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Name of Country is King Dome Of Cambodia

The Rabbit School

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I. General Information:

1. King Dome of Cambodia has 181035(Sq. Km) and 20 to 35% are hills, mountains

and 55% are rice fields and villages, 10% are lakes.

2. Population of Cambodia are about 10Millions People, 90% population are farmers and living in rural and urban area an other are citizen, and 60% are female and children, 45% are youths.
3. Life expectancy is about 65 to 75years among 80% population, 7% population have age 75 up to 100years and 10 % to 13% are below 65years.
4. Infant mortality rate are about 96Baby of 1000 Baby under 1year died and 136 of 1000 children under 5years died.
5. Maternal mortality Rate are about 450 died among 100 000 women pregnancy in hospital of government, but rate an other people who are living in countryside we don't know clear because most rural areas does not have hospital or hospital fare away from their home and people have been given the birth with healers (Kro Khmer) and without have any medicine or technical assist them and they have to used traditional medical
6. Literal rate in Cambodia are about 65-75 % who could reading and writing
7. Education (Compulsory) is about 25% of population because 90% populations in Cambodia are farmers living in countryside and rural areas.
- 8.
9. Unemployment rate are about 25 to 35% of population especially woman, because woman rat are about 60% of population and they don't have education enough and vocational training and other way Cambodia have civil ware about 25years
10. Laws concerned with persons with Intellectual Disabilities don't have enough for them but Disability Action Council cooperated with other NGOs to drafts law or policy and summated to Ministry of minister counselor and other Ministry relevant to approve its and have to support either physical disability and intellectual disability throughout country
11. Financial assistance for persons with Intellectual Disabilities, In Cambodia

government doesn't have budget enough to support them yet, but for children with Intellectual Disabilities who are living in the government center orphanage, they support the financial is about 20000 Riels, it about 5 US.Dolar, but for children in who are living communities don't have any finance from the government yet.

But financial assistance for veterans disabilities, the government have specific finance policy to assistance even they have salary is cheap and it have stability

II - Intellectual Disabilities in your country

Please explain briefly on I.D in your country regarding the items shown as below:

1. The present services for I D offered by both government/ NGOs:

The most present services for I.D offered by NGOs only and these services focus physical rehabilitation only or family credit and for other organization, but a few of organization have been provided education for children with special needs the like Rabbit School, KrouSar thmie, TAST, its also have limited for children because these school doesn't have both human resources and materials resources enough to work with children with intellectual disability

Some another NGOs, the government cooperates with by provide land or building to be the ire office

2. The respective roles of government, NGOs, and residents (people in the community)

I hope that in the future the government and NGOs will work more close together integrate children with disabilities into mainstream school that are large school through out country and large vision for children with disabilities learning, I hope also the government take involve with NGOs and approve finance and law for people with disabilities living with dignity in communities.

Education is basic building for standard of living of people in communities to reduce disabilities in the society.

III- Outline of your organization

1. Background of Rabbit School:

The Rabbit School began its activities in May 1998. It was founded out of a need to provide educational and therapy activities for the children with disabilities who were then living at Nutrition Center, a government

operated orphanage located in central Phnom Penh. These children were not, up to this point, receiving an education. In providing a service to this group of extremely disadvantaged children the establishment or the Rabbit School heralded a first step in developing appropriate formal educational programs for Cambodian children with multiple and severe disabilities.

Vision:

Enlightened and empathetic societies in with children with disabilities have equal rights and opportunities and live with dignity.

Strategy:

- 1- **Establish the institute or school resources for the promotion of individual education plan and integrate education for children with disabilities located at the Nutrition Center or at mainstream schools.**
- 2- **Work in close cooperation with Disability Action Council (DAC) and Ministry of Education Youth and Sport, Primary School Department to establish an integrate education services delivery model.**
- 3- **Establish training course for parents, families, care takers and mainstream schoolteachers on how to facilitate the learning process for children with disabilities at home and at school and other services delivery models in the mainstream school.**
- 4- **Providing individual support for living going to school, Foods, Transports, Uniform, School devices and Medical Care.**
- 5- **Awareness raising on the cause and effects of disabilities and appropriate cares and support for children with disabilities.**
- 6- **Encourage volunteers; Professional and staffs participate in research documentation publication and services delivery.**

Activity:

At the School

- 1- Children and caretaker assessment
- 2- Individual Education plans and Integrate Education
- 3- Physical therapy
- 4- Play therapy
- 5- Behavioral Management
- 6- Research and documentation and Prevalence study
- 7- Capacity Building Human resources development
- 8- Networking and Coordination
- 9- Early identification and intervention
- 10- Social Skills Education including Bullying prevention
- 11- Life Skills Education
- 12- Develop School facilities
- 13- Promote links with the communities School Tour

At the communities

- 1- Prevalence study
- 2- Home visit for situation living and assessment
- 3- Early Identification and Early intervention
- 4- Technical advices and Support to the parents
- 5- Early Stimulation
- 6- Early Childhood program
- 7- Awareness Building
- 8- Operation Research
- 9- Individual Support to children

2. Major programs, covered, areas, and target population of your organization:

Rabbit School provides education and physiotherapy and play therapy to children with disabilities, age of children 5 to 20 years.

Where target Areas:

Either Phnom Penh or Provinces.

Where Priority target areas:

Phnom Penh City (Nutrition Center)

Kandal Province

Takao Province

3. Target group, number of beneficiaries

Project focus on children with special needs both children came from communities and children living in center.

The Rabbi School Provide special education to children with special needs 30 children and 32 children with severe and profound disabilities come for only Physiotherapy and other 15 children come for play therapy. Total 82 children with intellectual disability have received services from Rabbit School.

4. Your position and duty:

As Head Teacher, I supervise, support and train staffs and responsible for the overall management and development the school. I an involved in student assessment and provide individual support and teaching to children with special needs .My job also in involves planning, parent training, training of care takers and networking with relevant bodies and NGOs.

IV- Case study of Community- Based Rehabilitation (CBR)(if you know any)

Please pick up a case of CBR Projects or programs in your country, with which you or your organization has been associated, and describe its outline and analyze its performance referring to items listed below.

The cast study:

This story has been telling about brother and sister. CHANTI had age 11year and her brother had age 5years. Their father abandoned since 5years back. Now they were living with their mother by sale some vegetable in the market.

At school CHANTI is bright girl but she had absented a lot time in the class because busy looking after her brother. Her brother's characteristic has difference from normal child, he couldn't ware dressing, eating, walking him self and he can speak a few words only but he can launch and charmer smile with his bright clear eyes.

CHANTI's mother had difficulty and sufferings during gave birth CHANTI's brother. After gave birth, she wares that her son condition difference from natural developed of child because after gave birth his body size and weight is low and he couldn't moving his body him self, he couldn't crying like as other children.

CHANTI heard her parent conflict in the family about their son and her father said that her brother doesn't have any benefit and didn't gave him name and either said that her brother problems couldn't living longer time.

A few months later, her father abandoned family, didn't come back home. CHANTI 's brother had living normally, but he couldn't do any things. People called he ARSVIT,

It Means that small, thin, or bon.

CHANTI's mother tried very hard to look after her son, she wanted her son smile but she had very sad and shine for her son's disability, and she left her son at the house, didn't allow any body saw him. CHANTI loved her brother very much but some she got angry also because she had to look after her brother without have to school or played with her friends.

Once after noon CHANTI's teacher come for visit her house with a man also, on that time CHANTI was looking after her son at home, when they were busy talking with her mother and toke so long time then her teacher left go back, a man and her mother come to the house and a man said hello with CHANTI and tell his name to CHANTI by called PO MONY or PO. Now PO wants to meet with CHANTI' brother. Could you introduce to him to see me, he said? During that CHANTI smile and happy with then that man said to her brother and then CHANTI said that " He Can't speak then a man reply that I knew that " after that man check hands and legs her brother and made a lot of questions to her mother and CHANTI.

A man named POMONY told to CHANTI that your brother had a problem was called Cerebral Palsy. According this result its made him couldn't speaking, walking, dressing him self. The seasons Mr. POMONY knew that because Mr. POMONY had been trained in special course, but Mr. POMONY Said to CHANTI that " You brother can work some, do you want to help and teach your brother? CHANTI didn't clearly in her mind but she said yes. Mr. POMONY feel very happy then say that, I will come back after a few days but first thing your mother and you had to give the name to him and then they were called her brother that SOMNANG, it means that luck because SOMNANG met with Mr. POMONY.

After a month later, Mr. POMONY Came for visit and SOMNANG frequently and show the ways to CHANTI help SOMNANG movements in purpose to rehabilitate physical and muscles of limes. After that SOMNANG' physical got better till he can crawl.

CHANTI became SOMNANG ' teacher and learning more how to help SOMNANG then she taught SOMNANG eating by him self. You may think that eating didn't have difficulty but SOMNANG had to learn slowly and step by step like as hold the spoon,

toke the foods from flat and put in the mouth and toke into stomach. It's not easy for him. CHANTI had to be bright and modify and find the ways to teach SOMNANG. When SOMNANG achieves some goals they always were very happy.

CHANTI taught SOMNANG to be dressing by him self, first you had to find part of in back or in front of dresses then your put the head inter after that put a hand inter left of hand shirts then put other hand right of shirt, then pull it down, she all so encourage her brother learning by him self and giving advices and helping.

Helping SOMNANG made him feel better and she started allow her friends around her house to saw and told them what her and brother had been don and her friends never believed that SOMNANG could do like that then thought that CHANTI is a bright girl after that they wanted helping teaching SOMNANG the same each other.

Once day, Mr. POMONY came for visit with SOMNANG with a reward also, that reward is a small wheel chair. SOMNANG loved its so much.

Mr. POMONY said, " Why didn't toke SOMNANG go to play with your friends" after that CHANTI had follow him advices.

This is first day SOMNANG went away from his home then he feel happy. CHANTI' friends feel also happy with them.

A few minutes after, SOMNANG said out that, " I am very happy" this first a sentence that he could speak.

Outline of the project or program

a-Goal or purpose is awareness raising children with disabilities in villages
and rise up standard of living children with disabilities.

b-Expected outputs are Child to child, child help the child to avoid discriminations to an each other in the school, in the communities.

c-Inputs of the implementing organization are children in school, villages , story teller, and stories foster.

d-Inputs of the Community are children, mainstream school teachers, adult and parents and self help group.

e- Inputs of external agents are Net working, and other organizations in the numbers of Children with disability Committee, Net working and numbers of Community with Disability Committee, Awareness Raising Committee, Women with disabilities committee.

1. Activities and Consequence

a- The Results /Consequence (What has happened or achieved?)

Are good because our network and our numbers of committees had the same goals the communities and children with disabilities.

At the same time we had some consequence because most the mainstream school and teachers didn't accept children with disabilities to go school and most the parents can't read and writ because they didn't have education during Pol Pot time and suffering.

b- Strength and weakness (Good points and the major problems)

Strength

- The Disability Action Council Cambodia facilitates all organizations, and government ministry relevant that had been working with people with disabilities in communities to get the plan and goals to gather.
- Cooperation with government networks and NGOs
- New things happing in Cambodia and people have confident with NGOs
- The Most organization got funding from same place and they had the same goal at the same time through out country(for funding awareness raising)

Weakness

- Funding has limited time to promote activities in the communities
- The most people in the village had low education
- Cambodia has policy problems and the government didn't so much

gate involve with us

- We had no resources enough
- Most the people have low education and poor and a lake of communication and electric city living.

c- Process of monitoring and evaluation was by UNICIEF of Cambodia, UNISCO Cambodia who was providing funding,

V- Situation of Persons with Intellectual Disabilities

1. Finding and Diagnosis of I.D Early Intervention:

Most children in Cambodia didn't have specific Diagnosis about I D yet till they have age 6 to 7 years old they have started to check their health to complete administration go to school only.

a. Prevalence of I.D in your country/ district.

Most organizations in Cambodia works with children in primary school to

Identify for children who have learning with disability and behaviors problems in the school or at home and prevent bully from other children in school only provide advices to families.

b. Person /Professionals responsible to diagnoses (Doctors or Health workers or social workers.)

The clinic provided to children intellectual disabilities have only one in Cambodia was call CCMH that is organization behalf of government

c. Procedure after diagnosis

These works have only NGOs activities provided monitor and procedure of medical for children.

2- Education

a. Percentage of children with I.D attend school:

In Cambodia have no children with intellectual disability attend in the

School because at there doesn't have either human resources or materials resources. So some children attended in Special like as

Rabbit school or Krour Sarthmie but these really limited for them because funding.

- b. Type of education for children with I.D? Special Education, or Integration education:

Most children with intellectual disability have to go school with special education in special school because they don't have school for them and most teacher in mainstream school don't understand educate person with intellectual and away from that person with intellectual disability are very poor they don't have even foods, dressing, school devices, transports and medical care also.

- c. Placement procedure:

The development in Cambodia are reduce poverty first and education to the Public to prevent of disabilities and observe the behaviors people and Community's attitudes change to people with disabilities their villages then We have to start integrate persons with intellectual disabilities into Mainstream school and training the teachers.

3- Vocational training

- a. Do ID people receive vocational training? If not what is the reason?

At moment in Cambodia, ID people don't have any vocational training because ID people don't have education and have no school for them to go for.

4-Employment

- a. What percent of I.D people are employed? If not what is the reason?

Have no percent of I.D people aren't employed because I.D people have no Receive vocational training in Cambodia.

- b. What Kind of job do they have:

They have some works at home depend on their family have want to help

like as clean the house, wash the clothe or watering garden.

5- Support organizations

a. Governmental agencies concerned with I.D People

The government involves with I D people by cooperation with NGOs and provides building and land to NGOs to work and develop networks but the funding, Management were supported by NGOs.

b. Number of non –governmental organizations concerned with I.D

There are Rabbit School of Nutrition Center, Center for Child Mental Health, Cambokids, Smile House of Hagar, Krousar Thmey, Servants to Asia's Urban Poor, Handicap International France, American Friend Service Committee, Action on Disability and Development. National Center for Disabled people.

6- Based on the information of above items 1-5 t he issues/ problems to solve in order to conduct effective supports to ID people is number V that can be solve because of these its involve with standard of living of people with intellectual disability its also involve with education, vocational training, employment. Now in Cambodian start aware of people with intellectual disability needs especially Ministry of education and youth and sport that point to help people with intellectual disability have education, vocational and going to employment.