

Quarterly Report

(January- March 2021)

Project Name: Cambodian Literacy Integrative Project (CLIP)

Submitted to:

Rotary
Club of Calgary



Submitted by:

BSDA

អង្គការ សកម្មភាពព្រះពុទ្ធសាសនាដើម្បីអភិវឌ្ឍន៍សង្គម
Buddhism for Social Development Action



អង្គការរ៉ែមកក្រីមសម្រាប់កុមារ

Rermork for Children Organization

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Name of Organization	Buddhism for Social Development Action
Name of the Project	Cambodian Literacy Integrative Project (CLIP)
Project Period	January to March 2021
Date of Report	15 April 2021
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Table of Content

Contents

Table of Content3

List of Abbreviation4

1. Goal/Outcomes.....5

2. Target Areas.....5

3. Implementation Partners5

4. Direct Beneficiaries.....6

5. Project achievement against log-frame.....6

Goal6

12. Outcome 18

1. Outcomes 18

1.1. Outputs 1.19

1.2. Outputs 1.212

1.3. Outputs 1.314

1.4. Outputs 1.4.....14

2. Outcome 2.....15

3. Outcomes 215

2.1. Outputs 2.115

2.2. Outputs 2.2.....16

4. Annex:.....16

List of Abbreviation

BSDA	Buddhism for Social Development Action
R4C	Rermork for Children
MoEYS	Ministry of Education Youth and Sport
P-ESWG	Provincial Education Sector Working Group
CRC	Child Rights coalition Cambodia
PoE	Provincial of Education office
DoE	District of Education office
CCWC	Commune Child and Women's Committee
CWCC	Women and Children's Consultative Committees
PWCC	Provincial Women and Children's Consultative Committees
CIP	Commune Investment Programme
SDP	School Development Plan
SSC	School Support Committee
PSD	Primary School Director
SC	Student Council
C/Y Club	Child/Youth Club
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Math Assessment
LSF	Level Letter Sound Fluency
FWR	Familia Word Reading
OSRF	Oral Story Reading Fluency
RC	Reading Comprehension
NI	Number Identification
ND	Number Discrimination
MNP	Missing Number Patterns
AL1	Addition Level 1
SL1	Subtraction Level 1
AL2	Addition Level 2
SL2	Subtraction Level 2

1. Goal/Outcomes

Goal	Improve learning and life-skill outcomes of children in basic education in Bakan and Kandieng districts of Pursat province
Outcomes	1. Improve school retention and completion rates of students in preschool and primary school in Bakan and Kanieng Districts, Pursat Province. 2. Improve community support of basic education.

2. Target Areas

Province	Districts	Communes	Schools	Villages
Pursat	Bakan	Boeung Khnar	Prey Pdau	Prey Pdau
		Snam Preah	Thouh Ta Chab and Pnov	Thnouh Ta Chab and Pnov
	Kandieng	Kandeing	Kaev Chey, Boeng Chhuk and Prey Meanchey	Kaev Chey, Boeng Chhuk and Prey Kdei Kandal
		Sre Sdok	Koh Protheal	Chamreh
		Anlong Vil	Anlong Vil	Anlong Vil

3. Implementation Partners

N°	Name	Collaboration activities
1	Provincial Education Sector Working Group (P-ESWG)	- Shared education context in Cambodia - Shared experience, challenges and solution - Advocated with PoE and DoE on education challenges in province
2	Child Rights coalition Cambodia (CRC) organization	- Coached project staffs and Child/Youth club representatives on child right context in Cambodia - Promoted Child Network and build Child/Youth Capacity - Brought Child/Youth club finding to United Nation (UN) report on child Right - Advocated with government department on child right challenges
3	Provincial of Education office (PoE)	- Provided school monitoring and evaluation - Provided education technical support to school - Consulted on project implementation - Capacity target school staffs on management and teaching - Attend the workshops that R4C hold and support officers and the target school teachers - Encourage the target school teachers to use the teaching resources that R4C created

4	District of Education office (DoE)	- Provided school monitoring and evaluation - Provided education technical support to school - Consulted on project implementation - Capacity target school staffs on management and teaching - Promote attend the workshops that R4C hold to the target school teachers - Attend the workshops that R4C hold and support the target school teachers - Encourage the target school teachers to use the teaching resources that R4C created
5	Commune council	- Supported child participation in child rights government in the commune - Led Child/Youth monthly meeting - Led CCWC quarterly meeting - Led Commune Investment Program (CIP) - Solved child issues - Involved in child action research process
6	District Governor	- Support on child participation on child right approach - Involved in child action research process - Provided input on the Right solution

4. Direct Beneficiaries

Primary school

Type of Beneficiaries	Students <= 18		Students >18	
	Total	Female	Total	Female
Students	1544			
Child/Youth Club				
Local Authority				
Education Partner				
Total	1544			

Preschool

Type of Beneficiaries	Students <= 18		Students >18	
	Total	Female	Total	Female
Students	244	108	0	0
Local Authority (PoE and DoE)	0	0	3	3
Education Partner (Teacher)	0	0	8	7
Total	244	108	11	10

5. Project achievement against log-frame

Goal	The overall goal of the project is to Improve learning and life-skill outcomes of children in basic education in Bakan and Kandieng districts of Pursat province
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The COVID-19 crisis is affected the global economy and education system, as in Cambodia the schools were closed, workshops, training and meeting are not allowed.

Based on the latest discussion among donors, Rotary Club of Pursat and Rotary Club of Calgary and project implementor organizations, R4C and BSDA agreed not to conducted project baseline and end-line survey. It means the actual baseline and end line project goal indicators result will not be shown in the table below:

The indicators are:

1. % of GIRLS who dropped out of primary school
2. % of BOYS who dropped out of primary school
3. % of GIRLS who are promoted at primary school
4. % of BOYS who are promoted at primary school
5. % of GIRLS age 5 who dropped out of preschool
6. % of BOYS age 5 who dropped out of preschool
7. % of GIRLS who are promoted to preschool
8. % of BOYS who are promoted to preschool
9. % of Pupil age 3
10. % of Pupil age 4
11. % of Pupil age 5

In the pandemic of COVID-19, BSDA and R4C make the plan to support the distance learning program released by MoEYS. The distance learning program is allowed students to learn from home via a television program, e-school learning app and group Facebook messenger.

BSDA will be work with PoE, DoE and teachers to set monthly activities plan to:

1. Gathering information of students who have television and smartphone
2. Teach students and students' parents how to assess the learning program
3. Organize online teaching curriculum with students could assess Facebook messenger learning group
4. Provide bi-weekly test sheet to students
5. Follow up and consolidate learning result through test sheet
6. Lead discussing with PoE, DoE and School technical leaders to discuss challenges, solution and planning

R4C will be work with PoE, DoE and teachers to set monthly activities plan to:

1. Continue to create the Resource Packages and upload them on Youtube, Facebook, Messenger and Telegram, and also deliver directly to project participants and their communities
2. Create workshop videos for teachers to revise workshop contents back and as an alternative workshop option
3. Place worksheets at PoE, DoE and local printing shops so that not only teachers but parents can continue their children's education at home

Goal Indicators <i>(Annual measurement)</i>	Plan for Year I				Remark
	Baseline	Year I			
	Actual	Target	Actual	Variance	
1. % of GIRLS who dropped out of primary school					
2. % of BOYS who dropped out of primary school					
AVERAGE (boys & girls) % of children who dropped out of primary school					
3. % of GIRLS who are promoted at primary school					
4. % of BOYS who are promoted at primary school					
AVERAGE (boys and girls) % of children who are promoted at primary school					
5. The number of children's issues was integrated into Commune Investment Program (CIP)					
6. The number of children's issues was integrated into School Development Plan (SDP)					
7. % of GIRLS age 3 who registered for preschool					
8. % of BOYS age 3 who registered for preschool					
AVERAGE % of age 3 who registered for					

preschool					
9. % of GIRLS age 4 who registered for preschool					
10. % of BOYS age 4 who registered for preschool					
AVERAGE % of age 4 who registered for preschool					
11. % of GIRLS age 5 who registered for preschool					
12. % of BOYS age 5 who registered for preschool					
AVERAGE % of age 5 who registered for preschool					
13. % of GIRLS age 5 who dropped out of preschool					
14. % of BOYS age 5 who dropped out of preschool					
AVERAGE (boys & girls age 5) % of children who dropped out of preschool					
15. % of GIRLS who are promoted to the grade 1					
16. % of BOYS who are promoted to the grade 1					
AVERAGE (boys & girls) % of children who are promoted to the grade 1					

12. Outcome 1

1. Outcomes 1	The FIRST outcome (No. 1) is to work in the schools to improve school retention and completion rates of students in preschool and primary school in Bakan and Kandieng Districts, Pursat Province
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Project outcome 1 of EGRA and EGMA assessment baseline results are not showed in the table below because the baseline survey was canceled. The target indicator will be not defined, so the actual assessment result will be not shown.

The mail outcome indicators are:

1. % of grade 3 students who can read proficiently at their grade level
2. % of grade 3 students who attain proficiency in numeracy commensurate with their grade level
3. % of grade 6 students who can read proficiently at their grade level
4. # of grade 6 students who attain proficiency in numeracy commensurate with their grade level

Although, the EGRA and EGMA assessment was not conducted with the students at the beginning of the project and will not be conducted at the end of the project, based on plan, project supported PoE, DoE and schools on EGRA and EGMA assessment training aim to capacity teachers each school how to create EGRA and EGMA test sheets and administer with students from grade1 to grade 6 in the midterm project. The midterm EGRA and EGMA assessment results will be used as the school-based result.

Outcome Indicators <i>(Annual measurement)</i> % of grade 3 students who can read proficiently at their grade level	Plan for Year I				Remark
	Baseline	Year I			
	Actual	Target	Actual	Variance	
1. Letter sound fluency (LSF)					
2. Familiar Word Reading (FWR)					
3. Oral Story Reading Fluency (OSRF)					
4. Reading Comprehension (RC)					
Average					

Outcome Indicators (Annual measurement) % of grade 3 students who attain proficiency in numeracy commensurate with their grade level	Plan for Quarterly 1	Remark
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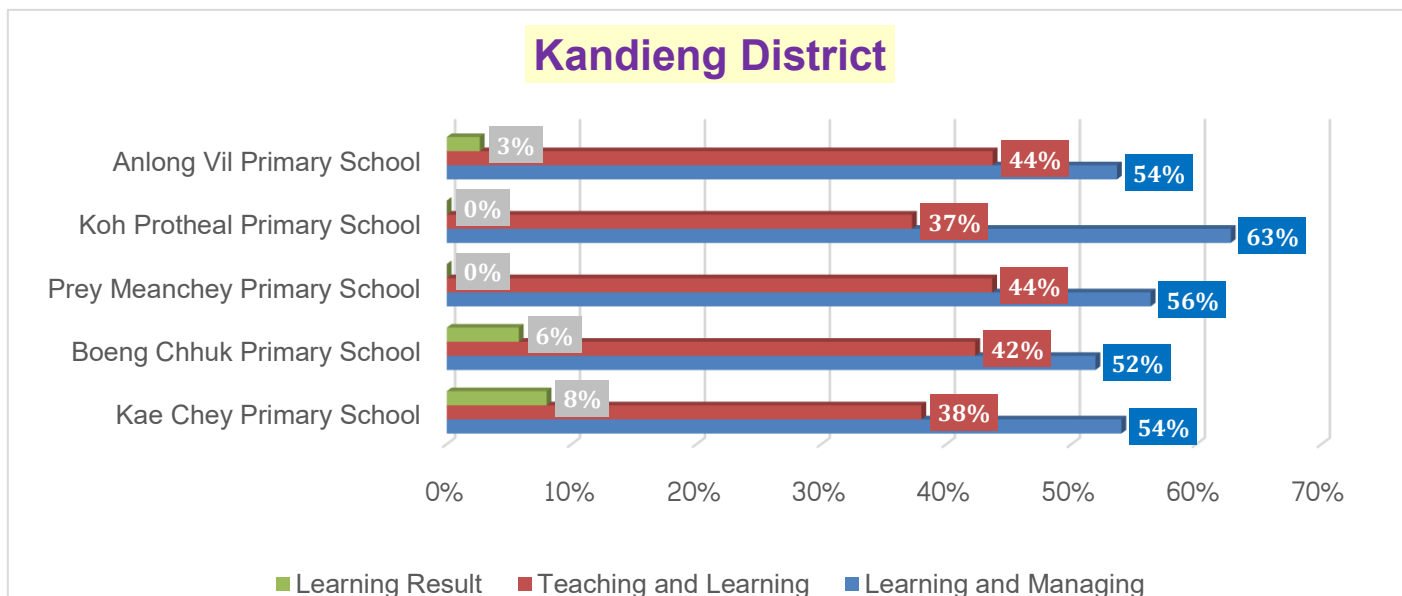
1. Number Identification (NI)	Baseline	Quarterly 1			
2. Number Discrimination (ND)	Actual	Target	Actual	Variance	
3. Missing Number Patterns (MNP)					
4. Addition Level 1 (AL1)					
5. Subtraction Level 1 (SL1)					
6. Addition Level 2 (AL2)					
7. Subtraction Level 2 (SL2)					
Average					

Outcome Indicators (Annual measurement) % of grade 6 students who can read proficiently at their grade level	Plan for Quarterly 1				Remark
1. Letter sound fluency (LSF)	Baseline	Quarterly 1			
2. Familiar Word Reading (FWR)	Actual	Target	Actual	Variance	
3. Oral Story Reading Fluency (OSRF)					
4. Reading Comprehension (RC)					
5. Average					

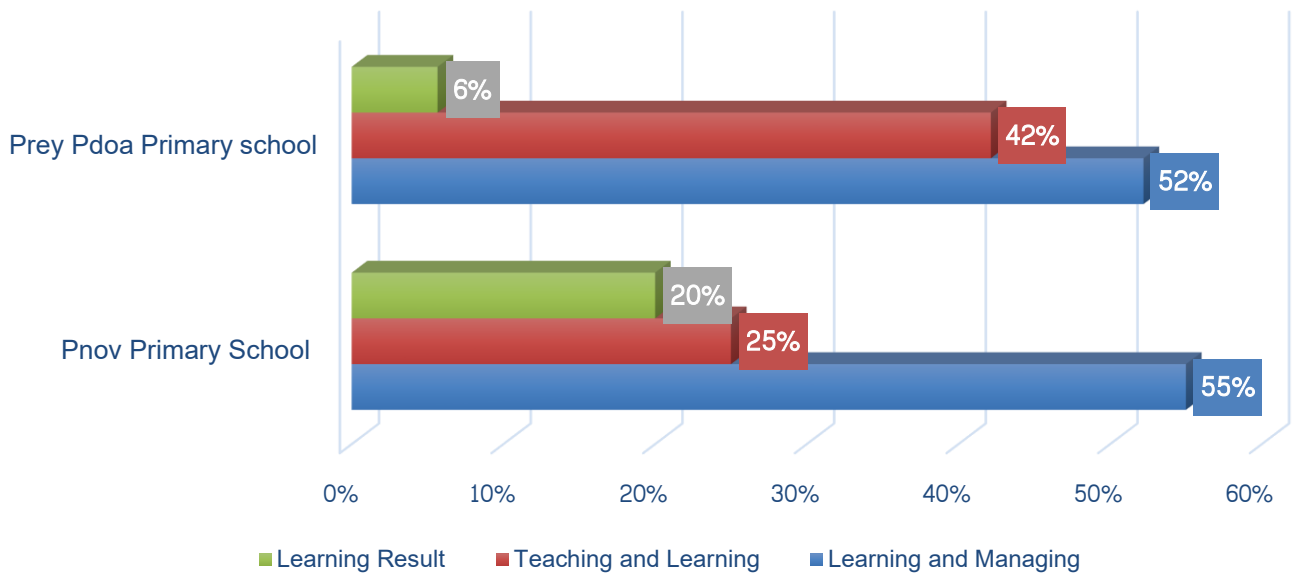
Outcome Indicators of grade 6 students who attain proficiency in numeracy commensurate with their grade level	Plan for Quarterly 1				Remark
1. Very Poor	Baseline	Quarterly 1			
2. Poor	Actual	Target	Actual	Variance	
3. Good					
4. Very Good					

1.1. Outputs 1.1	Strengthen leadership and management capabilities of the primary school staff.
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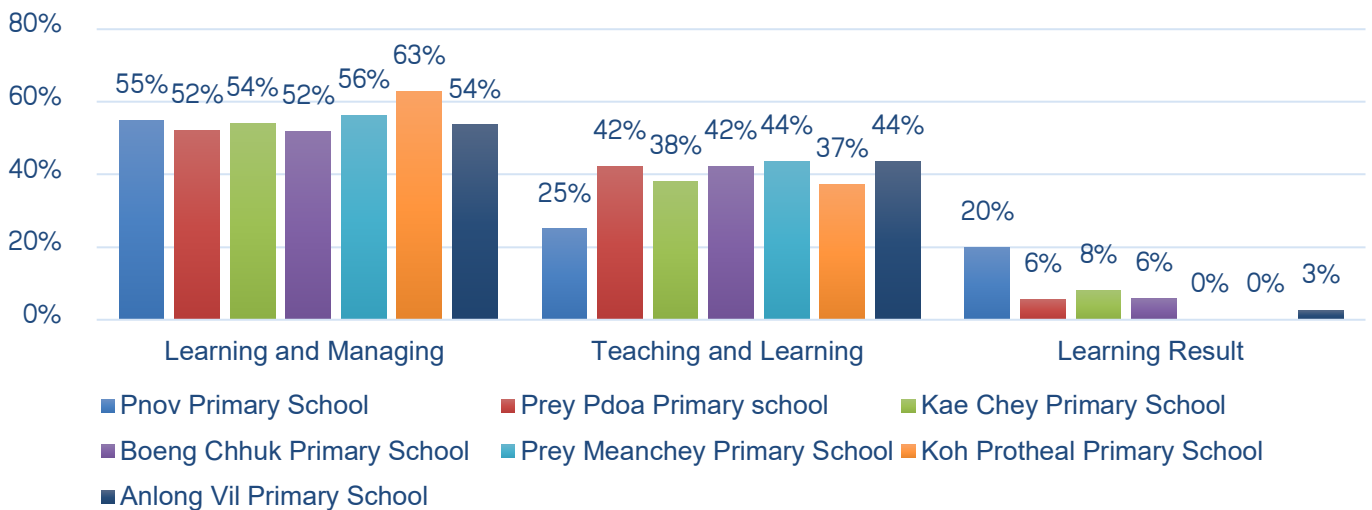
- DTMT of Bakan and Kandieng DoE and Primary Education Department of PoE conducted school monitoring to 7 target schools among 8 in February 2021.
There are 10 evaluation indicators divided into 3 categories, first is managing and leading (4 indicators), second is teaching and learning (5 indicators) and third is learning result (1 indicator)
Those schools that have been monitored are Prey Pdoa, Pnov, Kae Chey, Boeng Chhuk, Prey Meanchey, Koh Protheal and Anlong Vil.
The monitoring result has analysis as in the chart below:



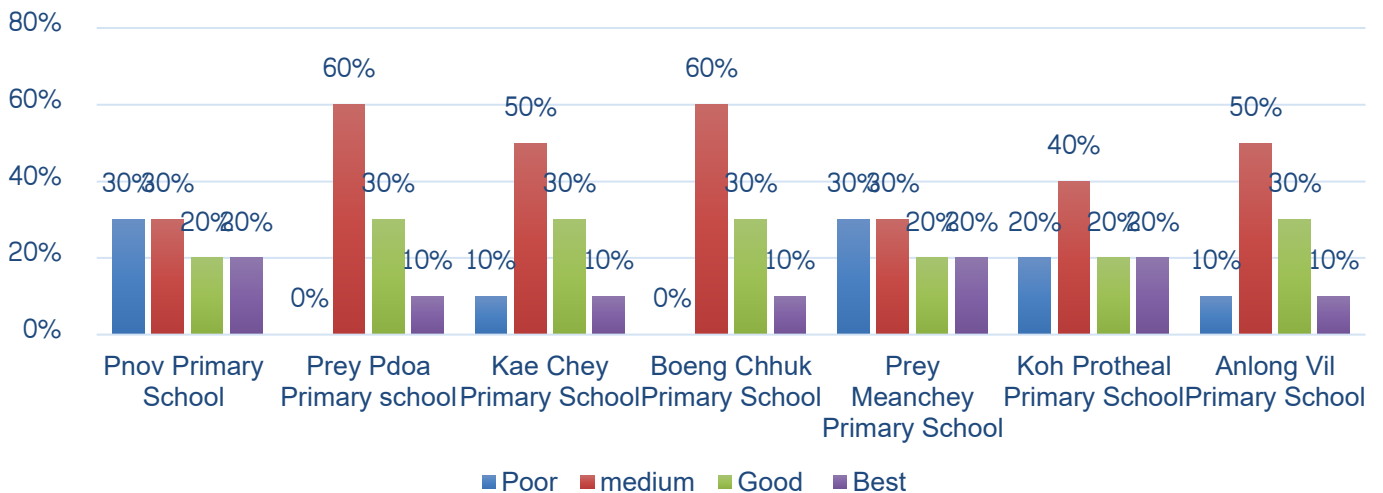
Bakan District



Result by categories indicator each school



Detail monitoring result each school



- A technical meeting was conducted with school principals, teachers, DoE technical officers and PoE technical officers total of 23 people.

The meeting aimed to discuss:

1. Overall education challenges and solutions at the school and district level
2. Making the integration plan for the first quarter with DoE, PoE and schools of CLIP project

In summary the result of the discussion, challenges were:

1. School don't have enough teaching materials
2. Teaching technique challenges
3. Too many children per classes
4. Poor students and don't have enough school building and teachers

- Due to the schools were closed, the activities plan was not completed 100%, some activities were postponed until the school re-open.

The postponed activities are:

1. DTMT conduct monitoring Thnouth Ta Chab primary school
2. Leadership capacity training to the school management team
3. Conduct class inspection event
4. Training curriculum, textbook and reading benchmark to principals and teachers teach grade 1,2 and 3
5. Forming and train student council
6. Conduct reading contest
7. And making school mapping board

- A Provincial technical leader meeting was conducted via zoom cloud aim to discuss that there are:
 1. General progressing of Pursat Education strategic while COVID-19 pandemic
 2. Quarterly Matching plan with PoE

As a result of the discussion, PoE updated that, although the school opening in January, but all the schools still apply STANDARD OPERATING PROCEDURES (SOP) (*See the attached SOP guideline*) and plan were matched for the first quarter.

Output Indicators	Plan for Quarterly 1				Remark
	Baseline	Quarterly 1			
	Actual	Target	Actual	Variance	
1. # of time District Training and Monitoring Team (DTMT) conducted monitoring in Primary schools. (DTMT) to Primary schools.		8	7	-13%	
2. # of Sessions conducted for Management and School staff on leadership capacity training.		1	0	-100%	
3. # of schools conducted the class inspection		1	0	-100%	
4. # of reflection meeting of technical leader in district level		1	1	0%	
5. # of primary schools receiving training (reviewing curriculum, textbook and reading benchmark) by DoE and PoE (4 teachers for each of Grade 1, 2, 3 – 32teachers).		32	0	-100%	
6. # of quarterly reflection meetings technical leader in provincial level		1	1	0%	

Indictors Explanation:

- Indicator 2: No action on Management and School staff on leadership capacity training because the restrictions of COVID-19.
- Indicator 3: No schools conducted the class inspection because the restrictions of COVID-19.
- Indicator 5: No training on reviewing curriculum, textbook and reading benchmark to teachers because the restrictions of COVID-19.

1.2. Outputs 1.2

Empowering preschool teachers with resources to provide better learning outcome for the children

- From January to March, R4C project team created one book called “What Are You Good At?”. The book aims to teach the children that everyone has something that they are good at and the importance to accept others . There are 16 pages.
- 3 MP3 songs were created by R4C project team.
 - The first song is called “What Are You Good At Song” and the length is 56 seconds. It is for teachers to teach children that everyone has something that they are good at.
 - The second song is called “Coconut Song” and the length is 67 seconds. It is for teachers to teach children about coconut trees are and how they are used.
 - The third song is called “Counting Down Coconut Song” and the length is 94 seconds. It is for teachers to teach children counting down numbers.
- 8 worksheets were created in JPEG and PDF. The overall aim of the worksheets is to use for tracing skills in Khmer Study subject and to know numbers, colours and shapes in mathematics subject.
- There were 373 additional resources created to use in workshops of previous Resource Packages.

Output Indicators: # of preschool teachers, PoE and DoE reviewee training how to access and use the rescored package	Plan for Quarterly 1				Remark
	Baseline	Quarterly 1			
	Actual	Target	Actual	Variance	
1. # of Rresources in Resource Packages created		18	12	-28%	
2. # of preschool teachers, PoE and DoE who attended workshops about how to access and use the Resource Packages and additional resources created		21	374	1681%	
3. # of schools which are installed Digital Library and other equipmetnts		21	0	-100%	
4. # of preschools have been followed up on using Resource Packages		16	0	-100%	
5. # of items bought		1	1	0%	

1.2.1

Output Indicators: # of Rresources in Resource Packages created	Plan for Quarterly 1				Remark
	Baseline	Quarterly 1			
	Actual	Target	Actual	Variance	
1. # of books created		0	1	100%	
2. # of animations created		0	0	0%	
3. # of songs (MP3) created		0	3	300%	
4. # of songs (MP4) created		0	0	0%	
5. # of worksheets created		6	8	33%	
6. # of worksheet instructional videos created		3	0	-100%	
7. # of activities created		6	0	-100%	
8. # of activity instructional videos created		3	0	-100%	

Indictors Explanation:

- Indicator 6: We couldn't work on the creation becasue we needed to prepare for the 1st workshop first.
- Indicator 7: There are 10 activity ideas in English already but the translation into Khmer haven't been completed yet because we needed to prepare for the 1st workshop first.
- Indicator 8: We couldn't create the videos because the activities hadn't been completed.

1.2.2

Output Indicators: # of preschool teachers, PoE and DoE who attended workshops about how to access and use the Resource Packages and additional resources created	Plan for Quarterly 1				Remark
	Baseline	Quarterly 1			
	Actual	Target	Actual	Variance	
1. # of teachers, DoE and PoE who participated		11	0	-100%	
2. # of resources created		9	374	4056%	
3. # of workshop videos created		1	0	-100%	

Indicators Explanation:

- Indicator 1: None of the teachers, PoE and DoE staff participated the workshop because we couldn't hold one due to the prohibition of gatherings and workshops because of COVID-19. The first workshop was planned to hold on at beginning of March, then postponed to the end of March, then postponed again to the end of April.
- Indicator 2: The # of resources created was over because the additional resources were required for workshop development. Advice from our education specialist, she suggested that we improve on some of the resources to maximize the benefit to the teachers at the workshop.
- Indicator 3: There was no workshop video creation because we couldn't start creating the video before the completion of the workshop.

1.2.3

Output Indicators: # of schools which are installed Digital Library and other equipmetnts	Plan for Quarterly 1				Remark
	Baseline	Quarterly 1			
	Actual	Target	Actual	Variance	
1. # of schools where an Access Box was installed		8	0	-100%	
2. # of schools which received a computer		8	0	-100%	
3. # of schools which received a tablet		0	0	0%	
4. # of schools where a speaker was installed		5	0	-100%	

Indicators Explanation:

- Indicator 1: No AccessBoxes were installed in schools yet because we decided to supply computers first and let the teachers use the Digital Library with them to get used to the contents first. Also close down of the school in mid March due to COVID-19 caused to postpone the installation till after the Khmer New Year holiday (the end of April). Schools and DoEs suggested us to put any equipments installed till schools open up again.
- Indicator 2: We couldn't supply any computers because we couldn't have the workshop about computers and visit each school due to the restrictions of COVID-19.
- Indicator 4: We couldn't supply speakers because we couldn't have the workshop about computers and visit each school due to the restrictions of COVID-19.

1.2.4

Output Indicators: # of preschools have been followed up on using Resource Packages	Plan for Quarterly 1				Remark
	Baseline	Quarterly 1			
	Actual	Target	Actual	Variance	
1. # of times we visited the school and gather the teacher's feedback		8	0	-100%	
2. # of times we visited the school and update workshop materials		8	0	-100%	

Indicators Explanation:

- The indicator1: No visits were made because we couldn't hold the workshop due to the restriction of COVID-19.
- The indicator2: No visits were made because we couldn't hold the workshop due to the restriction of COVID-19 so no updates on workshop materials either. However, we are creating a lot of additional resources for workshops.
- Also we had to spend a lot of time preparing baseline survey with KAPE (not originally included in our plan).

1.2.5

Output Indicators: Video / Audio Equipment	Plan for Quarterly 1				Remark
	Baseline	Quarterly 1			
	Actual	Target	Actual	Variance	
1. # of items bought		1	1	0%	

1.3. Outputs 1.3	Promote peer education for primary school children
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Before the schools were closed, Project team has been working with PoE, DoE, and school principals to make the students council form and the plan to form the students council in each school, but when the school were closed the plan were postponed when the school re-open.

Output Indicators	Plan for Quarterly 1				Remark
	Baseline	Quarterly 1			
	Actual	Target	Actual	Variance	
1. # Student Council members got trained on roles and responsibilities.		88	0	-100%	
2. # Struggling students are help		0	0	0%	
3. # of student’s council receive materials		0	0	0%	
4. # of teachers attend new teaching innovation sharing and create teaching and learning materials		0	0	0%	

Indicators Explanation:

- Indicator 1: No Student Council members got trained on roles and responsibilities, because the school were closed and will train them when the school re-open.

1.4. Outputs 1.4	Promote Early Grade Reading among primary school children
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Output Indicators	Plan for Quarterly 1				Remark
	Baseline	Quarterly 1			
	Actual	Target	Actual	Variance	
1. % of students doing EGRA and EGMA assessment		0%	0%	0%	
2. # PoE and DoE attend the training		15	0	-100%	
3. #of teachers making EGRA and EGMA test		0	0	0%	
4. # of school lead reading contest event in school.		2	0	-100%	
5. # of data management training/reflection on test result.		0	0	0%	
6. # of school receive reading materials		0	0	0%	

Indicators Explanation:

- **Indicator2:** # PoE and DoE attend the training was not reach the target due to meeting and training were not allow because the restriction of COVID-19. When, the school re-open the training will be conducted

- **Indicator4:** # It has no action on reading contest event in school due to the school were closed because the restriction of COVID-19.

2. Outcome 2

3. Outcomes 2	The SECOND outcome is to work in the community to improve community support of basic education
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Outcome Indicators	Plan for Quarterly 1				Remark
	Baseline	Quarterly 1			
	Actual	Target	Actual	Variance	
1. # of key finding of youth club reported by CCWC for input to CIP. (Selected issues by CCWC)		0	0	0%	
2. Total # of Key issues and root cause from youth club submit to Planning Budget Committee (PBC) for CIP		0	0	0%	
3. # of annual meeting conducted by youth club in district level		0	0	0%	

Indicators Explanation:

- All indicator has no target in this quarter will update next quarter

2.1. Outputs 2.1	Strengthen functionality of Youth clubs
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CLIP project officer had been meeting with CCWC each target village in the commune via phone call to discuss on:

1. Project supported on C/Y club structure in their commune, training C/Y club leaders, support C/Y club monthly and quarterly meeting, CCWC quarterly meeting, C/Y club social project and child right action research.
2. Commune schedule on making Commune Investment Program (CIP)
3. C/Y club structure and forming methodology.

When the meeting will be allowed, CLIP project officer will working with CCWC each commune to form C/Y club and training them on their role and responsibilities.

Output Indicators	Plan for Quarterly 1				Remark
	Baseline	Quarterly 1			
	Actual	Target	Actual	Variance	
1. # of YOUTH CLUBS strengthened at the Commune level.		8	0	-100%	
2. # of youth club group leader received training.		24	0	-100%	
3. # of youth clubs received (Story and text books, sport materials, educational materials).		0	0	0%	
4. # of youth clubs’ leader leaded Quarterly Meeting		1	0	-100%	
5. # of monthly meeting of youth club.		8	0	-100%	
6. # of quarterly meeting of youth club with CCWC.		2	0	-100%	
7. #of Child Action Research event were conducted		0	0	0%	
8. # of Child/Youth project were done		0	0	0%	
9. # of Drive-run were conducted		0	0	0%	
10. #of Consultation with LA were conducted		0	0	0%	

Indicators Explanation:

- Indicator 1: The C/Y club has not yet formed due to the meeting were not allowed so it is postponed when the meeting is allowed.
- Indicator 2: It is not exist because C/Y club not yet formed.
- Indicator 4: It is not exist because C/Y club not yet formed.
- Indicator 5: It is not exist because C/Y club not yet formed.
- Indicator 6: It is not exist because C/Y club not yet formed.

2.2. Outputs 2.2	Increase engagement/dialogue between communities, local leaders and government to improve education standards
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In the first quarterly meeting among 8 target school principals/representatives, Bakan and Kandieng DoE, PoE, BSDA and R4C, CLIP project coordinator introduced:

1. Project goal, outcome and output.
2. Target schools and villages
3. Project duration

BSDA and R4C also conducted MoU with PoE and DoEs by state:

1. Project working group
2. Project implement methodology.
3. Role and responsibility of PoE, DoE, school, BSDA and R4C.
4. Distance from each target area to PoE and DoE.
5. And other code and conduct.

Output Indicators	Plan for Quarterly 1				Remark
	Baseline	Quarterly 1			
	Actual	Target	Actual	Variance	
1. # of schools receiving and responding to complaints on issue of education throughout school mechanism.		0	0	0%	
2. # of school have school mapping board		6	0	-100%	
3. # of annual event was conducted		1	0	-100%	

Indicators Explanation:

- Indicator 2: The school mapping board each school was not yet made because the meeting was not allowed.
- Indicator 3: The annual event was not yet conducted due to the restriction of COVID-19. The annual event will be considered not to do, if the COVID-19 pandemic takes longer and longer.

4. Annex:

- Financial report Rotary 1 (Program)
- Financial Report Rotary 1 (Separate funding)
- Sport check report on R4C expenditure for first quarter (January -March 2021)
- Monitoring and Evaluation Plan
- Photos
- Case Study (R4C)
- Activity report (R4C)