

A.B. Zhumagulova*

Independent Agency for Accreditation and Rating
Astana, 010000, Republic of Kazakhstan*e-mail: iaar@iaar.kz**LEGAL INSTRUMENTS FOR QUALITY ASSURANCE OF EDUCATION****Abstract**

In the international educational space, ensuring the quality of education is an important and pressing issue of the modern era. Today, there is a global trend, aimed at using digital technologies in the educational process and modern teaching methods. In the context of the transformation of the education system, universities have received independence and managerial freedom for their development and improvement of the level of specialist training. Therefore, it is necessary to study the changes that have occurred in the legal framework to improve the quality of education. The development of legal support for quality is within the competence of institutional mechanisms that influence the rise of quality.

The main objective of the article is to study the theoretical and practical aspects of legal regulation that affect the expansion of the independence of universities for their development and improvement of the quality of educational services. The research methodology is based on the use of mixed scientific methods, analysis and evaluation, and generalization. The target of the study is to conduct an expanded study of methods. As well as approaches to ensuring the quality of education, and determining legislative norms to improve the quality of services in the republic.

The goals of the Bologna process are to achieve a high quality of education based on the principles of the external assessment system. International legal aspects of the process have no legal force. However, the main provisions are included in the national legislation of the countries participating in the process. However, there are many issues that need to be resolved through the introduction of legal instruments to ensure the quality of the education system, says the author of a legal instrument for the universities' education system.

Key words: international law, quality of education, educational law, global trends, legal instruments, external assessment, independence, innovation processes, accreditation, academic freedom.

Introduction

Today, the quality of education is a key issue in the development of the education system and is moving to the forefront in the strategic development of society. Education is one of the priority areas of development of the Republic of Kazakhstan. As is known, the higher the level of education in the country, the more effectively the economy develops and the lower the unemployment. Human capital is the main driving force of the socio-economic development of modern society. According to the World Bank, the degree of influence of human capital on the economic growth of the country is about 55%. The development of the state economy occurs in direct dependence on the potential of human resources, and this requires the improvement of the education system. Therefore, an important aspect is the creation of legal conditions and tools to increase the competitiveness of educational services and the export of education.

Among the sources of educational law, international legal acts, treaties and agreements occupy a special place. They form universal norms that are created by states through the UN mechanisms, international intergovernmental organizations, as well as by concluding bilateral and multilateral treaties and developing, as a result of the agreed expression of will, norms of international law. These norms become part of the national legislation of countries, ensuring their practical implementation.

The implementation of the norms of international law – their embodiment in life, practical implementation – is carried out primarily by states implementing them into national legislation.

Key among such sources of educational law are documents of international law in the field of human rights. Among them are documents containing requirements and mechanisms related to the quality of education.

One such document is the International Covenant on Social, Economic and Cultural Rights, which defines one of such mechanisms aimed at ensuring that university education complies with the requirements of national legislation [1].

According to this, the Constitution of the country sets out a provision concerning the entire education system, that the state has defined general and mandatory standards for the education system. The work of all universities must meet these standards [2].

Among the international standards in the sphere of quality of higher education, we do not see any significant number of strict, generally binding, carefully verified rules and regulations. Of course, the education quality becomes the main factor in the effectiveness of educational activities of the entire higher education system and each of its elements, as well as interaction with the economy and society. On the other hand, there is a great diversity of definitions and characteristics of the quality of education, depending on the context of its consideration and the subject of application. This, in our opinion, should significantly hinder the emergence and effectiveness of any fixed international legal norms in this area, which is what we are actually seeing.

However, since the end of the last century we have seen progress along a different path. This is the path of forming flexible international mechanisms, institutions and agencies for targeted impact on improving the quality of higher education.

This period became a fundamentally new stage. A systemic revision of the meaning of information and knowledge in the life of humanity began, which initiated the advancement towards the conceptual concepts of "knowledge society" and "knowledge-based society".

Materials and methods of research

The research methodology is based on a deep study of theoretical and practical aspects of normative legal regulation, determining the impact on the autonomy and independence of universities and affecting the improvement of the quality of education.

The article used various general scientific methods: comparative analysis and external assessment, empirical analysis, generalization and observation of changes.

In our era, the foundations, priorities and values of human development are changing. The production, accumulation and application of knowledge are moving to the forefront among the driving forces of development. Innovative processes are having an ever-increasing influence. Human capital is becoming the main resource of society. High qualifications and labour mobility of specialists are acquiring priority significance.

Since this point, significant attention has been paid to issues of quality of education in international legal documents in Europe, especially in connection with the development of the Bologna process and the formation of a single European higher education area.

A large number of studies and practical measures are devoted to this process. They are aimed at solving a number of problems of European higher education, including:

- promoting economic growth and objective globalization trends in the fields of technology, education, and labor resources;
- improving the quality and efficiency of higher education for the purpose of effective economic development and competitiveness;
- focusing on the needs of society and the requirements of mass education, expanding its accessibility;
- the need to reform, unify, and make the structure and content of the educational process flexible to ensure a more accurate choice of the trajectory and outcome of learning, intercountry student mobility, and labor migration of qualified specialists;
- ensuring greater independence of universities;
- continuous improvement and updating of knowledge and skills (lifelong learning), and others.

Serious changes have taken place before – under the auspices of the Council of Europe and the European Union. A large number of legal acts of various levels have been adopted (and continue to

be adopted), a number of which relate to the quality of higher education (examples can be seen in the collection) [3].

The goals, principles and methodologies of external evaluation and quality assurance of educational services were formed. Among them, the independence of quality evaluation organizations; internal and external evaluations; involvement of participants in the educational process and stakeholders (employers, professional associations, representatives of society, etc.) in the evaluation; publication of evaluation results, etc. found their place.

Result and its discussion

One of the features of the Bologna principles is that this process is based on an international legal act (declaration) that does not have binding legal force. The countries participating in the Bologna process constantly (at ministerial conferences and other meetings) improve and coordinate their positions on various issues of higher education development. A number of principles and positions are implemented in the national legislation of the participating countries, thereby acquiring binding force for them. Therefore, in our opinion, the legal documents of the Bologna Process belong to the area of so-called soft rights [4].

Below in the article, a deep analysis of the ongoing legal changes in the education system in the European educational area is provided, starting from 2000 to 2030.

The expansion of the process is characterized by the following systemic legal phenomena: an increase in the number of member states of the European Union; the creation of legal foundations (from 2000 to 2007 alone, more than 60 international legal documents were adopted within the framework of the process); increasingly persistent activities aimed at implementing individual legal provisions of the Bologna Process into the national legislation of the member states, i.e. turning these provisions into hard law. For example, the Standards and Guidelines for Quality Assurance in the European Education Area – ESG [5].

The problem of improving quality has become a global challenge. Thus, in 2009, the UNESCO World Education Forum was held. The resolution noted that education is an area of responsibility and economic influence of each country. It was recognized that great attention should be paid to the inclusive development of education [6]. An entire section of the communiqué is devoted to issues of equal access to higher education. All countries need to create and develop quality improvement mechanisms and regulatory and control instruments with the involvement of stakeholders, as well as take into account risks, while developing internationalization and academic mobility at the national and international levels [6].

In 2015, a significant breakthrough was made in this area with the World Education Conference held in South Korea, which adopted a resolution on education development towards 2030 with the goal of universal coverage of education and improving its quality throughout life [7].

At the same time, the UN General Assembly developed the 2030 Strategy for Improving the Quality of Life, aimed at sustainable growth to ensure quality education and continuous learning throughout life [8].

All this is an important fact of recognition of the need for quality education by the world community. And it serves not only as a direct source of law, but also as a significant stimulus for the creative process in national legislation, as well as the formation of the necessary institutions and agencies in this area both at the state and at the stakeholder and intra-university levels of control and management of the quality of higher education.

At present, it is important to adapt the education system to the needs of the digital community, in order to obtain high-quality knowledge and creative skills. Therefore, special attention is paid to improving the quality of training specialists. In this regard, the importance of external assessment of the quality of higher education institutions and the important role of international accreditation are increasing.

As is known, accreditation has been legally enshrined in Kazakhstan since 2007. In 2008, non-profit organizations began to appear to assess quality. In 2010, Kazakhstan signed the Bologna

Declaration and became the first Central Asian state recognized as a full member of the European Higher Education Area. In the Republic of Kazakhstan, the transition from state certification to independent accreditation of universities was fully completed in 2017. At this time, all parameters of the Bologna Process had already been implemented in the country.

Today in Kazakhstan, independent accreditation plays a major role in assessing universities and educational programs. Accreditation allows us to meet high standards of education quality for training specialists in demand on the labor market.

In modern conditions in the Republic of Kazakhstan the powers of accreditation bodies are legislatively established. The main legal documents on external quality assessment are: the Law of the Republic of Kazakhstan "On Education", the Law of the Republic of Kazakhstan "On Science", the State Program for the Development of Education and Science.

According to the amendments to the Law of the Republic of Kazakhstan "On Education", universities in 2018 received: academic freedom, managerial and financial independence. Today, universities independently choose an accreditation agency.

The national quality assurance system operates in the republic. All universities must undergo external quality assessment (accreditation). The national quality assurance system includes assessment procedures that comply with the European quality standards ESG, namely:

- External independent quality assessment - Accreditation, National Qualifications Framework, ESG Standards.

- Internal quality assessment of universities is ensured by the internal quality assurance system (IQAS) and the Quality Management System (QMS).

So today in Kazakhstan there is a National Qualifications Framework, which consists of 8 levels, which is fully consistent with the European Qualifications Framework and the levels of the education system.

In the country, accreditation can only be carried out by accreditation bodies that are included in the Register of the Ministry of Science and Higher Education of the Republic of Kazakhstan. Today, the Register of recognized accreditation bodies includes 12 agencies: 6 Kazakhstani and 6 foreign. Accreditation bodies provide assistance to universities in improving the quality of education, and also assist universities in integrating into the international educational space and promoting global quality standards.

The competitive advantages of accreditation for students are as follows:

- the possibility of students and graduates entering other foreign universities
- recognition and convertibility of graduates' diplomas
- participation in academic mobility programs in foreign partner universities
- increasing competitiveness in the national and international labor market
- employment in the profession in the country and abroad,
- demand for graduates in the labor market
- providing society with qualified specialists.

The education system of Kazakhstan, especially in the context of higher education, is actively adapting to international quality standards. Kazakhstan's accession to the Bologna Process in 2010 was an important milestone in harmonizing national educational standards with European ones. The main principle of the Bologna Process is the creation of a single educational space, where the quality of education is a key factor.

Kazakhstan's legislation already contains elements of international norms. For example, the use of ESG Quality Improvement Standards is aimed at identifying key approaches to external assessment of the quality of education. For example, internal and external assessment of educational services, stakeholder involvement and transparency of results.

Standards and recommendations comply with the principles of the Bologna Process:

- objectivity and transparency
- mobility and publicity

- independence and reliability.

Guidelines and standards are applied in the university as a Self-Assessment algorithm, in accordance with national and international requirements. The solution of national goals and international norms in the Standards ensures the growth of the education quality and the responsibility of universities for the level of educational services provided [9].

International standards are aimed at preparing university graduates and their demand in the labor market. A graduate must find a prestigious job and become an important component in the formation of an educational system that will lead the country's national economy to sustainable development growth.

An important direction in the legal development of Kazakhstan is the use of the principles of "soft law". These norms, such as declarations and recommendations of the Bologna Process, do not have binding legal force, but are actively being introduced into national legislation, becoming in fact mandatory. In Kazakhstan, such standards are integrated into the State Program for the Development of Education and laws on higher education, which ensures compliance with international requirements.

In this case, external evaluation of the university or international accreditation becomes important. The specificity of accreditation is the independent assessment of each member of the external expert commission, which includes employers, students, academic representatives and foreign experts. The assessment of the commission's experts includes the compliance of educational activities with the requirements of the Accreditation Agency and is aimed at improving the work of the university. Therefore, experts must meet international requirements.

Experts must be independent, active, qualified and have a good command of international quality standards. Currently, universities are interested in high-quality external expertise and objective assessment of activities. The level of the international accreditation procedure depends on the quality of training of experts and their competencies. In this regard, experts regularly improve their qualifications at seminars and trainings taking into account the best world experience, which helps to implement the main approaches of international accreditation and improve the quality of education [10].

An important aspect of training seminars is the timely mastering of changes occurring not only in the regulatory framework, but also in technology and methods of accreditation assessments. The procedure for developing the skills and competencies of experts in assessing universities and educational programs is carried out both in the form of training seminars and by involving experts in the international accreditation procedure.

From a legal point of view, experts who conduct external evaluations of universities must comply with ethical standards: be objective and independent, perform their duties responsibly and impartially, and conduct their assessments conscientiously and professionally.

Before the start of international accreditation, experts must notify about the absence of a conflict of interest. For this purpose, there is a Code of Ethics - a set of expert rules for obtaining the best results in assessing the quality of education and university development. In the process of international accreditation, experts do not have the right to disclose confidential information received from the university. Experts must conduct an independent audit and assess the authenticity of the information provided by the university.

In Kazakhstan, international accreditation has been enshrined in law since 2010 and is aimed at improving the training of graduates, which is relevant in the context of the transformation of education and academic exchanges. Accreditation not only confirms the compliance of educational programs with international standards, but also stimulates the development of an internal quality control system. Accreditation bodies use their quality standards and quality assurance process management tools based on external assessment of educational organizations. Accreditation bodies have Guidelines and developed Quality Standards for conducting the audit procedure.

For successful accreditation, Kazakhstan uses international experience in training experts and developing assessment procedures. Seminars and trainings for experts include the study of best world practices, which improves the level of training of specialists and contributes to the objectivity of assessment.

An important aspect is also the competitive advantages of accreditation for students, which are as follows:

- the possibility of entering other foreign universities without completing their studies
- recognition of diplomas
- participation in academic mobility programs in foreign partner universities
- increasing competitiveness in the national and international labor market
- employment in the specialty in the country and abroad, demand for graduates in the labor market and providing society with qualified personnel.

For example, universities in Kazakhstan are interested in undergoing accreditation, as it provides:

- international recognition, comparability and convertibility of qualifications
- confirmation of high quality education and increased attractiveness
- expansion of internationalization and mobility
- trust from stakeholders in the programs being implemented
- entry into the external market of educational services
- export of educational services
- receiving a government order (financing),
- high-quality updating of educational programs and their competitiveness [11].

However, to ensure the quality of education, there are a number of issues that need to be addressed:

- active implementation of practice-oriented learning
- expansion of the individual student-centered approach to learning
- implementation of practice-oriented training
- use of the obtained developments of companies to develop skills and competencies
- involvement of employers in the development and revision of educational programs
- involvement of practitioners in conducting classes
- updating the material and technical base in step with the times
- active development of the digital educational technology market
- digitalization and reduction of the digital divide in the regions of the country
- expansion of the online education market.

Conclusion

Thus, ensuring the quality of education becomes an important tool for the development of society and the main indicator of sustainable growth of the state. Speaking about international legal mechanisms for ensuring quality education, it is necessary to say the following.

Firstly, to achieve international competitiveness, universities should deeply evaluate and effectively use foreign experience, based on their approaches and methods. It is important to note that the dynamics of the university's development depends on the university's Strategy and its main indicators.

Secondly, the issue of implementing international law norms in the field of quality of educational services into national law is controversial.

However, there are cases where the requirement of international law in this area is almost directly reflected in national legislation, although this is an exception to the rule.

In this regard, in this area of legal relations in the international arena, so-called soft law norms are accepted and put into effect.

Thirdly, each country's approach to the application of these standards must combine international trends and national interests. Therefore, Kazakhstan is moving in this direction in the process of regulatory and legal support for quality education.

Universities in Kazakhstan actively apply international quality standards in their activities, which contributes to increasing the competitiveness of graduates, their demand in the labor market, the export of educational services, the development of human resources and, in general, the economic growth of the country.

REFERENCES

- 1 United Nations. (1966). International Covenant on Economic, Social and Cultural Rights (General Assembly resolution 2200A (XXI). United Nations, Treaty Series. N 993. P. 35–43.
- 2 Конституция Республики Казахстан (принята на республиканском референдуме 30 августа 1995 года) ИС Параграф. [Электронный ресурс] – URL: <http://online.zakon.kz> (дата обращения: 11.11.2024).
- 3 Международные правовые акты и документы по развитию европейской интеграции в образовании и исследованиях: Европейское образовательное пространство: От Лиссабонской конвенции о признании до Болонского процесса. Сост. Г. А. Лукичев и др.; Под ред. Г. А. Лукичева. Справ. изд. М.: Готика, 2004. 384 с.
- 4 Кашлач О.В. Нормы «мягкого» права: понятие и признаки. Журнал международного права и международных отношений (Беларусь). – 2006. – № 2. – С. 26-32.
- 5 Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium. Available at: – URL: <https://ehea.info/page-standards-and-guidelines-for-quality-assurance> (accessed: 11.11.2024).
- 6 UNESCO. (2009). New Dynamics of Higher Education and Research for Societal Change and Development. World Conference on Higher Education, France. Available at: – URL: https://archive.unu.edu/files/2009/Rector_WCHE-2009.pdf (accessed: 13.11.2024).
- 7 UNESCO. (2015). Incheon Declaration: Education 2030: Towards Inclusive and Equitable Quality Education and Lifelong Learning for All. World Education Forum 2015, Incheon, Republic of Korea. Available at: URL: <http://unesdoc.unesco.org/images/0024/002456/245656r.pdf> (accessed: 11.11.2024).
- 8 United Nations General Assembly. (2015, September 25). Transforming our world: the 2030 Agenda for Sustainable Development. Resolution 70/1. Available at: – URL: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/291/92/PDF/N1529192.pdf?OpenElement> (accessed: 11.11.2024).
- 9 Zhumagulova, A., Yanovskaya O. (2024). Quality education as a potential for economic development. Education. Quality Assurance, Vol. 2(35). P. 8-16.
- 10 Zhumagulova, A., Yanovskaya O. (2024). New paradigm for ensuring the quality of education. Education. Quality Assurance, Vol. 3(36). P. 9-16.
- 11 Омирбаев С.М., Мухатаев А.А., Бурбекова С.Ж., Касенов Х.Н., Сулейменова Ш.К. Система обеспечения качества высшего образования: реинженеринг национальной модели: монография. Типография ТОО «TENGRİ Ltd». — 2023. — 206 с.

БІЛІМ БЕРУ САПАСЫН ҚАМТАМАСЫЗ ЕТУДІҢ ҚҰҚЫҚТЫҚ ҚҰРАЛДАР

Аңдатпа

Халықаралық білім кеңістігінде білім сапасын қамтамасыз ету қазіргі заманның маңызды және өзекті мәселесі болып табылады. Бүгінгі таңда оқу үдерісінде цифрлық технологияларды, сонымен қатар заманауи оқыту әдістерін қолдануға бағытталған жаһандық тренд пайда болды. Білім беру жүйесін трансформациялау жағдайында университеттер өздерінің дамуы мен мамандарды дайындау деңгейін арттыру үшін тәуелсіздік пен басқару еркіндігін алды, сондықтан заңнамалық базада орын алған өзгерістерге зерттеу жүргізу қажет. Білім сапасын арттыру мақсатында. Сапаны құқықтық қамтамасыз етуді дамыту сапаны жақсартуға әсер ететін институционалдық тетіктердің құзыретіне жатады.

Мақаланың негізгі мақсаты – университеттердің дамуы мен білім беру қызметтерінің сапасын арттыру үшін дербестігін кеңейтуге әсер ететін құқықтық реттеудің теориялық және практикалық аспектілерін зерттеу. Зерттеу әдістемесі аралас ғылыми әдістерді қолдануға негізделген: талдау және бағалау, бақылау және жалпылау. Зерттеудің міндеттері білім беру сапасын қамтамасыз етудің әдістері мен тәсілдерін кеңейтілген зерттеуді жүргізу және республикадағы қызмет көрсету сапасын арттырудың заңнамалық нормаларын анықтау болып табылады.

Мақалада білім сапасын арттыру мәселелері, халықаралық білім беру кеңістігінде сапаны құқықтық қамтамасыз етуді қалыптастыру кезеңдері қарастырылған. Еуразиялық кеңістікте біртұтас білім беру пейзажын құру мақсатында бұл мәселеге ерекше көңіл бөлінуде. Сыртқы бағалау жүйесінің қағидаттары негізінде жоғары

сапалы білімге қол жеткізуге бағытталған Болон процесінің міндеттері қарастырылады. Болон процесінің халықаралық-құқықтық аспектілерінің заңды күші жоқ. Дегенмен, негізгі ережелер Болон процесіне қатысушы елдердің ұлттық заңнамасына енгізілген. Білім сапасын қамтамасыз ететін құқықтық құралдарды енгізу арқылы шешуді қажет ететін бірқатар мәселелер бар.

Негізгі сөздер: халықаралық құқық, білім сапасы, білім беру құқығы, әлемдік тенденциялар, құқықтық құралдар, сыртқы бағалау, тәуелсіздік, инновациялық процестер, аккредиттеу, академиялық еркіндік.

ПРАВОВЫЕ ИНСТРУМЕНТЫ ОБЕСПЕЧЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ

Аннотация

В международном образовательном пространстве обеспечение качества образования является важной и актуальной проблемой современной эпохи. Сегодня сложилась мировая тенденция, которая направлена на использование цифровых технологий в образовательном процессе, а также современных методик преподавания. В условиях трансформации системы образования вузы получили самостоятельность и управленческую свободу для их развития и повышения уровня подготовки специалистов, поэтому возникает необходимость провести исследование изменений, которые произошли в правовом обеспечении с целью поднятия качества обучения. Развитие правового обеспечения качества находится в компетенции институциональных механизмов, влияющих на повышение качества.

Основная цель статьи состоит в изучении теоретических и практических аспектов правового регулирования, влияющих на расширение самостоятельности вузов для их развития и повышение качества образовательных услуг. Методология исследования основана на использовании смешанных научных методов: анализа и оценки, наблюдения и обобщения. Задачи исследования заключаются в расширенном исследовании методов, а также подходов к обеспечению качества обучения, в определении законодательных норм для повышения уровня качества услуг в республике.

В статье исследованы вопросы улучшения качества образования, этапы формирования правового обеспечения качества в международном образовательном пространстве. Особое внимание данному вопросу уделяется в Евразийском пространстве для создания единого образовательного ландшафта. Рассмотрены цели Болонского процесса, направленные на достижение высокого обеспечения качества образования на основе принципов системы внешней оценки. Международные правовые аспекты Болонского процесса не имеют юридической силы. Однако, основные положения включены в национальные законодательства стран – участниц Болонского процесса. Существует ряд вопросов, которые необходимо решить благодаря внедрению правовых инструментов для обеспечения качества образования.

Ключевые слова: международное право, качество образования, образовательное право, мировые тренды, правовые инструменты, внешняя оценка, самостоятельность, инновационные процессы, аккредитация, академическая свобода.

REFERENCES

- 1 United Nations. (1966). International Covenant on Economic, Social and Cultural Rights (General Assembly resolution 2200A (XXI)). United Nations, Treaty Series. Vol. 993. P. 35–43. [In English].
- 2 Konstitucija Respubliki Kazahstan (prinjata na respublikanskom referendumе 30 avgusta 1995 goda) [Constitution of the Republic of Kazakhstan (adopted at the republican referendum on August 30, 1995)]. IS Paragraf. Available at: – URL: <http://online.zakon.kz> (accessed: 11.11.2024) [In Russian].
- 3 Lukichev, G.A. (Eds.). (2004). Mezhdunarodnye pravovye akty i dokumenty po razvitiju evropejskoj integracii v obrazovanii i issledovanijah: Evropejskoe obrazovatel'noe prostranstvo: Ot Lissabonskoj konvencii o priznanii do Bolonskogo processa [International legal acts and documents on the development of European integration in education and research: European educational area: From the Lisbon Recognition Convention to the Bologna Process]. M.: Gotika. 384 p. [In Russian].
- 4 Kashlach O.V. (2006). Normy «mjagkogo» prava: ponjatie i priznaki [Soft law norms: concept and characteristics]. Zhurnal mezhdunarodnogo prava i mezhdunarodnyh otnoshenij (Belarus') - Journal of International Law and International Relations (Belarus), Vol. 2, P. 26-32. [In Russian].
- 5 Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium. Available at: – URL: <https://ehea.info/page-standards-and-guidelines-for-quality-assurance> (accessed: 11.11.2024). [In English].
- 6 UNESCO. (2009). New Dynamics of Higher Education and Research for Societal Change and Development. World Conference on Higher Education, France. Available at: – URL: https://archive.unu.edu/files/2009/Rector_WCHE-2009.pdf (accessed: 13.11.2024). [In English].

7 UNESCO. (2015). Incheon Declaration: Education 2030: Towards Inclusive and Equitable Quality Education and Lifelong Learning for All. World Education Forum 2015, Incheon, Republic of Korea. Available at: URL: <http://unesdoc.unesco.org/images/0024/002456/245656r.pdf> (accessed: 11.11.2024). [In English].

8 United Nations General Assembly. (2015, September 25). Transforming our world: the 2030 Agenda for Sustainable Development. Resolution 70/1. Available at: – URL: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/291/92/PDF/N1529192.pdf?OpenElement> (accessed: 11.11.2024). [In English].

9 Zhumagulova A., Yanovskaya O. (2024). Quality education as a potential for economic development. Education. Quality Assurance, Vol. 2(35). P. 8-16. [In English].

10 Zhumagulova A., Yanovskaya O. (2024). New paradigm for ensuring the quality of education. Education. Quality Assurance, Vol. 3(36). P. 9-16. [In English].

11 Omirbaev S.M., Muhataev A.A., Burbekova S.Zh., Kasenov H.N., Sulejmenova Sh.K. (2023). Sistema obespechenija kachestva vysshego obrazovaniya: reingenering nacional'noj modeli: monografija [*Quality Assurance System of Higher Education: Reengineering of the National Model: Monograph*]. Tipografija TOO «TENGRI ltd». 2023. 206 p. [In Russian].

Information about authors:

Alina Zhumagulova - **corresponding author**, candidate of juridical sciences, general director, Independent agency for accreditation and rating (IAAR), Astana, Republic of Kazakhstan

E-mail: iaar@iaar.kz

ORCID: <https://orcid.org/0000-0002-1289-1723>

Информация об авторах:

Алина Жумагулова - **основной автор**, кандидат юридических наук, генеральный директор, Независимое агентство аккредитации и рейтинга (IAAR), г. Астана, Республика Казахстан

E-mail: iaar@iaar.kz

ORCID: <https://orcid.org/0000-0002-1289-1723>

Авторлар туралы ақпарат:

Алина Жұмағұлова - **негізгі автор**, заң ғылымдарының кандидаты, бас директор, Аккредиттеу және рейтинг тәуелсіз агенттігі (IAAR), Астана қ., Қазақстан Республикасы

E-mail: iaar@iaar.kz

ORCID: <https://orcid.org/0000-0002-1289-1723>