LASER PULSE
Long-term Assistance and SErvices for Research (LASER)
Partners for University-Led Solutions Engine (PULSE)

Multi-Country Study on Inclusive Education (MCSIE)
Semi-Annual Report
FY 24: October 1, 2023–March 31, 2024

SUPPLEMENT TO AGREEMENT NO. AID-7200AA18CA00009

AOR Name: Brent Wells

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ABOUT THE PROJECT

This semi-annual report presents the Multi-Country Study on Inclusive Education (MCSIE) for learners with disabilities in Cambodia, Malawi, and Nepal activities evaluation performance from October 1, 2023, to March 31, 2024. The findings in this report will help the U.S. Agency for International Development (USAID) and its partners inform adaptations to its inclusive education activities in Cambodia, Malawi, and Nepal and plan for new inclusive education programming globally. This project is supported through a buy-in from USAID's Center for Education (EDU) within the Bureau for Inclusive Growth, Partnerships, and Innovation (IPI) (USAID/IPI/EDU) through the Long-Term Assistance and SErvices for Research (LASER) mechanism. The LASER buy-in mechanism is currently in place between USAID's Research (R) Division in the Innovation, Technology, and Research (ITR) Hub within IPI (USAID/IPI/ITR/R) and LASER PULSE (Partners for University-Led Solutions Engine), is a consortium led by Purdue Applied Research Institute (PARI) under cooperative agreement #7200AA18C00009. The MCSIE study has been executed by Inclusive Development Partners (IDP) under a sub-contract with Purdue University.

ABOUT LASER PULSE

LASER PULSE is a $70 million program funded through USAID's ITR Hub that delivers research-driven solutions to field-sourced development challenges in USAID partner countries. A consortium led by PARI, with core partners Purdue University, Catholic Relief Services, Indiana University, Makerere University, and the University of Notre Dame, implements the LASER PULSE program through a growing network of 3,700+ researchers and development practitioners in 86 countries. LASER PULSE collaborates with USAID missions, bureaus, independent offices, and other local stakeholders to identify research needs for critical development challenges and funds and strengthens the capacity of researcher-practitioner teams to co-design solutions that translate into policy and practice.

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ACRONYMS

AOR	Agreement Officer's Representative
CDPO	Cambodian Disabled People's Organization
CIES	Comparative International Education Society
DDL	Development Data Library
DEC	Development Experience Clearinghouse
EGDIE	Evaluation Guide on Disability Inclusive Education
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
GEC	Global Education Conference
IDP	Inclusive Development Partners
IKI	Invest in Knowledge
KU	Kathmandu University
LASER	Long-Term Services for Research
MCSIE	Multi-Country Study on Inclusive Education
OPD	Organization of Persons with Disabilities
PULSE	Partners for University-Led Solutions Engine
REFAM	Reading for All Malawi
TLM	Teaching and Learning Material
UDL	Universal Design for Learning
USAID	U.S. Agency for International Development

EXECUTIVE SUMMARY

This semi-annual report provides a progress update on the Multi-Country Study on Inclusive Education (MCSIE) from October 1, 2023, to March 31, 2024. MCSIE attempts to capture what works in supporting learners with disabilities to learn to read in Cambodia, Malawi, and Nepal (described in greater detail in the following section). During this ninth reporting period, Inclusive Development Partners (IDP) finalized and submitted outstanding key deliverables, drafted and submitted two new deliverables, and participated in dissemination events. Approved publicly available documents are available on the USAID Development Experience Clearinghouse (DEC) website and are linked in the document. Additionally, IDP collaborated with USAID/Washington and the Long-Term SErvices for Research (LASER) Partners for University-Led Solutions Engine (PULSE) to determine closeout procedures for the activity.

CAMBODIA

During the reporting period, the key milestone for MCSIE Cambodia was the approval of the Cambodia Endline Executive Summary in Khmer (DEC link). All other activities specific to MCSIE Cambodia have been completed.

NEPAL

During the reporting period, MCSIE Nepal finalized the Nepal Endline Report (DEC link) and Nepal Endline Government Policy Brief (DEC link). Additionally, MCSIE Nepal developed presentations for dissemination events based on Nepal's findings.

MALAWI

During the reporting period, MCSIE Malawi finalized the Malawi Endline Report (DEC link). Additionally, MCSIE Malawi developed presentations for dissemination events based on the findings from Malawi.

BACKGROUND OF LASER PULSE

The Long-term Assistance and SErvices for Research Partners for University-Led Solutions Engine (LASER PULSE) is a ten-year, $70 million program funded through the U.S. Agency for International Development's (USAID) Innovation, Technology, and Research Hub that delivers research-driven solutions to field-sourced development challenges in USAID-interest countries.

A consortium led by Purdue University, with core partners Catholic Relief Services, Indiana University, Makerere University, and the University of Notre Dame, implements the LASER PULSE program through a growing network of 3,000+ researchers and development practitioners in 74 countries.

LASER PULSE collaborates with USAID missions, bureaus, independent offices, and other local stakeholders to identify research needs for critical development challenges and funds and

strengthens the capacity of researcher-practitioner teams to co-design solutions that translate into policy and practice.

BACKGROUND OF MCSIE

Through LASER PULSE, USAID has partnered with Inclusive Development Partners (IDP) to conduct a four-and-a-half-year, $3.285 million evaluation of three new USAID inclusive education activities in Cambodia, Malawi, and Nepal. The Multi-Country Study on Inclusive Education (MCSIE) is the first major effort by USAID to investigate what works in supporting learners with disabilities to learn to read. The study spans August 2019 through May 2024. Further, the activities in Cambodia, Malawi, and Nepal represent USAID's most concerted effort to date to build systems to ensure children with disabilities learn to read. IDP will leverage this unique opportunity to derive lessons learned about sustainably advancing teaching and learning outcomes for children with disabilities in varying contexts. USAID and its partners will use evaluation findings to inform activities in Cambodia, Malawi, and Nepal as needed, and to plan for new inclusive early grade reading (EGR) programming globally. In addition, to further advance the global evidence base, IDP will produce a final report and how-to guide for evaluating disability-inclusive education following the evaluation and share these documents along with the evaluation results via USAID's Center for Education website, Education Links; at global conferences; in journal publications; and through other means.

The objective of each of the three countries' activities is virtually the same: improve the reading outcomes of learners with disabilities in the early primary grades. All three programs include similar types of activities, including early screening, identification for disability (and, in some cases, referral to health services), teacher training on inclusive education, development and adaptation of teaching and learning materials (TLMs), and performance-based assessment. However, the approaches and specific interventions of the activities vary slightly by country context.

STAFFING UPDATES

During the reporting period, IDP onboarded two additional key personnel to support MCSIE activities, including a secondary Program Coordinator, Margaret Gerry, and a Financial Officer, Kelsy Horton. Ms. Gerry will support the finalization of deliverables and activity closeout. Mr. Horton will support the financial close of the MCSIE activity.

KEY ACTIVITIES/MILESTONES

During this reporting period, IDP focused on revising and finalizing outstanding deliverables, collaborating with USAID/Washington to establish the outline for two remaining external deliverables, and drafting the final two external deliverables. The submitted and approved deliverables include 1) the Semi-Annual Report October 2022–March 2023 (approved), 2) the MCSIE Year 5 Work Plan, 3) the Nepal Endline Report, 4) the Nepal Endline Government Policy Brief, 5) the Malawi Endline Report, and 6) the Cambodia Endline Report Executive Summary in Khmer. IDP also submitted the MCSIE Evaluation Guide on Disability-Inclusive Education and the

MCSIE Final Report; at the time of this report, both documents are under review with USAID/Washington.

Beyond deliverable and reporting tasks, IDP completed tasks that will contribute to disseminating MCSIE findings. With the support of LASER PULSE, MCSIE quantitative data was uploaded to the [USAID Digital Data Library (DDL](#)) and, at the time of this report, is undergoing the clearance process to be made publicly available. Further, during the reporting period, MCSIE team members participated in an event to disseminate the Nepal Endline Report to two new USAID/Nepal education activities and participated in the Comparative International Education Society (CIES) Annual Conference. Additionally, IDP continued to follow up on submitted publications and submitted two proposals to USAID's Global Education Conference (GEC).

DELIVERABLE UPDATES

During this reporting period, IDP submitted and had the following approved by the Agreement Officer's Representative (AOR): the MCSIE Semi-Annual Report Year 3 Q3–4, the MCSIE Year 5 Work Plan, the revised Malawi Endline Report, the revised Nepal Endline Report, the Nepal Endline Government Policy Brief, and the Cambodia Endline Executive Summary in Khmer. Additionally, IDP submitted the MCSIE Evaluation Guide on Disability Inclusive Education and the MCSIE Final Report. A complete list of MCSIE deliverables and their status is available in **Annex A**.

ENDLINE REPORTS

The primary focus of this reporting period was to complete drafts of endline reports for each country. The English version of the Cambodia Endline Report was approved during the last reporting period. Initial drafts of the Malawi and Nepal Endline Reports were completed during this reporting period. Details of these reports are available below.

CAMBODIA

During this reporting period, IDP and LASER PULSE collaborated with USAID/Cambodia to complete 508 compliance and AOR approval for the Cambodia Endline Report's Executive Summary in Khmer. The document was approved on December 15, 2023, and uploaded to the [DEC](#).

MALAWI

During this reporting period, IDP completed revisions to the Malawi Endline Report based on USAID feedback received in late October 2023. The Malawi Endline Report was resubmitted in December 2023. IDP collaborated with LASER PULSE for 508 compliance and final revisions of the report in January 2024. AOR approval was received in February 2024. The report was uploaded to the [DEC](#).

NEPAL

During this reporting period, IDP, in collaboration with Kathmandu University (KU), completed final revisions of the Nepal Endline Report based on feedback received from USAID in late October 2023. Additionally, at the request of USAID/Nepal, IDP and KU developed a Nepal Endline Government Policy Brief. The Nepal Endline Report and Government Brief were submitted in November 2023 for final review and approval. IDP collaborated with LASER PULSE for 508 compliance in November/December 2023. AOR approval was received for both documents in December 2023 and was uploaded to the DEC (here and here).

MCSIE EVALUATION GUIDE ON DISABILITY INCLUSIVE EDUCATION (MCSIE EGDIE)

During this reporting period, IDP drafted the MCSIE Evaluation Guide on Disability Inclusive Education (MCSIE EGDIE). IDP worked closely with USAID/Washington to finalize the outline before drafting the initial guide to align with the vision of the Center for Education. The initial draft was submitted to USAID on January 23, 2024; USAID returned initial feedback on February 9, 2023. IDP then revised the guide and resubmitted it to USAID for a second round of review on March 6, 2024, and received additional feedback from USAID on March 20, 2024. At the time of this report, IDP is making additional revisions to the MCSIE EGDIE, with the goal of resubmitting it for final review in early April 2024.

MCSIE FINAL EVALUATION REPORT

During this reporting period, IDP drafted the MCSIE Final Report. IDP worked closely with USAID/Washington to determine the audience, scope, and flow of the report and finalized the outline for the report in November 2023. IDP submitted the initial draft of the Final Report to USAID on February 5, 2024, and received feedback on February 27, 2024. A meeting was held with USAID on March 4, 2024, to discuss any outstanding questions or feedback. IDP revised the Final Report and resubmitted it to USAID on March 26, 2024. USAID will provide feedback in early April 2024 so the report may be finalized.

DISSEMINATION EVENTS

During the reporting period, the MCSIE team completed the following cross-cutting activities.

PUBLICATIONS

During this reporting period, IDP continued to follow up on the status of previously submitted academic articles. During this time, the *Journal of Educational Development* requested edits to the submitted article "A Call for Universal Design for Assessments in Global Literacy Program Evaluation: Examining the Use of the Early Grade Reading Assessments (EGRA) in USAID Inclusive Literacy Programming" (August 2023). However, given the emerging nature of assessments for learners with disabilities and the revisions requested, the team decided not to pursue the article's publication.

DEVELOPMENT DATA LIBRARY

In November 2023, IDP submitted 82 datasets to LASER PULSE for review and upload to the USAID DDL. LASER PULSE began uploading the datasets to the DDL in December 2023, and at the time of this report, the USAID system is still reviewing and approving the datasets.

CONFERENCES AND PRESENTATIONS

MCSIE NEPAL DISSEMINATION OF ENDLINE FINDINGS TO NEW USAID-FUNDED ACTIVITIES

In December 2023, MCSIE researchers Dr. Niraj Poudyal from KU's Disability Research Center and Padam Bahadur Pariyar of IDP gave a presentation of the Nepal evaluation findings to USAID, government officials, and implementing partners of two new USAID-funded activities in the country. Government officials represented the federal, provincial, and local levels. The purpose of the presentation was to support the two new USAID-funded activities in Nepal—Early Grade Learning (Chemonics International) and Equity and Inclusion in Education (Plan International)—as well as learn from the MCSIE evaluation, develop a mutual understanding, and harmonize activity efforts to support inclusive education during their co-creation event. The presentation received positive and critical feedback from members of the new activities and other participants, with one stating the evaluation is very important in informing the work of the activity. The total number of representatives across participant groups was 71; gender breakdown was not available at the time of this report. Exhibit 1 provides the numbers of representatives by participant group.

Exhibit 1. Nepal Endline Dissemination Event Participation by Stakeholder Group

PARTICIPANT GROUP	TOTAL PARTICIPANTS
MCSIE Team Members (IDP/KU)	2
USAID/Nepal	3
Federal Government	24
Provincial Government	9
Local Government	11
USAID Early Grade Learning Activity	5
USAID Equity and Inclusion in Education Activity	7
Other Implementing Partners	10
Total	71

COMPARATIVE INTERNATIONAL EDUCATION SOCIETY ANNUAL CONFERENCE, MARCH 2024

In March 2024, IDP staff and consultants, in collaboration with KU, participated in the Comparative International Education Society (CIES) Annual Conference in Miami, Florida. IDP was pleased to welcome Dr. Niraj Poudyal from KU to the United States to support the presentations. Dr. Poudyal and his team were instrumental in efforts to collect and analyze MCSIE data in Nepal and comparative data across all three countries. Details about IDP's staff who traveled for the conference are available in the Travel Updates section of this report. During the conference, IDP

gave three presentations based on MCSIE findings. USAID/Washington and LASER PULSE reviewed and gave feedback on presentation slide decks prior to the conference.

MCSIE team members reported that each presentation went well and that they strived to ensure accessibility for all audience members. This included ensuring that the projector displayed any discussion questions so that audience members were able to read the questions, thus giving them multiple ways to engage in the discussion. For the presentation with representatives from organizations of persons with disabilities (OPDs), a total of six sign language interpreters were present to interpret American Sign Language, International Sign Language, Kenyan Sign Language, Malawian Sign Language, and Rwandan Sign Language. All presentations were well received by audience members based on post-presentation discussions, with one USAID staff member who attended the MCSIE presentation on endline findings from Malawi and Nepal, stating, "It is exciting to see all the MCSIE has accomplished over the years and how this can help inform future activities." Exhibit 2 provides an overview of the MCSIE presentations at CIES and their estimated attendance; attendance numbers include presenters, moderators, and interpreters.

Exhibit 2. MCSIE Presentations at the CIES Annual Conference and Participant Attendance[1]

PRESENTATION TITLE	MALE	FEMALE	TOTAL ATTENDANCE
Implementation of the Right to Education for Learners with Disabilities: Lessons Learned from USAID's Multi-Country Study on Inclusive Education, Tuesday, 3/12/24, from 2:45 p.m. to 4:15 p.m.	22	54	76
Voice and Ownership: Partnering with Organizations of Persons with Disabilities in Education Programming, Wednesday, 3/13/24, from 6:15 p.m. to 8:00 p.m.	6	11	17
Supporting the Adoption of Universal Design for Learning in Low- and Middle-Income Countries, Wednesday, 3/13/24, from 6:15 p.m. to 8:00 p.m.	4	18	23
Totals	32	83	116

USAID GLOBAL EDUCATION CONFERENCE, APRIL 2024

In December 2023, IDP submitted two proposals based on MCSIE data for the April 2024 USAID Global Education Conference (GEC). A panel proposal titled "Disability and Data in Education Programming: Considerations for Inclusion" was submitted in collaboration with Chemonics

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[1] Attendance is estimated; while team members attempted to capture accurate numbers, participants were free to come and go as they pleased. The numbers reflect the total number in attendance at the mid-way point of presentations.

International and School-to-School International. The second panel proposal was titled "Partnering with Organizations of Persons with Disabilities to Strengthen Inclusion and Localization" and was submitted in collaboration with USAID/Malawi, USAID/Nepal, and representatives formally involved in the Reading for All Malawi (REFAM) activity who are now engaged with Chemonics International's USAID-funded Next Generation Early Grade Learning Activity in Malawi. In February 2024, IDP received confirmation that both presentations were accepted and will be presented at the GEC in April 2024.

BUDGET UPDATES

CHANGES TO THE BUDGET

During this reporting period, IDP completed an internal budget realignment to extend MCSIE through May 2024 to account for the two-month no-cost extension.

ANTICIPATED CHANGES TO THE BUDGET

IDP does not anticipate any changes to the budget upon closeout.

TRAVEL UPDATES

During this reporting period, IDP staff completed travel to Miami, Florida, in March 2024 for one dissemination event. Information about the travel is available in Exhibit 3.

Exhibit 3. CIES Travel

LOCATION	TRAVELERS	DATES	PURPOSE
Miami, FL	Valerie Karr	March 9–14, 2024	MCSIE Malawi and Nepal Presentation
Miami, FL	Emily Kochetkova	March 9–14, 2024	MCSIE Malawi and Nepal Presentation
Miami, FL	Anne Hayes	March 10–14, 2024	MCSIE UDL Presentation
Miami, FL	Hayley Niad	March 10–14, 2024	MCSIE UDL Presentation
Miami, FL	Ashley Stone	March 12–15, 2024	MCSIE Malawi and Nepal Presentation and OPD Presentation

SUCCESSES

During the past six months of MCSIE's implementation, IDP experienced several successes. In addition to the deliverables mentioned above, a few of the successes during this reporting period include:

Finalization of the Malawi and Nepal Endline Reports. During the reporting period, both the Malawi and Nepal teams collaborated with USAID/Washington and the country offices to revise the endline reports to reflect information gathered from validation and dissemination events.

Revised copies of both endline reports were resubmitted and approved by the AOR and subsequently uploaded to the DEC.

Submission of data for upload into the USAID DDL. Over the past four years, MCSIE has collected a large amount of data that provided valuable insights into the activities evaluated and efforts to support disability-inclusive education within different contexts. The upload of 82 datasets which can be used by future inclusive education activities and researchers to the USAID DDL for clearance is a success.

Determining the format of final deliverables and initial development. During this reporting period, an area of success was determining the scope and outline of final MCSIE deliverables with USAID/Washington. The final two deliverables for MCSIE are the culmination of almost four years of evaluative work through the study and contain a large amount of information. The close collaboration with USAID has helped ensure that the final deliverables will be useful documents for those working in the disability-inclusive education sector.

Participation in dissemination events. A major success during the reporting period was the acceptance of and participation in dissemination events to share MCSIE findings. It is a great accomplishment to have two proposals accepted by the USAID GEC, which will serve as the final public dissemination event. Furthermore, having three well-attended and well-received presentations at the CIES Annual Conference was a great success.

CHALLENGES AND LESSONS LEARNED

In addition to the many successes during the past six months of programming, the MCSIE team also learned a few lessons:

Build in additional time for review of deliverables. During the reporting period, IDP continued to work in close collaboration with USAID/Washington to develop and refine the final MCSIE deliverables: the Evaluation Guide on Disability Inclusive Education and the Final Report. Through the MCSIE Year 5 Work Plan, the goal was to have two rounds of review and revision, each lasting from two to four weeks, depending on the round of review. However, due to the amount of data and the need to ensure the documents are focused on the right audience, concise, and useful, the documents required additional rounds of review and revision. IDP has continued to work closely with USAID and LASER PULSE to mitigate any challenges, including shortening review and revision periods so that all deliverables can be approved by the AOR prior to the close of the activity.

Ensure closeout procedures are clearly communicated well in advance. The approval of the additional two-month no-cost extension in September 2023 was well received by IDP. Though closeout of the study has been an ongoing discussion, IDP began asking about closeout in earnest in December 2023. During this reporting period, IDP received additional requests for final reports and blogs to support closeout efforts. IDP will complete these tasks, but balancing these with the development, revisions, and approvals of all contractual deliverables will be time-

intensive. IDP will continue to work closely with LASER PULSE to establish closeout procedures; however, at this time, it is unclear if IDP is aware of all requirements.

ACTIVITIES PLANNED FOR THE NEXT REPORTING PERIOD

The following key activities are planned for the next reporting period (April 1, 2024–October 31, 2024):

MCSIE Evaluation Guide on Disability-Inclusive Education. IDP will collaborate with USAID/Washington to finalize the MCSIE EGDIE. During the upcoming reporting period, IDP will submit the revised draft to USAID/Washington for final review and feedback in early April 2024. The final draft will be copyedited and shared with LASER PULSE for review, research translation, and 508 compliance before submission to the AOR for approval in May 2024.

MCSIE Final Evaluation Report. IDP will collaborate with USAID/Washington to finalize the MCSIE Final Report. During the upcoming reporting period, IDP will make final revisions to the document based on feedback expected in April 2024. The final draft will be copyedited and shared with LASER PULSE for review, research translation, and 508 compliance prior to submission to the AOR for approval in May 2024.

Publications. IDP will continue to follow up on the publications submitted to peer-reviewed journals. IDP will also seek additional opportunities to publish blogs, briefs, or academic articles based on MCSIE findings and participate in dissemination events to websites, social media, and open-sourced journals.

USAID Development Data Library (DDL). IDP will continue to offer and provide any support requested by LASER PULSE that will aid in the clearance of the 82 datasets submitted to the DDL. IDP will also regularly follow up with LASER PULSE regarding the approval status of the data.

Dissemination. IDP will continue seeking opportunities to disseminate evaluation findings with education stakeholders via in-person and virtual conferences and presentations. Virtual presentations may include presentations to global networks, such as the Basic Education Coalition, USAID GEC, or other USAID web-based learning opportunities and work groups. IDP will give two presentations based on MCSIE findings at the USAID GEC in Washington, D.C., from April 15 to April 19, 2024.

Closeout. IDP will work closely with LASER PULSE during the next reporting period to complete closeout activities for the study. This will include completing the LASER PULSE Closeout Report, completing an audit of finances, and completing a final recon and invoice. IDP will also work with LASER PULSE to ensure all deliverables approved for public sharing are available on the USAID DEC, the LASER PULSE website, and IDP's website. Additionally, IDP will work closely with LASER PULSE to develop and publish a blog on topics related to MCSIE to support dissemination efforts.

ANNEX A. DELIVERABLES

DELIVERABLE TITLE	DATE SUBMITTED	STATUS
Year 1 Annual Work Plan	12/13/19	Approved by USAID on 2/14/20
Year 4 Annual Work Plan	09/30/22	Approved by USAID on 2/7/23
Year 5 Annual Work Plan	09/25/23	Approved by USAID for internal use on 12/15/23
Results Framework	02/14/20	Approved by USAID on 7/8/20
Inception Report	01/06/20	Approved by USAID on 5/22/20
Cambodia Literature Review	02/28/20	Approved by USAID for internal use on 11/12/20
Malawi Literature Review	02/28/20	Approved by USAID for internal use on 11/12/20
Nepal Literature Review	02/28/20	Approved by USAID for internal use on 11/12/20
Comparative Literature Review	05/19/21	Approved by USAID on 5/19/21 and uploaded to the DEC
Cambodia Policy Analysis	02/28/20	Approved by USAID for internal use on 11/12/20
Malawi Policy Analysis	02/28/20	Approved by USAID for internal use on 11/12/20
Nepal Policy Analysis	02/28/20	Approved by USAID for internal use on 11/12/20
Comparative Policy Analysis	02/28/20	Approved by USAID for internal use on 11/12/20
MCSIE Semi-Annual Report Y1 Q1–2	05/29/20	Approved by USAID for internal use on 8/27/20
MCSIE Semi-Annual Report Y1 Q3–4	10/30/20	Approved by USAID for internal use on 3/1/21
MCSIE Semi-Annual Report Y2 Q1–2	04/30/21	Approved by USAID for internal use on 11/8/21
MCSIE Semi-Annual Report Y2 Q3–4	10/30/21	Approved by USAID for internal use on 3/18/22
MCSIE Semi-Annual Report Y3 Q1–2	04/29/22	Approved by USAID for internal use on 7/13/22
MCSIE Semi-Annual Report Y3 Q3–4	10/31/22	Approved by USAID for internal use on 1/19/23
MCSIE Semi-Annual Report Y4 Q1–2	04/27/23	Approved by USAID for internal use on 6/1/23
MCSIE Semi-Annual Report Y4 Q3–4	10/18/23	Approved by USAID for internal use on 12/15/23
Cambodia Interim Report	02/19/21	Approved by USAID on 10/21/21 and uploaded to the DEC
Nepal Interim Report	11/23/21	Approved by USAID on 6/24/22 and uploaded to the DEC

DELIVERABLE TITLE	DATE SUBMITTED	STATUS
Malawi Interim Report	06/10/22	Approved by USAID on 1/27/23 and uploaded to the DEC
Cambodia Endline Report	10/11/22	Approved by USAID on 1/27/23 and uploaded to the DEC
Nepal Endline Report	03/10/23	Approved by USAID on 12/15/23 and uploaded to the DEC
Malawi Endline Report	05/9/23	Approved by USAID on 2/21/24 and uploaded to the DEC
Cambodia Endline Report Executive Summary in Khmer	10/24/23	Approved by USAID on 12/15/23 and uploaded to the DEC
Nepal Endline Report: Government Policy Brief	10/20/23	Approved by USAID on 12/15/23 and uploaded to the DEC
Cambodia April 2022 Trip Report	05/13/22	Approved by USAID for internal use on 6/03/22
Nepal April 2022 Trip Report	04/29/22	Approved by USAID for internal use on 6/01/22
Malawi June 2022 Trip Report	07/15/22	Approved by USAID for internal use on 9/23/22
Cambodia February 2023 Trip Report	04/03/23	Approved by USAID for internal use on 8/23/23
Nepal February/March 2023 Trip Report	04/03/23	Approved by USAID for internal use on 6/8/23
Malawi June 2023 Trip Report	07/07/23	Approved by USAID for internal use on 8/23/23
Cambodia Areas of Intervention Mapping	08/30/22	Approved by USAID on 1/19/23 and uploaded to DEC
Nepal Areas of Intervention Mapping	11/14/22	Approved on USAID 5/23/23 and uploaded to DEC
Malawi Areas of Intervention Mapping	10/14/22	Approved by USAID on 8/21/23 and uploaded to DEC
Cambodia *Hidden Disabilities* Comparative Case Study	12/13/22	Discontinued
MCSIE Evaluation Guide on Disability-Inclusive Education	01/23/24	Under USAID Review
MCSIE Final Evaluation Report	02/06/24	Under USAID Review

ANNEX B. FINANCIAL PROJECTIONS AND ACTUALS

FINANCIAL PROJECTIONS

	APRIL 2024	MAY 2024	JUNE 2024	JULY 2024	AUG 2024	SEPT 2024	TOTAL PROJECTED
Purdue	$5,318.17	$4,686.20	$0	$0	$0	$0	$10,004.37
IDP	$45,881.91	$23,513.67	$0	$0	$0	$0	$69,395.58
KU	$3,575.00	$3,575.00	$0	$0	$0	$0	$7150.00
IKI	$0	$0	$0	$0	$0	$0	$0
CDPO	$0	$0	$0	$0	$0	$0	$0

FINANCIAL ACTUALS

	OCT 2023	NOV 2023	DEC 2023	JAN 2024	FEB 2024	MAR 2024	TOTAL ACTUAL
Purdue	$3,185.24	$7,155.39	$123.29	$5,167.06	$6,265.51	$-785.32	$21,111.17
IDP	$19,199.10	$22,798.17	$24,342.69	$38,931.81	$25,188.15	$41,333.19	$171.793.12
KU	$94.05	$94.05	$94.05	$94.05	$94.05	$94.10	$564.35
IKI	$0	$0	$0	$0	$0	$0	$0
CDPO	$0	$0	$0	$0	$0	$0	$0