

AI
UNIVERSITY



***EQUALITY, DIVERSITY, AND
INCLUSION POLICY***





“APPROVED”
Chairman of the Board – Rector
JSC “Mukhamedzhan Tynyshbayev
ALT University”
“27” March 2025

EQUALITY, DIVERSITY, AND INCLUSION POLICY
JSC “MUKHAMEDZHAN TYNYSHBAYEV ALT UNIVERSITY”

1. GENERAL PROVISIONS

This Equality, Diversity, and Inclusion Policy (hereinafter — the Policy) is developed to create and maintain a non-discriminatory, fair, safe, psychologically supportive, and inclusive educational and working environment at JSC “Mukhamedzhan Tynysbayev ALT University” (hereinafter — the University), where every individual has equal opportunities for learning, work, development, and self-realization. The Policy supports the United Nations Sustainable Development Goals (SDGs), ensuring equality and inclusion as an integral part of the educational environment.

The Policy applies to all participants in the educational process and activities of the University, including:

- staff (faculty, administrative personnel, research staff, technical specialists);
- students;
- applicants and entrants;
- external contractors, partners, guests, and visitors.

The Policy is based on:

- the Constitution of the Republic of Kazakhstan;
- the Labor Code of the Republic of Kazakhstan;
- the Law of the Republic of Kazakhstan “On Education”;
- legislation on social protection for persons with disabilities in the Republic of Kazakhstan;
- international human rights conventions;
- United Nations Sustainable Development Goals (SDGs 3, 4, 5, 10);
- ESG EDI principles;
- international human rights principles, anti-discrimination standards, and best EDI practices.

2. PURPOSE AND OBJECTIVES

The purpose of the Policy is to ensure:

- equal rights and opportunities for all members of the University;
- absence of discrimination, harassment, and bullying;
- creation of an inclusive and respectful environment that incorporates principles of sustainable development and international human rights standards;
- support for diversity as a value and resource of the University, contributing to the United Nations Sustainable Development Goals, including SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), and SDG 10 (Reduced Inequalities).

Key objectives:

- compliance with the Labor Code of the Republic of Kazakhstan;
- prevention of discrimination and unfair treatment;
- ensuring equal access to education, resources, career advancement, and

development;

- creation of support and adaptation mechanisms for students and staff with special needs;
- fostering a culture of respect, tolerance, and mutual acceptance;
- provision of reasonable accommodation;
- raising awareness and competencies in EDI among staff and students.

3. CORE PRINCIPLES

The University is guided by the following principles:

Equality and Fairness — equal rights, opportunities, and access to resources regardless of gender, age, race, ethnicity, religion, language, disability, sexual orientation, gender identity, marital status, social status, political beliefs, or other characteristics. This principle supports SDG 10 (Reduced Inequalities).

Diversity — recognition and respect for differences, valuing diverse perspectives, cultures, and experiences. The University appreciates the contributions of various groups to the educational and professional environment.

Inclusion — creating conditions in which every individual feels accepted, safe, and able to participate equally in University life. The principle of inclusion includes support for all marginalized groups, people with disabilities, and other vulnerable participants.

Non-Discrimination (Zero Tolerance) — prohibition of any form of discrimination, direct or indirect, including gender-based discrimination, harassment, bullying, and discrimination in employment, education, assessment, promotion, or career advancement.

Justice and Transparency — openness of procedures in recruitment, evaluation, appointment, promotion, and allocation of resources.

4. TERMS AND DEFINITIONS

EDI (Equality, Diversity and Inclusion) — a systematic approach to creating a fair, safe, and supportive educational and professional environment that ensures equal opportunities for all participants and promotes sustainable development, which also supports the UN Sustainable Development Goals (SDGs 3, 4, 5, and 10).

Equality — equal treatment and equal opportunities for all, without exceptions, contributing to the achievement of SDG 10 (Reduced Inequalities).

Diversity — recognition of the value and respect for differences, the unique contributions of people across various characteristics, and their significance for the common good, supporting the achievement of SDG 4 (Quality Education).

Inclusion — creating an environment where every individual can be themselves, realize their potential, and actively participate in University life, promoting social justice and contributing to SDG 3 (Good Health and Well-being).

Discrimination — any adverse treatment or action directed against a person or group based on protected characteristics, which constitutes a violation of international standards and human rights.

Harassment — unwanted behavior that violates a person’s dignity and creates a hostile or degrading atmosphere, undermining the principles of inclusion and respect.

Adaptation — providing conditions and support for students and staff with special needs, including physical accessibility, psychological support, and individualized educational approaches, contributing to SDG 4 (Quality Education).

5. UNIVERSITY RESPONSIBILITIES

The University undertakes to:

- create and maintain a safe, inclusive environment that promotes health, well-being, and quality education for all participants;
- ensure equal access to educational programs and resources, contributing to the achievement of SDG 4 (Quality Education);
- prevent discrimination and harassment, strictly adhering to anti-discrimination norms and principles that support SDG 10 (Reduced Inequalities);
- conduct mandatory EDI (Equality, Diversity, and Inclusion) training for all students and staff, fostering a respectful and inclusive culture within the University;
- ensure infrastructure accessibility (ramps, elevators, adapted facilities, as well as digital accessibility) for all students and staff, including persons with disabilities;
- implement flexible forms of learning and work to ensure education accessibility for students with diverse needs and support an inclusive educational environment;
- provide support and adaptation for persons with disabilities, in compliance with international standards, promoting their full participation in the educational and professional life of the University;
- take into account the needs of pregnant individuals, parents, and those with family responsibilities, ensuring equal conditions for all within the framework of gender equality support (SDG 5);
- ensure equal conditions for international students, refugees, and other global participants, upholding the principles of equality and inclusion;
- provide counseling and psychological support accessible to all groups, including students and staff with special needs;
- ensure full confidentiality and protection for complainants when handling grievances, creating a safe and trustworthy atmosphere for all participants.

6. STAFF AND STUDENT RESPONSIBILITIES

6.1. Staff are required to:

- adhere to EDI principles, contributing to the achievement of SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities);
- familiarize themselves with the Policy upon hiring/enrollment and regularly update their knowledge of inclusion, equality, and diversity principles;

- respect the rights and dignity of all University participants, including persons with disabilities and other marginalized groups;
- participate in mandatory EDI training and activities to enhance competence in inclusion and equality;
- report violations through established procedures and actively participate in investigations of discrimination, harassment, and other breaches.

6.2. Students are required to:

- observe respectful behavior, including respect for cultural, religious, and social differences, thereby promoting inclusivity and respect for all participants in the educational process;
- refrain from discriminatory remarks, bullying, harassment, or other negative behaviors that undermine an inclusive and safe educational environment;
- actively contribute to the creation of an inclusive and supportive educational environment, including participation in events aimed at raising awareness of SDGs and inclusivity;
- seek support when needed, including consultations on inclusion and accessibility, available to all students, including those with special needs.

7. POLICY MEASURES AND IMPLEMENTATION

7.1. Educational activities:

- regular EDI training and webinars for staff and students, aimed at raising awareness of inclusion principles and the Sustainable Development Goals (SDGs 3, 4, 5, 10);
- anti-bullying programs, mandatory for all participants in the educational process, to create a safe and inclusive environment for all students and staff;
- integration of EDI topics into curricula and educational events, contributing to an inclusive educational context and supporting the principles of equality and diversity.

7.2. Inclusive infrastructure:

- accessibility of buildings and facilities (ramps, elevators, adapted classrooms, as well as digital accessibility for students with special needs);
- adaptation of educational materials (formats for visually impaired, subtitles, electronic resources), ensuring accessibility for students with diverse needs and international students;
- support for international students, including cultural adaptation, assistance with integration into the University environment, and provision of relevant resources;
- ensuring a safe campus environment, including systems to protect against discrimination, harassment, and other forms of violence.

7.3. Support and accommodation:

- support for students with special needs, including individualized support plans

that consider the unique needs of each student;

- individual learning and support plans aimed at inclusion, equality, and accessibility of education for all students, including persons with disabilities;
- parental and maternity support, including flexible conditions for students and staff to successfully balance childcare responsibilities with study/work;
- consideration of cultural and religious diversity, including respect for different religious practices and traditions, promoting an inclusive and respectful educational environment;
- flexible learning and work arrangements to ensure education is accessible to students with special needs and from various social groups.

7.4. Employment and professional development policy:

- equal conditions in hiring, assessment, qualification improvement, and promotion, supporting the principles of equality, diversity, and inclusion at all levels of the University;
- creating equal opportunities for women, representatives of diverse groups, and young professionals, supporting the principle of gender equality and contributing to SDG 5;
- supporting career growth and professional development for all staff, including marginalized groups, to foster an inclusive professional environment.

8. MONITORING, EVALUATION, AND REPORTING

To assess the effectiveness of the Policy, the following indicators are established:

- the number of staff and students trained on inclusion, equality, and diversity;
- the number of registered complaints and the time taken to address them, with a focus on the types of violations and their frequency;
- analysis of risks related to discrimination and harassment, including reporting on potential risks to inclusion and equality;
- regular reports to University management with recommendations for corrective actions, based on monitoring findings;
- the proportion of women and representatives of diverse groups in managerial and academic positions, supporting the achievement of SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities);
- the level of satisfaction of students and staff regarding inclusion and equality, as well as results of their engagement in anti-discrimination activities;
- the availability of accessible infrastructure for students with special needs and international students, contributing to an inclusive educational environment.

The Policy is monitored annually to assess progress, and a report is published each year, including detailed recommendations for improving current practices and addressing identified issues.

The Policy is reviewed at least once every two years, or when there are changes in legislation, as well as in response to new recommendations from international

organizations such as the UN or EU, and updates in the field of human rights and sustainable development.

9. RESPONSIBLE PARTIES

Chair of the Board — Rector of the University — holds strategic responsibility for the implementation of the Policy, including ensuring that internal policies comply with international human rights standards and the United Nations Sustainable Development Goals (SDGs).

Human Resources Department (HR) — responsible for coordination, training, oversight, as well as monitoring the implementation of the Policy and preparing reports on inclusion, equality, and human rights compliance.

Office of Inclusive Education and Mental Health, as a key component of the Policy (Equality and Inclusion Service) — handling complaints, conducting investigations, and providing support to all participants, including vulnerable groups and persons with disabilities.

Directors of institutes and heads of departments — ensuring the implementation of the Policy at the departmental level, including compliance with inclusion and equality standards in line with the SDGs and international norms.

10. CONCLUSION

10.1. This Policy comes into effect from the date of its approval and is mandatory for all participants of the University, including adherence to international human rights standards and the United Nations Sustainable Development Goals (SDGs), confirming its binding nature for all members.

10.2. All staff and students are required to familiarize themselves with the Policy upon employment or enrollment at the University and to comply with its provisions.

10.3. The Policy is published on the official University website and is available in Kazakh, Russian, and English for all interested parties.