RABBIT SCHOOL ORGANIZATION

Where Children Can Learn, and Grow





ANNUAL REPORT

2016







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1. GLOSSARY OF ACRONYMS

Acronyms/Abbreviations	Full words
MoEYS	Ministry of Education Youth and Sport
PoE	Provincial Office of Education
DoE	District Office of Education
PB	Priority Budget
SSC	School Support Committee
DTMT	District Training and Monitoring Team
CCWC	Commune Committee for Women and Children
CC	Commune Council
CEFAC	Commune Education For All Committee
CIP	Commune Investment Plan
SD	School Director
CWID	Children with Intellectual Disability
YwID	Youth with Intellectual Disability
NGO	Non-Government Organization
RSO	Rabbit School Organization

2. EXECUTIVE DIRECTOR MESSAGE:

In the period January-December 2016, Rabbit school planned to provide education services to 399 children and youth with intellectual disabilities, but actually we found that, in this period, 498 children and youth received education services, as seen in the project achievements secion below:

N 0	Projects	Key Performance Indicator	Target 2016	Achieve d 2016
1	Rehabilitation and Medication	Number of CWID enrolled in RSO classes for special education	60	55
		Percentage of CWID which completed the full school year (retention)	69%	93%
		Percentage of enrolled CWID with improved independence	75%	70%
		Percentage of enrolled CWID transferred to an integration class	33%	15%
2	Integration & Inclusive	Number of CWID enrolled in integration or inclusive classes	314	417
		Percentage of CWID which completed the full school year (retention)	80%	82%
		Percentage of CWID with improved learning outcomes	50%	50%
		Number of students per teacher	12	15
		Percentage of enrolled CWID transferred to an inclusive class	20%	15%
3	Vocational training & job placement	Number of CWID enrolled in vocational program	25	26
		Percentage of CWID with improved (vocational) skills	65%	50%
		Percentage of CWID with families with income increase	32%	13%
4	Awareness and Advocacy	Number of parents/ teachers, SD, SSC, CCWC, DoE, PoE, DTMTand communities people taking apart awareness	8000	
		Number of teacher supported by government	50%	
		Number of budget contributed by parents and communities	7%-8%	6%
		Number school/local authority target areas include children with disability in to communities' development plan.	70%	

1. Rehabilitation and Medication project: Based on the data above of, we found that the numbers in the project was limited, because a large percentage of enrolled CWID transferred to an integration class. We planned for 33% but achieved 15% only.
2. In the integration and inclusive education project, we found that the percentage of enrolled CWID transferred to an inclusive class was planned for 20%, but only 15% was achieved.
3. For vocational training and Job placement, we planned for Percentage of CWID with families with income increase at 32%, but we are achieving only 13%
4. It is good to see that number of students per teacher was planned at 12 students per two teachers but actually it is 15 students for two teachers and other hand the rabbit school projects is focus for children mild to moderate with intellectual disability. When the scales Ministry of Education Youth and Sport allow for integration classroom is 7 students with two teachers for class.

Due to our limited budget, we have a waiting list of children who are in need of our services. We currently have 135 children on our waiting list.

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

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

We also found that, the DoE and PoE of ministry of education youth and sports provide the contract teachers, paid 80% of regular school in primary school but still some DoE and PoE of target areas stile ignore for to including children with disabilities into their school development plan.

The rabbit school organization stile has limited funding to advocate for the rights of children with disability to get the job.

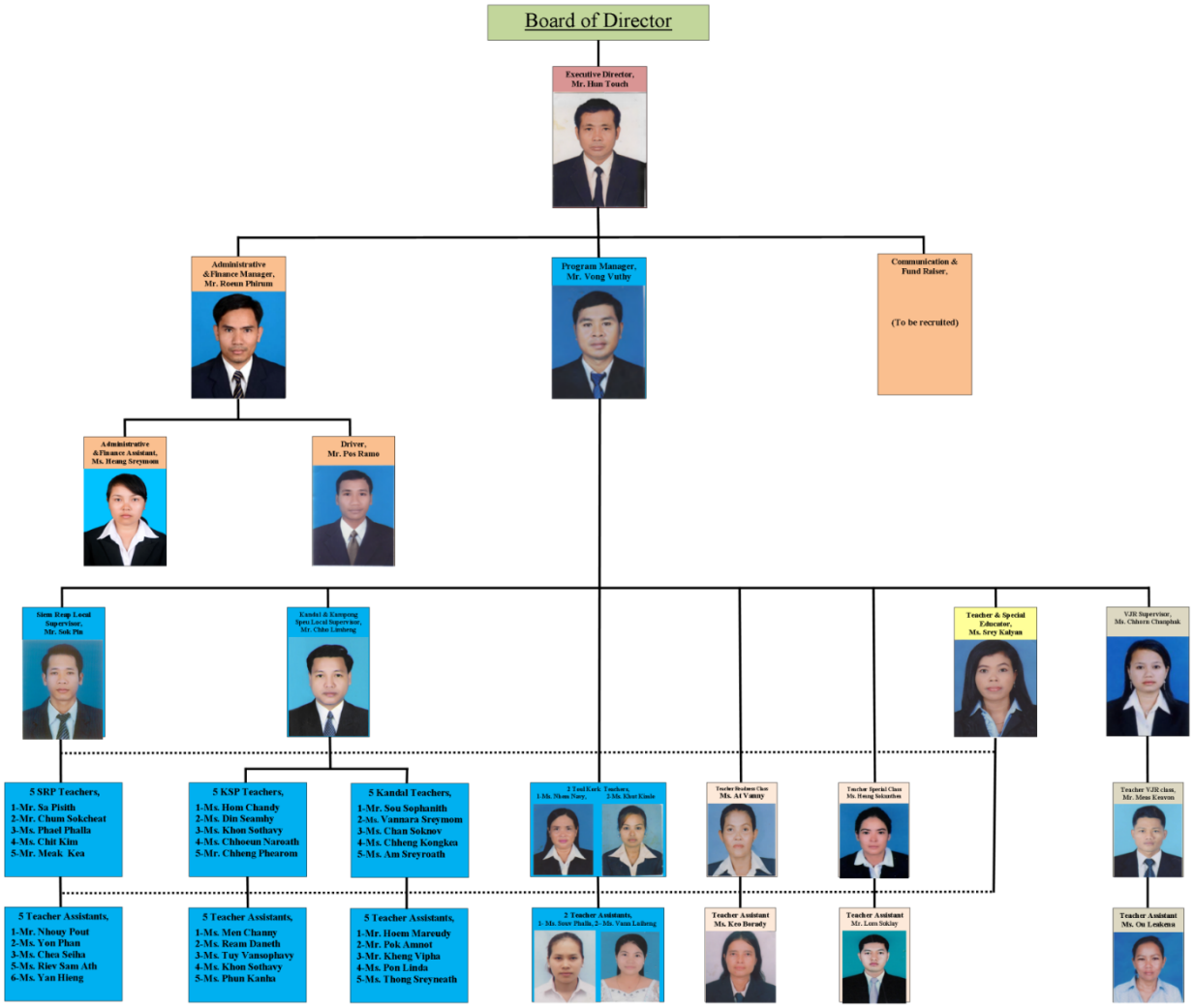
We hope that, the data above will use by stakeholders and partners to consider the need to improve social development in the communities in which we work.

Phnom Penh, date 13March, 2017
Signature

Hun Touch
Executive Director

3. RGANIZATION STRUCTURE

RABBIT SCHOOL ORGANIZATIONAL STRUCTURE



4. BACKGROUND

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

4.1. Mission

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

4.2. Vision

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

4.3. Values

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

4.4. Who We Are

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

- Position and track record: RSO is currently the largest organization in Cambodia in providing education services to CWID, active in 5 districts, 4 provinces RSO has been working in this sector for the last 20 years and is widely recognized as the leading expert in providing education to CWID, which is illustrated by the Ministry of Education Youth and Sport

- High demand: there is consistently more demand for RSO services than it can currently cater for.

- Unique "life cycle" concept: RSO caters to pre-schoolers with its "readiness classes", through to providing special, integration and inclusive classes to primary schools, according to their abilities, and follows up with vocational training and job placement for those leaving regular primary education.

- Strong government partnership: RSO has partnered with the government to introduce the "Integration and Inclusive" concept in regular government schools, where ordinary primary schools host both separate "integration" classes for CWID and "inclusive" classes, where CWID participate in normal classes, and RSO and the government co-finance the teaching staff.

- Quality focus: RSO sees virtually all its enrolled students improve their performance, and continuously attempts to prepare its students to "promote" to the next level and achieve "inclusive' (i.e. in a "normal" class) education where possible.

- Results: RSO has mostly delivered on its goals and has opened 39 classes for CWID, now enrolling, readiness are 55 CWID, 417 CWID for integrate class, Vocational Training and Job

placement 26 you the intellectual disability, for end of 2016. It has managed to retain are 93% CWID for readiness class, 82% integrate class,15% of enrolled CWID transferred to an inclusive classroom and vocational training and Job place is 50% of CWID with improved (vocational) skills, 15% of CWID with families with income increase.

Now, Rabbit School has been implementing three projects to make a better society for intellectual disabled children. The end of 2020, total 616 students (55% are boys and 45% are girls) are nurtured and learn at their own pace and in their own environment with goals defined by a trained member of staff. Students with and without intellectual disabilities interact freely and learn to accept and learn from each other. Children with intellectual disabilities are strengthened and their self-esteem is increased.

4.5. What We Do

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

- **Rehabilitation and Medication Project**

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

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

- **Inclusive / Integration Education Project**

Our target group for beneficiary for Inclusive / integration education project is 600 children, girls are 45% and 55% are boys. This project responds to the needs of children with mild to moderate intellectual disabilities. The program makes it possible for disabled children to learn alongside non-disabled students. CWID in project target areas will access to and be encouraged to complete primary education cycle.

In expected result, in 2020, 616 CwID enrolled integrated and inclusive classes, 80% completed the full school year (retention), 50% improved learning outcomes, 15% enrolled CWID transferred to an inclusive class.

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

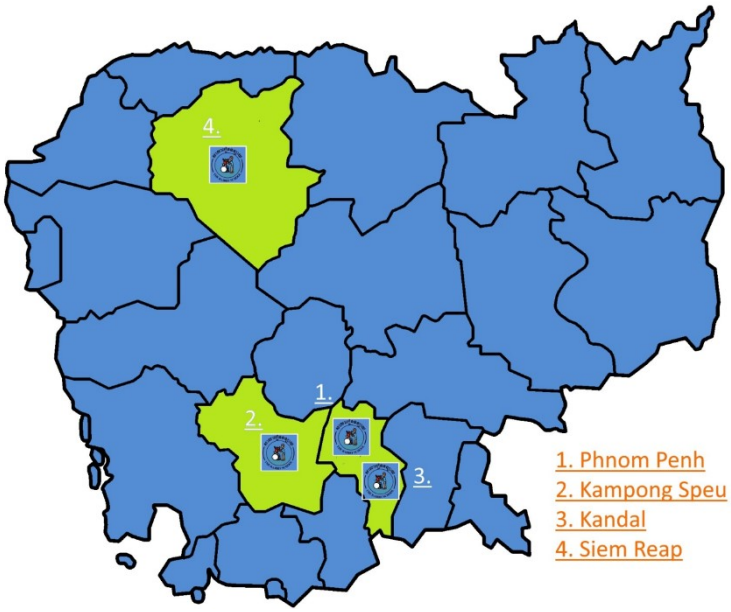
- **Vocational Training and Job Placement Project**

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

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

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

5. WHERE WE WORK



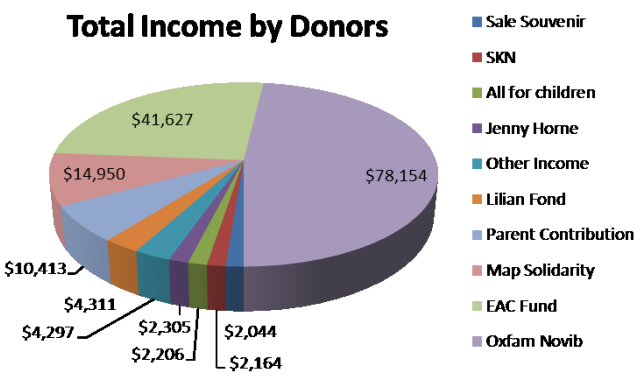
6. Budget Report

6.1. Financial Summary

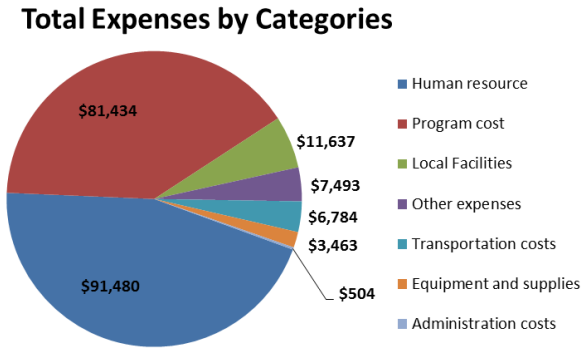
STATEMENT OF FINANCIAL POSITION

ASSETS	USD
Cash and cash equivalents	96,554
Internet deposit	50
TOTAL ASSETS	**96,604**
LIABILITIES	**USD**
Severance pay	24,037
Accrued expenses	1,433
TOTAL LIABILITIES	**25,470**
TOTAL NET ASSETS	**71,134**
TOTAL LIABILITIES AND NET ASSETS	**96,604**

INCOME BY DONORS	USD
Sale Souvenir	$ 2,044
SKN	$ 2,164
All for children	$ 2,206
Jenny Horne	$ 2,305
Other Income	$ 4,297
Liliand Fond	$ 4,311
Parent Contribution	$ 10,413
Map Solidarity	$ 14,950
EAC Fund	$ 41,627
Oxfam Novib	$ 78,154
Grand Total	**$ 162,471**



EXPENSES	Sum
Human resource	$ 91,480
Program cost	$ 81,434
Local Facilities	$ 11,637
Other expenses	$ 7,493
Transportation costs	$ 6,784
Equipment and supplies	$ 3,463
Administration costs	$ 504
Grand Total	**$ 202,795**



7. Activities achievement report

7.1. Rehabilitation and Medication

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



© Children with intellectual disability activities in readiness class

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



© Social integration: Retreat activities for children with intellectual disability, parent, and teachers enjoyed together.

Outcome 3: *Rabbit school organization ensure and efficient sustainability development*



© Teacher training on using individual education plan for assess children progressive

Outcome 4: *Advocacy and Research*



© Family participation: Parents participated meeting monitor and follow up the school activities and contribute their feedback, concerns and recommendation to school development.

In the year 2016, 55 children have accessed education. Most of them have autism, Down syndrome or other learning difficulties. They come from various places in Phnom Penh and age between 5 years to 8 years old.

Activities	Target	Result			
		Male	Female	Total	%
Outcome 1: Children and youth with intellectual disabilities are assessed for their specific needs and a plan is developed with them and their family members for rehabilitation.					
1. 60 CWID (Children with Intellectual Disability), 35% of whom are girls, are enrolled in formal or non-formal education system in each target province	60	43	12	55	91%
2. CWID retained through a full cycle of primary school in each target province.	60	43	12	55	91%
3. Students learning outcome improve at school level: in integrated classes at least 20 students are promoted to study in public education	20	2	2	4	20%
4. School kits, in-kind scholarships and/or daily meal are provided to 22 CWID, 50% of who girls according to set criteria	44	26	10	36	81%
5. 2 Classes that set up accessibility devices and / or playground	2	2		2	100%
6. 2 toilet renovated	2	2			100%
Outcome 2: Children and youth with intellectual disabilities will have improved skills on Activities Daily Living (ADL), personal health and other functional development					
7. Provide training to parent on Rehabilitation and Medication methodology	50	7	36	43	86%
Outcome 3: Rabbit school organization ensure and efficient sustainability development					
8. 4 class teachers 100% of who females present show progress in their understanding of special education improve the skills services provisions external training within CCAMH and other NGOS	4	0	4	4	100%
9. Senior teachers will improve Evaluation/Monitoring child, documents communication at the end of 2017. All are female	4	1	3	4	100%
Outcome 4: Education environment is improved through advocacy and research in the national and regional level.					
10. 4 regular advocacy activities taking place in all project provinces	4	4		4	100%
11. participants taking part to awareness actions, 50% are females.	200	43	108	151	75%
12.One parents / school meeting every four months	3	3		3	100%

7.2. Integrated and inclusive education projects

Outcome 1: Equitable Access



©Provide scholarship to CwID in Opening school Days at Angsnoul

Outcome 1: Equitable Access



Outcome 3: Capacity Development



©Group photo with Pourk District governor when opening training workshop on Basic inclusive in Pourk district

Outcome 3: Capacity Development



©Teacher role play as visual impairment student walk to the classroom.

Outcome3: Capacity Development



©Training teacher on teaching children in inclusive class at Siem Reap, Pourk district.

Outcome 3: Capacity Development



©Group discussion on how to support CwID in inclusive class room

Outcome 4: Awareness and Advocacy

Outcome 4: Awareness and Advocacy



©Provide training to local authority in Chbar Morn district, Kampong Speu province.



©Raising awareness to commune chief, SCC and school director from Kampong Speu and Angsnoul about inclusive community development at Angsnoul district, Kandal province.

Outcome 4: Awareness and Advocacy



©School opening Day at Kampong speu

Outcome 4: Awareness and Advocacy



y at Angsnoul district.

Activities	Target	Result			
		Male	Female	Total	%
Outcome1: OSC in project target areas are able and encouraged to complete primary education cycle					
1. Enroll OSC in formal or non-formal education system of which 50% are girls.	219	170	89	259	118%
2. Children are retained through a full cycle	382	232	135	367	96%
3. Number of VC, CC, SSC, CEFAC, parents, and community members involved in OOSC identification and advocacy about the importance of education	65	19	46	65	100%
4. VC, CC, SSC, CEFAC trained in identifying CwD/ (education actors trained)	25	12	11	23	92%
5. Number of families identified in all targeted zone/communities as direct beneficiaries.	120	119	41	160	133%
6. Number of scholarships given to OSC according to set criteria (in-kind, cash or food)	120	58	39	97	80%
7. Number of partnering schools set up accessibility devices and / or integrated classes	10	10		10	100%
8. Number of classrooms renovated	10	10		10	100%
9. Number of school conducting school mapping	10	10		10	100%
Activities 1: *There is reason that result achieve over target. We have enrolled some the mild disability from public* school in, Angsnoul, kandal province and Chbar Morn district, Kampong Spew province. RSO will work with DoE and school director to support teacher in the inclusive class in order to them able support the children in the class Activity 6: the surprised percentage of scholarship children is low because RSO is ongoing to identify the children in Siem Reap late.					
Outcome 2: Quality and Efficiency of Education Services					
10. Number of teachers implementing tailored pedagogical tools to promote quality of teaching and child friendly environments for OSC.	50	26	35	61	122%
11. Student whose learning outcomes improved ?	236 ?	141	80	221?	94%
12. Number of teachers attended training to improve their teaching methods, approach and delivery on specific themes	50	27	44	71	142%
13. CEFAC, CC, CCWC, SSCs, Directors and DoE /PoE staff attend management and leadership training at least once a year	25	18	4	22	88%
Variances: **Activities 10 & 12:** The result is higher than the target because of we invited technical teacher from public school to participate in this training. We thought that when school have cluster meeting, they can share what they have learned to other teacher under cluster school.					
Outcome 3: Rabbit school organization ensure and efficient sustainability development					
14. Number of participants (education actors, local authorities, community members and school staff) who take an active part in developing their skills to create a responsive strategy to school supervision, problem solving, and inclusive education methods.	50	21	38	59	118%
15. DTMTs monitor and report on school progress on a regular basis	5	4		4	100%
16. PoE/ DTMTs provide adequate support to schools as needed – e.g., teaching staff use a tailored pedagogical approach to answer OOSC needs, etc.	15	15		15	100%

17. Number of parents aware and involved in their child's school life, parent group activities, parent meetings, school activities.	161	55	64	119	73%
18. Parent groups are formed in at least 50% of the project schools	10	11		11	110%
Outcome 4: Education environment is improved through advocacy and research in the national and regional level.					
19. RGC adopt the idea of an Inclusive Education policy improve all actors practices to increase enrolment rate for all social categories	1	1		1	100%
20. Number of visits/advocacy campaign led by education actors and local authority (school campaign, school opening days, project launching, meeting with local authority, disability day, Autism Days, Visibility visit to partner NGOs)	7	7		7	100%
21. The number of community members reached by the project's awareness raising activities on the importance of integrating all OSC in community life	100	112	116	228	228%
Activities 21: *There is reason that result achieve over target. RSO conducted awareness to public teacher about concept of inclusive classroom and role of teacher in teaching in inclusive in Angsnoul, Kandal province and Chbar Morn district, Kampong Spew province.*					

7.3. Vocational training and Job Place

Outcome 1: Make communities/Families aware of the right of Youth with Intellectual Disability



© Pchum Ben days activities

Outcome 3: Develop curriculum for soft and hard skills through Vocational Training for Youth with Intellectual Disability.



© Youth mental health Fair at Royal University of Phnom Penh

Outcome 3: Develop curriculum for soft and hard skills through Vocational Training for Youth with Intellectual Disability.



© Paper bag production activities

Outcome 3: Develop curriculum for soft and hard skills through Vocational Training for Youth with Intellectual Disability..



© General education teaching

Outcome 4: Youth with Intellectual Disability and families are able to access jobs in the private sector.



© student leaning in job placement

Outcome 4: Youth with Intellectual Disability and families are able to access jobs in the private sector.



© Job interviewing by company at National Career Job Fair at Diamond Island.

Activities	Target	Result			
		Male	Female	Total	%
Outcome1: Community/Family aware the right of Youth with Intellectual Disability					
1. 3times per year, participation of Rabbit School in awareness raising campaigns/events, lobby/advocacy within the national and regional level.	2	2		2	100%
2. Local authorities and relevant institutions will develop regulations against disability discrimination in their institutions.	2	2		2	100%
3. At least 5 companies make appointments every four month and discuss about opportunities for job placement and training in the private sector to work with our students with intellectual disability	5	4		4	80%
4. Parent meeting one time every for four months.	1	1		1	100%
5. 200 participants, 60% of who females take part to awareness action among parents, youth with intellectual disabilities relevant departments.	200	1955		1955	997%
Activity 5: *The result was over target because we do summation the participants in all awareness events (Parent meeting, Autism's Days, disability 'Days*					
Outcome 2: Teachers have capacity to train Youth with Intellectual Disability					
6. Two teachers and one supervisor 63% of who females -gained skills to train -on hard skills and soft skills to youth with intellectual disability	2	0	2	2	100%
7. Two teachers and one supervisor, 63% are females -gained skills to train -on hard skills and soft skills to youth with intellectual disability	2	0	2	2	100%
Outcome 3: Develop curriculum for soft skill and hard skill of Vocational Training for training Youth with Intellectual Disability.					
8. 25 Youths with ID, girls are 56%, are enrolled in the vocational training and Job placement very year	25	6	18	24	96%
9. 3 youth with ID,65% of who female are older than 25 years will exit school, and are prepared and trained to help their parents work at home	2	2		2	100%
10. Twenty five youths with Intellectual Disability 65% of who female are trained every year by the Rabbit School	3	5		5	166%

11. Every year five youth with Intellectual Disability, 65% of who female get a job placement/intern ship in a private company	2	2	1	3	150%
12. Consult with relevant staff of rabbit School to develop the outline	1	1		1	100%
Activity 11: RSO have placed 3 youths with intellectual disability in restaurant and hotel. Two received job and 1 was in internship in					
Outcome 4: Youth with Intellectual Disability and families are able to access job with private sectors					
13. Students has gained the skills to be able to get the job	25	8	16	24	96%

Snapshot: The Success of Sreoun Tith

Sreoun Tith is a friendly 20 year old orphan with a mild intellectual disability who lives with the Cambodian Children Fund (CCF) at Sangkhat Steoun Meanchey, Khan Meanchey, and Phnom Penh. He has a grandmother and younger brother who both live in Takoe province.

Tith's grandmother referred him to CCF after she became worried that he would struggle economically in the event of her death, due to his intellectual disability. She also felt she was unable to support him due to her own financial circumstances.



While living with CCF, Tith attended high school, but was unable to finish due to his intellectual disability. It was at this point that CCF referred Tith to the Rabbit School so that he may take part in our vocational program.

Tith attended The Rabbit School. He quickly adapted to his new surroundings, and enjoyed speaking English with people and taking part in all Rabbit School activities. Due to his outgoing and hardworking nature, we selected Tith to attend a newly announced training course offered by the iLead centre.



Tith attended training with iLead, and while he enjoyed the experience, at times he struggled to keep up with the course work. When the time came for him to interview for a private sector job, the Frangipani hotel and spa showed an interest in hiring Tith due to his excellent English ability. However, it soon became apparent that Tith would not be able to perform all the tasks which would be expected of him in his new job. At this point, the Rabbit School intervened on Tith's behalf, and secured him a temporary role in the hotel, where he worked under the close supervision of hotel management. His placement was a resounding success, and Tith went on to secure a permanent role in the hotel.

Tith's story is an example of how collaboration and patience can change lives. CCF, Rabbit School, and iLead all intervened in Tith's life at various points where he needed help. Together, we worked to facilitate Tith to reach his true potential. This is an example of how the Rabbit School often acts as a bridge between those with intellectual disabilities and the private sector. We were able to explain to Frangipani hotel that Tith's limitations were not an insurmountable barrier to his employment.

8. CHALLENGES, ISSUES AND STRATEGIES

- ***Key General Challenges and Issues.***

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

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

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

Section	Key General Challenges and Issues
▪ **Authority**	- MoEYS have limited fund to implement child disability policy in education. - Community, teacher, commune officer do not have adequate knowledge on the right of CwID and supported plan in their community. - District, Commune level have not included into their development plan. - Implementation of policy to private sector to employ young adult with intellectual disability is still limited.
▪ **School**	- Rabbit School is full sits and not able to accept more children in Phnom Penh to enroll new CwID. - There are more and more children in waiting list. School facilitates is still suitable to teach children with intellectual disability
▪ **Parent**	- Some parents have no time to attend the meeting. They are busy make a daily living. - Most of CwID are in poverty level. So, they face obstacle to send their children to school. - Lack of understanding of parent and community about CwID and their needs. - Discrimination are still exist among parents
▪ **Teacher**	- Teacher training time frame is too short which is effect to teacher teaching children in integrated and inclusive classroom - Teacher knowledge on how to work with young adult with Intellectual disabilities is limited. - Shortage of funding on teacher training time frame is too short which is effect to teacher teaching quality children in integrated and inclusive classroom. - Parent no time to attend the meeting. They are busy make a daily living
▪ **Stake holder**	- Private sector do not cooperate with us because do not have adequate knowledge on the rights of the young adult with intellectual disabilities

- ***Future Strategies***

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

RSO is preparing school facilities and teachers training and support, in addition to parent meetings and consultations. Right now, RSO is working with DOE and POE about this case. Majority of stake holders and local authorities have some understanding of the nature of disability. We have increased training activities in local authorities to raise awareness about disabilities.

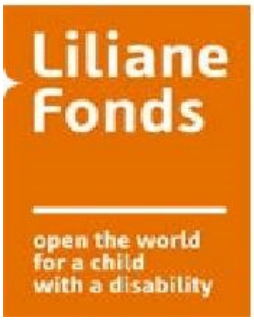
RSO is going to participate with local NGOs and district authority partners in target areas in order to raise awareness and promote the rights of CWIDs.

Section	Strategies /Next Action Plan
▪ **Authority**	- Increase training to parent and community about CwID and their needs - Raise awareness to community on the rights of young adult with intellectual disability - Lobby and discuss with MoEYS to contribute Priority budget (PB) for implementing education policy for children with disability. - Increase participation of commune and SSC in supporting CwID. - Implementation of policy to private sector to employ young adult with intellectual disability is still limited.
▪ **School**	- Looking for Fund to set up new classroom for enrollment new CwID. - Raising fund for improving School facilities (classroom and playground) - Lobby and discuss with commune council to include children disability into development plan
▪ **Parent**	- Set up self-help group to encourage them to motivate parent to send their children to school. - Raise awareness and provide training to parent on the rights of children and young adult with intellectual disability
▪ **Teacher**	- Increasing teacher training time frame to improve teacher capacity in teaching in integrated and inclusive classroom. - Motivate teachers who are teaching children disability in the class. - Provide training needs to staff to fulfill their responsibilities on how to work with young adult with intellectual disability and project management.
▪ **Stake holder**	- Lobby with private sector on job placement for young adult with intellectual disability - Lobby with National Employment Agency on job placement for young adult with intellectual disability - Collaborate with NGO partners in order to advocate on job opportunity for young adult with disability in Cambodia

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