

সচিবের দপ্তর মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ শিক্ষা মন্ত্রণালয়	
ডায়েরী নং:	তারিখ:
<input type="checkbox"/> অতি: সচিব (ব: ও অর্থ)	<input type="checkbox"/> অতি: সচিব (জ্ঞান)
<input checked="" type="checkbox"/> অতি: সচিব (বিশ্ববিদ্যালয়)	<input type="checkbox"/> অতি: সচিব (সরকারি মাধ্যমিক)
<input type="checkbox"/> অতি: সচিব (কলেজ)	<input type="checkbox"/> অতি: সচিব (সেপারেট মাধ্যমিক)
<input type="checkbox"/> অতি: সচিব (অডিট ও আইন)	<input type="checkbox"/> অতি: সচিব (পরিচালনা)
সচিব	

Government of the People's Republic of Bangladesh
Ministry of Foreign Affairs
East Europe & CIS Wing
www.mofa.gov.bd

No.: 19.00.0000.484.52.301.24/137

08 March 2026

Sub.: Forwarding of the Moscow Declaration on 'Current Issues of Inclusive Education in the World: Context, Policy and Practice' held on 12 December 2025 in Moscow, Russian Federation

The undersigned is directed to forward herewith a self-explanatory Note Verbale No. 128, dated 04 March 2026, received from the Embassy of the Russian Federation in Dhaka, enclosing the Moscow Declaration on Inclusive Education, which was adopted at the high-level international conference under the patronage of UNESCO on 'Current Issues of Inclusive Education in the World: Context, Policy and Practice' held on 12 December 2025 in Moscow, Russian Federation.

02. This is for kind information and necessary actions, as deemed appropriate.

Encl.: As stated, (07 pages).

Sayed Sumaiya Tarannum

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Distribution (not according to seniority):

- ✓ 1. Secretary, Secondary and Higher Education Division, Ministry of Education, Bangladesh Secretariat, Dhaka-1000.
2. Secretary, Ministry of Primary and Mass Education, Bangladesh Secretariat, Dhaka-1000

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যুগ্মসচিব (বিশ্ববিদ্যালয়-২ অধিশাখা) এর দপ্তর মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ	
ডায়েরী নং- ২৯৬	তারিখ: ০৩/০৩/২৬
১ উপ/সি.স. সচিব	সাধারণ বিশ্ববিদ্যালয়
১ উপ/সি.স. সচিব	বিজ্ঞান ও প্রযুক্তি বিভাগ
১ উপ/সি.স. সচিব	কৃষি ও প্রাণিসম্পদ বিভাগ
সচিব যুগ্মসচিব (বিশ্ববিদ্যালয়-২ অধিশাখা)	

1. present in the circular file
2. Distribute to UGC universities

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আভিভূক্ত সচিব (বিশ্ব) এর দপ্তর মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ	
ডায়েরী নং.....	তারিখ:.....
১. যুগ্মসচিব (বিঃ- ১)	
২. যুগ্মসচিব (বিঃ- ২)	
৩. উপ/সি.স.স/সস (সর. সার্ভা. বিঃ)	
৪. উপ/সি.স.স/সস (বি. ও প্রযুক্তি বিঃ)	
৫. উপ/সি.স.স/সস (কৃষি ও প্রাণিসম্পদ বিঃ)	
৬. উপ/সি.স.স/সস (কৃষি ও প্রাণিসম্পদ বিঃ)	
অতি: সচিব (বিঃ-)	

No 128

Enclosure:
as stated,
on 6 pp.

The Embassy of the Russian Federation in the People's Republic of Bangladesh presents its compliments to the Ministry of Foreign Affairs of the People's Republic of Bangladesh and, with reference to the high-level international conference under the patronage of UNESCO "Current issues of inclusive education in the world: context, policy and practice" held in Moscow on December 12, 2025, has the honour to enclose herewith the Moscow Declaration adopted at the above mentioned event.

The esteemed Ministry is kindly requested to forward the Declaration to the Ministry of Education for further sharing with higher education institutions and experts in the field.

The Embassy of the Russian Federation in the People's Republic of Bangladesh avails itself of this opportunity to renew to the Ministry of Foreign Affairs of the People's Republic of Bangladesh the assurances of its highest consideration.

March 4, 2026

**MINISTRY OF FOREIGN AFFAIRS
OF THE PEOPLE'S REPUBLIC OF
BANGLADESH
(East Europe & CIS Wing)**

Copy: H.E. Dr A N M Ehsanul Hoque Milon,
Hon'ble Minister,
Ministry of Education,
Ministry of Primary and Mass Education
of the People's Republic of Bangladesh

Dhaka



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MOSCOW DECLARATION
The high-level international conference
under the patronage of UNESCO

«Current issues of inclusive education in the world: context, policy and practice»

Moscow, Patrice Lumumba Peoples' Friendship University of Russia

December 12, 2025

I. Foundations for the Development of Inclusive Education at the Present Stage

1.1. We, the representatives of UNESCO Member States, national bodies involved in the field of education, international organizations and structures, higher education institutions, responsible secretaries of national commissions for UNESCO, experts in the field of education including UNESCO Chairs, and youth representatives – participants of the high-level international conference under the patronage of UNESCO «Current Issues of Inclusive Education in the World: Context, Policy and Practice» (Moscow, December 10–13, 2025),

1.2. Expressing solidarity with the ideas contained in the following documents: the UN Convention against Discrimination in Education (1960), the UN Convention on the Rights of the Child (1989), the World Declaration on Education for All (1990), the Salamanca Statement and Framework for Action (1994), the Dakar Framework for Action – Education for All (2000), the Convention on the Rights of Persons with Disabilities (2006), the Incheon Declaration (2015), as well as the 2030 Agenda for Sustainable Development (Goal 4 – “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”), UNESCO Disability Inclusion Strategy (2025),

Understanding inclusion as a broad process of special attention and responsive action to the diverse needs of all learners, aimed at ensuring equity and equal participation of all learners,

● Noting the relevance of advancing inclusive education practices around the world with the involvement of persons with special educational needs, based on mutual understanding, shared interests, and the development of cooperation,

1.3. Believe that international cooperation at intergovernmental and expert levels aimed at the full inclusion of individuals with special needs in the educational process will contribute to social justice, the achievement of SDG 4 – Education 2030 objectives, and will become an important component in shaping the post-2030 agenda.

We share the understanding of inclusive education as comprehensive, equitable, high-quality, and accessible education for individuals with special educational needs, including:

- persons with disabilities and health limitations,
- residents of remote areas,
- gifted individuals,
- representatives of “indigenous peoples” and ethnic minorities,
- persons with migration backgrounds and migrants,
- international students,
- persons from low-income families and socially vulnerable groups, including those with orphanhood experience, those without a fixed place of residence, etc.,
- persons with illnesses affecting the quality and duration of life, including cancer, HIV, AIDS, etc.,
- persons affected by armed conflicts.

1.4. We agree that the core principles of inclusive education are:

- **Equality of opportunity** – everyone has the right to education and equal access to it regardless of language, nationality, origin, social status, or developmental characteristics;
- **Individualized approach** – adaptation of educational products to the needs of each learner;

- • **Creation of special conditions** – accumulation of the necessary resources, including human, technical, financial and others, to organize the educational process and meet special educational needs;
- **Dissemination of positive communication practices with persons with special educational needs** – establishing repositories of best practices, methods, and examples of interaction with such learners within the educational process;
- **Raising awareness about persons with special educational needs and the challenges of their social integration** – informing the public and professional communities about the needs, capabilities, and barriers faced by such persons to foster a tolerant and inclusive environment.

II. Contemporary Problems and Challenges in the Field of Inclusive Education

2.1. We proceed from the understanding that one of the main tasks of the modern education system is to create equal conditions for the development of each learner's potential, to ensure opportunities for all students, and to form an inclusive environment that takes into account their individual characteristics.

2.2. We note that the quality of inclusive education largely depends on the effectiveness of efforts to eliminate educational inequality and overcome educational marginalization, to organize a sociocultural environment for learners with special educational needs, as well as on institutional and financial support for this area within education.

2.3. We emphasize that the sphere of inclusive education faces challenges requiring a comprehensive approach and the development of strategies to address them, including:

- a shortage of qualified teachers with competencies in the social integration of different categories of learners in an inclusive environment;
- insufficiently adapted infrastructure, hindering the educational process for persons with special educational needs;

- erosion of traditional values due to the negative impact of mass culture and the internet;
- inequality of access to education between boys and girls, men and women;
- unequal access to technology among learners and the presence of a “digital divide,” which may lead to the exclusion of certain groups from modern educational processes;
- a lack of social adaptation practices and insufficient adaptation of educational materials to the individual characteristics of learners;
- absence of stable international cooperation in the development of inclusive education.

2.4. We acknowledge the existence of certain challenges in forming a consensus-based understanding of inclusive education at the international level, such as:

- differences in approaches to defining inclusion and inclusive education, as well as categories of learners with special educational needs;
- underdeveloped methodological foundations of inclusive education, including ambiguous interpretations of the inclusion process, its content, and effectiveness within education systems;
- the need for the exchange of scientific and practical experience in developing inclusive education systems;
- the need to create, including with UNESCO’s support, a unified information resource / database for sharing effective practices in teaching persons with special educational needs;
- the need for reliable and sustainable funding of inclusive education programs, including support for infrastructure, technologies, and human resources.

III. Call for Action

3.1. In order to implement the decisions of the Conference and achieve positive outcomes based on the discussions held, we call for the following actions:

- Promote policy coherence and complementarity in the fields of special and inclusive education through structured initial and continuing teacher education and professional development, enabling all teachers to acquire the competencies needed to meet the educational needs of learners with special educational needs;
- to uphold the principle of involving learners with special educational needs and the organizations representing their interests in the development of decisions, programs, and standards of inclusive education;
- to ensure continuity in the development of inclusion across different levels of education;
- to continue implementing measures to ensure equal access for boys and girls, men and women, to quality education by removing any barriers preventing such access;
- to advance international cooperation, academic mobility, and the exchange of experience and research results in the field of inclusive education, in accordance with the 1994 Salamanca Statement;
- to promote the organization and provision of training on inclusive education and upbringing practices, taking into account global experience, particularly on platforms of international organizations;
- to encourage the dissemination of best practices in inclusive education through the involvement of national and international non-governmental organizations;
- to explore the possibility of organizing, on international platforms including UNESCO, analytical sessions on inclusive education by countries and/or regions, including presentations of national experience in admitting foreign citizens with special educational needs to universities;
- to ensure regular national-level monitoring of the needs of educational organizations regarding support for learners with special educational needs;

- to support universities' efforts to create an effective scientific and educational environment for persons with special educational needs;
- to strengthen cooperation among educational institutions in the implementation of inclusive practices in line with the concept of education for all;
- to unite the efforts of various organizations and specialists in organizing and providing education and upbringing for learners with special educational needs within a framework of broad social inclusion;
- to consolidate resources for forming an expert community in the field of training professionals to work with learners with special educational needs;
- to create conditions for education in native and national languages, as well as support bilingual and multilingual programs;
- to promote support for the mental well-being of learners and educators, including programs for preventing emotional burnout;
- to promote equal access for students with special educational needs to digital technologies, including artificial intelligence;
- to intensify scientific research aimed at developing models, approaches, and systems of inclusive education that take into account contextual and cultural learning conditions in different countries;
- to create and maintain a database of best inclusive practices, successful cases, and methodological solutions accessible to the international professional community;
- to support the creation of international grant programs for the development of inclusive education, including experience exchange and pilot programs.

We express our gratitude to the Patrice Lumumba Peoples' Friendship University of Russia, the Ministry of Science and Higher Education of the Russian Federation, and the Commission of the Russian Federation for UNESCO for organizing and hosting the Conference.