

A grayscale background image showing a group of diverse students in a classroom setting, looking at a tablet together with interest and engagement.

# Teach For Malaysia 2019 Impact Report

In Partnership With:



**Teach For All**

Teach For Malaysia (TFM) is an independent, not-for-profit organisation on a mission to ensure all children in Malaysia have the opportunity to attain an excellent education. We want to see a Malaysia where all students are empowered to be leaders of their own learning, their future, and the future of the nation.

Founded in 2010, Teach For Malaysia is a proud member of the Global Education Network, Teach For All, a collective of education organisations in over 53 countries worldwide. We collaborate with public and private sector partners to create immediate and long-term education transformation.

#### Our Core Values

##### Sense of Possibility

We set ambitious and audacious goals in order to reimagine a drastically different education system and world to meet the needs of everyone. As a movement, we empower our students and communities to lead the solutions that will make the most difference.

##### Excellence

We believe that when people love what they do, and believe in what they do, they bring their best self to work. We set a high bar of excellence in every aspect of our work and life in order to make the impact we want and to sustain ourselves over the long run.

##### Collaboration

We believe everyone has a role to play in ensuring every child realises their full potential to lead themselves and others. We collaborate radically with students, communities and partners from all sectors as an interdependent movement of collective leaders.

##### Integrity

We believe in the power of authenticity, compassion, respect and trust to create transformational change. We place emphasis on what goals we achieve as well as how we achieve our goals.

We believe that the power of education can unlock the potential of every child. A child's background and systemic injustices often determines his or her outcome in life. Children from less privileged communities do not receive the same education opportunities. This is neither right, nor fair.

1 in 20 Malaysian children do not enrol in secondary school.

Malaysian Education Blueprint 2013-2025

Malaysian students are in the bottom 37% of the OECD average based on PISA scores for Reading, Mathematics, and Science

OECD's Programme for International Student Assessment (2018)

Despite 12.2 years of schooling, Malaysians only receive the equivalent of 9.1 years after adjusting for quality of learning.

World Bank Human Capital Index 2018

Heads of low-income households who do not have access to tertiary education, earn 3-4 times less than those with higher education.

Khazanah Research Institute, "The State of Households, 2018"



We believe in an education approach that empowers all students to be leaders of their own learning, their future and the future of the nation.

We build a movement of leaders to have immediate and long-term impact on high-need communities across Malaysia through:

#### **Our Leadership Development Programme**

We recruit outstanding fresh graduates and young professionals to teach in full-time, fully-paid positions for 2 years in high-need schools across Malaysia.

#### **Alumni Network**

We work alongside our Alumni to build an ecosystem of solutions at all levels of society.

It is only through our collective efforts that education inequity will end. TFM collaborates with public and private sector partners who share the same values and beliefs, to impact and transform the education system.

Cohorts

9

Fellows & Alumni

452

Schools

174

States

10

Students

130,000

Since 2012, we have partnered with 174 schools across 10 states, with 16 new schools in 2019.



We focus our impact on:

Students

**36%**

Students taught by TFM Fellows experienced 36% more academic growth compared to their peers.

TFM analysis, no change from 2018: 36%

Communities

**88%**

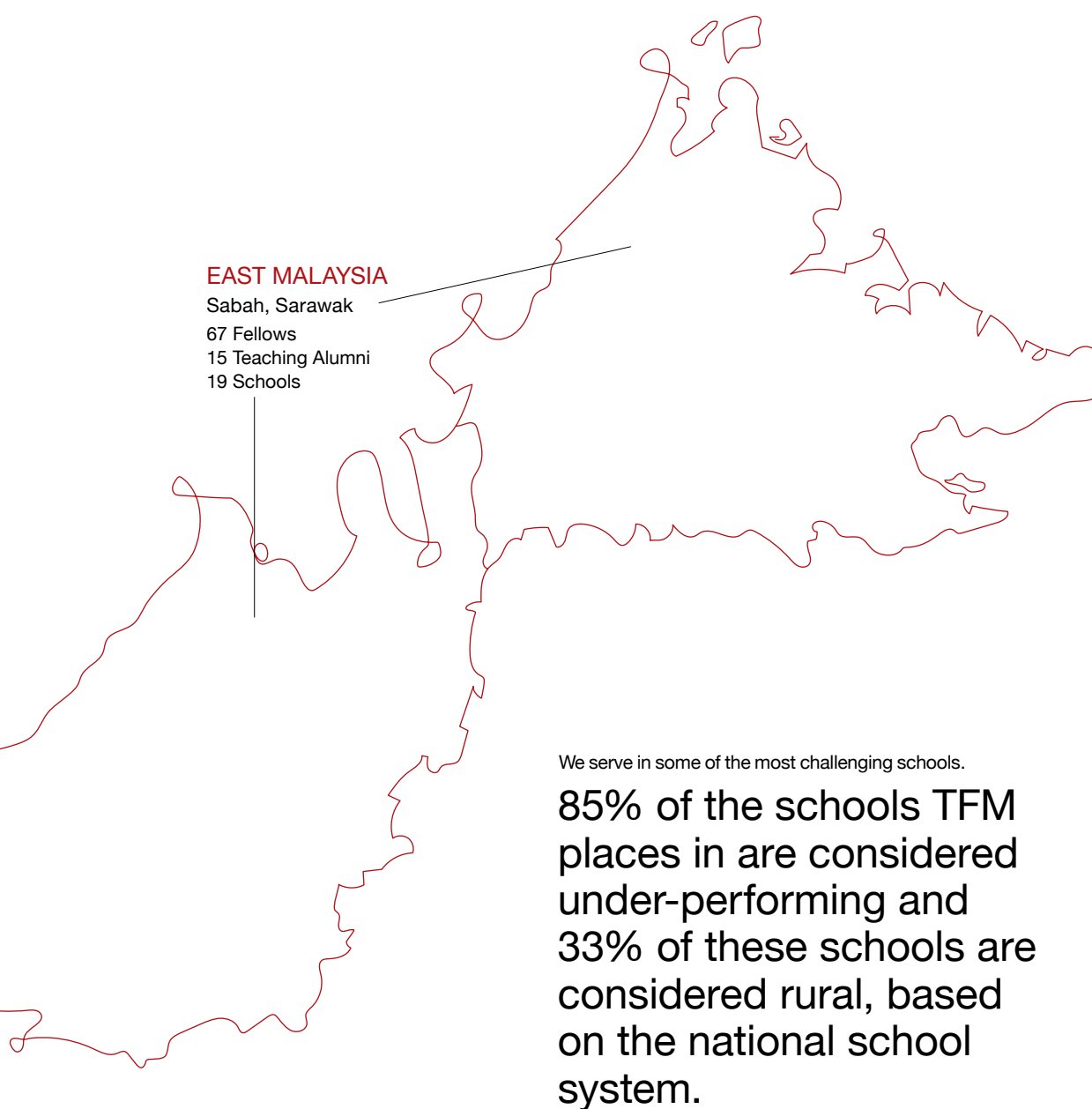
Schools are satisfied with TFM Fellows and feel they have contributed to the betterment of the school.

Principal Survey -2% from 2018: 90%

The System

**72%**

Alumni continue to work in the broader education and social sector after the Fellowship.



TFM analysis of MOE school data in 2018. Underperforming schools are defined as Band 4-6 in MOE's School Profiling -15% from 2017: 79%, -27% from 2017: 43%

**01 We recruit top graduates and young professionals 02 to teach in high-need B40<sup>2</sup> schools for 2 years for immediate impact, 03 and build a leadership movement to drive long-term systemic change 04 in collaboration with public-private partnership to scale our impact.**

## 452 Fellows & Alumni

- 33% of Fellows & Alumni are from Top 100 universities globally.
- Finalist for gradmalaysia's Best Graduate Training & Development Programme and Best Internship Programme in 2019.
- Recruited an additional 41 Fellows for the 2020 Cohort.

## 130,000 students impacted

- Students of Fellows showed 36% higher results than the school average performance growth.

TFM analysis, no change from 2018: 36%

- 88% of principals agree that our Fellows contributed to whole school improvement even as new teachers in 2019.

Principal Survey -2% from 2018: 90%

## 72% of Alumni remain in Education

- 30% of our Fellows remain in MOE as full-time teachers, being appointed into leadership roles such as Head of Subjects and State level examiners.
- 40% of 2018 Cohort Fellows decided to stay on as full-time teachers in the system beyond their 2-year commitment.

TFM analysis -10% from 2018: 50%

- 2 TFM Alumni & 1 TFM Fellow were recognised as Top 50 finalists for the Education Performance and Delivery Unit (PADU)'s "21st Century Learning Teachers Campaign."

## Raised RM31.74mil (66%) from the private sector

- Worked with 24 partners, including Ministry of Education, YTL Foundation, and the Jeffrey Cheah Foundation who have provided financial & in-kind support.
- Through TFM Week, we have invited 285 CEOs, celebrities and thought-leaders to co-teach in schools. Previous participants include Marina Mahathir, Datuk Jimmy Choo, Deborah Henry, Tan Sri Jeffrey Cheah, and YBM Tengku Dato' Sri Zafrul bin Tengku Abdul Aziz.

**01 We build a movement of young leaders and nation builders.**



We are making teaching in high-need schools a career of choice for graduates and Malaysia's most promising young leaders. In the last 9 years, Teach For Malaysia has been the only not-for-profit organisation voted by graduates as:

#1 in Education and Training for Graduan Brand Awards in 2015 & 2016

#1 in Best Graduate / Management Trainee Programme in Leadership Development by gradmalaysia in 2015

Only NGO on gradmalaysia's Top 100 Leading Graduate Employers list and achieved highest rank of 37th Rank in 2017

Finalist for Best Internship Programme in Leadership Development by Grad Malaysia in 2018 & 2019

In 2019, we recruited and trained 41 Fellows to join our 2020 Cohort. This grew the movement to 452 Fellows & Alumni in 2020.

**Mismah Semion**  
2019 Cohort Fellow

Master of Environmental  
Management,  
Universiti Kebangsaan Malaysia  
(UKM)

“I want to be part of the Fellowship because I was born into a community that found it easy to give up on education. I want to change students’ mindsets to become more mentally strong, self-aware, confident and help them believe more in themselves, so they can further their studies. Every action they take starts from what they believe in their hearts. Students need to believe they can make it. Education is the biggest factor in providing them opportunities to move forward, improve themselves, become aware of the importance of learning, and spread this belief to others.”



Mismah Semion currently teaches English at a high-need school in Semporna, Sabah.

“Education is the biggest factor in providing [students] opportunities to move forward.”

**Abdul Rahman Bin Samsudin**  
2019 Cohort Fellow

Bachelor of Ecology and  
Evolutionary Biology,  
University of Colorado

“Personally, I believe much greatness can happen during the 2 years of the Fellowship. Even if I only manage to help 5 students improve their education, these 5 students might go out into the world and each help another 5 people. There can be exponential growth! This is an optimistic thought, but it does help me to persevere.

Furthermore, I would like to learn from my students’ own experiences. When I see 30 students, I also see 30 teachers who can teach me more about life, because learning goes both ways. This process will enrich all of us.”



Abdul Rahman Bin Samsudin, currently teaches at a high-need in Kuala Lumpur.

“When I see 30 students, I also see 30 teachers who can teach me more about life, because learning goes both ways.”

**02 Our Fellows teach  
in high-need B40<sup>1</sup>  
schools for 2 years for  
immediate impact.**

Our key impact areas are:

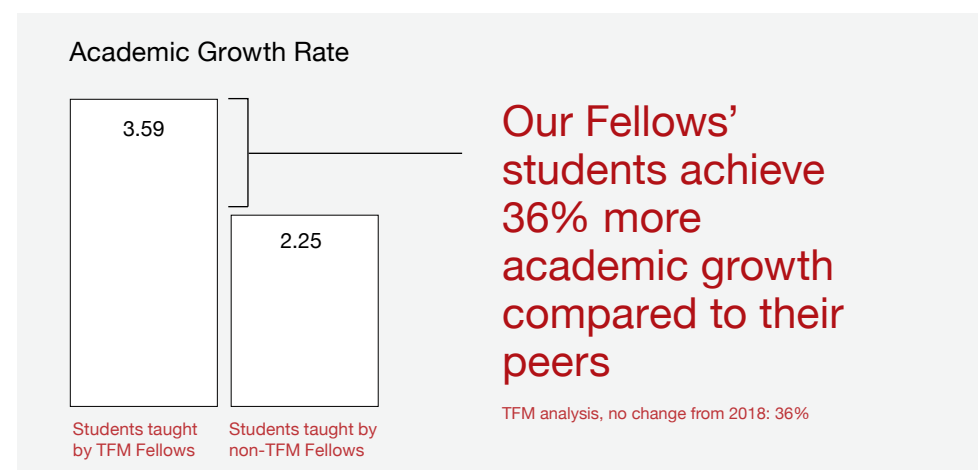
- A: Student impact
- B: Community impact
- C: System impact

## A: Student Impact

Our key student outcomes focus on empowering students to achieve academic growth, develop student leaders, and experience increased access to opportunities.

### Academic Growth

We believe academic growth is a key influencer in a student's life for post-school opportunities.



"TFM Fellows' pedagogical strengths are building rapport and developing thinking in the classroom through more engagement and better use of questioning in lessons."

What Shapes Malaysian Teachers' Classroom Practices, University Malaya, 2019

"The study found that students of TFM Fellows & Teaching Alumni (full-time MOE teachers) performed better on 4 (ethics, thinking skills, knowledge, dual language skills) out of the 6 student aspirations, compared to other novice teachers."

TFM Phase 2 Impact Evaluation Report, Educational Planning & Research Department, Ministry of Education (EPRD), 2018

## Student Leadership

We believe in the power of student leadership as it empowers young students to be agents of transformation in their own communities.

Accenture and TFM hosted a 6-month social innovation programme, Accenture Student Leadership Camp, for students to develop solutions through initiatives that address local community challenges.

Students involved:

**145**

Beneficiaries impacted (within their own communities):

**8,000+**

Student-led social initiatives started:

**25**

States involved:

**4 (Johor, Kuala Lumpur, Sabah, Selangor)**

## Access to opportunities

We believe that exposure to life-changing opportunities help students to see the possibilities within themselves.

**4,000+**

students from TFM schools participated in a TFM-related opportunity.

**97%**

of our Fellows involved students in extra-curricular activities at the district, state and national level to improve students' access to opportunities.

Analysis of TFM 2019 Fellow Survey +23% from 2018: 74%

**Suhaila Zaini**  
2019 Cohort Fellow

who teaches at a high-need school  
in Kuala Lumpur

“I took over a Form 4 class after mid-year examination for Science subject and I found out only 20% of them passed the mid-year exam. After only 4 months of planting the seeds of knowledge and watering them with motivation in learning, 60% of these students have passed their final year exam. One of them said to me: “Teacher, this is my 1st time I passed Science subject after 4 years of studying in high school.” I look forward to seeing what the following year will bring for them and their newfound confidence!”



**Hjrah**  
Student

taught by Sofea Hafek,  
a 2019 Fellow currently  
teaching at a high-need  
school in Klang, Selangor.

“TFM has been a life changing experience for me this year, I have been blessed with a chance to improve myself as an individual and team player. For the past year, I have built up my confidence and can now immerse myself in a social setting without being too shy. The events TFM hosted was enjoyable and gave me different experiences. During my volunteer work in SPLAT! (an initiative started by Fellows this year to encourage students to practice speaking English through debate) I got to meet people of various kinds and had a blast working with them. As for my involvement in TFM’s Student Leadership Camp, I learnt different kind of issues from other schools and was able to get to know other students as well. Not only that, I am able to learn how to be a better leader and team player when it comes to working within a group.”



**Yee Lim**  
Student

who participated in SPLAT! a  
Fellow-run debate initiative aimed to  
empower students.

“Pitching for the SPLAT! debate initiative was a whole new experience to me. It pushed me to communicate with others in English since I hardly get the opportunity to speak in English in my daily life. If I have the option to choose whatever languages that I want to speak in, the old me would have definitely chosen Mandarin. But the new version of me has coped with the fear, the fear of speaking in languages which I might not be good at it. I was so grateful that I got to know my sweet teammates and all the amazing TFM teachers through the SPLAT! programme. Together with my teammates and all the teachers, we will always strive for brighter future for Malaysia’s new generation.”



“The new version of me has coped with the fear, the fear of speaking in languages which I might not be good at it. Together with my teammates and all the teachers, we will always strive for brighter future for Malaysia’s new generation.”



## B: Community Impact

We respond and adapt to our communities' most pressing issues and needs by researching and co-creating solutions towards a collective vision. In 2019, our Fellows ran:

# 37

### Social innovation projects

Social innovations are new social practices that aim to meet social needs in a better way than the existing solutions.

# 4

### States involved

(Johor, Kuala Lumpur, Sabah, Selangor)

# RM130,610

Raised towards projects

# 12,000+

Beneficiaries

In 2019, 2 Fellows conducted a research paper on special education with lecturers from Institute of Teacher Education Malaysia (IPGM) and presented at the International Conference on Special Education in Surabaya, Indonesia.

### Types of projects

# 6

Leadership

# 3

Career & Pathway

# 5

Subject Enrichment

# 2

Health & Wellbeing

# 5

Arts & Expression

# 2

STEM Skills

# 5

Learning Environment & Method

# 4

Environment & Sustainability

# 4

Literacy & Numeracy

We actively engage members of the community to build a strong understanding of their needs, problems, root-causes, and assets of the community.

In 2019, 5 community engagement studies were conducted to understand the context of the communities TFM works with:

# 1

Aspirations, strengths, and challenges by students and teachers at a TFM school in Klang

# 4

Alumni impact on the education ecosystem in Timur Laut, Penang

# 2

Role of parental involvement in schools at a TFM school in Shah Alam

# 5

Empowering students to be community-centred at a TFM school in Klang, in partnership with EPIC

# 3

TFM's strengths and opportunities as part of Pasir Gudang's education ecosystem

We facilitate collective impact by collaborating with public and private stakeholders to scale up our Fellow and Alumni social innovation projects.

In 9 years, our Fellows initiated 211 community driven social innovation projects and 13 of those scaled up to non-profit, social enterprises or social purpose organisations. Edvolution Enterprise, Global School Leaders (GSL), Project ID and MYReaders have also expanded to new states.

### STEM

ARUS Academy, Chumbaka, i'M SET

### Student Leadership

Project ID

### Crowdfunding for education

100% Project

### Literacy

MYReaders

### School & district transformation

Edvolution Enterprise, Global School Leaders

### Youth entrepreneurship

RYSE

### Performing arts

Leadspire Academy

### Leadership development

Acumen Malaysia

### Higher education access

Closing The Gap

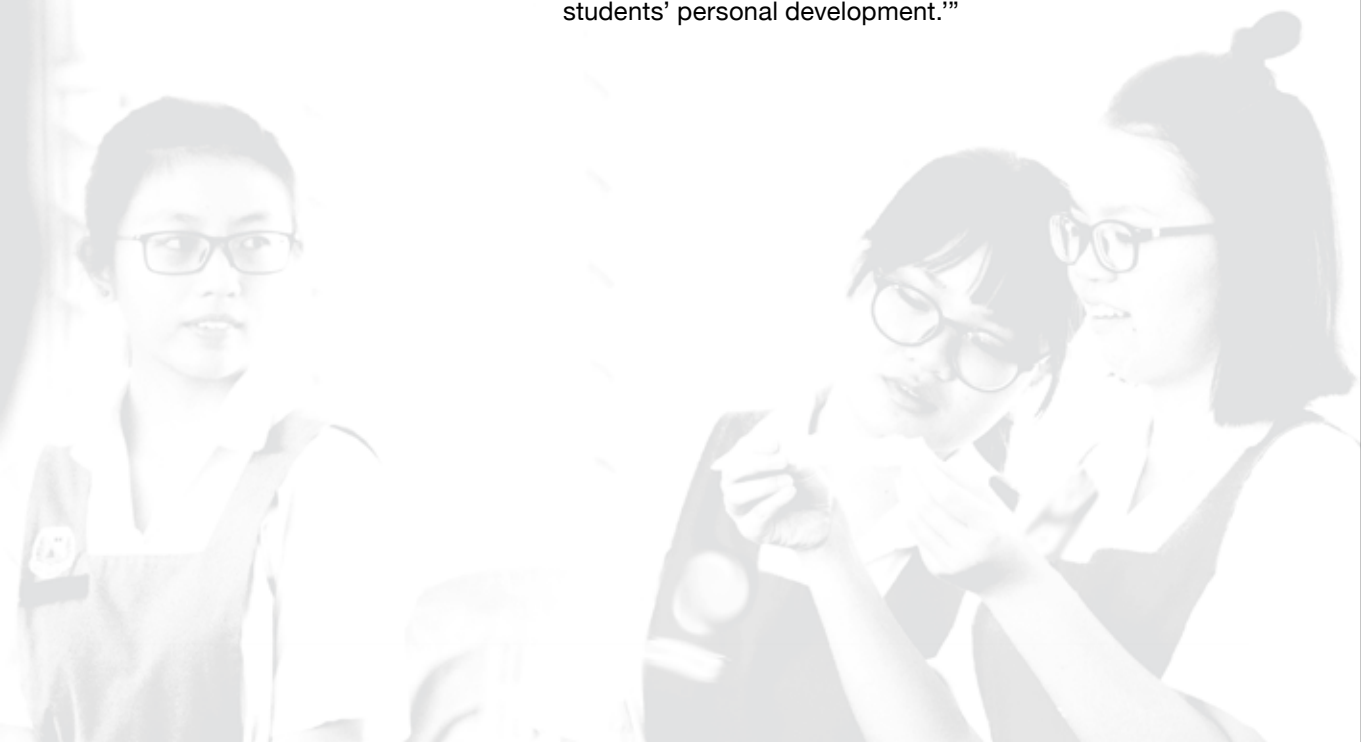
**“[Students] were more confident in speaking English, saw better academic performance in English & Sejarah, and was a good use of holiday time for students’ personal development.”**

Quote from a community engagement study to understand the role of parents involvement in the school at a secondary school in Shah Alam.



One of our findings from our community engagement study was to understand the role of parents involvement in the school at a secondary school in Shah Alam.

“Parents recognise the positive impact of additional classes & programmes. More than half that we interviewed spoke about the impact of Kem SKORlah, a TFM run programme, on their children’s growth and reported that they were ‘more confident in speaking English, saw better academic performance in English & Sejarah, and was a good use of holiday time for students’ personal development.’”



**Nur Aisyah Ajib**

2018 Cohort Alumna

Project Manager of Project Kim Kim, a social innovation project in response to the Kim Kim toxic waste crisis.

“As teachers, we wanted to develop an environmental education model that focuses on the growth of values and mindset; one that is accessible and inclusive for our students here in Pasir Gudang and that could one day be scaled up for other students in the varying districts and states in Malaysia. The growth shown in the students’ ability to take ownership of an environmental problem and trying to make a difference within a short span of running this pilot project is a very good start.”



## Impact

**33**

Students involved

**7**

Schools involved

**RM6,820**

Raised

**Puan Azlina**

mother of Hajar, a student who participated in Project ID.

Project ID is an Alumni non-profit organisation who run student leadership programmes.

“After my daughter joined Project ID, she was exposed to more information, new knowledge and social skills. I have seen a big change in her. She is now more confident than before! She is brave to speak in public and express her opinions now.”



Hajar is now on a Sunway-TFM scholarship for her post-SPM pathway and is a state-level archer.

## C: System Impact



We believe that collective effort is needed to end education inequity. TFM wants to co-create an ecosystem that enables synergies to innovate education in Malaysia.

In 2019, we connected with 181 key stakeholders to explore how to give students an excellent education.

### Institute of Teacher Education (IPGM)

- |                                   |   |
|-----------------------------------|---|
| <p><b>1</b><br/>Learning trip</p> | <p><b>2</b><br/>Ministry of Education representatives</p> |
|-----------------------------------|---|

We hosted a learning trip to London, UK to learn from leading experts and practitioners in school-centred initial teacher training such as Teach First, Ambition Institute, and Ark Teacher Training. Representatives from Ministry of Education include: Dr Hj Rusmini Binti Ku Ahmad (Rector of IPGM), Dr Mehander Singh (Former Director of Institut Aminudin Baki).



### Education NGOs & Social Enterprise, District and State Education Officers

- |  |  |
|--|--|
| <p><b>2</b><br/>Learning trips</p> <p><b>11</b><br/>School leaders</p> | <p><b>6</b><br/>Education NGOs &amp; social enterprises (Global School Leaders (GSL), Edvolution Enterprise, MYReaders, Arus Academy, Project ID and Limited Resource Teacher Training (LRTT))</p> |
|--|--|

We collaborated with 6 Education NGOs and Social Enterprises to host learning trips for school leaders, state and district education officers from Kuala Lumpur, Selangor, Johor, Penang and Perlis. The learning trip was to help participants to realise their roles as catalyst towards building transformative leadership and community builders in the education system.

Puan Saidatul, a participant from PPD Semporna, found that the learning trip profoundly widened her perspectives as an educator and connected her with an abundance of very useful resources.

### Other Key Stakeholders

- |   |   |
|---|---|
| <p><b>1</b><br/>Regional conference</p> <p><b>74</b><br/>School leaders, educators, &amp; parents</p> <p><b>66</b><br/>Students</p> | <p><b>8</b><br/>District &amp; state education offices</p> <p><b>14</b><br/>Private partners &amp; NGOs</p> |
|---|---|

We brought together 162 school leaders, educators, students, parents, private partners and NGOs in Johor to explore what an excellent education looks like through a regional conference, Connect-ED. We led dialogues on Social Emotional Learning, Future Planning, Racial Integration, Teacher Community, and Social Innovation, to create a shared understanding on these topics and to foster collaborations between the different stakeholders.

Encik Anuar, a participant from JPN Johor, said that “Connect-ED helped all participants understand and explore how to best maximise student potential [...] and that everyone needs to work together to address the dynamic, ever changing realities of education.”

Puan Saidatul Izdihar bt  
Amir Bangsa

School Improvement  
Specialist Coach,  
PPD Semporna, Sabah

“The learning trip has profoundly widened my perspectives as an educator and connected me with an abundance of very useful resources. I have [also] networked with other amazing educators from various backgrounds.”



Puan Saidatul attended two educator learning trips jointly organised by TFM and Edvolution Enterprise in 2019.

Parent

who attended Connect-ED, regional conference that brought key stakeholders in Johor education ecosystem together to dialogue about how to give students an excellent education.

“I was glad that everyone had an equal voice to share openly and be heard. I used to judge the education system and felt that this experience helped me to understand more about what is going on and to therefore better appreciate teachers.”



Encik Anuar Bin Jaafar

Assistant Director, School  
Management Sector,  
Jabatan Pendidikan Negeri  
Johor

who attended Connect-ED,  
our regional conference.

“Connect-ED helped all participants understand and explore how to best maximise student potential. We shouldn’t work in silos; everyone needs to work together to address the dynamic, ever changing realities of education.”



Connect-ED was anchored in the mindset that “I alone cannot change the world, but change will happen when each of us see that our individual contributions make a difference”.

**03 We build  
a leadership  
movement to drive  
long-term systemic  
change.**

Whether continuing to impact learning in the system, or championing for education in the corporate and social sector, our Alumni play a big role in transforming education for students.

Alumni

**354**

Working in Education

**255**

Education Initiatives

**211**

Social Enterprises

**13**

Students Impacted

**130,000**

Alumni Impact: 72% of Alumni are actively involved in the broader education sector, with 32% continuing as full-time MOE teachers beyond their 2-year commitment.

Others: Private Sector,  
Policy & Research  
Graduate School



KHAZANAH  
RESEARCH  
INSTITUTE  
  
Google  
  
McKinsey  
& Company

Public School Teacher  
  
KEMENTERIAN  
PENDIDIKAN  
MALAYSIA

26%

32%

42%

Broader Education &  
Social Sector: TFM,  
Social Innovation,  
Private-Invested  
Education Sector,  
Public Service



**Oga Chan**  
2012 Cohort Alumna

**Cheryl Ann  
Fernando**  
2013 Cohort Alumna

Obama Foundation  
Leaders: Asia-Pacific  
Program

Oga and Cheryl were selected to take part in the Obama Foundation Leaders: Asia-Pacific Program, a one-year leadership development and community engagement program that seeks to inspire, empower, and connect emerging leaders from across the Asia-Pacific region.



Oga Chan  
Programme Lead, Acumen  
Academy Malaysia



Cheryl Ann Fernando  
Country Director, Global School  
Leaders Malaysia

## Alumni Achievements Beyond School

As a Research Fellow for the RISE Programme which focuses on teachers and management, she submitted her PhD thesis in education at the University of Cambridge, on the relationship between teacher accountability policy and sociocultural context across countries, using secondary survey data on education and culture alongside interviews with teachers in Finland and Singapore. She has also conducted research for the World Bank's MENA education team.

Hwa Yue-Yi, 2014 Cohort Alumna

She initiated and managed Girls in Engineering, Math and Science (GEMS) programme in two schools in 2019. She has also represented the country at a US-ASEAN Women Leadership Academy for YSEALI 2019, a life-changing opportunity to connect with other empowered women leaders in ASEAN.

Nur Nabihah binti Hanim, 2014 Cohort Alumna

She co-designed and delivered a capacity building programme titled "Place-based Learning (PBL): Real-life Classroom in the 21st Century" for 25 teachers in 7 Penang school, which was endorsed by the Timur Laut Penang District Education Office. She has also co-authored a paper, "Creative Cultural Education: How Students Can Engage Meaningfully with Heritage" which was presented at the Managing Urban Cultural Heritage International Conference.

Adeline Chua, 2015 Cohort Alumna

Jane Ho Chin Hui  
2014 Cohort Alumna

Top 50 Finalist in  
Education  
Performance Delivery  
Unit (PADU)'s "21st  
Century Learning  
Teachers Campaign"

Post-Fellowship, Jane stayed on as a Teaching Alumna in Penang. 2019 marks her sixth year of teaching.



Jane represented Malaysia at the International Teacher Forum co-hosted with the OECD, Teach For All, Teach For Slovakia with the Ministry of Education in Slovakia in July 2019. She co-facilitated a session themed "Teaching For Tomorrow: How can we teach students the creativity, problem solving and collaborative skills needed to overcome the complex challenges of the 21st century?"

She was listed on the Top 50 list in PADU's 21st Century Learning Teachers Campaign, which encouraged teachers to share their best practices on bringing 21st century learning into their classrooms.



## Alumni Achievements in School

She was chosen as a model teacher by PPD Bangsar Pudu for her Mathematics lessons, in which she shared her best teaching practices with district education office representatives and other teachers.

Leong Kit Yen, 2014 Alumna, who currently teaches in Selangor

She led a group of 14 students to their project plan for the StandTogether Campaign, an initiative by R.AGE, The Star, & Setia, to make schools a kinder, safer environment for everyone, and was chosen among the top 5 secondary school entries nationwide.

Tay Lee Yen, 2015 Alumna, who currently teaches in Perak

04 In collaboration  
with public-private  
partnerships to  
scale our impact.



Everything we do is powered by our community of passionate partners, supporters, individual donors and fundraisers. We hope to leverage off our success in the first 8 years to truly change and transform education in Malaysia by 2025.

By 2025 we hope to have:

- Revamped schools with no subjects, and pedagogy grounded in problem-based learning.
- Revamped teacher training curriculum and modules.
- Alumni recognised as key talent and leaders across the system.
- Teach For Malaysia recognised as one of the Top 5 Leading Graduate Employers.
- Independent and holistic evaluation of TFM on student and system impact.
- TFM-led research as a leading voice in national education debate.

We plan on doing this by managing our costs through cost optimisation, growing and diversifying existing channels, and articulating our impact more effectively.

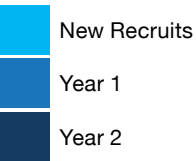
Cost

TFM Cost Per Fellow  
(RM, in thousands)

TFM Cost  
(RM, in millions)

Cost Drivers

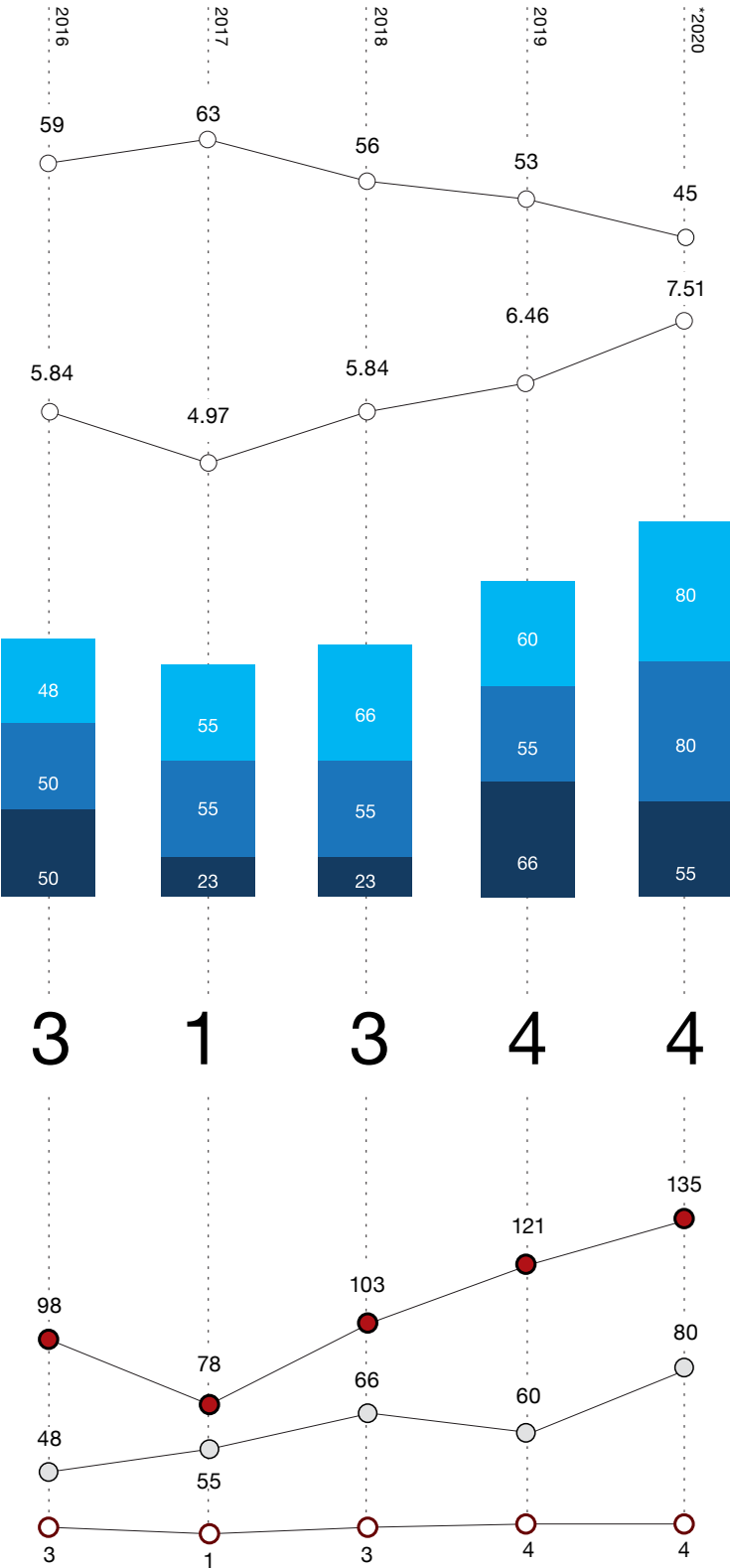
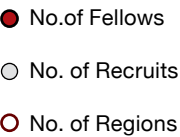
Number Of Fellows  
In Service



Number Of  
Regions

Financial  
Sustainability Plan

Funding mix 2016 - 2020  
actual and target



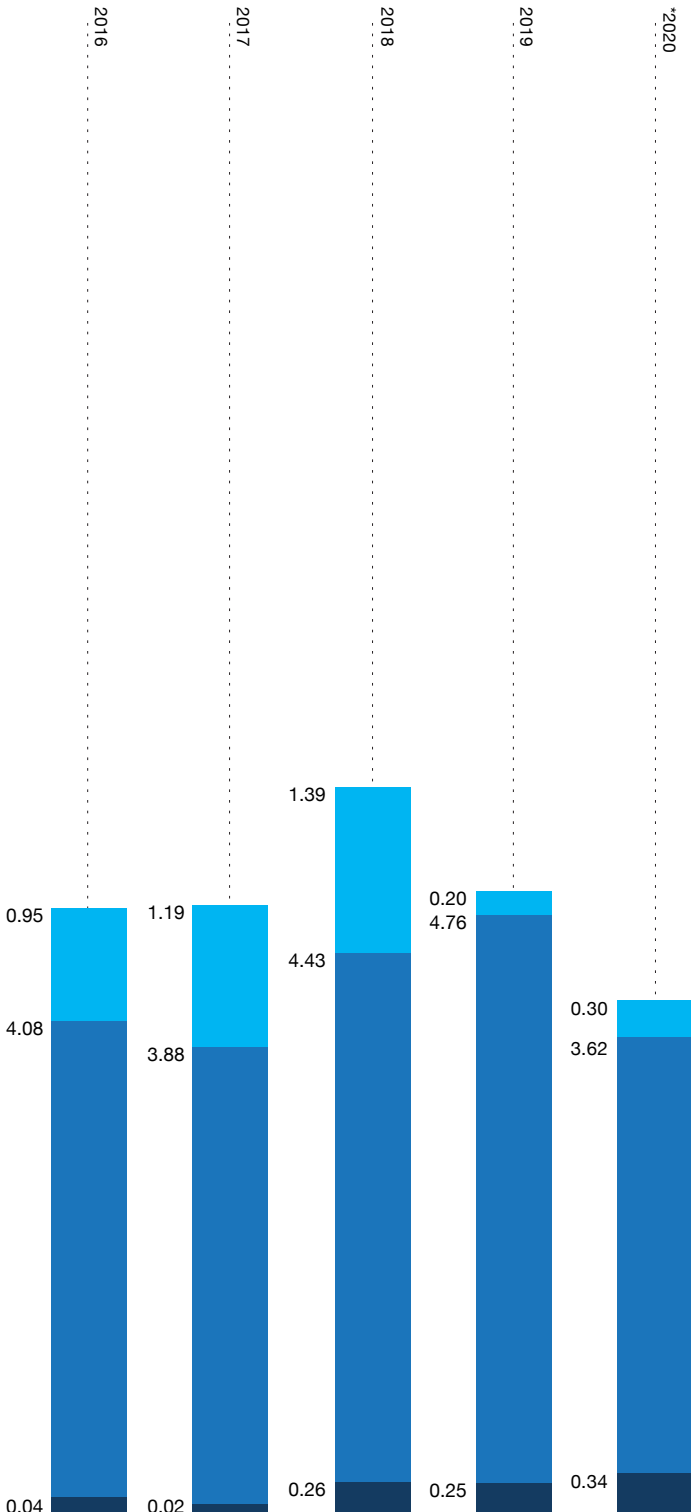
We have raised RM31.74mil (66%) from the private sector since 2012. We will continue to form strategic partnerships with the private sector to collectively impact the highest need communities.

Individual Giving:  
We aim to aggressively grow the individual monthly recurring donations as our core sustainability plan while exploring interest in the endowment fund.

Private Sector:  
This segment would remain our largest funding base for the next three years given our strength in Public-Private Partnerships. We will continue to expand this through the “Fund a Fellow” Programme.

Public Sector:  
Contributions from the Ministry of Education for Recruitment, training and support on a per Fellow basis.

Funding distribution



“TFM proved to me that they won’t negotiate on the quality of the teachers selected. This shows that the students will only be taught by someone who is 100% passionate about educating and I am so happy to know this.”

— Cik Saiyidah Izzati,  
individual donor



“I support Teach For Malaysia because I believe in providing equal educational opportunities to all children - as exposed by TFM.”

— Encik Aziz Anuar,  
Senior Vice President of Communications and  
Corporate Affairs, PNB

## OUR BOARD OF TRUSTEES



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Ibni Tuanku Muhriz  
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Shahnaz Al-Sadat  
CEO of Arise Asia



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Standard Chartered Bank Malaysia

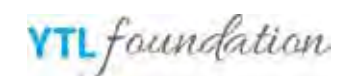


Dato' Tharuma Rajah  
Senior Advisor of Korn Ferry  
Hay Group



Chen Li-Kai  
Partner at McKinsey & Co

## OUR PARTNERS AND SUPPORTERS FOR 2019




It takes a village to raise a child. Education inequity is not a problem that we can solve alone — we all have a role to play.

We are always seeking for partnership opportunities with institutions and individuals that share the same vision to radically transform education in Malaysia.



For partnership opportunities:


 partnership.development@teachformalaysia.org

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Fax: +603 2026 0701

 Level 1, Ming Annexe,  
9 Jalan Ampang,  
50450 Kuala Lumpur,  
Malaysia

 Teach For Malaysia

 TeachForMsia

 teachformsia

 Teach For Malaysia

## Institutions or High-Networth Individuals

- Every RM50,000 per year supports 1 Fellow to impact 150 students.
- Every RM10,000 per year supports 1 Fellow to impact a classroom of 30 students.

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## Individuals

- Every RM50 per month helps impact 2 students to gain an excellent education.

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## Endowment Fund

We are exploring endowment fund models which generate steady returns in perpetuity:

- Every RM1,000,000 generates RM50,000 per year which supports 1 Fellow annually.
- Every RM10,000 generates RM500 per year which supports 1 student annually.

\*Donations made to Teach For Malaysia impacts high-need communities and are tax-exempt.

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