

Quarterly Report

(July- September 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



អង្គការរ៉ែមកក្រីមសម្រាប់កុមារ

Rermork for Children Organization

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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	Age <= 18		Age >18	
	Total	Female	Total	Female
Students	1709	888		
Child/Youth Club	7	6		
Local Authority			16	0
Education Partner			60	28
Total	1709	888	76	28

Preschool

Type of Beneficiaries	Age <= 18		Age >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 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.

Goal Indicators (Annual measurement)	Result 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 (Annual measurement) % of grade 3 students who can read proficiently at their grade level	Result 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	Result for Quarterly 3				Remark
1. Number Identification (NI)	Baseline	Quarterly 3			
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 <i>(Annual measurement)</i> % of grade 6 students who can read proficiently at their grade level	Result for Quarterly 3				Remark
1. Letter sound fluency (LSF)	Baseline	Quarterly 3			
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	Result for Quarterly 3				Remark
1. Very Poor	Baseline	Quarterly 3			
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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- PoE and DoE led the meeting with teachers in each target school to discuss and make catch-up teaching curriculum while the school reopening in April at the beginning of September under the letter of MoEYSN No. “46”. 15 students a class come to learn face to face with the teacher at school twice or third a week based on their schedule, and the rest of the day they come to take worksheets as normal.
- Online reflection meeting among teacher technical leaders, school principals, PoE and DoE was conducted in July and August to reflect on distance teaching and learning progress, challenges and solutions and also doing plan on supporting distance learning.

Output Indicators	Result for Quarterly 3				Remark
	Baseline	Quarterly 3			
	Actual	Target	Actual	Variance	
1. # of time District Training and Monitoring Team (DTMT) conducted monitoring in Primary schools. (DTMT) to Primary schools.		0	8	100%	
2. # of Sessions conducted for Management and School staff on leadership capacity training.		0	0	0%	
3. # of schools conducted the class inspection		1	0	-100%	
4. # of reflection meeting of technical leader in district level		1	0	-100%	
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	2	100%	

Indicators Explanation:

- Indicator 1: The indicator was more achieved due to the school need helping in preparing the catch-up curriculum.
- Indicator 3: No schools conducted the class inspection because of the restrictions of COVID-19.
- Indicator 4: The action plan was not achieved due to the meeting was conducted in combination with provincial and district level in indicator 6.

1.2. Outputs 1.2

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

1.2.1**(1-2) # of animations created**

The animation title is ‘Which Job Would You Like?’ and it is based on the book ‘Which Job Would You Like?’ that R4C created. The length is 7 minutes 32 seconds. It is for teachers to teach the children that there are many kinds of jobs around them and they should study hard to do work they love. The animation version will let the teachers introduce the story by 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 – for teachers to use in the classrooms

Title	Length	Purpose
Which Job Would You Like Song (1)	72 seconds	It is for teachers to teach children the jobs of writer, photographer, model, business person, and singer.
Which Job Would You Like Song (2)	72 seconds	It is for teachers to teach children the jobs of teacher, photographer, journalist, shopper, and bakery.

(1-4) # of songs (MP4) created – for teachers to learn the dance movements before teaching children or to show in the classrooms and also for children to sing and dance along with the songs at home with their own devices.

Title	Length	Purpose
Which Job Would You Like Song (1)	84 seconds	It is for teachers to teach children the jobs of writer, photographer, model, business person, and singer with dance movements.
Which Job Would You Like Song (Instruction)	311 seconds	It is for teachers to instruct how to sing this song with the students. This song doesn’t have specified movements so the teachers or students need to create it by themselves and this video explains how to.

(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
Khmer Alphabets			
1	Peg game for consonants (1)	40 seconds	It is for teachers to make their children recognize each consonant with illustrations.
2	Peg game for consonants (2)	46 seconds	It is for teachers to tell children how to use the peg game

			cards to play.
3	Peg game for vowels (1)	43 seconds	It is for teachers to make their children recognize each vowel with illustrations.
4	Peg game for vowels (2)	50 seconds	It is for teachers to tell children how to use the peg game cards to play.
5	Trace Lines	35 seconds	It is for teachers to teach children how to write several type of lines.
6	Trace alphabet	43 seconds	It is for teachers to teach children how to write each consonant.
7	Exercise alphabet	44 seconds	It is for teachers to teach children how to write and make they recognize each consonant.
8	Match alphabet	39 seconds	It is for teachers to teach children words that use each consonant.
9	Writing consonants	43 seconds	It is for teachers to teach children how to write words that represent each consonant.
Khmer Numbers			
10	Peg game for numbers	45 seconds	It is for teachers to make their children recognize each Khmer number with illustrations.
11	Peg game for numbers	47 seconds	It is for teachers to tell children how to use the peg game cards to play.
12	Trace numbers	40 seconds	It is for teachers to teach children how to write each Khmer number.
13	Exercise numbers	38 seconds	It is for teachers to teach children how to write and make they recognize each Khmer number.
14	Match numbers	38 seconds	It is for teachers to teach children words that use each Khmer number.
15	Count and color food numbers	46 seconds	It is for teachers to make children know Khmer numbers and the quantity.
16	Complete the box (1)	47 seconds	It is for teachers to make children know Khmer numbers and the quantity.

17	Complete the box (2)	45 seconds	It is for teachers to make children know Khmer numbers and the quantity by cutting and pasting the number cards.
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(1-8) # of activity instruction videos created

The activity instruction videos are made for teachers so that they can know how to do each activity before they play the activities in their classes.

	Title	Length	Purpose
What Are You Good At?			
1	Retell Story	250 seconds	It is for teachers to know how much their children understood the story by reading the Kamishibai again.
2	Origami Koala	386 seconds	It is for teachers to teach children how to make a koala by folding paper.

Output Indicators: # of Resources in Resource Packages created	Result for Quarterly 3				Remark
	Baseline	Quarterly 3			
	Actual	Target	Actual	Variance	
1. # of books created		1	1	0%	
2. # of animations created		1	1	0%	
3. # of songs (MP3) created		1	2	100%	
4. # of songs (MP4) created		1	2	100%	1 MP4 was updated)
5. # of worksheets created		3	175	5733%	(12 worksheets were updated)
6. # of worksheet instructional videos created		6	17	183%	
7. # of activities created		4	23	475%	
8. # of activity instructional videos created		7	2	-71%	

Indicators Explanation:

1. Create the resource package	
(1-8) # of activity instruction videos created	For the video creation, we needed to shoot children doing the activities but the COVID-19 situation didn't allow us to do it, thus we created some videos that the staff could take by ourselves. Also, we needed to rewrite the way of writing the activity instruction sheets first so that teachers can understand how to play them and those subjects easier.
Number of created resources	Book Title: What Are You Good at? ★ 1 color printable book, ★ 6 activity sheets (6 activity lesson plans), ★ 2 activity instruction videos, ★ 1 board game Book Title: Which Job Would You Like? ★ 1 book (Kamishibai, Animation, Digital version, Color printable version, Black and white printable version),

	★ 2 MP3, ★ 2 MP4, ★ 16 activity sheets, ★ 8 worksheets Further Resources; ❖ Khmer Alphabet: 135 worksheets, ❖ Khmer Alphabet worksheet instruction video: 9 videos, ❖ Khmer Number: 32 worksheets ❖ Khmer Number worksheet instruction video: 8 videos
	Updated Resources; The following resources have been created last year but needed some revisions and updated in the past three months. ❖ Book Title: What Are You Good at? - 1 MP4, - 2 worksheets ❖ Khmer Alphabet: - 4 worksheets ❖ Khmer Number: - 6 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 3				Remark
	Baseline	Quarterly 3			
	Actual	Target	Actual	Variance	
1. # of teachers, DoE and PoE who participated		0	0	0%	
2. # of resources created		3	63	2000%	(64 resources were updated)
3. # of workshop videos created		0	0	0%	

Indicators Explanation:

2. Training teachers how to access and use the resources	
(2-1) # of teachers, DoE and PoE who participated	Because of the continuous restrictions of COVID-19 from the government, we could not hold the scheduled workshops in the past 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 2,207 sheets at the PoE, DoE, eight target schools, and 2 copy shops in two districts (Pursat and Kandieng). Teachers of 3 non-target schools and 2 parents visited DoE or the copyshop in Pursat to get worksheets and also the directors of PoE and other DoEs introduce our worksheets in their teachers' social media groups as well. In addition, posting the worksheets to our Facebook page helped spread them to all nations. The number of members who joined our Facebook group increased by 66 teachers in the past three months and there is a total of 701 members as of September 30. We could see the worksheets were shared by other non-target teachers or other Facebook pages.
(2-2) # of additional resources created	Book Title: Jack the Giant ★ 1 activity instruction video, ★ 1 worksheet for an activity,

	★ 7 worksheet instruction videos Book Title: Happy Khmer New Year ★ 2 worksheet instruction video Book Title: Who Painted the Sky? ★ 10 activity sheets, ★ 10 activity lesson plans, ★ 1 activity instruction video ★ 1 board game instruction sheet, ★ 1 board game lesson plan, ★ 2 worksheet instruction videos Book Title: Teeny Tiny Monsters ★ 1 MP4, ★ 8 worksheet instruction videos Further Resources; ★ MP3: 11 sound resources, ★ MP4: 5 music videos 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 - 2 activity sheets, - 8 worksheets ❖ Book Title: Who Painted the Sky? - 18 activity sheets, - 17 activity lesson plans, - 9 worksheets for activity, - 1 worksheet ❖ Book Title: Teeny Tiny Monsters - 9 worksheets
(2-3) # of workshop videos created	Each workshop video has some chapters and the 1st and 2nd workshop videos that had been completed in the last three months needed to be revised in this quarter. Below are completed chapters of each workshop video. There are no workshop videos that were completed as a package yet. The 1st workshop video (completed 4 videos of 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: Introducing teaching resources of ‘Jack the Giant’ ○ 1-4-1: Storytelling ○ 1-4-2: Making lessons ○ 1-4-3: Song ○ 1-4-4: Activity ○ 1-4-5: Worksheet ○ 1-4-6: Boardgame ○ 1-4-7: Weekly lesson plan The 2nd workshop video (completed 6 videos of 7 videos); ❖ Introducing teaching resources of ‘Who Painted the Sky?’

	○ 2-1: Storytelling ○ 2-2: Making lessons ○ 2-3: Song ○ 2-5: Worksheet ○ 2-6: Boardgame ○ 2-7: Weekly lesson plan The 4th workshop video (completed 2 videos of 7 videos); ❖ Introducing teaching resources of ‘What Are You Good At?’ ○ 5-2: Making lessons ○ 5-5: Worksheet
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1.2.3

Output Indicators: # of schools which are installed Digital Library and other equipment	Result for Quarterly 3				Remark
	Baseline	Quarterly 3			
	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		0	0	0%	
4. # of schools where a speaker was installed		0	0	0%	

Indicators Explanation:

3. Implementing the digital library	
(3-1) # of schools where an AccessBox was installed	The government hasn't allowed opening preschools; thus, the target teachers continue to distribute worksheets until now. Due to the unapproved daily lessons in the classroom, 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 received a computer	The computers have not been supplied yet as we have not had workshops due to the restrictions 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.
(3-3) # of schools which received a tablet	The tablets have not been supplied yet as we have not had workshops due to the restrictions 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 restrictions of COVID-19.

1.2.4

Output Indicators: # of preschools have been followed up on using Resource Packages	Result for Quarterly 3				Remark
	Baseline	Quarterly 3			
	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:

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. Instead of visiting schools, we do phone interviews once a month to collect feedback from the teachers about the worksheets we create and also getting new ideas for

	worksheets.
(4-2) # of times we visited the school and update workshop materials	Because we haven't been able to hold workshops, we cannot update our workshop materials. Instead, we get ideas from teachers for new materials that they need by phone interviews.

1.3. Outputs 1.3	Promote peer education for primary school children
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- 8 School Deputy principals of 8 target schools, led face-to-face training to students council members (11 students council/school) on student council role and responsibility.
- The materials such as writing books, pens, pencils and rulers were provided to the student council of 8 target schools.
- Pursat Province, outstanding teachers teach grades 2 and 3 sharing their experience of classroom management, communication technique and teaching technique to teachers who teach grade 2 and grade 3 from 8 target schools. The sharing was conducted online by attending from PoE and DoE and also teachers total of 38 people.

Output Indicators	Result for Quarterly 3				Remark
	Baseline	Quarterly 3			
	Actual	Target	Actual	Variance	
1. # Student Council members got trained on roles and responsibilities.		8	8	0%	
2. # Struggling students are help		288	0	-100%	
3. # of student’s council receive materials		8	8	0%	
4. # of teachers attend new teaching innovation sharing and create teaching and learning materials		20	32	60%	

Indictors 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.

1.4. Outputs 1.4	Promote Early Grade Reading among primary school children
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- PoE led google form grade 6 assessment training via google meet to school principals and teachers teach grade 6 that there are 18 participants. The training aims to capacity school principals and teachers to teach grade 6 on the assessment methodology and also doing the plan for doing test grade 6 students of 8 target school.
- To prevent COVID-19, project support 8 target school teachers and students council members such as mask and alcoholic. They use those materials while they are providing worksheets to students, training and teaching.

Output Indicators	Result for Quarterly 3				Remark
	Baseline	Quarterly 3			
	Actual	Target	Actual	Variance	
1. % of students doing EGRA and EGMA assessment		30	0	-100%	
2. # PoE and DoE attend the training		15	15	0%	
3. #of teachers making EGRA and EGMA test		0	0	0%	
4. # of school lead reading contest event in school.		3	0	-100%	
5. # of data management training/reflection on test result.		0	0	0%	

6. # of school receive reading materials		0	8	100%	
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Indicators Explanation:

- **Indicator1:** # 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	Result for Quarterly 3				Remark
	Baseline	Quarterly 3			
	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%	

Indicators Explanation:

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

2.1. Outputs 2.1	Strengthen functionality of Youth clubs
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- One training was conducted 2 times to 14 child/youth clubs via google meet. The training focus on child/youth club role and responsibility and child participation in their communities. The training also focuses on sharing child/youth club leader members' experiences in protecting themselves from the COVID-19 virus and also teaching their siblings and club members where they are living. At the end of the training, project staffs propose preparing activities to plan with child/youth club members to gathering poor children that effect by the COVID-19 crisis and continue to work with CCWC to help them in the agent.
- Project staff worked with students council, teachers and child/youth club of 8 target schools to use child/youth club social project by bought food such as rice, noodle and other food ingredients provided to 80 poor children from 80 families that effected by the COVID-19 crisis.
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Output Indicators	Result for Quarterly 3				Remark
	Baseline	Quarterly 3			
	Actual	Target	Actual	Variance	
1. # of YOUTH CLUBS strengthened at the Commune level.		0	0	0%	
2. # of youth club group leader received training.		24	14	-42%	
3. # of youth clubs received (Story and textbooks, sport materials, educational materials).		8	8	0%	
4. # of youth clubs’ leader leaded Quarterly Meeting		1	0	-100%	
5. # of monthly meeting of youth club.		16	0	-100%	
6. # of quarterly meeting of youth club with CCWC.		1	0	-100%	
7. #of Child Action Research event were conducted		0	0	0%	

8. # of Child/Youth project were done		8	8	0%	
9. # of Drive-run were conducted		2	0	0%	
10. #of Consultation with LA were conducted		2	0	0%	

Indictors Explanation:

- Indicator 4: It does not exist because the C/Y meeting is restricted and it is hard for them to conduct an online meeting
- Indicator 5: It does not exist because the C/Y meeting is restricted and it is hard for them to conduct an online meeting
- Indicator 6: CCWC was not conducting a meeting because the meeting is restricted.
- Indicators 9 and 10: The activities were canceled because C/Y clubs were not conducted action research.

2.2. Outputs 2.2	Increase engagement/dialogue between communities, local leaders and government to improve education standards
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Output Indicators	Result for Quarterly 3				Remark
	Baseline	Quarterly 3			
	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		0	0	0%	
3. # of annual event was conducted		0	0	0%	

Indictors Explanation:

- Indicator 1: The school was closed so schools not receiving and responding to complaints on issue of education throughout the school mechanism

Annex:

- Progressing Activities report (BSDA+R4C) (Word and PDF)
- Financial report Rotary I (Program)
- Financial Report Rotary II (Separate funding)
- Project M&E
- Annex (R4C) report (Activity report, additional writing report, case study, Activities photos and result of the monthly interview)