



Iskul Sama diLaut Omadal

# Impact Report



An overview of the transformative journey of Iskul's students and the community towards becoming changemakers and leaders within their community. Aligned with Iskul's vision, this report delves into the impactful initiatives, achievements, and skills acquired by the children & youth of Omadal Island, Sabah.

February, 2024

[www.iskul.my](http://www.iskul.my) 

[info@iskul.my](mailto:info@iskul.my) 



# Nurturing Leaders, Transforming Communities

Iskul Sama diLaut Omadal (Iskul), has expanded beyond providing basic literacy and numeracy for the stateless semi-nomadic Bajau Laut children. Our mission is to empower children and youth for leadership, contributing to Omadal Island's betterment, **irrespective of citizenship status**. Witnessing their remarkable growth in confidence, creativity, and problem-solving, our students and youth now lead projects that tackle challenges affecting the Omadal Island communities. Through their student-led initiatives, they become catalysts for positive change, showcasing the transformative power of education to uplift the entire community.





# Iskul's Background

## ABOUT US

Iskul is a community-run project that was initiated in 2015 to provide literacy training for the stateless semi-nomadic Bajau Laut children at Omadal Island in Semporna, Sabah, Malaysia.

The word 'Iskul' means 'school' in the Bajau Laut language of the stateless children.

Before Iskul was established, none of the stateless children on Omadal Island had the opportunity to study because their stateless status excludes them from attending government run schools.

## OUR VISION

To build young leaders through holistic education to seek solutions to the problems faced by their communities in Omadal.

## OUR MISSIONS

- Build leadership through inclusive interaction between local and stateless community, and exposure beyond Omadal Island.
- Provide a conducive learning environment and encourage the culture of inclusivity.
- Create awareness and seek recognition for our stateless community.

## OUR JOURNEY

2015

We held our **first trial class** with the Mastal Arikik (little teachers) and began lessons on weekends

2016

We held our first evaluation trip, participated in a YSEALI workshop, and our Mastal Arikik was nominated as a **UNICEF Young Changemaker**

2017 - 2018

**Registered with the RoS** as Persatuan Pendidikan Bajau Laut (Iskul Sama diLaut Omadal) (PPM-009-14-24072017).

We received **support letter from District Officer for Iskul's initiatives and for construction of Pondok Iskul**.

2019

Several students showed great promise. 15 new students joined us, and one of our **pioneer MA stepped up** to be our field coordinator. Our graduate students become Mastal Arikik.

2020

We hired our **first full time teacher, and classes began every day**. Included arts and culture. An awards ceremony was held to celebrate the students and MAs

2021

During the **MCO**, food baskets were delivered to 221 stateless & Malaysian households, Distributed Vitamin C supplements and tested the community for the virus.

2022

Iskul received the **Star Golden Heart Awards** and **Gamuda Inspiration Award** for our work with the community to provide basic literacy and improve community's access to water and health.

2023

Iskul apply to JPN/Ministry of Education to be an Alternative Learning Centre for students without document (**Pusat Bimbingan for "murid tanpa warganegara"**).

# MAIN CHALLENGES



## EDUCATION

More than 200 school-aged children in Omadal are not in school and unable to speak Bahasa Malaysia. They faced social ills such as glue-sniffing.



## HEALTH

Mental and Physical health problems plague the community who have no resources to face these health issues.



## ENVIRONMENT

Without a waste management system, the environment that the community depends on is in danger of pollution.

# OUR RESPONSES



## EDUCATION

- Basic Literacy for BM, Maths, Arts, Culture & Performing
- Life Science classes for advanced students
- Online English Classes
- Evening Classes for new students
- Digital Class [upcoming]
- Conducive Learning Environment



## HEALTH

- Improve community's water access
- Physical First Aiders among the community & medical treatment facilitation
- A Community Health Center
- Mental Health First Aid, Resilience workshops & Peer Support Groups



## ENVIRONMENT

- Marine Modules (Pejuang Laut Program)
- Pilot Waste Management system for 35 households to cultivate the habit of disposing trash into trashbin.
- Gotong-royong sessions

# OUR IMPACT

## EDUCATIONAL IMPACT



**80** children receive basic literacy

**24** stateless and Malaysian youth empowered through Iskul's development projects

**10** stateless and Malaysian youth empowered to create video content

**3** graduate students turned assistant teacher



## HEALTH IMPACT



**252** Omadal residents received medical treatment from mini clinic and Community Health Centre

**50** pregnant & nursing mothers and children received supplement to boost their health

**45** children received nutritious meals 5-day a week

**150++** household on Omadal Island received Covid-19 food basket support

**10** students produced and showcased a Wayang Kulit entitled 'Omadal fights Corona' in Bajau language

**120** households improved access to clean water after receiving rain water storage tanks



## ENVIRONMENTAL IMPACT



**1 TON** kg of waste was removed from Omadal since Jan 22

**34** households in Omadal participated in Iskul's Pilot Waste Management Project

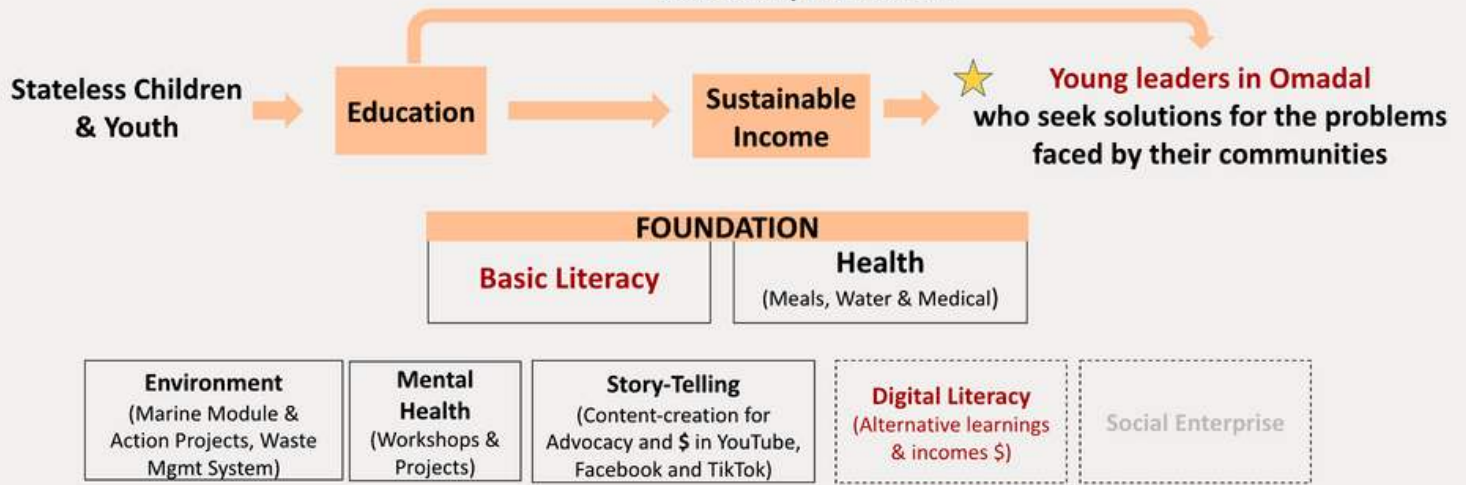
**17** students designed and built Floating Trash Trap around the waters of Omadal to tackle the trash problem



**9** students underwent Marine Stewardship Program

# Theory of Change

Empowering stateless children and youth in Omdal with basic literacy and nutrition



The foundation rests on two vital pillars: **basic literacy** and **health**. Recognizing that strong literacy skills thrive within healthy minds and bodies, Iskul addresses these needs in tandem. Nutritious meals fuel their learning, improved water access promotes hygiene and a healthy environment, and basic healthcare ensures well-being.

Building on this strong foundation, Iskul instills students with critical thinking, problem-solving, and communication skills. The marine stewardship program is a prime example, empowering students to become advocates for environmental and marine life protection, vital effort to ensure a sustainable future for Omdal. Similarly, the waste management initiative equips them with skills to improve sanitation addressing environmental concerns. Through storytelling and content creation, students document their experiences, raise awareness about community needs, and inspire actions. By equipping them with digital literacy and vocational skills, we pave the way for alternative livelihoods, fostering economic independence and community resilience.

**Iskul's holistic approach not only empowers young leaders to overcome personal challenges but also equips them to drive positive impactful change in Omdal.**

# Executive Summary

This impact report highlights Iskul Sama diLaut Omadal's journey towards fostering leadership, empowerment, and community transformation among its students and community. Through a blend of organized activities, student-led initiatives, and the cultivation of youth leaders, Iskul has emerged as a beacon of hope and progress on Omadal Island.

## Section 1 - Fostering Confidence, Leadership Skills, and Exposure through Organized Activities



**Pesta Bulan Paluwak**

**34** students performed in various confidence-building performances in effort to embrace their talents, express themselves, and fostering a connection to their culture.



**Health Awareness Campaigns**

**28** students participated in **2** theatre productions, **6** video productions, addressing **3** campaigns which are Vaccination, Covid-19 awareness, as well as on the dangers of glue-sniffing.



**Student Health Ambassador**

**50** individuals from **24** households participated in hygiene program where Iskul students educate their peers and family members on the usage of essential hygiene items.



**First-Aid Training**

**15** students underwent a 2-day program of training in first aid, drowning victim assistance, choking management, emergency lifting techniques, and CPR protocols.



**Community Health Centre**

Managed by **4** residents including **2** from Iskul's own Mastal Arikik, the health initiative managed to give treatments for over **180** Omadal residents across citizenship since its recent establishment in October 2023.



**Marine Stewardship & Community Mapping**

Through a **12**-month curriculum of **12** different modules, **9** students managed to equip themselves with marine knowledge, practical skills, and the opportunity to lead action projects. The students also mapped Omadal's marine environment in their native Bajau language.



**Waste Management**

**34** households ( **27** stateless, **7** Malaysian) cultivated proper waste disposal practices, delivering their garbage to Iskul for proper disposal. This resulted in the removal of over **1 ton (1,108kg)** of plastic waste from the island over **18** months.



**Digital Content Creator Program**

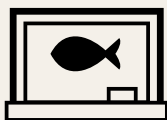
**10** youths ( **7** Malaysians, **3** stateless) participated in an **18**-month program, acquiring content creation skills and practical experience. In total so far, they have produced **32** videos. The videos have generated **333k** views in total and garnered **1.43k** subscribers on Youtube. Through Social Media Monetisation, the videos create a potential sustainable additional income stream for the youth. One of the short films have won the 'Kinabalu Awards' at the **Kota Kinabalu International Film Festival**.

## Section 2 - Student-led Initiatives: Applying Skills as Changemakers



### Gotong - Royong

**34** Iskul students led the project with having **3** objectives in mind; providing more bins in common area, building more awareness on the consequences of littering, and also regular clean-up session that saw **490kg** being brought out from Omadal Island.



### Marine Corner

**9** students built a marine awareness corner outside Pondok Iskul to educate and share with the wider community of Omadal Island on the material that they have learned from the Marine Stewardship program.



### Floating Trash Trap Project

**17** students, empowered to be change-makers in providing solutions to the waste challenge on the island, have initiated, designed and built a floating trash trap capable of capturing and collecting floating debris, such as plastic bottles and bags, from the waters surrounding the island.



### Sukaneka with the Omadal Community

**8** students, with the help of Iskul Team, have organised a full day sukaneka event for the whole community of Omadal Island that saw a participation of **110** residents, across ages and citizenship. This event was initiated by them to alleviate general happiness and build community interaction and bonding between the stateless community and the local Malaysian citizens.

## Section 3 - Youth Leaders Profiles and Achievements



### Mastal Arikik (Little Teachers)

**4** Mastal Arikiks, **Bilkuin, Enidah, Delah, and Shima** are all the 'little teachers' of Iskul who teach level 1 - 2 classes. They receive daily training from Iskul where they are taught with teaching techniques, content creation, as well as writing skills for reports and critical discussions. Apart from being a teacher, they are also key liaisons for the stateless community and each of them leads an action project at Omadal: **Waste Management, Kebun Iskul, Pandanus Making & Selling and Health Coordinator.**



### Khairul, Iskul's Co-Founder

**Khairul** is one of the Iskul's co-founder and the pioneer Mastal Arikik since he was 14 years old. His passion in educating the stateless community since his young age has nominated him the '**Young Change Makers 2015**' by UNICEF. He is the pivotal figure at Iskul and to improve on his leadership skills, Khairul has been undergoing a series of trainings to refine his soft skills and technical skills. His insights in the relationship and interdependency between the Malaysian and stateless communities at Omadal is very significant for Iskul's coordination.

In summary, Iskul Sama diLaut Omadal's holistic approach to education fosters a generation of leaders and changemakers, driving social change and community development. As Iskul continues to empower its students and engage with the broader community, its impact will resonate far beyond the shores of Omadal Island.

A woman in traditional Indonesian attire, including a blue and gold batik kebaya and a matching hijab, is captured in a graceful dance pose. Her arms are raised, and her hands are delicately positioned. The background is dark, with a string of white triangular bunting visible at the top. The overall mood is elegant and cultural.

# Section 1: Fostering Confidence, Leadership Skills, and Exposure through Organised Activities

Students embark on a range of activities organized by Iskul to acquire relevant skills, preparing them to be the next changemakers who create their own impact.



# Pesta Bulan Paluwak



Iskul's Pesta Bulan Paluwak on Omadal Island provides a platform for students to express themselves and build confidence. Derived from the Bajau word 'Paluwak,' meaning 'out' or 'emerge,' celebrates the Festival of the Emerging Moon (Floating Moon).



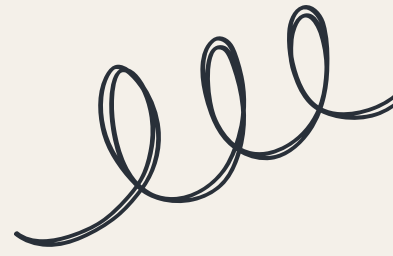
This festival celebrates cultural heritage through various performances by students including theater, wayang kulit, and Igal-Igal dance performances. Inspired by Malaysian folk tales, these performances entertain while imparting valuable life lessons relevant to their cultural identity.

The festival engages the Omadal Island community by encouraging them to setup food and beverage stalls. A night market with student-managed games, adds to the vibrancy of the event.

This inclusive approach fosters community participation, strengthens bonds, and provides students with opportunities for personal growth and empowerment in a supportive environment.



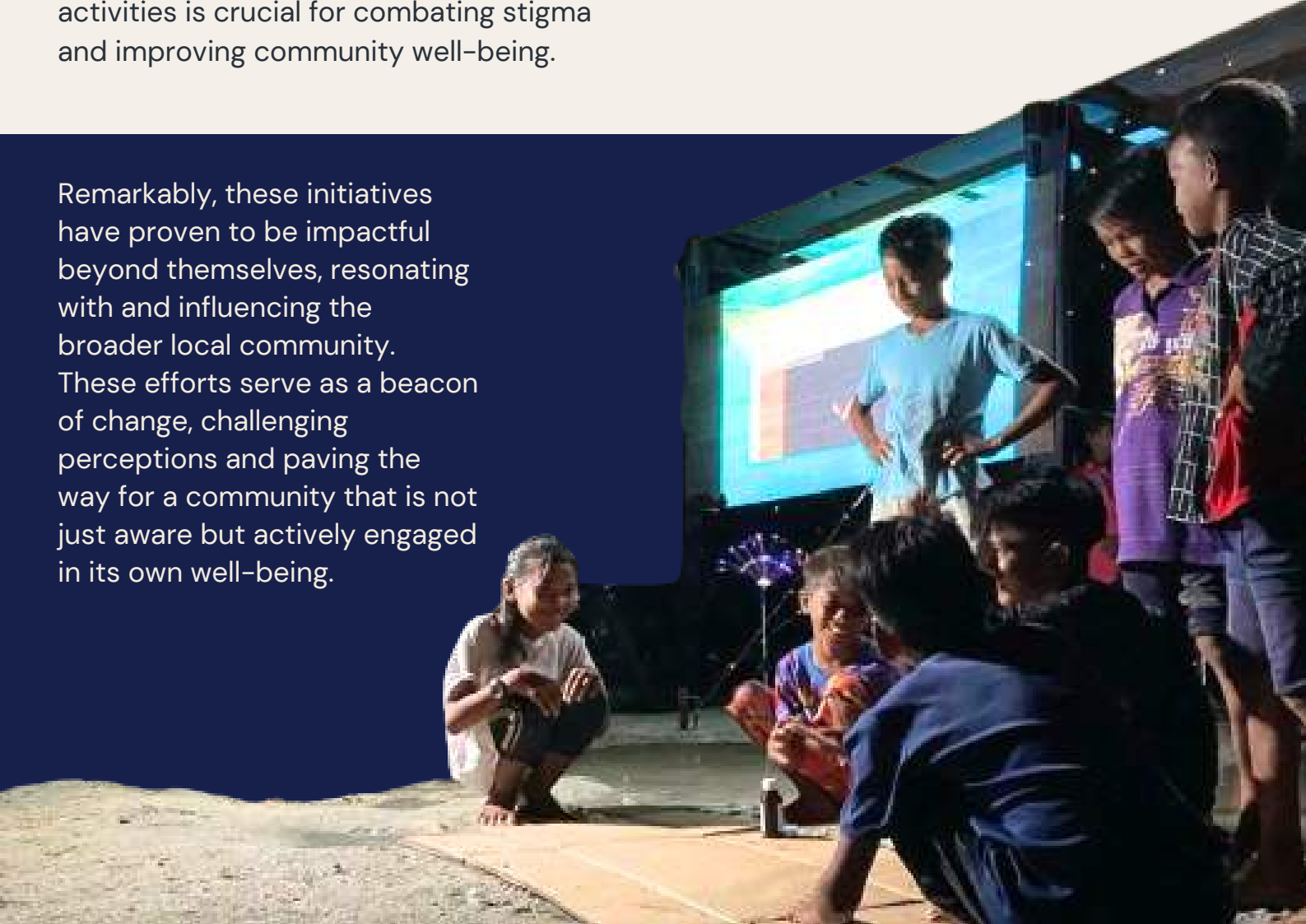
# Promoting Health Awareness Through the Art of Theater



Health issues pose significant challenges for the stateless Bajau Laut community due to a lack of documentation and robust support systems, leaving them vulnerable to various health-related concerns. Negative perceptions further exacerbate their challenges. Iskul's students have risen as champions, actively engaged in health campaigns addressing COVID-19, glue-sniffing, and vaccination. With limited medical access and no health facilities on the island, increased health awareness through such activities is crucial for combating stigma and improving community well-being.

Inspired by personal experiences and motivated to challenge stereotypes, Iskul's students & youth creatively educate their peers and community about health concerns. Through vibrant arts productions and impactful videos, they rewrite their narrative and promote a healthier, more informed Omadal. Notably, 28 students participated in two theatre productions on COVID-19 and glue-sniffing, while 12 youth were involved in creating videos addressing all three campaigns.

Remarkably, these initiatives have proven to be impactful beyond themselves, resonating with and influencing the broader local community. These efforts serve as a beacon of change, challenging perceptions and paving the way for a community that is not just aware but actively engaged in its own well-being.

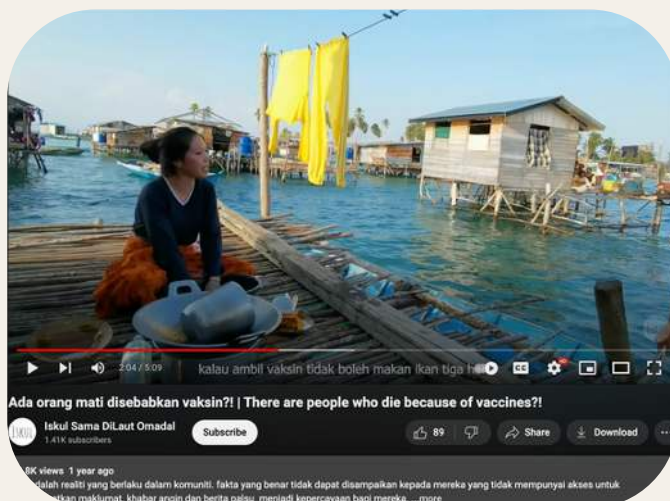


In the first arts production, 10 students showcased a wayang kulit titled "Omadal Fights Corona" on January 18, 2022, during Iskul's Pentas Paluwak. The performance, narrated in the local Bajau language, depicted the danger of COVID-19 and ways to protect ourselves against it, through the story of Rendy and his friends in Omadal on how they plan to solve their lives that were impacted by the virus.



During Pesta Bulan Paluwak on May 16, 2022, 13 students performed a sketch titled "Keluarga Atuk," illustrating the dangers of glue-sniffing, a prevalent issue among stateless children in Omadal. Easily accessible in the Bajau Laut settlement, glue sniffing persists due to peer influence and hunger caused by financial constraints. The sketch aimed to address these challenges faced by the community.

Iskul's youth in the content creation program produced four health-related videos. Two released on March 29, 2022, highlighted MySejahtera use and quarantine after testing positive for Covid-19. Another addressing glue-sniffing went viral on social media on March 30, 2022. The fourth video, dispelling vaccination myths, launched on September 9, 2022, targeting misconceptions within the stateless Bajau Laut community. These initiatives not only showcase the students' creativity but also extend their impact beyond the borders of Omadal.



# Students Health Ambassador Program

Underscoring the transformative impact of our initiatives, Iskul proudly executed a two-day Students Health Ambassador Program from March 14 to 15, 2022. On the initial day, students were not only briefed on the program's objectives and importance but were also equipped with practical knowledge on the proper utilization of essential hygiene items, including hand and body soap, toothbrush and toothpaste, shampoo, and laundry soap. Guided by our dedicated teacher, the students were then entrusted with specific tasks for the upcoming workshop scheduled with their families.



On March 15, the workshop unfolded with the active participation of approximately 50 individuals from 24 households. Serving as health advocates, our students took the lead in elucidating the critical importance of hygiene, particularly in the context of combating Covid-19, to their families and the broader community. They not only explained the correct usage of each hygiene item but also facilitated a question and answer session, fostering a deeper understanding among community members. The uniqueness of this program lies in the fact that our students assumed leadership roles by personally guiding and instructing their own family members on the proper use of these hygiene items. This approach ensures that our students, through their active engagement, become leaders in championing hygiene practices within their households, contributing to a lasting impact on community well-being.



# Students Stepped Up to be Trained as First-Aider

15 students underwent a two-day basic first aid and CPR training led by Mr. Khairuddin, Director for Malaysian Red Crescent, Kuala Lumpur Chapter. Now certified, these students serve as first aiders not only within the school but also in the wider Omadal community. Equipped with skills in basic first aid, drowning victim assistance, choking management, emergency lifting techniques, and CPR protocols, they play a vital role in enhancing community safety and preparedness.



"I have to be honest, Iskul kids are fast learners when it comes to practical sessions, they easily pick up anything that is demoed by the trainers for the first time. And they are passionate to learn, I can tell you the difference compare to same age of community I taught in the Semenanjung".

**-Dr. Vivien How (UPM)**  
Seaweed Cultivation and  
Health Awareness Program,  
Omadal Island, Sabah.

# Community Health Centre

The Omadal Health Center, established in October 2023, marks the evolution of Iskul's initial first aid services. It represents a significant stride towards improving healthcare accessibility for all communities on Omadal Island. This initiative has managed to give treatments to over **180 Omadal residents** across citizenship.



Managed by four dedicated Community Health Helpers (CHH), including two from Iskul's own Mastal Arikik, the center represents inclusivity with representatives from both the stateless and citizen communities. The CHHs acquired essential basic healthcare skills through intensive training sessions conducted by doctors and nurses at Klinik Warisan Semporna. Their training, encompassing meticulously prepared health modules and training logbooks, covered wound management, basic medical care, first aid, and community health screenings. This comprehensive preparation ensures their readiness for their roles.



The Omadal Health Center also offers community health education and telemedicine consultations, monitored by healthcare experts. This initiative is in collaboration with the Seaweed Cultivation and Health Awareness Program, Omadal Island, Sabah, by Malaysia Society for Harm Reduction and UPM.

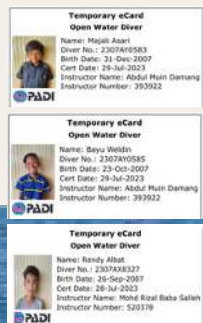
This initiative not only enhances the capacity of CHHs to serve their community but also inspires Iskul's students to pursue health services. **Witnessing the work of CHHs motivates students to become health workers, aspiring to improve Omadal's health.** Overall, the Omadal Health Center is a crucial resource for underserved communities, empowering individuals with practical healthcare knowledge and promoting community health on the island.



# Sea Mapping & Biodiversity Exploration



The marine stewardship program at Iskul originated from a commitment to raise awareness about the significance of the marine environment, even though Iskul initially lacked expertise in this domain. To bridge this gap, collaboration was sought with a third-party marine expert, ReefCheck Malaysia. In the absence of specific marine modules, teachers utilized marine books from WWF and "Ensiklopedia Marin" for preliminary lessons divided into four main parts; Island Discovery, Sea Exploration, Marine Life Mapping and Global Oceans. In this program, Iskul students undergo various activities like engaging in many snorkelling excursions, capturing marine life through photographs and naming them in their native Bajau language. Three of our students have also proved their commitment and competence as they passed their Open Water Certification, allowing them to dive more often and learn more about the marine life surrounding them.





# Omadal Sea Map: Created by Kids for the Sea

Students mapped the island's marine environment in their native Bajau language, titled "Omadal Sea Map: Created by Kids for the Sea"



Students documented marine life with photos and named them using Bajau language names during four snorkeling excursions. Then, our teacher, Jefry Musa, compiled the information into a Google Spreadsheet. Iskul volunteer Dr. Simon Soon from University Malaya mapped the students' outputs on Google My Map.



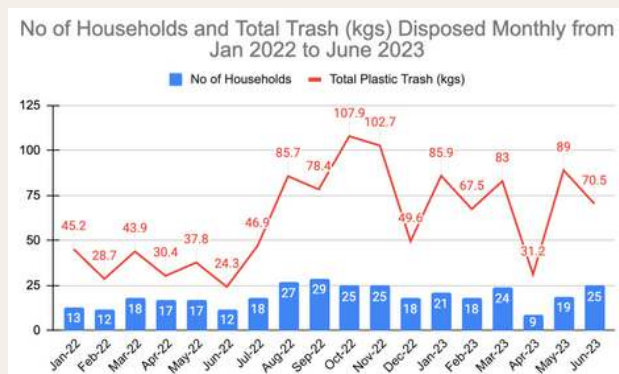
# Iskul Students Influencing Responsible Waste Management in Their Households

Historically, waste management for the Bajau Laut community in Omadal has been a concern, with trash often being carelessly thrown into the sea without awareness of the long-term impact.

However, Iskul's students, equipped with knowledge about the importance of their ocean environment, hygiene, health, and responsibility, have emerged as changemakers, advocates, and influencers within their families and peer groups.



Iskul initiated the distribution of trash bins and bags to each household. Once filled, these bags are brought to the platform near Pondok Iskul, and every two weeks, Iskul then transport it by boats to Semporna town for proper disposal. Many students take the initiative to bring the trash bags from their homes to Iskul, where they weigh and oversee the responsible disposal process.



The graph indicates a significant increase in total trash disposal of **over 1 tonnes** of plastic waste after 18 months of this program, showcasing the growing awareness and commitment of each household, guided by their children at Iskul, toward responsible waste management. This program not only contributes to a cleaner and safer living environment but also moulds Iskul students into responsible leaders and advocates for sustainable practices.

# Digital Content Creator Program

## Video and Film Making Workshop

The Content Creator Program at Iskul aims to empower participants with essential skills in video-making and visual storytelling. So, at the end of this program, students are equipped to create videos independently, telling their stories and narrating the experiences of their community to the world. The workshops, conducted by experienced professionals like Andy Chia, a filmmaker, focus on fostering creativity and providing practical knowledge in filmmaking. Participants, including both stateless and Malaysian community members, come together to learn, collaborate, and share their unique stories.

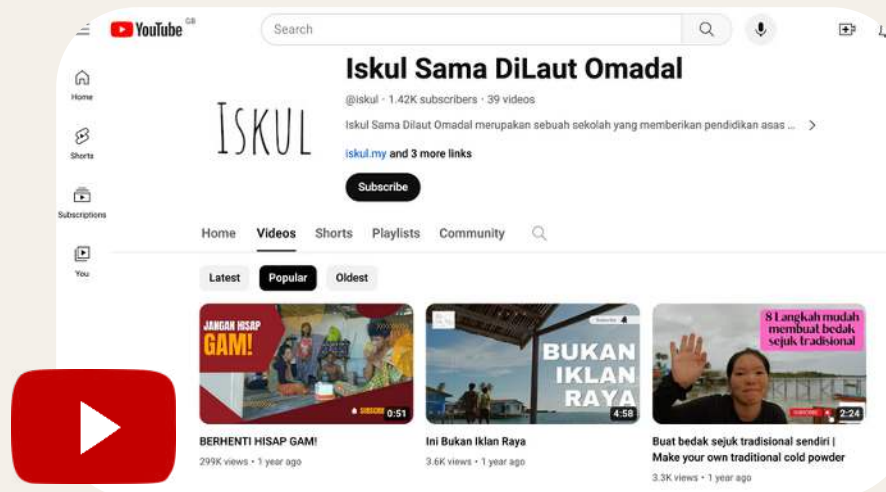


## Weekly Mentorship

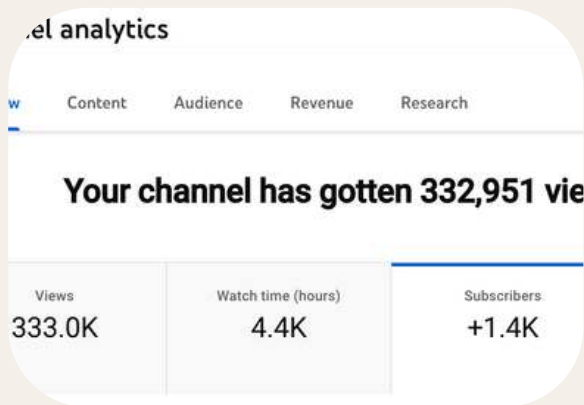
The weekly mentorship, led by Iskul team members Jefry Musa and Rahmat Mosa, is pivotal for the success of the content creator program. The mentors guided the participants through ideation, shooting, and editing, resulting in 39 videos spanning cultural and community-related themes. Iskul's establishment of YouTube, Facebook, and TikTok accounts has enabled widespread sharing of these videos, fostering community engagement and awareness.



# Achievements from Content Creation



## Monetisations from Social Media Platforms



Participants have collectively produced 39 engaging educational videos, amassing a substantial 333k views and 1.43k subscribers on YouTube. Their impact extends to TikTok and Facebook, where they share stories and passion. Additionally, this collective effort generates additional income through social media content monetization.

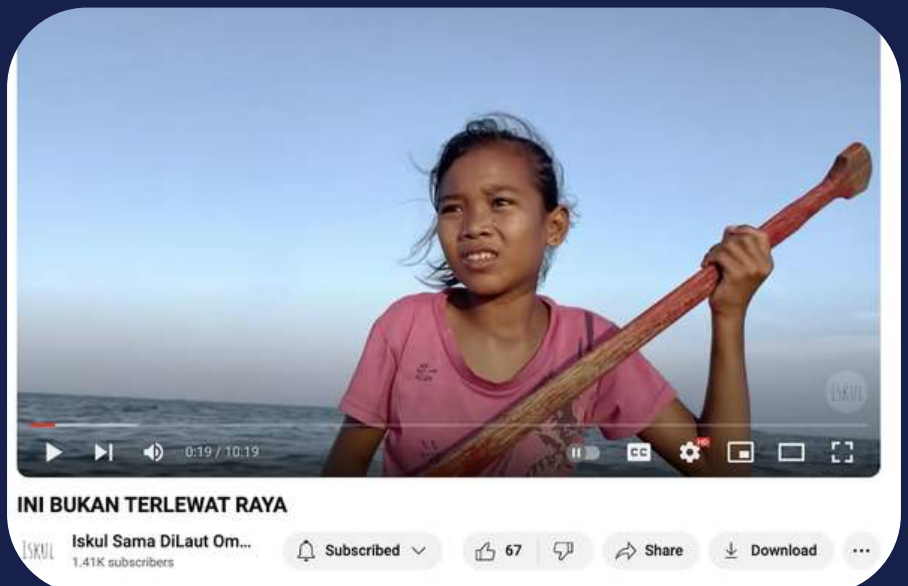


A screenshot of the short film "Ini Bukan Terlewat Raya" that received the Golden Kinabalu Award. Watch it [here](#).



## Golden Kinabalu Award

Video titled "INI BUKAN TERLEWAT RAYA" received the prestigious 'Kinabalu Award' at the Go10 Filmmaker's Competition during the Kota Kinabalu International Film Festival (KKIFF) held at the Hilton Hotel, Kota Kinabalu, October 23.



# Impact to Omadal's Local Youth



The 7 local youth participants from Omadal

In this program, a total of 10 youths attended, comprising 3 from the stateless community and 7 with local citizenship. The participants were divided into two groups, mixing members from both communities to encourage interaction and collaboration.

The participants from both communities, stateless and citizens alike, enthusiastically collaborated to produce stories related to their lives and surroundings. This close partnership fostered mutual understanding and potentially reduces prejudices they may hold about each other.

The videos cover a range of topics, including traditional food, medicine, dance, and health messages, which benefit the local Omadal community by promoting and educating the broader online audience about their unique culture. Furthermore, the health awareness videos play a crucial role in educating peers about important health and social issues that require attention and change.



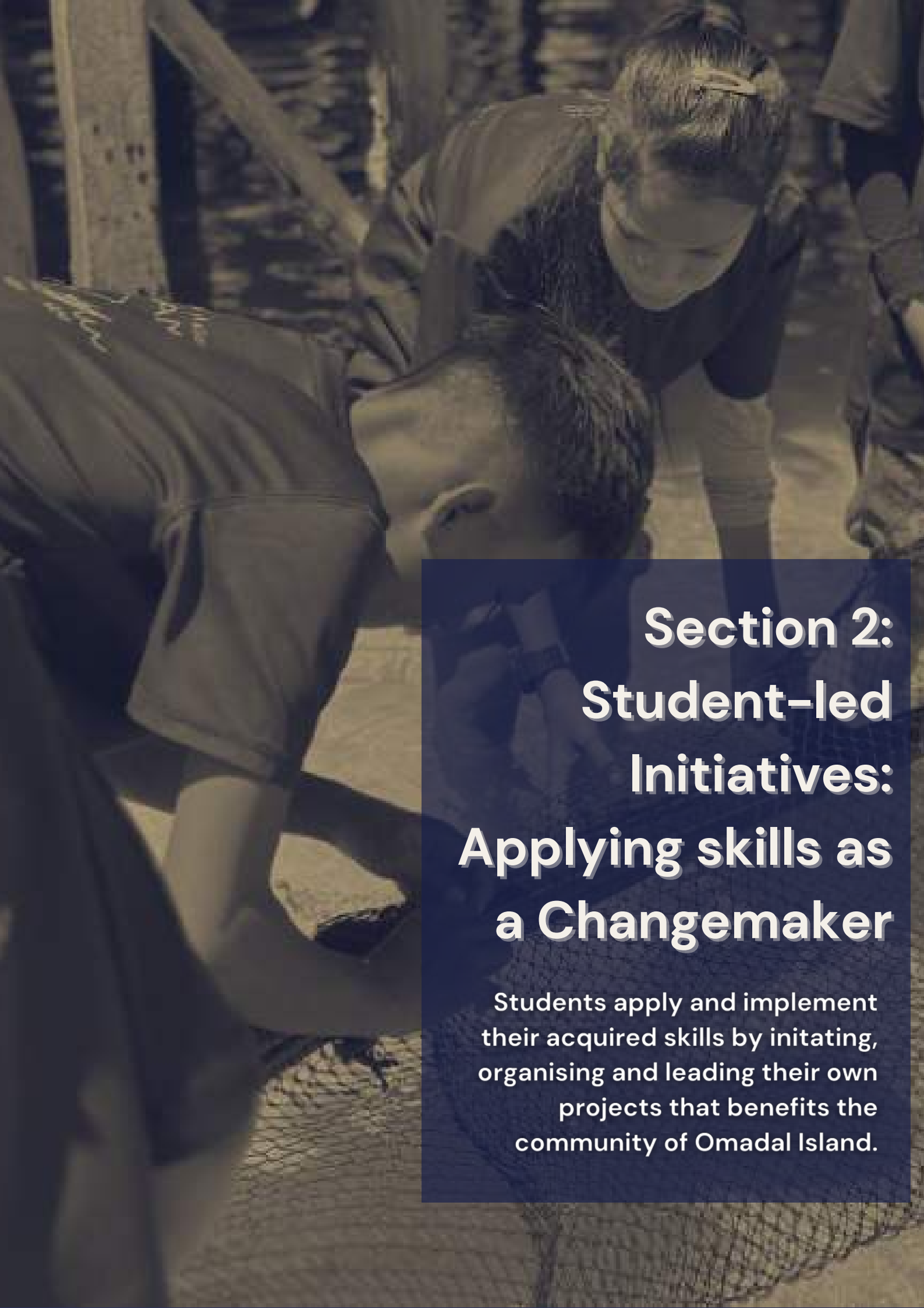
The 3 stateless participants from Iskul



**"Saya seronok apabila diberi peluang untuk berlakon di dalam video yang dibuat bersama rakan-rakan yang lain. Saya berharap agar projek ini dapat diadakan lagi supaya saya boleh menambah ilmu saya tentang pembuatan video."**

"I am delighted to be given the opportunity to act in the videos created with my fellow friends. I hope that this project can be held again so that I can further enhance my knowledge in video production."

**- Siti Syakinaz ,  
Local Program  
Participant**

A group of students in a classroom setting, looking at a large map or project on the floor. The students are leaning over, focused on their work. The background shows a wooden structure, possibly a desk or part of the room's infrastructure.

## **Section 2: Student-led Initiatives: Applying skills as a Changemaker**

Students apply and implement their acquired skills by initiating, organising and leading their own projects that benefits the community of Omdal Island.

# Student -led Gotong Royong



After Iskul facilitated an action project for our students in August 2023, 34 of them, no longer shy and timid, felt empowered to propose 3 ideas as they believed that they could contribute to making their homes and Omdal environment clean from trash. The ideas were mainly done in the form of gotong-royong, but they specifically outlined 3 objective to get out of this project:



First is to plan regular clean-up sessions to pick up litter and give their home the love it deserves. The first clean-up session saw **490kg** of trash being brought out from Omdal!

Second, to provide bins to the playground and set up a daily monitoring schedule to ensure that the bins are being used properly and the surroundings stay as clean as possible.

Finally, to plan awareness campaigns that can encourage the entire community to get involved!

During the gotong-royong, Iskul students roam the community, collectively perform gotong-royong by collecting litter, ensuring no area, even beneath buildings, is overlooked. They record the weight data of the collected trash before ingeniously preparing the bags into boats for transport.



These gotong-royong projects prove that Iskul students are committed to being the changemakers of their community, ensuring their environment is clean and safe. This is one of the ways they change the common narrative that imposes otherwise.



# Marine Corner: Educating the Community about Omadal's Ocean

Iskul students have delved into a comprehensive Marine Stewardship Training program from September 2022 to September 2023, led by Adzmin Fatta from ReefCheck Malaysia. Through 12 modules, they mastered marine mapping, scientific names, and photography, fostering a profound connection to Omadal Island's marine life.



The marine training has led to student-led initiatives that took place in October 2023 through a rigorous process of identifying the root causes of the marine lives they want to protect. 9 students felt empowered to contribute and provide solutions to the marine problem by **(i) creating a marine corner in Omadal to bring marine awareness to the residents and (ii) building a floating trash trap.**

## Marine Corner

Iskul students constructed the marine corner from scratch. This initiative serves as an educational hub, aiming to enlighten not only their fellow students but also the wider community of Omadal Island. By utilizing the corner as a platform to share insights gained from marine modules, Iskul students hope to inspire and educate others about the significance of marine conservation, fostering a community-wide understanding and appreciation for the precious marine environment that surrounds Omadal Island.






# Floating Trash Trap Project

In a student-led initiative, nine students from Iskul Sama DiLaut addressed the issue of floating trash in Pulau Omadal. The Ata'u class, aged 12 to 15, focused on designing and implementing a floating trash trap beneath their school building. The project, guided by a structured Marine Module, unfolded over 12 months, integrating seamlessly into their academic schedule. Despite material procurement challenges, the students showcased resilience, creativity, and a genuine commitment to environmental impact.

Driven by a sense of responsibility towards the environment, the project aimed to actively reduce floating trash and implement a practical solution. The collaboration between Ata'u and Ahungun classes fostered a mentorship dynamic, strengthening community ties. Plans for future projects include optimizing trap placement, exploring sustainable materials, and expanding community engagement. This student-led initiative not only addresses immediate environmental concerns but also instills a lasting sense of environmental stewardship, showcasing the impact of hands-on learning and community involvement.

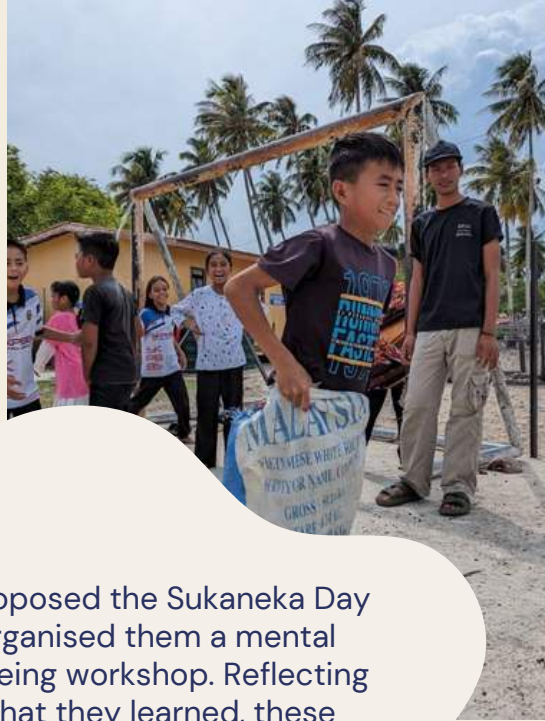




A young girl with dark hair, wearing a bright red short-sleeved shirt, is smiling broadly. She is holding a white plastic bag with green text that includes 'MA' and 'VIETN'. The bag is partially draped over a brown plastic chair. The background is a solid dark blue color. The title text is positioned on the right side of the image.

# Sukaneka: Iskul's Student Initiatives for Uplifting Omadal's Community Mental Health and Well-being

The Sukaneka Day event was proposed and organised by 8 of Iskul's students whose responsible for every details including the activities, equipments, and tidying up, with some guidance from the teachers. The event was participated by total number of 110 people across ages and citizenship who resides in Omadal Island.

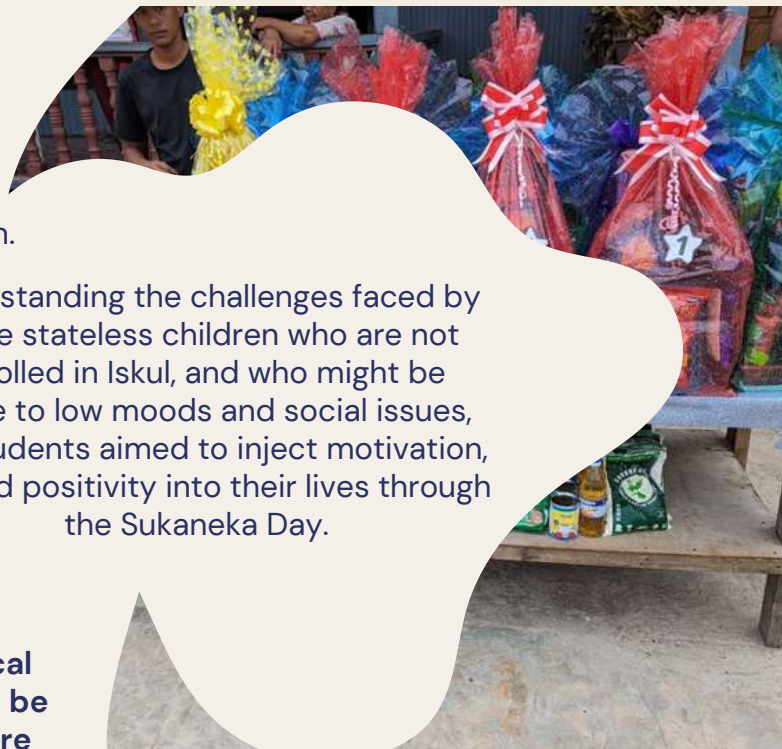


The students proposed the Sukaneka Day after Iskul had organised them a mental health and wellbeing workshop. Reflecting on the material that they learned, these students recognised

that this event should be done to alleviate the Omdal community's motivation and happiness through fun activities that can be done via community interaction.

Understanding the challenges faced by some stateless children who are not enrolled in Iskul, and who might be prone to low moods and social issues, the students aimed to inject motivation, joy, and positivity into their lives through the Sukaneka Day.

The student also realises that activities that could interact both the stateless and the local community at Omdal should be done more often so that a more harmonious relationship between the two can be fostered.

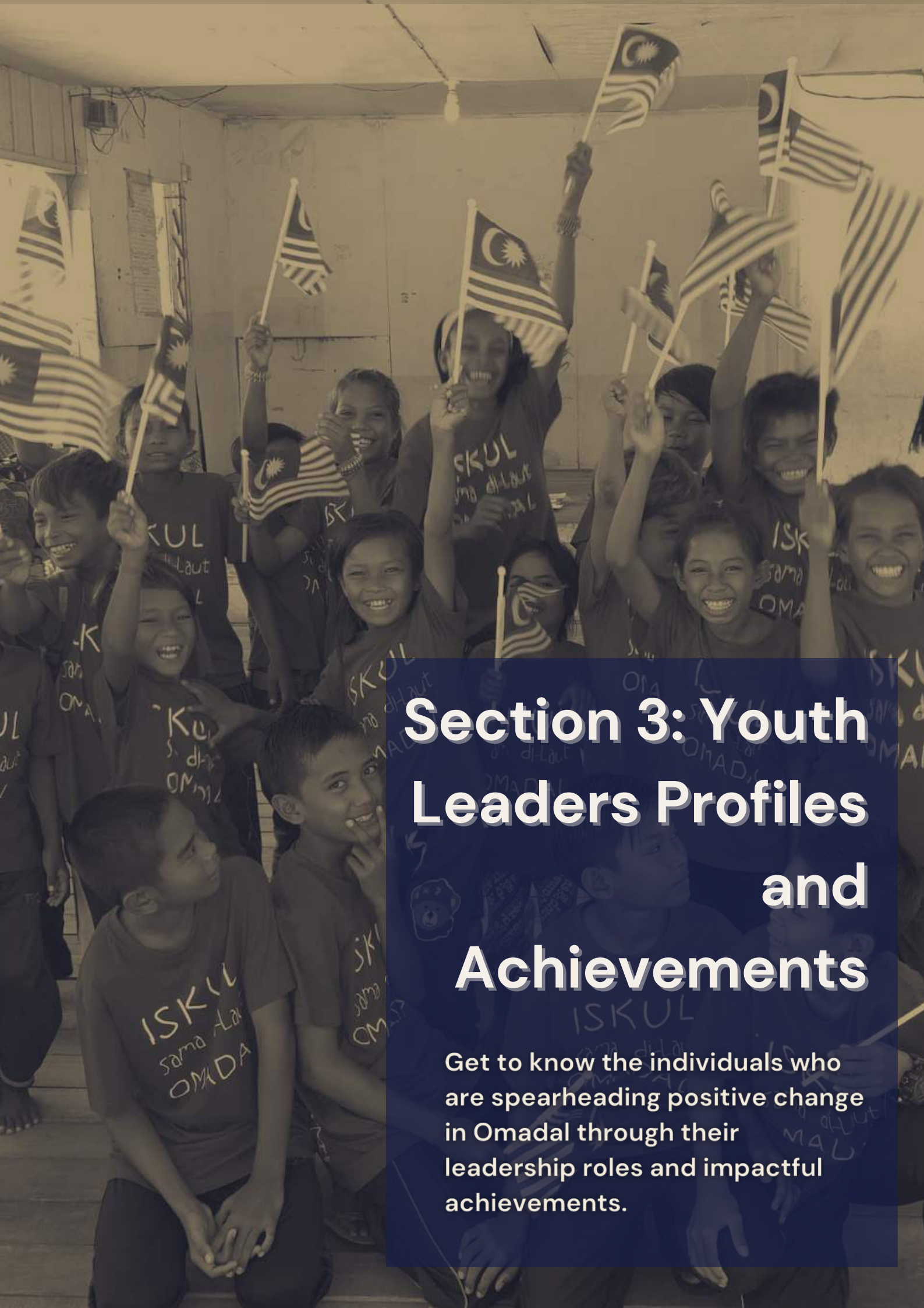


# Raksasa Sampah: Content Created by the Students to Tackle the Rubbish Problem in Omadal

During the mental health action project, students seeking impactful initiatives turned their attention to the prevalent trash problem in their community. They realised that a cleaner environment means improved well-being for all. To advocate and spread awareness for this cause, Iskul's students have created a storyline entirely by themselves that tells the story of a student with a habit of littering who is later confronted by Raksasa Sampah. With Iskul teacher, Jefry providing guidance, they harnessed their creativity to craft a short film that creatively addresses the consequences of littering.

Check out the short film [here](#).





## Section 3: Youth Leaders Profiles and Achievements

Get to know the individuals who are spearheading positive change in Omadal through their leadership roles and impactful achievements.

# Mastal Arikik: From Iskul Students to Inspirational Teachers

Mastal Arikik are 'little teachers' in Bajau. The first few Mastal Arikik we had were Malaysian students on the island, who would help with classes on weekends. Today, our pioneer MA are moving on to bigger things, and some of Iskul's students are taking on the role. Most of these children have been training as Mastal Arikik since 2020, teach level 1-2 classes, **served as Iskuls Covid-19 relief movers**, and are **key liaisons for the stateless community**.







Iskul has four Mastal Arikik: Cikgu Bilkuin, Cikgu Enidah, Cikgu Shima and Cikgu Delah. Every evening, Iskul provides classes and training for Mastal Arikik. The main goal of these classes is to train and produce teachers who can teach and guide Iskul students. The classes are:

- **Teaching Technique** – Basic concepts and techniques for teaching children, such as demonstrating, modelling, scaffolding, attending, encouraging/advising, sharing, and building.
- **Content Creation** – This class is designed to assist Mastal Arikik in public speaking skills, creating good speech/content/values, and using new media and technology in education.
- **Reports and Discussions** – Every Tuesday, Iskul staff, including Mastal Arikik, gather to complete documentation tasks such as reports, student profiles, data analysis, and student development. In addition, on this day, Iskul holds discussion sessions on various topics such as national history, marriage, climate change, poverty, and more. These sessions encourage teachers to evaluate, think critically, and prioritize

In addition to teaching, each Mastal Arikik is given a community project to manage. There are four projects managed by Mastal Arikik: Waste Management Project, Health, Handcraft Making & Selling, and Iskul Garden. Through these projects, Iskul can sharpen values such as planning processes, communication, problem-solving, and leadership.



# BILKUIIN

*“The idealistic boy who will make waves”*

In charge of Waste Management Project



Bilkuiin joined Iskul as a student since August 2015. He is a child from the stateless community in Omdal. Currently aged 18, he is the sole breadwinner to support his parents and 3 other siblings. He was one of the top-performing students.

He spent a few months with his cousins in the mainland of Semporna and was able to pick up reading and writing skills faster than his peers. His cousins were able to attend formal school because his uncle is a Malaysian. He was able to understand the difference in the opportunity and the importance of financial security when he was hired to work in the oil palm for several months.

Bilkuiin teaches Level 1 students. He manages his class well and his students love learning from him. He makes his classes fun and interesting for them.

He is the **mainstay** of Iskul’s community project e.g. water project and waste management project where he is the key liason with the stateless community.



# ENIDAH

*“A top student who is talented and committed”*

**In charge of Kebun Iskul**



Enidah is also a child of the stateless community in Omadal. Similar to Bilkuin, she joined Iskul in August 2015 when she was roughly 12 years old. Enidah has 12 siblings and her family earns RM10 daily. She graduated as the top student for Class 2020.

She made very steady progress every year as seen in the 2015–2018 evaluation report. She has also consistently performed well in her yearly evaluation. This shows her ability to focus and learn when given opportunities.

In 2019, she also took up the challenge to become our Mastal Arikik and she was assigned to teach intermediate classes whereby the students have mastered A to Z and numbers.



Enidah leads the Kebun Iskul project, cultivating vegetables for sale, while also teaching Iskul students how to plant vegetables. This hydroponic garden addresses the challenge of accessing fresh vegetables on Omadal Island, offering the community a reliable local source.



# DELAH

*"The proactive child who rose above all expectations"*

In charge of Pandanus Weaving and Selling



Delah is the classmate of Enidah and Bilkuin since August 2015. when she was about 11 years old. Delah has nine siblings and her family earns RM5 daily. Her older brother is also the graduate of class 2020, and her younger brother is currently enrolled in Iskul.

Delah is a hardworking and proactive child. While working as a housekeeper with one of the Malaysian families, she was also learning from the school-going children. This has undeniably boosted her progress compared to her peers. When the new intake of students resume in July 2019, she courageously steps up to teach in Iskul despite having no prior experience and training.

Many students attending her class have enjoyed her kindness and patience when teaching.

She is also leads a project that creates a stream of income for the stateless women – selling hand-woven pandanus mats, a collaboration with Yayasan Gamuda.





# SHIMA

*"The young girl who is raising the bar"*

Iskul's Student Health Coordinator

Shima is the niece of one of our co-founders, Kak Roziah. She came to Omdal to learn pandanus weaving to make handicraft from her aunt at 15 years old in 2021. She has a birth certificate, but no IC. As a result, she could not enter the public secondary school.

Seeing her potential, Iskul engaged her as one of our Mastal Arikik in March 2022 when Delah was on maternity leave. Shima is currently teaching level 2 classes, and serves as our student health coordinator.

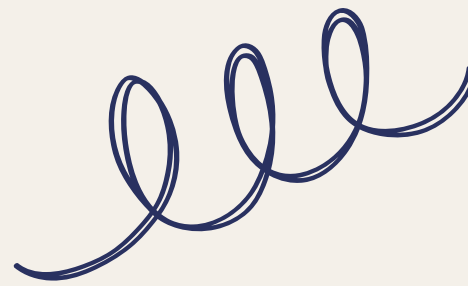
She has been in charge of giving medical first aid services to the other students and the community since 2022. Recently, she was selected as Community Health Helpers (CHH) and underwent a clinic attachment at Klinik Warisan Semporna over two weeks period.



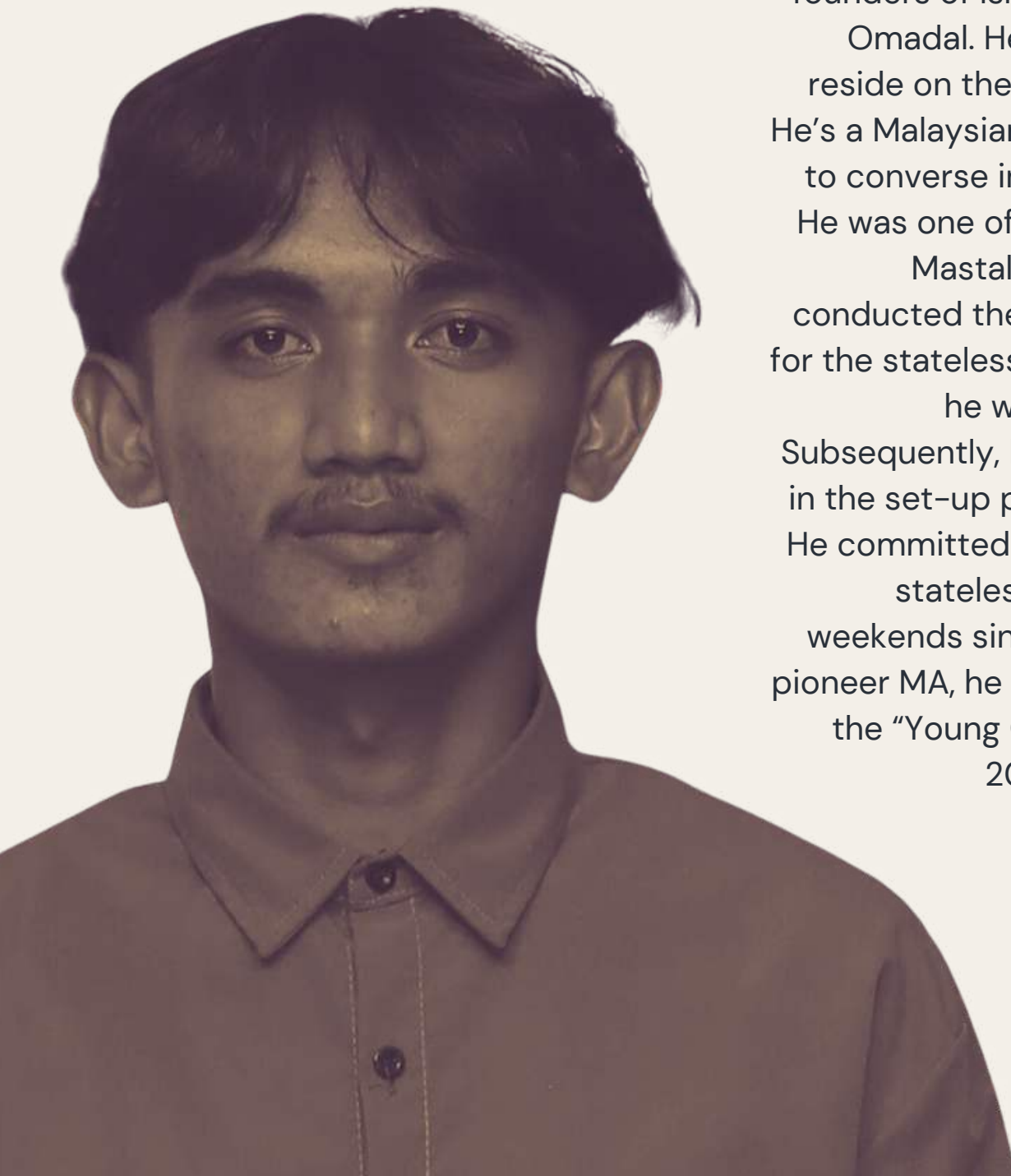
This initiative equips her with practical healthcare knowledge and positions her as a valuable asset in championing community health on Omdal Island.



# Khairul, Iskul's Co- Founder



Khairul Atim | Co-founder, Pioneer Mastal Arikik and currently Field Coordinator



Khairul is one of the co-founders of Iskul Sama diLaut Omodal. He and his family reside on the Omodal Island. He's a Malaysian and he is able to converse in Bajau fluently. He was one of the pioneering Mastal Arikik (MA). He conducted the first trial class for the stateless children when he was 14 years old. Subsequently, he participated in the set-up process of Iskul. He committed to teaching his stateless neighbour on weekends since then. As our pioneer MA, he was nominated the "Young Change Makers 2015" by UNICEF.



Young Changemaker 2015 - The Cikgu Kecil

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Reflecting on the impact of Iskul on his life, Khairul expressed various positive outcomes. From a young age of 14, he felt a calling to become a kindergarten teacher, and Iskul provided the opportunity to fulfill this aspiration. He acknowledges that without Iskul, he might not have reached this level of growth and sees Iskul not just as an organisation but as a second family.

As a member of the tightly knitted community, his background, experience and interaction makes him a pivotal figure in Iskul's operation. He provides insights into the relationship and interdependency between the Malaysian and stateless communities in the neighbourhood of Omadal Island. As the incumbent Field Coordinator, he is undergoing a series of trainings to refine his soft skills and technical skills. These skills will not only ease his coordination tasks but also prepare him to co-manage Iskul with Iskul MAs and students in the near future.

**"Cita-cita saya adalah untuk memperjuangkan hak pendidikan untuk komuniti yang terpinggir. Saya juga berharap untuk BERJAYA DALAM HIDUP."**

"My aspiration is to advocate for the right to education for marginalized communities. I also hope to SUCCEED IN LIFE."

**- Khairul, Iskul's co-founder**



# Discover the Aspirations of Our Students and How Iskul Empower Their Dreams

ALINI



MINA



AG

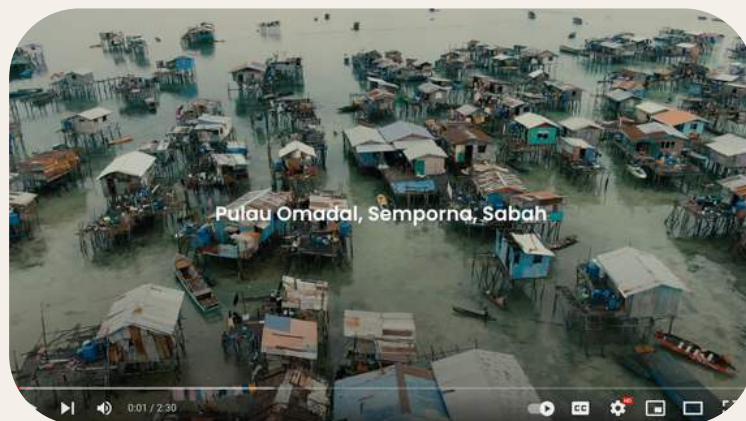


MAJALI





# Learn more about Iskul through these videos:



[Yayasan Hasanah: 'Little Teacher' Jimmy's Story | Education for Every Child](#)



[Unicef Young Changemaker: Khairul](#)



[Persatuan Wanita Pulau Omadal \(WAPO\): Mastal Arikik in 2016](#)



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