



Empowered 2 Teach Report (2019)

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 2019.



E2T 2019 Programme Infographic

10

OA Pre-schools



14 Teachers trained



191

Orang Asli children attending pre-school



69%

Average pre-school assessment results

Best Scoring Subject

MATH

76%



24

Monthly supervision & mentoring visits



2

Rounds of joint-training



10

Rounds of on-the-job training



3

Pre-schools built & refurbished

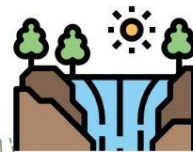


27

Children graduated & prepared for Primary One

1

Successful water project



2

Communities benefitted from emergency food relief during flood



2

Pre-schools supplied with electricity



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 2019, we have ten pre-schools located in remote villages off Slim River, Gopeng, Gerik, Tapah, Gua Musang and Kuala Rompin.

Year 2019 marks the seventh year of our Empowered2Teach programme. This year was an exciting year of expansion for us with an additional five new pre-schools joining our programme. The new teachers were trainees who successfully completed our comprehensive training and development programme in year 2018. We made sure that the new teachers were introduced to new initiatives incrementally to prevent the teachers and community from being too overwhelmed by the expectation of the education programme. With the systems and structures that we have put in place over the past six years, we were able to ease the new teachers into the programme easily.

Learnings throughout the years have taught us that, more than anything, the commitment, passion and dedication of the teachers were the key determinant to the success of the Orang Asli pre-schools. It takes time to enact change, and findings from the assessments have proven that a teacher's tenure is directly correlated to better school results. Hence, we have restructured and improved our teacher's orientation and on-boarding programme to emphasise the need to commit to the programme for the long haul – that it takes a reasonable amount of time not just to change a community's mindset but also to improve one's capabilities as a teacher to be a better catalyst for transformation. This works hand in hand with the loyalty and incentive programme that encourages and rewards teachers for long service.

We have also increased our advocacy and awareness efforts in the Orang Asli communities where we have pre-schools in. It is important for us to establish the importance of early education and to get the support and buy in from the community in order for them to prioritise education. Additionally, in-line with the programme's objective to empower the community, we have supported projects that improved the village infrastructure. One such project was the water project in *Kg. Pos, Gerik* where the community came together to build a spring water collection system to supply clean water to the entire village, including the pre-school. It was very empowering to see the villagers come together and worked hard to complete a successful water project. Through this initiative, we saw a community which initiated and was empowered to improve their basic necessities.

We are all familiar with the ancient African proverb that says, "It takes a village to raise a child." In this case, it takes a whole community to educate a child. From the village *tok batin* to our corporate sponsors, we recognise the integral role each one play that will contribute to the improvement of the Orang Asli community. Every contribution small or big are stepping stones that can help change and improve an Orang Asli child's life and help them have a better chance of succeeding in the future. We hope to continue our engagement with the public and private stakeholders to provide better quality education for the Orang Asli community.

Next year, we will be focusing our efforts on preserving and inculcating the Orang Asli culture into our Empowered2teach programme. Together with our project coordinator and the committee they have formed, we will be creating an indigenous curriculum and pedagogy that will be part of our programme syllabus. The syllabus will be adapted to the different languages such as Temiar, Semai, Semalai and Jakun and will include elements of history, cultural traditions, music, folk stories, flora and fauna, and languages. The indigenous syllabus is to help the children develop a sense of identity from an early age. With a strong identity, it will help them grow to be more resilient and thus have a stronger chance at succeeding in life. We look forward to another exciting year in journeying with the teachers and continuing to push for education among the Orang Asli community.



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

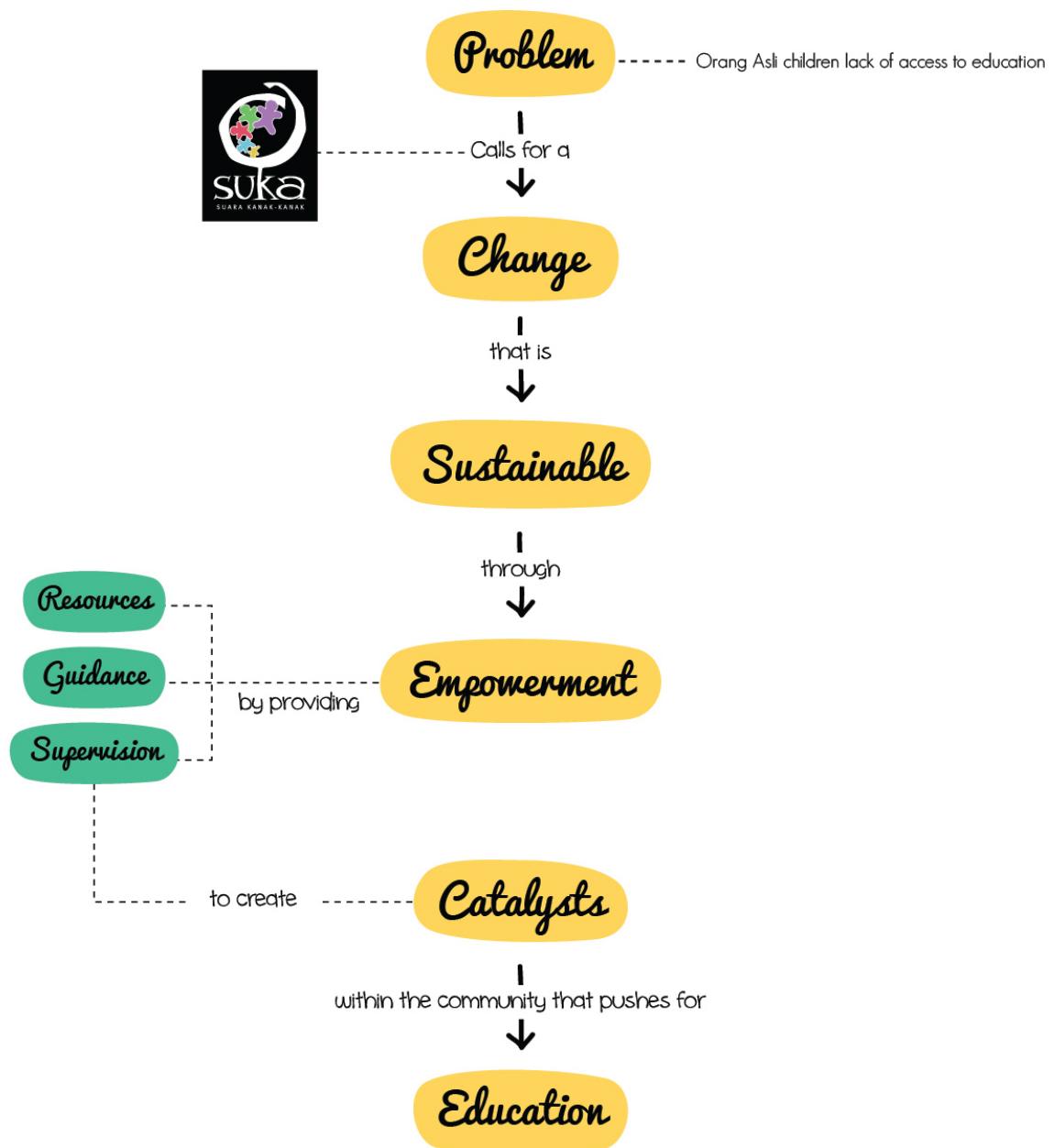
Empowered2Teach is a project initiated by SUKA Society in response to the educational challenges faced by the indigenous community.

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.

B. The Team and Teachers

One of the key objectives of the project is to empower Orang Asli teachers to serve as a catalyst for education and development in their respective villages. We have been journeying with some of our Orang Asli teachers since 2014 at the start of the project. Since then, we have seen the teachers grow in their roles and capacity. The project is led and overseen by Nora in her capacity as Project Coordinator. Dinah, from Kampung Sungai Poh, Gopeng plays a crucial role as the on-the-job trainer. Her pre-school serves as our training centre for the on-the-job training programme.

Project Coordinator and 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 and Teacher (Gopeng)

Dinah was part of the pioneer group of E2T teachers and has been with the programme since 2014. Dinah is from the Semai tribe. Prior to joining this programme, she taught 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 more experienced teacher in the programme, 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 and Advisor

Marie has 18 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).

The Teachers



Haini
Teacher (Gua Musang)

Haini, being someone from the Temiar tribe, is naturally shy and reserved. But over the years, Haini has come out of her comfort zone and is now more confident about her role as a teacher. Haini joined our programme right from the start in 2014. Despite the fact that Haini's pre-school in Kampung Jader is one of the least accessible and most 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.



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 our programme in November 2014. As a young mother, she juggles her commitment to teach while looking after her two young children. Teaching comes naturally to Umi as she is good with children.



Salbina
Teacher (Pos Musuh)

Salbina is an Orang Asli from the Semai tribe. Before she joined our programme, she was already voluntarily teaching in her village pre-school. 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 programme in June 2016, she has been excited to learn and teach more effectively with the resources and training provided. Calm and collected, yet determined, Salbina does a great job at ensuring her students' growth and learning needs are met.



Ida
Teacher (Gerik)

Norkimisah, or fondly known as Ida, is from the Temiar tribe. Ida took over as teacher of the school when the former teacher, Jisam was unwell and unable to continue teaching in July 2019. She is someone who is enthusiastic, willing to learn and enjoys working with children. Even though Ida has always wanted to be a teacher, she was not confident at the start as she did not have the formal training and experience in teaching pre-school children. After undergoing our teachers training programme, she is now a lot more well versed in teaching the syllabus and conducting her class.



Alang Teacher (Gua Musang)

Alang is an Orang Asli from the Temiar Tribe and is the only male pre-school teacher in our programme. Alang did well in school and managed to enter university, however due to financial difficulties, he had to give up his tertiary studies half way. Alang successfully completed SUKA Society's year-long Empowered2Teach pilot pre-school programme in 2018 as a trainee and joined the programme fully in 2019. Alang has a passion for football and sometimes represents his village in football tournaments. He is also great with children and always comes up with fun activities for his students.



Lata Teacher (Gua Musang)

Lata is an Orang Asli from the Temiar tribe. She is very motivated to be a teacher as she sees the need for pre-school education in her village. Immediately after SPM, she took up the role as a teacher and still helps out at her uncle's field planting vegetables. She herself struggled with her studies in primary school as she did not have any pre-school education. She is very hard working and always gives her best for her students. Lata is also from the batch of trainees who successfully completed SUKA Society's year-long Empowered2Teach pilot pre-school programme in 2018 and joined the programme fully in 2019.



Siti Noraini Teacher (Kuala Rompin)

Siti Noraini is from the Jakun tribe. She is very sociable and loves learning new things. Back when she was a housewife caring for her own kids, she saw the need for a pre-school to ensure children in her village could easily transition to primary school. When she was given the opportunity to be a teacher at her village, she quickly agreed as she is very passionate about education. She is very open in sharing any challenges that she faces in running a pre-school. Siti has made great improvements as a teacher and always strive to be better. Siti joined as a trainee in our year-long Empowered2Teach pilot pre-school programme in 2018 and full time in 2019.



Darita Teacher (Gua Musang)

Darita is an Orang Asli from the Temiar tribe and is quiet in nature. It was her uncle who encouraged her to join as a trainee in our year-long pre-school pilot programme in 2018. In 2019, after joining our programme as a full time pre-school teacher, she learned many different ideas on how to deliver lessons to her students. She treasures this new experience as an educator and would spend time after classes practicing her English in order to deliver better lessons to her students. Darita always does her best and hopes to improve the education quality in her village.



Ros
Teacher (Gua Musang)

Ros is an Orang Asli from the Temiar tribe. She is very caring and loves working with children. She was previously an assistant helping out in the pre-school before she took on the role of teacher in 2019. Ros has experienced first-hand how the pre-school has benefitted the children in her village as both of her own children used to attend the school. Her own personal goal is to ensure that children under her care would learn how to read, write and count and be adequately prepared before moving on to Primary School.



C. The Schools

For the 2019 school term, all pre-schools started their school term on 2nd January and ended on 23rd November. In 2019, we welcomed five new pre-schools into our programme, bringing the total number of pre-schools to 10. The new pre-school teachers were part of the successful batch of trainees who completed our year-long training and development pilot pre-school programme in 2018.

For all existing schools, the four-year-old students completed the Level One syllabus and assessment, the five-year-old students completed the Level Two syllabus and assessment and six-year-old students completed the Level Three syllabus and assessment. The five new pre-schools students successfully completed the Level One and Level Two syllabus. The Level Three syllabus was not implemented in the new schools as the syllabus is introduced to the schools in stages. The new teachers completed their Level Three syllabus training at the year-end joint training and will be covering all three levels in year 2020.

Our schools conducted four events this year to involve the parents and community. The objectives of the events are to raise awareness on education and to encourage the community, specifically the students' parents to play an active role in their young children's education. The schools conducted a report card day at mid-year and a parent-teacher meeting and graduation day at year-end. These two events are important for the teachers to provide overall feedback on the performance of their students and also to discuss and get feedback from the parents. The schools also organised two other events of their choice which are Sports Day, Mother's Day, and National Day celebrations. These events have been great in promoting the importance of education and fostering good relationships between the pre-schools and their respective communities.



Dinah's Pre-School (Gopeng, Perak)

There are 25 Orang Asli children attending Dinah's pre-school regularly. Dinah has always been a dedicated pre-school teacher and great support to our team of teachers as she also takes on the role as the on-the-job trainer.

Dinah teaches in an innovative manner, engaging all students during classroom activities. She makes classes fun and interactive by incorporating games, singing, dancing and even acting. She also spends time each day after class with her assistants to brainstorm and discuss any challenges they face with students while teaching and planning the lessons for the following day. Dinah is good at tackling issues with students who are weaker in class. She understands her students well and caters to her students at a level that they are able to understand. Dinah has demonstrated her ability to teach effectively despite her busy schedule. In 2019, she conducted over 13 on-the-job trainings for our group of ten teachers.

Table 1: Number of Dinah's Students

Level 1	5
Level 2	9
Level 3	11
Total Students	25



The on-the-job training is conducted during her daily lessons in class and covers topics such as classroom management, teaching methodologies, syllabus and lesson plan delivery. Her school had an average attendance of 86% for the year. Her school was also the second best performing school in this programme.

One of her school's highlights for the year was when the nearby primary school headmaster visited Dinah's school and was impressed by how efficiently her classes were carried out. The headmaster also acknowledged Dinah's effort in teaching and contributed her school to helping the students transition smoothly when they entered primary school. This has been a great motivation for Dinah to continue doing her best for her community school.

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

There are 14 Orang Asli children attending Haini's pre-school regularly. Haini is a determined and hardworking teacher. When she first started her role as a teacher, she was very shy. Since then, she has opened up and is more confident in teaching in school. Haini would always ensure that revision classes are provided to her students before they sit for their exams in May and November.

Haini is always pro-active in keeping in touch with Nora, our project coordinator and will discuss with her any matters pertaining to her school. This year, Haini requested for sports equipment and a radio for her pre-school. She was very thankful she was able to use the radio as an additional teaching tool to play sing-along nursery rhymes and songs during class for her students. Haini's school was also upgraded with electricity supply this year.

Table 2: Number of Haini's Students

Level 1	5
Level 2	2
Level 3	7
Total Students	14



We were also able to provide her school with fans, mats and tables. Haini is glad that her students are able to learn under a more conducive classroom environment and write on proper tables compared to before. Her students also recorded good attendance for the year with 82% average attendance.

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

There are 19 Orang Asli children attending Umi's pre-school regularly. Her students were consistent in going to school throughout the year and achieved an average attendance of 81%. Umi is an experienced and competent teacher. She has been creative in incorporating different arts and crafts activities into each lesson and using educational tools such as story books, flash cards and games to further enhance the lessons.

Umi and her assistant Susie work closely as a team. Both teachers have been very dedicated and passionate in their roles as teachers. Umi and Susie are able to teach according to the teaching schedule provided and keep neat records of what they have taught in class. Umi also spends extra one on one lessons with weaker students in her class. Umi and Susie's efforts have paid off as their students showed great improvement during their year-end test as compared to their mid-term test.

During the 2019 year-end school break, Umi's school was renovated to build an extra classroom. The extra space is useful for the teachers to deliver more effective lessons by splitting their students according to their respective age groups. The renovation was completed in time for the new school term in 2020.

Table 3: Number of Umi's Students

Level 1	5
Level 2	6
Level 3	8
Total Students	19



Ida's Pre-School (Gerik, Perak)

There are 19 Orang Asli children attending Ida's pre-school regularly. Ida works closely with Alis, her co-teacher to ensure that their community school runs smoothly on a daily basis. Both teachers are very neat and keep a clean surrounding of the school at all times.

Ida is good at managing her classroom duties as a teacher. Her classroom showcases many of her student's art work which she has taught them. The teachers are also good at organising events at their school. This year, they organised a Sports Day, Mother's Day and also meeting with parents to update them on their children's progress at school. Her students attend school regularly and achieved an 81% average attendance for the year. Last year, we partnered with the community from Kg. Pos in a water project. Alis, the co-teacher took the responsibility in representing the community and managing the project.

Table 4: Number of Ida's Students

Level 1	5
Level 2	6
Level 3	8
Total Students	19



She was good at updating us with the progress of the project and also managed the finance part well. It was great to see the Orang Asli community empowered and working together on the project. The water project was a success and their pre-school and the entire village had access to clean water.

Salbina's Pre-School (Tapah, Perak)

There are 10 Orang Asli children attending Salbina's pre-school regularly. Their pre-school utilises a classroom provided by SK Pos Musuh. They work closely with this primary school as upon completing pre-school, the students would attend primary school there.

With a small group of students in class, Salbina was able to focus more on each student and help them in areas which they needed more guidance. Her school was the best performing school for the year thanks to her effective teaching skills in a smaller but more focused classroom.

During the year, Salbina faced the challenge of poor attendance especially among the four-year-old students. The two students stayed further from the school and they often skipped school. Salbina made the effort to make frequent house visits to convince and encourage their parents to send their kids to school. Nora, our project coordinator also stepped in to address this by conducting an awareness session with the parents. Throughout the year, Salbina's school has organised various events such as Children's Day, mid-year report card day and year-end graduation. Her pre-school was also visited by the headmaster from SK Pos Musuh as a sign of his support for Salbina's efforts in running the pre-school well.

Table 5: Number of Salbina's Students

Level 1	2
Level 2	5
Level 3	3
Total Students	10



Alang's Pre School (Gua Musang, Kelantan)

There are 19 Orang Asli children attending Alang's pre-school regularly. Alang completed his trainee programme with us in 2018.

Alang is very good at keeping his students engaged and motivated to come to school. He came up with a reward system where at the end of a class he would give out little treats to his students for their good behaviour. This worked really well and Alang's school recorded the best attendance in the programme with 94% average attendance for the year.

Alang loves football and is part of his village football team. He sometimes represents his village for football tournaments. There was a period where our project coordinator, Nora had to advise Alang to prioritise his school over his passion. He immediately took heed of her advice and decided to put more focus onto his students and school.

Alang is also very good at organising activities and has full support of his community to run the pre-school. Alang organised a few events this year including celebrating Malaysia's National Day. For this event, he and his students drew and painted different parts of the Malaysian flag that combined to be a big Malaysia flag.

Ros's Pre School (Gua Musang, Kelantan)

There are 24 Orang Asli children attending Ros's pre-school regularly. Ros initially started at the beginning of the year as an assistant teacher. When there was an opportunity for her to take over as the main teacher, she was not very confident initially. However, with much encouragement by our project coordinator and training by our trainers, she slowly eased into her role as a main teacher. The training helped her to understand the pre-school syllabus better and also equipped her with the necessary skill sets to run a class.

Ros successfully organised a year-end event for the students and parents. During the event, Ros got the opportunity to speak to parents on the importance of schooling. She hopes to continue to build a better relationship with her students' parents as she believes that they play an important role in their children's education.

Table 6: Number of Alang's Students

Level 1	6
Level 2	13
Level 3	-
Total Students	19



Table 7: Number of Ros's Students

Level 1	6
Level 2	18
Level 3	-
Total Students	24



Lata's Pre School (Gua Musang, Kelantan)

There are 23 Orang Asli children attending Lata's pre-school regularly. Her school is a traditional Orang Asli school made out of bamboo and her classroom walls are beautifully decorated with all her student's artwork.

It was a challenging year for Lata as she did not have an assistant teacher for quite a while and had to run her class single-handedly. She admitted that it was difficult to handle the students and was tired by the end of the day but yet she managed to pull through until her new assistant came along. With the help of her assistant, her classes were more organised and her work was also in order.

Lata's school also organised some events for her students. Among them were Sports Day, parent-teacher meetings and also a year-end graduation day. All her students and their parents attended the year-end graduation day where she gave out certificates and gifts to the six-year-old students for successfully completing their pre-school education.

Table 8: Number of Lata's Students

Level 1	6
Level 2	17
Level 3	-
Total Students	23



Darita's Pre School (Gua Musang, Kelantan)

There are 23 Orang Asli children attending Darita's pre-school regularly. Darita is a shy and soft spoken person. She is hardworking and always try to complete her work on time.

Darita faced some challenges in teaching for the first half of the year as she could not keep up with the syllabus. She was not able to attend two joint trainings as she recently gave birth. Nora, our project coordinator had to spend more time in guiding and training her during supervision.

Darita managed to attend our mid-year teacher's training and was given additional guidance during the training. The training helped her improve and during the subsequent supervisions with her, she was able to teach her students better. Her school recorded a good average attendance of 88% for the year.

During the year, we also managed to equip Darita's school with new tables. The tables enabled the children to complete their work in a more conducive setting compared to previously having to write on the floor.

Table 9: Number of Darita's Students

Level 1	5
Level 2	18
Level 3	-
Total Students	23



Siti Noraini's Pre-School (Kuala Rompin, Pahang)

There are 15 Orang Asli children attending Siti Noraini's pre-school regularly. Siti Noraini is a very dedicated teacher and is keen to improve her knowledge to be able to deliver better lessons to her students. She is also very organised when it comes to her lesson plans. Because of this, she is able to run the classes in an orderly manner and her students are able to pay attention.

Though she was only a trainee teacher in 2018, her school is currently one of the best performing schools among the other new pre-schools. Her school attendance is also good as she would communicate with parents whenever students are absent and try to encourage parents to send their kids to school.

In June 2019, her school was refurbished by their corporate sponsor, DKSH. They did a full makeover for her school and the children now have a beautiful and comfortable environment to learn in.

Table 10: Number of Siti's Students

Level 1	8
Level 2	7
Level 3	-
Total Students	15



D. Progress and 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.

In 2019, we introduced the Level Three assessment. The assessment is now divided into three levels. The first level is for four-year-old students, the second level is for five-year-old students and the third level is for six-year-old students.

The levels of understanding are graded based on the following performance indicators:

Marks	Grade	Remarks
80 - 100	A	Excellent
70 – 79	B	Good
60 – 69	C	Satisfactory
50 – 59	D	Average
40 – 49	E	Can be improved
00 - 39	F	Does not achieve minimum standards

Table 11: Assessment Performance Indicators

Assessment Tool Process

Each student will sit for the assessment twice a year, during mid-year and year-end. The students will complete the assessment exercise by the end of the school term in May and 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 five months ahead of the assessment.

Step 2 *Discovery*

Students sit for the assessment exercise at the end of their mid-year and year-end 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 shares school results with the teachers and have a discussion on the next steps to improve students' performance.





Student Learning Goals

The student learning goals are divided into levels that correspond with the relevant age group. Assessments are conducted bi-annually to determine the progress of the students.

Level One Assessment

The following criteria are tested in the Level One assessment:

Subject	Level One
Malay	Student can read phonics
Mathematics	Student can recognise and write the numbers 1 to 10
	Student can count the number 1 to 10
	Student can recognise shapes
	Student can recognise colours
English	Student can recognise and write all small letters of the alphabet
	Student can read words with combination of three phonic sounds
	Peter and Jane reading

Table 12: Level One Assessment Criteria

Level Two Assessment

The following criteria are tested in the Level Two assessment:

Subject	Level Two
Malay	Student can read syllable compound
Mathematics	Student can recognise and write numbers
	Student can count from 11-20
	Student knows how to add
	Student knows how to subtract
English	Student can recognise and write all capital letters
	Student can make the sound of all phonic compounds
	Peter and Jane reading

Table 13: Level Two Assessment Criteria

Level Three Assessment

The following criteria are tested in the Level Three assessment:

Subject	Level Three
Malay	Student can construct sentences
Mathematics	Student knows how to add
	Student knows how to subtract
	Student can recognise time
	Student can recognise money
English	Student can construct sentences
	Student can rewrite sentences
	Peter and Jane reading

Table 14: Level Three Assessment Criteria

Overall Pre-Schools Assessment Results

The following results have been collected from 136 students aged four to six years old from ten pre-schools in 2019. The participating schools are Kampung Sungai Pisang (Slim River), Kampung Pos RPS Dala (Gerik), Kampung Sungai Poh (Gopeng), Kampung Jader, Kampung Enching, Kampung Bering Baru, Kampung Tapai, Kampung Penad (Gua Musang), Kampung Pos Musuh (Tapah) and Kampung Tanam (Kuala Rompin).

The overall Level One and Level Two results show an average of percentage score achieved by all ten schools for their mid-year and year-end assessments while the Level Three results are collated from the five schools in 2019 as shown in the table below. The pre-school syllabus is introduced to our schools in stages. The new teachers have completed their training for the Level One and Two syllabus. The Level Three syllabus was introduced to the new teachers in the 2019 Year-End Joint Training and therefore the students of the five new pre-schools did not partake in the Level 3 assessment.

Assessment Level	Participation	Participating Schools
Level 1	All pre-schools	
Level 2	All pre-schools	
Level 3	5 pre-schools	Kampung Sungai Pisang (Slim River), Kampung Pos RPS Dala (Gerik), Kampung Sungai Poh (Gopeng), Kampung Pos Musuh (Tapah), Kampung Jader (Gua Musang)

Table 15: Participating Schools

The average score is comprised of the Malay, Math and English subjects. Each student is tested on different learning goals for each subject according to their level and is graded with marks as mentioned in the performance indicator table above.

Level 1 to 3 Overall Results

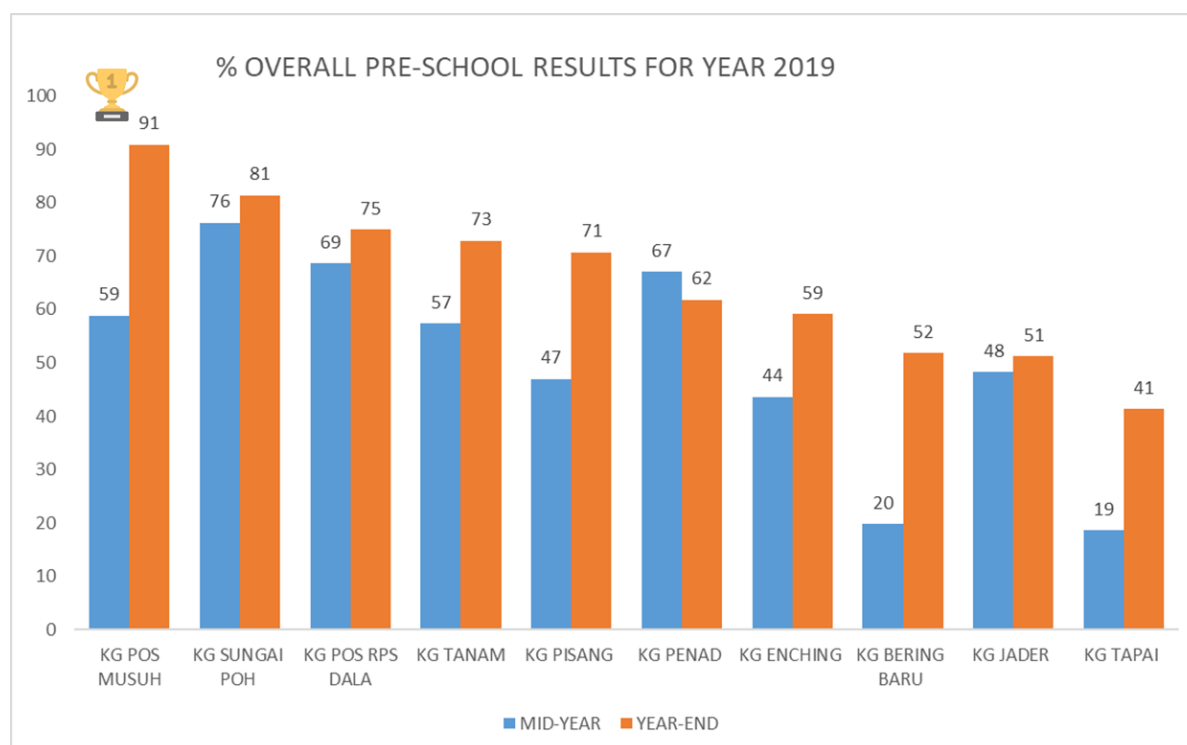


Table 16: Level 1-3 Overall Pre-school Results 2019

For year 2019, our schools achieved an average of 66% for their year-end assessment, a 15% improvement from their mid-year assessment. *Kelas Komuniti Kampung Pos Musuh* was awarded the best performing school for the year with a final overall average result of 91%. The excellent results were a great motivation for their school teacher, Salbina. Despite having only ten students in the school for the year, they proved that quality is more important than quantity. Both *Kelas Komuniti Kampung Tapah* and *Kelas Komuniti Bering Baru* also recorded the biggest improvements of 32%.

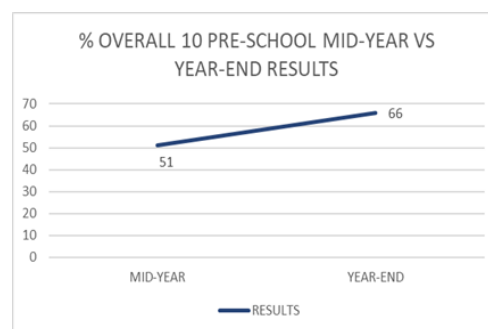


Table 17: Overall Mid-year vs Year-End

Existing schools who have been in our programme since 2014 and 2015 showed overall good results for their year-end results at an average of 74%, performing 17% better than the new schools. With five new schools in the programme, our mentors, trainers and teachers have to work hard together so that all the schools would be able to achieve good results collectively. With the ongoing effort in supervision, mentorship and training, the teachers have improved to become better educators that result in better performing schools. The results also tell us that there are no shortcuts to success as it takes years in empowering and journeying with the Orang Asli communities to produce positive change in education.

NO.	PRE-SCHOOL	MID-YEAR	YEAR-END	YEAR-END GRADE
1	KG POS RPS DALA	69	75	B
2	KG SUNGAI POH	76	81	A
3	KG JADER	48	51	D
4	KG PISANG	47	71	B
5	KG POS MUSUH	59	91	A
	OVERALL	60	74	B

Table 18: Existing Pre-schools Results

New schools who have joined us in year 2019 showed average results at 57%.

NO.	PRE-SCHOOL	MID-YEAR	YEAR-END	YEAR-END GRADE
1	KG TANAM	57	73	B
2	KG PENAD	67	62	C
3	KG ENCHING	44	59	D
4	KG BERING BARU	20	52	D
5	KG TAPAI	19	41	E
	OVERALL	41	57	D

Table 19: New Pre-Schools Results

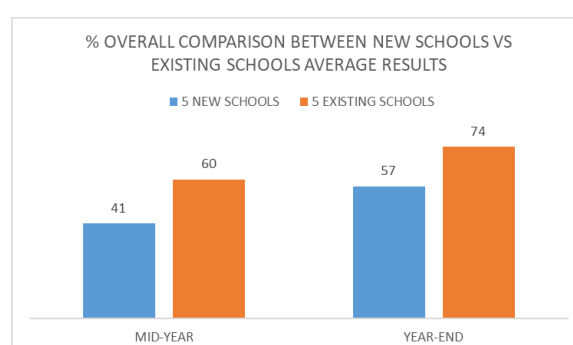


Table 20: New School and Existing School Results Comparison

Level One Overall Results

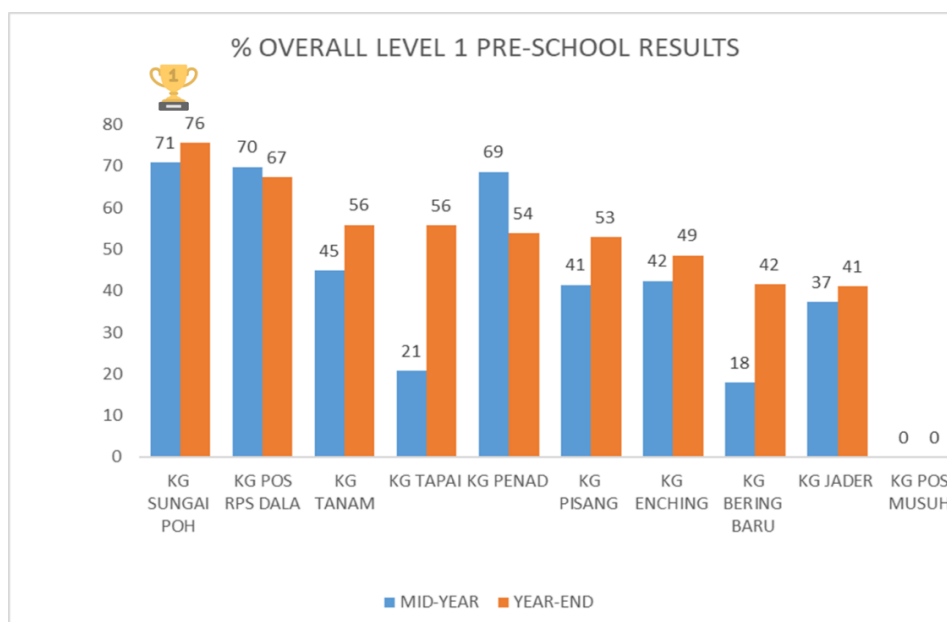


Table 21: Overall Level 1 Pre-School Results

For Level One, overall school performance has increased by 8% from mid-year to year-end with results in the average category. Overall, we see improvements in all schools resulting in a final average result of 49%. We see a slight decline in overall results in *Kelas Komuniti Kampung Penad* and *Kelas Komuniti Pos RPS Dala*. The slight decline was due to inaccuracy in grading the students during the first assessment. We did further training on conducting the assessment for the teachers for the second assessment so that the children's results are graded more accurately. *Kelas Komuniti Kampung Sungai Poh* is recorded as the best performing school for Level One which shows the effectiveness of Dinah, an experienced teacher and our programme's on-the-job trainer in teaching the first year students. *Kelas Komuniti Kampung Pos Musuh* has two four-year-old students who only sat for one of the assessments and therefore we were not able to do a comparison.

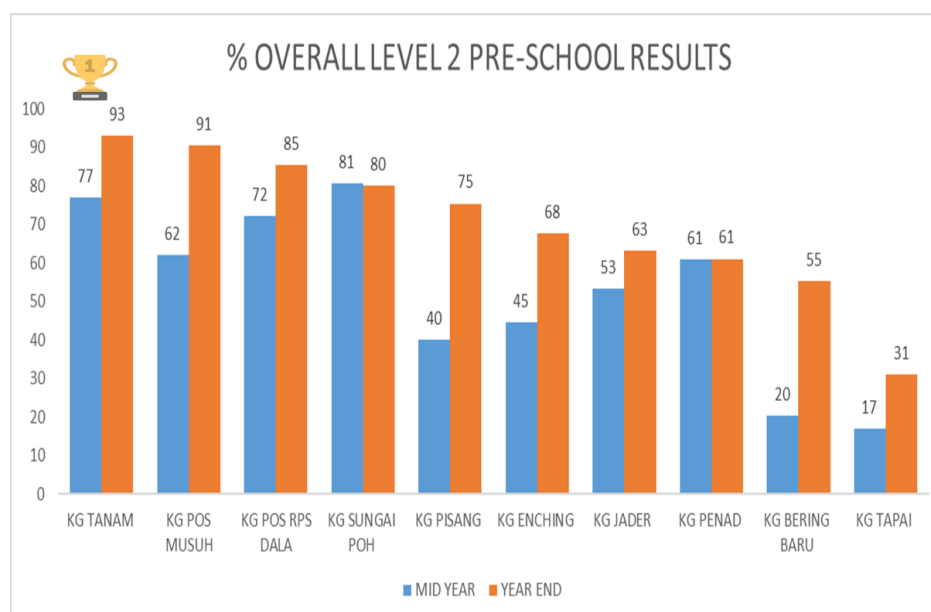


Table 22: Overall Level 2 Pre-school Results

For the Level Two year-end final assessment, the schools have achieved an overall result of 70% in the good category. All schools recorded improvements, with the overall school performance increasing by 17% from their mid-year results. *Kelas Komuniti Kampung Pisang* and *Kampung Bering Baru* recorded the biggest improvement of 35%. *Kelas Komuniti Kampung Tanam* is the best performing school for Level 2. This is very encouraging for the other schools as Siti Noraini is a new teacher who joined our programme in 2018 as a trainee and converted to a full-time teacher in 2019. Despite being a new teacher, Siti Noraini has put in a lot of effort in teaching and running the community school and that has translated to positive results.

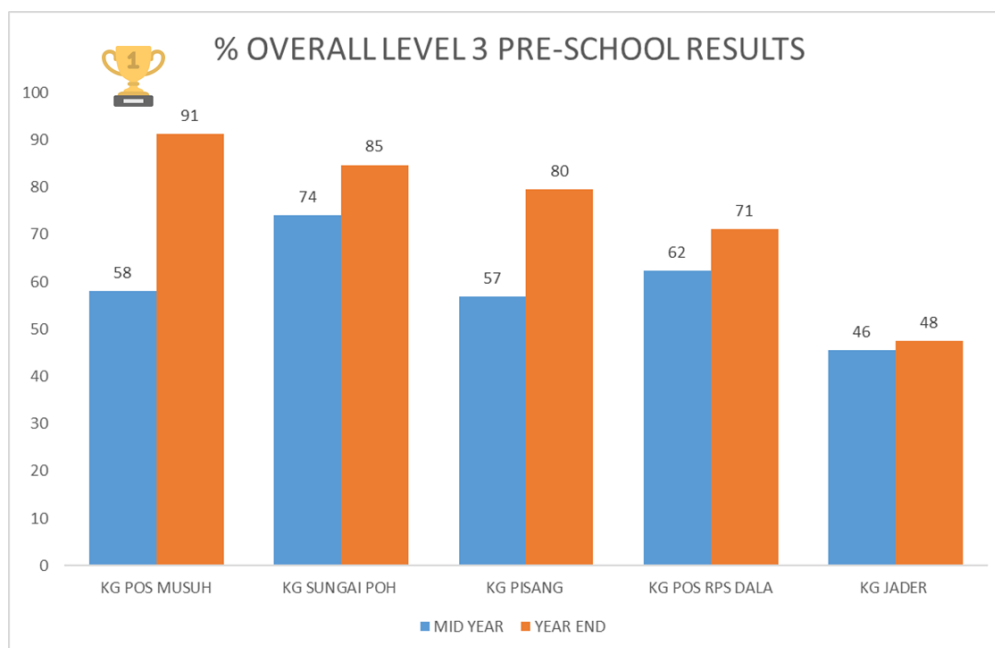


Table 23: Level 3 Overall Pre-school Results

The Level Three overall school performance resulted in a 16% increase from mid-year to year-end bringing the total overall performance to 74% in the good category. Level Three is also the best performing level and that is indicative of the students' progress after being in school for three consecutive years. *Kelas Komuniti Kampung Pos Musuh* is the highest performing school for Level Three with excellent results at the 91% mark, with a 33% improvement from mid-year. *Kelas Komuniti Kampung Pisang* also shows a 23% improvement resulting in excellent results at 80% for their year-end assessment. Further training and improvements will be needed for Haini, teacher of *Kelas Komuniti Kampung Jader* so that her school's performance will be on par with the rest of the other schools.



Individual Subjects Pre-School Assessment Results

Level 1

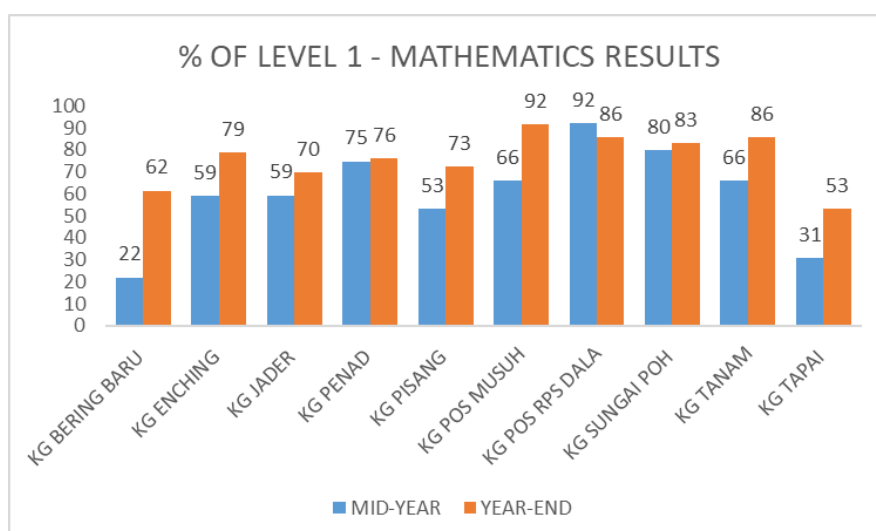
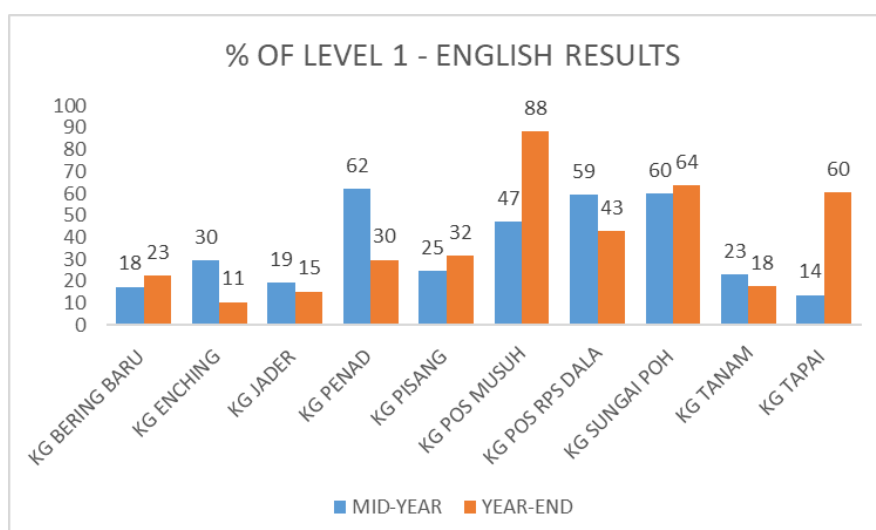
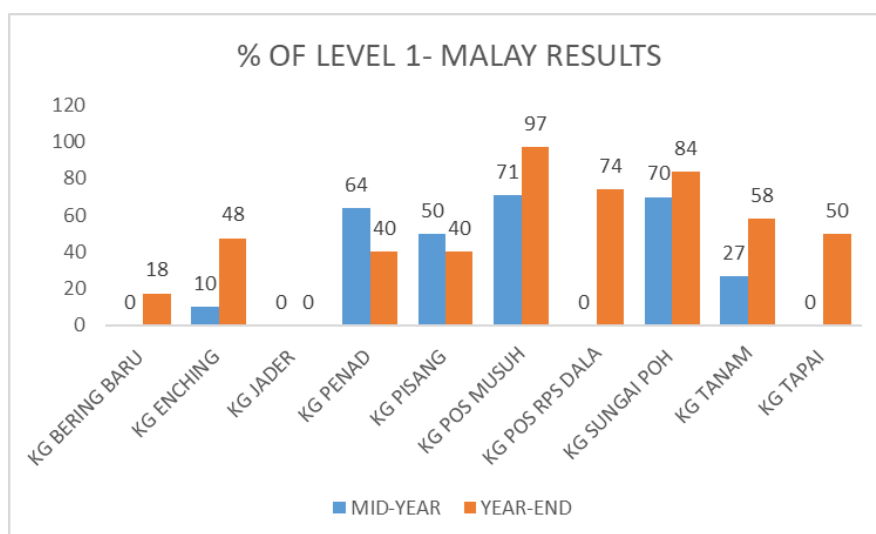


Table 24: Level 1 Math, Malay and English Results

Level 2

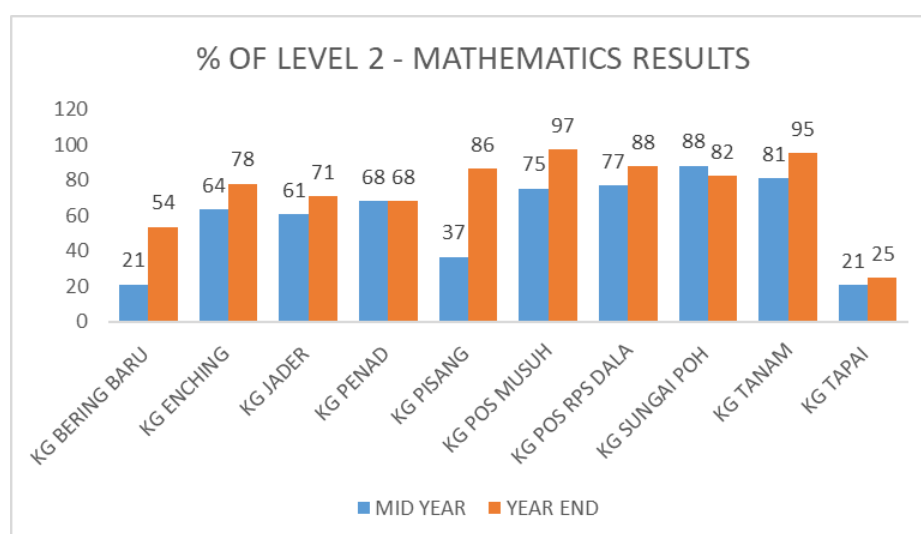
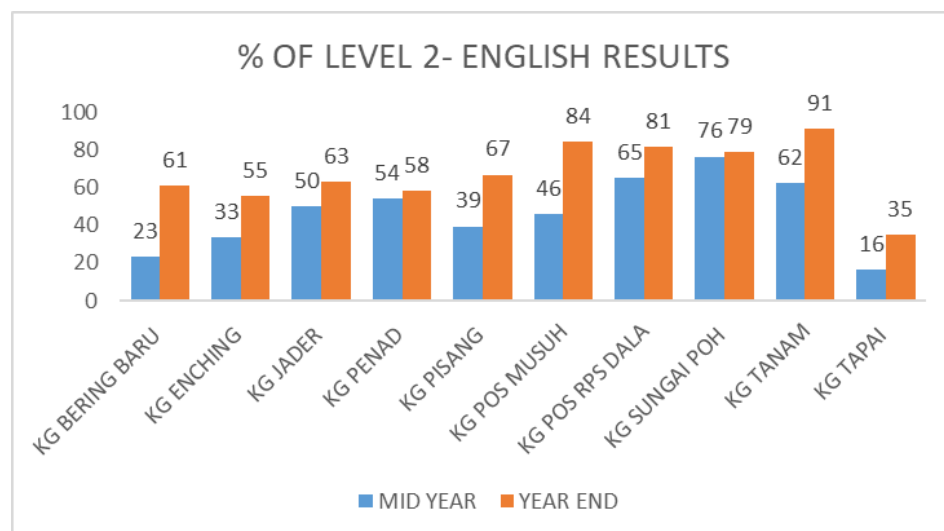
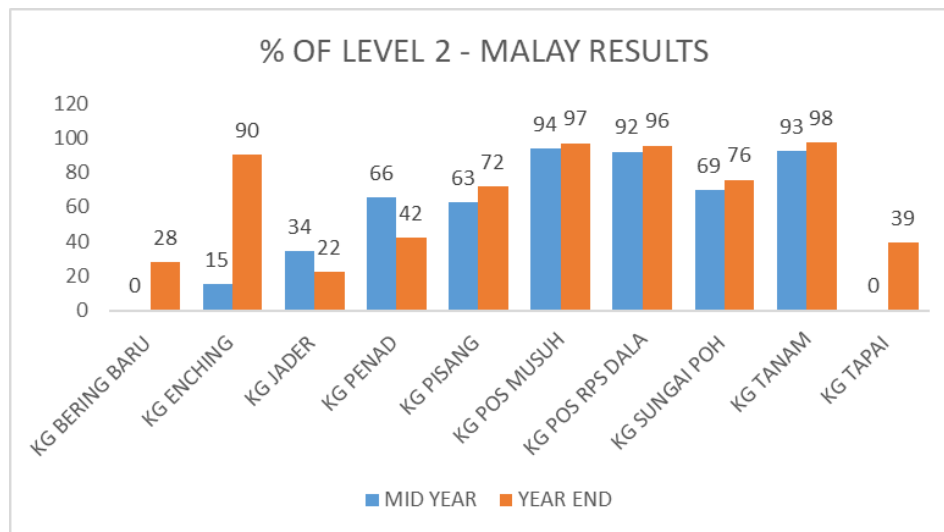


Table 25: Level 2 Math, Malay and English Results

Level 3

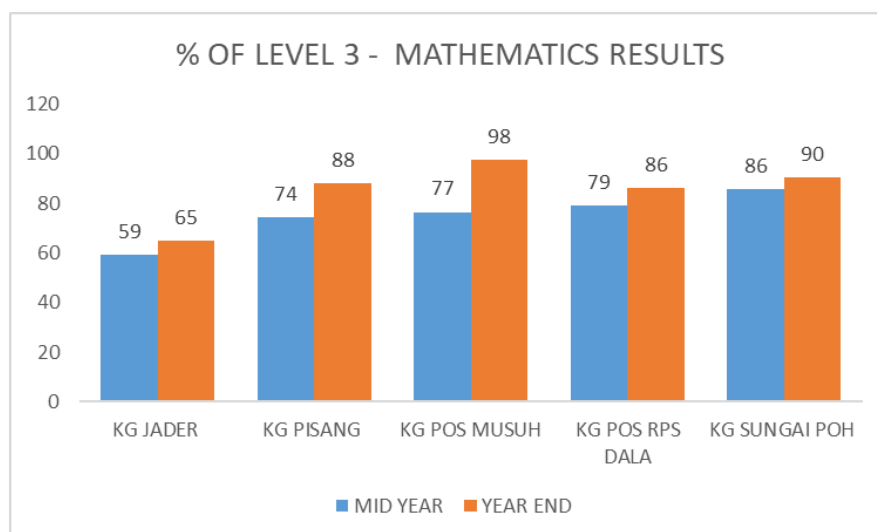
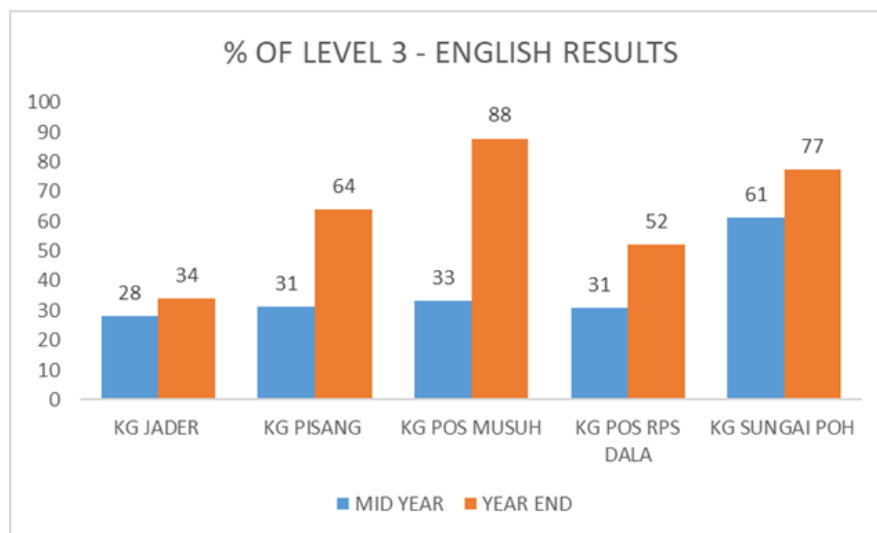
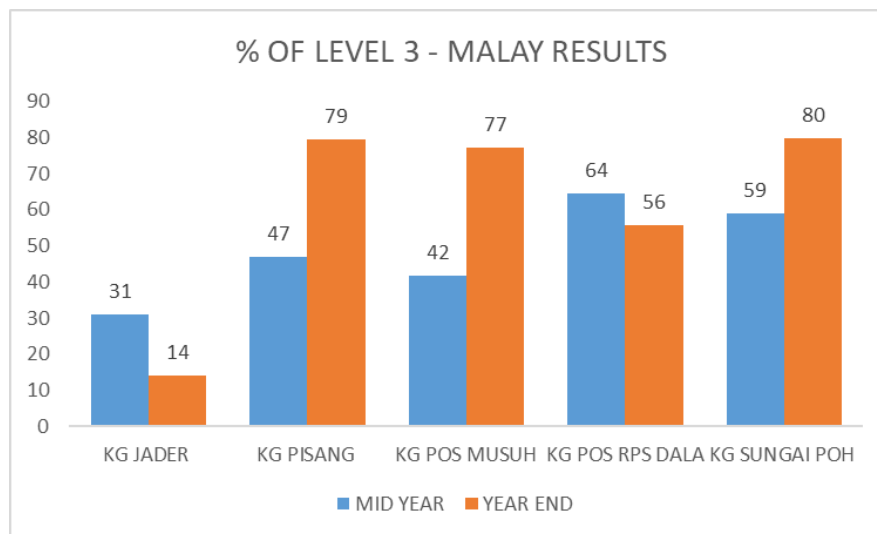


Table 26: Level 3 Math, Malay and English Results

The progress of students in Level One, Two and Three of the programme are also measured individually by subjects. The results show that Math continues to be the strongest subject for the Empowered2Teach programme (averaging at 70% and above), followed by Malay and English. All schools also show overall improvements from mid-year to year-end, demonstrating how consistency and practice plays an important role in helping students develop over time.

For Level One, the schools demonstrated a nearly two-fold improvement in the Malay subject from 29% to 51%. For English, we see a reduction in a few schools namely *Kelas Komuniti Kampung Enching*, *Kelas Komuniti Kampung Penad*, *Kelas Komuniti Kampung RPS Dala* and *Kampung Tanam*. This was due to an inaccurate way of conducting the test on the students for the mid-year assessment which was corrected in the year-end assessment. Their mid-year results are not reflective of their actual performance and we hope to collect more accurate assessment results the following year as we have completed a retraining for the teachers on how to conduct the assessments. Overall, for four-year-old students who took the Level One assessment, Math was their strongest subject at a 76% average.

For Level Two, we see overall majority of schools achieving good results across all subjects. Math once again takes the lead as the strongest subject for Level 2 at 73%, followed by a tie between Malay and English at 67%. *Kelas Komuniti Kampung Tapai* is the lowest performing school for Level Two. This is a result of a lack of training on the syllabus and teaching methodologies for Darita, the teacher who only managed to join one joint training for the year.

For Level Three, we are pleased to report that all schools achieved good results overall at 75%. *Kelas Komuniti Kampung Pos Musuh* was the top performing school with excellent test scores averaging 91%. *Kelas Komuniti Kampung Pos Musuh* and *Kampung Sungai Pisang* demonstrated big improvements in year-end scores compared to the mid-term results. For Math, all schools did extremely well and achieved excellent results at 86% and above. The Level Three English performance shows great improvement across all schools and made a big improvement from 37% to 63% resulting in satisfactory results.

Overall Students' Assessment Analysis

Once again, the programme proved the effectiveness of continuous learning over the span of three years with Level Three results being best overall, followed by Level Two and Level One. There is also a clear pattern of positive improvements in the results from mid-year to year-end across all three levels of assessments and subjects. These are good results to show that the children's literacy and numeracy performance is improving and that the community classes are making a positive change in the abilities of the children.

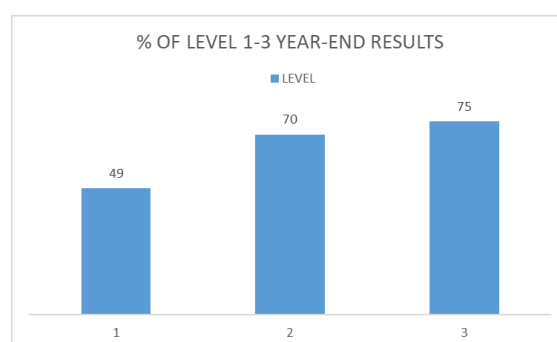


Table 27: Level 1 to 3 Year End Results

Overall, we are happy with the school's progress and results. However, we have deduced three key findings from conducting the 2019 assessments. Firstly, we have discovered that the school's results and performance directly correlates with the number of trainings attended by the teachers. One of the main elements of this programme is to continuously equip the teachers with the necessary skills and knowledge needed to teach and run a school. Teachers who have attended less trainings have shown

weaker school performance results. This goes to show that continuous progressive training and development for the Orang Asli teachers is a key element to the school's success.

Secondly, we observed that the schools with lesser number of students per school perform better in all subjects and on all assessments when compared to their peers in larger classes. This was evident in Salbina's school, *Kelas Komuniti Kampung Pos Musuh*. At the beginning of the year, Salbina was at first discouraged by the smaller number of students who registered for the year. However, from the assessment results from her school, her students did very well and produced excellent results in the Level One and Two assessments. In this case, Salbina shared that she could pay more attention to each student in class and deliver a more effective lesson.

Lastly, when we collected the assessment back from the teachers during the mid-year training, we realised that some of the assessments were not marked or graded correctly, thus resulting in inaccurate results. We did one more round of further training and mock assessment tests during the joint training and achieved more accurate results for the year-end assessments. We hope to conduct more trainings for the teachers in the future so that we are able to measure the students' performance more accurately. It is important for us to get accurate assessment results of the students so that we are able to fill in the gaps with further training and guidance for the teachers.

Ultimately, we have achieved the objective of our programme which is to help the six-year-old students to be adequately prepared when they enter Primary One. We hope that with this strong foundation that was instilled over three years, they will be able to be resilient in completing their primary, secondary education and beyond.



E. Teacher's Training and Development

We would like to thank OSK Foundation for being the sponsor of the teachers' joint and on-the-job trainings for year 2019. OSK Foundation is also the corporate sponsor of Salbina's pre-school in Tapah.

Joint Teachers Training

Our joint teachers' training is conducted twice a year in Petaling Jaya. The first training is conducted during the mid-year school holiday, and the second training during the year-end school holiday. All teachers are expected 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 Master's Degree in Early Childhood Education and is a principal at a pre-school in Petaling Jaya. Our project coordinator, Nora and on-the-job trainer, Dinah also sits in the training as facilitators and mentors.

Joint Training for 2019 - Part 1

The mid-year training for the Orang Asli teachers was held from 26 May 2019 to 1 June 2019. A total of 12 teachers and co-teachers attended this training. Umi, the teacher from *Kelas Komuniti Kg.Pisang* did not attend the training as she was in confinement after just giving birth. The teachers underwent five full days of training in the following areas:

- Level One & Two Syllabus

As this was the first year that the trainee teachers officially joined the programme as teachers, Ms. Marie and Dinah joined hands in teaching them the basics hoping to build a robust foundation. They did a refresher course on the level one syllabus and introduced them to the level two syllabus. The trainers also incorporated role-play sessions during the training so that they could provide on-the-spot feedback on how the teachers could improve their teaching methods.

- Level Three Syllabus

We conducted a level three syllabus training for the more experienced group of teachers. The training was focused on English grammar and vocabulary as that was the subject area that the teachers find most challenging to teach. Each teacher was given an opportunity to plan and demonstrate how they would conduct a class on a given topic. By doing this, the teachers are able to get ideas and learn from one another.

- Mid-year assessment results and school progress review

In May, all the schools conducted their mid-year assessment. The results were then analysed and presented to all the teachers during a dedicated session at training. Feedback from the project coordinator and trainers were provided for the teachers on the different areas. The key objective of this session is for the teachers to identify and develop an action plan on key areas they should focus and improve on for the remaining second half of the year.

- Orientation and Onboarding for new teachers

We conducted a two-hour orientation and on-boarding programme with the five new teachers. We went through the organisation's core values with them and reminded them of the importance of their roles and commitment as teachers in order for their students to perform well. The objective of this session was to help the teachers understand the common goal we are trying to reach for the Empowered2Teach programme and their roles as catalysts to push for education within their own communities.

- Creative teaching techniques

Our teachers often require creative teaching skills to deliver effective and engaging lessons to the young pre-schools students as they have a short attention span. Mr. Michael, a volunteer who has over 30 years of experience in developing English Language proficiency spent a few sessions with our teachers. His training included learning by sound, total physical response and storytelling. The

teachers enjoyed the sessions and learned many new teaching skills which we hope they will incorporate into their daily lessons.

- Timetable and Lesson Planning

As was our usual practice, the trainers 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 the schedule.

Joint Training for 2019 – Part 2

The second training for the Orang Asli teachers was held from 2 to 6 December, 2019. A total of 12 teachers and co-teachers attended this training. Darita, the teacher from Kelas Komuniti Kg.Tapai did not attend the training as her young child was unwell. For five days, the teachers underwent training and sessions in the following areas:

- Introduction of new books

We review the Empowered2Teach syllabus from time-to-time and update the work books with the latest version. Ms. Marie introduced the new work books to the teachers as it is important for the teachers to understand the instructions and solutions for each book so that they are able to teach their lessons accurately to their students.

- Level Three syllabus training

The level three syllabus is introduced to the five new teachers as they will begin teaching the third level to the six-year-olds in the following year. Ms. Marie spent time going through all the level three subjects thoroughly with the teachers. Each teacher was also required to present mock lessons as practice to better illustrate their understanding of the syllabus.

- Classroom management and discipline

Ms Marie, Dinah and Nora conducted a refresher session on classroom management and discipline for the teachers. The trainers briefed the teachers on positive reinforcement techniques that can be used to encourage good behaviour, and also shared the importance of the assistant's role in helping with class management. This training also incorporated role play to further emphasise and practice the techniques that were discussed in the session.

- Year-end assessment results and school progress review

In November, all the schools conducted their year-end assessment. The results were collected from all the schools, analysed and presented to all the teachers. For the year-end results sharing, all teachers could see how their school has progressed from their mid-term results. We could also identify the best performing school for each level and subject. During the session, the teachers from the schools which performed well also shared how they did it. Through this sharing session, it motivated and encouraged the other teachers to want to do better for their school and students the following year.

- Year-end sharing session

At the end of each training session, we organise a simple get-together dinner for the teachers. During this time, each teacher will reflect on their year and prepare a simple presentation of their 2019 school year. The teachers presented the different events that their school has organised and also shared the challenges and highlights they faced as a teacher. Some teachers got emotional during the sharing session as they were very proud of their students' accomplishments and were sad as their six year-old students will be leaving for primary school. The teachers ended their year-end sharing session with an English song presentation titled "I have a dream".

On-the-job Training

Each teacher will attend two rounds of on-the-job training a year in our on-the-job training pre-school in Gopeng. In 2019, there were 12 on-the-job training sessions conducted in total. Dinah, our on-the-job trainer has many years of teaching experience in a pre-school in Petaling Jaya prior to joining our programme. Dinah's school is one of the schools under our Empowered2Teach programme and is an ideal place for our teachers to receive on-site guidance and training in an actual classroom.

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

- Classroom management

Classroom management training includes guiding the teachers on ways to give clear instructions, voice projection, ways on acquiring cooperation from students, and classroom conflict resolution. The teachers acquire this skill from first observing Dinah and then being guided through the process of running a class. The expected outcome for classroom management includes the student's attention span, response to discipline, and student's understanding of instructions. These outcomes are observed and assessed by Dinah during the trainee's lesson in the classroom.

- Syllabus and lesson plan delivery

Each teacher is required to develop lesson plans according to the syllabus and different teaching methods to suit the needs of their students. Dinah provides helpful guidance in helping the teachers to identify each child's ability and to teach according to that students' level of understanding. Dinah also trains the teachers in developing creative teaching techniques and incorporating them into their lesson plans to enable a more effective learning process for her students.

- Teaching methodology

In teaching methodology, Dinah emphasises on developing the teacher's confidence in the classroom by creating creative teaching methods and tailoring the teaching materials according to the student's ability level. She guides and encourages the teachers to teach using tools and materials that are suitable for each lesson.

- Problem solving

While running a pre-school, the teachers sometimes face various challenges. Problem solving is an important skill that the teachers should learn to develop over time. Dinah, being an experienced teacher herself, has gained that skill over time. In this part of the training, Dinah will help teachers to identify challenges they are currently facing, find solutions to overcome these challenges, and apply those solutions appropriately. This exercise helps the teachers to verbally express the challenges faced in the pre-school and identify reasons behind each challenge. More importantly, this exercise helps the teachers propose an action plan to overcome the said challenges and to implement the action plan accordingly.



F. Challenges and Opportunities

▪ New teachers in the programme

We have five new Orang Asli teachers who joined the programme this year. They were from the batch of successful trainees from our 2018 trainee programme. The new teachers faced different challenges throughout the year as they were new and lacked the experience in teaching and running a school. The new teachers found it especially challenging in the administrative part of running a school which involves preparing their lesson plan, planning their lessons according to the syllabus and preparing reports. On top of running the school, they were also expected to advocate for education by working closely with the student's parents and the community. Our training programmes, monthly supervisions and mentoring were an important factor in helping the teachers to improve in the areas where they needed more guidance. As the months progressed, we could see an improvement in the teacher's abilities to run their school.

▪ Accessibility and communication

Accessibility and communication 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 address this challenge, 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. Interaction only occurs with these teachers when the Project Coordinator meets the teachers once a month, or when the teachers attend training four times a year. Due to this, opportunities to gather information and feedback only occur during these very few face-to-face meetings.

▪ Poor Road Conditions

On top of the remoteness of the schools, our pre-schools in Gua Musang and Gerik has poor road conditions which makes it challenging for us to access the schools. We are required to deliver all the school supplies and books to all schools at the end of each year before the start of the next academic year. When the rainy season starts, the road into the villages becomes muddy and difficult to access even by a four-wheel drive vehicle. In view of this, we have moved forward our school supplies delivery dates to August and September so that we can avoid the rainy season and deliver the supplies in time.

▪ High project expenditure

As reflected in our project expenses section, our programme 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

▪ Long term sponsorship

Our pre-schools are ongoing projects and require long-term sponsorship for their success. We have developed a sponsorship programme 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 programme, you may visit our website for further details: www.sukasociety.org/be-a-sponsor/.

G. Project Structure

Monthly Supervision and Mentoring Visit

Our monthly supervision and mentoring visits continue to play an integral role in this programme to ensure that our community pre-schools run smoothly. At the beginning of the year, Nora will coordinate the dates of the monthly supervision visits and provide them to all the teachers ahead of time. During these visits, Nora will assist with collecting the monthly supervision reports from all the teachers. For a more in-depth monitoring of the pre-schools, Nora also finds out how each school is doing in terms of their attendance rate, reason for absenteeism and tardiness, and 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, identify areas for improvement and 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 also help build the confidence and capabilities of all teachers through the support and sharing of knowledge and experience.

Advocacy and Awareness Programmes

Our advocacy and awareness programmes are important for us to continuously engage with our programme stakeholders such as the community leaders, parents and villagers. Nora, our project coordinator did five rounds of awareness programmes with *Kg. Penad*, *Kg. Pos Musuh*, *Kg. Enching* and *Kg. Tanam* in 2019. The programmes are usually prioritised in schools where there is a lack of interest or cooperation in regards to their children's education. Nora will usually tackle issues on student's absenteeism, transportation issues or the parents lack of confidence with the community pre-school. During these advocacy and awareness programmes, we also invite the village leader or the *Tok Batin*. The support from the village leader is very important as he serves as a role model and is respected by the villagers. The programmes have helped us to raise the awareness on the importance of education and to work closely with the communities to push for education.

On-boarding and Orientation Programme

In January 2019, we introduced our Empowered2Teach on-boarding and orientation programme for all new teachers who joined the programme. The programme covers the following areas-

- Expectations and commitments of the programme
- The organisation's core values and child protection policy
- Training and supervision schedule for the year
- Empowered2Teach Loyalty programme

We hope that with this programme in place, it will help build a strong foundation for the teachers and a common goal to strive together in their journey as educators.



H. Project Support

Every year, we look into the needs of our pre-schools and the communities to improve their current infrastructure and facilities. Many of the projects below are made possible with the help of our donors, volunteers and partners. We would also like to thank all our corporate sponsors for contributing towards this project. Together, we are able to bring about greater impact to the Orang Asli children and community.

Building, Renovation and Expansion of Schools

Ros's pre-school, Kelas Komuniti Kampung Bering Baru & Darita's pre-school, Kelas Komuniti Kampung Tapai

In 2019, we completed the building of two traditional Orang Asli pre-school buildings. The two pre-schools are located in Gua Musang and was built with basic materials such as bamboo and wood. It was amazing to see how the community in Kampung Tapai was empowered to build their own pre-school bottom up within a short time frame. Darita, our pre-school teacher and her husband took the lead in this building project from clearing the land to looking for building materials in the forest nearby. They managed to transport the zinc roof and building materials by motorbike into their village, which is located about two hours from the nearest town via logging trails. We are touched by the community's enthusiasm and willingness to get this pre-school building completed even when resources are limited. Each school has a classroom area and a small kitchen for the teachers to prepare snacks and meals for the pre-school children.





Siti Noraini's pre-school, Kelas Komuniti Kampung Tanam

DKSH and their dedicated team of volunteers organised two visits to Siti's school in 2019. On their first visit on June 2019, the team refurbished Siti Noraini's pre-school by giving it a complete makeover and also donated books, educational games and toys for the pre-schoolers. They also sponsored the funds which went into plumbing works at the pre-school. Siti's newly refurbished school now has a comfortable classroom space, a kitchen, a bathroom and also a play and reading corner for the children.

On their second visit to Kelas Komuniti Kg Tanam, Kuala Rompin in November 2019, the team of volunteers organised a *gotong-royong* event where they cleaned the pre-school surroundings. They also conducted gardening activities and games with the children. DKSH also sponsored the replacement of two doors and the installation of the awning at the back of the school.



By partnering corporates such as DKSH, we are able to gain significant support and resources. We are excited to continue our partnership with DKSH as this is just a stepping stone towards future collaborations that will bring about greater impact to the Orang Asli children and community.

Tables and Chairs Supply

We managed to supply four of our schools with new tables and chairs. The schools that benefitted from this is *Kelas Komuniti Kg. Jader*, *Kelas Komuniti Kg. Tapai*, *Kelas Komuniti Kg. Penad* and *Kelas Komuniti Kg. Pos*. We empowered the community to build their own tables and chairs as it is costly to transport tables into their schools due to their remote locations. We supported them by covering the cost of the materials. Prior to receiving the table and chairs, many of the Orang Asli students had to learn to read and write while sitting on the floor. With the new tables and chairs in place, the students are able to learn more comfortably.

Electricity Supply

We arranged for two of our pre-schools, *Kelas Komuniti Kg. Jader* and *Kelas Komuniti Kg. Penad* in Gua Musang to be supplied with electricity so that the children will be able to learn more comfortably. We also supplied the schools with new fans and mats. It was a good reminder of how privileged we are

as many Orang Asli villages in remote locations still lack basic necessities such as electricity and clean water.

Donation of educational tools



The team of volunteers from EcoWorld came together to help create many different types of educational tools and teaching aids for our ten Orang Asli pre-schools. The tools created will be used as a supplementary teaching aids during the pre-school's English, Malay, Math and Science lessons. We incorporated the use of the teaching tools into our mid-year training with the Orang Asli teachers. We hope that this will encourage the teachers to think creatively and out of the box when it comes to incorporating and making their own tools in the future.



Water Supply

In October 2019, we worked together with the community of Kampung Pos, Gerik to provide clean water supply to our pre-school and the villagers. We sponsored the resources that was necessary for the community to build a water collection system and purchase the necessary pipes which supplied water directly to our school and the village. We are very thankful for the Orang Asli community who came together and worked hard to complete a successful water project. Through this initiative, we saw ordinary heroes who initiated and were empowered to overcome their daily struggle in securing a very basic necessity that we urban folks often take for granted.

Now, the community will be able to drink, wash and clean without the need to travel 30 minutes to a nearby river just to

do so. Our teachers will be able to practice better health and safety standards for the children. This water project benefits our pre-school and 20 families in Kg.Pos, Gerik.

Donation and Delivery of School Supplies

On 7- 8 August and 13- 14 November 2019, we carried out our annual delivery of pre-school supplies and school books to all our pre-schools. It took two trips to cover all our pre-schools located in Slim River, Gopeng, Gerik, Gua Musang, Tapah and Kuala Rompin.

We would like to extend our gratitude and appreciation to our volunteers and corporate sponsors listed below for the sponsorship of our school supplies and syllabus-



Project K.O.N.E

We would like to thank Vee Yen & Yuan Yao for organising a successful online fundraising campaign, called Project K.O.N.E. They managed to raise funds to purchase stationery supplies and materials for our Orang Asli pre-schools. Vee Yen also raised awareness on our project in the primary school she teaches in. She did a collection drive where her primary school students also donated colour pencils for our Orang Asli pre-schools.

Mah Sing Foundation

In conjunction with Hari Raya, Mah Sing Foundation organised a stationery donation drive with Mah Sing employees. The Foundation managed to raise RM6,000 worth of stationery supplies for 10 schools to use for one year. Mah Sing Foundation is also the corporate sponsor of Alang's pre-school in Gua Musang. We would like to thank Mah Sing Foundation in partnering us in ensuring that the children have the sufficient supplies of stationeries and for their partnership in adopting one of our pre-schools.

Eco World Foundation

We would like to thank Eco World Foundation for kindly sponsoring the syllabus for year 2020. With a proper set of work books in place, the Orang Asli teachers are able to teach the students in a systematic and effective way according to the different levels.

Emergency Food Donation Drive for Gua Musang schools

On 21 November 2019, we launched a four-day emergency food donation drive to help provide food supplies for Kg.Penad and Kg.Jader, Pos Simpor, Gua Musang Kelantan. We have two community pre-schools located within the villages. We received news from the media as well as our teacher, Haini from Kg.Jader that their farming crops such as their rice and tapioca was destroyed by elephants and the flood.



We shared the message on the food donation drive via our social media platforms as well as circulated it to our friends and family. We are very thankful for the quick response and generosity from everyone who contributed towards the needs of the Orang Asli villagers. We managed to raise an estimated RM10,000 worth of food items in just a short span of four days.

Collection

We used our office in Petaling Jaya as the base for people to drop food from Thursday to Sunday. As we had a very positive response from the food drive, we hired a two-tonne lorry to transport all the food items to Gua Musang. We would also like to thank the individuals who donated towards the logistics cost.

Donation for logistics cost

No.	Donation	Total
1	Earmarked for transportation of two-tonne lorry	RM650.00

Table 28: Emergency Food Donation - Transport

Donation of Food Items

No.	Item	Units
1	Rice (5kg / 10kg)	80
2	Cooking Oil (1kg / 2kg / 5kg)	259
3	Salt (450g)	233
4	Sugar (1kg)	230
5	Onion (5kg / 7kg)	24
6	Garlic (1kg / 5kg)	21
7	Sardine (155g / 425g)	572
8	Green Peas (425g)	276
9	Biscuit (Variety)	297
10	Soy Sauce (360ml)	230
11	Milk Powder (300g – 1.6kg range)	139
12	Flour (1kg)	201
13	Milo (3in1 / 400g)	111
14	Bi Hun / Dried Noodles (400g / 3kg)	146
15	Miscellaneous Items (Canned Food & Dhall)	22
Total		2841

Table 29: Emergency Food Donation - Food



Food Distribution

At 7.00am on 25 November 2019, we loaded the lorry with all the food items. Representing SUKA Society to handover the items to Gua Musang was Mr. Anderson Selvasagaram, Ms. Sarah Teo and Ms. Zaliha Titoi (or fondly known as Nora). Our team arrived at Kg. Parik, the first drop-off point at around 12pm. On-the-same day, Nora met with the village leaders and representatives from Kg. Penad and Kg. Jader to discuss the plan for the food distribution.

The following morning, on 26 November 2019, all the food items were loaded into three 4x4 vehicles and transported to Kampung Penad (located approximately two hours from Gua Musang town). The food was successfully distributed to the villagers from Kampung Penad and Kampung Jader who came to collect the food items by motorbikes.

We would like to thank everyone who contributed towards this emergency food donation drive and responded quickly so that we could get the food to the villages in a timely manner.



I. Project Expenses for 2019

Empowered2Teach project expenditure

No	Details	Total (MYR)
01.	Project Manpower Overhead and Casual Wages (Project Coordinator, OA Teachers & Assistants), and School Expenses	216,500.00
02.	Monthly Pre-School Supervision (Travel, Accommodation, Food and Beverage)	16,665.87
03.	Training for OA Teachers (Accommodation, Food and Beverage, Trainer's Fee, Travel and Training Supplies)	34,502.94
04.	Advocacy and Awareness (Events and Materials)	1,285.57
05.	OA School Maintenance, Repairs and Upgrade	22,225.50
06.	Development of Materials, School Syllabus, Educational Tools and School Supplies	12,848.46
07.	Special Pre-School Event Fund	5,562.75
08.	Flood Relief for Kg. Jader & Kg. Penad	3,598.64
Total Yearly Project Cost		313,189.73

Table 30: E2T Project Expenses 2019

- 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 or this report, please email us at enquiry@sukasociety.org.
- If you would like to support our Empowered2Teach project and journey with the Orang Asli pre-schools, consider becoming a sponsor today to make a difference to the lives of Orang Asli children. You can find out more by visiting <http://www.sukasociety.org/e2t-sponsorship/>.
- 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



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