

**THE MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
NATIONAL TECHNICAL UNIVERSITY  
KHARKIV POLYTECHNIC INSTITUTE**

**CONCEPT OF SUPPORTING THE POLICY OF EQUALITY,  
DIVERSITY AND INCLUSION AT NTU "KHPI"**

**Approved by the Academic Council of NTU "KhPI"**

**"27" March 2026 by the Protocol № 4**

**Kharkiv 2026**

## **1. RATIONALE FOR THE NEED TO IMPLEMENT SUPPORT FOR EQUALITY, DIVERSITY AND INCLUSION POLICY AT NTU "KHPI"**

The concept of supporting the policy of equality, diversity and inclusion in NTU "KPI is developed in accordance with the following normative and legislative acts: UN Declaration on Human Rights (10.12.1948); UN Convention on the Rights of Persons with Disabilities (2006, effective from 06.03.2010); UN Convention against Discrimination in Education (14.12.1960, effective from 22.05.1962); Constitution of Ukraine (28.06.1996); Law of Ukraine "On Higher Education" (01.07. 2014); the Law of Ukraine "On Education" (dated 05.09.2017); the Law of Ukraine "On the Fundamentals of Social Protection of Persons with Disabilities in Ukraine" (dated 21.03.1991); the Law of Ukraine "On State Social Standards and State Social Guarantees" (dated 05.10.2000); the Law of Ukraine "On Social Services" (dated 17. 01.2019); the Law of Ukraine "On Rehabilitation of Persons with Disabilities in Ukraine" of (06.10.2005); Order of the Ministry of Education and Science of Ukraine of 01.10.2010 № 912 "On Approval of the Concept of Inclusive Education Development"; letter of the Ministry of Education and Science of Ukraine of 05.04. 2019 No. 1/9-223 "On Ensuring Accessibility of Educational Institutions for Persons with Special Educational Needs"; Letter of the Ministry of Education and Science of Ukraine of 05.08.2019 No. 1/9-498 "Methodological Recommendations for Organizing Education of Persons with Special Educational Needs in Educational Institutions in the 2019/2020 Academic Year"; other legal acts regulating relations in the field of education, social protection and rehabilitation of persons with special educational needs, which regulate the provision of educational, medical, social and other services.

## **2. PURPOSE OF THE CONCEPT**

In accordance with the above documents, the university ensures the availability and quality of educational services for higher education students with special needs, taking into account the abilities, capabilities, desires and interests of each student through the introduction of inclusive education. It also determines priorities in terms of ensuring constitutional rights and state guarantees for students with special educational needs.

Inclusion is a policy and process that ensures the full participation of all members of society in all spheres of life.

Inclusion is the process of increasing the degree of participation of all citizens in society, especially those with disabilities. It involves the development and

application of specific solutions that will enable everyone to participate equally in academic and social life. The term inclusion differs from the terms integration and segregation.

With inclusion, all stakeholders must actively participate to achieve the desired result.

Inclusion is based on the concept of "normalization", which is based on the idea that the life and lifestyle of people with disabilities should be as close as possible to the conditions and lifestyle of the entire community.

Inclusive education is a system of educational services based on the principle of ensuring the fundamental human right to receive quality education in any type of institution of one's choice.

Inclusive education requires the use of specific remedial measures that are not used in regular education.

Inclusive education in higher education is a complex process of ensuring equal access to quality education for students with special educational needs by organizing education taking into account the individual characteristics of their educational and cognitive activities.

A person with special educational needs is a person who needs additional support to ensure higher education, namely, with disorders of the musculoskeletal system, vision, hearing, mild intellectual disabilities, mental retardation.

The main idea of inclusive education is from integration in school and higher education to integration into society.

The main principle of inclusive education is to have as little external and as much internal differentiation as possible.

The philosophy of inclusion is based on the belief that every person with special needs should receive education and living conditions that are as close as possible to normal ones. It involves significant changes in the culture, policies and practices of educational institutions.

### **3. PRINCIPLES OF IMPLEMENTATION OF THE CONCEPT AT NTU "KHPI"**

The principles of inclusive education at NTU "KPI" are aimed at creating accessible learning conditions for all students, regardless of their individual needs, abilities or limitations. The main goal of inclusive education is to provide equal opportunities for all students and ensure their active participation in the educational process

The basic principles of inclusive education at NTU "KhPI" include:

I. Equality: ensuring equal access to education for all students. This means that there is no discrimination based on gender, race, ethnicity, disability or any other personal characteristics.

II. Individualization: taking into account the individual needs, abilities and interests of each student. Curricula, teaching and assessment methods are adapted to the needs of different students.

III. Accessibility: ensuring that learning spaces and infrastructure are physically accessible to all students, as well as access to the necessary materials, technology and support to help students with different needs succeed.

IV. Social inclusion: promoting the social inclusion of all students by creating a safe and inclusive environment

### **4. WAYS TO IMPLEMENT INCLUSIVE EDUCATION AT NTU "KPI"**

Improvement of regulatory, scientific, methodological, financial and economic support focused on the implementation of inclusive education.

Formation of an educational environment for higher education students with special educational needs by providing psychological, pedagogical, medical and social support.

Providing students with special educational needs of various nosologies with teaching and learning materials in a format adapted to their needs.

Providing access to the social environment and classrooms, development and use of special teaching and learning materials, rehabilitation aids.

Provision of specialized technical support: providing students with specialized technical equipment to ensure the conditions for exercising the right to higher education.

Ensuring architectural barrier-free campuses (ramps, toilets, elevators, etc.).

Professional development of pedagogical and research staff of the university who plan to work in academic groups with students with special educational needs to master inclusive education methods.

## **5. WAYS TO IMPLEMENT THE CONCEPT IN NTU "KHPI"**

The implementation of the concept of supporting the policy of equality, diversity and inclusion in NTU "KPI" includes:

1. Creation of a special committee on equality, diversity and inclusion.
2. Development and implementation of awareness-raising projects on equality, diversity and inclusion.
3. Development and implementation of regulations governing the provision of services for people with special educational needs.
4. Inclusion of selective educational components related to equality, diversity and inclusion in educational programs at all levels of education.
5. Implementation of the Procedure of NTU "KhPI" for the support (assistance) of persons with disabilities and other low-mobility groups.
6. Use of a specially designed platform "Arsenal of Ideas" for special events on equality, diversity and inclusion.
7. Implementation of conceptual ideas on tolerance towards people with special educational needs within the framework of the "No Barriers" Information and Resource Center.
8. To assign responsibilities for equality, diversity and inclusion to the relevant units (Annex 1).

### Responsibilities of the units involved in the implementation of the Concept of Equality, Diversity and Inclusion

Unit	Content of work	Responsible persons
Rectorate, educational structural units	Accompanying people with disabilities and other low-mobility groups on the campus	Vice-rectors for scientific and pedagogical work, heads of educational structural units
Social and psychological service (SPS)	Conducting trainings for academic staff to improve the level of psychological culture, in particular, the peculiarities of teaching and communicating with students with special educational needs	SPS employees
Commission on Equality, Diversity and Inclusion	Advising academic staff, students and other participants in the educational process on equality, diversity and inclusion	Members of the Methodological Council
Training department, training structural units	Inclusion of elective educational components related to equality, diversity and inclusion in educational programs at all levels of education	Employees of the training department and training structural units
Arsenal of Ideas division	Holding special events and meetings on equality, diversity and inclusion, educational and popular science events for people with special educational needs	Employees of the division
Center "Without Barriers" NTB NTU "KhPI"	Ensuring the formation of tolerance to people with special educational needs; focusing public attention on the needs of people with special educational needs	The staff of the center