



INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# STANDARDS

OF SPECIALIZED ACCREDITATION  
OF INTERNATIONAL PROGRAMMES FOR THE  
PRIMARY, MAIN SECONDARY LEVEL AND  
GENERAL SECONDARY EDUCATION

Astana 2013

**Non-profit Institution “INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING”**

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**Astana, 2013**

## **Foreword**

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

2 **APPROVED AND PUT INTO EFFECT** by the order of the Director of the Non-Profit Institution "Independent Agency for Accreditation and Rating" as of August 9, 2013 no. 04-13 OD.

3 This Standard implements provisions of the Law of the Republic of Kazakhstan "On Education" as of July 27, 2007 no. 319-III (with amendments and additions as of 13.02.2012).

4 **FIRST EDITION**

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**STANDARDS**  
**of specialized accreditation**  
**of international programmes for the primary, main secondary level**  
**and general secondary education**

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**Main provisions**

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**1. Applicable scope**

1.1 These standards determine the requirements to the organizations of education and for conduct of specialized accreditation of international programs for the primary, main secondary and general education, implemented by the educational institutions (hereinafter - schools).

1.2 These standards are used in specialized accreditation procedure of the international educational programmes implemented by schools, regardless of their status, legal corporate form, institutional subordination and form of ownership.

1.3 These standards may also be used by schools for the internal self-assessment of international educational programmes and development of the correspondent internal regulatory documentation.

**2. Regulatory References**

This standards contain references to the following regulatory documents:

2.1. The Law of the Republic of Kazakhstan “On technical regulations” as of November 9, 2004 no. 603-II ZRK (with amendments and additions as of 16.02.2012);

2.2. The Law of the Republic of Kazakhstan "On Education" as of June 27, 2007 no. 319-III (with amendments and additions as of 13.02.2012);

2.3. The Law of the Republic of Kazakhstan "On accreditation of the conformity assessment" as of July 5, 2008 no. 61-IV.

2.4 The Decree of the President of the Republic of Kazakhstan as of December 7, 2010 no. 1118 "State Program on the Development of Education in the Republic of Kazakhstan for 2011-2020".

2.5. Order of the Minister of Industry and Trade of the Republic of Kazakhstan, dated September 2, 2007 No. 256 "Rules for the development, approval, accounting, amendment, cancellation, registration, designation, publication of standards of organizations".

**3. Terms and Definitions**

This standards use the following terms and definitions under the laws of the Republic of Kazakhstan “On education”, “On technical regulation”. In addition, these standards determine the following definitions:

**3.1 Accreditation of educational organization** - the recognition procedure by accreditation body of the compliance of educational services to the established standards of accreditation to provide objective information about their quality.

**3.2 Audit** - a systematic, independent documented process of obtaining audit (review) certificate and objective assessment for the purpose of establishing the degree to which the agreed criteria are met.

**3.3. Stakeholders** - a community of individuals and legal entities that have a direct or indirect relationship to the organization of education and are or potentially interested in the activities of the organization of education, in particular, students, teachers, workers, parents (foster family) students, local state bodies, the Ministry of education and science of the Republic of Kazakhstan, employers, prospective students, other Kazakh and international education organizations.

**3.4 Institutionalization of the goals, objectives and mechanisms of the educational organization's management** – goals, objectives and mechanisms for the functioning of the education, which are formally approved, continuously applied and practiced in various types of activities in such a way that provide influence on the organization as a whole and all its employees.

**3.5 Information resources** - a collection of the library fund, e-studying materials and other accessible learning and teaching support material.

**3.6 Final control** - assessment of students' knowledge after completion of the particular stage of the program.

**3.7 The quality of education** - the correspondence of the level of knowledge of students and graduates to the planned learning outcomes.

**3.8 Marketing of educational services** - the type of activity of the organization of education, aimed at studying the satisfaction of needs and necessities of consumers, designed to guide the production of education services for the training of individuals capable to successful life in the society, and for continuation of education.

**3.9 The international educational program** - educational programme, recognized and implemented in foreign countries, training under which the Kazakh organization of education. Such programs include International Baccalaureate, A-level, International GCSE, Foundation.

**3.10 Monitoring of educational services** –collection and analysis of the data about the processes and procedures of educational activities.

**3.11 Educational program** - the curriculum of the primary, main secondary and general education.

**3.12 The consumer** - an organization or a person receiving products or services (students, their parents, employers, the state).

**3.13 Procedure** - an established way of carrying out activities or process.

**3.14 Effectiveness** - the degree of implementation of the planned activity and achievement of the planned results.

**3.15 Quality system** - a set of units and officials in an organization that perform certain quality management functions in accordance with the established rules and accepted procedures.

**3.16 Country of origin of the educational program and / or organization of**

**education** - in case of educational organizations that run international educational programs, which were developed in the foreign state, the country of origin is the country where the educational program was implemented by the educational organization or the country where the parent organization is registered, a branch of which is the local educational organization and, based on standards of which the educational activity is being performed.

**3.17 Customer Satisfaction** - consumer perception of the degree of fulfillment of their requirements.

**3.18 Management documentation** - documentation on planning, process management, application of various procedures, regulations on departmental units, job descriptions.

**3.19 Efficiency** - the relationship between the result achieved and the used resources.

## **4 Designations and abbreviations**

This standard uses abbreviations in accordance with the laws of the Republic of Kazakhstan “On education”, “On technical regulation”. This standard uses the following notations and abbreviations:

- **SCES** – State Compulsory Educational Standards;
- **IAAR** – Independent Agency for Accreditation and Rating;
- **IEP** – International Education Programme.

## **5 The procedure for the joint specialized and institutional accreditation**

5.1 The procedure for joint specialized and institutional accreditation begins with the application of the school to the IAAR. The application includes copies of the state license, annexes to the license for educational activities, a brief description of the organization of education and international educational programs being implemented.

5.2 IAAR decision to start the procedure for joint specialized and institutional accreditation is reflected in the agreement between the agency and the school to conduct the procedure is concluded.

5.3 Management of school and IAAR organize training for internal experts of a school to explain the accreditation criteria at the special seminars on the theory, methodology and techniques of the joint specialized and institutional accreditation.

5.4 conducts self-assessment according to the requirements established by IAAR, and submits a soft copy of self-assessment report (in Kazakh, and/or Russian and English languages) to IAAR and 7 hard copies in each of the languages.

5.5 Formation of an expert panel is carried out by the Director of the IAAR for conducting an audit of the school. The expert panel consists of at least 5 experts representing academic communities and educational organizations, stakeholders, representatives of graduates and foreign experts.

5.6 Based on the self-assessment report of the international education programme, IAAR develops recommendations on the need to elaborate self-

assessment materials and makes a decision on the external panel review. IAAR retains the right to refuse conduct of accreditation due to non-compliance with the assessment criteria or because of other reasons.

5.7 If the accreditation of international education program continues, the Chair of the expert panel and IAAR will coordinate the timeline for the institutional accreditation and the work plan of the panel with the school management.

5.8 The duration of the expert panel visit constitutes 2-4 days. At the end of the visit, the external expert panel prepares a detailed report on the evaluation of the school activity and IEP, which serves as the basis for the Accreditation Council's decision on accreditation.

5.9 Upon making a positive decision, IAAR sends a certificate of the joint specialized and institutional accreditation, signed by the Director of the IAAR, to the education organization with indication of the accreditation period. The decision on accreditation of a school is sent to the Ministry of Education and Science of the Republic of Kazakhstan for inclusion in the National Registers 2 and 3 and is posted on the IAAR website.

5.10 The Accreditation Council defines validity periods of the accreditation certificates from 1 to 5 years.

## **6 Follow-up procedures**

6.1 In case of non-fulfillment of the IAAR requirements in relation to the school which runs IEP, the Accreditation Council has the right to take the following decisions:

- temporarily suspend the validity of accreditation;
- revoke the accreditation of a school and/or IEP by excluding it from the National Registries 2 and 3, which may entail the cancellation of all the previously achieved accreditation results. When the application for accreditation is resubmitted, all the stages of accreditation have to be retaken.

6.2 Post-accreditation monitoring of IEP implemented by the school is carried out through submission of the interim report by the educational organization.

Accreditation terms	1 year	3 years	5 years
Submission of interim reports	Once in a year	Once in a year	Once every two years

6.3 The interim report of the school contains information on the implementation of the recommendations of the External Expert Panel, the Accreditation Council of the IAAR, as well as information on changes in the school, in the context of standards (paragraphs 7-14).

6.4 The procedure for conducting post-accreditation monitoring is defined in the Standard "Post-Accreditation Monitoring" of the IAAR.



## **7 Standard "Vision, Mission and Strategy"**

### **7.1 Main provisions**

7.1.1 The implementation of international educational program is defined by its goals and development plan.

7.1.2 Implemented international educational programs should be known and recognized in the international educational space.

7.1.3 This standard is evaluated on the basis of:

7.1.3.1. Analysis of existing plans for the development of IEP and monitoring of their implementation.

7.1.3.2 analysis of the mechanism for the formation and revision of the internal regulatory documents that determine school activities and the IEP;

7.1.3.3 analysis of information resources and processes of dissemination of information about the IEP and the implementation of its development plan;

7.1.3.4 analysis of the resource support mechanism and organizational structure aimed at ensuring the effectiveness of the IEP's management;

7.1.3.5. analysis of compliance of the IEP management's professional qualifications and distribution of job responsibilities;

7.1.3.6 analysis of the internal and external environment and the market of their impact on the implementation of the IEP;

7.1.3.7 survey of information, material and technical resources of the school base allocated for the implementation of the IEP;

7.1.3.8 interviewing, questioning of teachers, employees, students and graduates of the IEP, as well as other stakeholders.

### **7.2 Evaluation criteria**

7.2.1 The IEP is managed by means of clear promising goals and objectives of the program, recorded in the documents regulating the development of the program, which affect the quality of education, its continuous development (primarily through feedback from students, parents (foster family), employees and visitors), taking into account individual characteristics and abilities of students, a positive atmosphere of relationships, a high level of living conditions and safe living and activities on the school territory.

7.2.2 The program goals and objectives should be consistent with the context of the development strategy of the school, be harmoniously harmonized with it.

7.2.3 Prospects for the development of the IEP should be communicated to stakeholders.

7.2.4 Prospects for the development of the program, both long-term and medium-term, should be discussed collectively.

7.2.5 The goals, objectives and mechanisms of the IEP's management should be formally approved, regularly reviewed with the participation of stakeholders.

7.2.6 The school must identify those responsible for the implementation of the IEP.

7.2.7 Goals and objectives should be based on a purposeful, comprehensive, quantitative and qualitative analysis of the IEP implementation (primarily in the

areas of academic achievement, student safety, internal climate), the state of the external environment (for instance, taking into account changes in the legislation, regulating the issues of conducting educational activities) and the satisfaction degree of the needs of the educational process and the conditions for its implementation (for instance, an analysis of the sufficiency of the quantity, quality and equipment of premises allocated for educational activities on the basis of education is seen as the school program, the number of students, the goals of the educational process and the special needs of individual students).

7.2.8 The IEP is managed through special mechanisms that are aimed at achieving the greatest effectiveness in fulfilling its goals and objectives.

7.2.9 The IEP's management should have a clear understanding of the potential risks, difficulties that may arise in the near future for the IEP and the school as a whole, as well as the strengths and weaknesses of the school and IEP that are manifested during the program to create alternative plans of actions in case of risks or difficulties.

7.2.10 The management of IEP should present its position on the development of the program to the school management.

7.2.11 The school should define the monitoring mechanisms of IEP, the achievement of the planned goals.

7.2.12 The school's management must clearly control the timely and qualitative fulfillment of all its decisions and resolutions by the staff and students of the school for the implementation of the IEP, establish a monitoring mechanism for the implementation of decisions and a decision making procedure in case of untimely or inaccurate execution of decisions, and conduct regular measurements of effectiveness of implementation of school management decisions and the operation of the IEP's monitoring system.

7.2.13 An important factor is the consideration of the opinions and interests of interested persons (employers, teaching staff, students) in making managerial decisions on the development and implementation of MOS. 7.2.14 The school should establish the periodicity, forms and methods for assessing the activities of the MNP, including determining the contribution of structural units and collegiate bodies to its activities.

7.2.15 The management of the school and IEP should pay attention to the protection of students' health, their safety, and the development of good behavior.

7.2.16 The management of the IEP and schools should be aware of the particular features of the educational program implemented in Kazakhstan and pursue a policy of implementing Kazakhstan culture and traditions.

7.2.17 The management of IEP should demonstrate actively implemented in practice activities related to the prevention of offenses, the protection of children, their health, safety, the promotion of good behavior and disciplinary measures in the event of problems with behavior.

7.2.18 The IEP's management should demonstrate the implementation of school policies. Policies of the school should be defined in detail - in particular, measures should be determined to ensure the safety of students at events outside the school; availability for each separate policy of the body / official responsible for its implementation - for instance, the disciplinary council of the school; control over the

implementation of the provisions of these policies and clarification of how effectively the policy is being implemented should be assured - for instance, it should be indicated whether there is a journal of incentives and disciplinary violations; compliance with the requirements for ensuring the health of students and employees, as well as fire safety standards conformity with the legislation of the Republic of Kazakhstan - for instance, whether the school received recommendations or comments regarding the protection of health and fire safety from local monitoring bodies; measures to provide students and staff with first aid at school - for instance, how many employees who can skillfully provide first aid are permanently in school? School politicians should specify, where it is possible their use when implementing the IEP.

7.2.19 The management of IEP should regularly analyze the risks associated with the health, safety and well-being of students and school staff - among other things, this may mean analyzing statistics, conducting studies, analyzing threats emanating from the environment (epidemic), analysis of wear of equipment that provides fire safety, as well as cleaning water, air, etc.

7.2.20 The IEP must demonstrate that its students comply with the code of conduct. The school should have a clear, formalized and accessible to all students code of conduct or a set of rules, the implementation of which should be monitored by teachers and staff. In the event of situations of violation of the rules of behavior or, conversely, systematic decent behavior, the school should have an appropriate procedure and body for implementing this procedure to record this data in the specialized school registers (for instance, a book of disciplinary violations and incentives). The school should also have a procedure whereby information about the violation of rules or their brilliant performance could come to the management of the body dealing with these issues.

7.2.21 The management of IEP should demonstrate evidence of the openness and accessibility of managers and administrators for students, teachers and tutors, parents (blogs on the education organization's website, official hours of reception on personal matters, e-mail communication, etc.).

7.2.22 The management of IEP should demonstrate the availability of a communication channel, whereby any interested person can make innovative proposals to management and governing bodies on improvements of the IEP's activities. The management of IEP should demonstrate examples of analyzing these proposals and implementation of such proposals.

## **8. Standard No. 2 – Particular characteristics of the International Educational Program (Curriculum)**

### **8.1 Main provisions**

8.1.1 The implementation of the educational program is aimed at the formation of students' education, corresponding to the planned results of training, as stipulated by implementation of educational programs.

8.1.2 The school shall determine its own requirements for the implementation of the international educational program, taking into account Kazakhstani specific features and cultural traditions.

8.1.3 Educational programs provide for the possibility of building an

individual educational pathway, considering personal needs and abilities of students.

8.1.4 Assessment of the quality of educational programs is carried out on the basis of:

8.1.4.1 analysis of curricula, calendar-thematic plans, internal regulatory documents governing the implementation of educational programs;

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

8.1.4.3 interviewing and questioning students, teachers and stakeholders;

8.1.4.4 results of attending classroom and extracurricular activities at school;

8.1.4.5 analysis of the methodology and observation results of the assessment of students' knowledge.

8.2 Evaluation criteria

8.2.1 The International Education Program should have a curriculum policy that reflects the principles and mechanisms for the curriculum development, monitoring its implementation and regular revision based on the results of monitoring.

8.2.2 The international educational program should have a clear explanation of its content, the selected educational program specialization (if any).

8.2.3 The content of the international educational program should correspond to similar programs in the country of origin.

8.2.4 The curriculum of the international educational program should include disciplines that reflect Kazakhstan content. Additional Kazakh content is included in the study of disciplines related to such general topics as the study of native and foreign languages, mathematics, natural and technical sciences, social sciences, physical, musical training, etc.

8.2.5 Inclusion of disciplines in the curriculum and definition of their content should take into account the requirements of age psychology and physiology.

8.2.6 The curriculum should clearly distinguish the share of theoretical and practical activities under the individual disciplines.

8.2.7 The educational program should envisage special measures, actions to support students with learning difficulties and for the poor progress prevention.

8.2.8 The educational program should provide criteria for students of different years of study<sup>2</sup> and a mechanism for promoting students from one class (year) of training (age category) to another.

8.2.9 The educational program should clearly define the learning outcomes (including the levels of training), the model of the education of students and graduates.

8.2.10 The results of teaching students in the upper grades should be adapted to the national qualifications frameworks.

8.2.11 The model of students' education should contain the skills necessary for students in adulthood - communication skills, social skills, behavioral skills, purposefulness, leadership skills.

8.2.12 The curriculum should contain a systematic training of students in the upper grades (grades of the profession-oriented school) both to enter higher education institutions of the Republic of Kazakhstan or the country of origin of the school or to work placement.

8.2.13 IEP implemented for high school students should have a clearly defined structure and content of training in accordance with the chosen area of studies' specialization.

8.2.14 The results of training in specialized IEP should be clearly defined and consistent with international and Kazakhstan practice. Inclusion of any competence should be justified and correspond to the level of the program.

8.2.15 The content of the IEP's curriculum should provide for language support, including in the form of additional lessons in Kazakh, Russian and English.

8.2.16 The IEP should envisage extracurricular activities of students. The school should create conditions for such activities.

8.2.17 Extracurricular activities of students should contribute to the understanding and development of Kazakhstan culture, the formation of patriotism and mutual respect.

8.2.18 The IEP should take into account the individual needs and student's specific characteristics.

8.2.19 The IEP management should track and support the achievements of students in extra-curricular activities.

8.2.20 On a regular basis, the school should evaluate the quality of the teaching process, the educational process in general, in order to understand the need for changes and their implementation in the school's educational programs.

8.2.21 The school should demonstrate regularity in analyzing the efficiency of IEP, including the achievement of the graduate model by the students.

## **9. Standard No. 3 - Teaching staff and the quality of teaching**

### **9.1 Main provisions**

9.1.1. Personnel policy for the formation and development of the teaching staff of the IEP:

9.1.1.1 defines responsibilities, job responsibilities and qualification requirements;

9.1.1.2. contains activities aimed at developing and improving the qualifications of teachers, administrative and management personnel and school employees;

9.1.1.3 considers possible risks;

9.1.1.4 considers the specific requirements of the IEP for the selection of teachers;

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

9.1.1.6 ensures that the qualifications of teachers correspond to the demands of educational programs;

9.1.1.7 ensures the functioning of mechanisms for motivating teachers, the adaptation of new teachers and employees, the certification and application of disciplinary measures in relation to employees, the procedure for dismissal of employees;

9.1.1.8 contains the principles of ethical conduct of employees.

9.1.2. Special attention should be paid to the development of a qualified



teaching staff, which guarantees individual attention to each student in accordance with their needs.

9.1.3. The evaluation of compliance with the criteria of this standard is carried out on the basis of:

9.1.3.1. Analysis of the documents defining official duties, rights, responsibilities, professional development and qualifications advancement, motivation, adaptation, dismissal systems and other personnel related issues;

9.1.3.2 Interviewing teachers, workers and management;

9.1.3.3 data on ethical behavior, corporate culture.

## **9.2 Evaluation criteria**

9.2.1 The school should conduct a systematic check of the staff entering the activity and regularly check the current school staff for confirmation of identity, absence of criminal record, health status in terms of threats to people and ability to work, availability of a work permit in the country where the school is located, as well as in the home country of employees, review qualifications and characteristics of employees in terms of professional and personal qualities. Full inspection of the employee must be carried out strictly before the beginning of the performance of the employee's duties. Verification of all employees should be conducted as regularly as possible in order to minimize the risks associated with personnel. All school personnel, including supervisors and, if possible, school owners and members of the governing bodies of the school, should be inspected. If this is not possible, clear reasons should be provided if no inspection was carried out in relation to the management and owners.

9.2.2 The procedure for conducting a review shall be formally approved.

9.2.3 The review procedure should be carried out, ensuring the balance of interests of both the IEP and Kazakhstan society.

9.2.4 The school should have the lists and keep personal records of all acting school staff, as well as all former employees of the general education organization who took part in the implementation of the IEP for students of the school for 3 years after students' graduation from the school. The personal file should contain the results of all inspections<sup>4</sup>, the characteristics of the management and / or colleagues in relation to the level of the professional duties performance and the personal qualities of the employee, as well as their full resume.

9.2.5 The school should have a clear set of requirements for the teachers of all disciplines that are carrying out their activities in the educational program and systematically check the compliance of teachers with these qualification requirements.

9.2.6 The school must have a formally approved set of standards of the professional qualifications of each employee (including members of the governing bodies of the school), which, in addition to the requirements for the professional suitability of the employee, must also indicate the requirements for the successful completion of a comprehensive aforementioned inspection of the staff.

9.2.7 The management of IEP should demonstrate a mechanism for monitoring the contribution of the teaching staff to the development of the learning

goals and the achievement of its results. Under the IEP, the contribution of teaching should be monitored to achieve educational goals and learning outcomes.

9.2.8 The school, when implementing the IEP, must ensure that the individual approach of teachers to each student is based on his needs and problems.

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

9.2.10 The school should demonstrate the participation of teachers in scientific, methodological and creative work.

9.2.11 The school should demonstrate the professional development of teachers, taking into account the specifics of IEP.

9.2.12 The school should demonstrate the personal development of teachers and their activities in shaping the students' understanding of the culture of Kazakhstan.

9.2.13 The task of each teacher is not only the transfer of knowledge and skills, but also the psychological support of students, their education under the rules and norms of conduct, and the objective of the IEP is to ensure that all teachers fulfill these additional roles. In this process, there should be clearly defined roles for each employee and head of the school.

## **10. Standard No. 4 - Students**

### **10.1 Main provisions**

10.1.1 The school shall demonstrate the policy of forming a population of the IEP's students. The order of formation of a student's population is defined based on:

- Specificity of the international educational program,
- Maximum size of the group,
- Analysis of available material and technical, information as well as human resources.

10.1.2 To implement the IEP, a learning environment is created that fosters the formation of education and takes into account the individual needs and opportunities of students.

10.1.3 The school creates conditions for the effective education, as envisaged by the IEP, including consultations of teachers and psychologists.

10.1.4 The evaluation of this standard is carried out on the basis of:

- 10.1.4.1 analysis of regulatory documents governing the educational process;
- 10.1.4.2 analysis, personal records of students, journals, orders;
- 10.1.4.3 survey of the field of study, including information support of the educational process;
- 10.1.4.4 Questioning and interviewing students.

### **10.2 Evaluation criteria**

10.2.1 The school should determine the mechanism for the formation of student's population, including rules for admission, expulsion, transfer from one course to another. The information should be accessible to students and

stakeholders, published and posted in Internet resources.

10.2.2 The school should select and justify the application of the methodology for assessing the quality of student achievements during the development of the IEP. Assessment of the quality of achievements should provide ranking of students' knowledge.

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

10.2.4 The school should have a procedure for assessing students' knowledge, taking into account the specifics of the IEP: in particular, the procedure for providing limited access to examination tasks and premises at the time of examinations; confidentiality of students' exam questions and their marks; requirements for the premises where examinations are conducted (for instance, to laboratories and sports halls); the procedure for communicating their assessments directly to students after the examination; the procedure and rules for retakes, as well as the appeal procedure; rules of students' behavior during the exam.

10.2.5 The school shall demonstrate the independence of the evaluation of the educational achievements of the IEP's students. For instance, holding final school examinations by independent examination boards,

10.2.6 The school must prove the practice of implementing an individual approach to students, including through training in small groups.

10.2.7 The school shall demonstrate the organization of student's learning activities in accordance with the tradition and practice in the country of the IEP's development.

10.2.8 The school must provide a multifaceted teaching that, in addition to the knowledge and skills planned in the educational program, also helps students to learn and develop their communicative and creative abilities, a sense of individual and social responsibility.

10.2.9 The school shall ensure the relative progress of all students.

10.2.10 The school should help the students achieve the best results, regardless of their abilities.

10.2.11 The school should systematically compare progress with other schools in the country of location or with schools with similar curricula in other countries-a comparison will help to understand how effective the school as a whole is. There should be a clear mechanism through which progress is tracked in the context of disciplines, flows, age, and the decision-making process based on the results of the evaluation of school performance.

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

10.2.13 School education should allow students to develop their own knowledge (i.e., to show continuous progress in the quantity and quality of knowledge), self-evaluation (understanding personal strengths and weaknesses), self-confidence and confidence in knowledge, moral and value orientations (the ability to distinguish the right from wrong, have a sense of justice), individual and



social responsibility (goal in life, assistance to society), leadership role (participation in the organization of various activities).

10.2.14 Mastering IEP should encourage students to develop their internal and external qualities by offering music, theater, art or sports.

10.2.15 Schooling should instill knowledge and respect for the basic general human, state and political values of the Republic of Kazakhstan; the value of democracy; ethnic, religious, racial and political tolerance; respect for human rights, etc.

10.2.16 Education at school should foster the development of Kazakhstan patriotism, knowledge of Kazakh culture and traditions among students.

10.2.17 Mastering IEP should include students' socialization.

## **11. Standard No. 5-Public disclosure**

### **11.1 Main provisions**

11.1.1 The school should demonstrate public awareness of the school's activities, the conditions and specifics of implementing international educational programs, and educational purposes.

11.1.2 The school should carry out its activities on the basis of transparency, openness, involvement and awareness of all stakeholders about school activities, initiativeness, continuous development and adaptation to changing conditions.

11.1.3 The school should demonstrate a policy of interaction with parents and individuals, replacing them, aimed at achieving the educational goals of the IEP.

11.1.4 The interaction should be carried out in the interests of the students, and they should contribute to the effective achievement of the educational results stipulated by the international educational program.

11.1.5 The evaluation of this standard is carried out on the basis of:

11.1.5.1 analysis of internal regulatory documents governing the educational process;

11.1.5.2 analysis of personal records of students, journals, orders;

11.1.5.3 information support of the educational process;

11.1.5.4 questioning and interviewing of students and parents (foster parents).

11.1.5.5 analysis of internal regulatory documents governing information flows;

11.1.5.6 analysis of information flows, media, Internet resources, etc.

### **11.2 Evaluation criteria**

11.2.1 Public information should promote the dissemination of information on international experience in the implementation of educational programs.

11.2.2 The school shall define the mechanisms of communication and interaction with parents and foster family and monitor interaction taking into account the IEP's specificity and aimed at achieving the results of the IEP.

11.2.3 The school shall maintain a constructive relationship with the parents (foster family) of the students. To this end, it is necessary to systematically check

the state of relations with parents and foster family.

11.2.4 The school should inform the parents (foster family) about the purpose of the IEP, the specifics and conditions of its implementation.

11.2.5 The school should have a formalized organization representing the interests of the parents (foster family) of the students, who have the authority to put questions on the agenda of the school, hold meetings of parents (foster family), disseminate information about the state of affairs in the school, organize regular meetings with the school's management. All these activities should be systematic and regular, so as to meet the needs of parents (foster family) in obtaining information about the affairs of the school and their children, and also in terms of the possibility to influence the processes at schools.

11.2.6 Parents (foster family) should be aware of the specifics of the IEP, be aware of the requirements for and implement them.

11.2.7 Parents (foster family) should be given the opportunity to participate in the life and activities of the school within reasonable limits. Parents (foster family) should be able to file complaints, petitions, etc. through the organization of parents (foster family) of students. The school should have a procedure for resolving issues raised by parents (foster family).

11.2.8 An important factor is the involvement of parents in the process of school management and the evaluation of the quality of IEP.

11.2.9 The school should regularly send out reports on the progress and behavior of students to parents (foster family), in a timely manner inform about the opportunities and potential risks.

11.2.10 The school should regularly and systematically conduct an independent evaluation of its activities through interviews, questionnaires, interviews with parents (foster family) to assess the quality of school management, the organization of the educational process, assessment of academic performance, relationships with parents (foster family), infrastructure, services (for instance, food) and other important aspects. The results of the surveys the school should take into account and make changes in its structure on the basis of these results.

11.2.11 The school should have a variety of sources for informing stakeholders (web site, call-center, prospectuses, etc.) that disseminate information for different stakeholder<sup>18</sup> audiences.

11.2.12 The school should provide information earmarked for parents (foster family) also on its own website, and systematically and regularly check whether the parents (foster family) are satisfied with the quality and quantity of this information.

11.2.13 The school should have a formal complaint procedure, which is transparent, open (free and comprehensible to students, parents, school employees) and effective.

11.2.14 The procedure should be written in detail - i.e. have a clear time frame for handling the complaint, making a decision on the complaint, providing an opportunity to file an oral and / or written complaint, recording and monitoring the consideration of complaints, it is desirable to allow parents (foster family) to be present during the complaint hearing, the mechanism for notifying parents (foster family) about the results of complaints, the mechanism for long-term keeping complaints and the results of their examination.

11.2.15 The school must approve the appeal procedure for processing complaints, which, among other things, describes whether unacknowledged complaints are considered in a higher authority, as part of a school management meeting, how the complaint is further processed, how the body is formed, which reviews complaints repeatedly, how the independence / objectivity of this body is guaranteed, whether people independent from the management and the owner of the school are involved in the procedure for reconsidering the complaint.

11.2.16 The school shall ensure the confidentiality of complaints, the process of their review, the adoption of public decisions based on the results of the examination of complaints and the procedure for accessing all these materials by various individuals.

## **12 Standard No. 7- Resources: financial, material & technical and informational**

### **12.1 Main provisions**

12.1.1 The school demonstrates the degree of implementation of the principles of sustainability, efficiency, effectiveness, priority, transparency, responsibility, delegation of authority, delineation and independence of the financing system.

12.1.2 The school demonstrates an analysis of the financial sustainability of the IEP.

12.1.3 Continual improvement of material, technical and information resources is a factor of assuring the quality of education and guaranteeing the sustainable development of the school.

12.1.4 The school environment, including material, technical and information resources, must be consistent with the stated development plan and the educational goals implemented by international educational programs.

12.1.5 Financial sustainability is assessed on the basis of an analysis of the financial statements (balance sheet, income and expense statement), as well as interviews with employees of accounting and financial analysis, heads of school units and stakeholders.

12.1.6 The evaluation of the quality of material & technical and information resources is carried out on the basis of:

12.1.6.1 analysis of the adequacy of the library resources (book fund), the availability of high-speed communication, an automated information system, public information and communication system, laboratory and educational equipment, software;

12.1.6.2 examinations of the material, technical and information resources of the school, interviewing and questioning of students, teachers, parents and stakeholders.

### **12.2 Evaluation criteria**

12.2.1 One of the highest priority strategic objectives of the school should be the financial sustainability of the organization and the IEP.

12.2.2 The school should demonstrate the coherence of development plans and management of financial flows, including in the IEP.

12.2.3 The school should demonstrate budget planning, availability of short-term and medium-term plans on the basis of a project approach, including the budgeting of the IEP.

12.2.4 School management should include the mechanism for budgeting, monitoring financial and accounting internal transactions, verifying the reliability of suppliers and donors / sponsors, conducting regular independent external auditing and summarizing the fiscal year, and making decisions based on these outcomes.

12.2.5 The school must demonstrate financial sustainability and feasibility.

12.2.6 The school shall form alternative development scenarios on the basis of an annual risk assessment.

12.2.7 The school should have mechanisms for assessing the adequacy of financial support for various types of activities, incl. development plans, implementation of educational programs, creative activity.

12.2.8 The school should ensure the transparency of the budget allocation and its effectiveness, including in relation to the IEP.

12.2.9 Different school services must function in the school.

12.2.10 The school should ensure the creation of comfortable conditions for learning and work on its territory. The corresponding development of the infrastructure should be based on the results of monitoring the satisfaction of infrastructure by students, teachers, workers and other stakeholders.

12.2.11 Schools create conditions for scientific, methodical, creative work of teachers and students, their extra-curricular activities.

12.2.12 The main lines of communication at school (supply of electricity, water, gas, air, sewerage, communication lines, external drainage) should be in excellent functional condition, repair and examination of suitability should be conducted regularly and systematically, school management should have a formalized procedure for ensuring that the lines of communication correspond to the needs of the school.

12.2.13 The school should establish a mechanism for eliminating the risks to life, health and well-being of students, as well as the normal activities of the school as a whole and its individual employees in particular: temperature control, water purification, prompt repair work to repair infrastructure damage, snow removal and rainwater, the elimination of breakdowns of communication networks.

12.2.14 The school should have a detailed (for instance, special measures for evacuation from the buildings of students, workers and visitors with disabilities), a procedure for evacuation in emergency situations. According to this procedure, trainings should regularly be conducted on the evacuation.

12.2.15 School management should foresee conditions for access to the building and to individual rooms of students, workers and visitors with disabilities.

12.2.16 Sanitation facilities, sports facilities and meals in the school must be maintained in excellent condition in terms of their hygiene and the adequacy of their capacity for the number of students, workers and visitors that the school has.

12.2.17 The school should make detailed requirements for the organization of meals for students and school staff in terms of food safety, minimizing the risks

of spreading intestinal diseases, the nutritional value and health potential of the proposed school food.

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

12.2.19 The school should have specially equipped premises for free time, all kinds of games and independent activities. These premises must meet all the requirements of the IEP's training plan and the specifics of its implementation.

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

12.2.21 The building and all premises of the school must comply with all national and international basic general requirements for the organization of educational activities for secondary and general education - in particular, special facilities should be available for conducting music classes, laboratory work on disciplines of natural sciences, for sports and cultural mass activities and events; all rooms must be equipped with special furniture for this purpose, taking into account different needs of various age groups.

### **13 Procedure for introducing amendments and additions**

13.1 Amendments and additions are made to the current accreditation standards aiming for their further improvement.

13.2. The introduction of amendments and additions to the standard is carried out by the IAAR.

13.3 In case of initiating amendments and additions to existing standards by educational organizations and other interested bodies, proposals and remarks shall be sent to IAAR.

13.4. The IAAR conducts an examination of the proposals and comments received on their validity and appropriateness based on the established procedure.

13.5. Amendments and additions to the current accreditation standards after their endorsement are approved in the new edition by an order of the IAAR director or in the form of a brochure-leaflet to the current standard.

## **Bibliography**

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

[2] Law of the Republic of Kazakhstan "On Technical Regulation" as of November 9, 2004, No. 603-II.

[3] Standards and guidelines for quality assurance systems in the European Higher Education Area. European Association for Quality Assurance in Higher Education. 2006, Astana, National Accreditation Center of the Ministry of Education and Science of the Republic of Kazakhstan, 36 p.