

**POLICY FOR ENSURING INCLUSIVE EDUCATION AT THE LAW
ENFORCEMENT ACADEMY OF THE REPUBLIC OF UZBEKISTAN**

CHAPTER I. GENERAL PROVISIONS

1. The policy for ensuring inclusive education at the Law Enforcement Academy of the Republic of Uzbekistan (hereinafter referred to as the “Policy”) establishes the basic principles, guarantees, organizational mechanisms and implementation procedure for ensuring an inclusive and equitable educational environment at the Law Enforcement Academy of the Republic of Uzbekistan, creating the conditions necessary for all students to have equal and effective access to quality education, preventing any form of discrimination, and supporting persons with disabilities and students with special educational needs or life circumstances.

2. This Policy has been developed taking into account the Constitution of the Republic of Uzbekistan, the Laws of the Republic of Uzbekistan “On Education,” “On the Rights of Persons with Disabilities,” “On Guarantees of Equal Rights and Opportunities for Women and Men,” “On Appeals of Individuals and Legal Entities,” and “On Personal Data,” the UN Convention on the Rights of Persons with Disabilities, UN Sustainable Development Goal 4 (SDG 4), and the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

3. The Policy applies to students and staff of the Academy, as well as to specialists engaged in the educational process.

4. This Policy applies at all stages of the educational process, including admission, teaching, current, interim and final assessment, practical training (internship), research activity, the preparation and defense of dissertations, academic mobility, the use of educational infrastructure and digital educational resources, as well as the handling of appeals.

5. The support measures envisaged in the Policy shall be implemented in accordance with the legislation of the Republic of Uzbekistan, the Academy Charter and other internal regulatory documents.

6. This Policy is aimed at ensuring equal opportunities for education, employment and participation in the educational process at the Academy, and at establishing the organizational and legal mechanisms necessary for groups who are unable to participate fully in the educational process or who require additional support.

7. The Policy uses the following basic concepts:

inclusive education — an approach aimed at ensuring equal opportunities for education in educational organizations for all students, taking into account the diversity of their special educational needs and individual abilities;

equitable education — an education system based on ensuring equal access to quality education regardless of citizens’ socio-economic status and place of residence, reducing territorial and social disparities in education, and providing targeted support to persons with special needs;

discrimination — any unjustified restriction, exclusion of, or unequal treatment toward a person in the exercise of equal rights and opportunities in education with others, based on a particular characteristic or circumstance of that person;

reasonable accommodation — necessary and appropriate modification made in a particular case to enable persons with disabilities to exercise human rights and freedoms on an equal basis with others;

life circumstances — a set of family, social, economic and other circumstances that may affect a student's participation in the educational process, fulfillment of academic obligations, and full use of educational opportunities;

Universal Design for Learning (UDL) — the principle of designing educational programs, teaching methods, learning materials, digital resources and assessment tools in a manner that is usable, to the extent possible, by all students and that ensures equal participation in the educational process, by taking into account in advance the diverse needs, abilities and learning characteristics of students;

underrepresented groups — groups of persons whose participation in the Academy's educational, research or employment activities is lower relative to other groups, or who face difficulties in accessing relevant opportunities, owing to particular social, economic, physical, territorial, institutional or other objective barriers.

CHAPTER II. PRINCIPLES

8. In ensuring inclusive education, the Academy adheres to the principles of respect for human dignity, equality, fairness, transparency, non-disclosure of personal data without the consent of the data subject, and compliance with educational standards.

9. No discrimination shall be permitted at the Academy on the grounds of a person's sex, race, nationality, ethnic origin, language, age, health status, religion or belief, social origin, property or family status, place of residence, citizenship, or other circumstances prohibited by law.

The Academy implements measures aimed at ensuring opportunities for students and staff to participate in educational processes on the basis of the principle of equality, taking into account their diverse social, economic, cultural and personal characteristics.

10. The Academy guarantees equal opportunities in the recruitment of staff and in the course of their professional development. In the process of personnel selection and appointment to positions, no unjustified restrictions shall be imposed based on

a person's sex, social origin, age, nationality, language, religion, or other circumstances prohibited by law.

11. Admission requirements established by law, the academic integrity and safety requirements applicable to educational programs, as well as special measures applied for the purposes of reasonable accommodation and ensuring equality, shall not be considered discrimination.

12. Insulting, exerting pressure or otherwise demeaning a person's dignity, exerting psychological pressure, disclosing personal data in violation of the law, and persecuting in any form a person who has applied in order to protect their rights, are prohibited.

These prohibitions also apply on the premises of the Academy, in the educational process, during practical training and internships, on official business trips, in academic mobility programs, as well as in communications via email, messaging applications, online learning platforms, and social networks related to the Academy's activities.

CHAPTER III. COMMUNICATING THE POLICY

13. This Policy shall be published on the Academy's official website and in its internal information systems.

14. Newly admitted students may familiarize themselves with this Policy before the start of classes, and newly hired staff before commencing their official (labor) duties.

15. In order to raise awareness among students and staff regarding this Policy, the Academy shall organize explanatory activities, information events and, where necessary, training sessions.

CHAPTER IV. ORGANIZATION OF INCLUSIVE EDUCATION

16. Information on admission requirements, assessment criteria, deadlines, required documents, advisory and support services, as well as on opportunities for reasonable accommodation of education to an inclusive environment, shall be published in a timely, complete, comprehensible and accessible manner for all students.

17. Candidates with disabilities or special educational needs have the right to request additional time during the admission process, use of specially equipped rooms, materials in large print or electronic format, technical aids, assistant or sign-language interpretation services, medical breaks, or other reasonable accommodation measures.

18. It shall be ensured that the reasonable accommodation measures applied during the admission process do not alter the substance of the admission requirements and assessment criteria, and do not confer an unjustified advantage on candidates.

19. The Academy adheres to the principles of equal opportunity and impartial assessment for all candidates in the admission process. Admission criteria shall be applied solely on the basis of the requirements established by law, irrespective of a person's sex, race, nationality, ethnic origin, language, disability, social or economic status, or other circumstances not provided for by law.

20. In the course of the admission process, the Academy may analyze data on candidates and admitted students disaggregated by gender, disability status and other relevant indicators, and may conduct monitoring for the purpose of evaluating inclusiveness indicators.

21. Faculty members shall provide clear explanations regarding learning outcomes, assessment criteria and academic assignments, shall provide the necessary learning materials in a timely manner, shall offer constructive feedback, and shall ensure that personal data is not disclosed.

22. Where necessary, an individual academic support plan shall be developed and implemented for students with special educational needs.

23. Support measures shall not constitute grounds for lowering the requirements set for learning outcomes established in the educational program, for waiving academic integrity requirements, or for automatically exempting a student from mastering the compulsory components of the educational program.

CHAPTER V. INCLUSIVE EDUCATIONAL ENVIRONMENT

24. Access routes to the Academy, movement pathways, classrooms, sanitary facilities, the library, administrative services, safe evacuation, and, where necessary, other required organizational measures shall be implemented on a phased basis.

25. Learning materials shall be provided, subject to available resources, in both electronic and printed form, using a font that is comfortable for reading.

26. The Academy's official website, electronic library, online services and other digital educational resources shall be adapted and improved on a phased basis in order to ensure accessibility for students with diverse needs.

27. Measures being implemented to ensure accessibility, existing barriers, and efforts to eliminate them, shall be monitored on a regular basis.

CHAPTER VI. SUPPORTING STUDENTS AND ENSURING EQUAL OPPORTUNITIES

28. Support for persons with disabilities, review of their appeals, assessment of their individual needs, and the determination and coordination of necessary reasonable accommodation measures at the Academy shall be carried out by the relevant faculties.

29. Support measures shall be determined not on the basis of the student's category of disability, but on the basis of an assessment of the barriers the student encounters in the educational process, their individual needs, and the level of support required.

30. Where necessary, and based on the student's individual needs, the following may be provided: adapted learning materials and technical aids, an accessible classroom, assistant or sign-language interpretation services, medical breaks, an individual class schedule, the option of remote participation, necessary accompaniment services, as well as other reasonable accommodation measures aimed at ensuring the student's equal and full participation in the educational process.

31. Based on the student's individual needs, an individual academic support plan may be drawn up, setting out the support measures, the timeframes for their implementation, the persons responsible, and the procedure for reviewing the plan.

This plan shall include only the information necessary for determining and implementing support measures. It is not permitted to include the student's medical or other personal data in the plan where there is no such necessity.

32. The relevant faculties shall review students' appeals, assess their individual needs, coordinate reasonable accommodation and support measures, and monitor the implementation and effectiveness of these measures at least once a year. Based on the results, appropriate measures shall be taken to address any systemic problems identified.

33. In conducting examinations and other assessment procedures, the necessary reasonable accommodation measures shall be applied so that a student's disability or confirmed functional limitations do not prevent them from demonstrating their knowledge, skills and competencies on an equal footing with other students.

34. Reasonable accommodation measures must not result in altering the substance or level of the learning outcomes, academic requirements and assessment criteria established in the educational program. It is not permitted to apply accommodation measures that confer an unjustified advantage on a student or that undermine the impartiality of assessment and compliance with academic standards.

35. A student must request the application of reasonable accommodation measures for an examination or other assessment procedure before the examination begins, allowing sufficient time for the relevant measures to be organized.

In emergency situations or situations that could not have been foreseen, a late request shall not constitute grounds for refusing to consider it, and such a request shall be resolved within the shortest possible time.

36. The life circumstances of students shall be taken into account in the educational process at the Academy.

Life circumstances encompass temporary or long-term circumstances affecting a student's participation in the educational process, fulfillment of academic obligations, or full exercise of the right to education.

37. The following circumstances, among others, may be recognized as life circumstances:

- a long-term illness or course of treatment;

- inpatient treatment;
- circumstances related to pregnancy, childbirth and the postnatal period;
- the necessity of caring for a child, a close relative, or another person requiring care;
- the death of a close relative;
- severe social or material circumstances;
- emergency situations and their consequences;
- circumstances related to a business trip or the performance of official duties;
- objective difficulties related to pursuing education while simultaneously working;
- other substantiated circumstances that objectively affect a student's full and effective participation in the educational process.

The existence of a life circumstance does not, by itself, constitute grounds for the automatic application of support measures. Support measures shall be determined on the basis of the effect of the particular circumstance on the educational process and the student's appeal setting out their individual needs.

38. The Academy shall take fair and proportionate support measures based on the effect of a student's life circumstances on the educational process and the available resources.

Support measures may include the following:

- establishing an individual study plan or schedule;
- adjusting the deadlines for completing and assessing academic assignments;
- providing additional academic advice and assistance;
- creating, where necessary, the opportunity for remote participation;
- adjusting the timing of practical training or internships;
- granting academic leave in the manner established by legislative acts;
- taking other necessary organizational measures aimed at ensuring the student's full and effective participation in the educational process.

39. Support measures shall be reviewed as necessary and may be adjusted accordingly, taking into account changes in the student's needs and life circumstances.

40. The Academy shall not permit the disclosure to other persons of the personal data of students facing life circumstances, or of the information contained in their appeals, except in cases provided for by law. Such information shall be used only to the extent necessary for determining, organizing and implementing support measures, and may be provided to authorized staff for the performance of their relevant duties.

CHAPTER VII. PROCEDURE FOR SUBMITTING REQUESTS AND DETERMINING SUPPORT MEASURES

41. The Academy shall provide open, transparent and accessible mechanisms for all, enabling students to submit appeals on matters related to inclusive education, reasonable accommodation, special educational needs and life circumstances.

42. Students may submit their appeals regarding support measures to the head of the educational program, through the Academy's electronic information systems, or through the registry office.

43. The appeal may indicate the barriers encountered in the educational process, the support measures considered necessary, the period for which they are to be applied, as well as, where available, documents confirming the relevant circumstances.

The student shall not be required to provide personal, medical or other data that is not necessary for determining and implementing support measures.

44. Appeals shall be reviewed within the time limits established by law, in compliance with the principles of legality, impartiality, equality, non-disclosure of personal data to other persons, and avoidance of conflicts of interest.

45. The decision on determining support measures shall reflect the following:

- the support measures to be applied and their period of validity;
- the persons responsible for implementing the support measures;
- the procedure for implementing the support measures;
- where necessary, the timeframe for reviewing the decision and (or) the circumstances giving grounds for such review.

46. A decision to fully or partially refuse to apply support measures must be substantiated, the reasons for the refusal must be stated, and it must be communicated to the student in a comprehensible form.

The student has the right to appeal to the Head of the Academy or, in accordance with the procedure established by law, to a court, regarding the decision taken as a result of the review of the appeal — including a full or partial refusal to apply support measures — as well as regarding the content of the established support measures or the procedure for their implementation.

CHAPTER VIII. FINAL PROVISIONS

47. In the course of implementing this Policy, international standards shall be taken into account, including the UN Convention on the Rights of Persons with Disabilities, the Sustainable Development Goals, and the principles of inclusiveness in higher education.

48. This Policy shall enter into force on the date of its approval.

49. The Policy shall be reviewed at least once every three years, and, where necessary, on the basis of current legislation, international standards, or monitoring results.