



ALMA
ALMATY MANAGEMENT
UNIVERSITY

Approved

Rector

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Purpose of the Document

The purpose of the Regulation on Inclusive Education of the educational institution "Almaty Management University" (hereinafter referred to as the University) is to create a favorable environment for development and social adaptation, as well as to ensure inclusive education for individuals with disabilities in higher and postgraduate educational programs.

1. Scope of the Document

This Regulation is intended for internal use within the University to ensure equal access and inclusive education for individuals with disabilities.

2. References to Documents

This Regulation has been developed in accordance with:

- The Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 No. 319-III;
- The Law of the Republic of Kazakhstan "On Social and Medical-Pedagogical Corrective Support for Children with Disabilities" dated July 11, 2002 No. 343;
- The Law of the Republic of Kazakhstan "On Social Protection of Persons with Disabilities in the Republic of Kazakhstan" dated April 13, 2005 No. 39;
- The Order of the Minister of Education and Science of the Republic of Kazakhstan "On Approval of Conceptual Approaches to the Development of Inclusive Education in the Republic of Kazakhstan" dated June 1, 2015 No. 348;
- The Law of the Republic of Kazakhstan "On Amendments and Additions to Certain Legislative Acts of the Republic of Kazakhstan on the Protection of the Rights of Persons with Disabilities" dated December 3, 2015 No. 433-V;
- The Law of the Republic of Kazakhstan "On Amendments and Additions to Certain Legislative Acts of the Republic of Kazakhstan on Inclusive Education" dated June 26, 2021 No. 56-VII;
- The Standard Rules of Activity for Educational Organizations Implementing Educational Programs of Higher and/or Postgraduate Education, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595 (with amendments and additions);
- The Academic Policy of the University.

3. Terms and abbreviations.

Inclusive Education - the process that ensures equal access to education for all children, taking into account their special educational needs and individual abilities (Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 No. 319-III).

Social Adaptation - the active adjustment of individuals with disabilities to the conditions of the social environment by assimilating and perceiving the values, rules, and norms of behavior accepted in society and through vocational training in the process of targeted social and medical-pedagogical corrective support.

Person with a Disability - an individual with a health impairment resulting in a persistent disorder of bodily functions, caused by diseases, injuries (wounds, traumas, concussions), their consequences, or defects, which leads to a limitation in life activities and necessitates social protection (Law of the Republic of Kazakhstan "On Social

Protection of Persons with Disabilities in the Republic of Kazakhstan" dated April 13, 2005 No. 39).

Persons (Children) with Special Educational Needs - individuals who experience constant or temporary difficulties in obtaining education due to health reasons, requiring special, general educational curricula, and additional educational programs (Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 No. 319-III).

PPS - Faculty and Teaching Staff.

OSP - Responsible Structural Unit.

AUP - Administrative and Management Personnel.

4. Responsibility

4.1. The Rector of the University is responsible for ensuring compliance with the requirements and providing the necessary resources.

4.2. The Managing Director of Strategic Marketing and the University Admissions Committee are responsible for implementing Section 7.1 of this Regulation.

4.3. The Vice-Rector for Academic Development and the Methodology Department are responsible for implementing Section 7.2 of this Regulation.

4.4. The Vice-Rector for Student Support and Development and the Department of Student Registration, Development, and Support are responsible for coordinating activities under Section 7.3 of this Regulation.

4.5. The Director of the Infrastructure Department is responsible for implementing Section 7.4 of this Regulation.

4.6. The Managing Director of Digital Transformation, the Information Technology Department, the Department of Online Education, and the University's Information and Library Resources Department are responsible for implementing Section 7.5 of this Regulation.

4.7. The Deans of the schools are responsible for implementing Section 7.6 of this Regulation.

5. General Provisions

5.1. This Regulation on Inclusive Education defines the activities of the University aimed at creating a favorable environment for development and social adaptation, as well as ensuring inclusive education for individuals with disabilities in higher and postgraduate educational programs.

5.2. The conditions for implementing inclusive education at the University are understood as conditions that ensure the accessibility of quality education, equal opportunities, and the reduction of the achievement gap among students with special educational needs.

5.3. To ensure the implementation of inclusive education at the University, responsible structural units for providing inclusive education conditions (hereinafter referred to as OSP) are appointed.

5.4. At the end of each academic year, the OSPs submit reports on the implementation of inclusive education at the University, which are reviewed by the Academic Council.

5.5. The requirements of this Regulation are mandatory for all University employees and students.

5.1. This Regulation on Inclusive Education defines the University's activities to create a favorable environment for development and social adaptation, as well as to ensure inclusive education for people with disabilities in educational programs of higher and postgraduate education

5.2. The conditions for the implementation of inclusive education at the University are understood as conditions that ensure the availability of quality education, equal

opportunities and reducing the gap in educational achievements of students with special educational needs.

5.3. In order to ensure the implementation of inclusive education at the University, responsible structural units are appointed to ensure the conditions of inclusive education (hereinafter referred to as OSP)

5.4. Annually, at the end of the academic year, the OSP provides reports on the implementation of inclusive education at the University, which is heard at the Academic Council.

5.5. The requirements of this Regulation are mandatory for all employees and students of the University.

6. Tasks

6.1. Creating a barrier-free architectural environment at the University.

6.2. Developing and enhancing an optimal model of an inclusive educational space at the University, which facilitates the maximum inclusion of students with special educational needs.

6.3. Ensuring the University's informational openness for students with special educational needs and their parents.

6.4. Creating a tolerant socio-cultural environment at the University.

6.5. Developing regulatory and methodological support for the implementation of inclusive education at the University.

6.6. Organizing education using distance learning technologies.

6.7. Developing cooperation and interaction with universities, special (correctional) educational organizations, and other institutions within the Republic of Kazakhstan to implement and support inclusive education.

7. Activity Provision

The main activities of the University in organizing the education of students with special educational needs are as follows:

7.1. Career guidance activities and support during entrance examinations.

7.1.1. The main forms of career guidance activities at the University include open house days, consultations for this category of students and their parents on admission, education, and employment, as well as promotional and informational materials for this category of students.

7.1.2. During entrance examinations conducted by the University, special conditions are created for applicants with special needs, including the possibility of using distance technologies.

7.1.3. The responsibility for implementing this activity lies with the Managing Director of Strategic Marketing and the University Admissions Committee.

7.2. Ensuring the educational process:

7.2.1. The education of students with special educational needs is carried out based on educational programs, and if necessary, in an adapted format.

7.2.2. The selection of teaching methods and tools, educational technologies, and teaching aids for implementing the educational program is carried out independently by the University, based on the necessity of achieving the planned learning outcomes, and taking into account the individual abilities of students with special educational needs.

7.2.3. For students with special educational needs:

- Assistance is provided in developing optimal individual educational paths;
 - Individual study plans and individual training schedules are developed;
 - Individual forms of current, milestone, and interim assessments are determined;
 - Special technical means and learning technologies are used.
- 7.2.4. The education of students with special educational needs can be carried out using distance technologies.
- 7.2.5. The University organizes and participates in open events, including conferences, seminars, round tables, and other events on the implementation of inclusive education in higher education institutions.
- 7.2.6. Development of requirements and guidelines for specialists implementing inclusive education.
- 7.2.7. Ensuring comprehensive training of new personnel (AUP and PPC) and retraining of existing personnel.
- 7.2.8. The responsibility for implementing this activity lies with the Vice-Rector for Academic Development and the Methodology Department.

7.3. Rehabilitation and preparation for employment:

- 7.3.1. Fostering a tolerant attitude towards students with special needs both within the educational organization and beyond.
- 7.3.2. Maintaining specialized records of students with special educational needs and applicants with disabilities at all stages of their admission and education at the University.
- 7.3.3. Social support for the educational process of students with special educational needs is a set of activities that accompany the educational process and are aimed at providing social support to students with special educational needs within the framework of inclusive education.
- 7.3.4. Organization of volunteer activities at the University to support and assist fellow students with special educational needs.
- 7.3.5. Provision of psychological and pedagogical support to participants in the educational process (with the involvement of PPC and a psychologist).
- 7.3.6. Organization of presentations and meetings between employers and students with special educational needs (if necessary).
- 7.3.7. Provision of consulting services for job search and information on labor market conditions for individuals with special needs (if necessary).
- 7.3.8. Creation of conditions for the employment of graduates from master's and PhD programs who have disabilities at the University (if necessary).
- 7.3.9. The coordination of this activity is assigned to the Vice-Rector for Student Support and Development and the Department of Student Registration, Development, and Support.

7.4. Creation of a barrier-free architectural environment:

- 7.4.1. Organization of accessibility for the surrounding area, entryways, and internal pathways: contrast painting of doors and stairs, designated parking spaces, provision of barrier-free access (special equipment, lifts, ramps, etc.).
- 7.4.2. Provision of specially equipped sanitary facilities for students with disabilities (handrails, grab bars, specialized plumbing fixtures, etc.).
- 7.4.3. Medical and wellness support for the educational process of students with special educational needs, including the diagnosis of physical condition, health maintenance, development of adaptive potential, and adjustment to academic life.
- 7.4.4. Responsibility for implementing this activity lies with the Director of the Infrastructure Department.

7.5. Information and technical support for the educational process:

- 7.5.1. Technical equipment and maintenance of computer equipment (including the use of video materials, sound amplifiers, headphones, multimedia projectors in teaching).
- 7.5.2. Support for an alternative version of the website for visually impaired individuals.
- 7.5.3. Responsibility for the implementation of this activity is assigned to the Managing Director of Digital Transformation, the Information Technology Department, the Online Education Department, and the University's Information and Library Resources.

7.6. Support for the Educational Process

- 7.6.1. Organizational and pedagogical support for the educational process of students with special educational needs includes:
 - 1)Monitoring attendance;
 - 2)Assisting in the organization of independent study;
 - 3)Organizing individual consultations;
 - 4)Providing organizational support during interim assessments and the elimination of academic debts;
 - 5)Adjusting the interaction between students and instructors in the educational process.
- 7.6.2. Responsibility for implementing this activity is assigned to the deans of the schools.

8. Interaction with External Organizations

- 8.1. The University collaborates with educational organizations on providing methodological assistance and professional development for the teaching staff of the University in the field of inclusive education.

I have read and agreed with this Regulation.

| Full name | Signature | Date |
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