

## 2018 report on the work done by the Center for Inclusive Education

Inclusive intellectual games dedicated to the Day of Solidarity of Azerbaijanis of the World

An inclusive intellectual games quiz dedicated to the Solidarity Day of World Azerbaijanis was held at UNEC with the joint organization of the Center for Inclusive Education, the Center for Distance, Correspondence and Additional Education and the Student Scientific Society.

UNEC students tested their knowledge in a quiz dedicated to Solidarity Day. "UNEC team" team won with a small margin in the competition held under tense conditions.

At the end, participants and winners were awarded with gifts and certificates.

The questions of the knowledge competition were prepared by Anar Eyyubov, the deputy director of the Russian School of Economics of UNEC.

[Dünya Azərbaycanlılarının Həmrəylik Gününə həsr olunmuş inklüziv intellektual oyunlar \(unec.edu.az\)](http://unec.edu.az)

II congress of Azerbaijani students: the speech of the UNEC student was met with applause

Today, the II congress of Azerbaijani students was held at the Heydar Aliyev Center under the joint organization of the Ministries of Education, Youth and Sports.

The participants of the Congress first went to the Alley of Honor and commemorated the national leader Heydar Aliyev and laid flowers in front of his grave. Flowers were also arranged on the grave of prominent ophthalmologist-scientist, academician Zarifa Aliyeva. Then, in the Alley of Martyrs, the memory of the children of the Motherland who died in the struggle for the independence and territorial integrity of Azerbaijan was commemorated, and flowers were placed on their graves.

Farah Aliyeva, Deputy Prime Minister Ali Ahmadov, Minister of Education Jeyhun Bayramov, state and government representatives, MPs, university rectors, education experts, heads of media organizations and students took part in the congress.

The ceremony began with the singing of the National Anthem of the Republic of Azerbaijan.

The congratulatory letter of Mehriban Aliyeva, the First Vice-President of the Republic of Azerbaijan, to the participants of the congress was read by Farah Aliyeva, the head of the Humanitarian Policy Department of the Presidential Administration.

Deputy Prime Minister Ali Ahmadov said that the youth policy established by the national leader Heydar Aliyev was successfully continued by the President of the Republic of Azerbaijan Mr. Ilham Aliyev. Ali Ahmadov noted that the number of young people under the age of 30 is 4.6 million, which is equal to 46 percent of the country's population. Young people under 24 make up 1/3 of the country's population.

The Deputy Prime Minister called on the students and youth to get a better education, to always defend the interests of Azerbaijan, to play an active role in the social and political life of the country, and wished success to the work of the congress.

Minister of Education Jeyhun Bayramov gave detailed information about the education and youth policy implemented in the country and said that students and young people are surrounded by comprehensive attention and care of the state. The minister noted that the higher education system has been improved over the past 5 years since the adoption of the "State Strategy for the Development of Education in the Republic of Azerbaijan", the personnel potential and material and technical base of universities have been strengthened, and important steps have been taken in the direction of the accessibility of higher education. During the past period, Azerbaijan has become an equal member of the European Higher Education Area, and the activities of higher education institutions have been adapted to the requirements of the Bologna process.

Jeyhun Bayramov said that the construction of a student dormitory complex with the most modern infrastructure of 800 beds was completed in Baku with the initiative and support of the Heydar Aliyev Foundation. He said that the construction of new dormitory complexes in the capital and regions, the major repair and reconstruction of existing dormitory buildings in Sumgait and Ganja cities will allow for a significant expansion of students' educational opportunities.

Chairman of the Union of Student Youth Organizations of Azerbaijan (ATGTI) Shahin Ismayilov noted that the youth policy of the Azerbaijan state is successfully implemented. Shahin Ismayilov said that student-youth organizations play an important role in the active participation of students in the public life of the country. At present, ATGTI unites 100 student-youth organizations. This means that all higher education institutions of Azerbaijan are represented on one platform.

Later, a film about Azerbaijani students was shown.

The congress continued with the speeches of the students. Amin Farajzadeh, a talented student of UNEC, despite his physical limitations, shared his success story in a speech on

"Equal opportunities for higher education". The very effective speech was greeted with applause by the participants of the Congress.

At the end of the event, the resolution of the II congress of Azerbaijani students was adopted.

The conference ended with a concert program performed by students. It should be noted that currently 157,662 students study at the bachelor's level, 13,442 at the master's level, and 51,819 at the secondary specialized educational institutions of Azerbaijan.

[Azərbaycan tələbələrinin II qurultayı: UNEC tələbəsinin çıxışı alqışlarla qarşılandı](#)

Universal design in education

"Azerbaijan teacher" newspaper

New ways to improve inclusive education

"Pedagogy should be directed not to yesterday's human development, but to tomorrow's," claimed L.S. Vygotsky, the founder of modern pedagogy.

Today, as a result of international cooperation and a scientific approach, general effective directions for the application of inclusive education as a necessary stage in the development of humanity have been developed. The comprehensive development of the inclusive education system means the solution of many problems existing in both educational, social, legal and other fields. The search for an effective strategy of the theory of inclusion, which helps to achieve the main goal of inclusive education - the creation of a truly humanistic society based on an inclusive culture, has been the focus of many decades of scientific and pedagogical research.

It is an undeniable fact that in many countries, radical changes in the cultural, social, economic and political spheres of society are considered historical conditions for the formation and development of inclusive education. These changes are distinguished by the change of the society's ideology in relation to people with limited health opportunities. Acceptance of the fact of disability by the society happened gradually.

Here we would like to briefly explain the history of the development of inclusive education.

Development history of inclusive education

By studying the foreign literature on the formation and development of inclusive education, it is possible to distinguish several stages. The longest "phase of absolute denial" lasted until the 18th century. This stage can be characterized by the complete denial (social isolation and segregation, even destruction) of the rights of people with disabilities related to education and life. Until the beginning of the 18th century, people with disabilities were subjected to severe persecution and superstition. They did not consider them human. It was

preached that disability was the result of divine judgment for sin. Persecution and punishment, even the extermination of disabled people, were legalized by the church. At that time, the concept of disability was associated with evil and witchcraft.

The second stage - the 18th century - the beginning of the 20th century is the gradual change of attitude towards people with disabilities, the emergence of the idea of inclusive education and the first attempts to implement it. This period is the beginning of the transformation of society's attitude towards such people. It should be noted that the formation stage is characterized by a new policy and a change in the state's attitude aimed at providing opportunities for the education of children with disabilities in general education schools.

As researchers of pedagogy science L.S. Vygotsky, R. Sullivan and N. McIntyren and others wrote, during the first decade of the 19th century, the problem of joint education was not only thought of by progressive educators, but also, in general, was successfully applied in public schools of some European countries.

In the 19th century, European inclusive pedagogy began with J. Pestalozzi's pedagogical ideas about the necessity, opportunities, comprehensive development according to nature and needs, the importance of mentally retarded, physically and socially weak children for the training of all children and their preparation for future work.

The educational reforms carried out in the Republic of Azerbaijan in recent years have made it possible to achieve the most significant successes in the field of inclusive education.

A number of important factors contribute to the successful implementation of inclusive education in the educational institutions of our country. First of all, it is the professionalism and personal training of teachers that require immediate improvement in the implementation of the full inclusion process.

Currently, within the framework of state projects and programs, the Ministry of Education of the Republic of Azerbaijan has adopted a number of decisions regarding the organization of various thematic trainings, professional development courses for teachers, and mandatory courses for heads of inclusive educational institutions.

Undoubtedly, the implementation of all these measures has raised the level of professionalism of teachers of schools and universities in the framework of inclusion. But still, teachers in inclusive groups are considered special teachers. That is, there is still a difference between a teacher of general groups and a teacher of inclusive groups.

It should be noted that for fully inclusive higher education, there should be no difference in teaching systems, and all teachers should be equally ready for universal lessons, and the teaching system should be universal.

The researches of foreign scientists (A. Meyer, D. Rose and D. Gordon; H. Macdonald and R. Teed and others) talk about the creation of a universal theoretical model of ensuring inclusion in an educational institution. According to their observations, the process of implementing inclusive education should be based on the flexibility of pedagogy in relation to all students. At the same time, the results of many years of research prove that it is impossible to create a single model of inclusive education. But it is more important to understand the need to change educational methodologies. Research in pedagogy confirms the need for flexibility in teaching methods and curricula as a result of the diversity of students' needs.

#### A new concept in education

It should be noted that the improvement of the education system, the development of the science of pedagogy, in general, leads to the universality of the education system. Even in the early 1990s, the American specialist of the Center for Applied Technologies (CAST) R. Mays focused on the application of the concept of universal design to the educational system. The term "universal design" was proposed by the architect Ronald Mays and is accepted as a definition of ways of approaching the design of any product and environment from the point of view of appropriate use and aesthetics by all, regardless of age, ability or status. CAST experts have created a concept and technology for Universal Design for Learning that anticipates people's needs and encourages educators to seek universal tools for students with diverse abilities, using elements of inclusiveness, flexibility, as well as advanced scientific achievements.

The concept of "universal educational design" is newly entering the educational environment of our country. So far, it has been accepted as an architectural term, that is, as both "sustainable environment" and "sustainable infrastructure".

After the ratification of the UN Convention on the Rights of Persons with Disabilities in 2006, the Republic of Azerbaijan accepted an international obligation to ensure the observance of universal design principles in the environment, in the field of services, including in the field of education. The term "universal design" means the design of objects, situations, programs and services that are maximally usable by all people without the need for adaptation or special design (Convention on the Rights of Persons with Disabilities).

The universal design principles of teaching allow creating conditions for the full inclusion of students with the most diverse educational needs in the educational process. It provides constant support in the process of mastering the general education program with students with special needs. This is ensured not only by special specialists in individual classes, but also by the flexibility and universality of teaching programs every day, every lesson, by every teacher.

#### Pedagogical design

Analyzing the research of many scientists, it is possible to formulate the universal teaching design as "pedagogical design". Universal "Pedagogical design" as a scientific discipline (Instructional Design) is engaged in the development of more effective, rational and convenient teaching methods, methods and systems. This broad discipline is based on the following principles:

- 1) "Imagination" - development of teaching materials (instructional design), methods of presenting information and knowledge, different ways for students to receive them, provides different options;
- 2) "Demonstration" - development of the educational process, presentation of various options for students to express and demonstrate what they know (learning design);
- 3) "Participation" - development of the educational environment, different methods of attracting attention, stimulating students' interest, increasing motivation (environment design).

CAST has developed Universal Design of Learning technology and principles to help teachers develop flexible lesson plans that meet the needs of all students. "The Instruction on universal design in the educational process states that the universal design of education is based on the achievements of cognitive science and the regularities of brain activity.

As it is known, different parts of the brain play a specific role during information processing, memorization, and use in various types of activities. It is universality, as a principle of educational design, that allows to involve not only students with disabilities, but also everyone, including teachers, in the teaching process.

The teacher develops the lesson program and lesson materials on the basis of universal design and analyzes what moments will appear in the students during the acquisition of knowledge. The teacher should pay attention to several aspects at the same time: the physical needs of the student - through assistive technologies; cognitive, organizational, motivation - through effective teaching. Universality is achieved by providing appropriate alternatives to all students with different educational needs, options within flexible teaching modules. Here, it is necessary to note the difference between differential teaching and universal education design based on the modification of ready-made "uniform" programs based on the assessment of individual needs of students.

As confirmed by some scientists (S. Vygotsky, S. Gilbert, R. Felder and R. Brent, J. Milem, J. Mitchell and A. Antonio), a number of factors play an important role in the learning process: the difference of social classes, different levels of understanding and perception, gender issues, freedom, sexuality, religiosity, ethnic origin and racial indicators, as well as personal characteristics. All this requires attention in the teaching process, especially in inclusive groups. The most important point in improving the teaching process is the

professionalism of teachers. For example, David Rose notes that a professional teacher uses not only informational materials in his work, but also the form of expression of the face, voice, and body movements.

Universal educational design involves the use of all methodologies of classical pedagogical science, as well as all modern methods. In their work, foreign scientists S. Gilbert ("Personalization of Pedagogy"), B. Burnett and P. Meadmore ("Lecture course: a presentation tool or enhanced pedagogy") note that information technologies can be used to personalize teaching and make it more interactive. At the same time, interactivity remains a key issue for effective teaching. The use of technologies affects the motivation of students and teachers. It is important to professionally determine which mass media and which information technologies are more suitable for effective application.

### Digital technologies

Talking about digital technologies, it should be noted that mobility, vision and hearing limitations are necessarily taken into account during the development of computers, mobile devices and various software applications. In universal instructional design, professional educators must be aware of and use the special features available on most operating systems and devices.

A large number of utilities and software add-ons have been developed that make the learning process and life in general easier. It is possible to mention a few of them:

In Windows and MacOSX, there are new built-in modes that allow people with disabilities to use the Internet on these systems, and not just recognize speech and other indicators for people with disabilities. Various technologies released by Apple have been created that allow people with limited hearing, vision, and physical abilities to acquire knowledge and develop. Image resizing, text playback, and voice interface are available in Google Chrome browser and Google documents.

Be my eyes is available for phones, and it works by pointing the camera where a visually impaired or blind user wants to watch, and having a sighted volunteer tell you what's online. The "Yandex chat" add-on in the Android system for people with hearing or speech disabilities makes communication between people with disabilities even easier.

The "Tecla device" allows people with limited mobility to use a smartphone or tablet. The adapted website "Online Cinema for the Blind" uses technology that allows visually impaired people to feel what is happening on the screen, and all of this is written in Braille and comments about what is happening are posted on the website. The Smooth service is the first service to build routes around the city with obstacles, indispensable for people with limited mobility. "Surdophone" supplement helps the hearing impaired people to create a comfortable communication environment.

All mentioned digital technologies and software additions should be used by teachers in the teaching process if necessary. This enriches the base for improving the universal design system in education.

It should not be forgotten that all teaching materials and tools are effective when they are used correctly by the teacher. The main task during the preparation of lessons with the application of universal design principles is to provide students with the opportunity to choose the speed of work, assessment methods and forms, to think of the most alternative types of tasks and different methods of presenting teaching materials.

The application of the universal design system in teaching allows to solve many problems of the transition period, to pay attention to the characteristics of the development of the students' personality. Universal design in education improves the development of teachers' professional competence and inclusive teaching methods.

In conclusion, we would like to note that inclusive education is not only the physical inclusion of young people with disabilities in the educational process. By examining the many works of scientists in this field, one can formulate such a definition: "Inclusive education is a multidisciplinary pedagogical science that ensures the effective participation of every person, including people with disabilities, in the education system, which forms the basis for the uniqueness and values of the diversity of all students, and creates a foundation for their future full-value activity.

This is a new system of organizing the educational process. These are new methods of approach that ensure the acceptance and complete understanding of information by all students, taking into account all the diversity of students, their labor and aesthetic education, their talent and individual characteristics. This is the organization of the educational process achieved by improving the science of pedagogy, following the principles of universal design of education.

Studies in the field of universal design are continued in teaching. In the next article, we will present more detailed information about universal design methods in teaching.

Sevinj Mahsimova,

Coordinator of Inclusive Education Center of Azerbaijan State University of Economics

[Tədrisdə universal dizayn \(unec.edu.az\)](https://unec.edu.az)

The winner of the "Expo 2025 Baku" essay contest - UNEC student

The student of UNEC was awarded the III place in the essay competition.

The competition, jointly organized by the Ministry of Youth and Sports, the Ministry of Education and the "Expo 2025 Baku" Operational Secretariat, was organized within the



framework of the candidacy of the city of Baku to host the World Exhibition of the International Bureau of Exhibitions in 2025.

The purpose of the competition held on the theme "Build a better future by developing human capital" is to increase the level of awareness among young people about the "Expo 2025 Baku" project, to create conditions for the participation of young people in matters of great importance for the country, and to direct their creative potential to the development directions of modern society and the philosophy of the exhibition.

Amin Huseynov, a 4th year student of UNEC's Faculty of Economics, participated in the competition with the essay "My country, my future". A. Huseynov is one of the active members of the Inclusive Education Center of UNEC.

The winner was awarded with a special diploma and valuable gifts.

We congratulate our student on this success!

[“Ekspo 2025 Bakı” esse müsabiqəsinin qalibi - UNEC tələbəsi](#)

Rector: "UNEC has created an inclusive educational environment for the integration of young people with physical disabilities into higher education"

On May 5, a job fair for young people with disabilities was held under the joint organization of the Ministry of Youth and Sports, the Ministry of Education, the Ministry of Labor and Social Protection of the Population, the Union of Disabled Organizations and UNEC.

Deputy Minister of Youth and Sports Intigam Babayev said that one of the main directions of the policy related to the development of the social sphere in the country is to ensure the activities of disabled youth in all fields and to create an inclusive environment that allows them to use them with equal rights. Concrete programs are being implemented in this field, the deputy minister said, noting that the state programs "Azerbaijani youth in 2017-2021" and "Development of inclusive education for people with disabilities in the Republic of Azerbaijan in 2018-2024" approved by the head of state serve to create a barrier-free environment for the education of people with disabilities and expand their employment opportunities. I. Babayev stated that such an event was organized for the first time for persons with disabilities and noted that 47 private companies presented more than 160 real vacancies at the fair. At the same time, he emphasized that a database for future jobs was collected at the labor fair.

Rector of UNEC, Professor Adalat Muradov, said that inclusive education is one of the priority areas of Azerbaijani education and that people with physical disabilities are always surrounded by the care and attention of the state. The Rector drew attention to the creation of an inclusive educational environment at UNEC for the integration of physically challenged youth into higher education, noting that this environment not only

ensures that education is accessible to everyone, but also creates conditions for the protection of social equality, the ability of physically challenged youth to demonstrate their potential and meet their educational needs.

Ministry of Taxes, Central Bank, State Examination Center, Asan Kadr, Bank of Baku, ATA Holding, Coca-Cola, Nobel Oil, Azercell, Nar Mobile, KPMG international company, Kapital Bank, Turan Bank, Express Bank, YapıKredi Bank, Veysaloğlu Group of Companies, Gilan Holding, etc. 1800 young people participated in the job fair, which was attended by about 60 state institutions, local and foreign companies.

[Rektor: "UNEC-də fiziki məhdudiyətli gənclərin ali təhsilə inteqrasiyası üçün inklüziv təhsil mühiti yaradılıb"](#)

Seminar at UNEC: "Talking Hands"

An educational seminar called "Talking Hands" was held at UNEC.

The purpose of the seminar was to teach sign language to people with hearing and speech disabilities, how to behave with them, to acquire unlimited culture, and to provide information about the history and essence of sign language.

At the seminar, professional specialist Turan Mammadli explained to the students of UNEC the actions of communication in sign language. Participants' questions were answered in an interesting, interactive seminar. At the end, a commemorative video was shot under the slogan "Life is beautiful when you speak the same language".

The training was organized by UNEC's Career Center, Center for Students with Disabilities and student of SABAH Group, member of Student Union Committee, Gunay Bayramova.

[UNEC – Azərbaycan Dövlət İqtisad Universiteti — UNEC-də seminar: "Danışan əllər"](#)

A university where everyone can study

"Azerbaijan teacher" newspaper

UNEC aims to be an example of an inclusive university of Azerbaijan and the Caucasus

Azerbaijan State University of Economics (UNEC) intends to enter the list of world universities providing inclusive education and become an example of this type of education not only in Azerbaijan, but in the whole Caucasus region. Rector Adalat Muradov stated this intention of the educational institution he heads at the conference organized at the university on "Inclusive higher education: international trends and UNEC experience".

I wonder what UNEC wants to achieve? What will change in the university with the introduction of this type of education?

For your information, inclusive education is an equal educational opportunity created for every person, regardless of their position, status, language, religion in society. Although the concept of "inclusive education" is not used in the current education legislation of the country, it is stated in Article 5 of the current "Education" law that the state guarantees the creation of opportunities for education and non-discrimination for every citizen, regardless of gender, race, religion, language, political beliefs, nationality, social status, affiliation, and health. This indicates that regardless of what concepts are chosen and used, the state of Azerbaijan has recognized and ensured everyone's right to education until now.

Despite this, the initiatives towards bringing the concept of "inclusive education" into the legislation have not gone unanswered.

In the State Strategy for the development of education in the Republic of Azerbaijan, approved by the decree of President Ilham Aliyev, a large place is devoted to inclusive education. In the "State Program for the development of inclusive education for people with disabilities in the Republic of Azerbaijan in 2018-2024", the tasks facing higher education institutions have been defined. This concept is reflected in the newly adopted law "On Preschool Education".

We should note that although inclusive education has a wider meaning in itself, this type of education in society is more relevant in relation to people with disabilities, and they are the first people who come to mind when talking about this type of education.

The right to education is one of the important rights established in the Constitution of the Republic of Azerbaijan, international treaties it is a party to, especially the Convention on the Rights of Persons with Disabilities adopted by the UN General Assembly in December 2006. Experts believe that for this reason only, in order to increase the inclusive education opportunities of persons with disabilities, first of all, the normative legal basis of education should be improved.

But what is necessary for the education of persons with disabilities under the current conditions?

First, let's learn to ignore them

After the discussions held at UNEC, it can be concluded that there are many issues that need to be resolved before the education of people with disabilities. For example, how to "distinguish" them?

Rector A. Muradov suggests finding a more humane equivalent of the word "disabled person" in Azerbaijani. He is of the opinion that the mentioned expression should be replaced by a more humane word. The term "disabled person" can and does cause anxiety in people with disabilities. Contrary to the opinion of A. Muradov, who is of the opinion

that this expression, which is defined as "persons with disabilities" in the relevant documents of the UN, which Azerbaijan joined, sounds particularly rude in Azerbaijani, Vice-President of the World Disabled Foundation Necdet Ozturk advises not to separate them, not to distinguish them in society. There is no need to divide people into healthy or unhealthy, female or male. According to him, there should be a unified state policy for people with disabilities.

The World Health Organization's 2011 report indicated that 15 percent of the world's population is disabled. Based on this fact, N. Öztürk believes that states in the world should take a comprehensive approach to the problems of people with disabilities: "Regardless of whether a state is developing or not, a state sees a person with physical limitations as a person in need of assistance and allocates funds to support him. Another state looks at it completely differently, creates conditions for its education and development, and as a result, it not only incurs costs, but also profits. So, he serves the state like other people, and even becomes a perfect staff in his field. Physically disabled people will study, work, and build a career, just like all citizens of the country. If he thinks about how to express himself, how to accept the public official, he will never be able to succeed. States should make it so that we do not have to try to stand and struggle with life and circumstances. In many places, there is a tragic situation regarding the social situation of the disabled. Certain standards must be taken into account when the construction of a building is approved and its project is approved. Why should a disabled person worry about how to navigate a building? If organizations and service areas fulfill their duties, there will be no such problems, and we will live normally."

According to Davud Rahimli, president of the Union of Disabled Persons' Organizations, who divides the reasons preventing the integration of people with disabilities into society, physical barriers are related to material factors. As the state's economic capabilities increase, measures related to the development of educational infrastructure can and are being implemented. However, psychological barriers are not a matter that can be solved within the framework of financial resources, but depend on the level of consciousness of people. This requires strong awareness measures.

How will inclusion in education be ensured?

Azerbaijan is among the 160 countries that support the UN Convention on the Rights of Persons with Disabilities. The demand for the education of the disabled is also reflected in Article 24 of the same convention, where education is accepted only through an integrated education model.

According to N. Öztürk, a complex approach to the problems of the disabled definitely speaks for itself in education. In education, since it is impossible for a person with a physical disability to get a higher education without a secondary education, it is also

impossible for universities to succeed by applying the type of education that is not supported in general education institutions: "I recently visited one of the universities in Canada. 1500 young people with physical disabilities from different countries of the world study here. The university's top three student is paralyzed from the neck down. Here, 1500 disabled students are served according to their daily needs. Blind, deaf, physically disabled and healthy young people learn from the same teacher in the same class. This is also called integrated education model. That is, they do not open a separate class in a school, they teach everyone together."

#### UNEC towards inclusive education

Davud Rahimli, president of the Union of Disability Organizations, is of the opinion that universities have a great responsibility in the development of inclusive education. He drew attention to the implementation of projects related to the elimination of problems in inclusive education, and emphasized that centers based on international experience were created in 6 higher education institutions of the country, including UNEC: "Three years ago, a project was implemented on the creation of inclusive education centers in 6 universities with the financial support of the European Union. When the project started, there were no statistics of students with disabilities in universities. Statistics is also important so that it is possible to ensure their employment after education. The universities in Baku and the regions have already gained some experience in this field. Standard rules have been created, which are considered a step in the organization of inclusive education. At the next stage, UNEC and other universities where inclusive education centers have been established will play the role of incubators. As a result, those universities will be an example in the region."

However, UNEC seems to be determined to be the first and not one of the 6 universities. When we say inclusive education, it is planned to create the necessary conditions for organizing the education of people with disabilities in UNEC, and successive steps have been taken in this direction. Starting from 2015, a center was first created for students with disabilities. In 2016, Rector A. Muradov appealed to young people with physical disabilities who want to become economists through social networks and invited them to the university. On the basis of a bilateral agreement with the Moscow State University of Humanities and Economics, which is considered the leading university in the field of inclusive education in Russia, UNEC students have the opportunity to study at that university as well. After the commissioning of a new building in accordance with world standards, where every detail is taken into account for the comfortable movement of young people with physical limitations, UNEC will become a model university where everyone can study regardless of health conditions.

According to Rector A. Muradov, UNEC will not be satisfied with just providing education. According to the new decision, students with startup projects will be

supported: "UNEC will fully finance the 3 startup projects that our students with physical limitations will present. Whatever is needed for the implementation of the project will be provided."

In addition, appropriate measures have been taken to provide employment to students. So, after graduation, they will be provided with a job right at the university.

Ruhiyya DASHSALAHLI

[The international conference held at UNEC will promote the development of inclusive education](#)

The international conference dedicated to "Inclusive higher education: international trends and UNEC experience" has ended in UNEC.

Within the framework of the conference, foreign and local experts conducted trainings covering all directions of inclusive higher education. Representatives of UNEC, ADA and Sumgayit State University participated in trainings dedicated to pedagogical ethics in inclusive education, inclusive library, self-evaluation of students with disabilities, creation of motivation. They emphasized the importance of the conference and said that it will give a great impetus to the development of inclusive education.

At the end, certificates were presented to the participants.

[UNEC – Azərbaycan Dövlət İqtisad Universiteti — UNEC-də keçirilən beynəlxalq konfrans inklüziv təhsilin inkişafına təkan verəcək](#)

[International trends in inclusive higher education](#)

In UNEC, trainings continue within the framework of the international conference on "Inclusive higher education: international trends and UNEC experience".

Trainings organized in all areas of inclusive higher education are conducted by foreign and local experts. Sharon Kegan and Tina Merk, senior trainers of the education sector of the UAE Zayed National Organization for Social Protection, provided training on inclusive education and the employment of students with disabilities. Other trainings were on the topics of society's attitude towards people with disabilities, inclusive library, rules for effective use of the library by teachers and students.

International trends and challenges in inclusive higher education were discussed in the training sessions attended by UNEC's academic staff.

The conference will continue its work tomorrow.

[UNEC – Azərbaycan Dövlət İqtisad Universiteti — Inklüziv ali təhsildə beynəlxalq trendlər](#)

### UNEC experience in inclusive higher education

An international conference on "Inclusive higher education: international trends and UNEC experience" has started at the Azerbaijan State University of Economics. The event organized jointly by UNEC, World Disability Foundation (WDF), Azerbaijan Union of Disabled Organizations and Independent Life Development and Support Center was attended by Necdet Öztürk, Vice-President of World Disability Foundation (WDF), Davud Rahimli, Chairman of Azerbaijan Union of Disabled Organizations (ODI), and Mugalib Mahmudov, Ombudsman's adviser on the protection of the rights of persons with disabilities.

Rector of UNEC, Professor Adalat Muradov, said that in the "State Program for the Development of Inclusive Education for Persons with Disabilities in the Republic of Azerbaijan in 2018-2024" approved by the decree of President Ilham Aliyev, all factors were taken into account to ensure the right to education of persons with disabilities on an equal level with other persons at all levels of education, to create a barrier-free environment for their education and to integrate them into society through inclusive education, which is relevant all over the world.

Speaking about the work done in the field of inclusive education at UNEC, the Rector said that since 2015, the center for students with disabilities has been operating at the university. He noted that the dual diploma program in inclusive higher education in Azerbaijan was implemented for the first time between UNEC and Moscow State University of Humanitarian Economics. Drawing attention to the fact that 26 students with physical disabilities are studying at UNEC, A. Muradov emphasized that all conditions have been created for them to actively participate in the public and social life of the university.

Chairman of the Labor and Social Policy Committee of the Milli Majlis, Hadi Rajabli, specially evaluated UNEC's attitude towards young people with physical limitations: "If inclusive education was the first thing that came to mind, then UNEC, which was the first to step towards the disabled in the field of higher education, destroyed this stereotype."

H. Rajabli spoke about the reforms carried out by the state regarding the creation of an inclusive education model for people with special needs arising from the State Strategy for the development of education in the country, and pointed out that consistent work is being done in this field. Stating that certain experience has been gained in this field in Azerbaijan, the chairman of the committee said that a legal framework has been created in this regard and this issue has been established in the laws.

Necdet Öztürk, vice-president of the World Foundation for the Disabled (WDF), pointed out that 15 percent of the world's population has physical limitations, and noted the importance of protecting their right to education. Speaking about the features of inclusive

education, N. Öztürk recommended to benefit from the experience of the world's leading universities in this field. He expressed confidence that the UNEC model will be very successful in inclusive education.

The president of the Azerbaijan Disabled Organizations Union, Davud Rahimli, who assessed the presence of higher education as one of the important conditions for ensuring the employment of persons with disabilities, noted that universities have a great responsibility in this direction. He drew attention to the implementation of projects related to the elimination of problems in inclusive education, and emphasized that centers based on international experience were created in 6 higher education institutions of the country, including UNEC.

The head of the legal awareness sector of the Ombudsman's Office, the Ombudsman's adviser on the protection of the rights of persons with disabilities, Mugalib Mahmudov, stated that 6 percent of the population of Azerbaijan is disabled, and pointed out that this is the lowest indicator in the CIS region.

Sharon Kegan and Tina Merk, senior trainers of the educational sector of the UAE Zayed Social Security National Organization, shared their experiences in the field of inclusive education. Sevinj Mahsimova, coordinator of UNEC's Center for Students with Disabilities, spoke about the activities of the center.

Within the framework of the conference, a cooperation agreement was signed between UNEC and the Union of Disabled Organizations of Azerbaijan. The document envisages the development of joint effective pedagogical procedures for the purpose of rehabilitation and rehabilitation of persons with disabilities at UNEC. At the same time, joint project, conference, seminar, organization of trainings and other issues were reflected.

In the conference, which will last for three days, trainings of foreign and local experts will be organized in all areas of inclusive higher education.

Ruhiyya Dashsalahli

[UNEC – Azərbaycan Dövlət İqtisad Universiteti — İnküziv ali təhsildə UNEC təcrübəsi](#)

CBC: "Inclusive higher education: international trends and UNEC experience" at UNEC  
An international conference on "Inclusive higher education: international trends and UNEC experience" is being held at UNEC.

CBC television has prepared a report from the conference jointly organized by UNEC, the World Foundation for Disabled People (WFDU), the Union of Disabled Organizations of Azerbaijan and the Independent Life Development and Support Center.

We present the video of the report:



[UNEC – Azərbaycan Dövlət İqtisad Universiteti — CBC: UNEC-də “İnklüziv ali təhsil: beynəlxalq trendlər və UNEC təcrübəsi”](#)

Vice-president of the World Foundation for Disabled People: "I am sure that the UNEC model will be successful in inclusive education"

On February 12, the international conference on "Inclusive higher education: international trends and UNEC experience" started at the Azerbaijan State University of Economics.

Rector of UNEC, Professor Adalat Muradov, drew attention to the adoption of the "State Program for the Development of Inclusive Education for People with Disabilities in the Republic of Azerbaijan in 2018-2024", and said that the document takes into account all the factors that ensure the right to education of people with disabilities on an equal level with other people at all levels of education, the creation of a barrier-free environment for their education and their integration into society through the means of inclusive education, which is relevant all over the world.

Speaking about the work done in the field of inclusive education at UNEC, the Rector said that since 2015, the center for students with disabilities has been operating at the university. He noted that the dual diploma program in inclusive higher education in Azerbaijan was implemented for the first time between UNEC and Moscow State University of Humanitarian Economics. Noting that 26 students with physical disabilities are studying at UNEC, A. Muradov emphasized that all conditions are created for them to actively participate in the public and social life of the university. The rector expressed confidence that UNEC, which was selected as one of the 619 greenest universities in the world last year in the international rankings, will stand in line with the world's best universities in the field of inclusive education.

Hadi Rajabli, chairman of the labor and social policy committee of the Milli Majlis, who began his speech with the words "if the first thing that came to mind when thinking about inclusive education was secondary schools, UNEC, which was the first to take a step towards disabled people in higher education, destroyed this stereotype", praised the activities of UNEC's center for students with disabilities. H. Rajabli spoke about the reforms carried out by the state regarding the creation of an inclusive education model for people with special needs arising from the State Strategy for the development of education in the country, and pointed out that consistent work is being done in this field. The chairman of the committee said that Azerbaijan has gained some experience in this field today and said that a legal framework has been created in this regard and this issue has been established in the laws.

Necdet Öztürk, vice-president of the World Foundation for the Disabled (WDF), pointed out that 15 percent of the world's population has physical limitations, and noted the

importance of protecting their right to education. Speaking about the features of inclusive education, N. Öztürk recommended benefiting from the experience of the world's leading universities in this field and explained the international standards. He expressed confidence that the UNEC model will be very successful in inclusive education.

The president of the Azerbaijan Disabled Organizations Union, Davud Rahimli, who assessed the presence of higher education as one of the important conditions for ensuring the employment of persons with disabilities, noted that universities have a great responsibility in this direction. He drew attention to the implementation of projects related to the elimination of problems in inclusive education, and emphasized that centers based on international experience were created in 6 higher education institutions of the country, including UNEC.

The head of the legal awareness sector of the Ombudsman's Office, the Ombudsman's adviser on the protection of the rights of persons with disabilities, Mugalib Mahmudov, stated that 6 percent of the population of Azerbaijan is disabled, and pointed out that this is the lowest indicator in the CIS region. Sharon Kegan and Tina Merk, chief trainers of the educational sector of the UAE Zayed Social Security National Organization, shared their experiences in the field of inclusive education. Sevinj Mahsimova, coordinator of UNEC's Center for Students with Disabilities, spoke about the activities of the center.

Within the framework of the conference, a cooperation agreement was signed between UNEC and the Union of Disabled Organizations of Azerbaijan. The document envisages the development of joint effective pedagogical procedures for the purpose of rehabilitation and rehabilitation of persons with disabilities at UNEC. At the same time, joint project, conference, seminar, organization of trainings and other issues were reflected.

In the conference, which will last for three days, trainings of foreign and local experts will be organized in all areas of inclusive higher education.

The conference is jointly organized by UNEC, the World Foundation of Disabled People (WDU), the Union of Disabled Organizations of Azerbaijan and the Independent Life Development and Support Center.

[UNEC – Azərbaycan Dövlət İqtisad Universiteti — Dünya Əngəllilər Vəqfinin vitse-prezidenti: “İnklüziv təhsildə UNEC modelinin uğurlu olacağına əminəm”](#)