



## Rabbit School Organization

### Annual Report 2022



**Office Address:** Building # 817, St. 1952, Sangkat Phnom Penh Thmei, Khan Sen Sok, Phnom Penh

**Phone:** +855 (0)12 369 376

**Email:** [huntouch40@gmail.com](mailto:huntouch40@gmail.com)

**Website:** [www.rabbitschoolcambodia.net](http://www.rabbitschoolcambodia.net)

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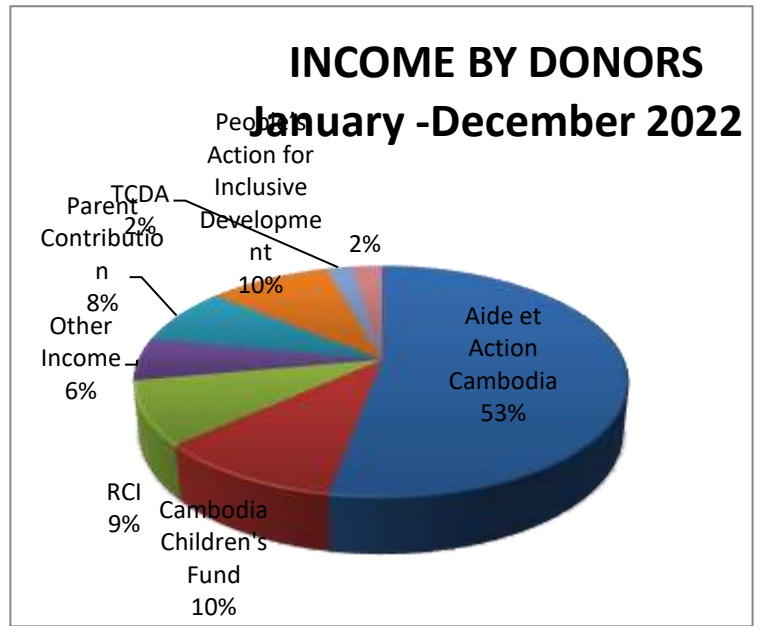
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## Glossary of Acronyms

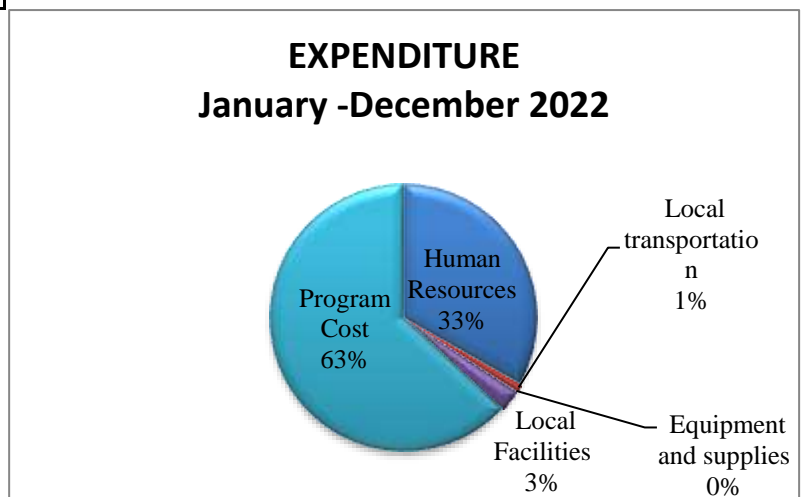
| Acronyms/Abbreviations | Full words  |
|------------------------|---|
| MoSVY                  | Ministry of Social Veteran and Youth Rehabilitation                   |
| MoEYS                  | Ministry of Education Youth and Sport                                 |
| PoSVMY,                | Provincial of Social Veteran and Youth Rehabilitation                 |
| PoE                    | Provincial Office of Education  |
| DoSVY                  | District of Social Veteran and Youth Rehabilitation                   |
| DoE                    | District Office of Education  |
| DTMT                   | District Training and Monitoring Team                                 |
| SSC                    | School Support Committee  |
| SD                     | School Director   |
| DCWC                   | District Council for Woman and Children                               |
| CCWC                   | Commune Council for Woman and Children                                |
| CWID                   | Children with Intellectual Disabilities                               |
| OOSC                   | Out Of School Children  |
| PwDs                   | Person with Disability  |
| YwID                   | Youth with Intellectual disability                                    |
| NGO                    | Non-Government Organization   |
| RSO                    | Rabbit School Organization  |
| NISE                   | National Institute for Special Education                              |
| EPC                    | Essential Personal Ceter  |
| HI                     | Human Inclusion   |
| DDP                    | Deaf Development Program  |
| PPCIL                  | Phnom Penh Center for Independent Living - PPCIL                      |
| RTI                    | Research Triangle Institute   |
| CRS                    | Catholic Relief Service   |
| NEP                    | NGO Education Partnership   |
| CAMFEBA                | Cambodian Federation of Employers and Business Associations (CAMFEBA) |
| NEA                    | National Employment Agency  |
| GMAC                   | Garment Manufacturers Association in Cambodia                         |
| HHC                    | Hand of Hope Community  |

I Financial Report 2020

| INCOME BY DONORS                          | AMOUNT              |
|---|---------------------|
| Aide et Action Cambodia                   | \$ 101,635.06       |
| Cambodia Children's Fund                  | \$ 20,000.00        |
| RCI                                       | \$ 17,001.49        |
| Other Income                              | \$ 11,393.14        |
| Parent Contribution                       | \$ 15,493.51        |
| People's Action for Inclusive Development | \$ 18,248.00        |
| TCDA                                      | \$ 4,052.00         |
| Oxfam                                     | \$ 4,405.27         |
| <b>Total</b>                              | <b>\$192,228.47</b> |



| EXPENDITURE            | AMOUNT              |
|------------------------|---------------------|
| Human Resources        | \$ 69,074.04        |
| Local transportation   | \$ 1,879.44         |
| Equipment and supplies | \$ 251.50           |
| Local Facilities       | \$ 5,554.82         |
| Program Cost           | \$ 131,364.68       |
| <b>Total</b>           | <b>\$208,124.48</b> |



## 1. Executive Summary

### Outcome 1: OOSC have increased equitable access to primary education

#### **Refurbish inclusive classes consist of toilets, ramps and inclusive classes in the target schools**

There were 14 ramps built and 5 toilets renovated for 10 schools in the target schools (2 in Ang Snoul, 7 in Kandal Steung, 2 in Chba Morn, 2 in Samrong Tong, and 6 in Pourk district).

#### **Refurbish schools (Digital library at Toul Kork)**

1 digital library set up with a number of materials and toys installed at Toul Kork school. Those materials are included smart TV and speakers including seats, computer, whiteboard, table, long portable, internet connection, plastic grass, toys, photo books, teacher books, chairs, cabinet, light, fan, etc.

#### **Establish and/or expand integrated class Programme for OOSC**

There 46 integrated classes were set up and operated for children with intellectual disabilities. The achievement is less than plan due to lacking of special teachers. RSO provided teaching material to 23 integrated classes such as 1 laminate machine, 2 book A3 paper book, 2 items pin, 23 items Brush ,23 pieces tilling mob,23 items Tile cleaning liquid, 23 items Toilet cleaning liquid, 34.5kg Plastic bags.

#### **Establish and/or expand Inclusive Education (IE) Programme for OOSC**

36 inclusive classes (5 in Angsnoul, 8 in Kandal Stueng, 9 in Samrong Tong, 6 in Cbarmorn, 8 in Pourk) were set up and provided learning materials and teaching aids such as consonant card, number card, puzzle, picture card, drawing book, mathematic poster, story book, learning toys, etc. The achievement is less than plan due to lacking of special teachers.

RSO provided teaching materials to 29 inclusive classes such as 382 boxes of colours, 30 rolls of welcrows, 83 sheets of cotton papers, 52 sheets of cotton papers, 16 boxes of clue ATM, 29 boxes of scot tapes, 194 boxes of colour paper, 29 boxes of plastic paper, 194 boxes of pencils, 50 boxes of chock, 194 metres of plastic paper, 60 boxes of red ink, 30 boxes of plastic paper, 5 laminate machines, 193 boxes soap, 193 rolls of scotch tape, 194 rolls of clear scotch tape, 97 permanent markers, 60 refill red markers, and 60 refill blue markers.

#### **Provide OOSC with in-kind study support & services for learning**

There were 278 (F: 83) children with intellectual disabilities in Phase I which are 62 (F:18) students promoted, 216 (F:65) students retained, 20 (F: 6) students dropped out and 2 (F: 1) students faced out. there were total 94 (43 girls) students with disabilities phase 1 received scholarship from TCDA.

By 2022, 1028 (F: 507) out of school children enrolled and received support from project in phrase II.

- **Provide OOSC with with in-kind study support & services for learning to**
  - Award OOSC with scholarship for learning to 37 (F:8) children with disability
  - Award OOSC with scholarships for learning to 705 (F:365) for children without disability
- **Award OOSC with scholarships for learning**  
There are 197 (F: 101) student with ID poor family received in-kind support (bicycle, bag and note book) for attending schools.
- There were 89 (F:32) students with disabilities did not received scholarship due to their family income.

### **Refer children to rehabilitation and medication services) to OOSC including some children with disabilities in target schools**

6 (F: 2) children with disabilities (5 (F: 2) in Samrong Tong and 1 (F: 1) student in Pourk identified and plan to refer to other services such as ear care, eye care in the next year.

## **Outcome 2: OOSC have received primary education with improved quality and relevance**

### **Conduct dissemination workshop on basic inclusive education manual**

1 workshop was conducted on May 18, 2022, at Kandal Steung district, Kandal province. There were 28 (F:16) participants including 12 SD/2 DoE/1PoE, 4 RSO staffs participated in inclusive education workshop. The workshop content covered identification of children with Autism, intellectual disabilities, Down syndrome, Cerebral palsy, seeing impairment and hearing impairment, introduction to characteristic to inclusive classroom and sharing policy and guideline to support inclusive education for children with disabilities.

2 Inclusive Education Training Workshops conducted on October 12, 2022, at Chbar Morn district, Kampong Speu province, and November 17, 2022, in Pourk district, Siem Reap province. The training workshop covered the identification of children with Autism, intellectual disabilities, Down Syndrome, Cerebral palsy, seeing impairment and hearing impairment, introduction to characteristics of inclusive classrooms, and sharing policies and guidelines to support inclusive education for children with disabilities. There are 47 (F:11) participants including 4 PoEYS (F: 2), 3 (F: 0) DoE, 16 (F: 5) School Directors, and 8 (F: 4) RSO staff who attended these workshops.

### **Organize dissemination workshop on special education course for teachers working with intellectual disabilities, SD and DTMT/DoE**

2 workshops were conducted on May 5-6, 2022, at Angsnoul district, Kandal province. There were 46 (F:37) participants including 40 special teachers and 6 RSO staffs attended this workshop in May 11-12, 2022 at Pourk district and Siem Reap Province. There were 23 (f:17) participants including 15 special teachers and 7 RSO staffs. The workshop content covered identification of children with Autism, intellectual disabilities, Down syndrome, Cerebral palsy, seeing impairment and hearing impairment, teaching methodology to support children with intellectual disability learn, classroom management, how digital device support children with disabilities and referral.

2 Special Education Workshops conducted on October 13, 2022, in Chbar Morn district, Kampong Speu province, and November 18, 2022, in Pourk district, Siem Reap province. There were 46 (F: 33) including 1 (F: 1) PoE, 19 (F: 13) inclusive teachers, and 7 (F: 3) RSO staff who attended these workshops. The workshop content covered the identification of children with Autism, intellectual disabilities, down syndrome, Cerebral palsy, seeing impairment and hearing impairment, teaching methodology to support children with intellectual disabilities learn, classroom management, how digital devices support children with disabilities, and referral.

**Organize teacher technical support meeting to provide support to with integrated and inclusive classes at target school.**

30 technical support meetings (8 in Phnom Penh, 6 in Angsnoul, 4 in Samrong Tong, 4 in Kandal Steung, 4 in Chbar Morn, & 4 in Pourk) conducted with 69 (F: 54) teachers' participants in providing support to integrated and inclusive classes at target school.

**Organize follow up and monitoring visits - 6 times per year equal to 213 officials from (6 districts, 4 provinces) of SD, DOE, SSC, CCWC, DCWC, DoSVY, District governor, POE, to monitor 70 school investment plans, school accountability in target school areas**

7 follow-up and monitoring visits were conducted by Executive Director, Project Manager, and M&E Officer Phnom Penh, Angsnoul, Kandal Steung, Samrong Tong, Chbar Morn and Pourk district to meet field supervisors, teachers, SD, DoE, district governors, children, and parents.

**Outcome 3: OOSC duty bearers and rights holders have strengthened their mutual accountability.**

**Organize events for parents, youth and CBO members to advocate for OOSC issues (school opening day, Autism Day, and Disability Day)**

4 School Opening were organized 1 in Ang Snoul, 1 in Chbar morn, 1 in Samrong Tong, and 1 in Pourk district. There were totally 3065 (F: 1460) participated in these events.

2 Autism events were conducted in Phnom Penh and Ang Snoul district. On 4th of April, RSO celebrated the Autism Day at 16 target schools in Community. There 955 participants (F: 556) which consist of 811 children (girl: 446 and children with disabilities: 195), 112 (F: 90) school teachers, special teachers, school director and District of education officer, 27 (F: 16) Parents, 1 village chief and 4 of RSO officers participated in these events. The events organized through gathering the relevant people to play together with children with disability in the school. The teachers take this opportunity to promote the right for participation and access equal education to children with Autism.

**Organize meetings with parents (one meeting has 15 participants organized in 45 communes from Phnom Penh, Kandal, Kampong Speu and Siem Reap provinces (target: 90 meetings)**

25 parent meetings were conducted in Ang Snoul, Kandal Steung, Samrong Tong, Chbarnorn, and Pourk district. There were 173 (F: 109) parents' participants attended the meeting.

**Conduct school campaigns to enrol OOSC over 4 years, [totally 1404 participants from Phnom Penh, Kandal, Kampong Speu and Siem Reap.**

1 school campaign was conducted on December 20, 2022, in Kandal Steung district under cooperation with AAR Japan NGO. There were 116 (F: 44) participants who attended this event. The purpose of the campaigns is to raise awareness in the community about the new year academic opening and to promote new enrolment.

**Conduct school mapping campaigns to identify OOSC in 70 schools (school partnership) every year in target school area (target: 70 campaigns)**

31 school mapping campaigns were conducted 6 in Angsnoul district, 8 schools in Kandal Steung, 9 Schools in Samrong Tong, 2 in Chbarnorn, and 6 in Pourk districts.

There were 31 School directors joint this mapping activity. The purpose of school mapping is to identify OOSC for school enrolment.

**Organize Disability events in community and national level in 4 years [totally 1404 participants from, Phnom Penh, Kandal, Kampong Speu and Siem Reap]**

**[Disability event in Phnom Penh](#)**



There were 40 (F: 38) including 30 PwDs and 10 RSO officers, youths with ID and parents participated in the disability's day with disability action council in Phnom Penh on December 3, 2022.

### Disability event in Siem Reap

There were 71 (F: 25) participants including 20 students, 12 PwD, 15 parents, 8 Special Teachers, 6 police, 3 SD, 6 Local Authorities, and 1 RSO Staff attended the Event in Siem Reap province on December 30, 2022.

### Virtual Running for Change:

There were 71 participants (F: 25) including 20 students, 12 PwD, 15 parents, 8 Special Teachers, 6 Police, 3 SD, 6 Local Authorities and 1 RSO Staff invited to the Event in Siem Reap province on December 30, 2022. The purpose of the event is to send a message to PwD in the community to register the identification card for PwD through the campaign and distribute the leaflet and seek support and cooperate from district local authorities on the request for registration disabilities card.

**Stage dissemination eight workshops (one workshop for 80 persons) on laws, policy and regulation surrounding OOSC and CWIDs, also including advocacy training and sexual abuse in target areas. Totally 640 participants (70% is parents) from Phnom Penh, Kandal, Kampong Speu and Siem Reap.**

There were 38 (F:18) participants including parents, special teachers, SD, DoE, PoE, PoSVY, DoSVY, NGO partners, and local authorities attended this Dissemination Policy inclusive education workshop. Participants were aware of the process of job application and identification for youths with intellectual disabilities. Participants were aware of the social welfare service that the government has been providing to youths with intellectual disabilities, especially the process of applying for disability cards. PoSVY officers encouraged parents, teachers YwID, SD, and other relevant stakeholders to help people with disabilities to get a disability card.

**Conduct Nine training workshops (one workshop has 50 persons) on to the parents and local authority officials in target area. 4 years. 80% of parents and local authorities are able to use social media such as Facebook, Telegram to share and comments in 45 communes from Phnom Penh, Kandal, Kampong Speu and Siem Reap provinces**

RSO conducted two social media training courses in Phnom Penh on 26 August 2022 and in Siem Reap province on 19 October 2022. There were 36 participants (F: 23) including women/ youth with disability, parents, teachers, SD, and DoSVY who participated in this social media training. All participants learned how to use social media such as Facebook, telegram (share information, comments and write the message) to raise voices about their needs such as education and rights of persons with disabilities, know what institution, where they could follow, or add for useful information, and also what they should and should not, and how to obtain input with morality and respectful They learned how to share information and comment with morality and respectful.

**Organize 18 sub national forums with in total 1080 participants (60 persons per workshop) where the RS woman/ mother and girl with intellectual disabilities meet with educator and local authorities. RSO work with MoEYS, MoSVY, PoE, DoE, DAC and other relevant departments to organize 18 sub-national forums with in total 1080 participants (60 persons per workshop) where the RS woman/ mother and girl with intellectual disabilities meet with educator and local authorities 'from 45 communes, 6 districts in Phnom Penh, Kandal, Kampong Speu and Siem Reap provinces in order for them to raise up the challenges of receiver and provider. (Target: 18 forums).**

Employment Sub-National Forum at Siem Reap Province on 20 October 2022. There were 58 (F:31) participants including YwID, parents, special teachers, school director, NGO partner, local authority, DoE, PoE, and RSO staff attended the employment sub-national forum. Participants were aware of the process of job application and identification for youths with intellectual disabilities. Participants were aware of the social welfare service that the government has been providing to youths with intellectual disabilities,



especially the process of applying for a disability card. PoSVY officers encouraged parents, teachers YwID, SD, and other relevant stakeholders to help people with disabilities to get a disability card.

**Organize national forum where the RS woman/mother and girl with intellectual disabilities meet with business leaders and others from the private sector to advocate for the inclusion of YWIDs in the Cambodian labor market: Working with Ministry of Social Affair and other relevant stakeholders (RSO, ACCESS, Light for the World, HI, EPC, NISE, DDP, Epic Art, PPCIL, CDPO, Parents, PwD) to organize forums with business leaders and private sectors to lobby and advocate to meet the skill needs of the Cambodian labour market for inclusion for Person with intellectual disability (target: 3 forums)**

RSO worked with MoSVY, EPC, PAFiD, NEA, Human Inclusion, and Krousar Thmei to organize the National Forum on Inclusive Employment for Persons with Disabilities on 23 December 2022, Phnom Penh Hotel.

According to the report from MoSVY, there were 168 (F:77) participants including YwD, Parents, Special Teachers, NGOs, DoSVY, PoSVY, MoSVY, NEA, CAMFEBA, GMAC, Private Sector, NGO partners in which 20 (F:11) participant from RSO invited to attend in the inclusive employment forum.

Participants were aware of the process of job application and identification for youth with intellectual disabilities. Participants were aware of the social welfare service that the government has been providing to youths with intellectual disabilities, Specially the process to access employment.

MoSVY encourages parents, YwID, the private sector, NEA, MoLVT, and other relevant stakeholders to help people with disabilities to access their potential skills and talent.

**Collaborate with MoEYS and other relevant stakeholders (NEP, CRS, Krousar Thmey, AAR Japan, Aid et Action, HHC, Child Fund, RTI, Save the Children, parent representative) to organize four national inclusive education forums over four years (target: 4 forums)**

RSO collaborated with MoEYS and other relevant stakeholders to organize the 10th National Forum on Inclusive Education. This year, the National Forum on Inclusive Education with the theme "Together, prioritizing inclusive education for children with disabilities after Covid-19 at all levels" was held on September 9, 2022, at Tonle Bassac 2 Restaurant, Phnom Penh.

In the forum, there were 132 (F: 53) participants from the MoEYS attended the forum. Representative of UNICEF in Cambodia, Provincial of education, District of education, school director, teacher, parent, children with disabilities, Representative of Partners and Development Partners, and relevant ministries. This forum is organized by the Ministry of Education, Youth, and Sport with the support of WGED members. The Objectives of the National Forum:

- Share experiences on impact and issues for students with disabilities during and after Covid-19;
- Share experiences on priority solutions to meet the needs of ID students after Covid-19;
- Increase investment and mobilize resources to address learning losses of students with disabilities in the context of inclusive education at the sub-national level.

**Conduct twelve regular lobby & monitoring with MoEYS regarding increased support for RSO activities and projects (target: 12 meetings).**

RSO invited the special education department from the MoEYS to monitor and follow up on the project implementation in Angsnoul district, Kandal province. The purpose of this visit is to seek support OOSC project from the MoEYS. There were 24 (F: 11) persons who participated including MoEYS, School directors, DoE, PoE, Teachers, and RSO staffs' participant in this monitoring and evaluation. MoEYS understood the process of implementation education for special children in integrated classes. MoEYS encourage the teachers and school director to support children with special needs and the MoEYS finds the possibility to integrate this project with government support.

**Share documentation or research efforts on OOSC issues with individuals**

RSO cooperated with Thmei Thmei media to publish an article name "[promote parent to send their children to school](#)"

## 2. Challenges, Issues and Strategies

- COVID-19 effect are still exist and government continues restriction.
- Schools remained closed. We can only support children online and off line occasionally. The school budget is reduced due to pandemic,
- The government 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.

## 3. 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 methodoligy.
- 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.

#### 4. Annex: Pictures (July to Dec 2022)

Consultation with family for running small business.



Visit and Lobby Company for placement YwID employment



Orientation job skill to parents





## Dissemination policy and law to local authority



## Exchange visit and sharing learning with GRET



## Social media training



## Job Orientation

Photo: Building hand over At Toul Kork



Photo: Activities in Digital Library





Photo: MoEYS visit project at Angsnoul



Photo: National Employment Forum for



Photo: Running campaign





Photo: Parent meeting



Photo: Teacher technical



Photo: Dentist Training





## 5. Case Study

### Child name: Kheav Sothearith Sex: Male

Kheav Sothearith is a 17-year-old boy with Autism. Sothearith is living with his parents in Sangkat Chey Chumnean, Khan Daun Penh, Phnom Penh. Sothearith's family is a poor family with five family members including his brother and sister. His father is a security guard at a shop and his mother is a cleaner at one hotel. Sothearith started studying at Rabbit School in 2015 and he is studying grade 3 at Toul Kok primary school in Phnom Penh now. Before school enrollment, he was a naughty boy, frighten and afraid of speaking out, didn't know how to write or calculate, etc.

During the Covid-19 pandemic, his parents lost jobs and lived with not enough income. So, the local authority provided them with some foods such as rice, fish source, soy source, canned fish, cooking oil, noodle, etc. RSO also provided in-kind scholarships to Sothearith's family such as food and study materials. Now, the family's situation is getting better because his father earned a salary from the security guard and additional income from the motorbike taxi business. His mother works as a cleaner at a hotel and his sister also got a paid job.

After attending class, now Sothearith can read and write some words. He can calculate 2-digit plus or minus numbers. Usually, he did his homework and submitted it to the teacher on time. He has friends and enjoys learning as well as playing with his friends at school. At home, Sothearith helps the family with some work such as washing clothes, cleaning the house, taking care of the house, etc.

For the next year 2023, Sothearith will be an 18-year-old young adult. He will be moved to attend vocational skills training such as hygiene and sanitation, daily living skills, behavior education, and learning how to produce paper bags.

