



- One of the most important factors for the successful completion of accreditation by a university is an effect of good implementation of an internal system of quality assurance
- The educational institution must demonstrate its own efforts to ensure the quality, including the systematic management of an organization that allows providing quality services.
- Also according to the requirements of the Ministry of Education and Science, universities must implement a quality management system of education and create appropriate quality departments.
- A list of legislative and normative legal acts that is ensuring the legal basis for an independent accreditation and expressing the requirements toward higher education institutions (the documents are attached).
- Also, representatives of accreditation agencies noted one fact. Those accreditation agencies perform a wider range of functions and responsibilities besides main activity in assessing the quality of educational programs and organizations in accordance with prescribed minimum requirements of the Ministry of Education and Science, which were required for educational institutions of primary, secondary and higher education of the Kyrgyz Republic to be accredited. In particular, agencies pay attention to informative lectures, training (including workshops, roundtables, advisory assistance in the preparation of a report on self



agencies to cooperate and assist in this process rather than sticking to the requirements is extremely important for educational institutions.

- The experience of accredited universities in international programs shows a significant difference between a state certification and accreditation. Thus, it became clear that commissions, involved in the accreditation, pay attention to the very different aspects of the program's activities than before the state certification did. In the result, training for educational institutions - preparing for the accreditation to the maximum extent indeed is necessary, and in the future, it will help for the common good. The participants asked to have training on the free basis in the early stages because for educational institutions the cover of costs of accreditation is very considerable.
- Universities can acquire the service of institutional diagnostics (on EdNet example). Diagnostics as a service is not a part or stage of independent accreditation and it does not guarantee passage of accreditation. This service allows the university to understand at what level guarantee of quality systems is, to get a conclusion and recommendations for changes in the work in order to meet requirements of accreditation according to international standards (rather than a specific agency) and to implement into the system of quality. Diagnostics can be considered as a recommendation for action. In order to avoid conflict of interests, those experts who diagnose the university, will not be involved in the accreditation of the university. Moreover, experts participating in the accreditation will not receive the information about previous university's diagnostics. Diagnostics takes an average about 6 months, including the work of 3-4 experts, weekly meetings, during which all aspects of university activities are examined. Diagnostic cost depends on the size of the university, ranging from 70,000 soms (over the entire period including the writing of conclusion).

Discussion questions toward focus group

The participants of the focus groups were asked the following questions:

1. What is the need in a system of quality assurance? How is it implemented?
2. Trial accreditation. What kind of experience, learned lessons and challenges you can share? The question is for educational institutions and for the accreditation agencies.
3. How does the system of the quality of education should be reflected in the mission, strategic plan, program? How should be these elements linked to each other?
4. What would you like to discuss at the seminar, what to put on the agenda (the question for educational institutions and for the accreditation agency)

During the discussion of issues participants of the focus group noted the following:



training. Also, attribution of heads of universities is an important factor in relation to the results of accreditation and need to reform the university from within, introduce innovations, and meet criteria that an independent accreditation defined. Current practice showed that most of the leaders of universities are conservative and tough to accept and respond to the constructive criticism of the agencies on the results of accreditation.

