



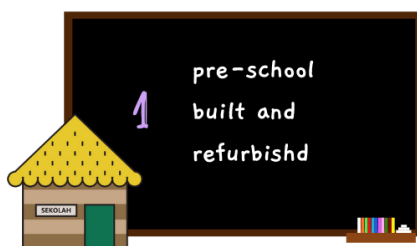
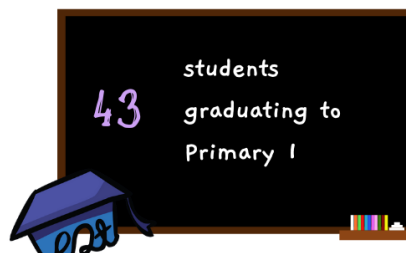
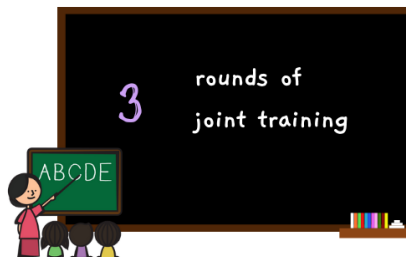
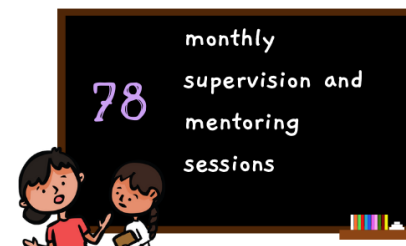
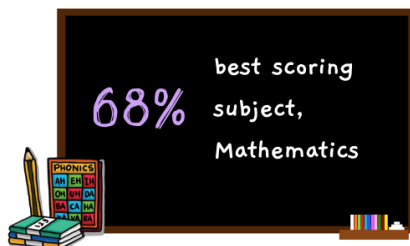
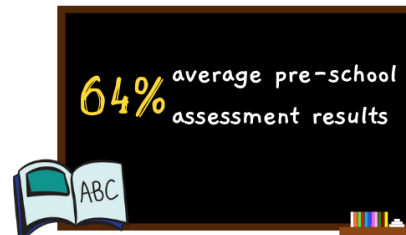
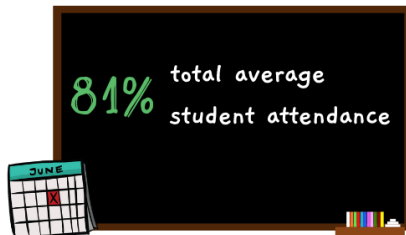
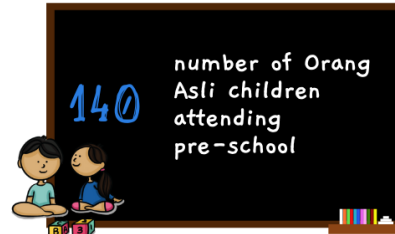
Empowered2Teach Report (2020)

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 2020.





EMPOWERED2TEACH PROGRAMME INFOGRAPHIC 2020



The Empowered2Teach Indigenous teachers share their experience during the pandemic!



"We started our first day of school on 3 January 2020. When my students just started attending school again, they have forgotten many things after a long break. After teaching them for two months, I saw the improvement in their work. Suddenly in March, we had to close the school due to the pandemic. After a few weeks of the school closure, I also became sick. I faced a lot of challenges in the year. I tried my best to diligently teach the students in anyway I can, even through going to their houses to give them worksheets to do."

Alang, Teacher,
Kelas Komuniti Kampung Enching, Gua Musang

"Last year was a bad experience for me as the covid-19 virus was spreading throughout the world. My class had to be closed for more than three months. After the movement control order was lifted, my student's attendance also declined. Some parents did not give us their full cooperation when I gave them worksheets to teach their children. I hope that next year I will be able to conduct my school better and no challenges will come. I am still very thankful to all our supporters for giving me this opportunity to teach!"

Haini, Teacher
Kelas Komuniti Kampung Jader, Gua Musang.



"I am worried about my students' achievements this year due to the prolonged school closure. I have not been able to focus 100% on my work as well as I am worried about my family and students' safety. Nevertheless, I have been getting a lot of support from my husband, siblings and students' parents who gave me a lot of encouragement to continue my role as a community teacher"

Salbina, Teacher,
Kelas Komuniti Kampung Pos Musuh, Tapah.

"Year 2020 was a challenging year for all of us. At first when the new SOP's came out, we had to wear masks and social distance, it was very difficult especially for the children to follow the new rules. But after a while, the children got used to it. I hope 2021 will be a better year than 2020."

Siti Noraini, Teacher,
Kelas Komuniti Kampung Tanam, Kuala Rompin





"When the pandemic hit and all schools were ordered to close, we distributed worksheets to parents. The parents feedbacked to me that they were thankful that their children could still study and learn from home. Some parents shared that it was challenging for them to teach their children at home. We felt that it was a good opportunity for parents to see through their own lenses that a role of a teacher is not easy. Even though 2020 has been the most challenging year for me so far as a teacher, I did not give up and stand by the quote 'where there is will, there's a way'"

Dinah, Teacher

Kelas Komuniti Kampung Poh, Gopeng.

"The covid-19 pandemic has impacted my work a lot. I teach the four year old students who are very playful. It takes a longer time to settle them down and to teach them. Thankfully, parents have been giving very good attention and cooperation to help their children at home with their studies. I am thankful for the support from the community, family and my friends during this challenging time"

Rabiki, co-teacher,

Kelas Komuniti Kampung Poh, Gopeng..



"This year was a challenging year for us to run the school compared to previous years. The covid-19 pandemic has continued to claim lives and affected schools nationwide. As a teacher, I really felt the impact. When the pandemic just started, I had to go house to house to inform parents on why they can no longer send their children to school and also advised them to monitor their children and their own health. From May to June, we distributed worksheets to all our students. Once school could open again, we also ensured that we followed the new SOPs such as taking temperature and social distancing. I am glad that my family gave me full support and to continue my role as a teacher during the pandemic."

Umi, Teacher

Kelas Komuniti Kampung Pisang, Slim River.

"Even though our nation is battling this pandemic, it does not deter my goals in wanting to become a better teacher for the children in my community. I want to continue educating my students by making sure we follow all the necessary safety guidelines and standard operating procedures"

Aziga, co-teacher,

Kelas Komuniti Kampung Pisang, Slim River



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-schools 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 2020 marks the eighth year of our Empowered2Teach programme. The opportunity for pre-school education for OA children over these eight years have encouraged a smoother transition into primary school education. The parents in the OA community have acknowledged our teachers' efforts when their children were able to perform well in primary school. We are extremely thankful to our teachers who have shown passion, commitment and served well as a catalyst for education in their respective communities.

This year was a challenging year for our OA pre-schools. The COVID-19 pandemic fundamentally disrupted schooling in most countries around the world. When schools were closed, children's education were more dependent on their home environment. Teachers were given little notice to shift from physical class teaching to providing home based learning. This particularly posed a problem to parents who were now in charge of their children's education. This year, we helped set up a simple and do-able syllabus for the parents to guide their children in their homes focussing on the three core subjects of English, Malay and Mathematics. Our teachers have learnt to adapt to this form of teaching and guiding parents to help their children with the homework given. Some of our teachers have also resorted to going to each student's homes to teach them one on one. We were thankful that we had a couple of months throughout the year when schools were allowed to reopen. Children learn best when they interact with one another. Even though there was a decrease in the students' progress and results in the assessment tests, we hope the following year would give the opportunity to bridge the gap in their pre-school learning goals.

The bi-annual joint teachers' trainings have always been a priority for all teachers to attend. These trainings are designed to equip and develop them to be effective early childhood educators in their communities. During these trainings, the teachers receive mentoring as they share challenges during the school year and find solutions together in resolving those issues when they return to their respective schools. This year marks the first time the assistant teachers from the Gua Musang schools received training in August and December. It was intentional to have both the teachers and their assistants attend the trainings together to sharpen their skills in teaching the students and run the school as a team. This year's trainings were held in different locations due to the difficulties in bringing the teachers to Petaling Jaya during the pandemic.

The monthly supervision visits and on-the-job training has been an important aspect in our project. They are essential to ensure our teachers receive constant support and monitoring to keep the teachers on track and sharpen their skills as educators through the on-the-job training. With the on-going pandemic, teachers need full support in their work as frontliners in providing education to the children in their communities.

We were excited to launch the Bahasa Ibunda module adapted in three languages Semai, Temiar and Jakun. This module is very close to the hearts of the Orang Asli communities because it will help pass down their culture, heritage, and language for the many generations to come. The teachers were proud to introduce these workbooks to the children in their communities. We look forward to expanding more resources for this module in the years ahead.

"A school, a place built for children, must have furniture and equipment scaled to the proper size and adapted to their physical strength," (Montessori, 2015). Every year, we look to support our schools improve their facilities and infrastructure. The corporate sponsors this year have funded the extension of an additional classroom space for our pre-school in Kelas Komuniti Kampung Pisang and the donation of school supplies for this new classroom has enriched the students' learning experience.

The right to education is one of the fundamental rights of children. We hope to continue in partnership to provide greater access to education to the Orang Asli children in Malaysia.



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 Malay. 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

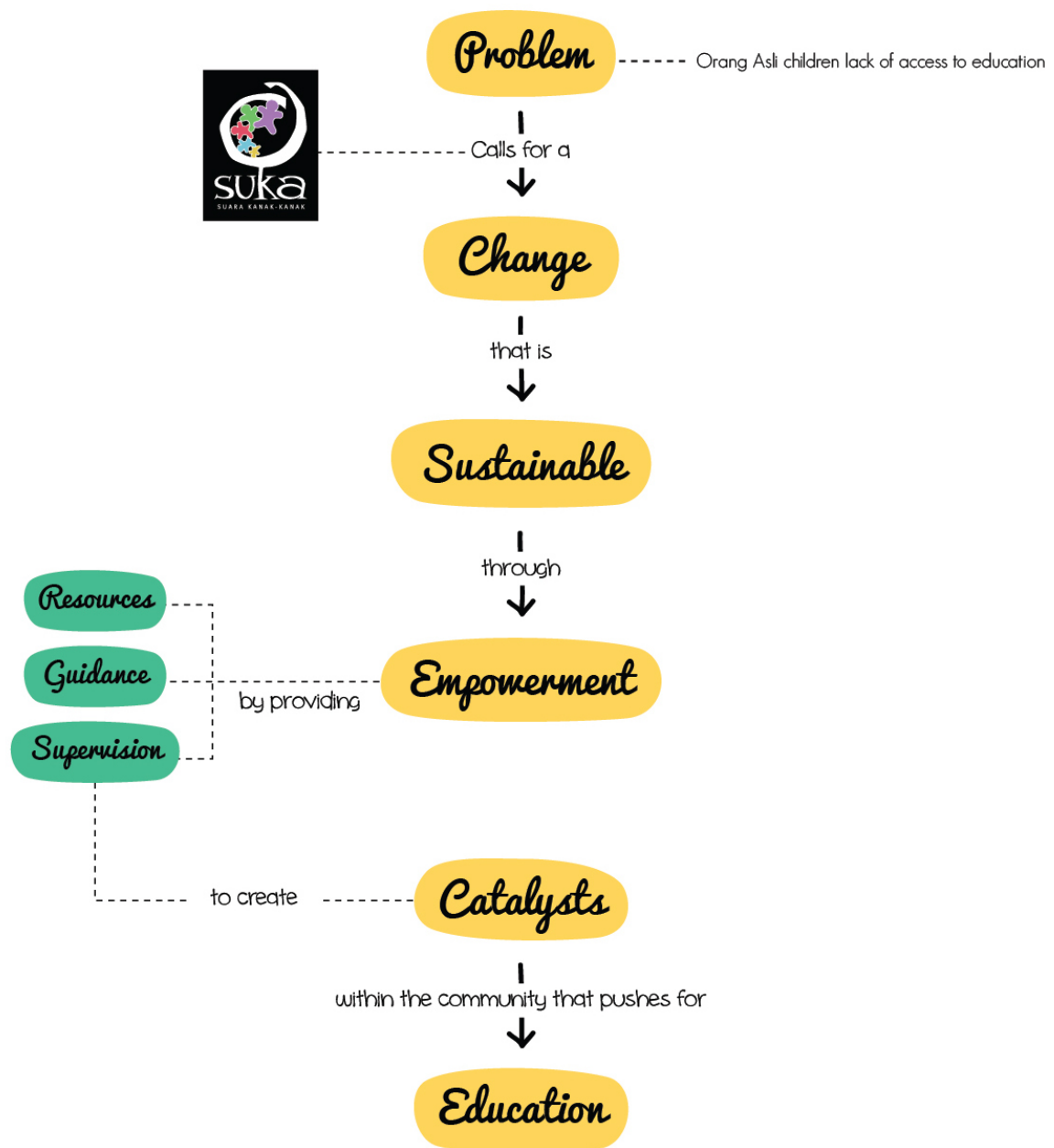
Empowered2Teach is a project initiated by SUKA Society in response to the educational challenges faced by the indigenous community.

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. The team has expanded with a few taking up the role as co-teachers.

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 is one of our more experienced teachers. Dinah is from the Semai tribe. Prior to joining this programme, 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 one of our project trainers. As one of our most 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 is from the Temiar tribe and is naturally shy and reserved in nature. 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 since it began 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 displayed 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 with looking after her two young children. Teaching comes to Umi naturally 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's 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 joined the programme fully in 2019.



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 first-hand experienced how the pre-school has benefited 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.



Sarmia
Co-Teacher (Gua Musang)

Sarmia is from the Semai tribe. She works as the co-teacher at Kelas Komuniti Kampung Poh, Gopeng since 2017. She started as an assistant after SPM. As the school grew in numbers, Sarmia was the natural choice to become co-teacher. Sarmia is hardworking, motivated, and always took the initiative to learn and do better. She was deeply encouraged by the affirmation she received from the parents. She aims to improve her communication and teaching skills so that she can be a better teacher for the students. Since then, she has been diligent in joining the teachers' training.



Rabiki
Co-Teacher (Gua Musang)

Rabiki is from the Semai tribe. After SPM, she decided to learn more about teaching by assisting Dinah at Kelas Komuniti Kampung Poh in 2019. She assisted students who were weak in the subjects. She takes initiatives to ask for advice on how to help the students to improve in their studies. She is now a co-teacher in charge of the four-year-olds. She is hardworking and loves teaching children. She has joined the teachers' training since 2019. She desires to be a better teacher to be able to help the children in her community.



Aziga
Co-Teacher (Slim River)

Aziga is an Orang Asli from the Semai tribe. She joined Kelas Komuniti Kampung Pisang in July 2020 as a co-teacher to teach the four-year-olds. Prior to this, she volunteered to teach the primary students who were weak in their studies in the afternoon tutoring classes at Slim River. Aziga is someone who loves teaching children. She takes initiatives to find ways to help students under her care and give them encouragement and confidence to improve in their studies. She is hardworking and passionate to help the children in her community to have a good education.



Alis
Co-Teacher (Gerik)

Alis is from the Temiar tribe. She joined Kelas Komuniti RPS Kampung Dala as an assistant in 2018. She became the co-teacher and taught the four-year-old students in 2019. Alis is soft spoken and shy when she first joined as an assistant, but she learnt to gain confidence with the support and encouragement from Nora, the project coordinator. She takes initiative to ask and inspires to improve herself to be a better teacher for the students. She is responsible in carrying out her duties. She joined the teachers' training in 2020.

C. The Schools

At the start of 2020, we had established 9 existing schools covering areas such as Slim River, Gopeng, Gerik, Kuala Rompin, Pos Musuh and Gua Musang. 142 students in total were registered with our Empowered2Teach programme in these pre-schools.

The academic year started with teaching from the curriculum set out specifically for each age group. Some of our core academic goals are to teach children to read, write and count. In the first three months of the year, teachers were setting up the education foundation for each age group. Core subjects that were taught are Malay, English and Mathematics. Assessment tests were given twice a year to ascertain the level of learning performance for each student. These assessment tests were separated into three levels. Level One assessment was given to the four-year-old students, Level Two assessment was given to the five-year-old students and Level Three assessment was given to the six-year-old students. This year despite the pandemic, we were able to complete the assessments for the majority of the students in the school. Some of these assessments were held at their homes as well. The schools were able to hold parent-teacher meetings in separate sessions due to the Standard Operating Procedures they had to comply at school. These parent-teacher meetings are important for the teachers to provide overall feedback on the performance of their students and also to have discussions and feedback from the parents.

The schools were unable to conduct any events this year due to Covid-19 Standard Operating Procedures that restricted the gathering of large groups for social events. The school year ended on 11th December during the Control Movement Control Order as schools were dismissed on a later date due to the reduced amount of school days this year.

Dinah's Pre-School (Gopeng, Perak)

There are 27 Orang Asli children attending Dinah's pre-school regularly. Dinah is our on-the-job trainer and she is the head teacher at her pre-school. She is dedicated to ensuring good education is given to all her students. She has gained much experience in teaching over the years and has become a great leader and support to our team of teachers.

Dinah teaches with confidence and works hard to teach and guide the students under her care to excel in their studies. She also spends time each day after class with her co-teachers Sarmia and Rabikki to brainstorm and discuss any challenges they face with students while teaching and planning the lessons for the following day.

When the Malaysian movement control order was ordered to start on 18th March, Dinah and the project coordinator, Nora worked together to create homework templates for the teachers to provide home-based learning for the students. As an on-the-job trainer, her duties to provide training this year were also disrupted because of the pandemic.

In 2020, she was able to conduct two on-the-job training sessions in February for two of the teachers. 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 84% for the year. Her school was also the best performing school in this programme for the year with a 74% final year average performance result.

The community noticed that children who went to Dinah's school was able to perform well in primary school. They acknowledge the hard work that Dinah shows and continually gives her their full support.

Table 1: Number of Dinah's Students	
Level 1	7
Level 2	7
Level 3	13
Total Students	27



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

There are 10 Orang Asli children attending Haini's pre-school regularly. Haini was part of the pioneer group of teachers when the Empowered2Teach programme started in 2013. She has served faithfully as a teacher for 8 years in her community. She is soft spoken, approachable, dedicated, hardworking and loves working with children.

This year she has embraced the use of teaching aid resources that were provided by sponsors. Her intentions were to find creative ways in teaching and the use of resources has helped children to understand the lessons better.

She prepared the homework diligently to be given out to the students in their homes during the Movement Control Order. She organised smaller groups to take turns to come to school as parents were not able to carry out the homework given for their child.

During the year-end teachers training, she is proactive in asking for guidance in order to improve her teaching skills and seeks knowledge to ensure she is teaching the right method.

Her students also recorded good attendance for the year with 87% average attendance.

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

There are 19 Orang Asli children attending Umi's pre-school regularly. Umi is one of the core group teachers when Empowered2Teach programme started in 2013. She has served faithfully as a teacher for 8 years in her community. She is easy going, good in communication, and confident in teaching.

Her students were consistent in going to school throughout the year and achieved an average attendance at 79%. Umi and her co-teacher Aziga work closely as a team. Both teachers have been very dedicated and passionate in their roles as teachers. Umi and Aziga split the class in two groups during lesson time. Umi teaches the five and six-year-olds and Aziga teaches the four-year-old students.

Aziga shows great potential as a teacher. She speaks well, shows dedication, and enjoys singing with the children. Umi guided and trained Aziga to teach side by side with her in the school. They set aside time to do lesson planning according to the teaching schedule and kept neat records of what they have taught in class. Umi also spends extra one-on-one lessons with weaker students in her class.

During the Movement Control Order, both Umi and Aziga worked on preparing weekly homework to be given to the students at home. Towards the year end, Umi concentrated more on the six-year-old students.

Table 1: Number of Haini's Students

Level 1	5
Level 2	4
Level 3	1
Total Students	10



Table 1: Number of Umi's Students

Level 1	9
Level 2	4
Level 3	6
Total Students	19



Ida and Alis' Pre-School (Gerik, Perak)

There are 13 Orang Asli children attending Ida and Alis' pre-school regularly. Ida and Alis work together as co-teachers 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.

Both teachers use teaching aids and created charts and word cards to help students build their vocabulary and improve reading. Ida enjoys doing art and craft with the students. Alis is good with music and conducts physical exercises with the students. The teachers are looking to learn and improve their creativity in teaching methods to attract the students' attention and to improve the use of English in teaching the students. The students attend school regularly and achieved a 77% average attendance for the year. Their school was also the third best performing school of the year with an average final year result of 71%.

The school received a donation of furniture such as cupboards and kitchen equipment from the Department of Orang Asli Development. This is a testament of the department's support of the work the teachers do for the community.

Table 1: Number of Ida's Students

Level 1	7
Level 2	4
Level 3	2
Total Students	13



Salbina's Pre-School (Tapah, Perak)

There are 19 Orang Asli children attending Salbina's pre-school regularly. Their pre-school utilizes a classroom provided by SK Pos Musuh. They work closely with this primary school and upon completing pre-school, the six-year-old students would enter the primary school automatically.

Salbina shows confidence in teaching. She puts in effort in the preparation work before teaching her class every day. She is good at training her assistant and works well together. During the Movement Control Order, Salbina and her assistant Nor Azelin spent time cleaning the school and creating teaching charts. Salbina distributed homework to the students in their homes.

In July, the pre-school was still unable to open because the primary school where she runs her class was still closed. Salbina made plans for students to meet at her house in small groups on rotation basis, adhering to safety guidelines. She was able to do revision work with the children before the year end assessment. Her school recorded an average attendance of 74%.

Table 1: Number of Salbina's Students

Level 1	9
Level 2	4
Level 3	6
Total Students	19



Alang's Pre School (Gua Musang, Kelantan)

There are 13 Orang Asli children attending Alang's pre-school regularly. His assistant co-teacher is Anjang.

Alang is very good at keeping his students engaged and motivated to come to school. He is good at maintaining order and discipline in the classroom during lesson time.

Alang's school recorded the best attendance in the programme with 97% average attendance for the year.

During free time, he gets his students to help him paint the mural in his classroom. Alang is good in drawing and this helps him to teach children to draw and express themselves creatively. Nora, our project coordinator spent some time in Alang's school to guide him to teach more effectively by separating the students into smaller groups during lesson time and to use the help of his assistant to help with teaching the younger students.

Alang fell sick in the middle of the year and had to go for regular check-ups until he was fit again to teach at school. In August, his school was back to full attendance.

Table 1: Number of Alang's Students

Level 1	4
Level 2	3
Level 3	6
Total Students	13



Ros' Pre School (Gua Musang, Kelantan)

There are 13 Orang Asli children attending Ros' pre-school. Ros enjoys teaching and eagerly hopes that this opportunity to teach will continue for the year ahead. She is good in art and craft as evidently displayed on her classroom walls. She works closely with her assistant co-teacher Nabila.

Nora spent some time in her school in February to guide her in the use of the workbooks, timetable and lesson planning. At the start of the Movement Control Order, both Ros and Nabila started cleaning up the school compound, school equipment and toys. Then, they prepared the homework to be given to the students in their homes. They spent time teaching the students how to do the homework whenever they sent the homework to their homes.

School started in July and class went on as usual. In September, the community's village leader fell ill. He asked

Table 1: Number of Ros' Students

Level 1	3
Level 2	6
Level 3	4
Total Students	13



for the school to be closed because of their beliefs and taboo. Ros and her assistant decided with the help of Nora that they should continue the homework given to the children's home instead. In November, Ros managed to do the assessment with the children in their individual homes. Their school recorded an average attendance of 77% for the year.

Lata's Pre School (Gua Musang, Kelantan)

There are 14 Orang Asli children attending Lata's pre-school regularly. Lata runs the school with the help of Anjeli, her assistant co-teacher. Lata keeps the school tidy and enjoys decorating her classroom with the children's artwork. During the Movement Control Order, both Lata and Anjeli made more posters to decorate the classroom. Nora, the project coordinator spent time helping Lata understand the use of workbooks and encouraged Lata to be more confident in teaching creatively. Nora helped Lata to split the class according to age groups during lesson time with the help of Anjeli to take the younger students.

Lata's school recorded the best attendance in the programme with 77% average attendance for the year. When school reopened in July, Lata worked hard to teach the students and did revision work with them in preparation for the assessment in November. We are happy for Lata as she also recently got married in 2020.

Table 1: Number of Lata's Students

Level 1	-
Level 2	6
Level 3	8
Total Students	14



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

There are 12 Orang Asli children attending Siti Noraini's pre-school regularly. She has an assistant co-teacher Yati who helps her at the school. Siti is hardworking and disciplined. She keeps her school tidy and orderly. She and her assistant make teaching charts that will help children in reading and writing. Siti makes it a point to discuss with Yati and prepare well before each school day. Siti is good at training her assistant and they work well as a team.

During the Movement Control Order, Siti went to the students' homes to teach them the homework. When school started in July, Siti started making sure the students were able to catch up with the school work. She took the special effort to give out homework to those who are absent so that they would not miss out on learning that day. Her school recorded an average of 77% attendance rate for the year and was the second-best performing school of the year with a 72% overall performance result.

Table 1: Number of Siti's Students

Level 1	5
Level 2	7
Level 3	-
Total Students	12



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

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 recognize and write the numbers 1 to 10
	Student can count the number 1 to 10
	Student can recognize shapes
	Student can recognize colours
English	Student can recognize and write all small letters of the alphabet
	Student can read words with combination of three phonic sounds
	Peter and Jane Reading

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 recognize and write numbers
	Student can count from 11-20
	Student knows how to add
	Student knows how to subtract
English	Student can recognize and write all capital letters
	Student can make the sound of all phonic compound
	Peter and Jane reading

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 recognize time
	Student can recognize money
English	Student can construct sentences
	Student can rewrite sentences
	Peter and Jane reading

Overall Pre-Schools Assessment Results

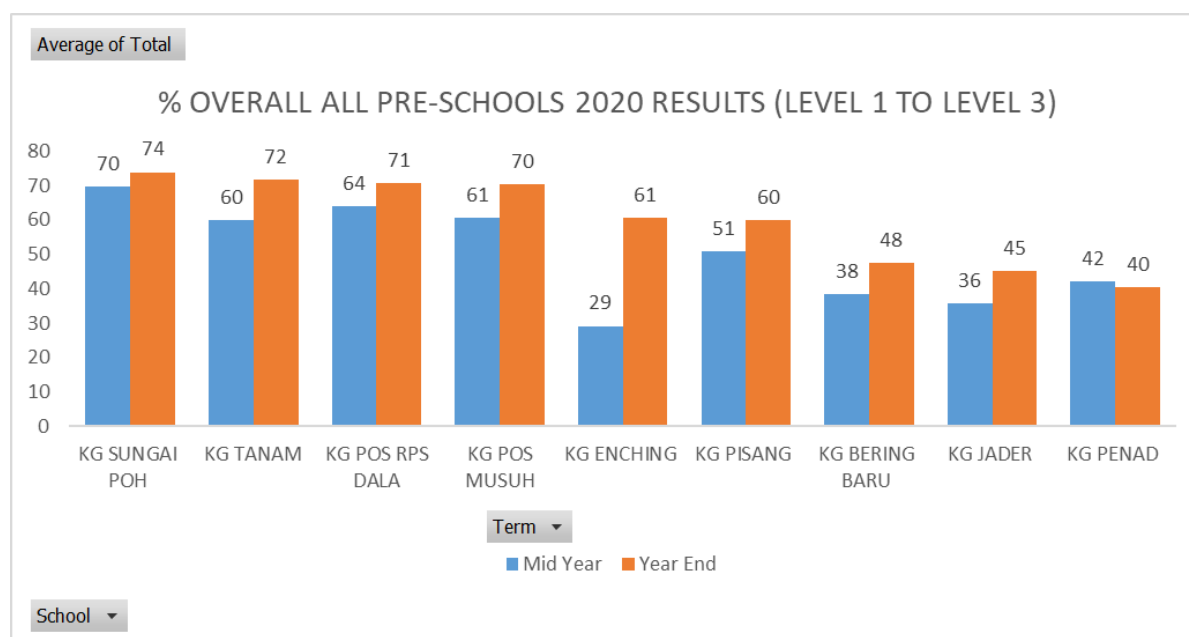
The following results have been collected from 121 students aged four to six years old from nine pre-schools in 2020. The participating schools are Kampung Pisang (Slim River), Kampung Pos RPS Dala (Gerik), Kampung Sungai Poh (Gopeng), Kampung Jader, Kampung Enching, Kampung Bering Baru, Kampung Penad (Gua Musang), Kampung Pos Musuh (Tapah) and Kampung Tanam (Kuala Rompin).

All pre-schools participated in the Level 1, 2 and 3 assessments except for Kampung Penad pre-school who did not participate in the Level 1 assessment as they did not have any four-year-old students in 2020.

Assessment Level	Participation	Participating Schools
Level 1	8 pre-schools	All schools except Kampung Penad
Level 2	All pre-schools	Kampung Pisang (Slim River), Kampung Pos RPS Dala (Gerik), Kampung Sungai Poh (Gopeng), Kampung Jader, Kampung Enching, Kampung Bering Baru, Kampung Penad (Gua Musang), Kampung Pos Musuh (Tapah) and Kampung Tanam (Kuala Rompin).
Level 3	All pre-schools	

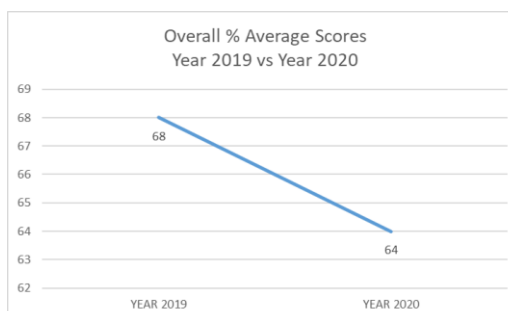
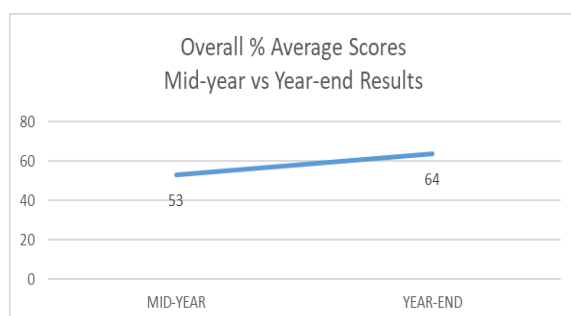
The average score is comprised of the Malay, Math and English subjects. Each student is tested on different learning goals for each subject according to their level and is graded with marks as mentioned in the performance indicator table above.

Level 1 to 3 Overall Results



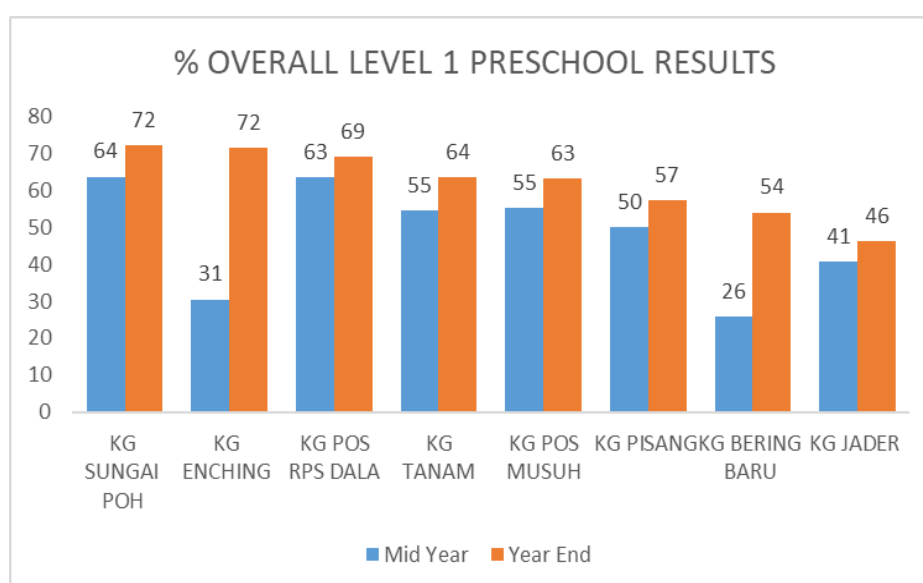
NO.	PRE-SCHOOL	MID-YEAR	YEAR-END	YEAR-END GRADE
1	KG SUNGAI POH	70	74	B
2	KG TANAM	60	72	B
3	KG POS RPS DALA	64	71	B
4	KG POS MUSUH	61	70	B
5	KG ENCHING	29	61	C
6	KG PISANG	51	60	C
7	KG BERING BARU	38	48	E
8	KG JADER	36	45	E
9	KG PENAD	42	40	E
	OVERALL	53	64	C

For year 2020, our schools achieved an average of 64% for their year-end assessment, a 11% improvement from their mid-year assessment. Kelas Komuniti Kampung Poh was awarded the best performing school for the year with a final overall average result of 74%. Despite Kelas Komuniti Kampung Poh achieving good results for year 2020, our analysis showed that their school results dropped from an average year-end result of 81% achieved in 2019 to 74% in 2020.

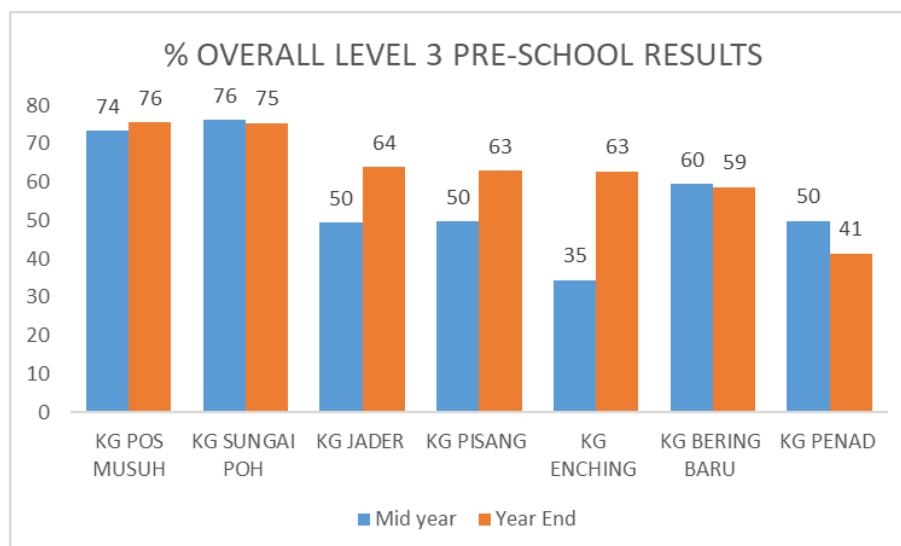


NO.	PRE-SCHOOL	2019 YEAR-END RESULTS	2020 YEAR-END RESULTS
1	KG SUNGAI POH	81	74
2	KG TANAM	73	72
3	KG POS RPS DALA	75	71
4	KG POS MUSUH	91	70
5	KG ENCHING	59	61
6	KG PISANG	71	60
7	KG BERING BARU	52	48
8	KG JADER	51	45
9	KG PENAD	62	40
	OVERALL	68	64

Overall, the schools' results have also dropped from 68% achieved in 2019 to 64% in 2020. We also saw a drop in results for schools that usually perform better during their year-end exams. The main reason for this is largely due to the disrupted learning caused by the COVID-19 pandemic that affected all schools in Malaysia last year.



For Level One, overall school performance have increased by 10% from mid-year to year-end with results in the satisfactory category. Overall, we see improvements in all schools resulting in a final average result of 63%. 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 on-the-job trainer in teaching the first-year students. Despite having seven new four-year-old students that year, Dinah entrusted Rabiki to teach the four-year-old students. Having dedicated and competent co-teachers in a school provides the main teacher with a strong support system. The main teacher and co-teacher can then work together to ensure that each student in the school is given the proper attention and guidance.

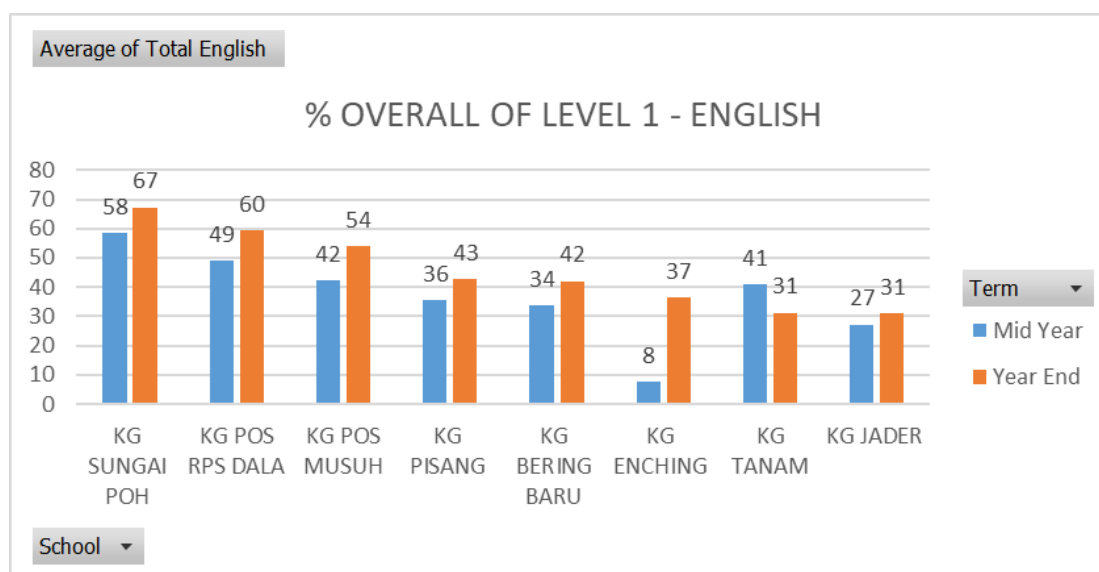
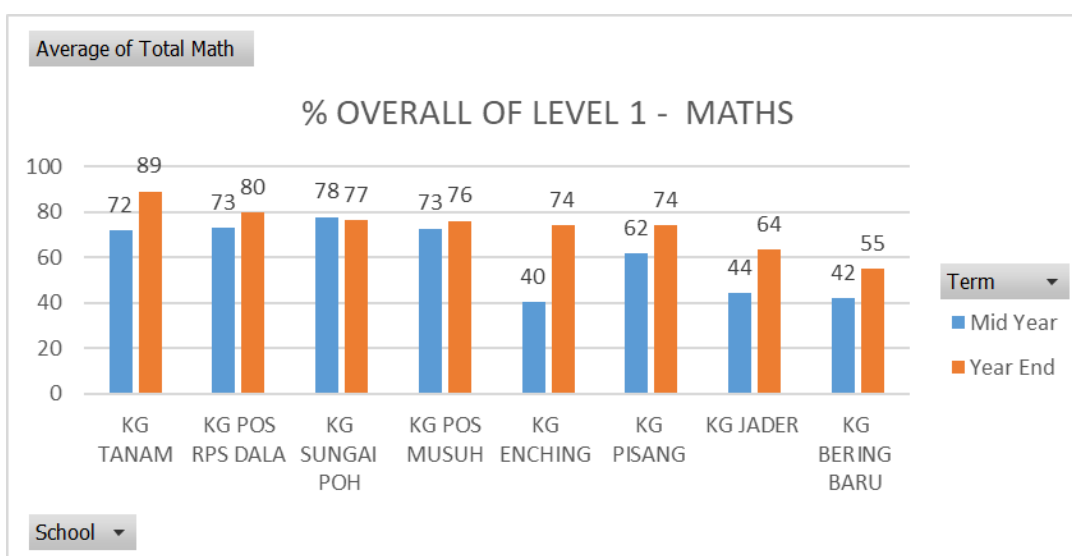
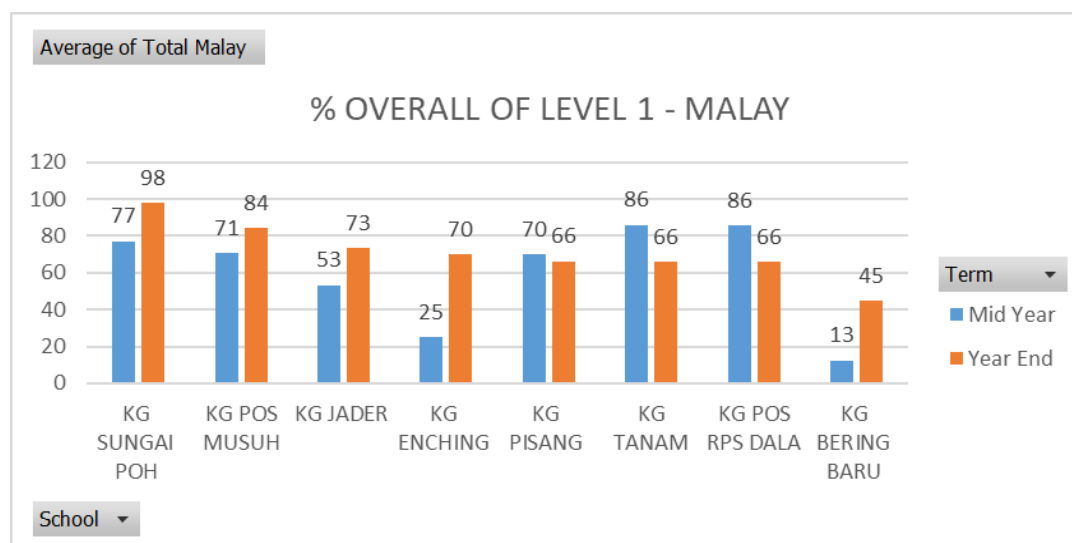


The Level Three overall school performance resulted in a 7% increase from mid-year to year-end bringing the total overall performance to 65% in the satisfactory category. Level Three is also the best performing level and that is indicative of the students' progress after being in school for three consecutive years. However, 2020 results dropped by 9% as compared to the schools achieving 74% in year 2019. Kelas Komuniti Kampung Pos Musuh is the highest performing school for Level Three with good results at 76%. Kelas Komuniti Kampung Enching also showed a two-fold improvement resulting in satisfactory results at 63% for their year-end assessment. Further training and improvements will be needed for Lata, teacher of Kelas Komuniti Kampung Penad as her students' results dropped from mid-year to year-end.

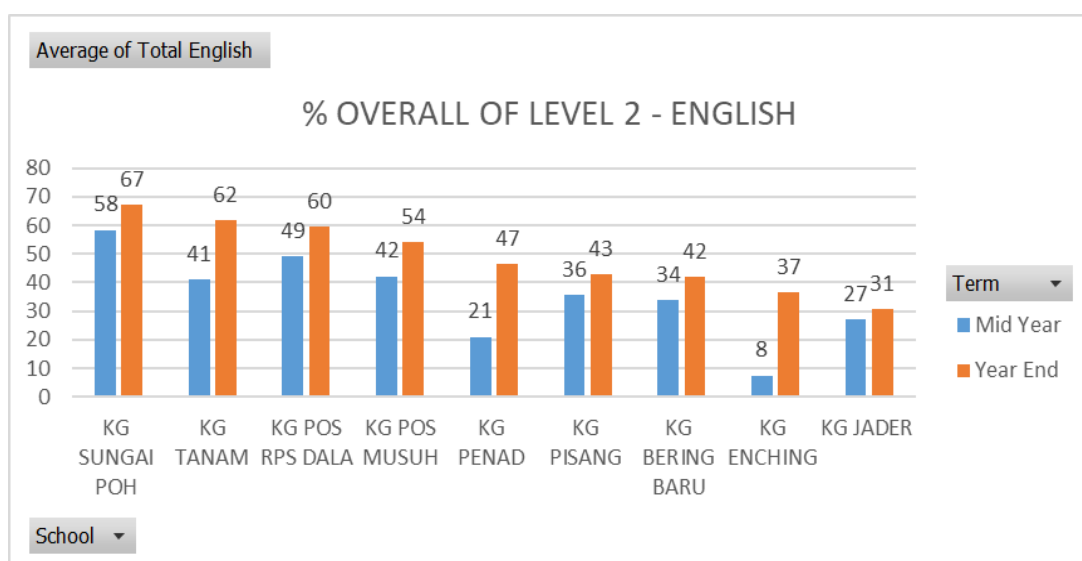
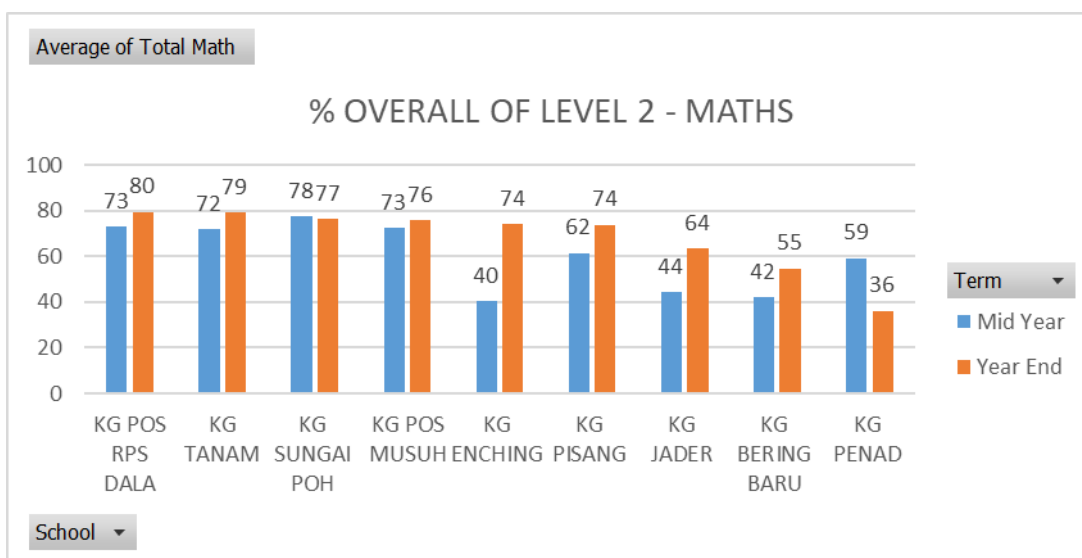
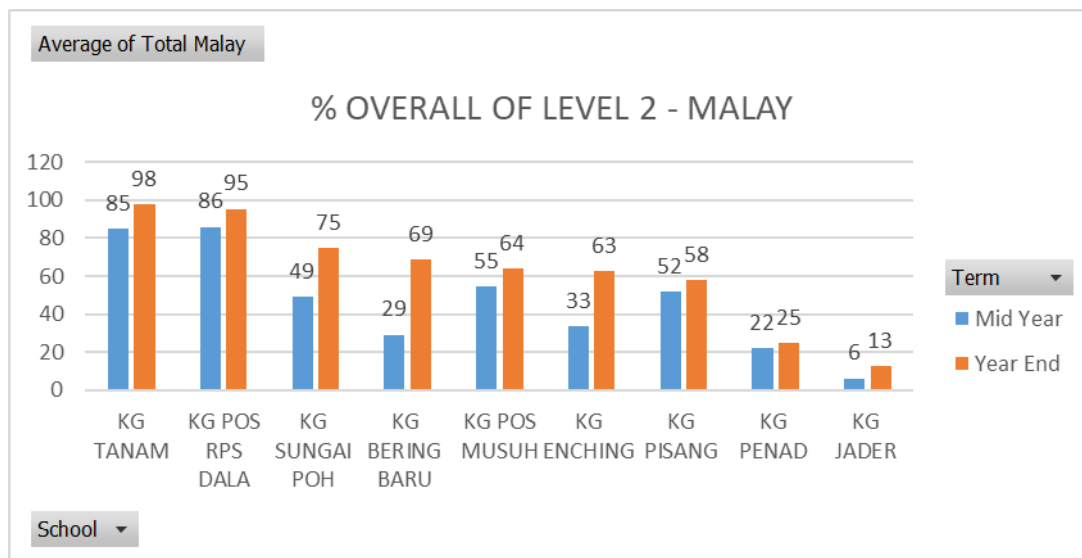


Individual Subjects Pre-School Assessment Results

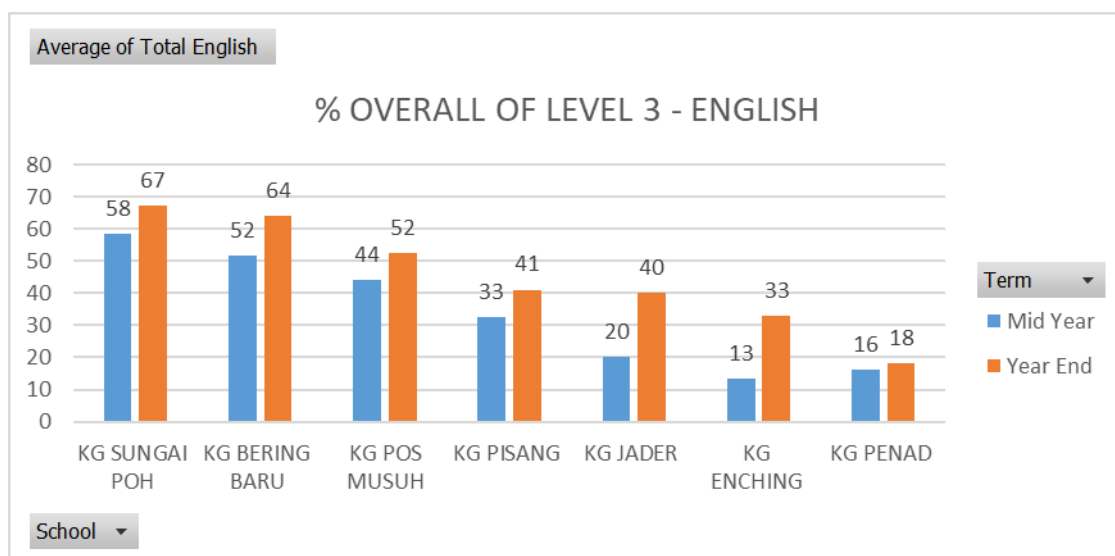
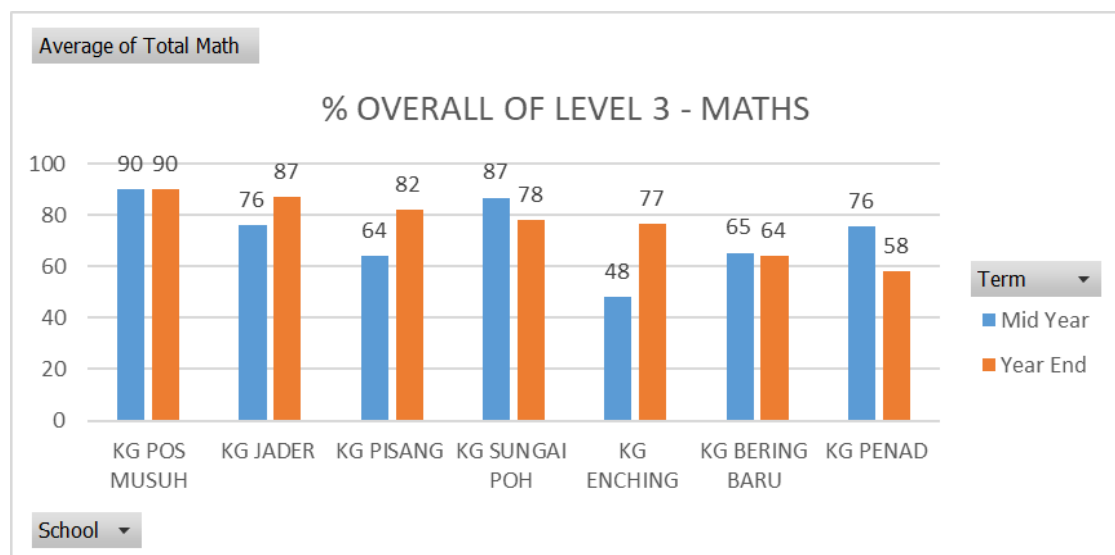
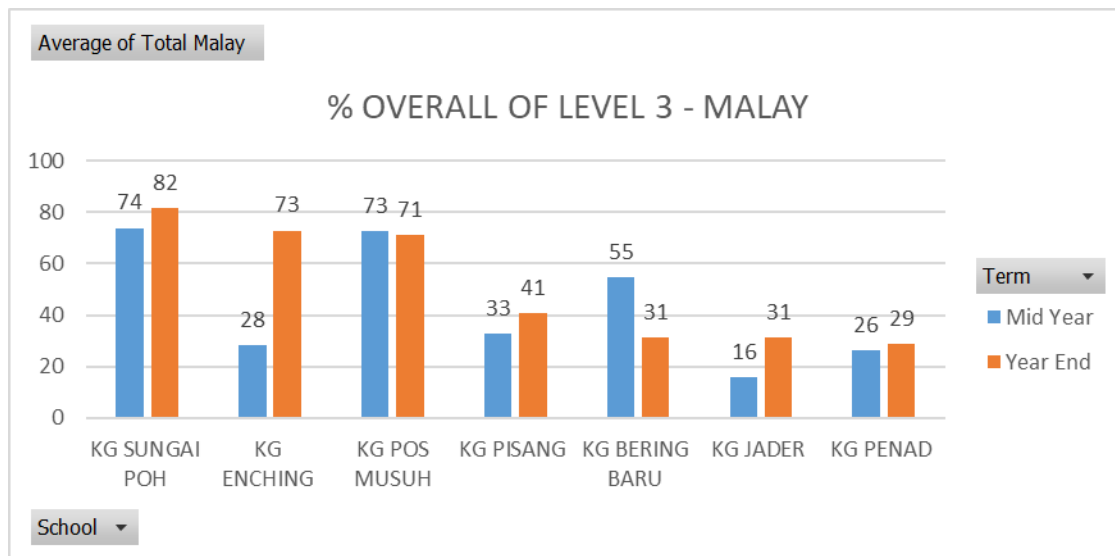
Level 1



Level 2



Level 3



The progress of students in Level One, Two and Three of the programme are also measured individually by subjects. The results showed that Math continues to be the strongest subject for the Empowered2Teach programme averaging at 70% and above (except in Level 2, 69%), followed by Malay and English. All schools also showed overall improvements from mid-year to year-end (except for Kelas Komuniti Kg. Penad which dropped 2% overall), demonstrating how consistency and practice play an important role in helping students develop over time.

For Level One, the schools demonstrated a slight improvement in the Malay subject from 70% to 75%. For English, the schools achieved a 14% improvement from mid-year to year-end. Overall, for four-year-old students who took the Level One assessment, Math was their strongest subject at an 80% average, followed by Malay at 75%, and English at 39%.

For Level Two, an overall majority of the schools achieved satisfactory results across all subjects except English where they scored average. Math once again took the lead as the strongest subject for Level 2 at 69%, followed closely by Malay at 67% and English at 55%.

For Level Three, the schools achieved an average of 62%. The students this year did not perform as well as they did the year before where they achieved an average of 70% and above for all subjects. However, Math remained the strongest subject at 76%. There was a 14% improvement for the Malay subject from mid-year at 47% to year-end at 61%. The students' English results for Level 3 can be improved at 48%.

Overall Students' Assessment Analysis

Overall for year 2020, we saw a decrease in the students' progress and results. Schools such as Kelas Komuniti Kg. Poh, Kg. Pos Musuh and Kg. Pisang who usually perform well showed a drop in their overall results. Below are three key findings from conducting the 2020 assessments. Firstly, the prolonged school closure in Malaysia due to COVID-19 has affected the learning experience for our students. Students in Malaysia only attended school in person for about five to six months in 2020. This meant that our teachers did not have the usual face to face time with their students where they are able to closely monitor their students' progress and cater to their individual learning needs. For 2021, our project coordinator and trainer will be implementing a more effective continuous learning strategy during school closures for the teachers to follow.

In 2020, we only managed to conduct one round of joint training for the teachers. In a typical year, our teachers attend two on-the-job trainings and two joint trainings. These trainings are a very important aspect of our programme as we have discovered in previous years findings that teachers who have attended less trainings have shown weaker school performance results. In view of travel restrictions during the movement control order, our project coordinator will have to find a way to connect with our teachers more frequently to continue mentoring and motivating them. This is because the continuous progressive training and journeying with the Orang Asli teachers is the key element to their school's progress and performance.

Overall, we are proud of what the students, teachers and parents have achieved despite the pandemic. It proves that despite the lack of resources, we were still able to continue to push for education and make things work. Research have shown that the pandemic has led to learning losses that will affect the skills students acquire and eventually their productivity in the future (Asian Development Bank, 2021). We hope that through our Empowered2Teach legacy programme, we will be able to continue journeying with the children who have graduated from our pre-school programme to help them stay in school and complete their secondary school education.

E. Teacher's Training and Development

Joint Teachers Training

Our joint teachers' training is conducted twice a year. The first training is usually 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 Marie who holds a Master's 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.

Mid-year Joint Training

The first training was held in Gua Musang from 20 till 23 August 2020. The restriction of interstate travel because of the COVID-19 pandemic has made it difficult for teachers to travel to Petaling Jaya for their bi-annual joint training. For this reason, we did a location-based training for the teachers from Gua Musang, Kelantan. We chose the teachers from Kelantan as they were on our priority list to receive more training to improve their teaching skill sets. The focus of this training was to train the assistants together with the main teachers. A total of eight teachers and assistants from four schools attended this training. The teachers underwent a week-long of training in the following areas-

- **Teacher's role and Classroom management**

As this was the first training for the assistant teachers, Marie covered the basics of teaching. The main teachers were tasked with the responsibility of leading and guiding the co-teachers as they work together in the classroom. The teachers shared their challenges in classroom management followed by discussions with the trainer to come up with suggestions on how to maintain control and discipline in the classroom.

- **Core Subjects – Malay, English and Mathematics**

The training focussed on Level 1 and 2 for the core subjects. The trainer 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. English subject has been a challenging language to teach for the teachers, therefore we allocated time to learn conversational vocabulary and phrases they could use during their teaching.

- **Timetable and Lesson Planning**

The trainers reviewed the teachers' lesson plans and timetable for the next six months. The lesson and timetable planning aspect are important to ensure that the teachers teach the syllabus according to the schedule. This year, the teachers were unable to teach and use most of the workbooks because of the closure of schools during the Movement Control Order. In this training, they were taught to focus on selected workbooks and prepare the students especially the six-year-olds for primary school.

- **Mid-year assessment results and school progress review**

In May, all the schools conducted their mid-year assessment. The results were then analyzed and presented to all the teachers during a dedicated session at the training. Feedback from the project coordinator were provided for the teachers on the different areas for improvement. 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.



Year-end Joint Training

The second training for the Orang Asli teachers was held from the 11 to 17 December 2020. The training was done in two locations. First session was held in Gopeng, Perak from 11 to 14 December and the second session was held in Gua Musang, Kelantan from 15 to 17 December. Due to the on-going pandemic, we did another round of location-based training to minimize traveling for the teachers.

A total of eight teachers and co-teachers attended the Gopeng training and a total of eight teachers and assistants joined the Gua Musang training. The training covered the following areas-

- School updates

Each school shared the highlights, progress and challenges they faced during the last six months at school. The teachers shared their experiences of teaching during a pandemic where they had to prepare worksheets and deliver them to the students' homes every week during the Movement Control Order.

- Early childhood education

Under this section, Marie taught the following topics-

1. Child developmental stages
2. Learning styles
3. Nature vs nurture
4. Characteristics of a teacher
5. Teacher's role and responsibilities
6. Teacher and parent relationship

Nora and Dinah also had discussions with the teachers on the importance of maintaining a school's good image and being responsible in their duties for the community.

- English subject training

This training focussed on helping the teachers feel comfortable in using the English language during class. The training went through word play activities and role play exercises to assist teachers to form sentences and converse in the language.

- School operations during Movement Control Order

Nora and Dinah finalised the guidelines and action plan for teachers to prepare homework exercises should the Movement Control Order take effect in 2021. The focus of the homework exercises will be on Mathematics, Malay, English and handwriting practices.

- Year-end assessment results and school progress review

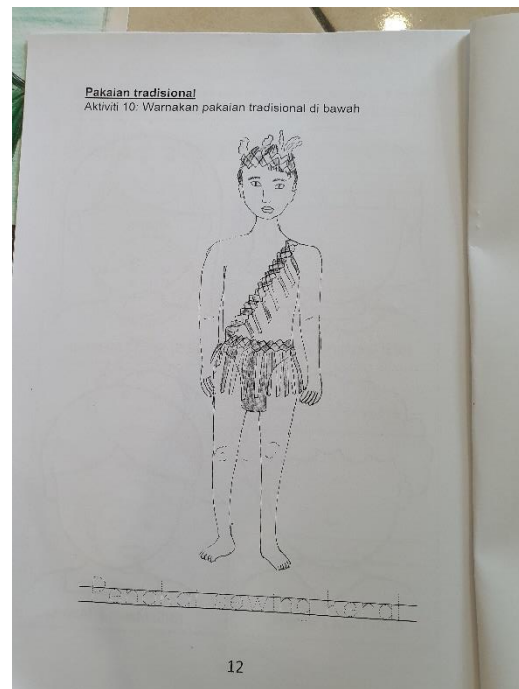
In November, all the schools conducted their year-end assessment. The results were collected from all the schools, analyzed and presented to all the teachers. For the year-end results sharing, all teachers could see their school's progression from their mid-term results. We could also identify the best performing school and subject for each level.

- Collective Impact training

A training was conducted by Sarah, Senior Manager from SUKA Society on collective impact. She did a workshop with the teachers to emphasize on how all stakeholders should be aligned and work together towards achieving a common goal. During the session, she brainstormed with the teachers on who are the relevant stakeholders they worked with and how they can work together with them to push for better education among Orang Asli children.

- Launch of the new Bahasa Ibunda module by Nora

Nora, our project coordinator, worked with different communities and community linguistic experts and came up with the syllabus for this module. The first theme launched for the module is "Diri Saya" (About Me). It includes a workbook, a storybook, songs, and participative activities to accompany each topic. She has developed the workbook for the Semai, Jakun and Temiar tribes. This module is very close to the hearts of the Orang Asli community because it will help pass down their culture, heritage and language for the many generations to come. We look forward to developing this module further in the year ahead.





Picture above: Perak teachers in joint training (from left to right- Rabiki, Sarmia, Umi, Salbina, Aziga, Dinah and Nora ,Project Coordinator).



Picture above: Kelantan teachers group photo during joint training (top row, from left to right: Nora (Project Coordinator), Lata, Ros, Alang, Marie (Trainer), bottom row, from left to right: Nabiela, Haini and Anjang).

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. 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.

In 2020, due to the pandemic, we were only able to conduct four on-the-job training sessions. From March onwards, the COVID-19 outbreak started to get serious in Malaysia and a nationwide lockdown was imposed. Subsequent on-the-job trainings for the year had to be cancelled.

Siti and Alis attended the training from the 24 to 28 February 2020 while Ros and Lata attended the training from 9 to 13 March 2020. During the on-the-job training, Dinah focussed on classroom management, syllabus and lesson plan delivery, teaching methodology and problem solving. Being in an actual classroom setting with children allowed Dinah to witness and observe how the teachers plan, execute and deliver their lesson plans.

Dinah being the more experienced teacher also acts like a mentor to the other teachers. During the on-the-job training, teachers would be able to present their various challenges, discuss it together and brainstorm ideas on how to overcome them together. The cancellation of the on-the-job training for most of the other teachers meant that they had less opportunities to be mentored and improve their skills. However, Dinah tried her best to encourage and provide support for the teachers via the mobile application WhatsApp teachers group that they formed.



F. Challenges and Opportunities

- Effects and challenges due to the COVID-19 pandemic

The COVID-19 pandemic brought many challenges and disrupted children's learning worldwide. We have identified a few challenges which was due to the pandemic-

- Effects of prolonged school closures

The prolonged school closure in Malaysia has affected many students nationwide. School closures mean the students lose opportunities to learn vital cognitive, social, physical, and emotional skills. Students also tend to forget part of what they have learned when they take a break from school (Cooper et al. 1996). From a life-cycle perspective, the skills that children learn at a younger age set the stage for acquiring more advanced skills as they get older. When young students miss out on opportunities to learn these skills, the total skill level that they acquire in their lifetime is at risk of being lower (Meyers and Thomasson 2017; Gibbs et al. 2019; Andrabi, Daniels, and Das 2020). Prolonged school closures will also widen the equity gaps between high-income and low-income groups.

- No access to online learning

The teachers in our programme were unable to conduct online learning. This is because they faced many challenges to gain access to online learning such as slow internet connection, some places in the rural areas do not have internet coverage and some cannot afford to purchase their own handphones and laptops. Due to this, our teachers had to come up with other ways to mitigate this by distributing worksheets to their students. However, the weekly worksheets are still not enough to make up for the losses in learning when compared to when a student is able to attend a full year of face-to-face learning.

- Supervision, mentoring and training disruptions

Due to the interstate and inter district travel ban, most of our planned monthly mentorship and supervision visits as well as quarterly on-the-job trainings had to be cancelled. Previous project analysis findings have shown that teachers who have attended less trainings have shown weaker school performance results. This goes to show that the continuous progressive training and development for the Orang Asli teachers is a key element to the school's success. On top of that, our project coordinator, Nora usually makes monthly school visits to meet with our teachers to supervise and continuously encourage them. With the limited supervisions and trainings, our teachers were not able to work on their growth towards becoming better educators.

- Parents not equipped to teach their children at home

With our current home learning model, parents are supposed to play an active role in teaching and guiding their children to learn how to read, write and count. As compared to parents in urban areas where they can turn to resources online, our Orang Asli parents have to depend on themselves. Some parents in the community are illiterate and were not able to assist their children as much as they would like to.

- Orang Asli families moving into the more interior parts of the jungle

As the COVID-19 fears start to spread among the Orang Asli community, many families moved further into the jungle and lived a self-sufficient lifestyle of growing their own crops and vegetables. As a result, some of our teachers were not able to distribute worksheets and teach the students who moved away from their original village.

Opportunities

- Teachers empowered to provide continuous learning opportunities

Despite the lack of access to online learning being a challenge for our Orang Asli schools, other opportunities were presented as a result to fill that gap. Our on-the-job trainer, Dinah and project coordinator, Nora being Orang Asli educators themselves knew what it would take to develop a system that worked for the schools. They came up with a simple way to distribute weekly worksheets to ensure that the children were able to continue learning to read, write and count. All the teachers quickly came on-board with the plan and started making worksheets to be distributed. As most of our Orang Asli villages are remote and self-contained, it was still safe for our teachers to distribute the worksheets to their students while following the necessary guidelines and safety measures such as social distancing and wearing a mask.

- Parents played an important role in their children's education

We have received very positive feedback from our teachers that they have seen how parents have stepped up and were empowered to help their children with their daily homework and lessons. Previously, they were able to depend more on the teachers to provide education for their children. With the pandemic continuous learning module, teachers explained the lessons to parents for them to teach their children and play a more active role in their children's education. We hope that this will continue after the pandemic as well.



G. Project Structure

Monthly Supervision and Mentoring Visit

This year, monthly supervision and mentoring were conducted through follow up messages, audio and video calls with the teachers due to the restrictions of COVID-19 to visit the schools.

At the start of the school closure in March due to the Movement Control Order, Nora provided the set guidelines for all the schools to create and provide weekly homework for students at home. Nora and Dinah, our on-the-job trainer, provided guidance on the preparation and distribution of homework for parents to collect from the school every week on selected dates or delivered to their homes by the teachers.

During the monthly supervision, Nora assisted to collect the monthly supervision reports and student attendance 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. The teachers also submit pictures taken throughout the month to show what the students were doing in class and their creative art and craft handiwork. These monthly supervision mentoring sessions will continue to play an integral role to ensure our community schools are running smoothly and they receive the support needed to run the school. During these sessions, 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.

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.



Restructuring of roles

After receiving feedback from our teachers, we realised that some assistants provide a more hands-on role in assisting the main teacher beyond just preparing snacks and meals for the students and helping the teachers in cleaning up as per the teacher's instruction. Due to this, we introduced the assistant co-teacher role. Existing assistants who played beyond a helper's role was promoted to the position and was given additional allowance.

Here are the current roles for our programme and the definition of each role;

1. Teacher

Main person who is in charge of running the school and teaching. He/she is in charge of training and supervising the co-teacher(s) and assistant(s) and handling all finance matters of the school. The main teacher is also in charge of managing all administrative duties of the school such as writing reports, preparing the lesson plans, and monitoring the school attendance. The main teacher is also in charge of liaising with parents and other stakeholders involving the school and student

matters. This role requires the teacher to attend all supervision and training sessions organized by the organization.

2. Co-Teacher

A teacher who oversees running and teaching a class. He/she is in charge of coming up and executing the lesson plan and reporting for the class they teach. The co-teacher works closely with the main teacher and is required to attend all supervision and training sessions organized by the organization.

3. Assistant co-teacher

Assist a teacher in managing the classroom and guiding the students one-to-one as per instructed by the teacher or co-teacher. He/she may also be in charge of the meal preparations. The assistant co-teacher is trained by the main teacher and may attend supervision and training sessions when required by the organization.

4. Assistant

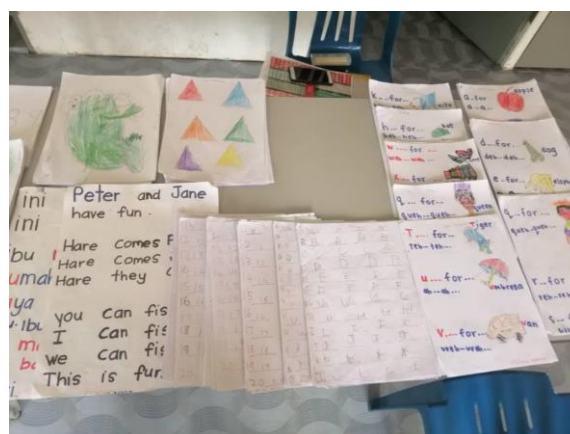
Assist teacher in cooking and cleaning up as per instructed by teacher.

Advocacy and Awareness Programmes

Kelas Komuniti Kg. Tanam, Kuala Rompin managed to organize an awareness programme in February before the nationwide lockdown in March 2020. These programmes are usually prioritized in schools where there is a lack of interest or cooperation in regards to their children's education. Nora, our project coordinator, 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. During the awareness programme at *Kelas Komuniti Kampung Tanam*, teacher Siti prepared students' artwork and workbooks to be shown to parents to encourage them to realise the capabilities and potential of their children to learn and improve in their studies.

Our advocacy and awareness programmes are important for us to continuously engage with our programme stakeholders such as the community leader, parents, and villagers. These programmes have helped us to raise the awareness on the importance of education and to work closely with the communities to push for education.



H. Project and Corporate Support

Every year, we look into the needs of our pre-schools and their 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 communities.

Building, Renovation and Expansion of Schools

Umi's pre-school, Kelas Komuniti Kampung Pisang

Extension of pre-school

In February 2019, we completed the extension of Kelas Komuniti Kampung Pisang. Previously, the school has a veranda which is used as a play area for the children and one classroom to teach the children, and a kitchen and toilet area. Sometimes, the students would require to use the veranda area to learn which can get a little hot during sunny days and wet during the rainy season.

Malaysia Venture Capital Management Berhad (MAVCAP) kindly sponsored the extension of an additional classroom space so that the children are able to be split into different spaces according to their levels and age group. Now, the teachers are able to teach more effectively as the school has two classrooms. MAVCAP also paid a visit to the newly renovated school on 27 February where they helped to paint a beautiful mural for the new classroom.



Donation of new school supplies

On 2 March 2020, the team of volunteers from Amazon Web Services Malaysia paid a visit to Kelas Komuniti Kg. Sungai Pisang to donate some new school supplies for their new classroom. They donated linoleum mats, book racks, notice boards and whiteboards. The team also helped to assemble and set up the book racks for the school. With furniture setup in the classroom, the students now have a more conducive environment to learn in.

Donation and Delivery of School Supplies

Our first delivery of the school syllabus and school supplies was to Kelas Komuniti Kg. Pisang, Slim River on 19 September 2020, and subsequently to the five pre-schools in Tapah and Gua Musang on 22 to 24 August 2020. We also successfully delivered the books to Kuala Rompin on 22 September and our final batch of delivery to Gopeng and Gerik on 29 October 2020. Our teachers and students are always very appreciative and happy to receive the school supplies and books.

We would like to thank RYTHM Foundation & PWC Malaysia for kindly sponsoring the syllabus and school supplies 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.

Sponsorship of schools

Our pre-schools are ongoing projects and require long-term sponsorship for their success. School sponsors play an important role in making a significant difference in the lives of young children within an Orang Asli community. Our sponsors support a village pre-school teacher or teaching assistant, or sponsor the cost of monthly expenses required to run the class. We would like to extend our gratitude and appreciation to the following organizations and individuals for their support-

- Eco World Foundation

Thank you for sponsoring three teachers (Alang, Lata and Ros) and three schools in the programme (Kelas Komuniti Kampung Bering, Kelas Komuniti Kampung Penad and Kelas Komuniti Kampung Enching). Our journey with Eco World Foundation started when they sponsored our trainee programme in 2018. Thank you once again Eco World Foundation for journeying with us.

- OSK Foundation

Thank you OSK Foundation for sponsoring the school, Kelas Komuniti Kampung Pos Musuh. This is the fourth year of our partnership with OSK Foundation.

- DKSH Holdings (Malaysia) Berhad

Thank you for sponsoring Kelas Komuniti Kampung Tanam, Kuala Rompin. This is the second-year of our partnership with DKSH Malaysia. Due to the pandemic, DKSH was not able to conduct any CSR activities with the school in 2020. They sponsored a TV for the school so that the teacher can play educational videos for the students.

- Individual & corporate donors

We would also like to extend our gratitude and appreciation to PWC Malaysia, BSI Services Malaysia Sdn Bhd, Federation of Livestock Farmers Associations of Malaysia, Tenby International School, WOM Advocacy Sdn Bhd, Mr. Andrew Tan, Ms. Audrey Yee, Ms. Azreen Tee, Mr. Chen Wai Hing, Mr. Cheng Joo Seng, Mr. Dhayan Shankar, Ms. Dharshini Thevi, Ms. Geetha Judy, Mr. Himin Ng, Ms. Ho Tsuey Xin, Ms. Jes Lim, Mr. Jonathan Wingett, Mr. Ken Chew, Mr. Muhammad Zafri, Ms. Phoebe Goh, Ms. Wong Pei Phing and for your support towards the Empowered2Teach project.



I. Covid-19 Initiatives

Year 2020 has been a challenging year for the students and teachers in our Empowered2Teach programme when the severity of the COVID-19 pandemic started in March 2020. Throughout the year, the closure and reopening of schools were dependant on the highs and lows of the number of positive cases of COVID-19 and to ensure the safeguarding of the children's health and safety. Schools were ordered to close when the Movement Control Order (MCO) took effect from March till May and October till December 2020.

Our main concerns were about the education of the children when schools are closed and to provide a safe and secure school environment when schools were allowed to open.

During these school closures, initiatives were taken to provide continuous access to education for the students at home. Teachers prepared homework to be given to parents or went to students' homes to distribute the homework.

In June, schools were allowed to re-open with strict compliance to the Standard Operating Procedures (SOP) given by Ministry of Health. The schools were provided with masks, temperature scanner device, hand sanitisers, surface disinfection solutions and masking tapes for social distancing markers. The cleanliness of the school and compliance to the SOPs had to be monitored more closely to curb the spread of the virus in schools. The schools were opened for four months before MCO took effect again till year end. Below are the initiatives taken throughout the year.

School Cleanliness

During school closure, the teachers, co-teachers and assistants thoroughly cleaned and sanitised the school, apparatus and toys. These steps were also taken during school days when the students leave and before they arrive at school each day.

Teachers took the opportunity to re-decorate the school with art paintings on the wall. Some teachers also made artwork to decorate the classroom to make it attractive for the students when school reopened. Teachers also took the initiative to create new teaching aids such as teaching posters and flashcards.

Homework preparation and distribution

To ensure students do not miss out on education during MCO, teachers prepared homework for the three core subjects, English, Malay and Mathematics. The lessons were prepared according to the syllabus and were made manageable for parents to guide the children to do at home. Homework was then submitted to the school and parents then received a new set of homework.

Parents stepped up to the task to teach and guide their children in their lessons at home. It was encouraging to see parents' dedication and desire to provide education for their children. The teachers provided one on one teaching lessons at the student's home, when the parents were not able to teach.





Standard Operating Procedures (SOP)

The Ministry of Health provided strict SOPs for schools to comply when school reopened in June. The school premise was set up with tape markings on the floor and seating rearranged according to the compliance of the social distancing guidelines.

Schools were given temperature scanner device and hand sanitisers to check each student as they arrived daily for school. Students were given masks. Certain schools with larger number of students did a rotation basis and were divided according to age. These smaller sized age groups of students came to school according to set days per week. Teachers were given the responsibility to follow these SOPs in order to contain the spread and protect the students in their school.



J. Project Expenses for 2020

Empowered2Teach project expenditure

No	Details	Total (MYR)
01.	Project Manpower Overhead and Casual Wages (Project Coordinator, OA Teachers & Assistants), and School Expenses	188,220.20
02.	Monthly Pre-School Supervision (Travel, Accommodation, Food and Beverage)	7,665.60
03.	Training for OA Teachers (Accommodation, Food and Beverage, Trainer's Fee, Travel and Training Supplies)	15,456.07
04.	School Expenses (Food and Beverage for students and Cleaning Supplies)	18,950.00
05.	Advocacy and Awareness (Events and Materials)	2,363.12
06.	OA School Maintenance, Repairs and Upgrade	5,926.00
07.	Development of Materials, School Syllabus, Educational Tools and School Supplies	13,721.54
08.	Food Relief for Kg. Penad during MCO	200.00
Total Yearly Project Cost		252,502.53

- 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.
- 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 in 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:
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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):

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