



Inclusive Development Partners (IDP)

Annual Report: 2023

Letter from IDP's Co-Founders

Dear friends and colleagues,

We are thrilled to present our Annual Report highlighting our achievements in 2023, a year marked by remarkable growth and impact for IDP. This report celebrates the significant accomplishments made by IDP's staff, expert consultants, and partners, including organizations of persons with disabilities (OPDs).

Within recent years, the commitment to including persons with disabilities in development and humanitarian aid has grown among donors and international non-governmental organizations (NGOs). However, as inclusion becomes more common and accepted, the need for inclusive practices grounded in the evidence base becomes even more critical to ensure that OPDs are meaningfully engaged and that the "do no harm" principle is fully adhered to. This includes screening practices that do not unintentionally expand the discrimination and segregation of learners with disabilities. IDP is working to highlight the need for improved practices in this area and serving as a leader in Universal Design for Assessment (UDA) in low-resource settings and inclusive monitoring and evaluation.

This year marks an exciting expansion into supporting education learners with disabilities in countries experiencing conflict and crisis with our Northern Nigeria and Burma programs while deepening our expertise in inclusive pedagogy, focusing on Universal Design for Learning (UDL).

Beyond disability inclusion, IDP's implementation efforts have broadened substantially to examine other forms of diversity and social inclusion in education, such as gender inclusion, engagement of ethnic and linguistic minorities, and support to internally displaced persons and refugees.

The dedication of our team, the collaborative spirit of our partners, and the unwavering support of our donors have allowed IDP to make significant strides in the field of inclusive education. We are truly grateful for your trust in our mission and your ongoing support.

In closing, we want to express our sincere appreciation to everyone who has contributed to IDP's growth and impact in 2023. We look forward to continuing this journey together, making education and international development more accessible and inclusive for all.

Thank you for your unwavering commitment to IDP's mission.

IDP Growth in 2023

2023 represents a year of tremendous growth for IDP: growth in our technical and geographic reach as well as growth in our internal systems and operations, allowing us to maintain the highest quality of financial and technical oversight.

IDP Growth by Numbers

66%

Increase in
Workforce



Staff increased from 8 to 11 staff in Headquarters and from 1 to 4 Foreign National Staff

27%

Increase in
Geographic
Reach



New countries include Honduras, Guatemala, Myanmar, Paraguay and Uganda

30%

Increase in Donor
Diversity



Diversified primes including International Institute for Education, (IIE) and FHI 360.

New Projects



IDP started 7 new projects in 2023 from various donors

USAID Prime



IDP is a Small Business Set Aside holder of the East Africa READ IDIQ

IDP Nepal



IDP is registering our first country field office in Nepal

IDP Program Highlights

In 2023, IDP expanded our geographic reach to support additional individuals worldwide. Working in new countries and deepening our programming in key countries such as Nepal and Liberia, IDP continues to improve the lives of children with disabilities and their families.



IDP continues to provide expert technical advice in basic education while expanding and deepening our technical support in new areas of education, including higher education, secondary education, and education in conflict and crisis. Highlights of IDP's technical work are listed below.

Research & Evaluation
Conflict & Crisis
Pre-Primary **Higher Ed**
Education
Basic Ed
System Strengthening **Secondary Ed**

Pre-Primary Education

Pre-primary education (PPE) provides the foundation for later academic learning, yet worldwide, learners with disabilities are often excluded from PPE opportunities. This lack of access has a ripple effect related to the education of learners with disabilities and has profound impacts on the employment of caregivers, especially mothers. The Disability-Inclusive Pre-Primary Landscape Review, funded by the Education Development Center (EDC), helped shed light on this issue by holding regional and global ideation events with 54 international participants and surveying more than 80 global non-governmental organization (NGO) representatives, persons with disabilities, and family members to obtain information on the existing PPE systems in their respective countries and gather promising practices. This information and a review of 129 academic and grey literature documents were compiled into two papers: the [Disability Inclusive Pre-Primary Education Landscape Review](#) and the [Disability Inclusive](#)

[Pre-Primary Education White Paper](#). IDP then continued this work with EDC on the Actional Recommendations for Disability-Inclusive Education project, which is developing an Inclusive Financing White Paper and actionable recommendations for this project. The results of additional stakeholder engagement on these topics will be compiled into a summary brief and shared with USAID.

IDP is also excited to conduct groundbreaking research on how access to inclusive childcare impacts the workforce participation of mothers of children with disabilities in Kenya, Tanzania, and Uganda. To begin this research, funded by the World Bank and entitled [Inclusive Childcare and Employment for Mothers of Children with Disabilities](#), IDP developed a comprehensive study plan with data collection tools and wrote a literature review document. This review encompassed analysis of more than 135 academic and grey literature, policies, laws, and labor statistics.

Basic Education

Basic education delivered in primary school is critical as it builds literacy and numeracy skills, creates pathways for greater economic growth, improves health outcomes, and engages democratic citizens.[1] IDP provides technical support to various early-grade literacy and numeracy programs. We have cemented our reputation as a global thought leader on Universal Design for Learning (UDL) in low-resourced settings (see box below). IDP continues our support to integrate inclusion throughout the Chemonics International-led Next Generation (NextGen) project in Malawi, with highlights including providing input on the new Inclusive Education Policy and holding various regional and national events to ensure that School Improvement Plans (SIPs) also include disability and diversity. IDP also serves as the lead technical advisor for the Bangladesh Shobai Miley Shikhi Activity (SMSA), managed by Research Triangle Institute (RTI) International. SMSA is USAID's largest inclusive education project to date. To support the various activities, such as materials development and trainings, IDP contracted a local IDP representative to provide continual support to the project.

IDP and Universal Design for Learning in Low-Resource Settings IDP is a recognized global leader in implementing UDL in low-resource settings. We have worked to implement UDL in all our programming, implementing UDL trainings in 14 countries since 2019. In 2023 alone, IDP conducted UDL trainings in Bangladesh, El Salvador, Guatemala, Honduras, Liberia, Malawi, Morocco, Nepal, Nigeria, and Paraguay. Trainings were tailored to different schooling levels, from pre-primary, primary, middle, and high school to higher education, pre-service teacher training, and nonformal education. IDP also responds to and focuses on the contexts of each location, including the intersectionality of UDL and SEL in trauma-informed pedagogy for crisis and conflict-affected settings. This involves using local materials and promoting student-centered instructional practices in large classes. UDL training also covers different subject matter areas, from early-grade literacy and numeracy to middle school science, foreign language studies, and adult education.



Secondary Education

Working in secondary education is a new technical area for IDP. After initial start-up, IDP began implementing the USAID-funded and FHI 360-managed Morocco Bridge to Middle School project. After completing a Gender Equity and Social Inclusion (GESI) analysis, which involved a review of 75 secondary data sources, 14 key informant interviews, and 8 focus group discussions with stakeholders such as parents, teachers, students, school directors, Ministry of Education representatives, and civil society, IDP began reviewing curricula and developing various training materials. IDP's Moroccan GESI Coordinator and senior inclusion consultant also delivered several workshops on inclusion, UDL, and UDA for all working group members and Bridge staff, reaching approximately 40 people. IDP is also excited to begin work with Plan International on the Nepal Equity and Inclusion in Education (EIE) project. The purpose of this project is to contribute to improved equitable education outcomes for marginalized youth in Grades 6–10. IDP has begun start-up activities including participating in co-design sessions with USAID and Nepalese

Higher Education

Barriers within the education system often limit access to higher education for marginalized groups, such as persons with disabilities, gender minorities, or those experiencing poverty. Once enrolled, these individuals often struggle to complete higher education due to a lack of support or resources aligned with their needs. IDP is working in Liberia and three countries in Latin America to help reduce these barriers and promote increased access to higher education. Transforming the Education System for Teachers and Students in Liberia (TESTS) entered its third year of operation, and IDP continues to provide technical support across all aspects of the teacher training program to ensure the inclusion of women and persons with disabilities. Highlights include the development of two new pre-service courses focused on gender and disability inclusion and a review of an additional 21 courses developed by Mississippi State University to integrate an inclusion lens throughout. Partnering with FHI 360, IDP supports Reaching Equitable Access, Retention, and Completion in Higher Education (REACH) in Latin America, completing GESI analyses for all three countries. For these reports, IDP reviewed more than 163 documents addressing marginalizing factors for women and girls; survivors of gender-based violence; persons with disabilities; indigenous populations; persons who identify as lesbian, gay, bisexual, transgender, queer, or intersex (LGBTQI+); individuals from lower-income communities and those experiencing poverty; persons in rural areas; and returned migrants. IDP also supports access to higher education in Burma (Myanmar) (see below).

Addressing the Needs of All Marginalized Groups Understanding the country's context, past interventions, and possible barriers to inclusion are essential cornerstones of any project and are particularly important to understand the barriers faced by various marginalized groups. IDP works to address all social groups that may be marginalized from access to international development and, in particular, helps shed light on the fact that individuals may experience stigma and discrimination based on various marginalizing factors (for example, women with disabilities may face intersectional barriers to inclusion based both on their gender and disability status). To help ensure that all individuals benefit from programs, IDP often participates in and develops GESI analyses and associated inclusion action plans. In 2023, IDP developed GESI analyses and inclusion plans for projects in Burma (Myanmar), El Salvador, Guatemala, Honduras, and Morocco. In previous years, IDP integrated disability into a GESI analysis in Tajikistan, conducted a gender and disability higher education analysis in Liberia, and developed a rapid situational analysis on disability in Bangladesh. IDP will continue seeking equitable access to participation and services for marginalized groups in all our respective programs.

Education in Conflict and Crisis

Millions of children around the world have their education disrupted due to conflict and natural disasters. Although all children in crisis situations are at risk of learning loss, children with disabilities are uniquely vulnerable to being permanently denied an education when their support systems are affected. Like their peers without disabilities, children with disabilities are susceptible to trauma after experiencing violent events, but additional barriers may keep them from accessing services.[2] IDP has expanded our work in education in conflict and crisis, extending programming to El Salvador, Burma (Myanmar), and Northern Nigeria. For the El Salvador Educational Innovation Project (EIP), IDP conducted several trainings on UDL and provided technical inputs to promote inclusion in EIP documents, such as a classroom observation tool and Teaching at the Right Level (TaRL) materials. In August, IDP began working with the Institute for International Education (IIE) on the Myanmar Diversity and Inclusion Scholarship Program (DISP) to support current and future community leaders of Myanmar, particularly those from marginalized groups, to gain access to quality higher education learning opportunities by offering regional and local higher education scholarships, grants

under contract, and a variety of higher education opportunities. IDP has conducted a GESI analysis and Rapid Education and Risk Analysis (RERA), working with monitoring, evaluation, and learning (MEL) staff to incorporate diverse, equitable, inclusive, and accessible (DEIA) indicators in the MEL plan and providing targeted support to ensure the inclusion of marginalized populations in DISP activities.

IDP and the International Rescue Committee (IRC) also continue working with nonformal education centers in Northern Nigeria on the Nigeria Opportunities to Learn (OtL) project. IDP works to increase access for learners with disabilities to education and promote meaningful engagement by providing assistive devices to those with complex needs and integrating UDL in teaching and learning. This year, IDP supported remote training on disability inclusion with a focus on UDL, analyzed and validated the use of Washington Group Questions as a means to collect disability prevalence data on learners with possible functional limitations and refer these students to health services for screening, provided assistive devices for learners with disabilities to promote access to education, and developed various inclusive education briefers.



Systems Strengthening

Measuring disability is a challenge for most education systems and, in particular, for countries with nascent and emerging disability identification systems. IDP will continue to support the Government of Liberia through the Education Systems and Strengthening Activity (ESSA), which addresses system-wide constraints and increases the Ministry of Education's capacity to provide decentralized and inclusive education, monitor progress, and sustain improved learning outcomes for all children and youth, including those with disabilities. After a start-up phase that included training IDP's new Liberian Inclusive Education Advisor, IDP also contributed to the ESSA demographic survey by adding proxy questions related to disability and integrating disability questions into the Annual School Census data collection tool. In December, IDP supported an Education Management Information System (EMIS) workshop and trained project staff on inclusive education and EMIS.

Research and Evaluation

With research comes progress, and with evaluation comes improvement. This is why research and evaluation remain a core element of all IDP's work. IDP currently has two research and evaluation projects designed to build the evidence base and improve inclusive education programming. The Multi-Country Study on Inclusive Education (MCSIE), which evaluates USAID's three inclusive education projects in Cambodia, Malawi, and Nepal, represents IDP's first USAID-funded project and is closing in spring of 2024. As such, IDP finalized endline reports for the three country projects. Together, these reports represent a review of more than 950 key informant interviews and focus group discussions, 730 secondary documents, and 2,718 primary documents. IDP also began work with the University of Notre Dame on the Supporting Holistic and Actionable Research in Education (SHARE) activity to develop Universally Designed Receptive and Expressive Language Modules (RELM) and alternative RELM assessments accessible to learners who are blind and learners who are deaf in pre-primary and primary schools. The accessible tools developed will be piloted in Kenya and one additional country in 2024.



Building the Evidence Base

A core element of IDP's work is producing evidence and data to reduce barriers to education for marginalized groups and improve quality education for all. Thus, IDP works to find opportunities to produce research and materials that help build the field of inclusive education and inclusive development. Highlights of our work in 2023 include:

- IDP published the [Disability Inclusive Pre-Primary Education White Paper](#), which provides best practices on how to include young learners with disabilities in pre-primary education, including guidance on parent engagement, play-based learning, and integrated UDL principles
- IDP published the [Using Principles of Universal Design for Assessment \(UDA\) to Design Accessible Learning Assessment](#), funded by the World Bank. This document offers suggestions on minimizing barriers for learners with different types of disabilities and shares lessons learned gained from the Tajikistan Pilot, supported by the USAID Learning Together Activity (LTA) implemented by Chemonics International
- Deaf education is a technical area that implementers often misunderstand. To help share information on best practices in this area, IDP developed a [Position Paper on Deaf Education in Low-and Middle-Income Countries](#) with technical experts and deaf leaders in Rwanda and Ghana
- IDP has developed several technical briefers to support our project partners in their inclusive education activities. Examples of briefers include disability financing, integrating disability in MEL, guidance on conducting accessible remote meetings, and integrating UDL and SEL.
- IDP presented at several conferences in 2023, such as the Conference of Exceptional Children in March, the Basic Education Coalition (BEC) conference, and five sessions at the Comparative International Education Society (CIES) conference alongside OPD partners from Cambodia.

IDP & Social Media



287%
Increase

From 517 to 2000
Followers



140%
Increase

From 59 to 142
Followers



34%
Increase

From 180 to 242
Followers

Communication and Sharing Experiences

IDP has worked hard in 2023 to share our knowledge and experiences with the broader community. In 2023, IDP became a member of the BEC and participated actively in technical working groups on gender, social inclusion, and monitoring and evaluation. We also improved our website by updating programs and sharing resources as they are available. In addition, we have worked extensively to communicate our programs and lessons learned through active social media platforms.

Annex A: Additional Information on IDP Programs

Global and Regional Programming

Multi-Country Study on Inclusive Education (MCSIE) (August 2019–May 2024). IDP's first USAID project is slowly coming to a close. This four-year evaluation, funded by the Long-Term Assistance and Services for Research (LASER) mechanism led by Purdue University, is the first major effort by USAID to investigate what works to improve the quality of education for learners with disabilities based on inclusive education programming in Cambodia, Malawi, and Nepal. During this time, IDP finalized the evaluation endline reports for the three countries. Together, these reports represent a review of more than 950 key informant interviews and focus group discussions, 730 secondary documents, and 2,718 primary documents. IDP also began writing the final MCSIE report as well as an Inclusive

Education Guide that will be shared publicly in 2024.

Receptive and Expressive Language Modules (RELM) (July 2023–July 2024). As part of Notre Dame's Pulte Institute for Global Development to implement the Supporting Holistic and Actionable Research in Education (SHARE) project, IDP is developing and piloting an accessible RELM tool to assess the receptive and expressive language skills of pre-primary and primary students who are deaf and students who are blind. During this time, IDP revised the existing tool to be consistent with the principles of UDA and prepared guidance with technical experts on how an alternative tool should be provided to learners who are blind or deaf. IDP selected Kenya and El Salvador to pilot these tools in 2024.

Disability-Inclusive Pre-Primary Landscape Review (January 2022–March 2023). As part of the USAID Leading through Learning Global Platform (LTLGP), which is implemented by the Education Development Center (EDC), IDP led a landscape review to better understand how disability-inclusive PPE manifests across a range of contexts. The landscape review examined which organizations are working in the PPE space, what they are doing, and how their goals/objectives can inform future USAID programming. In addition to the landscape review, IDP held regional and global ideation events with 54 international participants and surveyed more than 80 global NGO representatives, persons with disabilities, and family members to obtain information on the existing PPE systems in their respective countries and gather promising practices. IDP compiled this information and a review of 129 academic and grey literature documents into the [Disability-Inclusive Pre-Primary Education Landscape Review](#) and the [Disability-Inclusive Pre-Primary Education White Paper](#).

Actional Recommendations for Disability-Inclusive Education. (August 2023–March 2024) As a follow-up to the LTLGP Disability-Inclusive Pre-Primary Landscape Review, IDP again joined forces with EDC to develop

actional recommendations from the IDP Disability Inclusive Pre-Primary Education White Paper and the Financing Disability-Inclusive Education White Paper developed by Limestone Analytics. To achieve this goal, IDP leveraged the existing information from these white papers by collaborating with diverse stakeholders in a Global Working Group and from broader online consultations. IDP formed and collaborated with a working group of 9 global experts representing Ghana, Jordan, Lebanon, Nepal, Uganda, the United States, and global donor offices, including UNICEF headquarters, the UNICEF Latin American Countries Regional Office, and the International Disability Alliance (IDA). IDP also solicited online and asynchronous feedback from 17 individuals, including the 9 working group members and an additional 8 global representatives from the fields of inclusive education, early childhood education, and education financing. Information from this collaborative process will be integrated into a synthesis report, an external brief, and a presentation for USAID.

Africa

Kenya, Tanzania, and Uganda: Inclusive Childcare and Employment for Mothers of Children with Disabilities (May 2023–June 2024).

Funded by the World Bank's Inclusive Education Initiative, this research looks at how access to inclusive childcare impacts the workforce participation of mothers of children with disabilities in Kenya, Tanzania, and Uganda. In 2023, IDP developed a desk review covering demand and supply factors of the maternal employment of mothers of children with disabilities, which entailed reviewing more than 135 academic and grey literature, policies, laws, and labor statistics. Furthermore, guided by a Global Advisory Group of 11 international experts in early childhood development, inclusive education, and employment, as well as three national advisory groups with 24 members from Kenya, Tanzania, and Uganda, IDP developed a detailed study plan that includes tools for two survey instruments and four interview scripts to guide focus group and individual interview discussions with study participants. IDP is in the process of obtaining ethics clearance in the three countries and will then begin data collection led by our local researchers. Information for the literature review and the data collection will be compiled into a final report.

Transforming the Education System for Teachers and Students in Liberia

(TESTS) (September 2021–June 2026).

The goal of this USAID-funded program, implemented by RTI International, is to improve the quality of targeted Liberian early childhood education (ECE) activities and primary teachers' ability to deliver quality instruction. IDP works across all aspects of the teacher training program to ensure the inclusion of women and persons with disabilities. In 2023, IDP conducted several trainings, including a three-day workshop on diversity, equity, and inclusion (DEI) for seven Higher Education Teacher Training Institutes (HETTIs) in June, additional trainings of all participating HETTI faculty in August and December, and a training of trainers (ToT) for TESTS staff on UDL and inclusive education modules for the demonstration school teachers. IDP also led the development of two new pre-service courses focused on gender and disability inclusion and reviewed of an additional 21 courses developed by Mississippi State University to integrate an inclusion lens throughout. IDP also led the development—in close partnership with Liberian counterparts—of three training videos on topics such as UDA, gender-responsive teaching strategies, and UDL. IDP also worked with different universities to revise their internal policies to better promote DEI for faculty, staff, and students and provide an improved inclusive environment.

Liberia Education System and Strengthening Activity (ESSA) (September 2023–January 2028). Partnering with FHI 360, this USAID-funded project aims to build a more capable education system that functions better at the county and district levels to drive, measure, and incentivize the delivery of quality and inclusive education. ESSA addresses system-wide constraints and increases the Ministry of Education’s capacity to provide decentralized and inclusive education, monitor progress, and sustain improved learning outcomes for all children and youth. During this start-up period, IDP hired a new local staff member who will serve as the project’s Inclusive Education Advisor, contributed to the ESSA demographic survey by adding proxy questions related to disability, and integrated disability questions into the Annual School Census data collection tool. In December, IDP supported an Education Management Information System (EMIS) workshop and trained project staff on inclusive education and EMIS.



Malawi Next Generation Early Grade Reading Activity (NextGen) (August 2022–March 2027). This USAID-funded project, implemented by Chemonics International, works to improve the delivery of high-quality early primary reading instruction in all Malawian primary schools. Led by IDP’s Malawian Senior All Children Learning Specialist and supported by a long-term U.S.-based consultant who spent most of the year in Malawi, this project produced several key deliverables throughout 2023.

Accomplishments include organizing regional pre-planning sessions that led to a National Inclusive Education Convening on integrating inclusion in School Improvement Plans (SIPs) with 61 participants from USAID, the Ministry of Education, OPDs, and civil society; developing a national mapping of inclusive education, literacy-related activities, and associated organizations; reviewing a pre-primary caregiver guide to integrate UDL and inclusion; participating in a pre-primary screening tool workshop; and developing a lesson learned document from the previous USAID inclusion program. IDP also provided strategic input on strengthening the government’s new Inclusive Education Policy by developing a policy matrix based on the Convention on the Rights of Persons with Disabilities (CRPD)

and developed a similar tool to support the complementary Inclusive Education Strategy.

Nigeria Opportunities to Learn (OtL) (October 2021–September 2026). This project supports the immediate education needs of out-of-school children through safer new and existing nonformal education in Northeast Nigeria. Partnering with the International Rescue Committee (IRC), IDP works to increase the access learners with disabilities have to education and promote meaningful engagement by providing assistive devices to those with complex needs and integrating UDL in teaching and learning. This year, IDP supported remote training on disability inclusion with a focus on UDL, analyzed and validated the use of the Washington Group Questions as a means to screen for learners with possible functional limitations and refer these students to health supports for additional screening, provided assistive devices for learners with disabilities to promote access to education, and developed various inclusive education briefers. IDP also developed a report on the inclusive infrastructure of nonformal education centers and developed a UDL facilitator guide and other supporting training materials.

Asia

Bangladesh Shobai Miley Shikhi Activity (SMSA) (June 2022–October 2026). The SMSA activity, implemented by RTI International, works to improve learning outcomes for primary-aged learners with disabilities by strengthening existing inclusive education reforms, introducing innovations to enhance inclusive school environments and instruction, and supporting parents', caregivers', and communities' abilities to provide inclusive education. This year, IDP developed training materials and videos on UDL, supported training materials for family engagement activities, developed scripted lesson plans using UDL and SEL principles, and supported the analysis of baseline data. To support our activities in Bangladesh, IDP contracted a Bangladeshi IDP representative consultant.

Myanmar Diversity and Inclusion Scholarship Program (DISP) (August 2023–June 2028). The Institute for International Education (IIE) and its partners are working to support current and future community leaders of Myanmar, particularly those from vulnerable groups, to gain access to quality higher

education learning opportunities by offering regional and local higher education scholarships, grants under contract, and a variety of higher education opportunities via multimodalities that strengthen the higher education landscape. IDP will support cross-cutting programmatic areas related to ensuring that the DISP program approaches and activities are diverse, equitable, inclusive, and accessible (DEIA). This includes providing technical assistance and training to program staff on DEIA, conducting both a GESI analysis and RERA, working with MEL staff to incorporate DEIA indicators in the MEL plan, and providing targeted support to ensure the inclusion of marginalized populations in program activities. For the RERA and GESI, IDP compiled survey data from more than 85 participants; conducted 24 key informant interviews and focus group discussions with marginalized youth, teachers, and civil society; and reviewed more than 135 documents. Based on these documents, IDP developed an Inclusion Development Action Plan that will guide inclusion for the next five years of the project. This project is funded by USAID.

Nepal Early Grade Learning (EGL) (December 2023–December 2025). IDP is excited to partner with Chemonics International for a USAID five-year program that aims to strengthen the capacity of Nepal’s federal, provincial, and municipal governments to improve learning outcomes among students in Grades 1–3. IDP is currently supporting project start-up by reviewing and finalizing our scope of work, participating in the USAID co-design process, and reviewing and providing input for the GESI. IDP is also hiring a Nepalese Inclusive Education Advisor, who the IDP Nepal office will support. Government officials shared that participating in training and classroom observations with IDP has enabled them to identify the need for more robust monitoring and coaching within schools. They also shared that they can now better advocate for using UDL and EdTech in the classrooms but recognize that a high-tech-only or a low-tech-only approach will not meet the needs of all learners. Officials will actively work to enhance the system by using a holistic approach.

Nepal Equity and Inclusion in Education (EIE) (September 2023–September 2028). Leveraging Existing Accessibility Resources in Nepal (LEARN) (April 2021–March 2023). As part of USAID’s UnrestrICTed Challenge, IDP supported World Education’s LEARN project in Nepal. This activity worked with government education stakeholders and local OPDs to develop a flexible framework—the Nepal Universal Design for Learning (UDL) Matrix—for integrating information and communications technologies and UDL principles into government guidelines and training instruction. In March 2023, IDP traveled to Nepal to support implementing partners in conducting classroom observations and delivering trainings on UDL, EdTech, classroom observations, and coaching. More than 30 representatives from the government, OPDs, and local partners attended the session.

Leveraging Existing Accessibility Resources in Nepal (LEARN) (April 2021–March 2023). As part of USAID’s

UnrestrICTed Challenge, IDP supported World Education’s LEARN project in Nepal. This activity worked with government education stakeholders and local OPDs to develop a flexible framework—the Nepal Universal Design for Learning (UDL) Matrix—for integrating information and communications technologies and UDL principles into government guidelines and training instruction. In March 2023, IDP traveled to Nepal to support implementing partners in conducting classroom observations and delivering trainings on UDL, EdTech, classroom observations, and coaching. More than 30 representatives from the government, OPDs, and local partners attended the session.



Tajikistan Learning Together Activity (LTA) (October 2022–February 2023). This USAID-funded project, managed by Chemonics International, works to improve reading and mathematics instruction by providing professional development opportunities for teachers and increasing the quality of and access to supplemental educational materials. Committed to inclusivity and accessibility, the project focuses on regions with lower learning outcomes and ensures materials and instruction are accessible to all, including students with disabilities. As a resource organization, IDP conducted training on UDL for all LTA staff, developed teacher training modules on UDL and SEL, and developed standards and evaluation measures to assess the inclusion of marginalized learners in the classroom and in teaching and learning materials. Finally, the IDP Equity and Inclusion Checklist for LTA is used to evaluate teaching and learning materials, which is used for all LTA materials.



Northern Africa and the Middle East

Morocco Bridge to Middle School (November 2022–July 2027). This project achieved several accomplishments related to inclusion in 2023. The first deliverable was a GESI analysis of 75 secondary data sources, 14 key informant interviews, and 8 focus group discussions with stakeholders, such as parents, teachers, students, school directors, Ministry of Education representatives, and civil society. IDP developed guidance documents on UDL and illustrative activities for middle school English, Science, and Arabic curriculum, supported the review of the curriculum with regional inspectors and Working Group members to include a GESI lens, and conducted a private sector mapping for companies whose priorities aligned with DEI. IDP's GESI Coordinator and Senior Inclusion Consultant also delivered several workshops on inclusion, UDL, and UDA for all Working Group members and Bridge staff, reaching approximately 40 people.

Latin America

Guatemala, Honduras, and Paraguay: Reaching Equitable Access, Retention, and Completion in Higher Education (REACH) in Latin America (November 2022–October 2025). Partnering with FHI 360, IDP is supporting the USAID LAC-REACH project to strengthen higher education institutions' (HEI) capacity to provide scholarships and wraparound services to marginalized youth in the three target countries of Guatemala, Honduras, and Paraguay. IDP developed GESI analyses for the three countries and reviewed more than 163 documents addressing marginalizing factors for women and girls; survivors of gender-based violence; persons with disabilities; indigenous populations; persons who identify as LGBTQI+; individuals from lower-income communities and those experiencing poverty; persons in rural areas; and returned migrants. Based on these analyses, IDP developed recommendations on improving access to marginalized groups, developed infographics comparing the different social groups across the three countries, and presented the findings to the different

partners. IDP also included questions on DEI in the Participatory HEI Assessment.

El Salvador Educational Innovation Project (EIP) (August 2022–August 2027). A USAID project managed by FHI 360, EIP aims to improve foundational skills and psychosocial well-being among basic education learners, including the most marginalized and vulnerable, while concurrently strengthening the capacity of HEIs to better prepare future teachers and support the basic education sector. IDP's accomplishments this year include conducting a workshop for 28 individuals, including USAID staff, other implementing partners, and EIP project partners on UDL in October. This training was followed by a subsequent training in December where 24 EIP training managers trained on effectively implementing UDL in a classroom setting. In addition to these trainings, IDP developed several technical documents on how to ensure inclusive programs and provided technical inputs to promote inclusion on EIP documents, such as a classroom observation tool and TaRL materials.