



MY DREAM FOR THE CHILDREN OF MALAYSIA IS...

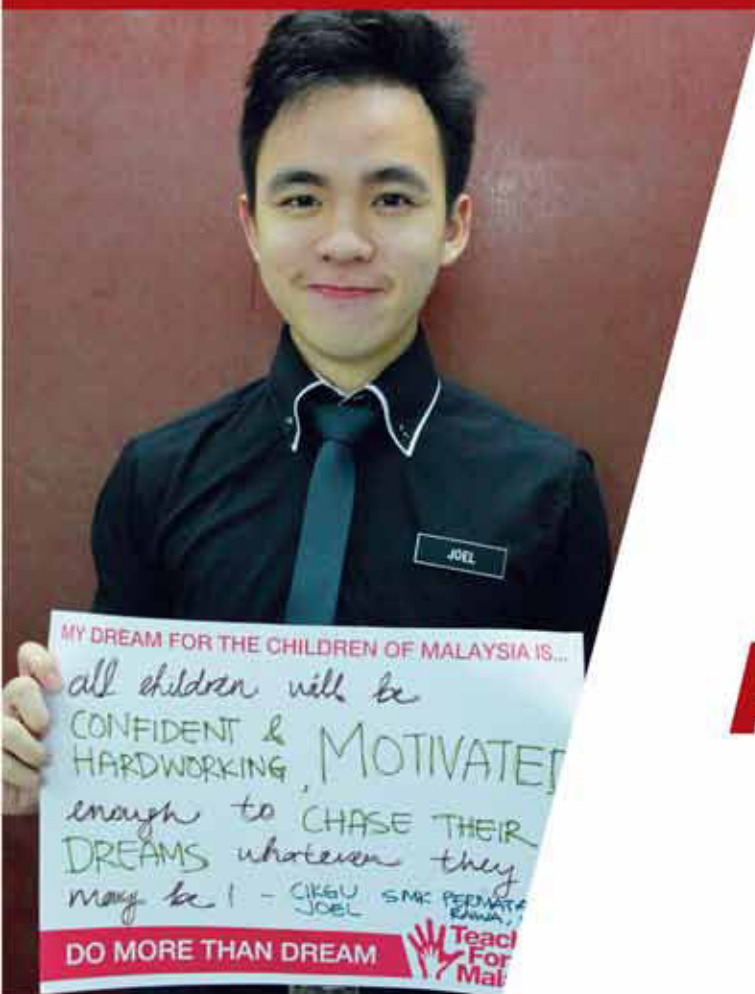
for the children to believe in themselves
in achieving their dreams even
when others try to pull them down

InshaAllah ...
Illi Liyana

DO MORE THAN DREAM



One day, all children in Malaysia will have the
opportunity to attain an excellent education



MY DREAM FOR THE CHILDREN OF MALAYSIA IS...

all children will be
CONFIDENT & HARDWORKING, MOTIVATED
enough to CHASE THEIR
DREAMS whatever they
may be! - Cikgu Joel SMC Permatang
Jaya

DO MORE THAN DREAM



Annual Report 2013



DO MORE THAN DREAM

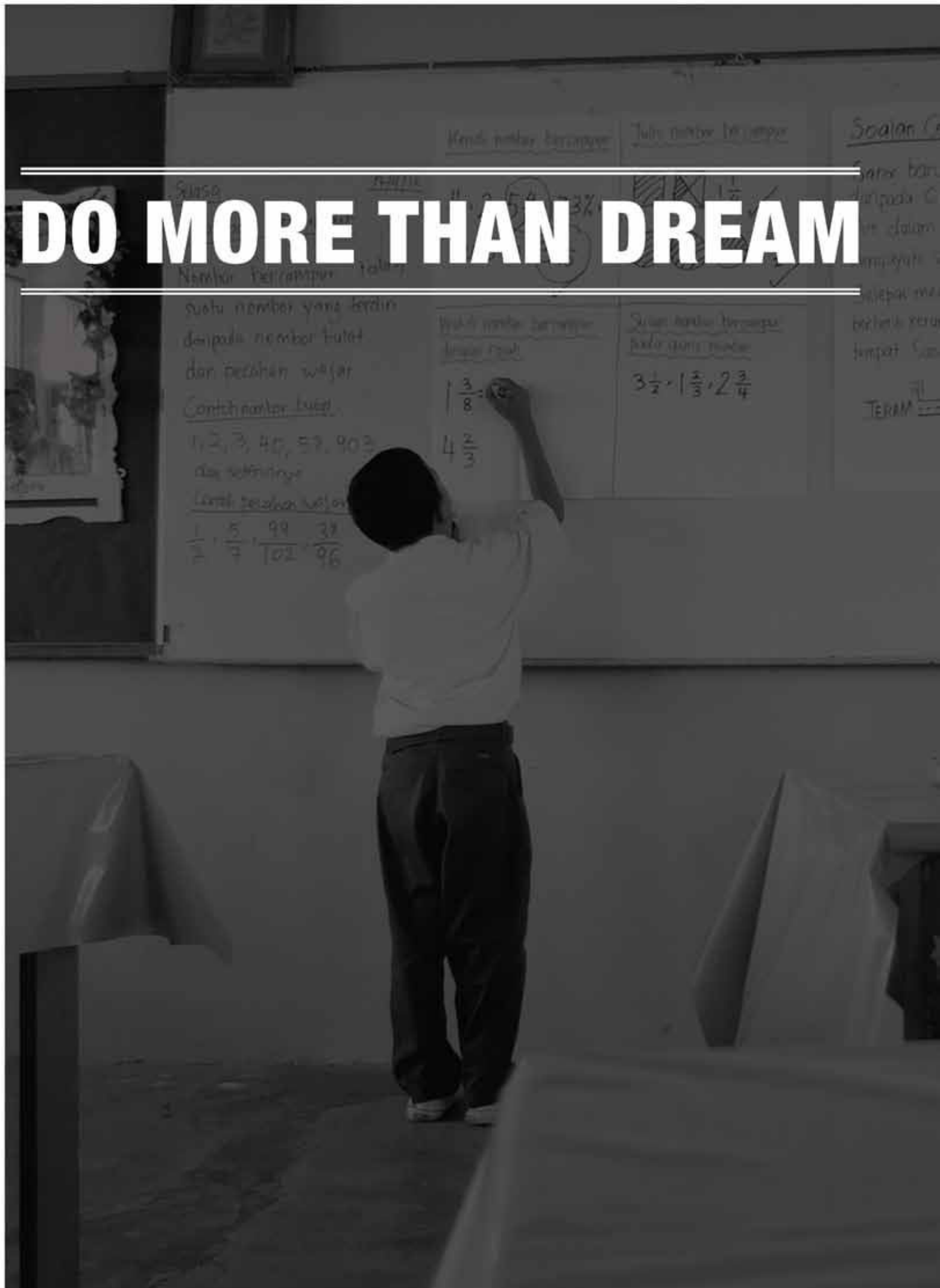


DEAR FUTURE TEACHER

My future teacher, we never know each other before but we'll know soon. Who ever you're, you'll replace my present teacher next year because she will leave us by the end of the year. I feel very depressed. It is too hard for me to accept this situation. However, I think most about the future of my school.

All I see, there is no hope and darkness all around. We need someone who can guide us. You're our future, our hope and I know that you won't let me down. I believe in you. You the one who can guide us with your great personalities. That's why we really need you to be our future teacher. Come and guide us and we'll create another history for this school, and our country in our glory day. Before you come, I would like to ask you some things. Are you ready enough to take on this responsibility? What will you do to change us into we?

DO MORE THAN DREAM



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"Though small in number, with quality and passionate teachers, this is a great start towards changing the life paths of children."

- Tan Sri Dr. Jemilah Mahmood



MESSAGE FROM THE CHAIRPERSON OF THE BOARD OF TRUSTEES

This year marks my second year as the chairperson of Teach For Malaysia's Board Of Trustees, and the first year in which I myself experienced just a little of what it is like to teach in a high-need classroom. During Teach For Malaysia Week this year, I was given the unique opportunity to assist 2013 Fellow Chow Pea Pea as she conducted a Form 2 science class. I must say that despite my years of experience in leading MERCY Malaysia and speaking to large audiences, the idea of being in a classroom and actually teaching 14-year-olds was pretty nerve-wracking! I knew from Pea Pea that this particular class was often rowdy and disruptive, and it was with some trepidation that I began class with her that day.

Truly, one hour in the classroom was enough to show me just how hard our nation's educators work to battle through the numerous challenges they face in classrooms each and every day. It isn't enough to know your topic and impart the facts accordingly; you have to be tirelessly engaging in order to sustain their interest, you have to cater to all levels of ability within a single classroom, you have to maintain control so that noise and disruptions are kept to a minimum, and you do all of that all day, every day, for multiple classes and multiple subjects. And let's not even mention the amount of work that has to be done outside the classroom!

Needless to say, that one hour of teaching proved to me, more than ever, how necessary this movement is, and how important it is that we motivate our best and brightest to do more than dream of a brighter future for the nation – and actually help to shape it by educating our children.

We have hit many milestones this year at Teach For Malaysia. We have made our mark in the northern states with our second cohort of Fellows; we have recruited 65 more Fellows for our 2014 cohort; and we have welcomed our first batch of Alumni, ready and eager to advance the cause of education inequity beyond the two years in the classroom in a diverse range of fields.

We continue to establish and develop our relationships within the Ministry of Education, with whom collaboration has been key this year in creating the kind of impact we hope to grow in the future. And as always, we are grateful for the partners and supporters, new and existing, without whose consistent support we would not be able to do what we do.

The challenge may be great, but as this year has shown me, collaboration at all levels can truly yield amazing results. On behalf of the Board, we thank you for the support you've shown us in the past year, and look forward to a future where one day, all children in Malaysia will have the opportunity to attain an excellent education.

Tan Sri Dr. Jemilah Mahmood
Chairperson





"We saw new worlds opened up to students who had never been out of their own towns and villages with educational field trips and exposure to new, unexplored pathways."

- Dzameer Dzulkifli



MESSAGE FROM THE CO-FOUNDER AND MANAGING DIRECTOR

If I had to describe 2013 for Teach For Malaysia, I would call it a year of growth – growth in terms of the number of people on staff, the number of regions in which we had to operate, the number of Fellows in the programme (from 54 in the second cohort to 65 in the third), and the number of schools in which our Fellows were placed (from 27 to 43 across the country).

Of course, such growth cannot come without consequences, and with this rapid expansion came great challenges. While we welcomed the chance to expand our operations to schools in the northern region, we were forced to sacrifice a number of Fellows unable to accommodate the move. On an organisational level, it was hard to increase our partnerships and support exponentially with our expansion, as many still view the Fellowship as a teacher training programme, as opposed to what it is: a nationwide leadership development programme. And when it came to impact, our attempts to standardise student outcomes across schools were not as successful as we hoped.

Through it all, we are grateful for our small successes: continued support from our existing partners and supporters, increased buy-in and thought partnership with the Ministry of Education allowing us to double up number of Fellows in schools for 2014 and show great success at the Fellowship level, and our very first cohort of Alumni ready to facilitate real, lasting change at the systemic level by moving into positions in the education, public and private sectors.

Above all, we are grateful for our Fellows and their students, who are a continuous source of energy and inspiration. In the past year, we saw a Fellow take his team to third place at the national level in Karnival Pendidikan Sains Teknologi 2013; we saw Fellows improve student scores in Mathematics and Science by an average of 20-30% through their second year initiatives; we saw student confidence flourish in speaking and reading in English; and we saw new worlds opened up to students who had never been out of their own towns and villages with educational field trips and exposure to new, unexplored pathways. While our numbers may still be relatively small, these examples of success prove that children from low income communities can succeed when we hold them to high expectations. The question now is, what can we do collectively as a nation for all students?

In the end, I've come to realise that great physical growth can also come with intangible and valuable consequences: growth in learning, growth in collaboration, and growth in understanding the sheer magnitude of education inequity in our country. And it is in this spirit of humility and eagerness to learn that we embark on new goals and greater challenges: recruiting 120 Fellows for our fourth cohort, expanding the programme to include schools in Sarawak, and improving the impact our Fellows have in the classroom. Each of these alone can seem like an impossible task, but if there is anything 2013 has taught me, it is that big wins can only come if we have the guts to take big risks.

We need to do more than dream of a great Malaysia.

Dzameer Dzulkifli

CEO, Co-Founder and Managing Director

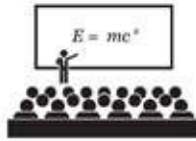


EXECUTIVE SUMMARY

Talent Acquisition

65

Recruited for
2014 Fellowship



Placement

43

Schools with Fellows
all over Malaysia



Pre-Fellowship Training Institute

School Orientation
Programme

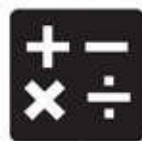
Training Institute

Kem SKORlah



Accomplishment from
Kem SKORlah

36%



Average increase
in Mathematics



32%



Average increase
in English

2-year Fellowship

88%

Average retention
rate of Fellows



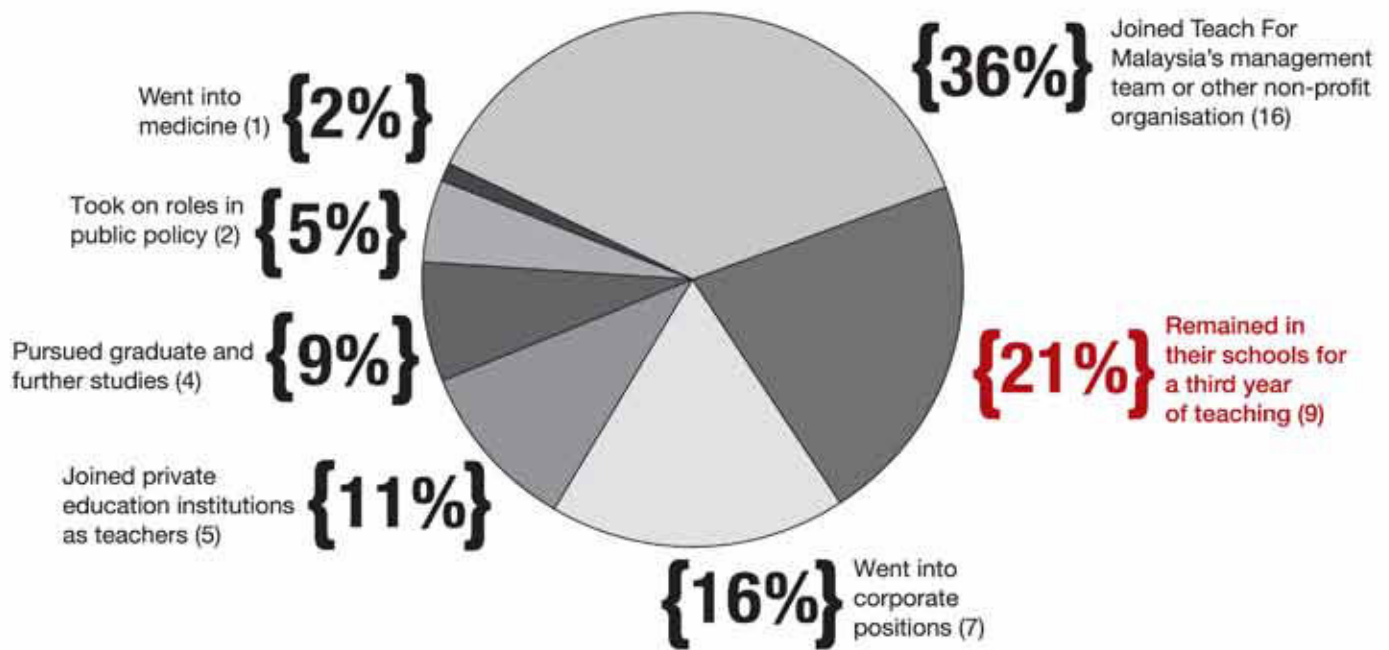
Introduced data hub that
measures the 3As



35%

Average academic mastery rate by students of Teach
For Malaysia Fellows in 2013

Alumni Movement



Systemic Impact



Teach For Malaysia was featured in the 2013 Malaysian Economic Monitor report as a promising innovation to improve the country's education system



Teach For Malaysia was highlighted in the National Education Blueprint and the 10th Malaysian Plan



Fellows were invited to present at a best practices sharing session with education officials

THE CHALLENGE

A child's origin often determines the quality of his or her education, and therefore the choices that become available to them later in life.



- Mont Kiara and Segambut are a mere 10 minutes apart yet a student from Mont Kiara is 4 times more likely to progress to college than a student from Segambut.

- A student from Segambut is 36% more likely to fail a core subject in SPM and there is a 60% chance that the children of a student from Segambut will continue on the same life trajectory.

Teach For Malaysia believes that this distinct relationship between socio-economic disadvantage and weak educational outcomes is a critical challenge within our nation. The Programme for International Student Assessment (PISA) by Organisation for Economic Cooperation and Development (OECD) ranks Malaysia in the bottom third of participating countries. In PISA, a 38-point difference is the equivalent of one schooling year of learning. This means that 15-year-olds in Malaysia are performing as though they have had three years less schooling than 15-year-olds in neighbouring countries such as Singapore, Japan, and Hong Kong.

Reading			Maths			Science		
Rank	Country	Mean Score	Rank	Country	Mean Score	Rank	Country	Mean Score
1	Shanghai-China	570	1	Shanghai-China	613	1	Shanghai-China	580
2	Hong Kong-China	545	2	Singapore	573	2	Hong Kong-China	555
3	Singapore	542	3	Hong Kong-China	561	3	Singapore	551
5	Korea	536	5	Korea	554	5	Finland	545
6	Finland	524	12	Finland	519	7	Korea	538
13	Australia	512	16	Germany	514	8	Vietnam	528
19	Germany	508	17	Vietnam	511	12	Germany	524
20	Vietnam	508	19	Australia	504	17	Australia	521
23	United Kingdom	499	OECD AVG		494	21	United Kingdom	514
24	United States	498	26	United Kingdom	494	OECD AVG		501
OECD AVG		496	36	United States	481	28	United States	498
42	Turkey	475	44	Turkey	448	43	Turkey	463
47	Thailand	441	50	Thailand	427	48	Thailand	444
59	Malaysia	398	52	Malaysia	421	53	Malaysia	420
61	Indonesia	396	64	Indonesia	375	64	Indonesia	382

Source: PISA 2012, released on 3 Dec 2013

Poverty deprives children of adequate health care, nutrition, housing, and access to high quality preschool programmes, creating additional education needs.

Socio-economic Factors

The widening gap between high-performing schools and the high-need schools is magnified by these three complexities:

Prevailing Ideologies

Deep-seated notions that children in high-need communities are unable to overcome existing obstacles perpetuate the cycle of inequity.

School System Issues

Certain school systems are unable to meet the extra requirements of high-need students and to overcome the additional challenges poverty present.

Now more than ever, these children need leaders and teachers who believe deeply that all children can reach their fullest potential, regardless of their background.

OUR VISION

"One day, all children in Malaysia will have the opportunity to attain an excellent education"

OUR CORE VALUES

We pursue our vision with a sense of purpose and urgency to achieve ambitious outcomes.

We believe that any achievement is possible if we foster a strategic plan to achieve our goals effectively.

We believe we will make a greater impact through working together on this challenging mission.

We act responsibly and honestly at all times.

SENSE OF POSSIBILITY

EXCELLENCE

COLLABORATION

INTEGRITY

OUR BOARD OF TRUSTEES

Y.A.M. TUNKU ALI REDHAUDDIN IBNI TUANKU MUHRIZ **| Founding Trustee**

Tunku Ali started his career as a management consultant in 1998 with McKinsey & Company. At McKinsey, he advised governments and large corporations on issues ranging from long-term strategy to organisational and corporate governance. In 2004, he joined Khazanah Nasional Berhad to participate in the nation's development and has since been actively involved in a number of significant transformation projects and strategic investments in Malaysia and abroad. Tunku Ali is the Tunku Besar Seri Menanti of Negeri Sembilan. He holds a Bachelor of Arts (Hons) degree in History and Social & Political Sciences, and completed the MC/MPA (Mid-Career Master in Public Administration) at Harvard Kennedy School.

SHAHNAZ AL-SADAT ABDUL MOHSEIN | Founding Trustee

Shahnaz Al-Sadat Abdul Mohsein is an independent promoter of education, talent development and social enterprise reforms for Malaysia. Formerly the Executive Director of Strategic Human Capital Management at Khazanah Nasional Berhad, she served in various executive positions from 2004 to 2011. Shahnaz currently serves on the Boards for various education-related entities such as Teach For Malaysia, Yayasan AMIR, PINTAR Foundation and MINDA. She holds an LLB (Hons) degree from the University of Nottingham, United Kingdom and a Masters in Business Administration (MBA) from IMD in Lausanne, Switzerland. She is also a Certified Public Accountant (CPA) and a Certified Internal Auditor (CIA).



TAN SRI DR. JEMILAH MAHMOOD | Chairperson

Tan Sri Dr. Jemilah Mahmood is an obstetrician and gynaecologist by training with more than 25 years of experience in the medical field. In 1999, she founded MERCY Malaysia, a humanitarian organisation which provides emergency healthcare in more than 15 countries facing disasters and conflict. From 2009 to 2011, Dr. Jemilah headed the humanitarian branch at the United Nations Population Fund (UNFPA) in New York, focusing on reproductive healthcare, gender-based violence, and population data in emergencies. She is currently taking time out to reflect, research, write and mentor, and is a Visiting Senior Research Fellow at the Department of War Studies Humanitarian Futures Programme at Kings College London. An alumna of IMD in Lausanne, Switzerland, Dr. Jemilah's contribution to society has been recognised at the national and international level.

DATO' NOOR REZAN BAPOO HASHIM | Trustee

Dato' Noor Rezan Bapoo Hashim is the former Deputy Director-General of the Ministry of Education Malaysia (MOE). She also headed the Committee under the purview of the Prime Minister to strengthen the English language in Malaysian schools, and was also the MOE's Lab Leader under the National Key Result Areas (NKRA). Dato' Noor Rezan has taught English for over 20 years, starting her teaching career in SMK Westlands, Penang. In 1985, she moved to Kuala Lumpur and taught in five different schools, before being appointed Principal of SMK Seri Bintang Utara (SBU), one of the most prestigious Smart Schools in Malaysia, in 1998. Dato' Noor Rezan is currently the Education Advisor to Khazanah Nasional Berhad, providing guidance on several educational initiatives including PINTAR Foundation, Trust Schools, and Teach For Malaysia.

CHEN LI-KAI | Trustee

Chen Li-Kai is a Partner with McKinsey & Company. His recent work is focused on education system transformation and public-private partnerships in education in the Asian region and globally. Li-Kai is also the head of the education practice of McKinsey & Company in Asia. McKinsey's education practice conducts research on school systems worldwide, and publishes global education reports such as the recent "How The World's Most Improved School Systems Keep Getting Better" (December 2011). Li-Kai holds a Masters in Business Administration (MBA) from Harvard Business School, a Masters in Science degree in Risk in Management from the University of Reading and his Bachelor of Science degree from the University of Central England.



OUR TEAM

The Teach For Malaysia Team consists of diverse individuals who have dedicated their time and effort to make sure that everything runs smoothly within the organisation.





WORKING TIMELINE

Every year, Teach For Malaysia embarks on a new Fellowship cycle. It begins with the active recruitment of potential Fellows who then go through Pre-Fellowship training. Following this, they are placed in high-need government schools for 2 years and upon completion of the Fellowship, they join the Alumni movement to continue creating impact in the sectors of their choice.



Talent Acquisition (Sept - July annually)

Recruit and select future leaders of all disciplines to join Teach For Malaysia Fellowship.

Pre-Fellowship Training Institute (Oct - Dec annually)

Train, prepare and equip Fellows with the knowledge, skills and mindsets of a transformational teacher.





Placement

Place Fellows as full time Ministry Of Education (MOE) teachers in high-need government schools across Malaysia for two years.

2-year Fellowship

Develop and support Fellows as transformational leaders who focus on impact within classrooms and their school communities.



Alumni Movement

Create a movement of leaders focused on driving transformational impact and systemic change within and beyond the education system.

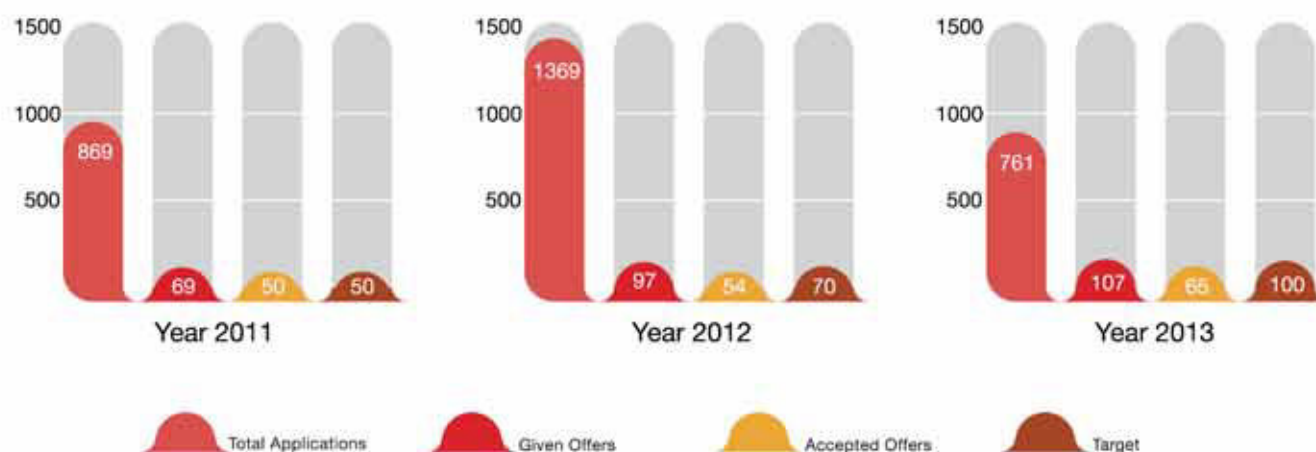
TALENT ACQUISITION



Teach For Malaysia attracts our most promising future Malaysian leaders from a pool of top university graduates and young professionals for the Fellowship. This leadership development programme sees Fellows placed in high-need schools throughout Malaysia, all with the mandate of ensuring their students are put on a different life path.

In 2013, Teach For Malaysia's Talent Acquisition team worked hard to receive a total of 761 applications for its 2014 cohort. Of these, 107 offers were extended, and out of those, approximately 61% chose to accept their offers for a total of 65 Fellows.

Number of Candidates Recruited for 2012, 2013 and 2014 Cohort



In assessing applicants for the Fellowship, we look :

- Commitment to Teach For Malaysia's mission of ending education inequity in Malaysia
- A track record of outstanding achievement
- Great communication skills, critical thinking and creativity
- Excellent problem-solving skills, critical thinking and creativity
- Strong organisational and planning skills
- Determination, resilience, and love for challenge
- Appreciation for diversity and respect, humility and empathy for others

In 2014, Teach For Malaysia plans to recruit 120 Fellows for the 2015 Cohort.

	2011 (2012 cohort)	2012 (2013 cohort)	2013 (2014 cohort)
Breakdown of young professionals and fresh graduates	54% - Fresh graduates 46% - Young professionals	76% - Fresh graduates 24% - Young professionals	68% - Fresh graduates 32% - Young professionals
Breakdown of local and overseas graduates	62% - Local 38% - Overseas	39% - Local 61% - Overseas	43% - Local 57% - Overseas



"I want to become a Teach for Malaysia Fellow because in spite of the overwhelming challenges and odds stacked against reforming the education system for the better, I want to be able to face these obstacles at their most fundamental level - in the classroom, with students who have been getting less than they deserve, and who desperately need someone to believe in them and who will invest in them, so that they will grow to believe in themselves and their own abilities."

Melissa Kong, 2014 Fellow
Master of Chemistry, Oxford University

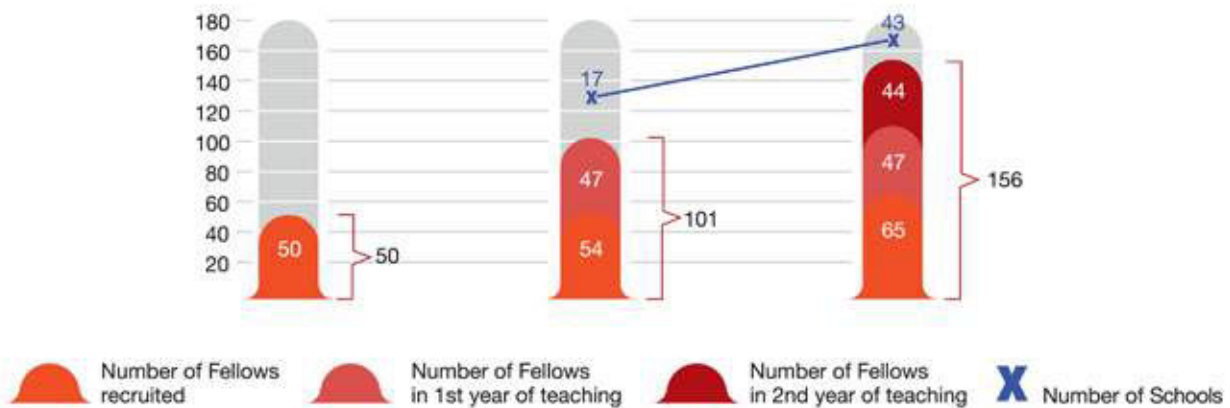
PLACEMENT

Upon completion of their Pre-Fellowship Training, Fellows are placed, in collaboration with the Ministry of Education, in high-need schools across Malaysia based on the following criteria:

- School Rating based on public examination results and holistic assessment by Ministry of Education's Inspectorate of Schools (The School Improvement Programme).
- Strong support from school leadership, with a demonstrated interest in investing school and staff in Teach For Malaysia's success.
- Concentration of Fellows in minimum of 2-3 Fellows to a school to ensure a strong culture is established to build a sense of community and facilitate in-service support.

Fellows are currently spread across 6 states, in a total of 43 schools. For 2015, we hope to work with the Ministry of Education to expand operations to Sarawak.

Number of TFM Fellows and Schools



Distribution of schools in 2013





Hilmi Faiz Bin Mustafa Kamal, 2013 Fellow
Bachelor of Science, Biology, Southampton University

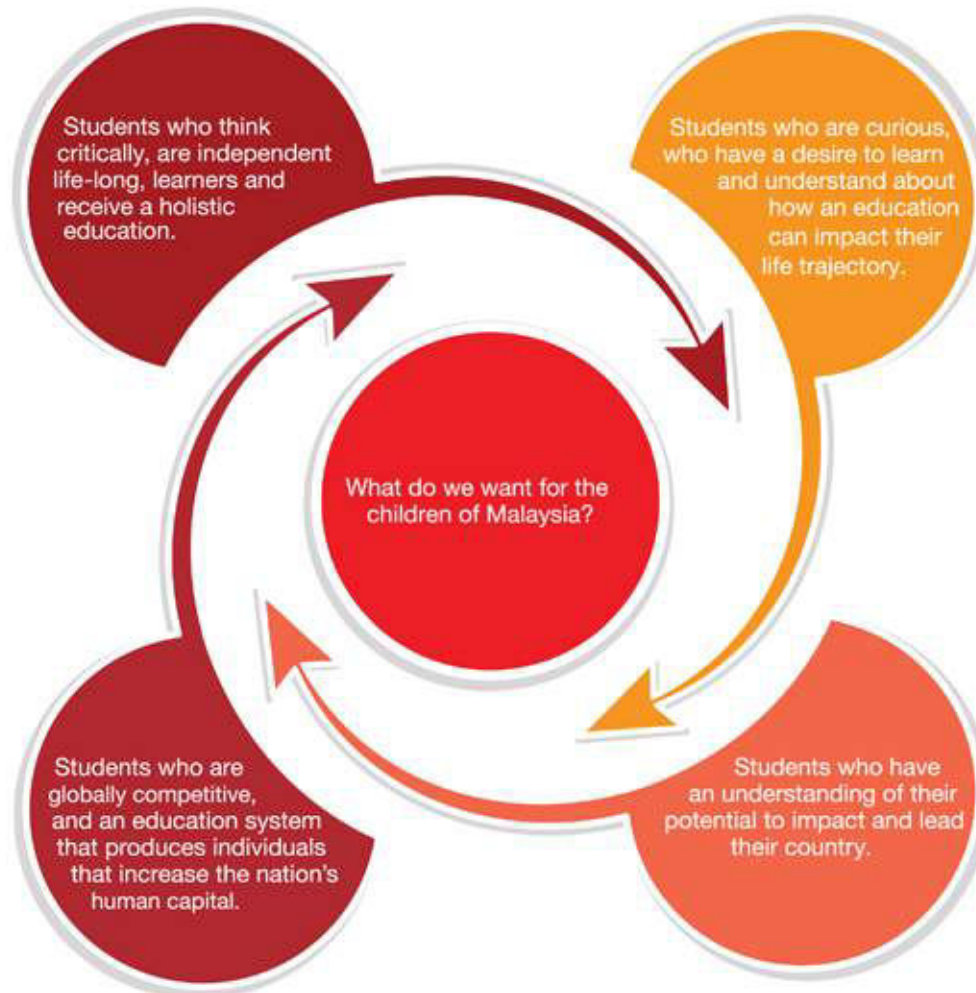


Aina Edeliane Anak John, 2013 Fellow
Bachelor of Science With Honours in Microbiology
University Kebangsaan Malaysia (UKM)

PRE-FELLOWSHIP TRAINING

Teach For Malaysia's vision is that one day, all children will attain an excellent education, as defined in Teach for Malaysia's Vision of Excellence.

What is an excellent education?



This transformational impact is achieved by using the 3A's Transformational Impact Model:

AFFECT: Eight key character strengths are promoted in the classrooms to develop strong individuals for Malaysia: Zest, Grit, Optimism, Leadership, Collaboration, Love of Learning, Social Intelligence, Respect & Humility.

ACHIEVEMENT: Both academic and non-academic student achievement is emphasised as we hold high-expectations on our students given how the system and the world at large measures success.

ACCESS: "Access" opportunities are the key to opening up high-need students' horizons and get them invested in "Affect" and "Achievement".





"Officially ended my SOP at SMK Sg. Ara Bayan Lepas, Penang today! How I wish I can extend this awesome SOP and learn lots more things! I've met really strong teachers; I've learned the importance of adapting yourself in a new environment; I've seen different difficulties, hardship and predicament of the students here; I've talked to some of the 'notorious' kids and found that they're actually lovely; I've become stronger physically, emotionally and mentally for the past week. I've also met dozens of inspiring 2013 fellows and energetic 2014 candidates!"

Muhammad Safwan, 2014 Fellow
Master of Engineering &
Chemical With Environmental Engineering
University of Nottingham Malaysia Campus

In order to best prepare Candidates for the rigours of the Fellowship, Pre-Fellowship Training is split into three parts:

School Orientation Programme

Teach For Malaysia worked with Institut Aminuddin Baki to set up a School Orientation Programme. Implemented for the first time this year, this week-long programme required Candidates to shadow current Fellows as well as interview students, the school principal, and school-based mentors. The questions provided geared Candidates to ask about the challenges of being a first-year teacher.

The Candidates then had to write a reflection and submit this with their pre-Institute work at registration.

Training Institute

At Institute, an 8-week long residential training, Candidates are given the knowledge, skills and mindsets they need to set them up for success in the first quarter of teaching. In addition to pedagogy, a heavy emphasis is placed on cultural diversity and the concept of adaptive leadership to prepare them mentally for the challenges they will face during the Fellowship experience while also cultivating a "big picture" overview of the systemic issues facing Malaysia's education landscape.

Kem SKORlah

Kem SKORlah is a 4-week teaching practicum that allows Candidates to gain hands-on teaching experience before they set out on their 2-year Fellowship. During Kem SKORlah, Candidates teach English and Mathematics at selected schools during the year-end school holidays, with the ambitious goal of achieving 30% average growth gains with their students. In 2013, students achieved:



Average increase in English
As compared to 23% in 2012's Institute



Average increase in Mathematics
As compared to 33% in 2012's Institute


2-YEAR FELLOWSHIP

Upon completion of Pre-Fellowship Training, Candidates begin their journey as Fellows, teaching in public national schools under contract with the Ministry of Education, with the mandate of putting their students on a different life path.




Ongoing Training & Support

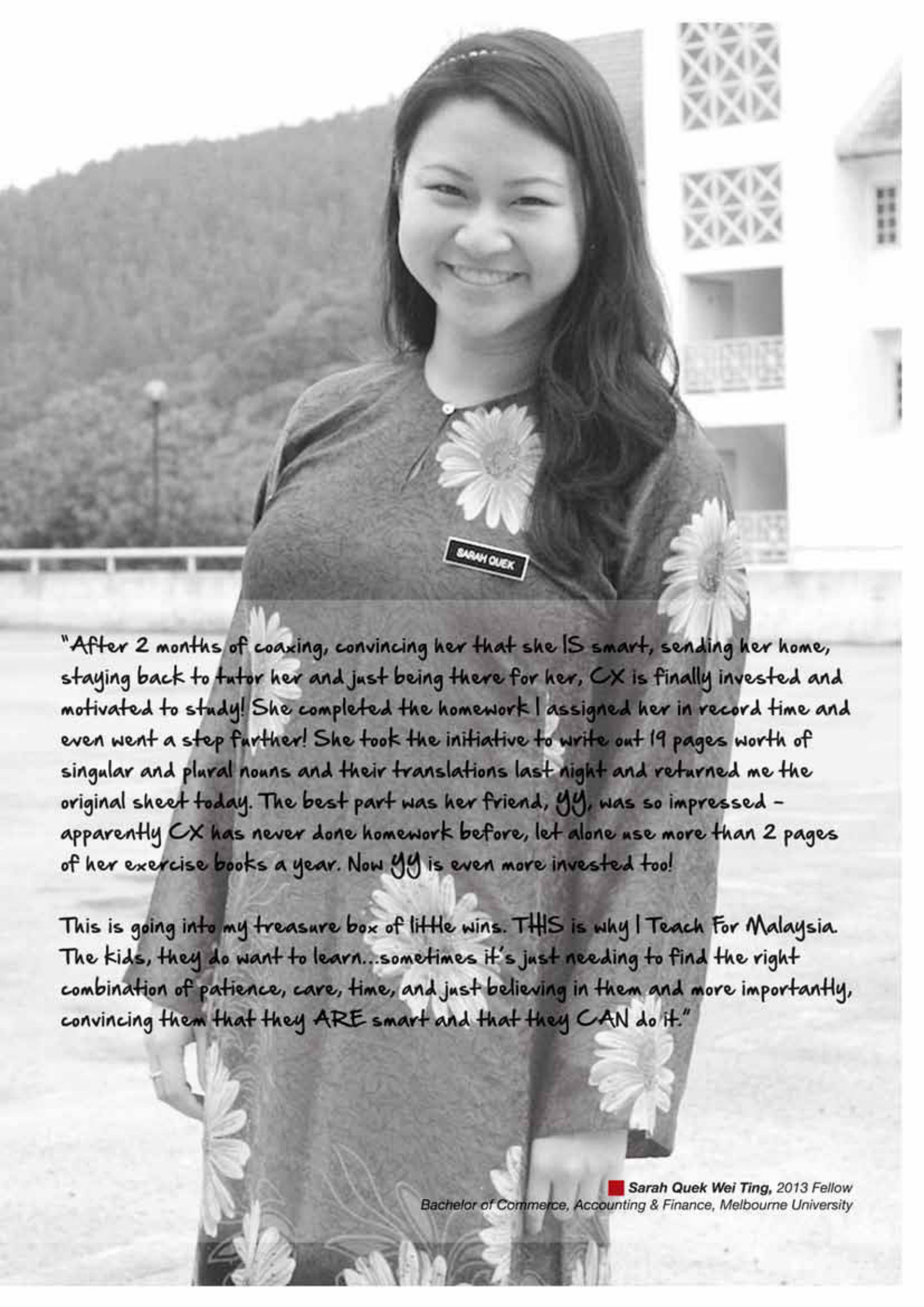
Throughout the Fellowship, Fellows are given continuous support through:


88%
Retention rate of
2012 and 2013
cohort

- **A School-based Mentor (SBM)** - an experienced teacher in each Fellow's placement school who helps integrate Fellows to fit into the school culture and system and provide guidance on subject-related queries.
- **An Institut Aminuddin Baki Coach** - an experienced teacher from the education management institute of the Ministry of Education who visits our Fellows at their respective placement schools to ensure the overall well-being of our Fellows.


35%
Average academic
mastery rate of
students in 2013

- **Leadership Development Officer (LDO)** - an experienced teacher who coaches Fellows on pedagogical strategies and best practices rooted in the 3A's Transformational Impact Model. LDOs help our Fellows to develop technical and leadership skills in the classroom and beyond.
- **In-service Training** - professional development sessions to reinforce and build on Institute training; and aimed at helping Teach For Malaysia Fellows tackle current challenges and issues in schools.
- **Post-Graduate Diploma in Education** - The Post-Graduate Diploma in Education (PGDE) is teaching qualification conferred by Universiti Utara Malaysia (UUM) with the aim to provide Fellows with the basic pedagogies, knowledge and guidance to teach in Malaysian classrooms.



"After 2 months of coaxing, convincing her that she IS smart, sending her home, staying back to tutor her and just being there for her, CX is finally invested and motivated to study! She completed the homework I assigned her in record time and even went a step further! She took the initiative to write out 19 pages worth of singular and plural nouns and their translations last night and returned me the original sheet today. The best part was her friend, YY, was so impressed - apparently CX has never done homework before, let alone use more than 2 pages of her exercise books a year. Now YY is even more invested too!

This is going into my treasure box of little wins. THIS is why I Teach For Malaysia. The kids, they do want to learn...sometimes it's just needing to find the right combination of patience, care, time, and just believing in them and more importantly, convincing them that they ARE smart and that they CAN do it."

SECOND YEAR INITIATIVES

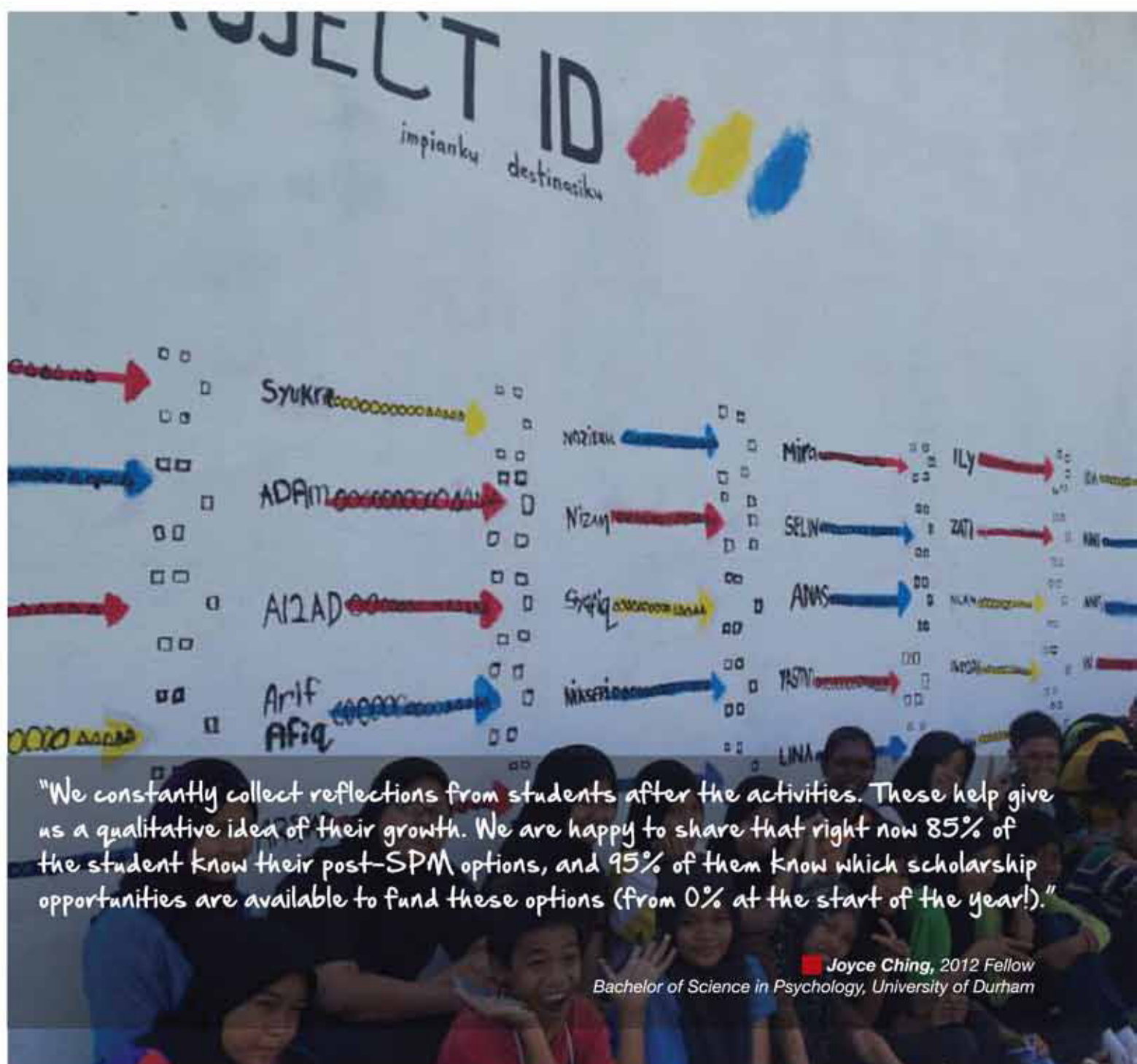
In their second year, Fellows are required to spearhead an initiative that addresses an issue contributing to education inequity in the communities in which they teach.

CASE STUDY 1:

Project I.D: Impianku Destinasiku

SMK Pandamaran Jaya

The brainchild of 2012 Fellows Cheah Kok Hin, Kelvin Tan and Joyce Ching, Project ID: Impianku Destinasiku helps 40 students from SMK Pandamaran Jaya achieve their ambitions in life by completing 20 Milestones through 8 Activities. The Milestones and Activities are tailored to very specific goals of helping the students identify, plan for and work towards their ambitions and include visits to Kidzania, various universities and workplaces.



"We constantly collect reflections from students after the activities. These help give us a qualitative idea of their growth. We are happy to share that right now 85% of the student know their post-SPM options, and 95% of them know which scholarship opportunities are available to fund these options (from 0% at the start of the year!)."


Joyce Ching, 2012 Fellow
Bachelor of Science in Psychology, University of Durham

CASE STUDY 2:
The Sustainable Learning Project
SMK Puchong

Spearheaded by 2012 Fellows Kugahnaesen Manogaran and Lutfi Afiq Rosli, this project aims to foster a culture of learning which will ultimately change the socioeconomic fortunes of the local community, in particular, the percentage of students pursuing tertiary education, increase the ratio of white collar workers to blue collar workers and most importantly, reduce the crime rate. This was done by running after-school remedial programs in key subjects like Mathematics and Science, focusing on individualised lesson plans according to the students' current level of knowledge, in order to get them to the level they are expected to be.



"Since the project began, we have seen an average increase of about 13% in Science and 20% in Mathematics for students who have been attending the program regularly. On average, students who attend the program increased their scores by 15% compared to those who did not. One student even managed to increase their grade in Mathematics by 40%!"

 **Kugahnaesen Manogaran, 2012 Fellow**
Bachelor of Economics, University College London

ALUMNI MOVEMENT

Teach For Malaysia is building a movement for change by gathering passionate, promising future leaders who are invested in understanding the root causes of education inequity, and who are ingrained with a sense of possibility to make our vision a reality.

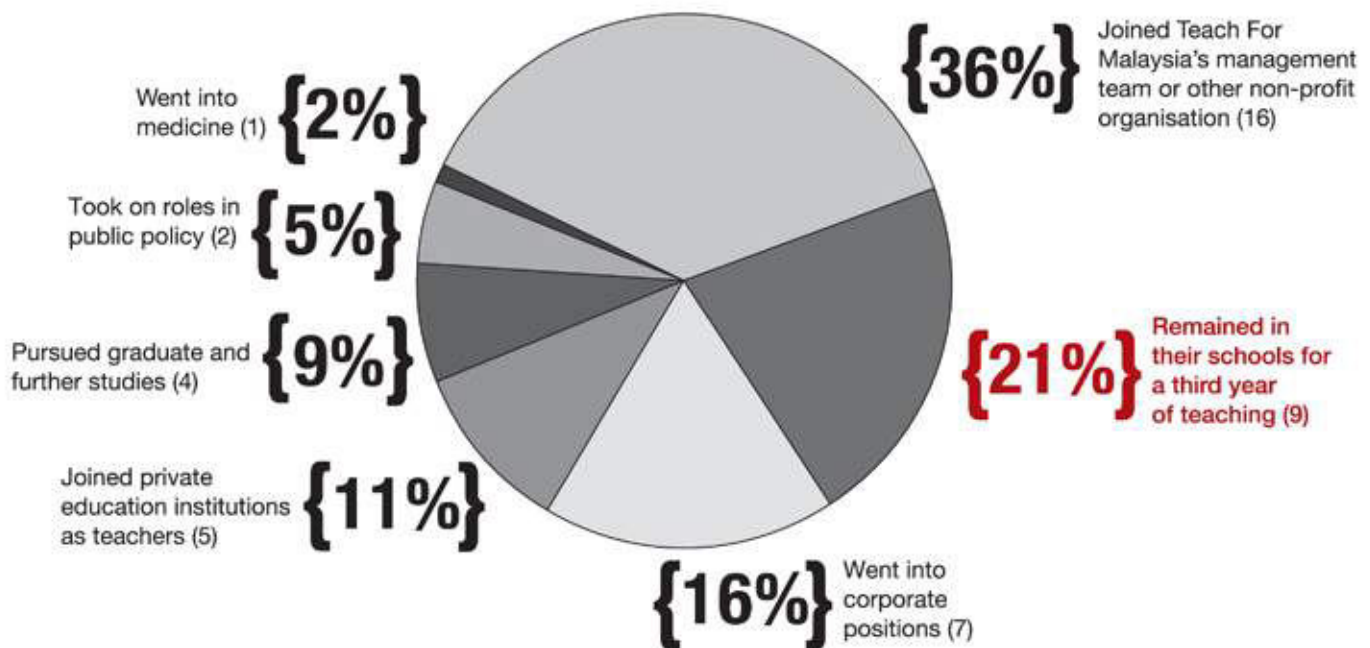


Beyond The Fellowship

Addressing education inequality is a complex issue that involves short-term and long-term involvement from various stakeholders. Therefore, long-term impact is critical to our big picture goal: creating a movement of leaders in positions of influence in the corporate, social, education and government sectors who continue to fight against education inequality after completion of the two-year Fellowship.

In order to achieve that long-term impact, Teach For Malaysia has identified four high impact pathways that Alumni need to take in order to truly bring about an end to education inequity:

- Public sector
- Education-invested private sector
- Social enterprise
- Teach For Malaysia & its partner organisations across the Teach For All network



Breakdown of Alumni in their chosen career paths post-Fellowship

Alumni Board

In 2013, Teach For Malaysia welcomed its first Alumni cohort. The cohort is represented by an Alumni Board tasked with representing the Alumni community from 2014-2016. The Alumni Board aims to build a community of Teach For Malaysia alumni who will contribute knowledge and build solutions towards the goal of ending education inequity. The Board is currently made up of:

- A member of the Teach For Malaysia staff
- A third-year teacher at a government school
- A teacher in a private international school
- A member of the corporate sector
- A member of an organisation involved in education policy

This truly reflects the diversity of Teach For Malaysia and its Alumni.



"No, we will do more than revel in an incredible experience. We will do more than remain satisfied in the little we have achieved. We will do more for the kids, all of us, from the high-powered boardroom seats in Putrajaya, to the chalk dust-filled classrooms; from the oil rigs in Miri, to the recruitment talks in a university; from the corporate cubicles, to the teachers' tables.

We will do more, because the Zuls, Kai Longs, Roganis and Melvins of our Fellowship have taught us the joys of giving and in doing so, growing as individuals and leaders. We will do more, because another journey awaits us."

 **Abel Cheah Sze Wei**, 2012 Fellow
Bachelor of Economics and Communication, Monash University
In his speech at Teach For Malaysia's first Alumni Induction Ceremony

KEY EVENTS



Teach For Malaysia Week (8-12 April 2013)

Teach For Malaysia Week (TFM Week) sees inspiring leaders from various industries co-teaching with Teach For Malaysia Fellows for a day. It brings together key industry players to inspire students by introducing them to opportunities made available through education. TFM Week also provides an avenue for these leaders to experience first-hand the challenges faced by student and teachers in high-need schools in Malaysia.



TFM Week: Flipped (23-27 September 2013)

TFM Week: Flipped is an event that builds upon the Access piece from TFM Week by taking students out of their classrooms and exposing them to different opportunities beyond the classroom. In 2012, students were given the opportunity to visit radio stations, National Museum and the Microsoft office to name a few destinations. This also presented opportunities for Fellows' growth as they took on more ownership in the planning and execution of their Flipped trips.



The Summit (24-25 August 2013)

Teach For Malaysia's Summit brings together Teach For Malaysia Fellows across cohorts, along with staff, students, and partners for a weekend of concentrated professional development, inspiration and cross-collaboration to energise and equip all stakeholders with new tools and techniques to end education inequity in their contexts.



Alumni Induction Ceremony (17 November 2013)

Each year, Teach For Malaysia welcomes its new cohort of Alumni with an Induction Ceremony, celebrating their two years in the Fellowship and all the impact they've managed to create in the classroom and community, as well as looking ahead to the kind of impact they are able to create.

LIST OF PARTNERS & SUPPORTERS

Partners & Supporters

Teach For Malaysia recognises that raising education standards in high-need communities is a shared responsibility and collaboration is key in our fight against education inequity. We are extremely grateful for our many partners and supporters across various sectors who work with us to transform the face of education in Malaysia.

Platinum Partner



Gold Partner

PEARSON

Silver Partner



UBS

Bronze Partner



GE Foundation

Supporters



XIMNET

COLLABORATION WITH PARTNERS & SUPPORTERS

How We Work with Partners & Supporters

Besides financial support, there are many ways that our diverse range of partners & supporters contribute towards Teach For Malaysia's vision of ending education inequity.

Employment engagement:

- Employment deferment schemes for candidates who successfully complete partners' and Teach For Malaysia's application process.
- Bond replacement/deferment schemes for scholars in order for them to gain valuable leadership and life experience.

CIMB Fusion

In 2013, Teach For Malaysia worked with CIMB to create the CIMB Fusion programme, a three-year joint employment programme between Teach For Malaysia and CIMB Group. Individuals who are selected to be part of the CIMB Fusion programme commit to the Teach For Malaysia Fellowship for two years. After completing the Fellowship, they then join CIMB Group as an experienced hire. Upon successfully completing the CIMB Fusion programme, candidates are able to choose between joining Teach For Malaysia or CIMB Group as a permanent hire.

Training & Ongoing Support:

- Networking events for Fellows and partners, designed to focus attention on the mission and maintain a culture of high-performance.
- Opportunities for Fellows to attend partners' training programmes.

In-kind Support:

- Partners provide services for the organisation within their particular areas of expertise.
- XiMnet redesigned the Teach For Malaysia website in 2013 in order to have it more aligned with current messaging and branding requirements.
- PwC provides on-going support in organising our finances in keeping with audit requirements.

"I think what Teach For Malaysia does in terms of nation-building and trying to improve the quality of education and make it a level playing field, is absolutely critical, for this generation and for the future generations."

Sridharan Nair, Managing Director
PwC Malaysia



Accenture Student Leadership Camp



Gaurav Singh, Teach For India (alumni) speaking at TFM Summit

"The kids still can't stop talking about their experiences. All of them were asked to discuss and present their ideas of how they see the world 15 years ahead. They were so into the discussion and walked out of the 'board room' smiling proudly after the presentation. All of them were nervous and not used to speaking in public but they did it nevertheless. I was told by the Google staff that one of my kids said 'I did this because of my teacher.' I felt like a proud mother!"

Lukreiza Abdullah, 2013 Fellow
SMK Raja Lope Nor Rashid

TFM Week Flipped

COLLABORATION WITH MINISTRY OF EDUCATION

The Ministry of Education

Teach For Malaysia is grateful for the support of our partners in the Ministry of Education, with whom we work closely in order to penetrate high need schools across the nation and create consistent, sustainable impact within our education system. This relationship is characterised by collaboration and continuous dialogue at all levels:

- **Advisory Committee** - Advise and decide on core decisions related to policy and direction of the programme.
- **Implementation Committee** - Oversee and monitor the implementation of the programme.
- **Teach For Malaysia Taskforce** - Involved in the overall operations and implementation of the programme.



Systemic Impact

This collaboration has resulted in even greater systemic impact for the organisation and its Fellows, hopefully resulting in accelerated transformation and growth in the long term.

- Teach For Malaysia was highlighted in the National Education Blueprint as an example of collaboration between the public and private sectors
- Fellows were invited by PADU, the Performance & Delivery Unit of the Ministry of Education to provide their feedback on the National Education Blueprint
- The organisation was featured in the World Bank's latest Malaysia Economic Monitor report as a promising innovation to improve the country's education system



"This is an excellent program and needs to be continued as it gives an opportunity to the officers from the Ministry of Education (State Department) to be involved and collaborate with Teach For Malaysia Fellows. Through this experience, Ministry of Education officers will be able to learn more about teaching methods and techniques that can be used in low-performing classes."

*Ismail Ebrahim,
Head of Secondary School Unit
State Education Department,
Ministry of Education*

OUR NETWORK PARTNERS

Teach For All

Teach For Malaysia is proud to be one of the partners of Teach For All – a global education network of independent social enterprises working to expand educational opportunity in their countries by enlisting talented future leaders to the effort.

To date, Teach For All consists of 32 independent not-for-profit organisations working together in promoting global collaboration, where we continuously learn and share best practices amongst each other to accelerate the impact on education systems in respective countries.



"Teach For Malaysia in many ways epitomises the sort of collaboration we aim to encourage between global partners of Teach For All. For example, in the 'direct support' category, we invite partners to both participate in and host learning experiences, such as the conference TFM hosted in August 2013, which focused on management training for senior leaders across this Teach For All region. In the 'peer to peer learning' channel, we encourage partners to both virtually and physically connect with and learn from each other.

In addition, TFM recently welcomed the new Head of Training & Support from Teach For Qatar to visit and learn from TFM's summer Institute. In the 'resource sharing' space, we invite partners to share tools and vresources with each other, to learn as much as possible from others' examples. For instance, many Teach For All partners have looked to TFM's strategic plan as an example to learn from, which has been possible because TFM has proactively shared their strategic plan and associated resources with the network."

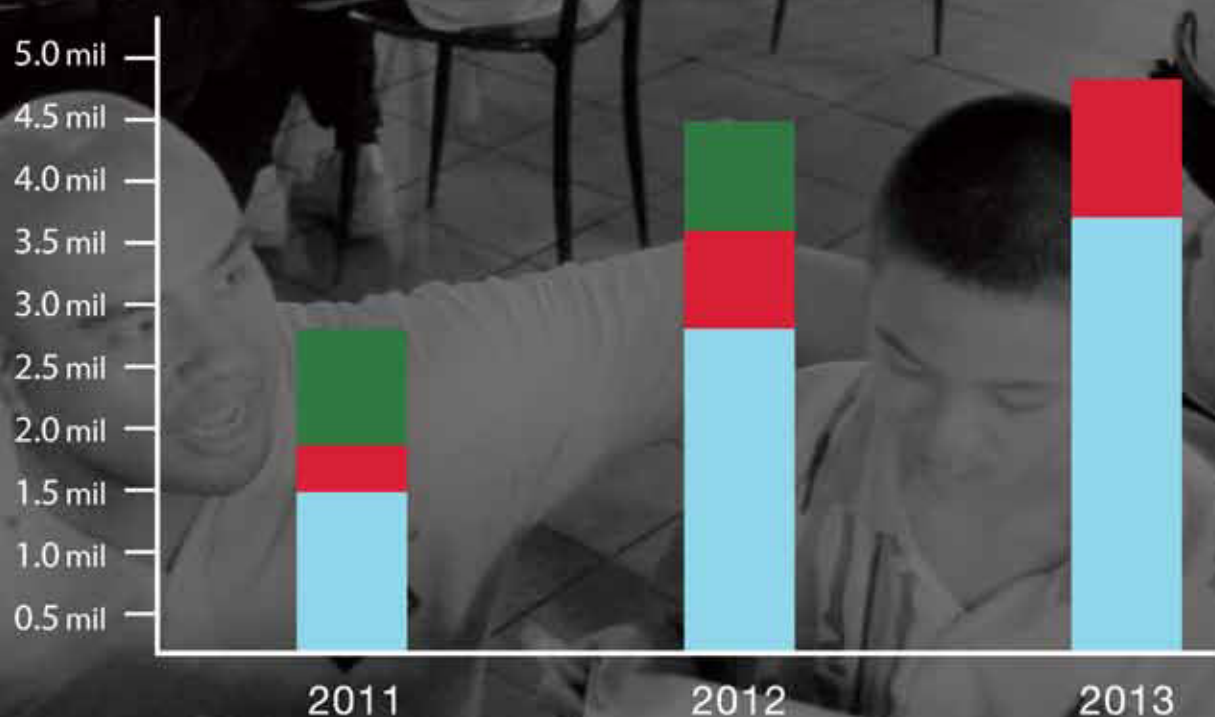
Edna Novak

Regional Director for East Asia and Pacific region,
Teach For All

FINANCIAL HIGHLIGHTS

To fulfill our mission, one of Teach For Malaysia's strategies is to scale up ambitiously. This is done through recruiting more Fellows each year. Thus, the majority of our funds are invested in programme costs, which includes pre-Fellowship training and Fellowship support (64% per year on average for 2011-2013). Around 17% of our funds (on average for 2011-2013) is spent on Teach For All's support, while the remaining 19% goes into fundraising and organisational costs like finance, administrative and IT. We expect our cost per Fellow-in-service (RM47,000 in 2013) to reduce over time as we achieve greater economies of scale.

For more detailed breakdown, please refer to the financial report in the next section.



Programme Cost 53%

Organisation Cost 14%

Teach For All Support Cost 33%

Programme Cost 62%

Organisation Cost 18%

Teach For All Support Cost 20%

Programme Cost 78%

Organisation Cost 22%

Note: Teach For All Support Cost for 2013 is not reflected in the graph as it was being finalised.

SUMMARY OF FINANCIAL STATEMENTS



**Trustee' Reports,
Statement by Trustee
and Audited Financial Statement**

31 December 2013



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FINANCIAL STATEMENTS

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TFM Foundation
(Incorporated in Malaysia)

Trustees' report

The Trustees hereby present their report together with the audited financial statements of TFM Foundation ("Foundation") for the financial year ended 31 December 2013.

Principal activities

The Foundation is principally engaged in identifying low socio-economic communities in need of assistance in providing quality education to children by recruiting and developing promising future leaders of a variety of disciplines and career interests to commit two years to teach in areas of educational need through collaborative efforts with the Government of Malaysia ("Government") and to foster a dedicated movement of leaders in education, and across all other sectors, to effect the fundamental changes necessary to ensure educational opportunity for all. There have been no significant changes in the nature of the principal activities during the financial year.

Results

	RM
Net surplus for the year	<u>421,548</u>

There were no material transfers to or from reserves or provisions during the financial year.

In the opinion of the Trustees, the results of the operations of the Foundation during the financial year were not substantially affected by any item, transaction or event of a material and unusual nature.

Dividend

No dividend shall be paid to the members of the Foundation.

Trustees

The name of the Trustees of the Foundation in office since the date of the last report and at the date of this report are:

Tan Sri Dr Jemilah Binti Mahmood
Shahnaz Al-Sadat Bt Abdul Mohsein
Tunku Ali Redhaudin Ibni Tuanku Muhriz
Dato' Noor Rezan Binti Bapoo Hashim
Chen Li Kai

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TFM Foundation
(Incorporated in Malaysia)

Trustees' benefits

Neither at the end of the financial year, nor at any time during that year, did there subsist any arrangement to which the Foundation was a party, whereby the Trustees might acquire benefits by means of the acquisition of shares in or debentures of the Foundation, or of any other body corporate.

Since the end of the previous financial year, no Trustee has received or become entitled to receive a benefit by reason of a contract made by the Foundation or a related corporation with the Trustee or with a firm of which he is a member or with a Company in which he has a substantial financial interest.

Trustees' interests

According to the register of Trustee's shareholdings, none of the Trustees in office at the end of the financial year had any interest in the Foundation or its related corporations during the financial year.

Other statutory information

- (a) Before the statement of comprehensive income and statement of financial position of the Foundation were made out, the Trustees took reasonable steps:
 - (i) to ascertain that proper action had been taken in relation to the writing off of bad debts and the making of allowance for doubtful debts and satisfied themselves that there were no known bad debts and that no allowance for doubtful debts is necessary; and
 - (ii) to ensure that any current assets which were unlikely to realise their values as shown in the accounting records in the ordinary course of business had been written down to an amount which they might be expected so to realise.
- (b) At the date of this report, the Trustees are not aware of any circumstances which would render:
 - (i) it necessary to write off any bad debts or to make any allowance for doubtful debts in respect of the financial statements of the Foundation; and
 - (ii) the values attributed to current assets in the financial statements of the Foundation misleading.
- (c) At the date of this report, the Trustees are not aware of any circumstances which have arisen which would render adherence to the existing method of valuation of assets or liabilities of the Foundation misleading or inappropriate.

FINANCIAL STATEMENTS

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TFM Foundation
(Incorporated in Malaysia)

Other statutory information (cont'd.)

- (d) At the date of this report, the Trustees are not aware of any circumstances not otherwise dealt with in this report or the financial statements of the Foundation which would render any amount stated in the financial statements misleading.
- (e) As at the date of this report, there does not exist:
 - (i) any charge on the assets of the Foundation which has arisen since the end of the financial year which secures the liabilities of any other person; or
 - (ii) any contingent liability in respect of the Foundation which has arisen since the end of the financial year.
- (f) In the opinion of the Trustees:
 - (i) no contingent or other liability has become enforceable or is likely to become enforceable within the year of twelve months after the end of the financial year which will or may affect the ability of the Foundation to meet its obligations as and when they fall due; and
 - (ii) no item, transaction or event of a material and unusual nature has arisen in the interval between the end of the financial year and the date of this report which is likely to affect substantially the results of the operations of the Foundation for the financial year in which this report is made.

Auditors

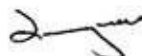
The auditors, Ernst & Young, have expressed their willingness to continue in office.

Signed on behalf of the Board in accordance with a resolution of the Trustees dated 21 April 2014.



Tunku Ali Redhaudin Ibni Tuanku Muhriz

Kuala Lumpur, Malaysia



Shahnaz Al-Sadat Bt Abdul Mohsein

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TFM Foundation
(Incorporated in Malaysia)

Statement by Trustees
Pursuant to Section 169(15) of the Companies Act, 1965

We, Tunku Ali Redhaudin Ibni Tuanku Muhriz and Shahnaz Al-Sadat Bt Abdul Mohsein, being two of the Trustees of TFM Foundation, do hereby state that, in the opinion of the Trustees, the accompanying financial statements set out on pages 7 to 22 are drawn up in accordance with Malaysian Financial Reporting Standards, International Financial Reporting Standards and the requirements of the Companies Act, 1965 in Malaysia so as to give a true and fair view of the financial position of the Foundation as at 31 December 2013 and of the financial performance and the cash flows of the Foundation for the financial year then ended.

Signed on behalf of the Board in accordance with a resolution of the Trustees dated 21 April 2014.

Tunku Ali Redhaudin Ibni Tuanku Muhriz

Shahnaz Al-Sadat Bt Abdul Mohsein

Statutory Declaration
Pursuant to Section 169(16) of the Companies Act, 1965

I, Dzameer Bin Dzulkifli David, being the officer primarily responsible for the financial management of TFM Foundation, do solemnly and sincerely declare that the accompanying financial statements set out on pages 7 to 22 are in my opinion correct, and I make this solemn declaration conscientiously believing the same to be true and by virtue of the provisions of the Statutory Declarations Act, 1960.

Subscribed and solemnly declared by
the abovenamed Dzameer Bin Dzulkifli
at Kuala Lumpur in the Federal Territory
on 21 April 2014

Dzameer Bin Dzulkifli David

Before me,



No. 148, Ground Floor 4
Jalan Tun Sambanthan
Brickfields, 50470 Kuala Lumpur

FINANCIAL STATEMENTS



Ernst & Young
Chartered Accountants
Level 23A Menara Milenium
Jalan Damansara, Pusat Bandar Damansara
50490 Kuala Lumpur Malaysia

Tel: +603 7495 8000
Fax: +603 2095 5332 (General line)
+603 2095 9076
+603 2095 9078
ey.com

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**Independent auditors' report to the members of
TFM Foundation
(Incorporated in Malaysia)**

Report on the financial statements

We have audited the financial statements of TFM, which comprise the statement of financial position as at 31 December 2013 of the Foundation, and the statement of comprehensive income, statement of changes in equity and cash flow statement of the Foundation for the year then ended, and a summary of significant accounting policies and other explanatory information, as set out on pages 7 to 22.

Trustees' responsibility for the financial statements

The Trustees of the Foundation are responsible for the preparation of financial statements that give a true and fair view in accordance with the Malaysian Financial Reporting Standards, International Financial Reporting Standards and the requirements of the Companies Act, 1965 in Malaysia. The Trustees are also responsible for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with approved standards on auditing in Malaysia. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the Foundation's preparation of financial statements that give a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the Trustees, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



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**Independent auditors' report to the members of
TFM Foundation (cont'd.)
(Incorporated in Malaysia)**

Opinion

In our opinion, the financial statements give a true and fair view of the financial position of the Foundation as at 31 December 2013 and of its financial performance and cash flows for the year then ended in accordance with the Malaysian Financial Reporting Standards, International Financial Reporting Standards and the requirements of the Companies Act, 1965 in Malaysia.

Report on other legal and regulatory requirements

In accordance with the requirements of the Companies Act, 1965 ("the Act") in Malaysia, we also report that in our opinion, the accounting and other records and the registers required by the Act to be kept by the Foundation have been properly kept in accordance with the provisions of the Act.

Other matters

This report is made solely to the members of the Foundation, as a body, in accordance with Section 174 of the Companies Act, 1965 in Malaysia and for no other purpose. We do not assume responsibility to any other person for the content of this report.

Ernst & Young
Ernst & Young
AF: 0039
Chartered Accountants

Kuala Lumpur, Malaysia
21 April 2014

W. Daneena Liza
Wan Daneena Liza binti Wan Abdul Rahman
No. 2978/03/16(J)
Chartered Accountant

FINANCIAL STATEMENTS

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TFM Foundation
(Incorporated in Malaysia)

Statement of comprehensive income
For the financial year ended 31 December 2013

	Note	2013 RM	2012 RM
INCOME			
Donations	3	2,787,467	2,982,085
Government grant	12	2,448,941	2,613,274
Hibah income	4	9,921	33,355
Interest income	5	40,744	25,925
		<u>5,287,073</u>	<u>5,654,639</u>
EXPENDITURE			
Staff costs	6	2,549,819	1,696,277
Marketing expenses and event costs		418,767	237,082
Teach For All Grant	17	-	893,943
Fellows' training and development		526,509	523,118
Administration expenses		308,264	293,016
Fellows' allowance	18	280,000	218,000
Travelling expenses		480,056	383,463
Rental expenses		232,568	221,193
Depreciation	8	45,756	22,040
Equipment written off	8	4,285	-
Auditors' remuneration			
- current year		10,000	8,000
- underprovision in prior year		4,000	-
- others		5,500	6,400
		<u>4,865,525</u>	<u>4,502,532</u>
Surplus before taxation		421,548	1,152,107
Taxation	7	-	-
Surplus for the year, representing total comprehensive income for the year		<u>421,548</u>	<u>1,152,107</u>

The accompanying accounting policies and explanatory notes form an integral part of the financial statements.

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TFM Foundation
(Incorporated in Malaysia)

Statement of financial position
As at 31 December 2013

	Note	2013 RM	2012 RM
Non-current asset			
Equipment	8	<u>134,462</u>	<u>72,419</u>
Current assets			
Other receivables	9	656,745	1,460,244
Cash and bank balances	10	<u>2,674,475</u>	<u>3,358,254</u>
		<u>3,331,220</u>	<u>4,818,498</u>
Current liabilities			
Other payables	11	82,710	1,085,752
Government grant	12	<u>360,000</u>	<u>1,203,741</u>
		<u>442,710</u>	<u>2,289,493</u>
Net current assets		<u>2,888,510</u>	<u>2,529,005</u>
		<u>3,022,972</u>	<u>2,601,424</u>
Represented by:			
Contribution from members	13	-	-
Retained surplus		<u>3,022,972</u>	<u>2,601,424</u>
		<u>3,022,972</u>	<u>2,601,424</u>

The accompanying accounting policies and explanatory notes form an integral part of the financial statements.

FINANCIAL STATEMENTS

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TFM Foundation
(Incorporated in Malaysia)

Statement of changes in equity
For the financial year ended 31 December 2013

	Contribution from members RM	Retained surplus RM	Total RM
At 1 January 2012	-	1,449,317	1,449,317
Total comprehensive income for the year	-	1,152,107	1,152,107
At 31 December 2012	-	2,601,424	2,601,424
At 1 January 2013	-	2,601,424	2,601,424
Total comprehensive income for the year	-	421,548	421,548
At 31 December 2013	-	3,022,972	3,022,972

The accompanying accounting policies and explanatory notes form an integral part of the financial statements.

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TFM Foundation
(Incorporated in Malaysia)

Cash flow statement
For the financial year ended 31 December 2013

	2013	2012
	RM	RM
Cash flows from operating activities		
Surplus before taxation	421,548	1,152,107
Adjustments for:		
Depreciation	45,756	22,040
Equipment written off	4,285	-
Amortisation of government grant	(2,448,941)	(2,613,274)
Hibah income	(9,921)	(33,355)
Interest income	(40,744)	(25,925)
Operating loss before working capital changes	(2,028,017)	(1,498,407)
Decrease in other receivables	802,340	1,819,200
Decrease in other payables	(1,003,042)	(156,738)
Net cash (used in)/generated from operating activities	<u>(2,228,719)</u>	<u>164,055</u>
Cash flows from financing activity		
Government grant received, representing net cash generated from financing activity	<u>1,605,200</u>	<u>2,008,309</u>
Cash flows from investing activities		
Interest received	51,824	59,280
Purchase of equipment	<u>(112,084)</u>	<u>(68,416)</u>
Net cash used in investing activities	<u>(60,260)</u>	<u>(9,136)</u>
Net changes in cash and cash equivalents	(683,779)	2,163,228
Cash and cash equivalents at beginning of year	3,358,254	1,195,026
Cash and cash equivalents at end of year	<u>2,674,475</u>	<u>3,358,254</u>

The accompanying accounting policies and explanatory notes form an integral part of the financial statements.

FINANCIAL STATEMENTS

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TFM Foundation
(Incorporated in Malaysia)

Notes to the financial statements
For the financial year ended 31 December 2013

1. Corporate information

The Foundation is principally engaged in identifying low socio-economic communities in need of assistance in providing quality education to children by recruiting and developing promising future leaders of a variety of disciplines and career interests to commit two years to teach in areas of educational need through collaborative efforts with the Government and to foster a dedicated movement of leaders in education, and across all other sectors, to effect the fundamental changes necessary to ensure educational opportunity for all. There have been no significant changes in the nature of the principal activities during the financial year.

The Foundation is a company limited by guarantee, incorporated and domiciled in Malaysia. The registered office of the Foundation is located at Zain & Co., 6th Floor, Akademi Etiqa, No. 23, Jalan Melaka, 50100 Kuala Lumpur.

The financial statements were authorised for issue by the Board of Trustees in accordance with a resolution of the Trustees on 21 April 2014.

2. Significant accounting policies

2.1 Basis of preparation

The financial statements of the Foundation have been prepared in accordance with the provisions of the Companies Act, 1965 and with the Malaysian Financial Reporting Standards ("MFRSs"), which is in compliance with the International Financial Reporting Standards ("IFRS") issued by the International Accounting Standards Board ("IASB").

The financial statements have been prepared on a historical cost basis.

The financial statements are presented in Ringgit Malaysia ("RM"), which is also the Foundation's functional currency.

2.2 Changes in accounting policies

The new and revised MFRSs which are mandatory for companies with financial period beginning on or after 1 January 2013 did not give rise to any significant effects on the financial statements of the Foundation.

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TFM Foundation
(Incorporated in Malaysia)

2. Significant accounting policies (cont'd.)

2.3 Standards issued but not yet effective

The Trustees expect that the new MFRSs which are issued but not yet effective for the financial year ended 31 December 2013 will not have a material impact on the financial statements of the Foundation in the period of initial application.

2.4 Significant accounting estimates and judgments

The preparation of financial statement in accordance with MFRSs requires the use of certain accounting estimates and exercise of judgments. Estimates and judgments are continuously evaluated and are based on past experience, reasonable expectations of future events and other factors.

The Trustees are of the opinion that there are no key assumptions concerning the future nor other key sources of estimation uncertainty at the statement of financial position date, that have a significant risk of causing a material adjustment to the carrying amount of asset and liabilities within the next financial year.

2.5 Summary of significant accounting policies

(a) Equipment and depreciation

All items of equipment are initially recorded at cost. Subsequent costs are included in the asset's carrying amount only when it is probable that future economic benefits associated with the item will flow to the Foundation and the cost of the item can be reliably measured.

Subsequent to recognition, equipment are stated at cost less accumulated depreciation and any accumulated impairment losses.

Depreciation of the equipment is provided for on a straight-line basis to write off the cost of each asset to its residual value over the estimated useful life, at the following annual rates:

Computer equipment	33%
Office equipment	33%
Furniture & Fittings	20%

The residual values, useful life and depreciation method are reviewed at each financial year-end to ensure that the amount, method and period of depreciation are consistent with previous estimates and the expected pattern of consumption of the future economic benefits embodied in the items of equipment.

An item of equipment is derecognised upon disposal or when no future economic benefits are expected from its use or disposal. The difference between the net disposal proceeds, if any and the net carrying amount is recognised in profit or loss.

FINANCIAL STATEMENTS

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TFM Foundation
(Incorporated in Malaysia)

2. Significant accounting policies (cont'd.)

2.5 Summary of significant accounting policies (cont'd.)

(b) Financial assets

Financial assets are recognised in the statement of financial position when, and only when, the Foundation becomes a party to the contractual provisions of the financial instrument.

When financial assets are recognised initially, they are measured at fair value, plus directly attributable transaction costs. The Foundation determines the classification of its financial assets at initial recognition.

A financial asset is derecognised where the contractual right to receive cash flows from the asset has expired. On derecognition of a financial asset in its entirety, the difference between the carrying amount and the sum of the consideration received and any cumulative gain or loss that had been recognised in other comprehensive income is recognised in profit and loss.

(i) Receivables

Financial assets with fixed or determinable payments that are not quoted in an active market are classified as receivables.

Subsequent to initial recognition, receivables are measured at amortised cost using the effective interest method. Gains and losses are recognised in profit or loss when the receivables are derecognised or impaired, and through the amortisation process.

(c) Impairment of financial assets

The Foundation assess at each reporting date whether there is any objective evidence that a financial asset is impaired.

(i) Receivables carried at amortised cost

To determine whether there is objective evidence that an impairment loss on financial assets has been incurred, the Foundation considers factors such as the probability of insolvency or significant financial difficulties of the debtor and default or significant delay in payments.

If any such evidence exists, the amount of impairment loss is measured as the difference between the asset's carrying value and the present value of estimated future cash flows discounted at the financial asset's original effective interest rate. The impairment loss is recognised in profit or loss.

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TFM Foundation
(Incorporated in Malaysia)

2. Significant accounting policies (cont'd.)

2.5 Summary of significant accounting policies (cont'd.)

(c) Impairment of financial assets (cont'd.)

(i) Receivables carried at amortised cost (cont'd.)

If in a subsequent period, the amount of impairment loss decreases and the decrease can be related objectively to an event occurring after the impairment was recognised, the previously recognised impairment loss is reversed to the extent that the carrying amount of the asset does not exceed its amortised cost at the reversal date. The amount of reversal is recognised in profit or loss.

(d) Impairment of non-financial assets

The Foundation assesses at each reporting date whether there is an indication that an asset may be impaired. If any such indication exists, or when an annual impairment assessment for an asset is required, the Foundation makes an estimate of the asset's recoverable amount.

An asset's recoverable amount is the higher of an asset's fair value less costs to sell and its value in use. For the purpose of assessing impairment, assets are grouped at the lowest levels for which there are separately identifiable cash flows (cash-generating units ("CGU")).

In assessing value in use, the estimated future cash flows expected to be generated by the asset are discounted to their present value using a pre-tax discount rate that reflects current market assessments of the time value of money and the risks specific to the asset. Where the carrying amount of an asset exceeds its recoverable amount, the asset is written down to its recoverable amount. Impairment losses recognised in respect of a CGU or groups of CGUs are allocated first to reduce the carrying amount of any goodwill allocated to those units or groups of units and then, to reduce the carrying amount of the other assets in the unit or groups of units on a pro-rata basis.

Impairment losses are recognised in profit or loss.

An assessment is made at each reporting date as to whether there is any indication that previously recognised impairment losses may no longer exist or may have decreased. A previously recognised impairment loss is reversed only if there has been a change in the estimates used to determine the asset's recoverable amount since the last impairment loss was recognised. If that is the case, the carrying amount of the asset is increased to its recoverable amount. That increase cannot exceed the carrying amount that would have been determined, net of depreciation, had no impairment loss been recognised previously. Such reversal is recognised in profit or loss.

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2. Significant accounting policies (cont'd.)

2.5 Summary of significant accounting policies (cont'd.)

(e) Financial liabilities

Financial liabilities are classified according to the substance of the contractual arrangements entered into and the definitions of a financial liability.

Financial liabilities, within the scope of MFRS 139 Financial Instruments: Recognition and Measurement, are recognised in the statement of financial position when, and only when, the Foundation becomes a party to the contractual provisions of the financial instrument.

The Foundation's financial liabilities include other payables.

Financial liabilities are recognised initially at fair value less directly attributable transaction costs and subsequently measured at amortised cost using the effective interest method. Gains and losses are recognised in profit or loss when the liabilities are derecognised, and through the amortisation process.

A financial liability is derecognised when the obligation under the liability is extinguished.

(f) Cash and cash equivalents

For the purposes of the statement of cash flow, cash and cash equivalents include cash at bank and short term deposits which have an insignificant risk of changes in value.

(g) Employee benefits

(i) Short term benefits

Wages, salaries, bonuses and social security contributions are recognised as an expense in the period in which the associated services are rendered by employees. Short term accumulating compensated absences such as paid annual leave are recognised when services are rendered by employees that increase their entitlement to future compensated absences. Short term non-accumulating compensated absences such as sick leave are recognised when the absences occur.

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2. Significant accounting policies (cont'd.)

2.5 Summary of significant accounting policies (cont'd.)

(g) Employee benefits (cont'd.)

(ii) Defined contribution plans

The Foundation participates in the national pension schemes as defined by the laws of the countries in which it has operations. The foundation make contributions to the Employees Provident Fund in Malaysia, a defined contribution pension scheme. Contributions to defined contribution pension scheme are recognised as an expense in the period in which the related service is performed.

(h) Equity instruments

Contribution from members are classified as equity.

(i) Income recognition

(i) Donations

Donations are recognised when the Foundation's rights to receive payment are established.

(ii) Hibah income

Hibah income is recognised on accrual basis using the effective interest method.

(iii) Interest income

Interest income is recognised on an accrual basis using effective interest method.

(j) Government grant

Government grant is recognised initially at their fair value in the balance sheet as deferred income where there is reasonable assurance that the grant will be received and all attaching conditions will be complied with. Grant that compensates the Foundation for expenses incurred is recognised as income over the periods necessary to match the grant on a systematic basis to the costs that it is intended to compensate. Grant that compensates the Foundation for the cost of an asset is recognised as income on a systematic basis over the useful life of the asset.

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2. Significant accounting policies (cont'd.)

2.5 Summary of significant accounting policies (cont'd.)

(k) Key management personnel

Key management personnel is defined to include Board of Trustees and Chief Executive Officer.

3. Donations

Relates to donation received from individuals and non government entities which include corporate bodies and non profit organisations.

4. Hibah income

Relates to Hibah income received from the Foundation's Syariah-compliant current account balance.

5. Interest income

Relates to interest income received from deposits with licensed banks.

6. Staff costs

	2013 RM	2012 RM
Wages and salaries	2,229,733	1,508,333
Statutory Contribution to Employees Provident Fund and social security	170,351	126,759
Allowances and other employment benefits	149,735	61,185
	<u>2,549,819</u>	<u>1,696,277</u>

Included in the staff costs is remuneration for Chief Executive Officer amounting to RM130,836 (2012: RM127,533).

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7. Taxation

There is no tax charge for the current and prior financial years as the Ministry Of Finance ("MOF") granted TFM Foundation an income tax exemption status at statutory level for a period of 5 years starting from financial year assessment 2011 to 2015 in line with the jurisdiction of MOF in subsection 127(3A) of Income Tax Act 1967.

8. Equipment

	Computer equipment RM	Office equipment RM	Furniture & Fittings RM	Total RM
2013				
Cost				
At 1 January 2013	86,166	14,827	-	100,993
Additions	66,877	13,853	31,354	112,084
Write off	(3,648)	(1,950)	-	(5,598)
At 31 December 2013	149,395	26,730	31,354	207,479
Accumulated depreciation				
At 1 January 2013	24,021	4,553	-	28,574
Depreciation charge for the year	35,465	7,678	2,613	45,756
Write off	(555)	(758)	-	(1,313)
At 31 December 2013	58,931	11,473	2,613	73,017
Net carrying amount				
At 31 December 2013	90,464	15,257	28,741	134,462

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8. Equipment (cont'd.)

	Computer equipment RM	Office equipment RM	Furniture & Fittings RM	Total RM
2012				
Cost				
At 1 January 2012	27,500	5,077	-	32,577
Additions	58,666	9,750	-	68,416
At 31 December 2012	86,166	14,827	-	100,993
Accumulated depreciation				
At 1 January 2012	6,111	423	-	6,534
Depreciation charge for the year	17,910	4,130	-	22,040
At 31 December 2012	24,021	4,553	-	28,574
Net carrying amount				
At 31 December 2012	62,145	10,274	-	72,419

9. Other receivables

	Note	2013 RM	2012 RM
Deposit		165,560	42,548
Prepayments		18,121	6,842
Interest receivable		4,509	5,668
Donations receivable		59,660	177,500
Government:			
Grant receivable		-	843,741
Retention fee receivable (i)		360,000	360,000
	12	360,000	1,203,741
Others		48,895	23,945
		656,745	1,460,244

(i) Retention sum receivable relates to the retention sum on the Government grant received and will be paid to the Foundation at the end of the programme.

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10. Cash and bank balances

	2013 RM	2012 RM
Cash in hand and at banks	1,072,873	1,910,785
Deposits with licensed banks	1,601,602	1,447,469
	<u>2,674,475</u>	<u>3,358,254</u>

The weighted average effective interest ("WAEIR") per annum and the average maturity of deposit at the reporting date were as follows:

	WAEIR per annum 2013 %	2012 %	Average maturity 2013 Days	2012 Days
Fixed rate deposits	<u>3.06</u>	<u>3.14</u>	<u>47</u>	<u>62</u>

11. Other payables

	2013 RM	2012 RM
Sundry payables	67,210	1,064,252
Accruals	15,500	21,500
	<u>82,710</u>	<u>1,085,752</u>

Other payables are interest free and are normally settled on an average term of 30 days (2012: average term of 30 days).

12. Government grant

	Note	2013 RM	2012 RM
At 1 January		1,203,741	930,339
Received during the year		1,605,200	2,008,309
Receivable during the year	9	-	878,367
		<u>2,808,941</u>	<u>3,817,015</u>
Recognised in profit or loss		(2,448,941)	(2,613,274)
At 31 December		<u>360,000</u>	<u>1,203,741</u>

During the year, the Foundation received government grants amounting to RM1,605,200 (2012: RM2,008,309) in tranches, from the Ministry of Finance ("MOF"), for day-to-day business purposes.

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13. Contribution from member

The member of the Foundation undertakes to contribute, not exceeding RM100, to the assets of the Foundation in the event of the Foundation being wound up.

14. Financial risk management objectives and policies

The Foundation's financial risk management policy seeks to ensure that adequate financial resources are available for the achievement of the Foundation's objectives and principal activities whilst managing its liquidity and credit risks. The definition of these risks are as follows:

(a) Liquidity risk

Liquidity risk is the risk that funds will not be available to meet liabilities as and when they fall due. The Foundation actively manages this risk by maintaining good governance over the cash management of the contribution received from its members, and operates within clearly defined guidelines that are approved by the Trustees.

The table below summarises the maturity profile of the Foundation's liabilities at the reporting date based on contractual undiscounted repayment obligations.

	Within one year	
	2013 RM	2012 RM
Other payables	67,210	1,064,252

(b) Credit risk

Credit risk is the risk of loss that may arise on outstanding financial instruments should a counterparty default on its obligations. The Foundation's exposure to credit risk arises from other receivables. The Foundation minimises credit risk by dealing exclusively with credible and established companies.

At the reporting date, the Foundation's maximum exposure to credit risk is represented by the carrying amount of the other receivables and cash and bank balances.

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15. Fair values

The fair values of all financial assets and liabilities approximate the carrying amounts due to their relative short term maturities.

16. Capital management

The Foundation manages its capital by following the Foundation's policies and guidelines and also seeks approval from the Trustees with regard to all capital management matters. Presently, the Foundation's activities are entirely funded via government grant and donation.

17. Teach For All Grant

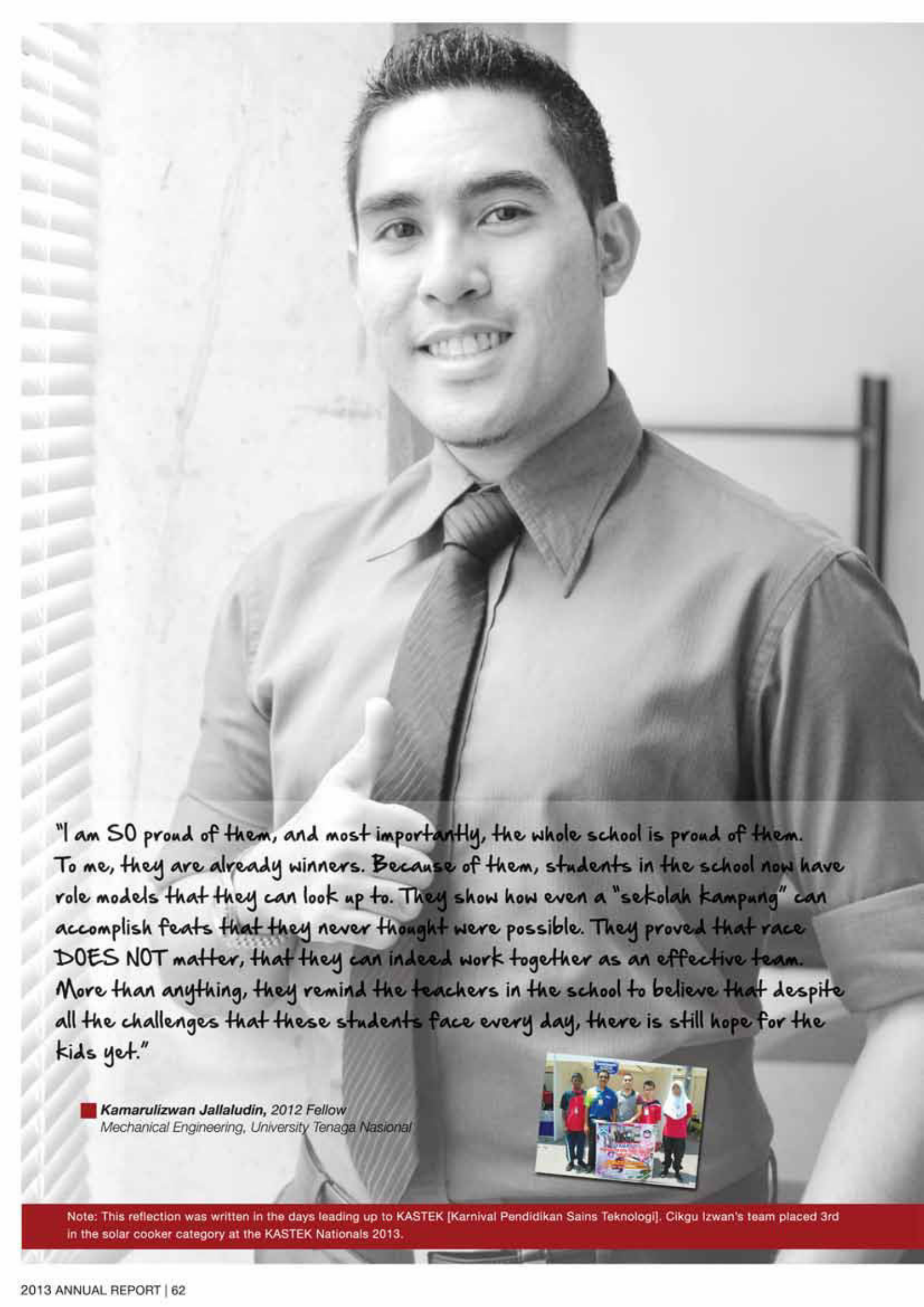
The Teach For All grant was approved by the Economic Planning Unit of Malaysia to be paid to Teach For All to provide services which is critical to the successful execution of the Teach For Malaysia programme. This grant is paid by the Government of Malaysia to Teach For All via the Foundation. The grant is only payable upon payment by Government of Malaysia.

18. Fellows' allowance


This allowance is paid by Teach For Malaysia during Fellows' two-month pre-service training, as they do not receive any salary from Ministry of Education during this period of time.

19. Comparatives

Certain comparatives have been restated to conform with current year's presentation of financial statements.



"I am SO proud of them, and most importantly, the whole school is proud of them. To me, they are already winners. Because of them, students in the school now have role models that they can look up to. They show how even a "sekolah kampung" can accomplish feats that they never thought were possible. They proved that race DOES NOT matter, that they can indeed work together as an effective team. More than anything, they remind the teachers in the school to believe that despite all the challenges that these students face every day, there is still hope for the kids yet."

 **Kamarulizwan Jallaludin**, 2012 Fellow
Mechanical Engineering, University Tenaga Nasional



Note: This reflection was written in the days leading up to KASTEK [Karnival Pendidikan Sains Teknologi]. Cikgu Izwan's team placed 3rd in the solar cooker category at the KASTEK Nationals 2013.

Support Us

For many Malaysian children, it is a sad, stark reality that their future outcomes are often determined by their origins. Whether large or small, your donations help us greatly in placing, training and supporting our Fellows in high-need schools as they work to transform their students' lives and help them to do more than dream. Together, we can truly make an impact on education inequity in our country.

All grants and donations to Teach For Malaysia are tax exempt. The MOF (Ministry of Finance) reference number is (8.09)248/40/7-1338 Vol.9 (SK.15)(14). For more information, please contact donation.support@teachformalaysia.org.





Do more than dream.

Donate to Teach For Malaysia at donation.support@teachformalaysia.org

TFM Foundation (919785-P) Level 1, Bangunan Ming, Jalan Bukit Nanas, 50250 Kuala Lumpur, Malaysia.

Tel: +603 2026 0700 | Fax: +603 2026 0701 | Email: getinvolved@teachformalaysia.org

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