

**КЕНЖЕҒАЛИ САҒАДИЕВ  
АТЫНДАҒЫ  
ХАЛЫҚАРАЛЫҚ БИЗНЕС  
УНИВЕРСИТЕТІ**



**KENZHEGALI SAGADIYEV  
UNIVERSITY OF  
INTERNATIONAL BUSINESS**

**APPROVED**

**By the Academic Council of UIB  
named after Kenzhegali Sagadiyev  
Protocol No. 2 dated 22.09.2023  
Chairperson: A. M. Makhmetova**

## **REGULATION**

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### **ON INCLUSIVE EDUCATION**

**“KENZHEGHALI SAGADIYEV UNIVERSITY OF INTERNATIONAL  
BUSINESS” LLP**

**EDITION 5**

**Effective from the date of signing**

**Almaty, 2023**

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<b>Document Passport</b>	
Document type	Regulation
Title of the document	On Inclusive Education
Purpose of the document	Regulates the organizational and methodological framework for supporting the education of students with disabilities and students with developmental limitations (SDL) at IMB named after K. Sagadiyev.
Development	Project Manager, QAC Department of SHS
Approval	Vice-Rector for Strategy and Innovation Vice-Rector for Strategic and Social Development Director of DAA Dean of the Faculty of Basic Higher Education Legal Adviser
Approved by	Chair of the Academic Council of UIB (Rector)
Execution control	Rector
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Attachments to the document	None
Owner of the original	QAC

## Approval Sheet

*This Regulation has been approved by:*

Director of DAA

Myrzaeva A. A. \_\_\_\_\_

" \_\_\_ " \_\_\_\_\_ 2023

Dean of the Faculty Of Basic Higher Education

Sadyrov G. A. \_\_\_\_\_

" \_\_\_ " \_\_\_\_\_ 2023

Legal Adviser

Alibekova A. K. \_\_\_\_\_

" \_\_\_ " \_\_\_\_\_ 2023

*Designed and designed by:*

UIB psychologist, defectologist, Candidate of Pedagogical Sciences, Associate  
Professor of the Department SHS

Musikhina E. V. \_\_\_\_\_

" \_\_\_ " \_\_\_\_\_ 2023

*Edited and designed by:*

Project Manager, QAC

Duzbaeva R. M. \_\_\_\_\_

" \_\_\_ " \_\_\_\_\_ 2023

## 1. Scope of Application

1.1. This Regulation defines and governs the organizational and methodological framework for supporting the education of students with disabilities and students with developmental limitations (SDL) at Kenzhegali Sagadiyev University of International Business LLP (hereinafter – the University or UIB). It also specifies measures to ensure barrier-free access to higher professional education for this category of students and sets out the foundations of psychological and pedagogical support for inclusive professional education for persons with disabilities and persons with special educational needs.

## 2. Regulatory References

This Regulation refers to the following regulatory acts:

2.1 Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III "On Education" (*with amendments and additions*).

2.2 Rules of organization of the educational process on credit technology of training. Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 152 dated 20.04.2011 (*with amendments and additions*).

2.3 Standard rules for the activities of organizations of higher and postgraduate education. Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595. (Registered with the Ministry of Justice of the Republic of Kazakhstan on October 31, 2018 No. 17657) (*with amendments and additions*).

2.4 State mandatory standard of higher and postgraduate education. Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022 No. 2. Registered with the Ministry of Justice of the Republic of Kazakhstan on July 27, 2022 No. 28916. (*with amendments and additions*).

2.5 This Regulation and other internal regulatory documents of the University of International Business.

2.6 Orders and directives of the University management.

## 3. Basic Terms and Definitions

This Regulation uses terms and definitions taken from the regulatory documents on which it is based. The most important concepts include:

1) individuals (children) with special educational needs – individuals who experience permanent or temporary difficulties in obtaining education due to health conditions and who require special or general education programs and/or additional education programs (Law of the Republic of Kazakhstan “On Education” dated July 27, 2007 No. 319-III);

2) inclusive education – a process that ensures equal access to education for all learners, taking into account special educational needs and individual capabilities (Law of the Republic of Kazakhstan “On Education” dated July 27, 2007 No. 319-III);

3) *disabled person* – an individual with a health impairment causing a persistent dysfunction of body systems resulting from illness, injury (wounds, trauma, contusions), their consequences, or congenital defects, which leads to limitations in daily 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);

4) *disability* – the degree of limitation of an individual’s vital activity due to a health impairment with persistent dysfunction of body systems (Law of the Republic of Kazakhstan “On Social Protection of Persons with Disabilities in the Republic of Kazakhstan” dated April 13, 2005 No. 39).

#### **4. General Provisions**

4.1. Under the term "disabled person" and "person with developmental disabilities" (hereinafter referred to as a disabled student), in this provision, we mean persons who have documents confirming their disability in accordance with the legislation of the Republic of Kazakhstan or the conclusion of the State Service of Medical and Social Expertise confirming limited health opportunities, as well as the possibility of studying for a disabled student at the university, which indicates the possibility of studying in the chosen specialty.

#### **5. Principles of psychological and pedagogical support for students with disabilities and persons with SDL**

5.1. These principles define the theoretical and methodological basis for organizing support for the education of persons with developmental disabilities at UIB.

5.2. The following are established as the main principles of psychological and pedagogical support for students with disabilities and persons with SDL:

- 1) – adequacy of the content and forms of psychological and pedagogical support to the goals and conditions of the professional and educational activities of disabled students;
- 2) – implementation of psychological and pedagogical principles in managing the professional and educational activities of disabled students at all levels;
- 3) – support for an integrative (mixed) student body that includes students with and without disabilities;
- 4) – reliance on the disabled students’ own purposeful activity in the professional and educational sphere;
- 5) – consideration of the individual and pedagogical characteristics of the rehabilitation potential of disabled students;
- 6) – focus on comprehensive social adaptation of disabled students;
- 7) – continuity of psychological and pedagogical support for disabled students throughout the educational process;

8) – implementation of psychological and pedagogical support for disabled students and students with SDL in conjunction with their medical, pedagogical, and psychological rehabilitation.

## **6. Goals and objectives of psychological and pedagogical support for students with disabilities and students with disabilities (inclusive education)**

6.1. The goal of inclusive education is the realization of equal rights of all categories of persons to receive a quality education at the University.

6.2 The purpose of psychological and pedagogical support for the education of disabled people and persons with disabilities is to create a barrier-free educational environment for students with disabilities of various categories and students with disabilities.

Creating conditions for ensuring inclusive education of disabled people and persons with disabilities in higher and postgraduate education programs.

6.3. The main tasks of psychological and pedagogical support for students with disabilities and persons with disabilities in this situation are:

6.3.1 formation of a unified methodological base and a unified system of requirements and ordering of the content side of teachers' activities to accompany students with disabilities and students with disabilities;

6.3.2 study of specific needs of different categories of students with disabilities that arise in the course of studying at UIB;

6.3.3 Creating a barrier-free architectural environment at the University

6.3.4 Ensuring information openness of the University for students with disabilities and persons with disabilities and their parents.

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

6.3.6 Development of regulatory and methodological support for the implementation of inclusive education at the University.

6.3.7 Organization of training using distance learning technologies.

6.3.8 Development of cooperation and interaction with universities, special (correctional) educational organizations, other organizations and institutions of the Republic of Kazakhstan in order to implement and support inclusive education.

6.3.9 support of disabled applicants at the stage of pre-university training;

6.3.10 provision of advisory services on employment of disabled graduates.

## **7. Stages of implementation of psychological and pedagogical support for students with disabilities and persons with disabilities**

7.1. This regulation includes 3 stages of implementation of psychological and pedagogical support for students with disabilities and persons with disabilities.

7.2. **Pre-university stage.** At this stage, information, counseling, and psychological services are provided:

– free access of disabled applicants to various types of information about studying at the UIB;

- access to information about university admission, benefits, and required documents;
- advising on special opportunities for applicants with disabilities and persons with disabilities when submitting documents and navigating the university's learning environment.

7.3. *The university stage* of accompanying students with disabilities and persons with SDL involves accompanying their education throughout the entire stay of students with disabilities in the UIB. At this stage, a unified methodological base of requirements for supporting the training of students with disabilities and persons with disabilities is being formed and implemented:

- formation of a unified methodological base of requirements for supporting the education of students with disabilities and persons with disabilities;
- testing and introduction of special technologies that meet the specific educational needs of students with disabilities;
- creation and testing of a program of advanced training courses for teachers on the problems of organizing inclusive education for disabled people and persons with disabilities in a modern university;
- use of interactive educational technologies in the process of psychological and pedagogical support for students with disabilities;
- conducting lectures for parents of students with disabilities and parents of students with disabilities to include this category of students in the educational process.

7.4. *The postgraduate stage* of social and psychological support for students with disabilities and persons with SDL provides for consulting and assistance in the employment of graduates in accordance with the specialty obtained at the university:

- cooperation with public organizations of disabled people and potential employers to optimize support for this category of students in subsequent employment;
- providing assistance in rational employment of a disabled person, i.e. in the selection of types and working conditions in accordance with the psychophysiological characteristics and interests of the graduate;
- creating a database of potential employers who are ready to employ graduates with disabilities;
- assistance to the student in selecting a place for industrial and pre-graduate internships that are promising for employment;
- help in preparing their resume.

## **8. Types and content of psychological and pedagogical support for students with disabilities and persons with disabilities**

8.1. This regulation includes six main directions of psychological and pedagogical support of training implemented in the course of inclusive professional education of persons with developmental disabilities and disabled people.

8.2. **Diagnostic support** includes the formation and updating of a database of students with disabilities.

The main tasks at this stage are:

- conducting a survey of students with disabilities in order to identify their needs;
- carrying out consulting work with university teachers and fellow students (provided that the physical characteristics of a student with a disability are clearly expressed) in order to form a loyal environment and a culture of communication;
- monitoring the needs of students with disabilities during their studies at the university.

8.3. **Educational and methodical support** the direction involves methodological support of various types of training support. The main tasks of this area are as follows:

- professional development of teachers, psychologists and other specialists working with disabled people, training in new modern social, psychological and pedagogical technologies;
- drawing up individual educational support routes, including consideration of the possibility of creating a non-linear schedule of classes and systematic absences of classes at the university due to an underlying illness, and increasing the share of independent work of disabled students in this regard;
- organization of the exchange of experience in supporting the training of disabled students in the University with other universities in Almaty, Kazakhstan as a whole.

8.4. **Psychological support.** Within the framework of this direction of supporting the training of students with disabilities and persons with disabilities, conditions are created for the full-fledged personal and professional development of participants in the educational process and the prevention of possible difficulties in the adaptation of students with disabilities, self-regulation and relaxation skills are formed, assistance and support are provided to students at the stage of personal choice and drawing up a plan for solving problems in the educational process.

The objectives of this direction are:

- advising participants in the educational process on personal and professional development of students at all stages of continuing education;
- help disabled students to harmonize their attitudes to themselves and their social environment, and increase their self-confidence;
- identification of problems of students with disabilities in the educational process in the course of mass diagnostics, collecting information about the nature of the problems encountered;
- study of individual characteristics and personal priorities of students with disabilities;
- advising teachers and staff on the peculiarities of the physical and nervous state of students with disabilities, correcting situations of difficulty.
- Psychological counseling and support is provided in the form of individual counseling of students.

8.5. **Social support.** The purpose of this type of activity is to ensure accessibility of inclusion in the socio-cultural environment of students with disabilities, organization of access to information and opportunities for inclusion in the social and cultural life of society.

The main objectives of this direction are:

- organization of assistance to PSC psychology students in orienting students with disabilities in the subject-spatial and educational environment of the university;
- assistance in organizing cultural and leisure events, festive evenings, etc.;
- cooperation with public and commercial organizations to provide assistance to students with disabilities and persons with disabilities studying at the university;
- work with the mass media to create a positive image of a disabled person in the public consciousness, inform society about the opportunities and needs of disabled people, about social and professional successes, problems of rehabilitation and social integration of people with disabilities, form a humane attitude of society towards disabled people, overcome socio-psychological barriers in communication;

8.6. **Pre-university support** involves the provision of information and psychological services for applicants with disabilities at the stage of pre-university training.

The main objectives of this direction are:

- development of social partnership with public organizations of disabled people in two directions: through attracting potential applicants with disabilities registered in public organizations and through solving common problems in the field of optimizing adaptation processes in the university environment;
- holding meetings of university students with representatives of public organizations of disabled people, holding cultural and leisure events, as well as covering disability issues in student newspapers;
- providing sign language interpreters and typhlo pedagogues for entrance exams.

8.7. **Employment advisory services** involve preparation for entering the labor market through assistance in finding a potential employer.

The main tasks at this stage are:

- creating a database of potential employers who are ready to employ graduates with disabilities;
- assistance to the student in selecting a place for industrial and pre-graduate internships that are promising for employment;
- providing assistance in preparing your resume.

8.8. Training of students with disabilities and persons with disabilities can be carried out using remote technologies.

## **9. Information and technical support of the educational process of students with disabilities and persons with disabilities**

9.1 Technical equipment and ensuring the functioning of computer equipment (video materials, audio amplifiers, headphones, multimedia projectors are used in training).

9.2 Support for an alternative version of the site for visually impaired users.

9.3 Responsibility for the implementation of this type of activity is assigned to the Vice-Rector for Digitalization and the Department of Information Technologies and Information and Library Resources of the University.

## **10. Creation of a barrier-free architectural environment and material and technical support for students with disabilities and persons with disabilities**

10.1 Organization of accessibility of the adjacent territory of the UIB, entrance ways and ways of movement inside buildings: contrasting ribbons on stairs and signs on the walls of floors, Parking spaces, providing barrier-free access (special equipment, lift, ramp, etc.).

10.2 Provision of specially equipped sanitary facilities for students with disabilities (handrails, handrails, specialized plumbing equipment, etc.).

10.3 Responsibility for the implementation of this type of activity is assigned to the Director of the Administrative and Economic Department of the University.