



Empowered 2Teach Report (2021/22)

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 2021/22



E2T 2021/22 PROGRAMME INFOGRAPHIC

9 Orang Asal
pre-schools



119



Number of Orang
Asal school children
attending pre-school

82%



Total average
student attendance

14

Teachers
trained



62%

Average
pre-school
assessment
results



Best scoring
subject,
Mathematics



76%

2

New
Orang Asal
pre-schools
set up



108

Monthly
supervision
and mentoring
sessions



37

Students
graduating to
Primary 1



3

New teachers
trained



6

Orang Asal
pre-schools
starting in
Sabah in
2022

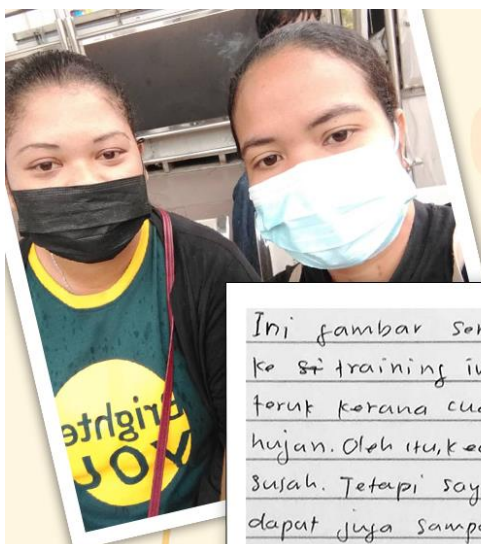




(IKGU HAINI, KELAS KOMUNITI KAMPUNG JADER

Nama saya Haini ap Badon. Saya ialah guru dari Kelas komuniti Kg Jader pos Simpoh Gua Musang Kelantan. Bilangan murid saya pada tahun ini ada seramai 8 orang murid sahaja.

Pengalaman saya sepanjang tahun ini ada masalah. Masalah yang pertama yang berlaku di Kg saya adalah semasa PKP. Orang-orang di Kg saya sangat takut untuk keluar ke pekan, dan juga masalah ibu bapa yang tidak menghantar anak-anak mereka ke sekolah kerana mereka takut dengan wabak covid 19. Di Kg saya masih ramai lagi penduduk Kg yang tidak menerima vaksin kerana mereka sangat takut di vaksin, bagi mereka vaksin adalah membahayakan nyawa orang. Dan disebabkan itu juga mereka takut untuk hantar anak-anak mereka ke sekolah. Selepas itu, kami juga mengalami masalah jalan dan bekalan elektrik sejak bulan Disember sehingga sekarang ini. Masalah jalan di jambatan jong yang berhampiran di Kg pos Johoi yang menghala ke Kg kami ketika ini amatlah membahayakan kepada pengguna penduduk Kg untuk keluar dan masuk ke pekan. Jambatan tersebut terlalu bahaya untuk penduduk melaluinya. dan juga masalah elektrik terputus, dan ini sangat susah untuk kami mendapat line untuk berhubung.



Ini gambar semasa saya keluar dari kampung bila datang ke training ini dan keadaan semasa ini memang amat teruk kerana cuaca pada masa ini memang tidak baik selalu hujan. Oleh itu, keadaan jalan di kg saya pada masa ini amat susah. Tetapi saya sangat bersyukur kerana akhirnya saya dapat juga sampai kesini.

Ini gambar semasa kami membuat ulangkaji untuk kertas penilaian murid-murid. pada masa ini kami banyak membuat aktiviti ulangkaji dan latihan untuk murid-murid mengulang-kaji menulis, mengira dan membaca di dalam kelas dan juga di rumah kerana sejak PKP kelas tidak di buka dengan padat disebabkan PKP berlanjutan.



Ini gambar semasa PKP saya menghantar buku-buku kerja rumah murid untuk menulis dan belajar di rumah masing-masing setiap minggu. Saya banyak mengajar kepada ibu-ibu mereka cara-cara untuk mengajar anak-anak mereka untuk belajar di rumah menulis, mengira dan membaca kerana murid tidak dapat belajar di dalam kelas sebab PKP. Setiap minggu kami akan menghantar buku-buku untuk murid belajar di rumah.

Ini gambar semasa kami membuat aktiviti kraf tangan bersama murid-murid. Aktiviti yang kami buat ialah menghampal kertas warna dan mencantumkan untuk menjadi satu gambar yang lengkap iaitu gambar tikus. Murid-murid sangat seronok bila ada membuat aktiviti seperti ini.

Ini gambar semasa kami membuat hari interaksi perjumpaan bersama ibu bapa pada bulan Disember. Sepanjang kami membuat hari interaksi ini semuanya berjalan dengan baik. Yang hadir pada hari interaksi tersebut ialah dari kalangan ibu-ibu sahaja dan tidak ramai yang datang kerana saya menjemput yang terhad sahaja kerana tidak boleh ada ramai orang sebab sekarang kami kena jaga jarak sop sebab masalah wabak covid 19 ini. Kami juga bertungkus dengan ibu bapa tentang masalah anak-anak mereka dan juga prestasi murid-murid. Dan semuanya berjalan dengan baik.



Haini

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A. Overview

Empowered2Teach is a project that works towards creating greater access to education for Orang Asal (OA) pre-school children. The project started with five pre-schools back in September 2013. At the start of 2021, we have nine pre-schools located in remote villages off Slim River, Gopeng, Gerik, Tapah, Gua Musang and Kuala Rompin.

Year 2021 marks the ninth year of our Empowered2Teach programme. The opportunity for pre-school education for OA children over these nine years have encouraged smoother transition into primary school education. The parents in the OA communities 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 and commitment in their work and served well as a catalyst for education in their respective communities.

The on-going Covid-19 pandemic has caused changes to the national academic calendar across Malaysia due to multiple movement control orders (MCO) implemented by the Malaysian government in 2021. At the start of May, schools were forced to close and resume home-based learning in order to avoid the risk of Covid-19 infections after the Raya celebrations. A total lockdown was imposed from 1st June. This lockdown continued until October which saw schools opening in stages and on rotation system following the National Recovery Plan. Due to the frequent lockdowns and disruption to the children's academic progress, the Ministry of Education decided that the 2021 schooling session would be extended to March 2022 and the academic calendar for the 2022/2023 school session will start from 21 March 2022 to 11 March 2023.

When our pre-schools were closed, the teachers shifted from physical class teaching to providing home-based learning and one-to-one teaching during their homework distribution visits. Since it was the second year facing the pandemic, our teachers are now more experienced and have adapted to this form of teaching and guiding parents to help their children with the homework given. For some cases where parents are illiterate, the teachers would provide one-to-one teaching sessions in their student's home. We are thankful that the schools were open for a few months throughout last year as children learn best when interacting with one another. The monthly supervision visits and on-the-job trainings have been important aspects in our project. With the on-going pandemic, it can be lonely and difficult for the teachers to keep high morale and motivation in their daily task at school. Our project coordinator provided greater support to the teachers through video calls and text messaging and that has helped the teachers during these difficult times. As the nation goes into full recovery plan next year, our teachers are motivated to resume physical classes so that they can provide a more holistic education to help the children develop to their full potential.

Many of the project support for our programme were made possible with the help of our donors, volunteers, partners and corporate sponsors. We would like to thank them for the integral role they play and hope to continue our engagement with the public and private stakeholders to provide better quality education for the Orang Asal community.

OA communities we worked with were fearful of the effects of the Covid-19 virus, resulting in many families moving out of their village deeper into remote parts of the forests as they felt safer there. There were also some communities that were resistant and afraid of taking the vaccine due to lack of awareness and false news circulating in their villages. We did our best to always share the latest information on Covid-19 vaccines with the teachers and we are thankful that all our teachers are now fully vaccinated. We hope that as we transition to the endemic phase, the OA communities will learn to live with the virus amidst us in ways that will be least disruptive to their daily life.

We are excited for the year ahead as we embark on an expansion programme with two new schools in Peninsular Malaysia and six new schools in East Malaysia, Sabah joining the programme in March 2022. We look forward to another year ahead in journeying with the teachers and continuing to provide greater access to education to the indigenous children in Malaysia.



The Orang Asal 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 Asal 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 Asal 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

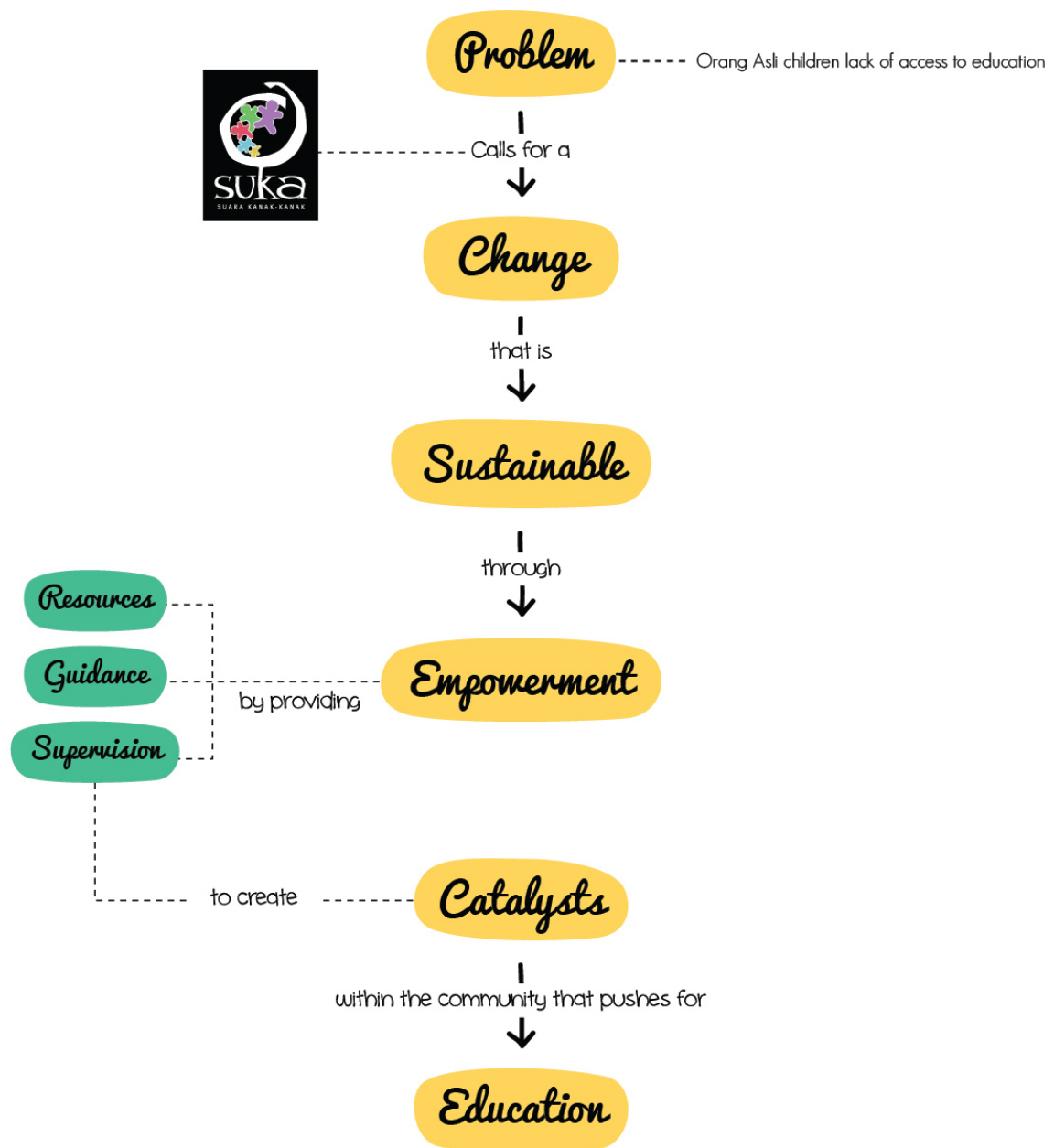
Empowered2Teach is a project initiated by SUKA Society in response to educational challenges faced by the indigenous community.

The project plays an empowering role in providing the tools needed for Orang Asal 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

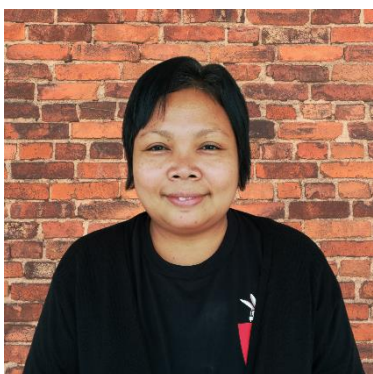
One of the key objectives of the project is to empower Orang Asal teachers to serve as a catalyst for education and development in their respective villages. We have been journeying with some of our Orang Asal teachers since 2014 at the start of the project. Since then, we have seen the teachers grow 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 Asal 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 our project trainer. As one of our most experienced teachers 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 the Project Consultant for E2T Suka Society. 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 since 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 Asal 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 Asal 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 Asal 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 Asal 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 Asal 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 Asal 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 4 years 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 2021, we had established 9 existing schools covering areas such as Slim River, Gopeng, Gerik, Kuala Rompin, Pos Musuh and Gua Musang. 119 students in total were registered with our Empowered 2 Teach Programme in these pre-schools.

At the start of the year, the schools began 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. The core subjects that were taught are Malay, English and Mathematics. This year, the schools had seven months of physical classroom teaching and six months of home-based learning.

As a tool to ascertain the level of academic learning performance for each student, assessment tests were given twice a year focussing on the three core subjects. 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. Despite the school closure from May to October, it was important for us to conduct assessments to measure and track the student's learning progress during the pandemic. Some of these assessments were held at the student's home. The schools also organized parent-teacher meetings in separate small group sessions. 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 obtain feedback from the parents. The schools also organised graduation ceremonies for the six-year-old students. Each of the six-year-old students were given a certificate for successful completion of pre-school studies. The school started the year-end school holidays on 26 February 2022.

Dinah's Pre-School (Gopeng, Perak)

There are 26 Orang Asal 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 and a great leader and support to our team of teachers.

Sarmia and Rabiki are co-teachers in the school. Dinah is great at empowering younger teachers to take the role with confidence and providing them the tools to improve their performance. They work as a team in all its preparation and execution. Sarmia and Rabiki are fast learners and have become teachers that Dinah can rely on to teach the younger age groups.

At the start of the year, Dinah wanted to increase the ability to read among the students. The school started daily reading sessions with the students at the start of the day. Dinah also encouraged the parents to send their children to school early so that they can participate in the daily reading sessions to improve their reading. Despite the pandemic, Dinah and her team could see improvement in the students' academic performance especially in the first half of the year before MCO.

Dinah also plays the role as the project's on-the-job trainer. Her duty to provide training this year was disrupted as the other Orang Asal teachers could not travel to her school due to the on-going high Covid-19 cases in the country. However, Dinah still provided weekly guidance to the teachers on how to prepare home-based learning worksheets to the students and help with any challenges faced by the teachers via text messaging. Her school had an average attendance of 94% for the year. Her school was one of the best performing schools in this programme for the year with an 82% final year average performance result.

Table 1: Number of Dinah's Students

Level 1	2
Level 2	14
Level 3	9
Total Students	26



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

There are 10 Orang Asal 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 nine years in her community. She is reliable, dedicated and hardworking in her duties as a teacher.

Haini's love for artwork is seen among the students in her school with the amount of beautiful and creative artwork created throughout the year. Throughout MCO, Haini did a lot of revision with the students in areas such as Maths, writing and reading.

Towards the end of the year, the school was badly affected by the rainy weather. Students were unable to attend school due to the flooding throughout December to January. During this period, many of villagers including Haini and her students fell sick. Thankfully in January, a team of doctors came to the village to provide medical attention and help treat the sick. By February, her school attendance improved as students were well enough to come back to school again. Her students also recorded good attendance for the year with 86% average attendance.

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

There are 18 Orang Asal children attending Umi's pre-school regularly. Umi joined the Empowered 2 Teach Programme in 2014. She has served faithfully as a teacher for eight years in her community. Her students were consistent in going to school throughout the year and achieved an average attendance at 87%.

Aziga is the co-teacher in this school. Umi and Aziga split the class in two groups during lesson time. Umi teaches the five and six-year-olds students while Aziga teaches the four-year-old students.

At the start of the year, the four-year olds had difficulty settling in the school. They didn't want to go to school daily and cried when parents dropped them off to school. Umi and Aziga used different ways to make their lessons interesting and also approached the parents to work together in encouraging the children to come to school. By April, Umi could see the four-year-olds settling in and began to show progress in their writing and counting. During MCO, parents came and collected the homework for the children. The teachers managed to do a bit of revision with the students when they came with their parents to collect the homework to be completed at home. The students' academic performance was affected during the months of school closure. When school reopened in November, Umi and Aziga made efforts to help the students with lots of revision and improve their areas of weakness in their studies.

Table 1: Number of Haini's Students

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



Table 1: Number of Umi's Students

Level 1	5
Level 2	7
Level 3	6
Total Students	18



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

There are eight Orang Asal children attending Ida and Alis' pre-school regularly. During MCO, Ida and Alis prepared and distributed homework to the students. The teachers spent some time and taught the students during these visits.

From August, the school started having challenges with their student's attendance. Many families started moving deeper into the forest to set up temporary homes there as they were afraid of the rising Covid-19 cases within their village. This was a very challenging period for Ida as she was not able to provide worksheets for the children. Some parents also did not allow her to visit them in their homes to provide the children with their worksheets. During this period, the school was kept under review and monitored closely.

Due to the decline in number of students towards the end of the school term, it was no longer sustainable for us to continue supporting the school in Kampung Pos Dala. We are still in touch with the teachers to let us know again in the future once the number of pre-school aged students in the village increases again.

Salbina's Pre-School (Tapah, Perak)

There are 18 Orang Asal children attending Salbina's pre-school regularly. Their pre-school utilises a classroom provided by *Sekolah Kebangsaan* Pos Musuh. They work closely with this primary school and upon completing pre-school year six, the students would enter the primary school automatically.

Salbina is very good at monitoring the academic progress of the students in her school and takes steps into improving their performance. She finds creative ways to help her students understand better and improve on their weaker subjects. She was encouraged when the students showed improvements in their studies. During the MCO months, she prepared homework exercises to be given out from home to home. She also held small teaching sessions in her home too. Parents continued to give support and cooperation in helping the children complete the homework given by the teachers.

Towards the end of the year, Salbina focused more attention on the six-year-old students and provided extra revision for them as she wanted them to be prepared before they enter primary one. Her school recorded an average attendance of 79%.

In August, Salbina's friend and co-teacher who used to work with her in this school passed away due to Covid-19. Salbina was deeply affected by this as she was a close friend of hers. SUKA Society also offered support and condolences to the family as we grieved the loss of a previous teacher under our programme.

Table 1: Number of Ida's Students

Level 1	7
Level 2	1
Total Students	8



Table 1: Number of Salbina's Students

Level 1	3
Level 2	10
Level 3	5
Total Students	18



Alang's Pre School (Gua Musang, Kelantan)

There are 14 Orang Asal children attending Alang's pre-school regularly. His assistant co-teacher is Anjang.

Alang had its highs and low this year in terms of his school performance. Due to the challenges of long-term lock downs and the prolonged pandemic, this has affected Alang's motivation and commitment in running the school. Nora, our project coordinator consistently gave guidance and motivation to Alang to overcome his personal challenges. She also consistently encouraged Alang to try his best to provide continuous education to his students despite the challenging period they are in.

During the months of MCO, both Alang and Anjang tried their best to provide homework and lessons to the students as they distributed them from home to home.

In July and August, there were elephants destroying their village crops. This was a stressful time for Alang as he had to help out with his villagers to be on guard during the night time to ensure the elephants do not attack their village. Thankfully, his assistant Anjang was able to help him distribute work sheets to his students during this period.

Ros' Pre School (Gua Musang, Kelantan)

There are nine Orang Asal children attending Ros' pre-school. Ros is the main teacher and assisted by Nabila. Ros teaches the five and six-year olds while Nabila teachers the four-year-old students.

Both teachers work closely as a team to provide lessons and care for the students. During MCO, Ros and Nabila distributed work among them and gave out homework from home to home. They spent some time teaching the students how to do the homework.

There were some months in the year when Nabila had to take over to teach the students and prepare the homework as Ros had to take leave to care for her sick husband. Nora, our project coordinator worked closely with Nabila during this period and guided her to take on the main role in running the school and providing lessons to the students in the school.

Their school attendance was affected towards the end of the year due several families of the students in the school affected by the Covid-19 virus. Ros and Nabila continued to teach those who came to school when school resumed in November.

Table 1: Number of Alang's Students

Level 1	5
Level 2	3
Level 3	6
Total Students	14



Table 1: Number of Ros' Students

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



Lata's Pre School (Gua Musang, Kelantan)

There are six Orang Asal children attending Lata's pre-school regularly. The number of students dropped nine students to six at the start of March as some of the four-year-old students were not ready to attend school. Despite Lata trying to persuade the parents to encourage their children to attend school as they will eventually get used to the routine, some decided not to continue.

Despite the low number of students in her school, Lata still continued to run her class and followed the syllabus closely. In April, Lata who had to relocate to Perak with her husband. As there were no suitable candidates to replace her role as main teacher, we closed the school in the village after three years of journeying with the community of Kampung Penad.

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

There are 13 Orang Asal children attending Siti Noraini's pre-school regularly. She has an assistant co-teacher Yati who helps her at the school. She has served faithfully as a teacher for 3 years in her community. Her students were consistent in going to school throughout the year and achieved an average attendance at 87%.

Siti is a hardworking and a dedicated teacher. She keeps her school tidy and orderly. Siti works hard and implements lessons closely to the school syllabus. She strives to improve the student's studies by providing many opportunities for revision and repetitive practice in areas where students are weak. When she is faced with challenges, Siti seek advice from our project coordinator, Nora.

Throughout this year, many of her students' health were affected with illness such as flu, fever and chicken pox. Parents and teachers were also extra cautious due to Covid-19 exposure. Siti made sure her school is run following strict SOPs and advised parents to give their full cooperation.

Siti and her assistant continued to prepare the homework for the students during MCO. She distributed worksheets to the students from home to home where she would spend some time providing short lessons with each student as she explained to them their homework. Siti also ensured that her school cleanliness is maintained. Towards the end of the year when school reopened, Siti was worried her students' academic had declined. This gave Siti the motivation and push to do further revisions for her students so that they were adequately prepared to sit for their year-end assessment and prepare for Primary One. Her efforts paid off as her school was one of the top performing schools for year with an overall 82% performance average.

Table 1: Number of Lata's Students

Level 1	1
Level 2	2
Level 3	3
Total Students	6



Table 1: Number of Siti's Students

Level 1	3
Level 2	5
Level 3	5
Total Students	13



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.

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*

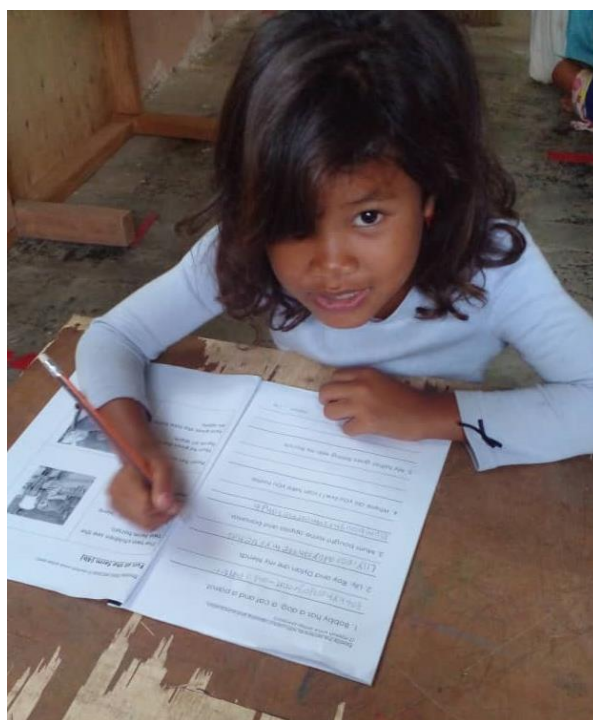
Teachers submit the assessment results to SUKA Society for analysis.

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 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

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

Overall Pre-Schools Assessment Results

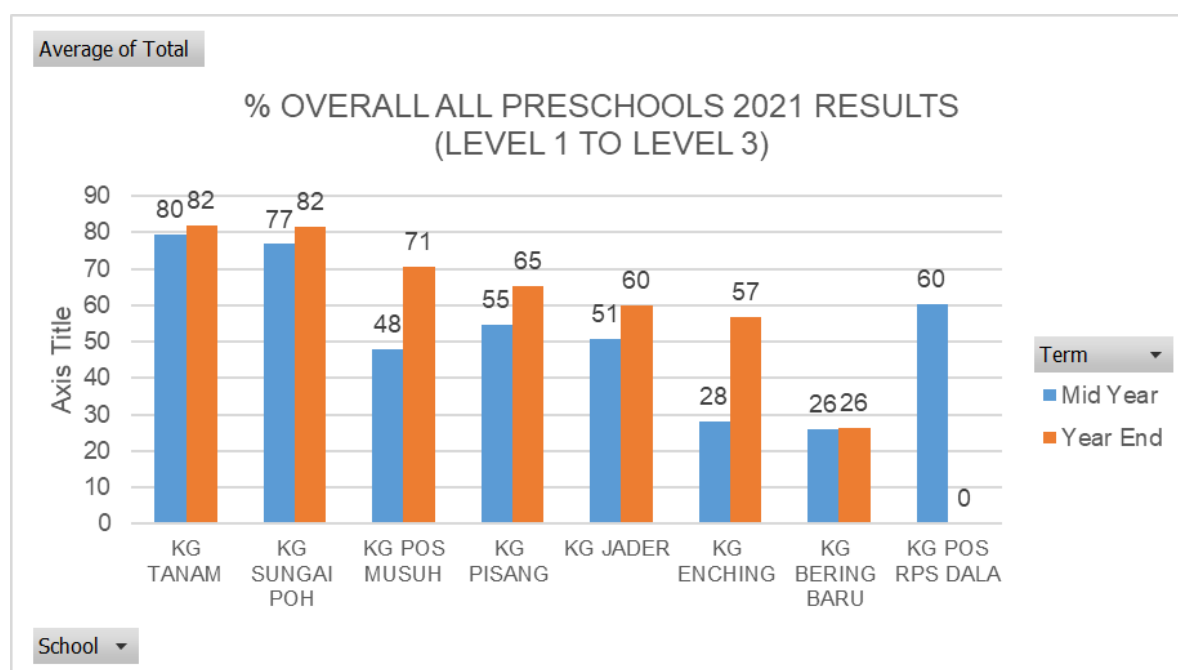
The following results have been collected from 114 students aged four to six years old from eight pre-schools in 2021. The participating schools are Kampung Pisang (Slim River), Kampung Pos RPS Dala (Gerik), Kampung Sungai Poh (Gopeng), Kampung Jader, Kampung Enching, Kampung Bering Baru, Kampung Pos 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 were not able to participate in the assessments in 2021. Kelas Komuniti Kampung RPS Pos Dala was also not able to administer the year end test due to the decline in students numbers. Kampung Penad had to close in April as there was no one suitable to replace the main teacher's role.

Assessment Level	Participation	Participating Schools
Level 1	8 pre-schools	All schools except Kampung Penad
Level 2	7 pre-schools	All schools except Kampung Penad & Kampung RPS Pos Dala
Level 3	7 pre-schools	All schools except Kampung Penad & Kampung RPS Pos Dala

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



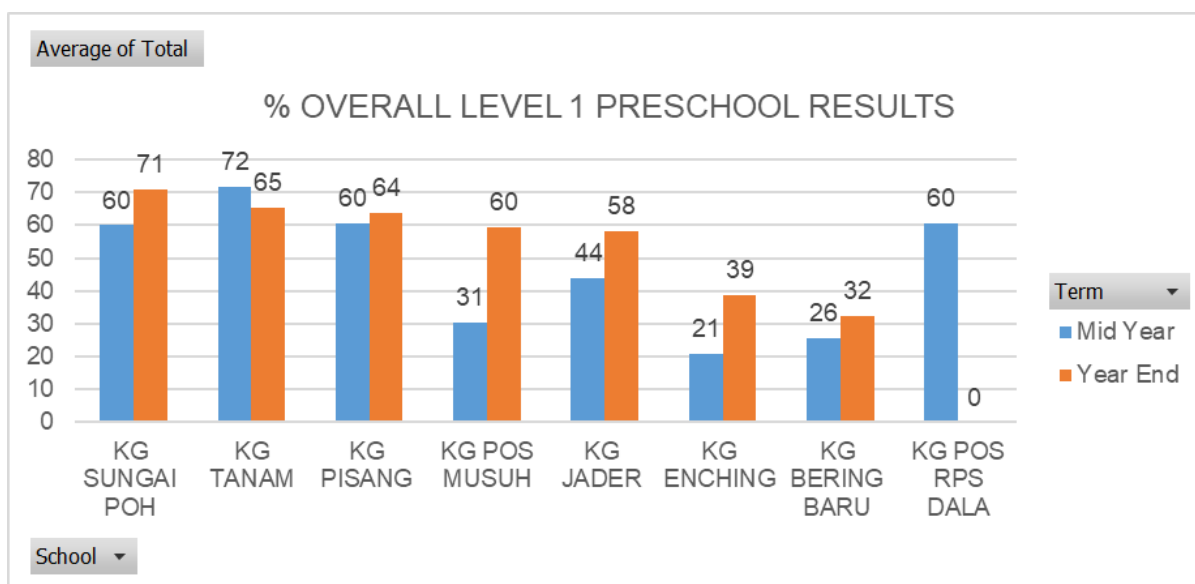
NO.	PRE-SCHOOL	MID-YEAR	YEAR-END	YEAR-END GRADE
1	KG TANAM	80	82	A
2	KG SUNGAI POH	77	82	A
3	KG POS MUSOH	48	71	B
4	KG PISANG	55	65	C
5	KG JADER	51	60	C
6	KG ENCHING	28	57	D
7	KG BERING BARU	26	26	F

8	KG POS RPS DALA	60	N/A	N/A
	OVERALL	57	62	C

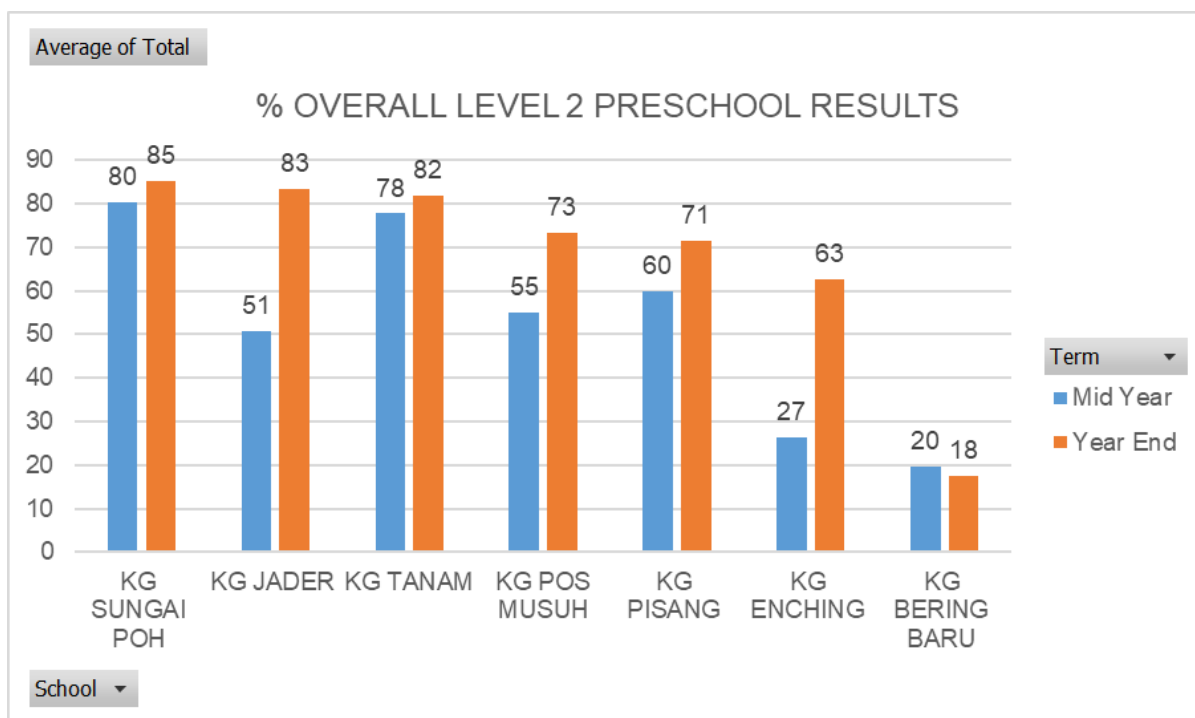
For year 2021, our schools achieved a weighted average of 62% for their year-end assessment, a 5% improvement from their mid-year assessment. Kelas Komuniti Kampung Sungai Poh and Kelas Komuniti Kampung Tanam was awarded the best performing schools for the year with a final overall average result of 82%. Kelas Komuniti Kampung Tanam also showed a 10% improvement in their year-end school results from 2020 to 2021.

NO.	PRE-SCHOOL	2020 YEAR-END RESULTS	2021 YEAR-END RESULTS
1	KG TANAM	72	82
2	KG SUNGAI POH	74	82
3	KG POS MUSOH	70	71
4	KG PISANG	60	65
5	KG JADER	45	60
6	KG ENCHING	61	57
7	KG BERING BARU	48	26
8	KG POS RPS DALA	71	N/A
	OVERALL	64	62

Overall, the school's results have also dropped from 64% achieved in 2020 to 62% in 2021. We also saw a drop in result for schools that usually perform better during their year-end exams. The main reason for this is largely due to the covid-19 pandemic that affected all schools in Malaysia for the second year.



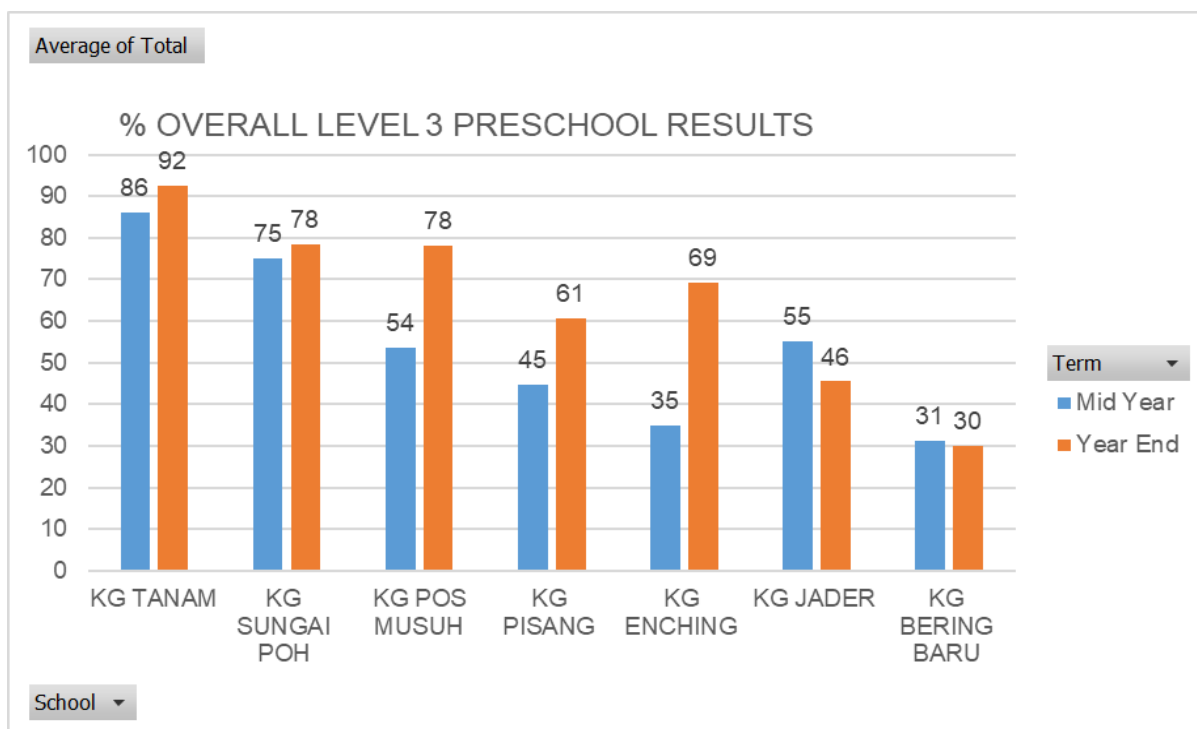
For Level One, overall school performance has dropped by 6% from mid-year to year-end results. Overall, Level One students achieved 42% weighted average with room for improvement. The four-year-old students usually need extra guidance and emphasis as it is their first year in school. Given the limited schooling days in 2021 due to the pandemic this has resulted in weaker students' performance. Kelas Komuniti Kampung Sungai Poh showed 11% increase from mid-year to year-end results. Dinah entrusted Rabiki to teach the four-year-old students and has equipped her with training and support to ensure that each student under her care is given the proper attention and guidance.



For year 2021, Level Two students performed the best out of the three levels at 74% weighted average results with most schools recording improvements with an overall school performance increasing by 11% from their mid-year results. Kelas Komuniti Kampung Jader recorded one of the biggest improvements of 32%. Kelas Komuniti Kampung Sungai Poh achieved 85%, excellent results and was the best performing school for Level 2. Dinah, an experienced teacher and our programme's on-the-job trainer entrusted Sarmia to teach the five-year-old students. The results show the effectiveness of the main teacher and co-teacher working together as a team to ensure the progress of each student. However, for Kelas Komuniti Kampung Bering, the results dropped 2% from mid-year to year-end. This is due to the challenges in changing teachers from Ros to Nabila for a few months. This also shows how important it is for students' need for consistency and time to adapt to changes in the school.



Cikgu Umi from Kampung Pisang teaching her student Maths.

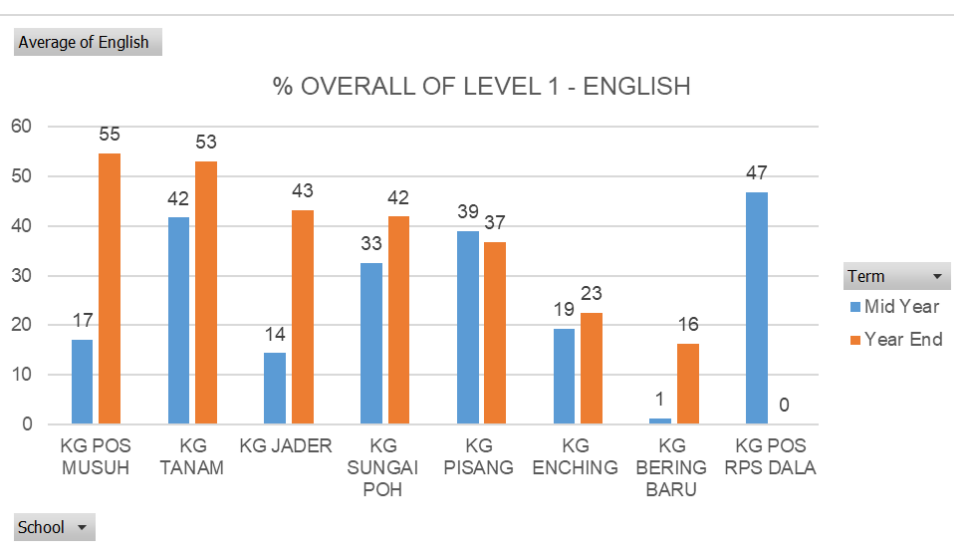
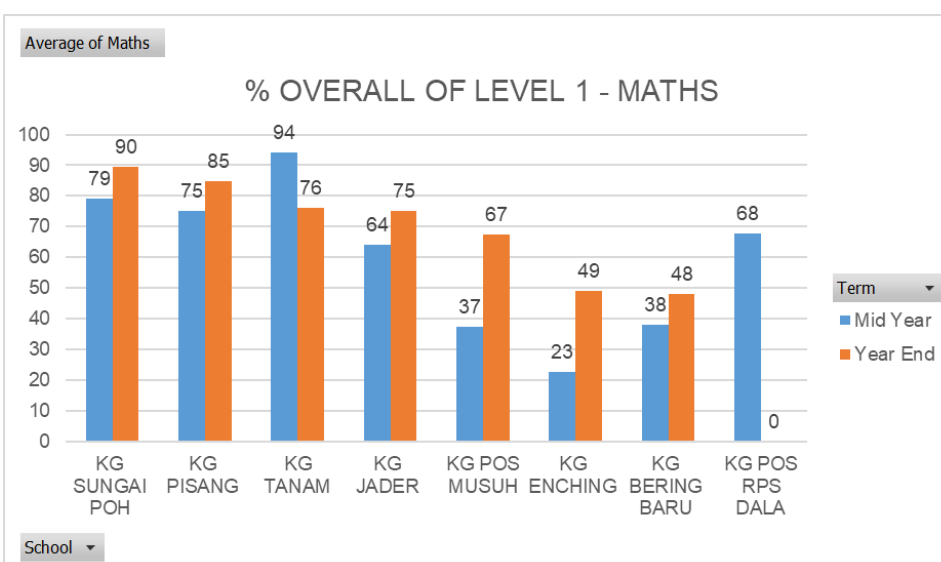
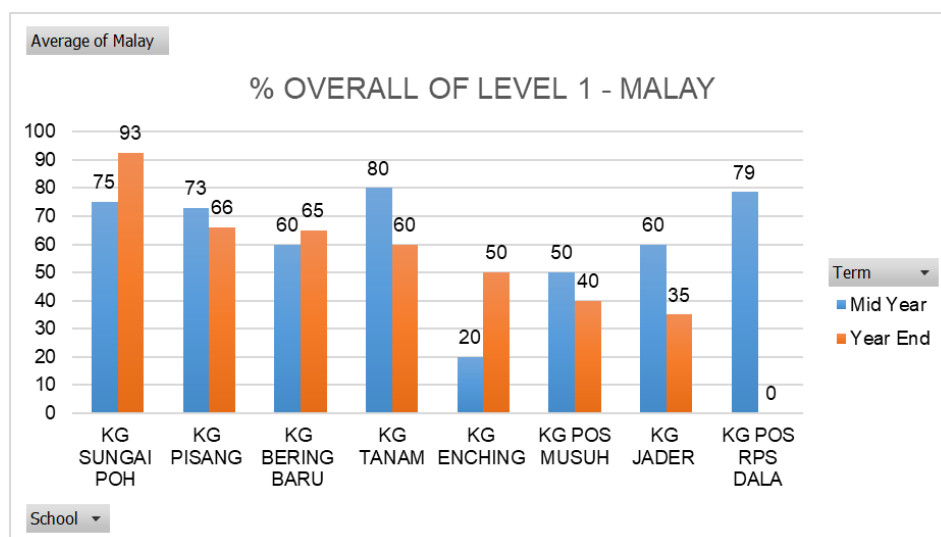


The Level Three overall school performance resulted in a 11% increase from mid-year to year-end bringing the total overall performance to 68% in the satisfactory category. The level three students usually score the highest out of the three levels after being in school for three consecutive years. However, this year the level two students overtook the level three students which scored an overall weighted average of 68%, This could be due to the limited time the teachers could spend with the six-year old students and given the syllabus being most challenging, some students might find it challenging to cope on their own. There is a small increase in results of 3% as compared to the schools achieving 65% in year 2020. Kelas Komuniti Kampung Tanam is the highest performing school for Level Three with excellent results at 92%. Kelas Komuniti Kampung Pos Musuh also improved significantly at 24% from mid-year to year-end, resulting in good results at 78% for their year-end assessment.

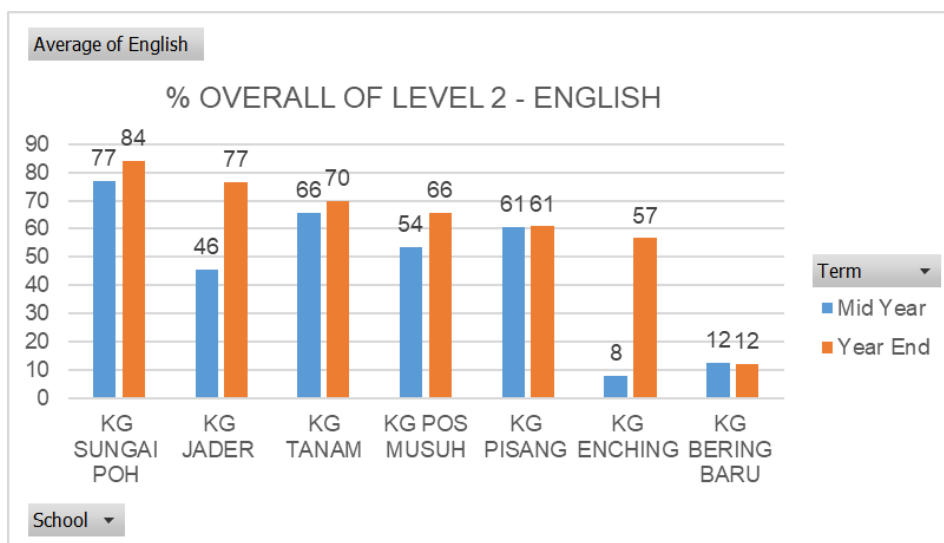
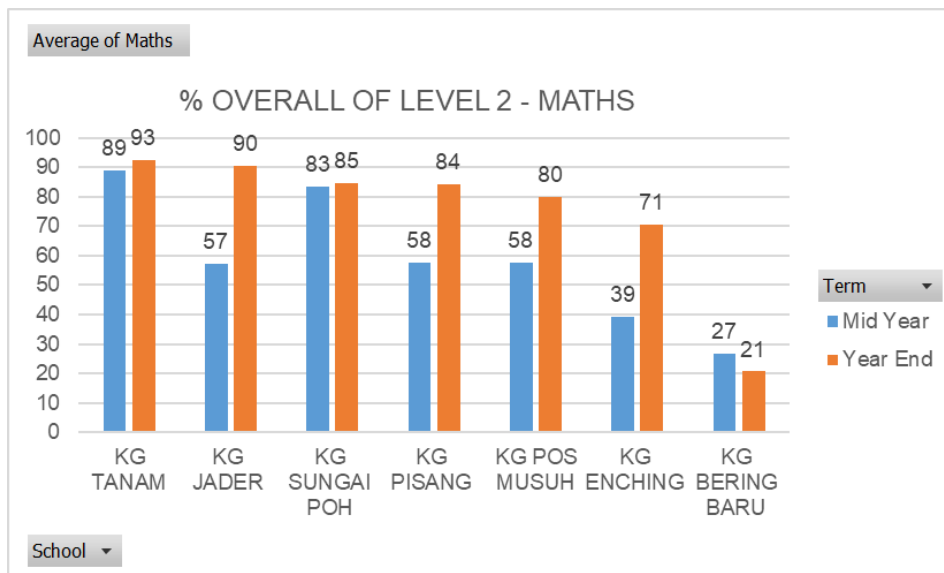
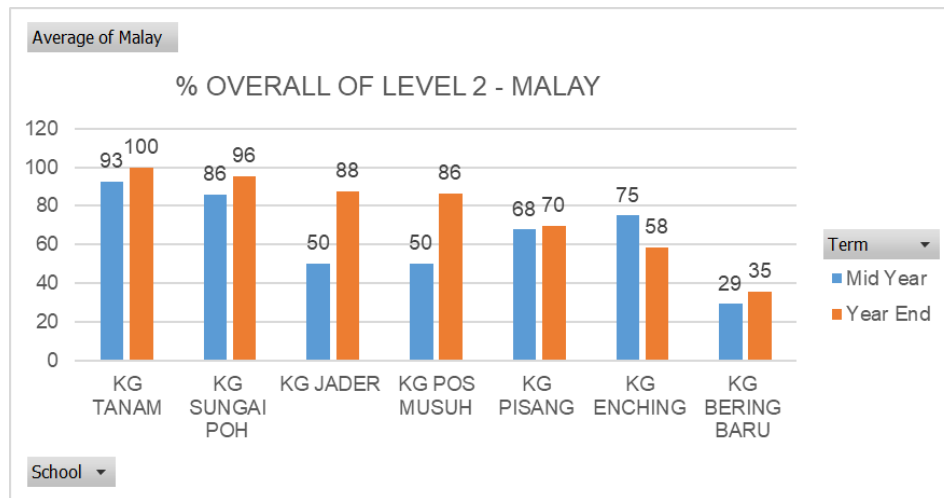


Individual Subjects Pre-School Assessment Results

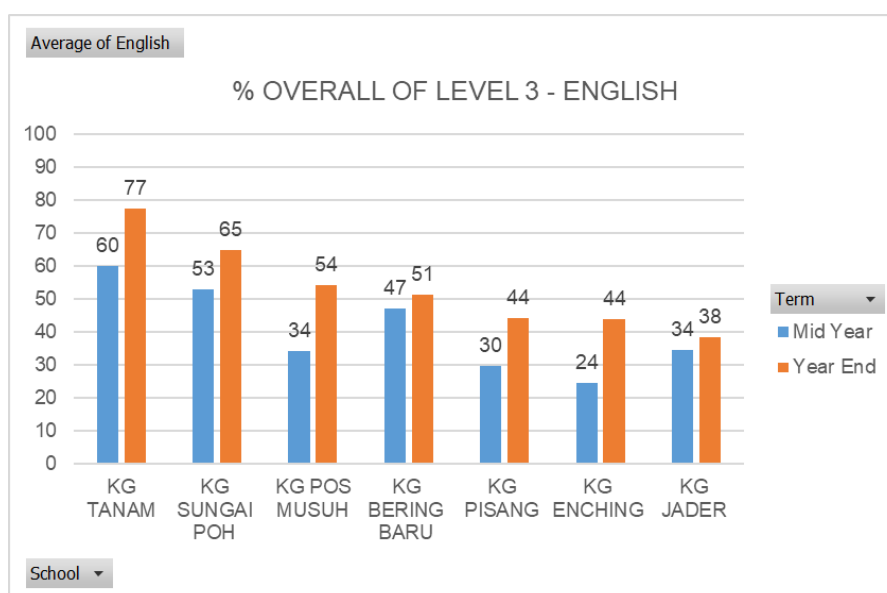
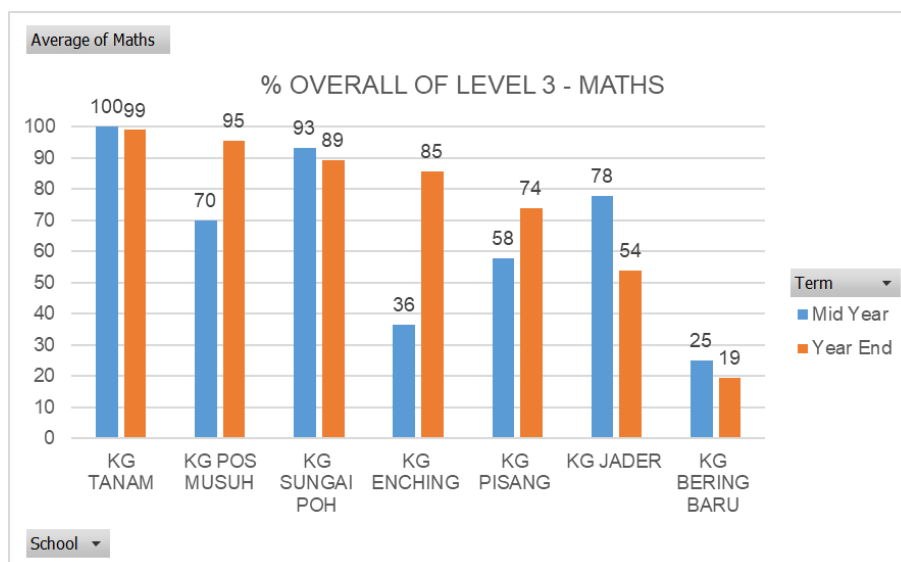
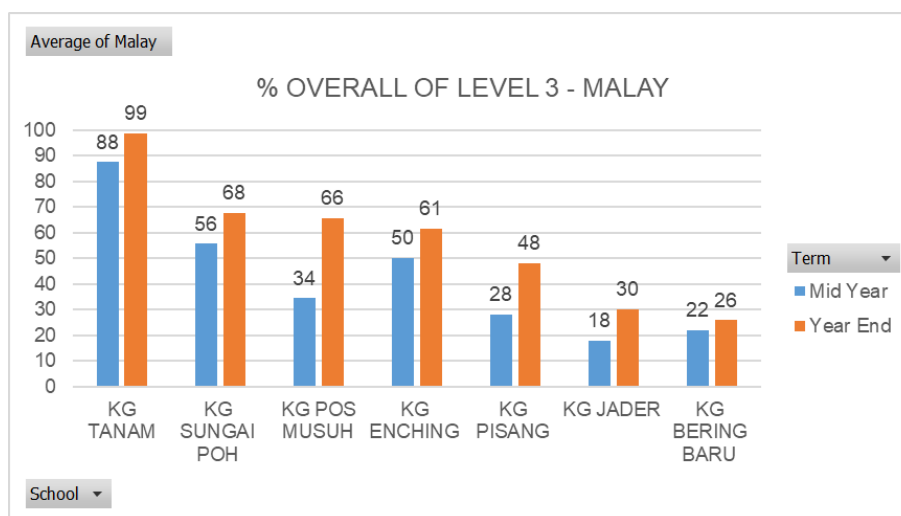
Level 1



Level 2



Level 3



The progress of students in level one, two and three of the programmes are also measured individually by subjects. The results show that Math continues to be the strongest subject for the Empowered2Teach programme averaging at 76%, followed by Malay 69% and English 56% in the year-end assessment. All schools also show overall improvements from mid-year to year-end (except for Kelas Komuniti Kg. Pos RPS Dala which could not administer the year-end assessment), demonstrating how consistency and practice plays an important role in helping students develop over time.

For Level One, the extended closure of schools affected the overall assessment results for the pre-schools. Teachers shared that the four-year-old students had difficulty adapting to school and learning because of the lack of physical teaching contact throughout the year. Due to this, there was a drop in the Maths subject from 59% to 53%. Overall, for four-year-old students who took the Level One assessment, Maths was still their strongest subject at an 53% average, followed by Malay at 44%, and English at 28%.

For Level Two, Malay takes the lead this year as the strongest subject for Level 2, achieving a weighted average of 83%, followed closely behind by Maths at 79% and English at 68%.

For Level Three, the schools achieved a weighted average of 68%. As per previous years, Maths remained the strongest subject at 77%. There was a 14% improvement for the Malay subject from mid-year at 46% to year-end at 60%. The student's English results for Level 3 had a slight improvement from 42% to 55% at the end-year assessment.

Overall Students' Assessment Analysis

Overall for year 2021, we see improvements in the student's progress and results from mid-term to year-end assessment. Schools like Kelas Komuniti Kg. Sungai Poh, Kg. Pos Musuh and Kg. Pisang continues to show consistency through the years in their overall results. Kelas Komuniti Kampung Tanam and Kelas Komuniti Kampung Sungai Poh were awarded the best performing schools for the year with both tied in the final overall average result of 82% for level one to three. We also see schools such as Kg. Pos Musuh and Kg. Enching that have made great efforts to improve the student's overall results for each subject in the year-end assessment.

Below are some of the key findings from conducting the 2021 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 three to four months in 2021. This meant that our teachers did not have the usual face-to-face time with their students which enables them to closely monitor their students' progress and cater to their individual learning needs. We also observed a rising number of Covid-19 cases within the OA communities. This resulted in our teachers not being able to conduct the usual home visits to give out the weekly homework during those quarantine times.

We only managed to conduct one joint training for the teachers this year and were not able to conduct any on-the-job trainings for the year. On 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 training's have shown weaker school performance results. In 2022, we hope to connect with our teachers more frequently to continue mentoring and motivating them. This is because the continuous training and journeying with the Orang Asal teachers is a key element to their school's success.

Overall, we are proud of what the students, teachers and parents have achieved during this ongoing 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 Project Warisan, which looks into journeying with the children who graduated from our pre-school programme will 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, our Project Consultant who also holds a master's degree in Early Childhood Education. Our project coordinator, Nora and the on-the-job trainer, Dinah also sits in the training as facilitators and mentors. We were not able to organize this year's mid-year joint training due to high Covid-19 cases in the nation and restrictions on interstate travel.

Year-End Joint Training

The year-end training's dates were changed to 26 February till 5 March 2022 because of the national school calendar year for 2022 was changed to begin on 20 March 2022. A total of 14 teachers attended this training.

The joint training was divided into two parts. The first part of the training was organized to train the level one teachers on the syllabus. A total of six teachers attended the training that was conducted on the first half of the week. The level one training was also attended by three new teachers who will be starting their new community pre-schools in 2023.

The second part of the training was attended by all teachers in the programme. During the training, the teachers shared their experiences and challenges faced within the school year. We also managed to assess the performance of each school and made plans for the following year. The school of Languages, Literacies and Translation from University Science Malaysia also conducted a training session with our teachers on how to incorporate the Comprehensive Emergent Literacy Model (CELM) when teaching English to their students.

The following topics were covered during the joint training:

- **Early childhood foundation and theory**

Under the early childhood foundation and theory training, the teachers were trained on introduction to early childhood education, teacher's role and responsibilities, characteristics of a teacher, classroom behaviour, academic learning goals and teacher and parent relationship.

- **Timetable and Lesson Planning**

The trainer taught the teachers to create daily lesson plans according to the school's timetable and syllabus. The lesson and timetable planning aspect are important to ensure that the teachers teach the syllabus according to the schedule.

- **E2T Syllabus Training**

The trainer provided in-depth training on the curriculum of our E2T programme for Level One. This session introduced the academic goals of each subject, teaching methods for each subject and the use of books according to the syllabus. Teachers were given assignments and opportunities to role play teaching a class. This creates opportunities for teachers to learn the right techniques in introducing lessons with the use of teaching resources creatively and effectively. Teachers were trained to be confident in teaching, manage classroom control and behaviour and techniques in teaching children effectively.

- School updates, progress review and sharing

Each school shared their school's progress, challenges and experiences in 2021. In this session, teachers also identified and developed an action plan on key areas they should focus and improve for the new school year ahead.

- School's relationship with the parents and community

Our programme project coordinator Nora and on-the-job trainer Dinah had discussions with the teachers on the importance on running the school well, upholding the school's reputation and taking responsibility in their roles as teachers in their community. Together with the teachers, they brainstormed and solved challenges that the teachers faced in 2021. They also discussed ways to increase parent's commitment in sending their children to school regularly and techniques to engage and work well with the parents and community.

- Events planning for 2022

This session focused on planning designated special events and activities for upcoming school year and marking out the school calendar.

- Reading and vocabulary building

To improve reading among the students in our schools, we introduced a new series of reading books to the teachers. We have selected six different levels of books to be introduced to the four-year-old to six-year-old students.

We also introduced vocabulary building to the teachers focussing on the two languages, English and Malay. We hope to provide our students with the foundation of literacy through building and equipping their vocabulary in both languages. The teachers will be introducing a total of 41 words and phrases in English and Malay to the students.

The teachers will be implementing these strategies in their respective schools starting in March 2022.

- USM CELM Literacy Program

Dr Manjit, an associate professor in charge of School, Literacy and Languages Department at University Science Malaysia (USM) will be conducting research on the topic of "The effects of Comprehensive Emergent Literacy Model (CELM) on the emergent reading skills of Orang Asal preschools. Our schools will be involved in this programme for the whole year of 2022.

Ms Ainin and Dr Manjit from USM taught our teachers during this training the literacy programme that will be used in our schools this year. Teachers were taught how to introduce English literacy to children. At the end of the training, teachers were given assignments to role-play and teach in a classroom setting using English as the mode of communication.

The USM trainers will be visiting the schools to conduct observations on the use of this CELM model during their English classes.

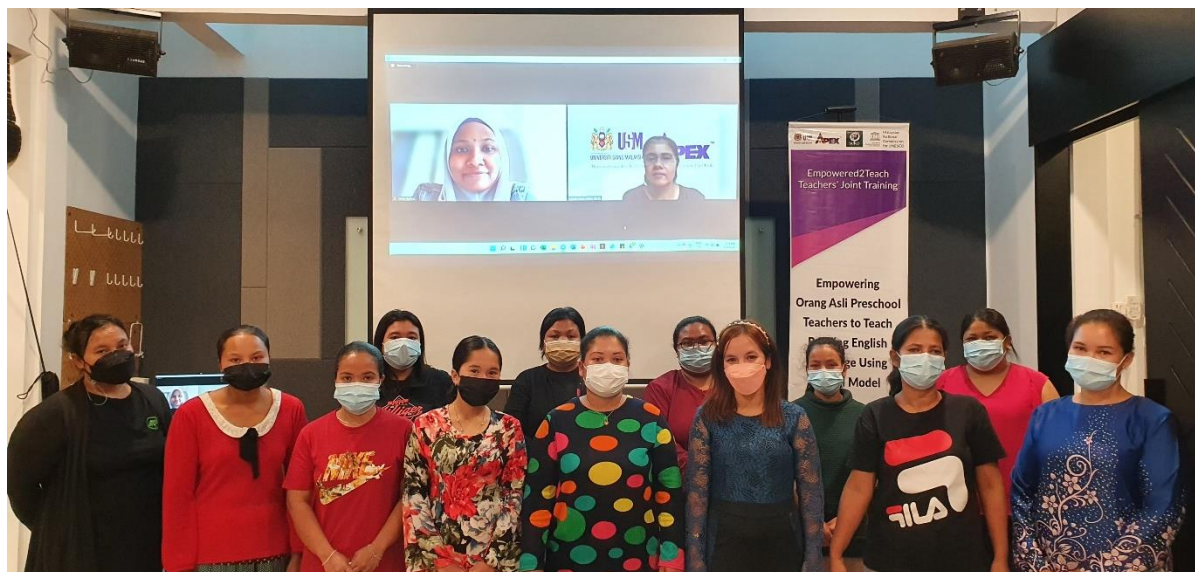
On-the-job Training

Each teacher usually attends two rounds of on-the-job training a year in our on-the-job training preschool in Gopeng. Dinah is our on-the-job trainer and has many years of teaching experience.

In 2021, due to the pandemic, we were unable to conduct on-the-job training sessions for the whole year. The cancellation of the on-the-job trainings meant that the teachers had less opportunities to be mentored and improve their skill-sets. However, Dinah tried her best to encourage and provide support for the teachers via a support group that they formed on a mobile messaging application.



Joint Teachers Training



CELM Training by USM trainers Dr Manjit and Ms Ainin

F. Challenges and Opportunities

Challenges

Effects of prolonged school closure:

With school closure lasting more than 40 weeks in 2021, young children experienced a great loss in education due to the reduced access to physical classroom learning. Early math and literacy learning may be the most difficult to compensate at home because they require teaching expertise, appropriate activities and materials, and quality stimulation from educators. Cognitive and motor development skills of young children may have suffered the most followed by their attitudes towards learning. Stay-at-home measures may have led to a drastic decrease in physical activity which may explain the underdevelopment in motor skills.

Mental health

The disruption in schooling and loss of social interaction have had a serious impact on the mental health of the teachers, parents and students. Teachers and parents are concerned about the children's learning progress and have fears if it will be safe to send their children to school and being concerned about their children contracting the virus in school. Many parents and teachers also felt alone during the long periods of lockdown without the opportunity for face-to-face interaction and meeting in persons to support one another. In addition, there were also parents, teachers and students who were struggling with grief as they lost family members and friends to Covid-19.

Families moving away

As Covid-19 spread among the Orang Asal community, many families moved further into the interiors of their villages 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.

Cancellation of teachers training

While most teachers have worked hard to support their students, they have received little of the additional resources and training support that they need due to the inter-state travel band. 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 Asal teachers is a key element to the school's success.

Opportunities

Teachers empowered to provide continuous learning opportunities:

Our on-the-job trainer, Dinah continued to create the structure for the homework worksheets based on the programme syllabus. The teachers prepared these worksheets on a weekly basis and distributed them to the student's homes. Some teachers arranged timeslots for parents to collect the worksheets from school. This is to ensure that the children were able to continue learning to read, write and count. As most of our Orang Asal 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 gotten very positive feedback from our teachers that they have seen how parents have stepped up and are 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.

New schools in Peninsular Malaysia

In November, we visited two locations that identified a need for early childhood education in their communities. The two schools are situated in Kampung Serigala, Kuala Kubu Baru, Selangor and Kampung Tewowoh, Mersing Johor.

During a survey that was conducted in Kampung Serigala, there was an estimated 16 children from the ages of four to six-years-old that could benefit from the school. Noor Elfieka was identified as a suitable candidate to run this preschool and joined our joint teachers training in February. She is excited for the opportunity to teach the children in her community.

Kampung Tewowoh had an estimated 27 children between the ages of four to six-year-olds within the village and nearby community. Two teachers Norizan and Zaleha were excited to start a preschool in their community. They showed the enthusiasm to be able to help the children in their community to have the opportunity for education. Both teachers attended the teachers training on February 2022.

These two preschools will be starting in March 2022.



Noor Elfieka (in blue) and her potential assistant from Kampung Serigala



Visitation to Kampung Tewowoh with our partner, Malaysian Relief Agency (MRA)

E2T East Malaysia Expansion

SUKA Society will be starting six schools in Sabah in 2022 in collaboration with Pacos Trust, a non-profit organisation who helped us identify several community learning centres (CLC's) in need of support. These CLC's provides early childhood education in various locations in Sabah.

Six schools were identified to join the programme in March 2022. In January 2022, our Executive Director, Anderson, project coordinator, Nora and project trainer, Marie visited Pacos Trust to further discuss the plans in replicating our Empowered2Teach model at these schools. During this visit, we managed to appoint two local coordinators in Sabah who will be helping us with the supervision in Sabah. We also conducted briefings and trainings for the community teachers from the six community learning centres. The team also visited three of the schools and meet with the teachers.

The six schools identified are as follow:

1. Kampung Orang Asal Kibunut, Penampang
2. Kampung Orang Asal Kipouvo, Penampang
3. Kampung Orang Asal Kalampun, Keningau
4. Kampung Orang Asal Saguon, Tongod
5. Kampung Orang Asal Minusoh, Tongod
6. Kampung Orang Asal Kodong, Kota Marudu

In March 2022, we held the first Joint Teachers Training for all the main teachers of these six schools. They started their enrolment for the school calendar year 2022/23 with a total of 112 students enrolled in our school programme. We are excited to journey with these schools with hope to create greater access to education for the indigenous children in Sabah.



Discussion with Pacos coordinators and team.



Anderson conducting a session on Loyalty Programme with the teachers

G. Project Structure

Monthly Supervision

This year, majority of the monthly supervision and mentoring sessions were conducted online or via video conferencing with the teachers due to travel restrictions.

At the start of the school closure due to the Movement Control Order, our project coordinator, Nora provided the set guidelines for all the schools to create and provide weekly homework for students at home.

During the monthly supervision, Nora will usually take the opportunity to catch up with the teachers to find out how they are doing. 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 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 programme focuses on empowerment of the teachers, 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.



Nora conducting her monthly supervision via video conferencing with the teachers from Kampung Poh

Advocacy and Awareness Programmes

Hari Membaca Special Event

The schools had a special event with the community before MCO started in May. This year, we introduced a new event called 'Hari Membaca'. This event was planned to encourage reading among children and exposure to literacy. Students were given the opportunity to show parents that they could read well by reading from their reader books *Buku Sara* and *Peter and Jane*. The students also performed by singing a few of their favourite songs. Parents were proud to see the achievements of their children at school.



Prize Giving ceremony during Programme Hari Membaca at Kelas Komuniti Kampung Jader

Standard Operating Procedures (SOP) during school closures

School cleanliness

During school closures, the teachers, co-teachers and assistants regularly cleaned and sanitised the school, apparatus and toys. Teachers took the opportunity to re-decorate the school with art paintings on the wall. Teachers made artwork to decorate the classroom and created new teaching aids such as posters and flashcards.

Homework preparation and distribution

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 schools and parents then received a new set of homework. Teachers also went to the students' homes to distribute the homework. They spent some time and gave short teaching sessions during these visits too. It was encouraging to see the teachers' dedication and desire to provide education despite the challenges to going to each of the students' home regularly. Parents also continued to step up to the task to teach and guide their children in their lessons at home.



Teacher Umi teaching during her homework distribution to the student's home

H. Project and Corporate 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 Asal children and community.

Haini's pre-school, Kelas Komuniti Kampung Jader

In July 2021, we completed the building of a toilet and roof repairs of Kelas Komuniti Kampung Jader. Haini's school roof was leaking in need of a change. Her school toilet that was built with zinc were also rusting and no longer safe to use. This project was completed with the help of the local villagers and was partially sponsored by Vision of International Children Endeavours. With the new toilet and roof replaced, Haini has basic amenities that provide better comfort to her students.



International Literacy Day

The COVID-19 crisis has disrupted the learning of children worldwide. According to UNESCO, the pandemic has further magnified the pre-existing inequalities in access to meaningful literacy learning opportunities, disproportionately affecting 773 million non-literate young people and adults.

Our Empowered2teach programme objective is to provide Orang Asal children with the skill sets needed to read and write and to be adequately prepared for primary school education. As schools are still not allowed to open, we have continuously put efforts to find alternative ways to ensure the continuity of learning for children.

In conjunction with International Literacy Day on 8 September 2021, we managed to collaborate with Baba baa Malaysia to provide their fun interactive learning books to children in three Orang Asal communities we work with. We love that their press and learn sound books provide opportunities for



parents to read together with their children. They are also easy and interactive for the pre-schoolers to explore and learn on their own.

Thank you Baba Baa Malaysia for sponsoring the books for the community in Kampung Poh, Gopeng and Kampung Pisang, Slim River and DKSH Malaysia for sponsoring the books for the children in Kampung Tanam, Kuala Rompin in conjunction with International Literacy Day.

Donation and Delivery of School Syllabus & Supplies

Our school syllabus and school supplies drop off to our Perak and Kelantan schools was on the 17 to 19 February 2022, and to our school in Pahang on 15 March 2022. Our teachers and students were appreciative and happy to receive the school supplies and books. We also included gift packs to be distributed to the children as year-end gifts in conjunction with their school closing.

We would like to thank the Latin Women's Association of Malaysia for the sponsorship of the syllabus, Baker Hughes for the donation of school supplies and Q-dees for donating the gift pack items.



Team at Baker Hughes donates stationeries for our schools.



Children accompany their teachers to carry up the school supplies to their school in Kampung Jader.

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 Asal 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-

- OSK Foundation

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

- DKSH Holdings (Malaysia) Berhad

Thank you for sponsoring Kelas Komuniti Kampung Tanam, Kuala Rompin. This is the third year of our partnership with DKSH Malaysia.

- Individual & corporate donors

We would also like to extend our gratitude and appreciation to Andrew Tan, Audrey Yee, Azreen Tee, Chen Wai Hing, Cheng Joo Seng, Dharshini Thevi, Dhayalan Shenkar, Evelyn Cham, Geetha Judy, Himin Ng, Ho Tsuey Xin, Jes Lim, Latin Women's Association Malaysia, Muhammad Zafri, Phang Shouk Yan, Phoebe Goh, PWC Malaysia, Tan Boon Nge, Tenby International School, Vision of International Children Endeavours (VOICE), WOM Advocacy Sdn Bhd, Wong Pei Ping for your support towards the Empowered2Teach project



Cikgu Salbina and Cikgu Norazlin receives their yearly school supplies.

I. Project Expenses for 2021/2022

Empowered2Teach project expenditure

No	Details	Total (MYR)
01.	Project Manpower Overhead and Casual Wages (Project Coordinator, Project Consultant, OA Teachers & Assistants), and School Expenses	221,325.00
02.	Monthly Pre-School Supervision (Travel, Accommodation, Food and Beverage)	5,499.07
03.	Training for OA Teachers (Accommodation, Food and Beverage, Trainer's Fee, Travel and Training Supplies)	16,014.08
04.	School Expenses (Food and Beverage for students and Cleaning Supplies)	17,100.00
05.	Advocacy and Awareness (Events and Materials)	4,810.50
06.	OA School Maintenance, Repairs and Upgrade	2,800.00
07.	Development of Materials, School Syllabus, Educational Tools and School Supplies	9,615.76
08.	Food Relief for Kg. Enching & Emergency Relief during Covid-19	4,545.00
09.	Savings Plan for E2T Teachers	11,300.00
Total Yearly Project Cost		293,009.41

- 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 Asal pre-schools, consider becoming a sponsor today to make a difference in the lives of Orang Asal 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):

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