 – Students**

### **12.1 General provisions**

12.1.1. The school must demonstrate a policy of forming a contingent of students. The school determines the order of formation of the contingent of students based on:

- specifics of educational programs,
- maximum group size,
- analysis of available material and technical resources, information resources, and human resources.

12.1.2 The school creates a learning environment that promotes the formation of education, including functional literacy of students, and takes into account the individual needs and capabilities of students.

12.1.3 The school creates conditions for the effective formation of education, including consultations with teachers and psychologists and the implementation of measures to prevent failure.

12.1.4 This standard is evaluated on the basis of:

- 12.1.4.1 analysis of normative documents regulating the educational process;
- 12.1.4.2 analysis, personal files of students, logs, orders;
- 12.1.4.3 survey of the field of education, including information support of the educational process;
- 12.1.4.4 questionnaires and interviews of students.

## **12.2 Evaluation criteria**

12.2.1 The school must determine the mechanism for forming a contingent, including the rules for admission, expulsion, and transfer from class to class. Information should be available to students and interested parties, published and posted on Internet resources.

12.2.2 The school should choose and justify the application of the methodology for assessing the quality of achievements, including functional literacy of students.

12.2.3 The system of assessment of knowledge and skills at school should provide an opportunity for examiners to check whether students master not only the knowledge they have acquired, but also the skills (i.e., the ability to apply knowledge in practice), a sense of responsibility and justice.

12.2.4 The school should form a student model that includes "soft" skills necessary for full-fledged life in society.

12.2.5 Education in school should instill knowledge and respect for the basic universal, state and political values of the Republic of Kazakhstan; the value of democracy; ethnic, religious, racial and political tolerance; respect for human rights, etc.

12.2.6 The school must clearly define learning outcomes.

12.2.7 The school should have a procedure for assessing students knowledge: in particular, a procedure for ensuring limited access to examination tasks and examination rooms at the time of examinations; confidentiality of students' examination papers and their grades; requirements for the premises in which exams are held (for example, for laboratories and gyms); the procedure for communicating their marks to students immediately after the exam; the procedure for conducting and the rules for participation in the re-examination, as well as the appeal procedure; rules of conduct for students during the exam.

12.2.8 An important factor is the availability of procedures for external evaluation of learning outcomes (education, including functional literacy).

12.2.9 The school must provide diversified teaching, which, in addition to the knowledge and skills planned in the educational program, also helps students to learn and develop their communication and creativity, a sense of individual and social responsibility.

12.2.10 The school should provide an individual approach of teachers to each student, based on their needs and problems.

12.2.11 The school must ensure the relative performance of all students.

12.2.12 The school should systematically compare performance with other schools in the country where it is located or with schools with similar curricula in other countries to understand how well the school is performing as a whole.

12.2.13 The school should define a clear mechanism by which academic performance is tracked across disciplines, flows, and ages, as well as a decision-making process based on the results of school performance assessment.

12.2.14 The school should monitor the formation of the qualities of the personal growth of students: spiritual, moral, social and cultural development of students, and the factors that influence them.

12.2.15 School education should allow students to develop their own knowledge (i.e., show constant progress in the quantity and quality of knowledge), self-esteem (understanding of personal strengths and weaknesses), self-confidence and their knowledge, moral and value orientations (the ability to distinguish the right from wrong, have a sense of justice), individual and social responsibility (purpose in life, assistance to society), initiative (participation in the organization of various events).

## **13. Standard No. 7 – interaction with parents**

### **13.1 General provisions**

13.1.1 The school must demonstrate a policy of interacting with parents and their substitutes to achieve educational goals.

13.1.2 Interaction should be carried out in the interests of students and contribute to their effective achievement of educational results provided for in the international educational program.

13.1.3 This standard is evaluated on the basis of:

13.1.3.1 analysis of internal normative documents regulating the educational process;

13.1.3.2 analysis, personal files of students, logs, orders;

13.1.3.3 information support of the educational process;

13.1.3.4 questionnaires and interviews of students and parents (guardians).

### **13.2 Evaluation criteria**

13.2.1 The school should determine the frequency, content and mechanisms of communication and interaction with parents and guardians and evaluate them.

13.2.2 The school should maintain a constructive relationship with the parents (guardians) of students and provide feedback.

13.2.3 The school must inform parents (guardians) of the goals of educational programs, the specifics and conditions of their implementation.

13.2.4 The school should regularly send reports to parents (guardians) about students progress and behavior, and inform them about opportunities and potential risks in a timely manner.

13.2.5 The school should operate on a systematic basis a formalized organization representing the interests of the parents (guardians) of students and having certain powers to express the needs and expectations of parents.

13.2.6 Parents (guardians) should be given the opportunity to participate in the life and activities of the school, as appropriate. Parents (guardians) should be able to file complaints, petitions, etc. through the organization of parents (guardians) of students. The school should have a procedure for resolving issues raised by parents (guardians).

13.2.7 An important factor is the involvement of parents (guardians) in the school management process.

13.2.8 The school should regularly and systematically conduct an independent assessment of its activities and the quality of interaction with parents through surveys, questionnaires, interviews with parents (guardians).

13.2.9 The school must provide information for parents (guardians), including on its own website.

13.2.10 The school should have a formalized complaint procedure that is transparent, open (freely accessible and understandable to students, parents (guardians), and school employees) , and effective.

13.2.11 The school must approve an appeal procedure for grievance decisions, which, among other things, describes whether pending complaints are dealt with in a higher authority, within the framework of a meeting of the school management, how the complaint is further considered, how a body to reconsider complaints is formed, how independence is guaranteed / the objectivity of this body, whether people who are independent of the management and the owner of the school participate in the procedure for reconsidering the complaint.

13.2.12 The school must ensure the confidentiality of complaints, their review process, public decision-making based on the results of complaints, and the procedure for access to all these materials by various individuals.

## **14. Standard No. 8 – Public awareness**

### **14.1 General provisions**

14.1.1 The school must demonstrate informing the public about the school's activities, conditions and features of the implementation of international educational programs, and educational goals.

14.1.2 The school should operate based on the principles of transparency, openness, involvement and awareness of all stakeholders in the school's activities,



initiative, continuous development and adaptation to changing conditions.

14.1.3 This standard is evaluated on the basis of:

14.1.3.1 analysis of internal regulations governing information flows;

11.1.3.2 analysis of information flows, mass media, and Internet resources.

## **14.2. Evaluation criteria**

14.2.1 Public awareness should help to disseminate information about the international experience in implementing educational programs of the school.

14.2.2 Informing the public should contribute to the implementation of the policy of the Republic of Kazakhstan in the field of education.

14.2.3 The school must ensure that reliable information is provided to parents (guardians) and third parties.

14.2.4 The school should have a variety of stakeholder communication sources (website, call center, brochures, etc.) that disseminate information of the following nature to various stakeholder audiences:

14.2.4.1 contact details of school employees and management for parents (guardians) and the public;

14.2.4.2 current approved policies, procedures, regulations for parents (guardians) and inspection bodies of the Republic of Kazakhstan;

14.2.4.3 current curriculum of the school, a description of the learning process as a whole, topics and training schedule in the context of individual disciplines;

14.2.4.4 information on ensuring the safety and well-being of students;

14.2.4.5 information on qualifications and compliance with the requirements for school employees and teachers for parents (guardians), students and supervisory authorities of the Republic of Kazakhstan;

14.2.4.6 information about the financial condition of the school.

## **15. Standard No. 9 – Finance**

### **15.1 General provisions**

15.1.1 The school demonstrates the degree of implementation of the principles of sustainability, efficiency, effectiveness, priority, transparency, responsibility, delegation of authority, differentiation and independence of the funding system.

15.1.2 Assessment of financial stability is based on the analysis of financial statements (balance sheet, income and expense reports), as well as interviews with employees of the accounting and financial analysis service, heads of school departments and interested persons.

## **15.2 Evaluation criteria**

15.2.1 The school must demonstrate financial stability and viability.

15.2.2 The school must demonstrate consistency in its development plans and financial flow management.

15.2.3 The school must demonstrate planning its budget, the existence of short and medium term plans, taking into account the risk assessment and the formation of alternative development plans.

15.2.4 School management must demonstrate that regular independent external audits and financial year results are conducted and decisions are made based on these results.

15.2.5 The school must ensure that budget allocation is transparent and efficient.

## **16. Standard No. 10 - Resources: Logistics and Information**

### **16.1 General provisions**

16.1.1 Continuous improvement of material, technical and information resources is a factor in ensuring the quality of education and ensuring the sustainable development of the school.

16.1.2 The learning environment at the school, including material, technical and information resources, must comply with the stated development plan and educational goals implemented by international educational programs.

16.1.3 Schools create conditions for scientific and methodological, creative work of teachers and students.

16.1.4 The school must provide comfortable conditions for learning and working in the school. Appropriate infrastructure development should be based on the results of monitoring the satisfaction with the infrastructure by students, educators, workers and other stakeholders.

16.1.5 Assessment of the quality of material, technical and information resources is carried out on the basis of:

16.1.5.1 analysis of compliance with the adequacy of library resources (book stock), availability of high-speed communication, automated information system, information and public relations systems, laboratory and educational equipment, software;

16.1.5.2 surveys of material, technical and information resources of the school, interviews and questionnaires of students, teachers, parents and interested parties.

### **16.2 Evaluation criteria**

16.2.1 The main lines of communication in the school (supply of electricity,



water, gas, air, sewerage, communication lines, external drainage) must be in excellent functional condition, repair and suitability examination in them must be carried out regularly and systematically, the school management must have a formalized procedure for ensuring guarantees that communication lines are in line with the needs of the school.

16.2.2 The school should be organized to ensure the normal operation of the school as a whole and its individual processes in particular: temperature control, water purification, prompt repair work to eliminate infrastructure damage, removal of snow and rainwater, elimination of breakdowns in communication networks.

16.2.3 The school leadership must provide conditions for access to the building and to individual premises for students, employees and visitors with disabilities.

16.2.4 The sanitary and hygienic facilities, sports and canteen facilities at the school must be maintained in excellent condition in terms of their hygiene and the sufficiency of their capacity for the number of students, workers and visitors that the school has.

16.2.5 The school must put forward detailed requirements for the organization of catering for students and school staff in terms of food safety, minimizing the risk of intestinal diseases, the usefulness of nutrition and the health potential of the food offered by the school.

16.2.6 Absolute cleanliness must be observed in all school premises without exception.

16.2.7 The school should have specially equipped rooms for spending free time, all kinds of games and independent classes.

16.2.8 The building in which the school is located must be owned by the school or owned by the school on a long-term lease agreement. The school management must have an up-to-date formally approved action plan in case it is necessary to change premises without compromising the quality of educational and other processes.

16.2.9 The building and all premises of the school must comply with all national and international basic general requirements for the organization of educational activities of secondary and general education - in particular, there must be special equipped rooms for conducting music lessons, laboratory work in the disciplines of natural sciences, for conducting sports and cultural activities and events; all rooms should be equipped with specially designed furniture, taking into account the different needs of different age groups.

16.2.10 The book stock and educational and methodological support must correspond to the languages of teaching, the content of education, including as fully as possible reflect the list of academic subjects and the level of complexity of the study, provided for by the international educational program.

16.2.11 The school should have a learning environment that includes:

16.2.11.1. technological support for students and teachers in accordance with programs (for example, online training, laboratory work, labor training, fine arts, etc.)

and intellectual queries (databases, image editing programs, music, etc.);

16.2.11.2 academic accessibility – students have access to personalized interactive resources (also available during extracurricular hours), as well as educational materials and tasks, as well as the possibility of a trial self-assessment of students knowledge;

16.2.11.3 academic consultations – academic consultations are held to help students plan and implement international educational programs, if necessary;

16.2.11.4 professional orientation – students are assisted in choosing and achieving career paths;

16.2.11.5 required number of classrooms equipped with modern technical teaching aids that correspond to the educational programs being implemented, sanitary and epidemiological standards and requirements;

16.2.11.6 required number of computer classes, reading rooms, sports halls, multimedia, music, language and scientific-methodical rooms, number of seats;

16.2.11.7 book stock, including the stock of educational, methodological and scientific literature on the subjects studied on paper and electronic media, periodicals in the context of languages of teaching;

16.2.11.8 scientific and general cultural databases, electronic scientific and methodological journals, and their availability;

16.2.11.9 availability of electronic versions of the developed educational and methodological documentation;

16.2.11.10 free access to educational Internet resources.

## 17. Procedure for making changes and additions

17.1. Changes and additions are made to the current accreditation standard in order to further improve it.

17.2. Changes and additions to the standard are made by the IAAR.

17.3. If changes and additions to the existing standards are initiated by the school and other interested bodies, suggestions and comments are sent to the IAAR.

17.4. IAAR conducts examination of the received proposals and comments for their validity and appropriateness in the prescribed manner.

17.5. Changes and additions to the current accreditation standard, after their approval, are approved by order of the IAAR Director in a new edition with changes or in the form of an insert brochure to the current standard.

## BIBLIOGRAPHY

[1] Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III "On education" with amendments and additions as of 13.02.2012).

[2] Law of the Republic of Kazakhstan dated November 9, 2004 No. 603-II "On technical regulation".

[3] Standards and guidelines for quality assurance systems in the European higher education area. European Association for Quality Assurance in Higher Education. 2006, Astana, 36 p.