

Our Impact: Nine Years of Teach For Malaysia



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BIANZEH NAIDU 'IZAHIE ZAFIE

CHOW JIA CHUN RAGUIARAN

CLARENCE BILYUN LIDAPRIYA



Chan Soon Seng
Teach For Malaysia CEO
2012 Alumni

“I believe that every child has a right to quality education. Almost 10 years ago, I decided to play my part in ending education inequity by joining the Teach For Malaysia Fellowship.”

During my two-year stint as a Fellow, I was placed in a high-need school in Klang. I witnessed firsthand the challenges faced by students growing up in low-income communities. What struck me most was that it was the lack of opportunities, rather than the lack of ability, that prevents students from reaching their full potential. Instead of returning to a corporate job when my Fellowship tenure ended, it made the most sense to me to continue contributing directly to ending education inequity. I was fortunate to be offered a role as a Teach For Malaysia (TFM) full-time staff member in 2014 and have not looked back since.

At the beginning of the year, I selected “reinvention” as my personal theme for the year. Little did I know that it would manifest in the form of the COVID-19 pandemic and the subsequent fallout. No one could have predicted the havoc that the COVID-19 pandemic wreaked on our education system, especially during its onset. Overnight, we had to adapt and innovate; working in an agile and collaborative manner with our students, communities, and long-standing partners was critical in ensuring the continuity of education provision. It was during this period that I took up the mantle of CEO.

As CEO, my mandate was to lead the organisation in making the necessary pivots as a result of COVID-19. Additionally, Teach For Malaysia also undertook a paradigm shift as we developed our 2030 strategy. Despite the whirlwind of challenges, 2020 has been a year that has been profoundly transformational. We

managed to not only survive but to reimagine our work in education. This is because we stayed steadfast to our priorities: to realise our vision of quality education for all children, ensuring students continue to have access to high quality learning regardless of their connectivity levels. It is truly humbling what students are able to achieve when we believe in them: for example, a group of our students built an application to help their school to digitally record student information to help with school reopening Standard Operating Procedures (SOPs)! All this would not be possible without our amazingly dedicated Teach For Malaysia Staff, Fellows and Alumni - your leadership continues to inspire me every day.

In the coming year, Teach For Malaysia will continue to focus on restoring access to learning and enable education recovery. We will do this by growing and accelerating leadership in education at scale in public schools and expanding our programmes to enable more leaders to go into most marginalised communities. Enclosed in the following pages you will find an overview of the impact we created together in 2020 and a glimpse into 2021 at Teach For Malaysia.

We are extremely grateful for your continued support. Together, we can end education inequity and help all Malaysian children realise their potential.

How We Make An Impact



Our vision is to realise a Malaysia where all children have the opportunity to realise their potential through quality education.





Today, Malaysia still sees a stark gap in access to education between students from B40 communities and their more wealthy peers. Children from less privileged communities do not have access to the same opportunities. This is neither right nor fair.

More than ever, we need to work together to expand the right and access to quality education for our children. We need to develop teachers and support educational stakeholders to contextualise and navigate the digital divide, socio-emotional wellbeing concerns, on top of adopting innovative teaching techniques and methodologies to engage with students.

Beyond the pandemic, thousands of children have been affected by educational inequalities due to socioeconomic disadvantages, prevailing ideologies and school system challenges. A key aspect to addressing the widening gap is through adaptive leadership within our classrooms in order to foster innovation and collaboration at every level of education. Since our establishment, Teach For Malaysia has been on the ground to ensure leadership in the classrooms, partnering with schools to improve student, community and system outcomes.

How We Make An Impact:
Vision

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)

1 in 20 Malaysian children do not enrol in secondary school
Malaysian Education Blueprint 2013–2025

75% of school leaders are concerned about distance teaching readiness
Pemimpin GSL Covid-19 Impact School Leaders Survey (N=318)

Despite 12.2 years of schooling, Malaysians only receive the equivalent of 9.1 years after adjusting for quality of learning
World Bank, World Development Report 2018: Learning to Realize Education's Promise (2018)

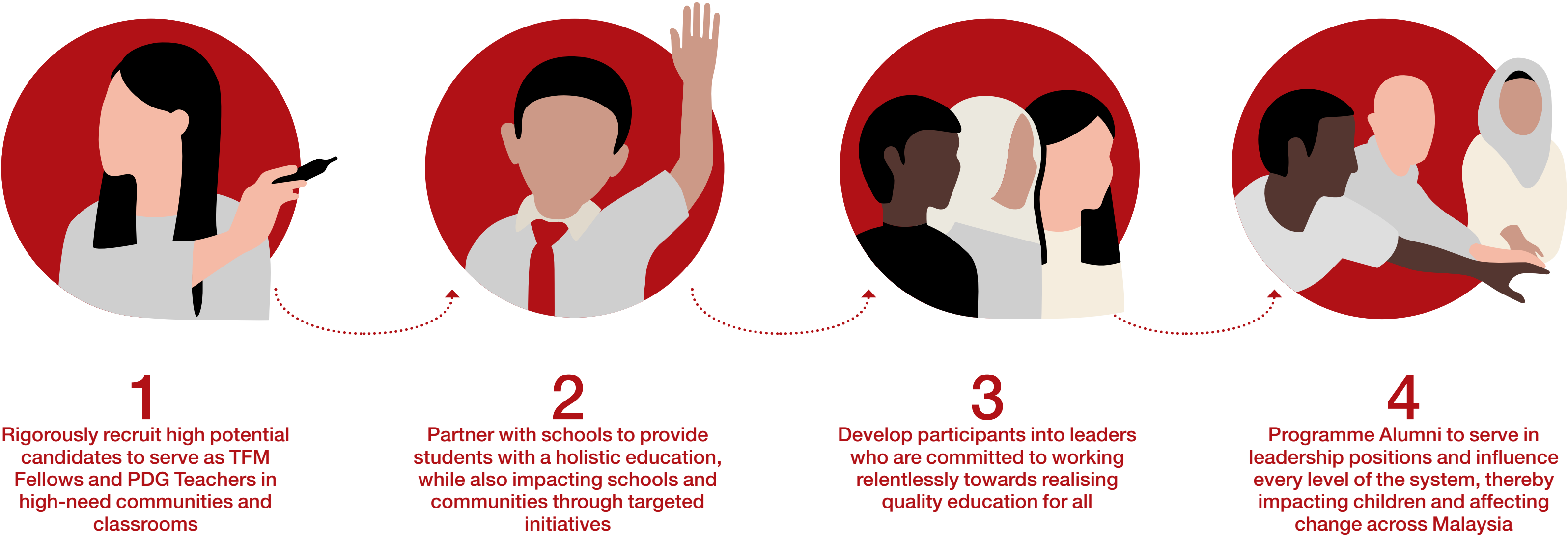
36.9% of students in Malaysia do not possess electronic devices needed for online learning. Those in rural areas struggle with poor internet connection even if they have devices
Ministry of Education survey of students from 670,000 households, 2020) and Challenges of Distance Learning in Malaysia May 2020 by TFM and Bain & Co

Heads of household 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)

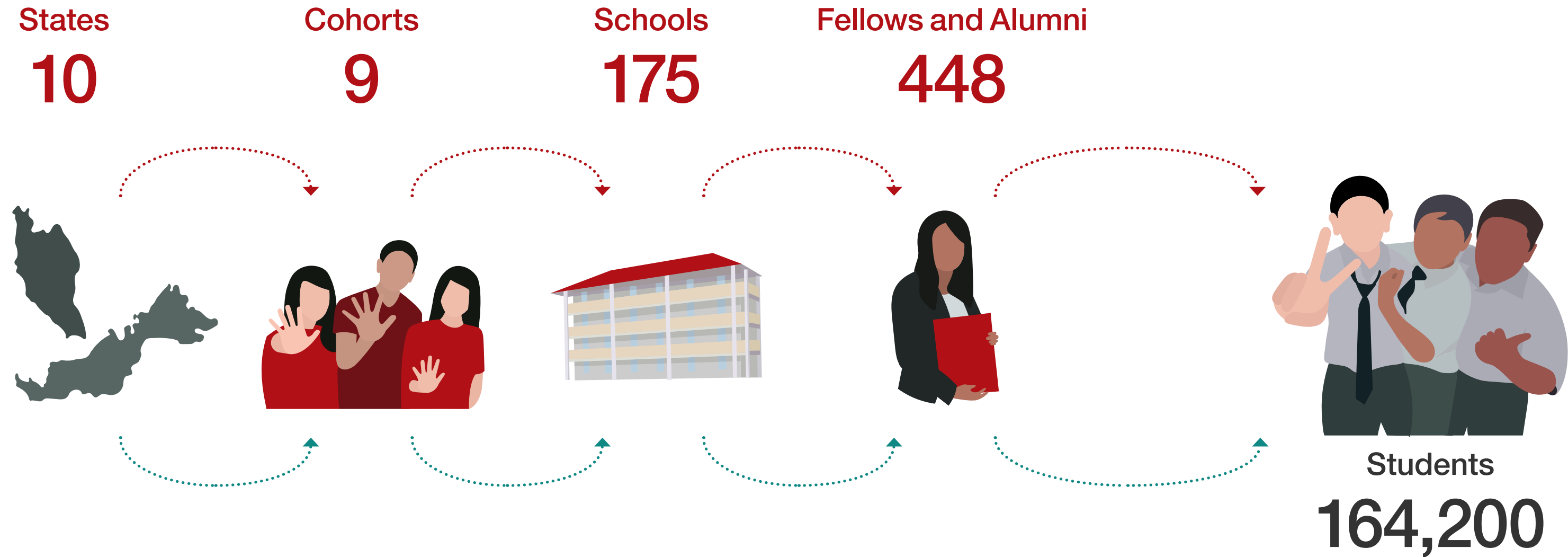
COVID-19 has only exacerbated these problems, with estimates showing low access in learning this year for students who are experiencing disadvantages

How We Make An Impact:
Our Theory Of Change

We know that a great teacher can make all the difference for students—giving them the skills, knowledge and mindsets to unlock their full potential. Since 2012, Teach For Malaysia has been building a transformational movement in our education system by placing the country’s most promising leaders as full-time teachers in Malaysia’s most challenging schools to combat education inequity. In 2020, we expanded our work to also coach in-service public school STEM teachers through the 2-year [Program Duta Guru \(PDG\)](#). Each year, we measure and evaluate the outcomes of our work across our strategic goals. This report highlights the impact and key achievements in the past year.



TEACH FOR MALAYSIA FELLOWSHIP



PROGRAM DUTA GURU

How We Make An Impact:
Our Core Values



Sense of Possibility

We set ambitious and audacious goals in order to reimagine a drastically different education system and world that meets 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 and life. 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.

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 59 countries worldwide. We are an independent, non profit organisation that partners with the public and private sector to create immediate and long-term education transformation.

We aim to address education inequity through the transformation of exceptional Malaysian talent into effective, inspirational teachers and leaders by serving in our country’s most challenging classrooms and schools. Following the two-year Fellowship and Program Duta Guru, Alumni of both programmes would be equipped with the knowledge, skills and mindsets necessary to thrive as leaders in and out of the education sector, to affect the fundamental change required to ensure excellent educational opportunities for all Malaysian school children.

Collaboration

We believe everyone has a role to play in ensuring every child realises their 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.

How We Make An Impact:
Our Board Of Trustees

Our Board of Trustees are experts in their own fields, united by a passion and belief in the Teach For Malaysia mission. They work with our Senior Leadership Team to guide decision-making on strategic issues and to ensure the organisation stays committed to our mission and core values.



**YAM Tunku Ali Redhauddin
Ibni Tuanku Muhriz**
Chairman of Bumi Armada



Shahnaz Al-Sadat
Chairperson of LeapEd Services



Datuk Yvonne Chia
Non-Executive Chairman
of Standard Chartered Bank
Malaysia



Dato' Tharuma Rajah
Founder and CEO of Garage
Analytics, Former Managing
Director of Korn Ferry Hay
Group—Asia Pacific



Chen Li Kai
Managing Partner at McKinsey
& Company

2020 In Review



In 2020, we faced a global disruption that forced a shift from conventional learning to online learning. To minimise the inequities that arose due to this, Teach For Malaysia’s focus was on restoring access to learning, ensuring quality in alternative delivery methods. Here are our 2020 highlights:



Restored access to learning in an inclusive manner

At the start of MCO, only 30% of students taught by Fellows were able to participate in online learning. Our Fellows succeeded in doubling this number—now more than 60% have access—by implementing a full range of distance learning strategies.

We also launched the TFM Distance Learning website which contains resources to help school leaders, teachers, parents and students navigate distance learning.



Creating learning resources to ensure no one is left behind

We worked with our partners to create ~700 lessons online, viewed more than 330,000 times covering the English, Maths and Science curricula from Primary 1 to Form 5.

As part of our Zero Tech Learning Initiative, 3,000 Learning Boxes went out to 500 students in rural areas of Semporna, Sarawak and Orang Asli communities in Perak to ensure students did not fall further behind in their education.

In 2020, we faced a global disruption that forced a shift from conventional learning to online learning. To minimise the inequities that arose due to this, Teach For Malaysia's focus was on restoring access to learning, ensuring quality in alternative delivery methods. Here are our 2020 highlights:



Supporting MOE to transition to online learning

In times of crisis, collaboration is especially key to support those with the highest need. For example, TFM Alumni organisation Arus Academy was at the forefront of assisting teachers with comprehensive online teacher training across the country, working closely with Google and UNICEF. They were also heavily involved in the development of the Ministry Of Education's (MOE) Komuniti Guru Digital Learning site.

Other notable accomplishments include 2015 Alumnus Victor Lam, working directly with MOE on launching their official online learning platform, DELIMa. Victor is part of Google for Education's South East Asia Team.



Spearheaded leadership development among in-service school teachers

Teach For Malaysia was appointed as the implementation partner of Program Duta Guru, a collaboration between Yayasan PETRONAS and MOE (through Pusat STEM Negara) aimed at upskilling teachers to be highly competent and committed, serving as role models to enhance higher order thinking skills (HOTS) through STEM education as a foundation to being a competitive nation. The programme targets to impact 3.9 million students by 2030.

Collective Impact 2020



Impact 01 Rigorously recruit Malaysia’s most promising talent to make a difference in education



- Total of 583 Fellows, PDG Teachers & Alumni**
- 45% of Fellows and Alumni of the Teach For Malaysia Fellowship Programme come from the Top 200 Universities worldwide
 - 135 PDG Teachers from 112 districts were recruited and trained by Teach For Malaysia by the end of December 2020
 - 98 Fellows and 135 PDG Teachers were resourced and trained to carry out high to zero tech distance learning strategies in 2020

Impact 02 Partner with schools serving high-need communities for immediate student, community and system outcomes



- 164,200 students impacted directly**
- Partnered with 308 schools across 14 states to reach 164,200 students since 2012
 - Collaborated on 34 student led initiatives that benefited 9,000 beneficiaries across 4 states
 - 48 initiatives created by Fellows and Alumni for immediate student, community and system outcomes

Impact 03 Build a leadership movement that fosters long-term systemic change



- 75% of Alumni remain in education**
- 219 education initiatives created in the community
 - 13 social enterprises launched by Alumni and former TFM Staff as of 2020
 - 33% of Fellows remained in MOE as full-time teachers, being appointed into leadership roles such as Head of Subjects

Impact 04 Collaborate via public-private partnerships to scale our impact



- Raised RM 5.7million for the Fellowship and secured strategic partnership**
- Worked with 32 partners who have provided financial & in-kind support in 2020, including Ministry of Education, YTL Foundation, Standard Chartered, Yayasan Hasanah, and Yayasan Hartalega
 - Appointed as implementing partner of Program Duta Guru, a collaboration between Yayasan PETRONAS and Ministry of Education (through Pusat STEM Negara) aimed at upskilling teachers to be highly competent and committed

Impact 01:

Rigorously recruit
Malaysia's most promising
talent to make a difference
in education



**Collective Impact 2020:
Impact 01**
Rigorously recruit Malaysia’s most promising talent to make a difference in education

Through our flagship Fellowship Programme, we recruit individuals with the most promising competencies and skill sets, place them in schools serving B40 communities, and develop them as teachers and leaders. Throughout the programme, our teacher leaders are known as Fellows. In 2020, we expanded our work to also coach in-service public school teachers through Program Duta Guru (PDG). PDG is a two-year development programme with the objective to empower teachers to be highly competent and committed; serving as role models to enhance higher order thinking skills (HOTS) through STEM education as a foundation to being a competitive nation.

We have recruited a total of 583 TFM Fellows,
PDG Teachers and Alumni.

TEACH FOR MALAYSIA FELLOWSHIP	PROGRAM DUTA GURU	OTHER NOTABLE ACHIEVEMENTS
<ul style="list-style-type: none">○ 448 Fellows and Alumni recruited and participated in the Teach For Malaysia Fellowship○ 45% of Fellows and Alumni come from the Top 200 Universities worldwide	<ul style="list-style-type: none">○ 135 in-service STEM teachers from 112 districts were trained by Teach For Malaysia as of the end of December 2020	<ul style="list-style-type: none">○ Only NGO on gradmalaysia’s Top 100 Leading Graduate Employers list and achieved a highest rank of 37th place in 2017○ #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○ Finalist for Best Internship Programme in Leadership Development by gradmalaysia in 2018 & 2019

**Collective Impact 2020:
Impact 01**
Rigorously recruit Malaysia’s most promising talent to make a difference in education

Through our flagship Fellowship Programme, we recruit individuals with the most promising competencies and skill sets, place them in schools serving B40 communities, and develop them as teachers and leaders. Throughout the programme, our teacher leaders are known as Fellows. In 2020, we expanded our work to also coach in-service public school teachers through Program Duta Guru (PDG). PDG is a two-year development programme with the objective to empower teachers to be highly competent and committed; serving as role models to enhance higher order thinking skills (HOTS) through STEM education as a foundation to being a competitive nation. We have recruited a total of 583 TFM Fellows, PDG Teachers and Alumni.

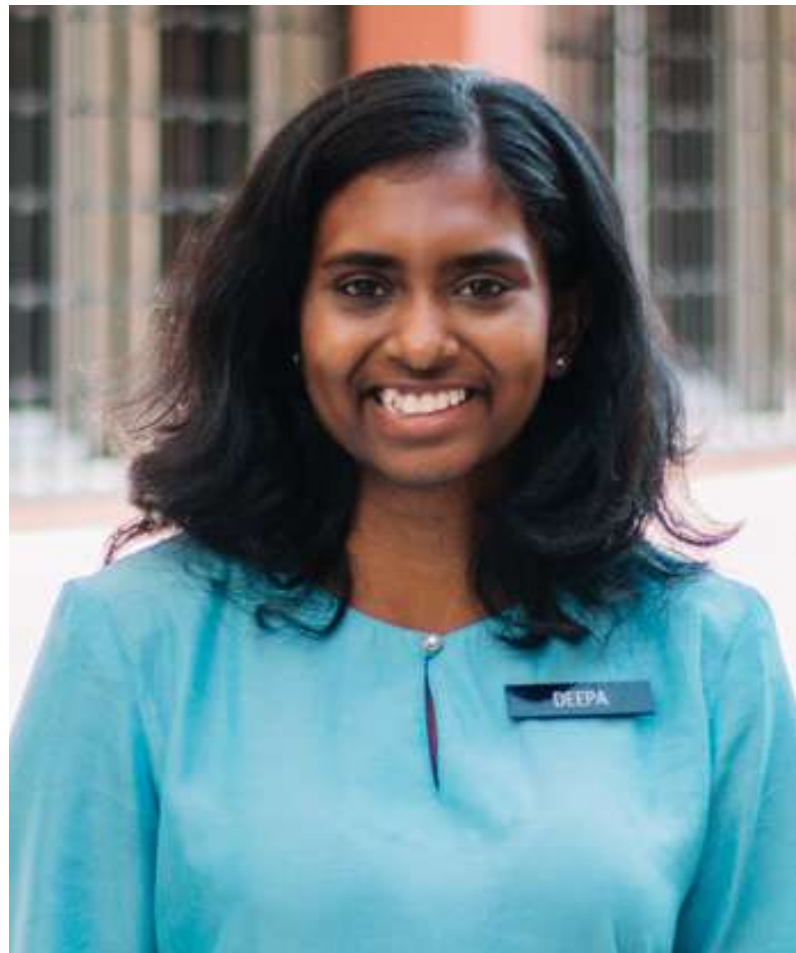


**Collective Impact 2020:
Impact 01**

Rigorously recruit Malaysia's most promising talent to make a difference in education

“While teaching in the pandemic, I saw many inequalities that would have slipped by our attention previously. Issues like access to the internet and lack of a conducive studying space became all too obvious for my students. As teachers tried their best to overcome these issues and work around them, we saw how complex the problem of education inequity was outside the school environment. And so it is important for me to play any role I can to alleviate these problems from outside the classroom.”

Deepa Gaurie A/P Suriya Kumar
2020 Cohort TFM Fellow
Kuala Lumpur
Masters of Art (English Literature)
University of Edinburgh



**Collective Impact 2020:
Impact 01**

Rigorously recruit Malaysia's most promising talent to make a difference in education

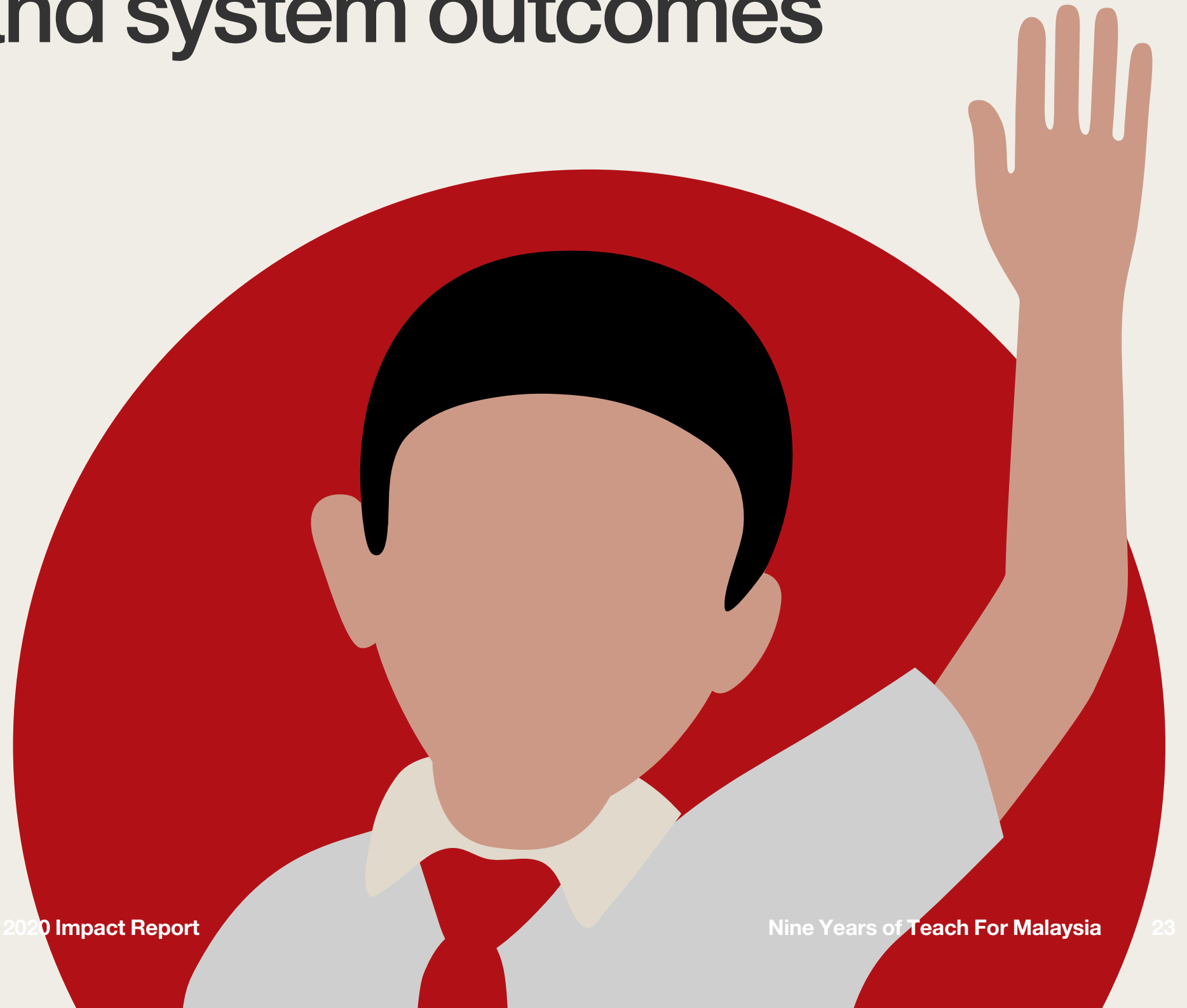


“Saya mempunyai visi dan misi untuk memberikan “spark” kepada pelajar sekolah menengah, khususnya yang di luar bandar dan di pedalaman Sabah. Masalah yang berlaku di negeri Sabah ialah pelajar kurang minat dengan subjek sains dan matematik. Hal ini kerana bagi mereka, subjek-subjek ini agak susah. Oleh itu, pendekatan pengajaran dan pemudahcaraan (PdPc) saya pada masa ini adalah memperbanyakkan aktiviti “hands-on” serta inkuiri yang mengetengahkan pelajar. Melalui pendekatan ini, minat pelajar dalam subjek yang saya ajar agak meningkat. Namun, saya rasa saya perlu menambah pengetahuan supaya PdPc saya tidak sahaja memberikan kesan kepada pelajar, malahan kepada guru juga. Saya percaya melalui program yang dianjurkan ini, teknik-teknik yang akan dikongsikan akan memberi manfaat kepada kedua-dua pelajar dan rakan-rakan perguruan saya.”

Hanafiah Eddy Chong
Program Duta Guru Cohort 1
Tongod, Telupid, Sabah

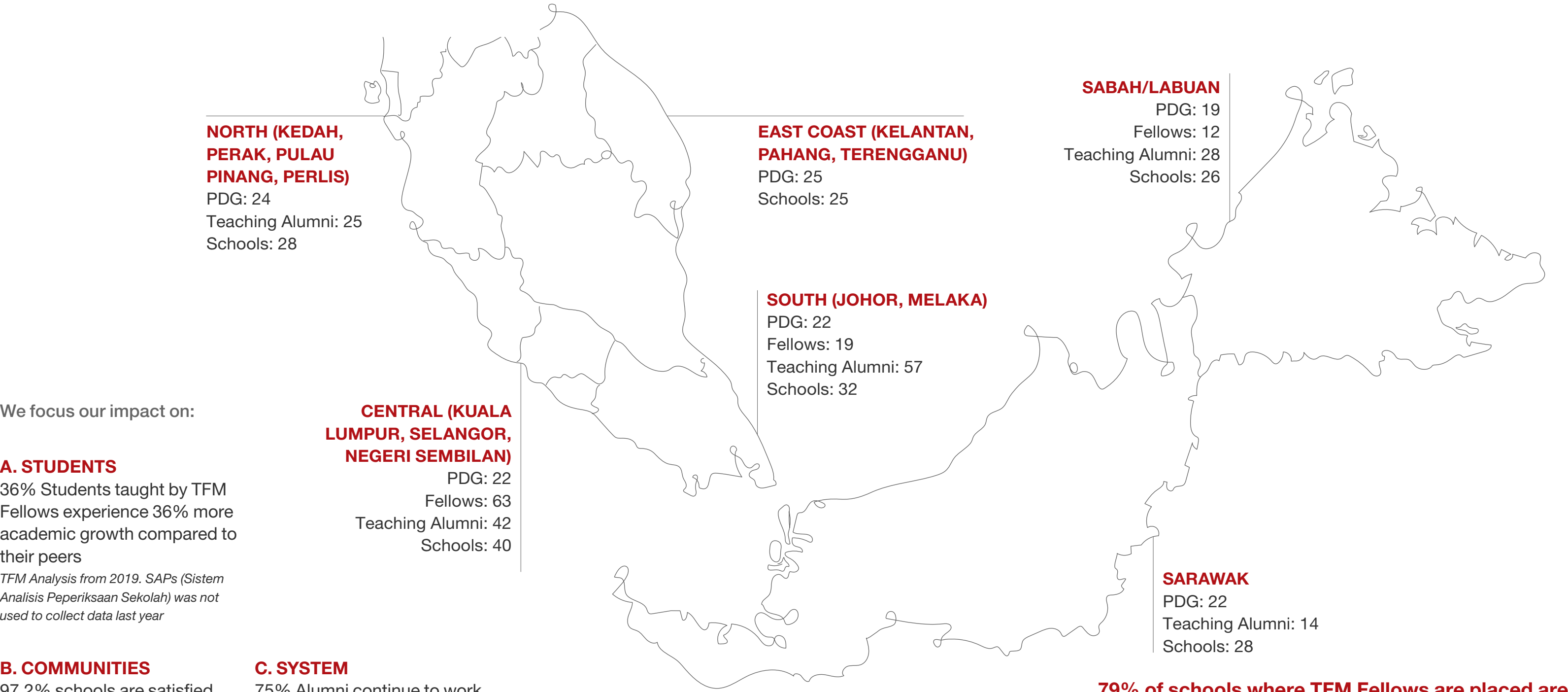
Impact 02:

Partner with schools serving high-need communities for immediate student, community and system outcomes



**Collective Impact 2020:
Impact 02**
Partner with schools serving high-need communities for immediate student, community and system outcomes

Our Leadership Development Programmes accelerate leadership, so that great teachers can become great leaders who enact change within communities. Throughout the programme, we work with schools to provide students with a holistic education, and we impact schools and communities through targeted initiatives.



We focus our impact on:

A. STUDENTS

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

TFM Analysis from 2019. SAPs (Sistem Analisis Peperiksaan Sekolah) was not used to collect data last year

B. COMMUNITIES

97.2% schools are satisfied with TFM Fellows and feel they have contributed to the betterment of the school

Principal Survey +9.2% from 2019: 88%

C. SYSTEM

75% Alumni continue to work in the broader education and social sector after the Fellowship

TFM Analysis, +3% from 2019: 72%

79% of schools where TFM Fellows are placed are considered under-performing, and 33% of those schools are considered rural, based on the national school system.

**Collective Impact 2020:
Impact 02**
Partner with schools serving high-need communities for immediate student, community and system outcomes

A. Student Impact
We focus on empowering students and developing student leaders, so that they experience increased access to opportunities and achieve academic growth. During the pandemic, we also prioritised heavily on the monitoring of our students’ wellbeing and learning.



1. Student Wellbeing and Access to Learning
At the start of MCO, only 30% of students taught by Fellows were able to participate in online learning. Our Fellows succeeded in doubling this number -- now more than 60% have access -- by implementing a full range of distance learning strategies. We also introduced the student wellbeing framework and learning outcomes survey to monitor student wellbeing and learning throughout the pandemic in place of our previous measures of academic growth.

“When [the] pandemic hit our country and schools were ordered to close in March 2020, many of my students’ parents lost their source of income. This condition led to food scarcity among many families. Distance learning made it hard for me to know about the condition of my students. The Academic Impact Strategy (AIS) survey form is a set of questions [which] consisted of 8 categories: safety and security, relationship, mental health, cognitive health, physical health, community, purpose and environment. When I read the responses in the AIS survey form, I was shocked to see that many of my students did not have enough food to eat at home.

The AIS survey play[ed] an important role when my school’s Counselling Unit inquired about students affected by the pandemic because they wanted to help them by providing food baskets. Claudia, my Leadership Development Officer also helped me to work together with Semporna Heroes, [a local Non profit organisation] to give aid to students by using the results of the AIS survey. The survey help[ed] me to identify any student that need[ed] help in terms of moral [support] and motivation since the survey revealed their true condition and feelings. It helped me to understand my students’ needs better and take action.”

Hilary Anak Brody
2019 Cohort TFM Fellow
Semporna, Sabah
Bachelor of Administrative Science, Universiti Teknologi Mara (UiTM)

**Collective Impact 2020:
Impact 02**
Partner with schools serving high-need communities for immediate student, community and system outcomes

A. Student Impact
We focus on empowering students and developing student leaders, so that they experience increased access to opportunities and achieve academic growth. During the pandemic, we also prioritised heavily on the monitoring of our students’ wellbeing and learning

2. Student Leadership
The past years have shown us that we must foster leadership at every level, from the classroom to the highest levels of leadership across Malaysia, in order to achieve equity in education. Thus, Teach For Malaysia has been running programmes to empower students to be agents of transformation in their own communities.

Students involved

175

Beneficiaries impacted

9,000

Student-led initiatives

34

projects proposed

States involved

4

(Johor, Sabah, Selangor, WP Kuala Lumpur)

3. Access to Opportunities
We believe that exposure to life-changing opportunities helps students to see the possibilities within themselves. Besides the focus in enhancing student experience in distance learning, we have also worked to provide students with opportunities to connect with industry experts, and opportunities to develop non-academic skill sets.
Among others, 89 students engaged in virtual workshops and dialogues with leaders and employees from Standard Chartered, Cagamas, and DHL, as well as students and mentors from the Stories of Change programme.



“I want my students to be able to survive any kind of future challenges they will have after school. Equipped with endurance, I want them to never give up especially when there are so many things to do at a certain time/ period. I want my students to have tenacity through being able to stay focused and complete the task even when it seems like it is impossible. I also want them to have collaborative skills which will foster their growth by collaborating with others to better improve themselves.”

Anuthra Sirisena
PDG Teacher Cohort 1
Tenom, Sabah

**Collective Impact 2020:
Impact 02**
Partner with schools serving high-need communities for immediate student, community and system outcomes

B. Community Impact
We respond and adapt to our communities’ most pressing issues and needs by co-creating solutions towards a collective vision. In 2020, our TFM Staff, Fellows, and Alumni partnered with schools to provide students with a holistic education, and also impact schools and communities through targeted initiatives.

One of the stories from Stories of Change Project was “Fish” by Chloe, 16, a story on diagnosis, recovery and mental health awareness.



Chloe Yap, an impassioned storyteller with an artistic talent, shares the story of her personal hero Dr. Beatrice, who has been Chloe’s psychiatrist in guiding her through her mental health recovery journey for the past 3 years.

In her story, Chloe proudly shares: “Dr. Beatrice has helped me cope with struggles, to unhook myself from negative thoughts, and to recognize when the voice in my head isn’t myself. I couldn’t have recovered as quickly as I could without her.”

Her art piece, titled Fish, is a reflection of her present mental state: with lively fishes swimming around her, she smiles with tears under the brightly-colored and harmonious atmosphere as she becomes hopeful about the future. Excerpt from Stories of Change project.

Chloe Yap
Student

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Impact 02**
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1. Targeted Education Initiatives
We collaborated and led on 48 education initiatives conducted in 2020. Here are 4 highlighted programmes:

MYREADERS REMEDIAL LEARNING
MyReaders Remedial Learning is a one-to-one peer mentoring programme using the MYReaders reading toolkit to bridge the illiteracy gap within schools. This programme also aimed to provide students with leadership development through mentorship. Mentees improved in literacy by an average of 7% in word recognition, 10% in fluency and 16% in comprehension.



Basic Literacy

PROJECT LULUS
Project Lulus SPM aimed to recover at-risk students’ learning and help improve their chances of obtaining SPM certificates. The main vision of this project was to recover and accelerate high-need Form 5 students’ learning in Bahasa Melayu and Sejarah. With strong leadership from the management of JPN Perlis, 68% of students demonstrated improvement in their 2020 SPM trial examination for Bahasa Melayu and Sejarah.

DIGLIT
DigLit is an initiative that aims to equip students with digital literacy skills and to exercise their critical thinking skills, with the goal of ensuring that students are able to participate safely and responsibly online.



Digital Literacy

STORIES OF CHANGE
Stories of Change was started to develop students as agents of positive change who amplify voices from their community through storytelling about issues of importance to them. The stories covered a vast array of topics such as mental health, their pandemic experiences, and family relationships.



Student Empowerment

**Collective Impact 2020:
Impact 02**
Partner with schools serving high-need communities for immediate student, community and system outcomes

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“People can be moved to take action when they understand what is at stake. There is a desire to do good and to take effect in each one of us. You are doing this because you believe you have the power to drive change.”

Hazwan Razak
2020 Brightspot Leader Sarawak
Head of Sarawak Multimedia Authority
Digital Village

2. Leadership research
Despite all the devastating effects of the pandemic, we believe that we have a once-in-a-lifetime opportunity to significantly reshape the world so that it works for all of us, especially for the most marginalised. We researched 8 Brightspot leaders through their personal transformative journeys, their approach to identifying pressing needs, and how they mobilised people and resources to enable equitable outcomes in high-need communities. We concluded the research with four lessons to reimagine leadership for equity:

- 1. HUMILITY**
Commitment to truly listening to and understanding the needs of the community we serve
- 2. UBUNTU**
Building asset based, close partnerships and a shared vision of serving humanity
- 3. AGENCY**
Enabling capacity in both students and schools to be independent in driving their present and leading their own future
- 4. CREATIVITY**
Reimagining the role of technology in accelerating the reach and service to high-need communities

**Collective Impact 2020:
Impact 02**

Partner with schools serving high-need communities for immediate student, community and system outcomes

B. Community Impact
We respond and adapt to our communities’ most pressing issues and needs by co-creating solutions towards a collective vision. In 2020, our TFM Staff, Fellows, and Alumni partnered with schools to provide students with a holistic education, and also impact schools and communities through targeted initiatives.

3. Learning enhancements and education innovations
Fellows and PDG Teachers continued to innovate their lessons to ensure that student learning was engaging and relevant no matter the connectivity level. Our Fellows and PDG Teachers utilized different tools like Mentimeter, Quizizz, Flaticon, Padlet, Zoom, and Wordwall in their lessons to enhance students’ distance learning experience.
We also worked with our partners to create almost 700 curriculum-aligned lessons online, which have been viewed more than 330,000 times covering the English, Maths and Science curricula from primary all the way to secondary school.



**Collective Impact 2020:
Impact 02**
Partner with schools serving high-need communities for immediate student, community and system outcomes

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We respond and adapt to our communities’ most pressing issues and needs by co-creating solutions towards a collective vision. In 2020, our TFM Staff, Fellows, and Alumni partnered with schools to provide students with a holistic education, and also impact schools and communities through targeted initiatives.

4. Special Projects
In 2020, we managed to co-create opportunities beyond our Fellowship Programme and extend our student impact through Digital Literacy, Financial Literacy, Teacher Training and Zero Tech Learning Boxes

WE THINK DIGITAL

A digital literacy and digital citizenship programme for students

When learning shifted online due to the COVID-19 pandemic, it became crucial to equip Malaysian students with basic digital literacy and digital citizenship skills.

The We Think Digital (WTD) Programme recruited 6 trainers across 5 states who launched WTD workshops for their students. Over the course of 3 modules*, students gained awareness about their digital footprint and learned how to protect their digital identity.

**The development and adaptation of modules to a local and online context were done in collaboration with Facebook Malaysia, Project ID and Arus Academy*



LEARNING BOX

A self-directed learning tool to ensure continuous learning

When the pandemic hit, it severely impacted those that did not have the necessary tools or connectivity to be able to access online learning. In Malaysia, the majority of those who were severely affected were our rural students. In collaboration with our corporate partners, we created The Learning Box—a self-directed learning resource box* containing engaging activities and materials that helped 500 students to continue learning in limited or zero bandwidth environments.

**The content curation and adaptation to local context were done in collaboration with Project ID and Atom And The Dot*



**Collective Impact 2020:
Impact 02**
Partner with schools serving high-need communities for immediate student, community and system outcomes

C. System Impact
We have actively co-created sustainable and tangible transformation on a systemic level in response to what our stakeholders need most. This year, we worked closely with our partners at the Ministry of Education and other key partners to ensure learning does not stop amidst the pandemic despite the school closures.



“Through the tips shared, I can now easily engage students to conduct distance classes (in low tech bandwidth situations) using WhatsApp and it has enabled me to become a more caring teacher. My students’ responses are now more encouraging.”

Ria Eddie
Visual Arts Teacher
Kuala Lumpur

1. TFM Distance Learning Initiative
Teach For Malaysia partnered with Bain & Company to support school leaders, teachers, parents and students in distance learning through capturing best practices, supporting schools in co-creating solutions, and consolidating these into guides on our website: tfmdistancelearning.org. The initiative was also made possible with support from Pemimpin GSL, Edvolution Enterprise and all our Teach For Malaysia corporate partners. To date, the microsite has been visited 10,087 times by 7,504 unique visitors*, and is available in English, BM and Mandarin.

*As of 2 March 2021.



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2. Re-imagining Initial Teacher Training Education

Re-imagining Teacher Education is an initiative of our Programme team which aims to co-create a teaching diploma with Institut Pendidikan Guru Malaysia (IPGM) that is responsive and relevant to the needs of novice teachers in Malaysia with the end goal of transformational student impact. Through this initiative, we hope to collaborate with key players in the education system to maximise the potential of teacher training programme learnings into the classroom.

In 2020, we worked together to identify best practices across our respective programmes and conducted a comprehensive literature review on shifts across teacher education locally and abroad. In light of the pandemic, we also expanded the exercise to include developing educators competencies during educational emergencies and crises.



**Collective Impact 2020:
Impact 02**

Partner with schools serving high-need communities for immediate student, community and system outcomes

C. System Impact

We have actively co-created sustainable and tangible transformation on a systemic level in response to what our stakeholders need most. This year, we worked closely with our partners at the Ministry of Education and other key partners to ensure learning does not stop amidst the pandemic despite the school closures.

3. Knowledge sharing with STEM industry experts

TFM collaborated with Yayasan PETRONAS and Pusat STEM Negara to host a virtual event to expose teacher participants to the latest STEM developments through sharing by industry experts, exemplary teachers, and student figures. Event speakers include Dr Wan Amani, the first female Malaysian scientist to work with NASA and part of the team that developed Malaysia’s first COVID-19 rapid test kit, and Cikgu Norhailmi Abdul Mutalib, an exemplary teacher and a candidate for the Top 50 Global Teacher Prize Award 2020 and the 2017 STEM Teacher Icon. The event reached 132 participants.



Prof Madya Dr. Wan Wardatul Amani Wan Salim
First female Malaysian scientist to work with NASA



Cikgu Norhailmi Abdul Mutalib
2017 STEM Teacher Icon

Impact 03:

Build a leadership movement that fosters long-term systemic changes



Collective Impact 2020:
Impact 03
Build a leadership movement that fosters
long-term systemic changes

Whether continuing to impact learning in the system, or championing education in the corporate and social sector, our Alumni play a big role in transforming education for students. We hope to grow our Alumni base with the inclusion of new programmes to further expand our reach beyond the Teach For Malaysia Fellowship Programme in the years to come.

Alumni

448

Education Initiatives

219

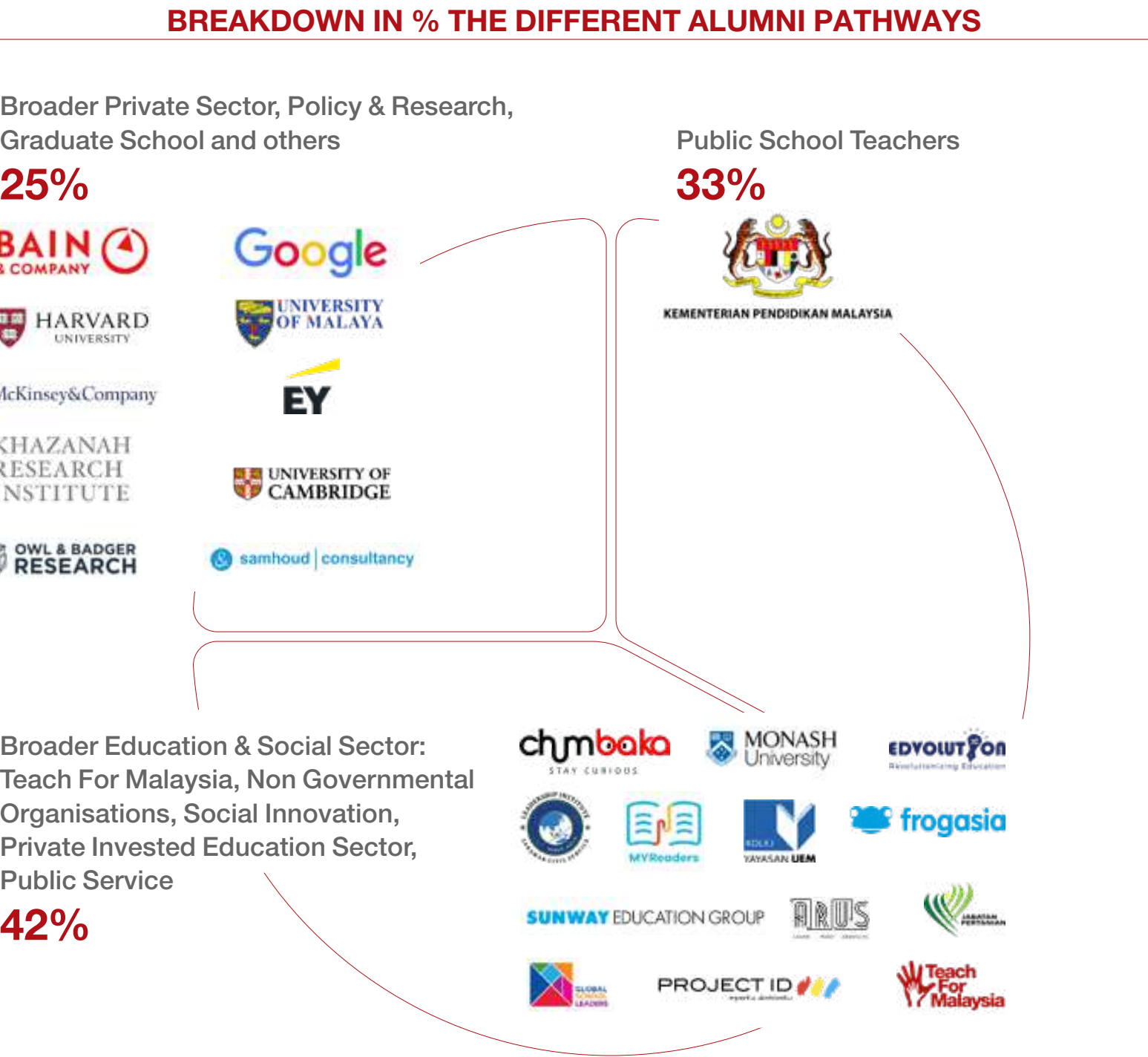
Working in Education

323

Social Enterprises

13

Alumni Impact: 75% of Alumni are actively involved in the broader education sector, with 33% continuing as full-time MOE teachers beyond their 2-year commitment



ALUMNI ACHIEVEMENTS IN SCHOOL



She started a challenge pack under Girl Guides Malaysia for girls and women in Malaysia to complete during MCO. The challenge pack attracted participation from 5,000 girls and 500 mentors. They needed to complete at least 14 challenges which were also related to the SDGs and leadership mindsets. Some mentees completed more than 40 challenges. These activities helped students to be productive and to help people in their environment, while maintaining positivity at the same time.

Kok Hong Jin
2018 TFM Teaching Alumni
Kuala Lumpur

Coming from an engineering background, Sue Ann, a Teaching Alumna co-founded an education initiative called i'm SET in 2017 to provide students from lower band schools with the resources, skills and exposure in STEM-related fields. Despite the lack of laptops and internet at home, three students from i'M SET built an application to help the school with recording students' attendance and temperatures when school first reopened in 2020. Teachers in their school shared they were able to focus more on preparing and delivering lessons as they had the support of these students' attendance app.

Yeong Sue Ann,
2016 TFM Teaching Alumni
Pasir Gudang, Johor



ALUMNI ACHIEVEMENTS BEYOND SCHOOL



He was a part of Google for Education's regional team that supported distance learning and teaching webinars with tech by providing online architecture and setup of virtual learning tools, via GSuite for Education (deployment of 5.3 million free GSuite for Education accounts in Malaysia, 22 million accounts in Philippines, and 4.5 million accounts in Thailand). They also supported the rollout of devices in Singapore's Personal Learning Device initiative for 400,000 Singaporean students over 4 years, beginning in 2021.

Victor Lam
2015 TFM Alumni

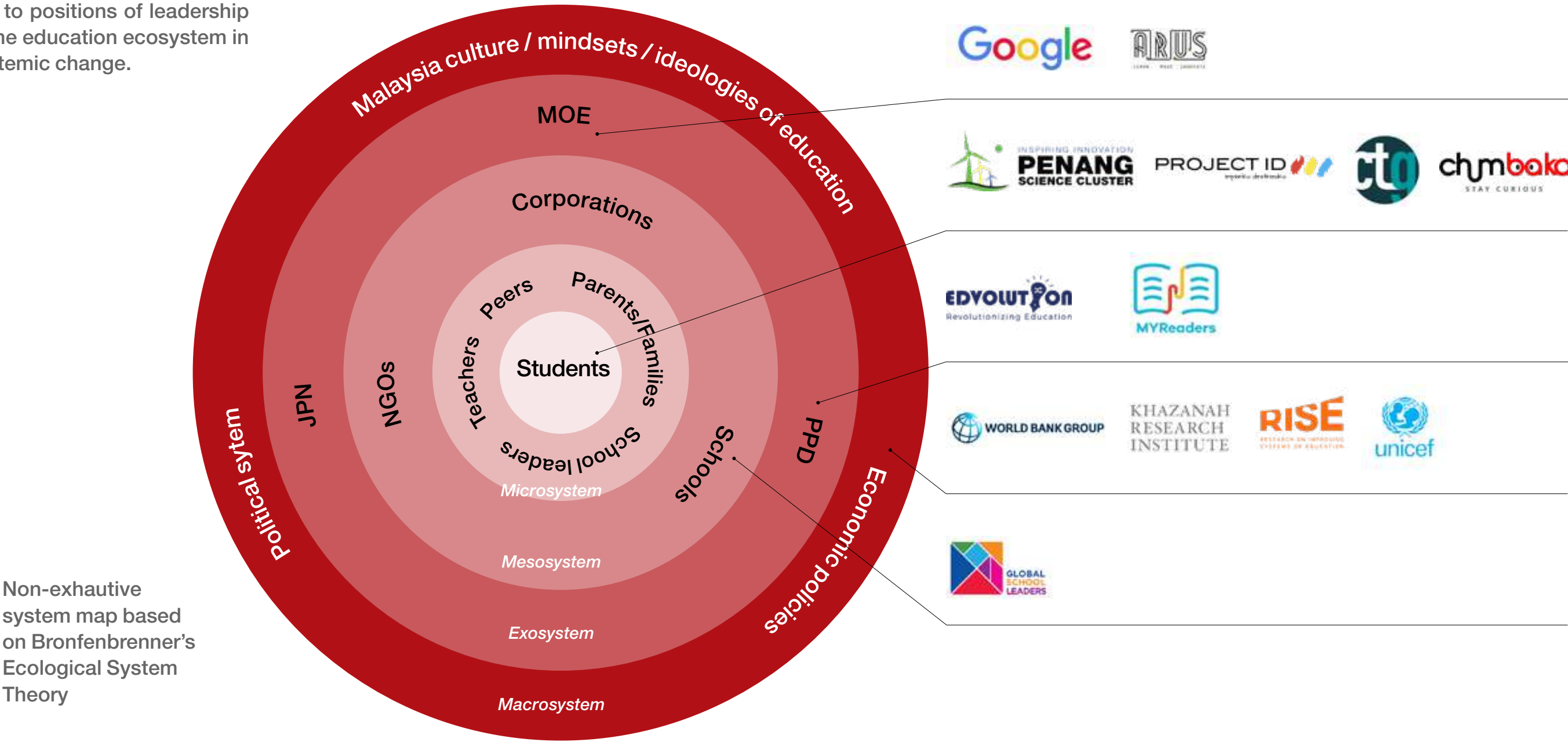
Arus has been working with MOE and UNICEF Malaysia to build a self-learning teacher training platform, where they design and put up courses to support teachers with remote teaching and learning. Their platform has been identified as first for best practices in responding to the pandemic out of 137 countries by a case study from UNICEF. They are currently working on expanding the upcoming resources. They are also publishing their project-based learning content around the UN SDG & Global Citizenship Education into another self learning platform.

**Alina Amir, David Chak, Daniel Russell,
Felicia Yoon, Azrina Azmi, Khaw Wei
Young, Yam Phui Yee**
TFM Alumni across various cohorts



HOW OUR ALUMNI MAKE IMPACT IN EDUCATION SYSTEM IN THE LONG TERM

There are many factors that influence the outcomes of a child’s education, beyond the influence of a teacher and school. Our Alumni progress to positions of leadership across various levels of the the education ecosystem in order to effect long-term, systemic change.



Impact 04:

Collaborate via public-private partnerships to scale our impact



Collective Impact 2020:
Impact 04
Collaborate via public-private
partnerships to scale our impact

We cannot do this work alone. Everything we do
is powered by our community of passionate
partners, supporters, individual donors and
fundraisers.



THANK YOU TO OUR PARTNERS AND SUPPORTERS



**Collective Impact 2020:
Impact 04**
Collaborate via public-private
partnerships to scale our impact

Our 2030 Aspirations
We know that the two key levers to positively impact student, school and system outcomes are great teachers and leadership across the education ecosystem. We are proud that since 2012 we have recruited, developed and empowered great leaders in hundreds of schools for nearly 164,200 children in communities experiencing disadvantage.
But we know that there is so much more to do to truly realise the potential of all students in Malaysia. The next ten years provide a critical opportunity to strengthen and scale a movement of great leaders committed to equitable education across Malaysia. By 2030, we aim to reach further and with greater impact than ever before.

OUR STRATEGY TO ACHIEVE THIS WILL BE TO

Build a movement of leaders to tackle educational inequity, by:

- Expanding the pipeline of new leadership in the public education system by sustaining, strengthening and scaling the TFM Fellowship
- Grow and accelerate existing leadership in education through Program Duta Guru and by starting new programmes for in-service teachers or middle leadership
- Scale our community of leaders actively championing educational equity through supporting our Alumni network and mobilising the broader community invested in education change

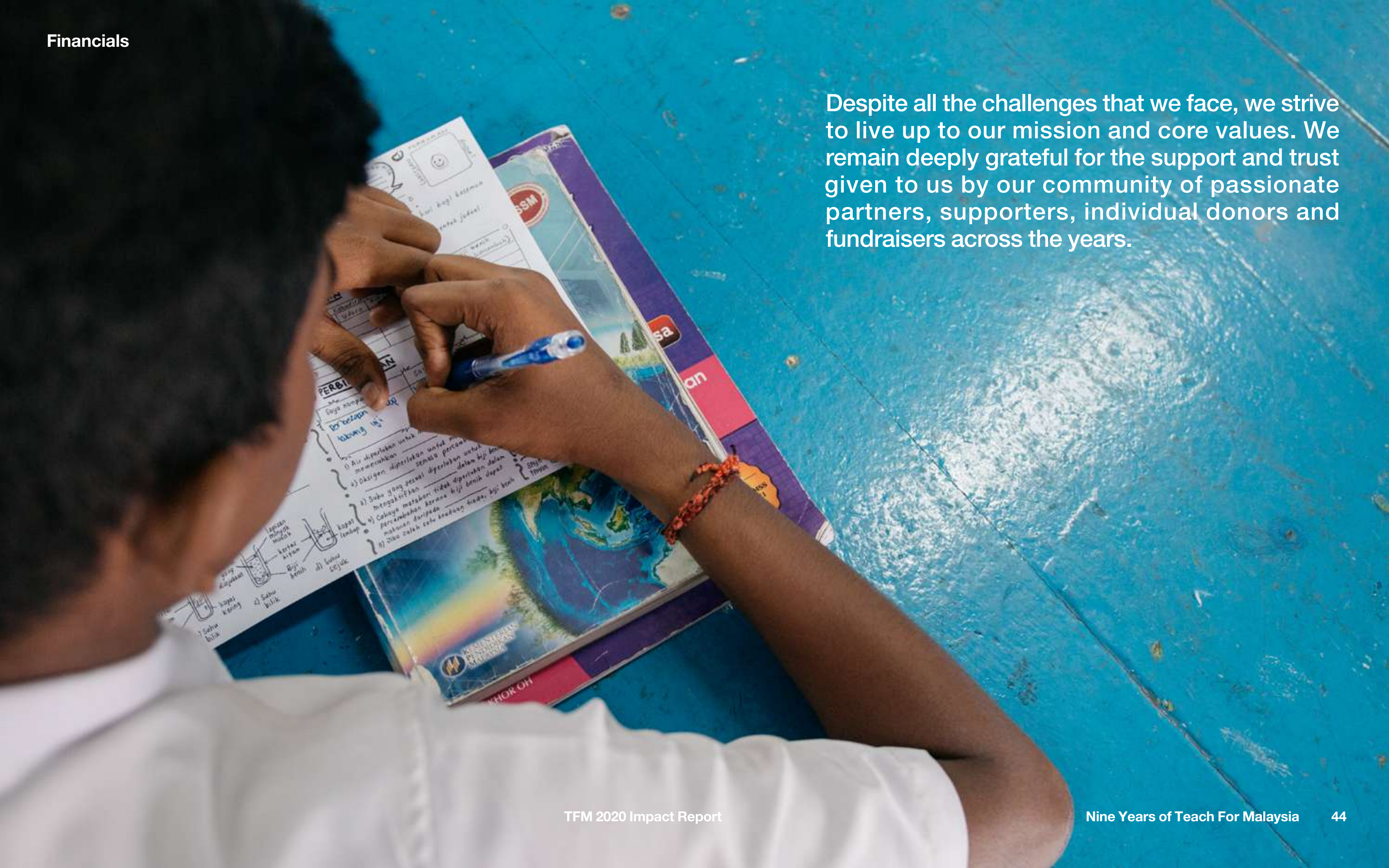
Ensure that our organisation is sustainable, supported by great people and a strong brand, by:

- Building a sustainable, engaged and values-driven organisation
- Securing diverse and sustainable funding
- Ensuring our brand is recognised as a key partner across our key stakeholders in the education ecosystem

Financials

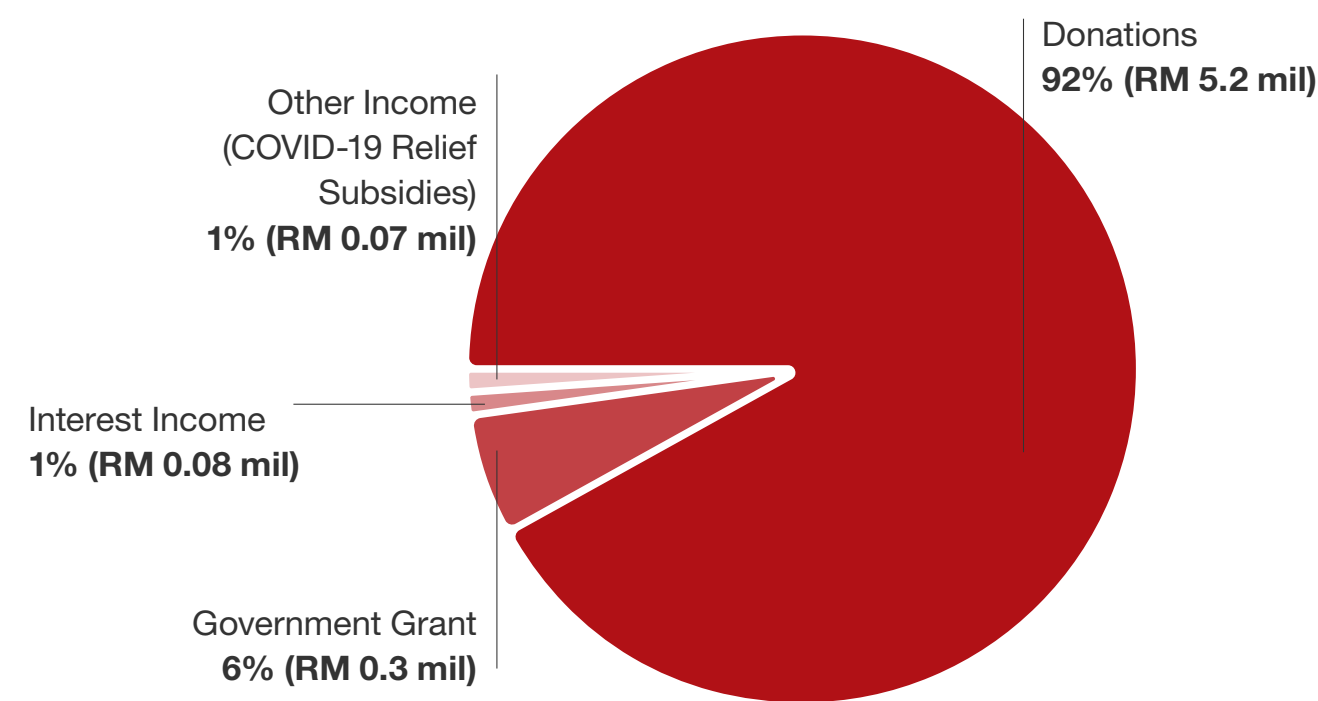


Despite all the challenges that we face, we strive to live up to our mission and core values. We remain deeply grateful for the support and trust given to us by our community of passionate partners, supporters, individual donors and fundraisers across the years.

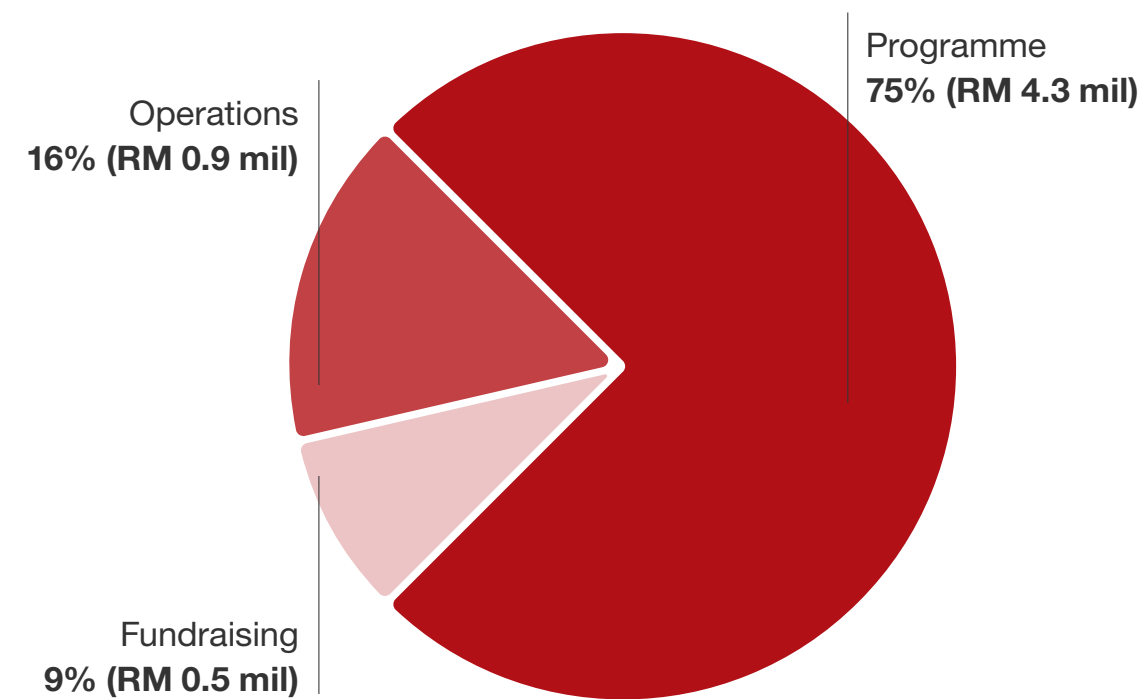


All funds received by TFM is for the furtherance of impact towards beneficiaries through our operations.

Total Funds Received (RM, millions): RM 5.7



Total Expenditure (RM, millions): RM 5.7



TFM is a non-for-profit and tax-exempt entity audited yearly, and the financial statements are available at our website

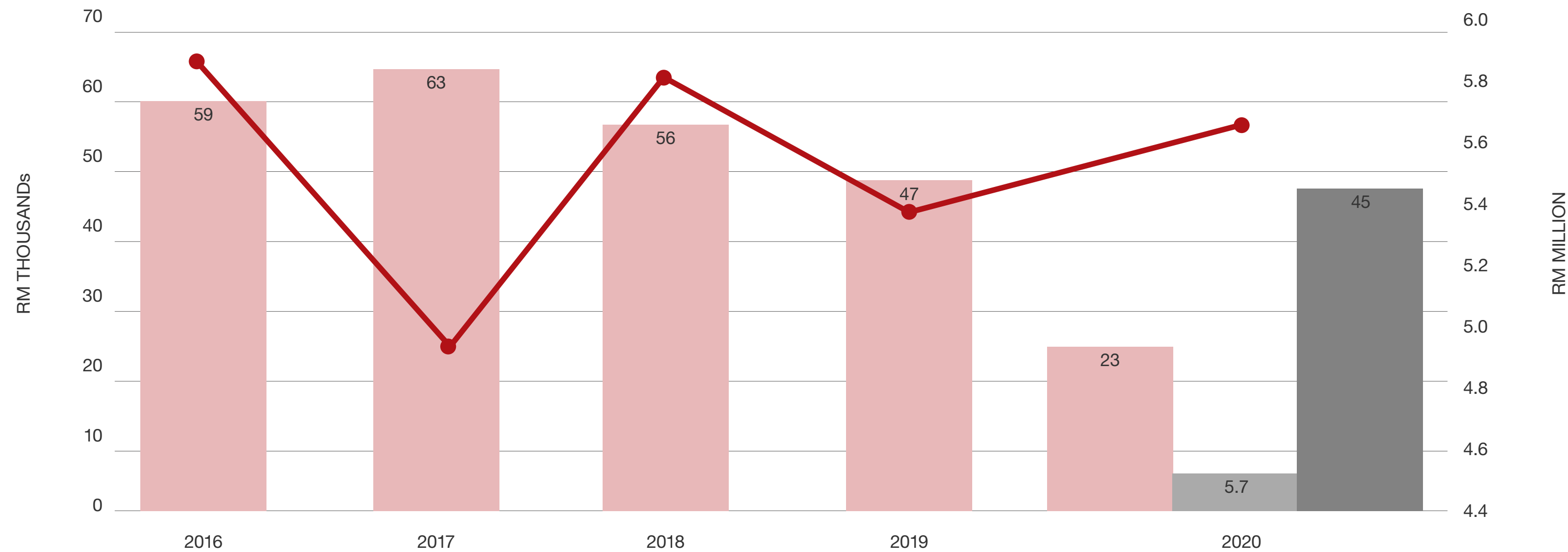
**To ensure that a significant portion of donated funds are allocated and exclusively used towards our mission, the management team ensures that our general and administrative expenses are no greater than 30% of expenses for the year

We strive to remain sustainable through optimisation of our operations as well as growing and diversifying our impact

Cost per Participant, Cost per PDG Teacher, Cost per TFM Fellow (RM, thousands)

- COST PER PARTICIPANT
- COST PER PDG TEACHER
- COST PER TFM FELLOW
- TFM COST (RM, MILLIONS)

Prior to 2020, Cost per Participant consists of only Cost per TFM Fellow. In 2020, Cost per Participant comprised both Cost per TFM Fellow and Cost per PDG Teacher, following the commencement of Program Duta Guru in Q2, 2020.

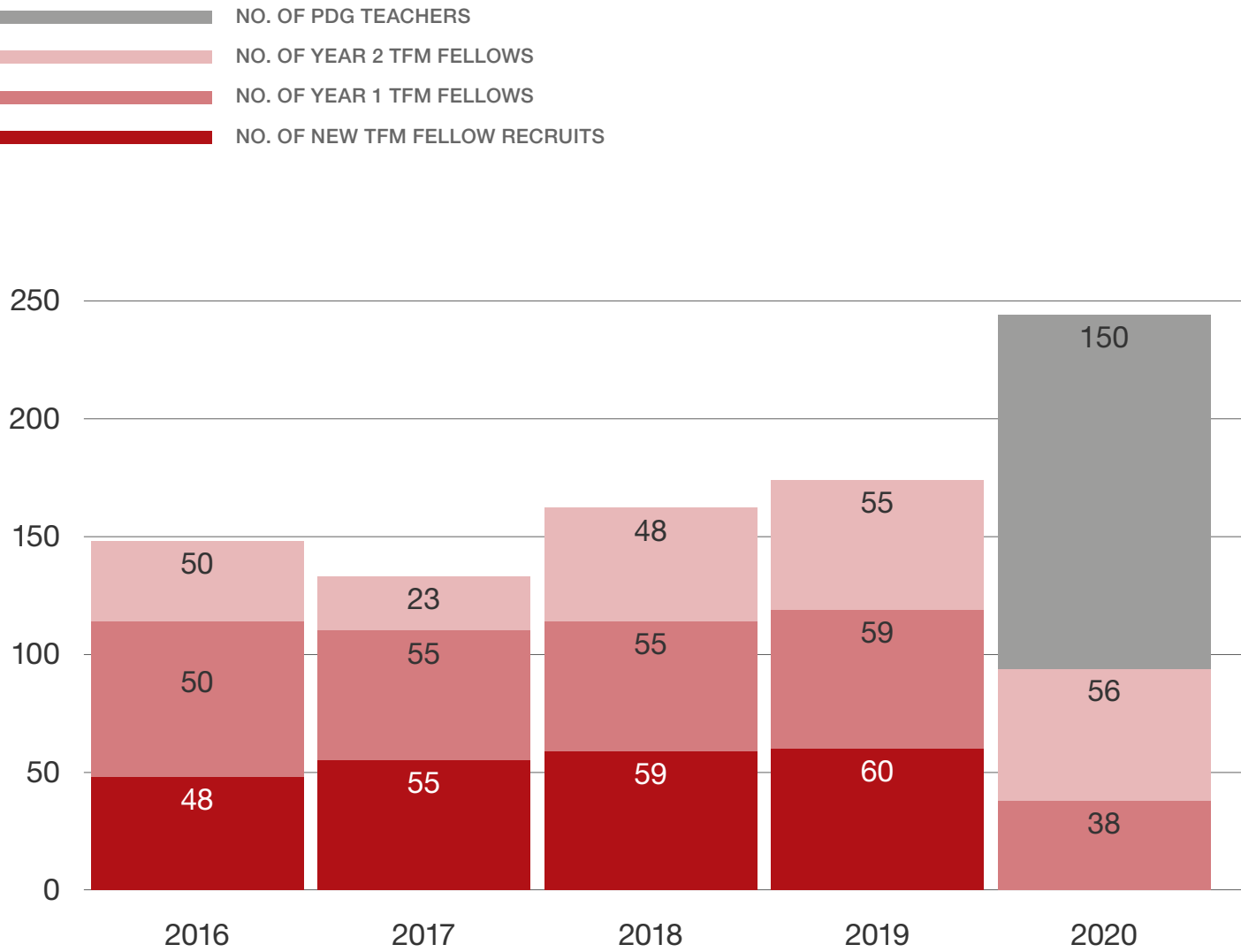


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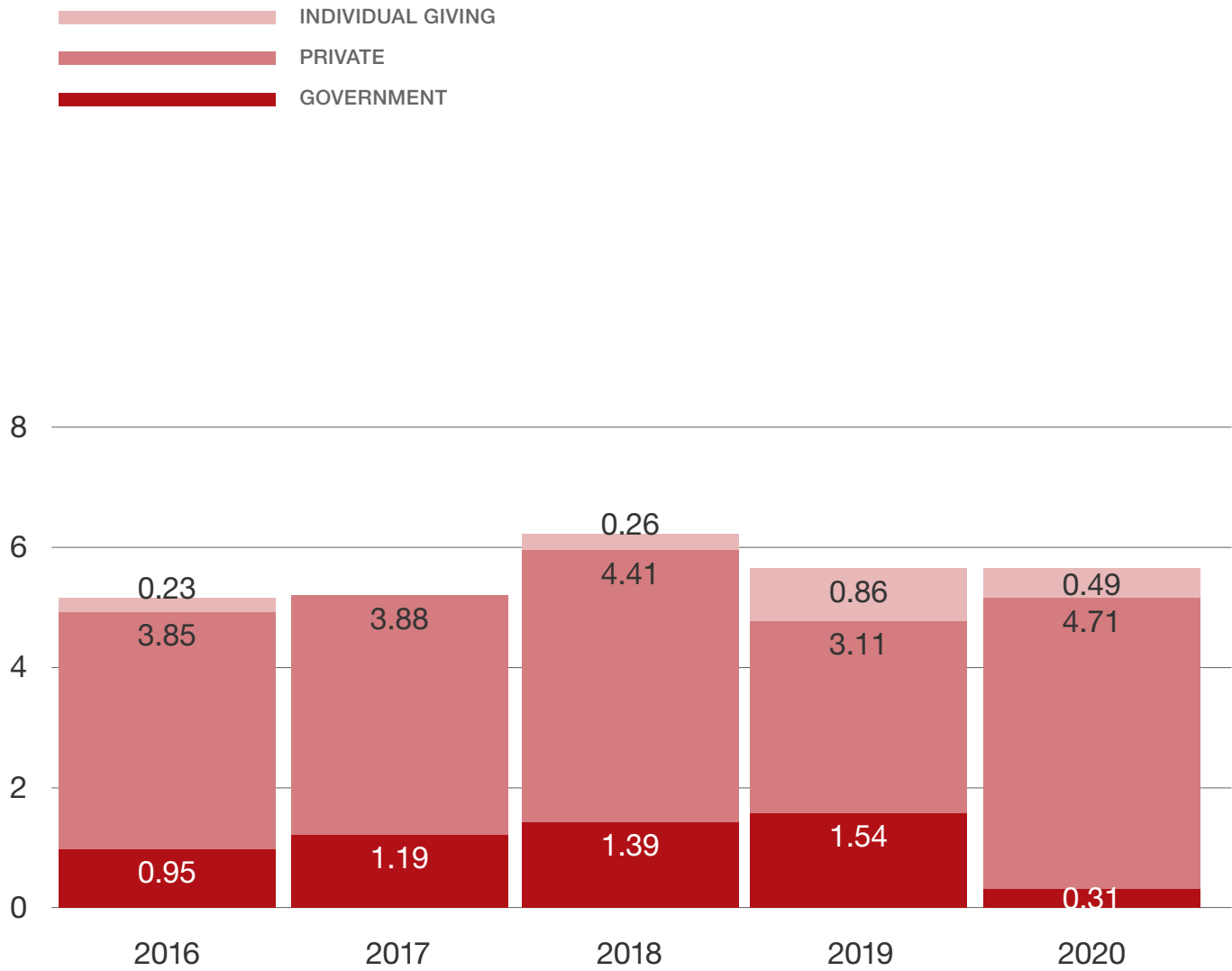
**To ensure that a significant portion of donated funds are allocated and exclusively used towards our mission, the management team ensures that our general and administrative expenses are no greater than 30% of expenses for the year

We have raised RM5.7mil for our programmes and we will continue to form strategic partnerships with the private sector to collectively impact the high need communities

Cost Drivers (RM, millions)



Total Amount Fundraised (RM, millions)



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**To ensure that a significant portion of donated funds are allocated and exclusively used towards our mission, the management team ensures that our general and administrative expenses are no greater than 30% of expenses for the year

Tribute To Our Co-Founder

“[...] if we hold our students to high expectations, they will always exceed it. If we empower students today, to be agents of their own transformation and not just recipients of change, they will be able to transform their families, their schools, their communities and also our nation right away and not at some distant point in the future.”

Quote from Dzameer's farewell letter



Dzameer Dzulkifli



A Tribute To Our Co-Founder: Dzameer Dzulkifli

For the past 10.5 years, Dzameer's integrity and leadership has pushed us all at Teach For Malaysia to grow and develop into becoming a sustainable organisation fully dedicated towards ending education inequity in Malaysia.

As TFM's co-founder, Dzameer has consistently stayed true to TFM's mission and goal; through every milestone or setback, we have seen him committed in his drive towards ensuring the possibility of uncovering the potential of every child in our country.

As a leader, Dzameer has always led by example. His belief in values which encapsulates human empathy, his faith in infinite possibilities, and his emphasis on the importance of human

connection are all central to what we stand for here at TFM. It goes without saying that Dzameer has been an inspirational leader and individual who has influenced so many.

We are proud to have witnessed his growth both personally and professionally over the years, and we are also incredibly proud to have had Dzameer lead us to become a growing movement of changemakers. Truly, TFM would not be what we are today without Dzameer's vision and trust. As he embarks on the next chapter of his life, we are eager to see him explore further possibilities and we will always be here to cheer him on.

Ways To Get Involved

It takes a village to raise a child. Education inequity is not a problem that we can solve alone—help us continue to make a difference.

What role will you play in creating a fairer start in life for our future generations?



Ways to get involved

2020 has brought unprecedented challenges for Malaysia’s students, schools and communities: the impact of COVID-19 has reaffirmed the shocking inequities for many children in Malaysia. The students who were already disadvantaged by their background or circumstances are now even more at risk of falling between the gaps. Our work is now more important than ever.

As a non-profit organisation, Teach For Malaysia relies on the critical support of our sponsors, partners and donors to keep pursuing our vision. All grants and donations to Teach For Malaysia are tax-exempt (LHDN.01/35/42/51/179-6.7027)

You can help foster student potential
With your support, we will be able to:

- Continue recruiting, placing and developing Fellows who positively impact students in high-need schools
- Expand our footprint into new communities and regions to reach more high-need students
- Better measure and communicate our impact and;
- Further deepen our connections with our partner schools and their communities

Check out
Teach For Malaysia
2020 Video Highlights:

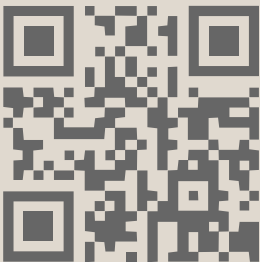


Want to learn more about supporting our work?

For partnership opportunities:
partnership.development@teachformalaysia.org
Tel +603 2026 0700
Fax +603 2026 0701

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

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Or donate
at the below
methods



You may also donate
via bank transfer/cheque

Payee: TFM Foundation
Bank: CIMB Bank Berhad
Branch: KLCC Branch
Account: 86-0015211-3
Swift Code: CIBBMYKL

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