Rabbit School
Annual Report
Integrated and inclusive Project

Since 1st January - 31th Dec 2020



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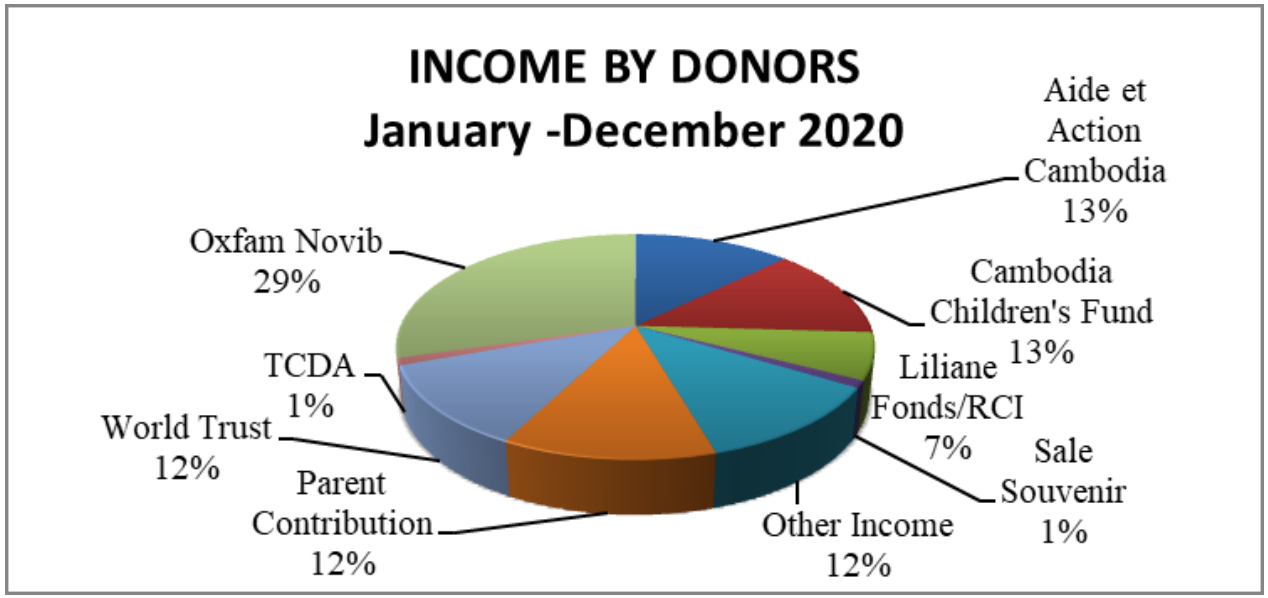
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1. Glossary of Acronyms

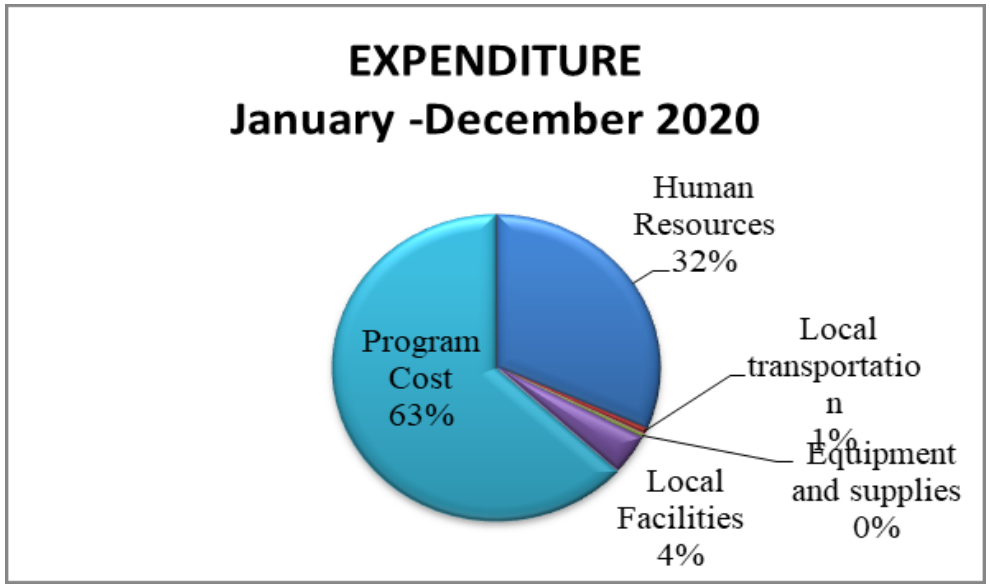
Acronyms/Abbreviations	Full words
SSC	School Support Committee
DTMT	District Training and Monitoring Team
CCWC	Commune Committee for Women and Children
CC	Commune Council
CEFAC	Commune Education For All Committee
CIP	Commune Investment Plan
SD	School Director
PoE	Provincial Office of Education
PoSVY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

2. Annual Financial Report 2020

INCOME BY DONORS	AMOUNT
Aide et Action Cambodia	$ 17,923.87
Cambodia Children's Fund	$ 18,639.67
Liliane Fonds/RCI	$ 9,486.43
Sale Souvenir	$ 1,440.43
Other Income	$ 16,668.80
Parent Contribution	$ 17,197.87
World Trust	$ 16,633.35
TCDA	$ 1,430.00
Oxfam Novib	$ 41,671.53
Total	$141,091.95



EXPENDITURE	AMOUNT
Human Resources	$ 37,010.69
Local transportation	$ 743.02
Equipment and supplies	$ 492.12
Local Facilities	$ 4,952.60
Program Cost	$ 74,268.14
Total	$117,466.57



3. Executive Summary

Specific Objective /Outcome #1: Equitable access to education for OOSC is improved

- **Provide total 640 with teaching materials and training parent on how to use material in 4 target provinces**

  There were 16 schools I Phnom Penh, Kandal, Kampong Speu and Siem Reap received teaching materials for each class such as marker, Cotton paper, chalk board, puzzle and notebook, pencil. There were 1109 items produced for learning and teaching materials for social, mathematic language and motor skill distribute in March to june.

  Further more, RSO have produced 63 online videos (6 motor skill, 23 laguages skill, 15 mathematics skills, 5 self help skills, 13 social skills) shared to parents of children, uploaded video to social media (Rabbit school facebook, khmerlearn facebook and new learning management platform www. Eductor-hub.net.

- **Classroom furniture renovated and adapted for children with disability in each school**

  RSO received approval from Ministry of education youth and sport to renovated additional one building have 5 classrooms. During the COVID break, Teacher and RSO Team have moved out of rubbish and clean the building. RSO is working with constructor companies the possible schedule to start the renovation soon. Now we got 3companies quotation to bid. We will fill soil into classroom to make higher, fit post, doors, windows and roof, garden in first stage RSO started planting additional tree to the playgroup. The government approved to reopen the public school last month.

  We have a bit delayed due to COVID-19, heavy rain and school flooded.

- **Assess and develop Individual Education Program for total 557 children with intellectual and 80% are retained in the school.**

  There are 489 are receiving education which 457 children retained, 32 children new enrolled, and 64 of children dropped out school because of parent immigrated to other place to earn their income during COVID-19 Pandemic and 36 faced out the project because of children were over age and promoted to secondary school.

- **Children with disability are referred and follow up to other rehabilitation and medical services**

  In this time, RSO referred 10 children in four location. six children to eyes diagnose and four to ear diagnoses. Even it can not reach the target but we hope that we find the other children who need rehabilitation

- **Distribution scholarship packets (bicycle, Nutrition, learning materials, transportation) to 109 children with disability in target school area.**

  In this semester: RSO distributed in kind scholarship to children in the 4 target areas. There were 124 children (48 girls) received hygiene materials like soap and toothbrush for helping children and family practising cleaning, 124 children (48 girls) received food and nutrition support such as rice, soy source, steamed fish, This supplement food can help the families of the children and children come to school regularly, and 124 children (48 girls) received food and learning materials support such as pack of rice, book, eraser, pen, pencil and book bag from Phnom Penh, Kandal, Kampong Speu and Siem Reap province during covid-19 pandemic. In this semester, RSO have turned supporting transportation to children into home based teaching activities. Rabbit School teacher have visited student individual and providing teaching support to children at home individually as well.

Specific Objective /Outcome# 2: Quality and relevance of education for OOSC is improved

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- **Selects and produces toys/games for education and makes videos educational.**
  RSO started working with IT volunteer to develop an Rabbit school Game app. this app will consist of 36 learning game both Multiple choise and True/False which children can learn and explore their functional skill such as language and mathematic skill. This is new platform, App developer is testing system and language which possible to run on both Android and ISO.

- **Provide 19 tablets for the use of key teachers and children**
  RSO Provided 14 tablets with Android, ISOs platform to 14 teachers for exploring, learning and searching contents and lessons, materials using to enhance their knowledge in ICT basic skills. It is part of the innovative and transforms school to new generation school. These tablets to teachers and demonstrated them on how to access resource online especially video teaching on You tube and Khmer app to improve their skill and for teaching children in the class as well. During COVID-19 pandemic. Teachers used it to assist working with children and families from home.

- **Building Capacity teacher using ICT Tools**
  44 teachers (9 men, 35 women) were trained on using technologies and application to communicate and sharing information with family and children during Covid-19 pandemic. Right now, there are families using facebook, telegram, educator-hub.net, video recording and online zoom meeting. Furthermore, teachers can improve in preparation of lesson plan and materials making.

- **Provide education on speech therapy and other special education to 50 RSO teachers with other NGOs.**
  Six of teachers attended the five days trainng with CCAMH. The training talked about **"client friendly services with speech therapy"**. Training conducted in blended teaching methodology (online and off line classroom).

- **Organize dissemination workshop to 25 key on basic inclusive to teachers, SD, CCWC, DTMT, PoE) in target areas.**

  Rabbit School Organization (RSO) with National Institute for Special Education and Special education Department organized 1 days dissemination workshop on Basic Inclusive for children with intellectual disability at Kampong Cham provinve. There were 33 participants (F:12) from MoEYS officer, PoEs, , Technical teachers, special teachers from Kampong Speu, Siem Reap, RSO officers, attended this workshop. The purpose of the workshop is to provide knowledge and teaching methods in supporting the child with intellectual disability in integrated class.

  The workshop consists of following topic:

  - Understanding of for children with learning difficulty
  - Understanding for children with intellectual disability
  - Teaching support for children with Special needs
  - Learning through play and Material teaching

  Suggestion from teachers:

  - RSO and Teachers requested to Special education department to organize this workshop regularly to learn new knowledge.
  - Teaches also requested to MoEYS to promote them from contract teachers to state teachers in next year.

- **Organize dissemination workshop to to 45 key persons on education on intellectual disability course and select to 5toys/games/ produce the 5videos multimedia for education to special teachers in target areas.**

  Rabbit School Organization (RSO) with National Institute for Special Education (NISE) organized 3 days dissemination workshop on special course for children with intellectual disability to 95 participants (F:56) from PoEs, DoEs, School directors, technical teachers, special teachers from Kandal, Kampong Speu, Siem Reap, RSO officers, attended this workshop. The purpose of the workshop is to provide knowledge and teaching methods in supporting the child with intellectual disability in integrated class. The workshop consists of following topic:

  Teaching methodology for children with learning difficulty

  - Teaching methodology for children with intellectual disability
  - Teaching methodology for children with Autism
  - Learning through play and Material teaching
  - Behavior management (ABC approach) and SMART Tools

- Individual Education Plan (IEP) using online tools

The workshop used participation approach, presentation, group discussion, learning through Play, Role play, Making teaching material, ice breaker, and feedback and asking question. During the workshop, participants have paid good attention to trainer explanation. They learned and raised question related to their child behavior. They share their work experiences among group discussion activities.

- **Conduct monthly technical meeting with teachers and implement children friendly measures in 16 schools**
  RSO conducted regular 15 times technical meeting at 4 times at Phnom Penh, 4 times at Angsnoul, 4 at Kampong Speu and 3 times at Siem Reap during COVID 19 epidemic by using blended meeting (online and off-line)

- **Training to 16 teachers on Basic computer office and e-learning**
  During COVID -19, RSO have provided ICT training to 48 teachers (39 female) at target area. They have learnt using online app like Zoom, Facebook , telegram and using online database to share information among their teamwork.

Specific Objective /Outcome# 3: Accountability and Ownership of OOSC issues is enhanced

- **Organize monitor/evaluation schools' performance by DOE/POE, CCWC, parent, DTMT and DPOs.**
  On 20-21 October 2020, MoEYS officer, Rabbit School, PoE, DoE and School director from Kampong Speu and Phnom Penh to monitor and follow up the implementation of the education for children with intellectual disability. The purpose of this activity is to find out the capacity of teaches in target school area. There are four primary schools (Angserei, Santhepheap, Phum Thmei, Kandol Dom) in Kampong Speu and one school (Toul Kork Primary) in Phnom Penh.

  There were 12 (4 females) Participants from National Institute for Special education, special education department, Province education officer, district education officer, school director and rabbit school officer. The results from this monitoring were follows:

  - Children with disabilities received an equal education with materials for teaching children using two contact teachers.
  - Good communication between teachers, principals and school management.
  - Good communication between Province education officers, District education office and education department in sharing information, sharing experience and techniques.
  - Integrated classrooms are designed in a modern and low cost way, using existing community resources.
  - Program recognized by ministry of education and teacher received methodology training on teaching children with intellectual disability.

- **Consulting and lobbying with MoEYS regarding increased support for RSO activities and projects**

  RSO have been applying the 17 teachers in Phnom Penh. The process is continuing with Phnom Penh education office. Refer to application for teacher contract, the primary school require to fill teacher request proposal to the PPoE. So, RSO team advocated to Toul Kork primary school to call for meeting with local authority (school support committee, DoE, PoE, SED, MoSVY) to discuss and make decision for recruiting teacher contract. As a result, The MoEYS agreed to provide 10 contract teachers in Phnom Penh. Starting from begining of academic year from November 2019 to 2020.

  Currently, There are 47 teachers (36 females) were recognized and support by MoEYS and be on behalf of the government and included in contracted teacher and received substituted 80% salary from the governments for half day working . Furthermore, Rabbit school recognized by government of Cambodia (MoSVY) as professional local organization in field of special education.

- **Awareness Activities**

  Celebrate 2 Int. Disability Day , school campaigns, schools opening. Annual Ring the Bell Campaigns. This activities have been postponed due to COVID-19 restriction in Cambodia. The authorities to restrict of the meeting and garthering during pandemic.

- **Set up a national parent association recognized by ministry of Interior by 2020.**

  In this time, RSO is unable to organize the parent meeting because of timing constraint, the parent group were busy with their making income and living far away to each other.

- **Publish articles in national newspapers and publish seasonal newsletters .**

  This year, RSO published a seasonal newsletter, sharing among stakeholder, donors, parents , volunteer and friends and upload to Rabbit school Facebook, Website and VOICE linking and learning group.

- **Organize parent representative meetings in Phnom Penh, Kandal, Kampong Speu ,Siem Reap**

  Rabbit school have organized 10 parent meeting in Phnom Penh, Kandal, Kampong Speu ,Siem Reap. The meeting was about sharing updating law, policy and national strategic plan. Furthermore, Parents can share their challenge among their team and other location. As an facilitator organization, we also listen to their difficulties and bring to discuss with relevant stakeholder and national level.

  In this time, RSO is unable to organize the parent meeting because of timing constraint, the parent group were busy with their making income and living far away to each other

- **Hold RS parent's association AGMs with Cambodia Autism Network.**

RSO organized an assembly general meeting with parent of children with intellectual disability with Cambodia Autism Network (CAN) , at Tonle Bassac Restaurant at 23 October 2020, There were 33 (F:20) persons participated in this meeting from following NGOs such as Rabbit School, Hand of Hope Community, OIC, AAR Japan, Development Disability Service Program(DDSP) and parents.
The objective of meeting is to

- Share experience and challenge of parents network group
- Finding the possible solution to add in 5 years strategic plan
- Building communication parents from other NGOs and CAN

- **Organization both Sub and National Forum level.**
  In this semester, RSO have been unable to organize the sub-national forum with local authorities, Parent national forum and National Inclusive forum due to COVID-19 restriction in Cambodia. The authorities to restrict of the meeting and garthering during pandemic.

- **Perform lobby and advocacy activities with partners like Ministry of Social Affairs (DAC), the RS parents' association and CDPOs members relating to the implementation of government policies on CWID through dialogue panels and TV talk shows, radio etc.) at least 1 times in 1 years**
  We organized the TV discussion forum on 30 September 2020 within Bayon TV station. The topic in this panel discussion was "Process to receive Disability Card and access social protection fund". It were invited the following key guest speakers such as Mr Yeap Malino , Chief of welfare for disability department and representative of Ministry of Social Affair Social and, Mr. Tim Sahen, deputy of special education department and Representative of MoEY, and Ms Pok Sreymom, Representative of Parent of children with intellectual disability in Rabbit School and Mr. Hun Touch, executive director representative of Rabbit School Organization (RSO).

  The video of this discuss will also broadcast four times in early morning and each time is 30mn. During the discussion, parents and key speakers feel very participation, friendly and open discussion especially, parents 's representative for children with intellectual disability can talk face to face with the policy maker and practitioner.

  we Broadcasted in the social media (Facebook) , it is reached 8.1Kwiews
  https://www.facebook.com/BayonTelevision/videos/339125110511954/

- **Set up a study to find and determine the impact of implementing government policy in 1 years.**

  We have been doing evaluation on Rabbit School project impact in this years. The result of this study will upload to our Facebook page and rabbit school website.

4. Challenges, Issues and Strategies

- **Risks and opportunities**
  during the COVID-19 effect are still exist and goverment continues restriction.
  - Schools remained closed. We can only support children online and off line occasinally. The school budget is reduced due to pandamic,
  - The goverment take serious restrict action no allow people to organize any meeting in the school.
  - Teachers and parent of CwID were very fustrated 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.
  - Funding support is shortfall from donor.
  - Flood is damic to school building and roads will be affect to children attend school even ministry of education youth and sport allow repen school acept children have difficulty learn from home

- ***Strategies will take action for next plan:***
  In case the COVID-19 effect are still exist and goverment continues restriction.
  - 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 througth 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.
  - Follow up and strengthen awareness raising activities to parents and local authority about need of childre with disability during the covid pendamic
  - Lobby and Advocacy with local authority, school director, DoE, PoE, Commune Council, to increase their focus safety and need for CwID.
  - To seek fund /Lobby donors to guarantee funding longer time.

5. Sustainability

- Even during the pandemic, MoEYS along with school directors, teachers and parent are still working together to share the issue and challenges in order to keep update their information both COVID-19 data and children learning activities through online.
- All special teachers in Rabbit schools were recognized by MoEYS and be on behalf of the government and included in contracted teacher and received substituted 80% salary from the governments. Furthermore, Rabbit school recognized by governments of Cambodia (MoEYS, MoSVY, NISE,) and sub national level as professional local organization in field of special education.

6. Reflection of impact, major achievements:

- The intellectual disability attend our classroom, girl is less than boys because in team of disability the boys are most disease affective than girls. So we will not able to reach the girls 50% and boys 50% as planning but how ever In this semester, RSO is still using online support from distance learning by sending their lesson and sharing information to parents.
- 44 teachers (9 men, 35 women) were trained on using technologies and application to communicate and sharing information with family and children during Covid-19 pandemic who are 47 teachers (36 females) were recognized by MoEYS and be on behalf of the government and included in contracted teacher and received substituted 80% salary from the governments. Furthermore, Rabbit school recognized by government of Cambodia (MoEYS, MoSVY, NISE,) as professional local organization in field of special education.
- This project is completely fits to Rabbit School organization (RSO) programs. Rabbit schools program focused on three main projects such as Integrated and inclusive education, Pre-vocational traning and Job placement for youth with intellectual disability, And advocacy and awareness project.
- RSO have been working in this field for more than twenties years. We are implementing the project in 16 schools, four provinces across Cambodia. RSO is working closely with government to support both technical, Curriculum design and policy discussion for children with intellectual disability.

7. Monitoring and Evaluation Activities

- RSO conducts regular monitoring activities from supervisor level to management level. Supervisor follows up daily activities in each target schools whereas
- Teachers are daily check with student on daily activities
- Parent following up the progress of their children every 4moths

- The program manager of Rabbit school l monitors every months or informal check by case.
- Rabbit School director and finance manager is overall planning are implementation on time and effective.

8. Communication and Visibility of project

- Facebook: https://www.facebook.com/profile.php?id=100005744774672&fref=ts
- Website: www.rabbitschoolcambodia.net

9. Lessons Learned and Innovations

- Our special teachers have turned it professional in online and off-line teaching. they can use online tools to communicate among the team such as online meeting, create video content and online support with parent. Please visit Rabbit school Facebook page and www. Educator-hub.net.

10. Case Study

LIFE CHALLENGE DURING COVID PANDEMIC

Child name: Pan Sreymouy, Sex: Female



Srey mouy is 14 years old. He was born in 08 June 2005. She is intellectual disability with Down syndrome spectrum. Her family is very poor. She lives with mother and one older sister who is working in the garment factory to support her education and the mother.

She has social skill difficulty. She like hit and hurt her classmate when sitting near her. She like playing alone. She doesn't like playing with peer in the class. He always sits away from her classmate. Sometime, He show frighten attitude. She likes dancing.

Changed through education



After attended with Rabbit School organization, Srey Mouy's behavior and social skill are improving noticeably.

Srey Mouy's social skill has been improving. She is friendly and happy in the class. She socializes with her friend and able to communicate with her teacher. She like asking and greeting to all people when visit her classroom. Srey Mouy's cognitive developments in the area of languages are also improved. We noticed that he is able to recognize the color, number, letter and some of the money. Additionally, She could listen and follow the word from teacher especially when teacher calls her name and asks her to match a word on the white board. We found that her behavior, communication and language skill and social skill are getting improvement

Life Challenges during Pandemic



Right now, Seymour's family is facing challenges. After the government has taken serious measure to fight COVID-19 Pandemic, the mother is unable to earn her living anymore because of she cannot find work in factory any. "I am very frustrated now. Before I brought my child to school and then went out to work and earn some money for our daily living, but now I cannot do anything. COVID-19 is a severe disease. The factory laid off some employee and some factory have closed of lacking oversea demand; we need to stay home with our children. She added if I go somewhere I need to bring him along because of they can not go to school.

To cope up with this COVID-19 situation, she asked supports from her daughter who is working in the factory to offer some money to support her daily living. Occasionally, she receives some support like rice, sauces, hand sanitizer and face mask from local authority and organization assistance as well through social protection card. In addition, We received extra in kind support for Rabbit School organization who support our child education and food like rice, sauces, hygiene and learning materials.

Thanks to Rabbit School for your support.

VOICELESS TO VOICE UP



Cambodia is one of the countries in South East Asia who have experienced with long civil war. The war resulted impact in current Cambodia social issues especially disabilities. Despite Cambodia have adopted a law on protection and promotion for person with disability almost 10 years but some type of disabilities is still lacking attention from Cambodia society for instance intellectual disability and Autism.

In recently, the population of children with intellectual disability and Autism are increased noticeably which is a new challenge of family who born child with intellectual disability and Autism are facing difficulties to access rehabilitation and education services.



Received funding from VOICE, Rabbit school have been setting up the overall aim of the proposed project is to empower various stakeholders in order to advocate for the rights of children with intellectual disabilities (CwID). Our project will focus on three main areas; advocacy and lobbying, awareness rising, and capacity building. We aim to connect all these areas through the inclusion of stakeholders in all areas of our project. The creation of a parents group will be keys to this area. We aim to encourage parents to amplify their voice through involving in the awareness and lobby activities (one parent per child). The parents who join together will play a major role in all future advocacies and raising awareness to society for the future of their children.

We have come to recognize that for too long NGOs have advocated on behalf of their stated beneficiaries. We strongly believe that the parents of the children we care for have the potential to be among the strongest advocates for the rights of CWIDs in Cambodia. In each area of this project, the parents will take an active role in providing a voice for their children.

As a result, Parents have changed from voiceless to have more confident and encourage expressing their concern to raising awareness about right of their children at the public and to the policy maker. They joint hand together to lobby the government to province school and teachers for educate their children, 10 teachers provided. Furthermore, they feel confidents to participate the panel discussion with policy maker on screen.

Thank to VOICE for support this project.







11. Photos of Achievements

JANUARY TO DECEMBER 2020

Photo: scholarship distribution









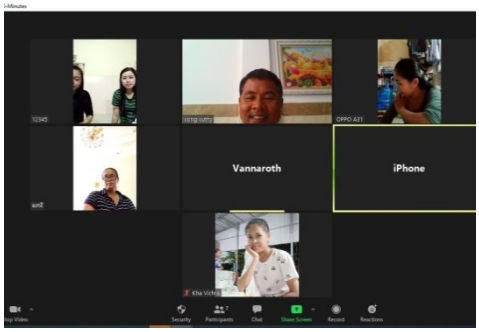





Photo: online teacher meeting



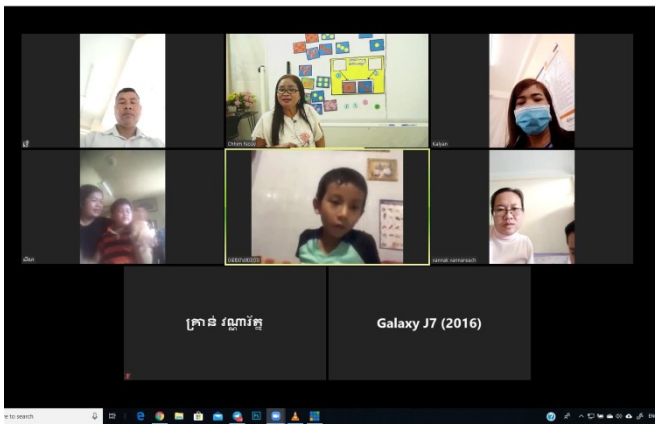












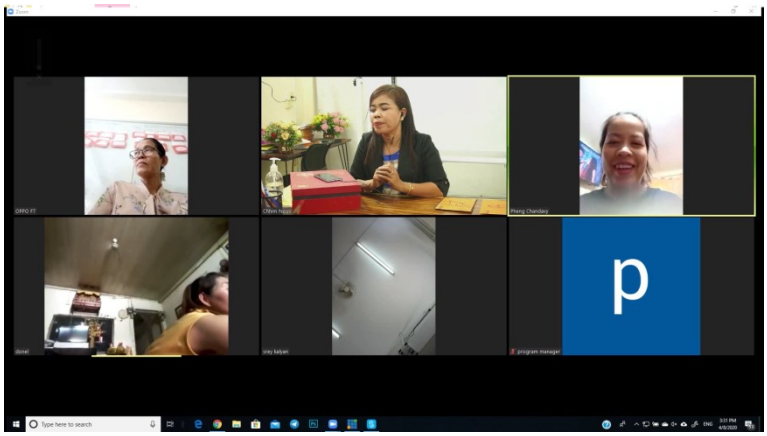
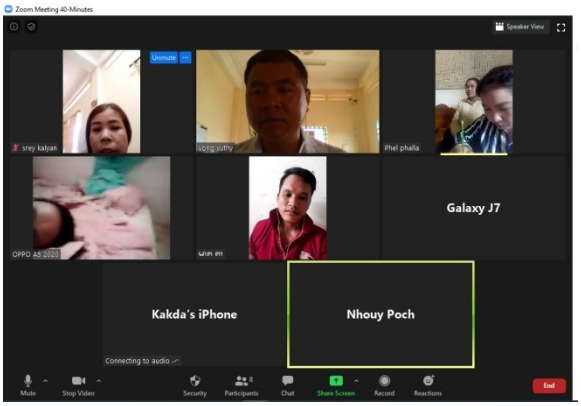


Photo: Teacher online training



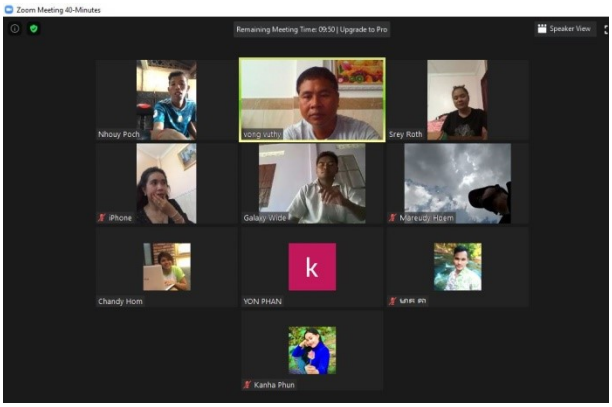


Photo: Student home based support activities

















Photo: Annual Parent meeting network





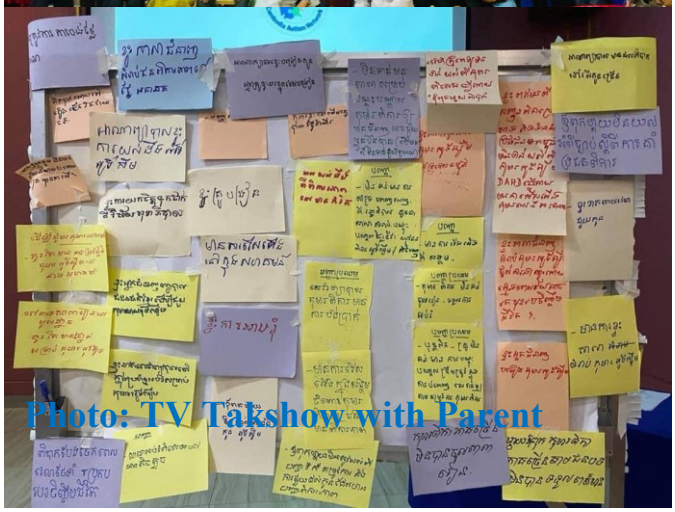




Photo: TV Takshow with Parent





Photo: Dissemination workshop on special education









Photo: Special Education Department





Photo: Rabbit School App for support children







Photo: Pre-Registration From online



ទម្រង់ចុះឈ្មោះបឋម (Pre-Registration Form)

ទម្រង់ចុះឈ្មោះបឋម (Pre-Registration Form)

* Required

គោរពចំពោះលោក លោកស្រីដែលទទួលបានព័ត៌មានពីអង្គការសាលាទន្សាយរបស់យើង។ អង្គការសាលារៀនទន្សាយ (RSO) មានកិត្តិយសសូមជូនដំណឹងដល់លោក លោកស្រីថា អង្គការសាលារៀនទន្សាយជាអង្គការមិនរកប្រាក់ចំណេញដែលស្រុកមួយដែលបានបង្កើតឡើងដើម្បីផ្តល់ការអប់រំដល់កុមារដែលមានពិការភាព,កុមារអូទីសឹម និងកុមារដែលមានបញ្ហាប្រឈមក្នុងការរៀនសូត្រនៅក្នុងព្រះរាជាណាចក្រកម្ពុជាដើម្បីទទួលបានព័ត៌មានជាមួយខ្លួនពីឪពុកម្តាយដែលមានកូនដែលមានបញ្ហាប្រឈមខាងលើ អង្គការបានបង្កើតទម្រង់ចុះឈ្មោះជាមុនតាមវ៉ិនដើម្បីផ្តល់លទ្ធភាពដល់ក្រុមការងាររបស់យើងដើម្បីធ្វើការណាត់ជួបជាមួយអ្នកនៅពេលក្រោយៗក្រុមការងាររបស់យើងនឹងចាត់ទុកអ្នកក្នុងរយៈពេល ៧ ទៅ ១០ ថ្ងៃធ្វើការបន្ទាប់ពីអ្នកបានបំពេញទម្រង់បែបបទ។អង្គការសូមបញ្ជាក់ផងដែរថា រាល់ព័ត៌មានលោក លោកស្រីដែលបានផ្តល់ជូនអង្គការសូមរក្សាសិទ្ធិក្នុងការប្រើប្រាស់នៅពេលវេលាសមស្របណាមួយសម្រាប់ជាឧត្តមប្រយោជន៍របស់ក្មួយៗកុមារមានពិការភាពនិងត្រូវការពិសេស។ សូមអរគុណ Respect to lady and gentle man who access our Rabbit School Organization information. Rabbit School Organization (RSO) is honored to inform you that RSO is a local non-profit organization which established to provide education to children with intellectual disability, Autism and children with learning challenges in Kingdom of Cambodia. To receive basic information from parent who have child with above challenges, RSO created the Pre-Online registration form to provide possibility for our teamwork to make an apportionment with you later. Our teamwork will contact you within 7 to 10 days, working time after you completed the form. Please be noted that your information that your provided, RSO is privileged to

Photo: Referral Children to Rehabilitation









Photo: School Renovation at TouL Kork and plan tree



