



# Empowered 2 Teach Report (2016)

Empowered2Teach is a SUKA Society project that works towards empowering the indigenous community to have greater access to education. This report details the project's progress and impact achieved in 2016.





## **A. Overview**

Empowered2Teach is a project that works towards creating greater access to education for Orang Asli (OA) pre-school children. The project started with five pre-school classes back in September 2013. At the start of 2016, we have six pre-school and after school programs located in remote villages off Slim River, Gopeng, Gerik, Gua Musang and Bera. In mid-2016, we started our seventh pre-school initiative in Pos Musuh, Tapah.

Year 2016 also marks the fourth year that our pioneer batch of Orang Asli teachers has been with our program. Over the past three years, we focused a lot on developing the Orang Asli teachers' ability to teach effectively. We also put into place systems and structures to better govern the pre-schools. We emphasized not only on providing physical resources such as educational tools and books for the teachers to use in their classrooms, but our structure ensures that each teacher receives regular training and guidance from our Orang Asli supervisor and trainer who also plays the role of a mentor to the teachers.

The monthly supervision and on-the-job training program is an important aspect of ensuring that the teachers continue to make progress and stay committed to their role as educators. Our teachers' commitment to grow in their role and remain steadfast in the program over the past four years bears testament to its importance. This year, we introduced a monthly supervision report template to monitor the attendance of the students, progress in completing the lesson plans, teacher's growth, and feedback from the parents and community. For our on-the-job training, we also developed a trainer and trainee assessment form to look into the different needs and aspects of the growth of our teachers.

The intentional effort to track the progress of the teacher's development is so that they are able to grow beyond being teachers in the classroom to becoming a catalyst for education in their community. The push helped shift the teacher's mind-set from thinking that they were merely administering the lesson plans we have created for them to teach to now recognizing that they have a greater role to play in being a leader for education in their community.

This commitment to education excellence was reinforced back in 2015 when we implemented a student assessment tool that gave the teachers good insight into the progress of their students. Currently each student undergoes two rounds of the same assessment, the first being administered mid-year and the second at the tail end of the year. The teachers were able to analyze the children's mid-year results to push for further improvement. With the mid-year assessment results as the base line, we were also able to measure if the students have improved at the end of the year and analyze how each school was performing. At the end of each academic year, the teachers will conduct a report card day where the teacher will sit down with the child's parents individually to share with the parents the progress of their child. By doing so, we found that we are also slowly creating greater interest in education among a community that have been traditionally slow to adopt formal education.

It is important to note that we are very conscientious of introducing new initiatives incrementally to prevent the teachers and the community from being too overwhelmed by the expectation of the education program. Therefore apart from introducing governing structures in stages, we also introduced our syllabus progressively. For example, we started back in 2013 with just a syllabus for four year olds. The following year we added Level 2 for five year olds. At the end of 2016, we introduced Level 3 for six-year-old students. The Level 3 syllabus gives the students lessons that would be close to what they will be learning in Primary One. This is in line with our program objective of adequately preparing and equipping the Orang Asli children for primary education. The teachers will implement the Level 3 syllabus in their pre-schools in the beginning of Year 2017.

We are extremely excited to have OA teachers with the drive and passion to push for education within their own communities. By setting up six pre-schools and one after-school program within remote villages, we now regularly provide over 125 OA children direct access to education. We hope that this project will continue to empower and uplift the Orang Asli communities we are involved in.



### *The Orang Asli Situation*

A significant number of indigenous children in Peninsular Malaysia do not have pre-school education.

In fact, statistical figures in 2007 from the Jabatan Kemajuan Orang Asli (JAKOA) reported 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. However, Orang Asli 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 of school.

According to a 2006 report by the Centre of Orang Asli Concerns (COAC), for every 100 Orang Asli children who enter Standard One, only about six are expected to make it to 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.

### *The Solution*

Empowered2Teach is a project initiated by the SUKA Society, developed in response to the educational challenges faced by the indigenous community.

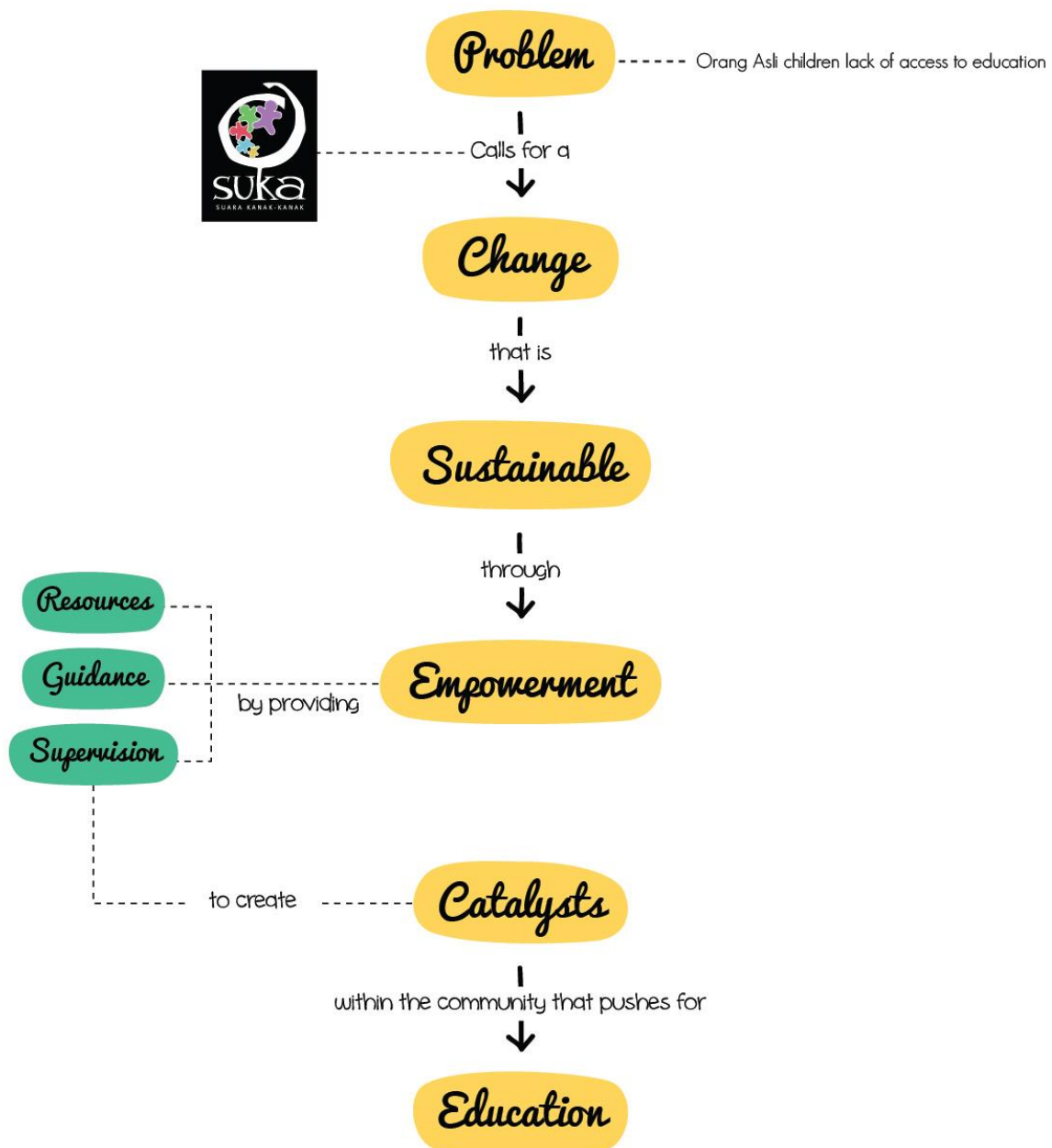
The project plays an empowering role in providing the tools needed for Orang Asli teachers to serve as a catalyst for education and development in their respective villages. The project prepares indigenous children for primary education by teaching them how to read, write, speak and count. The project 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 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.







## Project Objectives

Empowered2Teach 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 communities.
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](http://www.empowered2teach.org)).

## **B. The Team & Teachers**

Over the past four years the team have grown not only in numbers but also in their roles and responsibilities. We started with a batch of five Orang Asli teachers in year 2013. Out of the five pioneer teachers, two have progressed in their roles. Nora, the teacher from Kelas Komuniti Kampung Sungai Bil, Slim River now serves as the E2T Project Coordinator. Dinah, from Kampung Sungai Poh, is our on-the-job trainer and her pre-school in Gopeng is also used as our training centre for the on-the-job training program.

### **Project Coordinator & Trainers**



**Nora**  
**Project Coordinator**

Nora has more than eleven years of teaching experience. She began by teaching her own children at home, as there was no pre-school in her community. Her journey as an educator for the community began when she realised that the children living in her community should also be given the opportunity to learn. Nora is our project coordinator and oversees the programme by conducting monthly supervision visits to all the schools. She also represents SUKA Society in advocating for Orang Asli education.



**Dinah**  
**Project Trainer & Teacher (Gopeng)**

Dinah is one of our more experienced teachers. Dinah is from the Semai tribe. Prior to joining this program, she was teaching in a pre-school in Petaling Jaya. After returning to her village community in Gopeng, she connected with us to start a pre-school. Dinah is our project trainer. As one of our experienced teachers in the program, Dinah takes charge of the on-the-job training for our pre-school teachers and uses her school in Gopeng as the training centre.



**Marie**  
**Project Trainer & Advisor**

Marie has 17 years of experience in early childhood education. Her first job in a pre-school was as an assistant teacher in a class for four year olds. It was a joy for her to see children enjoy learning, playing and interacting with their teacher. It was then that she began to pursue her goal of becoming a pre-school education specialist.

Marie is currently a pre-school principal of a local kindergarten in Petaling Jaya, Selangor. She has a Diploma in Montessori & Masters of Arts in Early Childhood Studies (UK).

In 2013, she was directly involved in creating the curriculum and syllabus of our Empowered2Teach program. She has also been training our teachers from the start of the program. During her school holidays, she runs our twice-yearly joint teachers training program. She is happy to journey alongside the teachers in order for them to provide a good education for the Orang Asli children.

## The Teachers



**Jeszieca**  
**Teacher (Slim River)**

Jeszieca is an Orang Asli from the Semai tribe. She was introduced to the Empowered2Teach program by Nora, our project coordinator. She started off as a teaching assistant at the pre-school in Kampung Sungai Bil. From a young age, she understood the value of education and the potential it holds for a brighter future. A firm believer in education, Jeszieca dedicates her time and effort into teaching full time for the betterment of the Orang Asli children in her village.



**Haini**  
**Teacher (Gua Musang)**

Haini being someone from the Temiar tribe is naturally shy and reserved. But over the years, Haini has come out from her comfort zone and is now more confident about her role as a teacher. Despite the fact that Haini's pre-school in Kampung Jader is one of the least accessible and remote among all our E2T pre-schools, Haini has persevered and displays a great determination to teach. To keep herself available to her students, Haini stays in the pre-school through the school week before returning back to her own house on the weekends.



**Jisam**  
**Teacher (Gerik)**

Jisam has a great sense of humour and enjoys making people around him laugh. He has always been passionate about education and would do what it takes to teach his students in spite of the challenges of living in a remote village up north in Gerik. Jisam works closely with his co-teacher Azuaniza. Both of them are from the Temiar tribe. As their school has the largest student enrolment in our program, both Jisam and Azuaniza work hard to ensure that they remain effective in teaching their students.



**Itam**  
**Teacher (Gerik)**

Itam is our teacher at the pre-school in Kampung Saruk, Gerik. She is from the Temiar tribe. She describes herself as playful and adventurous. Itam's outgoing nature motivates her to incorporate elements of fun and play in how she conducts her class. She feels that young children learn better when they think that learning is fun and enjoyable. As such, her lessons are always participative in nature. Itam joined our program in February 2016 to replace the previous teacher, Busan.





**Umi**  
**Teacher (Slim River)**

Umi is an Orang Asli from the Semai tribe. Umi has a great drive to make a difference in her community. When she was still in secondary school, Umi was already teaching the children in her village. She volunteered to teach the kids in her village for three years. After completing her SPM examinations, Umi joined this program in November 2014. As a young mother, she juggles her commitment to teach with looking after her young toddler son. Teaching comes to Umi naturally as she is good with children.



**Asmida**  
**Teacher (Bera)**

Asmida is our after-school programme teacher. She is from the Semelai tribe. Asmida took up the role as a teacher to help the children in her village cope and understand their primary school lessons better. She spends time helping them with their homework and helps prepare them for their school examinations. She wants to see them continue going to school and not drop out. Seeing the children enthusiastic about learning motivates her to teach them.



**Salbina**  
**Teacher (Pos Musuh)**

Salbina is the latest addition to our team of teachers. She is from the Semai tribe. Before she joined our program, she was already teaching in her village pre-school voluntarily. She was guided and taught by Wak Linang, a senior volunteer teacher who started the pre-school in her village. Ever since she joined our program, she has been excited to learn and teach more effectively with the resources and training provided.

*Empowered2Teach*  
*Team of Teachers and*  
*Co-teachers*





### **C. The Schools**

For the 2016 school term, all our pre-schools and after-school program started their school term on 4<sup>th</sup> January. All seven schools ended their school term on 25<sup>th</sup> November. Salbina's school joined our program in June 2016.

We rolled out three new developments and initiatives for the pre-schools in 2016:

1. Activity Work Sheets & Activity Lessons Guidebook
2. Assessment – Second Phase
3. Orang Asli Lesson Syllabus

Firstly, we introduced activity work sheets and a lesson ideas guidebook to supplement the existing syllabus. This was developed as a response from the feedback we gathered during the teachers' training sessions. Some of our junior teachers found it challenging when it came to diversifying their teaching techniques through incorporating fun and creative methods. The guidebook contains practical ideas for the teachers to come up with fun activities for the children while still following the existing syllabus. The new supplementary activity work sheets and the lesson ideas guidebook add an element of Montessori education for the students. The different activities include engaging the children in practical skills such as stamping, cutting, tearing, pouring and incorporating different math, language and art materials.

Secondly, as mentioned in the overview, we implemented the second phase of our pre-school assessment tool. In year 2015, we implemented the use of the assessment tool at the end of the school year. However the teachers found that they needed time to address the areas where their students were still weak before they go for the end year school break. In 2016, the students were required to sit for the assessment twice, the first in the middle of the year and the second before the school year ended. By doing so, the teachers were able to monitor and benchmark their students' progress. This has helped the teachers to identify subject areas that needed further improvements and to pay extra attention to students who need more guidance. For the overall program, we are able to use the schools' mid-year results as the baseline to push and encourage the schools to do better during year-end. At the end of the year, we were able to compare the pre-schools results against the mid-year results to see if the schools have progressed.

Finally, as mentioned in the opportunities section in our report last year, we wanted to develop a subject on Orang Asli concerns. Nora, our project coordinator took the lead in compiling the content for the Orang Asli subject. The content contains topics such as "Me and my family", "My community", "Traditional Orang Asli food" and "Animals and plants". The topics contain activity ideas and learning objectives relevant to the Orang Asli community, culture and lifestyle. As the teachers who run our pre-schools come from different Orang Asli tribes, each one of them have their own unique culture and identity. The teachers are encouraged to incorporate the Orang Asli themed lessons into their school lesson plan. The intention is to foster Orang Asli children who are proud of their culture and identity from a young age.



## **Updates on the Schools**

### **Jeszieca's Pre-School (Slim River, Perak)**

There are 21 Orang Asli children attending Nora's pre-school regularly. In order for Nora to take on her role as project coordinator, Jeszieca took over the role of main teacher last year. She quickly adapted to her new responsibilities. She ensured that the lessons were taught according to the timetable, she monitored her students' attendance closely and prepared lesson plans in advance.

Jeszieca has been creative in incorporating different arts and crafts activities into each lesson by including water colouring and stamping activities. For Mathematics, she uses teaching aid materials such as charts and flash cards. She and her assistant ensure that the class remains clean and tidy for the comfort of the students.

The response from the community and especially the parents has been positive. They participate in the special community pre-school activities such as gotong-royong and Mother's Day celebration. She wrapped up the year with a successful prize-giving and awards ceremony for all the students, paying special attention to the ones who were graduating and their parents.

**Table 1: Number of Jeszieca's Students**

Level 1	9
Level 2	12
Total Students	21



### **Dinah's Pre-School (Gopeng, Perak)**

Dinah has 12 students attending her pre-school. Dinah has grown tremendously in her role as a teacher in the Orang Asli community. In 2016, she took on an additional role of a trainer, conducting on-the-job training in her pre-school in Gopeng for fellow Orang Asli teachers in our program. Her training covers classroom management, teaching methodologies and advocating for other teachers to promote education awareness in their respective villages.

Dinah's approach to teaching is to vary the learning system according to the day's schedule, and adapt her teaching efforts to suit the level of the student. She ensures that the lessons are interesting by including a variety of activities.

In November, Dinah revises every subject with the students and creates extra exercises for them. The community is extremely supportive of the class, and the parents are happy and thankful to see their children's achievements.

**Table 2: Number of Dinah's Students**

Level 1	2
Level 2	10
Total Students	12





### **Jisam's Pre-School (Gerik, Perak)**

Jisam has a school of 28 students. Jisam's school has been very well received by the community. This year, his class management skills have improved greatly. Jisam's teaching method is to vary the activities to retain his students' attention. Jisam is supported by his co-teacher Azuaniza. They divide the responsibility of teaching the students by each focusing on different levels.

Both Jisam and Azuaniza are quick to respond to any problems concerning his student's attendance, and even visited the homes of the students who did not sit for their examination papers.

Overall, the parents and the community are very supportive and have shown a willingness to step in when the school needs help. Unfortunately, there are also some families who are still indifferent about education and have been absent from school events like Report Card Day in May. Nevertheless, Jisam and Azuaniza remain positive and will continue to conduct classes daily.

**Table 3: Number of Jisam's Students**

Beginner Level	13
Level 1	8
Level 2	7
Total Students	28



### **Itam's Pre-School (Gerik, Perak)**

Itam has 15 students attending her pre-school. The pre-school is located in a village called Kampung Sarok which is within the district of Gerik, Perak. Itam runs the pre-school together with her assistant, Azlan. Itam incorporates fun and play in conducting her lessons as her students learn better through that method.

2016 was not a very smooth year for the school in Itam's village in terms of regular attendance. Many of the villagers in Kampung Sarok are farmers and have plantations located far away from the pre-school. Over the past few years many of the villagers have opted to move closer to the plantations and brought their children along with them, thus the school attendance dropped drastically. There were also incidences of wild elephants attacking the village and forcing some of the villages to relocate. Despite all that, Itam continued to conduct classes daily so as not to disrupt the children's learning.

After monitoring their pre-school attendance, the average attendance for July onwards recorded 80% drop in numbers as many of the children have moved away to other villages with their parents. After three years of journeying with the community of Kampung Saruk, we closed our chapter in the village as the families with young children in the community have moved away from the village.

**Table 4: Number of Itam's Students**

Level 1	6
Level 2	9
Total Students	15





### **Haini's Pre-School (Gua Musang, Kelantan)**

Haini's pre-school is located in a village called Kampung Jader about three hours' drive via logging trails from Gua Musang. There are currently 17 children aged four to six years old attending the pre-school regularly. Last year, Haini moved her school location from a different village to Kampung Jader. Thus, all students who registered began at Level 1.

Haini has demonstrated her determination in carrying out her duties as a teacher. In the past year, she has fully utilised the materials given to her. She learned to incorporate different approaches to teaching and will go beyond using the worksheets provided. She always tries to include simple arts and crafts activities in each lesson, such as pasting and colouring.

On top of her pre-school programme; she also took the initiative to start her own tuition classes to help primary school students who needed extra guidance in their lessons and homework. In May, she organized a Mother's Day event, which was well received by the community. Many mothers turned up, and showed support and interest in their children's education by participating in the activities conducted.

Haini has also worked closely with the village leaders in updating and discussing school issues with them. The village leaders have been very supportive of the pre-school. Whenever there were issues regarding the school, they would gather parents to give a talk and advise parents to cooperate with the school and the teacher. The village leaders' support is important for Haini to get the support from the parents, so that they will be interested in their children's education.

**Table 5: Number of Haini's Students**

Level 1	17
Total Students	17



### **Umi's Pre-School (Slim River, Perak)**

The pre-school is located in a village called Kampung Sungai Pisang in the small town of Slim River, Perak. There are currently 14 children aged four to six years old attending the pre-school regularly.

Some of Umi's children are very active and find it difficult to sit still for long. Nonetheless, Umi managed to structure lessons to retain their attention by starting each lesson with a craft before distributing their individual work.

She also took the initiative to reach out to the parents, and with support and encouragement from the community, organized a very successful Interaction Day in May and Awards Day in November. Overall, the community and parents have been very supportive of the school. The parents respond and cooperate when Umi organises any programs, such as cleaning the class or gotong-royong programs.

**Table 6: Number of Umi's Students**

Level 1	6
Level 2	8
Total Students	14



### **Asmida's After-School Programme (Tasik Bera, Pahang)**

The after-school program is located in a village called Kampung Paya Buluh, Tasik Bera, Pahang. There are currently 15 children aged seven to eleven years old attending the after-school program regularly.

Asmida runs the after-school program with help from Pn. Waira, a mother of one of the students who attends the school. Asmida teaches five days a week. Pn.Waira focuses on Level 1 students (seven and eight year olds) while Asmida focuses on the Level 2 students (nine to eleven years olds).

Asmida's style of conducting the class is by structuring it to mirror the school timetable of her students. She also teaches according to the chapters in each subject till the end of the year. This is to help her students revise the lessons that they have learnt in school and catch up with their peers if they are left behind. October onwards, Asmida will start intensive revision classes for her students to prepare for the year end examinations. She would focus on popular exam topics and use previous exam papers for her students to practice. This effort has borne success as some of her students have gone on to do very well in their exams, surpassing their peers. Both the parents as well as the community have been very supportive of the class. On their part, parents made sure to encourage their children and took note of their progress in their studies.

They are very grateful for Asmida's help in helping their children to make early preparations for exams. They are also willing to step forward whenever she needs help during a program or when spring cleaning the classroom.

**Table 7: Number of Asmida's Students**

Primary 1	1
Primary 2	5
Primary 3	2
Primary 4	5
Primary 5	2
Total Students	15



### **New Pre-School!**

#### **Salbina's Pre-School (Pos Musuh, Tapah)**



In mid-June, we started a new pre-school located at 8th mile, Tapah in Kampung Batu 8, Pos Musuh, Perak. Before joining our program, Salbina, the teacher and her co-teacher, Surina has been teaching in the school on a voluntary basis. The pre-school utilizes a classroom provided by Sekolah Kebangsaan Pos Musuh.

There are currently 22 children aged 4 to 6 years old attending the pre-school on a daily basis. Salbina and Surina are both passionate about teaching and were eager to learn more. They both attended our teacher training that was conducted in June and December. The school will fully adopt and teach using our Empowered2Teach syllabus in year 2017 onwards. We are also pleased to note that OSK Foundation has agreed to fund Salbina's pre-school over the next three years.



## **D. Progress & Results**

The assessment tool has the following purposes:

- To keep track of the students' learning performance and development.
- To evaluate the students' proficiency level based on the different criteria tested for each subject.
- To identify and monitor students who need extra guidance.
- To provide feedback on the students' progress and performance to their parents.
- To reflect on the areas in which the teachers would require further training to improve the students' performance.

The assessment is divided into two levels. The first level is intended for students aged four years old. The second level is for students aged five and six years old. Each student will sit for the assessment twice a year, during mid-year and year-end.

Their levels of proficiency are graded based on the following criteria:

- **Mastered** – Understand and able to do the assessment accurately without guidance
- **In Progress** - Understand and able to do the assessment with guidance
- **Weak** - Further improvement and effort needed

### **Assessment Tool Process**

Teachers will give each of their students an assessment exercise. They are to complete the assessment exercise by the end of the school term in November. The assessment exercise is a compilation of work sheets based on the different criteria that will be tested. The following steps have been developed for the assessment tool:

#### **Step 1** *Planning*

Teachers teach the students the lessons covered by the assessment exercise six months ahead of the assessment.

#### **Step 2** *Discovery*

Students sit for the assessment exercise at the end of the school term based on their level.

#### **Step 3** *Analysis*

Teachers submit the assessment results to SUKA Society for analysis.

#### **Step 4** *Feedback*

Teachers provide feedback to parents based on their students' performance.

#### **Step 5** *Recommendation*

SUKA Society advises the teachers on the next step to improve students' performance.



### **Student Learning Goals**

The student learning goals are divided into Levels 1 – 3. Each of these levels corresponds to the ages of four, five and six years. Assessments are conducted biannually to determine the progress of the students. At the moment, these assessments are for Levels 1 and 2 only. Level 3 assessments will be rolled out in 2017.



### Level One Assessment

The following criteria are tested in the Level One assessment:

Subject	Level One
<b>Malay</b>	Student can read phonics
	Student can speak with correct grammar
<b>Mathematics</b>	Student can recognise the numbers 1 to 10
	Student can write from 1 to 10
	Student can count from 1 to 10
	Student can identify numbers in the correct order (1 to 10 and 10 to 1)
	Student can differentiate the difference in quantity
<b>English</b>	Student can recognise all small letters of the alphabet
	Student can write all letters of the alphabet
	Student can make the sound of the phonic alphabet
	Student can read words with combination of three phonic sounds

### Level Two Assessment

The following criteria are tested in the Level Two assessment:

Subject	Level Two
<b>Malay</b>	Student can syllable compound
	Student can speak with correct grammar
<b>Mathematics</b>	Student can recognise the numbers 11 to 20
	Student can write the numbers 11 to 20
	Student can count from 1 to 100
	Student knows how to add and subtract
<b>English</b>	Student can recognise all capital letters
	Student can write all letters of the alphabet
	Student can make the sound of all phonic compound
	Student can speak with correct grammar

## Overall Pre-Schools Assessment Results

The following results have been collected from Level One and Level Two students from four pre-schools in 2016. The participating schools are Kampung Sungai Bil (Slim River), Kampung Sungai Pisang (Slim River), Kampung Sungai Malela (Gerik), and Kampung Sungai Poh (Gopeng). Haini's pre-school in Kampung Jader and Itam's school in Kampung Saruk did not participate in the assessment as the students were not ready to be assessed.

### Overall Year One and Year Two Results

The overall Year One and Year Two results below show the percentages of children who fall under one of three grades – “Mastered”, “In Progress” or “Weak” – for all components of each subject after final assessments in 2016. These subjects are Bahasa Malaysia, Mathematics and English. The tables below show the overall results of the students' performance for the year 2016.

The overall Level 1 results show that our pre-school students are still weak in their language subjects but perform much better in mathematics. Unlike urban parents, most Orang Asli children's parents lack the awareness to help their young kids recognise alphabets and basic words at a young age. Often times their first lesson in recognising and writing the alphabets begins when they enter our pre-school at Level 1. Therefore it is very understandable that the children will take a longer time to master their Level 1 subjects.

Our teachers having the pre-school assessment results are able to use the results to focus on the areas the students are weak at when the students move into Level 2. We are also able to use the results to help the teachers improve on areas they are still struggling to teach effectively.

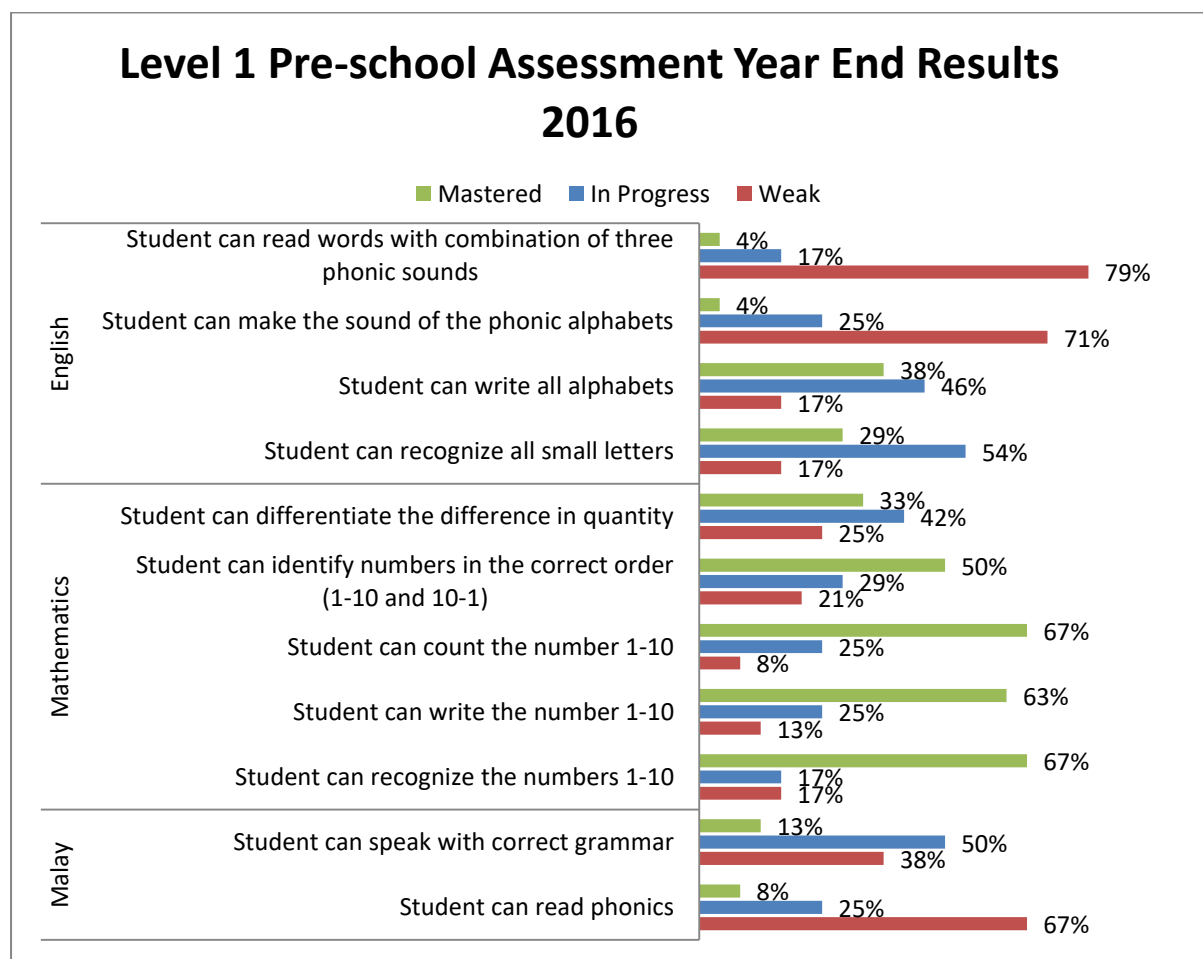


Table 8: Level 1 Overall Performance

## Level 2 Pre-school Assessment Year End Results 2016

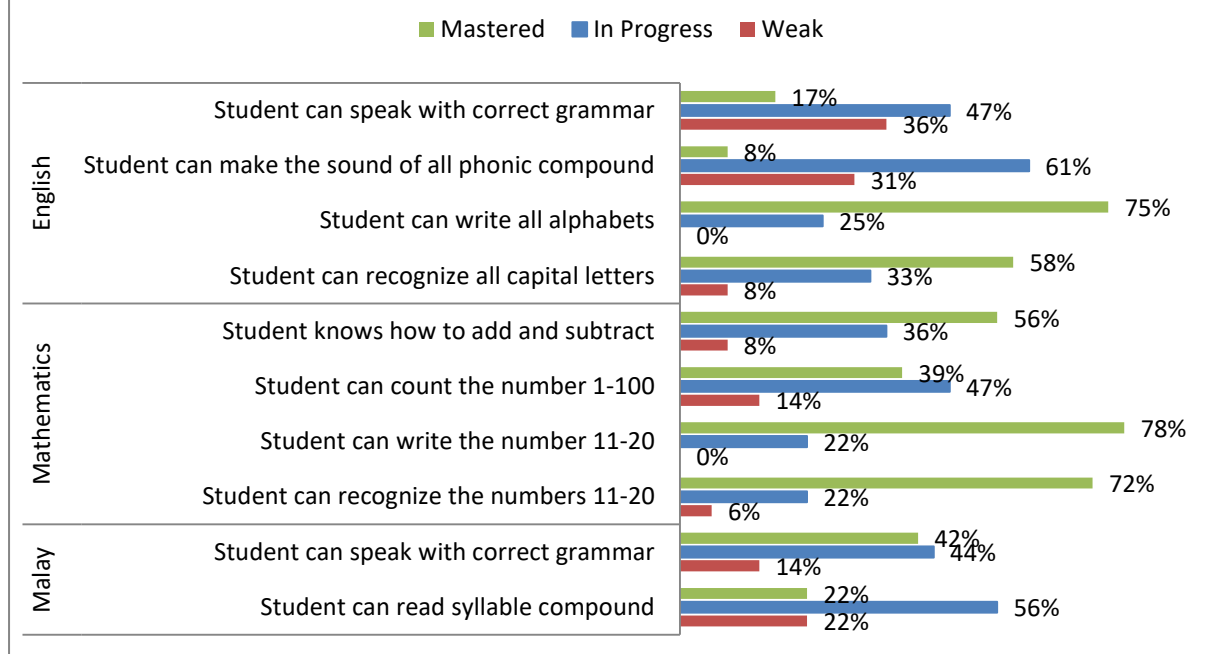


Table 9: Level 2 Overall Performance

### Overall Progress of Year One and Year Two Assessment Performance

The progress of students at Year One and Year Two of the program are measured across three subjects and each of these subjects have performance indicators to be graded with “Mastered”, “In Progress” and “Weak” as mentioned in the section above.

The overall Level 2 results show much better progress as compared to students in Level 1. Many of these students are with us for the second year and their academic performance reflects the improvements expected of students who are in pre-school for two years.

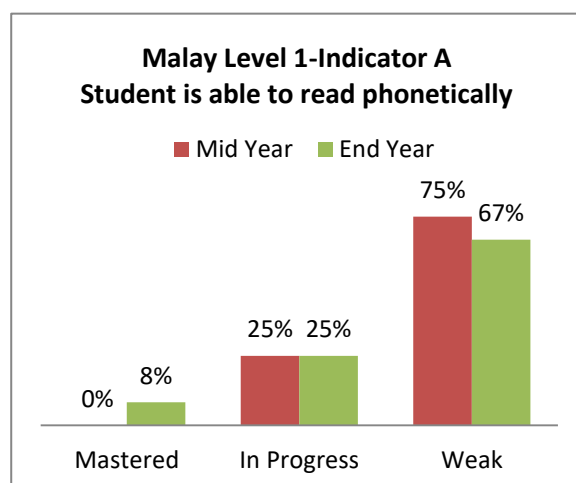
### **Individual Subjects Pre-school Assessment Results**

#### Year One: Malay

For Malay, there are two indicators:

- A) Student is able to read phonetically
- B) Student can speak with correct grammar

Under these two indicators for Malay, the Year One students have made some progress with the number of “Weak” students reduced by 8% for indicator A. The percentage of “In Progress” students for indicator A remained unchanged at 25%. However, there is still much work to be done over the next three years of the students time in the pre-school to help those who are in the weak in their Malay.





### Year One: Mathematics

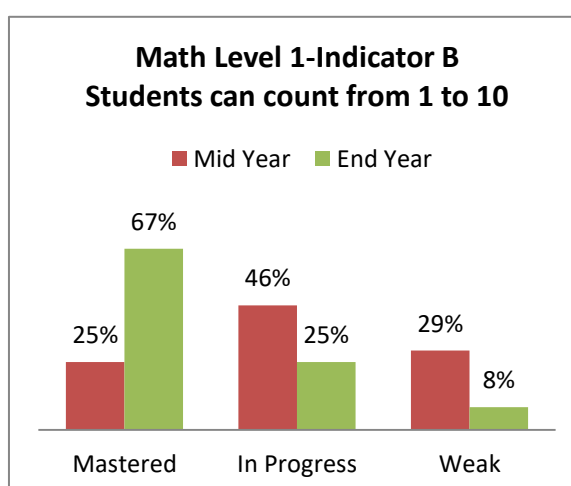
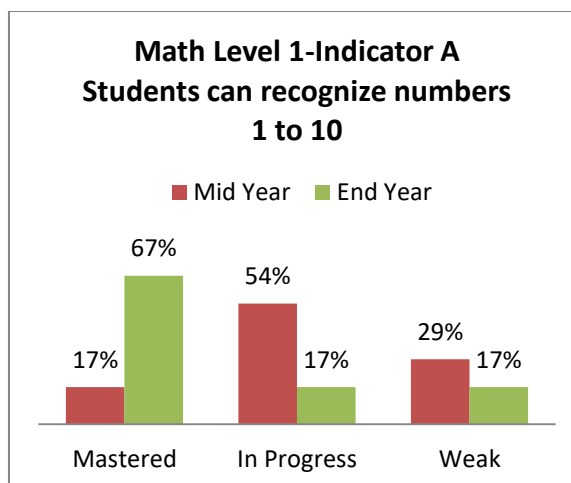
Year One Mathematics has five indicators, which are:

- A) Students can recognize numbers 1 to 10
- B) Student can write numbers 1 to 10
- C) Students can count from 1 to 10
- D) Students can identify the numbers 1 to 10 in sequence, forwards and backwards
- E) Students can differentiate the numbers and understand the value of the numbers

Mathematics is the best performing subject overall for the Orang Asli children. The figures for Mathematics in the various villages indicate that there is significant improvement overall. For indicator A, students who were graded with "Mastered" have increased by 50%. Conversely, both "In Progress" and "Weak" students in this indicator saw a reduction of 38% and 13% respectively. For indicator B, "Mastered" students rose by 42%, "In Progress" students saw a reduction of 13% and "Weak" students for this indicator dropped by 29%.

Indicator C also showed signs of improvement. The percentage of "Mastered" students increased by 42% while "In Progress" and "Weak" students both decreased by 21%. Indicator D had a similar showing with the number of "Mastered" students increasing by 33% while the number of "In Progress" students decreasing by 25%.

"Weak" students also decreased by 8%. Finally, Indicator E records the percentage of students achieving the "Mastered" grade increasing to 29%. "In Progress" students saw a modest reduction of 4% while the "Weak" students recorded an impressive reduction of 25%.

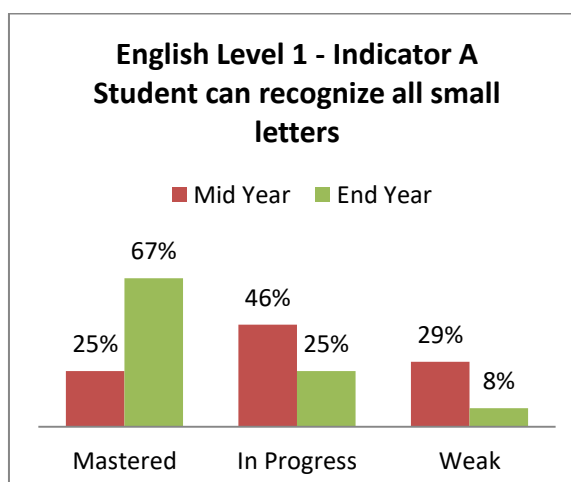


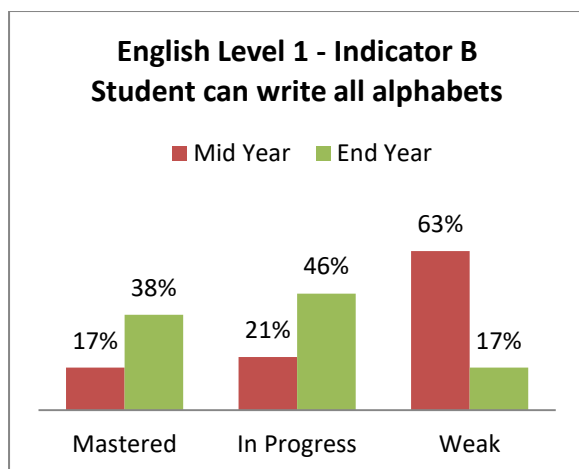
### Year One: English

Year One English has 4 indicators:

- A) Student can recognize all small letters
- B) Student can write all alphabets
- C) Student can make the sound of the phonetic alphabets
- D) Student can read words with combination of three phonic sounds

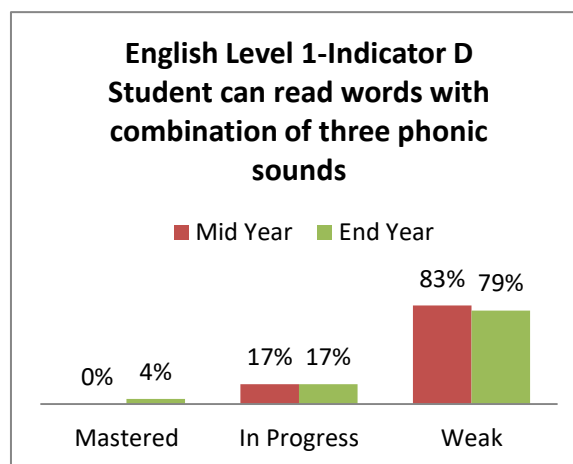
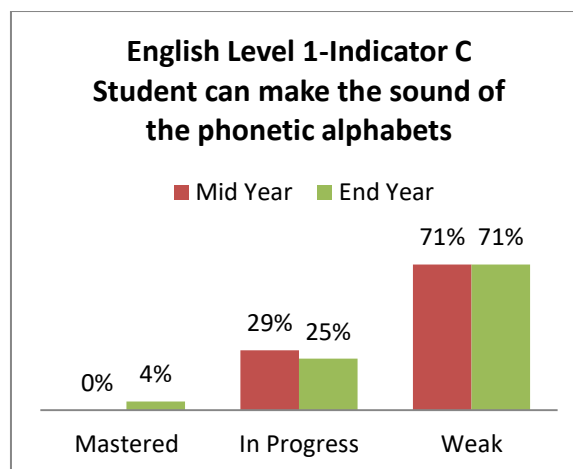
English is the most challenging of subjects for the Orang Asli, yet there have been encouraging figures reported for the year end assessments. At the end of the year 2016, Indicator A recorded a decrease of "Weak" students by 42% while "In Progress" and "Mastered" students increased by 21% each.





Indicator B also showed a decrease in the percentage of weak students by 46%. Conversely a 25% increase for “In Progress” students was recorded as well as an increase of 21% for students who have mastered indicator B.

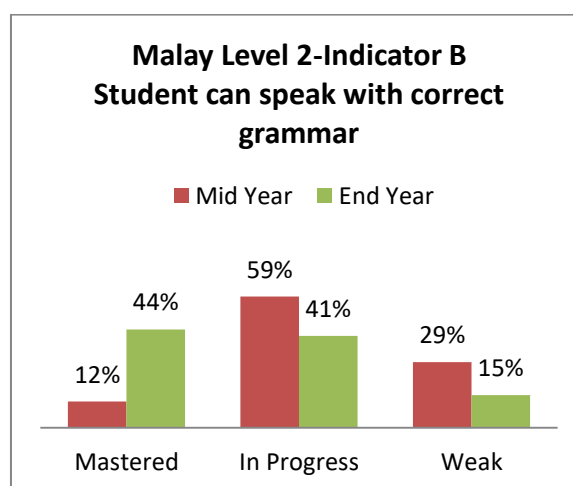
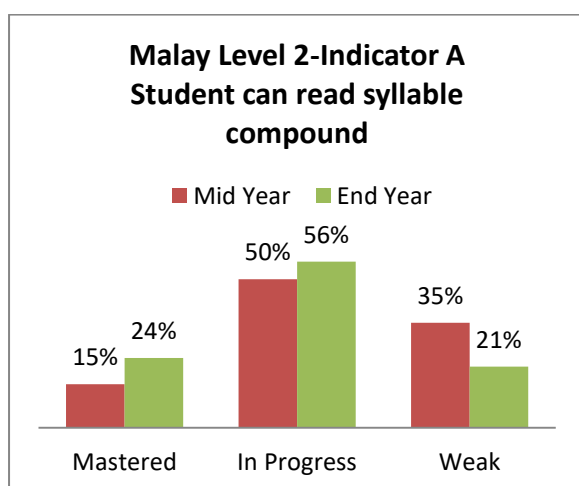
For indicator C there was no change in percentage of “Weak” students but there was a 4% decrease of “In Progress” students and an increase of 4% with respect to students who have mastered indicator C. Finally, there was an increase of 4% in the number of students who have mastered Indicator D and a 4% reduction in the number of “Weak” students for this indicator.



### Year Two: Malay

For Malay, there are two indicators:

- A) Student can read syllable compounds
- B) Student can speak with correct grammar



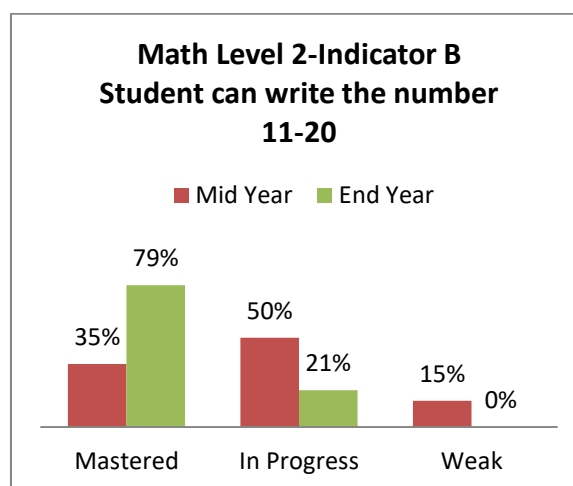
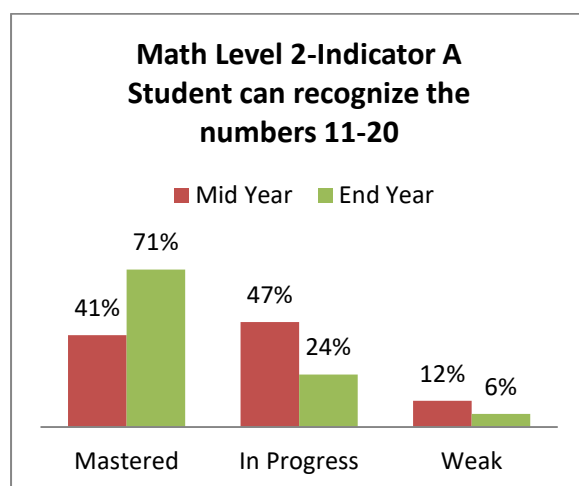
For indicator A, there was a 9% increase in students that mastered this indicator and a 6% increase in students who are “In Progress”. There was a 15% decrease in those who recorded “Weak” scores during the mid-year assessments.

As for indicator B, there were recorded decreases in “Weak” and “In Progress” students with reductions of 14% and 18% respectively. There is an impressive increase of 32% for those who have mastered this indicator.

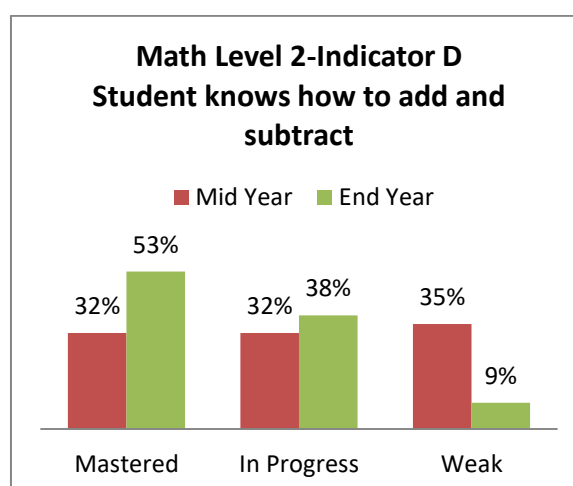
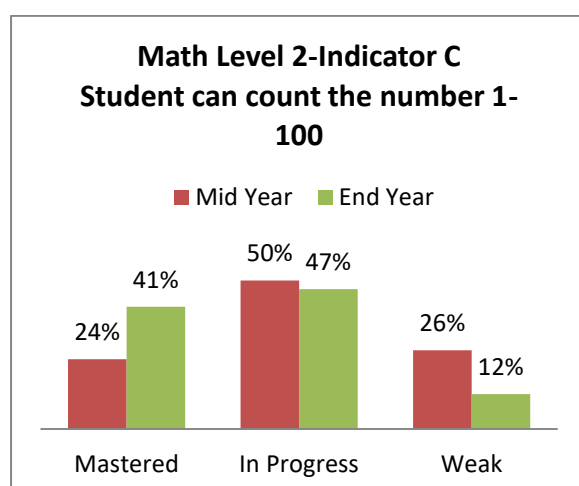
## Year Two: Mathematics

There are four indicators for Mathematics in Year Two. The indicators are as follows:

- A) Student can recognize the numbers 11-20
- B) Student can write the numbers 11-20
- C) Student can count the numbers 1-100
- D) Student knows how to add and subtract



Indicator A shows a reduction of 6% in percentage of “Weak” students and a larger reduction for “In Progress” students by 24%. The increase for this indicator is in the “Mastered” grade which saw a 29% increase. For indicator B there is a 15% decline in the number of “Weak” students as well as a 29% reduction for “In Progress” students. This is an encouraging development because the increase in students who have mastered this indicator is 44%.



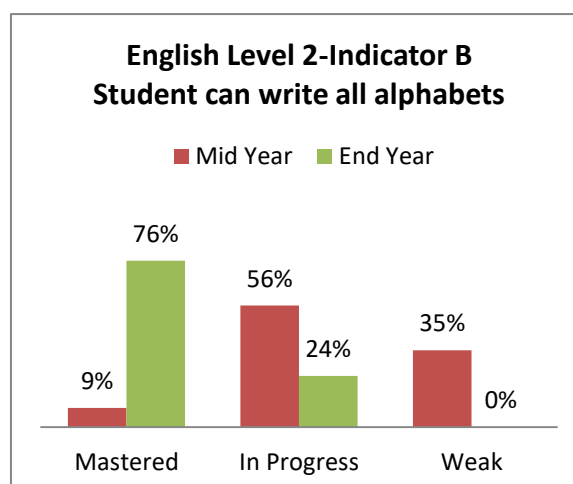
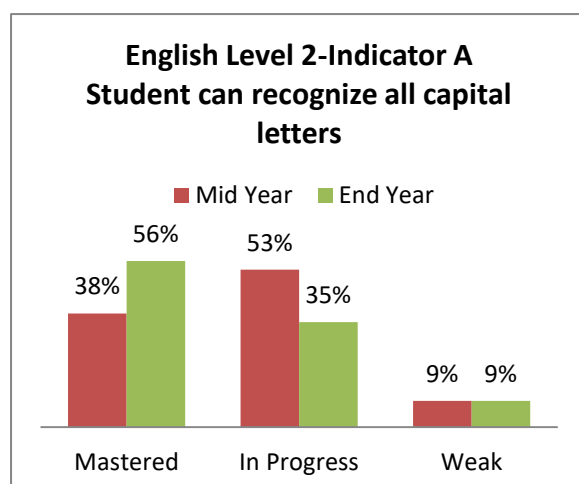
Indicator C assessment records show reductions by 14% for “Weak” students and 3% for “In Progress” students while there has been an increase of 17% for students who have mastered this indicator. Finally, indicator D registered reductions of 26% for “Weak” students and an increase of 6% for “In Progress” students as well as an increase of 21% for students who have mastered this indicator.



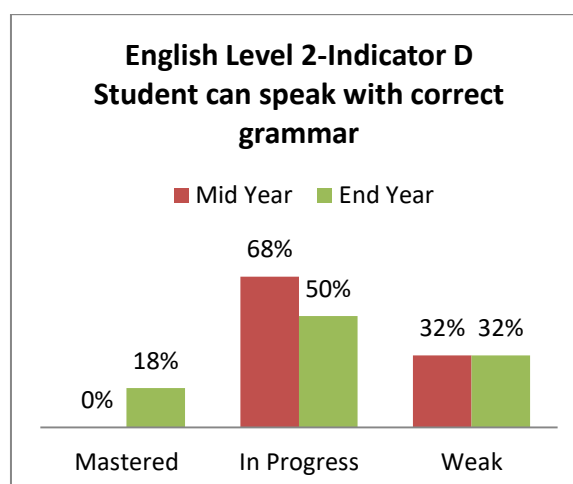
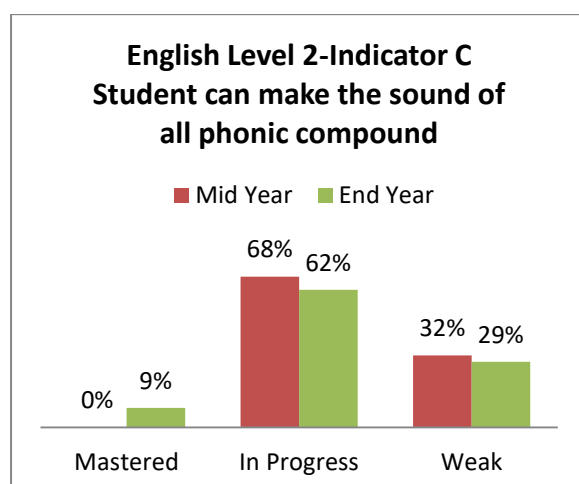
## Year Two: English

The year two English indicators are as follows:

- A) Student can recognize all capital letters
- B) Student can write all alphabets
- C) Student can make the sound of all phonic compounds
- D) Student can speak with correct grammar



Although English is a challenge for Orang Asli students, their performance was encouraging. There was no reduction in the number of “Weak” students for indicator A, but there was a decrease in the number of “In Progress” students by 18%. This is followed by an increase of students who mastered this indicator by 18%. Indicator B results also show encouraging gains of 67% for students who mastered this indicator.



For indicator C there were modest reductions of “Weak” and “In Progress” students by 3% and 6% respectively, but an increase of 9% for students who have mastered this indicator. Finally, indicator D has reported no change in the number of “Weak” students. However, there was a decrease in the percentage of “In Progress” students and a subsequent increase of students that have mastered indicator D by 18%.

### Students' Assessment Analysis

There is a clear pattern in the results of Level One and Level Two students for all the indicators in all three subjects which is the reduction of "Weak" students and the increase of students at the "In Progress" and "Mastered" level. These are very encouraging signs for the E2T program as it shows that these community classes are affecting change in the abilities of the children in these villages.

Of course, the real test of this program's effectiveness ultimately boils down to the performance of these children when they enter formal schooling but these results indicate that a measure of literacy and numeracy can be achieved by these children without the help of outsiders and that Orang Asli, can indeed develop their own children and prepare them for formal schooling.

From the results, we can confidently conclude that those who have mastered the different indicators of the subjects are adequately ready and prepared well for Primary School education. The majority of our Orang Asli children fall under the "In Progress" category. This means that they are prepared for primary school education, but will need guidance from their Primary School teachers. As for the students under the "Weak" category, they are not ready for Primary School education and will need assistance and further help from the teachers. Our pre-school community teachers play an important role by continuing to provide support and guidance to the weaker students in their after-school program.

Although this may be the first of many efforts to collect and analyze data relevant to the success of the E2T program, it is important to note that the significance of these results provide a baseline for future assessment of the program and the setting of standards that SUKA will seek to improve in the program.



## **E. Teacher's Training & Development**

### **Joint Teachers Training**

Our teachers' joint training is conducted twice a year in Petaling Jaya. The first training is conducted during the mid-year school holiday, and the second training is conducted during the year-end school holiday. All main teachers and co-teachers are highly encouraged to attend the trainings so that they can continue to improve and develop themselves as teachers. These ongoing trainings are conducted by Ms Marie who holds a Masters Degree in Early Childhood Education and is a principal at a pre-school in Petaling Jaya.

### **Joint Training for 2016 - Part 1**

The first training for the Orang Asli teachers was held from 5 June 2016 to 10 June 2016. The teachers underwent five full days of training in the following areas:

- Level 1 syllabus

Each new teacher that joins our program is required to undergo Level 1, 2 and 3 trainings in batches. Teachers Salbina and Surina from Pos Musuh, as well as co-teacher, Asuaniza from Gerik, participated in the Level 1 training. Ms Marie explained and showed the teachers how to use all the books and materials covered in the Level 1 syllabus. She also taught the teachers how to teach and explained learning outcomes for each material.

- Mid-year assessment results collection

In May, each teacher conducted the mid-year assessment with the students and collected the results. The mid-year results for 2016 were collected and analyzed by us for feedback to the schools and also summarized in the pre-schools assessment results section.

- Timetable & Lesson Planning

As was our usual practice, we reviewed the teachers' lesson plans and timetable for the next six months and went through the workbooks together. The lesson and timetable planning aspect is important to ensure that the teachers teach the syllabus according to schedule.

- Mid-year academic progress review

The academic progress review was conducted twice a year, in the middle of the year and at the end of the year, during which all teachers presented a report on their students' academic progress. They also shared the challenges they faced in teaching the syllabus. Ms Marie, Nora and Dinah then gave suggestions on how to address these challenges. The teachers also reported on the special events and activities conducted in their schools and future plans for the remainder of the year.

- Teaching Methodology for English, Math & Malay.

Ms Marie conducted sessions on different teaching methods to further equip the teachers with the necessary skill sets to conduct effective lessons. The teachers were each given a topic to prepare and they presented a mock lesson incorporating the teaching methods they had learned.

- Understanding learning disabilities

We were privileged to have Ms Tan Cheng Yi, Head Psychologist and her team from Oasis Place conduct a training session on "Knowing the Signs of Learning Difference" to help our teachers gain knowledge and skills to help children with learning disabilities. Cheng Yi, a Chartered





Educational Psychologist, and her team explained the common signs in detecting learning disabilities in children. The team also taught the teachers to make a sensory bottle that is useful to calm children down when they are upset or over-stimulated.

- Student's evaluation & report card day

Nora, our project coordinator, and Dinah, our project trainer, conducted a half-day session on how to evaluate each student's progress and development. They also shared about how to host a report card day which is conducted twice a year, that is, in the middle of the year and at the end of the year. They explained to the teachers that all parents should play a supportive role in their children's education. The trainers also emphasized that the report card day was a good opportunity for them to meet with the students' parents and update them about their children's progress and development in school. Nora and Dinah also conducted a role-playing session with all the teachers, depicting an actual report card day.

## **Joint Training for 2016 – Part 2**

The second training for the Orang Asli teachers was held from 4 to 10 December 2016. For five days, the teachers underwent training and sessions in the following areas:

- Level 2 syllabus training

As a continuation from the Level 1 Training conducted during the mid-year training, teachers Salbina and Surina from Pos Musuh, as well as co-teacher, Asuaniza from Gerik, participated in the Level 2 training conducted by Ms Marie. Ms Marie explained and showed the teachers how to use all the books and materials covered in the Level 2 syllabus. She also taught the teachers how to teach and explain learning outcomes for each material.

- Reflection and year-end sharing

At the end of every school term, the teachers would share about the challenges they faced in running their pre-schools. They shared about different aspects, such as the syllabus, teaching, students, involvement of parents, and their communities. Ms Marie and Dinah then shared some tips on overcoming the various challenges, whereas Ms Nora advised them on challenges pertaining specifically to Orang Asli matters.

- Level 3 syllabus training & Lesson Plan Implementation

Ms Marie introduced our level 3 syllabus for the first time to all the teachers. All the books and materials for the level were introduced to the teachers in detail. Ms Marie taught the teachers how to use each work book and discussed the lesson outcomes for all the subjects. As each teacher is now required to teach three different levels, the teachers got together to discuss and plan how they could fit the level 3 syllabus into the current school timetable.

- Physical education

We introduced physical education to the teachers as part of the school's curriculum. We provided each school with a set of equipment, such as cones, bean bags, hoops and balls, to be used for their physical education activities. Ms Marie then introduced them to different types of activities and games they can conduct with their students.

- Year-end academic progress review and Curriculum for 2017

The end of the school term is usually a busy period for the pre-school teachers, as they need to wrap up the year and prepare for the next school term. The teachers shared the ups and downs they experienced throughout the year. The positive feedback regarding their students' development was highly encouraging to the other teachers. The teachers also provided us with the list of their new intakes for 2017. Ms Marie then conducted a syllabus revision with the teachers for the first half of the next year.

On the last day of the training, we organized a trip to Aquaria KLCC for the teachers. The teachers had a good time bonding with each other during this outing.

## On-the-job Training

Each teacher undergoes two rounds of on-the-job training a year in our pre-school in Gopeng. Dinah who had years of teaching experience in a pre-school in Petaling Jaya prior to joining our program, conducts the on-the-job training. As Dinah also runs her own community class, our trainees are able to observe her class and receive on-site guidance.

The training is conducted over five days and the teachers are trained in the following areas;

- Classroom Management

Each teacher is required to teach a class during the training. In this session, the expected outcome for classroom management covers the student's attention span, the response to discipline and the student's understanding of instructions. These outcomes are indicated by the trainer's observations during the trainee's lesson in the classroom.

- Content Competency

Although most of our teachers are well-versed with the material they are teaching, their biggest challenge is to deliver the lesson with confidence. Teaching children requires immense courage and confidence. In order to ensure that the teachers are ready to teach, they are monitored and trained by the trainer.

- Teaching Methodology

Teaching methods and classroom management usually go hand-in-hand, and the teachers are trained to use different methodologies of teaching in the classroom. The ability to employ a student-centered learning and develop confidence in the classroom are included in the training modules, supervised by the trainer.

It is very encouraging to note that the teachers see themselves as work-in-progress and recognize that there are areas for further improvements. Of the seven teachers, four understand that they need to improve their command of the English language. One teacher notes the need for improvement in the Malay language as well. At least two of the teachers note their need to improve their in-classroom teaching techniques with issues like presentation skills, systematic introduction of learning materials and lesson planning. Our training program works towards addressing the areas where it needs improvements and journey with the teachers in charting their development.



## English Lessons by English Teaching Assistants (ETA)

In 2014, we had great help from three ETA's from the USA to help us improve Nora's (Slim River) and Dinah's (Gopeng) proficiency in English. In 2015 and 2016, we continued our partnership with a new batch of Fulbright English Teaching Assistants (ETA) in Malaysia in Gopeng, Gerik and Lenggong. Our Orang Asli teachers had the privilege of learning English from four ETA's from Gerik and Lenggong this year. The ETA's that helped our teachers in 2016 were Karly, Maggie, Morgan and Vaishali.

The weekly English lessons have been an opportunity for the Orang Asli teachers to come out of their comfort zones and to speak in English. We have also received feedback from our teachers themselves that they are now more confident in delivering lessons in English.

It has been as rewarding an experience for the ETA's as it was for the teachers. We hope that this partnership will continue. The ETA's have shared their personal experiences obtained from volunteering with us.

Feedback from one of the ETAs –

*We had the opportunity to visit the teachers we tutor at their village, Dala. We all took a day off from work and headed into the jungle. Most of the road is unpaved, ruined by heavy rains, and difficult to navigate. Once in, there is no running water or cell service. The villagers demonstrated warm hospitality and generosity, showering us with food and warmth.*

*We learned how to cook various vegetables, grill chicken, catch fish with our bare hands, use a net in the river, bathe in the lake under the moonlight, play with bamboo sticks while singing and dancing to traditional folk songs known as sewang and enjoy karaoke to Malay songs from as early as the year 2000.*

*With my Orang Asli students at SMK Sultan Idris Shah II and with the teachers we tutor, I always felt like I was missing some background on who they were. To finally experience, if only for a fleeting moment, the tight-knit, caring and communal lifestyle they lead in Kampung Dala, I got a better understanding of my students. Why they're particularly kind, how they always gift me with something, even when they have nothing, and how they look out for others, even those like me, who are different. In knowing their culture a little better, perhaps we can work towards more thoughtful communication.*



– Vaishali, ETA from Gerik



## **F. Advocacy**

From 21 to 25 November 2016, we participated in the Education Performance and Delivery Unit (PADU)'s laboratory discussions to develop 2017 to 2025 plans to increase access to and quality of education for Orang Asli students.

PADU is a unit under the Ministry of Education established to facilitate, support and deliver the ministry's vision of transforming Malaysia's education system through the Malaysia National Blueprint.

Nora, our project coordinator and Keith Chin, our Monitoring and Evaluation consultant represented the organisation at the laboratory discussions.



Nora and Keith participated in the discussions to identify key educational issues faced by Orang Asli students. They presented suggestions and ways for the relevant parties and the community to work together in addressing these issues. They also discussed policies for implementing community classes in villages far from existing schools.

Our presentation about our Empowered2Teach project was well received and garnered a great deal of interest as a sustainable model for wider implementation. We hope that our involvement in PADU's lab discussions will result in practical and sustainable improvements in the delivery of education for OA children.



## **G. Project Structure & Support**

### **Monthly Supervision and Mentoring Visit**

Every month, Nora will facilitate and coordinate the monthly supervision visits to the Orang Asli Schools with the help with our project volunteer, Mr. Lor Kien Teck. During these visits, Nora will help collect the monthly reports from all the teachers. These updates will be posted on our project website, [www.empowered2teach.org](http://www.empowered2teach.org).

For a more in-depth monitoring of the pre-schools, we developed a monthly supervision report template for Nora to collect updates from each school. Nora monitors how each school is doing in terms of their attendance rate, reason for absenteeism and tardiness, the current level in the syllabus that is being taught. As the project is an empowerment project, we pay close attention to the growth and progress of each teacher's performance, areas to improve, challenges faced by the teachers and feedback from parents and the community.

During the session, Nora and the teachers will discuss and try to resolve the issues and challenges faced. The monthly supervision and mentoring sessions help build the confidence and capabilities of all teachers through the support and sharing of knowledge and experience.

### **Renovation and Expansion of School**

#### **Haini's pre-school, Kelas Komuniti Kampung Jader**

In 2016, we acquired the means to help one of our pre-school's upgrade their facilities. We chose to upgrade Haini's pre-school in Gua Musang as her current pre-school facilities were not very conducive for learning. Haini's house is located far away from her pre-school location, thus making it inconvenient for her walk to and from school every day.

To ease her daily routine, we built a small room attached to the pre-school for her to stay in during the weekdays. This way, Haini has more time to prepare her lessons and is able to teach the children more effectively. The small room also acts as a kitchen for her helper to prepare snacks and meals for the pre-school children.

The project started in February 2016 and was completed within a month with the help of the community. Haini's pre-school is now complete and equipped with a new classroom, a kitchen and toilet. We also provided the school with new kitchen supplies and shelving units to store books and stationery.



#### **Umi's pre-school, Kelas Komuniti Kampung Pisang**

At the start of 2016 and with the help of a group named *Legacy 35*, we were able to expand Umi's pre-school in Kampung Rasau, Slim River. The group managed to raise funds and sponsor the cost for the expansion of Umi's school.

The pre-school had previously been running with very basic facilities and a very small classroom. With the expansion, the school now has a kitchen space to prepare light meals for the kids, solar electricity to for light, an extended porch area for activities, and attached washrooms.

On 30 January 2016, the *Legacy 35* group organized a whole-day visit to the pre-school in Kampung Rasau. They painted the school walls, cleaned the school compound, planted a vegetable patch, did art and craft, and conducted a session on oral hygiene, providing toothbrushes and toothpaste.



We would like to thank the team for their hard work and dedication in helping with the expansion of Umi's pre-school. The children are now able to attend school in a more conducive and comfortable environment.



### **Donation and Delivery of School Supplies**

From 26 to 28 October, we carried out our annual delivery of pre-school supplies and school books to all our pre-schools. We would like to extend our gratitude and appreciation to the OSK Foundation for sponsoring the Empowered2Teach pre-school syllabus and school supplies for the year 2017. The OSK Foundation also sponsored a laptop, a camera and kitchen supplies needed to set up our new pre-school in Kampung Pos Musuh.

We dropped off the school supplies at all our pre-schools in Slim River, Gopeng, Gerik and Gua Musang. The highlight of our trip was visiting our new pre-school in Pos Musuh. Our trip was made extra special because we were joined by two OSK Foundation staff, Wen Sze and Su Wern. We spent some time mingling with the teacher, Salbina, and her students, setting up the shelves and explaining the 2017 syllabus to Salbina. It was very heart-warming to see how thankful and excited the teachers and students were to receive new school books, stationery and educational toys.



## **H. Challenges and Opportunities**

- **Accessibility, communication and transportation**

Accessibility, communication and transportation issues continue to be the challenge we face every year. Our pre-schools are mostly located in remote locations accessible only by a four-wheel drive vehicle. This makes it difficult for the teachers to travel to the nearest town. There is also no telephone reception in most of our teachers' villages. This makes it difficult to communicate and to arrange meetings with the teachers.

To solve this problem, we have come up with a schedule with pre-set dates for the monthly supervision visits from the start of the year. Real-time communication with these teachers is difficult, and the only time real interaction occurs with these volunteer teachers is when the coordinator meets the teachers once a month or when the teachers attend training four times a year. Due to this, opportunities to gather information usually revolve around taking advantage of the very few times the volunteer teachers meet face-to-face for feedback.

- **Irregular attendance**

The lack of interest of parents in their children's education continues to be one of the challenges among our Orang Asli community schools. Some of the pre-schools face the problem of high absenteeism and/or irregular attendance. The irregularity in the students' attendance affects their learning progress.

To address this issue, our teachers have gone the extra mile to talk to the parents to encourage their children to be regular in school. The teachers also invite the parents to special school events, such as Mother's Day and Father's Day. During these sessions, the teachers would share about the importance of ensuring that their children attend school regularly.

- **Completion of pre-school project in Kampung Saruk, Gerik**

As mentioned in the pre-school updates under Itam's Pre-School, we have completed our pre-school project in the village of Kampung Saruk, Gerik. Many of the villagers have moved away from the village to plantations located far away and have brought their children with them. We decided to stop our pre-school operations there as there was no longer a need for a village pre-school due to the low numbers of pre-school children.

- **High project expenditure**

As reflected in our project expenses section, our program operates on a high yearly cost. Other than the teacher's casual wages and school expenses, our project incurs other costs to ensure that the teachers continue to progress and the pre-schools are closely monitored and supervised. Some of the high costs derive from our monthly supervision visits, teachers' training, school maintenance, repairs and upgrade, and printing of school materials. As such, we strongly welcome support from donors and sponsors who are able to contribute to our project by sponsoring some of the different project expenses either monetarily or in kind.

## **Opportunities**

- **The development of an Orang Asli Committee**

We want to empower our Orang Asli teachers to take on more responsibilities to own the Empowered2Teach project. Nora, our project coordinator, will be the chairperson and form the committee along with four other Orang Asli teachers. The committee was formed with three objectives in mind: coordination of the work, development of education among the Orang Asli people, and advocacy and awareness in education. They aim to meet at least once every quarter to plan and discuss initiatives for the year.

- **Long term sponsorship**

Our pre-schools are ongoing projects and require long-term sponsorship for their success. We have developed a sponsorship program where school sponsors will play an important role in making a significant difference in the lives of young children within an Orang Asli community. As a



sponsor, you can support a village pre-school teacher or teaching assistant or sponsor the cost of school materials needed to run the class. If you are interested to be part of our sponsorship program, you may visit our website for further details: [www.sukasociety.org/be-a-sponsor/](http://www.sukasociety.org/be-a-sponsor/).

We are very thankful to have the OSK Foundation partner us in sponsoring the expenses of an entire school for three years. As a result, we were able to expand and have Kelas Komuniti Asalnika in Pos Musuh, Tapah join our program full time.

#### **H. Project Expenses: 2016**

<b>No</b>	<b>Details</b>	<b>Total (RM)</b>
01.	Casual Wages (Project Coordinator, OA Teachers & Assistants) & School Expenses	148,250.00
03.	Monthly Pre-School Supervision (Travel, Accommodation, Food & Beverage)	10,990.03
04.	Training for OA Teachers (Accommodation, Food & Beverage, Trainer's Fee, Travel & Training Supplies)	17,392.71
05.	Advocacy & Awareness (Events & Materials)	1,626.41
06.	OA School Maintenance, Repairs & Upgrade	8,150.00
07.	Development of Materials, School Syllabus, Educational Tools and School Supplies	15,965.15
08.	Special pre-school event fund**	2,400.00
<b>Total Yearly Project Cost</b>		<b>204,774.30</b>

*\* RM1000 for project coordinator, RM650 a month for each teacher, RM450 for co-teacher, RM250 a month for each assistant & RM300 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](mailto: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](http://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.
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- Advocating for children affected by detention
- Creating greater access to education
- Promoting children's rights through public awareness programmes

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