CONTENTS
List of Tables
List of Figures
Executive Summary
1.1 Background to Capacity Development Training
   1.1.1. CDT Aims and Objectives
   1.1.2 Project Team
   1.1.3 Project Duration
1.2 Conceptual Framework
1.3 Content of Capacity Development Training
   1.3.1 Quantitative Research
   1.3.2 Qualitative Research
1.4 Participating NGO
Part 2: Case Studies
2.1 Case Study 1
2.2 Case Study 2
2.3 Case Study 3
2.4 Case Study 4
2.5 Case Study 5
2.6 Case Study 6
2.7 Case Study 7
2.8 Case Study 8
2.9 Case Study 9
2.10 Case Study 10
2.11 Case Study 11

PART 3: Overall Assessment
3.1 Strength of SEDIC Programs
3.2 Issues & Challenges faced by NGO’s
3.3 Improvement: Recommendations
3.4 Suggestions: Action Plans
Appendix
List of Tables
List of Figures
Executive Summary

The Capacity Development Programme was approved and proposed to a four-pronged objective, namely to:

- Educate and build capacity amongst the selected NGOs that had received grants from SEDIC.
- Investigate the extent to which the selected programmes have achieved their objectives via data obtained from participants from respective NGOs.
- Investigate the extent to which the selected programmes have impacted the targeted participants.
- Describe the issues that surfaced during the implementation of the programme under study.

This report provides an analysis and evaluation of the capacity development training provided to 11 selected NGOs funded by SEDIC to show social impact on the target community and in a way, legitimizes the investments. The training sessions were planned and executed by the training team from construction of toolkits, training of NGO representatives, mentoring them to collect data, present their findings and compiling final report based on data presented by NGOs.

Results of the training showed that all NGOs except for one progressed well from the identification stage to the reporting stage. However, the level of understanding and impact measurement conducted by each NGO varies due to their individual programmes. The ten case studies portray the effectiveness and success of their programmes in terms of social impact that have brought about short and long term objectives. One of the NGO (Pertubuhan Sri Gading Malaysia) did not send any representative for the capacity development training, and thus the project team did not report our findings for this NGO and their T.R.U.S.T. programme.
Overall our project concludes the following:

- The interpretations of the output of the Capacity Development Training was a result of analyses by representatives of NGO’s using quantitative and qualitative analysis for each NGO after toolkits were provided to them.

- Majority of the NGO’s had done their best to collect data according to the needs of the training team albeit during the NGO’s presentations’ it was evident that the funding supported their projects and the NGO representatives felt that they could have provided a more complete report if there was an ongoing impact measurement.

- On balance, we find that the programmes delivered by the identified NGOs (ten in total) have achieved their intended objectives based on the data provided to the project team.

- There are strengths of the SEDIC funded projects. The project team has identified areas for improvement based on the issues highlighted by the NGOs. To this end, relevant recommendations for SEDIC’s consideration is also given in this report.
PART 1

1.1 Background to Capacity Development Training (CDT)

The Action Plan for the Future of Tamil Schools (or PTST henceforth), is a Government initiated action plan to look into the educational needs of Malaysian Tamil Schools. The educational pillar of the Malaysian Indian Blueprint (2017 – 2026) renders that Realising each child’s potential is a necessary component among the four pillars. The Government acknowledges the need to narrow the gap between vernacular Tamil schools and other types of schools and thus has entrusted PTST in improving the quality and standards of these schools to match that of the national average. Working with the fund allocations from the Unit for Socio-Economic Development of the Indian Community (SEDIC henceforth), PTST has been tasked to ensure that intervention activities be mobilized to assist children and youth below 18 years of age in their educational needs.

A substantial amount of funds has been allocated by the government to look into the needs of vernacular Tamil schools from Preschool, Primary Schools right up to Tertiary level. In line with this objective, many programmes or well-meaning interventions have been designed and implemented by several organisations including NGOs wanting to uplift the Indian educational and social needs. Investments in these intervention programmes have been substantial, but there is a need to assess the effectiveness and success of these programmes in terms of the social impact that these investments have brought about in the short and long-term to society.

As such, effectiveness of the SEDIC programmes to show social impact on the target community and in a way, legitimizes the investments needs to be identified. The CDT would help to show the transparency and accountability of investments as promised by the grant recipients. In fact, the CDT might help NGOs to facilitate stakeholders to make informed decisions about the continuity of such programmes and subsequent investments in future programmes.
1.1.1. CDT Aims and Objectives

With this in mind, an independent panel of CDT trainers were mobilized by SEDIC via the Malaysian Community and Education Foundation (MCEF) to conduct capacity development training and produce this report. The panel of trainers proposed the **Capacity Development Methodology in Research for PTST Programmes** (CDMR henceforth) and the report has the following objectives. It would:

- demonstrate the extent to which the selected programmes have achieved their objectives.
- discuss the impact of selected programmes on the target participants
- describe the issues that surfaced during the implementation of the programmes
- outline the capacity development training for grant recipients.

The first three objectives would be the result of the sharing sessions during workshops and meetings between grant recipients and the CDMR panel. Based on these output of the impact measurement study, the final objective outlines the steps taken by the panel of trainers to educate and initiate capacity development training. The capacity development training was to ensure future applications and interventions understand that the qualities of accountability, reliability, comparability and universal impact are important, and to make it clear that the recipients carry the mandate and trust of the Government to show results that are in line with the vision, mission and aspirations of the Government as proposed in the Malaysian Indian Blueprint (2017).

1.1.2 Project Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
</table>
| 1. Dr. Vishalache Balakrishnan  
Faculty of Education  
University of Malaya  
Kuala Lumpur. | Lead Researcher |
| 2. Dr. Thilagavathi Shanmuganathan  
Department Of English Language  
Faculty Of Languages & Linguistics  
University of Malaya  
Kuala Lumpur. | Researcher |
| 3. Professor Dr. Murali Raman  
Faculty of Management  
Multimedia University  
Cyberjaya Campus  
Cyberjaya. | Researcher |
### 1.1.3 Project Duration

<table>
<thead>
<tr>
<th>Activities</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Initial Meeting and discussions</td>
<td>June 2017</td>
</tr>
<tr>
<td>3. Preparation of tools and instruments for study (Workshop 1)</td>
<td>July 2017</td>
</tr>
<tr>
<td>4. Identifying Informants</td>
<td>June-July 2017</td>
</tr>
<tr>
<td>5. Data Collection</td>
<td>July-September 2017</td>
</tr>
<tr>
<td>6. Data Analysis and Report Writing (Workshop 2)</td>
<td>September-October 2017</td>
</tr>
<tr>
<td>7. Report Submission</td>
<td>December 2017</td>
</tr>
</tbody>
</table>

**The meetings within SEDIC and MCEF**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reporting of tools and instruments for study</td>
<td>End June 2017</td>
</tr>
<tr>
<td>2. Reporting of raw data collected from field work</td>
<td>Early September 2017</td>
</tr>
<tr>
<td>3. Reporting of final report</td>
<td>December 2017</td>
</tr>
</tbody>
</table>

Table 1: Names of project training team members.

Table 2: Timeline for proposed meeting between SEDIC and MCEF
1.2 Conceptual Framework

Process of measuring impact of Capacity Development for NGO’s

STEP 1 Training
- How to apply the research methodology approach (Quantitative & Qualitative)
- How to use research methodology tools (videos, images, visuals, documents etc)
- How to use the different resources (human resource, space, equipment and time, survey, interview, social media) available to report the task completed
- Motivating stakeholders to use the new knowledge and skills to complete the different phases of reporting
- Mentoring for capacity building

STEP 2 Presentations by NGOs (Based on the tool kit)
Narratives based on tool kit
NGO presentations based on their projects

STEP 3 Assessment and Interpretation
- Reporting data
- Impact on accountability
- Receiving missing information

STEP 4 Recommendation
- Sustainability of programs and replication
- Impact on participants
- Issues on the Implementation of the NGO projects

Mentoring process
Follow up with NGO representatives for filling in missing information
1.3 Content of Capacity Development Training

The Capacity Development Training was started by the training team by preparing a set of tools for each NGO. (Refer to Appendix A-K). The team decided that the NGO representatives should be exposed to both quantitative and qualitative research approaches. This is to enable NGOs involved to use the tools and adapt accordingly. The NGO representatives were trained for quantitative and qualitative research in order to collect data from participants. A detailed description of both were introduced with methods as well as examples were provided to the NGO representatives. Tools were customized to each NGO after analysis of the objectives. They were also trained to write present report. Basic skills in using power point was also taught to all the NGO representatives.

1.3.1 Quantitative Research Training for NGOs

The participating NGOs were given an overview on conducting quantitative research—the approach, methodology, and the rationale of quantitative analysis to their project. Several of the participating NGOs were targeting a large population base (e.g. Malaysian Hindu Sangam – 15,000) as direct beneficiaries of their respective programmes. Central limit theory purports the idea that, when respondents are large in number, data must be collected from a reasonable sample size (i.e. n>30), to ensure data reliability. As such, the participating teams were trained in the following areas, during the capacity development training:

- Difference between qualitative and quantitative data collection
- Research Design in quantitative research
- Sampling strategy
- Surveys – particularly how to collect data using surveys designed for their programmes
- Simple quantitative analysis techniques – using Microsoft Excel, during the training.

The delivery of this part of the capacity development training was done in a simplified manner as the project team was aware that not all participating NGOs were familiar with the academic style of conducting quantitative research. In this context, they were trained on the essential steps of using surveys and conducting simple analysis based on a sample dataset developed for this purpose.

1.3.2 Qualitative Research

Representatives from the various NGO’s were informed that they had to measure the extent of the success of the projects they implemented. All the NGO’s had taken up projects that were unique [ See Appendix] and hence the expected results or the outcome of the projects were different for each NGO.
The kind of training provided by the team members had to be comprehensive across all NGO’s with regards to the evaluation of the outcome of the project implementation.

The team members expected projected results from the trainees which included; empowerment of students, professional development of teachers, preparation for exams and public participation. Other considerations for a need for such a qualitative approach included measuring capacity development using evidence based case studies. The aim of funding the NGO’s was to support structures to enable success with relation to education, sports, culture and arts. Hence, the training had to include a qualitative approach to explore the different kind of outcomes for the different projects implemented.

There were limitations with this approach because the training team was aware that there was no neutral party to take up the qualitative study and the NGO representatives had to participate in the evaluation. Furthermore, the training team was also aware that trainees would not be able to capture data using a scholarly or academic manner as not all representatives had an academic background to capture data using a rigorous approach as normally expected of them. This was evident after the different workshops. Hence, representative of the various NGO’s had to use qualitative methods such as documentary analysis, interviews, videos and reports for producing evidence of the impact of the projects they had taken up.

1.4 Participating NGO

<table>
<thead>
<tr>
<th>NO</th>
<th>PARTICIPATING NGO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Persatuan Kaum India, Taman Universiti Skudai, Johor.</td>
</tr>
<tr>
<td>2</td>
<td>Kelab Rekreasi Interek NS, 814, Jalan TBK 3-4, Seremban.</td>
</tr>
<tr>
<td>3</td>
<td>Pertubuhan Bekas Pelajar SJK(T) Subramaniya Barathee, Gelugor, Pulau Pinang.</td>
</tr>
<tr>
<td>4</td>
<td>Persatuan Kebudayaan Tamil Malaysia, Klang.</td>
</tr>
<tr>
<td>5</td>
<td>Malaysia Hindu Sangam, Petaling Jaya.</td>
</tr>
<tr>
<td>6</td>
<td>Persatuan Antarabangsa Untuk Penyelidikan Tamil Malaysia, Kuala Lumpur.</td>
</tr>
<tr>
<td>7</td>
<td>Persatuan Transformasi Masyarakat Dan Industri Melalui Pendidikan Dan Penyelidikan, Serdang.</td>
</tr>
<tr>
<td>8</td>
<td>Persatuan Guru-Guru Kesusasteraan Tamil Malaysia, Kuala Lumpur.</td>
</tr>
<tr>
<td>9</td>
<td>Persatuan Kemajuan Dan Perpaduan Rakyat Perak (PADU), Ipoh.</td>
</tr>
<tr>
<td>10</td>
<td>Pertubuhan Penggiat Seni Budaya Dan Warisan Unik NS, Seremban.</td>
</tr>
<tr>
<td>11</td>
<td>Pertubuhan Kebajikan Sri Gading Malaysia, Seremban.</td>
</tr>
</tbody>
</table>

Table 3: Participating NGOs
PART 2: CASE STUDIES

2.1 Case Study 1: Project Counter Attack (PCA) by Persatuan Kaum India Taman Universiti Skudai

2.1.1 NGO Background

Taman University India Society (Persatuan Kaum India Taman Universiti) was founded on 15th November 2002 in Skudai, Johor. Since the inception the NGO has been contributing its part on the development of Malaysian Indian community especially in Johor. For the past 15 years numerous programs and activities has been conducted and is still ongoing.

Some of the significant programs conducted are;

- Singing talent search competition
- Academic seminar for exam year
- Special workshop for underachievers
- Taman University Football Championship
- Briefing on welfare and welfare card registration
- Male and Female beauty contest
- Welfare Aid Distribution
- Religious prayers for students and parents
- Arjuna kick penalty League
- Project Counter Attack

Project Counter Attack

The NGO conducts activities as part of the extra-curricular programme in SJKT

2.1.2 History

The Counter Attack NGO was formed to conduct intensive training for students to develop self-discipline and personality. This helped to provide continuous motivation to students. The objective of the NGO is to produce talented students in football to represent schools and districts. Furthermore, the counter attack NGO focused on training to bring awareness of the benefits of the game and the spirit of sportsmanship. The training also aimed at students’ participation so that they will avoid getting involved in unhealthy habits. The communication between students, parents, schools, local leaders and counter attack teams enabled all activities to be carried out successfully. The training also focused on improving students’
attitudes and helped foster discipline. Students have a balanced approach with the time they involve in school activities and for football.

2.1.3 Mission and Vision

Project Counter Attack, program by Persatuan Kaum India Taman Universiti under SEDIC aims to;

Vision: Towards developing holistic and exceptional Malaysian Indian community excelling in all fields.

Mission:

- Unearth and develop the talents of Malaysian Indians on skills, culture, arts and sports.
- Engage Malaysian Indians community with healthy activities
- Develop and motivate for academic excellence of Malaysian Indian communities
- Welfare distribution among the needy in the community

2.1.4 Counter Attack Core Activities

The training program included three Tamil schools in Johor. The total sample consisted of 90 students. Students from year 3, 4 and 5. The team’s intention was also to increase the number of students who have access to the football field. The intention was also to develop quality and self confidence in students.

2.1.5 Project Funded by SEDIC

This section highlights the activities by SEDIC

2.1.6 Project Background

The project Counter Attack was established to encourage students to become representatives in their own schools, district and nation. The project team aimed to develop capacities in students so that they were eligible to enter Academy Tunas, District tournaments and Football academy in Football Academy State Mokhtar Dahari.
2.1.7 Project Objectives

The main objectives of the Counter Attack team were to;

- Provide an ecosystem which would awaken the interest in football and to sustain the program in SJK schools.
- To increase interest and keep up the motivational level of students in SJK Tamil schools.
- To ensure success of the program in SJK schools.
- To develop a competitive spirit and help students support their development in various capacities related to the football coaching.
- To develop an interest in football so that students can realise their potential to take it up as a profession.
- To ensure that students have a development which is holistic encompassing not only physical but also mental and emotional competencies where playing as a team is concerned.
- To educate students the values, ethical conduct and integrity that reflects in any achievements in sports.

2.1.8 Target Groups

The target groups are SJK Tamil schools in Johor is provided in the following Table:

<table>
<thead>
<tr>
<th>Number</th>
<th>Schools</th>
<th>Numb. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SJK T Ladang Rini</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>SJK T Gelang Patah</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>SJK T Tun Aminah</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
</tr>
</tbody>
</table>

Table 4: Sample of students involved in the Counter Attach project

2.1.9 Duration

The project taken up by The Counter Attack program is between 2015 - 2016.
2.1.10 Impact Measurement Instrument
Counter Attack was asked to collect data using both quantitative and qualitative techniques to gather the data, to measure the impact made from the programme. They were also asked to collect enough evidence to show the impact in the form of images, reports and documents etc as the project was completed a year ago.

2.1.11 Description of toolkits
During the Capacity Development Training, it was identified that the Counter Attack team used the following toolkits to assess the impact that the project has made on the participants. Specifically, three toolkits were given to Counter Attack for data collection, as listed in the following Table:

<table>
<thead>
<tr>
<th>Tools</th>
<th>Brief description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Form</td>
<td>Basic information to be captured for event held in different locations</td>
<td>Appendix A</td>
</tr>
<tr>
<td>Structured Interview</td>
<td>Interviews were to be conducted for first-hand information</td>
<td>Did not conduct</td>
</tr>
<tr>
<td>Survey</td>
<td>Basic questions on impact made by the competitions – to be filled by students. A total of 4 questions and demographics questions asked.</td>
<td>Adapted the tool from the training programme and the NGO structured their own survey.</td>
</tr>
</tbody>
</table>

Table 5: Toolkits given to Counter Attack

2.1.12 Analysis by Counter Attack
The Counter Attack representative involved in the Capacity Development Training had to travel for two weeks to China after attending the workshop in University Malaya. A mentor from the team was set up to help him so he could be supported along-toolkits for data collection, data collection procedure and also timeline for completing the impact assessment.
2.1.13 Quantitative Findings

The survey findings prepared as Likert type scale by the NGO representatives are listed below:

**I achieved many useful things in football**

![Figure 1: Achievement in football](image)

**I am very tired of the training and I cannot do other things**

![Figure 2: Effects of training](image)

**I will gain more if I put my effort in other activities instead of spending time training**

![Figure 3: Effort in other activities](image)
I do not know about football as I knew before

Figure 4: Knowledge about football

I do not play to my full capacity

Figure 5: Playing to full capacity

I feel I am successful in football

Figure 6: Success in football
I have a positive feeling about football

Figure 7: Positive feeling about football

2.1.14 Qualitative Findings

The NGO representative had not conducted interviews. The documents and visual images provided enough evidence based information about the success of the program. The NGO was unable to produce findings using interviews nor did they have videos. The visual images are provided below.

Figure 8: Malaysia Book of Records: Counter Attack
Program Final Whistle

Official Closure of Project Counter Attack SEDIC

Figure 9: Official Closure of Project Counter Attack SEDIC

Figure 10: Evidence of the success of the project
This is the second year a new Penalty record was recreated by SJKT Tuan Haji Manan students for the Arjuna Kick-Penalty Kick.

This year, 2017, there were 1123 penalties taken compared to 963 penalties last year in 2016.

https://www.facebook.com/persatuankaumindiata.manuniversiti/

Figure 11: Evidence of a new Penalty Record

Figure 12: Evidence of the success of the project in the Tamil Newspaper
Figure 13: Evidence of the success of the project in the Tamil Newspaper

Figure 14: Evidence of the success of the project in the Malay Newspaper
2.1.15  Project Team’s Review and Interpretation
The NGO representative presented findings of the impact measurement using surveys. The survey findings revealed that the students were motivated to play the game. However, there were no reports of interviews being conducted. The visual images illustrate the evidence of success after the training was conducted. More evidence based information will help to find out how to improve the program and the gaps that exists in the training program. Additionally, interviews could be conducted by an independent body to explore the strengths and weaknesses of the program from Parents and students’ perspective.

2.1.16  Strengths and Opportunities
The training team felt that this project is successful and it has motivated young children to take part in the football game. Students who completed the training for the project must be provided avenues for further development of their skills. When students left primary schools, and entered into secondary schools their skills and capacities must be developed so that there is sustainability of the program.

2.1.17  Recommendations
The Capacity Development Training team’s overall recommendations to SEDIC in relation to the Counter Attack are as follows:-

- An independent body should be organised to study the impact of the training of students who leave Primary school and enter Secondary schools.
- Counter Attack team can engage more schools so that the students who leave primary schools are able to engage in sports and do not go into other unhealthy habits
2.2 Case Study 2: Project Akademik Bola Sepak Kelab Rekreasi Interek Negeri Sembilan by Kelab Rekreasi Interek Negeri Sembilan.

2.2.1 NGO Background

IRC Academy was formed in 2013 under the supervision of SEDIC. IRC became the Official training ground located in Negeri Sembilan.

*The prominent members who are in the IRC Academy are provided below.*

**Dato’ Alex Soosay**

Dato’ Alex Soosay is the General Secretary of the Asian Football Confederation. A former player, Dato’ Alex Soosay was a midfielder for the Negeri Sembilan Indian Association team and later drafted for state action, competing in the Malaysia Cup from 1979 to 1985. He started coaching in 1987, when he took charge of Negeri Sembilan for two years until 1989. The following year, he was appointed to the role of Executive Secretary of the Negeri Sembilan FA and remained in this role before joining the AFC in 1998. Since then, Dato’ Alex Soosay has been heavily involved in plotting the growth of Asian football. He spent 11 years holding director level roles within numerous departments, including referees, legal, youth competitions and Olympics, men’s and clubs’ football, technical and logistics. He was named AFC Acting General Secretary in 2008 before being confirmed in 2009 as the AFC General Secretary, and has been heavily involved in the AFC Asian Cups, FIFA Women's World Championship, FIFA Confederations Cup and the FIFA World Cup in 2002.

![Figure 15: Former player supporting the program](image)

K Gunalan (Former International Player)
Assistant Coach Selangor

![Figure 16: Former player supporting the program](image)
2.2.2 History
The IRC situated at No 814, Jalan TBK 3-4 in Taman Bukit Kepayang, Seremban was established to help the Indian Community as part of their activities. Their activities involved students from schools in Negeri Sembilan. The location of the project is at Padang MPS (Majlis Perbandaran), Seremban. The football training was to be conducted in two sessions every weekend in a year and to increase the students’s potential and skills in the sport. The program involved 2 hours of session in training for football every Saturday and Sunday. The organisation also worked 8-9 hours every year for holding seminars in Psychology and motivational talks at camps. Competitive sports for one to two days was held for students below 12 years as part of the Carnival held for one or two days. The project funded by SEDIC was for one year (2015-2016). The project aimed to train 500 students from 61 schools in Negeri Sembilan.

2.2.3 Mission and Vision
The Mission of IRC is to make dreams come true where sports in concerned.

The Vision of IRC is to inspire, promote and provide more playing opportunities to the Indian youths in Negeri Sembilan. IRC’s vision is to establish themselves as trainers for Sports Excellence for Indian students and youths. The other objectives of the vision is to awaken interest in sports and improve social competency and enhance physical development.

2.2.4 IRC Core Activities
The core activities is to train students to become talented football players and to take it up as a career.

2.2.5 Project Funded by SEDIC
This section highlights the 2015-2016 project funded by SEDIC.

2.2.6 Project Background
Overview of the plans and projection for IRC Academy was to conduct training in football to U12 Tamil schools (NS) and workshops, seminar and motivational talks (MSN, FAM, AFC). The other aims of the IRC Academy were to hold friendly matches and tournament participations for all age groups and extension to other age limits. The IRC U12 Tamil schools 7s tournament were opened to other states. The other publicity and promotional activities were done through via Astro 360 degree
and THR Ragaa. State and National players took part in games which were seen as motivational to the youth and students.

2.2.7  Project Objectives
The project objectives are as follows;
- increase interest in football
- produce pool of talented football players after UPSR
- to awaken interest in the sports and enhance students’ health
- to improve quality of the football game
- to provide a platform for Tamil students in Negeri Sembilan to take part in football tournament
- knowledge and skills mainly in the area of sports
- engage students in healthy activities
- to include students in the age groups of under 14, 16 and 18

2.2.8  Target Groups
The sample of trainees include Arena IRC, SJKT Sendayan, Seremban, Padang MPS, Seremban, Padang Orang Ramai Rantau. A total of 160 trainees took part in the event. The breakdown of the sample included 85 Tamil youths from Seremban (Tamil youths from 8 years- 16 years old), a mix age group of Youths from 8 years to 14 years old in Rantau and Arena IRC  30 youths aged between 12 years to 20 years from Arena IRC.

Major domestic tournaments were held for under 14, 1 MCC in September and under 10-14 invites from local clubs. The other tournaments held were Piala Mentri Besar NS, and Piala Bardhan.
2.2.9 Duration

Project duration

The projects were held in 2015. The milestones held in 2015 is provided in the Table:

<table>
<thead>
<tr>
<th>Month</th>
<th>Milestone Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td>Champions, Thursday Knights 9’s</td>
</tr>
<tr>
<td>Mar</td>
<td>Runner-Up, Penang Indian 7’s</td>
</tr>
<tr>
<td>May</td>
<td>Tamil School U 12 Tournament (22 schools throughout Negeri Sembilan celebrated)</td>
</tr>
<tr>
<td>August</td>
<td>1ST Step towards establishing IRC Academy (Quarterfinals- RSC U12 tournament</td>
</tr>
<tr>
<td>Oct</td>
<td>Rantau IRC NS Football Academy</td>
</tr>
</tbody>
</table>

Table 6: Milestones covered in 2015

Activities from the 10 Tamil School Tournament 2016 is provided below.

Figure 18: 10 Tamil School Tournament 2016

Figure 19: Football Team (under 12 years old)
2.2.10 Impact Measurement Instrument

There was no response from the IRC Academy despite repeated communication. The IRC representative had insufficient time as he was travelling during this period. Hence the team had to conduct documentary analysis and explore the evidenced based reports from presentations. The milestones achieved and their future plans for 2017 revealed that there was a certain extent of impact in their training. They also had a plan in place for their future. The feedback responses that the IRC representative received from whatsapp also informed the team of the strengths of the IRC Academy. However, if the representative used the toolkit that the team provided and if time was enough the output would have been better.

2.2.11 Description of tool

Although the NGO assistant was introduced to the toolkit, the response was poor with reference to the usage of the toolkit. The NGO had produced their achieved milestones and the feedback of members from the U12 Soccer tournament in Negeri Sembilan. This evidence is provided in the later section.

2.2.12 Analysis

The IRC Academy representative did not attend the workshop in University Malaya. However, the IRC academy sent an assistant who followed-up with the trainers to gather more information about what to do—toolkits for data collection, data collection procedure and also timeline for completing the impact assessment.

2.2.13 Quantitative Findings

The representative from IRC Academy failed to complete the quantitative findings as instructed. Reminders were sent.

2.2.14 Qualitative Findings

The NGO IRC Academy failed to complete the qualitative findings as instructed. Reminders were sent.
The following text box of Whatsapp messages have contents which are feedback of students under 12 Soccer tournament in Negeri Sembilan are provided below;

![WhatsApp chat](image)

Figure 20: Evidence of responses from participants in the project
The contents in the feedback report clearly that the Stakeholders (students, teachers) were all motivated and they were looking forward to the future activities by IRC academy. The IRC academy seemed like a place where students wanted to be in as one of them, Aru stated “Im looking for q.finalsemi n final results.pls update for us. Tq”.

The training team also realised that when the representatives gave their feedback on their experiences in the IRC Academy, students were selected through a long waiting list. Students were eager to be trained. The follow up after they leave the academy is not clear and there is not much evidence for them to speak for the majority of the students who left the academy. However, the representative reported that there were a few competent alumni, who are youths and are in touch with the academy.

2.2.15 Project Team’s Review and Interpretation

After the presentation by the IRC representative it was evident that there was just limited data for the NGO. The evidence was sourced out from their images, reports and their informal interactions. The team felt generally that they did not use the tool kit but the representative was quick enough in the limited time to produce the above feedback from as many people as possible. He received the WhatsApp messages. Images of the laurels they won through the tournaments depict that the IRC Academy had created an impact on the students’ success in training for the tournament.
2.2.16 Strengths and Opportunities

The strengths and opportunities for improvement for the IRC Training programme is summarised in the following Table:

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Improvement Opportunities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The IRC club has established itself to train as many youth and students. Yet</td>
<td>The weaknesses faced by the IRC club due to specific limitations must be looked into so that</td>
</tr>
<tr>
<td>the representative state stated that they do have limitations in bringing</td>
<td>they can retain their students after a certain level of training. A short investigation must be</td>
</tr>
<tr>
<td>quality to the programme after some level of training. There were situations</td>
<td>done to understand why trainees leave the club to join others.</td>
</tr>
<tr>
<td>where students wanted to do better and Parents realised this and would plan to</td>
<td></td>
</tr>
<tr>
<td>take their children to other training academies for improvement.</td>
<td></td>
</tr>
<tr>
<td>The IRC had informed that students and youth are anxious to join the club and</td>
<td>The training can be extended to more students and facilities be provided to more students to</td>
</tr>
<tr>
<td>they would remain disciplined to maintain their status as a member. There was</td>
<td>use.</td>
</tr>
<tr>
<td>a waiting list of students who are unable to get a place for the coaching.</td>
<td></td>
</tr>
<tr>
<td>There is further evidence as the representative also stated that students and</td>
<td>Transport issues are there for youth and funds sometimes have to be sought from well wishers.</td>
</tr>
<tr>
<td>youth travel far from as far as Rompin to ensure that they get training.</td>
<td></td>
</tr>
<tr>
<td>Provision of food and interaction between members are important hidden factors</td>
<td>More interactive games should be encouraged with other races.</td>
</tr>
<tr>
<td>which ensure success to the program.</td>
<td></td>
</tr>
</tbody>
</table>

Table 7: Strengths and opportunities for improvement for the IRC Training programme

2.2.17 Recommendations

IRC is an important Academy that can help students and youth to further their capacities as sportsmen for Malaysia. Their strategic location in Seremban will enable them to help students to further physical competencies as well as mental competencies to be successful in the future.

IRC club can seek support for a person with research knowledge to explore the impact measurement for ongoing projects. There must be a neutral team to explore the success of the training.

It is also imperative that the representatives and key members establish touch with the community for support regarding knowledge expertise on physical, mental and psychological competencies. They can communicate with health officials, sports journalists and psychologists to provide their input regularly and update the core team of IRC. This will help to train the coaches and staff in terms of knowledge needed which is off field to ensure the success of the programs they organise. The knowledge obtained can be translated into modules which can be a reference and training manual for the next few generations. This will also ensure sustainability of the program.
2.3 Case Study 3: Project Akademik Bolasepak Kelab Rekreasi Interek Negeri Sembilan by Kelab Rekreasi Interek Negeri Sembilan.

2.3.1 NGO Background
This case is about the Pertubuhan Bekas Pelajar SRJK (Tamil) Subramaniya Barathee (PSB henceforth) and this NGO’s project funded by SEDIC called Jiwa Murni.

2.3.2 History
SRJK (Tamil) Subramaniya Barathee was established in 1956, was registered under section 7, Registration of School Enactment by Superintend of Education, Settlement of Penang. Dr. N. K. Menon–Health & Education Minister of Penang Government.

Figure 22: School Inception in 1956
Source: PSB File Pictures
PSB was formed by its ex-students and currently has a total membership of 53. These members are pillars of PSB today.

Figure 23: School Currently
Source: PSB File Pictures

2.3.3 Mission and Vision

The overarching mission and vision of PSB is to concentrate on the wellbeing of the Subramaniya Bharathee school children. This includes the noble intention of making sure that the education welfare of the children is taken care addressed by PSB members.

2.3.4 PSB Core Activities

Since its inception PSB has (and continues to) conduct numerous activities at the school. Examples are illustrated by the following pictures:

Figure 24: School Sports Day. Source: PSB File Pictures
Some of the regular activities conducted by PSB include:

- Participating in annual sports day
- Seminar for UPSR/PT3/SPM students
- Establishment of education fund
- Talks pertaining to education

### 2.3.5 Project Funded by SEDIC

This section highlights the 2015-2017 PSB project funded by SEDIC.

### 2.3.6 Project Background

Jiwa Murni is the name for the project funded by SEDIC and is led by PSB. The intention of PSB to undertake this project is to focus on imparting lessons on human values to high-risk children who come from economically challenges background. PSB felt that through Jiwa Murni, children and young adults at risk of joining negative activities, can instead learn about human values—thus live noble lives. Jiwa Munri also was designed to assist participants to focus in doing well in education.
2.3.7 Project Objectives
Jiwa Murni as presented in the report submitted by PSB (post CDT) had the following objectives:

- To enable students to complete their daily tasks properly
- To foster greater collaboration between participants
- To instil patriotism and contribute to the Nation and their respective families
- To develop useful citizens of Malaysia
- To create more awareness about Hinduism

2.3.8 Target Groups
The target group for Jiwa Murni was a total of 225 school children of different ages of the Subramaniya Barathee School.

2.3.9 Duration
The project was for a duration of 1 year (2015). A total of 41 classes were held every Friday at the school, with each session lasting for 45 minutes.

2.3.10 Impact Measurement Instrument
PSB was asked to collect data using both quantitative and qualitative techniques to gather the data, to measure the impact made from the programme.

2.3.11 Description of toolkits
During the CDT, it was identified that the PSB team use the following toolkits to assess the impact that the project has made on the participants. Specifically two toolkits were given to MHS for data collection, as listed in the following Table:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Brief description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Form</td>
<td>Basic information to be captured for classes held in the school premises. This could also be in the form of documental evidence such as pictures and attendance</td>
<td>Appendix C</td>
</tr>
</tbody>
</table>
Structured Interview - Video
Basic questions to be asked to teachers about Jiwa Murni, and this to be documented using videos. Appendix C

Survey
Basic questions on impact made by the classes – to be filled by students. A total of 7 questions and demographics questions asked. Appendix C

Table 8: Toolkits given to Jiwa Murni

2.3.12 Analysis by PSB
The PSB representative involved in the CDT attended the workshop in University Malaya. However, the representative did follow-up with the trainers to gather more information about what to do—toolkits for data collection, data collection procedure and also timeline for completing the impact assessment.

2.3.13 Quantitative Findings
Examples of the quantitative data reported to the CDT team are as follows:

Figure 26: Self discipline
Figure 27: Importance of moral education

Figure 28: Knowledge through Religious Education
Figure 29: Motivation to deepen Religious Knowledge

Figure 30: Inspire to increase responsibility
On balance findings from the survey suggest that Jiwa Murni was well received by the participants—on aspects pertaining to discipline, academic focus, personal development and awareness about Hinduism. The CDT’s concern is that only 10% (n= 25 students) were used as respondents for the survey. In this context, the generalizability of findings are questionable.

### 2.3.14 Qualitative Findings

PSB sent in a total of 6 videos and several pictures to suggest that the project has made an impact. While the video have been documented on our Youtube; examples of pictures as documental evidence for the project are as follows:

![Figure 32: Jiwa Murni Class in session and student presentation](Source: PSB File Pictures)
2.3.15 Project Team’s Review and Interpretation

Based on both the quantitative and qualitative data gathered, the Capacity Development Training teams interprets the Jiwa Murni programme as follows:-

- Programme objectives—on balance, the programme has met its core objective as per identified in the original proposal submitted to SEDIC for funding.
- Value-based lessons and discipline—interviews with 25 students and coupled with 100% respondents scoring (level 4 and above) suggests that through Jiwa Murni, one can derive subtle values which can be infused into the daily lives of the children.
- CDT team however do not have any evidence to justify if several projects objectives were achieved. For example, from the data gathered, we could not say that issues such as national patriotism has been achieved through participation in Jiwa Murni. In addition, without interviewing the parents, we also cannot conclude that the participants are more responsible at home.
2.3.16 Strengths and Opportunities

The strengths and opportunities for improvement for Jiwa Murni is summarised in the following Table:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Improvement Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme was able to create more positivity driven by human values amongst the children based on the responses.</td>
<td>The data was gathered by PSB representatives and thus the validity of the data (particularly) the interview response is questionable. Moving on, for proper impact assessment the data should be collected by an independent team of researchers.</td>
</tr>
<tr>
<td>This is commendable given the overarching project goals of preventing the children at risk from participating in negative activities.</td>
<td></td>
</tr>
<tr>
<td>Jiwa Murni is closely linked to its ability to inculcate and impart value based living among the younger generation. This is also a way to ensure these children stay away from negative activities.</td>
<td>The objectives of the project was vague. Issues such as national patriotism cannot be measured via 41 classes. In addition, we doubt if the younger children understand what patriotism means to begin with.</td>
</tr>
<tr>
<td>The programme by PSB to 225 children. With just 53 members, this is a noble task indeed.</td>
<td>The focus on PSB is on the Tamil school only. With a member base of 41 volunteers focusing on 1 school only, the scalability of the project is questionable.</td>
</tr>
</tbody>
</table>

Table 9: Strengths and opportunities for improvement for Jiwa Murni

2.3.17 Recommendations

The CDT team’s overall recommendations to SEDIC in relation to the Jiwa Murni project led by PSB are as follows:-

- Projects that are funded should have very clear and measurable objectives. Some of the objectives in Jiwa Murni are not readily measurable e.g. given the target of the project were children, issues surrounding patriotism would be hard to measure. Other example would be the inability of the team to determine if children were more responsible at their homes, post participating in Jiwa Murni classes.
- We also found that the project objectives were different between what was submitted in the original proposal with that of what was reported to CDT team. In short, SEDIC needs to be more careful in measuring extent of impact made, particularly when NGOs are not consistent with project objectives.
• An independent team be formed to study the impact of Jiwa Murni has made on the lives of the participants—assuming there is an intention to fund similar projects in the future.

*****************************************************************************
2.4 Case Study 4: Project Program Meningkatkan Mutu Pengajaran dan Penyampaian Di kalangan Guru-Guru (Sajak) by Persatuan Kebudayaan Tamil Malaysia (PKTM)

2.4.1 Project Background
This programme aims to enhance the teaching and delivery standards among the SJKT Teachers through the appreciation of Tamil poems. The programme guides the teachers and trains them on the usage of the three main elements in the teaching and learning of the Tamil Language as follows:
   a) Speech and communication
   b) Music
   c) Drama

2.4.2 Project Funded by SEDIC
This section highlights the 2015-2016 Persatuan Kebudayaan Tamil Malaysia project, funded by SEDIC.

2.4.3 Project Objectives
The programme had three objectives:
   - Facilitate the teaching and delivery system as well as the learning techniques among the teachers of the Primary Tamil Schools
   - The teaching and learning of the Tamil Language in the Primary Tamil Schools by incorporating the three main elements in the Tamil Language such as:
     a) Speech and communication (iyal)
     b) Music (isai)
     c) Drama (nadagam)
   - The students would be able to:
     a) Master and apply vocabulary, use imaginative, creative and innovative devices
     b) Uphold core values and patriotism and unity
     c) Master Language and Moral Studies

2.4.4 Target Groups
A total of 900 SJKT teachers were targeted but 812 attended the programme at different locations throughout the country.
2.4.5 **Duration**

The Programme to enhance the teaching and delivery standards among the SJKT Teachers through the appreciation of Tamil poems was held over a duration of 12 months. This Programme was conducted in 2016 at ten states in the country between July and November of that year.

2.4.6 **Measuring Tool**

Two feedback forms and a video made up the data analysis method. The feedback forms that were used:

i) The feedback form designed by the NGO. The form was a 10-item feedback form in which 9 items were measured using the Likert scale to obtain information on the following:
   a) Food
   b) Accommodation
   c) Was the tutorial useful to you?
   d) How were the group activities?
   e) How was the facilitator’s talk?
   f) How was the workshop conducted by the facilitator?
   g) How was the training room facilities?
   h) Would you like to participate in future seminar?
   i) Would you recommend others to join the seminar?

   Item 10 was an open-ended part that allowed the participant to leave his/her comments. This part allowed a Qualitative analysis.

ii) The Survey form designed by the CDMR team.

iii) Video recordings of the seminar series, and

iv) Other evidence of programme implementation were the:
   (a) list of attendance of participants and
   (b) agenda of the activities in each state.
2.4.7 Description of toolkit

During the Capacity Development Training, it was identified that the PKTM team used the following toolkit to assess the impact that the project has made on the participants. Specifically, two types of instruments were given to PKTM for data collection, as listed in the following Table:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Brief description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Form</td>
<td>Basic information and feedback to be captured for event held at different locations</td>
<td>Appendix D</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>Basic questions on impact were answered and filled by teachers. A total of 10 questions on the workshop were asked.</td>
<td>Appendix D</td>
</tr>
</tbody>
</table>

Table 10: Toolkit given to PKTM

2.4.8 Analysis by PKTM

Two PKTM representatives involved in the Capacity Development Training attended the workshop in University Malaya. The representatives submitted their documents via email and hardcopy. The toolkit for data collection, data collection procedure and also timeline for completing the impact assessment was done within the stipulated framework and the report is considered as ‘Satisfactory’.

2.4.9 Quantitative Findings

The PKTM representative presented a comprehensive report of the quantitative data (descriptive) to assess the impact of the programme to enhance the teaching and delivery standards among the SJKT Teachers through the appreciation of Tamil poems. Specifically, the questions in the survey were aimed at ascertaining whether

- the participants found the programme useful,
- the participants found the facilitator’s speech useful,
- the workshop was useful,
- the participants would be interested in a similar programme in future
- the participants would suggest the programme to a friend
The NGO reported that more than 50% of the participants chose ‘excellent’ for the following questions:

a) Was the tutorial useful to you?
b) How were the group activities?
c) How was the facilitator’s talk?
d) Would you like to participate in future seminar?
e) Would you recommend others to join the seminar?

2.4.10 Qualitative Findings

The NGO had their own Feedback forms and 60 feedback forms were sent in as evidence to the CDMR team. The last item was allocated for the feedback and comments by the participant teachers. This part is used as the qualitative analysis to evaluate the effectiveness of the programme.

The Survey form from the CDMR team was filled but no details of the respondent(s) were provided nor endorsed. A representative, one from 3 different states (Penang, Selangor and Johor) reported to the NGO.

**Question 1 on the effectiveness of the programme** was responded in the affirmative where the programme is said to be *Very interesting* and stated that it benefited them because of the new techniques used from the PDPC was the latest version.

**Question 2 on “What activities were conducted during the programme?”** The respondents stated that the following activities were held:

a) Slide show by the presenter
b) Use of songs
c) Teachers were guided on how to write poetry for children

**Question 3: State 3 things that you learned.** The respondents stated that they learned how to do the following:

a) How to apply children’s songs/poem/poetry in the PDPC
b) Methods to understand poems and poetry
c) How to apply the core values to students via children’s songs/poem/poetry
Question 4: How do you apply what was acquired?
The respondents stated that they used the song technique to teach the Tamil Language and Moral Education

Question 5: Suggestions for improvement.
Some respondents stated that the time was insufficient to obtain more information and knowledge, but what would have been an ideal length of time was not suggested.

2.4.11 Panel Opinion and Interpretation

Based on both the quantitative and qualitative data gathered, the Capacity Development Training teams interprets that:

i) the programme objectives were balanced and generally the core objectives (1) and (2) were achieved as identified in the original proposal submitted to SEDIC for funding. However, the third aim of the programme and its subsidiary aims appear to suggest how students would benefit from the programme. The particular objective:

- The students would be able to master and apply vocabulary, use imaginative, creative and innovative devices, uphold core values and patriotism and unity, and to master the Language and Moral Studies

The above objective of the programme should be subsequently beneficial to the students, i.e. after their teachers have internalised the training and have sufficient knowledge to impart to their students. Whether or not this final objective was achieved was not measured nor reported.

ii) A similar feedback form to see how much students have gained from the teachers’ training would be a significant contribution to the assessment of the programme. Interviews with students would have added value to the programme achievement, since it was over a 12-months duration.
## 2.4.12 Strengths and Opportunities

The strengths and opportunities for improvement for the Programme enhance the teaching and delivery standards among the SJKT Teachers through the appreciation of Tamil poems is summarised in the following Table:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Improvement Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The programme was able to create more awareness amongst teachers of the SJKT schools throughout the country.</td>
<td>The data was gathered by PKTM representatives after the sessions conducted using their own forms. This practice should be continued but in order to increase the validity of the data (particularly) the NGO must conduct interviews too.</td>
</tr>
<tr>
<td>This is commendable given the need to ensure that the teachers are confident and knowledgeable to impart the same to their students.</td>
<td>A proper impact assessment of the data should be collected by an independent team of researchers to ensure reliability.</td>
</tr>
<tr>
<td>The programme used didactic methods to promote effective teaching and delivery of poems in Tamil Language.</td>
<td>The programme covered 10 different states, and recordings of one of the session was video recorded and submitted. A report of each state sessions has to be kept to understand the needs of the teachers and follow-up logs should be kept to check on the effectiveness of the programme.</td>
</tr>
<tr>
<td>The programme by PKTM was delivered to 812 teachers throughout the nation. The sample identified for impact assessment was about 60 participant feedback and 3 submitted the CDMR Information and Feedback form. The number is well below the 10% approximate sample submitted for analysis but it is reported that there were more forms collected throughout the nation.</td>
<td>The report by PKTM showed the impact made based on their toolkit but did not analyse the qualitative component. The comments were selected and presented as snippets but action to remedy the suggestions was not reported. Evidence of how the programme was delivered as a process needs to be included although video clips of one session was attached, minus the details of the venue of the session.</td>
</tr>
</tbody>
</table>

Table 11: Strength and Opportunities to enhance teaching and delivery standards
2.4.13 Suggestions for Improvement

The title of the programme specifies that it is through the appreciation of poems, but it is obvious that other literary elements were also included. As such, perhaps all these items could be included and assessed as different forms of delivery.

How effective is the programme prior to the sessions should be determined, and a post-enquiry conducted to gauge the difference should be included.
2.5 Case Study 5: Project Program Melafazkan Ayat-Ayat Suci Thirumurai by Malaysia Hindu Sangam

2.5.1 NGO Background

This case is about the Malaysian Hindu Sangam (MHS henceforth) and the recitation of Thirumurai project funded by SEDIC.

2.5.2 History

A brainchild of the late Shri K. Paramalingam, MHS was officially registered under the Malaysian Companies Act, in January 1965. Shri Paramalingam alongside a few devout Hindus, formed MHS to serve the agenda of Hindus in Malaysia. MHS was formed with a core agenda of serving the community—subscribing to the maxim “Service to Man is Service to God”. To date, MHS has more than 62000 individuals, 1900 temples and 102 affiliate organisations registered under its umbrella, as illustrated in Figure 1, below.

Figure 33: MHS Total Membership
(Source: MHS Website, https://www.hindusangam.org.my/ )
2.5.3 Mission and Vision

As mentioned in the preceding section, MHS operates with the core motto of “Service”, at the heart of its projects. MHS’s main vision is to serve all Hindu’s in Malaysia, fostering greater collaboration and cooperation amongst Hindus in Malaysia. The specific objectives of the MHS are to:

- Coordinate all Hindu religious activities in Malaysia
- Propagate education pertaining to Hinduism
- Represent the Hindu community at both the National and International levels

2.5.4 MHS Core Activities

With the focal point of propagating Hinduism in Malaysia, the core activities of the MHS are as follows:

- Education in the basic tenets of Hinduism (organised by its various wings) – held across its 164 branches and temples throughout the nation,
- Conferences and workshops related to Hinduism since 1968,
- Thiruurai recital competitions,
- World Thirumurai Conference – 2013,
- Programs related to awareness of conversion, and
- Other related events pertaining to its core objectives.

Figure 34: Awareness Against Conversion Conference – 2013
(Source MHS Webs site https://www.hindusangam.org.my)
2.5.5 Project Funded by SEDIC
This section highlights the 2015-2016 MHS project funded by SEDIC.

2.5.6 Project Background
The project funded by SEDIC under MHS is called “Program Melafazkan Ayat Suci Thirumurai” or Recitation of Thirumurai program. The main goal of this program was to raise the awareness and benefits of reciting Thirumurai properly amongst Malaysian Hindus.

2.5.7 Project Objectives
The program had four objectives:

- To create and foster more awareness of the religion through the recitation of Thirumurai verses
- To allow teachers to identify and train students with high potential in Thirumurai recital
- To encourage more students to participate in Thirumurai recitation at the district, state, and national levels
- To increase students’ awareness and inculcate Hinduism teachings, and human values, thus allowing them to apply these lessons in their daily lives.

2.5.8 Target Groups

![Figure 35: Winners of a competition](image)

Source: Submission by MHS
MHS organized the program throughout the nation, covering a population of 15,000 students from both primary and secondary Tamil School children.

2.5.9 Duration
The Thirumurai recitation project was held for the year 2015-2017, and as mentioned was carried out throughout the nation. The classes were held on a weekly basis (1-2 hours per session), on Fridays.

2.5.10 Impact Measurement Instrument
MHS was asked to collect data using both quantitative and qualitative techniques, based on the inputs given by the research team to gather data which will facilitate the measurement of impact created by the programme.

2.5.11 Description of toolkit
During the Capacity Development Training, the MHS team were given the following toolkits to assess the impact that the project has made on the participants. Specifically three toolkits were given to MHS for data collection, as listed in the following Table:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Brief description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Form</td>
<td>Basic information to be captured for event held in different locations</td>
<td>Appendix E</td>
</tr>
<tr>
<td>Structured Interview</td>
<td>Two basic questions to be asked to teachers about the Thirumurai competition</td>
<td>Appendix E</td>
</tr>
<tr>
<td>Survey</td>
<td>Basic questions on impact made by the competitions – to be filled by students. A total of 4 questions and demographics questions asked.</td>
<td>Appendix E</td>
</tr>
</tbody>
</table>

Table 12: Toolkits given to Malaysia Hindu Sangam

2.5.12 Analysis by MHS
The MHS representative involved in the Capacity Development Training did not attend the workshop in University Malaya. However the representative turned up on a later date to be briefed about the procedures involved and toolkits for data collection, data collection procedure and also timeline for completing the impact assessment.
2.5.13 Quantitative Findings

The MHS representative presented a comprehensive report of the quantitative data (descriptive) to assess the impact of the Thirumurai recitation programme. Specifically the questions in the survey were aimed at ascertaining if Thirumurai recitation enabled participants to:

- Realise the importance of the Hindu religion
- Increase their foundational knowledge on Hinduism
- Be selected by teachers for competition at different levels and
- Apply value-based thinking and actions in their day-to-day activities

The quantitative data was collected using a Five-point Likert scale;
1 – Strongly disagree
2 – Disagree
3 – Neither agree nor disagree
4 – Agree
5 – Strongly Agree

Examples of the quantitative data reported to the Capacity Development trainers are as follows:

Figure 36: Analysis for Sample from Perak (n=320)
Source: MHS Presentation
Figure 37: Analysis for Sample from Melaka (n=171)
Source: MHS Presentation

Figure 38: Analysis for Sample from Wilayah (n=141)
Source: MHS Presentation
On balance the above findings as reported by MHS suggests that the programme has achieved its intended goals such as:

- Allowing participants to understand Hinduism better,
- Programme provides an avenue for talent scouting for Thirumurai recitation,
- Inculcates value-based lifestyle amongst participants,
- Overall, the programme had created more awareness on the importance of religion amongst the participants.

### 2.5.14 Qualitative Findings

The MHS team was also asked to conduct interviews with different stakeholders involved in the programme. MHS responded by submitting a total of 11 interviews—recorded on video. All four videos were recorded within the Ipoh vicinity. The key stakeholders interviewed were:

- Teachers involved in teaching students how to recite Thirumurai – 2 interviews; and
- Participants (students) involved in the program (different age groups) – 9 interviews.

Similar to the survey questions, the main goals of the interviews were to determine if Thirumurai recitation had a positive impact on the participants—value-based living, academic performance, and also used as a testbed to scout for talent for participation at various levels.

Overall, MHS (through the interviews recorded on video) reported that the programme had achieved its objectives namely to:

- Inculcate more value-based thinking and actions amongst the participants
- Assist students to be more focussed on their academic goals
- Allow participants to have a better appreciation of the Hindu tradition, religion, aspiration and culture.

### 2.5.15 Project Team’s Review and Interpretation

Based on both the quantitative and qualitative data gathered, the Capacity Development Training teams interprets the Thirumurai recitation programme as follows:-

- In meeting programme objectives—on balance, the programme has met its core objective as per identified in the original proposal submitted to SEDIC for funding.
On creating awareness about Hinduism – based on both the quantitative and qualitative reports, the team interprets that the programme has created an awareness about Hinduism amongst the younger generation.

Value-based lessons—interviews with 9 students and coupled with close to 90% respondents scoring (level 4 and above) suggests that through Thirumurai recitation, one can derive subtle values which can be infused into the daily lives of the children.

On forming the Thirumurai Talent Scout—teachers who were interviewed said that the programme enabled them to identify talent for participation in Thirumurai competition at district, state and national levels.

### 2.5.16 Strengths and Opportunities

The strengths and opportunities for improvement of the Thirumurai recitation programme is summarised in the following Table:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Improvement Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme was able to create more awareness amongst children on the role and relevance of Hinduism.</td>
<td>The data was gathered by MHS representatives and thus the validity of the data (particularly the interview response is questionable. Moving on, for proper impact assessment the data should be collected by an independent team of researchers.</td>
</tr>
<tr>
<td>This is commendable given the need to preserve our core values and believe systems.</td>
<td></td>
</tr>
<tr>
<td>Thirumurai recital is linked to its ability to inculcate and impart value based living among the younger generation. This is also a way to ensure these children stay away from non-productive activities.</td>
<td>Although the programme by MHS spanned across different states, the data does not capture the extent to which the participants are from the high-risk or Below-40 target group.</td>
</tr>
<tr>
<td>The programme by MHS was delivered to 15,000 students throughout the nation. The sample identified for impact assessment was close to 1500 participants from key states (10% approximately—and this is a decent response rate).</td>
<td>The report by MHS only revealed the impact made based on the toolkits provided by the trainers. There was no evidence of how the programme was delivered as a process.</td>
</tr>
</tbody>
</table>

Table 13: The strengths and opportunities for improvement of the Thirumurai recitation programme
2.5.17 Recommendations

The Capacity Development Training team’s overall recommendations to SEDIC in relation to the Thirumurai programme led by MHS are as follows:–

• The focus of any future funding for Thirumurai recitation (led by MHS or other NGOs) should be targeted towards the high-risk and/or B-40 groups. These are the groups that need to be given education on human values and positive thinking—which can be derived via Thirumurai recital.

• Given the above, prior to awarding any funding for similar purpose, SEDIC can and should ensure that the target participants and their profiles (including family background) are stated upfront. This will ensure that the programme will benefit and reach out to a wider target audience.

• An independent team be formed to study the impact that Thirumurai has made on the lives of the participant—assuming there is an intention to fund similar projects in the future.

*****************************************************************************
2.6 Case Study 6: Project Seminar Bahasa Tamil dan Kesusasteraan Tamil Bagi Calon-Calon STPM di Enam Pusat by Persatuan Antarabangsa Untuk Penyelidikan Tamil, Malaysia (1997)

2.6.1 History
Persatuan Antarabangsa untuk Penyelidikan Tamil Malaysia (PAPTM) was established in the year 1997.

2.6.2 Project Background
The Persatuan Antarabangsa untuk Penyelidikan Tamil Malaysia (PAPTM) received the grant to conduct Tamil Language and Literature seminars for STPM candidates at six training centres. There were 6 main centres but participants came from 10 states.

The seminar is targeted to continue for the next 3 years. The programme is scheduled in such a way that each centre was allocated 8 hours of seminar time.

2.6.3 Project Funded by SEDIC
This section highlights the 2015-2016 Persatuan Antarabangsa untuk Penyelidikan Tamil Malaysia (PAPTM) project funded by SEDIC.

2.6.4 Project Objectives
The programme had three objectives:
1. Syllabus awareness
2. Assist in the techniques for answering STPM Tamil Literature examination questions.
3. Increase the number of candidates who would take Tamil at the STPM level

2.6.5 Target Groups
A total of 300 participants per centre and a total of 1800 STPM students and students awaiting their SPM results attended the programme at 6 different locations throughout the country.
2.6.6 Duration
The Tamil Language and Literature seminars for STPM candidates programme was held over a duration of 12 months. This Programme was conducted in 2016 at six training centres in the country. Each session at the individual centres was for a duration of 8 hours.

2.6.7 Description of toolkit
During the Capacity Development Training, it was identified that the PAPTM team uses the following toolkit to assess the impact that the project has made on the participants. Specifically, three types of instruments were given to PAPTM for data collection, as listed in the following Table:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Brief description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Form</td>
<td>Basic information to be captured for event held in different locations</td>
<td>Appendix F</td>
</tr>
<tr>
<td>Feedback Form</td>
<td>Basic questions on impact to be answered and filled by students who attended the seminar. A guide was provided by the CDMR team.</td>
<td>Appendix F</td>
</tr>
<tr>
<td>Video</td>
<td>A video analysis or interview</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 14: Toolkits given to PAPTM

2.6.8 Analysis by PAPTM
Two PAPTM representatives were nominated to be involved in the Capacity Development Training but no one attended the workshop in University Malaya. The representatives submitted their 16 video clips of the same session via email. The toolkit for data collection, data collection procedure and also timeline for completing the impact assessment was not done within the stipulated framework and the report is satisfactory.

2.6.9 Quantitative Findings
The PAPTM representative did not present any comprehensive report of the quantitative data
2.6.10 Qualitative Findings
The PAPTM representative did not present any comprehensive report of the qualitative data either. The Feedback form from the CDMR team was not filled and no details of the respondent(s) were provided nor endorsed.

2.6.11 Project Team’s Review and Interpretation
The NGO should use the recommended toolkit to analyse the participants or students who attended, to get their feedback.

For example:

a. From the total number of SPM students who attended, how many enrolled for the STPM Tamil Literature.

b. From the total number of STPM students who attended, how many actually sat for the paper

c. For those who attended, a record of their performance pre- and post-programmes should be obtained.

Sampling from the 6 centres should be obtained with at least 30 students per centre selected to give feedback. This would be a significant contribution to the assessment of the programme. Interviews with students would have added value to the programme achievement, since it was over a 12-months duration.

2.6.12 Strengths and Opportunities
The strengths and opportunities for improvement of the Tamil Language and Literature seminars for STPM candidates Programme, is summarised in the following Table:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Improvement Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The programme was to create more awareness about the Tamil Language and Literature for STPM candidates throughout the country.</td>
<td>The NGO should assess the participants’ understanding through their performance after the sessions conducted using their own forms. This practice should be adopted, but in order to increase the validity of the data (particularly) the NGO must conduct interviews too.</td>
</tr>
<tr>
<td>This is a commendable effort given the need to ensure that the students are able to master the techniques of answering exam questions.</td>
<td></td>
</tr>
</tbody>
</table>

60
A proper impact assessment of the data should be collected by an independent team of researchers to ensure reliability.

The programme covered 10 different states, and recordings of one of the session was video recorded and submitted.

A report of each state sessions has to be kept to understand the needs of the students and follow-up logs should be kept to check on the effectiveness of the programme.

The programme by PAPTM was delivered to 1800 Students throughout the nation. There was no sample identified for impact assessment.

A report based on at least a sample of 10% per centre should be used by PAPTM to show the impact made based on their toolkit but there was no analysis done either in the quantitative or qualitative components.

Evidence of how the programme was delivered as a process needs to be included although video clips of one session was attached, all 16 clips were parts of the same session minus the explanation and details of the venue of the session.

Table 15: Strengths and opportunities for improvement of the Tamil Language and Literature

2.6.13 Suggestions for Improvement

The title of the programme specifies that it is through the seminars that more students would take the subject at the STPM level. A survey and video interviews after the sessions, teacher interviews, analyses of performance and evidence of increase in the number of those sitting for the paper, would provide proof of the effectiveness of the programme. A pre- and a post-enquiry conducted to gauge the difference should also be included.
2.7 Case Study 7: Project Program Perintis SJKT Hijau di Daerah Hulu Langat by Persatuan Transformasi Masyarakat dan Industri Melalui Pendidikan & Penyelidikan (PTMIPP)

2.7.1 NGO Background
This case is about the Persatuan Transformasi Masyarakat dan Industri melalui Pendidikan dan Penyelidikan (PTMIPP henceforth) and the “Program Perintis SJKT Hijau di daerah Hulu Langat” project funded by SEDIC.

2.7.2 History
PTMIPP was the brainchild of a few academics in Universiti Putra Malaysia. Associate Professor Dr. Kulanthayan KC Mani and Associate Professor Dr. Sarva Mangala Praveena with several other academics officially started PTMIPP on 4 July 2015 with the intention of creating awareness to appreciate nature among primary school students in Tamil schools.

2.7.3 Mission and Vision
As mentioned in the preceding section, PTMIPP operates with the aim to create awareness to young people on the need to appreciate nature and understand environmental issues locally and globally.

Figure 39: Participants of the program with NGO and facilitators.
2.7.4 PTMIPP Core Activities
With the focal point of propagating awareness about the environment, the core activities of PTMIPP are as follows:

- Talks and workshops for students in Tamil schools on nature and sustainability.
- Activities on recycling and reusing items.
- Collaboration with Tamil schools on ongoing projects with Nature Lovers’ Club.

2.7.5 Project Funded by SEDIC
This section highlights the 2015-2016 PTMIPP project funded by SEDIC.

2.7.6 Project Background
The project funded by SEDIC under PTMIPP is called “Program Perintis SJKT Hijau di daerah Hulu Langat” or pioneer green program in Tamil primary schools in Hulu Langat district. The main goal of this program was to raise the awareness and appreciation of nature and environment among Tamil school students.

2.7.7 Project Objectives
The program had six objectives:

- To create interest to love the environment among primary school students
- To expose primary school students about environmental issues which are global and international
- To enable students to appreciate life and environment through activities conducted
- To increase the awareness and commitment in one self when students are provided responsibilities to be fulfilled
- To make the Nature Loves’ Club a source for students to practice and reinforce all knowledge obtained through this project for the betterment of society
- To participate in Sustainable School competition – Environment Award as an excellent platform to proof the ability and participation of national type primary schools in issues concerning sustaining the environment

It is the vision of the PTMIPP to create awareness in students of Tamil schools around Hulu Langat to make their knowledge and activities a hobby and maybe a career in the future dealing with environmental sustainability.
2.7.8 Target Groups
PTMIPP organized the program in selected Tamil schools in random, covering a population of almost 162 primary school students, seven school teachers as program co-ordinators and 43 school teachers were involved indirectly. The project included 119 undergraduate students from Universiti Putra Malaysia, seven lecturers and three enumerators. All Tamil schools selected were from Hulu Langat district.

2.7.9 Duration
The pioneer green program, and as mentioned was carried out from April to May 2016. The table below shows the information about the implementation of the project in each school.

<table>
<thead>
<tr>
<th>Time of events</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 April 2016</td>
<td>SJK(T) Ampang</td>
</tr>
<tr>
<td>22 April 2016</td>
<td>SJK(T) Ldg Rinching</td>
</tr>
<tr>
<td>23 April 2016</td>
<td>SJK(T) Ldg Dominion</td>
</tr>
<tr>
<td>29 April 2016</td>
<td>SJK(T) Ladang Semenyih</td>
</tr>
<tr>
<td>6 May 2016</td>
<td>SJK(T) Ldg West Country ‘Timur’</td>
</tr>
<tr>
<td>13 May 2016</td>
<td>SJK(T) Bangi</td>
</tr>
<tr>
<td>25 May 2016</td>
<td>SJK(T) Kajang</td>
</tr>
</tbody>
</table>

Table 16: Implementation of project in each school
2.7.10 Impact Measurement Instrument

PTMIPP was asked to collect data using qualitative techniques based on what the NGOs understood from the training provided to gather the data to evaluate the effectiveness of the program funded by SEDIC.

2.7.11 Description of toolkit

During the Capacity Development Training, it was recommended that the PTMIPP team use the following tools to assess the impact that the project has made on the participants.
Specifically three tools were given to PTMIPP for data collection, as listed in the following Table:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Brief description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Form</td>
<td>Basic information to be captured for event held in different locations</td>
<td>Appendix G</td>
</tr>
<tr>
<td>Video Evidence</td>
<td>Evidences of project conducted in the schools involved</td>
<td>Appendix G</td>
</tr>
<tr>
<td>Written Feedback from student, teacher, lecturer</td>
<td>Basic questions on impact made by the competitions – to be filled by students. A total of 4 questions and demographics questions asked.</td>
<td>Appendix G</td>
</tr>
</tbody>
</table>

Table 17: Toolkits given to PTMIPP

2.7.12 Analysis by PTMIPP
The PTMIPP representative involved in the Capacity Development Training attended the workshop in University Malaya and did the gathering of data within the stipulated time. The tools for data collection was adapted and further information was also provided.

2.7.13 Quantitative Findings
The PTMIPP representative presented an overall report of the whole green program. Results showed that all students appreciated the knowledge received to go green (recycle and reuse materials around them). All primary school students and university undergraduates involved in the program played an active role in the entire project.

Based on video recordings and data collected, students provided with responses below.

Students’ data evidences from video: All 100 percent responded that they gained more knowledge about recycling programs. They mentioned that they learnt different aspects of environmental sustainability which included:
A total of 162 respondents were involved in the recycle program which was held in the Hulu Langat district. The diagram below shows the effectiveness of the program before and after the recycle program based on a survey provided to the students.

![Diagram showing the percentage of students' responses before and after the recycle program.]

**Figure 41: Change of understanding about recycle programme**

The diagram above shows the percentage of students responses based on the activity that PTMIPP conducted. After the program was conducted, all participants acknowledged that their knowledge level went up 100 percent.
Figure 42: Recycle habits of students at home and in school.

A: Sell or Buy
B: Reuse
C: Provide service to others
D: Create new things
E: Lessen the use of things
Students were given questions on the importance of recycle and below are their responses.

![Bar chart showing the importance of recycling.]

<table>
<thead>
<tr>
<th></th>
<th>Importance of recycle</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Save use of resources</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>Instil habits of saving</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>Increase income</td>
<td>5</td>
</tr>
<tr>
<td>D</td>
<td>Job opportunity</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td>Lessen pollution</td>
<td>45</td>
</tr>
<tr>
<td>F</td>
<td>Lessen use of resources</td>
<td>30</td>
</tr>
<tr>
<td>G</td>
<td>Instil awareness on importance of environment</td>
<td>5</td>
</tr>
</tbody>
</table>

Figure 43: Importance of recycling.
Several suggestions were provided by the participants on how to increase the recycle habit among the students.

Figure 44: Ways to increase the recycle habit among the students.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
<td>G</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Campaign</td>
<td>Education</td>
<td>Gotong Royong</td>
<td>Courses/Workshop</td>
<td>Prepare recycle centres</td>
<td>Work together with local authorities/communities</td>
<td>Form Nature Lover’s Club</td>
</tr>
</tbody>
</table>

Figure 44: Ways to increase the recycle habit among the students.
Figure 45: SJK (T) Bangi with their recycle activities.

Figure 46: SJK (T) Rinching with their recycle activities.
Figure 47: SJK (T) Ampang with their recycle activities.

Figure 48: SJK (T) Ladang Dominion with their recycle activities.
Figure 49: SJK (T) Ladang West Country Timur with their recycle activities.

Figure 50: SJK (T) Ladang Semenyih with their recycle activities.
Figure 51: Students in SJK(T) Kajang doing some recycle-based activity.

2.7.14 Qualitative Findings
The PTMIPP team was asked to collect feedback from the key stakeholders of the program who were the students and the teachers. However, this data was not evident during the presentation as all data was collected using survey questionnaires. Since PTMIPP had their own tools for collecting data based on the project and was mainly quantitative, the qualitative aspect was lacking.

2.7.15 Project Team’s Review and Interpretation
Based on the quantitative data gathered, the Capacity Development Training teams interprets the PTMIPP programme as follows:

- Programme objectives - the programme has met its core objective as per identified in the original proposal submitted to SEDIC for funding though the later objectives for the project were more elaborate.
- Student awareness about environmental sustainability - based on the quantitative data, the team interprets that the programme has created a 100 percent awareness among the Tamil school students where the project was held.
• Nature Lovers’ Club – this will be an ongoing project/challenge for the PTMIPP team as they are finding it difficult to get schools to be continuously interested in their programs.
• Schools selected participated in the Sustainable School competitions and did well.

Figure 52: Eco-school projects launched in 2016.
Figure 53: SJK (T) Semenyih was awarded the Eco-School Award by Malaysia WWF.

2.7.16 Strengths and Opportunities

The strengths and opportunities for improvement of the “Program Perintis SJKT Hijau di Daerah Hulu Langat” programme is summarised in the following Table:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Improvement Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme was able to create more awareness amongst students about</td>
<td>The data was gathered using quantitative approach and tools. For primary students would</td>
</tr>
<tr>
<td>environmental sustainability and recycling.</td>
<td>be more appropriate to use qualitative approach and obtain in-depth data.</td>
</tr>
<tr>
<td>Students were proactive about recycling and the fact that facilitators</td>
<td>There is a recommendation to structure the programme with a module at the end where</td>
</tr>
<tr>
<td>plus students were of different ethnicity provided an avenue to increase</td>
<td>each school can sustain their own recycling program and environmental sustainability</td>
</tr>
<tr>
<td>multicultural awareness plus the original objectives.</td>
<td>project.</td>
</tr>
</tbody>
</table>

Table 18: Strengths and opportunities for improvement of the “Program Perintis SJKT Hijau
2.7.17 Recommendations

The Capacity Development Training team’s overall recommendations to SEDIC in relation to the “Program Perintis SJKT Hijau di Daerah Hulu Langat” programme led by PTMIPP are as follows:

- The focus of the environmental awareness and recycling programme should have short term and long term goals. By doing so, schools involved in such programmes can be educated to continue even when the NGOs are not in the picture.
- Since the programme received good feedback from students and teachers, the programme can be replicated in other districts and states.
2.8 Case Study 8: Project Penataran Teks & Perbengkelan Format Kesuasteraan Tamil SPM by Persatuan Guru-guru Kesuasteraan Tamil Malaysia.

2.8.1 Project Background
The Persatuan Guru-Guru Kesuasteraan Tamil Malaysia (PGKTM) received a grant to conduct the Text Enhancement and Tamil Literature Format Workshop for SPM students throughout the country. A total of ten zones were selected for this purpose. The workshop was held over six months with each session and zone allocated 6 hours each.

2.8.2 Project Funded by SEDIC
This section highlights the 2015-2016 Persatuan Guru-Guru Kesuasteraan Tamil Malaysia (PGKTM) Text Enhancement and Tamil Literature Format Workshop for SPM students, a project funded by SEDIC.

2.8.3 Project Objectives
The programme had five objectives:

1. Renew the degree of learning and elicit the potential of the students as well as enhance their achievement, both quantitatively and qualitatively in the Tamil Literature subject at the SPM level
2. Assist the students to obtain an Excellent grade in the Tamil Literature subject at the SPM level
3. Encourage and increase the number of candidates taking the Tamil Literature as an examination subject at the SPM level
4. Prepare the students in terms of mastering how to answer well in the Tamil Literature subject at the SPM level
5. Instil the interest and encourage the students to take the Tamil Literature subject at the SPM level

2.8.4 Target Groups
A total of 5005 Form 4 (2275) and Form 5 (2730) students from 8 states (Negeri Sembilan, Perak, Pahang, Melaka, Selangor, Johor, Kedah and Penang) with approximately 500 students per zone attended the programme at 10 different locations throughout the country.

The number who attended the Tamil Literature Format Workshop for SPM was 2967 out of 3110 who were registered for the exams, which means about 7.9% did not attend the seminar.
2.8.5 Duration
Programme Text Enhancement and Tamil Literature Format Workshop for SPM students was held over a duration of 12 months. This Programme was conducted in 2016 at ten states in the country between July and November of that year. Each session at every centre was conducted a total of 6 hours.

2.8.6 Description of toolkit
During the Capacity Development Training, it was identified that the PGKTM team used the following toolkit to assess the impact that the project has made on the participants. Specifically, the Survey form provided by the CDMR team was used for data collection, as listed in the following Table:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Brief description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information and Feedback form</td>
<td>Basic information to be captured for event held in different locations.</td>
<td>Appendix H</td>
</tr>
<tr>
<td></td>
<td>Basic questions on impact to be answered and filled by students who attended the seminar.</td>
<td></td>
</tr>
</tbody>
</table>

Table 19: Toolkit given to PGKTM

2.8.7 Analysis by PGKTM
Two PGKTM representatives were nominated to be involved in the Capacity Development Training and both attended the workshop in University Malaya. The representatives submitted their feedback forms and report. The toolkit for data collection, data collection procedure and also timeline for completing the impact assessment was done within the stipulated framework and the report is satisfactory.
2.8.8 Quantitative Findings

From the quantitative approach, the NGO has explicitly proven that from the total students who took the examination and those who passed the paper, 82% passes were those who attended the programme and which was successfully conducted by the NGO.

The NGO showed proof of the number of students, by state, who achieved the Excellent, Honours and Pass achievements by giving statistical evidence. Generally, all the students who attended the seminar, passed the paper with the above grades.

Interestingly, the total 7.9% who did not attend the seminar seems to tally with exactly the same number of students who did not pass the paper. This implicitly infers that the seminar is important to pass the literature paper.

The 100 students were apparently reported to have been interviewed and findings showed that the three survey questions were responded as follows:

(a) Question 1: Explain the effectiveness of the seminar.
   Out of the 100 survey participants, 69% declared it as Very Effective, while 31% agreed that is was Effective. This clearly proves that all participants found the seminar to be Effective.

(b) Question 2: What activities were conducted during the seminar?
   This question seeks to ascertain the contents of the seminar. The responses for this question included talks, workshop, answering technique and Question and Answer sessions. The response indicates that the seminar was thorough and allowed the students to enquire and learn.

(c) Question 3: State 2 answering techniques that has assisted you in this subject.
   For this question, all four (i) Komsas (ii) novel (iii) drama (iv) poems were cited. This proves that the seminar covered all components of the paper.
2.8.9 Qualitative Findings
The Survey form from the CDMR team was filled. For the feedback, a sample of 11 students filled the forms which was attached to the report and sent as proof. The forms showed the response in the comments section. However, all the forms were from one centre, Penang.

All eleven students said that the seminar had enhanced their understanding of:
- a) the different components of the literature paper namely komsas, novel and drama
- b) writing a good essay
- c) reading questions and planning out the answering techniques
- d) the need to answer in full sentences

Students also listed the same activities Q&A techniques, elaboration and discussion of all the components that they had attended at the seminars. Suggestions were also given by the students to the facilitators as follows:
- i) give exam tips
- ii) having a more conducive premise,
- iii) allowing more time for such seminars
- iv) going through past year papers

2.8.10 Project Team’s Review and Interpretation
The NGO did justification to the assessment of their programme. The NGO should also justify why only 8 states were chosen to conduct the programme. There is a need to check for accuracy in reporting the statistics. For instance, slide 8 states that the number registered was 3106, but elsewhere it is stated as 3110.

For sampling, a hundred (100) students is reported to have responded to the brief survey. However, how was the selection done? The 11 students who gave the feedback were all from Penang. It is suggested that a more thorough sampling to represent the population be used. Ideally, there should be sampling from all eight states, meaning at least 10% of the total population and a number that reflects the composition of each state should be used.
2.8.11 Strengths and Opportunities
The strengths and opportunities for improvement for the Programme Text Enhancement and Tamil Literature Format Workshop for SPM students is summarised in the following Table:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Improvement Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The programme’s aims to renew the degree of learning and elicit the potential of the student, assist the students to obtain an Excellent grade in the Tamil Literature subject, to increase the number of candidates, prepare the students to answer well and instil interest to take the Tamil Literature subject at the SPM level have been achieved.</td>
<td>The first objective, ‘renew the degree of learning and elicit the potential of the student,’ is challenging as an objective in terms of measurement or proof.</td>
</tr>
<tr>
<td>This is a commendable effort given the need to ensure that the students are able to master the techniques of answering exam questions as well as increase the number of students.</td>
<td>The NGO should retain the first three objectives as their core.</td>
</tr>
<tr>
<td>The programme covered 8 different states and sampling was only done in Penang on 11 respondent feedback.</td>
<td>The assessment is examination-based results report which is acceptable to gauge interest and understanding through the students’ performance. But in order to increase the validity of the data (particularly), the NGO must conduct interviews too.</td>
</tr>
<tr>
<td>A report based on Form 4 achievement should also be included. It would appear that half of the participant achievement in this range was not accounted for and this cannot be left out to show the effectiveness and impact created from the programme.</td>
<td>A proper impact assessment of the data should be collected by an independent team of researchers to ensure reliability.</td>
</tr>
</tbody>
</table>

Table 20: Strengths and opportunities for improvement for the Programme Text Enhancement and Tamil Literature
2.8.12 Suggestions for Improvement

Based on this evidence, it is agreed with the NGO that students do indeed benefit from the seminars but a certain logistics need to be improved on. The suggestions are from both the respondents as well as the NGO.

a) Infrastructure and facilities – hall capacity was reported to be limited as it was based on the allocated budget from SEDIC.

b) Training – it is suggested that teachers be given training on how to teach Tamil literature to facilitate students throughout the year instead of a one-off seminar.

c) Funding – it is suggested that only NGOs that consists of teachers from the Malaysian Tamil Literary Teachers Association be awarded funds.

d) The NGOs did suggest that there is a limit set to the number of participants but this would be detrimental and felt to be unfair to students who should be given equal opportunity to attend the seminar

e) Students suggested that more materials such as forecast questions should be included in the programme and also felt that it would be beneficial to hold the seminar annually, at a more conducive premise and to increase the time for each session.
2.9 Case Study 9: Project Memperkasakan Murid SJKT Dalam BI dan BM Bersama PADU by Persatuan Kemajuan dan Perpaduan Rakyat (PADU)

2.9.1 History
PADU was formed in 2008 and officially registered with the ROS on 2012. The first President was the late Mr. PKK Ramu Nadarajan and was succeeded by Mr. A. Gunalan, who has held office until the present. It has a membership of 1000 members in Perak.

PADU is focused on education, eliminating gangsterism and providing community-based social services. In 2013, PADU distributed some 154 computers to help the Tamil community in Perak. They have helped financially and in organising talks on education and religious workshops in the past. Seminars for exam-bound students particularly the UPSR, PMR, PT3 and SPM students are held annually.

In 2016, PADU collaborated with the Tourism Ministry to organise the National Level Ponggal and Cultural show in Buntong, Perak. The three-day festivity was a great success. PADU’s active role in the above garnered three (3) SEDIC grants for projects to be carried out.

This year, PADU organised the Deepavali gift programme for 1000 B40 Indian households in Bagan Dato, which is in collaboration with the DPM’s office. Apart from this, PADU usually distributes 500 food hampers annually.

2.9.2 Project Background
The project undertaken by PADU was aimed at Empowering SJKT students in the English and Malay Languages, which focused only on the languages. The programme was intended for underprivileged students. Each session was two (2) hours and held over six months.

2.9.3 Project Funded by SEDIC
This section highlights the 2015-2016 Empowering SJKT students in the English and Malay Languages organised by PADU and funded by SEDIC.

2.9.4 Project Objectives
The programme had three objectives:
1. Students would be more confident and ready to face the UPSR examinations. Train and prepare the year 4 and 5 students of the SJKT to be proficient in the English and Malay Languages.
2. Students would increase their competitiveness in co-curricular activities and represent the school in co-curricular competitions.
3. Students would be confident to use both English and Malay Languages in their daily activities.

2.9.5 Target Groups
PADU selected 50 students from two (2) SJKT schools. The first school had students from year 4 (8 students) and year 5 (28 students), totalling 36 students. The second school had students from year 5, with a total of 14 students. Ten activities were carried out for the students and the effectiveness of the programme was gathered from the Information and Feedback form.

2.9.6 Duration
The programme Empowering SJKT students in the English and Malay Languages organised by PADU was held over a duration of 6 months. This programme was held in 2016 at two locations in the state of Perak. Each session at the individual centres was held for two hours.

2.9.7 Description of toolkit
During the Capacity Development Training, it was identified that the PADU team used the following toolkit to assess the impact of the project on the participants. Specifically, the Feedback form provided by the CDMR team was used for data collection, as listed in the following Table:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Brief description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information and Feedback form</td>
<td>Basic information to be captured for event held in different locations</td>
<td>Appendix I</td>
</tr>
<tr>
<td>Structured Interview</td>
<td>Basic questions on impact to be answered and filled by students, teachers and parents.</td>
<td>Appendix I</td>
</tr>
</tbody>
</table>

Table 21: Toolkits given to PADU

2.9.8 Analysis by PADU
Two PADU representatives were nominated to be involved in the Capacity Development Training and both attended the workshop in University Malaya. The representatives submitted their feedback forms and report. The toolkit for data collection, data collection procedure and also timeline for completing the impact assessment was done within the stipulated framework and the report is satisfactory.
2.9.9 Quantitative Findings
The Information and Feedback forms were quantitatively analysed.

Question 1: What is the effectiveness of the programme?
60% of the respondents said that the programme was Excellent, 30% said that the programme was Good, and only 10% said that the programme was Average. Thus, in general 90% found the programme to be effective.

Question 2:
Student feedback: Were the sessions interesting?
80% said it was Very interesting, while 20% said it was Interesting. In other words, all the students found the programme to be fun and interesting.

Question 3:
Parents’ reaction to the programme: Was the programme useful or encouraging?
All parents either agreed that the programme was Very Useful (74%) or Useful (26%).

Question 4:
Teachers and school administrators’ reaction: Was the programme helpful in encouraging the students to represent their schools in Language Competitions?
The response was positive with all agreeing that the programme was either Very Helpful (74%) or Helpful (26%).

2.9.10 Project Team’s Review and Interpretation

The NGO has provided evidence in terms of (a) attendance sheets (b) pictures and (c) video clips of the programme. In terms of sustainability, the programme has shown that through the programme, the students were involved in various co-curriculum activities including writing at the school, district, state and national levels.

The report of evidence was given in excel form but it is pertinent to show how much students have improved in both the subjects. Between English Language and Bahasa Melayu, improvement was clearly seen in the former for Comprehension and in the latter for Penulisan.

The percentage improvement for English Comprehension was 76% as compared to Bahasa Melayu Pemahaman which recorded 70%. However, this percentage includes those in the below 49 marks.
As for the English Writing component, there was a 74% increase in performance while 80% did better in Bahasa Melayu Penulisan, again this includes those below the 49 mark range.

It is important in impact studies to report the above where a pre-test is done to gauge the level of proficiency in both subjects. A post-test would show the difference (if any) based on the UPSR results (for year 5) and Final school examination marks (for year 4) be used to measure the achievement levels.

2.9.11 Strengths and Opportunities

The strengths and opportunities for improvement for the Programme Empowering SJKT students in the English and Malay Languages organized by PADU is summarised in the following Table:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Improvement Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Programme’s aims are to train and prepare the year 4 and 5 students of the SJKT to be proficient in the English and Malay Languages and to increase their competitiveness in co-curricular activities and represent the school in co-curricular competitions.</td>
<td>The assessment is school examination-based results report which is acceptable to gauge the participants’ performance. But in order to increase the validity of the data (particularly), the NGO must show that improvement has been made in terms of the percentage according to the Pass and Fail rates. The NGO lumped those who had low scores together with the high scores. Remedial classes and what was done for the low achievers should be the focus. A proper impact assessment of the data should be collected by an independent team of researchers to ensure reliability.</td>
</tr>
<tr>
<td>This is a commendable effort given the need to ensure that the students are able to master the languages and be competitive.</td>
<td></td>
</tr>
<tr>
<td>The programme covered 2 Tamil schools</td>
<td>A report for each school has to be kept separately to understand the needs of the students and follow-up logs should be kept to check on the effectiveness of the programme. Why did some students both low and high achievers prior to the seminar slide lower in</td>
</tr>
</tbody>
</table>
The programme was delivered to 50 Students but how was the evaluation of the Standard 4 and 6 against the current UPSR standard?

A report based on the achievement of standards 4, 5 as compared to UPSR standard 6 should also be included to show the readiness of the students and the weak areas that need further help.

It would appear that the weaker students’ achievement in this range were not accounted for. These scores cannot be left out as it is evidence of the effectiveness and impact created from the programme.

Table 22: Strengths and opportunities for improvement for the Programme Empowering SJKT students in the English and Malay Languages

<table>
<thead>
<tr>
<th>2.9.12 Suggestions for Improvement</th>
</tr>
</thead>
</table>

The NGO has clearly helped the students through various activities, but there ought to be remedial classes to tackle the weaker students. The number of students in the weak range should be given attention and different activities.

Suggestions by the NGO include:

- Having more contact hours with the students
- Inclusion of more rural areas to benefit more students
- Expanding the programme to include Years 4 – 6 and to have follow through programmes of up to 3 years to see the effectiveness of the programme
- Infrastructure and facilities should be more conducive
- Teaching techniques to be varied
- Dictionaries that contain dual languages to be encouraged

*****************************************************
2.10 Case Study 10: Project Disiplin dan Harmoni Diri Dengan Seni Budaya by Pertubuhan Penggiat Seni Budaya dan Warisan Unik Negeri Sembilan.

2.10.1 NGO Background
This case is about the Pertubuhan Penggiat Seni Budaya dan Warisan Unik Negeri Sembilan (PPSBWUNS henceforth) and the “Program menggiatkan Tarian & Muzik tradisional India Malaysia” project funded by SEDIC.

2.10.2 History
PPSBWUNS was the idea of a few aspiring artistic professionals. PPSBWUNS was officially registered under the Malaysian Society Act, on 22 July 2014. Mr. Abhishegam Thiyaga Dass. M alongside a few others formed PPSBWUNS to increase the awareness on Indian traditional dance and music among the Malaysian society.

2.10.3 Mission and Vision
As mentioned in the preceding section, PPSBWUNS operates with the aim to create awareness to young people on the need to appreciate dance and music to foster greater harmony among the members of society. To do so, talents of young students for dance and music was acknowledged and encouraged to give them a sound headstart.

2.10.4 PPSBWUNS Core Activities
With the focal point of propagating traditional Indian dance and music, the core activities of the PPSBWUNS are as follows after receiving the grant from SEDIC.

- Talent audition for Performing Arts from Tamil schools
- Traditional dance classes, music classes and singing folk songs for Tamil schools that were interested.
- Two days’ workshop on Kolaattam dance and singing Tamil folksongs in Tamil schools in different states after UPSR examination.

2.10.5 Project Funded by SEDIC
This section highlights the 2015-2016 PPSBWUNS project funded by SEDIC.
2.10.6 Project Background
The project funded by SEDIC under PPSBWUNS is called “Disiplin dan Harmoni Diri dengan Seni Budaya” or Self-discipline and harmony with Culture and Art. The main goal of this program was to raise the awareness and appreciation of traditional Indian dance and music by instilling self-discipline in the younger generation. It was also to provide an avenue for young children to realise their potentials and continue developing the potential.

2.10.7 Project Objectives
The program had a four objectives:

- To create awareness towards the importance of culture and arts towards younger generation in building harmony and self-discipline within oneself
- To provide opportunities for young students to show and develop their talent
- To provide an avenue for young students to develop their culture and develop their talent for the future
- To increase Indian culture and arts in Malaysia.

2.10.8 Target Groups
PPSBWUNS organized the program in selected Tamil schools in random, covering a population of almost 500 students (as stated in the application for fund proposal) from primary Tamil school children.
2.10.9 Duration

The PPSBWUNS project was held for the year 2016, and as mentioned was carried out throughout the nation in selected schools based on the process. This is provided in the Table below:

Selected schools were:

<table>
<thead>
<tr>
<th>No</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SJK (T) Ladang Kirby, Jalan Labu, N. Sembilan</td>
<td>Negeri Sembilan</td>
</tr>
<tr>
<td></td>
<td>Duration: 4 months (16 sessions)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SJK (T) Labu Bhg 1, Jalan Labu, N. Sembilan 24 sesi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duration: 4.5 months (23 sessions)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SJK (T) Kuala Terla, Cameron Highland, Pahang</td>
<td>Pahang</td>
</tr>
<tr>
<td></td>
<td>Duration: 1 day exposure program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SJK (T) Blue Valley, Cameron Highland, Pahang</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SJK (T) Tanah Rata, Cameron Highland, Pahang</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duration: 1 day exposure program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SJK (T) Sg. Palas, Cameron Highland, Pahang</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duration: 1 day exposure program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SJK (T) Ringlet, Cameron Highland, Pahang</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duration: 1 day exposure program</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SJK (T) Kemunting, Kedah</td>
<td>Kedah</td>
</tr>
<tr>
<td></td>
<td>Duration: 1 day exposure program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SJK (T) Thiruvalluvar, Kedah</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duration: 1 day exposure program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SJK (T) Barathy, Kedah</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duration: 1 day exposure program</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Combination of multiple school students around Seremban</td>
<td>Negeri Sembilan</td>
</tr>
<tr>
<td></td>
<td>Dewan Za’aba. Taman Budaya Seremban</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duration: 2 sessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Studio Unique Arts Academy, Seremban</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duration: 2 sessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Taman Awam, Seremban</td>
<td></td>
</tr>
</tbody>
</table>
2.10.10 Impact Measurement Instrument

PPSBWUNS was recommended to collect data using qualitative techniques to measure the impact made from the program. Since the

2.10.11 Description of toolkit

During the Capacity Development Training, it was identified that the PPSBWUNS team use the following toolkits to assess the impact that the project has made on the participants. Specifically two toolkits were recommended to PPSBWUNS for data collection, as listed in the following Table:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Brief description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Form</td>
<td>Basic information to be captured for event held in different locations</td>
<td>Appendix J</td>
</tr>
</tbody>
</table>
Video

Five questions for students to respond about the program and their reaction

Four questions for teachers to respond based on their involvement of the students in the programme

Appendix J

| Table 24: Toolkits given to PPSBWUNS |

2.10.12 Analysis by PPSBWUNS

The PPSBWUNS representative involved in the Capacity Development Training attended the workshop in University Malaya. However, the representative had to attend a course in India the very next day and when he came back from India he was busily involved with Navarathiri. He was encouraged to get his team members and collect data using the virtual methods such as emails and what’s app. The trainers did follow-up with the NGO to gather more information about what to do—toolkits for data collection, data collection procedure and also timeline for completing the impact assessment.

Data was provided using the qualitative findings plus video recordings which would be inserted using QR code.

2.10.13 Qualitative Findings

The PPSBWUNS team was also asked to conduct interviews with different stakeholders involved in the program. PPSBWUNS responded by submitting the toolkits provided by the training team and many video recordings of the entire program. The key stakeholders who provided their feedback were the students involved in the program as well as the teachers who accompanied them.
Based on the video recordings, the students as well as the teachers responded positively towards the whole program conducted by PPSBWUNS either in the long duration or the exposure programs.

Here are several responses from the students, and teachers who were involved or supported the program. The original text version was translated by the research team:

Student’s responses:
I feel happy. I get to learn traditional dance and the different movements. The dance itself is so interesting. I get to use my time very usefully. (12 year old girl#SJK(T) Ladang Blue Valley)

I am so excited. I love dancing. This program helped me understand and practice the basics of traditional Indian dance. I use my free time to practise dancing. I am proud to know classical Indian dance. (12 year old boy#SJK (T) Ladang Kirby)

Teacher’s response:
It is a very effective program. Students learnt to dance using the correct technique. They could rightly do the hand and leg movements. They understand the tempo and space within the dance. I feel there should be more days allocated for the program. Students use their free time fruitfully and their confidence level is also increased. (Teacher#SJK(T) Ringlet)

Students learnt a new skill. Through dance, they learnt song, and movement. They is a need to increase the duration and more sessions should be held. Students’ self-esteem increased and they were willing to learn a new art. They also shared their experiences with other peers. (Teacher#SJK(T) Sg. Palas)
2.10.14 Project Team’s Review and Interpretation
Based on the qualitative data gathered, the Capacity Development Training teams interprets the “Disiplin dan Harmoni Diri dengan Seni Budaya” program as follows:

- In meeting program objectives—on balance, the program has met its core objective as per identified in the original proposal submitted to SEDIC for funding.
- On creating awareness about traditional Indian dance and culture – based on the qualitative reports, the team interprets that the program has created an awareness about traditional Indian dance amongst the younger generation.
- Students were disciplined when it came to practice and training with their trainers. However the exposure for students in Kedah and Cameron Highland is seen as minimal and teachers suggested that more days and sessions should be conducted.
- Overall all four objectives were achieved by the NGO and participating students had a good exposure of learning the traditional Indian dance in a systematic manner.

2.10.15 Strengths and Opportunities
The strengths and opportunities for improvement for the “Disiplin dan Harmoni Diri dengan Seni Budaya” program is summarised in the following table:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Improvement Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program was able to create more awareness amongst Tamil school students on traditional Indian dance.</td>
<td>More focus should have been given on the aspects of self-discipline and harmony as portrayed by the title of the program.</td>
</tr>
<tr>
<td>Data showed that students used their free time usefully and were keen to learn a new skill.</td>
<td></td>
</tr>
<tr>
<td>Program provided an avenue for students to learn something new with trainers who were professional and understood children well.</td>
<td>Though the programs conducted in Negeri Sembilan were lengthy sessions but those conducted in Pahang and Kedah were between 3-5 hours and not sufficient for students to deeply appreciate the traditional dance and performing arts.</td>
</tr>
</tbody>
</table>

Table 25: Strengths and opportunities for improvement for the “Disiplin dan Harmoni Diri dengan Seni Budaya”
2.10.16 Recommendations

The Capacity Development Training team’s overall recommendations to SEDIC in relation to the “Disiplin dan Harmoni Diri dengan Seni Budaya” led by PPSBWUNS are as follows:

- The focus of the whole program was targeted for Tamil school students and it achieved the objectives. However, the duration for students in the outskirts were very minimal and there should be follow up from the local community which should be encouraged by PPSBWUNS and SEDIC.

- Since the entire program showed a positive outcome where data showed that students and teachers were both supportive of such a program, there is an avenue to include dance and performing art into the Tamil school curriculum through co-curriculum programs.

Advantages:

- The focus was clearly defined and achieved the objectives.
- Data showed the students and teachers were supportive of the program.

Challenges:

- Duration for students in the outskirts was minimal.
- Follow up from the local community is needed.

Recommendations:

- Increase duration for students in the outskirts.
- Encourage local community participation.

Future Steps:

- Include dance and performing art into the Tamil school curriculum.

Remarks:

- The program was well received by both students and teachers.
- Suggestive of the need for similar programs in other areas.

Conclusion:

- The program was a success and needs to be further expanded.
- Engagement of the local community is crucial.

Next Steps:

- Plan for future programs.
- Collect feedback from participants.

Follow Up:

- Collaborate with PPSBWUNS and SEDIC for future projects.
- Monitor the progress of the program.

Overall, the program was a success and needs to be replicated in other areas with necessary adjustments.
2.11 Case Study 11: Project Program Transformasi dan Realisasi Untuk Sekolah-Sekolah Tamil (T.R.U.S.T) by Pertubuhan Kebajikan Sri Gading Malaysia.

Pertubuhan Sri Gading Malaysia received funding from SEDIC for their programme entitled Program Transformasi & Realisasi Untuk Sekolah Tamil (T.R.U.S.T). This NGO did not send a representative for the capacity development workshop. They were also not present to deliver their findings at the final presentation workshop. The project team did prepare the relevant data collection toolkit for this NGO (Refer to Appendix K). Since there was no representative for the capacity development workshop the toolkit was sent to them directly through Google drive.

As such the project training team is not in a position to interpret if Pertubuhan Kebajikan Sri Gading’s T.R.U.S.T programme has achieved its intended objectives.
PART 3: Overall Assessment

The interpretations of the output of the Capacity Development Training was a result of analyses by representatives of NGO’s using quantitative, documentary and qualitative analysis for each NGO after toolkits were provided to them. The interpretations of the output of the Capacity Development Training of the different NGO’s and their target group in each project was unique because of the nature of the projects’ of the different NGO’s (Refer to Part 2), their time duration and the kind of stakeholders involved.

Majority of the NGO’s had done their best to collect data according to the needs of the project funded by SEDIC. During the NGO’s presentations’ it was evident that the funding supported their projects and the NGO representatives felt that they could have provided a more comprehensive report if the capacity development training was provided right from the beginning.

The Capacity Development Training was set to achieve four main objectives: -

Objective 1

Educate and build capacity amongst the NGO’s that had received funds from SEDIC

The objective to educate and build capacity amongst the NGO’s was successful to a certain extent based on our case studies reported in Part 2 of this report.

Objective 2

Investigate the extent to which the selected programme has achieved their objectives through data obtained from the participants from respective NGO’s.

Overall, the participants involved in each NGO were motivated and engaged in this Capacity Development Training. This was evident from the training teams’ interpretations of the NGO’s presentations post data collection.

Objective 3

Investigate the extent to which the selected programme has impacted the targeted participants

The selected programs had made a positive impact to the participants based on the data provided by the ten NGOs. The quantitative and qualitative results reported by the NGOs indicate and suggest that the selected programme objectives were achieved.
Objective 4

Describe the issues that surfaced during the implementation of the programmes under the study

The issues and challenges that surfaced are unique according to the different NGOs and their respective programmes as reported in Part 2 of this report.

3.1 Strength of SEDIC Programs

Based on the presentations of the 10 NGOs, the training team found the following as strengths of the SEDIC programmes:

- **Cultural development**—programmes such as by the Pertubuhan Seni Budaya clearly inculcated the awareness and motivation to increase students’ interest in traditional Indian dance and music.

- **Religious awareness**—programmes such as Thirumuarai (MHS) and Jiwa Murni (Persatuan Bekas Pelajar Subramaniya Barathi) triggered greater awareness amongst the participants on the importance of spirituality and value-laded living in their daily lives.

- **Talent development/scouting**—programmes such as Thirumuarai (MHS) and Projek Counter Attack (Persatuan Kaum India, Taman Universiti Skudai), Kelab Rekreasi Interek N. Sembilan (Akednik Bolasepak Rekreasi Interek N.Sembilan) were able to identify talent among Tamil school students in the areas of Thirumurai recital and football.

- **Educational excellence**—PADU through its programme (Memperkasakan Murid SJKT dalam BI dan BM bersama PADU) and Persatuan Guru-guru Kesusasteraan Tamil Malaysia (Seminar Bahasa Tamil for SPM and STPM) provided the avenue for students to excel in their language and thus academic achievements.

- **Environment Sustainability**—Persatuan Transformasi Masyarakat Dan Industri Melalui Pendidikan & Penyelidikan (Program Perintis SJKT Hijau di daerah Hulu Langat) created the awareness of recycling and the importance of sustaining a green environment among Tamil school students.

- **Professional Development**—Persatuan Kebudayaan Tamil Malaysia (Program Meningkatkan Mutu Pengajaran Dan Penyampaian Sajak Di Kalangan Guru-guru), provides an avenue for professional development among teachers to teach Tamil language using creative and innovative pedagogies.
3.2 Issues, Challenges & Recommendations

The following challenges were reported by the NGOs after attending the Capacity Development Training:

- **Time**—the NGOs were given 30 days to submit their findings upon completing the training. This was a major challenge reported by NGOs.
  
  **Recommendation:**
  The project team suggests that SEDIC organises similar Capacity Development Training for successful NGOs, upon signing the funding agreement with SEDIC. This is to ensure that every NGO conducts continuous impact measurement of their respective projects.

- **Resources**—the NGOs faced the challenge of collecting a sizable data given that there was no allocation to utilise the services of research assistants as they had exhausted their funding provided by SEDIC.
  
  **Recommendation:**
  A certain portion of SEDIC’s funding should be allocated by the NGOs for the purpose of proper impact measurement. In this context SEDIC should also provide all grant recipients with the necessary toolkit and guideline for continuous impact measurement—presented quarterly.

- **Tractability of respondents**—Several NGOs faced significant challenges of locating their participants i.e. Persatuan Antarabangsa Untuk Penyelidikan Tamil Malaysia (1997), given that their project was completed almost two years ago—and their participants are now in various universities throughout Malaysia and abroad.
  
  **Recommendation:**
  SEDIC should make it compulsory for all grant recipients to submit their impact assessments report on a quarterly basis. This report should entail among others the following aspects:
  - Attendance of participants
  - Expenditure
  - Descriptive data using surveys and other qualitative tools
  - Feedback from both NGOs and participants of the project.

- **Logistics**—several NGOs (e.g. Persatuan Kaum India, Taman Universiti Skudai, and Pertubuhan Seni Budaya) reported that they had to travel to far off places to collect data of projects completed two years ago.
Recommendation:
SEDIC should make it compulsory for all grant recipients to conduct impact assessment while conducting the projects and include a comprehensive final based on quantitative and qualitative approaches.

- Prior commitments—most of the participating NGOs claimed that they found it very taxing to gather the necessary data using the tools provided, given their prior commitments. As stated earlier, most NGOs said that the training should have been conducted before the project started.

Recommendation:
As pointed out earlier, SEDIC should organise Capacity Development Training to all grant recipients.

3.4 Suggestions: Long Term Action Plans

- A neutral party can be appointed to carry out the ongoing projects for impact measurement which will be non-biased and acceptable as a valid procedure.
- The NGO requires to create a rapport with the Principals of schools and this takes time for the NGO to find committed School Principals. It is recommended that more time is given to the NGO representatives during the initial stages of the project.
- Programs which are implemented in future have to be developed in such a way that they are interlinked where necessary, depending on the objectives so that immediate needs can be addressed for short term objectives.
- A framework can be developed to address long term activities which will help sustain the short-term achievements so that students’ motivation is ongoing and their accomplishments can be achieved.
- A formation of a “Senior Committee for Tamil Schools” can help support the future Tamil schools and help in sustaining various types of projects all over Malaysia.
Reference


Appendix