Evaluation Report

for

An Examination of Rabbit School's Education Projects for Children and Young Adults with Intellectual Disabilities, with emphasis on 2015-2019

by

Disability Support INTERNATIONAL

submitted to

The Rabbit School in Cambodia
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Disclaimer

1. Executive Summary

Background

Since 2015, The Rabbit School Organization (RSO) in Cambodia has been implementing programming to provide educational services to children and youth with intellectual disabilities (ID). First beginning with two classrooms in Phnom Penh, this programming has incrementally expanded and at present includes RSO project interventions at 18 primary schools in 4 provinces. The intent of this evaluation was to examine the impacts of RSO programming focusing on the time period from 2015 to present to understand the effects and results, as well as provide recommendations for future activities and strategies for program interventions.

Evaluation process

In order to gain insight and information, RSO stakeholders involved and impacted by the programming took part in a survey and interview process, in which they were asked to rate and share their overall experiences, opinions, and thoughts on the progress, current situation, and ongoing needs for children and youth with ID in their schools and communities. Participants included RSO teachers, parents and other family members of children with disabilities receiving educational services; school directors; and local and national authorities within various locations targeted by RSO projects. Additionally, a review of RSO documents and materials, as well as observations of a portion of the school facilities and integrated classrooms, were also conducted.

Conclusions

Project design and objectives were, and continue to be relevant, to both RSO's general mission and the overall development agenda of Cambodia, including those aimed at disability-specific development as well as those a deliberate effort to reach marginalized and vulnerable communities. Findings include evidence that the opening of integrated classrooms in targeted schools has not only increased access to educational opportunities for children with disabilities, but has also had positive effects on increasing perceptions and understanding of children with disabilities, lessening discrimination, and increasing the understanding and support available to parents and families. Findings also demonstrate that RSO leadership and program management personnel have built strong relationships with key persons, including school directors and local authorities, within targeted communities. These stakeholders shared positive opinions and experiences about the support and involvement of RSO projects in their schools and communities.

Recommendations

The recommendations listed below are meant to strengthen the outcomes of this project and similar projects in the future, as well as serve as ideas to address currently unmet needs identified within the process of conducting this evaluation. Recommendations are listed in two parts, at the school and community level, as well as the subnational and national levels.

These recommendations include:

- Consider strategies and future project components to address existing transportation needs. Share about these current findings with other stakeholders to increase the likelihood of collaborative approaches to meet these existing needs.
- Increase the capacity, general programming, and scope of programming for youth and vocational training.
- Continue to provide disability training opportunities to teachers and parents.
- Continue to find ways to reach more parents and increase understanding about educational rights and the value of schooling for children with disabilities.
- Increase the involvement of general education teachers in schools in disability training opportunities.
- Continue to improve the accessibility and universal design at school facilities.
- Promote more parent networking, particularly in targeted areas outside of Phnom Penh.
- Involve School Directors and Authorities involved in this project to share about the projects' success and lessons learned.
- Continue building infrastructure in collaboration with the National Institute of Special Education (NISE) to increase the number of trained disability educational professionals in the Cambodian education system.
- Advocate to the Ministry of Education, Youth and Sport (MoEYS) to address the current needs to ensure sustainability and retention of current disability teachers of integrated classrooms.
- Advocate to the MoEYS for additional school reporting options for enrolled children with disabilities.
- Strategically plan to disseminate funding available at the commune level to disability stakeholders to increase incentives and ability to engage and assist in inclusive education development initiatives.

We believe all children with disabilities can learn!

2. Introduction

Since 2015, The Rabbit School Organization (RSO) has been implementing programming to provide educational services to children and youth with intellectual disabilities (ID). First beginning with two classrooms in Phnom Penh in 2014, this programming has incrementally expanded and at present includes RSO programming at 18 primary schools in 4 provinces (Phnom Penh, Kandal, Kampong Speu and Siem Reap).

The intent of this evaluation was to examine the impacts of RSO programming focusing on the time period from 2015 to present to understand the effects and results, as well as provide recommendations for future activities and strategies for program interventions.

Within their Strategic Plan 2016-2021, RSO has been focusing on strengthening community networks to facilitate coordination of holistic support for children with intellectual disabilities. RSO reports three specific project focuses: Integrated/Inclusive education, vocational training and job placement, and medication and rehabilitation.

Overarching broad indicators of RSO programming goals within targeted schools and communities included:
- Increasing understanding about disability rights, policies and issues for RSO target groups
- Decreasing discrimination
- Increasing students' academic and self-help/daily living skills
- Increasing physical accessibility and access to facilities
- Increasing enrollment
- Increasing teachers' capacity and skills

Currently, RSO programming serves approximately 550 children ages 4-20[1], and their parents and family members. Children served in RSO classrooms were reported and observed to have intellectual disabilities as well as other and sometimes multiple disabilities including autism, cerebral palsy, and down syndrome. At this time, RSO has 48 staff members and teachers and collaborate regularly with approximately 60 local and national authorities (15 within each targeted province). These stakeholders including school directors of targeted schools with integrated classrooms; local, subnational, and national authorities; and commune officers in the Ministry of Education, Youth and Sports (MoEYS) including the Provincial/Municipal Offices of Education (PoE), the District Office of Education (DoE), the School Support Committee (SSC), as well as the Commune Committee for Women and Children (CCWC).

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[1] Student counts for this school year are not yet finalized and available for reporting.

3. Evaluation Methods

The following evaluation methodologies were utilized:

1. A review of RSO documents and materials
    a. RSO provided the evaluator with the current strategic plan (2016-2021) and specific project logframe documents outlining specific information including the goals, objectives, indicators and main activities related to the programming. Stakeholder comments from the sub-national forums held in 2018 were also provided.
    b. Additional information and clarification was provided through discussion with RSO leadership staff members.
    c. Observations of school facilities and integrated classrooms were also conducted and photo documentation was also collected to further substantiate survey and interview information collected.

2. Survey
    a. A Likert scale model survey[2] was developed by the evaluator and translated into Khmer by RSO leadership staff members. The same survey was conducted with multiple RSO stakeholders (RSO staff and teachers, parents and other family members of children with disabilities, school directors, local and national authorities) to gain insight and information from individuals about their current understanding and opinions related to RSO activities' implementation and more generally related to disability progress and needs in their school and community environments.
    b. Literacy limitations of participants, particularly parents and family members of children with disabilities, were considered and all efforts were made to ensure their full participation in the evaluation process. For this reason, as well as for the increased possibility of participation from students, the survey created contained icon pictures of faces, alongside of the 1-5 rating scale to increase the likelihood of understanding. RSO teachers were also employed to assist parents and family members, helping to read questions and circle or write responses during the administration of the survey and interviews.

3. Interviews
    a. Individual and group interviews[3] were held to gain further insight related to RSO's activities' implementation and more generally related to disability progress and needs in their school and community environments.
    b. Three sets of targeted interview questions were utilized with the following groups:
        i. Set 1 (7 questions) was used with teachers and parents (including other family members at times as well).
        ii. Set 2 (6 questions) was used with school directors and other local authorities
        iii. Set 3 (3 questions) were used with students with intellectual disabilities.
    c. In individual and group settings, participants answered questions verbally and in some groups, participants answered the questions first by writing their responses and then sharing them verbally with the other groups and the evaluator.

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[2] See Appendix No. 1 for a copy of the survey

[3] See Appendix No. 2 for a copy of the sets of interview questions

4. Summary of Results

In total, 145 participants took part in the evaluation data collection process. 131 took part in the survey[4] and 141 took part in individual and group interviews. The majority of participants took part in both. The following chart demonstrates specific information about the participants by location and stakeholder type.

	Teachers	Parents (& family members)	School Directors	Local & National Authorities	Students
Phnom Penh	Survey: 13 Interview: 13	Survey: 23 Interview: 22	Survey: 0 Interview: 0	Survey: 0 Interview: 0	Survey: N/A Interview: 8
Siem Reap	Survey: 9 Interview: 10	Survey: 16 Interview: 17	Survey: 5 Interview: 5	Survey: 6 Interview: 6	N/A
Kampong Speu	Survey: 10 Interview: 8	Survey: 13 Interview: 13	Survey: 3 Interview: 5	Survey: 2 Interview: 2	N/A
Kandal	Survey: 10 Interview: 9	Survey: 10 Interview: 12	Survey: 6 Interview: 6	Survey: 5 Interview: 5	N/A
	Survey: 42 Interview: 40	Survey: 62 Interview: 64	Survey: 14 Interview: 16	Survey: 13 Interview: 13	Survey: N/A Interview: 8

Participates represented approximately 88% of RSO teachers and staff, 48% of local and national authority stakeholders working in collaboration with RSO in the four targeted provinces, and 12% of parents, and other family members, whose children with disabilities receive services through RSO programming.

Survey results:

Participants were asked to use the following 1-5 rating scale to express their thoughts, opinions, and experiences:

Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Left blank
Very Bad or No, not at all	Bad	Neutral or Unsure	Good	Very Good or Yes, very much	N/A or prefer not to answer

Questions 1-4 of the survey, focused on the individual's knowledge, comfort, and experience with children with intellectual disabilities.

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[4] 1 participant's survey was thrown out during data entry, as no role was marked and it was unable to be identified.

Q1. I understand more about children and youth with intellectual disabilities (ID) than I did 5 years ago.					
Average rating = 3.66, Unsure-Good					
Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Left blank
9%[5]	2%	29%	**31%**	27%	2%

Q2. I know about the rights, laws, and policies that the Royal Government of Cambodia has about children and adults living with disabilities.					
Average rating = 3.47, Unsure-Good					
Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Left blank
2%	19%	**34%**	23%	23%	0%

Q3. Rabbit School has provided helpful training and support to me.					
Average rating = 4.41, Yes, Good-Very Good					
Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Left blank
1%	2%	16%	18%	**61%**	3%

Q4. I think that children and youth with ID can learn and contribute to our community when they are adults.					
Average rating = 4.02, Yes, Good					
Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Left blank
2%	3%	26%	30%	**38%**	2%

Questions 5-11 of the survey, focused on the participants' opinions about the current situation and needs related to the school and community environment for children and adults with disabilities.

5. I think children/youth with ID are more understood and welcome in our school and community than they were 5 years ago.

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[5] All percentages have been rounded to the nearest whole number, therefore the total may not add up to 100%.

Average rating = 4.15, Yes, Good					
Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Left blank
1%	5%	13%	**41%**	**40%**	1%

Q6. Intellectual disabilities are being thought about and included in school and community planning (example: in school and development agendas).					
Average rating = 3.74, Unsure-Good					
Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Left blank
3%	8%	**32%**	21%	**33%**	2%

Q7. I have access to resources I need to help children/youth with ID be included and continue learning.					
Average rating = 4.02, Yes, Good					
Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Left blank
2%	6%	21%	30%	**40%**	2%

Q8. When children enroll in school, they regularly attend and complete the year.					
Average rating = 3.95, Yes, Good					
Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Left blank
1%	7%	25%	29%	**37%**	2%

Q9. Children and youth with ID are learning skills they need to increase their independence in adult life.					
Average rating = 3.92, Yes, Good					
Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Left blank
2%	10%	24%	22%	**40%**	2%

Q10. I think more people with ID have access to employment in our community.

Average rating = 3.69, Unsure - Good					
Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Left blank
3%	14%	24%	27%	**30%**	2%

Q11. I think that Rabbit Schools' work is helping to make progress for children and youth with ID in our schools and community.					
Average rating = 4.79, Good - Very Good					
Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Left blank
0%	0%	3%	14%	**82%**	2%

Significant considerations of survey results by location:

Survey results were also disaggregated based on location and participant type. Results were considered to be significant if a disaggregated group's average was 0.5 more or less than the average of all the locations or all the participants.

Q1. I understand more about children and youth with intellectual disabilities (ID) than I did 5 years ago.	
Average rating (of all locations): 3.66	Siem Reap average: 2.97

Q2. I know about the rights, laws, and policies that the Royal Government of Cambodia has about children and adults living with disabilities.	
Average rating (of all locations): 3.47	Phnom Penh average: 2.75

Q4. I think that children and youth with ID can learn and contribute to our community when they are adults.	
Average rating (of all locations): 4.02	Kandal average: 4.57

Q6. Intellectual disabilities are being thought about and included in school and community planning (example: in school and development agendas).	
Average rating (of all locations): 3.74	Kandal average: 4.33 Phnom Penh average: 3.11

Significant considerations of survey results by participant type:

Q1. I understand more about children and youth with intellectual disabilities (ID) than I did 5 years ago.	
Average rating (of all participants): 3.66	School Director average: 4.38

Q2. I know about the rights, laws, and policies that the Royal Government of Cambodia has about children and adults living with disabilities.	
Average rating (of all participants): 3.47	School Director average: 4.15

Q6. Intellectual disabilities are being thought about and included in school and community planning (example: in school and development agendas).	
Average rating (of all participants): 3.74	School Director average: 4.38

Q8. When children enroll in school, they regularly attend and complete the year	
Average rating (of all participants): 3.95	Local & National Authority average: 3.23

Interview results:

Four interview questions were asked of all participants (teachers, parents and family members, school directors, and authorities). These questions related to their experiences and opinions about changes and/or progress that has been made, the support they have received from RSO, what they see as the biggest current challenges and for any other specific information that would like to share related to working with RSO or related to their experiences with people with ID. An additional two interview questions were asked of school directors and authorities related to current policies and supports in place and what is currently being done in their area. Three additional interview questions were asked of teachers and parents. These questions related to supports they have or currently receive, school attendance, and collaboration and communication between school and home environments. Older (youth-aged) students were asked four questions in total, related to their current school and home environments and their feeling and opinions about vocational opportunities.[6]

Several emergent themes were consistently identified from interviews, spanning across location and participant type. Themes are described and noted with either a plus symbol (+) to indicate a strength or positive theme or a dot (·) to indicate a need or area for growth.

Within RSO targeted schools:

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[6] See Appendix No. 2 for a copy of the sets of interview questions

+ Children with disabilities are in schools now, because they have a designated classroom and teacher. Most come consistently once they are enrolled.
+ Children with disabilities are making progress, being welcomed, and are experiencing less discrimination (over time).
+ Some children with disabilities who began in the integrated classrooms have been able to be mainstreamed into other classrooms.
+ Integrated classrooms have ramps to increase accessibility. Some schools have many ramps available throughout their various school buildings.
+ Youth with disabilities want to continue to be included and have the opportunity to work and contribute to their community.
● Many more students with disabilities are identified, but are not attending school at this time.
● Transportation limitations and the distance to school, prevent many from enrolling and attending.
● More accessibility and universal design are needed at some school facilities, specifically for toilet and water access.
● Increase and extend the reach of RSO programing and disability classrooms to other schools, communes, and provinces to allow more children with disabilities access to educational opportunities.
● More materials, supplies, and equipment are needed to assist children with disabilities in integrated classrooms.

At the community level:
+ There is generally more awareness about disabilities, especially within consistent networks where disability stakeholders interact. There is more understanding in urban areas and with younger stakeholders where information is also being shared via technology and social media.
+ Families with children in integrated classrooms increasingly build trust in the school environment and have good, collaborative relationships with the teachers.
● More outreach is needed to identify children with disabilities and raise awareness about their potential and the value of educational opportunities.
● Vocational opportunities for youth & adults with disabilities (aging out of school) are generally lacking and needed.
● There are currently mixed levels of understanding for parents and families, largely depending on the family's length of time working with RSO and availability. More training and outreach education is needed. Some parents have not received training and are unaware of the laws and rights that apply to people with disabilities.
● There is an ongoing need to increase networking amongst disability stakeholders, in order to continue building support, strengthening collective voice, and relieving individual burdens and stress (both psychologically and economically).

At the sub-national & national level:
+ There is more national focus on inclusive development and promotion of the rights to education for children with disabilities indicated in part by the cooperative opening of these integrated classrooms.
+ Dissemination of information from the national to sub-national level about the laws, policies, and development initiatives (including the Cambodia National Disability Strategic Plan) is occurring.
● Schools need more specific methods to report on students in integrated classrooms. Currently, there is no place to report outside of reporting specific to grade-level.

- A systematic certification method for special education teachers (as qualified teachers) is needed.
- Consistent, competitive, livable-wage compensation is needed for all disability teachers, to ensure sustainability of providing educational access for children with disabilities.

Evaluation limitations:

In order to prepare an accurate assessment of RSO's programming, it was recognized that language and cultural concepts needed to be taken into consideration. Translation support for necessary components of this evaluation, including the survey explanation and interview translation, was provided by RSO leadership staff members. Because of funding constraints, outsourcing translation services to a third-party translation service were not possible. To ensure validity to the greatest extent possible, leadership staff and the evaluator allowed participants to assist each other to read the questions and write responses, but the evaluator and translation provider did not. Additionally, interview responses were written by individuals and groups of participants and interviews were audio-recorded by the evaluator.

Interview questions were attempted, but unsuccessful with primary grade students with disabilities. Eight youth-aged students from RSO vocational training programming successfully in the interview process. The interview questions for students were only administered aurally. Students were encouraged to use a visual with the same smiley faces to point to, to help express their thoughts, feelings, and opinions to supplement their verbal abilities. This was also used with one student, whose receptive understanding was adequate for participation, but who was nonverbal.

Additionally, some RSO stakeholders were unable to participate in the evaluation because of unavailability during the data collection time period. It is notable that some participants came from up to a 42-kilometer distance to participate in the evaluation survey and interview process and a small amount of compensation was offered to help offset their travel expenses.

Interpretations

Some results seem to indicate participants level of knowledge about disability services and supports available broadly (even if they are not currently available to them in Cambodia yet). For example, for more rural participants, who lack more access to outside information and utilize less technology (observed and anecdotally reported), results indicated more positive responses to current supports being offered, even when in interviews, they shared generally still lacking resources, materials and understanding, whereas in more urban settings, where more participants have access to media and digital communications, their responses indicated more of a broad comparison to the general lack of supports and resources, indicated by a less positive response.

Additionally, responses often indicated the scope in which various stakeholders view inclusive development and inclusive education development work. For example, school directors, who prior to RSO program interventions, had less directed support and exposure, now responded positively to the changes and progress specific to their schools environment, whereas commune officials and authorities seemed to be thinking of their communities more generally, often offering responses indicating the broad needs throughout communities, compared to RSO scope of project implementation at this time.

5. Conclusions

Connected to the Project Objectives

In considering RSO's three specific project focus' (integrated and Inclusive education, vocational training and job placement, and medication and rehabilitation), the overall connection to RSO's mission to work toward the full integration of people with intellectual disabilities into Cambodian society, the broad indicators of their current strategic plan, and specific project logframe specifications, the projects have demonstrated overall positive and effective impacts.

At this time, the majority of RSO's capacity is directed toward the ongoing implementation of the integrated and inclusive education programming at targeted schools. The medical and rehabilitation project components often involve referring identified children with disabilities to specific services or providing resource connections that can assist with meeting these specific needs. At this time, the vocational training and job placement project components have been primarily focused within one targeted location (Phnom Penh) through one classroom but also reaches into the community through collaboration with local businesses for job placements and material creation (on a contract-type basis) by students in this classroom.

Overall evaluation results indicate not only an increase in children with ID (as well as other developmental disabilities) being enrolled and regularly attending school, but participants recognizing the positive impacts of the programming in their communities and expressing a desire to extend and expand this type of implemented programming, stating they recognize the unmet needs beyond the current scope of the project.

In analysis of the overall evaluation results, the following overarching RSO goals and indicators were again utilized, to examine the impacts of the programming focusing on the time period from 2015 to present to understand the effects. Overarching broad indicators of RSO programming goals within targeted schools and communities included:

1. Increasing understanding about disability rights, policies and issues for RSO target groups

Results indicate that within RSO targeted schools and communities, stakeholders understanding about disability rights, policies and issues are increasing. In general, Commune Officials, Authorities and personnel in leadership positions, such as School Directors, have the greatest understanding and access to information related to governmental policies and rights. At this time, the level of understanding of parents is mixed. Length of time connected to targeted RSO programs and other disability stakeholders seems to also equate to the level of understanding and also the felt empowerment about advocating for these rights for themselves and others.

2. Decreasing discrimination

Results indicate that over time, increased exposure and awareness are decreasing discrimination, particularly within targeted school facilities. Information sharing occuring in formal ways, such as through RSO organized trainings and forums, as well as through informal methods, such as person to person relationship-building seem to be largely responsible for this progress. Generally, there is still

much misunderstanding and lack of information available within the general community and outside of disability stakeholder networks, including the misunderstanding that children with disabilities are not able to learn and acquire new skills. Additionally, results from RSO teachers show that there is still some discrimination and misunderstanding amongst the general education teacher population.

3. Increasing students' academic and self-help/daily living skills

In general, parents' and teachers' responses indicate understanding the importance of and working together to increase students' academic and self-help/daily living skills (for example, toileting, eating, dressing, interacting with others, following directions). Results indicate that over time, children with disabilities who consistently attend integrated classrooms show progress and gain skills. Many evaluation participants noted specifically positive changes and improvements in behavioral concerns. It is notable that many participants shared the need to continue learning more about how to help increase childrens' academic and self-help skills. Highest priorities include behavior and communication (especially for non-verbal children with disabilities).

4. Increasing physical accessibility and access to facilities

Within targeted school facilities, there has been an increase of the physical accessibility and access to the integrated classrooms, which all have at least one ramp. Some target schools have many ramps available throughout their various school buildings. A variety of toilet and water access facilities are currently available. Some school facilities have ramp access to accessible toilets. More accessibility and universal design are needed at some school facilities, specifically for toilet and water access as well as physical positioning within the classroom environments.

5. Increasing enrollment

Within targeted communities, results indicate that more children with disabilities are in schools now, as compared to 3-5 years ago. Interview findings show that most come consistently once they are enrolled, however many more students with disabilities are identified, but are not attending school at this time. School enrollment shows the possible positive correlation between increasing economic opportunities for families of children with disabilities, if the enrollment of their children gives them the ability to work,

however some parents (predominantly in Phnom Penh at this time) choose to remain at the school facilities citing safety concerns and to assist the teachers with student needs limiting their ability to continue working. Interview emergent themes showed that RSO stakeholders know of many more students with disabilities who are not attending school at this time. See part 4, interview results, for more information on needs and obstacles preventing enrollment and attendance.

6. Increasing teachers' capacity and skills

Teachers' capacity and skills have demonstrated to be increasing with the support and training opportunities provided by RSO, and their partnering university and skilled volunteer trainers, as well as additional coaching and training support from the RSO teacher trainer position. Teachers have received training in disability-related content to increase both their understanding of theoretical knowledge and also their practical skills including behavior management, teaching techniques, and communication. RSO has also provided teachers and schools with classroom supplies, materials and equipment as able.

Ongoing Needs and Challenges

Synthesized evaluation data highlighted ongoing needs and challenges for RSO stakeholder groups and demonstrated differences between the providers of disability-inclusive services and the recipients.

For Parents (and family members) of children with disabilities:
- A lack of available school facilities and classrooms for children with disabilities
- More outreach is needed to widely disseminate information and raise awareness about children with disabilities, their potential, and the value of educational opportunities.
- A lack of teachers trained to work with children with disabilities and limited capacity within the available teachers working with them currently.
- A lack of general teaching materials, supplies, and equipment, as well as those that are disability-specific.
- Fear for child's safety, largely related to lack of access to safe transportation methods and treatment within the school environment.
- A lack of vocational training and work opportunities for youth & adults with disabilities (aging out of school)
- More outreach is needed to identify children with disabilities and provide certification (including poverty and disability ID cards)
- A general need for increasing financial assistance to help parents and families provide and care for children with disabilities.
- A lack of access to health services for children with disabilities (for ongoing disability-related health needs such as seizures) increasing inability to access school and poverty.
- Difficulty accessing legal and justice services
- A general need for more access to training support and networking to increase understanding, confidence, and connectedness for parents and family members to advocate and educate others about the rights and needs of children with disabilities.

For Teachers currently working with children with disabilities:
- Limited capacity within the teachers currently working with children with disabilities, within the areas of general teaching practices and disability-specific knowledge including:

- - Understanding specific disabilities (including Down Syndrome, Cerebral Palsy, and common symptoms and difference in severities of Intellectual Disabilities and Autism Spectrum Disorder)
    - Teaching practices and strategies for addressing learning differences
    - Behavior management
    - Speech and communication
    - Individual planning and progress-tracking
    - Independent life and self-help skills
- A lack of general teaching materials, supplies, and equipment, as well as disability-specific materials, supplies, and equipment such as:
    - Positioning chairs (example: chairs with supportive sides and/or belts)
    - Sensory and motor equipment (examples: noise-blocking headphones, oral motor chews)
    - Augmentative and Alternative Communication tools (example: visual communication board)
- A lack of vocational opportunities for youth & adults with disabilities (aging out of school)

For Sub-National Authorities in the education and district field:

- A lack of partnering organizations and general human resources to assist with the planning and implementation of inclusive education development at the district level.
- Limited and inequitable benefits, opportunities, and funding to support children with disabilities and their families.
- A lack of teachers trained to work with children with disabilities and limited capacity within the available teachers and school directors working with them currently. Training needs include:
    - Identifying children with disabilities
    - Appropriate educational settings and services needed for children with different types of disabilities
    - Strategies to involve and support families of children with disabilities
- Transportation limitations, migration, and the distance to school, prevent many from enrolling and attending.
- Parents of children with disabilities awareness and involvement is limited, making it difficult to collect information and collaboratively carry out development planning.
- Continued discrimination and misunderstanding within general community activities and services. More outreach is needed to widely disseminate information, identify children with disabilities, and raise awareness about children with disabilities, their potential, and the value of educational opportunities.
- Need for more specific methods to report on students in integrated classrooms. Currently, there is no place to report outside of reporting specific to grade-level.
- A need for a systematic certification method for special education teachers (as qualified teachers) and consistent, competitive, livable-wage compensation is needed for all disability teachers, to ensure sustainability of providing educational access for children with disabilities.
- Limited understanding of the law protecting and promoting the rights of persons with disabilities as well as the National Disability Strategic Development Plan for many commune and district authorities.

SWOT Analysis

Strengths	Weaknesses
● Strongly built relationships with key persons, including school directors and local authorities, within targeted communities ● Increased understanding and lessening discrimination in targeted schools and communities where projects have been implemented ● Increased capacity amongst teachers ● Increased confidence and advocacy within some parent networks	● Limited human resources within RSO leadership and program management staff ● Limited attention and capacity within programming for youth and vocational training project implementation
Opportunities	**Threats**
● Many stakeholders desire an expansion of RSO programming into other schools ● More students with disabilities identified by RSO stakeholders in targeted locations and still in need of access to education ● Many stakeholders eager and interested in further training opportunities ● RSO being invited to participate in the development of the National Institute of Special Education (NISE)	● Potential overcapacity of currently available classrooms as more students are identified and families become aware ● Recent need to vacate the National Borey facilities, leading to new and split locations in Phnom Penh ● Instability and length of funding ● RSO leadership staff now sharing time and human resources with the National Institute of Special Education (NISE) ● Instability for RSO teachers' positions

6. Recommendations

To strengthen the outcomes and similar projects in the future and address currently unmet needs identified within the process of this evaluation, the following are recommended:

At the School and Community level:

- **Consider strategies to address transportation needs** so more children with disabilities can gain access to educational opportunities. Share about these current findings with other stakeholders to increase the likelihood of collaborative approaches to meet these existing needs.

- **Increase the capacity, general programming, and scope of programming for youth and vocational training.** As students age and more young students are identified and enrolled, building an educational track that can promote job skills and daily life skills training will be crucial for students, teachers and families. Specific objectives may include:
  - Providing specific training to disability teachers on teaching youth with disabilities (highly focused on: individual student transition planning, essential work skills or 'soft skills' and independent life skills)
  - Expanding the resources and materials available to teachers and parents focused on these areas
  - Strategic planning focused on building, maintaining, and scaling up business partnerships and job options for youth with disabilities
  - Considering different work environment and job coach options
  - Partnering with other organizations working within this sector (such as others advocating, training, and supporting local businesses, working with youth and/or adults with disabilities)

- **Continue to provide disability training opportunities** to teachers and parents. Include in-class coaching opportunities and mentorships, partnering experienced teachers with newer teachers and parents to build skills and increase shared knowledge.

- **Continue to find ways to reach more parents and increase understanding** about educational rights and the value of schooling for children with disabilities. Consider providing parents with resources to reach other parents and continue raising awareness within their communities.

- **Increase and involved general education teachers in schools in disability training opportunities**, to continue building understanding, lessening discrimination, and promoting more continued success of mainstreaming students with disabilities ready for this type of school placement.

- **Continue to improve the accessibility and universal design at school facilities**, specifically for toilets, water access, and play equipment, as well as physical positioning (such as seating) within the classroom environment. Current examples:

- **Promote more parent networking**, particularly in targeted areas outside of Phnom Penh. Consider partnering parents from different areas to build strength and collective voice across different locations. Encourage parents to communicate regularly with local authorities regarding needs, development plans, and specifically planned initiatives.

At the Subnational and Nationwide level:

- **Strategically plan to disseminate funding available at the commune level** to disability stakeholders (including schools, partnering organizations, and families of children with disabilities) to increase incentives and ability to engage and assist in inclusive education development initiatives.

- **Involve School Directors and Authorities involved in this project to share about the projects' success and lessons learned** with other education sector personnel, to promote more schools and locations to consider partnering to expand the scope of this project or similar projects in the future.

- **Advocate to the Ministry of Education, Youth and Sport (MoEYS) to address the current needs** related to the lack of certification method for special education teachers (as qualified teachers) **to ensure sustainability and retention of current disability teachers of integrated classrooms.**

- **Advocate to the MoEYS for additional school reporting options for enrolled children with disabilities**, such as options for number of students with disabilities per grade level and type of classroom they are in (ie. mainstreamed independently, mainstreamed with support, integrated classroom). Additional reporting options could also collect information about school performance (ie. progressing on individual goals).

- **Continue building infrastructure in collaboration with the National Institute of Special Education (NISE)** to increase the number of trained disability educational professionals in the Cambodian education system. Find ways to also expand available training to general education teachers to continue promoting successful inclusive placements to minimize numbers in integrated classrooms and provide access to the least restrictive environment possible to students.

7. Appendix

Appendix 1 - Survey

Disability Support INTERNATIONAL

កម្រងសំណួរ

យើងកំពុងស្វែងរកពត៌មានស្ដីអំពីលទ្ធផលអនុវត្តន៍គំរោងរបស់អង្គការសាលារៀនទន្សាយចាប់តាំងពី ២០១៥កន្លងមកនិងបានជួយរៀបចំផែនការសំរាប់អនាគត។ ចូរអ្នកផ្តល់ចម្លើយទៅតាមសំនួរខាងក្រោម យោងទៅតាមការមើល និងជំនឿសផ្សេងៗ និងបទពិសោធន៍របស់អ្នក ។ ចំម្លើយរបស់អ្នកនិងត្រូវរក្សា សម្ងាត់ និងសូមអរគុណានូការជួយជ្រុមជ្រែងរបស់អ្នក ។

We are working to gain information about the impacts of Rabbit School's projects since 2015 and to help plan for the future. Please answer the questions below based on your thoughts, opinions, and experience. Your individual responses will be confidential. Thank you for your help!

* ចូរគូសសញ្ញាខ្វែង x ក្នុងប្រអប់ អោយបានត្រឹមត្រូវសំរាប់ចម្លើយនានារបស់អ្នក Please [X] the correct response(s) about you:

ខ្ញុំគឺជា /I am:

[ ] គ្រូបង្រៀន /teacher /
[ ] A Parent/ឪពុកម្ដាយ
[ ] នាយកសាលា/A School Director
[ ] អធ្យាធ័រក្រោមជាតិ A Local Authority
[ ] អធ្យាថ្នាក់ជាតិ National Authority

មកពីទីតាំង From Location៖

[ ] ភ្នំពេញ Phnom Penh
[ ] កណ្ដាល Kandal
[ ] កំពង់ស្ពឺ Kampong Speu
[ ] សៀមរាប Siem Reap

ចូរឆ្លើយនិងសំនួរខាងក្រោមតាមកំរិតលេខ ១ដល់៥ ដោយគ្រាន់តែគូសវង្ង់លើលេខនីមួយៗ ។ បើសិនជាសំនួរ នោះមិនមានជាប់ទាក់ទងនិងស្ថានភាពរបស់អ្នកសូមរំលងវាចុះ ។

Please answer the questions below using this 1-5 rating scale.

Circle just one number for each. If the question does not relate to your situation, just leave it blank.

	1		3		5
	😫		😐		😃

I. អំពីអ្នកផ្ទាល់/About you:

	1	2	3	4	5
1. ខ្ញុំយល់បានច្រើនជាងមុន ស្ដីអំពីកុមារ និងយុវជន ពិការសតិបញ្ញាកាលពីមុនប្រាំឆ្នាំ កន្លងទៅ I understand more about children and youth with intellectual disabilities than I did 5 years ago.	1	2	3	4	5
2. ខ្ញុំមានយល់ដឹងស្ដីអំពី សិទ្ធិ ច្បាប់ និងគោលនយោបាយនានាសម្រាប់ កុមារ និងយុវ ជនដែលកំពុងរស់នៅជាមួយពិការភាព របស់រាជរដ្ឋាភិបាលកម្ពុជា I know about the rights, laws, and policies that the Royal Government of Cambodia has about children and adults living with disabilities.	1	2	3	4	5
3. អង្គការសាលារៀនទន្សាយបានកំពុងការជួយបណ្ដុះបណ្ដាល និងគាំទ្រផលប្រយោជន៍ ដ៏សំរាប់ខ្ញុំ Rabbit School has provided helpful training and support to me.	1	2	3	4	5
4. ខ្ញុំគិតថា កុមារនិងយុវជនពិការសតិបញ្ញាអាចរៀនបាន និង អាចជួយរួមចំណែកក៏ សាងសហគមន៍នៅពេលគេធំឡើង I think that children and youth with intellectual disabilities can learn and contribute to our community when they are adults.	1	2	3	4	5

II. អំពីសាលារៀនរបស់អ្នក និង សហគមន៍របស់អ្នក About your school and community:

	1	2	3	4	5
5. ខ្ញុំគិតថាកុមារ និងយុវជនពិការសតិបញ្ញាបានយល់ដឹងកាន់តែច្រើន និងត្រូវបាន ទទួលស្វាគមន៍កាន់តែច្រើនជាង កាលពីប្រាំឆ្នាំមុនកន្លងទៅ I think children/youth with intellectual disabilities are more understood and welcome in our school and community than they were 5 years ago.	1	2	3	4	5

6. ពិការសតិបញ្ញា គឺត្រូវបានគេគិតគូរអំពីការដាក់បញ្ចូលក្នុងផែនការអភិវឌ្ឍក្នុងសាលារៀន និងសហគមន៍ ឧ. របៀបវារៈនៃកិច្ចប្រជុំអភិវឌ្ឍន៍របស់សាលារៀន និងរាជរដ្ឋាភិបាលត្រូវបានគេដាក់បញ្ចូលក្នុងពិភាក្សា Intellectual disabilities are being thought about and included in school and community planning (example: in school & government development agendas).	1	2	3	4	5
7. ខ្ញុំបានប្រើប្រាស់ធនធាននានាតាមសេចក្តីត្រូវការក្នុងការជួយកុមារ និងយុវជនពិការសតិបញ្ញាគ្រមទាំងការដាក់បញ្ចូលក្នុងផែនការអភិវឌ្ឍន៍ ក្នុងបន្តការរៀនសូត្ររបស់ពួកគេផងដែរ I have access to resources I need to help children/youth with intellectual disabilities be included and continue learning.	1	2	3	4	5
8. នៅពេលសិស្សចុះឈ្មោះចូលរៀន ពួកគាត់មករៀនទៀងទាត់ និងពេញមួយឆ្នាំ When children enroll in school, they regularly attend and complete the year.	1	2	3	4	5
9. តើកុមារាកុមារី និងយុវជនពិការសតិបញ្ញាអាចរៀន បំណិនរស់នៅបាន ព្រោះការត្រូវការបង្កើនការរស់ដោយម្នាស់ការនៅពេលគេធំឡើង Children and youth with intellectual disabilities are learning skills they need to increase their independence in adult life.	1	2	3	4	5
10. ខ្ញុំគិតថាបច្ចុប្បន្ននេះ មានជនពិការសតិបញ្ញានិងត្រូវការទទួលការងារនៅក្នុងសហគមន៍របស់យើង I think more people with intellectual disabilities have access to employment now in our community.	1	2	3	4	5
11. ខ្ញុំគិតថា អង្គការសាលារៀនទន្សាយ គឺកំពុងជួយកុមារនិងយុវជន ពិការសតិបញ្ញាអោយបានប្រសើរឡើងនៅក្នុងសហគមន៍របស់យើង I think that Rabbit School's work is helping to make progress for children and youth with intellectual disabilities in our school and community.	1	2	3	4	5

Appendix 2 Interview Questions

2a. Interview Questions for Teachers and Parents:

Disability Support
INTERNATIONAL

កំរងសំនួរ សម្រាប់សំភាស លោកគ្រូ អ្នកលោក និង ឪពុកម្ដាយ
Interview Questions for Teachers and Parents

សេចក្ដីណែនាំសំរាប់អ្នកចូលរួម Introduction to the participants:

- អរគុណសម្រាប់កាចូលរួមពិភាក្សា Thank participants for joining the discussion.

- សូមពន្យល់ថា ខ្ញុំមានសំនួរខ្លះៗ សំរាប់សំរួលក្នុងពិភាក្សាយើងទាំងអស់គ្នាស្ដីអំពី ការងាររបស់អង្គការសាលារៀនទន្សាយ ដែលបានអនុវត្ដកន្លងមក Explain that I have some questions to help everyone have a discussion about Rabbit School's work.

- សូមពន្យល់ គោលបំណង នៃការស្វែងរកពត៌មានស្ដីអំពីលទ្ធផលអនុវត្ដគម្រោង របស់អង្គការសាលារៀនទន្សាយដែលមានតាមសាលាគោលដៅចាប់តាំងពីឆ្នាំ ២០១៥មក និងដែលបានរៀបចំផែនការសំរាប់អនាគត Explain that the purpose is to gain information about the impacts of Rabbit School's projects in targeted schools since 2015 and help plan for the future.

- សូមធនាធាចំពោះការ ចូលរួម ការផ្ដល់ពត៌មាននិងមិនចែកទៅអ្នកផ្សេងឡើង សូម អ្នកមេត្ដាផ្ដល់ពត៌មានពិតៗ និងគំនិតថ្មីៗ និងបទពិសោធនដែលអ្នកជួបប្រទះ: Assure participants that anything they share will not be individually associated with them in reporting so please be honest and share your thoughts, opinions, and experiences.

1. ខ្ញុំគិតអំពីសាលារៀន និងបរិយាកាសសហគមន៍សំរាប់កុមារ និងយុវជនពិការ សតិ បញ្ញាចាប់តាំងពី ពីរ ឬបីឆ្នាំមុននេះ: តើរាយ៉ាងណាដែរ ? តើមានអ្វីខ្លះបានផ្លាស់ប្ដូរ ? អ្នកគិតថា តើមានការលួតលាស់ទេ ? តើអ្នកមានអ្វីជាក់លាក់ប្រាកដចង់ប្រាប់ខ្ញុំ ?

Think about the **school and community environments** for children and youth with ID -- 3-5 years ago and about how it is now -- What has changed? Do you think there has been progress? In what specific ways?

2. មេត្តាជួយប្រាប់ខ្ញុំ អំពីការបណ្ដុះបណ្ដាលដែលអ្នកទទួលពីអង្គការសាលារៀនទន្សាយ ?តើវាមានប្រយោជន៍ដែរឬទេ ? តើអ្នកមានតម្រូវការបណ្ដុះបណ្ដាលអ្វីទៀត ? Please, tell me about the **training and support** you have received from Rabbit School? What has been the most helpful? What do you need more of?

3. មេត្តាជួយប្រាប់ខ្ញុំ តើអ្វីខ្លះអ្នកទទួលការគាំទ្រចាប់ តាំងក៏កើតកម្រោងនេះ ឬ ទទួល បានអ្វីខ្លះ ពីរដ្ឋាភិបាល ?តើអ្នកត្រូវការជំនួយអ្វីទៀត ដែលសំខាន់បំផុតពីរដ្ឋាភិបាល និង ការអប់រំកុមារពិការយ៉ាងណាដែរ ? Please, tell me about the support you have gotten in the past and/or get now from the **government**? What do you need help with the most from the government? What about from the school?

4. តើកុមារ និងយុវជនពិការសតិបញ្ញាមានការលំបាកអ្វីខ្លះក្នុងការមកសាលារៀនទៀង ទាត់ពេលវេលា ? តើហេតុអ្វីបានជាអ្នកគិតវាដូចនេះ ? Do children and youth with ID have difficulty **coming to school** regularly? Why do you think this is?

5. តើអ្នកឃើញអ្វីជាផលលំបាកធំជាងគេសម្រាប់កុមារនិងយុវជនពិការសតិបញ្ញា សម្រាប់ ក្រុមគ្រួសារ នៅក្នុងសាលារៀន ក៏ដូចជានៅក្នុងសហគមន៍នៅពេលបច្ចុប្បន្ននេះ៖ What do you see are the **biggest challenges** for children and youth with ID and their families right now in your school/community?

6. គិតអំពីកុមារ និងយុវជនពិការសតិបញ្ញា និងសកម្មភាពរស់នៅប្រចាំថ្ងៃ និង ជំនាញមុខ ងារផ្សេងៗ(សកម្មភាពប្រចាំថ្ងៃ ដូចជា ការស្លៀកពាក់ បរិភោគ ការចូលសកម្មភាព ជាមួយអ្នកដ៏ទៃ) តើអ្នកបានជួយកូនអ្នកអ្វីខ្លះអោយមានលូតលាស់ជំនាញខាងលើ បានរៀបរាប់ ? តើអ្នកបានទំនាក់ទំនងជាមួយគ្នាទេរាងសាលារៀន និង ជីវិតរស់នៅ ផ្ទះរបស់ពិការសត្តិបញ្ញា ?
   Think about the children and youth with ID's **daily living and functional skills** (such as dressing, eating, and interacting with others). How do you work to help them improve these types of skills? Do you work together, communicating between school and home life?

7. តើអ្វីជាក់លាក់ណាមួយប្រាប់ខ្ញុំ អំពីកិច្ចការអង្គការសាលារៀនទន្សាយ ឬ បទពិសោធន៍ ដែលជាប់ទាក់ទង ជនពិកាសត្តិបញ្ញា Is there anything specific you would like to share with me about Rabbit School's work or your experiences related to people with intellectual disabilities?

2b. Interview Questions for School Directors, Local and National Authorities:

កំនេងសំនួរ សំរាប់ នាយកសាលា និង អជ្ញាធរក្រោមជាតិ និងថ្នាក់ជាតិ

Interview Questions for School Directors, Local and National Authority

សេចក្ដីណែនាំសំរាប់អ្នកចូលរួមសំភាសន៍ Introduction to the participants:

- អរគុណសម្រាប់កាចូលរួមពិភាក្សា **Thank** participants for joining the discussion.

- សូមពន្យល់ថា ខ្ញុំមានសំនួរខ្លះៗ សំរាប់សំរួលក្នុងពិភាក្សាយើងទាំងអស់គ្នា ស្ដីអំពី ការងាររបស់អង្គការសាលាទន្សាយ ដែលបានអនុវត្តកន្លងមក **Explain** that I have some questions to help everyone have a discussion about Rabbit School's work.

- សូមពន្យល់ គោលបំណង នៃការវែស្វងរកពត៌មានស្ដីអំពីលទ្ធផលអនុវត្តគម្រោង របស់អង្គការសាលារៀនទន្សាយដែលមានតាមសាលាគោលដៅចាប់តាំងពីឆ្នាំ ២០១៥មក និងដែលបានរៀបចំផែនការសំរាប់អនាគត (**Explain** that the purpose is to gain information about the impacts of Rabbit School's projects in targeted schools since 2015 and help plan for the future.)

- សូមធនាជាចំពោះការ ចូលរួម ការផ្ដល់ពត៌មាននិងមិនចែកទៅអ្នកផ្សេងឡើង សូម អ្នកមេត្តាផ្ដល់ពត៌មានពិតៗ និងគំនិតថ្មីៗ និងបទពិសោធនដែលអ្នកដួបប្រទះ: **Assure** participants that anything they share will not be individually associated with them in reporting so please be honest and share your thoughts, opinions, and experiences.

1. ខ្ញុំគិតអំពីសាលារៀន និងបរិយាកាសសហគមន៍សំរាប់កុមារ និងយុវជនពិការ សតិ បញ្ញាចាប់តាំងពី ២ ឬ៣ឆ្នាំមុននេះ៖ តើវាយ៉ាងណាដែរ ? តើមានអ្វីខ្លះបានផ្លាស់ប្តូរ ? អ្នកគិតថា តើមានការលួតលាស់ទេ ? តើអ្នកមានអ្វីជាក់លាក់ប្រាកដចង់ប្រាប់ខ្ញុំ ? Think about the **school and community environments** for children and youth with ID -- 3-5 years ago and about how it is now -- What has changed ? Do you think there has been progress ? In what specific ways ?

2. [SD-LA] តើមានគោលនយោបាយអ្វីខ្លះ ដែលបានគាំទ្រ និងជួយកុមារ និង យុវជន ក្នុងរស់នៅជាមួយនិងពិការភាព សតិបញ្ញា និងគ្រួសាររបស់គេ What **policies and supports** are currently in place to help children and adults living with intellectual disabilities and their families ?

3. [SD-LA] តើបានសំរេចលទ្ធផលអ្វីខ្លះ ? កំរិតសាលា កំរិតខេត្ត និង កំរិតជាតិ ដើម្បីធ្វើ អោយប្រាកដថា កុមារនិងយុវជនពិការសតិបញ្ញា ត្រូវបានដាក់បញ្ចូលក្នុងផែនការ អភិវឌ្ឍនិងការគាំទ្រ ? គំនិតបំផុសបើសិនជាត្រូវការ ដើម្បីជួយឪពុកម្តាយ គ្រួសារ គោលនយោបាយ និងការអភិវឌ្ឍរបៀបវារៈសំរាប់ពិភាក្សា និងការគាំទ្រគ្រូបង្រៀន What is currently being done (in your school, province, nationwide) to make sure children and youth with intellectual disabilities are included and supported ? (Prompting ideas if needed: Support for parents/families, policies and development agenda work, support for teachers

4. [A]តើអ្នកឃើញអ្វីជាផលលំបាកជំជាងគេសម្រាប់កុមារនិងយុវជនពិការសតិបញ្ញា ?
និងមកដល់ពេលនេះតើអ្នកយល់យ៉ាងណាដែរ ចំពោះ ក្រុមគ្រួសារ កំវិតសាលារៀន ក៏
ដូចជាក្នុងសហគមន៍ និងថ្នាក់ជាតិWhat do you see are the **biggest challenges**
for children and youth with ID and their families right now in your
school/community ?

5. មេត្តាជួយប្រាប់ខ្ញុំ អំពីការបណ្ដុះបណ្ដាលដែលអ្នកទទួលពីអង្គការសាលារៀនទន្សាយ
?តើវាមានប្រយោជន៍ដែរឬទេ ? តើអ្នកមានតម្រូវការបណ្ដុះបណ្ដាលអ្វីទៀត ?
Please, tell me about the **training and support** you have received from
Rabbit School ? What has been the most helpful ? What do you need
more of ?

6. តើអ្វីជាក់លាក់ណាមួយប្រាប់ខ្ញុំ អំពីកិច្ចការអង្គការសាលារៀនទន្សាយ ឬ បទពិសោធន៍
ដែលជាប់ទាក់ទង ជនពិការសតិបញ្ញា Is there anything specific you would like
to share with me about Rabbit School's work or your experiences related
to people with intellectual disabilities ?

2c. Interview Questions for Students:

*Student questions were not translated in writing. They were only administered aurally, with a RSO staff member (teacher) assisting with translation.

Visual available to help students during interviews, to supplement verbal abilities and expressive language:

1. Tell me about your school and teacher. Do you like coming to school and doing jobs?

2. Do you get to come to school everyday? Is there always someone to bring you to school?

3. Tell me about your family? What do you like to do at home with your family? How do you help your family? Do you go places with your family?

4. Tell me what you want to do in the future, when you are an adult?