



RABBIT SCHOOL ORGANIZATION
Where Children Can Learn, and Grow



ANNUAL REPORT 2017



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| Acronyms/Abbreviations | Full words |
|-------------------------------|--|
| MoEYS | Ministry of Education Youth and Sport |
| PoE | Provincial Office of Education |
| DoE | District Office of Education |
| PB | Priority Budget |
| 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 |
| CWID | Children with Intellectual Disability |
| YwID | Youth with Intellectual Disability |
| NGO | Non-Government Organization |
| RSO | Rabbit School Organization |

2. EXECUTIVE DIRECTOR MESSAGE:

In the period January-December 2017, Rabbit school planned to provide education services to 399 children and youth with intellectual disabilities, but actually we found that, in this period, 474 children and youth received education services, as seen in the project achievements are shown below:

| No | Projects | Key Performance Indicator | Target 2016 | Achieved 2016 |
|----|-------------------------------------|--|-------------|---------------|
| 1 | Rehabilitation and Medication | Number of CWID enrolled in RSO classes for special education | 60 cwid | 52 cwid |
| | | Percentage of CWID which completed the full school year (retention) | 80% | 86% |
| | | Percentage of enrolled CWID with improved independence | 85% | 100% |
| | | Percentage of enrolled CWID transferred to an integration class | 15% | 100% |
| 2 | Integration & Inclusive | Number of CWID enrolled in integration or inclusive classes | 417 cwid | 474 cwid |
| | | Percentage of CWID which completed the full school year (retention) | 80% | 141% |
| | | Percentage of CWID with improved learning outcomes | 100% | 100% |
| | | Number of students per teacher | 12 cwid | 15 cwid |
| | | Percentage of enrolled CWID retained in classroom | 80% | 80% |
| | | Percentage of children promoted in inclusive classom | 30% | 120% |
| 3 | Vocational training & job placement | Number of CWID enrolled in vocational program | 25 cwid | 22 cwid |
| | | Percentage of CWID with improved (vocational) skills | 80% | 88% |
| | | Percentage of CWID with families with income increase | 20% | 80% |
| 4 | Awareness and Advocacy | Co-Organized with partner National inclusive forum 2017. | 1 time | 1time |
| | | Number of parents/ teachers, SD, SSC, CCWC, DoE, PoE, DTMTand communities people taking apart awareness | 200 persons | 3600 persons |
| | | Number of teacher supported by government | 50% | 0% |
| | | Number of budget contributed by parents and communities | 7%-8% | 6% |
| | | Number school/local authority target areas include children with disability in to communities' development plan. | 70% | 93% |

1. Rehabilitation and Medication project: Based on the data above of, we found that the numbers in the project was limited, because a large percentage of enrolled CWID transferred to an integration class. We planned for 15% of total children, as result; we achieved 100% in the target 2016.
2. In the integration and inclusive education project, we found that the percentage of enrolled CWID and retained in classroom was planned for 80% in 2016, as result; we achieved 100% of the target in 2017.
3. For vocational training and Job placement, we planned for Percentage of CWID with families with income increase at 20% of total student, as result, we achieved only 80% of 20% of the target 2016.

4. It is good to see that number of students per teacher was planned at 12 students per two teachers but actually it is 15 students for two teachers and other hand the rabbit school projects is focus for children mild to moderate with intellectual disability. When the scales Ministry of Education Youth and Sport allow for integration classroom is 7 students with two teachers for class.

Due to our limited budget, we have a waiting list of children who are in need of our services. We currently have 89 children on our waiting list.

45% of children in our project have severe intellectual disabilities (limited function skills). We found also the training course for teachers is still very short and teachers still have limited skills at handling children with severe disabilities.

We found that, CCWC or commune Council stile not take account to include children with disability in to communities' development plan. We also found that often parents play a very limited role in their child's education, as they have migrated to Thailand or Phnom Penh for economic reasons.

We also found that, the DoE and PoE of ministry of education youth and sports provide the contract teachers, paid 80% of regular school in primary school but still some DoE and PoE of target areas stile ignore for to including children with disabilities into their school development plan. The rabbit school organization stile has limited funding to advocate for the rights of children with disability to get the job.

We hope that, the data above will use by stakeholders and partners to consider the need to improve social development in the communities in where we work.

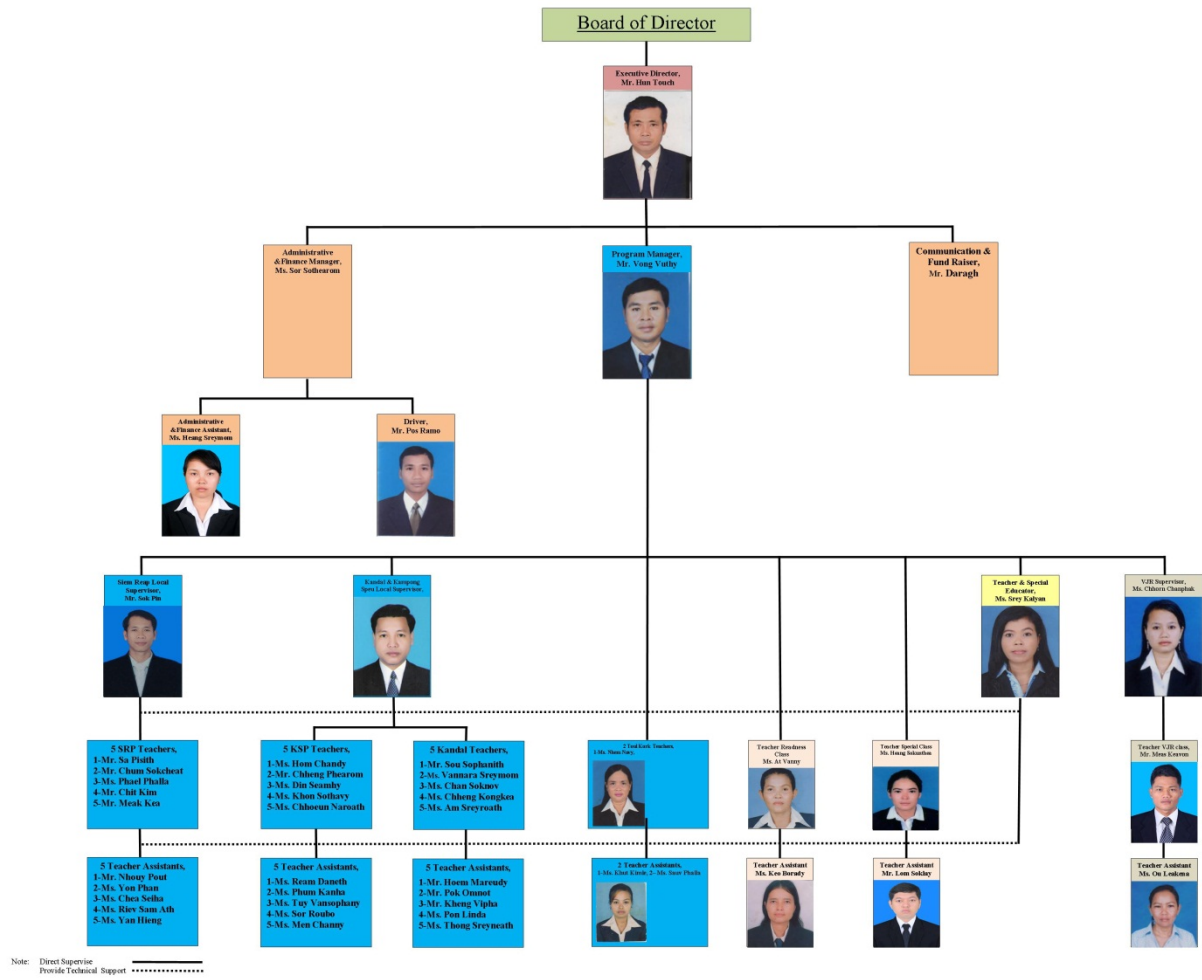
Phnom Penh, date 15 January, 2018

Signature

Hun Touch
Executive Director

3. ORGANIZATION STRUCTURE

RABBIT SCHOOL ORGANIZATIONAL STRUCTURE



4. BACKGROUND

The Rabbit School is a Cambodian NGO that was established in May 1997 as a Pilot Project to provide education for children with special needs at the Nutrition Center, a governmental orphanage founded in Phnom Penh in 1982 for children in the age from 0-6 years, who were abandoned or their parents were killed during Pol Pot's time (1975-1979). In providing education to this group of extremely disadvantaged children our organization marked the first crucial step in developing appropriate formal educational programs to Cambodian children with disabilities. In 2008 we started the first integrated class room in the Toul Kork Primary School and a Vocational Training Centre in Phnom Penh. Since 2014 we have been extending our services to other provinces and currently we lead our education projects in Kandal, Kampong Speu and Siem Reap provinces.

4.1. Mission

The Rabbit School mission is oriented toward the rehabilitation and full integration to the Cambodian society of people with disabilities with special focus on Children and Youth with Intellectual Disabilities.

4.2. Vision

We promote the rights of Children with Intellectual Disabilities as we believe that they have the same fundamental rights as their fellow citizens to a decent life with equal dignity and access to education whatever the origin, nature or severity of their impairments.

4.3. Values

All our activities are based on the values of respect of each person's dignity and on the encouragement of the community's participation. We also value the initiative ideas, the learning and sharing and the use of existing resources.

4.4. Who We Are

RSO is in a unique position to address these critical needs. What sets the RSO apart are the following attributes:

- **Position and track record:** RSO is currently the largest organization in Cambodia in providing education services to CWID, active in 5 districts, 4 provinces RSO has been working in this sector for the last 20 years and is widely recognized as the leading expert in providing education to CWID, which is illustrated by the Ministry of Education Youth and Sport
- **High demand:** there is consistently more demand for RSO services than it can currently cater for.
- **Unique "life cycle" concept:** RSO caters to pre-schoolers with its "readiness classes", through to providing special, integration and inclusive classes to primary schools, according to their abilities, and follows up with vocational training and job placement for those leaving regular primary education.
- **Strong government partnership:** RSO has partnered with the government to introduce the "Integration and Inclusive" concept in regular government schools, where ordinary primary schools host both separate "integration" classes for CWID and "inclusive" classes, where CWID participate in normal classes, and RSO and the government co-finance the teaching staff.
- **Quality focus:** RSO sees virtually all its enrolled students improve their performance, and continuously attempts to prepare its students to "promote" to the next level and achieve "inclusive" (i.e. in a "normal" class) education where possible.
- **Results:** RSO has mostly delivered on its goals and has opened 39 classes for CWID, now enrolling, readiness are 52 CWID, 474 CWID for integrate class, Vocational Training and Job placement 21 you the intellectual disability, for end of 2017. It has managed to retain are 93% CWID for readiness class, 86% of special class improved independence, 120% of enrolled CWID transferred

to integrated classroom, in this year, 120% of target enrolled CWID with mild disability enrolled with integrated class promoted to inclusive classroom, vocational training and Job place is 88% of CWID with improved (vocational) skills, 80% of CWID with families with income increase.

Now, Rabbit School has been implementing three projects to make a better society for intellectual disabled children. The end of 2020, total 724 students (55% are boys and 45% are girls) are nurtured and learn at their own pace and in their own environment with goals defined by a trained member of staff. Students with and without intellectual disabilities interact freely and learn to accept and learn from each other. Children with intellectual disabilities are strengthened and their self-esteem is increased.

4.5. What We Do

Disability issues of children and youth with intellectual disabilities continue to be excluded from consideration within Cambodian society. They face several barriers in their respect of rights and accessing services such as education, health/rehabilitation and employment.

- **Rehabilitation and Medication Project**

Our target group for beneficiary for rehabilitation and medication project is 60 children, Girls are 23% and Boys are 77%. At the end of 2020, children and youth with intellectual disabilities' have improved their independence, self-care activities and other functional development. The expect result is 80% completed the full school year (retention), 75% enrolled CWID with improved independence and 15% enrolled CWID transferred to an integration class.

For each student we build an individual education program. We provide different levels of Special education: 1.Special Classrooms: Here we educate and stimulate children with moderate to severe and profound disability. We also collaborate with other rehabilitation services like physiotherapists and other medical services. 2. Readiness Classroom: Here we educate and prepare children with moderate to severe disabilities for the integrated classroom or inclusive education.

- **Inclusive / Integration Education Project**

Our target group for beneficiary for Inclusive / integration education project is 724 children, girls are 45% and 55% are boys. This project responds to the needs of children with mild to moderate intellectual disabilities. The program makes it possible for disabled children to learn alongside non-disabled students. CWID in project target areas will access to and be encouraged to complete primary education cycle.

In expected result, in 2020, 724 CwID enrolled integrated and inclusive classes, 80% completed the full school year (retention), 50% improved learning outcomes, 15% enrolled CWID transferred to an inclusive class.

First, we will try to make CWID in project target areas have access to and are encouraged to complete primary education cycle by school renovation and teaching quality improvement Also, we will provide training for education leaders / providers to be equipped to improve the education efficiency. And by awareness raising activity for local authorities and people in the community, we will pursue improvement of education environment through advocacy and research in the national and regional level.

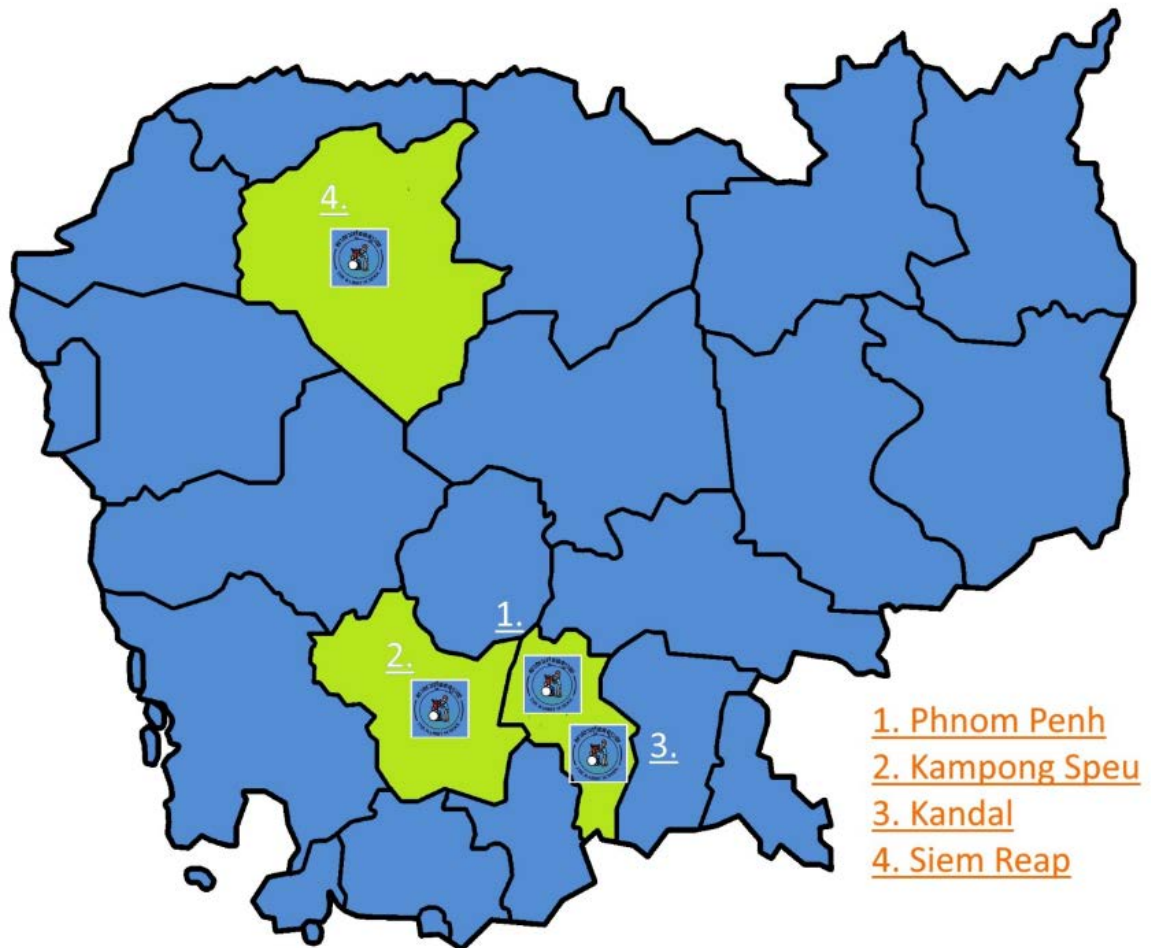
- **Vocational Training and Job Placement Project**

The goal of this project is to learn our students with intellectual disability specific skills to make it possible for them to find a job. A job helps 65 youths, girls are 40% and boys are 60% and, and to become more independent. 50% youth with intellectual disability improved (vocational) skills, 25% of families with youth intellectual disability income increase or 15 of youth received a job by the end of 2020.

Vocational training at Rabbit School learns basic skills to the students like cleaning the classroom, preparing the table, washing the dishes, cleaning the garden, follow (up) instructions, working together, working individual, job attitude, social behavior, sport, music and games. Our main activity

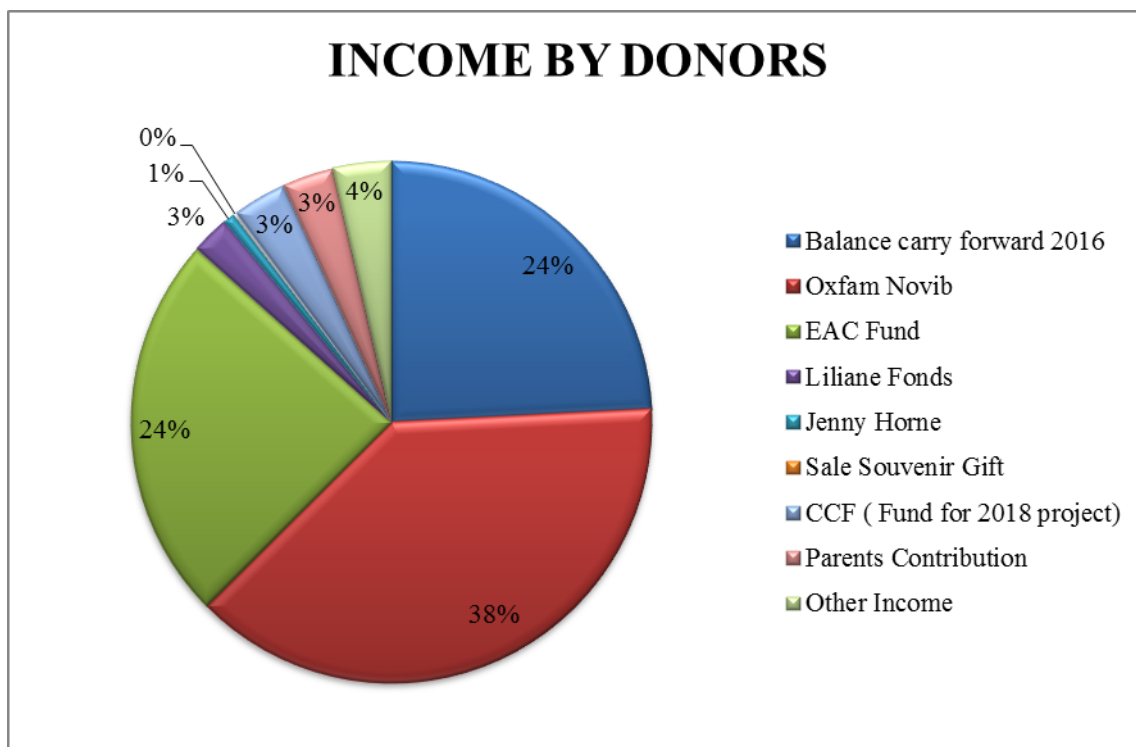
is the production of paper bags for a business that sells 100% natural Cambodian eco products. This is a very suitable activity for our students, since all of them can contribute to the whole process of making a product. Furthermore, we mediate with different parties to ensure job placement for our students. At the moment we are working together with local partners. They believe in our goals and make it possible for us to implement our program.

5. WHERE WE WORK

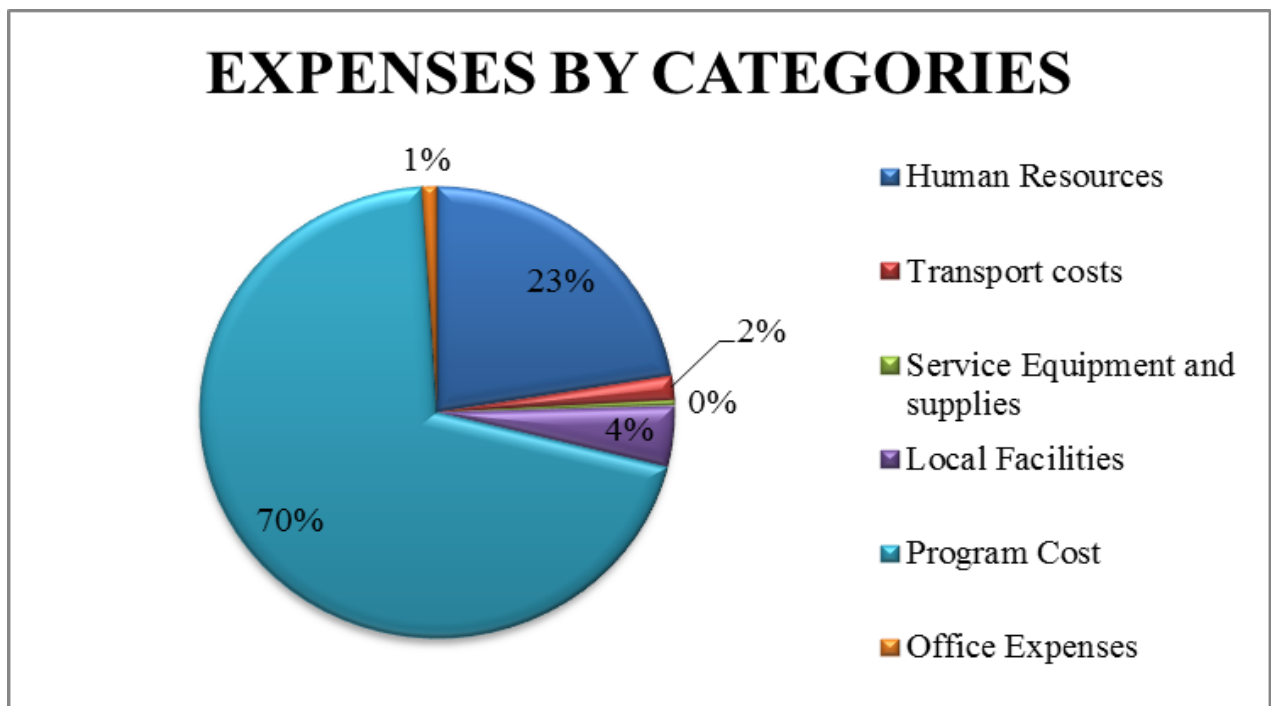


6.1. Financial Summary

| INCOME BY DONORS | USD |
|----------------------------|------------|
| Balance carry forward 2016 | \$ 72,518 |
| Oxfam Novib | \$ 114,993 |
| EAC Fund | \$ 71,883 |
| Liliane Fonds | \$ 7,175 |
| Jenny Horne | \$ 2,120 |
| Sale Souvenir Gift | \$ 626 |
| CCF | \$ 10,000 |
| Parents Contribution | \$ 9,503 |
| Other Income | \$ 10,884 |



| EXPENSES | USD |
|--------------------------------|------------|
| Human Resources | \$ 55,440 |
| Transport costs | \$ 4,452 |
| Service Equipment and supplies | \$ 865 |
| Local Facilities | \$ 10,722 |
| Program Cost | \$ 173,525 |
| Office Expenses | \$ 2,431 |
| Total | \$ 247,435 |



7. Activities achievement report

7.1. Rehabilitation and Medication

| Activities | Target | Result | | | |
|---|--------|--------|--------|-------|------|
| | | Male | Female | Total | % |
| Outcome 1: Children and youth with intellectual disabilities are assessed for their specific needs and a plan is developed with them and their family members for rehabilitation. | | | | | |
| 60 CWID (Children with Intellectual Disability), 35% of whom are girls, are enrolled in formal or non-formal education system in each target province | 60 | 40 | 12 | 52 | 86% |
| CWID retained through a full cycle of primary school in each target province. | 60 | 48 | 15 | 63 | 105% |
| Students learning outcome improve at school level: in integrated classes at least 20 students are promoted to study in public education | 9 | 8 | 3 | 11 | 120% |
| School kits, in-kind scholarships and/or daily meal are provided to 22 CWID, 50% of who girls according to set criteria | 42 | 34 | 7 | 41 | 97% |
| 2 Classes that set up accessibility devices and / or playground | 2 | 2 | | 2 | 100% |
| 2 toilet renovated | 2 | 2 | | 2 | 100% |
| Outcome 2: Children and youth with intellectual disabilities will have improved skills on Activities Daily Living (ADL), personal health and other functional development | | | | | |
| Provide training to parent on Rehabilitation and Medication methodology | 40 | 12 | 37 | 50 | 125% |
| Outcome 3: Rabbit school organization ensure and efficient sustainability development | | | | | |
| 4 class teachers 100% of who females present show progress in their understanding of special education improve the skills services provisions external training within CCAMH and other NGOS | 4 | 0 | 4 | 4 | 100% |
| Senior teachers will improve Evaluation/Monitoring child, documents communication at the end of 2017. All are female | 4 | 2 | 1 | 3 | 75% |
| Outcome 4: Education environment is improved through advocacy and research in the national and regional level. | | | | | |
| 4 regular advocacy activities taking place in all project provinces | 4 | 4 | | 4 | 100% |
| participants taking part to awareness actions, 50% are females. | 200 | 1400 | | 1400 | 700% |
| One parents / school meeting every four months | 1 | 1 | | 1 | 100% |

Outcome1: Children and youth with intellectual disabilities are assessed for their specific needs and a plan is developed with them and their family members for rehabilitation.



© Children with intellectual disability activities outside classroom.

Outcome1: Children and youth with intellectual disabilities are assessed for their specific needs and a plan is developed with them and their family members for rehabilitation.



© Children with intellectual disability activities outside classroom

Outcome:2 Children and youth with intellectual disabilities will have improved skills on Activities Daily Living (ADL), personal health and other functional development



© Children with intellectual disability activities in Readiness class (Individual child support)

Outcome:2 Children and youth with intellectual disabilities will have improved skills on Activities Daily Living (ADL), personal health and other functional development



© Children with intellectual disability activities in special class (Individual child support)

Outcome 3: Rabbit school organization ensure and efficient sustainability development



© Teacher training :Teacher training at Ang snoul with our local trainer

Outcome 4: Advocacy and Research



© Teacher training: training with speech therapist in Angsnoul.

Outcome 3: Rabbit school organization ensure and efficient sustainability development



© Teacher training: Teacher training at Angsnoul with speech therapist

Outcome 4: Advocacy and Research



© Teacher training: Parents participated training with speech therapist in Phnom Penh.

Case Study

Mediator name: **VONG VUTHY**

Name of Children: **Vong Dara, Sex (Male)**

Vong Dara is 12 years old. He is an autistic boy. He lives with divorced mother and his sister. Dara grow up in very poor family. He lives with his mother in small rooms who sometime works part time as dish washer at restaurant which earn around 70\$ per month.

Dara was very strong behavior child and have speech disability. Before coming to Rabbit School, He can't recognize his body, vegetable, fruit, and animals. He likes shouting and spitting to his peer and people around him. He always pulls his hair and walking around in the classroom. He can't sit still for longer time in the classroom and at home and like playing alone.



The scholarship has changed his behavior and provided learning opportunity.

Received supported by OXFAM to support rehabilitation and medication project which is enable him to learn and play with his peer and teachers in school through activities implemented by Rabbit School Organization to attend the special class in Phnom Penh which is providing an education especially for children with intellectual disabilities. His family is happy and always sends him to school every day.

After attending the class, Dara's behavior has changed. He reduced his strong aggressive behavior. He stopped spitting, biting, pulling hair his friend and stop walking around. Dara have improved a lot with his communication. He is very friendly child in the class. He can sit longer and play with his peer outside and inside the classroom. Furthermore, He is also able to hold things such as ball, maker and pencil and can color a few pictures. For cognitive skill, Dara recognized a few of his body and know his name.



Thanks to OXFAM for your support.

7.2. Integrated and inclusive education projects

| Activities | Target | Result | | | |
|--|--------|--------|--------|-------|------|
| | | Male | Female | Total | % |
| Outcome1: OSC in project target areas are able and encouraged to complete primary education cycle | | | | | |
| 1. Enroll OSC in formal or non-formal education system of which 50% are girls. | 70 | 77 | 47 | 124 | 177% |
| 2. Children are retained through a full cycle | 417 | 308 | 166 | 474 | 100% |
| 3. 30% Children enrolled CWID in integrated class promoted in inclusive class. | 125 | 108 | 65 | 173 | 120% |
| 4. VC, CC, SSC, CEFAC trained in identifying CwD/ (education actors trained) | 75 | 29 | 15 | 14 | 18% |
| 5. Number of families identified in all targeted zone/communities as direct beneficiaries. | 200 | 213 | 51 | 162 | 81% |
| 6. Number of scholarships given to OSC according to set criteria (in-kind, cash or food) | 150 | 98 | 52 | 97 | 100% |
| 7. Number of partnering schools set up accessibility devices and / or integrated classes | 16 | 16 | | 16 | 100% |
| 8. Number of classrooms renovated | 5 | 10 | | 10 | 150% |
| 9. Number of school conducting school mapping | 20 | 20 | | 20 | 100% |
| <p>Activities 1&2: There is reason that result achieve over target. We have enrolled some the mild disability from public school in Pourk district, Siem Reap province. RSO will work with DoE and school director to support teacher in the inclusive class in order to them able support the children in the class.</p> <p>Activities 3: There is reason that result achieve over target because of RSO promoted children with mind disability back to inclusive classrooms.</p> <p>Activity 4: The result of indicator is very low because of RSO have not involved authorities in Siem Reap in identification. They already participated in identification of children in the first semester. So RSO encouraged only RSO team such as teachers and local supervisor to identify children by themselves.</p> <p>Activities 7: There is reason that result achieve over target because of RSO renovated on building with five rooms equal to classrooms.</p> | | | | | |
| Outcome 2: Quality and Efficiency of Education Services | | | | | |
| 10. Number of teachers implementing tailored pedagogical tools to promote quality of teaching and child friendly environments for OSC. | 34 | 9 | 25 | 34 | 100% |

| | | | | | |
|---|------|------|------|------|------|
| 11. Student whose learning outcomes improved ? | 336 | 308 | 166 | 474 | 100% |
| 12. Number of teachers attended training to improve their teaching methods, approach and delivery on specific themes | 34 | 9 | 25 | 34 | 100% |
| Outcome 3: Rabbit school organization ensure and efficient sustainability development | | | | | |
| 13. Number of participants (education actors, local authorities, community members and school staff) who take an active part in developing their skills to create a responsive strategy to school supervision, problem solving, and inclusive education methods. | 75 | 29 | 15 | 44 | 58% |
| 14. DTMTs monitor and report on school progress on a regular basis | 9 | 6 | | 6 | 66% |
| 15. PoE/ DTMTs provide adequate support to schools as needed – e.g., teaching staff use a tailored pedagogical approach to answer OOSC needs, etc. | 15 | 15 | | 15 | 100% |
| 16. Number of parents aware and involved in their child’s school life, parent group activities, parent meetings, school activities. | 336 | 474 | | 474 | 100% |
| 17. Parent groups are formed in at least 50% of the project schools | 16 | 16 | | 16 | 100% |
| 18. Development learning through play manual | 1 | 1 | | 1 | 100% |
| 19. Revised national manual for teaching children with intellectual disability with MoEYS | 1 | 1 | | 1 | 100% |
| <p>Activities 13: There is reason that result achieve lower target. Because of funding constraint from donor.</p> <p>Activities 14: in this year, RSO was unable to set up working group timing constraint and staff turnover and relevant authority were busy in commune election. RSO is planning to move this training in next year.</p> | | | | | |
| Outcome 4: Education environment is improved through advocacy and research in the national and regional level. | | | | | |
| 20. RGC adopt the idea of an Inclusive Education policy improve all actors practices to increase enrolment rate for all social categories | 5 | 5 | | 5 | 100% |
| 21. Number of visits/advocacy campaign led by education actors and local authority (school campaign, school opening days, project launching, meeting with local authority, disability day, Autism Days, Visibility visit to partner NGOs) | 6 | 6 | | 6 | 100% |
| 22. The number of community members reached by the project’s awareness raising activities on the importance of integrating all OSC in community life | 1800 | 3505 | 3501 | 7006 | 389% |
| <p>Activity 21: The result was over target because we did summation the participants in all awareness events (Khmer New year, school opening ‘s Day ,School campaign, Pchum Ben ‘s Day Parent meeting, Autism’s Days, disability ‘Days.</p> | | | | | |

Axis 1 Equitable Access



Photo: Scholarship distribution poor children with disability in Angsnoul district, Kandal province

Axis 1 Equitable Access



Photo: Scholarship distribution poor children with disability in Angsnoul district, Kandal province



Photo: Scholarship distribution poor children with disability in Angsnoul district, Kandal province



Photo: Scholarship distribution poor children with disability in Angsnoul district, Kandal province

Axis 2: Quality and Efficiency of Education Services



Photo: School renovation 1 building, 5 rooms, 10 classrooms, 1 tiled brick playground with 1 slide, 1 balance, 1 swing, 2 toilets, 2 ramps, 9 trees, 1 rubbish bank, in Toul Kork primary school ,Phnom Penh.



Photo: School renovation 1 building, 5 rooms, 10 classrooms, 1 tiled brick playground with 1 slide, 1 balance, 1 swing, 2 toilets, 2 ramps, 9 trees, 1 rubbish bank, in Toul Kork primary school ,Phnom Penh.



Photo: School renovation 1 building, 5 rooms, 10 classrooms, 1 tiled brick playground with 1 slide, 1 balance, 1 swing, 2 toilets, 2 ramps, 9 trees, 1 rubbish bank, in Toul Kork primary school ,Phnom Penh.



Photo: School renovation 1 building, 5 rooms, 10 classrooms, 1 tiled brick playground with 1 slide, 1 balance, 1 swing, 2 toilets, 2 ramps, 9 trees, 1 rubbish bank, in Toul Kork primary school ,Phnom Penh.

Axis 3 Capacity Development

Axis 3 Capacity Development



Photo: Activities training teacher at Angsnoul and Kampong speu province



Photo: Activities training teacher at Angsnoul and Kampong speu province



Photo: Activities training teacher at Angsnoul and Kampong speu province



Photo: Activities training teacher at Angsnoul and Kampong speu province

Axis 4 Advocacy and Research

Axis 4 Advocacy and Research



Photo: School campaign at Chhak cheuneang primary school, Angsnoul district.

Photo: School campaign at Angserei primary school, Chbar Morn district, Kampong Speu province.



Photo: School campaign at Angserei primary school, Chbar Morn district, Kampong Speu province

Photo: School campaign at Angserei primary school, Chbar Morn district, Kampong Speu province



Photo: School campaign at Teah Banh Kumrou primary school, Pourk district, Siem Reap province.

Photo: School campaign at Teah Banh Kumrou primary school, Pourk district, Siem Reap province.

Axis 4 Advocacy and Research



Axis 4 Advocacy and Research



Axis 4 Advocacy and Research



Axis 4 Advocacy and Research



Case Study

Pich Sreyteav, a girl born on October, 26, in 2000. She is 16 years old. Currently she lives in Toek thla Village, Knat Commune, Pouk district, Siem Reap province, it is about 4 kilometers away from Knat Primary School. Her mother is a farmer and her father had died since she was younger. She has three siblings, and she is the third child in the family and has a very poor life.

She is a girl with Down syndrome. When she was six years old, her mother noticed that her body seemed to be very different from other general children, it was so weak and she still could not walk and grab or hold things properly. Afterward, her mother took her to Angkor Children Hospital for treatment, and through five months cure at the hospital then they found out that she had a down syndrome disease, instantly, her mother felt so unhappiness. However, she receives medication and health check by doctors regularly.

Pich Sreyteav has never been to school. Children in the community had discriminated not played with her. She always play alone at home every time when her mother went out for work. Additionally, she wasn't capable to learn likes other kids because the school does not have classes for teaching disable children, "Her mother added".

The School has changed her environment. She was later supported by OXFAM and EAC through Aid Action in Cambodia through the support and activities implemented by Rabbit School Organization to create an integrated and inclusive class at Knat primary school, Pouk district, Siem Reap province to provide an education especially for children with intellectual disabilities.

After one year attending in the integrated and inclusive class, she had improved a lots such as cognitive skill, self-help skill and social skill, and she likes to play with teachers and other children in the class and her peer in the break time. She also can help some of her parent's homework likes cleaning the house, washing dishes, and she can take a show and goes to the toilet by herself.

Her mother said, she is really wanted to goes to school. and she was so happy that Rabbit School Organization has been created a special class for children with disabilities, who has been enrolled and be able to learn like other children.

On behalf of us as the teachers of Rabbit School Organization, we are so delighted with all of intellectual disabilities children in our communities all get in education and become well, and also be able to live with their family without discrimination from society.

In term of Sreyteav is really difficult because she has with mentally problem called Down syndrome. As a matter of fact her family is poor and make her not receiving education from school also because of in the general education institutes do not have effective method to teach disabilities children, but now the Rabbit School Organization has been developed a program for tutoring them, especially it's been cooperated with Knat primary school and the other four schools in Pouk district. As, I am a school director saw this great program, decided to create an integrated and inclusive class for all intellectual disabilities children to access in education. Otherwise, to help parents of children with disabilities as a child can help themselves after they have been educated through professional teachers which all provided technical teacher training courses by Rabbit School Organization. After opening of integrated and inclusive classes not only Sreyteav who have been enrolled, but also the other disabilities children.

Therefore we are so grateful to Rabbit School Organization which have been supporting and gathering all disabilities children to access in education.

Thanks to OXFAM for your support children.



7.3. Vocational training and Job Place

| Activities | Target | Result | | | |
|--|--------|--------|--------|-------|-------|
| | | Male | Female | Total | % |
| Outcome1: Community/Family aware the right of Youth with Intellectual Disability | | | | | |
| 1. 3times per year, participation of Rabbit School in awareness raising campaigns/events, lobby/advocacy within the national and regional level. | 5 | 4 | | 4 | 100% |
| 2. Local authorities and relevant institutions will develop regulations against disability discrimination in their institutions. | 4 | 4 | | 4 | 100% |
| 3. At least 5 companies make appointments every four month and discuss about opportunities for job placement and training in the private sector to work with our students with intellectual disability | 17 | 18 | | 17 | 94% |
| 4. Parent meeting one time every for four months. | 3 | 3 | | 3 | 100% |
| 5. 200 participants, 60% of who females take part to awareness action among parents, youth with intellectual disabilities relevant departments. | 200 | 3600 | | 3600 | 1800% |
| <i>Activity 5: The result was over target because we do summation the participants in all awareness events (Khmer New year, Pchum Ben 's Day Parent meeting, Autism's Days, disability 'Days.</i> | | | | | |
| Outcome 2: Teachers have capacity to train Youth with Intellectual Disability | | | | | |
| 6. Two teachers and one supervisor 63% of who females - gained skills to train -on hard skills and soft skills to youth with intellectual disability | 4 | 1 | 3 | 4 | 100% |
| 7. Two teachers and one supervisor, 63% are females - gained skills to train -on hard skills and soft skills to youth with intellectual disability | 6 | 2 | 4 | 6 | 100% |
| Outcome 3: Develop curriculum for soft skill and hard skill of Vocational Training for training Youth with Intellectual Disability. | | | | | |
| 8. 25 Youths with ID, girls are 56%, are enrolled in the vocational training and Job placement very year | 50 | 20 | 22 | 42 | 84% |
| 9. 3 youth with ID,65% of who female are older than 25 years will exit school, and are prepared and trained to help their parents work at home | 2 | | 2 | 2 | 100% |
| 10. Twenty five youths with Intellectual Disability 65% of who female are trained every year by the Rabbit School | 25 | 11 | 11 | 22 | 88% |
| 11. Every year five youth with Intellectual Disability, 65% of who female get a job placement/intern ship in a private company | 5 | 0 | 4 | 4 | 80% |
| 12. Consult with relevant staff of rabbit School to develop the outline | 2 | | 2 | 2 | 100% |
| Activity 11: RSO have placed 3 youths with intellectual disability in restaurant and hotel. 3 received job and 1 was in internship in Eden park. | | | | | |
| Outcome 4: Youth with Intellectual Disability and families are able to access job with private sectors | | | | | |
| Students has gained the skills to be able to get the job | 25 | 11 | 11 | 22 | 88% |

Community/Family aware the right of Youth with Intellectual Disability



© Sport days activities

Community/Family aware the right of Youth with Intellectual Disability



© Meeting family of children about supporting job for their child at home.

Develop curriculum for soft skill and hard skill of Vocational Training for training Youth with Intellectual Disability.



© Paper bag production activities

Develop curriculum for soft skill and hard skill of Vocational Training for training Youth with Intellectual Disability.



© Student learning on cleaning service

Case Study

Mediator name: **VONG VUTHY**

Name of Children: **Rath Sakal**

Sakal is a 20 year olds orphanage boy with intellectual disabilities, living at National Borei for Infant and Child (NBIC) with others children with disabilities.

Sakal could not walk until he was 12 years, he started attend at special school when he was 7 year olds. During that time he had some challenging behavior. He liked spading his saliva and biting other people. His self-help skill was very low. He could not help himself on his daily living.

He stopped doing his negative behavior when he had attended at special school for 2 years. When his both behavior learning improved we referred him to attend at mainstream school with student with non- disabilities. At the same time we were sending him to learn English class with private school. Due his teacher at public school did not have experience teaching people with intellectual disabilities, unfortunately, he dropped out of school.

The scholarship provided him an opportunity again. Received supported by OXFAM to support rehabilitation and medication project which is enable him to learn and play with his peer in school through activities implemented by Rabbit School Organization to attend vocational training and job placement in Phnom Penh which is providing soft-skill and hard-skill especially for youth with intellectual disabilities.

Sakal has been attended at The Rabbit School Vocational training and job placement to learn hard skills such as cleaning, basic cooking, making paper bag and soft skill. At the same time, He also leant the self-development skill to support on daily living (Soft Skill).

As the result, after getting the education training and Vocational training. His challenging behavior was stopped; he is able to support himself on activities of daily living (ADL), he can make a nice paper bag for selling. He is also able to read the Khmer language and does the other activities more confident and very friendly boy in the class. Furthermore, He also likes listening music and play football as well.

Thanks to OXFAM for your support.



CHALLENGES, ISSUES AND STRATEGIES

▪ Key General Challenges and Issues.

We have encountered a number of **challenges**. In some incidences, parents either will not send their child to school, or will migrate to another area in search of work and take their child with them. In other cases, parents have high expectations as to what their child can learn in a short period of time, and can be unwilling to accept the limitations of their child's disability.

The cost of transportation is also a barrier for many parents, who cannot afford to bring their child to school. Children with intellectual also continue to be marginalized by many people within their own communities, who often view them as being undeserving of an education.

The pedagogy of teaching children with intellectual disabilities is also limited in Cambodia. The majority of teachers could not identify children with intellectual disabilities. Local authorities and other stakeholders such as commune officials, parents, and school directors are not aware about disability and still don't understand the rights of CWIDs. A small number communes have allocated CiP budget for the CwID in their plan .

| Section | Key General Challenges and Issues |
|----------------------------|--|
| ▪ Social Challenges | - Discrimination still exist in the Cambodia mind set |
| ▪ Policy | - Many policies approved but limitation of dissemination - MoEYS have limited fund to implement child disability policy in education. |
| ▪ Authority | - Community, teacher, commune officer do not have adequate knowledge on the right of CwID and supported plan in their community. - District, Commune level have not included into their development plan. - Implementation of policy to private sector to employ young adult with intellectual disability is still limited. |
| ▪ School | - There are more and more children in waiting list. School facilitates is still suitable to teach children with intellectual disability - School leaders are unable or unwilling to translate their learning into practice. - The school facilities still barriers for welcoming to CwD. |
| ▪ Parent | - Some parents have no time to attend the meeting. They are busy make a daily living. - Most of CwID are in poverty level. So, they face obstacle to send their children to school. - Lack of understanding of parent and community about CwID and their needs. - Discrimination are still exist among parents |
| ▪ Teacher | - Shortage of funding on teacher training time frame is too short which is effect to teacher teaching quality children in integrated and inclusive classroom. - Discrimination from teacher to accept CwD in inclusive classroom - Limited of teaching methodology /technical to support CwD in Class - Enabling community teachers /teacher for CwD into the PTTCs and become state teachers also remains a challenge. - Some existing children may not be attending schools when the program of NGO phases out |
| ▪ Stake holder | - Private sector do not cooperate with us because do not have adequate knowledge on the rights of the young adult with intellectual disabilities |

▪ **Future Strategies**

In the future we will strengthen awareness raising activities to parents and local authority about the need of children with disabilities, and the right of their children to access equal education, and to provide more training to teachers on how to work with children with intellectual disabilities, using in-class or online training. Lobby and Advocacy with local authority, school director, DoE, PoE, Commune Council, SSC, CCWC to allocate budget into community's development plan and school budget plan will also be undertaken by the Rabbit School.

RSO is going to engage local NGOs and district authority partners in target areas in order to raise awareness and promote the rights of CWIDs.

| Section | Strategies /Next Action Plan |
|-----------------------|--|
| ▪ Policy | <ul style="list-style-type: none"> - Increase dissemination of existing policy for CwD toward education - Improve school friendly environment for all children including CwD. - Deploy public teachers for integrated classes and provide capacity building on relevant topics to teachers. - Implementation of policy to private sector to employ young adult with intellectual disability is still limited. |
| ▪ Authority | <ul style="list-style-type: none"> - Motivate community outreach workers keep doing regular home visit. - Raise awareness to community on the rights of young adult with intellectual disability - Advocate fund allocation in Commune Investment Plan (CIP). - Lobby and discuss with MoEYS to contribute Priority budget (PB) for implementing education policy for children with disability. - Increase participation of commune and SSC in supporting CwID. |
| ▪ School | <ul style="list-style-type: none"> - Looking for Fund to set up new classroom for enrollment new CwID. - Raising fund for improving School facilities (classroom and playground) - Lobby and discuss with commune council to include children disability into development plan - School management focus on inclusive education for all - Continue providing in-kind scholarship to CwD. |
| ▪ Parent | <ul style="list-style-type: none"> - Set up self-help group to encourage them to motivate parent to send their children to school. - Raise awareness and provide training to parent on the rights of children and young adult with intellectual disability |
| ▪ Teacher | <ul style="list-style-type: none"> - Increasing teacher training time frame to improve teacher capacity in teaching in integrated and inclusive classroom. - Motivate teachers who are teaching children disability in the class. - Provide training needs to staff to fulfill their responsibilities on how to work with young adult with intellectual disability and project management. |
| ▪ Stake holder | <ul style="list-style-type: none"> - Lobby with private sector on job placement for young adult with intellectual disability - Lobby with National Employment Agency on job placement for young adult with intellectual disability - Collaborate with NGO partners in order to advocate on job opportunity for young adult with disability in Cambodia |

Supported:

