

বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন  
চেয়ারম্যানের দফতর

সচিব.....  
পরিচালক (আই ও বাসেট).....  
পরিচালক (আইজিএ).....  
পরিচালক (পিইউএম).....  
পরিচালক (বেবিএম).....

সচিব  
২৬/৪/২৬

মন্ত্রীর কার্যালয়  
শিক্ষা মন্ত্রণালয়  
মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ  
শান্তি ও প্রকৌশল বিশ্ববিদ্যালয় শাখা  
www.shed.gov.bd

০২ বৈশাখ ১৪৩৩  
১৫ এপ্রিল ২০২৬

AD-2

স্মারক নং: ৩৭.০০.০০০০.০৮০.৯৯.০০১.২৫-৭১

তারিখ: ০২ বৈশাখ ১৪৩৩  
১৫ এপ্রিল ২০২৬

**বিষয় :** বৃত্তি সংক্রান্ত তথ্যাবলি ওয়েবসাইটে প্রকাশ।

**সূত্র :** ০১. DAC/EDU/17/1/2026-240; High Commission of India, Dhaka; Date: 11 March 2026;  
০২. 19.00.0000.484.52.301.24-137; East-Europe & CIS Wing, Ministry of Foreign Affairs; Date: 08 March 2026;  
০৩. 19.00.0000.484.57.301.24-105; East-Europe & CIS Wing, Ministry of Foreign Affairs; Date: 19 February 2026;

উপর্যুক্ত বিষয়ের পরিপ্রেক্ষিতে সূত্রসমূহে উল্লিখিত বৃত্তির তথ্যাবলি বহল প্রচারের জন্য নির্দেশক্রমে অনুরোধ করা হলো।

সংযুক্তি: বর্ণনা মোতাবেক

২৬.০৪.২০২৬  
(এ.এস.এম. কাসেম)  
উপসচিব

ফোন: ০২৫৫১০১০৩২

ইমেইল: ds\_stp@mocdu.gov.bd

**বিতরণ:**

০১. সচিব, কারিগরি ও মাদ্রাসা শিক্ষা বিভাগ
০২. চেয়ারম্যান, বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন (ইউজিসি)
০৩. মহাপরিচালক, মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তর (মাউশি)

স্মারক নং: ৩৭.০০.০০০০.০৮০.৯৯.০০১.২৫-৭১ (২/৫)

তারিখ: ০২ বৈশাখ ১৪৩৩  
১৫ এপ্রিল ২০২৬

**সদয় অবগতি/ অবগতি ও প্রয়োজনীয় ব্যবস্থা গ্রহণের জন্য অনুলিপি প্রেরণ করা হলো:**

১. অতিরিক্ত সচিব (বিশ্ববিদ্যালয়), মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ, শিক্ষা মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা।
২. মন্ত্রীর একান্ত সচিব, শিক্ষা মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা।
৩. সচিবের একান্ত সচিব, মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ, শিক্ষা মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা।
৪. সিস্টেম এনালিস্ট, মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ, শিক্ষা মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা (বৃত্তি সংক্রান্ত তথ্যাবলি ওয়েবসাইটে প্রকাশের অনুরোধসহ)।
৫. অফিস কপি।

২৬.০৪.২০২৬  
(এ.এস.এম. কাসেম)  
উপসচিব

list

সচিবের দপ্তর মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ শিক্ষা মন্ত্রণালয়	
স্বাক্ষরিত মা:	তারিখ:
☐ অতি: মতি (স: ০ মত)	☐ অতি: মতি (উন্নয়ন)
☐ অতি: মতি (বি-বিদ্যালয়)	☐ অতি: মতি (সরকারি মাধ্যমিক)
☐ অতি: মতি (কলেজ)	☐ অতি: মতি (সেমান্তরিত মাধ্যমিক)
☐ অতি: মতি (সিটি ও বাইল)	☐ অতি: মতি (পরিশ্রম)



भारत का उच्चायोग, ढाका  
High Commission of India  
Dhaka

ভারতীয় হাই কমিশন, ঢাকা

No. DAC/EDU/17/1/2026-(240)

Date: 11.03.2026

The High Commission of India, Dhaka presents its compliments to the Ministry of Foreign Affairs, Government of the People's Republic of Bangladesh and has the honour to convey that, as in the past, Government of India has announced Indian Council for Cultural Relations (ICCR) scholarship for the Academic Year 2026-27.

2. The High Commission of India, Dhaka has the further honour to inform the esteemed Ministry that the Government Of India under the ICCR Suborno Jayanti Scholarship (SJS) Scheme, launched during the visit of Honorable Prime Minister of India Shri Narendra Modi in 2021, offers 500 (fully funded) scholarships for meritorious Bangladeshi students in various fields including engineering, management, science, commerce and fine arts in some of the premier institutes in India. The scholarship scheme is open to Bangladeshi nationals of 18-35 years of age for pursuing Undergraduate (UG), Postgraduate (PG) and Doctor of Philosophy (PhD) courses (age limit is 40 years).

3. Further, 100 global seats are available under Lata Mangeshkar Dance & Music Scholarship Scheme (also fully funded), to pursue UG/PG/PhD courses in various cultural disciplines including dance, music and Yoga. These are over and above the 500 slots allocated for Bangladesh under Suborno Jayanti Scholarship Scheme.

4. Desirous candidates may apply for the above scholarships schemes by logging in and registering themselves through <https://www.a2ascholarships.iccr.gov.in> (the portal has opened on 27.02.2026), wherein detailed guidelines and instructions are available for applying. The last date for submission of application is **15.04.2026**.

5. For further details, applicants may contact Education Wing, High Commission of India, Plot No. 1-3 Park Road, Baridhara, Dhaka 1212, Phone: 55067301-308, (Extension: 1096), e-mails: [edu1.dhaka@mea.gov.in](mailto:edu1.dhaka@mea.gov.in), [edu.dhaka@mea.gov.in](mailto:edu.dhaka@mea.gov.in).

6. The High Commission of India, Dhaka avails itself of this opportunity to renew to the Ministry of Foreign Affairs, Government of the People's Republic of Bangladesh, the assurances of its highest consideration please.

বুলাপতি (বিদ্যালয়-২ অধিকা) এর দপ্তর মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ	
ডায়েরী নং- 268	তারিখ- 29/03/24
উপস্থিত কর্মকর্তার নাম- [Blank]	স্বাক্ষর- [Blank]
পদবী- [Blank]	বিভাগ- [Blank]
স্বাক্ষরিত মা- [Blank]	তারিখ- [Blank]

Dhaka, March 11, 2026

Ministry of Foreign Affairs  
Government of the People's Republic of Bangladesh  
[Kind Attn: Director General (South Asia)]

- Copy to:
- Secretary,  
Secondary and Higher Education Division  
Ministry of Education  
Government of the People's Republic of Bangladesh
  - Secretary,  
Ministry of Cultural Affairs  
Government of the People's Republic of Bangladesh
  - Chairman,  
University Grants Commission of Bangladesh  
Government of the People's Republic of Bangladesh

Handwritten signatures and stamps, including a circular official stamp and a date stamp '29/03/24'.

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সচিবের দপ্তর আঞ্চলিক ও উচ্চ শিক্ষা বিভাগ শিক্ষা সচিবালয়	
স্মারক নং:	তারিখ:
<input checked="" type="checkbox"/> অতি সচিব (সচিব)	<input checked="" type="checkbox"/> অতি সচিব (সিআই)
<input checked="" type="checkbox"/> অতি সচিব (প্রশাসনিক)	<input checked="" type="checkbox"/> অতি সচিব (স্বাস্থ্যকর্মী/আর্থিক)
<input checked="" type="checkbox"/> অতি সচিব (কম্পিউটার)	<input checked="" type="checkbox"/> অতি সচিব (সংস্কৃতিক/সাংস্কৃতিক)
<input checked="" type="checkbox"/> অতি সচিব (অফিস ও আইন)	<input checked="" type="checkbox"/> অতি সচিব (গোষ্ঠী/সংস্কৃতি)
সচিব	

**Government of the People's Republic of Bangladesh**  
**Ministry of Foreign Affairs**  
**East Europe & CIS Wing**  
[www.mofa.gov.bd](http://www.mofa.gov.bd)

No.: 19.00.0000.484.57.301.24 / 105

19 February 2026

**Sub.: Request for Scholarly papers for '13th International Bediüzzaman Symposium' to be held on 4-6 October 2026, in Istanbul, Türkiye**

**Ref.: Embassy of Bangladesh, Ankara letter's no.19.01.9001.200.03.030.23-45, dated 17 February 2026**

The undersigned is directed to forward herewith a self-explanatory letter received from Chairman of the Istanbul Foundation for Knowledge and Culture, regarding the '13th International Bediüzzaman Symposium' which is scheduled to be held on 4-6 October 2026 at the Atatürk Cultural Center, Istanbul, Türkiye, under the theme 'Qur'anic Solutions to Global Crises.'

02. In this regard, the Chairman has requested to encourage relevant universities and academic institutions in Bangladesh to participate through scholarly papers and to support the academic advisory and promotional process.

03. This is for kind information and necessary action as deemed appropriate.

Encl.: As stated (02 pages)



(Sayeda Sumaiya Tarannum)  
Assistant Secretary (East Europe & CIS)  
Phone: 02223351663  
Email: aseencis@mofa.gov.bd

**Distribution (not according to seniority):**

1. Secretary, Secondary and Higher Education Division, Ministry of Education, Bangladesh Secretariat, Dhaka-1000;
2. Secretary, Ministry of Religious Affairs, Bangladesh Secretariat, Dhaka-1000.

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সচিব (বিদ্যালয়-২ অধিদপ্তর) এর দপ্তর আঞ্চলিক ও উচ্চ শিক্ষা বিভাগ	
স্মারক নং: 206	তারিখ: 03/03/26
1. উপসচিব (সচিব)	সচিব (বিদ্যালয়)
2. উপসচিব (সচিব)	সচিব (সংস্কৃতি)
3. উপসচিব (সচিব)	সচিব (সংস্কৃতি)
সচিব (বিদ্যালয়-২ অধিদপ্তর)	

AO  
08/03/26      OS  
06/03/26

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২৫/২/২৬

-200-

Fax Message / E-mail

To : Ministry of Foreign Affairs, Dhaka  
From : Embassy of Bangladesh, Ankara  
No. : 19.01.9001.200.03.030.23/45  
Date : 17 February 2026  
**Subject: Request for scholarly papers for 13<sup>th</sup> International Bediuzzaman Symposium in Istanbul**


Director (EE&CIS) from First Secretary

With reference to the subject, the Mission is forwarding a self-explanatory letter from the Chairman of the Istanbul Foundation for Knowledge and Culture. According to the letter, the 13th International Bediuzzaman Symposium will be held on 4-5-6 October 2026 in Istanbul under the theme "Qur'anic Solutions to Global Crises." In view of this, the Chairman requested support from Bangladesh by encouraging our universities and academic institutions to contribute to the symposium through scholarly papers and to support the academic advisory and promotional processes.

02. This is for the Ministry's kind information and for any necessary action it deems appropriate.

Elclosure: as stated

*With Kind Regards,*

  
17.02.26  
(Md. Shafiq Uddin)  
First Secretary



**Istanbul  
İlim ve Kültür  
Vakfı**

ISTANBUL FOUNDATION FOR KNOWLEDGE AND CULTURE  
مؤسسة اسطنبول للثقافة والعلوم

HOC  
11/2/26

26/01/2026

**Embassy of the Republic of Türkiye to the People's Republic of Banglades  
H.E. Amanul Haq**

**Subject: 13th International Bediüzzaman Symposium**

Your Excellency,

The Istanbul Foundation for Knowledge and Culture, in cooperation with numerous international institutions and universities, has long been sustaining a distinguished global tradition by organizing national and international Bediüzzaman symposiums. As the latest continuation of this tradition, the **13th International Bediüzzaman Symposium** will be held on **4-5-6 October 2026** at the **Atatürk Cultural Center (AKM), Taksim, Istanbul**, under the theme **"Qur'anic Solutions to Global Crises."**

The Symposium is expected to welcome a wide audience and an esteemed gathering of approximately two hundred participants from nearly forty countries across all continents, including academics, scholars, madrasa scholars, influencers, members of the media, opinion leaders, and representatives of civil society organizations. Furthermore, prominent institutions and organizations of Türkiye have also been invited, including:

- Representatives of the Presidency of the Republic of Türkiye and the Presidency of Religious Affairs (Diyanet),
- Islamic scholarly unions and their members, as well as representatives of public institutions, religious communities, and civil society organizations,
- Academics from public and foundation universities, both national and international,
- Representatives of national and international educational institutions.

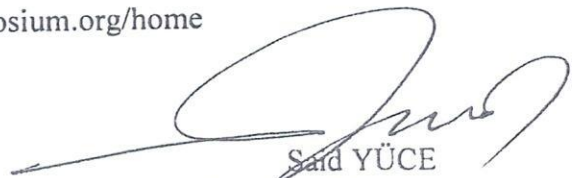
In this regard, and should Your Excellency deem it appropriate, we would sincerely appreciate the support of our friendly and brotherly country, Bangladesh by encouraging universities and academic institutions operating in your country to contribute to the Symposium through scholarly papers, to support the academic advisory and promotional processes, and to lend their valuable moral support to this distinguished scientific gathering.

On this occasion, we would be deeply honored to welcome Your Excellency among us at the opening ceremony of the Symposium.

Please accept, Your Excellency, the assurances of our highest consideration.

Contact: [symposium@ikv.org](mailto:symposium@ikv.org) <https://bediuzzamansymposium.org/home>

Respectfully,

  
Said YÜCE  
Chairman of the Board of Trustees  
Istanbul Foundation for Knowledge and Culture



700/Amul/21

সচিবের দপ্তর মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ শিক্ষা মন্ত্রণালয়	
তারিখ: ০৪/০৩/২৬	অর্থিক:
অতি: নটিন (সংস্কৃত)	অতি: নটিন (উপস্বাক্ষর)
অতি: নটিন (নির্বাহন)	অতি: নটিন (স্বাক্ষর)
অতি: নটিন (স্বাক্ষর)	অতি: নটিন (স্বাক্ষর)
অতি: নটিন (স্বাক্ষর)	অতি: নটিন (স্বাক্ষর)

Government of the People's Republic of Bangladesh  
Ministry of Foreign Affairs  
East Europe & CIS Wing  
[www.mofa.gov.bd](http://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).



(Sayeda Sumaiya Tarannum)  
Assistant Secretary (East Europe & CIS)  
Phone: 02223351663  
Email: aseencis@mofa.gov.bd

**Distribution (not according to seniority):**

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

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২.৩.২০২৬

সচিবের দপ্তর মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ শিক্ষা মন্ত্রণালয়	
তারিখ: ০৪/০৩/২৬	অর্থিক:
অতি: নটিন (সংস্কৃত)	অতি: নটিন (উপস্বাক্ষর)
অতি: নটিন (নির্বাহন)	অতি: নটিন (স্বাক্ষর)
অতি: নটিন (স্বাক্ষর)	অতি: নটিন (স্বাক্ষর)
অতি: নটিন (স্বাক্ষর)	অতি: নটিন (স্বাক্ষর)

1. preserve in the Circular File
2. Distribute to UGC universities

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০৪/০৩/২৬

№ 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



# 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;

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- 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.

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