



**Rabbit School**  
**Annual Report**  
**Integrated and inclusive Project**  
**Since 1<sup>st</sup> January - 31<sup>th</sup> Dec 2021**



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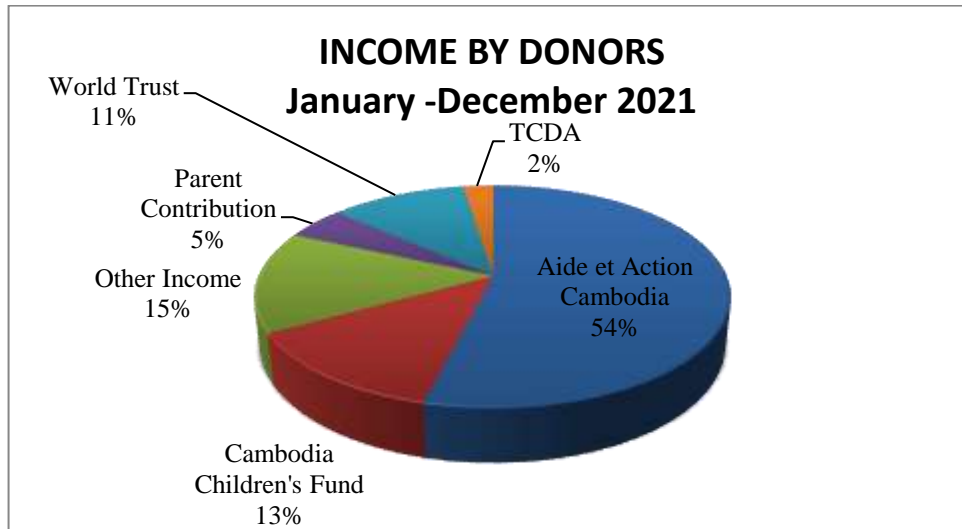
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## 1. Glossary of Acronyms

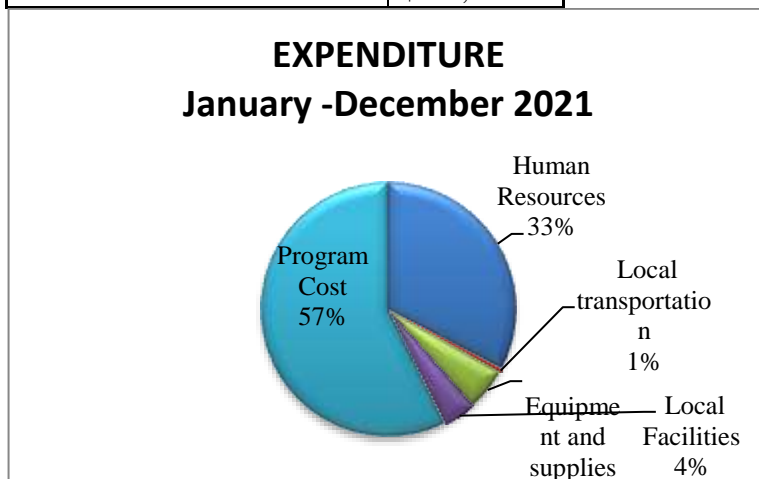
<b>Acronyms/Abbreviations</b>	<b>Full words</b>
SSC	School Support Committee
DTMT	District Training and Monitoring Team
CCWC	Commune Committee for Women and Children
CC	Commune Council
CEFAC	Commune Education For All Committee
CIP	Commune Investment Plan
SD	School Director
PoE	Provincial Office of Education
PoSVY	Provincial of Social Affair, Veteran and Youth Rehabilitation
DoE	District Office of Education
DoSVY	District of Social Affair, Veteran and Youth Rehabilitation
CWID	Children with Intellectual Disability
NGO	Non-Government Organization
RSO	Rabbit School Organization

## 2. Annual Financial Report 2021

INCOME BY DONORS	AMOUNT
Aide et Action Cambodia	\$ 83,176.16
Cambodia Children's Fund	\$ 20,000.00
Other Income	\$ 22,867.08
Parent Contribution	\$ 7,465.28
World Trust	\$ 17,055.00
TCDA	\$ 3,700.00
Total	\$154,263.52



EXPENDITURE	AMOUNT
Human Resources	\$ 41,706.12
Local transportation	\$ 623.27
Equipment and supplies	\$ 6,806.00
Local Facilities	\$ 5,371.30
Program Cost	\$ 73,101.72
Total	\$127,608.41



### 3. Executive Summary

- **Renovate 5 classrooms by repairing roofs and walls, flood prevention and constructing toilets.**  
RSO filled soil and sand in one building with 5 classrooms, built 2 ramps, paved concreting floor for five classrooms, installed 20 windows and 5 doors. Link: [School renovation](#). We will enroll the new student for new academic year 2022. However, we still need install more tile floors, outside painting, playground installation, electric city cable, Fan.
- **Install a playground and encourage social integration (outdoor play), to be built by teachers, parent and volunteers:**  
One playground installed (swing, slide, balance, benches, tree, and sand). Link: [Playground installation](#)
- **Provide materials teaching to support children in 16 schools in 4 target provinces**  
There were 490 of children from Phnom Penh, Kandal, Kampong Speu and Siem Reap have been engaged and provide learning support thought online during the school closed.

RSO have organized flexible learning approaches such home based supported, online teaching support and exercise worksheet provision. As result, teachers have organized and engaged activities with children during the Covid pandemic, [teachers provided activities support](#) such as (worksheet, chatting on Facebook messenger, telegram) 3114 times (2717 times at Phnom Penh, 120 times at Angsnoul, 117 times at [Kampong Speu](#), 190 times at Siem Reap) to children in distance. Where online call and video chatting 244 times, provide worksheet to children 410 times and visited and provide less to children at home 37 times.

And other hand RSO are still using 29 online videos consist of 2 of fine and motor skill, 11 languages skill, 9 mathematics skills, 4 self-help skills, 3 social skills) shared to parents of children, uploaded video to social media [Rabbit school website](#) and Rabbit school app. Currently, our team is developing exercises to help children learning and share to parent through Face book group.

Further more, There were 16 schools from Phnom Penh, Kandal, Kampong Speu and Siem Reap received teaching materials for each class such as marker, Cotton paper, chalk board, puzzle and notebook, pencil. black cotton paper, Fruit Wallpaper, Human wallpaper poster, Animal Wallpaper poster, Khmer Text Wallpaper poster, Three Food Groups Wallpaper, soap bubble (bottle), Small Football (Ball), Plastic card, Toothbrush, washing brush, Toothpaste, Nail Scissors, Khmer Textbook Grade 1, Khmer Textbook Grade 2, Mathematical Textbook Grade 2, Color Box, mercury (package) chopsticks. Teacher will use this raw material to produce for learning and teaching materials on social skill mathematic skills, language skill and fine and gross motor skill distributed in new academic year.

- **Distribution scholarship packets (children nutrition and hygiene) to children with disability in target school area.**  
RSO distributed in kind scholarship to children in the 4 target areas. There were 270 children (104 girls) received hygiene materials like soap and face mask and nutrition support (such as rice, soy source, steamed fish)for helping children and family practicing cleaning during covid-19 pandemic. This supplement food can help the families of the children and children come to school regularly.

- **RSO provided education on speech therapy and other special education to RSO teachers with other NGOs.**  
 There were 46 (38 female) teachers in all targets area received the online training with technical team from Phnom Penh. The training talked about “how to support children during the covid 19”. Training conducted online methodology.  
 Furthermore, 3 teachers (1 female) also attended the 3 days online training on motor skill and social skill organized by SEAMOE Sen organization based in Malaysia along with five ASEAN country ..
- **Trained all teachers in basic computer skills and other IT applications for e-learning**  
 In February, 38 teachers (33 females) from Phnom Penh, Kandal, Kampong Speu and Siem Reap have been training on Computer basic, Computer office and Internet and Email. They were happy to learn the new knowledge. The training have been started a short period of time and then the training have delayed due to government restriction on COVID-19.
- **Organized teacher technical support meeting to provide support to with integrated and inclusive classes at school.**  
 RSO conducted sixteen time of monthly technical meeting (4 times in each location). The meeting focused on technical support children with disabilities such as practicing developing individual development plan, technic and tips to support children to learn, positive reinforcement material searching and development. Also, we have included the new knowledge related ICT tools to search resource online. We are ongoing to improving teacher skill on using technology to support their teaching and learning new skills.
- **Consulted and lobbied with MoEYS regarding increased support for RSO activities and projects**  
 Five timea meeting online with offers from MoEYS to 10 teachers contract to be government qualified teachers, 3 times with MoEYS discused related integrated the Rabbit school in Toul Kok to became new generation and specail hight school in order to more suport from the Ministry of educataion  
 Integrated special teacher to government staff and National Institute for Special Education (NISE). Currently, There are 46 teachers (37 females) were recognized and support by MoEYS and be on behalf of the government and included in contracted teacher and received substituted 80% salary from the governments for half day. RSO have been applying the 10 teachers in Phnom Penh to be fully recognized byu goverment teachers. As a result, The MoEYS agreed to provide new 10 contract teachers in Phnom Penh. Starting from April 2021. The application are finalizing at the relevant ministries following the goverment of cambodia system.
- **Collaborated with MoEYS and other relevant stakeholders (NEP, CRS, Krou Thmey, AAR Japan, Aid et Action, HHC, Child Fund, RTI, Save the Children, parent reps) to organize four national inclusive education forums.**  
 RSO as active members of Working Group of Education for children with disabilities (WGED) had co-lead with ministry of eduction youth and sport (MoEYS) along with other members such as (MoEYS, UNICEF, NEP, CRS, Krou Thmey, AAR Japan, Aid et Action, HHC, Child Fund, RTI, Save the Children, parent reps) to organize the National Forum for Education for children with disabilities (NIFE) . The forum opened remark by minister of education and along with UNICEF Representative in Cambodia. Please attached [forum reports](#) for more details.

- **Run events to celebrate International Autism, Disability's Day , School Campaign, School mapping and School Opening Day.**

Autism Day was postponed due to COVID-19 Pandemic. RSO joined with [Cambodia Autism Network \(CAN\)](#) to design online banner and upload to [Rabbit school Facebook](#).

RSO conducted school campaign by distributed 44 banners to all target 40 targets school. There were 153 participant (Female: 70) in which consist of 52 children (girls: 23), Teachers/School. 100 Teachers/School directors (female: 43), 1 parent (1 female) and 2 RSO officers joint the campaign activities with the school for raising awareness within their community. Because of COVID-19 is still challenges, RSO organized online orientation OOSC project to 40 target schools, from 6 districts in 4 provinces. we worked with 13 school to mapped OOSC. RSO will increase 10 more school in the next year as our plan is 23 school in 2022.

RSO organized Disability's Day by distributing 21 banners to all 15 targets school, There were 31 participant (Female: 9) in which consist of 28 Teachers/School directors (female: 8), 1 parent (1 female) for and 2 RSO Officers using awareness within their community. At the same time, RSO organized the disability awareness discussion to school management (PoE, DoE and School director (SD) and parent on including the OOSC to school. There were total 13 participants (3 Female) joint this discussion.

#### **4. Challenges, Issues and Strategies**

- COVID-19 effect are still exist and goverment continues restriction.
- Schools remained closed. We can only support children online and off line occasionally. The school budget is reduced due to pandemic,
- The goverment take serious restrict action no allow people to organize any meeting in the school.
- Teachers and parent of CwID were very frustrated to familiar with learnig and communicated using technology. It is too hurry.
- Lack of local language course online. So, it is take abit of time to produce it to support the children.
- Families were very challenged with pandemic so, they were less take care about their child education. So, children were wandering around the community and facing at risk such as discrimination ,physical and sexua abuse.
- Funding support is shortfall from donor.
- Limited of understanding about type of OOSC and lacking of holistic school development plan.
- Limited school resource such as adpative skills teachers, scholarships, school facilities and accessibilities to attract OOSC to come to school.

#### **5. Strategies will take action for next plan:**

- We will use bleded method during this pendeamic, RSO will develop more online content both produce videos and materials share to parents online, support children through their parents online face to face meeting.
- Promote home based support through home based teaching activities.

- Building capacity on how to support children both online and off line methodology.
- Produce online and off-line materials to support children at home.
- Set up more time for parent online meeting/forums and set up the parents associate in communities and building the capacity on right of CWID, in order to raise awareness, lobby advocacy, to authority to including children with disability into communities development plan.
- Follow up and strengthen awareness raising activities to parents and local authority about need of childre with disability during the covid pendamic
- Collaborated with National institute for special education (NISE) to training teacher to respond the needs of teaching, children on integrate classrooms and inclusive classroom with government primary schools.
- RSO will organize the training not only specific teacher, RSO are going to organize training to other teacher in the entire school as well.
- We will strengthen awareness raising activities to parents, school director and local authority about identification of disabilities, need of OOSC, and the right of their children to access equal education.
- Lobby and Advocacy with local authority, school director, DoE, PoE, to increase their focus on right of children especial children development.
- To seek fund /Lobby donors to guarantee funding longer time.



6. Annex Photos 2021

Photo: School renovation (interior painting)



Photo: Classroom Activities after COVID-19



Photo: Teacher Training activities



Photo: Virtual Run with SAI Raising





Photo: Disabilities



## 7. Case Study

### Case Study#1

**Child name: Sim Channet , Sex: Female**



Channet is a girl turn to 16 years old this year. She lives in Tonleap village, Prey Pouch commune, Ang Snoul district, Kandal province. It is around 30 km from the city. She lives with her parents. His mother worked in a factory and her father also worked in a factory. He now lives near the risky area of contracting COVID-19. She is also a girl with eye impairment who has difficulty seeing. she is currently studying in an integrated class at Prey Pouch Primary School with other children with intellectual disabilities.

Before entering school, She is very difficult to see, she is always contracting to sunlight. Channet also has difficulty learning languages such as writing letters, understanding sentences and even reading a few words. Parent acknowledges that she can't learn like other children. Furthermore, Channet was very emotional with his teachers and friends. She likes to be away from her friends and sometimes, she gets angry with his classmates.

#### **Received Education and scholarship.**

Education is supported through scholarships and school children and implemented by Rabbit School to provide special education to children with intellectual disabilities with parental assistance by bringing their children to school. After 5 years with Rabbit School, Channet is more progress. she feels very happy to come to school and enjoy playing with other children in the class.



Channet loved school very much, her parents brought her back to school, she respected and loved her parents and teachers, and socialized with her classmates. During the school closed, Channet is still communicating and filling out worksheets and submitting them to teachers on a regular basis. In addition, he also helps his mother with housework and laundry when mother is away.



During the COVID-19 restriction, her family faced income issue due to the factory was closed and one day there was no money to buy food. They are trying to find a new job and ask for support from her relatives and neighbors. with the scholarship support through the Rabbit School, she received nutritional packages such as (rice, fish sources, canned fish) and hygiene (soap, alcohol). Teachers regularly provide online tutoring such as worksheets and counseling to my child and myself.

Thanks to donors for supporting Rabbit School.

The mother is very happy. She is excited to see her child improve and receiving support from the organization

## Case Study#2

**Child name: Hong Veasna , Sex:Male**

Veasna is a boy, born in 07 December 2005, Now is 16 year years old. He lives in Prey Veng province. He immigrated with his mother to Phnom Penh. He is only child in the family. He is living with his mother. His mother is widower and serves as laundry woman. Currently, she is living in red zone which is high risk of COVID-19 infection.

He is Down syndrome boy. He is studying in integrated class in Toul Kork with other children with intellectual disabilities.



### Access education

Received support from Aid et Action through scholarship and school kids and implemented by Rabbit School Organization to providing special education to children with intellectual disability, parent assistance by bring his child to school.

After 4 years with Rabbit School organization, As a result, Children was very happy and like playing with other children in the class. Now, Veasna have a lot of progressive.



Before attending the school, Veasna is very strong emotion with teacher and his peer. Some time, he is very aggressive mood with his classmate. He cannot sit longer in the classroom; always walk around the classroom and like staying away from his peer. Moreover, Veasna is also difficulty in learning language such as writing letter, understand the sentences and even reading the a few word. Mother did recognize that his child could not learn like another child.

Before school has been closed, Veasna likes schools very much, the mother brought him to school regularly, he respected mother and teachers and socialized with his peer in class. Veasna is willing to learn the new thing even he required repeated teaching many time from teacher. Duing the school closed, Veasna are still communicating online with teacher, he complete worksheet and submit to teacher regularly. Besides that, he also help mother to do house work and laundry and can guard his house when mother away for a while.

### Covid Impact, during the city lockdown,

During the city lockdown, her family faced some challenges, the income from laundry have decreased dramatically which someday money to buy food. Sometime, We don't have cash to pay for rent as well. Currently, to deal with these challenges, she tried improving services to her laundry customer and asking for support her relative and neighbor.



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### Received support from organization

During the school closed, with support from Aid et Action through Rabbit School organization, she received packages of nutrition (rice, fish source, canned fish ) aand hygiene (soap, mask, alcol), More than that, teacher have provided online teaching such as weekly worksheet and counseling support to my child and myself regularly

such

Thanks to Aid et Action for supporting Rabbit school. Mother is very happy. She is excited to see his child improvement and support from organization

