

The Role of Alternative Dispute Resolution in Development of Inclusive Academic Environment on Inter-University Campus*

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Abstract: The authors of this article investigate the specifics of implementing the human right to education for all within the framework of higher education. They utilize various methods, including comparative legal analysis, qualitative data analysis, case study, induction, and deduction, to assess the need to broaden the interpretation of inclusion in Russian national projects to increase the attractiveness of higher education through international-level university campi. The researchers use their findings to identify new categories of vulnerable citizens and highlight the importance of alternative dispute resolution methods in ensuring the implementation of inclusion within the academic environment of an inter-university campus. Ultimately, they conclude that their results enable them to combine two key aspects: ensuring inclusion as a fundamental principle of the rule of law in the academic sphere, and utilizing ADR methods as an effective tool for preventing and resolving conflicts within a university community.

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Summary: **1** Introduction – **2** Legal framework of the inclusion concept: international and national – **3** Alternative Dispute Resolution and Inclusive Campus Environment – **4** Conclusion – References

1 Introduction

As part of the implementation of Russia's national projects, including "Science and universities" and "The foundation of a chain of modern campi", it is planned that at least 25 international-level campi will be established in the country by 2030. Among the expected outcomes of the projects are enhancements to the prestige of Russian higher education, elevation of Russia to a position among the world's leading innovation leaders, attraction of international scientists, academics, and students, creation of a comfortable environment for work and scientific research, and promotion of science and education among young people. In addition to the stated federal priorities, inter-university campi are also expected to contribute to achieving socioeconomic, scientific, and technological objectives at the federal and regional levels.

Establishing a new inter-university union model represents a significant step toward achieving these federal and regional goals based on a shared campus space. To develop this model, we propose examining inclusion as a multifaceted phenomenon. In inter-university campi, inclusion refers to the integration and shared utilization of various universities' resources, programs, and opportunities through the collaborative management of the academic environment's new regional infrastructure – an international-level campus. The organizational and legal framework for inclusion on the inter-university campus is based on a systematic approach encompassing interactions grounded in legal norms, institutions, and established practices. This framework seeks to establish an academic environment that balances all stakeholders' objectives, priorities, and requirements, including universities, students, the state, the region, and industrial partners.

According to the authors' understanding of inclusion, this concept goes beyond including students with disabilities in higher education. The number of this underrepresented group has been growing significantly in recent years, but even though there are still barriers in place (architectural inaccessibility, negative attitudes, limited opportunities for private disclosure etc.),¹ students with disabilities are not

¹ GONZALO Ó., HERAS I. Impact of the Quality of Life Supports Model on the inclusion of students with disabilities in higher education: A scoping review. *Research in Developmental Disabilities*, 154, 104850. 2024.

the only vulnerable group, and the new model should be beneficial for all. The need to clearly and efficiently implement the concept of inclusive education is evident: while it's impossible to fully meet every student's educational needs, it's equally important not to overlook them due to limited resources and support, or confusion caused by inconsistent approaches among stakeholders.² As an example, we can look at Norway, where inclusion involves integrating students with special needs into regular classroom settings, while grouping them based on ability because a school's prestige is often tied to their performance.³ Such practices can have the opposite effect and exacerbate the exclusion of these students. Moreover, they contradict the fundamental principles of modern inclusive education, which emerged as a response to the traditional special schools for children with disabilities.⁴ The results enable us to conclude that the named model cannot exist without a new understanding of "inclusive education". This requires broadening the interpretation of it to an internationally recognized level, which necessitates a comprehensive study of international norms to identify the essence and content of this term.

Furthermore, to support a diverse and safe environment within the university campus as a part of the inclusive education concept, it is necessary to choose the most efficient way of resolving the conflicts that can arise from student-university relations. In this case, it is necessary to study whether the adoption of alternative dispute resolution (hereinafter referred to as ADR) as a method of conflict resolution⁵ and a vital tool for creating an inclusive campus culture, which has great potential in supporting a diverse and safe environment.

The paper aims to study the peculiarities of using ADR to enhance inclusive education on international-level university campi.

To achieve the paper's aim, we utilized a range of methods, including comparative legal analysis, qualitative data analysis, case study, induction, and deduction, to assess the need to broaden the interpretation of inclusion in Russian national projects aimed at increasing the attractiveness of higher education through international-level university campi.

² WOODCOCK S., ANDERSON J. Conceptions to classrooms: The influence of teacher knowledge on inclusive classroom practice, *International Journal of Educational Research Open*, 8, 100412. 2025.

³ BJERKE A. H., DALLAND C. Negotiating performative and professional accountability in inclusive mathematics education in Norway, *International Journal of Educational Research*, 129, 102518. 2025.

⁴ WOLFF CH. E., HUIJILLA H. Inclusive education in the diversifying environments of Finland, Iceland and the Netherlands: A multilingual systematic review, *Research in Comparative and International Education*, 16(1), P. 3. 2021.

⁵ IQBAL, A. S. M. Tariq. Alternative Dispute Resolution in commercial transactions: A comparative study between the UK and Bangladesh Jurisdiction. *Revista Brasileira de Alternative Dispute Resolution – RBADR*, Belo Horizonte, ano 06, n. 12, p. 207-222, jul./dez. 2024; GROMOVA, E. A., FERREIRA, D. B. Regulatory Sandbox: Bridging the Gaps by Designing a Dispute Resolution System. *Conflict Resolution Quarterly*, 2025.

2 Legal framework of the inclusion concept: international and national

In Article 2 of Federal Law No. 273-FZ “On Education in the Russian Federation”, dated 29 December 2012, adopted for the implementation of Article 43 of the Constitution of the Russian Federation, which guarantees everyone the right to education, inclusion is defined as the assurance of equal access to education for all students, taking into account the diversity of special educational needs and individual capabilities. That interpretation of inclusion aligns with Article 1 of the World Declaration on Education for All, adopted in 1990, which emphasizes that all people, regardless of their age, should have equal access to education. In practice, however, the concept of inclusive education is primarily based on the implementation of Article 19 of the Federal Law No. 181-FZ “On the Social Protection of Disabled Persons in the Russian Federation” (adopted on 24 November 1995), Article 79 of the Federal Law No. 273-FZ “On Education in the Russian Federation” (adopted on 29 December 2012), and Article 24 of the Convention on the Rights of Persons with Disabilities, ratified by the Russian Federation in 2012. The content of the said legal acts indicates that in the Russian legal context, inclusion is perceived solely as providing necessary conditions for students with disabilities. This understanding is shaped by historical factors, specifically the evolution of education for all, which originated from special needs education.⁶ Interestingly, the Convention on the Rights of Persons with Disabilities does not explicitly define “inclusion”. Nevertheless, its provisions offer insight into the core characteristic of inclusion. It appears that inclusion is primarily about providing universal access to education, considering individuals’ unique needs, and ensuring their full and equal participation in the educational process. This, in turn, enables them to participate actively in society in the future. In other words, there is no single, universally applicable inclusion model. However, inclusion does imply significant changes being made to education systems, ensuring that everyone is guaranteed participation in the learning process, regardless of their socio-economic background, ethnicity, language, or health status.⁷ If we consider inclusion from this perspective, the international legal framework aimed at its widespread implementation in education also encompasses the following.

⁶ DYACHKOVA M. A., TOMYUK O. N. Inclusive organizational culture as a culture of diversity acceptance and mutual understanding, *Perspektivy Nauki i Obrazovanija*, 41 (5), P. 377. 2019.

⁷ WATKINS A., D’ALESSIO S. Inclusive Education, *Research in Comparative and International Education*, 4(3), P. 230. 2009.

Firstly, the Universal Declaration of Human Rights, adopted in 1948, guarantees the right to education for all individuals and stipulates that higher education should be accessible to everyone based on merit, as stated in Article 26.⁸

A comprehensive definition of discrimination in educational settings is any distinction, exclusion, limitation, or preference based on ethnic, racial, religious, or other grounds, with the intention of nullifying or impairing equality of treatment in education, as outlined in the Convention against Discrimination in Education, adopted in 1960. Article 3 of this document mandates measures to eliminate discriminatory barriers in student admissions to educational institutions. In contrast, Article 4 requires that higher education be made equally accessible to all individuals based on their capacity, and that equal conditions be ensured regarding the quality of education provided.⁹

Next document to discuss is the International Convention on the Elimination of All Forms of Racial Discrimination, adopted in 1965. It condemns the ideologies of superiority, segregation, and apartheid by promoting universal respect and adherence to human rights (Article 4). Following this objective, States that are party to the Convention must guarantee equal rights for all citizens, irrespective of their racial, ethnic, religious, national, or skin colour backgrounds. Article 5 of the Convention necessitates that States ensure equal access to education and vocational training for all individuals. International Covenant on Economic, Social and Cultural Rights (1966). Additionally, in Article 13, it recognizes the right of everyone to education, which, in turn, should strengthen the mutual understanding between all races, ethnic, and religious groups.¹⁰

Speaking of specific types of discrimination, we should name the Convention on the Elimination of All Forms of Discrimination Against Women, adopted in 1979, which contains provisions in Article 10 that emphasize the importance of equal rights for women in education. Specifically, it advocates for creating a barrier-free environment, allowing women to pursue any profession or specialty. The convention seeks to ensure women have equal access to continuing education programs, providing them the same opportunities as men.¹¹

The next legal document is the Convention on the Rights of the Child, adopted in 1989, which outlines the rights of children in Article 28. Specifically,

⁸ See the Universal Declaration of Human Rights (1948) at https://www.un.org/ru/documents/decl_conv/declarations/declhr.shtml Access: 10.11.2024.

⁹ See the Convention against Discrimination in Education (1960) at https://www.un.org/ru/documents/decl_conv/conventions/educat.shtml Access: 10.11.2024.

¹⁰ See the International Covenant on Economic, Social and Cultural Rights (1966) at https://www.un.org/ru/documents/decl_conv/conventions/pactecon.shtml Access: 10.11.2024.

¹¹ See the Convention on the Elimination of All Forms of Discrimination Against Women (1979) at https://www.un.org/ru/documents/decl_conv/conventions/cedaw.shtml Access: 10.11.2024.

it recognizes the right of each child to education, emphasizing the importance of equal opportunities and ensuring that education is accessible at all levels.¹²

The Indigenous and Tribal Peoples Convention, adopted in 1989, contains several key provisions. Article 21 of the Convention emphasizes the importance of providing members of indigenous peoples with opportunities for professional training that are at least equal to those available to other citizens. Additionally, Articles 26 through 31 of the convention highlight the need to eliminate obstacles to indigenous peoples' access to education at all levels. These articles also stress the importance of combating prejudices against indigenous peoples and incorporating anti-discrimination content into educational materials and teaching methods.¹³

The International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, adopted in 1990, includes Article 30, which guarantees that each child of a migrant worker has the right to access education on an equal basis with the children of nationals of the country in question.¹⁴

The Salamanca Statement and Framework for Action on Special Needs Education, adopted in 1994, highlights the importance of developing educational systems and implementing educational programs that consider the unique needs of individual student categories (§2). Furthermore, it advocates for a concerted effort to identify obstacles to education at an early stage (§3) and for special needs education to be integrated into all educational discussions (§4).¹⁵

In the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy, adopted in 1999, several key points are outlined in its "Programme of Action for a Culture of Peace". §9 emphasizes the need for State Parties to intensify their efforts in promoting education for all, focusing on ensuring equal access to education for both women and men. §10 highlights the importance of sustainable economic and social development, including special measures to address the needs of children, women, and groups with special needs within development strategies. Moreover, §14 of the programme calls for adopting

¹² See the Convention on the Rights of the Child (1989) at https://www.un.org/ru/documents/decl_conv/conventions/childcon.shtml Access: 10.11.2024.

¹³ See the Indigenous and Tribal Peoples Convention (1989) at https://www.un.org/ru/documents/decl_conv/conventions/iol169.shtml#a1 Access: 10.11.2024.

¹⁴ See the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990) at https://www.un.org/ru/documents/decl_conv/conventions/migrant.shtml Access: 10.11.2024.

¹⁵ See the Salamanca Statement and Framework for Action on Special Needs Education (1994) at https://www.un.org/ru/documents/decl_conv/declarations/pdf/salamanka.pdf Access: 10.11.2024

measures to increase solidarity with indigenous peoples, refugees, internally displaced persons, and migrants.¹⁶

The Hamburg Declaration on Adult Learning, adopted in 1997, underscores the significance of lifelong learning and the integration of adults within educational frameworks. Approaches to adult learning must be grounded in individuals' unique heritage, culture, values, and prior experiences. The diverse methods of implementing these approaches are also vital (§5). §15 of the declaration highlights the importance of intercultural education, taking into account the traditions of indigenous peoples and nomads to preserve and document them. §18 specifically ensures that indigenous and nomadic peoples have the right to receive an education that is linguistically and culturally tailored to their needs. It also facilitates their access to further education and professional training.¹⁷

The Dakar Framework for Action, adopted in 2000, serves as a shared commitment among State Parties to realise the objectives and goals of education for all, with a particular focus on vulnerable groups.¹⁸

The Convention on the Protection and Promotion of the Diversity of Cultural Expressions, adopted in 2005, contains a preamble that acknowledges the equality of cultures and highlights the significance of cultural exchange. It also underscores the importance of linguistic diversity and tasks UNESCO with promoting respect for the diversity of cultures in the face of globalization and the rapid development of new technologies. Article 2 of the convention also establishes the principle of equal access to various forms and means of self-expression.¹⁹

The United Nations Declaration on the Rights of Indigenous Peoples, adopted in 2007, comprises several significant provisions. Article 8 of the Declaration prohibits the forced assimilation of indigenous peoples, thereby preventing them from being coerced into relinquishing their cultural identities. Article 11 guarantees indigenous peoples the right to express and maintain their cultural traditions and customs, enabling them to preserve their heritage. Article 14 of the Declaration also ensures that indigenous peoples have the right to establish their own educational systems and receive public education at all levels and in all

¹⁶ See the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1999) at https://www.un.org/ru/documents/decl_conv/declarations/culture_of_peace.shtml Access: 10.11.2024.

¹⁷ See the Hamburg Declaration on Adult Learning (1997) at https://www.un.org/ru/documents/decl_conv/declarations/hamburg_decl.shtml Access: 10.11.2024.

¹⁸ See the Dakar Framework for Action (2000) at https://www.un.org/ru/documents/decl_conv/conventions/pdf/dakar.pdf Access: 10.11.2024.

¹⁹ See the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005) at https://www.un.org/ru/documents/decl_conv/conventions/cultural_expression.shtml Access: 10.11.2024

forms, without discrimination. This includes receiving education under their cultural traditions and native language, whenever possible.²⁰

The G20 New Delhi Leaders' Declaration of 2023 highlights the need to address the shortage of qualified personnel in §20. Additionally, §30 of the Declaration reaffirms the commitment of State Parties to providing inclusive, equitable, and high-quality education and skills training for all.²¹

In its turn, UNESCO regularly reminds us of the need to implement inclusion in higher education. In the "Background paper prepared for the 2020 Global education monitoring report: Inclusion and education", the organization emphasizes that underrepresented groups differ from state to state. It also identifies additional vulnerable categories of citizens who may face barriers to higher education, including individuals from families with no prior higher education, children of disabled veterans, refugees, children from military families, forcibly relocated individuals and their children, demobilized individuals, students who do not speak the language of the country in which they are studying, orphans, single mothers, former prisoners, and other groups of citizens.²²

Referring again to the provisions of the World Declaration of Education for All, adopted in 1990, UNESCO, in its "Policy guidelines on inclusion in education" (2005), defines inclusion as the assurance of universal access to education for all children, youth, and adults, and promoting equality in this area. This definition highlights the need to develop and implement several sets of measures to create a barrier-free environment for students, including preventive measures.²³

The implementation of inclusion in higher education is also part of the UN Sustainable Development Goals (hereinafter referred to as SDGs). According to these goals, by 2030 the following actions should be taken: 1) the elimination of gender inequality in education, in conjunction with ensuring equal access to all levels of education and training for vulnerable groups, including persons with disabilities, indigenous peoples, and children in vulnerable situations; 2) the construction and modernization of educational institutions should be carried out, taking into account the interests of children and people with disabilities, as well as gender aspects, and providing a safe, non-violent, inclusive, and effective academic environment for all; 3) the number of qualified teachers and lecturers should be increased with

²⁰ See the United Nations Declaration on the Rights of Indigenous Peoples (2007) at https://www.un.org/ru/documents/decl_conv/declarations/indigenous_rights.shtml Access: 10.11.2024.

²¹ See the G20 New Delhi Leaders' Declaration (2023) at <http://kremlin.ru/events/president/news/72241> Access: 10.11.2024

²² See "Higher education and inclusion" at <https://unesdoc.unesco.org/ark:/48223/pf0000373689> Access: 10.11.2024.

²³ See "Policy guidelines on inclusion in education" at https://unesdoc.unesco.org/ark:/48223/pf0000177849_rus Access: 10.11.2024.

the help of international collaborations for the education of teachers in developing countries, particularly in least developed countries and small island developing states.²⁴ The SDG-Education 2030 Steering Committee notes that sustainable development should reduce inequalities based on wealth, gender, age, social class, disability, ethnicity, religion, and individual capabilities within and between countries. This emphasis highlights that inclusion is a process that helps overcome barriers limiting learners' presence, participation, or achievement at all levels, particularly in light of the ever-changing geopolitical environment and the challenges posed by globalization and internationalization.²⁵ The Committee also draws attention to the current statistics, which suggest that without the development of additional mechanisms, it will not be possible to implement the vital measures necessary to provide students with special needs with equal opportunities, and to fully integrate them into the higher education system, which still tends towards a culture of exclusion, despite the changes already adopted in the national legislations of State Parties.²⁶ This can be confirmed by recent domestic research by Kantor V. Z. and Proekt Yu. L., who studied the socio-psychological well-being of students with disabilities. Their findings indicate that students, regardless of the presence or absence of a disability, often face insufficient inclusion in social interactions and experience loneliness during their university studies. While the degree of these experiences depends on the presence and nature of a disabling health disorder, students in Russia rarely encounter harassment based on their ethnic origin, religious beliefs, or appearance.²⁷ In contrast to Western universities, the absence of cognitive justice and the division of students into distinct groups, often characterised as "us and them",²⁸ has not been identified as a significant issue in Russian higher education institutions.

The relevant academic articles suggest that transforming an exclusive, discriminatory academic environment into an inclusive one can be facilitated by creating "campi of the future", combining the benefits of digital education, innovation, and eliminating barriers.²⁹ On the other hand, Hutson J. and Hutson P. argue that implementing digital technologies alone does not guarantee eliminating

²⁴ See "Work of the Statistical Commission pertaining to the 2030 Agenda for Sustainable Development" at https://ggim.un.org/documents/a_res_71_313.pdf Access: 10.11.2024.

²⁵ See "Making Higher Education more inclusive" at <https://media.unesco.org/sites/default/files/webform/ed3002/Making%2520Higher%2520Education%2520more%2520inclusive.pdf> Access: 10.11.2024.

²⁶ See "Making Higher Education more inclusive" at <https://media.unesco.org/sites/default/files/webform/ed3002/Making%2520Higher%2520Education%2520more%2520inclusive.pdf> Access: 10.11.2024.

²⁷ KANTOR V. Z. & PROEKT Y. L. Inclusive higher education: Socio-psychological well-being of students. *The Education and science journal*, 21(2), P 60. 2019.

²⁸ SBAITI M., COHEN E. The 'us and them divide': A qualitative study of student experiences of global health education through the lens of 'inclusivity', *Social Science & Medicine*, 117759. 2025.

²⁹ DETOCHENKO L. S. Modern tendencies of ensuring inclusivity in the paradigm of higher education, *Sociologija*, 4, P. 149. 2022.

exclusion. They recommend that while implementing digital technologies, one should search for possible barriers that can affect people with neurodivergent conditions to prevent neuroexclusion caused by ignoring their special needs that are not always noticeable – for instance, difficulties may occur while working with digital platforms due to difficult-to-perceive design and interface.³⁰ In their analysis of development strategies for world-class universities, Volosinkova L. M., Zagvyazinsky E. A., and co-authors conclude that inclusion is perceived as a core value contributing to increased applicant numbers, professional personnel growth, and overall social justice — such a perspective extends beyond the inclusion of students with disabilities in academic settings, encompassing a broader social context that considers the diverse social environment; the authors also assert that certain Russian universities are prepared to adopt inclusive strategies in line with the global trend, aimed at mitigating social inequality.³¹

At the same time, Kantor V. Z. and Proekt Yu. L. also observes that the academic staff of Russian universities is not well-prepared to implement the elements of an inclusive academic process outside of the academic environment.³² However, the support of academics is crucial in promoting student education and fostering connections within the academic community.³³ Researchers also observe similar problems in other countries, although the reasons behind them differ. In general, academics often lack training and instructional practices and have limited experience working with special needs students.³⁴ However, several other factors hinder the implementation of inclusion. In India, where vulnerable groups of the population include residents of remote areas and nationals below the poverty line, UNESCO identifies bias among teachers towards such students as one of the key challenges.³⁵ In South Africa, where children were previously divided into “normal” and “deviant” categories, with those having special needs being taught separately during the apartheid era, inclusive strategies also face

³⁰ HUTSON J., & HUTSON P. Digital inclusion for people with autism spectrum disorders: Review of the current legal models and doctrinal concepts, *Journal of Digital Technologies and Law*, 1(4), P. 861. 2023; GROMOVA, E., FERREIRA, D. B. On the Way to BRICS+Digital Sovereignty: Opportunities and Challenges of a New Era, *BRICS Law Journal*, 11, 3, P. 54-69, 2024. DOI 10.21684/2412-2343-2024-11-3-54-69.

³¹ VOLOSNIKOVA L. M., ZAGVYAZINSKIY V. I. The convergence of the concepts of academic and inclusive excellence at research universities. *The Education and science journal*, 23(4), pp. 67-69. 2021.

³² KANTOR V. Z. & PROEKT, Y. L. Inclusive educational process at the university: Theoretical and experimental model of teachers' psychological readiness, *The Education and science journal*, 23(3), pp. 159-160. 2021.

³³ CELIČK, S., & OZENC-IRA, G. BEING outside the circle vs. squaring the circle: Perceptions of Syrian refugee students and academics on inclusive campus climate, *International Journal of Intercultural Relations*, 102, 102021. 2024.

³⁴ MORIÑA A., PERERA V. H. Training needs of academics on inclusive education and disability, *SAGE open*, 10(3), 2158244020962758. 2020.

³⁵ See INCLUSIVE EDUCATION IN INDIA at <https://unesdoc.unesco.org/ark:/48223/pf0000373670> Access: 10.11.2024.

challenges. Yet, South African researchers observe ongoing progress in this area, mainly through the collaborative work of educational institutions, non-governmental organizations, local communities, and parents.³⁶ In Brazil, while recognizing the unique role of universities in the development of new social concepts for the creation of a barrier-free environment, which involves more than just accepting students with disabilities into higher education, researchers identify another challenge — the untimely identification of the student’s special needs that slowly occur during the learning process, after he or she has already been marginalized.³⁷ In Belarus, where problems of inclusive education hold a special place in the state policy, researchers suggest that successful changes depend not only on the new professional thinking of education system managers, but also on teachers and parents.³⁸ Inclusion is one of the key stages of education development in China by 2035, with core values encompassing comprehensive development, lifelong learning, and education for all.³⁹ Nevertheless, contrary to the global trend, China views the development of inclusive education primarily through the expansion of special educational institutions, which is part of protecting the interests of students with disabilities because this approach reflects China’s cultural, geographical, and economic specifics.⁴⁰ The socio-cultural aspect also impacts the effectiveness of implementing inclusion in other Asian countries, such as Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan.⁴¹

3 Alternative Dispute Resolution and Inclusive Campus Environment

A university campus is a complex ecosystem where various groups of people with different needs and expectations coexist. Consequently, creating a genuinely inclusive environment within such a system is a challenging task requiring a multifaceted approach. In this context, ADR methods, such as mediation,

³⁶ WALTON E. & ENGELBRECHT, P. Inclusive education in South Africa: Path dependencies and emergences, *International Journal of Inclusive Education*, 28(10), pp. 2142-2150. 2024.

³⁷ SILVA, F. G. da. Educational inclusion in Brazil: a challenge for higher education, *European Journal of Multidisciplinary Studies*, 3(1), pp.18-19. 2018.

³⁸ SMANTSER A. & IGNATOVITCH, E. Future teacher training for work in inclusive educational environment: experimental study results, *Procedia-Social and Behavioral Sciences*, 214, P. 423. 2015.

³⁹ QU X. Making sense of policy development of inclusive education for children with disabilities in China, *International Journal of Chinese Education*, 13(1), 2212585X241234332. 2024.

⁴⁰ QU X. Making sense of policy development of inclusive education for children with disabilities in China, *International Journal of Chinese Education*, 13(1), 2212585X241234332. 2024.

⁴¹ PRISIAZHNIUK D., MAKOELLE T. M., & ZANGIEVA I. Teachers’ attitudes towards inclusive education of children with special educational needs and disabilities in central Asia. *Children and Youth Services Review*, 160, 107535. 2024.

arbitration, and informal negotiations, serve as a means of conflict resolution and a vital tool for fostering an inclusive culture.⁴²

At first glance, the connection between ADR and inclusion may appear unclear, but it becomes evident that the two concepts are closely linked upon closer inspection. Inclusion is founded on establishing conditions in which each university community member feels respected, protected, and enjoys equal opportunities. ADR, in turn, emphasizes consensus and mutual understanding, enabling parties to a conflict to find a solution that suits each of them without external assistance. This allows us to combine two key aspects: 1) ensuring inclusiveness as a fundamental principle of the rule of law in the academic sphere; 2) utilizing ADR methods as an effective tool for preventing and resolving conflicts within a university community.

We believe that using ADR in the academic environment has several undeniable advantages in terms of inclusion. Notably, accessibility stands out as a key benefit – ADR is often less formal and easier to access than traditional court proceedings, which is particularly critical for individuals with special needs who may experience difficulties adjusting psychologically to formal proceedings. Another advantage is the flexibility of ADR proceedings, which allows them to be tailored to specific circumstances and the needs of parties involved in a conflict. This enables consideration of the individual needs of diverse groups and creates a more convenient environment for dispute resolution. ADR aims to preserve the parties' relationship to a conflict, which is particularly important in the academic environment where cooperation and mutual understanding should prevail. We consider this the third advantage of such a tool. In other words, the use of ADR facilitates the development of trust between parties in conflict and between them and university institutions, ultimately contributing to creating an inclusive and trusting environment.

However, despite the advantages of ADR, its implementation in universities is hindered by several challenges. These include a lack of awareness among university community members about the capabilities of such tools, a shortage of skilled professionals –qualified mediators and arbitrators– and potential cultural barriers, where formal judicial proceedings are the traditional norm in some cultures.

All in all, ADR is a valuable tool for fostering an inclusive university campus environment. Yet, its effectiveness relies on increasing awareness, educating professionals, and tailoring ADR proceedings to accommodate the unique

⁴² FERREIRA, D. B., GROMOVA E. A., TITOVA E. V. The Principle of a Trial Within a Reasonable Time and JustTech: Benefits and Risks, *Human Rights Review*, 25, 1. P. 47-56, 2024; FERREIRA, D. B., SEVERO, L. Multiparty Mediation as Solution for Urban Conflicts: A Case Analysis from Brazil, *BRICS Law Journal*, 8(3), 5-29, 2021.

characteristics of the academic environment. Only then can ADR realise its full potential and contribute to creating a more equitable and harmonious university community.

4 Conclusion

To accomplish the objectives outlined in the federal projects and regional strategies, it is essential to expand the definition of this term by incorporating new categories of vulnerable students, as recommended by UNESCO for Russia, such as children of disabled veterans and orphans etc. We propose taking into account the UNESCO research conducted in 2020. Nevertheless, the global geopolitical landscape has undergone significant changes since then, and new categories of students with special needs have come to the forefront, including those involved in the special military operation in Ukraine and their children, residents of the newly formed regions of the Russian Federation, forcibly displaced individuals, refugees, and foreign students. The development of special measures and tools plays a key role in ensuring the diversity and participation of all students in the academic process by helping them with their functional, educational, and socio-psychological adaptation. Pilot projects providing psychological assistance to refugees and displaced students have been introduced at universities since 2022. Many of such students have faced traumatic and stressful events, resulting in a range of consequences, including sleep disorders, anxiety disorders, and post-traumatic stress disorder.⁴³ On an inter-university campus, such units can become permanent, and students and staff will receive support, among other cases, when experiencing difficulties in implementing inclusive strategies. We also advocate for the development of special programs on campus as a socio-cultural place for mutual adaptation with refugees, international students with different cultural backgrounds, and indigenous students. We also recommend paying close attention to preventive measures to promptly identify and remove potential obstacles. Staff training is equally crucial in this context as creating a conducive environment for students to develop their soft skills, taking into account their needs, which will enable them to integrate successfully into Russian society and professional communities. Inter-university campi, as unique spaces where individuals from diverse national and ethnic origins, religions, political views, and health conditions come together and interact, should serve as platforms for a cultural dialogue grounded in the principles of mutual support and respect. Their

⁴³ GREBENJUK I. JU. Support of social and emotional state of refugee students, *Innovacionnaja nauka*, 2 (2), pp. 94-95. 2023.

digitalization should also be part of the barrier removal, facilitating interactions between staff and students, which can be extended beyond the academic process to include e-sports tournaments, conferences, and other forms of interaction in the metaverse and internal social networks. However, implementing international inclusive norms in the Russian academic environment and beyond should be done considering the country's traditional values and national interests.

A função da Resolução Alternativa de Disputas no desenvolvimento de um ambiente acadêmico inclusivo em um *campus* interuniversitário

Resumo: As autoras deste artigo investigam as especificidades da implementação do direito humano à educação para todos no âmbito do ensino superior. Elas utilizam diversos métodos, incluindo análise jurídica comparada, análise qualitativa de dados, estudo de caso, indução e dedução, para avaliar a necessidade de ampliar a interpretação da inclusão nos projetos nacionais russos, a fim de aumentar a atratividade do ensino superior por meio de *campi* universitários de nível internacional. Com base em suas descobertas, os pesquisadores identificam novas categorias de cidadãos vulneráveis e destacam a importância dos métodos de resolução alternativa de disputas (ADR) para garantir a implementação da inclusão no ambiente acadêmico de um *campus* interuniversitário. Por fim, concluem que seus resultados permitem combinar dois aspectos-chave: garantir a inclusão como princípio fundamental do Estado de Direito na esfera acadêmica e utilizar métodos de ADR como uma ferramenta eficaz para prevenir e resolver conflitos dentro da comunidade universitária.

Palavras-chave: Direito constitucional. Direito à educação. Educação inclusiva. Ensino superior inclusivo. Direito internacional. Direitos humanos. Educação para todos. Resolução alternativa de disputas. Mediação. Arbitragem. Negociações informais.

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