



1. Rabbit School Organization (RSO)

RSO is a Cambodian non-government organization that was established in May 1997 as a pilot project to provide education service for children with special needs in the National Nutrition Center, which is a governmental orphanage founded in Phnom Penh in 1982 for children in the age from 0 to 6 years old, who were abandoned or their parents were killed during the Khmer Rouge era (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 for Cambodian children with intellectual disabilities.

In 2008 we started the first integrated class room in the Toul Kork Primary School and a Vocational Training Centre in Phnom Penh. Rabbit School register with ministry of Interior 2011 as local Organisation.

Since 2014 we have been extending our services to other provinces then we provided education services to 303 children and youths with intellectual disabilities attended projects in school from Phnom Penh, Kandal, Kampong Speu, and Siem Reap province. Currently 557 children, 45% are girls and youths with intellectual disabilities are receiving education services from the Rabbit school, among 180 children and youths with intellectual disabilities are from Phnom Penh.

During 2021 to 2024, RSO Joint with Aide et Action Consortiums planned to reach **total 2,800 out of school children, 745 children with intellectual disabilities, 50% are girls.**

2. CCOSC Project

The Cambodian Consortium for Out of School Children (CCOSC) has successfully completed Phase I of its nationwide education project¹ and is now seeking funding for Phase II which aims to enrol and retain 116,396 out of school children over four years 2021 - 2024. Based on the lessons learned from Phase I, the CCOSC will employ a tripartite approach of: (1) equitable access, (2) quality and relevance, and (3) ownership and accountability to effectively respond to the education priorities of OOSC. The strategic approach of Phase II is grounded in the Education Strategic Plans 2014-2018 as well as 2019-2023, the Sustainable Development Goals in particular Goals #4 and #17, and regional as well as international child rights frameworks.

Direct beneficiaries include the following stakeholders: 1) members of families who receive livelihood support, 2) teachers, 3) education actors, 4) parents, youth and CBO members, and 5) staff from CCOSC partner organizations.

| Type of OOSC | Characteristics |
|----------------------------|---|
| Children with disabilities | Children who have a physical or mental disability or learning difficulty. This also includes children who have speech, sight, hearing or other sense impairments. |
| Ethnic minorities | Ethnic minorities are those children for whom Khmer is not their native language. |
| Poor and remote children | Poor and remote children are classified as those who meet the RGC standards of ID-poor. |

¹ See Appendix I for the logframe and final indicator progress of CCOSC Phase I.

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|---------------------------|---|
| Street children | Street children are those who do not have a fixed place of residence and are engaged in informal labour. |
| Over-aged students | By definition over-aged students are those who are too old for their present cohort, as defined by the MoEYS. |

- Direct beneficiaries: 6,183 in total, including:
 - Students: Total 2,800
 - 2,055 OOSC without disabilities
 - 745 OOSC with disabilities (458 being retained, and 287 newly enrolled)
- Families who receive livelihood supports: 200 members
- Teachers running integrated classes: 50 (20 PP, 10 Ang Snoul, 10 Chbar Morn, 10 Pourk)
- Teachers running IE classes: 108 teachers
- Education Actors: 213 (70 SDs, 6 DOEs, 70 SSCs, 45 CCWCs, 6 DCWCs, 6 DOSVYs, 6 District governors, 4 POEs)
- Parents, youths and CBO members: 2,800 persons
- Staff from Rabbit School: 12 (1 director, 1 program manager, 1 admin/finance manager, 1 admin/finance assistant, 2 Technical staffs, 1 M&E staff, 5 local supervisors)

3. Support Children during COVID-19 Pandemic

During the pandemic teachers have organized flexible learning approaches such home based supported online teaching support and exercise worksheet provision. As result, teachers have organized and engaged activities with children During the COVID -19 pandemic, teachers provided activities support such as (exercise, chatting on Facebook messenger, telegram) and provided lesson to children at home



4. School renovation and playground,

Renovate 5 classrooms by repairing roofs and walls, flood prevention and constructing toilets. RSO received approval from Ministry of education youth and sport to renovated additional one building have 5 classrooms. RSO is renovating the building now. It will complete in next semester.
Link: [School renovation.](#)



Install a playground and encourage social integration (outdoor play), to be built by teachers, parent and volunteers: RSO have been installing playground. We will install swing, climbing and balance and tree).
Link: [Playground installation](#)

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5. Run with Sai

The “Run with Sai” campaign started in October 2020 at the Royal University of Phnom Penh (RUPP). Then, after racing around the country for charity for over three months, Sai crossed the finish line on January 10, 2021 – arriving at the place where it had all started 97 days prior.

Uon Pakthom (aka Sai) is a Cambodian singer and entertainer whose dedication to charity has been an inspiration to many. One of the people inspired by Sai is Chy Nikko, a 15-year-old girl student at Northbridge International School Cambodia who says she was motivated to follow Sai’s positive example and try to “Run with Sai” herself to raise funds for The Rabbit School. Her run for charity lasted from January 3-7, with four days of running and a one day break. Nikko’s run started as Sai’s was nearing its end after more than 90 days.



Mr. Hun Touch, the executive director of The Rabbit School, told Nikko that many parents in Cambodia are ashamed of having a child with autism and that in the past, many people with autism or intellectual disabilities had been treated inhumanely by society, which only made their conditions worse.

“I believe what could help them thrive and integrate into society is giving them a supportive environment to grow instead of a negative one where they are bullied and looked down upon,” Nikko says.

In November 2021, Covid-19 has changed the lives of many people, especially the obligation to reduce their entertaining activities in order to contribute to the reduction of this global epidemic. This is how “Virtual Run With Sai” was created as a reminder and to promote healthcare through exercise, as well as to provide participants with the opportunity to reconnect, socialize while enjoying the new exciting experience. This event will also play a role to build the mindset of unity and social contribution.

This Virtual run is a modern running event that you can join from any location of your choice. You can choose to walk or run around the house, on the street or any place during the event. All participants will be tracked by the mobile app regarding the distance and duration of their walk/run. At every target distance, they will receive a medal which will be delivered to their home, representing the success as a finisher. In addition, before the program starts, participants will be invited into an exclusive private group to receive special instructions and programs, as well as the live-chat with our founder, Sai.

They raised money for The Rabbit School by asking people to pledge a certain amount for each kilometre they managed to run. The total they had raised by the end of both campaigns was around \$17,000. The money will go towards the purchase of learning materials, the operating costs of the school, salary for the teachers and scholarships for families who can’t afford the school’s tuition fees.

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6. In-kind Scholarship for OOSC



In December 2021, RSO offered scholarship to 178 out of school children including children with disabilities in Kampong Speu, Siem Reap province.

178 Children without disability (75 girls) which consist of 31 children with disability (13 girls).

- **Learning Materials: 178 children (75 girls)** Received learning material like book, pen, pencil, eraser,
- **Nutrition: 175 children (75 girls)** received foods and nutrition support such as rice, soy source, can fish.



7. Teacher Training



Rabbit School had participated with working group led by MoEYS and Save the Children to develop the National Manual on Teaching Children with Intellectual Disabilities, Learning Disabilities and Autism Spectrum Disorder for supporting special teacher in integrated and inclusive classroom. As result, Rabbit School Organization (RSO) with National Institute for Special Education (NISE) organized dissemination workshop on 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.



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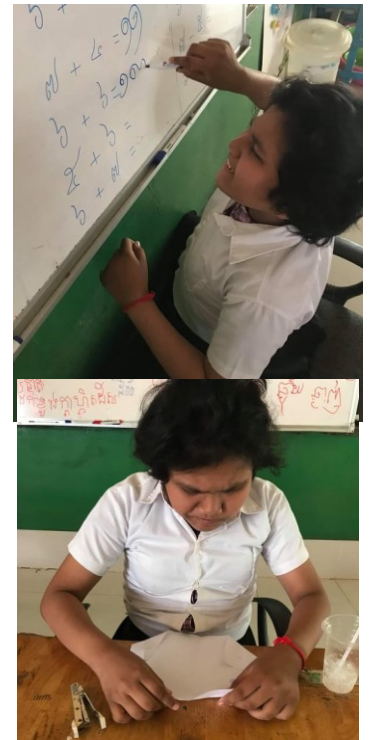
8. Case Study

Channet Sim, is a girl turn to 16 years old this year. She lives in Tonleap village, Prey Pouch commune, Ang Snoul district, Kandal province. It is around 30 km from the city. She lives with her parents. His mother worked in a factory and her father also worked in a factory. He now lives near the risky area of contracting COVID-19. She is also a girl with eye impairment who has difficulty seeing. She is currently studying in an integrated class at Prey Pouch Primary School with other children with intellectual disabilities.

Before entering school, she is very difficult to see, she is always contracting to sunlight. Channet also has difficulty learning languages such as writing letters, understanding sentences and even reading a few words. Parent acknowledges that she can't learn like other children. Furthermore, Channet was very emotional with his teachers and friends. She likes to be away from her friends and sometimes, she gets angry with his classmates.

Received Education and scholarship

Education is supported by donor through scholarships and school children and implemented by Rabbit School to provide special education to children with intellectual disabilities with parental assistance by bringing their children to school. After 5 years with Rabbit School, Channet is more progress. She feels very happy to come to school and enjoy playing with other children in the class.



Channet loved school very much, her parents brought her back to school, and she respected and loved her parents and teachers, and socialized with her classmates. During the school closed, Channet is still communicating and filling out worksheets and submitting them to teachers on a regular basis. In addition, he also helps his mother with housework and laundry when mother is away.



During the COVID-19 restriction, her family faced income issue due to the factory was closed and one day there was no money to buy food. They are trying to find a new job and ask for support from her relatives and neighbors. With the scholarship support through the Rabbit School, she received nutritional packages such as (rice, fish sources, and canned fish) and hygiene (soap, alcohol). Teachers regularly provide online tutoring such as worksheets and counseling to my child and myself.

Thanks to donor for supporting Rabbit School.

The mother is very happy. She is excited to see her child improve and receiving support from the organization.

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