

Quarterly Report

(April- June 2021)

Project Name: Cambodian Literacy Integrative Project (CLIP)

Submitted to:

Rotary
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Submitted by:

BSDA

អង្គការ សកម្មភាពព្រះពុទ្ធសាសនាដើម្បីអភិវឌ្ឍន៍សង្គម
Buddhism for Social Development Action



អង្គការរ៉ែមកក្រុងមីសប្រាប័កុមារ

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Name of the Project	Cambodian Literacy Integrative Project (CLIP)
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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 staff and Child/Youth club representatives on child rights 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 rights 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	1709	888		
Child/Youth Club				
Local Authority			16	0
Education Partner			60	28
Total	1709	888	76	28

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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Ministry of Education Youth and Sport (MoEYS) in March issued letter number 14, which aims to close all public schools in Cambodia to participant in the prevention and control of the spread of COVID-19.

Subsequently, MoEYS issued variances instruction letters that aim to promote distance teaching and learning methodology to the Provincial of Education Office, District of Education office and school.

In Supporting distance teaching and learning, BSDA is working closely with the Provincial of Education office (PoE), District of Education Office (DoE), and teachers in 8 target schools to support distance learning by initiation new distance learning such as:

1. Create students' parent's group messenger: Teachers teach from grade 1 to 6 group their students' parents in the group messenger, so the teacher film 3 or fewer minutes videos and homework and post in the group, so parents could play for their kids and let them practice at home and post the corrected homework. Another hand the teacher could inform and feedback to the parents and other hot news in the community to all parents via messenger group.
2. Provided worksheet and reading f to folktale to students: Twice days a week students or student's parents come to get worksheets and reading f to folktale at school. They exchange reading folktales while they complete reading. Project support 65 sets of A4 paper, 16 bottle printer inks and 9\$ phone cards per teacher total of 56 teachers.
3. Coordinated PoE and DoE to visit the schools and make teaching plans with Prey Pdau, Thounh Ta Chab and Pnov primary schools and pre-school teachers.

As the result, there were 58 student parents and 230 students/15 girls registered in group messenger and telegram and access learning from 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 aged 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					

1. 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 main 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 2				Remark
1. Number Identification (NI)	Baseline	Quarterly 2			
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 2				Remark
1. Letter sound fluency (LSF)	Baseline	Quarterly 2			
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 2				Remark
1. Very Poor	Baseline	Quarterly 2			
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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- On 16-17 June, Management, leadership and communication training was conducted online by PoE officers. There were 33 participants/ 9 women (3 BSDA staffs in Pursat, 2 R4C staffs, 10 DoE officers and 15 school principals and deputy-principal)
 - The training aimed:
 - Strengthen the leadership of principals and community representatives in fully linking the school and community.
 - Expand the leadership role of the School Support Committee
 - Develop action plans to mobilize resources for school development.
 - For school support committees and school leaders to implement effective school management to meet the needs of every child in the geography.
 - The training methodology focused on participants sharing their real management, leadership, communication style, global management, leadership and communication guidelines. In the end, the training facilitators consolidated the best practice guideline of management, leadership and communication base on the real situation in the province.
- In May one day training on how to use google meet for the meeting was conducted by BSDA staff. There are 21 participants (3 PoE, 10 DoE officers and 8 school principals)
 - The training aimed to train PoE, DoE and School principals now to access online meetings that such easy way of communication in the pandemic of COVID-19.
- The reflection meeting of the technical leader at the district level was conducted half-day on the 24th of June that participated from 2 R4C staff, 3 BSDA staff, 2 PoE officers, 8 DoE officers and 8 school principals led by BSDA.
 - The meeting aimed:
 - Presentation from the school principals on distance teaching and learning progress, challenges and solutions.
 - Doing next action plan on distance teaching and learning.
 - The challenge and solution of distance teaching and learning are:

No	Challenges	Solution
1	Some students are not responding or late on providing homework to teachers	Teachers try to make a phone call to parents and ask to provide their kids homework on time

2	Challenging on weakness on internet access in some area	When students are not accessing the internet, they come to take worksheets at school twice a week instead
3	Some parents don't have smartphones to access online lessons for their kids	Parents come to school to take worksheets for their kids twice a week
4	Some parents do not allow their kids to come to school to take worksheets because they are afraid of transmission of COVID-19	Parents join the group messenger and students learning from home
5	Some parents are moving to work other places and don't have time to teach their kids at home	Teachers try to group parents in group messenger, so their kids could access learning via group messenger
6	Some schools stop provide worksheets temporarily because of the serious situation of COVID-19 in the village.	Waiting until COVID-19 situation back to normal
7	Weakness on technology understanding from parents and teachers that hard to access online lesson	Parents come to school to take worksheets for their kids twice a week and DoE, PoE, teachers and BSDA try to teach them how to access
8	The school didn't have enough budget on buying A4 paper and printer ink	CLIP project supporting some more A4 paper and printer inks as the budget allocated

- The next action plan, BSDA, R4C, DoE, PoE, and teachers continue to support distance teaching and learning and try to innovate new teaching methodology to better and better teaching and learning outcomes.
- The reflection meetings technical leader in provincial level was conducted half-day on the 4th of June that participated from 2 R4C staffs, 3 BSDA staffs, 4 PoE officers, 8 DoE officers and 8 school principals led by BSDA.
 - The meeting aimed:
 1. PoE presentation about the Ministry of Education Youth and Sport (MoEYS), PoE, DoE and school distance teaching and learning approach.
 2. Integrated on project monthly plan with PoE, DoE, school and BSDA.
 - The meeting results are:
 1. MoEYS, PoE, DoE and the school teaching and learning approaches provide worksheets to students, promote online learning apps and TV programs.
 2. Each school bought an external hard drive that put all online learning documents.
 3. PoE, DoE, school and BSDA project monthly plan were integrated.

Output Indicators	Plan for Quarterly 2				Remark
	Baseline	Quarterly 2			
	Actual	Target	Actual	Variance	
1. # of time District Training and Monitoring Team (DTMT) conducted monitoring in Primary schools. (DTMT) to Primary schools.		0	0	0%	
2. # of Sessions conducted for Management and School staff on leadership capacity training.		0	1	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).		0	0	0%	
6. # of quarterly reflection meetings technical leader in provincial level		1	1	0%	

Indicators Explanation:

- Indicator 2: The action plan was postponed from quarter 1 on Management and School staff on leadership capacity training.
- Indicator 3: No schools conducted the class inspection because of the restrictions of COVID-19.

1.2. Outputs 1.2	Empowering preschool teachers with resources to provide better learning outcome for the children
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1.2.1**(1-2) # of animations created**

The animation title is ‘What Are You Good at?’ and it is based on the book ‘What Are You Good at?’ that R4C created. The length is 5 minutes 42 seconds. It is for teachers to teach the children that everyone has something that they are good at and the importance to accept others. The teacher let their students enjoy the book not only reading the book but also showing the animation with their smartphones, computers, and tablets which R4C supplies. Also, the animation is for children to enjoy the story at home with their own devices because they cannot read yet so, it’s a good way to enjoy the story by themselves.

(1-3) # of songs (MP3) created

The MP3s are made for teachers to use in the classrooms.

Title	Length	Purpose
What Are You Good at Song	56 seconds	It is for teachers to teach children that everyone has something that they are good at.
Which Job Would You Like Song	71 seconds	It is for teachers to teach children a variety of occupations.

(1-4) # of songs (MP4) created

The MP4s are made for teachers to learn the dance movements before teaching children or to show in the classrooms and for children to sing and dance along with the songs at home with their own devices.

Title	Length	Purpose
What Are You Good at Song	68 seconds	It is for teachers to teach children something they good with dance movements that represent things.
Coconut Tree Song	73 seconds	It is for teachers to teach children that coconut trees can be used for various things with dance movements that represent the lyrics.
Counting Down Coconut Song	103 seconds	It is for teachers to teach children how to count down numbers with small movements that count numbers by fingers.

(1-6) # of worksheet instruction videos created

The worksheet instruction videos are made for teachers so that they can know how to do each worksheet before they use the worksheets in their classes.

Title	Length	Purpose
Dot to Dot Coconut	40 seconds	It is for teachers to teach children how to count numbers by tracing an illustration of coconut.
Dot to Dot Coconut Tree	42 seconds	It is for teachers to have children draw and colour the picture of the coconut tree.
Coconut Shape	39 seconds	It is for teachers to have children draw and colour the picture of the coconut tree by following the instructed colours.
Count Coconut Numbers	45 seconds	It is for teachers to have children count the number of coconuts from one to eight.

Measure Hight	41 seconds	It is for teachers to have children draw and colour the picture of the coconut tree by following instructed colours.
Animals and Plants	45 seconds	It is for teachers to have children sort animals and plants.
Animate and Inanimate	41 seconds	It is for teachers to have children sort animate objects and inanimate objects.
Animate	41 seconds	It is for teachers to have children know animate objects.
Puzzle	41 seconds	It is for teachers to have children train the ability of logical thinking, imagination, and concentration.
Find Differences	50 seconds	It is for teachers to have children train the ability of insight, observation, and concentration.
Food Group	42 seconds	It is for teachers to have children know nutrition.

Output Indicators: # of Resources in Resource Packages created	Plan for Quarterly 2				Remark
	Baseline	Quarterly 2			
	Actual	Target	Actual	Variance	
1. # of books created		1	0	-100%	R4C had done the targeted one book creation already in quarte 1 so the actual variance is 0%.
2. # of animations created		1	1	0%	
3. # of songs (MP3) created		1	2	100%	
4. # of songs (MP4) created		1	3	200%	
5. # of worksheets created		9	93	933%	
6. # of worksheet instructional videos created		9	11	22%	
7. # of activities created		10	4	-60%	
8. # of activity instructional videos created		10	2	-80%	

Indictors Explanation:

1. Create the resource package	
(1-1) # of books created	The book's creation of 'What Are You Good at?' has finished already in the last three months. Regarding another new book 'Which Job Would You Like?', all kinds of books have not been completed but each page design of the book in black and white version has been prepared.
(1-5) # of worksheets created	It includes the Khmer alphabet and Khmer number worksheets created.
(1-7) # of activities created	4 activities related to the 'What Are You Good at?' created. Each activity has an activity sheet that explains how to play and an activity lesson plan. The rest of the seven videos will be finished by the 2 nd of July.
(1-8) # of activity instruction videos created	The videos need to collect children to shoot they play the activity game actually, in the videos but the COVID situation prevented us from doing it, thus we created some videos that only the staff could shoot.
Number of created resources	Book Title: What Are You Good at? ★ 1 animation, ★ 1 MP3, ★ 3 MP4, ★ 4 activity sheets, ★ 4 activity lesson plans,

	★ 2 activity instruction videos, ★ 11 worksheet instruction videos Book Title: Which Job Would You Like? ★ 1 MP3 Further Resources; ❖ Khmer Alphabet: 2 worksheets, ❖ Khmer Number: 91 worksheets
	Updated Resources; The following resources have been created last year but needed some revisions and updated in these three months. ❖ Book Title: What Are You Good at? - 1 activity instruction video, - 23 worksheets ❖ Khmer Alphabet: - 53 worksheets ❖ Khmer Number: - 20 worksheets

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 2				Remark
	Baseline Actual	Target	Quarterly 2 Actual	Variance	
1. # of teachers, DoE and PoE who participated		22	0	-100%	
2. # of resources created		9	382	4144%	
3. # of workshop videos created		2	2	0%	

Indicators Explanation:

2. Training teachers how to access and use the resources	
(2-1) # of teachers, DoE and PoE who participated	According to the continuous restriction of COVID-19 from the government, we had not held the scheduled three times workshops in the three months. Placing worksheets that started as a substitution of the workshops works at the target educational offices and schools despite there being interruptions sometimes. We placed 1,923 sheets at the PoE, DoE, eight schools and 3 copy shops in three districts (Pursat, Bakan and Krakor) from April to June and other school teachers and parents could access the worksheets. In addition, posting the worksheets to our Facebook page contributed to spreading them and us to all nations. About 570 teachers who teach at preschool classes in Cambodia joined our Facebook page in the three months and we could see the worksheets were shared by some teacher's communities.
(2-2) # of additional resources created	Book Title: Jack the Giant ★ 13 activity sheets, ★ 13 activity lesson plans, ★ 2 worksheets for an activity, ★ 2 activity instruction videos Book Title: Who Painted the Sky?

	★ 2 MP3, ★ 1 MP4, ★ 1 activity sheet, ★ 5 activity lesson plans, ★ 1 worksheet for an activity Further Resources; ★ Illustration: 332 sheets, ★ MP3: 9 sound resources
	Updated Resources; The following resources have been created last year but needed some revisions and updated in these three months. ❖ Book Title: Happy Khmer New Year - 22 worksheets ❖ Book Title: Who Painted the Sky? - 4 activity sheets, - 9 worksheets ❖ Book Title: Teeny Tiny Monsters - 3 book forms (Kamishibai, Digital version, A4 version), - 3 worksheets
(2-3) # of workshop videos created	The 2 videos were completed for 2 workshops. The 1st workshop video (5 videos); ❖ 1-1: About TukTuk ❖ 1-2: How to use computer ❖ 1-3: How to use the Digital Library folder* on the computer ❖ 1-4: Teaching resources of ‘Jack the Giant’ ❖ 1-5: Teaching resources of ‘Happy Khmer New Year’ *The computer has a folder that all resources we created so far are put in it. As the Digital Library has not been launched yet and to make the teachers get used to using the computer, we created the folder. The 2nd workshop video; ❖ Introducing teaching resources of ‘Who Painted the Sky?’

1.2.3

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

Indictors Explanation:

3. Implementing the digital library	
(3-1) # of schools where an AccessBox was installed	Due to the school closure and restriction of gathering, our workshop plan is delay. The training about the usage of the Digital Library also has not been implemented yet and installing the AccessBox when schools are shut down added no value as they could not be used and was an unnecessary security risk.
(3-2) # of schools which	The computers have not been supplied yet as we have not had workshops due to the restriction of COVID-19. In preparation for re-opening the schools, we finished

received a computer	setting up the necessary software and applications, except for the Digital Library installation.
(3-3) # of schools which received a tablet	The tablets have not been supplied yet as we have not had workshops due to the restriction of COVID-19. In preparation for re-opening the schools, we finished setting up the necessary software and applications, except for the Digital Library installation.
(3-4) # of schools where a speaker was installed	The speakers have not been supplied yet as we have not had a workshop and visited each school due to the restriction of COVID-19.

1.2.4

Output Indicators: # of preschools have been followed up on using Resource Packages	Plan for Quarterly 2				Remark
	Baseline	Quarterly 2			
	Actual	Target	Actual	Variance	
1. # of times we visited the school and gather the teacher's feedback		16	0	0%	
2. # of times we visited the school and update workshop materials		16	0	0%	

Indicators Explanation:

4. Gathering teacher feedback and updating workshop materials	
(4-1) # of times we visited the school and gather the teacher's feedback	The requirement from the government restricted the workshop continuously, the school visits were also canceled, and we could not get feedback from the teachers.
(4-2) # of times we visited the school and update workshop materials	The setting up, except for putting the Digital Library file on the devices, the computers and tablets were completed. The school closure and restriction of gathering disturb all planned events including supplying devices.

1.3. Outputs 1.3	Promote peer education for primary school children
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- 55 student council uniforms were provided to school principals of 5 among 8 target schools to keep at school and provide to student council members when the school re-open. The student council uniforms were designed as the guild line of MoEYS.

Output Indicators	Plan for Quarterly 2				Remark
	Baseline	Quarterly 2			
	Actual	Target	Actual	Variance	
1. # Student Council members got trained on roles and responsibilities.		0	0	0%	
2. # Struggling students are help		288	0	0%	
3. # of student’s council receive materials		8	5	-38%	
4. # of teachers attend new teaching innovation sharing and create teaching and learning materials		20	0	-100%	

Indicators Explanation:

- Indicator 2:** No Struggling students are on the list, because the schools were closed, instead BSDA work with PoE, DoE and the schools to help distance teaching and learning while the schools are closed.
- Indicator 3:** The actual was not reaching the target due to the budget was not enough to buy for 8 schools in this quarter, so will supply more next quarter.

- **Indicator 4:** The actual achievement of the indicator was not existed due to the school was closed so new innovation teaching was not shared.

1.4. Outputs 1.4	Promote Early Grade Reading among primary school children
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- Based on the CLIP budget plan, school materials were provided to 8 target schools are:
 - 11 bookshelves
 - 13 set foam mats for students to sit on
 - 6 roles of floor sheets for the library
 - 8 writing whiteboards
 - 16 boxes of mask
 - 16 litters of alcohol

All schools organized the bookshelves in the library and put the reading book on and students could come to take it while they come to get the worksheet twice a week.

Output Indicators	Plan for Quarterly 2				Remark
	Baseline	Quarterly 2			
	Actual	Target	Actual	Variance	
1. % of students doing EGRA and EGMA assessment		0	0	0%	
2. # PoE and DoE attend the training		0	0	-100%	
3. #of teachers making EGRA and EGMA test		70	0	-100%	
4. # of school lead reading contest event in school.		3	0	-100%	
5. # of data management training/reflection on test result.		2	0	-100%	
6. # of school receive reading materials		8	8	0%	

Indictors Explanation:

- **Indicator3:** # Teachers making EGRA and EGMA tests did not reach the target due to meeting and training were not allow because of 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 of 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 2				Remark
	Baseline	Quarterly 2			
	Actual	Target	Actual	Variance	
1. # of key finding of youth club reported by CCWC for input to CIP. (Selected issues by CCWC)		16	0	-100%	
2. Total # of Key issues and root cause from youth club submit to Planning Budget Committee (PBC) for CIP		27	0	-100%	
3. # of annual meeting conducted by youth club in district level		2	0	-100%	

Indictors Explanation:

- All indicator was not achieved because the meeting is not allowed.

2.1. Outputs 2.1

Strengthen functionality of Youth clubs

In the last quarter, BSDA officers had conducted the online individual meeting with CCWCs of 5 target communes.

The meeting aimed to:

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.

In quarter 2, CCWC of 5 target communes planned to form 8 child/youth clubs of 8 target villages, unfortunately, the meeting was not allowed in that village due to the speeding of COVID-19.

Hence, Beung Knar CCWC, worked with the existing child/youth club (CFE child/youth club in Prey Pdao, Deoum Chres, Wat Chre and Prash Mlou villages) to make a telegram group. The group from those five villages was matched to one telegram group. And now there are 5 members registered. Other members continue to register more in the group.

Output Indicators	Plan for Quarterly 2				Remark
	Baseline	Quarterly 2			
	Actual	Target	Actual	Variance	
1. # of YOUTH CLUBS strengthened at the Commune level.		0	1	0%	
2. # of youth club group leader received training.		0	0	0%	
3. # of youth clubs received (Story and textbooks, sport materials, educational materials).		8	0	-1000%	
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		2	0	-100%	
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%	

Indictors Explanation:

- Indicator 3: # of youth clubs received (Story and textbooks, sport materials, educational **materials**) **have not yet been provided due to the club has not yet been formed.**
- Indicator 4: It does not exist because the C/Y club has not yet formed.
- Indicator 5: It does not exist because the C/Y club has not yet formed.
- Indicator 6: It does not exist because the C/Y club has not yet formed.
- Indicator 7: It does not exist because the C/Y club has not yet formed, and the meeting is not allowed.

2.2. Outputs 2.2

Increase engagement/dialogue between communities, local leaders and government to improve education standards

- In this quarter, BSDA staff coordinated with all 8 school principals to form a school support committee in each school that was accepted and signed by the commune council leader.
- Provide 8 big whiteboards (size 2.4m x 1.2m) to 8 target primary schools. The school will use the whiteboard to make school mapping that it is easy for them to geography the number of target families and children.

The mapping will be drawn next quarter, while the situation of COVID-19 is better.

Output Indicators	Plan for Quarterly 2				Remark
	Baseline	Quarterly 2			
	Actual	Target	Actual	Variance	
1. # of schools receiving and responding to complaints on issue of education throughout school mechanism.		8	0	-100%	
2. # of school have school mapping board		2	8	600%	
3. # of annual event was conducted		0	0	0%	

Indictors Explanation:

- Indicator 1: The school mapping board for each school was not yet made because the meeting was not allowed.
- Indicator 2: The indicator was over the target due to the activities postponed from the previous quarter.

4. Annex:

- Financial report Rotary I (Program)
- Financial Report Rotary II (Separate funding)
- Activity report (R4C)
- Case study report (R4C)
- Result of the monthly interview (R4C)
- Activity photos (R4C)
- Activity photos (BSDA)
- Expenditure spot check recommendation with responses by R4C