*Policy originally adopted in March 2016*
*Most recently reviewed and updated in March 2026*
*Next review in March 2027*
*The policy is reviewed annually.*

# REGULATION

## on 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 |
| **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. 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 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

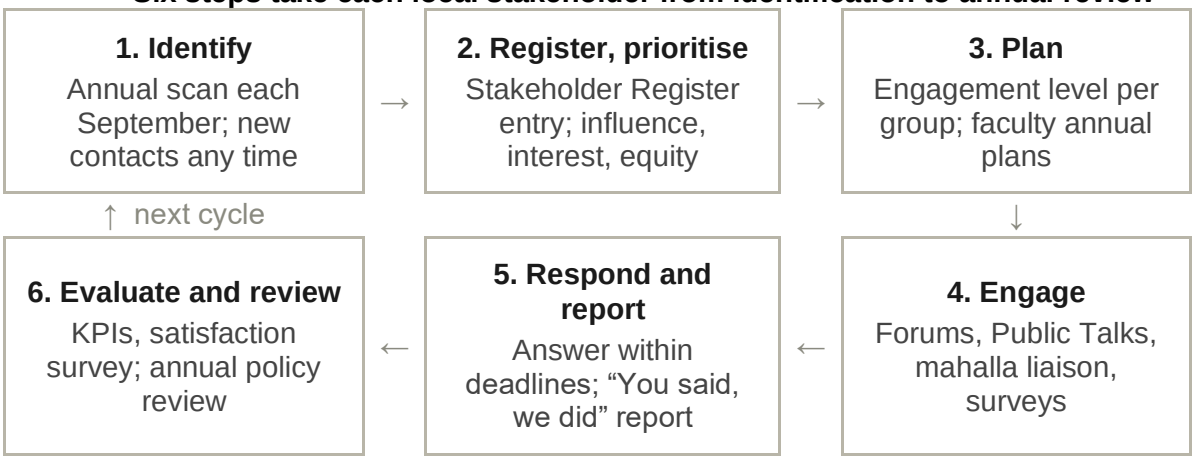
| Category | Examples | Why they matter to TSUULL | Lead unit |
|---|---|---|---|
| Local government | Tashkent city and district khokimiyats; district departments of preschool and school education; local branches of national agencies | Local planning, schools, public services, permissions | Rectorate, Coordinator |
| Mahallas and residents | Citizens' assemblies and chairpersons of the mahallas around campus; neighbouring | Directly affected by campus life; partners for community programmes | Coordinator, faculty focal points |

| Category | Examples | Why they matter to TSUULL | Lead unit |
|---|---|---|---|
| | residents | | |
| 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; | Once a year | Coordinator, Rectorate |

| Channel | What it is | Frequency | Responsible |
|---|---|---|---|
| | held around Uzbek Language Day (21 October) | | |
| 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 |

## 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.

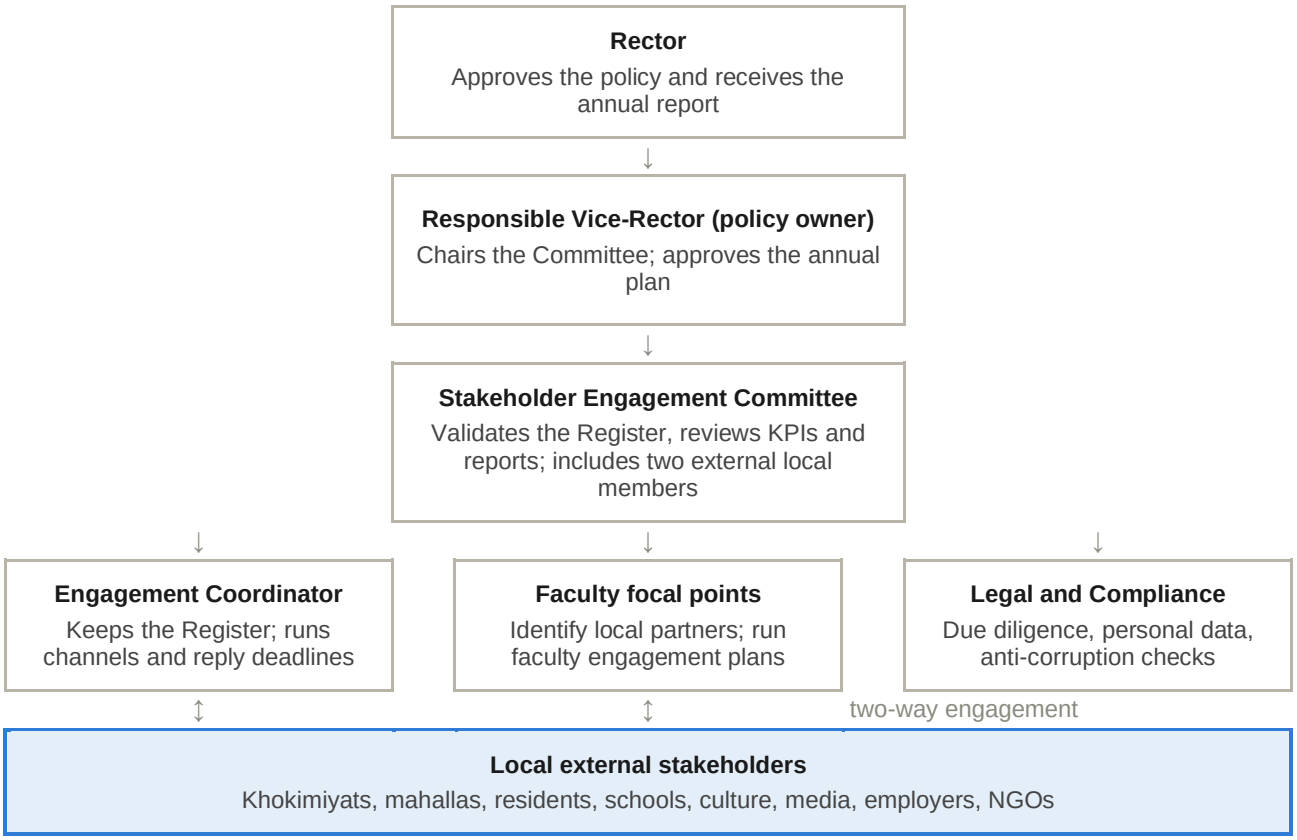
## 11. Procedure E: responding and reporting back

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 |

| Role | Responsibilities |
|---|---|
| | 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. Monitoring and Key Performance Indicators

The Committee reviews the following indicators each year. Baselines are taken from the 2025 figures where available, and otherwise 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 | Rule |
|---|---|---|
| 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).***

1. "How would this affect you, your family or your organisation?"
2. "What would make it work better for your community?"
3. "Who else should we talk to who is not here today?"
4. "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 |