

**K. ZHUBANOV AKTOBE REGIONAL UNIVERSITY**

**REGULATIONS ON INCLUSIVE EDUCATION**

**Aktobe, 2025**

## **1. GENERAL PROVISIONS**

1.1 The Regulations on Inclusive Education at K. Zhubanov Aktobe Regional University (hereinafter – K. Zhubanov ARU) define the objectives, tasks, principles, and mechanisms for implementing an inclusive approach in the university’s educational process, aimed at ensuring equal opportunities for all students, including those with special educational needs.

1.2 Inclusive education at K. Zhubanov ARU promotes the development of an accessible and tolerant educational environment, improves the quality of higher and postgraduate education, integrates all categories of students into a unified academic and social space, supports the university’s mission, and strengthens the system of academic and humanitarian values.

1.3 These Regulations apply to all students, faculty, and staff involved in the implementation of inclusive education, as well as to structural units responsible for creating conditions for educational, methodological, and social support for persons with special educational needs.

## **2. NORMATIVE DOCUMENTS**

These Regulations have been developed in accordance with the following normative documents:

2.1 Law of the Republic of Kazakhstan “On Education” dated July 27, 2007 No. 319-III (as amended on March 15, 2025 No. 172-VIII).

2.2 “Rules for Organizing the Educational Process Based on the Credit Training System” (Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152, as amended on March 26, 2025 No. 134).

2.3 State Compulsory Standard for Higher and Postgraduate Education (Order of the Ministry of Science and Higher Education of the Republic of Kazakhstan, hereinafter – MSHE RK, dated July 20, 2022 No. 2, as amended on March 4, 2025 No. 90).

2.4 Law of the Republic of Kazakhstan No. 343 “On Social and Medico-Pedagogical Correctional Support for Children with Disabilities” dated July 11, 2002.

2.5 Resolution of the Government of the Republic of Kazakhstan No. 1143 dated December 26, 2024 “On Approval of the Concept of Inclusive Policy in the Republic of Kazakhstan for 2025–2030.”

2.6 Internal regulations and statutory documents of K. Zhubanov Aktobe Regional University.

## **3. MAIN PART**

3.1 The purpose of these Regulations is to ensure equal, fair, and full access to the educational services of K. Zhubanov Aktobe Regional University for all categories of students, including persons with special educational needs (SEN),

through the creation of an inclusive educational environment in compliance with national and international standards.

### 3.2 Objectives of the Regulations:

- Development of the organizational and legal framework for inclusive education in accordance with the legislation of the Republic of Kazakhstan and the internal regulations of the university.
- Creation of conditions for realizing the right to education for persons with SEN, including infrastructural accessibility, adaptation of educational programs, and student support.
- Professional development of faculty and university staff in inclusive approaches and pedagogy, enhancing their competencies in working with diverse categories of students.
- Implementation of effective educational technologies and methodologies that ensure successful academic performance of students, taking into account their individual abilities.
- Formation of a barrier-free environment—architectural, informational, and social—that facilitates full participation of students with SEN in both academic and extracurricular activities.
- Establishment of a system of psychological and social support for students with SEN aimed at promoting their independence, social integration, and professional development.

### **3.2 General Principles for Implementing Inclusive Education**

Inclusive education at K. Zhubanov Aktobe Regional University is implemented based on the following principles:

3.2.1 Equality and Non-Discrimination – every student, regardless of physical, sensory, intellectual, or other characteristics, has the right to equal access to quality education.

3.2.2 Individual Approach – recognition of the unique educational needs of each student and provision of appropriate conditions for their development, including adaptation of curricula, teaching methods, and assessment forms.

3.2.3 Accessibility of the Educational Environment – creation of a barrier-free architectural, informational, communicational, and learning environment.

3.2.4 Participation and Collaboration – active involvement of students with special educational needs in the educational process and university life, fostering partnerships between students, faculty, and parents.

3.2.5 Professional Competence – training and continuous professional development of faculty and staff in inclusive education.

3.2.6 Systematic and Sustainable Approach – development of an institutional approach to inclusion, encompassing regulatory, organizational, staffing, and resource components.

3.2.7 Confidentiality and Ethics – respect for students’ rights and dignity, as well as maintenance of confidentiality regarding their characteristics and needs.

### **3.3 Organization of the Educational Process**

#### **3.3.1 Implementation of Adapted Curricula (Syllabi)**

At the request of students with special educational needs (SEN), instructors develop adapted curricula (syllabi) that take into account the characteristics and needs of students with disabilities or other SEN.

#### **3.3.2 Adapted curricula (syllabi) include:**

- Adaptive assessment criteria;
- Adaptive forms of evaluation.

#### **3.3.3 The Academic Affairs Department provides an adaptive class schedule.**

3.3.4 Special methods, tools, and approaches are applied to help students with SEN successfully master the learning material, including:

- Special technologies and tools (video materials with subtitles; electronic textbooks with font scaling options);
- Teaching methodologies (differentiated instruction – presenting the same material in various formats: orally, in writing, visually; project-based learning – providing opportunities for students to demonstrate their knowledge in a format most suitable for them).

3.3.5 Students with SEN are given a choice of internship locations, taking into account accessibility requirements.

3.3.6 During employment allocation, priority is given to the health condition, needs, and capabilities of graduates with SEN who have a Group 3 disability. Individuals with Group 1 and 2 disabilities have the right to free choice of placement. Students enrolled under the state educational order are also exempt from mandatory work placement.

### **4. SUPPORT OF THE EDUCATIONAL PROCESS**

4.1 Organizational and pedagogical support of the educational process for students with SEN includes:

- Monitoring attendance;
- Assistance in organizing students' independent work;
- Organizational support for interim assessments and elimination of academic debts;
- Adjustment of interaction between the student and the instructor in the learning process.

#### **4.2 Support by the psychological service:**

- Conducting group trainings;
- Individual consultations.

### **5. CREATION OF A BARRIER-FREE ARCHITECTURAL ENVIRONMENT**

5.1 Organization of accessible adjacent areas, equipping entrances with

ramps with non-slip surfaces, handrails, and tactile markings.

5.2 Equipment of access roads and parking spaces for vehicles of persons with disabilities.

5.3 Creation of tactile indicators and floor coverings for visually impaired individuals.

5.4 Installation or modernization of elevators accessible for wheelchair users.

5.5 Arrangement of restrooms for persons with special educational needs (SEN): enlarged stalls, handrails, and help call buttons.

## **6. AMENDMENTS AND ADDITIONS**

6.1 This regulation is approved by the Chairman of the Board–Rector based on the decision of the Academic Council and comes into effect from the moment of its signing.

6.2 Amendments and additions to this regulation are made in accordance with legislative acts, regulatory documents in the field of education, and internal university rules.

6.3 In case of changes, all outdated copies of the regulation within the university must be withdrawn and replaced with the new version.