Rabbit School Organization

Annual Report 2024

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Glossary of Acronyms

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

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1. Financial Statement

2. Executive Summary

The Rabbit School educational program is designed to promote holistic development, including social, emotional, physical, mental, and intellectual growth of children with intellectual disabilities and autism, which works towards their full integration into society. Children are accepted into the Rabbit School program from the age of 4 years and are supported until the age of 25 years.

At each stage of the Rabbit School's program, our students are assessed, supported, and educated in a way that is specifically designed to cater to the individual needs of the student. At the Rabbit School, each child is encouraged to progress and be more independent while always considering their personal characteristics and goals.

The Rabbit School educational program includes entry into special education, integrated and inclusive education, pre-vocational training, vocational training and job placement, and reintegration into society at the age of 25 years.

The Rabbit School prepared this annual report for one-year project implementation from **January 1 to December 31, 2024**. The report is made based on outcome, output, and activities.

Outcome 1: OOSC have increased equitable access to primary education

Refurbished inclusive classes consist of 20 toilets, 20 ramps and 20 inclusive classes in the target schools
In year 2024, 19 ramps were built to adapt 13 accessible toilets, 5 integrated classes, and 1 accessible playground for students with disabilities in the target schools including Phnom Penh, Ang Snoul, Kandal Steung, Samrong Tong, and Pourk district.

Establish and/or expand integrated class Programme for OOSC
The project continued working and supporting all 16 target schools to maintain and install new equipment to ensure that all 46 integrated classes are well equipped and maintained for the learning of students with intellectual disabilities and autism.

- 46/46 integrated classes received teaching materials including 18 in Phnom Penh, 5 in Ang Snoul, 5 in Chba Morn, and 5 in Pourk district. The materials received include cotton paper, notebooks, A4 white and colors, whiteboard markers, permanent markers, inks, glues, pens, pencils, erasers, rulers, scissors, brooms, soaps, dustpans, plastic bags, puzzles, handkerchiefs, foot wipes, tapes, toys, etc.
- 46/46 integrated classes in Pourk district received furniture and teaching materials including chair, table, whiteboard, and fan.
- 53/53 inclusive classes received teaching materials including 16 in Ang Snoul, 7 in Kandal Steung, 9 in Samrong Tong, 8 in Chba Morn, and 4 in Pourk district. The materials received include cotton paper, notebooks, A4 white and colors, whiteboard markers, permanent markers, inks, glues, pens, pencils, erasers, rulers, scissors, brooms, soaps, dustpans, plastic bags, puzzles, handkerchiefs, foot wipes, tapes, toys, etc.

Provide in kind support to OOSC in 4 years.
There were 26 (F:10) children with disabilities newly enrolled in 2024.

Total number of OOSC including children with disabilities (Phase II only) is 2624 (F: 1266) received support which are included new enroll 26 (F:10), retain 202 (F: 69), Promoted class level 2396 (F: 1187). Despite, there were dropped out 96 (F: 44) and faced out 241(F: 128).

- 63 (F:31) students with disabilities received in-kind support such as clothes, books, and bags from the project.
- 258 (F: 136) students without disabilities received in-kind support such as clothes, books, and bags from the project.

Assist OOSC families with livelihood and in-kind support and services.

27 (F: 7) youths with intellectual disabilities and autism who attended vocational skills training at Toul Kok Primary School. 3 dropped out because of their families and health issues. 3000 paper bags are produced and supplied to our customers, and 1000 bags are supplied to Bodia Nature every month. At school, they enjoyed both soft skills and hard skills training, yoga, and sports activities.

The project staff continued follow-up support with 5 families of children with livelihood and income generation activities such as laundry, chicken raising, and coffee shops 1 in Phnom Penh and 4 in Siem Reap province. Additionally, the project followed up and supported 2 youths with intellectual disabilities and autism at their workplaces.

OUTCOME 2: OOSC have received primary education with improved quality and relevance.

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

In year 2024, 36 (F: 24) teachers were trained in addressing behaviour issues with funding and technical support from Disability Support International (DSI). The training was conducted on March 12-13, 2024 at the National Institute of Special Education (NISE), Phnom Penh.

20 (F: 16) staff had been trained in speech and language therapy with funding support from CIMB. The training was conducted between November 2023 and March 2024 in Toul Kok Primary School, Phnom Penh.

There were 6 (F: 4) staff were trained in how to support the parents of children with intellectual disabilities and autism. The training was conducted by the Don'Yogee organization on 12-14 June 2024 at CCAMH in Takmao, Kandal province.

20 (F: 15) teachers and staff had been trained in using online ICT tools and online teaching with funding support from World Trust. The training was conducted on June 27, 2024, in Toulkok Primary School, Phnom Penh.

3 training courses were conducted for 85 (F: 61) special teachers on communication with students with intellectual disabilities and autism. The training took place at the National Institute of Special Education (NISE), PoEYS Kampong Speu, and Krang Makak primary school, Angsnoul District, Kandal Province. The participants understand the different types of children with communication difficulty (nonverbal, speak a few words, unintelligible (difficult to understand) and social understanding difficulty). All participants are more confident in applying the communication strategies with students with special needs in different ways to the needs of each individual student.

- Training on 22-23 October 2024 at National Institute for Special Education, total 23 (F:15) teacher participated in this training.
- Training on 7-9-November 2024 at at Kampong Speu Provincial office of Education, Kampong Speu province. There were 37 (F:29) teacher participated in this training.
- Training on 26-27 December 2024 at Krang Makak primary school, Angsnoul District, Kandal Province. There were 25 (f: 17) participated in this training.

After the training, one coaching was conducted with 16 (F: 16) special teachers in Phnom Penh.

Support ICT knowledge to special education teachers: RSO sent 16 special teachers (F: 12) to attend 3 months training on computer basic and Microsoft office.

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

20 technical meetings conducted in the target schools in which 11 in Phnom Penh, 3 in ANS, 1 in KST, 2 in CBM, and 3 in SR. There were 297 (F: 200) special teachers and inclusive teachers participated in these technical meetings. The topic for technical training meeting included behavior problem, working time and staff policy, IEP development, health care and self -care at workplace, psychopathologies of Autism, Disruptive Behavior disorder, and communication children with special needs.

Organize follow up and monitoring visits - 6 times per year equal to 213 officials from (6 districts and 4 provinces) of SD, DOE, SSC, CCWC, DCWC, DoSVY, District governor, POE, to monitor 70 school investment plans, school accountability in target school areas (target: 18 visits/ meetings)

3 monitoring visits were conducted in between January to June 2024 by the M&E officer and project manager in Pourk, Chba Morn, Ang Snoul, and Kandal Steung districts. 41 (F: 13) people met during the visits including DoE officers, school directors, teachers, parents, children, and RSO project staff.

3 reflection meetings were conducted in between July to December 2024, 1 meeting in Pourk, 1 meeting in Chba Morn, and 1 meeting in Angsnoul. In total, there were 38 (F:7) participants from PoE, DoE, SD, and RSO staff. The purpose of the meeting was to review the OOSC project implementation, challenges, and suggestion for 2025. Challenges faced by the target schools: Limited teaching skills of teachers, some parents cannot support their children to attend school due to their poverty, far distance from schools, community still not prioritize disability, some students without disabilities did not play with students with disabilities, students from poor family has no money to buy student supporting books, etc. The target schools need support in 2025 such as need further support for existing integrated classes, strengthen inclusive education, refurbish toilet and classroom, learning materials for OOSC, transportation for OOSC, etc.

1 sub-national forum was conducted on 23 December 20024, at meeting hall of PoEYS Kompong Speu. There 34 (F: 8) people participated in this forum including 1 M&E, 2 Field Supervisors, 1 special teacher, 4 parents, 4 CCWC, 16 SD, 2 DoE, 1 PoE, 2 DoSVY, and 1 MosVY.

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

Conduct school campaigns to enroll OOSC over 4 years, [totally1404 participants from Phnom Penh, Kandal, Kampong Speu and Siem Reap].

In year 2024, 2 school campaigns were taken places (1 in Ang Snoul and 1 campaign in Kandal Steung). There were 136 (F: 57) participants including teachers, school directors, student, and village chiefs participated in these school campaigns. The purpose of the school campaign is to send the message to all people who living in community to know of new enrolment children to school. for our event we were mention to children with disability, children over age, immigration children, children dropped out and all kinds of vulnerable children who not yet come to school yet. we need to support them based on child right.

Organize Disability events in community and national level in 4 years (Totally 1404 participants from Phnom Phenh, Kandal, Kampong Speu and Siemreap) National Disability Day Event by Cycling in communities in Samrong Tong district (AeA, Oxfarm)

In year 2024, there were two Autism ‘s Day events organized in Phnom Penh and Angsnoul District.

Autism Days in Phnom Penh: There were 38 (F: 20) participants participated in Autism Days April 2, 2024, at the Ministry of Social Affairs. There were almost 200 participants participated in this event.

Virtual Running by SAI:

There 1 Virtual Run Event was conducted in Phnom Penh at Olympic Stadium through Running with SAI called “Running by Heart” on 1ST June, 2024. There were more than 200 participants participated in this event. Running with SAI “Running by Heart”

There were two children 's Day events organized in Phnom Penh and Angsnoul District. **Phnom Penh:** Children Day were organized in Phnom Penh with more than 500 participants from Rabbit School and public-school students. **Ang Snoul district:** A Children Day/Play day were conducted with 300 participants including teachers, student with/without disabilities.

One National and International Day of People with Disability were organized in Pourk district, Siem Reap province on December 12, 2024. There were 221 (F: 127) people participated in this event including students with and without disabilities, teachers, school directors, and DoE. As outcome, the participants increased understand of the disability rights including right to education. Children with disabilities have equal rights with all other children in their community.

The Half Maraton Running organized by Manulife and Ministry of Tourism on 1st December 2024 presided by Prime minister and relevant key stakeholder. There were 6 persons (Female:3) from the RSO participant in this international event. The event opened for public. There were around 10000 people participating in this event.

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

22 meetings with parents were conducted including 2 in Phnom Penh, 4 in Ang Snoul, 3 in Kandal Steung, 7 in Samrong Tong, 3 in Chba Morn, and 3 in Pourk district with 331 (F: 200) parents participating. The purpose of the meeting is to discuss and update the progress of their kids' education and increase disability awareness, and engage further support.

Prepare and publish articles in national newspapers, and publish newsletters in 4 years

There were two publications from January to June 2024 Awareness and The World Bicycle's Day.

From July to December 2024, 4 articles were published and posted in social medias and newspapers to promote special education for children with intellectual disabilities and autism.

- https://www.thmeythmey.com/?page=detail&id=142415
- https://www.thmeythmey.com/?page=detail&id=140353
- https://www.thmeythmey.com/?page=detail&id=141517
- https://www.youtube.com/watch?v=LxXjeE8vwJc

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

One sub-national forum was conducted at Kompong Speu PoEYS meeting hall. 34 (F: 8) people participated in this forum including 1 M&E, 2 Field Supervisors, 1 special teacher, 4 parents, 4 CCWC, 16 SD, 2 DoE, 1 PoE, 2 DoSVY, and 1 MosVY. All participants understand about ID card for people with disabilities and benefits for social services including education. The parents of students with disabilities will visit the commune office for ID card registration.

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

The 12th National Forum on Inclusive Education with the theme "the innovative of non-formal and inclusive education." was held on December 29, 2023 at PoE Kampong Cham, Kampong Cham Province. The Forum presided His excellency Noh Sleh, The Secrete of State of MoEYS, Dr Dy Sam sideth, Hr. Kouch Kunlum Or, Her excelly Neang Phalla and relevant senior officer from MoEYS and NGO Partner. In the forum, there were 155 participants (F:25) from Ministry Education Youth and

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Sport, attended in the forum. Representative of UNICEF in Cambodia, Provincial of education, District of education, school director, teacher, parent, children with disabilities, Representative of Partners and Development Partners, and relevant ministries. This forum organized by the Ministry of Education, Youth and Sport with the support of WGED members (HI, DDSP, RSO, RTI, AAR Japan, FH Cambodia, CWS, PAFID, HHC, NEP, epicArt). The Objectives of the National Forum:

- Promote non-formal and inclusive education through physical facilitation, education, dissemination and quality enhancement of curricula and comprehensive training for educators.
- Strengthen partnerships and implementation in non-formal and inclusive education through promoting collaboration, community participation and seeking support for the implementation of inclusive education policies for students with disabilities.
- Innovation in non-formal and informal education through the integration of technology, the creation of new models to respond to the diverse needs of students, and research and development.

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

From January to June 2024, a management meeting was conducted to discuss how to push forward for MoEYS supporting teachers. After the meeting, a formal letter was submitted to MoEYS to request the teacher contract with the government.

3 RSO staffs conducted 1 sub-national forum on ID card for people with disabilities and social services, on 23 December 20024, at meeting hall of PoEYS Kompong Speu. There 34 (F: 8) people participated in this forum including 1 M&E, 2 Field Supervisors, 1 special teacher, 4 parents, 4 CCWC, 16 SD, 2 DoE, 1 PoE, 2 DoSVY, and 1 MosVY.

Share documentation or research efforts on OOSC issues with individuals
Aide et Action, Rabbit School Partnership to Help Students with Special need

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3. Challenges, Issues and Strategies

Risks and opportunities:

- Limited of understanding the type of CwDs and lacking holistic school development plan.
- Limited school resources such as adaptive skills teachers, scholarships, school facilities, and accessibilities to attract CwDs to come to school.
- Families of children immigration and low income.
- Limited resources of learning programs and skills teachers to work for vocational training for Youth with intellectual disability
- Parents of Youth ID are not confident about their future job careers for their children. Parents want to keep their children at home rather than join vocational classes.
- Some employers faced difficulty to communicate with employees with disabilities because they haven't communication skills with persons with intellectual disabilities.
- Budge is still limited. Funding support is a shortfall from donors.

Strategies will take action for next plan:

- RSO consult and province support CwDs to school.
- We will strengthen awareness-raising activities for parents, school directors, and local authorities about the identification of disabilities, the needs for CwDs, and the rights of their children to access equal education.
- Lobby and advocate the local authority, school director, DoE, and PoE, to increase their focus on the rights of children, especially children's development.

- Provide more consultation to youth with intellectual disability about benefit of vocational skills and skill internship
- To seek funds/lobby donors to guarantee funding longer time.

4. Sustainability

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

5. Monitoring and Evaluation Activities

- RSO conducts regular monitoring activities from the supervisor level to the management level. Supervisor follows up on daily activities in each target school.
- Teachers are daily check with students on daily activities.
- Parents following up on the progress of their children every 4 months.
- The program manager and M&E Officer of the RSO monitors every month or informal check by case.
- Rabbit School director and finance manager are overall planning is implementation on time and effectively.

6. Communication and Visibility of project

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

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7. Case Study

Case study 1
Child: Sek Ket Sakbandit



SEK KET SAKBANDIT is a boy with autism. He was born on July 7, 2014 in Wat Bo village, Sala Kamroeuk commune, Siem Reap city, Siem Reap province. Sek Ket Sakbandit is living with his parents, his father name SEN SARY, and mother name PIN SOTHEARA and both of them are health staffs at the Siem Reap Referral Hospital. He has two siblings, one is brother and Ket Sansbandit is the youngest in this their family. The difficult autistic of Sekket Sakbandit was known when he was 2 years old by Meta Karuna hospital, also called Yeay Chi hospital, a specialist in the classification of mental illness in Battambang province. Sekket Sakbandit has some difficult behaviors, such as difficulty to communicate in language, poor ability to speak or hearing difficulty, poor concentration, likes to hit himself up with heavy chest hitting, biting his hands, crying for no reason, feel sad most all of the time, etc.

In 2019, Sekket Sakbandit has started his first-year study in an integrated class in Khnat Primary School located in Khnat village, Khnat commune, Puok district, Siem Reap province, and about 18 kilometers away from his house. In 2019, it was the year of Covid-19 pandemic spreading out so he cannot come to school regularly and the parent decided to stop him from school. However, he was enrolled again in 2022 and continue to this day now. With special teacher support, Sekket Sakbandit became a child who has remarkable changes such as improved communication both listening and speaking, behavior better, stop hitting himself, feeling good, improved ability to read and write Khmer language both vowels and consonants, can read words or sentences smoothly, and especially the ability to calculate, etc. At present, Sekket Sakbandit has been able to study in general classes "called inclusive class" with other student without disabilities. However, this is under the close monitoring and observation period by the special teacher.



In this case reflection, the integrated class is utmost important model in promoting equal right to education for children with intellectual disabilities where they can receive education the same as non-disabled children. The government should strengthen their support with all existing integrated classes in Cambodia as well as to support for more expansion of the integrated classes countrywide.

"Thanks to the Rabbit School and Ade At Action for their initial and support this my son to get education same other children without disabilities," SEK KET SAKBANDIT's father said.

Case Study 2

Child: Vibol Nith (Non-disabled student)



Vibol Nith is a girl, she was born on October 11, 2016. Nith lives with her parent with 2 siblings in Krong Thom village, Tang Krouch commune, Samrong Tong district, Kampong Speu province. Nith is the youngest daughter in the family. Nith family is a poor family. Her father and mother are the factory workers. Her brother was hired to look after the cows. Nith's family is poor. Before participating with OOSC project, Nith was the mostly 90% absent student in her class. she is now studying grade 2 at Toul Sophy Primary School.

Nith was selected to participate in the OOSC project in 2024 because she was about stop studying with almost 90% absent from her class. She received a scholarship from the project for study materials such as bicycle, school uniforms, bags, notebooks, and rice.



Before receiving support from the project, Nith was an irritable girl with feelings of anger, impatient, and quick to get annoyed even a small thing with her teachers and friends. Sometimes she gets angry with her classmates. Her friends challenged back to her which made her angry. The teacher tried to solve this problem by encouraging them to be good friends.

Nith is so happy to receive scholarship from the OOSC project and she came school every day. Now, Nith improved her study and changed her attitude to be positive. she has a good relationship with her teacher and classmates. she enjoys playing with her friends at school. In addition, she helps the family with some housework such as cleaning the house, washing clothes, etc.

Nith said*, "I thank Rabbit School, Aide et Action, and TCDA for supporting me".* Her parent is also happy with the support. She said, *"I was excited to see my daughter improvement in her education".*







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ANNEX: PHOTOS OF ACHIEVEMENTS

Building renovation






Provide in kind scholarship




Parent meeting and Parent training




Monthly Technical meeting





Monitoring and Follow Up





Teacher Training





Disability's Day (Phnom Penh and Kandal Steung)




Half Marathon Running at Siem Reap (RUNNING with Manulife)





National Employment forum with Person with Disabilities




National Forum for Inclusive Education




Provide vocational training to YwID/Families





Publication



