

# ORGANIZATIONAL CONTEXT AND STAKEHOLDERS

## 1. Purpose of the Document

1.1. This document describes **the external and internal context** of Jalal-Abad International University (JAIU) and identifies **the main stakeholders**, their expectations, and how to meet them within the university's quality management system (QMS).

1.2. This document has been developed in accordance with:

- the legislation of the Kyrgyz Republic in the fields of education and healthcare;
- national educational standards;
- the standards and criteria of accreditation agencies;
- the principles of ISO 9001:2015;
- the Charter of JAIU and the Regulations on the JAIU Quality Management System.

1.3. The description of the context and stakeholders is used for:

- developing and updating the JAIU Strategic Development Plan;
- the formulation of quality policies and objectives;
- managing risks and opportunities;
- preparing for institutional and program accreditation;
- conducting management reviews of the QMS.

## 2. External Context of JAIU's Activities

### 2.1. Government Policy and Regulatory Bodies

1. **The Ministry of Education and Science of the Kyrgyz Republic (MES of the Kyrgyz Republic)** – determines general policy in the field of higher education, licensing requirements, State Educational Standards (GOS), the structure of educational programs, and quality control.
2. **The Ministry of Health of the Kyrgyz Republic** and relevant agencies establish requirements for medical training, clinical practice, the provision of clinical training sites, and the admission of graduates to professional practice.
3. Decisions and orders issued by the MES and the Ministry of Health directly influence the structure of educational programs, staffing requirements for faculty and clinical instructors, the organization of clinical placements, and quality control of training.

### 2.2. Accreditation Agencies and Quality Standards

1. JAIU aligns with the requirements of **the National Agency for Accreditation and Ranking** and other recognized accreditation bodies.
2. Accreditation standards define requirements for:
  - mission and strategy;
  - management structure and QMS;
  - the content and outcomes of educational programs;
  - staffing;
  - resources (equipment, clinical facilities, ICT);
  - the system for assessing, monitoring, and improving quality;
  - academic integrity and ethics.
3. The requirements of accreditation agencies are an important external driver for the development of the QMS, the updating of documents, and the implementation of monitoring procedures.

### 2.3. Regional Socio-Economic Context (Jalal-Abad Region)

1. JAIU operates in a **multinational region** with a significant need for qualified medical personnel, educators, and specialists in IT and engineering.
2. The level of infrastructure development in the region, as well as the state of healthcare and the economy, influence:
  - the demand for educational services;
  - the availability of clinical and practical training facilities;
  - graduate employment;
  - opportunities for research and social projects.

### 2.4. International Context and International Students

1. JAIU positions itself as **an international university** that educates a significant number of students from countries near and far abroad (India, Pakistan, Bangladesh, Uzbekistan, Nepal, Sri Lanka, etc.).
2. Important factors for international students include:
  - the availability of programs in English;

- recognition of the degree through compliance with international and national standards;
- transparent and clear procedures for instruction, assessment, and communication;
- a safe and supportive educational environment.

## 2.5. Competitive Environment

1. JAIU's competitors include:
  - medical universities and faculties in Kyrgyzstan;
  - regional universities in neighboring countries (Kazakhstan, Uzbekistan, etc.) offering similar programs for international students;
  - foreign medical universities actively recruiting students from neighboring and distant countries.
2. Competitive advantages of JAIU:
  - international focus;
  - clinical facilities in the region;
  - implementation of digital technologies (LMS eBilim, simulation center, OSCE/OSPE);
  - development of programs in IT and engineering.

## 2.6. Technological Context and Digitalization

1. Global trends (digital learning, artificial intelligence, telemedicine, and distance education) are shaping expectations regarding the level of digitalization in the educational process.
2. JAIU is implementing the eBilim LMS, electronic document management, and simulation technologies, which increase the transparency and manageability of processes but require a robust ICT infrastructure and improved digital competence among faculty members.

## 3. Internal Context of JAIU

### 3.1. JAIU's Mission and Vision

1. **Mission:** “To train a new generation of professionals by integrating cutting-edge educational technologies and scientific research, capable of addressing global challenges of sustainable social development and ready for healthy competition in the labor market.”
2. **Vision:** Positioning JAIU as a leading international institution attractive to students from Kyrgyzstan, neighboring and distant foreign countries, with strong educational programs and modern clinical and digital infrastructure.

### 3.2. Governance Structure and Quality Management System

The university comprises:

- the rector and the rector's office;
  - Academic Council;
  - Quality Council;
  - the Methodological Council;
  - faculties and departments;
  - Academic and Information Department (AID);
  - Internal Monitoring and Quality Department (IMQD);
  - International Department;
  - IT Services, Library, Simulation Center, Legal Affairs and HR Department;
1. The QMS is formalized through the QMS Policy, Strategic Plan, QMS Document Register, and regulations governing monitoring, internal audit, risk management, and improvement plans.

### 3.3. Educational Programs and Student Body

1. Key programs:
  - “General Medicine” (taught in Russian and English);
  - Programs in the fields of computer science and computing, biotechnological systems, and other areas.
2. Student body includes:
  - local students (Kyrgyzstan);
  - students from neighboring and distant foreign countries.
3. Different groups of students require adapted teaching methods, language support, and varied approaches to extracurricular activities.

### 3.4. Faculty

1. The faculty includes doctors, candidates and doctors of science, associate professors and professors, as well as young instructors.
2. The personnel policy and KPI system are aimed at:
  - ensuring that faculty qualifications meet the requirements of the State Educational Standards (GOSO) and accreditation;

- developing pedagogical, digital, and scientific competencies;
- retaining key specialists, especially in clinical departments.

### 3.5. Material and Technical Resources and Clinical Infrastructure

1. The university has:
  - academic buildings, laboratories, and a simulation center;
  - a library and electronic resources;
  - agreements with clinical sites and healthcare facilities in the region.
2. The limited availability of clinical resources creates a risk of overburdening these facilities, which is accounted for in the risk register and in plans for developing the network of clinical partners.

### 3.6. Digital Infrastructure and Information Systems

1. Key elements:
  - LMS eBilim (teaching process, assessment, electronic journals);
  - electronic document management and archive;
  - website and web resources;
  - ICT support for the educational process.
2. The digital environment ensures transparency but requires constant modernization and maintenance.

### 3.7. Culture of Quality, Academic Integrity, and Ethics

1. JAIUhas in place:
  - codes of ethics for faculty and staff;
  - a code of academic integrity for students;
  - regulations on the prevention of plagiarism;
  - procedures for reviewing inquiries and complaints.
2. Maintaining a culture of quality and integrity is a key internal factor in the sustainability of the QMS and accreditation appeal.

## 4. Stakeholders and Their Expectations

### 4.1. List of Key Stakeholders

The main stakeholders of JAIU include:

1. Students (local and international) of all educational programs.
2. Parents and legal guardians of students.
3. Faculty and staff.
4. Clinical training sites and clinical mentors.
5. Employers (medical organizations, IT companies, the pharmaceutical sector, public and private entities).
6. Government agencies and regulators (Ministry of Education and Science of the Kyrgyz Republic, Ministry of Health of the Kyrgyz Republic, other agencies).
7. Accreditation agencies (NAAR, AOPO, etc.).
8. Partner universities in Kyrgyzstan and abroad, as well as scientific and clinical organizations.
9. Local community and regional authorities.

### 4.2. Stakeholder map/matrix

**Matrix 1. Stakeholders, their expectations, and the role of the QMS**

No.	Stakeholder	Key expectations and needs	How JAIU and the QMS meet expectations	Key indicators / monitoring methods
1	<b>Students (local and international)</b>	High-quality education, clear curriculum structure, transparent assessment, access to clinical practice and resources, support, and a safe environment	– Clearly defined curriculum (program description, syllabi);– Regulations on the educational process, assessment, practice, and WBL;– Use of the eBilim LMS and simulation center;– Procedures for handling student inquiries, surveys, and improvement plans	Academic performance, rate of academic failure, satisfaction survey results, number and nature of complaints

2	<b>Parents and legal guardians</b>	The university's reliability, quality of education, safety of living and learning conditions, and transparency of fees	<ul style="list-style-type: none"> <li>– Information about the program and accreditation status on the website;</li> <li>– Enrollment agreements, transparent financial terms;</li> <li>– Regulations regarding safety, medical care, and dormitories;</li> <li>– Communication via the website, office hours, and informational letters</li> </ul>	Feedback from parents, participation in meetings, absence of serious safety incidents
3	<b>Faculty and staff</b>	Fair workload, working conditions, clear requirements, opportunities for professional growth and CPD	<ul style="list-style-type: none"> <li>– Policies on personnel management, workload, KPIs, and performance evaluations;</li> <li>– Individual work plans, participation in professional development courses;</li> <li>– Incentive system, transparent procedures for competitive hiring</li> </ul>	Staff turnover, performance evaluation results, fulfillment of individual plans, results of faculty surveys
4	<b>Clinical sites and mentors</b>	Students prepared for clinical practice, compliance with regulations and safety protocols, mutual respect, and legal certainty	<ul style="list-style-type: none"> <li>– Agreements on clinical sites;</li> <li>– Regulations on clinical sites and mentors, logbooks, and practicum programs;</li> <li>– Workload coordination, support from the university</li> </ul>	Clinic feedback, number of conflicts, contract renewals
5	<b>Employers</b> (medical organizations, IT companies, pharmaceutical sector, etc.)	Graduates' professionalism and competence, competitiveness, and readiness for practice	<ul style="list-style-type: none"> <li>– Involving employers in the evaluation of educational programs and curriculum standards;</li> <li>– Organizing internships, work placements, and project-based work;</li> <li>– Monitoring graduate employment</li> </ul>	Percentage of graduates employed in their field, employer feedback, employer participation in councils and events
6	<b>Government agencies</b> (Ministry of Education and Science, Ministry of Health, etc.)	Compliance with State Educational Standards, licenses, and requirements for training specialists	<ul style="list-style-type: none"> <li>– Updating the curriculum in accordance with regulatory acts;</li> <li>– Timely reporting;</li> <li>– Built-in internal quality assessment procedures (monitoring, internal audit, risk management)</li> </ul>	Inspection results, absence of serious violations, successful licensing
7	<b>Accreditation agencies</b> (NAAR, AOPO, etc.)	Compliance with accreditation standards, availability of evidence, a functioning QMS, and a culture of improvement	<ul style="list-style-type: none"> <li>– QMS policy, strategic plan, QMS document register;</li> <li>– OP specifications, reports on self-assessment, risk registers, and CAPA;</li> <li>– Internal audits, systematic improvements</li> </ul>	Accreditation results, scope and quality of evidence provided, absence of recurring observations
8	<b>Partner universities and research organizations</b>	Reliable long-term cooperation, academic mobility, joint projects	<ul style="list-style-type: none"> <li>– Agreements and memoranda of cooperation;</li> <li>– Joint programs, events, publications, and projects;</li> <li>– Compliance with</li> </ul>	Number of active partnerships, joint projects, and mobility programs

			international standards for educational quality	
9	<b>Local community and regional authorities</b>	University social responsibility, participation in regional development, support for schools, hospitals, and the local population	– Socially significant projects, charitable initiatives, career guidance;– Training of personnel for the regional healthcare and economy	JAIU's public image, participation in regional programs, feedback from the local community

## 5. Relationship between context and stakeholders and the QMS

5.1. Information regarding the external and internal context, as well as the needs of stakeholders, is incorporated into:

- JAIU's Strategic Development Plan;
- Quality policy and objectives;
- risk and opportunity registers;
- improvement plans (CAPA, roadmaps);
- regulations for monitoring, internal audit, and management analysis.

5.2. The Internal Monitoring and Quality Department (IMQD) and the Quality Council ensure:

- **Annual updates to** the context description and stakeholder matrix;
- the use of this data in preparing materials for accreditation;
- the inclusion of key findings in QMS management analysis reports.

## 6. Document Revision Procedure

6.1. This document shall be reviewed at least **once every three years**, as well as:

- in the event of significant changes to the legislative and regulatory framework;
- in the event of changes to the mission, strategy, or structure of JAIU;
- based on the results of accreditations, external audits, and QMS management analysis.

6.2. Proposals for amending this document are prepared by the Quality Management Committee, deans, and other relevant departments and submitted for consideration by the Quality Council and the Academic Council of JAIU.

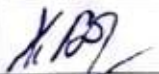
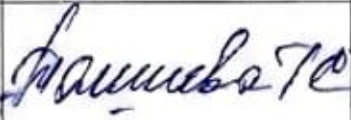







# CHANGE LOG

Change No.	Basis for Amendment	Pages	Summary of the amendment	Revision	Signature	Date
1						
2						
3						

Edition: \_\_\_\_\_

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## APPROVAL SHEET

No	Position / Role	Full Name	Signature	Date
1	Developed by	Kanetova D.E.		29.12.25
2	Approved: head of the responsible department			29.12.25
3	Approved: Head of the Educational and Informational Department	Kanetova D.E.		29.12.25
4	Approved: leading specialist for quality	Kalmuratova A.		29.12.25
4	Approved: head of the legal affairs and human resources department / lawyer	Sydykova B.J.		29.12.25
5	Approved: vice-rector for academic affairs	Sadyrova N.A.		29.12.25
6	Approved: vice-rector for science, SR and GE	Asilova Z.A.		29.12.25
7	Endorsed / considered in the established manner	JASU Scientific Council		29.12.25.

