

Inclusive Education Project Checklist

Assessment

- Project must address the needs of all children and clearly highlight disadvantaged and vulnerable groups (those individuals or groups who, by virtue of, for example, their age, gender, ethnicity, religion, physical, mental or other disability, social, civic or health status, sexual orientation, gender identity, economic disadvantages or indigenous status, and/or dependence on unique natural resources), the disaggregated impact of projects on each group, and address how each group highlighted as disadvantaged or vulnerable will benefit from the project
- Project must include disaggregated data on disability, gender, and income and the number of children and youth from each disadvantaged and vulnerable group
- Project must include number of out-of-school children and youth and identify their unique barriers to enrollment and learning

Stakeholder Engagement

- Project must include meaningful consultations with those to be impacted by the project, including teachers' unions, civil society organizations working on education, and those representing disadvantaged and vulnerable groups

Project Design

- If project includes teacher training or support, it must include how to teach in diverse classrooms and support students with different learning needs and abilities
- If project includes production and disbursement of classroom materials and curriculum, all textbooks and other curriculum must be inclusive, representative of different groups' experiences, gender-sensitive, and available in accessible formats
- If project includes construction, all construction must use principles of universal design to ensure accessibility for all and must ensure all schools have clean water, hygiene, and sanitation facilities for girls and boys
- If a project includes a Results-Based Financing approach, data should be collected by independent third parties; and learning outcomes, if measured, must be disaggregated by gender and disability, and balanced with targeted results that measure equity
- If project includes funding for private schools for the provision of primary or secondary education, such schools are held to the same standards of non-discrimination as public schools, must not be for-profit; project must not fund the expansion of private schooling at the expense of investments in public schools; and should be part of a longer term strategy to improve public education provision
- If project invests in expanding opportunities for children with disabilities, it must prioritize doing so in inclusive settings and must not expand the footprint of segregated schools or segregated classrooms/units

Budget/Administration

- If project includes public administration support, equitable resources and school accreditation must be directed to/go through the Ministry of Education and all levels of education administration for supporting disadvantaged and vulnerable children and youth
- If school fees exist in the country and at the education level where the project is being designed, the project should identify ways to work with the government to remove school fees to ensure equity for all children and youth, and full access to universal, free, quality, inclusive education
- Project team should include at least one inclusive education expert
- Project should include capacity building component for all levels of government on inclusion and how to support the needs of all children