Policy originally adopted in March 2024
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Next review in March 2027
The policy is reviewed annually.

REGULATION

on the for Identifying and Engaging Local External Stakeholders

at Tashkent State university of Uzbek Language and Literature

Document control	
Policy number	TSUULL-LSTK-2026-27
Approved by	Rector, Academician Shuhrat Sirojiddinov, Order No. 01-211 of [13 March 2026]
Policy owner	Vice-Rector for Research, Innovation and International Cooperation
Implemented by	Stakeholder Engagement Coordinator, [unit]
History	First adopted 2016 · Reviewed 2025 · Revised and re-approved [March 2026] (this version, 3.0)
Review cycle	Every year; next review by [March 2027]
Languages	Uzbek (authoritative), English, Russian

1. Purpose

This policy sets out how TSUULL identifies the local people and organisations outside the University who are affected by, or important to, its work, and how it engages with them in a planned, two-way and accountable way. It replaces the 2016 policy as reviewed in 2025.

The policy has three aims: to make sure no relevant local group is overlooked, especially those with little voice; to give every identified stakeholder a clear route to be informed, consulted and involved; and to show, every year, what the University has changed as a result.

2. Scope and definitions

The policy applies to the Rectorate, faculties, departments, research centres, administrative units, the Career Centre and every staff member or student project that works with external local partners on behalf of TSUULL.

Local external stakeholder means a person, group or organisation that is important to TSUULL or directly affected by its activities, but that has no direct say in running the University. In line with the definition used by the THE Sustainability Impact Ratings, students, staff and the University's own bodies are not local external stakeholders.

Local means located in, or acting for, the city of Tashkent and Tashkent region, with priority to the district where the main campus stands ([district]) and the mahallas around it. National bodies are included when they act locally, for example a ministry working with Tashkent schools.

Engagement means any planned activity in which TSUULL informs, consults, involves or collaborates with a stakeholder, and records and answers what the stakeholder says.

International partners are covered by the University's internationalisation policy, not by this policy.

3. Legal and national policy basis

This policy implements, within the University's mandate, the following instruments of the Republic of Uzbekistan. The Legal and Compliance Division confirms their current editions at each annual review.

1. **Constitution of the Republic of Uzbekistan** (2023 edition): openness of state institutions and citizens' participation in public affairs.
2. **Law "On Education"** (2020): the social role of higher education institutions and cooperation with employers and communities.
3. **Law "On the State Language"** and the national programme for the development of the Uzbek language: TSUULL's particular duty to promote the Uzbek language in public life.
4. **Law "On Citizens' Self-Government Bodies"**: the mahalla as the basic unit of local community life and the natural partner for neighbourhood engagement.
5. **Law "On Appeals of Individuals and Legal Entities"**: time limits for answering written requests from the public.
6. **Law "On Openness of Activities of Public Authorities and Administration"** and **Law "On Public Control"**: publication of information and public oversight.
7. **Law "On Personal Data"** (2019): lawful collection and storage of stakeholder contact data.
8. **Law "On Combating Corruption"** (2017): integrity in partnerships and agreements.
9. **Development Strategy "Uzbekistan – 2030"** and the **Concept for the Development of the Higher Education System until 2030**: universities as centres of regional development and the "third mission".

4. Principles

TSUULL engages local stakeholders according to eight principles.

1. **Needs first.** Engagement starts from what the community asks for or needs, not only from what the University wants to offer.
2. **Reciprocity.** Both sides benefit; responsibilities, costs and credit are agreed in advance.
3. **Inclusion.** Groups with less voice are sought out actively: women, young people, older people, people with disabilities, low-income families, and newcomers and displaced people living in the area.
4. **Informed consent and the right to withdraw.** Stakeholders know what an activity involves, may decline, and may withdraw at any time without consequence.
5. **Language and accessibility.** Information is given in clear Uzbek and, where needed, in Russian or other local languages, in plain language and accessible formats. Interpretation, including sign language, is arranged on request.
6. **Two-way and answered.** Every view received is recorded and answered, and the University reports back what it changed.
7. **Neutrality and integrity.** TSUULL offers a neutral, safe space for dialogue, takes no party-political side, and accepts no gift or advantage in return for engagement.
8. **Respect for local knowledge.** Where community knowledge, texts, recordings or dialect data are collected, this happens with prior consent; the community is credited and keeps access to the results.

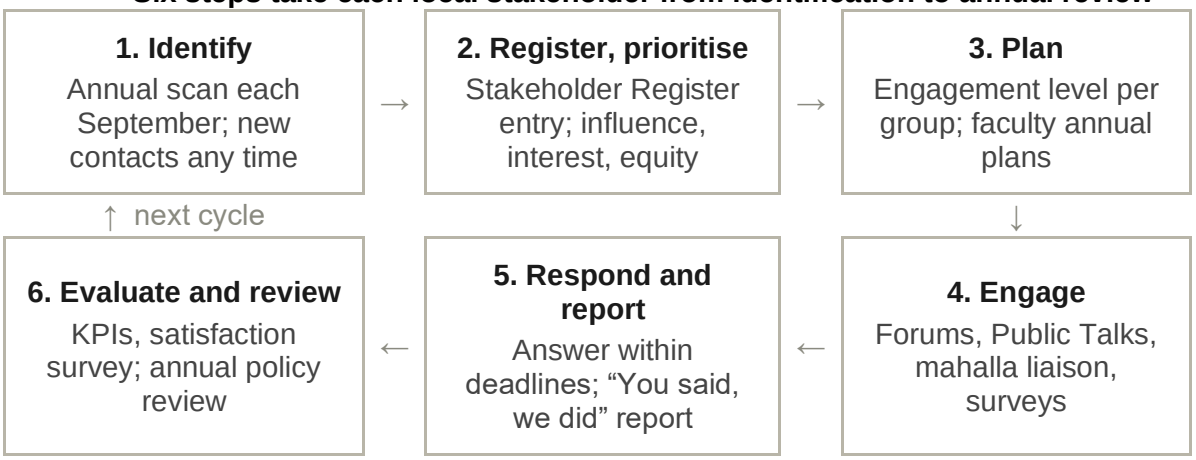
5. Who TSUULL's local stakeholders are

Category	Examples	Why they matter to TSUULL	Lead unit
Local government	Tashkent city and [district] khokimiyats; district departments of preschool and school education; local branches of national agencies	Local planning, schools, public services, permissions	Rectorate, Coordinator
Mahallas and residents	Citizens' assemblies and chairpersons of the mahallas around campus; neighbouring residents	Directly affected by campus life; partners for community programmes	Coordinator, faculty focal points
Schools and colleges	General schools, specialised schools, colleges and lyceums in Tashkent	Future students; teachers of Uzbek language and literature	Faculties, Admissions
Culture and heritage	Libraries, museums, theatres, archives, literary memorial houses	Preservation of literary heritage; public cultural programmes	Faculties, research centres
Media and publishers	Publishing houses, newspapers, broadcasters, online media	Quality of the public use of Uzbek; dissemination	Press service
Employers	Translation and localisation firms, IT and language-technology companies, media, schools as employers	Internships, graduate jobs, curriculum relevance	Career Centre
Civil society	Writers' and creative unions, women's and youth organisations, disability organisations, charities and NGOs	Inclusion, cultural life, volunteering	Coordinator, Youth affairs unit
State-language bodies	National bodies responsible for the state language and terminology	Language policy, standards, public signage and terminology	Rectorate, research centres

6. The engagement cycle

Every stakeholder relationship moves through the six steps shown below. Sections 7 to 12 set out the procedure for each step.

Six steps take each local stakeholder from identification to annual review



engagement cycle · 6 steps, annual loop

7. Procedure A: identifying stakeholders

1. **Annual scan (September).** Each faculty and administrative unit lists the local organisations and groups its work affects or depends on, using four sources: its own contacts and agreements; the lists of mahallas, schools and institutions published by the khokimiyats; requests and complaints received in the previous year; and a short needs survey of the mahallas around campus.
2. **Continuous identification.** A new local contact, request or partnership proposal is recorded at any time of year.
3. **Registration.** The unit sends each new stakeholder to the Engagement Coordinator within 10 working days. The Coordinator enters it in the Stakeholder Register (Annex 1). Only the data listed in Annex 1 are kept, with the person's consent.
4. **Equity check.** The Coordinator checks whether any group in Section 4, principle 3, is missing for each category, and asks the relevant unit to fill the gap.
5. **Validation.** The Stakeholder Engagement Committee approves the updated Register each October and publishes a summary by category on the University website. Personal contact details are not published.

8. Procedure B: prioritising and planning

1. The Coordinator scores each stakeholder on influence over the University's work and on interest in, or effect from, it (Annex 2). The score sets the minimum level of engagement shown in the grid below.
2. A stakeholder representing a group named in principle 3 receives the next higher level.
3. By 1 November each faculty submits a one-page annual engagement plan: whom it will engage, at what level, through which channel, and with what expected result. The Committee approves the combined University plan in November.

Influence and interest set the engagement level; equity flags raise it

Influence over TSUULL's work	Interest in, or effect from, TSUULL's work: low	Interest: high
high	**Consult and keep satisfied** — Briefings and formal consultations; annual report to the body	**Collaborate** — Joint projects and agreements; seats on the Committee or boards
low	**Inform** — Website, newsletter, open days, Public Talks announcements	**Involve** — Forums, mahalla liaison, surveys, co-designed community activities

Equity flag: a group representing women, youth, disability or low-income families moves up one level.

engagement levels · influence × interest

9. Procedure C: engagement channels

TSUULL maintains the following standing channels. Each has a named responsible unit and is listed in the annual plan.

Channel	What it is	Frequency	Responsible
Community Dialogue Forum	Open forum with khokimiyat representatives, mahalla chairpersons, residents, schools and NGOs to review the year and agree priorities; held around Uzbek Language Day (21 October)	Once a year	Coordinator, Rectorate
TSUULL Public Talks	Open talks by experts from government, international organisations, civil society and business on SDG topics	At least four a year	Public Talks team
Mahalla liaison	Each faculty is paired with one or more nearby mahallas and agrees a small annual programme (literacy, reading clubs, language consultations, cultural events)	Ongoing; review each semester	Faculty focal points
Consultations	Formal consultation before decisions that affect neighbours or partners (e.g. campus works, new public programmes, curriculum changes affecting schools or employers)	As needed	Unit proposing the decision
Stakeholder survey	Short survey of registered stakeholders on satisfaction and needs	Once a year (May)	Coordinator
Requests and feedback	Online form, e-mail, telephone and walk-in desk; anonymous submissions accepted	Continuous	Coordinator
Partnership agreements	Memoranda and agreements with local organisations, after due diligence (Procedure F)	As needed	International and Legal units
Participatory bodies	External local members on the Stakeholder Engagement Committee and on relevant advisory boards	Per body’s rules	Rectorate

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10. Procedure D: running a consultation or meeting

1. **Notice.** Invite stakeholders at least 10 working days in advance, stating the purpose, the decision under discussion and how views will be used (Script S1).
2. **Materials.** Send short background material in plain Uzbek (and Russian where needed) at least 5 working days before.
3. **Access.** Choose an accessible venue or online format; offer interpretation on request; hold meetings at times that suit working people and parents.
4. **Conduct.** Follow Script S2 or S3: explain purpose and consent, hear every group, record views without names unless people agree.
5. **Record.** Publish a short summary of what was said within 5 working days, and add it to the Register.

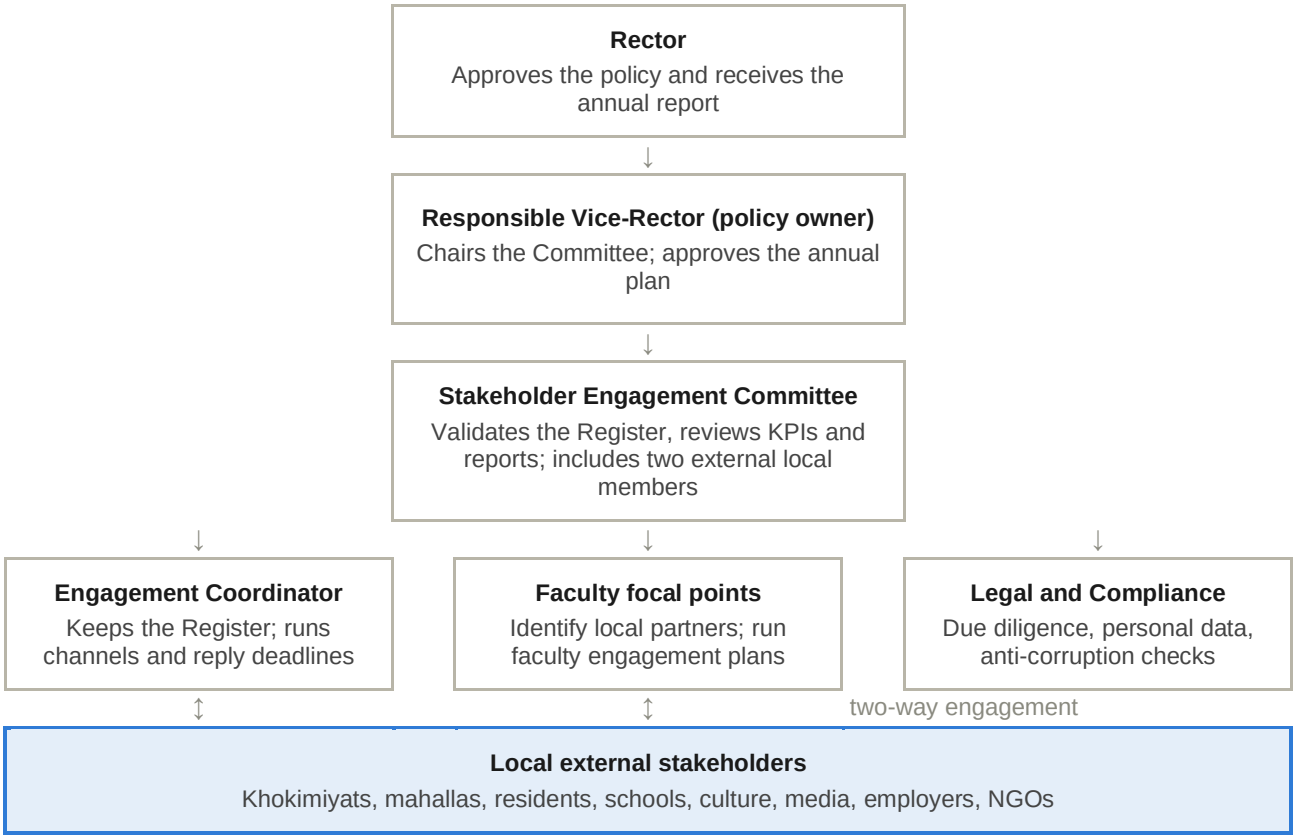
11. Procedure E: responding and reporting back

1. Every written request or comment is acknowledged within 3 working days (Script S4).
2. A substantive answer is given within the time limits set by the Law “On Appeals of Individuals and Legal Entities” and in any case within 15 working days, unless the person is told why more time is needed.
3. Each consultation summary states what the University will do, will not do, and why.
4. Each year, the Coordinator publishes a “You said, we did” report listing the main issues raised and the action taken.
5. A stakeholder who is not satisfied may ask the responsible Vice-Rector to review the answer.

12. Procedure F: partnerships and integrity

1. Before a formal agreement, the unit completes a short due-diligence form: the partner’s legal status, purpose, expected benefit to the community, risks and any conflict of interest.
2. The Legal and Compliance Division checks the agreement, including anti-corruption and personal-data clauses.
3. Staff declare any personal interest in a partner organisation and take no part in decisions about it.
4. All agreements with local organisations are recorded in the Register with start and review dates, and reviewed for results before renewal.

13. Governance and responsibilities



governance · 5 levels, two-way link to stakeholders

Role	Responsibilities
Rector	Approves the policy and its revisions; receives the annual report.
Responsible Vice-Rector (policy owner)	Chairs the Committee; approves the annual engagement plan; ensures resources.
Stakeholder Engagement Committee	Vice-Rector (chair), three deans or their deputies, heads of the Career Centre, press service and Legal and Compliance, one student-union representative, and two external local members (for example a mahalla chairperson and a representative of the district khokimiyat or a local NGO), appointed for two years. Meets at least three times a year; validates the Register; reviews KPIs and the annual report.
Stakeholder Engagement Coordinator	Keeps the Register; runs the channels in Section 9; tracks response deadlines; prepares the annual report.
Faculty engagement focal points	One per faculty; identify stakeholders, deliver the faculty plan, report each semester.
Legal and Compliance Division	Due diligence, agreements, personal-data compliance, conflict-of-interest declarations.
Career Centre	Engagement with employers and internship providers.
Press service	Publication of notices, summaries and reports on the University website and social media.

14. Records and personal data

The Stakeholder Register is held by the Coordinator on University systems with access limited to named staff. Personal data are collected with consent, used only for engagement, kept no longer than three years after the last contact, and deleted on request, in line with the Law “On Personal Data”.

15. Protection from educational and employment disadvantage

The Committee reviews the following indicators each year. Baselines are set in the first year of this version.

Indicator	Source
Registered local stakeholders, by category	Register
Share of categories with at least one group from principle 3	Register
Consultations held and summaries published within 5 working days	Records
Requests acknowledged within 3 days and answered within deadline (%)	Request log
Active mahalla liaison programmes	Faculty reports
Stakeholder satisfaction score	Annual survey
Actions taken in response to stakeholder input	“You said, we did” report

The policy itself is reviewed every year by the Committee, taking into account the indicators, stakeholder feedback and changes in national legislation. Each review is recorded in the document control table, including when no change is made.

16. Publication

This policy, the annual Register summary, consultation summaries and the annual report are published on the University website in Uzbek, English and Russian.

Annex 1. Stakeholder Register: data schema

Field	Type	Rul
stakeholder_id	Text	Unique code, e.g. LS-2026-001
organisation_name	Text	Official name; “Residents of [mahalla]” for informal groups
category	List	One of the eight categories in Section 5
location	Text	District and mahalla
contact_person, role	Text	Only with consent
contact_channel	Text	E-mail, telephone or postal address, with consent
consent_date	Date	Date consent to hold data was given
represents_equity_group	Yes/No + type	Women, youth, older people, disability, low-income, newcomers or displaced people
influence_score	1–3	Annex 2
interest_score	1–3	Annex 2
engagement_level	List	Inform, Consult, Involve, Collaborate
lead_unit	List	Faculty or office responsible
channels_used	List	Channels from Section 9
agreements	Text	Agreement number, start and review dates
interactions	Log	Date, activity, summary, follow-up
open_requests	Number	Requests awaiting an answer
last_review_date	Date	Updated at least once a year

Annex 2. Prioritisation scoring

Score	Influence over TSUULL's work	Interest in, or effect from, TSUULL's work
1 Low	No decision-making role over matters affecting the University	Rarely affected; little stated interest
2 Medium	Advises or partners on some University activities	Regularly affected or interested
3 High	Decides on matters affecting the University (permissions, funding, placements)	Directly and continuously affected (neighbours, partner schools)

Influence 1–2 with interest 1–2: Inform. Influence 3 with interest 1–2: Consult. Influence 1–2 with interest 3: Involve. Influence 3 with interest 3: Collaborate. An equity flag raises the level by one step.

Annex 3. Engagement scripts

The scripts are written in English for this version; the press service prepares the Uzbek and Russian versions before use.

S1. Invitation to a consultation

Subject: Invitation to a consultation on [topic], [date]

Dear [name],

Alisher Navo'i Tashkent State University of Uzbek Language and Literature invites you, as [role, e.g. chairperson of [name] mahalla], to a consultation on [topic] on [date] at [time], [venue / online link].

We are asking for your views because [decision or plan] may affect [your organisation / residents of your mahalla]. Your views will be recorded and taken into account before [decision-maker] decides on [date]. A summary of the meeting and the University's response will be published within five working days.

Background information is attached. If you need interpretation, an accessible venue or another format, please tell us by [date]. Participation is voluntary.

Please confirm by [date] to [Coordinator name, e-mail, telephone].

Yours sincerely, [Name], Stakeholder Engagement Coordinator, TSUULL

S2. Consultation meeting: facilitator's script

Opening (5 min). *"Thank you for coming. My name is [name], and I work at TSUULL as [role]. Today we want your views on [topic]. The University has not yet decided; your views will be considered before [date]."*

Consent and ground rules (3 min). *"We will take notes but will not record names unless you agree. You may leave or stop taking part at any time. Please speak one at a time; every view is welcome. This is a neutral space and we do not discuss party politics."*

Background (5 min). *"Here is what we propose and why: [two or three points]."*

Questions (30–40 min).

9. "How would this affect you, your family or your organisation?"
10. "What would make it work better for your community?"
11. "Who else should we talk to who is not here today?"
12. "How would you like to be kept informed?"

Summary (5 min). *"This is what we heard: [read back main points]. Is anything missing or wrong?"*

Close (2 min). *"We will publish a summary within five working days and tell you what we decide and why by [date]. If you think of anything later, contact [Coordinator]."*

S3. Mahalla needs dialogue

Purpose. *Agree the faculty's annual programme with a partner mahalla.*

Participants. *Mahalla chairperson and activists, representatives of women, youth and older residents, the faculty focal point and two students.****Questions.***

1. "What are the main concerns of families in the mahalla this year?"
2. "Where could reading, writing, language or cultural activities help, for children, young people or adults?"

3. “Which residents find it hardest to take part in community life, and how could we reach them?”

4. “What could the mahalla offer students: places for practice, local history, oral traditions?”

5. “What will tell us at the end of the year that the programme worked?”

Output. *A one-page agreed programme with dates, responsible persons and expected results, signed by the mahalla chairperson and the faculty focal point, and entered in the Register.*

S4. Acknowledgement and response

Acknowledgement (within 3 working days). *“Dear [name], thank you for your [request / comment] of [date] on [topic], registered as No. [__]. It has been passed to [unit]. You will receive an answer by [date]. Contact: [Coordinator].”*

Response. *“Dear [name], about your [request / comment] No. [__]: [what the University has decided]. The reason is [explanation]. [Next steps and dates.] If you are not satisfied with this answer, you may ask the Vice-Rector for [portfolio] to review it by writing to [address].”*

S5. Annual stakeholder survey (core questions)

1. Which TSUULL activities did you take part in this year? [list of channels]
2. How satisfied are you with how TSUULL listens to your views? (1 = not at all, 5 = very)
3. When you raised a question or concern, did you receive an answer on time? (yes / partly / no / did not raise one)
4. Did TSUULL change anything as a result of your input? (yes / no / don’t know); if yes, what?
5. What should TSUULL do with your community or organisation next year?
6. Is there any group we should be talking to that we are not?

Annex 4. Annual engagement calendar

Month	Activity
September	Annual stakeholder scan by all units
October	Register validated by the Committee; Community Dialogue Forum around Uzbek Language Day (21 October)
November	Faculty engagement plans approved; University plan published
January	Semester reports from faculty focal points
March	Committee mid-year review of KPIs
May	Annual stakeholder survey
June	Second-semester reports; mahalla programmes reviewed
July	“You said, we did” report and annual policy review; document control table updated