Capacity Statement:

**Reading for East Africa's Development (READ)
Indefinite Delivery Indefinite Quantity (IDIQ) Contract**

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Inclusive Development Partners: Background

Inclusive Development Partners (IDP) is a unique, woman-owned small business that leverages unparalleled expertise in the field of inclusive development to achieve policies, practices, and programs in corporate, governmental, and civil society sectors that ensure international development, humanitarian aid, and government services reach all members of society. Our work focuses on three key areas: 1) policy and systems strengthening, 2) research and evaluation, and 3) training and technical capacity.

IDP's collective knowledge of disability, inclusive development, and systems change reflects decades of work designing evidence-based, empirical programs that meet the policy and practical objectives of our clients. While each project is unique and designed to achieve targeted goals, our transdisciplinary team approach is constant, from inception and implementation to evaluation. In addition to the individual capacity and expertise of our lead staff and principal researchers, our affiliation with the University of Massachusetts Boston's School for Global Inclusion and Social Development includes support from Ph.D.- and master's-level graduate research assistants. This uniquely positions our responsive and adaptive team for projects with large scopes of work and abbreviated timelines.

Our transdisciplinary team has demonstrated success using a scholar-practitioner model to translate research to practice on behalf of a multitude of diverse stakeholders:

- Bi- and multi-lateral development partners, including United States Agency for International Development (USAID), the United Kingdom Department for International Development (DFID), and the World Bank
- United Nations agencies, including the United Nations Children's Fund (UNICEF), the United Nations Development Programme (UNDP), the United Nations Programme on the Rights of Persons with Disabilities (UNPRPD), the United Nations Population Fund (UNFPA), and the United Nations Special Rapporteur on the Rights of Persons with Disabilities
- International, national, and local non-governmental organizations (NGOs) and disabled persons' organizations (DPOs)

Individually, our team members have extensive knowledge in disability-inclusive development, inclusive education, human rights, gender, organizational leadership, training, systems change, and participatory action research. We also recognize and value the importance of engaging local actors as active participants and contributors to policies, programs, and research and evaluation. Partnering with local individuals and organizations is critical to our work as it affirms and honors all citizens' lived experiences, cultural intricacies, and social and political capital. We are committed to developing these partnerships and are actively sourcing prospective collaborators.

In the past, we have collectively engaged in country-level work in Bangladesh, Cambodia, Egypt, El Salvador, Ghana, Jamacia, Lesotho, Liberia, Macedonia, Malawi,

Morocco, Nepal, Nigeria, Rwanda, Tajikistan, and Tanzania. Our experience spans sectors, including inclusive education, disability-inclusive development systems, and evaluation and situational analyses.

Past USAID sub-awards and contracts using IDP's technical and capacity-building expertise include the Multi-Country Study on Inclusive Education (MCSIE), the Soma Umenye project in Rwanda, the Arithmetic and Inclusive Education project in Tanzania, and the Tajikistan Learn Together Activity.

Improved Learning through Evidence-Based Instruction
Here we highlight projects in which IDP helped improve classroom-level instructional interactions and interventions. IDP brings advanced technical experience and capabilities in leading projects focused on evidence-based reading instruction that includes all learners. This includes experience developing teaching and learning materials, training teachers, and ensuring children receive psychosocial and social-emotional support at school.

USAID Morocco Bridge to Middle School Activity (December 2022 – March 2027)
The Bridge to Middle School Activity seeks to build the capacity of MEN to implement new, student-centered curricula in Arabic and selected STEM subjects (grades 4-9) as well as English (grades 7-9) in ways that have measurable impacts on learning outcomes. Through this activity, USAID aims to improve the performance of MEN central directorates, education academies (AREFs), provincial directorates (DPs), and schools by employing evidence-based pedagogies that promote continuous learning in select content areas, emphasizing strengthened critical thinking skills. IDP will support cross-cutting programmatic areas related to ensuring that Bridge pedagogical activities under IR1 and IR2 are gender- and disability-inclusive and building MEN, local school, and community capacity to create and sustain a safe and inclusive environment. IDP will also provide support in policy and capacity-building under IR3.

USAID Malawi Next Generation (NextGen) Early Grade Reading Activity (August 2022 – March 2027)
The Malawi NextGen activity will solidify and build on earlier contributions to implementing Malawi's National Reading Program (NRP) towards improving the delivery of high-quality early primary reading instruction in all Malawian primary schools. To achieve this goal, NextGen will support the Ministry of Education (MoE) in strengthening its national reading program. Utilizing a twin-track model, IDP will support interventions to ensure that the broader NextGen project applies an inclusion lens throughout all activities and materials to ensure that all Malawi learners benefit from its intervention while also conducting disability-targeted activities to address this population's diverse and unique needs. IDP's technical work will be led by IDP's staff person, Augustine Kanyendula, who serves as NextGen's Senior All Children Learning Specialist.

USAID El Salvador Educational Innovation Project (EIP) (September 2022 – February 2025)

The USAID El Salvador Educational Innovation Project (EIP) seeks to stem the tide of irregular migration by improving foundational skills and psychosocial well-being among basic education (BE) learners, including the most marginalized, while concurrently strengthening the capacity of higher education institutions (HEIs) to support the BE sector better. The project will support educators in target schools to improve students' foundational skills and psychosocial well-being and develop the capacity of HEIs to conduct research and advocate for reforms in the BE sector. IDP will support an embedded focus on Universal Design for Learning (UDL) and inclusive education strategies throughout project activities.

Leveraging Existing Accessibility Resources in Nepal (LEARN) (April 2021 – March 2023)

World Education worked with government education stakeholders and local OPDs to develop a flexible framework, called the Nepal UDL Matrix, for integrating Information and Communications Technologies (ICTs) and UDL principles into government guidelines and training instruction. The project also leveraged ICT to expand teacher professional development opportunities related to inclusive education. IDP supported the development of the UDL Matrix and the result of recommendations for common, affordable, and beneficial ICTs. IDP also collaborated with OPDs and government stakeholders to develop a teacher training module focused on UDL with ICT support.

USAID Rwanda Soma Umenye Activity (November 2019 – August 2021)

USAID Soma Umenye was a five-year project that works hand-in-hand with the Rwanda Education Board (REB) to improve literacy outcomes for students in grades 1-3 in all government-aided primary schools in Rwanda. A key cross-cutting component of USAID Soma Umenye was including all students – those with and without disabilities. Within Soma Umenye, IDP supported a pilot that uses a Universal Design for Learning (UDL) approach to instruction. The pilot focused on strengthening inclusive education in Rwanda and is being piloted in 25 primary classrooms in one district. IDP's support included developing a UDL toolkit, training materials, and a coaching guide to help train coaches and mentors on adequate UDL support. The training utilized a knowledge, attitude, and practice (KAP) assessment to measure teachers' growth in behavior related to endorsing inclusive instructional strategies. Further work was done on developing screening protocols and data collection forms; secondary source analyses, including a detailed literature review on different screening tools in Rwanda; and a background paper on applying Washington Group questions to school-based screening and prevalence assessments. IDP provided ongoing support with refresher training workshops, school-based observations, and analyses of student learning assessments. These activities together generated a formative research project that helps shed light on effective practices in expanding UDL methods in educational settings with few material resources.

UNICEF Formative Research and Technical Guidance on the Identification and Support of Children with Learning Difficulties in Early Grades in Ghana (January 2019 – March 2021)

Supported by UNICEF, IDP, together with a team of inclusive-education experts and professors from the University of Education, Winneba, conducted formative research on the identification of students with learning disabilities and the assessment of capacity gaps using the research-based approaches of UDL and Response to Intervention (RtI) within sample schools in Ghana. This two-year program included conducting vision and hearing screenings, utilizing RtI and formative student assessments to assess additional learning needs, and extensive interviewing and classroom observing to inform the formative research. IDP adapted content from USAID's Universal Design for Learning to Help All Children Read Toolkit to the Ghanaian context and trained teachers and headteachers on implementing UDL principles in the classroom. Local and international experts conducted regular school-based visits to provide coaching, mentorship, and follow-up on implementing the identification practices and UDL instructional approaches. IDP shared outcomes from this intervention and research, identification tools, and training materials with UNICEF and the Ghana Ministry of Education to scale the process within all schools nationally. In turn, this approach has already been scaled by training hundreds of master trainers and college lecturers nationwide, who will support embedding a UDL approach moving forward. Formative research has identified an association between teacher training and the increased confidence of teachers to accommodate diverse learner needs, including using UDL approaches to support learners with and without disabilities.

USAID Tanzania Arithmetic and Inclusive Education (AIE) (October 2019 – March 2021)

The Arithmetic and Inclusive Education activity aimed to expand the Tusome Pamoja project to include mastery of early-grade arithmetic and increase the inclusivity of primary education. IDP supported this project's screening, teacher training, community mobilization, and operational research. For screening, IDP developed resources to assist the project in choosing research-based hearing and vision screening tools and resources on how to conduct hearing and vision screening at the school level. IDP also supported training teachers on inclusive education best practices with a focus on UDL and helped select a package of appropriate resources for each school for students with disabilities, particularly students with low vision. Additionally, IDP led operational research to understand better barriers to enrollment and attendance to improve attendance for children with disabilities. Another aspect of the project is using community mobilization messages, including SMS and radio. In addition to advising on messaging related to inclusion, IDP conducted a formative assessment of the first round of radio messages developed by the project to inform the development of additional messages.

USAID Tajikistan Learn Together Activity (LTA) (October 2020 – March 2021)

IDP provided cross-cutting technical assistance related to social inclusion to ensure LTA materials, approaches, and deliverables incorporated international best practices to reach all audiences. This included advising LTA on the inclusion portion of the Gender and Social Inclusion (GESI) analysis methodology and report and supporting LTA's

work-building capacity within a ministerial working group focused on inclusive education. Furthermore, IDP assisted in revising an inclusive education concept note used in developing an inclusive education strategy. IDP also trained LTA staff on UDL to ensure these principles were embedded into all project activities.

Strengthened Basic Education Systems for Improved Instruction, Resilience, and Sustainability

This section highlights projects in which we worked with governments to improve broader education systems, teacher training, and building the system for inclusion. IDP has proven experience working with ministries and communities organized to ensure a sustained change in instruction, assessment, and data collection.

USAID Liberia Transforming the Education System for Teachers and Students (TESTS) (September 2021 – September 2026)

IDP supports the USAID TESTS project to build the capacity of higher education teacher training institutions in Liberia. IDP supports an embedded focus on Universal Design for Learning (UDL) and inclusive education strategies throughout teacher preparation activities to ensure the next generation of Liberian teachers can support all students to learn.

World Bank Tajikistan: Inclusive Education Initiative Innovations on Inclusive Learning Assessment Practices (July 2021 – March 2023)

IDP worked closely with the World Bank Headquarters (HQ) and Tajikistan Office to develop a groundbreaking global common-good tool to improve the inclusiveness and accessibility of learning assessments for all students with a particular focus on learners with disabilities, which IDP piloted in Tajikistan. This pilot was implemented in collaboration with Chemonics International's USAID-funded Learning Together Activity (LTA). This work included the production of a global guide on Universal Design for Assessment (UDA) implementation within low-and middle-income countries (LMICs), as well as a piloting of an accessible early-grade math assessment (EGMA) in Tajikistan. The findings from this pilot were integrated into a Universal Design for Assessment (UDA) Toolkit. IDP engaged various stakeholders throughout this process, including development partners, ministry officials, teachers, and OPDs. IDP is sharing the UDA toolkit and the pilot results with the World Bank, our consortium partners, and collaborators to disseminate the knowledge generated and lessons learned on UDA implementation to track learning outcomes for learners with disabilities.

Education Commission Save Our Future (SOF) Action Area 2: Innovative Pedagogies (September 2021 – September 2022)

IDP supported the Education Commission's Innovative Pedagogies project, which aimed to create greater awareness, political will, and action toward developing a breadth of skills and adopting adaptive, interactive, engaging, and playful pedagogies in three countries, plus at the global level. The project worked to actualize the SOF White Paper, which was produced in October 2020, to highlight actions that need to be taken for those children who are most left behind. Working with country governments, local

partners, and key stakeholders, the project worked with three countries to hold an initial policy dialogue to share the evidence from the SOF White Paper, explain the key concepts and framework, and bring together key stakeholders to consider what the evidence means for their country, capture what is already taking place, and identify bright spots to explore further. Then the local partner undertook rapid research and analysis with teachers, school leaders, and other key stakeholders on the extent to which these pedagogies and actions are taking place within the countries and the barriers to implementation. This resulted in a short, easily accessible country brief. A second policy dialogue was held where the information in the country brief was shared and discussed with policymakers and other key stakeholders, to co-create an action plan to address the gaps. The findings informed a targeted advocacy campaign, harnessing some of the techniques used in the SOF campaign. Throughout this process, IDP was the technical expert on inclusive pedagogies by developing an inclusive pedagogical framework and advising the project's work.

Leveraging Existing Accessibility Resources in Nepal (LEARN) (April 2021 – July 2022)

World Education is working with government education stakeholders and local DPOs to develop a flexible framework, called the Nepal UDL Matrix, for integrating ICTs and Universal Design for Learning principles into government guidelines and training instruction. The project will also leverage ICT to expand teacher professional development opportunities related to inclusive education. IDP will support the development of the UDL Matrix, as well as the development of recommendations for common, affordable, and beneficial ICTs. IDP will also collaborate with DPOs and government stakeholders to develop a teacher training module focused on UDL with ICT support.

UNICEF Jamaica School to Work Transition Program for Students with Special Education Needs (August 2021 – March 2022)

Under the guidance of UNICEF Jamaica and the Ministry of Education, Youth, and Information's Special Education Unit, IDP conducted a situational study on promising practices and areas of opportunity for school-to-work transition in Jamaica and internationally. This study was grounded in extensive consultations with students, families, school stakeholders, NGOs and OPDs, tertiary education institutions, technical and vocational education and training (TVET) providers, and government and private sector actors. Based upon the findings of this study, IDP supported the development of a transition manual and accompanying training modules for system-wide application in Jamaica.

Provision of services for the development of sensitization packages on disability-inclusive human resources and operations and monitoring and evaluation for UN Nepal (May 2021 – October 2021)

IDP worked with the UNDP Resident Coordinator's Office (RCO) and Disability Inclusion Task team in Nepal to design and conduct sensitization sessions on disability-inclusive monitoring and evaluation and human resources and procurement for Nepal's entire UN Country Team. These sessions targeted human resource focal points and monitoring and evaluation professionals. The sessions were based on the United Nations Disability

Strategy (UN-DIS) and relevant international guiding practices. IDP developed sensitization packages for the UN Country Team's (UNCT) Nepal staff, with components on procurement, human resources, and monitoring and evaluation. In addition to these trainings, IDP developed an assessment tool to gauge the sessions' impact six months after implementation.

UNICEF Integrated Education Services for Marginalized and Vulnerable Children in Egypt (October 2020 – November 2021)

IDP led an effort to document the current state of education services for children with disabilities in Egypt. This research included desk-based document reviews, interviews, and focus group discussions with key Government representatives and relevant stakeholders, such as teachers and school administrators, academics, OPDs, and donor partners. This documentation exercise informed Government partners, UNICEF, and stakeholders about the system's enabling and constraining conditions for inclusive education. It included stories of students who have benefitted from inclusive education efforts within mainstream Egyptian schools. It also included a roadmap of strategies and policy recommendations applicable to the Egyptian national education system.

Greater Engagement, Accountability, and Transparency by Communities and the Public

In these projects, IDP improved engagement, accountability, and transparency by national leaders, service providers, and other stakeholders in education. IDP believes that actively engaging caregivers and the broader community in education is crucial to ensuring positive learning outcomes for students and accountability for their learning results. IDP promotes these outcomes through community engagement and national-level program design.

USAID Multi-Country Study on Inclusive Education (MCSIE) (August 2019 – March 2024)

IDP has partnered with USAID through the Long-Term Assistance and Services for Research (LASER) mechanism led by Purdue University to conduct a three-year, $3.3 million evaluation of three USAID inclusive-education activities in Cambodia, Malawi, and Nepal. The MCSIE evaluation is the first major, a multi-country effort by USAID to investigate what works to improve the quality of education for learners with disabilities and to build systems to ensure students with disabilities have access to quality education. IDP is working closely with local research firms, universities, and OPDs to undertake comprehensive literature reviews, policy analyses, stakeholder analyses, training and classroom observations, key-informant interviews, focus-group discussions, household surveys, and comparative case studies over three years to generate a significant evidence base on inclusive-education programming. USAID and its partners will use this information to inform adaptations to its activities in Cambodia, Malawi, and Nepal and to plan for new inclusive-education programming globally. Areas of technical focus within this evaluation include screening and identification of disability, teacher training and professional development, inclusive-materials development, and instructional models for inclusion. To further advance the global evidence base, IDP will also produce targeted policy briefs and how-to guides following the evaluation and

share these and the evaluation results via USAID's Office of Education website –
Education Links – and at global conferences, through journal publications and other
means.

Evaluation of UNICEF Interventions Addressing Inclusion of Children with Disabilities in North Macedonia (October 2021 – December 2022)

IDP worked with UNICEF in North Macedonia to conduct a cross-cutting thematic
evaluation of UNICEF's interventions to address the inclusion of children with
disabilities. The evaluation focused on UNICEF's country program from 2016 to 2020
across four programs—child protection, education, social protection, and health and
nutrition—and a comprehensive communication strategy to include children with
disabilities. This evaluation activity aimed to gather information to understand strengths,
weaknesses, opportunities, innovations, and good practices to improve and sharpen
further initiatives to ensure equity-based inclusive service provision for children with
disabilities. The evaluation derived lessons from the experience and existing evidence
and will ultimately inform UNICEF's future programming that targets children with
disabilities and their families at all levels.

USAID All Children Reading (ACR) Asia Inclusive Education Review (January 2022 – November 2022)

IDP led the examination of inclusive education programming implemented and
coordinated by USAID Missions in Asia to identify gaps or potential incentives to
improve the education sector's response to inclusion. Using the United Nations
Convention on the Rights of Persons with Disabilities (CRPD) and General Comment
No. 4 on Article 24 – the right to inclusive education as a normative framework, the
review looked at how USAID/Asia programs address inclusive education as a targeted
and stand-alone activity as well as a component within the broader education
programming in various countries in the region. The review, which was funded by All
Children Reading— Asia and implemented by Research Triangle Institute (RTI), took a
program-cycle approach (aligned with USAID's Program Cycle Operational Policy,
Automated Directives Systems [ADS] 201) to assess how USAID education programs
integrate learners with disabilities, disaggregated by disability type, throughout the
project-cycle phases of funded projects (e.g., activity design, implementation,
monitoring, and evaluation).

World Bank Tajikistan: Inclusive Education Initiative Innovations on Inclusive Learning Assessment Practices (July 2021 – August 2022)

IDP worked closely with the World Bank Headquarters (HQ) and Tajikistan Office to
develop a groundbreaking global common-good tool to improve the inclusiveness and
accessibility of learning assessments for all students with a particular focus on learners
with disabilities, which IDP will pilot in Tajikistan. This pilot will be implemented in
collaboration with Chemonics International's USAID-funded Learning Together Activity
(LTA), allowing this pilot to be scaled nationally. This work will include the production of
a global guide on Universal Design for Assessment (UDA) implementation within low-
and middle-income countries (LMICs), as well as a piloting of an accessible early-grade
math assessment (EGMA) in Tajikistan. The findings from this pilot will be integrated

into a UDA Toolkit. IDP will engage various stakeholders throughout this process, including development partners, ministry officials, teachers, and disabled persons' organizations (DPOs). IDP will share the UDA toolkit and the pilot results with the World Bank, our consortium partners, and collaborators to disseminate the knowledge generated and lessons learned on UDA implementation to track learning outcomes for learners with disabilities.

UNFPA Lesotho National Situational Analysis for Persons with Disabilities (June 2019 – December 2019)

IDP led research efforts to develop a National Disability Situational Analysis (NDSA) in Lesotho with support provided by the Lesotho Ministry of Social Development (MSD), the United Nations Children's Fund (UNICEF), and the United Nations Population Fund (UNFPA). The purpose of the Situational Analysis was to understand the situation of persons with disabilities and to identify the critical duty bearers responsible for upholding their rights. The report provided up-to-date information on the current social, economic, and human rights status of persons with disabilities, focusing on vulnerable children. The methodology for the NDSA included a national analysis of policies related to persons with disabilities, a comprehensive literature review, stakeholder mapping, key-informant interviews, and focus-group discussions with key stakeholders. OPDs and other key stakeholders were invited to review research methodologies, tools, and report findings and recommendations to ensure they accurately reflect their priorities and the local context of Lesotho. Report findings have been used to make appropriate policy and program recommendations that can be implemented by the Government of Lesotho and development partners to remove barriers and contribute to fulfilling human rights for all individuals in Lesotho.

Greater Access to Learning Opportunities for All Students

IDP has improved access to quality education for marginalized learners, including learners with disabilities. IDP has proven experience expanding and ensuring access to education for all students, including students with disabilities, refugees, and other marginalized populations. Furthermore, IDP has vast experience working to improve synchronous and asynchronous distance learning.

USAID Opportunities to Learn (OTL) in Nigeria (October 2021 – September 2026)

IDP supports USAID's Opportunities to Learn (OTL) project in northeastern Nigeria. OTL will support the immediate education needs of out-of-school children and youth in Borno and Yobe states through safer new and existing non-formal education. The project will ensure that out-of-school children and youth in Borno and Yobe states can safely gain foundational skills, including literacy, numeracy, and social and emotional skills, to progress to higher levels of education, training, and engagement in the workforce. IDP is working with partners and stakeholders to ground OTL's work in inclusive principles by ensuring that teaching and learning in non-formal learning centers leverage Universal Design for Learning (UDL) strategies, collaborating with Organizations of Persons with Disabilities and community organizations to promote the inclusion of children with disabilities in non-formal education, and supporting capacity building of state and local governments on inclusive education.

USAID Latin American and the Caribbean Realizing Equitable Access, Retention, and Completion in Higher Education (LAC-REACH) (November 2022 – October 2025)

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. To achieve this goal, IDP is providing technical assistance with the incorporation of UDL into scholarship programs and wraparound services, especially by developing remedial courses for first-year students and training faculty of selected HEIs on the incorporation of UDL principles into higher education curricula that meets the diverse needs of all learners. IDP is also developing an HEI inclusion self-assessment checklist and toolkit of resources for HEIs to identify possible barriers to inclusion and seek resources on evidence-based practices to reduce barriers to inclusion. Finally, IDP supports the path to employment for university graduates from marginalized groups by offering training to private sector partners on designing disability-inclusive workspaces from recruitment, hiring, retention, and promotion of a diverse workforce.

USAID's Shobai Miley Shikhi Activity (Everyone Learns Together) (June 2022 – April 2024)

Shobai Miley Shikhi is a five-year (2022 – 2026) program working to improve learning outcomes for primary-school-aged learners with disabilities in Government primary schools. The activity will achieve its objectives by strengthening existing inclusive education reforms, introducing innovations to enhance inclusive school environments and instruction, and supporting parents', caregivers', and communities' ability to provide inclusive education. SMSA will address its objectives by partnering with the government of Bangladesh, specifically the Department of Primary Education and National Curriculum and Training Board, local organizations, disabled persons organizations (DPOs), the National Grassroots Disability Organization, the Center for Disability in Development, Save the Children, and Inclusive Development Partners (IDP). Over the first three years of the activity, IDP will provide technical support around Universal Design for Learning (UDL), inclusive instructional techniques for teachers, and capacity strengthening for government and school officials.

USAID Leading Through Learning Global Platform: Disability Inclusive Pre-primary Landscape Review (January – October 2022)

IDP led a landscape review to provide USAID and its partners with a better understanding of how disability-inclusive pre-primary education (PPE) manifests across a range of contexts to help inform future USAID programming. This landscape review is part of the United States Agency for International Development's Leading through Learning Global Platform (USAID LTLGP), implemented by the Education Development Center (EDC). The landscape review looked at what organizations are working in the PPE space, what they are doing, and their goals/objectives to inform future USAID programming. In addition to the landscape review, IDP held regional and global ideation events to gather best practices and innovative ideas for ensuring that children with disabilities and their families have access to quality, equitable, and inclusive PPE programming. The landscape review and ideation events informed the creation of a

white paper, which includes guiding principles to consider when creating inclusive PPE, best practices for implementing inclusive PPE, and key considerations and challenges.

Light for the World: Increasing Disability Inclusive Investment in Early Childhood Development (April – July 2018)

IDP served as content experts on increasing disability-inclusive investment in Early Childhood Development. This work focused on identifying how international bilateral and multilateral donors are investing in disability-inclusive advances in Early Childhood Development. It resulted in clear policy recommendations for improving the quantity and quality of overseas development assistance to support scaling up quality ECD programs in developing countries.