



# Annual Progress Report

2019-2020

**Centre for Rural Education and Development Action (CREDA)**

**Regd. Office:** Sher Khan Lane, Mirzapur-231001 (U.P.) India  
**Working Office:** 491, Awas Vikas Colony, Mirzapur-231001 (U.P.) India  
**Phone:** +91-5442-220285, Mob: +91-09415206651  
**Email:** [samshad@sancharnet.in](mailto:samshad@sancharnet.in), [mail2creda@gmail.com](mailto:mail2creda@gmail.com)  
[www.credaindia.org](http://www.credaindia.org)

# Centre for Rural Education and Development Action (CREDA)

## Annual Progress Report, 2019-20

### Move & Improve Project

Holistic, Sport and Play-Based Early Childhood Care and Education (ECCE)  
for Marginalized Children in India

Supported by Swiss Academy for Development, Switzerland

### Activities Carried Out and Project Progress

#### The ECCE Centres

##### Continuation of Centres

Out of the 30 ECCE centres functional in the last year, 28 Centres continued till July 2019 and 2 Centres continued till October 2019. No centre was shifted or new centre was established during this year.

##### Teaching Methodology

The play-way method or learning through play is the methodology adopted in our centres for imparting education to the children. The playful approach facilitates holistic child development (physical, mental, emotional and social). We believe that learning through play is most suitable method for the pre-primary level children. We make learning easy and enjoyable. Each child is given equal opportunity for full participation. We provide more opportunities for each child to learn the way they feel easier.



## Educational Aids

Educational aids are an integrated component in the classroom. We use different kinds of educational aids which are prepared with the materials locally available in the village and is cheap to afford for the use of children in their daily learning process. All the handmade toys possess an educational value, appeal to the children, instigate exploration and are child-proof.

## The Buildings and Facilities

The building used for ECCE centres varies from centre to centre. At the end of the project, out of 30 ECCE Centres, 21 centres were running in private buildings, 6 in *panchayat* buildings and 3 in CREDA's own school buildings. Out of the 30 buildings, 11 were made of mud/bricks with local tiles roof and 19 of bricks and cement/concrete roof. Out of 30 centres, playground was available in all of the 30 centres and toilet was available at 27 centres.



## Educational materials, lunch boxes and water bottles for children

Each of the children enrolled at ECCE Centres were provided drawing book, letter and number exercise book and pencils. Other stationery needed for children such as sharper, eraser, wax colour, papers, etc. were also provided at each centre.



Measurement and recording of height and weight of children at ECCE Centres was also done to monitor improvement in their health



This time we thought that now most of the ECCE children have to be mainstreamed into primary schools, where they will get mid-day meal, but they may not get safe drinking water in the school. Therefore, we decided to provide all children with water bottle so that they can take safe drinking water to the school with them which will keep them safe from water born diseases. Hence, water bottle was distributed among all ECCE children during parental education sessions organized in the month of June and July 2019.



## Mainstreaming

At the end of the project period, ECCE children who reached to the age of 6 years were mainstreamed into nearest primary school. During this period, 556 ECCE children were mainstreamed into education in nearest schools. 407 children were admitted in class 1, 18 in class 2, and 4 children in class 3, whereas 15 children in LKG and 8 children in UKG were admitted. Also, 104 children were admitted in nearest Aanganwadi Centre.



## Progress monitoring and follow-up of ECCE graduated children

Progress of the children's knowledge was done at the ECCE Centre. Regular follow up of the ECCE graduated children who have been mainstreamed in primary schools was done by the project staffs. They encouraged the children to continue their education and attend the school regularly. Coaching sessions were conducted at 11 ECCE centres for ECCE graduated children to improve their learning and maintain good performance in the school.



## Community mobilisation to support ECCE centre

### Activities conducted

- Knowledge on vaccination received from health department was shared with the adolescent daughters of the mothers of children.
- Monthly meetings of mothers groups were organized. The participants were encouraged to send their children to ECCE centre regularly with fresh lunch and safe drinking water.
- Monthly meetings of ECCE Centre management committees were organized to make them aware about their roles and responsibilities and to get their support in running the ECCE centre smoothly.
- Home visits conducted to discuss with parents on holistic development of children. The parents were mobilized to be careful about the development, health and education of the children. They were advised to send the children regularly.
- The project staffs regularly contacted and mobilized the community to get their support in the project.
- Liaison with block level officials and local service providers of health and ICDS departments was done to mobilize them to support the ECCE centres by providing the government services to the ECCE children as well as for the training of AWWs.
- Gram Pradhans (village council heads) and panchayat members were mobilized to get their support in the ECCE centre.
- Child Protection Committees, local elected representatives, front line workers (i.e. ASHAs and AWWs), school teachers, school management committees, adolescent peer educators were contacted and discussions were held with them to mobilize their support.

### Topics of the meetings

During the meetings, the focus was given on child development and child protection, child education, importance of education, mainstreaming of ECCE children, taking precaution during summer and prevention from direct sunlight, fooding of children, child marriage and problems related to women, regular attendance of children, use of cotton cloth and drinking proper water in summer, safety precautions to be safe from seasonal diseases, vaccination of children, adolescent girls, and pregnant women, importance and benefits of ECCE, benefits of Vitamin A syrup, role and responsibilities of parents in development and protection of children, and children's health.



## **Outcomes of the meetings**

Following are the outcomes of the meetings: good attendance of children at ECCE Centre could be maintained, mothers took care of regular attendance of children, the community became aware on the harms of child marriage and how the protection of adolescent girls can be ensured, mothers became aware about the importance of regularity of their children in the ECCE centre, enough change is seen in the mothers, they took the children to the Centre timely and have bought cotton handkerchief for the children, community supported the parents in getting treatment in the hospital, mothers became aware on the importance of Vitamin A, attendance of children improved, the community became more aware about the health, education, hygiene and protection of children, mothers themselves also went to the primary schools along with the facilitators for mainstreaming of the children, the mothers send their children at the ECCE centre with fresh lunch, the mothers are aware on the importance of activities being carrying out the centre.

## **Appraisal of ability to support ECCE centre**

The community showed its ability to support the ECCE Centre in the following ways: ensuring the availability of water at the Centres, appreciation of the development taking place in the children and helping in sending the children to the centre regularly, motivating parents in sending the children to ECCE centre timely, helping in carrying out centre activities, monitoring of the ECCE centre from time to time.

## **ECCE Management Committees**

One ECCE centre management committee has been formed at each ECCE Centre which consists of 10 members. The mothers of the ECCE children, members of the local SMC, and ECCE Centre staff form the management committees. Out of 10 members, 6 to 7 members are the mothers of ECCE children. The management committee work hand to hand with the facilitators. The management committee had a vigil on the working of the centre. They do regular monitoring that how the centre activities move on.

The descriptions of the ECCE Management Committee meetings are as below:

## **Topics discussed**

Following topics were discussed in the management committee meetings: importance of education, mainstreaming of ECCE children, arrangement of cotton handkerchief for children to save them from direct sunlight, regular attendance of children, problems related to women, vaccination, nutritional supplement to children under ICDS, assistance in regular attendance, safe drinking water at home, safety of children from direct sunlight, hygiene and cleanliness, health of pregnant women and taking care of them, encouraging mothers to ensure mainstreaming of children, and benefits under different government welfare schemes.

## **Activities conducted by the committees**

The committee members helped in the mainstreaming of ECCE children, from time to time monitored mid-day meal in the primary schools, took the nutritional supplement from AWC and distributed among the ECCE children, demanded from village pradhan to arrange for drinking water, monitored the regularity and attendance of children at ECCE centre and primary schools, members of the committees who come first also call other members to participate in the meetings, contacted with primary school teachers for mainstreaming of ECCE children, supported in getting doses of Vitamin A and iron syrup for the children, contacted with those mothers who work in agricultural field and discussed with them on regularity of the children in ECCE centre and in primary schools and the hygienic needs of children.

## **Appraisal of ability to support ECCE centre**

The management committees showed their ability in monitoring of the ECCE centre, contacting with parents and encouraging them to send the children to the centre regularly, providing useful information to the community, repairing and maintenance of ECCE centre, supporting in mainstreaming of ECCE children, and supporting in carrying out activities with children.

## **Benefits under Government Provisions**

The government officials with the efforts of the project staffs, especially functionaries of health and ICDS departments were mobilized to benefit the children enrolled at ECCE Centres with government provisions. As a result of these efforts, following number of children benefited with the government services under different government schemes (aggregate numbers in 4 months):

1. 312 children from 29 ECCE Centres got vaccination. The number of benefited children from ECCE was low because they do not fall under the target age group.
2. 1,034 ECCE children from all 30 Centres got oral polio vaccine 2 times in two rounds of the campaign.
3. Health of 275 children checked up by government medical team at 8 Centres. Out of these 275 children, no child was referred for further treatment.
4. All 1,034 ECCE children enrolled at 30 centres got de-worming (Albendazole) syrup.
5. All 1,034 ECCE children enrolled at 30 centres got vitamin A dose.
6. All 1,034 ECCE children enrolled at 30 centres got iron syrup.
7. 185 pregnant women got vaccination at 26 Centres.
8. 185 pregnant women got IFA tablet at 26 Centres.
9. 869 children got nutritional supplement under ICDS at 24 Centres.

The health check includes observing the condition of anemia, measurement of height and weight, malnutrition, providing medicine and referral service if required.

## **Parental Education**

Parental education sessions were organized at each of the ECCE Centres in the month of June and July 2019. In total, 1,563 people participated in these sessions. Through these sessions, the participants were oriented on benefits and importance of birth registration, vaccination of children, giving dose of Vitamin A to the children between the age of 9 months to 5 years, harms of



Vitamin A deficiency, oral polio vaccination, fooding for children (balanced and fresh foods), sanitation and cleanliness, personal hygiene, benefits and importance of hand wash with soap, promotion of safety of children, how to behave with children, de-worming medicine

(albendazole) to children, taking nutritional supplement for children under ICDS, health check up of children on VHND, protection of environment, prevention from infectious diseases, importance of AADHAAR card, importance of education and ensuring the education of the children, making aware and encouraging the parents of other children on the above topics and social mobilization in favour of welfare of children and developing a healthy and child friendly environment.

The above topics were covered under following 4 sessions:

1. Child Development, Birth Registration,
2. Vaccination, Dose of Vitamin A
3. Nutrition for Children, and
4. Sanitation and Hygiene.

The sessions were conducted through Lectures and Discussions. As a result of the parental education, the participants have become aware about the needs of children, important things related to child development, child protection, child health, safety of children, provisions for children under different government schemes, and importance of education.

### **Involvement of Mothers' Groups**



Mothers' groups have been formed for each of the ECCE centre. They were oriented on the objectives of the project and the mothers' groups, activities of the ECCE centre, roles and responsibilities of mothers' group to support the ECCE centre, how to prepare and send the children to the ECCE centre and take care of them. At the end of the project period, there were 864 members in the mothers' groups formed at 30 ECCE centres.

### **Capacity building of Anganwadi Workers (AWWs)**

Training of AWWs in all three project blocks as well as in two additional blocks was organized. The capacity building of AWWs was done in such a way so that it should give its positive response. It was done through 2-day training on playful learning method, one-day exposure visit to the nearest model ECCE Centre (for project blocks only) and one-day on-the-job/ supportive supervision at the AWC itself through our experts. This well organized schedule has strengthened the knowledge of AWWs.

#### **2-day Training of AWWs:**

The In-charge District Programme Officer (DPO), ICDS in Mirzapur district was liaised. He was contacted and requested to give his approval to organize the training. After getting his permission, two-day training programme was organized in all three project blocks and two additional blocks as per following schedule:



### Project Blocks:

Date of Training	Block	Venue	No. of AWWs Participated	Other participants who observed the training
Apr 15-16, 2019	Lalganj	ICDS Office, Lalganj	20	-
Apr 18-19, 2019	Madihan	Primary School, Kubari Patehara	24	-
Jun 24-25, 2019	Halia	Aanganwadi Centre, Halia-III	21	CDPO, 4 ICDS Supervisors
Jun 27-28, 2019	Halia	Aanganwadi Centre, Halia-III	24	2 ICDS Supervisors
<b>Total:</b>			<b>89</b>	

### Additional Blocks:

Date of Training	Block	Venue	No. of AWWs Participated	Other participants who observed the training
Jun 13-14, 2019	Rajgarh	Anganwadi Centre, Dadara-II	27	CDPO (In-charge), 2 ICDS Supervisors
Jun 17-18, 2019	Rajgarh	Anganwadi Centre, Dadara-II	25	One ICDS Supervisor
Jun 20-21, 2019	Rajgarh	Panchayat Bhawan, Imiliya Chatti	33	One ICDS Supervisor
Jul 18-19, 2019	Kone	Primary School, Lakhanpur	30	CDPO, 2 ICDS Supervisors
Jul 22-23, 2019	Kone	Primary School, Lakhanpur	33	-
Jul 25-26, 2019	Kone	Primary School, Lakhanpur	30	-
Jul 29-30, 2019	Kone	Primary School, Lakhanpur	33	One ICDS Supervisor
<b>Total:</b>			<b>211</b>	



During the training of AWWs, following topics were covered:

- Introduction of Move & Improve Project
- Early life and brain development
- Child development through play
- Development milestones and school readiness
- Role modelling with children
- Positive discipline
- Cognitive development activities - emerging numeracy
- Language skills - emerging literacy
- Sport and playful activities / physical development
- Introduction to body language



Some of the major observations from the statement of ICDS training are as follows:

- "If such quality of training would have been given earlier, we must have done many innovative works at our centre." – Rama Devi, AWC, Lakhampur-II, Kone
- "We have never been exposed to child centered training. The officers involved us for maintaining official registers." – Janak Kumari, AWC, Dadara-II, Rajgarh
- Most of the AWWs told that they were completely ignorant about the training imparted on brain development and function. They never thought before that the period up to six years of age is important for brain development and accordingly children should be provided opportunity to learn.

These are the few statements, several trainees talk highly of the training module and training methodology.

In the opinion of Anganwadi Workers, it was a special and useful training as they said that in past they were not exposed to such training. The training, as they said, has provided better understanding to keep the children of Anganwadi Centre engaged through various types of activities, all activities we have particularly done during the two-day training programme. It is also the feeling of almost all the AWWs that AWC must have proper records and information in poster on walls as of ECCE Centres so that the visitors can have better understanding of the target group and the activities at a glance through the data and drawing elaborations.

AWWs felt that the training module as such will be adopted by them and no any change is needed. Suitability of training itself is a milestone which will change the behavioural pattern and understanding of the children.

AWWs also voice that training module adopted by CREDA is very informative and thought provoking as far as our involvement with children in Anganwadi Centre is concerned. They also thank CREDA for providing the learning module which will be a source guide with them.





The CDPO visited the training of AWWs at Primary School, Lakhanpur in Kone block

### One-day Exposure Visit of AWWs:



311 AWWs from project blocks, who attended 2-day training, also participated in the exposure visit to our on-going ECCE centres to enhance their knowledge and understanding about the playful teaching method which involves the children in a better situation and provides them good learning to play and gain knowledge and increase happiness in their life.

The time AWWs spent in our centres gave them a practical outlook of all the activities they learned in the training. They eagerly even tried to do it with our ECCE children so that they can clear their queries which can occur during practising their activities practically. AWWs even learned how to prepare those visual learning aids and toys used in our ECCE centres.

### One-day On-the-Job Training / Supportive Supervision:

Designing of supportive supervision has reach out to various AWCs. Our coordinators provided needed support and guidance to AWWs for carrying out various social, physical and play-based activities at various centre of those AWWs who have participated in the two-days training programme. During the reporting period, 300 AWWs (including some of those who got training in the last reporting year) were covered under on-job-training/ supportive supervision in three project blocks and one additional block.





## One-day orientation of ICDS Supervisors

To orient the ICDS supervisors in the new additional block Kone, CDPO of the block was liaised and the date for the orientation was finalized with his approval. The module was copied in required number and necessary stationery (pen and spiral notepad) and bag for the participants was procured. The topics covered in the module are:

- Early life and brain development
- Role modelling with children
- Social inclusion and Differentiation
- Child Protection
- Introduction to body language

The orientation was organized as under:

### **Additional Block:**

Date of Orientation	Block	Venue	No. of Supervisors Participated
July 31, 2019	Kone	Block ICDS Office, Kone	2
<b>Total:</b>			<b>2</b>

The approach of "Learning through play" is a very successful method of teaching which is also implanted in AWCs, so the supervisors were appreciative as they came across many more activities during the orientation. The participant supervisors were very attentive with our direct intervention with them.

## Orientation of primary school teachers

Since the AWWs training was prolonged up to July 2019 and the school teachers were much busy for the academic session in the months of July and August, this caused delay in the orientation of primary school teachers and the training could not be organized in July 2019. Hence, the orientation was organized in the month of November 2019.



The teachers were selected from those schools where ECCE children have been mainstreamed. 48 teachers participated in the orientation against the target of 60. Block-wise number of teachers oriented is as given below:

Date of Orientation	Block	Venue	No. of Teachers Participated
Nov 14, 2019	Madihan	Block Resource Centre, Madihan	17
Nov 19, 2019	Halia	CREDA Resource cum Training Centre, Sukhra	15
Nov 21, 2019	Lalganj	Block Resource Centre, Lahangpur	16
<b>Total:</b>			<b>48</b>

The orientation focused on child-centred teaching and needs-based teaching. Following topics were covered under the orientation programme:

- Introduction of Move & Improve Project
- Holistic Child Development
- Strengths of Playful Teaching
- Types and Examples of Games
- Integration of Playful Methods into Daily Teaching
- Life Skills and How to Teach Them
- Positive Discipline
- Role Modelling with Students
- Negative Consequences of Physical and Psychological Punishment
- The Rights of Each and Every Child
- Alternatives to Physical and Psychological Punishment
- Body Language (Handout)



All of the teachers who participated in the training were provided a training along the needed stationery and training manual.

## **Study tour**

A two-day training programme on "Development Initiatives through CSR Partnerships (CSR Fundraising)" was participated by the CREDA Secretary/Executive Director, MIS Coordinator, and Accountant. The training was organized by Karl Kübel Institute for Development Education (KKID), Coimbatore (Tamil Nadu) on 28th and 29th June 2019.

### **The Training Institute**

In 1972, Mr. Karl Kübel, a social entrepreneur, established Karl Kübel Stiftung (KKS) in Germany. In 1994, KKS sowed the seed for development cooperation with India by establishing Karl Kübel Foundation for Child and Family (KKF). In 1999, with an objective to nurture and nourish human capital, KKF and KKS established, Karl Kübel Institute for Development Education (KKID) in the Coimbatore district of Tamil Nadu state.

The KKID aims to enhance the knowhow and skills of individuals, families, organisations across the regional, national and international spheres. The institute designs unique training curricula on various themes of development from time to time. Special focuses are on project planning, project management, project monitoring, soft skills for personal development, variety of skills for field level workers, community development initiatives, child centric interventions and impact orientations.

### **The Trainers**

The training on first day was imparted by Mr. Anand Kurien, Jt. General Manager – Sustainability, CSR & Innovation at Larson & Tubro (L&T), Mumbai and on second day by Dr. Tom Jose, who is a professional trainer and holds the position of Training Manager at KKID, Coimbatore.

### **The Sessions and Topics Covered**

The two-day training was divided in following sessions:

#### ***Day-1 : 28<sup>th</sup> June 2019***

- SDGs and their relevance for CSR & CSR Act
- Identifying needs for CSR intervention & Creating a strategic plan for CSR initiatives
- Understanding the requirements of Corporates & NGOs
- Bridging the gap between Corporate and NGOs



#### ***Day-2 : 29<sup>th</sup> June 2019***

- Fundraising – Who, What and Why & How
- Communication in fundraising – Asking Communication
- Impact orientation and indicators of Performance
- Evaluation, Valediction and Certification



## Methodology

The following methodologies were used:

- Lectures
- PowerPoint Presentation
- Group Work
- Individual Exercise
- Questions and Answers

## Materials and Literatures Provided

At the end of the training sessions on second day, a CD containing a copy of presentations used during the training and following useful documents was provided to the participants:

- Gazette Notification for amendment in Companies Act, 2013 dated 27th February 2014
- Corporate Social Responsibility, by David Crowther & Güler Arras
- Sustainable Development Goals: 17 Goals to Transform our World, by NITI Ayog, Government of India
- 51 CSR Foundations (Corporate) in India
- Handbook on Corporate Social Responsibility in India

The training was concluded with filling up of feedback form by the participants and award of certificate of participation to the participants.

## Usefulness of the training for Move & Improve Project

Attending the training programme was an opportunity to interact several civil society representatives mostly from the southern part of India. We individually and in group discussed about various projects and strategies for implementation. Empowering women was discussed time to time and the participants presented their programmes, donors, and special focus on the various target groups including children in difficult circumstances.

The training was important in such a way that all the participants got the opportunity to present the project and how the project is benefiting to the people of the target group. CREDA presented Early Childhood Care and Education project (Move & Improve) funded by Swiss Academy for Development and how the project is benefitting the children belonging to marginalized section of the society. The participants took keen interest in the strategy for mainstreaming of the children coming out from ECCE. No other participant was found to implement the kind of the project that CREDA is implementing. Thus, it was interesting to many other participants.

## **Challenges encountered and its solution**

- *Mothers of some children were not able to prepare the children and lunch timely because of their engagement in harvesting of wheat crop.*

The mothers were contacted and encouraged to adjust their time accordingly.

- *Low attendance of children during the summer and marriage season.*

The parents were told to send their children covering their head with cotton cloth, so that the children are protected from direct sunlight. Importance of education was discussed with them and encouraged to send the children regularly. Timing of centre was also changed in the summer.

- *Non-availability of water at some centres.*

The community supported in making the water available at the centre.

## **Lessons learnt and best practices**

### **Project Management**

- Periodical orientation of the project team, particularly the field team, encourages them to be more concerned and involved for the betterment of poor children.
- Proper documentation enables the project management team to understand progress and also take corrective measures wherever necessary.

### **Sport and Play-Based Programming at ECCE centres**

- During the exposure visit, the participant AWWs appreciated the activities carried out by ECCE children. It made us feel proud.
- The methodology of play-based activities, no punishment to children and equal opportunity for every child without any discrimination has impacted the community very much.
- Regular activities carried out with children results much changes in them.

### **Sustainability & Government Involvement**

- In spite the fact that we fail to hit the sustainability directly, still the benefit of our ECCE training to AWWs will be an ongoing process and extend the indirect beneficiaries.

### **Parental Education & Community Mobilisation**

- Mobilization of parents and taking the children from home to ECCE centre by the facilitator is a very good practice. It helps in maintaining high level of attendance of children.

### **ECCE Centre Management**

- If proper attention is given, the children from poor and marginalized families can be motivated and encouraged for their care and education.

### **Others**

- By participating in the training organized by ICDS Department, got to know about various aspects of health and nutrition. And also, about how a woman can keep herself healthy during the pregnancy too.

## **Continuation of Early Childhood Care and Education (ECCE) Centres**

---

**Supported by Mr. John Vijghen, The Netherlands and  
Ms. Malika Kons, Switzerland**

After the end of Move & Improve Project, two ECCE Centres continued with the support of Mr. John Vijghen from August 2019. These centres continued as Rosa Memorial Early Childhood Care and Education Centre. Also, two centres that were functional upto October

2019, continued with the support of Ms. Malika Kons. The centres were running in the following villages:

Block	Village	Supported by
Halia	Sukhra	Mr. John Vijghen
	Basuhara	Ms. Malika Kons
Lalganj	Patar Kalan	Mr. John Vijghen
	Charki Gudiyawan	Ms. Malika Kons

138 children benefited with the ECCE services at these 4 ECCE Centres. Out of 138, 51 new children were admitted and rest 87 children were continuing from the Move & Improve Project.

## **Mirtiya-Jheengun 144792 Memorial Village Mobile Library Project**

**Supported by Mr. Chaitanand Jheengun, Mauritius**

The project was started in the month of August 2019. At the beginning, 6 villages of Halia block were selected to run the mobile library. Mobile library programme was started for adolescent girls and women of disadvantaged community and to those as well who would not have been able to purchase the book for their reading. The purpose of this initiative was to provide social, moral and general knowledge books to the adolescent and younger girls in far off villages.

The literate adolescent girls and women were encouraged to get benefit of the mobile library. They were told that under the project, they will be provided various types of useful, informative and entertaining reading materials on stories, songs, language learning, cooking, poems, use of menhadi, etc. The interest of the adolescent girls increased and they joined the library programme to benefit from it. All possible efforts were made to benefit the maximum number of target group.

Apart from distribution of books in the villages, the reading materials were also issued from the library established in the campus of Resource Centre of the organization at Sukhra. The beneficiaries demanded and took the reading materials of their interest. Most of them demanded for the literature related to cooking, tailoring, embroidery, etc. Approximately 200 books and other literatures were issued during August 2019 to March 2020.

--- XXX ---