

ADOPTED:

decision of the scientific council  
Simon Kuznets Kharkiv National  
University of Economics  
dated 05/14/2024 protocol №6

IMPLEMENTED:

by order of the rector  
Simon Kuznets Kharkiv National  
University of Economics  
dated 05/14/2024 №. 132

  
Volodymyr PONOMARENKO

**POLICY**  
**Social Inclusion and Inclusive Education**  
**at Simon Kuznets Kharkiv National University of Economics**

Kharkiv  
2024

# 1. INTRODUCTION

1.1. Simon Kuznets Kharkiv National University of Economics (hereinafter - the University) strives to create an inclusive and accessible learning environment for all students, regardless of their abilities or social needs of persons with special needs due to disability, other health characteristics that cause limited mobility, including war veterans, internally displaced persons.

1.2. At the University, inclusiveness is considered in a broad sense and is identified with the desire to involve and integrate absolutely all students in the educational process, especially those who live in unfavourable conditions, suffer from discrimination or have limited physical abilities, special educational needs, etc. An inclusive teaching and learning policy allows all stakeholders (teachers, students, university management, etc.) to benefit from its implementation through inclusive values, which include recognition: diversity, equity and justice, collaboration, participation and community.

1.3. The aim of social inclusion and inclusive education policies is to

- to create an inclusive and accessible learning environment for all students;
- to support disabled people and other groups who may feel excluded in their learning and development;
- to raise awareness of social inclusion and inclusive education issues;
- to promote an inclusive culture at the University.

1.4. The policy of social inclusion and inclusive education is based on the following principles:

- respect for inherent human dignity, personal autonomy, in particular freedom of choice, and independence;
- equality of opportunity;
- equality between men and women;
- the development of tolerance and mutual understanding in the educational environment, the absence of discrimination;
- openness and flexibility of education, ability to respond rapidly to changes and challenges, full and effective participation in the educational process;
- respect for the characteristics of persons with special educational needs and/or disabilities and their acceptance as part of human diversity and humanity;
- ensuring architectural, informational, educational and social accessibility of the educational environment;
- respecting the abilities of persons with special educational needs and/or

disabilities and ensuring their right to maintain their individuality ;

innovation, analysis, research and implementation of the best approaches to inclusive practice;

adherence to quality standards of educational services and scientific and methodological support;

consistency and coordination of the actions of the units and participants in the educational process;

continuity and continuity of inclusive education at all levels of education;

individualisation of education and harmonious development of personality;

participation in social life, socialisation, preparation for professional activity.

## **2. MAIN PROVISIONS OF THE POLICY OF SOCIAL INCLUSION AND INCLUSIVE EDUCATION**

2.1. The creation of an inclusive educational environment at the University is ensured by barrier-free and favourable conditions for learning, where every student has the opportunity to develop at his or her own level and feel as a full member of the educational community. The inclusive educational environment of the University is technologically supported by the Personal Learning Systems (PNS KhNUE) website, which provides all students and teachers with free access to educational materials from educational components in accordance with all educational programmes of the University. The PNS KhNUE is equipped with a special widget that provides the user of the system with the so-called accessibility menu, which makes it possible to adapt the content to individual needs and barrier-free education for people with a wide range of disabilities (preferences).

2.2. The development of individualisation of education takes place by taking into account the individual characteristics, needs and abilities of each student in the planning and implementation of the educational process, including individual educational plans, adapted course materials.

2.3. Development of professional support programmes for academic and pedagogical staff with the aim of developing the necessary knowledge, skills and tools for successful work with students with special needs in higher education, including professional training, consultation and support for academic and administrative staff.

2.4. Students with disabilities are supported by the University's Support Service for Persons with Disabilities and Other People with Reduced Mobility, which provides academic counseling and individual support to students with special needs.

2.5. Popularisation of inclusive education is done by raising awareness of social inclusion and inclusive education issues, which includes organising educational events for students, teachers, employees and the public.

2.6. The University has implemented a system for monitoring and evaluating the effectiveness of inclusive education in order to continuously improve practices and achieve better results for all participants in the educational process. The Department of Youth Policy and Social Development tracks students with special needs to determine their needs, psychological support and social support.

2.7. Further development of the policy of social inclusion and inclusive education takes place through the implementation of the Erasmus+ AFID international project "Development of academic freedom and inclusion through digitalisation". The result of the project is the creation of an online platform of the Inter-institutional Inclusive Virtual Campus (<https://afid.knute.edu.ua/virtualnyy-kampus>) in order to ensure the inclusive needs of education seekers in the educational process.

In addition, the AFID project will develop and implement an online distance learning course "Tools for designing an inclusive course" (5 ECTS) for students:

the basics of creating an inclusive educational environment;

principles and guidelines of universal design;

technologies and means of implementing universal design principles for inclusive higher education;

digital tools for creating the structure and content of inclusive educational courses;

principles of internal evaluation and certification of inclusive courses.

The course can be recommended to students of specialty 011 Educational, pedagogical sciences, professors and teaching staff of the University, as well as everyone who is interested in the problems of an inclusive society and technological means of its development, because it is the basis for creating a digital educational environment to support inclusive higher education, and also provides practical skills in designing of modern training courses based on the principles of universal design.

### 3. FINAL PROVISIONS

3.1. The policy of social inclusion and inclusive education is adopted by decision of the Academic Council of the University and implemented by order of the Rector of the University.

3.2. All amendments and additions to the policy will be considered and approved at a meeting of the University's Academic Council and will be implemented by order of the Rector.

Vice-rector for educational and  
methodological work



Karina NEMASHKALO

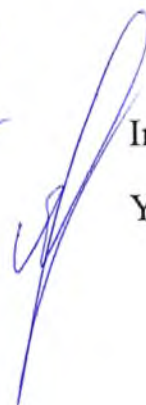
**AGREED:**

AFID project coordinator



Iryna ZOLOTARYOVA

Legal adviser of the 1st category



Yanina CHUPRYNA