

# LANKARAN STATE UNIVERSITY



Inclusivity: Policy on Equal Opportunities and Support for Persons with Disabilities

Adopted: 2026  
Review cycle: every 3 years

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# PURPOSE

The purpose of this document is to regulate at the institutional level the provision of an inclusive and accessible educational environment at Lankaran State University (LSU) and to align the university's activities with international higher education standards in terms of social impact, reputation, and equal opportunities. The university considers inclusivity as a strategic priority and regards it as an integral part of its sustainable development policy. Institutional Commitment Lankaran State University recognizes ensuring equal access to higher education for persons with disabilities as an essential part of its institutional mission. The university systematically supports students' academic development and social integration not only at the admission stage but throughout their entire educational journey. Currently, 25 students with disabilities are enrolled at the university. Necessary administrative, academic, and infrastructural arrangements have been made to ensure their academic and social participation. The university approaches inclusivity not as a formal obligation but as an ongoing institutional commitment.



# **INFRASTRUCTURE ADAPTATION FOR INCLUSIVITY**

## **Strategic Plan (2025–2035)**

In its Strategic Development Plan for 2025–2035, the university has defined inclusivity as a separate strategic direction with the following planned measures:

### **Infrastructure Adaptation for Inclusivity**

- Adapting the 2nd academic building to meet inclusive education standards;
- Establishing an "Inclusive Center" within the 2nd academic building, including a dedicated office.

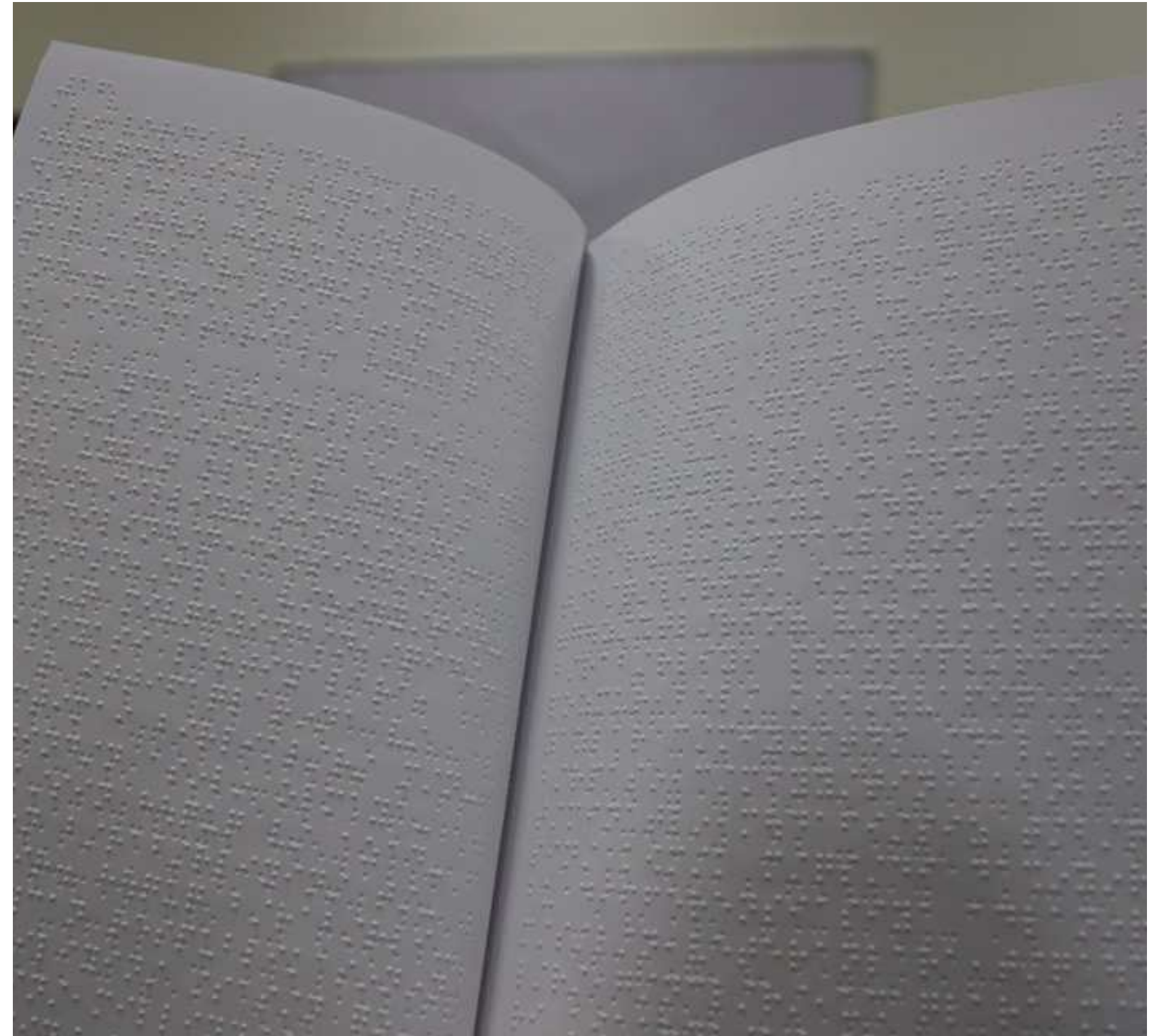
## **Promoting Integration of Students with Disabilities into Higher Education**

Organizing awareness-raising meetings and promotional events;  
Expanding public information activities on inclusive education.

### **Academic Adjustment**

Including topics on inclusive education in teacher training programs;  
Strengthening inclusive education components in curricula;  
Providing training for university faculty (teachers and psychologists) on inclusive education.

These objectives will be implemented in stages over 2025 - 2035 and monitored through annual action plans.





LSU has international experience in inclusive education and has participated as a partner in the ESFIDIP TEMPUS project. Within the project framework, the university established an “Inclusive Education Support Office”, equipped with:

- 1.Modern computers;
- 2.Technical equipment adapted to students’ individual needs;
- 3.Access to electronic learning resources;
- 4.Necessary software for academic activities.

**INSTITUTIONAL  
INFRASTRUCTURE AND  
SUPPORT MECHANISMS**



This structure is one of the main institutional mechanisms ensuring the practical implementation of inclusive education.

The university campus provides a barrier-free and safe environment. Accessibility principles are a key criterion in the planning and adaptation of educational buildings. Available facilities include:

- 1.Ramps and barrier-free access systems;
- 2.Elevators and inter-floor accessibility;
- 3.Adapted classrooms;
- 4.Specialized technological and communication support mechanisms.

These measures ensure students' independent mobility, uninterrupted participation in classes, and full integration into campus life.



## Student Achievements and Reputation

The effectiveness of the inclusive environment is reflected in students' actual achievements. International successes of the university's students demonstrate the practical outcomes of its inclusive policies.

1. Konul Vidadi Suleymanova – Award winner of the World Cup in Paralympic Swimming;
2. Jeyhun Mahmudov – Member of the national team in para powerlifting (54 kg) and participant in the Paris 2024 Paralympic Games.

These achievements show that when an accessible and supportive academic environment is provided, students can achieve high results regardless of physical limitations. At the same time, these successes significantly strengthen the university's academic and social reputation



# ACADEMIC AND PSYCHOLOGICAL SUPPORT

To ensure equal participation of students with disabilities in the educational process, the university operates a comprehensive support system.

## Academic Support

1. Organizing current and interim exams according to students' health conditions;
2. Individualized approaches;
3. Academic advisory services.

## Psychological Support

Qualified psychologists at the “Psychological Service Center” provide regular psychological support to students.

1. Individual and group counseling sessions are offered when necessary, including for students with disabilities;
2. Advisory services are provided for students facing adaptation challenges;
3. Support is provided to manage stress and enhance emotional resilience;
4. Confidentiality is strictly maintained.

These services contribute to students' psychological well-being, improved academic performance, and enhanced social integration.



## **Monitoring and Reporting**

The implementation of strategic goals on inclusivity is carried out through annual action plans. Regular monitoring is conducted by the relevant structural units.

## **Technological and Communication Support Services**

To strengthen an inclusive educational environment, LSU provides special technological and communication support mechanisms for students with visual and hearing impairments. The implementation of strategic goals on inclusivity is carried out through annual action plans. Regular monitoring is conducted by the relevant structural units. For visually impaired students, the university offers adapted computer systems. These facilities enable independent access to learning materials, completion of academic assignments, and effective use of digital resources. These measures reflect the university's ongoing commitment to enabling each student to realize their academic potential in a safe, understanding, and supportive environment.

## **Conclusion**

By designating inclusivity as a priority in the Strategic Development Plan for 2025–2035, Lankaran State University confirms its long-term and systematic commitment in this field. The adaptation of infrastructure, improvement of academic mechanisms, organization of psychological support services, and awareness-raising activities ensure the university's continuous development in creating an inclusive and accessible higher education environment.