

FINAL REPORT

COMMUNITY ADOPTION PROGRAMME-SABAH (CAP-SABAH)

Good Shepherd Services



FINAL REPORT

COMMUNITY ADOPTION PROGRAMME - SABAH

(CAP-SABAH)

APRIL 2021 - MARCH 2024

Organisation	GOOD SHEPHERD SERVICES
Project Name	COMMUNITY ADOPTION PROGRAMME - SABAH
Project Duration	APRIL 2021 - MARCH 2024
Grant Amount	RM 662,879.00
Location	SABAH
Date report submitted	6 th April 2024

TABLE OF CONTENT

LIST OF ACRONYMS	4
Executive Summary	5
Overview of Activities and Results	8
A. Academic Support Programme	8
B. Youth Empowerment Programme	13
C. Women Empowerment Programme	17
Achievements and Highlights	25
Challenges and Lessons Learned	25
Best Practices	28
Success / Impact Stories	29
Monitoring and Evaluation	
A. Academic Support Programme	41
i. 80% attendance of the children to the tuition classes	
ii. Marked academic improvement	
iii. Confidence in exams and studying	
B. Youth Empowerment Programme	49
i. Increase membership by at least 30% for each phase	
ii. Increase baseline income by 50% annually	
iii. Confident youth that can help transform the communities	
C. Women Empowerment Programme	55
i. At least 10 women are involved in each phase	
ii. At least 60% increase in income of the participants	
iii. 80% participant are able to increase their entrepreneurship skill-set	
Sustainability Plan and Reporting	611
Organisational Update	62
Conclusion	63

LIST OF ACRONYMS

Acronyms	Definition
ASC	Academic Support Committee
ASP	Academic Support Programme
BMTM	Not yet mastered minimum level / <i>Belum Menguasai Tahap Minima</i>
MTM	Master the minimum level / <i>Menguasai Tahap Minimum</i>
CAP	Community Adoption Programme
CSA	Child Sexual Abuse
GSS	Good Shepherd Services
JPNS	Jabatan Pendidikan Negeri Sabah
JPPM	Jabatan Pertubuhan Pendaftaran Malaysia
KCCE	Kiulu Community Collective Enterprise
KTA	Kiulu Tourism Association
MPMS	Majlis Perkhidmatan Masyarakat Sabah
PSAS	Persatuan Sokongan Akademik Sabah
WISE	Women in Small Enterprise
YCC	Youth Connect Circle

Executive Summary

This report presents the outcomes, insights, and recommendations derived from Phase 1 to 3 of the Community Adoption Programme (CAP) in Kiulu, Sabah. The project duration was from April 2021 to March 2024. The aim of the project was to provide a) children academic support and continued access to an education and b) empower youths and women with the knowledge and skills in order to gain economic independence by leveraging on local resources and a sense of community.

Specific objectives included providing academic support to children, equipping youths with essential skills, empowering women, and fostering social entrepreneurial skills within the communities. The strategies which guided the implementation throughout the three (3) phases of this project was to guide holistic community development and delivery of interventions which will continue to have an impact after the project phase.

Across the three phases of the programme, significant positive developments have been observed in the three (3) selected villages in Kiulu, Sabah: Kg. Ratau, Kg. Lokub, and Kg. Talantang. The project has directed its efforts in three (3) programmes: 1) Academic Support Programme, 2) Youth Empowerment, and 3) Women Empowerment.

Under the **Academic Support Programme (ASP)**, important milestones and progress was achieved. Most importantly, for sustainability, the Committee of ASP has successfully evolved into the *Persatuan Sokongan Akademik Sabah (PSAS)*, and successfully registered as an association under the Registry of Societies. The formalisation of the committee will ensure the governing structure is in place to support any future initiatives which will benefit the children.

The Committee of PSAS has played a critical role in supporting the educational endeavours not only within the school environment, but also within the whole community. The ASP has progressively improved student performance across the three (3) phases of the project and the results are indeed impressive.

In Phase 1, results of the ASP superseded the targeted performance level with 98% of students achieving mastery levels, and in Phase 2, with 90%. Phase 3 showed the most substantial progress, with 99% of the students achieving mastery levels. Achieving mastery levels means that students are able to read, write and comprehend within the recommended academic levels within their age group. These results had demonstrated consistent improvements in academic achievement over the years not only for the *normal* classes but also for students who had initially faced learning challenges. This provided clear evidence of the programme's effectiveness in its support of improving students' academic performance.

The Youth Empowerment Programme was instrumental in gaining community engagement with the establishment of ecotourism ventures in the three (3) villages: *Watu Kokoluton Hill* (Kg. Talantang), *Sangod Hill* (Kg. Lokub), and *Ratau Campsite* (Kg. Ratau). These ventures not only attracted a steady stream of local and international visitors but also garnered attention from external agencies seeking collaboration, such as OutReach Borneo (inbound tour operator specialising in educational tours) and the Borneo Ultra Trail Marathon (organisers of prominent sporting events).

Collectively, all three ecotourism sites have generated a gross income totaling RM38,722.70 in the initial 2 years (Phase 1 and 2) of the project. Due to opportunities presented in these endeavours, the membership of the Youth Connect Circle (YCC) has also increased from 12 members in Phase 1 to 22 members in Phase 3.

Due to the accessibility of the sites, aside from the potential of economic benefits, the knowledge, perception, and behaviours of the youths toward ecotourism were also important for the sustainability of natural resources. Such a programme had benefited the youths through economic opportunities and skills development, fostering a sense of ownership and pride in their communities. Primarily, ecotourists choose sites which have either natural or cultural elements. The beauty of the landscape presents opportunities for outdoor activities, complemented by the hospitality of local hosts. By integrating various activities in nature, in close connection with the local culture, ecotourism can contribute to the sustainable use of local and natural resources.

Through the ecotourism initiatives, this platform has created an enhanced awareness of their reliance on the natural environment, and provided reasons for its protection. This is especially important for Kg. Ratau as attraction to the campsite is the river thus keeping the river clean is a priority. For Kg. Talantang and Kg. Lokub, as trekking requires well maintained natural treks, changes in the forested areas will have a negative impact in their endeavours. The increased involvement of youths in ecotourism initiatives has contributed to sustainable economic growth and environmental conservation efforts. The programme has not only created income-generating opportunities but also empowered youths to become active agents of change within their communities.

Simultaneously, the **Women Empowerment Programme** which was initiated in Phase 2, has provided women from the three(3) villages the opportunity to realise their entrepreneurial spirit. This has resulted in the successful launch of micro-businesses and the development of local products under the brand name *Kiulu Kio*. Through targeted training, mentorship, and access to resources, the capacity building sessions had provided the women with the necessary knowledge and skills not only to improve their self-confidence, but also how community-based initiatives can make the community more cohesive.

Setting up any community-based entrepreneurial initiative necessitates diverse skill sets. Instilling strong leadership and communication skills were paramount to keep the women engaged and involved, from an individualistic standpoint to a community-based standpoint. Strategic planning and project management proficiency were essential to ensure their goals were met efficiently in the establishment of the enterprise of their choice. This had driven economic growth and fostered a culture of self-reliance within the respective communities.

Overall, the Community Adoption Programme (CAP) has yielded promising outcomes, which demonstrated the tangible impact of grassroots initiatives in driving sustainable development and fostering community resilience. The milestones achieved in this project over the last three (3) years will guide future efforts aimed at advancing the socio-economic uplift of marginalised rural communities in Sabah.

Overview of Activities and Results

A. Academic Support Programme (ASP)

Over the course of three (3) years, the ASP has benefited 103 children from seven (7) villages in Kiulu, namely Kg. Lokub, Kg. Ratau, Kg. Talantang, Kg. Sinansag, Kg. Tapatau, Kg. Sinopukan and Kg. Rungus Penasawa. The ASP has not only benefited the children who had diligently attended the programme, but it has also provided opportunities for youths to contribute and give back to their community by assuming the role of tutors. The ASP had also extended the same opportunity to several mothers who are housewives to become tutors and gain economic independence.

In Phase 1 of the project, 48 children attended the tuition classes held at *Dewan Kg. Lokub*. As the project progressed into Phase 2, the programme gained recognition, resulting in a collaboration with SK Lokub. With the formalisation of the programme, SK Lokub extended school facilities for the execution of activities. It was a milestone for the project to have established the collaboration as it provided evidence that the programme was effective when the school management supported the initiative by allowing the use of their premises as the venue to conduct the tuition classes.

With the ASP being conducted at school, more children were able to join the programme. In the 2nd year of the project, there was a significant increase from 48 to 100 children, who participated in the tuition classes. This positive development indicated that both parents and children recognised the benefits of the programme in enhancing academic performance and enriched the learning experience. All parents have similar hopes to see their children achieve the best results they can at school.

The ASP has elevated the learning outcomes for at-risk students. The programme had enhanced the core curriculum with developmental resources, modules, and strategies for student success and closed the learning gaps with the foundational knowledge and skills needed for the students to thrive in their studies. All the tutors underwent comprehensive training sessions and capacity-building initiatives which had involved the teachers from SK Lokub to further enhance their skills and effectiveness to support the learning gaps for each student.

Despite the challenges faced at the initial stage of Phase 3, where restrictions were implemented for the tuition classes. This was largely due to changes in the Management Team of SK Lokub and the appointment of a new School Principal. The restrictions which impacted the management of the project most was the reduction in student participation as only 60 students selected by the school were allowed to attend the tuition classes. Additionally, the imposition that the tuition classes were only allowed to be conducted during the weekends. These new directives played a large part in the decline in attendance.

Due to the improved academic results of the students as a result of attending the tuition classes in comparison to students who do not, the School Principal allowed students from Primary 2 to Primary 6 to enrol themselves. Fortunately, the momentum picked up and positive results were achieved when an additional 20 students participated, which brought the total to 80.

The interventions of the ASP were measured through the students' academic performance during the school examinations. The approach of the tutors in providing remedial education, accelerated learning and targeted interventions have shown progressive improvements over the term of the project. These achievements are a testament to the unwavering commitment of the tutors in imparting knowledge and the dedication of the children who demonstrated the desire to learn and their aim for better results in each assessment. Notably, with the consistent attendance of the children, the target of 80% attendance in the tuition classes was met.

While academic advancement is crucial, it is equally important to prioritise other aspects to foster holistic development among children. Several awareness programmes were implemented on “Safety and Protection,” designed to enhance awareness of protection, personal safety, and mental health for both children and parents. Children must be provided with a safe space to express their views. The programme provided the children the necessary information on how to come to an informed opinion, who is responsible for listening to their opinions and who has the power and influence to make a difference, if they want their views taken seriously and acted upon.

Additionally, a programme called “*Selangkah Yakin Boleh*” was conducted for Primary 6 students on the importance of education and to instil confidence as they transition to secondary school, and how they can build a stronger foundation for themselves in achieving future goals.

The establishment of the Academic Support Committee (ASC), involving school representatives and parents from seven (7) villages, provided a platform for communication and engagement between tutors, parents, and the Project Team. This platform enabled parents to play a more active role in their children's learning journey, which was crucial for maintaining their interest and motivation in learning.

Recognising the critical importance of ensuring the ASP's sustainability, particularly in terms of financial and training support, the ASC has seventeen (17) members consisting of parents, tutors and teachers from SK Lokub. The ASC achieved a significant milestone during Phase 3 by successfully registering themselves as an association with the Registry of Societies on the 14th July 2023. They are established under the official name *Persatuan Sokongan Akademik Sabah* (PSAS).

Members of PSAS have also undergone comprehensive capacity-building sessions focusing on Financial Management, Communication Skills, Association Management, and Leadership. These sessions were meticulously designed to enhance and equip them with the necessary skills and knowledge for effectively managing the ASP in future. To mitigate financial constraints, fundraising events were conducted to secure financial independence for the operations of ASP after the project concludes. The events organised by PSAS raised a total of RM28,561.70. The funds will pay for the tutors, rental of premises, teaching aids, and other related expenses.

Since the implementation of the tuition classes, the children's academic performance has demonstrated consistent improvements in academic achievement across all three phases of the projects not only for the normal classes but also for students who had faced learning challenges. In Phase 1, results of the ASP superseded the targeted performance level with 98% of students achieving mastery levels, and in Phase 2, with 90% and Phase 3 showed the most substantial progress, with 99% of the students achieving mastery levels. Achieving mastery levels means that students are able to read, write and comprehend within the recommended academic levels within their age group. The structured approach, regular assessments, and tailored curriculum adjustments have collectively contributed to the students' improvement in their reading, arithmetic, and writing skills as shown in their academic performance. This provided clear evidence of the programme's effectiveness in its support of improving students' academic performance.

Activities conducted by the Academic Support Committee:



ASC, YCC and WISE team building: Elevating communication skills.



Empowering children: Safety and Protection session held on 16-23 June 2023 at SK Lokub.



Tuition classes conducted on weekends / public holidays.



The Academic Support Programme Committee quarterly meeting.



Persatuan Sokongan Akademik Sabah (PSAS) Family Day and Fundraising Event.

B. Youth Empowerment Programme

Within the community, a narrative unfolded as youths participated in the capacity building programme for Youth Empowerment. To nurture the entrepreneurial spirit among youths and fostering economic growth through ecotourism initiatives, witnessed the establishment of the Youth Connect Circle (YCC). This comprised a total of 12 members from three (3) villages, all eager to embark on creating sustainable activities by utilising available local resources, such as starting their own farms or developing ecotourism products. In Phase 1, the capacity-building sessions focused on self-development and entrepreneurial skills to prepare participants on the necessary knowledge and skill-sets required for setting up business ventures in their respective villages.

The Project Team engaged expertise from the Kiulu Tourism Association (KTA), Mr. Mejin Maginggow, who also served as the Association's Chairman and boasted 13 years of experience in the industry. The workshops were tailored to accommodate the training needs of the participants, covering a diverse array of topics such as i) Introduction to the Tourism Sector ii) Potential of Rural Tourism iii) Digital Marketing Technology and iv) Personal Development, among others. These sessions equipped them with invaluable knowledge and instilled in them a sense of confidence to embark on their entrepreneurial journey.

Strategic partnerships with KTA and OutReach Borneo provided crucial mentorship and guidance, laying a solid foundation for Phase 2 and 3, when their initiatives were implemented. A Study Tour provided the opportunity to visit other ecotourism sites such as *Dapako Hill - Lingga Ecotourism* to allow them to learn, experience, and understand the vast potential they have within their own village for transforming their community through income-generation and employment opportunities.

The programme transitioned into Phase 2 with great momentum, marked by the launch of three (3) ecotourism ventures in Kg. Ratau, Kg. Talantang, and Kg. Lokub. The event was officiated by the Assistant Minister of Tourism, Culture, and Environment, YB Datuk Joniston Bangkuai on 28th March 2022. The enterprising spirit of the members of YCC opened their doors to eager adventurers, offering a diverse range of experiences, from camping at *Ratau Campsite* to hiking the scenic trails of *Watu Kokoluton Hill* (Kg. Talantang) and *Sangod Hill* (Kg. Lokub).

Since the inception of these enterprises, all three (3) ventures have received both domestic and international visitors. *Ratau Campsite* recorded 677 visitors, *Talantang Trials* recorded 130 visitors, and *Lokub Trails* with 68 visitors. Collectively, the three (3) ventures generated a gross income of RM19,512.90. It was promising results and a learning curve for the members of YCC in handling outsiders and providing for the 1st time, hospitality services.

YCC members were provided with the opportunity to act as tour guides and service providers, offering accommodation for domestic and international participants in the World Challenge Event. YCC were also involved in a programme with OutReach Borneo, which catered to an Education and Cultural Tour group of international students. Some of the activities in the tour provided a unique and meaningful experience for the visitors through traditional cooking classes, trekking, and a briefing on local cultures. Having experienced the benefits of the ventures, six (6) new youths joined YCC, bringing the total to 18 members contributing to a 50% increase in membership.

The three (3) ecotourism ventures have had a consistent flow of visitors due to active promotion of their packages on social media platforms as part of their promotion and marketing strategy. Although international tourist arrivals are generally seasonal, this has not played a significant role at YCC as the main market is reliant on domestic visitors looking for day or overnight stays.

To widen the network, several partnerships were established, such as with ANSOS (Anthropology & Sociology) Student Programme from University Malaysia Sabah (UMS). This collaboration aimed to enhance the camping and cultural experience at *Ratau Campsite*. The community has plans to establish a mini cultural museum in Kg. Ratau in September 2024. Another partnership was with the University for Society, which introduced the Sustainable Development Goal Leadership Programme. Three (3) of the YCC members participated and introduced their initiatives. From the programme, participants gained

knowledge on how existing resources can be utilised as sources of income, which can be developed into creating an enhanced ecotourism experience, such as food-based products e.g. *tarap/marang* fruits and sweet potatoes.

In Phase 3, the three sites collectively hosted 1,104 visitors, with 687 being domestic visitors and 417 international visitors. A recorded total gross income of RM19, 209.80 was received. As the ventures gained momentum, additional participants have shown interest, and YCC now has 22 members in total.

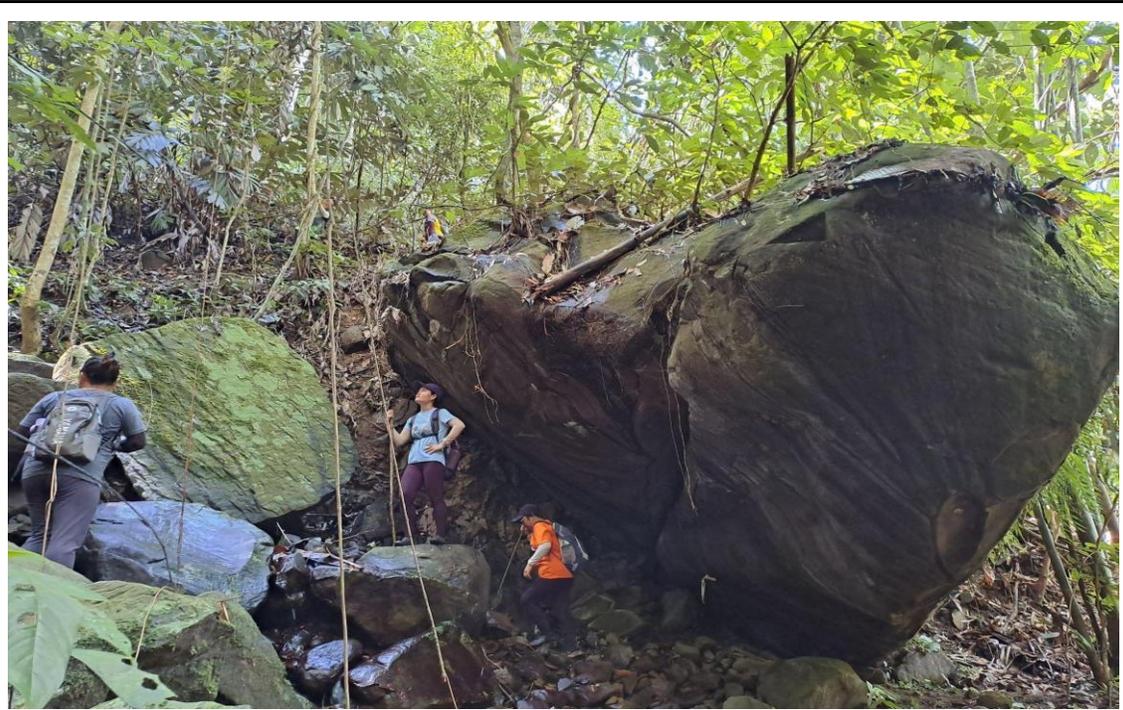
Throughout Phase 2 and 3, capacity-building remained at the forefront of the programme’s agenda as YCC members actively participated in a series of comprehensive training sessions, honing their skills in Digital Entrepreneurship, Tour Guiding, Financial Management, and Risk Assessment. These initiatives not only strengthened operational capacities but also empowered YCC members on how to navigate the complexities of the ecotourism landscape with confidence.

The year 2024 has in store activities that would elevate the YCC ecotourism ventures to even greater heights, such as participation in exhibitions and events organised by Sabah Tourism Board under the umbrella of Kiulu Tourism Association. Due to this exposure, over 100 international bookings have been made from April to June.

Capturing the energy from Youth Connect Circle (YCC):



Trekkers posing for a photo at the peak of Watu Kokoluton Hill capturing the scenic views.



Batu Damai is one of the attractions for hikers along the Sangod Hill trail.



YCC members with the group from World Challenge.

C. Women Empowerment Programme

The Women Empowering Programme started in Phase 2 of the project. Like in most parts of rural Sabah, the social system of patriarchy is evident in areas of authority, whether it's within the family or the community. The project presented an opportunity to promote for the women of Kiulu a sense of self-worth where they can enhance their ability to determine their own choices and their right to influence social change for themselves and their family. Through the establishment of livelihood initiatives, the aim was to provide women a reliable source of income so they can gain some economic independence.

Preliminary focus group discussions were held with the women from Kg. Ratau, Kg. Talantang, and Kg. Lokub, to determine what economic ventures would be most suitable. Amongst several ideas, three (3) business initiatives were deemed most suitable to be implemented in their respective villages: Agriculture Farm, Sundry Shop, and Printing and Food services.

Each village has established a Women-In-Small Enterprise (WISE) Committee to monitor and oversee the implementation of their businesses as planned. Some of the successful WISE initiatives from other Good Shepherd Services (GSS) communities, such as the development of ginger-based products in Tambunan and pineapple-based products in Kiau Nuluh were shared with the women. Although there were some challenges in managing the execution of these at the initial stages, these micro-enterprises have survived the test of time and have continued to grow from strength to strength.

Like any new ventures, the initiatives in the three (3) villages had to undergo several small challenges along the way. However, it did not take them long to settle into a routine where each team member recognised the role and commitment they held individually in order to make their ventures a success. As one of the objectives was to bring the women closer together as a community and create a sense of belonging, several joint projects were initiated so networking and support for each other can be further strengthened.

The potential of the ventures has stirred further interest to develop a product which could be marketed collectively for the three (3) villages. As a result, the Kiulu Community Collective Enterprise (KCCE), with representation from the three (3) villages was established. The women went through the process of selecting the name for their brand and agreed that '*Kiulu Kio*' would provide the best representation. The newly formed collective introduced its first two products by utilising two unique local sources, *Liposu* fruits and banana stems.

The *Liposu*, which is harvested from the wild and has a special place among Sabahans, often referred to as "Sabah Apple". The *Liposu* tree can grow up to 30 metres high, and found in lowland forest to sub-montane forests up to 1300 Metres in altitude. In Sabah, likewise in Kiulu, most villagers harvest the *Liposu* fruits from neighbouring jungles around the vicinity of their village. *Liposu* fruits are hardly ever cultivated in orchards as they are considered as a semi-wild and non-climacteric fruit, with little commercial value.

The 2nd product the women produced was made from banana stems, *Kerepek Batang Pisang*. KCCE conducted a series of market testing and product evaluation within the community to ensure the quality of the products were of commercial value. For the first time, the ‘*Kiulu Kio*’ products were launched during the 2023 Harvest Festival Celebrations, which was jointly organised by seven (7) villages in Kiulu. Since then, KCCE have had a consistent flow of orders for the *Sambal Liposu* and *Kerepek Batang Pisang*. The collective has been continuously improving the two products to ensure they adhere to strict quality controls during production. They are now exploring diversification into other products, packaging, and market expansion.

In between production, the women attended several capacity building sessions to further equip them with the necessary skills, resources, and support to expand their businesses. Through training workshops, mentorship programmes, and access to financial initiatives, they have gained the confidence and capabilities to navigate the competitive business landscape.

WISE is composed of 23 women and they have generated supplementary income through their respective ventures. Although the initial income was modest and at times uncertain, this had not deterred them from striving for improvement. The collective effort of the women has fostered a sense of ‘*semangat kekitaan*’ (spirit of togetherness) and strengthened their willingness to collaborate, share knowledge, and mutually support each other in terms of shortfall in expectations.

The WISE were also made aware of international campaigns such as ‘*International Women’s Day*’, ‘*One Billion Rising*’ and ‘*Orange The World*’. One Billion Rising and Orange The World are global initiatives aimed at ending violence against women and girls, with One Billion Rising encouraging collective action through art and activism events, and Orange The World promoting awareness and solidarity by using the color orange during the 16 Days of Activism Against Gender-Based Violence. This year, the women gathered committee members from ASP and YCC to organise International Women’s Day. Such celebrations are not typically common in rural development programmes, but the fact that the women came together to call for action to advocate on gender related issues served as evidence that they have gained the confidence to voice their opinions in accelerating equality for women in their community.

Activities promoting women empowerment:



WISE members visited the pineapple factory in Kiau Nuluh, Kota Belud, as part of their learning experience to glean insights from other community-based initiatives.



Sukaneka during International Women's Day celebration on 8th March 2024 at Ratau Campsite.



A determined member of WISE, showcased her commitment by actively participating in the programme with her new child.



WISE selling their products during the PSAS Fundraising Event.



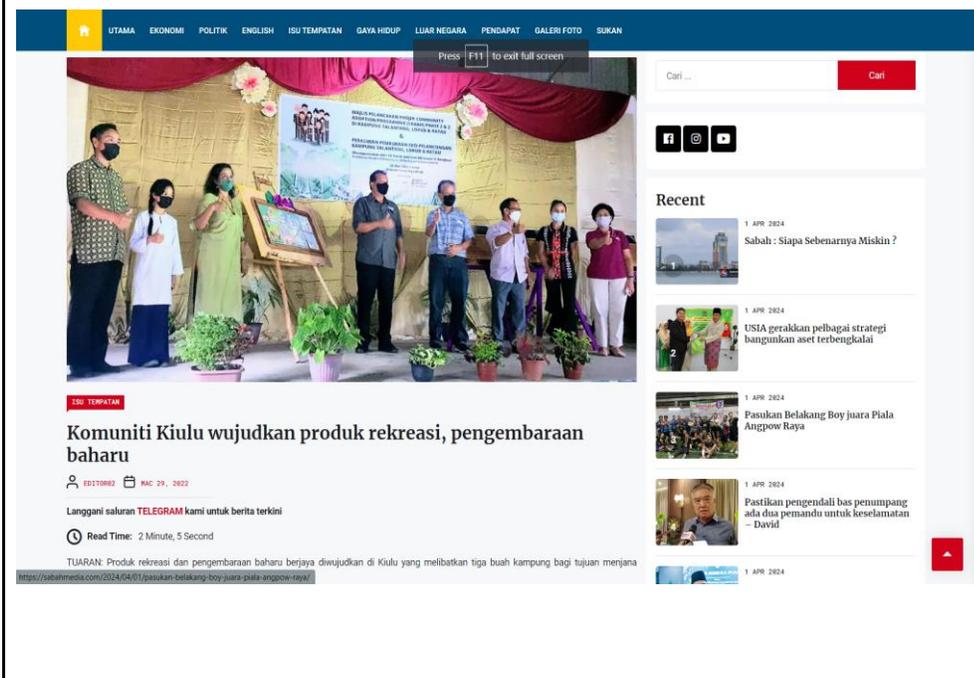
Introduction of Kiulu Kio products during the Harvest Festival celebrations in Kg. Lokub (2023).

Achievements and Highlights



<https://www.youtube.com/watch?v=mvpZ8Nn6tmw>

Coverage of 'Majlis Pelancaran Projek Community Adoption Programme-Sabah Phase 2 & 3' on 28th March 2022 by RTM



Link:
<https://sabahmedia.com/2022/03/29/komuniti-kiulu-wujudkan-produk-rekreasi-pengembaraan-baharu/>

PPM-012-12-14072023



MALAYSIA

AKTA PERTUBUHAN 1966
PERATURAN-PERATURAN PERTUBUHAN 1984

BORANG 3
(Peraturan 5)

SIJIL PENDAFTARAN

Adalah diperakui bahawa
PERSATUAN SOKONGAN AKADEMIK SABAH
PERSATUAN SOKONGAN AKADEMIK, DEWAN UNDIK, KAMPUNG LOKUB, D/A CLEMENTINA
JOANES PETI SURAT 34 KIULU, TAMPARULI
89250 TUARAN
SABAH

hari ini didaftarkan sebagai suatu pertubuhan di bawah Seksyen 7
Akta Pertubuhan 1966 dan bahawa nombor pendaftarannya ialah

PPM-012-12-14072023

Diperakui dengan ditandatangani oleh saya pada
14 hari bulan Julai 2023



(MOHD NAWARDI BIN SAAD)
Pendaftar Pertubuhan,
Malaysia

The *Persatuan Sokongan Akademik Sabah (PSAS)* was officially registered under the Registrar of Societies (ROS) on 14th July 2023.

UTAMA EKONOMI POLITIK ENGLISH ISU TEMPATAN GAYA HIDUP LUAR NEGARA PENDAPAT GALERI FOTO SUKAN

Home / 2024 / Februari / 4 / Projek "Community Adoption Programme-Sabah" bawa perubahan positif di Kiulu

UTAMA

Projek "Community Adoption Programme-Sabah" bawa perubahan positif di Kiulu

EDITORIAL FEBRUARI 4, 2024

Link:
<https://sabahmedia.com/2024/02/04/projek-community-adoption-programme-sabah-bawa-perubahan-positif-di-kiulu/>

CATALOG FOR YOU MORE

pressreader

Search Results

The Borneo Post (Sabah)

Programme empowers Dusun community in Kiulu

United Nations - Vijay Eswaran
6 Feb 2024

KIULU: RYTHM Foundation, the award-winning social impact arm of international conglomerate QI Group, recently concluded its inaugural Community Adoption Programme in Sabah (CAP Sabah), which focused on educational advancement, economic empowerment and overall community development.

This milestone was reached over the project's three-year duration through several initiatives in the adopted villages of Kampung Lokuh, Kampung Talantang and Kampung Ratau, located in the subdistrict of Kiulu.

A partnership with local NGO Good Shepherd Services (GSS), CAP Sabah focused on three main components: providing academic support to primary school children, guiding

youths in establishing eco-tourism ventures, and empowering women to operate microenterprises. The initiatives under CAP Sabah not only

Dato Sri Vijay Eswaran, Founder QI Group and Datin Sri Umayal Eswaran, Chairperson RYTHM Foundation with the Ratau folks.

Link:
<https://www.pressreader.com/malaysia/the-borneo-post-sabah/20240206/281711209545767>

Challenges and Lessons Learned

Challenges

1. Changes in School Directives

During Phase 3 of implementing the tuition classes, the main challenge encountered was the change of School Principal at SK Lokub, which caused delays in the implementation of the tuition classes. Fortunately, what could potentially affect the whole programme was saved as the Project Team and *Persatuan Sokongan Akademik Sabah* (PSAS) members had established rapport and rebuild this relationship with numerous courtesy visits, briefing on the history of the tuition programme, its inception, and the children's academic progress over the past two years. Additionally, the new principal requested a Memorandum of Understanding (MOU) letter between GSS and SK Lokub before the tuition classes could resume which created further delays.

Another challenge emerged during the 1st quarter of Phase 3: only students in *Tahap Penguasaan* 1 and 4 were allowed to attend the tuition, which greatly reduced the number of participants to the tuition classes to 60 students. However, by the 2nd quarter, as trust was gradually established with the new Principal, all the children were permitted to attend except students from Primary 1. This resulted in an increase in participation to 80 children at the tuition classes.

In addition, tuition classes were typically held on weekdays after school. However, due to new directives and the hot season at the beginning of the school year, the tuition classes were only allowed on public holidays or weekends further hindering participation. This change was especially challenging for parents due to logistics and transportation, as sending their children on weekends had posed significant difficulties due to the distance they needed to travel. Furthermore, tutors had to adjust their schedules, balancing time between tuition and family commitments.

During the transitional period, the Project Team and PSAS played crucial roles in facilitating communication with the school principal. Parents were encouraged to ensure their children attended tuition classes as some realised their own limitations in guiding their children's academic performance.

2. Navigating internal disputes

One of the challenges faced was determining the extent of involvement in situations requiring intervention, such as internal conflicts among parents and teachers which were unrelated to the programme itself. Managing relationships amidst existing conflicts led to delays and feelings of unpleasantness amongst the parents and teachers. At times, the Project Team have had to intervene as intermediaries to address these internal issues, which were sensitive and personal. Mishandling such issues could negatively impact programme implementation and its success.

To address this challenge, the team organised team-building sessions to strengthen relationships and trust among the parents and teachers. Emphasis was placed on establishing clear lines of communication and encouraging open and transparent dialogue among them. Fostering an environment where individuals felt comfortable in expressing their thoughts and concerns was essential. By promoting a culture of transparency and collaboration, parents and teachers could work together more effectively towards achieving common goals.

3. Diversity in Engagement

Dealing with the three (3) villages, each under different leadership styles and composed of individuals with diverse backgrounds, beliefs, and values, had posed significant challenges. Nonetheless, the Project Team has proactively addressed these challenges by keeping the women engaged through regular communication and meetings to ensure that they are involved in the planning and decision-making process. This had allowed thorough consideration of their immediate needs. This collaborative approach has fostered a sense of ownership and enhanced the likelihood of the women's buy-in and support. To promote transparency and cultivate trust, the women also received regular updates on the progress of each village. Through proactive engagement with the women and keeping ears on the ground, taking into account their concerns and requirements, has contributed to improved programme alignment with community needs, smoother implementation processes, and enhanced overall outcomes.

Lesson Learned

1. One valuable lesson learned was the importance of cultural sensitivity and respect towards the community. Working collaboratively with three distinct communities over the past three years has highlighted the necessity for flexibility in scheduling meetings, activities, and events to accommodate the communities' preferred times for communal gathering. Additionally, recognition and honouring local customs and traditions, particularly in times of unexpected events such as a death within the community. In such instances, it was essential to postpone meetings or programmes out of respect for the deceased and mindful of the community's mourning process. Although these practices have been deeply ingrained within the communities, navigating the sensitivities of each village and adherence to local traditions and customs was critical to the success of the project.
2. Throughout the project, the journey to bridge the gap between rural communities and urban business partners in seeking networking opportunities to empower both sectors was not an easy task. It became evident that to truly empower the community, collaboration with a diverse team of experts were essential. The leveraging of resources from individuals with diverse backgrounds and expertise significantly enhanced the project's impact and allowed for the development and advancement of the community on multiple fronts. In particular, the project's venture into ecotourism highlighted the value of cooperation and networking. This

endeavour offered the community an opportunity to harness their natural resources for socio-economic progress.

3. The learning experience of programme participants has proven effective through the provision of practical training and exposure opportunities, such as organising fundraising activities, the *Persatuan Sokongan Akademik Sabah* Family Day, and International Women's Day events. Their involvement cultivated valuable life-long skills, boosted their confidence in running activities independently, and provided invaluable experience, empowering them to apply acquired knowledge and skill. This practical engagement enabled them to actively contribute to team building and take ownership of their roles in the implementation of economic and social activities. Providing practical training and assigning responsibilities in planning and execution not only accelerated their learning but also built capacity in being more engaged and effective team members, ensuring individual growth and success in their respective roles.

Best Practices

1. Working with a community characterised by diverse values and beliefs stemming from varying educational backgrounds and socio-economic status necessitates a heightened sensitivity in all phases of planning, implementation, and evaluation. Collaboration with entities like PSAS, YCC, and WISE highlighted the importance of fostering a positive atmosphere and attitude to encourage participants to share their knowledge, and skills, as they possess invaluable insights in their own context and situation. In the implementation of the children's programme, the community's familiarity with each other facilitated recruitment efforts, while in another instance, the women's initiative for the formation of a collective in Phase 3 demonstrated a deep understanding of local natural resources in production. The community members organised themselves for the implementation of the activities and coordinated the evaluation process to enhance the quality of their products. The role of the Project Team was to guide and refine existing practices within the local context.
2. Establishing strong and effective communication with the community was crucial when working in rural settings. From the project's inception, it was essential to identify the fundamental needs, which required extensive communication with communities familiar with the locality and among themselves. The Project Teams played a vital role in this process by engaging the community to facilitate and determine the feasibility and viability of the participants' ideas and approaches toward their ventures. During planning and implementation, it was necessary to harness the community's input to identify suitable resources and empower them to organise themselves within the given time frame.
3. Providing support from the grassroots involved offering guidance, resources, and mentorship to individuals or collectively as a group as they initiated and implemented their respective projects. This approach focused on empowering participants with the skills, knowledge, and self-sufficiency needed to sustain themselves over the long term. By equipping them with the necessary tools and support, individuals could navigate challenges, seize opportunities, and ultimately achieve sustainable success in their endeavours. This holistic approach emphasised fostering self-reliance, resilience, and ownership among beneficiaries, leading to meaningful and lasting impact within communities.

Academic Support Programme



Muhammad Farid Syazwan Bin Wahid

Nama saya Muhammad Farid Syazwan Bin Wahid, berumur 12 tahun. Saya berasal dari Kampung Lokub, oleh itu ibu bapa saya menghantar saya bersekolah di SK Lokub kerana sekolah itu dekat dengan rumah saya.

Saya suka belajar di kelas tuisyen. Ibu bapa saya merupakan pendorong utama saya untuk mengikuti kelas tuisyen ini. Perkara positif yang saya pelajari semasa mengikuti kelas

tuisyen, Program Keselamatan dan Perlindungan Diri dan Program Selangkah Yakin Boleh ialah saya dapat berdialog dengan kawan-kawan semasa kelas tuisyen berjalan dan semasa sesi program, saya juga belajar mengambil tanggungjawab sebagai ketua dalam perbincangan, pengalaman sedemikian mengajar saya untuk memberanikan diri, saya juga belajar bagaimana saling menghormati dan mendengar apa yang kawan saya cuba sampaikan. Semua pengalaman ini banyak membantu membina keyakinan diri saya.

Tahun ini merupakan tahun terakhir bagi saya di kelas tuisyen kerana saya akan melangkah ke sekolah menengah. Walau bagaimanapun, saya sudah bersedia dari segi fizikal dan mental. Hal ini kerana saya sudah membiasakan diri selama mengikuti program-program yang diadakan. Saya berharap agar kawan-kawan saya yang masih belajar di kelas tuisyen pada tahun hadapan akan terus berusaha dan tidak mudah mengalah.

English version

My name is Muhammad Farid Syazwan Bin Wahid, and I am 12 years old. I come from Kampung Lokub, therefore my parents sent me to SK Lokub because the school is close to my home.

I enjoy attending tuition classes. My parents are the main motivators for me to attend these classes. The positive things I have learned from attending tuition classes, the *Program Keselamatan dan Perlindungan Diri* and the *Program Selangkah Yakin Boleh* include being able to dialogue with friends during tuition classes and programme sessions. I also learned to take responsibility as a leader in discussions, which taught me to be brave. All these experiences have greatly helped build my self-confidence.

This year is my last year in tuition class because I will be moving onto secondary school. However, I am physically and mentally prepared. This is because I have become accustomed to participating in the programmes held. I hope that my friends who are still in tuition class next year will continue to strive and not give up easily.

Alddryan Bangguk



Nama saya Alddryan Bangguk, berumur 11 tahun saya mengikuti kelas tuisyen semasa saya berumur 9 tahun dan merupakan pelajar Istimewa. Saya ikut kelas tuisyen atas galakan ibubapa dan guru-guru di sekolah. Pada mulanya, saya tidak rasa selesa sebab saya tidak pandai membaca, mengira dan tulisan saya buruk. Tetapi saya ada impian dan mahu belajar. Selain tuisyen yang ditawarkan oleh GSS, cikgu-cikgu dan Guru besar turut bergilir membantu saya secara individu. Sepanjang mengikuti kelas tuisyen saya merasa seronok, tapi banyak masa tidak ikut kelas tuisyen dan masih menerima lembaran kerja yang disediakan oleh guru kelas tuisyen dan ibubapa saya juga turut membimbing saya dalam menyelesaikan kerja rumah yang diberi. Dorongan guru tuisyen dan guru-guru membuat saya mahu mencuba. Selain dari itu, saya juga terpilih mengikut kelas Literasi Enuma juga dikendalikan oleh GSS. Pembelajaran ini sangat menarik dan baik bagi saya kerana menggunakan komputer Riba (Tablet). Cikgu memberitahu saya, saya dapat melepasi tahap penguasaan dan perlu diperbaiki lagi. Saya berharap akan terus mengikuti tuisyen di masa akan datang, sebab kelas tuisyen sangat membantu saya.



Aلدريان during the second phase of the Academic Support Programme.



Aلدريان during Majlis Penghargaan Murid Cemerlang Sukan SK Lokub.

English version

My name is Aلدريان Bangguk, and I am 11 years old. I started attending tuition classes when I was 9 years old and am a special needs student. I joined the tuition classes with encouragement from my parents and teachers at school. At first, I didn't feel comfortable because I couldn't read, count and my handwriting was poor. But I have dreams and want to learn. Besides the tuition offered by GSS, teachers and the principal also took turns to help me individually. Throughout attending tuition classes, I felt happy, but there were many times I didn't attend the tuition classes and still received worksheets prepared by the tuition teacher, and my parents also guided me in completing the given homework. The encouragement from the tuition teacher and other teachers made me want to try. Additionally, I was selected to

join the ENUMA Literacy class, also conducted by GSS. This learning was very interesting and good for me because it used a tablet. The teacher told me that I was able to pass the proficiency level and needed further improvement. I hope to continue attending tuition in the future because the tuition classes have been very helpful for me.



Lenny Tiah Ending

Sebagai seorang ibu dan tutor, saya terlibat dalam Program Sokongan Akademik dibawah Projek Komuniti Angkat-Sabah, setelah mengetahui tentangnya melalui anak saya yang mengikuti program kelas tuisyen di bawah program ini. Anak saya begitu bersemangat dengan pengalaman positifnya dalam program tersebut - dari sesi pembelajaran yang menyeronokkan hingga kepada makanan percuma dan alat tulis yang disediakan. Ini mendorong saya untuk ingin mengetahui lebih lanjut mengenai projek ini. Saya kemudiannya turut mengambil bahagian dalam program yang dianjurkan oleh GSS dan akhirnya ditawarkan menjadi tenaga pengajar dan ahli Persatuan Sokongan Akademik (PSAS).

Penglibatan saya dalam Program Kelas Tuisyen telah membuka mata saya terhadap potensi saya sebagai seorang ibu untuk memberi bimbingan pelajaran kepada kanak-kanak di komuniti. Walaupun saya menghadapi cabaran sebagai seorang ibu dan tutor yang tidak mempunyai pengalaman mengajar sebelum ini, latihan dan bimbingan yang diterima dari projek ini telah meningkatkan keyakinan saya. Saya belajar menjadi lebih penyabar dan mampu berhadapan dengan cabaran dalam membimbing kanak-kanak. Saya juga mengambil inisiatif untuk mendekati ibu bapa yang kurang memberi perhatian dan sokongan terhadap kepada keperluan pendidikan anak-anak mereka agar menghargai pentingnya pendidikan dalam pembangunan kanak-kanak.

Saya sangat bersyukur dan menghargai segala apa yang saya alami sepanjang projek. Hal ini memberi erti kehidupan bagi saya. Memberi dan menerima serta mengongsikan kepada

mereka yang memerlukan demi kemajuan komuniti saya sendiri. Saya memberitahu diri saya, siapa lagi kalau bukan diri saya yang menyumbang demi kemajuan komuniti.

Harapan saya adalah supaya ahli Persatuan Sokongan Akademik Sabah (PSAS) terus bertenaga dalam usaha memperkenalkan PSAS di luar daerah Kiulu. Saya juga berharap agar ilmu dan pengalaman yang kami perolehi dapat digunakan dalam penerusan Program Sokongan Akademik di bawah seliaan Persatuan Sokongan Akademik Sabah nanti, dan akhirnya dapat membantu lebih ramai lagi kanak-kanak yang memerlukan bantuan pendidikan di Sabah, terutama mereka yang masih hidup dalam keadaan kemiskinan.

English version

As a mother and tutor, I got involved in the Academic Support Programme under the Community Adoption Programme - Sabah after knowing about it through my child, who was attending tuition classes offered by the programme. My child was very enthusiastic about the positive experiences in the programme - from the enjoyable learning sessions to the free meals and stationery provided. This motivated me to learn more about the project. I then participated in the programme organised by GSS and was eventually offered a position as an instructor and member of the Persatuan Sokongan Akademik Sabah (PSAS).

My involvement in the Tuition Class Programme has opened my eyes to my potential as a mother to provide educational guidance to children in the community. Although I faced challenges as a mother and tutor without prior teaching experience, the training and guidance received from this project have boosted my confidence. I learned to become more patient and capable of facing challenges in guiding children. I also took the initiative to approach parents who may not have been attentive and supportive of their children's educational needs to appreciate the importance of education in children's development.

I am deeply grateful and appreciate everything I have experienced throughout the project. It has given meaning to my life. Giving and receiving, as well as sharing with those in need for the progress of my own community. I remind myself, who else but me that can contribute to the advancement of the community? I hope for the members of Persatuan Sokongan Akademik Sabah (PSAS) to continue to be energetic in their efforts to introduce PSAS beyond the Kiulu district. I also hope that the knowledge and experience we have gained can be used in the continuation of the Academic Support Programme under the auspices of the PSAS, and ultimately help more children in need of educational assistance in Sabah, especially those still living in poverty.

Youth Empowerment Programme

Pengalaman saya secara peribadi semasa projek sedang dijalankan ialah, kami dapat bekerjasama membahagikan tugas walaupun komuniti di kampung kami (Kg Talantang) boleh dikira dengan jari. Kesibukan ahli komuniti menjalankan kerja hakiki juga hampir mengekang kami untuk meneruskan inisiatif ekopelancongan kami. Selama projek ini berjalan banyak manfaat yang telah kami terima. Antara manfaat yang kami telah dapat dalam projek ini adalah, kami dapat belajar cara pengurusan kewangan yang sistematik dengan menghadiri sesi pembangunan kapasiti yang telah diadakan oleh Good Shepherd Services. Selain itu, kami juga telah dilatih untuk sentiasa menyediakan persekitaran yang selamat dan menarik minat pengunjung, kemudahan yang mesra pengunjung dan juga menggunakan aplikasi media sosial untuk mempromosikan ekopelancongan kami.

Bukan itu sahaja, kami juga telah belajar cara berkomunikasi dengan pengunjung secara bersemuka dengan cara yang betul sehingga ada beberapa pengunjung yang kembali datang ke tempat eko pelancongan kami.



Francisca Dauni



Combining resources at Kg Talantang.

Manfaat yang paling utama kami dapat adalah kami akhirnya dapat menambah sumber pendapatan melalui projek ini.

Walaupun ada cabaran yang terpaksa kami hadapi seperti rangkaian internet di lokasi kami yang lemah dan menyebabkan kami sukar untuk berhubung dengan pengunjung dan kami juga kekurangan dari segi kenderaan untuk mengambil pengunjung kami dari jalan utama ke lokasi ekopelancongan kami. Namun, hasil dari kerjasama antara ahli ekopelancongan dan komuniti kampung kami dapat mengatasi cabaran ini. Harapan kami walaupun berakhirnya projek ini nanti, kami masih dapat meneruskan inisiatif ekopelancongan kami dengan berbekalkan latihan dan pembelajaran yang telah kami dapat selama ini. Terima kasih yang tidak terhingga kepada pihak yang telah membantu kami dari segi dana dan tenaga sehingga kami sampai di tahap ini.

English version

My personal experience during the project was that we were able to collaborate and divide tasks even though our community in Kampung Talantang could be counted on fingers. The busyness of community members in carrying out their real work also almost hindered us from continuing our ecotourism initiative. Throughout the project, we have received many benefits. Among the benefits we have gained from this project is that we learned systematic financial management by attending capacity-building sessions organised by GSS. Additionally, we were also trained to always provide a safe and engaging environment for visitors, visitor-friendly facilities, and to use social media applications to promote our ecotourism.

Not only that, we also learned how to communicate face-to-face with visitors in the right way to the extent that some visitors returned to our ecotourism site.

The main benefit we gained is that we finally managed to increase our income through this project. Although there were challenges we had to face such as weak internet connectivity at our location, making it difficult for us to communicate with visitors, and also a lack of transportation to take our visitors from the main road to our ecotourism site. However, through the collaboration between ecotourism members and our village community, we were able to overcome these challenges. Our hope is that even after the end of this project, we can still continue our ecotourism initiative armed with the training and learning we have received so far. Our heartfelt thanks go to those who helped us in terms of funding and resources until we reached this stage.

Women Empowerment Programme

Imelda Kasung



Imelda Kasung as the emcee during the International Women's Day 2024.

Apabila GSS memulakan projek CAP, khususnya WISE & KCCE, semestinya saya berasa gembira kerana berpeluang melakukan sesuatu yang selama ini tidak terlintas dalam fikiran. Pada masa yang sama, saya juga berasa tidak yakin atau was-was kerana risau projek ini tidak menjadi. Kami berani untuk mencuba walaupun terdapat juga kawan-kawan yang akhirnya tidak mahu turut serta dalam projek ini. Ini tidak mematahkan keinginan kami untuk menyahut cabaran dan memanfaatkan peluang yang diberikan. Lagipun, saya terfikir bahawa kami harus mengambil peluang untuk menguji tahap kemampuan diri dalam satu bidang agar dapat memaksimumkan potensi diri. Saya juga percaya bahawa kegagalan bukan perkara luar biasa, tetap salah satu proses untuk mencapai kejayaan dalam hidup. Berkat semangat dan dorongan yang ada diantara ahli yang bermula dari perniagaan runcit,

perkhidmatan fotokopi, dan hasil pertanian, WISE akhirnya membentuk satu perniagaan yang lebih menyeluruh, dikenali sebagai Kiulu Community Collective Enterprise (KCCE) yang membawa jenama Kiulu Kio. Kiulu Kio merupakan jenama produk Sambal Liposu dan Kerepek Batang pisang yang diusahakan oleh KCCE.

Melalui projek ini, komuniti setempat yang pada mulanya melihat liposu sebagai buah yang kurang digunakan kerana jarang dicari dalam pasar tani dilihat sudah punya potensi untuk dikomersialkan. Begitu juga dengan batang pisang yang biasanya dibuang begitu sahaja, ia boleh dijadikan snek lazat dan sihat disebabkan sumber kaya serat. Idea untuk memulihara pokok liposu juga sudah mulai timbul dalam kalangan petani, yang mana mereka tidak lagi menebang pokok liposu sesuka hati.

Kami melihat perbezaan pendapat dalam kalangan ahli ini sebagai satu motivasi untuk menyahut cabaran. Melalui perbincangan secara positif, kami menapis nilai-nilai negatif dalam diri kami dan saling mendorong agar berani meneruskan projek. Secara jujur, tanpa komitmen dari setiap ahli, sudah tentu projek yang dirancang tidak akan berjalan. Semasa projek ini berjalan, banyak ilmu pengetahuan yang kami perolehi sama ada secara langsung atau tidak, seperti kursus Kepimpinan, Motivasi, Teknologi Digital, Pengurusan Asas Kewangan, Pengendalian Makanan dan lain-lain lagi. Kami turut diberi peluang melawat Koonduan Kiau Nuluh pada 28 Februari 2024, yang merupakan pusat pemprosesan hasilan nanas. Kunjungan kami juga diberi peluang untuk berkongsi kisah inspirasi yang membawa kepada kejayaan dan kekuatan untuk terus bertahan dalam projek yang sedang diusahakan. Saya berpendapat menceburi suatu projek merupakan satu perjalanan panjang, kita mungkin akan belajar sesuatu secara formal ataupun tidak formal, untuk mengendalikan projek sehingga selesai dengan baik dan memberi manfaat kepada semua ahli yang terlibat dan seterusnya kepada komuniti setempat. Harapan saya agar projek KCCE akan terus maju jaya dan tidak mudah putus asa mengharungi jatuh bangun dalam bidang perniagaan. Semoga segala pembelajaran dan perkongsian dengan GSS selama ini akan menjadi kekuatan dalam diri setiap ahli KCCE.

English version

When GSS initiated the CAP project, especially WISE & KCCE, I definitely felt happy because I had the opportunity to do something that had never crossed my mind before. At the same time, I also felt unsure or apprehensive because I was worried that the project might not succeed. We dared to try even though there were also friends who eventually did not want to participate in this project. This did not dampen our desire to take on the challenge and seize the opportunities given. After all, I thought that we should take the opportunity to test our capabilities in a field to maximise our potential. I also believe that failure is not extraordinary; it is still one of the processes to achieve success in life.

Thanks to the spirit and encouragement among members starting from retail business, photocopy services, and agricultural produce, WISE finally formed a more comprehensive

business, known as the Kiulu Community Collective Enterprise (KCCE), which carries the Kiulu Kio brand. Kiulu Kio is the brand of Sambal Liposu and Banana stem crisps products managed by KCCE.

Through this project, the local community, who initially saw Liposu as a fruit that was underutilised because it was rarely sought after in the farmers's market, is now seen as having the potential to be commercialised. Similarly, with banana stems that are usually discarded, they can be turned into delicious and healthy snacks due to their rich fiber content. The idea of preserving Liposu trees has also begun to emerge among farmers, who no longer indiscriminately cut down Liposu trees.

We see the differences of opinion among members as a motivation to take on the challenge. Through positive discussions, we filtered out negative values within ourselves and encouraged each other to bravely continue the project. Honestly, without the commitment of each member, the planned project would not have been able to proceed.

During this project, we acquired a lot of knowledge, both directly and indirectly, such as courses in leadership, motivation, digital technology, basic financial management, food handling, and many others. We were also given the opportunity to visit Koonduan Kiau Nuluh on February 28, 2024, which is a pineapple processing centre. During our visit, we also had the chance to share inspirational stories that led to success and the strength to persist in the project we are working on.

I believe that embarking on a project is a long journey. We may learn something formally or informally to manage the project successfully and benefit all members involved and the local community. My hope is that the KCCE project will continue to thrive and not easily give up in facing the ups and downs of the business world. May all the learning and sharing with GSS become a source of strength for each KCCE member.



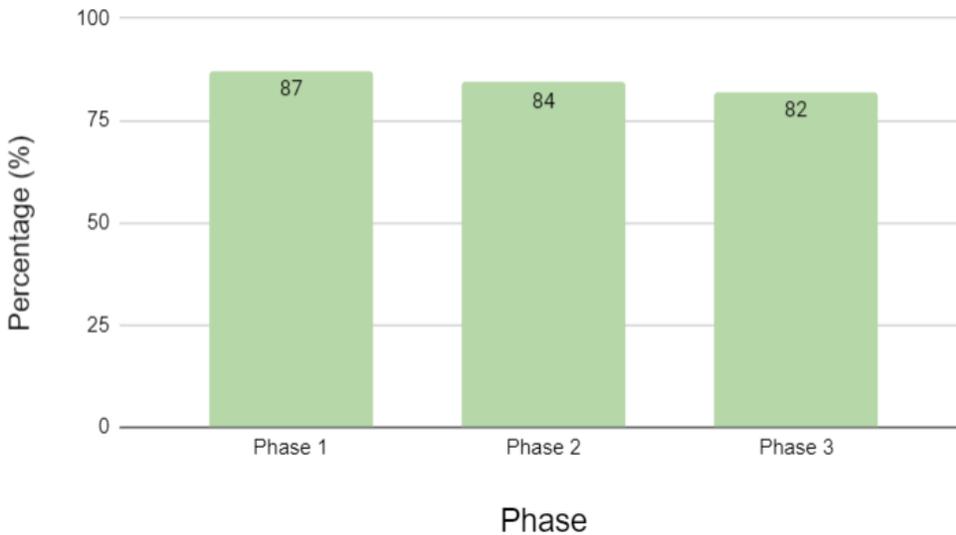
Imelda Kasung (left) presenting her outcome during the Training of Trainers.

Monitoring and Evaluation

A. Academic Support Programme

i. 80% attendance of the children to the tuition classes

Graph 1: Student Attendance to Academic Support Program



The analysis of student attendance across the 3 Phases of the Academic Support Programme demonstrated consistent achievement of the 80% attendance target. The programme commenced with an attendance rate of 87% in Phase 1, indicating strong student interest. Despite slight declines in attendance to 84% and 82% in Phase 2 and 3, respectively, the programme consistently maintained attendance above the target, reflecting continuous student engagement.

Some factors that contributed to the decrease in student attendance in Phase 2 and 3 were changes in school management and, towards the end of the school academic year, students' involvement in inter-school and inter-district level sports activities, affected tuition attendance. Overall, despite these challenges, the programme had successfully achieved its objective of 80% attendance throughout all phases. This indicated that the tuition classes offered by the Academic Support Programme was well-received by the students, recognising the value and expressing interest in participating in the activities of the Academic Support Programme.

ii. Marked academic improvement

Table 1: Comparison of Academic Performance Pre and Post intervention

Description	PHASE 1		PHASE 2				PHASE 3			
	No. of Students		No. of Students		No. of Students [Special Needs Students]		No. of Students		No of Students [Special Needs Student]	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Level of Mastery	Mid-term Penilaian Bilik Darjah (PBD)	Year-End PBD	Mid-term Penilaian Bilik Darjah (PBD)	Year-End PBD	Mid-term Penilaian Bilik Darjah (PBD)	Year-End PBD	Mid-term Penilaian Bilik Darjah (PBD)	Year-End PBD	Mid-term Penilaian Bilik Darjah (PBD)	Year-End PBD
MTM	38	47	66	90	0	0	55	79	0	1
BMTM	10	1	11	10	2	2	5	1	2	1
Total No.	48	48	76	100	2	2	60	80	2	2
Overall % increase from BMTM to MTM	79%	98%	87%	90%	0%	0%	92%	99%	0%	50

Acronym of level of Mastery

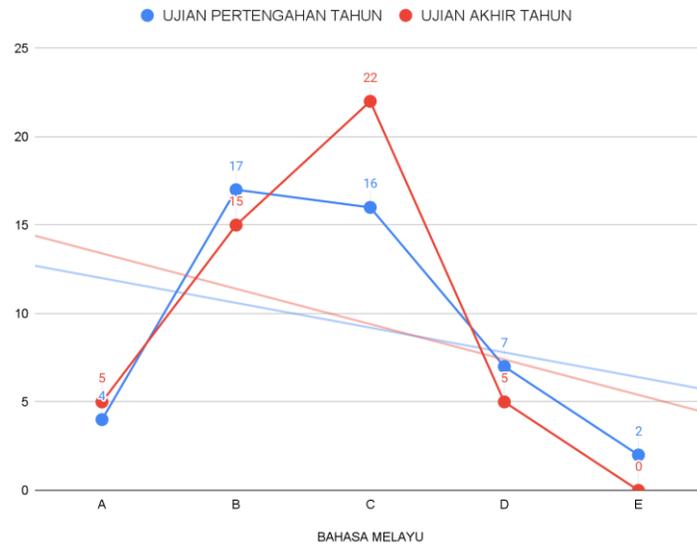
BMTM [<i>Belum Menguasai Tahap Minima</i>]	Not yet mastered minimum level
MTM [<i>Menguasai Tahap Minimum</i>]	Master the minimum level

The impact of the Academic Support Programme on student performance during school assessments across its three phases revealed a significant upward trend in academic achievement. During Phase 1, an impressive 98% of students achieved the mastery level in the year-end assessment. In Phase 2, the momentum continued with the proportion of students achieving the mastery level increasing from 87% to 90%. Phase 3 marked the most substantial progress, with a notable 7% rise in students reaching the mastery level, elevating the overall percentage from 92% to an outstanding 99%. Of particular interest was the progress of two special students who had struggled to reach the minimum mastery level in both tuition and school assessments. Despite the challenges, one of these students was able to achieve a mastery level in the year-end school assessments after participating in the Academic Support Programme. These results indicated a consistent and substantial enhancement in students' overall performance and mastery level attainment across all three phases of the programme duration.

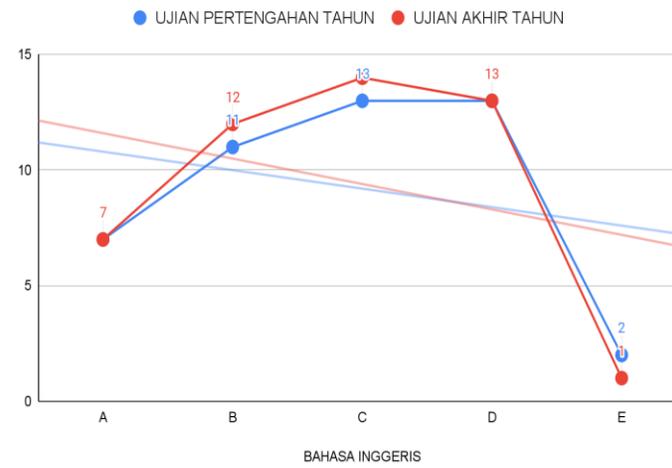
iii. Confidence in exams and studying

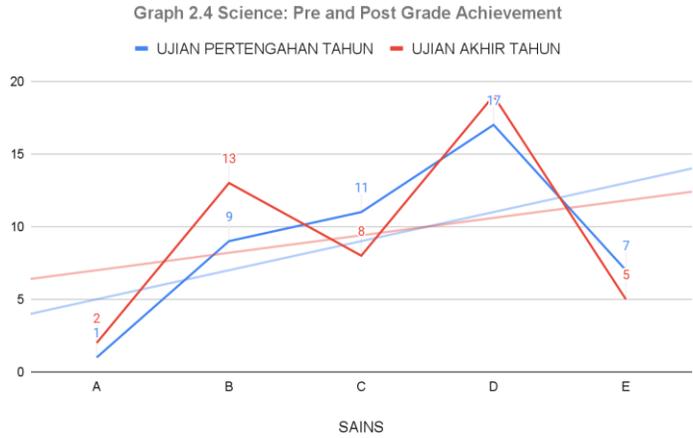
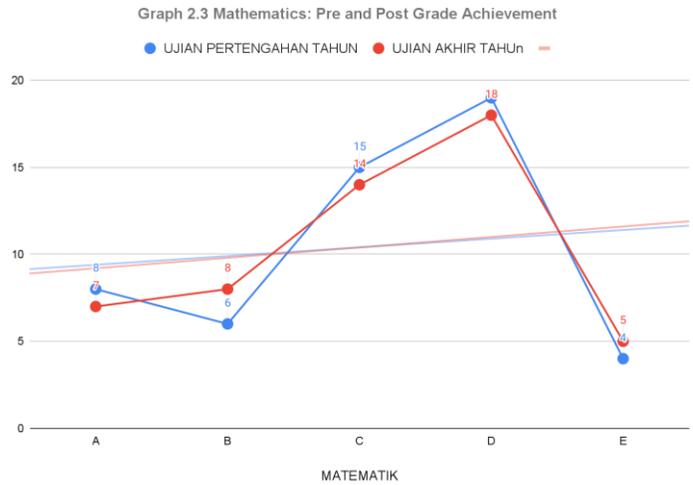
PHASE 1

Graph 2.1: Bahasa Melayu Pre and Post Grade Achievement

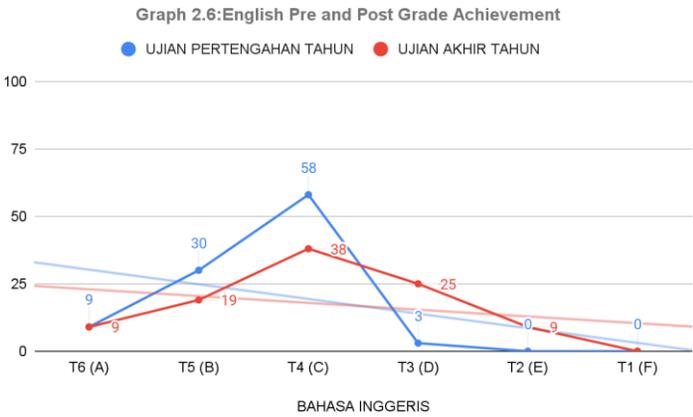
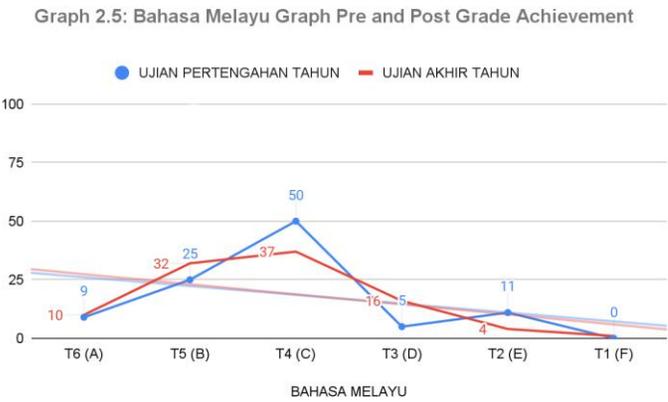


Graph 2.2: English Pre and Post Grade Achievement

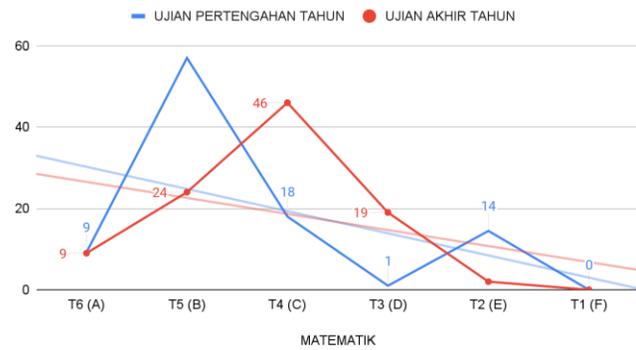




PHASE 2



Graph 2.7: Mathematics Pre and Post Grade Achievement

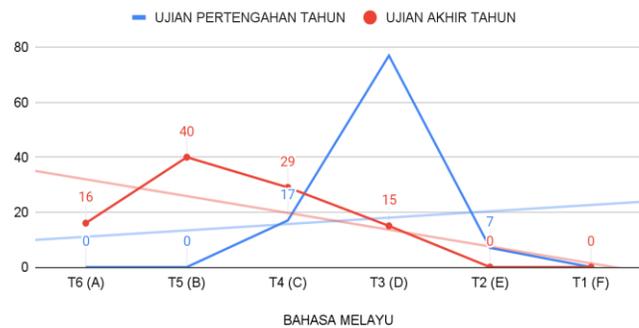


Graph 2.8: Science Pre and Post Grade Achievement

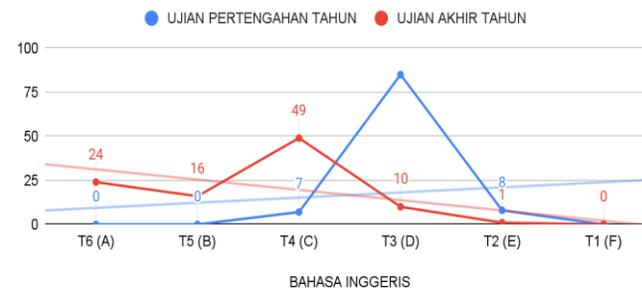


PHASE 3

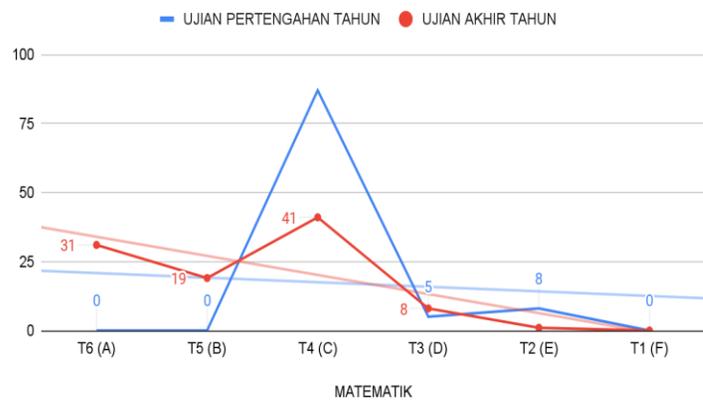
Graph 2.9: Bahasa Melayu Pre and Post Grade Achievement



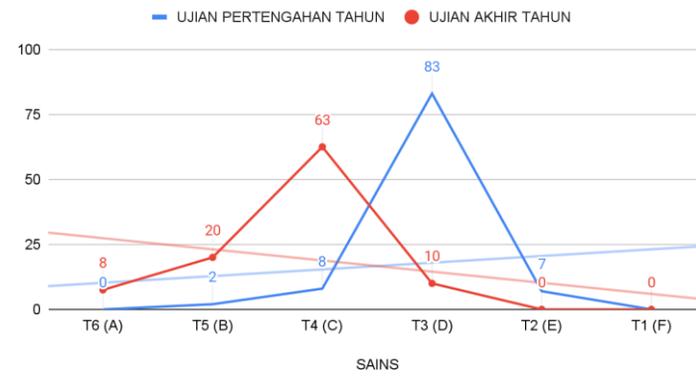
Graph 3.0: English Pre and Post Grade Achievement



Graph 3.1: Mathematics Pre and Post Grade Achievement



Graph 3.2: Science Pre and Post Grade Achievement



Based on the comparison of examination results from the mid-term and year-end exams over three years, each subject showed an increasing pattern in academic grade achievement, except in Phase 1. In this phase, Graph 2.3 indicated a slight decrease in academic achievement for the Mathematics subject. Based on discussions with the facilitators, the students were generally weak in their multiplication skills, unable to differentiate between the 12-hour and 24-hour clock system, and had low numerical literacy. Thus, tutors developed a comprehensive learning approach to improve the students' literacy in these areas, leading to improvements in Phase 2.

In Phase 2, as per Graph 2.5, the year-end exams showed a slight increase in grade A achievement for Bahasa Melayu and Science. The scores for Mathematics and English subjects remained the same for both the mid-year and year-end exams. Overall, the year-end exam scores were generally higher than the mid-year exam scores.

Meanwhile, in Phase 3, the results showed an encouraging increase in academic grade achievement across all subjects. Notably, Mathematics subjects displayed a high increase in the number of students achieving Grade A in their scores.

In conclusion, the results indicated that the students' confidence in exams and studying was evident. The improvement in academic grade achievement, the consistency in scores for certain subjects all pointed towards a strong sense of self-assurance and capability among the students. When students possess self-assurance in their abilities, they approach academic challenges with a positive mindset, setting higher goals and exhibiting greater motivation to achieve them. Additionally, a strong sense of capability empowers students to tackle academic tasks with efficiency and effectiveness. When students believe in their capacity to grasp concepts and apply them appropriately, they become better equipped to maintain consistent performance across different subjects. This confidence, coupled with effective preparation strategies, contributed to their success in both mid-year and year-end exams.

B. Youth Empowerment Programme

i. Increase membership by at least 30% for each phase

Bil	Name	Gender	Village
1	Citinnaly Dolimin	F	Ratau
2	Dennis Dolimin	M	
3	Elilia Iyasun	F	
4	Hendrey Iyasun	M	
5	Innocent Paul	M	
6	Lunah Iyasun	F	
7	Petrus Mailu	M	
8	Roy Richardo	M	
9	Olga Juana B.	F	
10	Chester Latius	M	Lokub
11	Josephine Ladimin	F	
12	Aldavona Liph	F	
13	Ivy Andrea Unus	F	
14	Emanuel Gohun	M	
15	Jesse L. Unding	F	Talantang
16	Bonny Benze Eing	M	
17	Delima Lidong	F	
18	Dulinah Bt. Lidong	F	
19	Lasius Pangin	M	
20	Vester Douni	M	
21	Jason March Vester	M	
22	Francisca Dauni	F	

Table 2 : Youth Connect Circle (YCC) Members

Table 3: Percentage Increase in Membership (%)

Phases	Total participants	Percentage
1	12	0%
2	18	50%
3	22	83.3%

As of April 2024, YCC has seen significant growth in membership, with a total of 22 youths members as shown from Table 3. Initially, the YCC had 12 members. The membership increased by 50% in Phase 2 and an additional 83.3% increase in Phase 3.

ii. Increase of baseline income by 50% annually

Table 4: Ecotourism Income Details

Ecotourism Products	Baseline income (Established in 2022)	Phase 2			Phase 3		
		Grand Total Gross Income (RM)	Average Monthly Income (RM)	% of Annual Income achieved from baseline income established in 2022	Grand Total Gross Income (RM)	Average Monthly Income (RM)	% of Annual Income achieved from baseline income established in 2022
Kampung Talantang (Watu Kokoluton Hill)	0	6499.00	542.00	542%	4204.00	350.33	350%
Kampung Lokub (Sangod Hill)	0	3537.90	295.00	295%	4240.00	353.33	353%
Kampung Ratau (Ratau Campsite)	0	9476.00	790.00	790%	10,765.80	897.15	897%

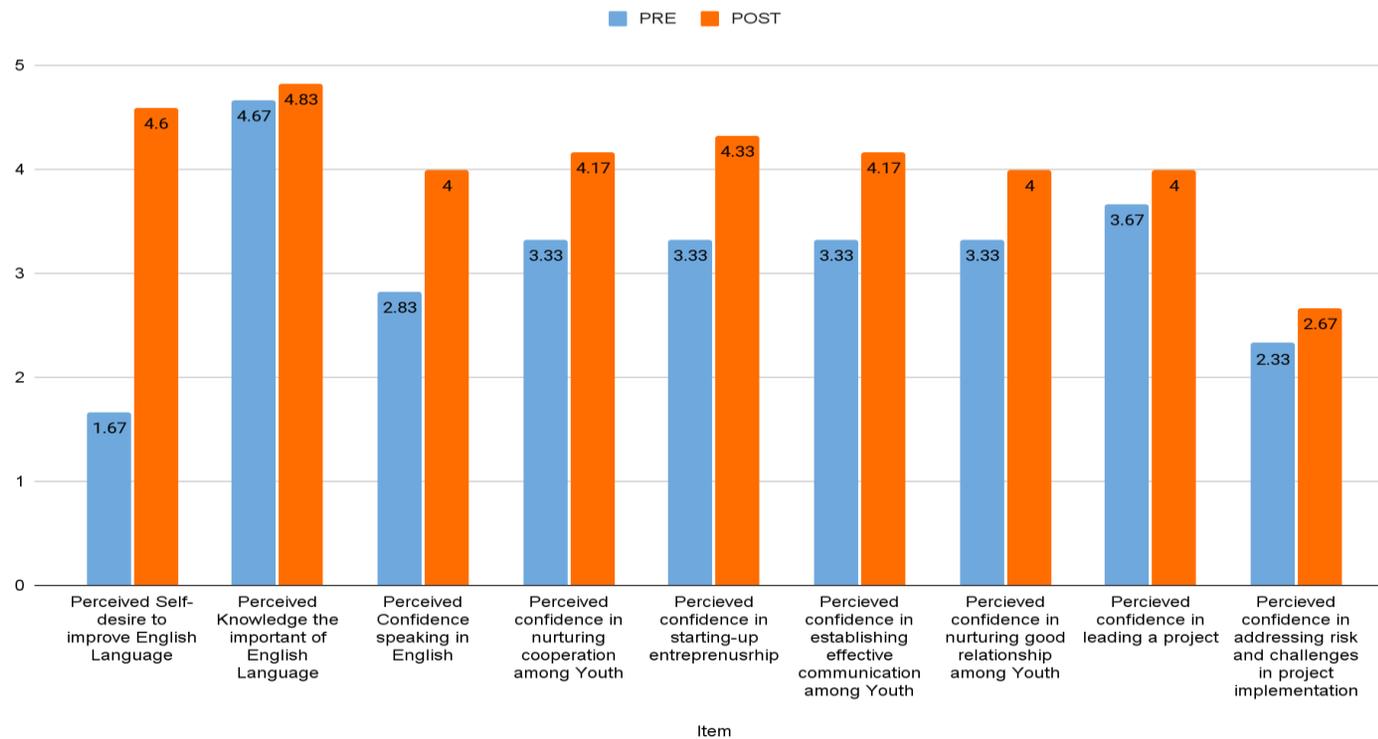
Link: [Ecotourism income monitoring](#)

In the second phase, all three ecotourism industries recorded an annual income exceeding 50% of the targeted amount for the year. This increase was primarily attributed to their active participation in activities organised by agencies other than OutReach Borneo, such as the Borneo Ultra Trail Marathon, where their locations were selected as hosts for the event. At the end of Phase 3, Ratau

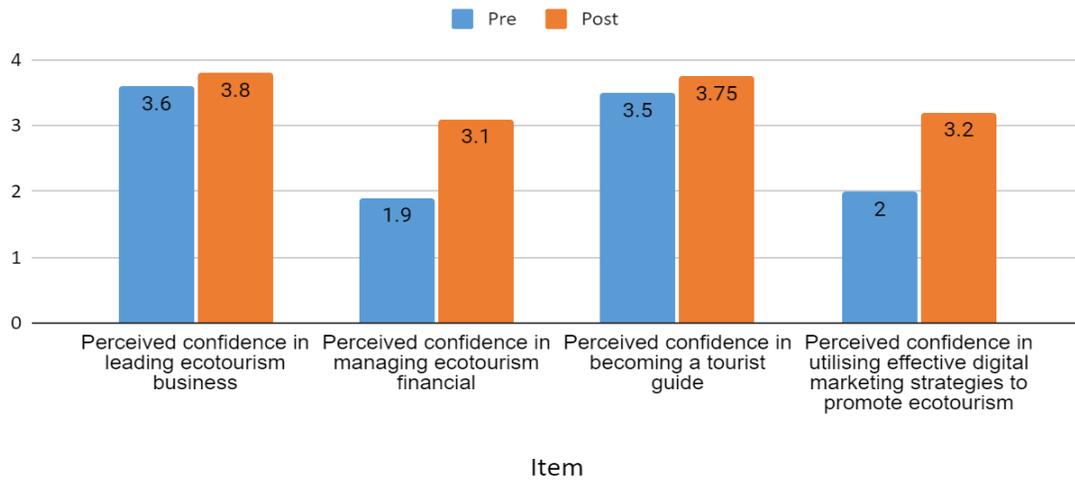
Ecotourism and Lokub Ecotourism reported an increase in income. This resulted from the two villages being involved in OutReach Borneo's collaborative programmes and is anticipated to continue to increase in April. Talantang Ecotourism experienced a slight decline in Phase 3 due to deterioration of the road surface leading to their location caused by the construction of a telephone signal substation. However, despite this setback, they remained actively engaged in promoting their ecotourism activities, which are expected to contribute to future income growth. Overall, the average annual income for the three ecotourism sites showed positive growth over the duration of CAP.

iii. Confident youth that can help transform the communities

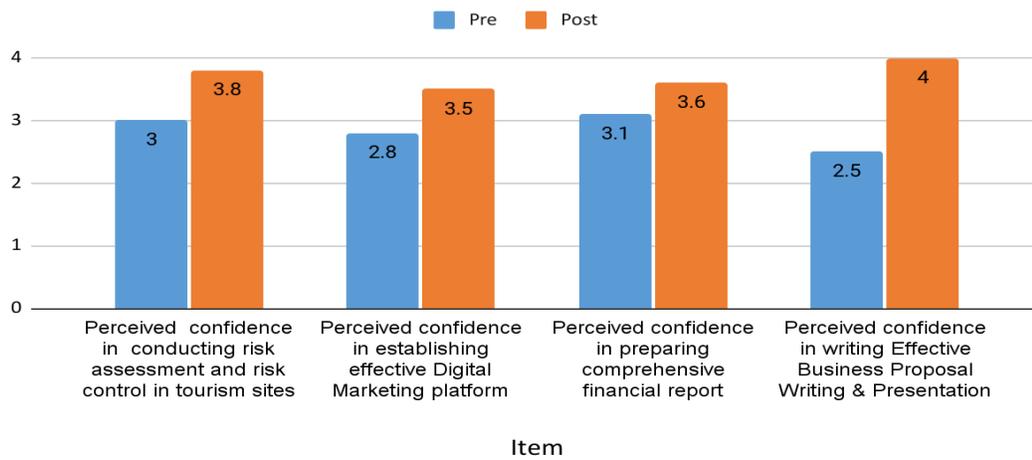
Graph 3.3: Overall Pre- and Post- analysis on the Youth's Character's Development [Phase 1]



Graph 3.4: Overall Pre & Post-analysis on the Youth's Capacity Building [Phase 2]



Graph 3.5: Overall Pre & Post -analysis on the Youth's Capacity Building [Phase 3]



Mean Score	Interpretation of mean score
1.00-2.33	Low
2.34-3.66	Average
3.67-5.00	High

Throughout the three-year project, evaluations were consistently conducted before and after capacity building sessions. These assessments aimed to measure the youth's confidence in various aspects such as skills, knowledge and motivation to drive transformation and progress in their communities. The results of the overall pre and post evaluations from Phase 1 to 3 revealed an increase in perceived knowledge and confidence.

In Phase 1, based on Graph 3.3, the most significant increase in mean score was the perceived self-desire to improve their English, which increased from 1.47 to 4.6.

Meanwhile, in Phase 2, according to Graph 3.4, the highest increase in mean score was the perceived confidence in managing ecotourism finances, which went from 1.9 to 3.1. Lastly, in Phase 3, as shown in Graph 3.5, the most substantial increase in mean score was the perceived confidence in writing effective business proposals and presentations, which improved from 2.5 to 4.

Based on the pre and post evaluation results, it can conclude that the youth possess a strong sense of self-assurance and capability.

C. Women Empowerment Programme

i. At least 10 women are involved in each phase

Throughout the two phases of the Women Empowerment Programme, a total of twenty (23) women participated in the women livelihood initiatives. Among them, nine (9) women hailed from Kampung Ratau, seven (7) from Kampung Lokub and another seven (7) from Kampung Talantang.

Below is the list of women participants.

Table 5: List of women participants

Bil	Full name	Age	Village	Phase
1	DORINSIM UNDIR (PENASIHAT)	71	Ratau	1 & 2
2	JAILINA LONTUNI (PENGURUS)	39	Ratau	1 & 2
3	MARIANA TIWOL (TIM. SETIAUSAHA)	41	Ratau	1 & 2
4	MARY RANGKATA (BENDAHARI)	59	Ratau	1 & 2
5	MOLIN SALIUN (TIM. PENGERUSI)	46	Ratau	1 & 2
6	MUSELIN GAMPALID (AJK)	50	Ratau	1 & 2
7	NANCY SIKONG (PENGURUSI)	50	Ratau	1 & 2
8	SOKILIN GOMBULU (AJK)	64	Ratau	1 & 2
9	SUSAN JUANIS (AJK)	34	Ratau	1 & 2
10	EMILY YONG TSHING AI (AJK)	42	Lokub	1 & 2
11	LAIBIE ANTING (BENDAHARI)	50	Lokub	1 & 2
12	IMELDA KASUNG	49	Lokub	1 & 2
13	NORMAZNI GIDOS (PENGURUSI)	38	Lokub	1 & 2
14	RINNIE DAIMEH (SETIAUSAHA)	42	Lokub	1 & 2
15	ROSLIN TINUS (AJK)	51	Lokub	1 & 2
16	SUJILAH GAMAT (AJK)	42	Lokub	1 & 2
17	CHATRINA DANGKU (BENDAHARI)	56	Talantang	1 & 2
18	DELIMA LIDONG (SETIAUSAHA)	29	Talantang	1 & 2
19	DULINAH LIDONG (TIM. PENGERUSI)	43	Talantang	1 & 2
20	HELINA BINTI KUIBIN (PENGURUSI)	57	Talantang	1 & 2
21	KAMBIAD MADINGAL (AJK)	76	Talantang	1 & 2
22	MARIUS @CHRISTINA LIDONG (AJK)	36	Talantang	1 & 2
23	ROSNITA DANGKU (AJK)	64	Talantang	1 & 2

ii. At least 60% increase in income of the participants

Table 6: Women Income Details

NO	NAME	BASELINE INCOME (RM) (Established in 2022)	Total Income (Apr 2022 - Mar 2023)	Total Income (Apr 2023 - Mar 2024)	Grand Total Income	Average Monthly Income (Apr 2022 - Mar 2024) - 16 active months only	Percentage Increase in Income from Baseline Established in 2022
1	DORINSIM UNDIRING	0	RM193.50	RM571.00	RM764.50	48	48%
2	JAILINA LONTUNI	0	RM195.50	RM600.00	RM795.50	50	50%
3	MARIANA TIWOL	0	RM190.50	RM378.00	RM568.50	36	36%
4	MARY RANGKATA	0	RM193.50	RM629.00	RM822.50	51	51%
5	MOLIN SALIUN	0	RM195.50	RM665.00	RM860.50	54	54%
6	MUSELIN GAMPALID	0	RM193.50	RM609.00	RM802.50	50	50%
7	NANCY SIKONG	0	RM195.50	RM701.00	RM896.50	56	56%
8	SOKILIN GOMBULU	0	RM193.50	RM586.00	RM779.50	49	49%
9	SUSAN JUANIS	0	RM193.50	RM532.00	RM725.50	45	45%
10	EMILY YONG TSHING AI	0	RM117.00	RM845.50	RM962.50	60	60%
11	LAIBIE ANTING	0	RM117.00	RM870.50	RM987.50	62	62%
12	IMELDA KASUNG	0	RM117.00	RM845.50	RM962.50	60	60%
13	NORMAZNI AZMAN	0	RM117.00	RM870.50	RM987.50	62	62%
14	RINNIE DAIMEH	0	RM117.00	RM870.50	RM987.50	62	62%
15	ROSLIN TINUS	0	RM117.00	RM712.00	RM829.00	52	52%
16	SUJILAH GAMAT	0	RM117.00	RM739.50	RM856.50	54	54%
17	CHATRINA DANGKU	0	RM663.10	RM3,036.49	RM3,699.59	231	231%
18	DELIMA LIDONG	0	RM663.10	RM2,194.49	RM2,857.59	179	179%
19	DULINAH LIDONG	0	RM663.10	RM3,036.49	RM3,699.59	231	231%
20	HELINA BINTI KUIBIN	0	RM663.10	RM3,036.49	RM3,699.59	231	231%
21	KAMBIAD MADINGAL	0	RM659.50	RM60.00	RM719.50	45	45%
22	MARIUS LIDONG	0	RM663.10	RM3,036.49	RM3,699.59	231	231%
23	ROSNITA DANGKU	0	RM663.10	RM2,543.49	RM3,206.59	200	200%

WISE members generated income through various activities including wages from their respective villages and the production and sale of *Kiulu Kio* products. Data summarised revealed that prior to this, none of the members had a baseline income, relying instead on their spouses or family members for financial support. Their farming activities primarily served their families' consumption needs, with minimal surplus for sale. WISE initiatives provided them with opportunities to generate income for their families while also learning entrepreneurship skills, thereby empowering them to inspire other women in their communities. Despite varying levels of involvement, even members with limited participation, such as an elderly member, demonstrated determination and remained engaged in WISE activities.

Table 7

No	% of Income Increased from 2022 Baseline Income	No of WISE Members
1	0% - 30%	0
2	31% - 60%:	14
3	61% - 100%:	3
4	> 100%	6
Total		23 women

There are four sources of income generated by WISE members that have been taken into account:

- i) *Kedai Runcit Konduan Talantang*
- ii) Ratau Agriculture Farm
- iii) *Tondu Togingo Hub* (Printing and food services)
- iv) Production of *Kiulu Kio* (*sambal liposu & kerepek batang pisang*)

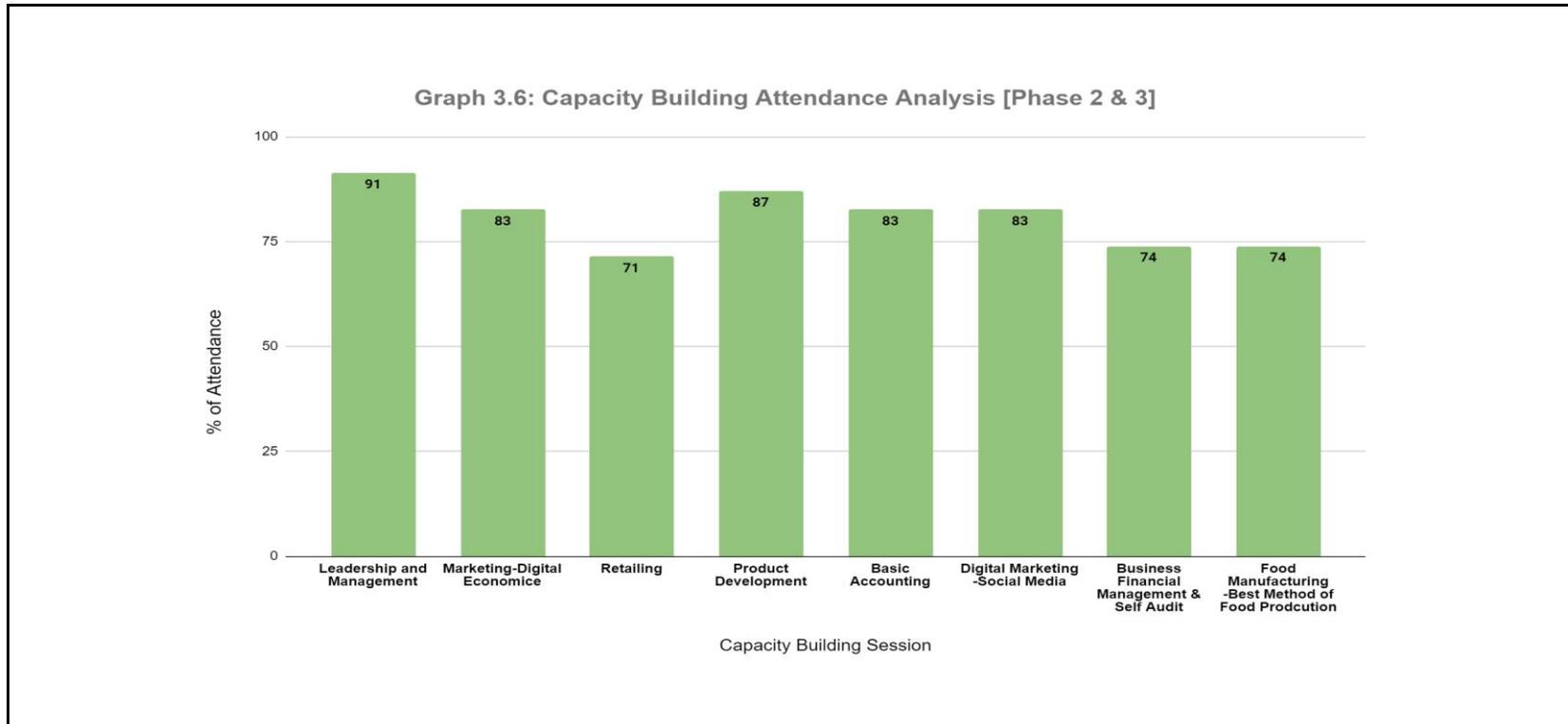
The cumulative income generated from these four initiatives is accounted for as follows:

INCOME MONITORING				
Enterprise	<i>Tondu Togingo Hub Enterprise Lokub</i>	Ratau Agriculture Farm	<i>Kedai Runcit Konduan Talantang</i>	Kiulu Community Collective Enterprise
TOTAL (RM)	RM5,736.60	RM7,063.20	RM25,522.27	RM4,945.00

Table 8

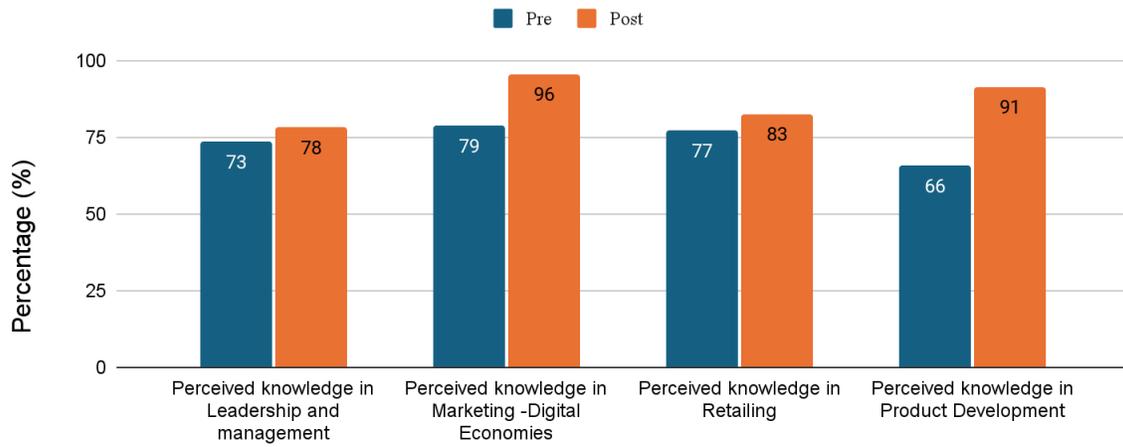
Link: [WISE income monitoring](#)

iii. 80% participant are able to increase their entrepreneurship skill-set

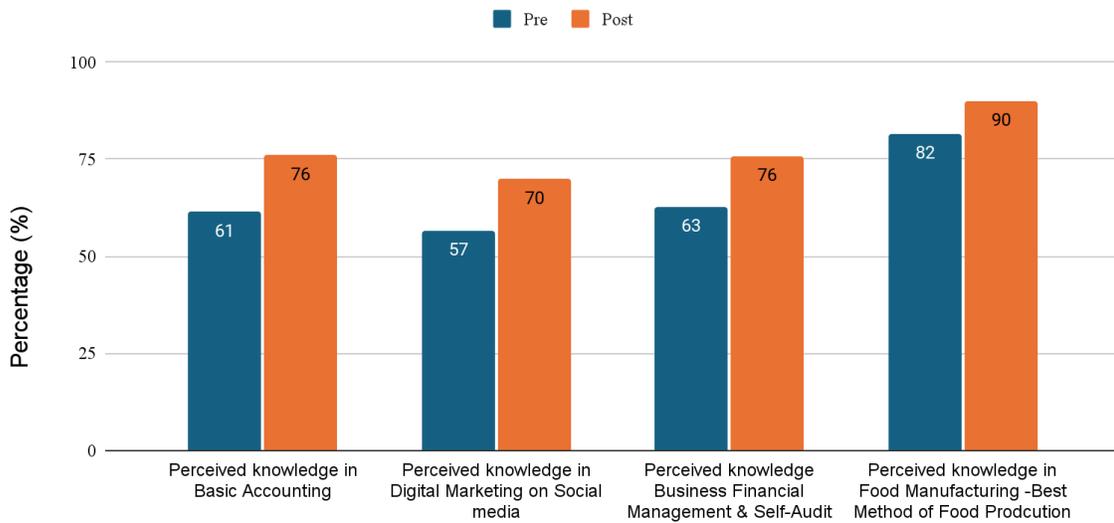


Based on the attendance analysis shown in Graph 3.6, overall, 81% of the women participated in the eight capacity-building sessions across two phases to strengthen cohesion and core competencies in their entrepreneurship. The decrease in attendance below 80% in some sessions primarily occurred due to unavoidable last-minute commitments from the women. However, we ensured that training slides were shared with those who were unable to attend, thereby keeping them in the loop and up-to-date.

Graph 3.7: Overall Pre and Post-Analysis of Entrepreneurship Capacity Building [Phase 1]



Graph 3.8: Overall Pre and Post -analysis of Entrepreneurship Capacity Building [Phase 2]



The capacity-building sessions aimed to empower women with the necessary skills and confidence to pursue entrepreneurship. The type of entrepreneurship topics was determined in collaboration with programme participants from the beginning. The entrepreneurship model followed a community-based approach, involving the participation of the community in specific activities.

Throughout the capacity-building sessions, pre- and post-evaluations were conducted to gauge the knowledge and confidence of participants across various topics. Based on Graphs 3.7 and 3.8, all aspects recorded an increase in perceived knowledge and skills gained.

The highest increase in percentage was observed in the topic of Product Development, rising from 66 % to 91%. Following closely, the topic of Marketing in Digital Economies showed a significant increase from 79% to 96%, while Basic Accounting exhibited a notable increase from 61% to 76%.

Based on the pre- and post-results, it can be concluded that the women had a keen interest in enhancing themselves, as they recognised the significance of these skills in their enterprises. The training modules proved invaluable in equipping women with the confidence and entrepreneurial skills needed for capacity building. They also instilled a sense of motivation, encouraging collective efforts in developing a product that truly reflects their uniqueness.

Sustainability and Reporting

To ensure the sustainability and scalability, the team has implemented several measures:

Academic Support Programme

Firstly, the establishment of the Academic Support Committee (ASC) and its formal registration as *Persatuan Sokongan Akademik Sabah* represented an achievement, as it provided a robust organisational structure for overseeing programme activities, coordinating stakeholders, and ensuring accountability. This step not only laid the foundation for effective programme leadership but also facilitated strategic planning and resource allocation to optimise program outcomes.

Moreover, ASC's collaboration with SK Lokub exemplified a proactive approach to leveraging existing resources and expertise within the community. By closely aligning with the school's objectives and tapping into its infrastructure, human capital, and institutional support, the ASC was able to enhance its programme delivery.

Furthermore, recognising the importance of financial sustainability, ASC embarked on proactive fundraising initiatives aimed at securing adequate resources to support its operations beyond the project's duration. These efforts not only raised essential funds but also fostered a sense of ownership and investment among community members, who actively contributed to the fundraising activities. This grassroots support not only ensured the programme's short-term viability but also laid the groundwork for its long-term sustainability and growth.

Lastly, the programme's forward-looking approach included strategic collaborations with *Jawatan Pembangunan Keselamatan dan Kemajuan Kampung* (JPKK), demonstrating a commitment to expanding its reach and impact. By tapping into JPKK's networks, resources, and expertise in community development, the committee aimed to extend its services to underserved areas, thereby addressing broader educational needs within the Kiulu community. These collaborative efforts not only diversified the programme's partnerships but also reinforced its relevance and effectiveness in addressing evolving educational challenges.

Youth Empowerment Programme

As part of the sustainability efforts, the ecotourism ventures undertook several strategic initiatives. To start, they expanded their collaboration with other tourism agencies, including Borneo Ultra Trails Sdn Bhd, INDAGO Inspirational School Trips, and Inspiring Vacations, in addition to their existing partnership with OutReach Borneo. Following this, *Ratau Campsite* and *Ratau Agrofarm* took the initiative to register under the Kg. Ratau cooperative, aimed at strengthening their financial stability and accessing training opportunities. Furthermore, the ventures diversified their product offerings, with Talantang Ecotourism and Lokub Ecotourism planning to establish camping sites, while Ratau Ecotourism intended to introduce chalets and

traditional cooking classes. These plans were inspired by collaboration with OutReach Borneo, which designated their site as a traditional cooking class venue for foreign tourists. Lastly, in preparation for future financial assistance or grants, Good Shepherd Services facilitated capacity-building sessions with experts from Bioxpert, focusing on effective business proposal writing and business plan presentation skills. Also, a two-year strategic plan is also in the works. These collective efforts aimed to enhance the sustainability and resilience of the ecotourism ventures, ensuring their continued success and positive impact on the local community.

Women Empowerment Programme

The establishment of the WISE Collective committee, comprising programme participants from each village, highlighted a commitment to community involvement and empowerment. This collective committee plays an important role in setting strategic goals, monitoring project progress, and evaluating outcomes, thereby ensuring sustained impact and relevance. Following this, the plan to register Kiulu Community Collective Enterprise (KCCE) as a Cooperative signified a proactive step towards formalising the programme's structure and operations. Through ongoing capacity-building efforts and engagement with relevant agencies, KCCE aimed to leverage the cooperative framework to access grants, training opportunities, and marketing avenues, fostering economic empowerment and sustainability within the community. Additionally, the establishment of the WISE Hub situated in Kg. Lokub as a production site for KCCE not only centralised production activities but also served as a focal point for community engagement and programme coordination. Lastly, the initiative to establish *Koperasi Komuniti Ratau Kiulu Berhad* in Kg. Ratau reflected community-driven efforts to maximise opportunities for collaboration and resource mobilisation. They planned to integrate all activities under the cooperative umbrella, including the Ratau campsite, agriculture farm, *Dalai* craft, and stingless bee honey production, to enhance efficiency and coordination. Through these integrated efforts, the project cultivated resilience, empowered local communities, and fostered sustainable socio-economic growth in Kiulu.

Organisational Update

There was a change in Project Lead and team members in Phase 2. However, it did not affect the implementation and progress of the project.

Conclusion

The project has provided significant results which has brought about positive changes and development within the three (3) villages. Through collective action and collaboration, various initiatives and programmes have been implemented to address the needs of the children, youths and women. The challenges faced were not insurmountable and this was testament to the efforts and commitment of the participants in wanting to make a difference, no matter how small to improve their current situations.

The support provided by the school management and PSAS have not only provided the students from SK Lokub the opportunity to improve academically but also, boosted the confidence of the children significantly especially those who had experienced learning challenges.

Through the project, improved livelihoods via ecotourism and micro-enterprise ventures for the youths and women also fostered a sense of unity and support among themselves. It is important to continue building on the achievement of the project, in further strengthening community bonds, and monitoring economic development within the three (3) villages. With continued dedication and support, the community members themselves can aspire to greater heights and achieve even more significant milestones in the future.

The success of this project would not have been possible without the generous funding provided by RYTHM Foundation. To this, GSS is eternally grateful.