**AUTOMATED MANAGEMENT SYSTEM IN ACCREDITATION OF EDUCATIONAL PROGRAMMES AND ORGANIZATIONS**

**OF THE KYRGYZ REPUBLIC**

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**Abstract:** The purpose of the paper is to automate the processes of programmatic and institutional accreditation of educational institutions. The work on organization and conduct of accreditation of educational institutions and programmes in the Kyrgyz Republic for the last years was analyzed. The structure and functions of the developed automated system of management of processes of internal and external assessment at program and institutional accreditation is presented. The course of the experiment and effectiveness of the developed automated program is described.

**Key words:** programme accreditation, institutional accreditation, educational organisations, educational programmes, automated management system, modules.

**Introduction**. Since 2003, the evaluation of state and municipal educational organizations of basic and secondary general education, except for status schools (gymnasiums, lyceums) has been conducted by territorial bodies (district and city departments of education) of the Ministry of Education and Science of the Kyrgyz Republic, which eventually affected the quality as well. And the assessment of status and public schools and all vocational education organizations was conducted by the State Inspectorate for Licensing and Accreditation (attestation). With the introduction of an amendment to the country's legislation to ensure the quality of education, this function was transferred to the relevant ministry. Since 2017, there have been two parallel systems for assessing the quality of education: independent and state. The transition of all levels of education to independent assessment of the quality of educational services provided has created some problems for the country. For example, the accreditation of school educational organisations by independent accreditation agencies required significant additional expenditure from the state budget. In accordance with the changes in the country's legislation in the field of education, the procedure for conducting accreditation and the minimum requirements for school education in 2020 were adopted in a new version. As practice has shown, collecting and processing data during the organisation and conduct of the external evaluation, and bringing these data up to the issuance of the certificate are very time-consuming processes that require considerable time and human resources. This is what led to the necessity to automate the mentioned processes.

**The main part** of the study presents the objective of creating the automated system «ASULA» - to provide current activities of applicants represented by educational institutions, ministry staff, chairman and members of expert committees, as well as the ministry's board with necessary information, including automation of information collection, processing, presentation and organisation of access to it by system users. The automated system «ASULA» provides and contains modules: automation of activities of educational organizations in submitting applications and other accreditation documents. It also makes it possible to maintain classifiers and codifiers, special reference books used in the accreditation of educational organizations, automates the interaction between the Ministry of Education and other participants in accreditation procedures, provides access to the system for all participants in accreditation procedures. The system is integrated into the national infrastructure of electronic services.

**Conclusion.** The automated system «ASULA» has been tested in a number of educational organisations of school and initial vocational education and many processes of the system have been improved. Thus, the developed system for automation of accreditation processes has increased the efficiency of process management, improved the quality of documents developed during internal and external evaluation of programmes and educational institutions.

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