Rabbit School Organization

Annual Report 2025

Office Address: Toul Kork Primary School, St. 289, Boeung Kak I, Toul Kork, Phnom Penh
Phone: (+855) 68 901 971 /17 525 815, **Email:** info@rabbitschoolcambodia.net
Website: www.rabbitschoolcambodia.net

Content

Glossary of Acronyms 3
1. Financial Statement 4
2. Executive Summary 4
3. Key Achievements 4
4. Challenges, Issues and Strategies 9
5. Sustainability 10
6. Monitoring and Evaluation Activities 10
7. Lessons Learned and Innovations: 10
8. Case Study 11
ANNEX: PHOTOS OF ACHIEVEMENTS 13

RSO

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
HI	Human Inclusion
PPCIL	Phnom Penh Center for Independent Living - PPCIL
NEP	NGO Education Partnership
CAMFEBA	Cambodian Federation of Employers and Business Associations (CAMFEBA)
NEA	National Employment Agency
HHC	Hand of Hope Community

RSO

1. Financial Statement

Expenditure Report for FY2025		
No.	**EXPENDITURE**	**AMOUNT**
1	Human Resources	$136,793.04
2	Local transportation	$2,036.19
3	Equipment and supplies	$7,118.75
4	Local Facilities	$10,972.07
5	Program Cost	$321,954.60
6	Other Expenses	$5,970.97
	Total	**$484,845.62**

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, 2025**. The report is made based on outcome, output, and activities.

3. Key Achievements

In 2025, the project achieved significant, measurable progress in expanding inclusive education and strengthening system capacity across target provinces. A total of 514 newly identified out-of-school children (234 girls) were enrolled in school, and 500 children (240 girls) received in-kind scholarships to support retention and learning continuity. The project supported 53 integrated classrooms across 16 primary schools—benefiting 537 students with disabilities (127 girls)—and equipped 70 inclusive classrooms in Kampong Speu, Kandal, and Siem Reap, contributing to structured follow-up support for 2,144 OOSC. In partnership with NISE, 261 students with disabilities (102 girls) were newly identified and enrolled. To ensure quality and sustainability, 64 special teachers (48 women) received ongoing professional development, while 42 parents (32 women) were trained to strengthen home–school collaboration and promote pathways toward future education and employment opportunities.

OUTCOME 1: Accessible education for Out of School Children in 5 provinces (Phnom Penh, Kandal, Kampong Speu, Siem Reap, Battambang)

During the 2024–2025 academic year, a total of 514 newly identified out-of-school children (OOSC)—including 234 girls—were identified and enrolled in school. In total, 500 OOSC (240 girls) received in-kind scholarships. This included 160 children (84 girls) from Kampong Speu, 204 children (107 girls)

from Kandal, and 136 children (49 girls) from Siem Reap Province. The in-kind scholarship package comprised a school bag, school uniform, notebooks, ruler, pen, pencils, pencil sharpener, and eraser.

A total of 53 integrated classrooms across 16 target primary schools—including five newly established classrooms at Toul Kok Primary School—serving 537 students with disabilities (127 girls) received teaching and cleaning materials from RSO. In addition, 70 inclusive classrooms across 70 target primary schools (25 in Kampong Speu, 25 in Kandal, and 20 in Siem Reap) were equipped with teaching materials, contributing to structured follow-up support for 2,144 out-of-school children (OOSC).

In partnership with NISE, 261 students with disabilities (102 females) were identified and enrolled, including 52 students with visual impairments (21 females), 169 students with hearing impairments (83 females), and 45 students with intellectual disabilities and autism (6 females). All enrolled students received scholarship support, including school uniforms, learning materials, and school bags. Assistive devices were also provided where needed, including 13 white canes and 17 pairs of eyeglasses. In addition, NISE supported three Special High Schools by upgrading five special classrooms—three in Battambang, one in Siem Reap, and one in Chbar Ampov (Phnom Penh). The classrooms were refurbished and equipped with essential furniture and learning materials, including whiteboards, desks, shelves, educational cards, books, posters, and teaching aids. NISE also renovated two accessible toilets in Siem Reap and Chbar Ampov, adding ramps and handrails to improve safety and accessibility.

OUTCOME 2: Building teachers' capacity

In June 2025, 3 special education training workshops were conducted with 84 participants (66 females), including special teachers and technical leads from Phnom Penh, Kandal, Kampong Speu, and Siem Reap. The workshops were held on 12 June in Kampong Speu (36 participants), 19 June in Siem Reap (21 participants), and 23 June at NISE in Phnom Penh (27 participants). They aimed to strengthen the capacity of teachers and technical staff to deliver quality education for children with disabilities.

In June 2025, 2 inclusive education training workshops were conducted with 75 participants (54 females), including inclusive teachers and technical leads from Kandal, Kampong Speu, and Siem Reap. The workshops were held on 13 June in Kampong Speu (53 participants) and 20 June in Siem Reap (22 participants). They aimed to strengthen educators' capacity to implement inclusive practices and promote equitable access to education, particularly for children with disabilities.

A total of 36 technical meetings were conducted with 60 participants (50 females), including special teachers and technical staff, across 4 target provinces: Kampong Speu, Kandal, Phnom Penh, and Siem Reap. The meetings focused on classroom management and administration, development and implementation of Individualized Education Plans (IEPs), student assessment, lesson planning, communication strategies, and the development of teaching and learning materials.

A total of 64 special teachers (48 females) were contracted and retained, receiving ongoing capacity-building support across 16 target primary schools in Phnom Penh, Kandal, Kampong Speu, and Siem Reap. In addition, NISE provided incentives to 10 teachers (7 females), including 5 newly recruited special teachers assigned to support students with intellectual disabilities and autism at 3 Special Education High Schools in Battambang, Siem Reap, and Phnom Penh.

11 speech stimulators (8 females) completed a speech therapy training program led by external trainer Judykaël Nicollet, concluding in September 2025. The training focused on assessing communication needs and appropriate support strategies for children with intellectual disabilities and autism. From October 2025, RSO began collaborating with Disability Support International (DSI) to

develop a screening tool for students requiring speech and communication support. DSI also provided ongoing technical guidance and coaching to RSO leadership and speech stimulation teachers to ensure effective implementation of the new program.

On 28 October 2025, RSO conducted a training on stress management and effective communication for 17 special teachers (16 women). The session aimed to enhance teachers' well-being and strengthen professional relationships. Participants explored key stressors—organizational, classroom-related, and interpersonal—and learned practical techniques such as relaxation methods, time management, coping strategies, and effective communication skills. The training included role plays and interactive exercises to promote practical application and strengthen workplace communication.

Between September and December 2025, NISE strengthened the capacity of special education stakeholders through training and technical coaching. Three trainings were conducted in Siem Reap, Battambang, and Phnom Penh for 24 participants (14 women), including special teachers, Provincial Office of Education staff, and NISE staff. The sessions covered child development (ages 6–12), disability identification and referral, support for children with intellectual disabilities and autism, speech and language disorders, behavior management, IEP development, inclusive practices, and practical, participatory teaching strategies. In addition, six technical follow-up and coaching visits were carried out (two per province) with 23 participants (13 women), including teachers, school directors, and NISE staff. The sessions focused on classroom-based coaching, student assessment and Individual Teaching Plan (ITP) development, project monitoring, inventory review, classroom management, parent engagement, and administrative strengthening.

On 1 August 2025, the NISE team conducted a field visit to Kampenh Chas Primary School in Sihanoukville to introduce a new joint project with Aide et Action. The meeting, attended by 11 participants (6 females) and chaired by H.E. Neang Phalla, identified key support needs, including recruitment of special teachers and infrastructure improvements. As a result, two special education teachers were recruited, and two classrooms, one toilet, and one playground were selected for renovation.

RSO

OUTCOME 3: Public and local authorities understand and support the importance of education for children with disabilities

On 6–7 February 2025, the senior management team of RSO conducted a field visit to strengthen relationships with partner schools and assess the needs of all integrated classrooms in Pouk district, Siem Reap province. The team included Ms. Sor Sothearom (Executive Director), Mr. Linh Sophorn (Program Manager), Ms. Uong Bunsodany (Finance Manager), Miss. Ines Carles (Communication Manager), and Mr. Nhip Thy (Monitoring and Evaluation Officer).

On 24 April 2025, with generous support from Mr. Yuki Kanayama, two tuk-tuks were officially handed over to Yeang Primary School and Athipadei Primary School to improve transportation for children with disabilities, helping reduce barriers to school attendance. During the visit, Mr. Yuki interviewed 10 parents to better understand their experiences and the impact of transportation support on their children's education. Building on this collaboration, in August 2025 RSO worked with researcher Yuki Kanayama to conduct caregiver and teacher surveys across target schools to assess the status of inclusive education and related support needs. The caregiver survey (232 respondents across four provinces) revealed high poverty levels, food insecurity—particularly in Siem Reap—heavy caregiving burdens, unmet healthcare needs, and limited access to social protection, including Disability Identification Cards. The teacher survey (25 teachers in three provinces) identified challenges in behavior management, limited teaching materials and equipment, and difficulties in assessing and communicating student progress. Overall, the findings highlight the need to strengthen family support

systems, expand social protection access, enhance teacher capacity and resources, and reinforce data systems for evidence-based inclusive education programming.

On 1 June 2025, Rabbit School celebrated International Children's Day by hosting the "Run by Heart" event at the National Olympic Stadium, with generous support from Dai-ichi Life Insurance Cambodia. The event brought together hundreds of participants in a vibrant display of solidarity and compassion for children with autism and intellectual disabilities. The occasion was honoured by distinguished guests, including H.E. Samheng Boros, H.E. Sok Sabayna, representatives of the Union of Youth Federations of Cambodia, Mr. Mah Kinyoong, CEO of Dai-ichi Life Cambodia, H.E. Derek Yip, Ambassador of Australia to Cambodia, H.E. Dr. Santo Darmosumarto, Ambassador of Indonesia to Cambodia, Ms. Im Rachna, President of SSEAYP International Cambodia (SIC), as well as other development partners and corporate representatives. Rabbit School extends its sincere appreciation to all sponsors, media partners, and volunteer teams whose commitment and collaboration ensured the success of this meaningful event. We remain dedicated to advancing an inclusive future for children with disabilities and value the continued support of our partners and the wider community.

On 6 June 2025, RSO team hosted a monitoring visit, led by Aide et Action (AEA), at Pourk District in Siem Reap province. A total of 10 participants (3 females) joined the visit, comprising 5 AEA staff members, 2 special teachers, 1 school director, and 2 RSO team members. As part of the visit, the team observed a special education classroom session attended by 4 students with intellectual disabilities and autism.

On 6 June 2025, Manulife Cambodia provided a meaningful and supportive space for parents of children and youth with intellectual disabilities and autism. The session equipped parents with practical strategies to support speech development at home and offered guidance on strengthening family financial management. The gathering also fostered connection and peer support among families, helping reduce isolation and build a sense of community. Rabbit School sincerely thanks Manulife Cambodia for their valuable partnership and continued support to families.

On 27 June 2025, the Educate A Child (EAC) team visited Rabbit School as part of a broader effort to review the progress of the Cambodian Consortium for Out of School Children (CCOSC)'s data monitoring and evaluation system. Led by Aide et Action / Action Education in partnership with Education Above All's Educate A Child program, the CCOSC initiative is implemented by a network of partners—including Rabbit School—working to ensure equitable access to quality primary education for all children, regardless of their economic or social circumstances. The visit focused on reviewing data collection processes and assessing the impact of the CCOSC approach in reaching marginalized learners and promoting inclusive education across Cambodia.

5 management and technical staff (2 females) participated in the 13th National Forum on Inclusive Education held on 15 December 2025 in Kampong Chhnang Province. The forum, presided over by H.E. Noh Sleh, Secretary of State of the Ministry of Education, Youth and Sport, brought together 240 participants (97 females) to strengthen the capacity of teachers and stakeholders in delivering quality and inclusive education for children with disabilities. During the event, Rabbit School and all 16 target schools received appreciation letters from the Ministry in recognition of their outstanding efforts in promoting inclusive and integrated classrooms, with NISE also actively participating in the forum.

As part of its advocacy and networking efforts to advance inclusive education, RSO actively engaged in several national and partner-led events in 2025.

- On 10 September, with support from Aide et Action Cambodia, the Executive Director and management team participated in the celebration of International and National Literacy Day,

presided over by H.E. Dr. Hang Chuon Naron, Deputy Prime Minister and Minister of Education, Youth and Sport, who emphasized inclusive education in the digital era.

- On 30 October, Rabbit School joined the Aide et Action team for the opening of a Computer Lab at Khnat Primary School in Siem Reap and conducted joint school visits to strengthen collaboration, discuss infrastructure improvements, and review special classroom practices.
- On 3 December, RSO participated in the 27th Cambodia Day of Persons with Disabilities and the 43rd International Day of Persons with Disabilities at Koh Pich Convention Center, attended by students with intellectual disabilities and their parents. The event, presided over by H.E. Santibandit Net Savoeun, reinforced the organization's commitment to promoting disability inclusion across sectors and ensuring quality, equitable education for children with intellectual disabilities and autism.

OUTCOME 4: Empower parents through training and consultation groups

On 2025, RSO strengthened parent engagement through a series of capacity-building and exposure activities. A total of 42 parents (32 women) received training on disability awareness, special education, mental health, cultural inclusion, and practical strategies for supporting children with autism and intellectual disabilities, including communication skills and pathways to adapted work and careers. On 25 June 2025, 11 parents (10 women) visited inclusive private businesses in Por Senchey District, Phnom Penh, observing young adults with intellectual disabilities working in cafés, shops, food services, and clothing stores—encouraging them to support their children's employment, internships, and family business involvement.

On 20 August 2025, RSO conducted three additional training sessions for 59 parents (46 women) across Phnom Penh, Kandal, and Kampong Speu, focusing on adapted work opportunities, therapeutic pathways, and social integration for adults with intellectual disabilities. Subsequently, on 28 November 2025, 21 trained parents (12 women) formed a parent support group, committing to community advocacy to promote greater awareness, acceptance, and inclusion of children with intellectual disabilities in Cambodian society.

RSO

From January to December 2025, our social media platforms played a strong role in raising awareness and connecting with parents and caregivers.

- Our Facebook page grew to 4,992 followers (+16.7%), gaining 668 new followers with 96.9% of growth driven organically. The audience remains primarily Cambodia-based (94%), with a small international reach (1.6% from the U.S.). Engagement rose sharply to 11,132 interactions (+149.1%), including 9,001 reactions, 1,022 comments, and 1,109 shares, reflecting a loyal and active community. Overall, content generated 414,316 views, with nearly 60% from non-followers—expanding our visibility and advocacy impact beyond our existing audience.
- Our Instagram account generated 19.4K views, with peak performance recorded in October and November- during our Christmas campaign. Total reach reached 2.5K, representing a remarkable 4,700% increase compared to the previous period. Content interactions totaled 286 (100% organic), while profile visits increased significantly to 623, marking a 348.2% growth. During the year, the account generated 51 new followers. Overall, the data reflects strong momentum in the final quarter of the year, indicating improved content visibility, increased audience curiosity, and growing platform traction.
- To learn more about us, please visit our social media:

  WEBSITE: rabbitschoolcambodia.net
  FACEBOOK: fb.com/rabbitschoolcbd
  INSTAGRAM: instagram.com/rabbitschoolcbd

4. Challenges, Issues and Strategies

Risks and opportunities:

Several challenges continue to hinder inclusive education and vocational training for children and youth with intellectual disabilities and autism in Cambodia. These include:

- Strong support from the Provincial Office of Education (PoE) and school management provides a solid foundation to expand inclusive education through strengthened collaboration and commitment.
- Limited understanding of disability among some school staff, coupled with the absence of a comprehensive school development plan for inclusion, constrains effective implementation.
- Inadequate resources—including trained adaptive skills teachers, scholarships, inclusive facilities, and accessibility features—limit schools' capacity to attract and enroll children with disabilities (CwDs).
- Limited vocational training opportunities for youth with intellectual disabilities due to a shortage of skilled instructors and tailored programs.
- Low parental confidence in their children's future employment prospects, with some families preferring to keep youth at home rather than engage in vocational training.
- Workplace communication barriers, as some employers lack experience and skills in supporting employees with intellectual disabilities.
- Financial hardship among low-income and migrant-affected families, restricting their ability to support education and related services.
- Underdeveloped support services, particularly limited access to speech therapy and specialized interventions.
- Ongoing funding gaps due to short-term and limited donor support, affecting the sustainability and scale-up of inclusive education initiatives.

RSO

Strategies will take action for next plan:

- RSO will continue collaborating with sub-national authorities to improve access to inclusive education for children with disabilities, strengthening awareness among parents, school leaders, and local authorities on disability identification, specific learning needs, and the right to equitable education. Advocacy efforts will target local authorities, school leadership, the District Office of Education (DoE), and the Provincial Office of Education (PoE) to reinforce commitment to children's rights and development.
- To support youth with intellectual disabilities, RSO will provide ongoing consultation on vocational skills and internship opportunities to build confidence and participation. Parents will be empowered to advocate for their children's rights, enhance living conditions, and actively support their education and transition pathways.
- To ensure sustainability, RSO will pursue long-term donor partnerships to secure reliable funding, enabling school expansion, inclusive infrastructure improvements, and enhanced education quality for children and youth with intellectual disabilities and autism.
- RSO and NISE will support target Special High Schools and special teachers by facilitating classroom renovations, developing teaching material lists, identifying out-of-school children (OOSC) for scholarships, and organizing teacher training.

5. Sustainability

Even during the COVID-19 pandemic, MoEYS, school directors, teachers, and parents worked collaboratively to address emerging challenges, regularly sharing updates on COVID-19 information and ensuring the continuity of children's learning through online modalities.

All RSO special teachers were officially recognized by MoEYS as contracted teachers and received an 80% government salary subsidy. In addition, RSO is formally recognized by the Royal Government of Cambodia—including MoEYS, MoSVY, and NISE—as well as sub-national authorities, as a professional local organization specializing in inclusive and special education.

6. Monitoring and Evaluation Activities

RSO implements a comprehensive monitoring and evaluation system to ensure effective project delivery. Regular monitoring visits are conducted by the senior management team, program manager, technical staff, and field supervisor, with the field supervisor overseeing daily activities in each target school. The program manager and M&E officer carry out monthly monitoring visits, complemented by informal, case-by-case follow-ups as needed. The RSO Director and Finance Manager oversee overall planning, financial management, and timely implementation of project activities.

At the school level, teachers monitor daily student attendance and learning activities and are responsible for implementing and regularly updating Individualized Education Plans (IEPs). Parents are actively engaged in the development of IEPs and participate in reviewing their children's progress every four months. In addition, the NISE management and advisory team conducts regular monitoring visits to target special education high schools to assess progress and provide technical guidance.

RSO

7. Lessons Learned and Innovations:

As part of Cambodia's ongoing Decentralization and De-concentration Reform initiated in the 2000s, the government has recently strengthened administrative functions at the district and Khan levels to enhance local governance and public service delivery. Under the 2008 Organic Law, district administrations have been granted expanded responsibilities in local development planning, service delivery, and budget management.

In response, RSO has adjusted its operational approach to align with these reforms by strengthening engagement and coordination with district authorities, in addition to its established collaboration with Provincial Departments of Education, Youth and Sport. This shift ensures improved local ownership, responsiveness, and sustainability of inclusive education initiatives.

8. Case Study

Case Study 1: Sek Ket Sakbandit's Learning and Inclusion Journey



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 with 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 with disabilities," SEK KET SAKBANDIT's father said.

Case Study 2: Houl Chanbormey's Path Toward Growth and Inclusion



Houl Chanbormey is a 9-year-old girl living with her parents in Phnom Penh. Both her mother and father work as government staff. Chanbormey was born with autism and faced significant challenges in social interactions. She initially did not know how to play, express feelings, share with friends, or communicate effectively. She spoke only a few words and often showed signs of anxiety.

Her family invested heavily in sending her to various private special schools, but despite the high costs, Chanbormey showed only limited progress. This placed a financial burden on the family.

Since January 2022, Chanbormey has been attending Rabbit School, where she has received tailored teaching strategies designed for students with diverse needs. With weekly lessons and learning materials based on her Individual Education Plan (IEP), she has made remarkable progress over the past three years. She has advanced from level 1 to level 3, can speak in longer sentences, respond to simple questions, write and perform calculations better, and has improved her understanding of social concepts, emotions, sharing, and playing with friends.





Her mother shared, *"I have seen so many changes in my daughter—she can speak more words, her social skills and behavior have improved, and now she can wait for me alone after school. I am hopeful she will be able to join a regular class with non-disabled students next year."*

Thanks to the support from AEA and Rabbit School Organization, Chanbormey's right to education is being fulfilled with meaningful results. Her story highlights the life-changing impact of inclusive education for children with disabilities in Cambodia.

ANNEX: PHOTOS OF ACHIEVEMENTS

Engaging Classroom Activities Between Students and Teachers






Parent Meeting and IEP Development Session





Learning materials





Provide in kind scholarship






Promoting Employment Opportunities: Exchange Visit for Youth with Intellectual Disabilities





RSO Hosts Monitoring Visit with Aide et Action – 6 June 2025, Pourk District, Siem Reap




Special Education Teachers Strengthen Skills in Speech Therapy




National and Subnational events on Inclusive Education and Employment for Persons with Disabilities








Thank You to all participants, partners, and supporters, your dedication and collaboration have been key to the success of this initiative and the journey toward a more inclusive future.

RSO