

Targets

Currently, 640 children (224 Females) and 60 teachers benefit of our services as we planned total 5526 children 5000 new enroll (300 CWID, 4700 non-disability) of OOSC and retains 526 with disability from phase one to continue their education and 150 teachers between 2018 to 2021. We have already given financial support to 4 of the 125 self-help groups.

Volunteering opportunities
At least 3 months

- Special education,
- Physiotherapy
- Speech therapy
- Occupational therapy
- Psychology



Where all children can learn and grow

Donations
Account number
2900-01-005152-1-2 - ACLEDA Bank Plc
Receipt on your request to :
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The Rabbit School In Cambodia

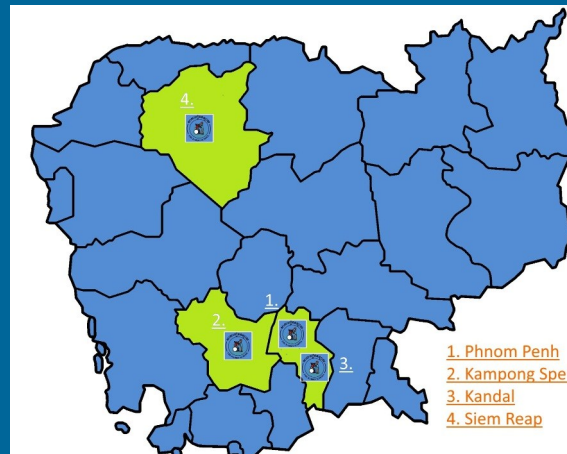
We led our projects in Phnom Penh and in 3 provinces :

In Phnom Penh at The National Borey for Infant and Child:

- Our Head office
- The Special Class
- The Readiness Class
- The Vocational Training, Job Placement and Self-help group

25 rooms and equal 49 classrooms in 17 public schools:

- Toul Kork Sangkat, Toul Kork, Phnom Penh
- Chba moun district, Kampong Speu province



Our Projects



Background

The Rabbit School 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.

Vision

Children and youth with intellectual disabilities receive the equality of rights and living in society with dignity.

Mission

The mission of the Rabbit School is work towards rehabilitation and full integration to Cambodian society of people with disability, with special focus on children and youth with intellectual disability.

Values

All our 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.

I. Education

We provide different levels of individual adapted education to children with intellectual disabilities. To ensure the quality of our education services each student is assessed and planned in an **Individual Education Program (IEP)**. Personal goals and objectives are identified and students integrate adapted class for each. They follow education step by step and their progress is continually evaluated:

Special class: from the age of 4 years. In this class children with moderate to profound disabilities which need more attention receive adapted education and support in physiotherapy, occupational therapy, speech therapy, psychology and health services. When required they are referred to medical and rehabilitation centers.

Readiness Class: from the age of 4 years. In this class children with mild to moderate disabilities receive adapted education and develop self-help skills. Here they get prepared to attend integrated/inclusive education in ordinary schools.

Integrated/Inclusive Classes: From the age of 6 years. These classes allow children with mild and moderated disabilities to learn alongside non-disable children in ordinary schools. They receive adapted education and learn social behavior and integration in class rooms that are particularly made for them. After progression, They can be Included in ordinary class among non disable students.



II. Vocational training and Job placement



From the age of 16 years. In our Vocational Training and Job Placement center Youth with intellectual disabilities learn soft and hard skills, so that they become able to improve their income and their families

by doing adapted works. The main activity is the production of paper bags and youth are also trained in hospitality. We are seeking for customers for the handmade production and for jobs in private sector. Where some of our students are already em-

III. Teacher training and curriculum development

We prepare teachers to work with children with Intellectual Disabilities and made them able to assess, follow and provide individual adapted education and complementary rehabilitation services to the children.

We also develop curriculum programs and manuals on special education for use of teachers and parents.

IV. Awareness and advocacy



To increase the general understanding on disability issues in Cambodia and advocate for the implementation and use of policies on the rights of children to access equal education and the law of children with

Intellectual Disabilities (CWID).