



Empowered 2 Teach Report (2013-2014)

Empowered2Teach is a SUKA Society project that works towards empowering the indigenous community to have greater access to education. This report details the start and development of the project from 2013-2014.





'It has been a week since I first taught my students the letters of the alphabet. Most of them are still struggling to recognise the letters, let alone read complete words. Sometimes I feel disappointed and sad. But this is my responsibility as a teacher - to help my weak students learn. I will try my best even if I have to repeat my lessons many times so that they will develop the ability to read and write.'

Dinah, 10th February 2014

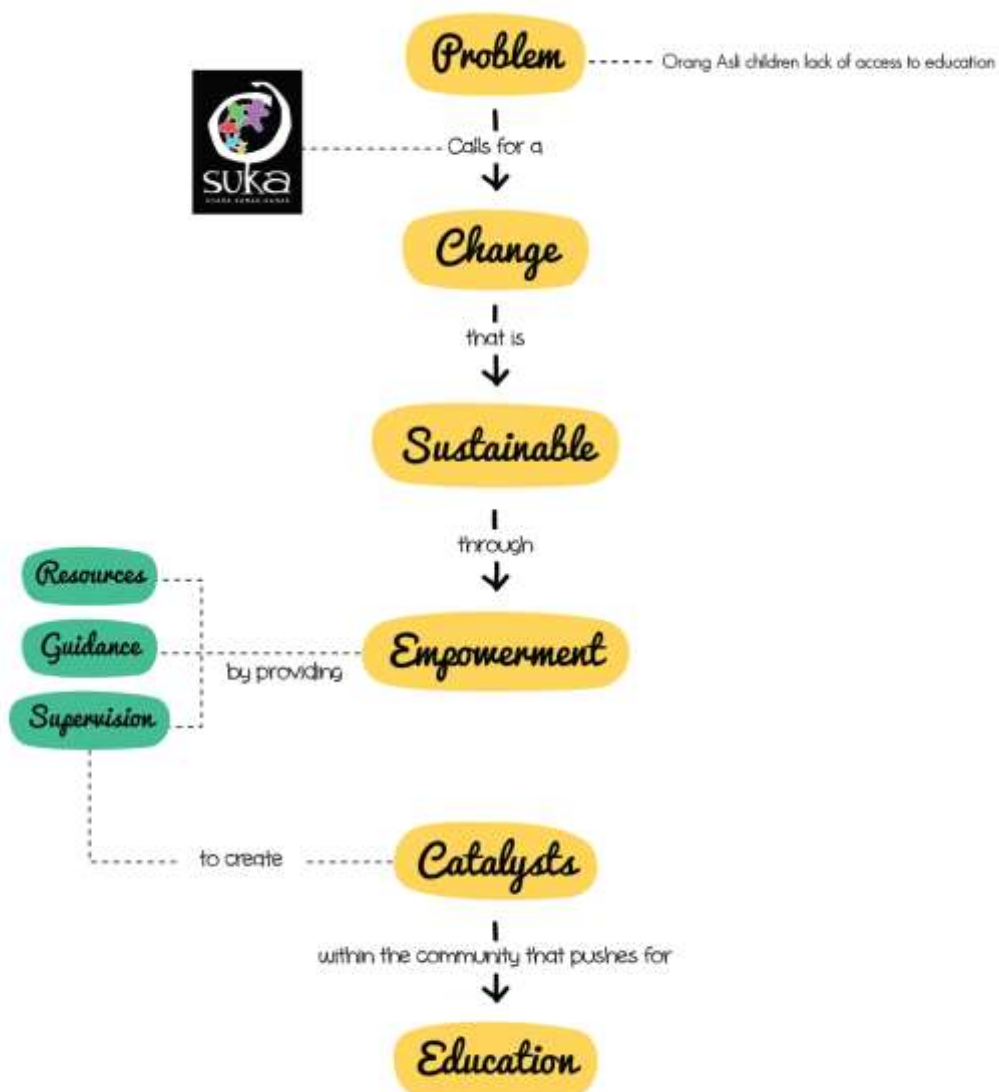
A. The Situation

A significant number of indigenous children in Peninsular Malaysia do not have pre-school education. In fact, statistical figures in 2007 from Jabatan Kemajuan Orang Asli (JAKOA) report that 7,029 indigenous children in Peninsular Malaysia have never been to school.

The current Standard One syllabus assumes that students have basic reading, writing and mathematical skills. In actual fact, indigenous children attend Standard One hoping to begin learning English, Mathematics and Bahasa Malaysia. This puts them at a significant disadvantage right from the start.

As such, it is not surprising that many of them fail to catch up with the national school syllabus and eventually drop out from school. According to a 2006 report by Centre of Orang Asli Concerns (COAC), for every 100 Orang Asli children who enter Standard One, only about six will be expected to reach Form Five eleven years later.

Without access to proper education, many indigenous communities will continue to be trapped within the vicious cycle of poverty and struggle to be self-sustainable.



B. The Solution

Empowered 2 Teach is a SUKA Society initiated project, developed in response to the educational challenges faced by the indigenous community. The project plays an empowering role in providing the tools needed for Orang Asli teachers to serve as a catalyst for education and development in their respective villages. The project prepares indigenous children for primary education by teaching them how to read, write, speak and count. The project also assists these children in their physical, emotional, social and intellectual development.

The project provides training, support and resources for the indigenous communities living in remote areas to start their own pre-school education classes within their villages. We do this by training and equipping indigenous teachers who are recommended by their village leaders based on their strong desire to educate children. Using the project as a platform to start up their classroom, the teachers will teach up to 20 young children on a regular basis.

To achieve the project's objectives and goals, the following tangible targets were set –

1. To develop five young indigenous persons in the area of education, gaining skills and knowledge to become good community pre-school teachers.
2. To provide regular pre-school education for 100 indigenous children.

C. Project Objectives

Empowered 2 Teach has four key elements –

1. Training indigenous young people to become teachers with the knowledge and skills to teach pre-school education within their own community.
2. Providing educational resources for the indigenous teachers to start community pre-school classes within their own villages.
3. Providing consistent guidance, monitoring and support for the indigenous teachers and their community pre-schools.
4. Creating awareness and community support for the indigenous community pre-schools through social media (www.empowered2teach.org).

D. Selection Process

The project started with a series of discussions with our project partners, SUHAKAM (Human Rights Commission of Malaysia) and Jaringan Orang Asal SeMalaysia (Indigenous People Advocacy NGO) to identify suitable villages and teachers to spearhead the community pre-schools.

Based on their recommendations, the indigenous villages located near Slim River, Gopeng, Gerik and Gua Musang were identified as key locations for the community pre-schools. The locations were selected based on the fact that the indigenous children in these villages do not have adequate access to pre-school and that there are suitable candidates to take on teaching positions.

We visited all four locations (Slim River, Gopeng, Gerik and Gua Musang) from the 25th to the 27th of September 2013. We were able to interview Zaleha from Slim River, Bosan and Jisam from Gerik, Haini from Gua Musang and Dinah from Gopeng as potential teachers for the project. We were very impressed with the level of commitment and enthusiasm of the potential teachers regarding their desire to improve the lives of the children in their village. A meeting with SUHAKAM and Jaringan Orang Asal SeMalaysia was held on the 30th of September 2013 to confirm the selection of the five teachers identified during the visit.

E. The Teachers

▪ **Dinah (Gopeng)**

Dinah was a previous pre-school teaching assistant in Petaling Jaya. With Empowered 2 Teach however, this would be her first experience in running a pre-school and teaching Orang Asli children in her village. The past year has been an incredibly rewarding journey for Dinah. She strongly feels that Orang Asli children have the same potential as any other urban child. She wants to educate them to be more exposed by sharing with them about life beyond the village. Her knowledge from her previous pre-school training has been useful in running her classes. Dinah shares that her confidence in running her own school has increased with the support of further training and resources provided. For the following year, Dinah has high hopes that the villagers and parents will realise that pre-school education is important as it plays a vital role in forming a strong foundation for a successful future for all Orang Asli children.



▪ **Zaleha (Slim River)**

Zaleha (or more fondly known as Nora) is very passionate in what she does. In the past year, she has improved in her teaching abilities. She is thankful for fellow Empowered 2 Teach teacher, Dinah, who shares with her useful teaching techniques and strategies which she adopts and implements in her own school. With the available resources, syllabus and training provided by SUKA, Nora is now more confident in running her pre-school. She shared that prior to this program, she was not able to afford light snacks for her students and materials to conduct art and craft activities. She is also glad that her community and parents are very supportive of her. Recently, she was elected as Deputy President in the Parents-Teachers Association in the neighbouring school. She was very proud of this achievement, as it is the first time an Orang Asli was elected. In the next year, Nora hopes to increase her commitment as a teacher by doing advanced quarterly lessons planning and to improve her teaching skills.



▪ **Jisam (Gerik)**

Jisam, Busan and Haini share something in common. They all had no prior teaching experience before Empowered 2 Teach, but share a passion to help the children in their village through education. Jisam has improved in terms of his teaching abilities and strategies. Through the sharing and mentoring session with Nora and Dinah, Jisam was able to get valuable tips and advice on how to overcome problems, to conduct classes and to manage his students. He also plays an important role as a health educator for his community.



▪ **Busan (Gerik)**

Busan has successfully completed teaching the first year syllabus. In the past year, Busan had his fair share of ups and downs in this program. Due to his lack of experience in managing children, he had problems with class management and felt that his students did not cooperate during his lessons. After getting advice from his mentors, Nora, Dinah and SUKA Society, he felt more encouraged and confident as a teacher. For the upcoming year, Busan hopes that he will be able to manage his class better.



▪ **Haini (Gua Musang)**

When we first met Haini, she was very reserved. One year into this program, Haini has definitely come out from her shell and is now more confident in teaching and conducting her classes. However, due to her lack of experience, Haini will require further training in future, especially in areas of conducting fun and engaging activities for her students. Haini is determined improve her teaching abilities so that she can be a better teacher to her students.





1 Speak nicely with
teacher and
friends
2 Share toys
3 Sit properly



F. The Schools

All four villages in Gopeng, Slim River, Gerik and Gua Musang started school on the 6th of January 2014. In the first month, 11 pre-school aged children attended class in Gopeng. The community pre-school in Slim River had 10 students, while the two pre-schools in Gerik had 17 and 18 students, respectively. 28 students attended classes regularly in the Gua Musang pre-school. We had a total of 84 students.

Within three months, the total number of students increased to 107. At present, all community pre-schools are teaching children ages 4 to 6 years old. The above numbers do not include the after-school program conducted by the teachers to assist older primary school children within the villages.

The teachers felt compelled to run the after-school program for the primary school children after their parents pleaded with them to help their children cope with their primary school syllabus. The teachers have decided to go the extra mile for their community without compromising on their primary focus on teaching pre-school children.

The morning session for pre-school children runs from 9.00am to 12.30pm. The afternoon session for the after-school program runs from 2.30pm to 4.30pm. All pre-school sessions start and end with a light snacks for the children. The snacks are an important component for the school, as many of the children attend classes with empty stomachs. Due to poverty, many would also return home with very little to eat for lunch.

Nora's School (Slim River, Perak)



Nora's school, Kelas Komuniti Kampung Sungai Bill is located in Slim River, Perak. Slim River is a small town in Perak, Malaysia. It is about 100 km (driving time 45 minutes) from Kuala Lumpur. Her school is located within her village that is home to approximately 400 people, of the Orang Asli Semai Tribe. Nora currently has 25 students in her school, aged 3 – 7, which consists of mostly girls. Nora's school is a basic modern building made of brick and has basic amenities, such as a common area, a kitchen and a toilet. Her classroom is divided into two sections – a reading section and a writing section, with tables and chairs for the students. Her classroom environment is bright and colourful with painted murals and her students' artwork displayed on the walls.

Nora and her assistant, Jurime, have been conducting pre-school classes every Monday to Friday from 8.30am – 11.00am. In the past year, Nora has conducted many arts and crafts activities with her students, a parents-teachers meeting, and recently, a Graduation ceremony. Activities that involve parents are crucial to get their support, to instil the awareness on the importance of pre-school education and to update them on their children's learning progress and development.

Nora's passion in contributing to her community has led her to open a community class on her own initiative, after realising that there are primary school children aged 7 – 12 who still can't read and write. Some of them dropped out of school, as their parents could not afford to send them to school. She conducts these extra lessons in Bahasa Melayu and English every Thursday, Friday and Saturday afternoon, hoping that she will make a difference in their lives one day.

The progress report for Nora's school is as follows:

Table 1: Number of Nora's Students by Level					
Level 1		19			
Level 2		6			
Total Students		25			
Table 2: Summary of Nora's Students' Progress					
			Unable to perform	Needs Time, Help & Practice	Mastered
Aged 3-7	Reading	Phonics	10	9	6
		Speaking	3	5	17
	Letters	Recognizing Alphabets	5	14	6
		Sound of Alphabet	6	12	7
		Writing	9	9	7
	Numbers	Recognizing Numbers	7	10	8
		Counting	6	13	6

Dinah's School (Gopeng, Perak)



Dinah's school, Kelas Komuniti Kampung Sungai Poh, is located in Gopeng, Perak. Gopeng is a town located in Mukim Teja, District of Kampar, Perak, Malaysia. It is situated approximately 20 km south of Ipoh, the state capital of Perak. There are about 500 Orang Asli from the Semai tribe residing in her village. Dinah has 21 students, mostly boys. Her pre-school class runs every Monday to Friday from 9am to 11.30am. Dinah has a 15-year-old boy with special needs and five 11–15-year-old students who have dropped out of school. She has graciously decided to help them by conducting extra classes every afternoon from Monday to Wednesday for this group of children.



Dinah emphasizes a lot on the importance of preparing a conducive and comfortable environment for her children to study in. She has two big tables in her classroom for her students to do their daily activities, while seated on the floor. On the walls of her classroom, she displays all her students' artwork.

This year Dinah managed to celebrate a few special occasions with her students and their parents, such as Mother's Day, Father's Day, Malaysia's Independence Day, Parents-Teachers Day and a Graduation Ceremony.

According to Dinah, these special events are important to cultivate her students' interest to have fun while learning. Dinah's teaching strategy includes physical exercises in the morning to ensure her students are alert and healthy, nature walks to discover the diverse flora and fauna around the village, and gardening as part of a science subject to explain how plants grow. Dinah has an assistant, Wah Noon, who helps her with the younger children and students with slower learning abilities. This has helped Dinah tremendously to focus in delivering her daily lesson plans smoothly.

The progress report for Dinah's school is as follows:

Table 1: Number of Dinah's Students by Level					
Level 1		5			
Level 2		18			
Total Students		21			
Table 2: Summary of Dinah's Students' Progress					
			Unable to perform	Needs Time, Help & Practice	Mastered
Aged 4-6	Reading	Phonics	8	3	10
		Speaking	4	4	13
	Letters	Recognizing Alphabets	1	3	17
		Sound of Alphabet	3	9	9
		Writing	1	3	17
	Numbers	Recognizing Numbers	1	1	19
		Counting	0	2	19

Jisam's School (Gerik, Perak)

Jisam's school, Kelas Komuniti Pendidikan Awal Kanak-Kanak Kampung Sungai Malela, is situated in Gerik, Perak. Gerik is a capital town of the Hulu Perak district. It is approximately 130 km north of Ipoh city and 120 km east of Butterworth, Penang. His village has about 10 families residing there. Jisam has 21 students, with a good balance of boys and girls.



Jisam's school is a modern brick building, complete with its own classroom, toilet and kitchen. While setting up the school, he painted the school with bright colours and murals. His class is also equipped with tables for his students to do their work while sitting on the floor. Jisam and his assistant Mimi teach the students the English language, Bahasa Malaysia, Mathematics and Science.

They conduct singing activities, physical exercises, as well as art and craft. Jisam, also a volunteer health care educator, emphasizes a lot on his students' image and hygiene. He often spends time grooming and teaching them basic skills such as combing their hair and dressing up neatly for class.

The progress report for Jisam's school is as follows:

Table 1: Number of Jisam's Students by Level	
Level 1	21
Level 2	-
Total Students	21

Table 2: Summary of Jisam's Students' Progress					
			Unable to perform	Needs Time, Help & Practice	Mastered
Aged 4-6	Reading	Phonics	12	0	9
		Speaking	15	0	6
	Letters	Recognizing Alphabets	1	0	20
		Sound of Alphabet	1	0	20
		Writing	11	0	10
	Numbers	Recognizing Numbers	2	0	19
		Counting	2	0	19

Busan's School (Gerik, Perak)

Busan's school, Kelas Komuniti Pendidikan Awal Kanak-Kanak Kampung Sungai Saruk, is located near Busan's village in Gerik, Perak. Busan has 17 students, consisting of mostly boys. Busan has a hand-built Orang Asli school made of bamboo and timber, which he and his villagers built together.



The whole village displayed their commitment to their children's education by getting together over a few weeks to source materials for the building of the school, and setting up the school. The classroom has open spaces, which enables Busan to conduct lessons comfortably. Busan has an assistant named Mimi. Together they make a good team in controlling the class and conducting activities together.

The progress report for Busan's school is as follows:

Table 1: Number of Busan's Students by Level	
Level 1	17
Level 2	-
Total Students	17

Table 2: Summary of Busan's Students' Progress

			Unable to perform	Needs Time, Help & Practice	Mastered
Aged 4-6	Reading	Phonics	0	14	3
		Speaking	0	15	2
	Letters	Recognizing Alphabets	0	11	6
		Sound of Alphabet	0	14	3
		Writing	0	14	3
	Numbers	Recognizing Numbers	0	12	5
		Counting	0	13	4

Haini's School (Gua Musang, Kelantan)

Haini's pre-school is in Gua Musang, Kelantan. Gua Musang is the largest district in Kelantan. Her pre-school is located in Kampung Jader, which is inaccessible via main roads. It requires a two-hour bumpy drive into the village in a four-wheel-drive to reach her school. Haini's school is similar to Busan's school, whereby it is made of bamboo and wood. It has an open-air concept with no windows. Haini has 19 students in her school, aged 4 to 8. For the past year, Haini has had an assistant named Midah who helps her manage the more active students so that she can concentrate in teaching the others. Haini teaches her students the

English language, Bahasa Malaysia and Mathematics. She also incorporates art and craft, as well as singing when she teaches.

Table 1: Number of Haini's Students by Level

Level 1	19
Level 2	-
Total Students	19

Table 2: Summary of Haini's Students' Progress

			Unable to perform	Needs Time, Help & Practice	Mastered
Aged 4-6	Reading	Phonics	14	5	0
		Speaking	18	0	1
	Letters	Recognizing Alphabets	4	11	4
		Sound of Alphabet	9	8	2
		Writing	5	9	5
	Numbers	Recognizing Numbers	7	7	5
		Counting	11	6	2



G. Teacher's Training Program

Training for Year 2013– Part 1

The first training session for the indigenous teachers was held in SUKA Society's office in Petaling Jaya from the 14th to the 19th of October 2013. The teachers had a full day of sessions. In the evening, they were given assignments to work on. During the training the teachers were introduced to the following topics –

- **Importance of Education –**
The session introduced the role of teacher in bringing about mental, physical and emotional growth in a child. The session also discussed how education brings about societal change and community development.
- **UNCRC and Indigenous Rights –**
The session discussed the key articles found in the UNCRC and how the CRC is relevant not only in protecting the rights of children in our community but also governs how we handle the children under our care.
- **Ethics and Standards for Teachers –**
The session presented clearly the ethical standards to be kept by all teachers. The session reminded the teachers of their responsibility in providing protection and care for each child. The session also discussed the pitfalls that can lead to abuse and neglect, and that teachers are to maintain high standards in their conduct and behaviour.
- **Child Development –**
The session was about the biological, psychological and emotional changes that would occur in a child as the child grows into adulthood. The session had a special focus on children with special learning disabilities.
- **Classroom Management –**
The session focused on classroom controls, safety issues and a basic handling of children in a classroom setting. The session also talked about techniques in encouraging a healthy learning environment in the classroom.

- **Reporting Requirements –**

The session discussed the requirement for the teachers to regularly update and report on the progress of the school, class and students. The sessions talked about the need to regularly take pictures, maintain an attendance register and update the blog. The session talked about the role of the Empowered2Teach website in promoting a greater awareness and support with regard to the issue of education among the indigenous community.

- **Effective Use Of Games and Extracurricular Activities –**

The session talked about the role of games and extracurricular activities in promoting a holistic development of a child. The session introduced the idea of science projects, sporting activities and games.

- **Computer Class –**

The session introduced the use of computers to the teachers. The session gave the teachers the opportunity to familiarise themselves with MS Office programs. They spend time practicing their typing skills and organizing their files in the Documents folder.

Part 1 of the training ended with giving the teachers a list of groundwork to be completed before Part 2 of the training in November. They were required to prepare a mock lesson for story-telling and teaching a song. They were also required to design a school timetable for 2014 and a list of equipment needed to start the community pre-school.



Training for Year 2013 – Part 2

The second training session was held from the 18th to the 29th of November 2013 in a pre-school along Jalan Gasing. Part 2 of the training focused solely on ensuring that the teachers are ready to teach their respective classes. The teachers worked on the following components –

- **Syllabus –**

The teachers spend a significant portion of the training session familiarising themselves with the syllabus. The syllabus focused on three main subjects: English, Mathematics and Bahasa Melayu. The teachers were given complete lesson plans that cover a full year's syllabus specially prepared by the trainer. The lesson plan was broken down into the lesson objectives, lesson structure, teaching methodology and equipment to be used for the lesson.

- **Teaching Techniques and Skills –**

The teachers spent hours practicing to teach their class through role-play, class presentations and mock lessons. In the evening, they spent time preparing lesson materials, art and craft activities, as well as songs and games to be presented the following day.

- **Classroom Management –**

The teachers were given practical sessions in managing children in class, and discussed issues confronting teachers in the classroom, best practice and tips in managing children.

- **Teaching Tools and Resources –**

The teachers were introduced to a wide range of teaching tools and resources that would enhance their effectiveness in teaching the children in their class. They were also taught how to make their own tools and use everyday objects as tools to teach their class.

Part 2 of the teachers' training ended with the teachers given the task of preparing for the start of the school in January 2014. The teachers were required to speak to the parents in their village and encourage the parents to send their children to their class. They were also required to set up basic equipment necessary to teach the class such as whiteboards, tables and chairs.

SUKA Society conducts a joint training session twice a year for the indigenous teachers. The training is normally held over a few days with Ms. Marie Segaram taking charge of the training program. Training sessions are also conducted every month during the monthly supervision visit to all the schools.



Training for Year 2014 – Part 1

The first training of 2014 was held in May 2014. This training was held in Ms. Marie's pre-school in Petaling Jaya. SUKA Society sponsored the training and accommodation for the teachers during the training period. Ms. Marie conducted the training program with some help from the staff members of SUKA Society. The teachers had four full days of training in the following areas –

- **Identifying and Rectifying Problems Faced by Pre-Schools –**

The training program started with a frank and open discussion with the teachers to discover the various issues faced by the teachers regarding classroom management, timetable management, parents' involvement and the receptiveness of the school since the school started in January 2014. Ms. Marie then shared some tips on how to manage the classroom better, such as by implementing a reward system, redesigning the classroom setting, breaking the student groups into manageable numbers, and new teaching techniques.

- **Syllabus and Resources –**

This was a sharing session by the teachers on how they were coping with the syllabus and workbooks given at the beginning of the year. They also shared about their use of the resources given and whether other resources were required to help them teach better.

- **Sharing of Teaching Methods and Lessons Conducted –**
Among the teachers, Dinah and Nora have the most experience as teachers. We invited them to share with the other teachers their own teaching style and effective teaching methods in class. We also reviewed all lesson plans done from January – May by all pre-schools.
- **Mid-Year Academic Progress Review –**
The teachers were required to present a report on the academic progress of their students. The various problems faced by the teachers in teaching the syllabus were discussed thoroughly. Solutions, tips and ideas were given and the teachers were also able to practice some of the techniques taught. Ms. Marie also guided them in writing out lesson plans for the next six months and gave recommendations in following the timetable to ensure all subjects are covered according to plan.
- **Parent-Teacher Management –**
It is important that parents are supportive of their children’s education to ensure that they continue to send their children to school. Ms. Marie encouraged the teachers to hold a parents-teachers meeting at least twice a year to provide feedback on their children’s academic progress to the parents. This would encourage and educate their parents on the importance of education. The teachers were taught how to fill in the report card and evaluate the students.
- **2nd Half-Year Curriculum Review –**
On the last day of the training, we reviewed plans for the next six months and went through the workbooks together. This was crucial to ensure the teachers had proper lesson objectives, lesson structure and a proper teaching plan for the remaining six months of the year.

Training for Year 2014 – Part 2

The second round of the Orang Asli teachers training was held in Cameron Highland’s Methodist Centennial Chefoo Centre from the 26th to the 28th November 2014. The objective of year-end training was to review and reflect on the year 2014’s curriculum and to plan and prepare for year 2015’s curriculum. SUKA Society chose Cameron Highlands as the training destination instead of Kuala Lumpur so that the Orang Asli teachers would be able to enjoy their training environment and also to unwind and rejuvenate before their pre-schools resume.

- **Reflection on 2014 –**
The teachers shared on how the academic year was for them. We also found out how this year went in the teaching of the syllabus, if there were any problems faced and how to resolve these problems for the next year. We also checked with them if they needed further monetary help or any resources that would help them teach better. SUKA Society tries to support and empower the teachers as much as we can so that they can provide the Orang Asli children with a proper pre-school education.
- **Academic Programs 2014 and Curriculum for Year 2015 –**
Each teacher reported on their student’s academic level and filled in the evaluation/progress form. They also gave us the list of new students for enrolment in 2015. For students who graduated from Level 1, they will advance to Level 2. We introduced and reviewed Level 2 workbooks with the teachers to prepare them for Level 2 lessons.
- **Peter and Jane Reading Materials –**
A couple from Australia, Brandon & Sophia, sponsored six sets of “Peter and Jane” reading books from the 1A and 1B sets. This set of reading materials will be very useful for the teachers to read with the students during reading sessions. We explained to the teachers the difference at each level for this reading program and conducted practice sessions for each teacher and assistant.

H. English Lessons by English Teaching Assistants (ETA)



We had good help from three English Teaching Assistants (ETA) from the US to help us improve the community teacher's English abilities. Bridget Kelly, Lizzie McGowan and Aubrey Kraft took time to help our teachers from Slim River (Nora) and Gopeng (Dinah) with their English. We were able to pair the ETA with our teachers with the assistance of the US Embassy. Our OA teachers are very passionate in their work to educate OA children in their village. However, they still require much support in developing their teaching abilities.

The commitment of the US State Department in helping the teachers was further demonstrated when we had the privilege of having Ambassador Joseph Yun and wife from the U.S. Embassy Kuala Lumpur. They paid a casual visit to one of our indigenous teacher's community pre-school project at Slim River in March 2014. Our teacher from Slim River, Nora, was very encouraged by the Ambassador's interest in her work. The OA kids could not stop giggling with all the added attention to their school work!

I. Monthly Supervision and Mentoring Visit



SUKA Society member, Lee Kong Yee who runs education programs for indigenous children in Temerloh, facilitates and coordinates the monthly supervision visits to the Orang Asli Schools. Nora and Dinah, who are the more experienced teachers, accompany Kong Yee to visit the pre-schools of Busan, Jisam and Haini.

During these regular monthly supervision visits, Kong Yee also helps to transport resources such as stationeries, paper, education tools, etc. to the teachers whenever necessary. He also collects blog entries, reports and pictures from the teachers for reporting and accountability purposes to SUKA Society. Lee Kong Yee will first go to Slim River, pick Nora up, and then head to Gopeng to pick Dinah up. They then head to Gerik, Perak where Jisam and Busan are, and finally to Gua Musang where Haini resides.

Nora and Dinah play a vital role in providing continuous training, mentoring and assistance to the less experienced teachers, Jisam, Busan and Haini. At every mentoring session, the teachers discuss issues and problems that the other pre-schools are facing, share about the lessons they have conducted and provide updates on their schools. Dinah and Nora would then advise or provide solutions for the other teachers. This monthly supervision and mentoring visit has helped build the confidence and capabilities of all teachers through fellowship, the sharing of knowledge and best practices.

J. Advocacy and Awareness

Our project website www.empowered2teach.org was launched in March 2014. The main objective of this website was to communicate the stories of the Orang Asli teachers from their own perspective in their daily journey as educators.

The website have three main features: About, Updates and The Teachers. The “About” section summarizes what Empowered2Teach is by providing explanation on the project, project objectives and the classroom. Here, the public is able to better understand the cause behind empowering Orang Asli Community towards education.

During the monthly supervision visits, Lee Kong Yee helps collect pictures and blog entries written by the teachers themselves. Our communication team then handpicks and edits suitable blog entries to be posted in the “Updates” section. The blog postings are made available in the original Bahasa Malaysia and the English translation. Through our updates, we have featured the highs and lows, struggles and hopes of our fellow Orang Asli teachers. We hope to share and communicate these stories to create awareness and also to touch the hearts of others who share the same passion in education. “The Teachers” section introduces our Empowered2Teach Teachers behind this program. For those who would like to get to know them better, a picture and brief biodata of all the teachers are available in this section.

K. Challenges and Opportunities

Challenges

In preparing to start the community pre-school, we had to overcome a series of challenges to ensure that the project maintains its objectives and meets its targets.

- The first aspect of our challenges concerns our fellow teachers. Among the five teachers, Dinah and Nora are more experienced and have been exposed to formal training. For Busan, Jisam and Haini, it was their first time running and teaching a pre-school. With that came challenges in the ability of classroom management, dealing with parents and students, and teaching, especially in English. The lack of exposure due to English not being their first language will require further training and practice for the teachers to be able to conduct better lessons for their students.
- The Orang Asli community are often marginalized and discriminated upon in Malaysia. Their village sometimes lack basic infrastructure such as electricity and water. Due to pesticides and waste seeping into the river from the nearby plantations, Jisam’s village’s main source of water has become polluted. Jisam and his fellow villagers had to travel a distance of approximately 3km to obtain clean water to bathe and drink. This inconvenience disrupted the daily routine of the villagers and the daily operation of Jisam’s pre-school.
- A high percentage of the Orang Asli people do not complete their education. Some parents lack interest in their children’s education. Some of the pre-schools face the problem of high absenteeism and/or irregular attendance. This is because the parents do not enforce the importance of education upon their children. Some families also face problems in transportation, which in turn hinders them from sending their children to school.



Opportunities

- A year into the program, SUKA Society has identified a few opportunities to further improve the Orang Asli children's access to education. As there was great demand for a pre-school due to the number of young children in Slim River, we are starting a second pre-school in a nearby village that will commence in January 2015. Our teacher Nora has identified and recommended Han Umi a/p Ayu as the teacher for the new school. Umi has just completed her high school tertiary education. We see great potential in her to help run the second pre-school in Slim River successfully.
- Nora and Dinah are very passionate about education within their community. This passion has led them to sacrifice their time and resources to go a step further and start an after-school program, which they refer to as "Community Class". This Community Class was started to reach out to illiterate children, school dropouts and weak students within their villages who are interested in learning to read and write. We also plan to start an after-school program in Paya Buluh, Temerloh. We have identified a suitable candidate to run the after school program. Our candidate Masina just completed her high school tertiary education and she will be starting the after school program in June 2015.
- We also see the opportunity in working towards getting our fellow Teachers who are able to converse in English prepared for certification via the Persatuan Tadika Malaysia. The Persatuan Tadika Malaysia (Malaysian Association of Kindergartens) or PTM is the pioneer organization involved in pre-school education in Malaysia and continual training and professional development of pre-school teachers in Malaysia. This would increase their teaching abilities, allow room for career progression and give them a sense of achievement and fulfillment as a teacher.



L. Appendix

Curriculum for Empowered2Teach Community Pre-Schools

The curriculum implemented throughout all pre-schools participating in the program is as follows:
Curriculum for 4 to 6-year-old students

YEAR ONE

Subjects:

A. Mathematics

Objectives:

1. Able to recognize 1-10 numerals
2. Able to write 1-10 numerals
3. Able to count 1-10
4. Know the sequence of numbers 1-10
5. Able to compare quantities

B. Bahasa Malaysia

Objectives:

1. Able to read and sound phonics (sukukata).
2. Good vocabulary in Bahasa Malaysia.
3. Learning proper grammar (tatabahasa).

C. English

Objectives:

1. Know phonetic sounds from A-Z.
2. Able to recognize A-Z
3. Able to write A-Z in small and capital letters.
4. Able to read three-letter phonetic words (cat, rat, man).
5. Learning proper grammar.
6. Good vocabulary in English.
7. Able to converse in English.

D. Science

Objectives:

1. Learning to understand nature (plants, weather, vegetables, fruits, animals).
2. Learning how the body works.
3. Learning about non-living things (materials etc.)

E. Moral

Objectives:

1. Learning values that are essential to ensure healthy interaction between the individual and his/her family, peers, and society.

Example:

- a. Greetings.
- b. Respecting the elderly.
- c. Helping one another.
- d. Cleanliness and personal hygiene.
- e. Learning to keep the environment clean.

YEAR TWO

Subjects:

A. Mathematics

Objectives:

1. Able to recognize 11-30 numerals
2. Able to write 11 – 30 numerals
3. Able to count 11 - 30
4. Know the sequence of numbers 11 – 20
5. Able to compare quantities
6. Learning addition
7. Learning subtraction

B. Bahasa

Objectives:

1. Able to read and pronounce phonics (sukukata). Advanced level.
2. Good vocabulary in Bahasa Malaysia.
3. Learning proper grammar (tatabahasa).

C. English

Objectives:

1. Able to recognize capital letters A-Z
2. Able to write A-Z in small and capital letters.
3. Able to blend digraphs (bl, cl, dr, cr, gr, fl, pl etc).
4. Learning proper grammar.
5. Good vocabulary in English.
6. Able to converse in English.

D. Science

Objectives:

1. Learning to classify animals (farm and wild), sea creatures, birds)
2. Learning to classify the different body parts of the fish, tortoise and cow.
3. Learning about the life cycle of the butterfly and the frog.
4. Learning about the different materials of the earth.
5. Learning about recycling

E. Moral

Objectives:

1. Learning values that are essential to ensure healthy interaction between the individual and his/her family, peers, and society.

Example:

- a. Sharing
- b. Telling the truth.
- c. Respecting each other.
- d. Cleanliness and personal hygiene.
- e. Learning to keep the environment clean.

Project Expenses: Year 2013 *

No	Details	Total
01	Honorarium for OA Teachers & Assistants*	15000.00
02	School Daily Running Cost*	3000.00
03	Monthly Pre-School Supervision	4241.80
04	Training of OA Teachers (2 rounds a year)	7054.30
05	OA School Maintenance, Repairs & Upgrade	2500.00
06	Lesson Plan, Syllabus, Educational Tools and School Supplies	12299.50
Total		44095.60

**September-December 2013*

Project Expenses: Year 2014

No	Details	Total
01	Honorarium for OA Teachers & Assistants*	42200.00
03	School Daily Running Cost*	11200.00
04	Monthly Pre-School Supervision	1091.00
05	Training of OA Teachers (2 rounds a year)	6084.90
06	Advocacy & Awareness (Events & Materials)	12500.00
07	OA School Maintenance, Repairs & Upgrade	6065.65
08	Lesson Plan, Syllabus, Educational Tools and School Supplies	5495.00
Total		84636.55

**RM600 a month for each teacher, RM200 a month for each assistant & RM200 a month for each school's daily running cost*

This report has been prepared by SUKA Society for all supporters and partners of SUKA Society. All pictures in this report are used after obtaining the necessary consent. For further enquiries regarding the project, please email SUKA Society at enquiry@sukasociety.org.

We encourage you to keep up-to-date on the progress of the project by visiting our project website, www.empowered2teach.org. The website serves as a platform for the teachers to share their thoughts and opinions regarding their schools, and also provides an opportunity for supporters to encourage the teachers in their efforts to create greater access to education for indigenous children.

Follow us on our social media platforms for latest updates on our work:

<https://www.facebook.com/SukaSociety>

<https://twitter.com/sukasociety>

<https://www.facebook.com/SukaSociety>

Note: The printing cost of this report has been sponsored



SUKA Society is set up to protect the best interests of children. We work towards:

- Protecting trafficked survivors
- Advocating for children affected by detention
- Creating greater access to education
- Promoting children's rights through public awareness programmes

Please contact us if you would like to support or donate to Persatuan Kebajikan Suara Kanak-Kanak Malaysia (SUKA):

P.O.Box: No 013, Jalan Sultan,
46700 Petaling Jaya

Email: enquiry@sukasociety.org

Tel No: 03-78774227



Find us online!

www.sukasociety.org

twitter.com/sukasociety

facebook.com/sukasociety

instagram.com/sukasociety

