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ROMANIAN INTELLIGENCE SERVICE
"MIHAI VITEAZUL" NATIONAL INTELLIGENCE ACADEMY

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APPROVED
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ANIMV's STRATEGY ON INCLUSION AND ACCESSIBILITY OF HIGHER EDUCATION FOR PEOPLE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITIES

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1. Introduction

The "**Mihai Viteazul**" **National Intelligence Academy (ANIMV)** is a public institution of higher military education, part of the national system of higher education, providing education and research, accredited under the law, which operates on the basis of the national normative framework in the field and the orders issued by the director of the Romanian Intelligence Service (hereinafter referred to as SRI), being a component structure of it.

ANIMV is the only provider of professional training for SRI intelligence officers and the only provider of professional training for the human intelligence resource of the institutions of the national defense, public order and national security system (SNAOPSN), as well as one of the main providers of national security culture at the level of the Romanian society.

The specific features of ANIMV include a number of particularities at the stage of selecting candidates for the admission processes for the undergraduate and professional master's courses for the training of intelligence officers, which include the qualification of candidates in certain medical scales for military personnel and the promotion of psychological tests, within the limits imposed by the norms in force.

At the same time, ANIMV addresses other audiences through the programs it organizes. These include university studies programs of professional master's degree designed to promote the culture of security in civil society, doctoral studies, postdoctoral studies of advanced research and postgraduate studies of adult vocational training, addressed both to SNAOPSN representatives and to the general public interested in the superior understanding of intelligence and national security.

Therefore, ensuring the quality of education in ANIMV also implies ensuring the accessibility of higher education for people with special educational disabilities/needs, in accordance with the legislation in force.

The National Strategy on the Rights of Persons with Disabilities "A Fair Romania", 2022-2027 promotes the principles of non-discrimination and equal treatment, which is to ensure the conditions for the full and equal exercise of all fundamental human rights and freedoms by all persons with disabilities. Persons with special educational needs/disabilities must be equal participants in society.

ANIMV is strongly committed to integrating these principles in the vast majority of aspects of its academic activity through ***the Strategy on inclusion and accessibility of higher education for people with special educational needs/disabilities***, which includes

priorities for conducting an inclusive university course, where the study programs are aimed at all categories of future students allowing such an approach, under the law.

The specialized intervention plan for the implementation of the strategy on the inclusion and accessibility of higher education for people with special educational needs/disabilities has at its core the strategic mission, vision and values that define ANIMV. The activity of all teaching and research staff, of the auxiliary and administrative teaching staff, together with students, doctoral students, students and graduates, is characterized by respect for **innovation, temerity and excellence**, both in professional and personal development, through civic involvement and respect for persons with special educational disabilities/needs.

The purpose of the *Specialized Intervention Plan* is to continuously improve the services provided by ANIMV by achieving the proposed objectives in an innovative way based on teamwork.

MISSION statement

ANIMV's mission is education and research, in accordance with the Law on Higher Education no.199/2023, with subsequent amendments and completions.

ANIMV's mission is accomplished through:

- a) training and perfecting of military and civilian officers and experts in the science branch "Military Sciences, Intelligence and Public Order";
- b) organizing and conducting academic scientific research in the science branch "Military Sciences, Intelligence and Public Order";
- c) promoting the culture of security in civil society through training and perfecting programs for civil specialists in the science branch "Military science, Intelligence and public order".

The training of intelligence officers presumes an integrated education and training strategy, encompassing two essential areas, namely academic training - which provides a concept of living and working life based on the humanist values of dignity, tolerance and respect for fundamental human rights and freedoms - and specialized (intelligence) training, permanently linked to the specificity of the profession.

Declaration regarding the VISION

ANIMV's vision is to strengthen its position as an advanced military higher education and research institution in the field of "National Intelligence and Security", a digitalized, flexible, innovative, sustainable institution that forms competences adapted to the security, social and technological challenges of the future.

Declaration on VALUES

ANIMV's values are subsumed to the values of the Romanian Intelligence Service. ***Patriotism, Honor, Professionalism*** are part of them, to which we add our creed, as a higher education institution centered on excellence: ***Dare! Learn! Innovate!***

2. Background

For people with disabilities/special educational needs, ANIMV supports the application of a human rights-based social model, in line with the **National Strategy on the Rights of Persons with Disabilities "A Fair Romania", 2022-2027**, where disability is understood *"as the interaction between the particularities of a person and the way society responds to them, highlighting the barriers in society that prevent people with disabilities from actively participating in society."* Disability is also explicitly recognized as a human rights issue, being *"an evolving concept resulting from the interaction between persons with disabilities and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others"*.

ANIMV is concerned to ensure physical, informational and communication access to the products, services and programs of university and postgraduate studies that it makes available to all beneficiaries trained under civil society programs - students and learners - or interested persons (visitors and graduates), so as to eliminate the barriers that block people with special educational disabilities/needs to develop their potential and fulfill the roles for which they have prepared in society. Through the Communication Department, ANIMV offers information services, but also retention and progress during the years of study.

3. Objectives

ANIMV has quality as strategic direction of development, excellence and ethics, which are also instruments for adapting to the changes generated by the globalization and internationalization process. The permanent development of a quality culture within ANIMV is the most obvious evidence of the progress made on the level where we operate: **education, research-development-innovation** and **services**.

ANIMV has following strategic objectives regarding the perspective of the integration and accessibility of education for people with special educational needs/disabilities:

3.1. The creation of a fair and inclusive organizational culture that facilitates membership and promotes respect for members of the academic community with special educational needs/disabilities and, in general, people present on university campuses. This objective is based on respect for diversity as a value that cherishes the differences between people and focuses on developing individual skills and talents within teams, operating in a harmonious and trustworthy environment.

3.2. Maintaining and developing flexible and accessible teaching, learning and assessment **strategies and techniques** to help people with special educational needs/disabilities cultivate the skills necessary for further integration into the labor market. The current technological development provides teaching staff with a multitude of possibilities to help people with special educational needs/disabilities acquire the transmitted information and cultivate the skills needed to become self-sufficient.

Therefore, ANIMV focuses on the integration of digital performing tools in the teaching-learning-evaluation process, which support the effort of the teaching staff in the teaching process and of the students and learners trained within the programs for civil society in the learning process, for people with special educational needs/disabilities.

3.3. Creating an accessible environment through an improved physical and digital space intended for the ANIMV staff, students enrolled in the programs of professional master's studies designed to promote the culture of security in civil society, doctoral students, students trained within the programs for civil society and visitors. Ensuring mobility inside and outside ANIMV for people with special educational disabilities/needs in order to ensure their participation in both teaching activities and student social life. Accessible physical environment encourages people with special educational needs/disabilities to engage in various professional activities and to create the possibility of becoming independent/autonomous.

3.4. Digital accessibility, ensuring specialized digital tools and technologies that can better support members of the academic community with special educational disabilities/needs in fulfilling their roles in the organization.

4. Specific measures

4.1. Staff training – means informing all staff about the legislation in the field of rights of persons with special educational needs/disabilities and how these persons can be supported to actively participate in the educational activity and their integration in the collective. This will require the creation of a module regarding the Introduction to Disability Awareness, which will include information about different types of disabilities and the needs that these people have in the process of adapting to university activity. The entire ANIMV staff will access this module online.

4.2. Training for students and trainees - involves to inform them about what disability means and to raise their awareness about the barriers affecting the integration of people with special educational needs/disabilities, through an Introduction to Disability Awareness module. This module will be presented to ANIMV students and students at seminars and workshops in order to cultivate empathy and at the same time to understand that it is necessary for those persons to enjoy the same human rights as any

other person, but also that society must offer them the same opportunities in order to be able to fully participate in the life of the city.

4.3. Development of inclusive projects - to help people with disabilities integrate collectively into compartments in order to actively participate in activities with colleagues. Their participation in various life situations is encouraged, improving social functioning on an equal footing with others while also opening up the possibility of becoming self-sufficient.

4.4. Integrating high-performance digital tools in the teaching and learning process - which are designed to support the effort of teaching staff and students and learners trained in civil society programs in the learning process, especially for those with special educational needs/disabilities.

In the context of the **National Strategy on the Rights of Persons with Disabilities "A Fair Romania", 2022-2027**, *"access technologies and assistive devices represent any item, equipment, software application or product that is used in order to increase, maintain or improve the functional capabilities of persons with disabilities"*. Thus, by making access technologies available, persons with disabilities or special educational needs can benefit from a habilitation or rehabilitation process, through these effective and appropriate, personalized measures.

4.5. Evaluation process - necessary to be adapted to the needs of people with special educational needs/disabilities, so as to help them learn the information taught and cultivate the skills necessary for further integration into the labor market.

4.6. Based on the outcome of the accessibility audit - a program of improvement works will be established, which will provide all the necessary facilities for people with disabilities or special educational needs.

4.7. Ensure health and safety procedures and responsibilities - by providing Personal Emergency Evacuation Plans, implicitly for persons with special educational disabilities/needs.

5. Administrative and support structures

At the level of ANIMV administrative structures, in order to ensure the inclusion of people with special educational needs/disabilities, the responsibilities as follows:

5.1. The Secretariat of the Academy, through the Department of Educational Management, develops and updates:

a) *The Strategy on the inclusion and accessibility of higher education for people with special educational needs / disabilities* at the level of the university community of ANIMV, based on the provisions of Article 7 paragraph (8) of the Order of the Minister of Education no. 4481/2024;

(b) *the regulations on the professional activity of ANIMV students*, which also include specific provisions in support of students originating from civil society with special educational needs/disabilities, based on the provisions of Article 5 paragraph (3) of the Order of the Minister of Education no. 4481/2024.

5.2. The University Senate approves *the Strategy on Inclusion and Regulations on the Professional Activity of Students*, as well as all regulations and methodologies governing ANIMV educational processes.

5.3. The faculties include - in the regulations for admission to the professional master's programs designed to promote the safety culture in civil society and to the post-graduate programs for the training of adults, as well as for the completion of studies for these programs - provisions in support of students and students with special educational needs/disabilities. At the same time, tutors and program leaders within the faculties propose the necessary resources to support the educational path of students and students with disabilities, depending on their special needs, whenever the situation requires it.

5.4. The "Intelligence and Security" Doctoral School includes in the regulations for admission to the doctoral study programs and the postdoctoral studies programs for advanced research, as well as in the completion of studies for these programs, provisions in support of doctoral students with special educational needs/disabilities.

5.5. The Quality Assurance department prepares the reports requested by the Ministry of Education and Research and includes the measures adopted by ANIMV that ensure the inclusion of people with special educational needs/disabilities in the annual internal quality assessment reports as well as in the self-assessment reports for external evaluations.

5.6. The Communication Department shall provide candidates with information on special facilities or conditions for persons with disabilities, specific learning disorders or special educational requirements, at least six months before the admission contest is held, by displaying information on the ANIMV headquarters and on the ANIMV website.

5.7. The Communication department monitors the implementation of this *Inclusion Strategy* on a continuous basis through regular evaluations of the progress and impact of inclusion initiatives. Appropriate measures are proposed to be taken on the basis of the results of the evaluations.

6. Necessary infrastructure and resources

6.1. Accessibility to physical infrastructure - based on an internal accessibility assessment, it was noticed that ANIMV has the infrastructure to facilitate the access of persons with special educational needs/disabilities to the classrooms of the building

specifically intended for the conduct of professional master's programs to promote the culture of security in civil society (outdoors: access ramp and special elevator, indoors: a fixed ramp, two special mobile platforms, as well as doors with automatic opening, driven by sensors), as well as in the Cafeteria body (outside: 3 access ramps, inside: two elevators). The exterior doors are also wide enough for wheelchair access. Performant audio-video systems are located in the respective classrooms. The building in which the swimming pool is located (covered) also has an access ramp on the outside and a special mobile platform (for stairs) on the inside.

For the problems identified in terms of physical accessibility in other bodies/buildings (rectorate, library, auditoriums and medical office) that persons with special educational needs/disabilities may attend, realistic measures to adapt to the special conditions of these persons will be identified.

6.2. Digital accessibility

ANIMV uses Google Workspace for Education services, implemented for non-classified courses.

The faculty and students have accounts created on the ANIMV domain to access the extended functionalities offered by this digital package: email, Google Meet, Google Classroom, Google Sites, Google Forms, Google Drive etc.).

In terms of digital adaptations, teaching material for non-classified disciplines can be found in digital form, accessible as Google micro-sites, with distinct pages for course support in text format, multimedia video and audio format. In addition, a hearing function of the courses is included, and in preparation for the exams, there are series of tests that can be taken in advance, over a time period (set), at the pace of each beneficiary, regarding their special learning needs and the preparation for examinations.

If necessary, the IT infrastructure in the unclassified spaces allows the installation of software that can facilitate the educational process for people with disabilities, according to their special needs.

Within the "Intelligence and Security" Doctoral School, the didactic and evaluation activities specific to the Training Program for Advanced University Studies, the evaluation activities specific to the Individual Program for Scientific/Applicative Research and the interactive activities within the Complementary Program can be carried out online in a synchronous way, thus facilitating the participation of persons with special educational needs/disabilities at such activities.

Regarding physical and digital access to educational resources, the opinion of students and learners will also be sought, in order to identify possible improvement measures.

6.3. Resources for support and development - are represented by the specialized services that ANIMV offers to people with special educational needs/disabilities:

- a) vocational counseling and guidance;
- b) information about the relevant rights and legislation.

7. Monitoring and evaluation

7.1. Implementation monitoring system

Monitoring the implementation of *the Strategy on inclusion and accessibility of higher education for people with special educational needs/disabilities* is carried out by the Communication Department. Monitoring shall be carried out on an ongoing basis, through regular evaluations of the progress and impact of inclusion initiatives, with the aim of identifying the success rate, the challenges faced, the degree of risk to which these activities are subject. The participation rate of persons from vulnerable groups, the satisfaction of the beneficiaries and the effectiveness of the implemented measures are assessed.

7.2. Impact assessment

Annual evaluations are conducted in order to analyze the impact of the *Inclusion Strategy* on beneficiaries and the academic community. Based on the results of the evaluations, the Communication Department will propose to take the necessary measures. The feedback of members of the university community is an essential element in this evaluation process.

8. Dissemination

ANIMV is committed to ensuring transparency in the dissemination of the progress and results of the *Inclusion Strategy*. In this respect, the plan of measures to ensure the rights of persons with disabilities (the *Specialized Intervention Plan for the implementation of the Strategy on the Inclusion and Accessibility of Higher Education for People with Special Educational Needs/Disabilities*) sets out information activities, seminars and workshops for all staff, both teaching and auxiliary and administrative, as well as for raising awareness among members of the university community on the rights and problems faced by beneficiaries, persons with disabilities or special educational needs. The results obtained are available to all members of the university community.

9. Conclusions

ANIMV makes every effort to ensure the physical and digital accessibility of its educational processes, including admission (to the university studies of the professional master's degree designed to promote the culture of security in civil society, to the doctoral studies, to the post-doctoral studies of advanced research and/or to the post-graduate

studies of adult vocational training), to ensure the inclusion and academic success of all these types of beneficiaries.

The implementation of projects with European funding provides the necessary infrastructure for the spaces to be accessible for people with physical disabilities - wheelchair ramps, mobile platforms (for staircases), lifts or elevators (interior/exterior), halls and classrooms equipped with high-performance audio-video systems, as well as adapted laboratories, etc. The teaching materials can be available in accessible formats such as electronic texts, which can be read by voice reading software for students with visual disabilities.

Through this *Strategy on the inclusion and accessibility of higher education for people with special educational needs/disabilities*, ANIMV committed to create an educational environment open and accessible to all these types of special beneficiaries. This is reflected in all aspects of academic activity, in the facilities provided and resources made available which ensure the learning and development of students enrolled in the master's degree programs for promoting the culture of security in civil society, as well as learners trained in civil society programs by applying the values of diversity, equity and respect that underpin the process of inclusion in both academia and society.

Also, the facilities offered by ANIMV address visitors (and graduates) with special disabilities/needs who attend conferences and symposia organized on the central campus.

Landmarks

To date, there have been no students and PhD students with disabilities or with special educational needs enrolled in ANIMV. In spite of this context, ANIMV recognizes and honors the possibility that, in the future, there will be students and doctoral students with special educational needs/disabilities that will enroll in master's degree programs to promote the safety culture in civil society and/or doctoral study programs and/or advanced research postdoctoral study programs, as well as postgraduate studies programs for adult training. Thus, our institution is concerned to adapt and align existing resources to the diversified needs of all beneficiaries trained under civil society programs - students and trainees - or visitors, thus ensuring an accessible and inclusive educational environment.

In some of its internal regulations, ANIMV has already implemented provisions regarding the rights of persons with special educational needs/disabilities, as follows:

- a) art. 8 of the *Code of rights and obligations of the ANIMV student, 2024*;

b) Article 15 of the *Methodology on the organization and conduct of the dissertation exam for graduates of the Master's Degree programs of ANIMV's Faculty of Intelligence, 2025.*

ANIMV's strategy on the inclusion and accessibility of higher education for people with special educational needs/disabilities has the guidelines and actions promoted at European and global level as permanent benchmark, being drawn up in line with the recommendations of the *National Strategy on the Rights of Persons with Disabilities "A Fair Romania", 2022-2027.* Following documents have also been considered in the preparation of this strategy:

a) *Law on Higher Education no. 199/2023, as subsequently amended and supplemented;*

b) *Order of the Minister of Education no.4481/2024 for the approval of the Rules on accessibility of higher education for persons with disabilities;*

c) *Order of the Minister of Education no. 3693/2024 for the approval of the Framework Methodology on the organization of admission to higher education in the courses of short-term university studies, bachelor, master and doctoral studies;*

d) *Law no. 448/2006 on the protection and promotion of the rights of persons with disabilities, republished, with subsequent amendments and additions.*

**SPECIALIZED INTERVENTION PLAN
IN ORDER TO IMPLEMENT
THE INCLUSION STRATEGY
AND ACCESSIBILITY OF HIGHER EDUCATION FOR PEOPLE WITH SPECIAL
EDUCATIONAL DISABILITIES/NEEDS IN ANIMV**

Crt. No.	Proposed activities	Responsible structures	How the proposed activities are implemented	State of application
1. Create a fair and inclusive organizational culture that sensitizes, facilitates membership and promotes respect for students with disabilities or special educational needs (throughout the community).				
1.1	Informing academic and administrative staff about the legislation in the field and how people with special educational needs/disabilities can be supported to participate actively in the educational activity and their integration in the university community (by creating a Disability Awareness Introduction module that will be covered by all staff).	Communication department	individual training, online format module	
1.2	The creation of an Introduction to Disability Awareness module that will be presented to ANIMV students and learners in order to inform them about what disability means and their awareness on the barriers that affect the integration of people with special educational disabilities/needs.	Communication department, National Center for Modeling and Simulation in Intelligence	individual training, online format module	

1.3	If necessary, the establishment of a partnership with a specialized organization for inclusive education (in Bucharest) that will allow a continuous exchange of information in order to solve situations that arise along the way.	Communication department		
1.4	Permanent concern to increase awareness and understanding of the need for equality of persons with special educational disabilities/needs at the level of all teaching, auxiliary and administrative staff, as well as by students and learners, using lived experiences of persons with disabilities in the form of materials to be promoted on the online channels of the ANIMV, with the ultimate aim of creating a sustainable cultural change, support and backing for these persons.	Communication department		
1.5	The establishment of procedures designed to resolve crisis situations due to different forms of special educational disability/needs and inform staff, students and the academic community in general about the ways in which they can report these incidents and the possibilities of resolving them at ANIMV level. Displaying and promoting these procedures on the university's website and platform in order to be accessible to the entire community.	Communication department		
2. Maintaining and developing flexible and accessible teaching, learning and assessment strategies and techniques to help students with special educational disabilities/needs cultivate the skills necessary for further integration into the labor market.				
2.1	The integration of high-performance digital tools into the teaching - learning - evaluation process, which support the effort of teachers in the teaching process and students and learners in the learning process, especially for those with special educational disabilities/needs.	National Center for Modeling and Simulation in Intelligence		

2.2	Elaboration of a feedback questionnaire on the experience of students with disabilities (collecting, at the end of the second semester, feedback on the educational process from students with disabilities; analyzing the results of the application of the questionnaire on the experience of students with disabilities, including recommendations of good practices, and submitting the conclusions so that they can be valorized at management level at the faculties and Doctoral School).	Quality Assurance department, Distance Learning department		
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2.3	The evaluation process is tailored to the needs of students with special educational needs/disabilities, so as to help them learn the information taught and cultivate the skills necessary for further integration into the labor market.	Intelligence Faculty, Faculty of Intelligence Studies, "Intelligence and Security" Doctoral School		
2.4	Regular analysis of learning support measures for students with special educational needs/disabilities and their improvement according to their requirements and results obtained in the evaluation process. The discussion of these recommendations within departments to involve all teachers who interact with students with special disabilities/needs in educational programs within the teaching - learning - evaluation process.	Intelligence Faculty, Faculty of Intelligence Studies, "Intelligence and Security" Doctoral School, Quality Assurance department		
3. Creating an accessible environment through an improved physical space for all ANIMV staff, students, students and visitors. Ensuring mobility within the ANIMV for people with special educational disabilities/needs.				
3.1	Carry out an accessibility audit in ANIMV, including toilets, laboratories, halls and library.	Logistics department		

3.2	Based on the outcome of the accessibility audit in ANIMV, a program of improvement works (depending also on the planning of the consolidation/modernization works of the campus buildings) will be established, which will provide all the necessary facilities for people with special educational disabilities/needs.	Logistics department	installation of access ramps, special mobile platforms, as well as doors with automatic opening, operated by sensor	
3.3	Ensure health and safety procedures and responsibilities for the provision of Personal Emergency Evacuation Plans, implicitly for persons with special educational disabilities/needs.	Logistics department, Human Resources department		
3.4	Regular simulations for emergency situations where evacuation of persons with special educational disabilities/needs is required.	Human Resources department		
3.5	Providing accessible parking places for people with special educational needs/disabilities.	Logistics department		

4. Digital accessibility. Providing specialized digital tools and technologies that can better support ANIMV staff and students with special educational disabilities/needs in fulfilling their roles in the organization.

4.1	Provide teachers and administrative staff with training and skills development courses designed for the use of new specialized digital tools and technologies that support students with special educational disabilities/needs.	National Center for Modeling and Simulation in Intelligence		
4.2	Providing training for students with special educational disabilities/needs on the use of new specialized digital tools and technologies that support the completion of studies and research needed in the learning process.	National Center for Modeling and Simulation in Intelligence		
4.3	Application verification and new systems (either purchased or developed) are designed, tested and approved to meet current and future accessibility standards.	National Center for Modeling and Simulation in Intelligence		

4.4	The development of a digital education plan including "basic" disability standards that each department will meet.	National Center for Modeling and Simulation in Intelligence		
4.5	The evaluation of the specific digital materials used by teachers to teach students with special educational disabilities/needs to identify what improvements are needed to create accessible and user-friendly digital materials which are easy to use also by people with special educational disabilities/needs.	National Center for Modeling and Simulation in Intelligence		