



ANNUAL REPORT

2024

Our mission is to ensure that as the world and human rights advance, EVERYONE is included.

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LETTER FROM IDP'S CO-FOUNDERS

Dear friends and colleagues,

We are thrilled to present our Annual Report highlighting our achievements in 2024, a year of extraordinary growth, deepened partnerships, and expanded impact for IDP. This report celebrates the dedication of IDP's staff, expert consultants, and partners, including organizations of persons with disabilities (OPDs), whose collective efforts are transforming inclusive education and development around the world.

The global commitment to including persons with disabilities in development and humanitarian aid continues to grow. Yet as inclusion becomes more widely embraced, the imperative for evidence-based, rights-grounded approaches grows with it. IDP remains at the forefront of this work – advancing Universal Design for Learning (UDL) and Universal Design for Assessment (UDA) in low-resource settings, strengthening inclusive monitoring and evaluation, and ensuring that the “do no harm” principle is upheld in all we do. We are proud to be recognized by USAID as “THE organization to inform on disability inclusion in programming and monitoring.”

2024 was a landmark year in several respects. We concluded the five-year USAID-funded Multi-Country Study on Inclusive Education (MCSIE) – the most comprehensive evaluation to date of inclusive education programming in Cambodia, Malawi, and Nepal. We launched significant new research engagements in Ethiopia, Sierra Leone, and Malaysia, and deepened our systems-strengthening work in Nepal, Liberia, Malawi, and Bangladesh. IDP also expanded its operational footprint, growing from 14 to 24 staff worldwide and opening a registered office in Kenya.

Equally significant, 2024 marked the launch of IDP's 2024–2027 Strategic Plan – a forward-looking roadmap that sets out our vision for expanding our programmatic reach, strengthening our organizational systems, deepening our commitment to localization, and growing into new sectors, including health.

We are deeply grateful to our donors, partners, and the communities we serve for their trust and collaboration.



IDP'S MISSION, VISION, AND VALUES

MISSION

Our mission is to ensure that as the world and human rights advance, EVERYONE is included.

VISION

IDP will serve as a leader and international technical expert by providing quality programming, partnering locally, and building the evidence base to ensure all individuals, including the most marginalized, benefit from foreign assistance.

VALUES

- **All means all:** All individuals, regardless of gender, age, race, ethnicity, sexual orientation, religious identity, or disability status, deserve respect and should be included in international development and humanitarian aid.
- **Do no harm.**
- **Promote localization and sustainability:** Actively engage local actors as core decision-makers, including valuing and centering the voices of persons with disabilities and local knowledge.
- **Set high standards:** Provide quality evidence-based results.
- **Practice what we preach: ensure inclusion and participation at all levels of our work.**
- **Recognize the contributions of others:** Because collectively, we are stronger together.

IDP GROWTH IN 2024

STAFF AND ORGANIZATIONAL GROWTH

IDP's staff grew from 14 staff in 2023 to 24 total staff in 2024. In addition to the regional office in Nepal established in 2023, IDP opened a regional office in Kenya in 2024, enabling more responsive and locally grounded support across our growing East Africa portfolio. IDP also completed its third consecutive annual audit with no issues, reflecting strong financial oversight and continued investment in operational systems.

IDP PROGRAM HIGHLIGHTS

In 2024, IDP expanded our geographic reach to support additional individuals worldwide. Working in new countries and deepening our programming in key countries such as Nepal, Kenya, Malawi, and Liberia, IDP continues to improve the lives of children with disabilities and their families. Table 1 provides an overview of the countries IDP has worked with since our inception. Countries marked with an asterisk (*) are new countries supported in 2024.

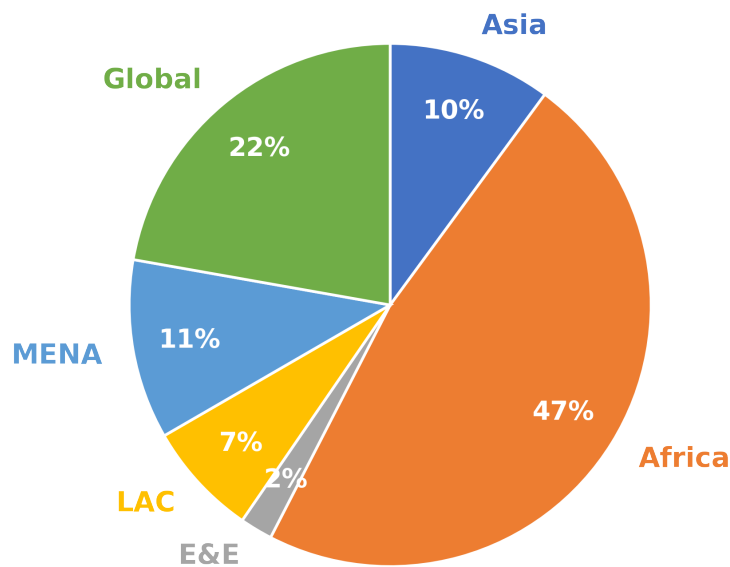
Table 1. IDP Programmatic Reach

ASIA	AFRICA	LATIN AMERICA & CARIBBEAN	MIDDLE EAST & NORTH AFRICA	EASTERN EUROPE & EURASIA
Bangladesh Burma/(Myanmar) Cambodia Nepal Malaysia* Pakistan* Philippines	Ghana Kenya Lesotho Liberia Malawi Niger* Nigeria Rwanda Sierra Leone* Tanzania Uganda	El Salvador Guatemala Honduras Jamaica Nicaragua* Paraguay	Egypt Morocco	North Macedonia Tajikistan



Students in Pakistan, one of the new countries where IDP began work in 2024.

Most of IDP’s programs are within Africa, with a growing portfolio in global programming and in Asia. The graph below summarizes the IDP portfolio by region as of 2024.



IDP’S 2024–2027 STRATEGIC PLAN

In 2024, IDP developed and launched its 2024–2027 Strategic Plan, building on the strong foundation laid by the 2021–2023 Strategic Plan — 78% of whose objectives were accomplished, with highlights including successful annual audits, expanded geographic reach

into Latin America and the Caribbean, development of IDP’s first Annual Report, and substantial growth in social media presence and website resources.

The new strategic plan was developed through an inclusive process: all IDP staff completed anonymous surveys and participated in consultative meetings, and input was synthesized into four strategic areas – Program Portfolio, Business Model, Organizational Capacity, and Leadership. Specific highlights of the strategic vision include:

- Continue to grow in all levels of the education sector while laying foundations to expand into the health sector.
- Deepen in-country presence and invest in local staff’s ability to implement programs, reflecting IDP’s commitment to localization and sustainability.
- Increase impact on individuals with low-incidence disabilities – particularly learners with intellectual, developmental, and sensory disabilities – who are most likely to be overlooked by donor-funded programs.
- Develop financial planning models that account for both revenue growth and contraction, while diversifying the donor and client base.
- Strengthen staff onboarding, mentorship, and professional development systems, and improve donor compliance and staff security protocols.
- Explore executive structures appropriate for IDP’s continued growth, and communicate IDP’s commitment to localization more clearly and consistently.

IDP staff and leadership are committed to reviewing the strategic plan every quarter to assess implementation and adapt as needed, ensuring it remains a living document that guides our growth and impact.

IDP TECHNICAL HIGHLIGHTS

IDP continues to provide expert technical advice in basic education while expanding and deepening our technical support in new areas, including higher education, secondary education, early childhood education, research and evaluation, and education in conflict and crisis.

PRE-PRIMARY EDUCATION

Pre-primary education provides the critical foundation for later academic learning, yet worldwide, learners with disabilities are frequently excluded from these opportunities – a gap with profound ripple effects on children’s long-term educational trajectories and on the workforce participation of caregivers, especially mothers. IDP’s work in this space continued in 2024 with the advancement of the World Bank-funded Inclusive Childcare and Employment for Mothers of Children with Disabilities research in Kenya, Tanzania, and Uganda. After securing

IRB clearance across all three countries and completing enumerator trainings, IDP launched full-scale data collection.



Children take part in an inclusive education activity in Uganda.

IDP also launched an impactful new UNICEF-funded longitudinal study and impact evaluation of Early Intervention Centers (EICs) for children with disabilities in Sarawak, Malaysia. Selecting the internationally validated IDELA tool for child assessment and assembling an Evaluation Reference Group of local EIC stakeholders, IDP conducted an inception visit to six centers, submitted its Inception Report and IRB proposal, and advanced tool development – positioning the study for data collection with a purposive sample of 400 children across three cohorts in 2025.

BASIC EDUCATION

Basic education delivered in primary school is critical for building literacy and numeracy skills, creating pathways for greater economic growth, and engaging democratic citizens. IDP’s work in basic education reached new scale and depth in 2024 across multiple continents.

In Malawi, IDP’s work on the USAID-funded NextGen Early Grade Reading Activity produced landmark results, including co-facilitating a four-day National Inclusive Education Strategy (NIES) Review Workshop in Lilongwe attended by nearly 100 participants, developing national Resource Center Standards, and advancing an Alternate Assessment Toolkit to ensure all learners – including those who are deaf or blind – can be assessed on their literacy skills.



A young learner practices early literacy skills in Malawi, where IDP supports the USAID-funded NextGen Early Grade Reading Activity.

In Kenya, 2024 marked the successful launch of IDP’s partnership with EDC on the USAID-funded Kenya Primary Literacy Program (KPLP). IDP established full operational footing – registering in-country, hiring five local staff, and developing adapted teaching and learning materials and classroom observation tools for learners with hearing and vision impairments. In Nepal, IDP embedded inclusive practices across early grade learning for Grades 1–3 through the USAID EGL Activity.

IDP and Universal Design for Learning in Low-Resource Settings

IDP is a recognized global leader in implementing UDL in low-resource settings. In 2024, IDP conducted UDL trainings and technical support activities in Bangladesh, El Salvador, Kenya, Liberia, Malawi, Morocco, Nepal, and Nigeria – across schooling levels from pre-primary and primary to middle school, higher education, pre-service teacher training, and nonformal education. IDP has now conducted UDL trainings in 14 countries since 2019.

SECONDARY EDUCATION

IDP's work in secondary education continued to deepen in Morocco through the USAID-funded Bridge to Middle School program, where IDP embedded GESI and UDL principles into Arabic, English, and science curricula for grades 6–9. Key highlights included delivery of Training-of-Trainer workshops cascaded to teachers in three pilot regions, and the development of a UDL Facilitator Guide and academic accommodations briefers. IDP also deepened its work in Nepal on the USAID-funded EIE Activity, co-facilitating a landmark Master Trainer of Trainers workshop in Kathmandu for government and partner participants.

HIGHER EDUCATION

IDP continued to work across multiple programs to reduce barriers to higher education for marginalized groups. In Liberia, the USAID-funded TESTS project marked important milestones, including Curriculum Review Board approval of two new pre-service courses on disability and gender inclusion. In Latin America, IDP advanced UDL-based inclusive higher education practices across Guatemala, Honduras, and Paraguay on the USAID-funded LAC REACH project. In Myanmar, IDP served as the DEIA technical partner on the USAID-funded DISP, delivering intensive training to program staff and reviewing 104 grant applications.

Addressing the Needs of All Marginalized Groups

- IDP works to address all social groups that may face barriers to education and development, recognizing that individuals may experience intersectional discrimination based on disability, gender, ethnicity, language, sexual orientation, or other factors. In 2024, IDP conducted GESI and Gender Equality and Inclusive Development (GEID) analyses and produced inclusion-focused guidance across projects in Central America, Morocco, Nepal, and Bangladesh.

EDUCATION IN CONFLICT AND CRISIS

Millions of children around the world have their education disrupted by conflict and displacement, and children with disabilities face compounded barriers in these settings. In

Northeast Nigeria, IDP's support to the USAID-funded OtL project achieved a landmark milestone: after developing an evidence-based rationale for hiring deaf Learning Facilitators and collaborating with the USAID-funded Deaf-E3 project to identify qualified deaf candidates, deaf learners began attending Non-Formal Learning Centers in November 2024.

SYSTEMS STRENGTHENING

In Nepal, IDP undertook a major UNICEF-funded revision of the country's Consolidated Equity Strategy and Equity Index for the School Education Sector – validating the revised formula against national census data and integrating the updated Equity Index into the Ministry's SESP calibration toolkit. In Liberia, IDP's work on the USAID ESSA project focused on strengthening disability data systems, revising Annual School Census disability indicators in alignment with Washington Group standards, and embedding disability and inclusion indicators into the five priority areas of Liberia's Education Sector Plan.

RESEARCH AND EVALUATION

2024 was IDP's most productive research year to date. The MCSIE reached its conclusion with the publication of a Final Report and the capstone Evaluation Guide on Measuring Disability-Inclusive Education Programming. One USAID representative called IDP "THE organization to inform on disability inclusion in programming and monitoring."

IDP also launched the UNICEF-funded National Survey on Persons with Disabilities in Ethiopia covering 9,200 households and an estimated 40,456 individuals, the USAID-funded SHARE RELM pilot in Kenya producing findings reports on language assessments for deaf and blind learners, and a new UNICEF-funded situational analysis in Sierra Leone on the social inclusion and protection of children with disabilities.

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. Highlights of our work in 2024 include:

- Concluded the MCSIE, publishing the Final Report and Evaluation Guide on Measuring Disability-Inclusive Education Programming – producing 41 deliverables, 21 publicly available datasets, 27 presentations, and 2 blogs.

- Launched the UNICEF-funded National Survey on Persons with Disabilities in Ethiopia covering an estimated 40,456 individuals, with nationwide data collection launched in October 2024.
- Launched a UNICEF-funded longitudinal study and impact evaluation of Early Intervention Centers in Sarawak, Malaysia.
- Advanced the World Bank-funded Inclusive Childcare and Employment for Mothers of Children with Disabilities study in Kenya, Tanzania, and Uganda, completing data collection and initiating the final report.
- Drafted findings reports from the USAID SHARE RELM pilot in Kenya, developing accessible language assessment tools for learners who are blind and deaf.
- Launched a UNICEF-funded situational analysis on social inclusion and protection of children with disabilities in Sierra Leone.
- Completed a GEID Analysis for the USAID ReAcción Support for Human Rights Defenders Activity in Central America.

COMMUNICATION AND SHARING EXPERIENCES

IDP has worked hard in 2024 to share our knowledge and experiences with the broader community. In alignment with the 2024–2027 Strategic Plan’s commitment to maintaining and communicating sector trends and strengthening IDP’s position as an international thought leader, our communications efforts in 2024 included:

- In December, together with Chemonics International and Gallaudet University, IDP co-hosted the Nothing Without Us: Disability Inclusion Summit, which helped launch USAID’s new Disability Policy. During this event, IDP’s Executive Director Anne Hayes moderated a panel of OPD leaders and several of IDP’s staff led different breakout sessions on implementing disability-inclusive programming.
- Presented at the USAID Global Education Conference, CIES conference in Miami, and a World Vision literacy webinar, with CIES 2025 proposals accepted featuring work from Liberia, Nepal, and Kenya.
- Served as active members in technical working groups on gender, social inclusion, and monitoring and evaluation through our BEC membership.
- Continued to improve our website by updating programs and sharing resources, while maintaining active social media platforms to communicate our programs and lessons learned.
- Grew visibility as a thought partner to governments, UN agencies, and implementing organizations seeking guidance on disability-inclusive education programming.

ANNEX A: ADDITIONAL INFORMATION ON IDP PROGRAMS

GLOBAL AND REGIONAL PROGRAMMING

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

2024 marked the triumphant conclusion of IDP’s five-year USAID-funded MCSIE, the most comprehensive evaluation to date of USAID’s inclusive education efforts in Cambodia, Malawi, and Nepal. Over the life of the study, IDP collected more than 2,700 primary data sources and reviewed over 800 secondary sources, producing 41 deliverables, 21 datasets comprising 84 files uploaded to the USAID Development Data Library for public use, 27 presentations, 4 infographics, and 2 blogs. In 2024, IDP finalized and published the MCSIE Final Report and its capstone Evaluation Guide on Measuring Disability-Inclusive Education Programming. One USAID Washington representative called IDP “THE organization to inform on disability inclusion in programming and monitoring.”

SHARE Receptive and Expressive Language Module (RELM) – July 2023–December 2024

As part of the University of Notre Dame’s SHARE project, IDP developed and piloted adapted RELM tools for learners who are blind and deaf in Kenya. IDP led a community-centered tool development workshop in partnership with experts from Kenya’s blind and deaf communities, completed data collection in schools for both populations, and by Q4 had drafted findings reports for USAID submission.

ASIA

Bangladesh: Shobai Miley Shikhi Activity (SMSA) – June 2022–October 2026

In 2024, IDP deepened its technical contributions to USAID’s SMSA in Bangladesh, partnering with RTI International to strengthen inclusive education for primary-school-aged learners with disabilities. IDP developed a PSS/SEL package, UDL training materials, and the Learning Environment Preparedness Guide, drafted a Guidance on Education Assistive Technology, began developing an Accessibility Toolkit Guideline, and traveled in-country to support implementation.



A student takes part in an inclusive classroom activity in Bangladesh.

Malaysia: Longitudinal Study and Impact Evaluation of Early Intervention Centers – May 2024–February 2025

In 2024, IDP launched a UNICEF-funded longitudinal study of EICs for children with disabilities in Sarawak, Malaysia. IDP selected the IDELA tool as the primary child assessment instrument, conducted an inception field visit to six EICs, submitted the Inception Report, finalized the IRB by mid-October, and advanced tool development with three additional consultants.

Myanmar: Diversity and Inclusion Scholarship Program (DISP) – August 2023–June 2028

In 2024, IDP served as the DEIA technical partner on the USAID-funded DISP in Myanmar, delivering virtual and in-person DEIA training workshops, participating in the Grant Evaluation Committee review of 104 applications, and attending Year 2 work planning sessions. The program’s Chief of Party described IDP as “the dopest partners.”

Nepal: Early Grade Learning (EGL) – December 2023–December 2025

In 2024, IDP advanced disability-inclusive education as the inclusion technical partner on the USAID-funded Nepal EGL Activity. IDP delivered DEIA orientation sessions at provincial inception meetings, contributed to school grant selection criteria, facilitated piloting of a Local Education Unit capacity mapping tool, and supported the Ministry’s IEMIS disability sub-system development. IDP supported MOEST/CEHRD in scaling up early screening across 300 local governments in 33 districts.

Nepal: Equity and Inclusion in Education (EIE) – September 2023–September 2028

In 2024, IDP made substantial progress as a technical resource partner on the USAID-funded Nepal EIE Activity, embedding DEIA principles across program design, training, and data

systems. IDP facilitated ECM tool trainings incorporating Washington Group Short Set questions, and co-facilitated a landmark MToT workshop with 25 participants. The EIE Chief of Party told USAID that IDP’s DEIA Advisor is “the catalyst for everything being accomplished in the project.”

Nepal: Equity Strategy and Index – June–November 2024

IDP undertook a significant UNICEF-funded engagement to review and revise Nepal’s Consolidated Equity Strategy and Equity Index. IDP conducted multi-round stakeholder consultations, overhauled the Equity Index formula – validating it against the 2019 MICS and 2022 Census data – and integrated the revised Index into the SESP calibration toolkit, presented at a Master Training of Trainers event in September.

LATIN AMERICA AND THE CARIBBEAN

El Salvador: Educational Innovation Project – August 2022–August 2027

In 2024, IDP advanced UDL and inclusive education practices across the USAID-funded El Salvador Educational Innovation Project. IDP produced Spanish-language accessibility resources, co-developed a classroom observation tool incorporating UDL and SEL, delivered a virtual training for 47 partner staff in July, and a two-day in-person training for approximately 45 project staff in August. Participant feedback described the sessions as transformative.

Guatemala, Honduras, and Paraguay: LAC REACH – November 2022–October 2025

In 2024, IDP advanced inclusive higher education practices across Guatemala, Honduras, and Paraguay on the USAID-funded LAC REACH project. IDP designed a two-track UDL certification program for HEI faculty and administration, produced practical accessibility and student retention guidance documents, launched a service mapping initiative in Guatemala, and delivered a virtual presentation to 45 HEI stakeholders in August.

Honduras, Guatemala, El Salvador, and Nicaragua: Support for Human Rights Defenders – March–June 2024

In 2024, IDP completed a GEID Analysis for the USAID-funded ReAcción Support for Human Rights Defenders Activity using USAID’s GESI domain framework, examining threats to marginalized human rights defenders, drawing on 145 resources and interviews with 23 participants. Both USAID and IIE provided positive feedback upon delivery.

NORTHERN AFRICA AND THE MIDDLE EAST

Morocco: Bridge to Middle School – November 2022–July 2027

In 2024, IDP advanced GESI and UDL integration across Morocco’s USAID-funded Bridge to Middle School program, embedding these principles into Arabic, English, and science curricula for grades 6–9. IDP delivered Training-of-Trainer workshops for regional inspectors and supported inspector-led UDL/GESI trainings cascaded to teachers in three pilot regions. IDP also produced a UDL Facilitator Guide for inspectors, academic accommodations briefers, and a technical note on aligning explicit instruction with UDL for school principals.

SUB-SAHARAN AFRICA

Ethiopia: National Survey on Persons with Disabilities – April 2024–April 2025

In 2024, IDP launched and made significant progress on the UNICEF-funded National Survey on Persons with Disabilities in Ethiopia covering 9,200 households and an estimated 40,456 individuals. IDP developed and field-tested three sets of data collection tools, co-facilitated a major stakeholder workshop in Addis Ababa, configured SurveyCTO with Amharic and local language translations, and supported PSI in recruiting and training a 130-person field team. Nationwide data collection launched in October 2024.

Kenya: Primary Literacy Program (KPLP) – March 2024–December 2028

2024 marked the launch year of IDP’s partnership with EDC on the USAID-funded KPLP. IDP established full operational footing – recruiting and onboarding five local staff and establishing a locally registered entity. On the technical side, IDP led UDL and inclusive teaching practices workshops in Kenya in June, adapted teaching and learning materials for learners with hearing and vision impairments, and supported piloting of adapted classroom observation tools.

Kenya, Tanzania, and Uganda: Inclusive Childcare and Employment for Mothers of Children with Disabilities – May 2023–January 2025

In 2024, IDP made substantial progress on this World Bank-funded study on the relationship between disability-inclusive childcare and maternal workforce participation. IDP secured IRB clearance in all three countries, obtained research permits in Kenya and Uganda, negotiated a costed expansion to include Morogoro, Tanzania, completed enumerator training, and launched data collection in Kenya and Uganda. The full final report – including country-specific mini-briefs and a matrix of recommendations – is nearing completion.

Liberia: Education Systems Strengthening Activity (ESSA) – September 2023–January 2028

In 2024, IDP made significant strides as a subpartner to FHI360 on the USAID-funded ESSA in Liberia. IDP revised disability-inclusive questions in the Annual School Census tool in alignment with Washington Group standards, presented at the ASC tool review workshop, embedded

disability and inclusion indicators into the five priority areas of Liberia’s Education Sector Plan and the SQA tool, and joined ESSA’s Learning Agenda Research Team.

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

In 2024, IDP advanced inclusive teaching practices across eight HETTIs on the USAID-funded TESTS project in Liberia. IDP secured Curriculum Review Board approval for two new pre-service courses on disability and gender inclusion, developed UDL and SEL micro-courses for the TESTS Learning and Tracking Portal, and delivered a virtual gender-responsive teaching session to approximately 50 HETTI faculty. IDP also supported the delivery of multiple in-person workshops to train faculty across the eight institutions on inclusive practices.

Malawi: Next Generation Early Grade Reading Activity (NextGen) – August 2022 – March 2027

In 2024, IDP advanced disability-inclusive education across Malawi as a key technical partner on the USAID-funded NextGen project. A landmark achievement was IDP’s central role in supporting the Ministry of Education’s Department of Inclusive Education to review Malawi’s National Inclusive Education Strategy – co-facilitating a four-day Review Workshop attended by nearly 100 participants. IDP also led an Organizational Capacity Assessment process with three national OPDs, developed national Resource Center Standards, and began developing an Alternate Assessment Toolkit for learners with disabilities.

Nigeria: Opportunities to Learn (OtL) – October 2021 – September 2026

In 2024, IDP deepened its inclusive education technical support to the USAID-funded OtL project in Northeast Nigeria. IDP delivered a UDA training to 32 OtL staff, produced briefers on OPD engagement and writing strategies for learners with disabilities, and contracted a Deaf Education specialist. A significant achievement was the successful placement of deaf Learning Facilitators, with deaf learners beginning NFLC attendance by November. Project leadership closed the year by requesting a comprehensive guide to integrating inclusive education in large-scale USAID programs.

Sierra Leone: Situational Analysis on Children with Disabilities – August 2024 – May 2025

In 2024, IDP launched a new UNICEF-funded research project in Sierra Leone focused on generating evidence on the social inclusion and protection of children with disabilities across education, health, nutrition, and WASH sectors. After signing the contract in late August, IDP assembled a team of four local and international consultants and began preparing for an inception trip to Freetown, representing an important expansion of IDP’s disability research portfolio into West Africa.