

Annual Report 2024

Community Centre of Grace House Organization

"Enabling the community to become sustainable through education, family support and health care"

Compiled in conjunction with:

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Introduction

The right to education is a fundamental human right and an essential foundation for the realization of all other human rights (Action Education, 2021). All children have the right to learn, whatever their circumstances, and adequate support to learning is crucial for children to develop to their full potential. Cambodia has made some terrific progress in educating its children, however more efforts are needed to help children go to and stay in school. Core to our mission at CCGHO (Grace House) is the notion that all children should have opportunities to learn, develop and thrive regardless of gender, economic circumstances, religion, or disability. At Grace House we strive to provide opportunities to not only begin the foundation of English, but also to provide a safe and nurturing environment and a passion for learning. As a community-based NGO, Grace House recognises that working in isolation does not produce a long-lasting impact. By working with the families and the Commune Chief from Korkranh and Spean Chreav Villages, strong partnerships have been built, ensuring that we are responding to the changing needs of the families and communities.

The year began in earnest with the invitation from the CLLC (Cambodian Learning Leadership Community) to attend a workshop titled “Fuelling your NGO” with Bill Taylor, Founder of SE Asia Foundation as facilitator and presenter. Loung (Project Manager), SreyKuhn (Teacher) and Ann (Volunteer) attended as representatives of Grace House. All NGOs worry about funding; Bill challenged the attendees to think differently. He proposed that “It’s not just about money. It’s all about the mission. It’s all about resources. It’s all about sustainability”. Hence, introducing the view that there are three pillars of sustainability – financial, leadership and talent. All three pillars need to be strong, and all three pillars are interrelated.



Sustainability being a key component to long term planning led to the preparation of the 2024-2026 Strategic Plan, a goal that had been set at the end of 2023. The school was closed, and a full day workshop was facilitated by Loung (Project Manager) and Ann (volunteer) to revisit and revitalise the Vision, Mission, and Values of Grace House.



Feedback and input from the staff was insightful, valuable, and often spirited and whilst the core fundamentals remained the same, a more condensed and concise format was agreed upon. Please note that these changes are yet to appear on the website. From this discussion, seven strategic goals were framed.



Strategic Goals:

- #1 Work towards financial sustainability through a diverse funding portfolio
- #2 Foster strong partnerships with the community
- #3 Encourage a culture of learning and professional development
- #4 Cultivate a safe and welcoming sustainable environment
- #5 Empower staff in special needs to aid and enable the students to reach their capacity
- #6 Actively promote volunteering experiences at Grace House
- #7 Strengthen leadership

These strategic goals were broken down into annual objectives, with steps, action plans, person/s responsible and success measures. Many of the objectives have been achieved in the first year and will be highlighted in this Annual Report.

#1 Work towards financial sustainability through a diverse funding portfolio

Non-Government Organisations (NGOs) in Cambodia operate in a highly competitive environment where the demand for financial support far exceeds the supply. Added to this, various factors including economic downturns, shifting donor priorities and an increasing number of organisations vying for the same pool of resources place more pressure on attracting donors. Following the COVID 19 outbreak and the subsequent decline of tourism, volunteerism also followed this trend. Volunteer payments (and often, the additional associated fundraising) help towards the running of the project and are a valuable source of funding. Increasing the numbers of volunteers coming to Grace House is of high priority, not only as a source of income, but for the enrichment of the teaching program and contributions to the community.

Grace House is fortunate to have several generous donors who continue to support the everyday running of the school, building improvements, and other projects within the strategic plan. These donors are mentioned throughout the report and Grace House is grateful for both their financial and moral support.

Tax benefits for donors

UK - Supporters in the UK are encouraged to donate through CAF (Charities Aid Foundation) to receive Gift Aid.

US - SE Asia Foundation is not only a great supporter of Grace House but offers a donation channel for any citizens of the USA. As a US Public Charity, all contributions are tax deductible to the full extent. Furthermore, 100% of the donation comes directly to Grace House with administrative and operating expenses being paid by the Founder Bill Taylor.

Australia - With the establishment of Grace House as a charity in Australia, this too will allow donations to be tax deductible. The process has begun, and hopefully charitable status will be attained in 2025.

Parent Contributions

For our families, private education for learning English is beyond their means and Grace House fills this void. They are very supportive of the work being done with their children at Grace House and families that can afford it, are happy to make a monthly contribution that is within their means. In the course of 2024, almost \$5,000 was contributed by the parents of the children at Grace House.

Business Opportunities

We recognise that starting our own business would be an avenue for generating an income rather than relying solely on donations. This has been added to the strategic plan, however after some brief discussions between the directors, this has been held over until 2025 for further discussion and research.

#2 Foster strong partnerships with the community

Highlights from the Special Needs Unit

Anyone who has been involved with the staff and students of Grace House, knows that the program offered is professional, individualised, and specialised for children with complex physical, emotional, cognitive, and social disabilities. What has become more obvious over the last few years is that it is not a well-kept secret. In fact, Grace House has gained a reputation extending further than Siem Reap. Making the connection with OIC (“Organization to Improve Communication” (speech therapy))



certainly benefitted the children at Grace House plus OIC informed several government departments about the work done at Grace House. Representatives visited the school to look at what is being done and wanted to learn from the staff. This is a great honour and attributes to the great work being done by the staff. Further to our reputation, whenever families visit doctors in Phnom Penh or Battambang, the Grace House special needs unit and

the work that is done is both recognized and respected.

Parent Meetings

Fostering strong partnerships with the community has always been core to the culture of Grace House and an important role undertaken by the project manager, social workers,

teachers, and other staff. Parent meetings are sometimes held as a group when the needs of the community are identified and discussed, or new plans needed to be communicated. The creation of a mother's group was proposed earlier in the year, to teach some basic English thus helping their children at home and to be a support group for young mothers. Dani (social worker) now does this through group chats. The benefits of smart phone technology!

A parent meeting is held at the beginning of the school year (November) and expectations of the children, and the families are discussed. Parents also offer their suggestions to what they would like Grace House to do with an open discussion from both parties.



Students in the general education classes sit for tests four times a year to monitor progress. Meetings with the parents to discuss the individual children's improvement in the acquisition of the English language are held twice a year. Tests provide evidence to determine whether a child



is ready to move to the higher class. Classes are based on ability with the English language rather than just the age of the student. The social workers may need to have a meeting with the family of a student, if there is a behavioural issue that cannot be resolved by the class teacher or the social worker. Parents of children in special needs meet with the social workers, disability manager and senior staff every 3 months for the review of goals.

#3 Encourage a culture of learning and professional development

English and General Education

Due to a lack of teachers and infrastructure, most public schools in Cambodia's education system only operate on a half day morning or afternoon sessions. Classes are overcrowded and it is difficult for students to make important academic progress. English is not taught consistently or for any significant amount of time in each week. Students come to Grace House when they are not attending public school and are taught the foundations of the English language, using the Family and Friends program. Topic areas such as computing, art, science, geography, library, and sports are also taught.



The demand for places at Grace House continues to be strong. With 175 students across five classrooms (10 classes each day) this is an increase from 2023 and the teachers are kept busy. The early childhood class established in 2023 for children aged 3-4 years has proved to be an important addition to the school. Class numbers are kept small in this “Bunnies and Puppies class” and the class teacher is supported by an assistant. Parents are very happy with the progress their children are making and the transition to public school is less stressful as the children are already prepared for learning and the structure of a school day.

Numbers for the older classes average between 13 and 20 students with attendance fluctuating depending on the demands of the public school and the changes in routine with the public school. No day is ever the same!

The new school year now begins in November each year. October saw 13 of our students graduating from Grace House leaving to further their education at High School. Whilst we would like to see these students continue to learn English at Grace House, this need will be reviewed in 2025 to look at the possibility of funding a new class for the next school year (November 2025).



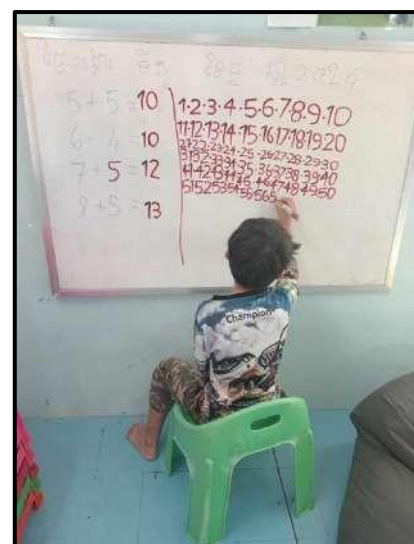
There is the option for students to continue their English study on a part time basis, attending Grace House from 3-4pm after the general classes have departed. Numbers in these classes have declined over the year, and this is something that needs to be addressed in 2025. Furthermore, we have an increasing number of older (under 12) students wanting to be enrolled but they cannot speak or understand any English. It is not appropriate for them to be

in the introductory classes (age 5-6 years) and unfortunately, they are turned away. This needs further investigation in 2025 to see if another class is viable to address the demand.

Special Needs Education

Grace House Special Needs unit is a very special place. Not only is it an exciting, safe, and nurturing place to learn, the children and parents are supported in a caring manner to challenge the children to be the best they can be, to push their boundaries, and to interact with others to become as independent as possible. In particular, the families have a strong partnership with the teachers, the social worker and disability manager providing information as well as listening to their concerns. Facilities in Siem Reap addressing the needs of children with a disability have not improved over the years. Safe Haven works in outreach only and conducts a playgroup session once a month to talk to parents and provide a morning of play for the children. Rabbit School works only within the public school system and the Krousar Thmey school was established for deaf and blind children. Other private schools offer programmes, but these are expensive and out of reach for many of the families. Clearly the need for the unit at Grace House remains as it continues to be the only free facility for children with moderate to severe disabilities. The staff, families and children are grateful that they can be part of an organisation that does not discriminate, or judge and can offer experiences and opportunities to children who otherwise would not have these. The combined efforts of Danson Foundation, the UK Board, other overseas donors, and partnerships are making a real difference in the lives of these young people.

Students participate in a variety of activities designed to meet their individual needs. Staff meet each week to evaluate the success of the previous week's activities and to design new activities. Each student has an individual learning plan with goals set with these plans continuously reviewed to support progress.



On asking the staff the question “what is so special about Grace House special needs unit?”, one response talked about the importance of having a place where students with special needs can come and do activities especially designed for them, have friends to work and play with and have teachers who care about them. Another response talked about the love that

staff have for their students; they love them just the way they are and hope that other people will treat them the same way.



The special needs students are integrated into all activities that occur at Grace House including class outings, presentations, assemblies, celebrations, and parties.



The development of self-care skills is an important focus within the special needs program and providing opportunities to develop these are incorporated within the monthly schedule. The older students enjoy working in the vegetable garden, tending to the plants, and watching their growth. Twice a month, the students prepare a meal either from the vegetables grown or from supplies bought at the local market. Not only does this develop life skills, but it is also an important activity working together as a group developing teamwork, feeling satisfied with their ability to complete the task, and fostering positive self-esteem. Thank you to Mary Quade (Australia) for sponsoring the cooking program for the students this year.



Class Outings

Learning doesn't just occur in the classroom and class outings are a perfect tool to give the students the opportunity to see new things and have experiences that they may never have had otherwise. These outings are perfect for exploring real and exciting places and anchoring their learning in their memory.

- In February, students from Dolphins and Lions were invited to construct a giant puppet and be part of the Puppet Parade through the streets of Siem Reap.
- Buffaloes and Crocodiles – The School for Field Studies, Centre for Mekong Studies.
- Buffaloes and Crocodiles – Butterfly Paradise, Satcha (Cambodia Handicraft Centre)
- Dolphins and Lions – Angkor Wat, Preah Khan, Neak Poan Temples
- Chicks and Bees – Angkor Wildlife and Aquarium
- Ducklings and Kittens – Butterfly Paradise, Botanical Gardens
- Bunnies and Puppies – Butterfly Paradise, Botanical Gardens
- Special Needs – Elephant Terrace, Drive around the small circle of temples

Many thanks to our donors Nick and Fumi Hill and Niall Robinson (Hill Robinson Yacht Management) who have supported the class trips for all the students at Grace House.





Staff Development and Training

First Aid Course

Funding received from SE Asia Foundation allowed all staff to participate in a two-day first aid training course held at the school. This was run by Red Cross Cambodia and was presented by Khmer personnel allowing all staff to be involved. The consensus was that it was a very successful course. For most of the staff this was all new information, and they now feel confident, armed with this new knowledge and skills, to help the children if required. Members of the team feel confident to not only deal with emergencies at the school, but also within their own communities outside the school.



Teacher Development Support Organisation (TDSO)

TDSO offers several courses designed for teachers in local NGOs to elevate teaching practices. The courses are designed for Khmer teachers working with young students, addressing the



specific challenges in English language instruction. The course is offered twice a year and is completed over a six-month period, with lessons conducted on Saturday mornings or afternoons. Initially Sreykun, Houg, Dani and Tita were offered a position and subsequently successfully completed the course.

Currently, Youri and Sophea are completing the course and this has provided the teachers with important professional development. As a final year university student studying teaching, Houg commented that this course perfectly complemented her university studies, supporting the work she is doing with the completion

of assessment tasks. As a European based NGO, the courses are at no cost to the teachers or Grace House and by April 2025, all teachers will have completed TDSO training. Lamhouy completed the course before joining Grace House and it's too soon to consider Dyna.

Child Protection

All children, girls, and boys, of all abilities and backgrounds, have equal rights to safety in all settings and locations. A core value within the culture at Grace House is that children have the right to be safe; violence and abuse against children are never acceptable in any form. The Child Protection Policy is reviewed and updated each year and is published in both Khmer and English. As part of the orientation program for volunteers, child protection is discussed in detail. First Step (a local NGO) conducts regular Child Protection courses. In April, Dani (social worker), one of the senior staff and two carers from the special needs unit attended a two-day workshop "Problematic and harmful sexual behaviour". Two general education teachers, and the senior staff from the special needs unit attended "Gender Inclusivity" in June. Those who attended the courses, returned to the school, and shared this information to other staff members. Child Protection sessions are a regular part of the GH team meetings to ensure all staff are clear on guidelines and processes to ensure the safety of all children.



#4 Cultivate a safe and welcoming sustainable environment

Staffing at Grace House



For several years, staffing at Grace House has been comparatively stable. 2024 saw several staff changes. It is generally considered that a low staff turnover is a sign of stability in a school. However, Grace House views staff turnover in a positive light. Growing and developing others is one of management's key responsibilities. At Grace House we give the staff opportunities to grow through professional development, university support if needed, and a safe environment to craft their skills. There is a career path for those who wish to stay at Grace House with each staff member encouraged to enhance their knowledge and skills where and when possible. Management encourages and supports staff members to accept positions of higher responsibility either at Grace House or at another place of employment.

Many of the teachers prior to 2024 were studying various courses (not teaching) at university and their work at Grace House was simply a means of employment. There is no doubt that they were skilled teachers, but their passion lay elsewhere. Kimeart completed his law degree and moved into this field leaving Grace House at the end of February. Lamhouy came to Grace House in April as a teaching graduate with experience initially to take over the Buffalo and Crocodile classes but after a short period she moved to Dolphins and Lions with SreyKun returning to Buffalo and Crocodile class. Sreyneang was still deciding where her interest lay and eventually moved into administration within a school environment. Houng a third-year university student, who had been teaching the kindergarten class was promoted to take the

Chicks and Bees class and Tita, the assistant teacher promoted to teacher of the kindergarten class, with Youri appointed as the new assistant. In December, Tita accepted a role in a private school and Youri was promoted to teacher and Dyna (past Grace House student) was offered the assistant teacher position.



Sreyleak worked for 5 years as the Grace House accountant and administration while she was studying at university. Graduating in 2023, at the end of June 24, Sreyleak accepted a position of higher responsibility and was replaced by Salorm, a year 4 university student of Accounting and Auditing.

Earlier in the year, it was identified that there was a need for an Assistant Social Worker to work alongside Dani. Dani needed another staff member to accompany her Particularly when visiting families. This often meant taking a teacher out of the classroom so it was agreed that employing a male would balance the team well. In August we welcomed Tam, a second-year university student studying teaching, to the team. He is a kind, caring and compassionate young man, who is quickly learning about the job and its requirements. Tam is thinking that maybe his vocation is in Social Work now rather than teaching!



Staff Wellbeing

Wellbeing is a combination of a person's physical, mental, emotional, and social health factors. It is strongly linked to happiness and life satisfaction. Wellbeing is essential for the success, productivity, and performance of an organisation. Promoting a culture of wellbeing within an organisation can lead to increased job satisfaction, higher productivity levels and better colleague relationships and teamwork. The staff have busy lives; many are studying university courses, juggling family responsibilities and working full time at Grace House. They do not really understand the notion of work life balance. For many, it just isn't an option.



Donations from overseas donors provided funds for several wellbeing initiatives directed particularly at teamwork and work life balance. Possibilities World conducted a training session focussing on staff cohesion, individual responsibilities to the team and teamwork in general.

Other initiatives included Sreymom, a yoga instructor from town who held yoga sessions for the staff from 3-4pm once a week; monthly lunches were provided for all staff at the end of each month and there was a trip for the entire staff to Kep. This was undoubtedly the highlight of the year. The school was closed for two days, and staff and their partners had a long weekend away.

They explored the crab markets at Kep, visited Bokor Mountain, and took a boat trip to see the fireflies and the luminescent plankton at Kampot. For many, this was the first time they had been to the sea or swum in the ocean! The absolutely loved it. Huge thanks to Nick & Fumi Hill and Niall Robinson for this one.



School Physical Environment

Improving and maintaining the physical environment of the school is an important strategic goal; providing an environment that is conducive to the safety, health and wellbeing of the students and staff. This has been made possible by the generosity of our partners and friends around the world. Thank you to SE Asia Foundation, Liz Wagner, St Ursula's College Toowoomba (Students and Past Staff), Nancy Sirotin Charlow, Nicki Clive, Steve Jackson, Water of Hope - France, Marianne Richards & Friends, Nick & Fumi Hill and Niall Robinson.

Completed tasks included:

- Concrete paths around the classrooms, keeping feet dry in the wet season,
- Raising the floor in the office to stop flooding during wet season
- New shed to store large equipment, gardening tools, wood and other excess materials
- A new (additional) western toilet
- Shade over the wash area and extending the roof to provide shade to the Buffaloes and Crocodile classroom
- Sinks for washing, cleaning teeth and water activities outside every classroom
- Glass white boards in all classrooms
- City water connected to the main school and Preahkun House
- Front fence replaced to be more secure and dog proof
- Refurbishment of two classrooms – painting and new flooring
- Noticeboard outside the front of the school
- New water dispenser in the office
- Reverse osmosis water filtration system
- New classroom cupboards
- New bedroom for our foster child



Maintenance of the grounds and building is a full-time job, with some jobs needing to be outsourced. A gardener now comes each month to keep the garden and grounds tidy. Everything grows quickly in this climate; several new mango trees have been planted to provide additional shade. Coconut trees need continuous harvesting to prevent any danger from coconuts falling on the children and staff!

With the building of the new shed, PreahKun House is now less of a “dumping ground” and, with a complete tidy, it is now a much more useable space. Furthermore, PreahKun House can be used as a safe house for any of our families requiring emergency accommodation.

Other Gifts to School and Community

Thank you to other friends of Grace House for their support.

- Alice Scott and her donation of beautiful dresses for our younger children
- Carmel Tulloch for the dolls she brought over from Australia for our kindergarten children
- Donation of rice and spices to the families from Courtyard by Marriot Siem Reap Resort
- Bikes for the children from SE Asia Foundation
- School supplies for the new school year including: back-packs, water bottles, pencil cases and materials, exercise books, sports uniform, school uniform and shoes (SE Asia Foundation)
- Books for the library and class readers from Lee Shafford (USA)
- New Grace House T-shirts for the children and shirts for the staff (Nick & Fumi Hill and Niall Robinson (Hill Robinson Yacht Management))
- School resources, reading books, games and sports equipment (Nancy Sirotin Charlow, Nicki Clive, Ann Brownlie, Clare Watson)
- Resources for the special needs classes and general education (students from Curtin University and James Cook University)
- Mary Quade (Australia) sponsoring the cooking classes for the disability students
- University teaching degree sponsorship (Nancy Sirotin Charlow)
- Nicki Clive and friends who support the emergency food fund, glasses fund and new glass whiteboards
- Backdrop for the stage
- Other gifts of food and resources from visitors to the school
- Provision of a new home for a Grace House mother and children (Toowoomba & District Maths Teacher’s Association)
- Teacher desks for the classrooms and laptop for the special needs (Curtin University)
- Ron’s Garden soil and plants (Marianne Richards)





Parties, Presentations and Playtime

There are three main celebrations in the Cambodian calendar and the school closes for these - Khmer New Year, Pchum Ben (Ancestors Day), Bon Om Touk (Water Festival). And with each, a small party, with food and games at the school for both the students and the staff! Children receive fruit at least once a month, sometimes more often when volunteers or visitors provide fruit as a farewell gift.



All general education classes and the special needs classes are given the opportunity to show off their skills in front of the whole school at least twice a year with a class presentation on the stage. They decorate the backdrop with drawings and practice hard leading up to their day. This helps not only to build their confidence, their self-worth and self-esteem but shapes an inclusive and respectful community.



Play is an important element in any educational program and no more so than in Cambodia. These children don't always have the luxury or the time to be able to just play. Grace House provides a safe fun environment to enjoy being a child. The Bunnies and Puppies curriculum is based on play; a time to experiment and solve problems in fun ways, develop social skills, fine motor skills and communication skills. During breaks the older children take advantage of having a covered sports area to kick around a ball, enjoy skipping or a hit with the badminton racquets. Every Friday is games day, and the playground is a definite favourite. Having free time for unstructured play allows the children to think up activities they like to do on their own, test their imagination and learn their limits.



#5 Empower staff in special needs to aid and enable the students to reach their capacity

OIC Cambodia (Speech Therapy)

For many years, the annual objective has been to source external speech therapy support for our students and training for our staff to support the development of more refined communication skills. Up until recently, this had not been achieved, but in 2024, the planets aligned.

In June, the student group from Curtin University (Australia) arrived with their facilitator, a paediatric speech therapist. This year, for the first time in many years, the special needs students and staff had the opportunity to work with and learn from a speech therapist. She was able to work extensively with the staff, providing advice, knowledge, and assistance with activities to promote communication. She also conducted workshops for the staff on the



topics of epilepsy and dysphagia.

Not long after, OIC Cambodia, a speech therapy organisation, conducted a workshop in Siem Reap to support and upskill individuals working with people who have communication and swallowing difficulties. Disability manager Koy attended, learning how to use the tools and strategies provided to improve communication skills of the students.

Importantly she made critical network connections with other NGOs. As a result, a speech therapist from OIC now visits Grace House each month to work with six of our students with more challenging speech needs. A follow up workshop was conducted in September; this time senior staff, Koy and social worker Dani attended.



Disability Manager Koy along with senior staff and social worker Dani learning how to use communication boards for our non-speaking students

#6 Actively promote volunteering experiences at Grace House

The partnership that was developed many years ago between Curtin University (Western Australia) and James Cook University (Queensland, Australia) and Grace House continues. These students are undertaking their final placement before graduation and therefore provide the staff with the very latest practices and knowledge. The allied health fields may vary (physiotherapy, occupational therapy, social work, psychology, pre-med), and their enthusiasm and work ethic cannot be understated. They are happy to work both in the special needs unit as well as in the general education classes. It was exciting to see the special needs students playing with the general education classes on games day with the support of the university volunteers.



Additionally, they bring equipment and other resources with them from Australia and contribute to designing, developing, and constructing resources whilst here. A new sensory board, mat and vest were recently added to the resources in the sensory room as a result.

Their fundraising also contributed to improving the facilities within the unit and within the school grounds.

Basketball hoops have been erected on the sports field, the donation of a new laptop for the unit and new desks for all the staff are some examples of their generosity.



We are grateful to the universities for continuing their support of Grace House and promoting this experience in Cambodia to work with our special needs students.



General volunteers have yet to return to the pre-COVID times. However, it was lovely to welcome back return volunteers as well as to welcome some new ones. January was a busy month with volunteers working in several areas around the school. Nicki Clive (UK) returned for 6 weeks in January to work with SreyKun in the Dolphins and Lions class, Millie Power (Australia) worked in Chicks and Bees, Marianne Richards (UK) and Ann Brownlie (Australia) worked on budgets and reports alongside Loung, Koy, Dani and Sreyleak. Bridget Cordory (UK) supported the teachers in learning new art ideas and Clare Watson and Grace (Australia) spent some time in the classroom as well as doing odd jobs that needed being done.



Other visitors to Grace House included Megan and David Neilson (Australia). David, an optometrist spent time teaching Koy and Loung basic eye testing strategies to be used with the students to identify any eye weaknesses. David Bidwell (UK) spent time in the classroom talking to the students about countries and his travels around



the world. Students from The School for Field Studies (USA) came to Grace House for the day to fix and install another swing in the playground.

Above Yoga (USA), a group of women visiting Cambodia on a yoga retreat, spent the day at Grace House working with all the students including the special needs classes.





Ann Brownlie and Gillian Meyers (Australia) returned in June along with Nancy Sirotin Charlow (USA) who worked with Sreykun in Dolphins and Lions. Doctors of Excellence (Hong Kong), a group of medical students, conducted health checks on all students in July providing valuable data on BMI and eye testing. The group will visit again in 2025.

Ann and Gillian returned in December.

#7 Strengthen Leadership

Leadership within an NGO should be a collective leadership so that the vision of the organisation is not in the hands or responsibility of one person. Leadership and strong management are essential in achieving objectives. Investing in the staff by providing training and professional development opportunities is essential for developing leadership. Possibilities World, a local international training company, was engaged to provide customised professional mentorship for the Project Manager, Loung, to support him with staff management, organisation effectiveness strategies and leadership development. The group also conducted a workshop with the whole staff focussing on teamwork and the individual responsibilities of working within a team.



Possibilities World

Working Together with our Partners

Grace House continued to work closely with the following organisations:- Safe Haven, First Step Cambodia, Women's Resource Centre, Travel EdAsia and Go Global, CLLC (Cambodia Learning Leadership Community) Social Work Network, Siem Reap, Karuna (Battambang), TDSO (Teacher Development Support Organisation), Australian Centre for Education (ACE), OIC Cambodia (Speech Therapy), The School for Field Studies, Friends International, and with the local government departments: National Social Security Fund, Tax Department, Ministry of Interior, Provincial Governor, the National Employment Agency, Angkor Hospital for Children, Commune Chief from Korkran Village.

Special thanks to SE Asia Foundation and Danson Foundation who have a long-standing partnership with us. St Ursula's College students continue to support Grace House through their service group Care for Cambodia and now the Past Staff of St Ursula's conduct an annual fundraising event. Special thanks to Stephen Broderick (St Ursula's) who has brought on board the Toowoomba & District Maths Teachers' Association who have contributed significant donations this past year.

The partnership between Nick & Fumi Hill and Niall Robinson (Hill Robinson Yacht Management) and Grace House continues. Thank you all - your trust in our mission has meant more to Grace House staff, students and families than words can express.

On behalf of all those who work and learn at Grace House, we would like to thank all supporters who either give their time, their money, or their expertise to make Grace House the great Community that it is.

Governance in Cambodia

The Grace House committee in Cambodia consists of Executive Director Chhiv Loung plus Directors Chan Dani and Sarang Seam (Koy). Under Cambodian Law it is legal for staff members to also be committee members. Reports are presented in February each year to the Ministry of Interior and Ministry of Finance and Economics.



Governance from England and Wales

Grace House Cambodia Trust (GHCT) was set up as a support for Community Centre of Grace House Organization (GHCCO) in Cambodia. GHCT is registered in England and Wales with Charity number 1155678. The Trust supports, advises, and contributes towards fundraising and grant applications for Grace House. The Board of Trustees is comprised of Diana Mihalop (Chairperson), Jennifer Jones, Joshua Nowak, Annette Wood, and Carmel Phelan (Trustees).

GHCT must ensure that evidence is provided to show that CCGHO is complying with Cambodian Law, maintaining a good standard of management, and keeping up to date with reviewing policies and adhering to national agreements. GHCT, through their own UK fundraising initiatives, grants and donor support, release funds raised to CCGHO in Cambodia. Reports are submitted to the UK charities Commission annually based on a year ending June 30th every year.

Vision Statement

To build a brighter future for Cambodian children by providing sustainable, quality education and family support by

- Achieving financial independence
- Expanding and fostering the value and love for learning and education
- Retaining talented staff and attracting volunteers and
- Having strong community partnerships

Goals for 2025

- Review and revise the general education curriculum including topic, math, art and computer units
- Provide in-service training for the general education teachers on the teaching of phonics
- Expand the curriculum to include a sequential learning digital literacy program through delivery from a specialised computer teacher
- Continue to build and maintain a safe and secure environment including the ongoing project to erect a secure dog proof boundary fence, refurbishment of the classrooms, additional vegetable gardens and green space
- Connect with the global community through newsletters and social media strategies
- Encourage and nurture greater connection between the past students, volunteers and staff members and Grace House in preparation for the 20-year anniversary of Grace House
- Investigate the possibility of an additional special needs class to cater for students who are 16 and over, or to address the waiting list numbers
- Investigate whether an additional class is required for older students with no English speaking background and/or an additional class for advanced general education
- Conduct a feasibility study and prepare a business plan for a mushroom house
- Review and revision of the strategic plan with the continuing emphasis on the pillars of finance, leadership, and talented staff.

Conclusion

As a community-based project, Grace House continues to respond to the needs of the community. The instability and uncertainty of the COVID times seem to be behind us now, with so much achieved with donors and volunteers from around the globe, working together with the staff here on the ground. It takes time and generations for the influence that Grace House and other similar organisations do, to have an impact. But with a better, brighter, healthier, happier environment, we can't help but make a positive impact.

Don't forget to follow Grace House Community Centre on:



<https://web.facebook.com/GraceHouseCambodia>



<https://www.instagram.com/gracehousecambodia/>

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02/10/25

Accrual Basis

Community Centre of Grace House Organization

Profit & Loss

January through December 2024

	Jan - Dec 24
Ordinary Income/Expense	
Income	
40000 - Donation-Unrestricted	
40001 - Donations - Volunteer Payments	6,000.00
40003 - Family payments-General Edu	2,133.50
40004 - Family Payment-Special Need	3,375.00
40005 - Donation Loan Repayment	98.00
40006 - Donation Unrestricted other	13,893.81
Total 40000 - Donation-Unrestricted	25,501.31
40050 - Donation-R General Education	
40053 - Bunny and Puppy Class	4,645.00
40054 - Duckling and Kitten Class	3,369.00
40055 - Chick and Bee Class	3,060.00
40057 - Dolphin and Lion Class	3,706.00
Total 40050 - Donation-R General Education	14,780.00
40060 - Donation - Restricted - Other	
40063 - Wells & Clean Water	830.00
40064 - Family Support	2,400.00
40065 - Ron's Garden	250.00
40066 - Donation - SEA Foundation	4,500.00
40067 - Donation - Hill Robinson	40,528.00
Total 40060 - Donation - Restricted - Other	48,508.00
40080 - Donation - R Special Need	
40081 - Disability Classes	25,519.95
Total 40080 - Donation - R Special Need	25,519.95
43100 - General Sales	85.00
44000 - Bank Interest	112.23
Total Income	114,486.49
Gross Profit	114,486.49

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Accrual Basis

Community Centre of Grace House Organization

Profit & Loss

January through December 2024

	Jan - Dec 24
Expense	
60200 - Capital Expenses	
60210 - Special Needs Construction Work	289.65
60220 - Library costs	170.42
60230 - School Buildings / Grounds	8,118.97
60231 - School Major Furniture/Fix	1,505.00
60240 - Preahkun House / Play Area	786.25
60260 - Sportsfield Construction Work	4,705.67
Total 60200 - Capital Expenses	15,575.96
60300 - Overheads	
60301 - Bank Service Charges	144.78
60302 - Electricity and City Water	1,143.63
60303 - Rubbish Collection	165.00
60304 - Taxes and Govt Fees	80.38
60305 - Rent Expense	4,200.00
60306 - Telephones, Internet & Domain	270.00
60307 - Supplies-Office	188.69
60308 - Computers and Office Equipment	746.00
60309 - General supplies & Maintenance	552.42
60311 - Food for Centre	122.00
60312 - Supplies-Cleaning & Household	380.81
60314 - Meal/Snack/Fruit	233.13
60320 - Electrical Repairs	275.50
60330 - Vehicle Expense	135.13
60340 - Gardening	
60341 - Gardening	190.00
60342 - Gardening Supplies	127.50
60343 - Ron's Garden	36.25
60340 - Gardening - Other	7.50
Total 60340 - Gardening	361.25
60350 - Well repairs and water costs	1,487.40
Total 60300 - Overheads	10,486.12
60400 - Staff - Overheads	
60405 - Staff Uniforms	258.00
60410 - Staff Training - course costs	1,610.00
60411 - Staff Training - expenses	89.00
60415 - Staff Travel - General	26.00
60420 - Staff Medical costs	310.00
60422 - Staff Wellbeing	53.00
60430 - Staff Insurance Costs	2,030.11
60450 - Staff Annual Outing	1,807.74

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Accrual Basis

Community Centre of Grace House Organization
Profit & Loss
January through December 2024

	Jan - Dec 24
60480 - Office Staff Salaries	
60481 - Project Manager Salary	9,200.00
60483 - Accountant	2,340.00
60485 - Social Worker	4,680.00
60486 - Social Worker - Assistant	560.00
Total 60480 - Office Staff Salaries	16,780.00
Total 60400 - Staff - Overheads	22,963.85
60800 - Student - Overheads	
60801 - Student Bikes	540.00
60802 - Fruit and snacks	240.43
60803 - Student Hygiene Supplies	274.25
60804 - School Uniforms	500.40
60805 - GH T shirt & Clothing	1,422.57
60806 - Student School Supplies	1,879.00
60807 - Student Medical Costs	58.12
Total 60800 - Student - Overheads	4,714.77
67000 - Staff Support	
67001 - Tuition-University and Fees	1,645.00
Total 67000 - Staff Support	1,645.00
68000 - Family Support	
68001 - Food Aid (Rice)	1,273.75
68020 - Family Support - Other	227.75
68090 - Foster Care - SREYROTH	
68091 - Foster Care - Salary	4,134.38
68092 - Sreyroth - food & snacks	455.15
68093 - Hygiene supplies	229.64
68095 - Room repairs and maintenance	1,046.75
Total 68090 - Foster Care - SREYROTH	5,865.92
Total 68000 - Family Support	7,367.42
69000 - Education Costs	
69001 - General Shared Costs	
69002 - Supplies-Education & Books	560.81
69003 - General Classroom Supplies	47.50
69005 - Sports Equipment	51.00
Total 69001 - General Shared Costs	659.31