





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







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A portrait of a man with dark hair and a beard, wearing a dark suit, white shirt, and a blue patterned tie. He is smiling and looking towards the camera. The background is a light grey wall.

# Message from the Chairperson of the Board of Trustees

Dear Colleagues, Fellows, Partners, Friends and Supporters,

It is both a pleasure and an honour to be penning this statement for the 2014 Annual Report. Though I am no stranger to Teach For Malaysia, having been a Trustee since the very beginning, this is the first time I am writing to you as Chairman.

Teach For Malaysia has grown by leaps and bounds since inception. From the early days of camping out of Khazanah Nasional's offices in KL Sentral, our small team of 17 executives and 48 Fellows, placed in 17 schools in Kuala Lumpur, Selangor, and Negeri Sembilan, have grown into a movement now encompassing 48 full time executives and 135 Fellows, placed in 61 schools in 8 states, including Sarawak – our first placements outside of Peninsula Malaysia.

We have also established an active Alumni group, now 90 strong. I am very happy to report that 28 members, or approximately 30%, continue to teach in schools around the country. In addition, another 31 Alumni, whilst not teaching, continue to be involved in education, working for both public and private sector institutions, including Teach For Malaysia itself. Other alumni that are now working outside of education continue to support the mission in other ways, including, for example, leading education-related initiatives.

What particularly impresses me about the Fellowship is that it demonstrates how teaching impacts both students and teachers simultaneously. Our Fellows learn how to navigate different stakeholders – students, parents, and other school staff, not to mention their fellow Fellows and the Teach for Malaysia team! This teaches them versatility an ability valued wherever they may go later on.

In teaching, they also learn to communicate unfamiliar concepts to their students, traversing several boundaries, including age, background, and often, primary language, in order to do so. In imparting knowledge, they not only educate, they inspire, and I know that there is nothing more satisfying for a Fellow than to see his or her students grow in confidence and ambition, striving to achieve goals that they once thought impossible. As time passes, I hope we will see students taught by our Fellows achieve great things, at least in part due to the shared time they had with our Fellows.

For our Fellows, this is a trial by fire of mentorship at its most difficult. In high performing organisations, ambitious young executives thirst for leadership and mentorship. In the most challenging schools, some of the students have to be taught that mentorship can be helpful. Our Fellows thus face the dual challenge of convincing students they could do with mentoring, as well as doing the mentoring itself. As they hone their skills in this area, they learn leadership skills that will be applicable anywhere.

I believe our organisation – both team members and Fellows – help bring more openness and perspective to things. Despite their youth, many of our Fellows and team members have had reasonable exposure in the world, and it is this exposure that they impart to their students, directly and indirectly. I feel this is desperately needed. For example, I once visited a rural school in Penaga in Penang, a twenty minute or so drive from the Penang bridge,





and met a very worldly headmaster who had grown up in that area himself before having the opportunity to travel abroad to the United States. Fast forward to the present day, and it was made clear to me that there were many students currently studying in that school that had never even been to Georgetown, let alone Kuala Lumpur or abroad. If one's entire life revolves around a small geographic area – particularly a remote one, one will never get the sense of more than that. Recognising that providing travel opportunities for students is not easy, we make up for it placing Fellows who can talk about their experiences with their students. To this end, their youth is actually an advantage as the students will be able to relate more easily to them.

The success of our Fellows is anchored by the tireless efforts of our executives who navigate equally challenging situations in order to make Fellow placement possible, and who ensure that the Teach For Malaysia experience is as enriching as it can be. In 2015, the whole movement has been working towards clearer measures on our student impact, allowing us to capture a more holistic picture on the work our Fellows and Alumni are accomplishing. We are asking ourselves how we can do better at placing students in the centre of our work, and how the students can unite and energise all of us in creating a strong ecosystem of change-makers for Malaysia. The executive team will also be working to continuously strengthen our relationships with schools, helped by the fact that more and more Alumni work in the Ministry of Education.

On behalf of everyone in Teach For Malaysia, I want to thank Tan Sri Dr. Jemilah Mahmood for her work with the organisation as the Chairperson of the Board of Trustees from 2012-2014. Her extensive experience in leading NGOs, and her active participation allowed her to inspire the Board of Trustees and the management team to strive towards new levels of excellence. We wish her all the best in her work with international organisations, and we know that she will continue to positively impact lives in her future endeavours. I would also like to thank my fellow Trustees, Dato' Noor Rezan Bapoo Hashim, Shahnaz Al-Sadat Abdul Mohsein, Datuk Yvonne Chia and Chen Li-Kai for all their contributions over the course of the 2014 and going forward.

Of course, Teach For Malaysia is much more than the 48 executives, 135 Fellows, 90 Alumni and 5 Trustees who are part of the organisation. We would not be here today were it not for the various partners, supporters and friends, most notably from the Ministry of Education, as well as more broadly in both the public and private sectors, who have contributed so much to our success, whilst holding the team to equally high expectations. We thank you for your continued support and for continuing to challenge us to achieve ever higher standards. As we draw towards Teach For Malaysia's 5th year anniversary at the end of 2015, we would like to collectively reflect on our past experiences and map out our direction for the next 5 years.

Thank you for getting us this far.

**Tunku Ali Redaiddin Ibni**  
**Tuanku Muhriz**  
**Founding Trustee & Chairman**

<sup>1</sup> Name has been changed to protect student's identity.





# Message from the Co-Founder & Managing Director

What a year 2014 has been! As we ended the year, we had:

- 71 new Fellows for our fourth cohort in Kedah, Penang, Perak & Sarawak
- All 65 Fellows from our third cohort who were going into their second year of teaching
- 28 Alumni continuing teaching in their respective schools
- 62 Other Alumni beginning or continuing their careers in a number of diverse fields
- 48 staff members in the organisation

These numbers mean that there are now 260 of us working together towards the mission of ending education inequity in Malaysia, though there are hundreds or even thousands more who have helped us get here.

Growth comes with a new set of consequences. For me, 2014 was a year of unprecedented personal reflection and introspection, for what was needed to succeed before did not seem to yield similar success. Through the challenges, I am learning to develop a larger dose of warmth and empathy, and to dial down the cold analytical approach. Being trained as an engineer and then as a consultant, I have built the skills of looking at problems from a detached perspective. Fortunately, this shortcoming is supported by such a diverse group of individuals in the organisation with strengths that range from empathy to harmony to strategy and intellection.

One key turning point was the transition from focusing on Fellows to shifting our minds to the students. It was surprising how little we truly listened to our students. This hit home when Siva<sup>1</sup>, a student from this year's Kem SKORlah<sup>2</sup>, gave an impromptu speech during the closing dinner. In his speech, Siva expressed a very strong conviction that our vision can be achieved. His speech and presence reminded us that as adults, we had all forgotten the role the students play in shaping their lives and our nation.

A key point to celebrate is that 40% of Alumni from the second cohort decided to continue teaching in MOE, which is double of the 20% we had from the first cohort! The conviction to stay was partly due to a learning visit to a Trust School<sup>3</sup>, SMK Semenchu, in Kota Tinggi, Johor. The Fellows had the opportunity to witness upfront the impact of the Trust School programme. These Fellows who drove down from Penang in a car filled with skepticism had a completely different conversation on the way back up, one that was filled with a sense of possibility! Indeed, seeing is believing.





For 2015, we aim to improve our student impact measures so that we can holistically capture how their learning is progressing. One of our goals for 2015 is for students to achieve relatively better academic outcomes than the classes they are compared to. We also want to increase students' aspirations and access to post-secondary opportunities through increasing student participation in extra-curricular activities. As for Fellows, we are working hard to provide sufficient support to retain at least 95% of all current Fellows in the programme and to recruit 120 Fellows for the 2016 cohort.

That said, our current achievements and 2015 goals can only be accomplished with the support from a network of partners and supporters. As mentioned by Tunku Ali, the management team is grateful for Tan Sri Dr. Jemilah Mahmood's guidance and for the level of trust placed on us by the Ministry of Education, corporate partners and supporters. It is a privilege to be given an opportunity to create Malaysia's future. We will not let you down.

**Dzameer Dzukifli**  
Co-Founder & Managing Director

<sup>1</sup> Name has been changed to protect student's identity.

<sup>2</sup> Kem SKORlah is a 3-week teaching practicum for Fellows to gain hands-on teaching experience.

<sup>3</sup> Visit [www.yayasanamir.org.my](http://www.yayasanamir.org.my) for more information.

# Executive Summary

**2014 marked exciting growth for us at Teach For Malaysia and for the movement. Our first cohort from 2012 began their first year as Alumni. We broadened our reach and expanded to Sarawak. Most importantly, our Fellows and Alumni continued creating diversified impact for students and the larger community.**

## **This year, we:**

1. Reached 677 students in Kem SKORlah.<sup>1</sup>
2. Improved students' Math scores by 25% and English literacy by 10 months within 3 weeks (based on chosen topics and skills) during Kem SKORlah.
3. Increased student literacy by 6 to 10 months in half a year.
4. Recruited and placed 71 new Fellows in 35 schools, in Kedah, Perak, Penang, Selangor and Sarawak for 2015 Fellowship.
5. Maintained a 99% retention rate of Fellows.
6. Worked closely with JPN Kedah at different levels through Fellows to improve the level of English, had 4 Alumni working directly on the Education Blueprint, had 2 Alumni-led social enterprises by the end of the year had 38% of alumni working in the public sector after ending the Fellowship.

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<sup>1</sup> Kem SKORlah is a 3-week teaching practicum for Candidates to gain hands-on teaching experience. It runs during the second half of the pre-fellowship training.

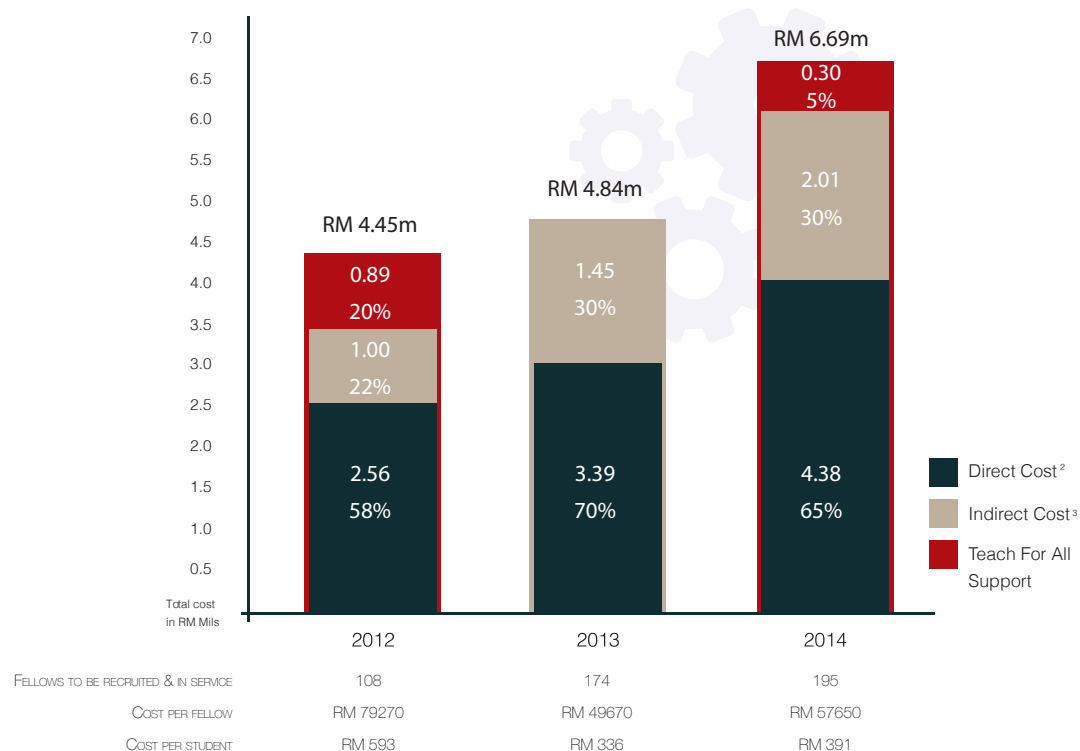


# Financial Highlights

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.

In 2014, our total cost was **RM6.69 million<sup>1</sup>**, with the MOE providing 43% of our funding, while 57% came from corporations, foundations, and various individuals.

Overall Expenditure per Financial Year



Overall, while there is a decrease in cost per Fellow since scaling up from 2012, the increase in 2014 was due to:

**Pre-fellowship training costs:** accommodation was not sponsored by MOE unlike previous years, and we introduced regional orientation as a new component.

**Programme and design support costs:** Teach For Malaysia invested in 3-person Research, Design and Impact team for continuous programme evaluation and refinement.

**Organisation headcount increased:** expansion of whole organisation and preparation for operating in 3 regions in 2015.

<sup>1</sup> This excludes Fellows' salary, which is paid by the Ministry of Education. Total cost is unaudited figure.

<sup>2</sup> Direct costs include Fellow recruitment, pre-Fellowship training, Fellowship support, marketing and communications major events, & alumni support.

<sup>3</sup> Indirect costs cover fundraising and administrative costs.

<sup>4</sup> Total cost divided by number of students – on average, one Fellow teaches 150 students a year.

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

## Our Vision

Education inequity is the reality that a child's origin often determines the quality of his or her education, and therefore future outcomes. Teach For Malaysia believes that this problem is one of the greatest and most urgent challenges in our country and the world today.

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

Teach For Malaysia believes that education inequity can be solved if Malaysia's best and brightest immerse themselves in the realities and complexities of the issue, working together in schools and beyond to give every child the opportunity for an excellent education.

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

**Socio-Economic Factors:** Poverty deprives children of adequate health care, nutrition, housing, and access to high quality preschool programmes, creating additional education needs.

**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.

**Prevailing Ideologies:** Deep-seated notions that children in high-need communities are unable to overcome existing obstacles perpetuate the cycle of inequality.



# Our Core Values

## **SENSE OF POSSIBILITY**

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

## **EXCELLENCE**

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

## **COLLABORATION**

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

## **INTEGRITY**

We act responsibly and honestly at all times.

# Our Board of Trustees

Teach For Malaysia is governed by a Board of Trustees, which comprises of both corporate stewards and experienced educationists. The Board is in charge of determining the vision of the Teach For Malaysia Programme, driving its execution and sourcing for sponsorship from the private and public sectors. In 2015, we will be welcoming Datuk Yvonne Chia as a great addition to our Board.



**TUNKU ALI REDHAUDDIN IBNI TUANKU MUHRIZ**  
*Founding Trustee & Chairman from May 2014*

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.



**TAN SRI DR. JEMILAH MAHMOOD**  
*Trustee & Chairperson until May 2014*

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 a Visiting Senior Research Fellow at the Department of War Studies Humanitarian Futures Programme at Kings College London. An Alumnus of IMD in Lausanne, Switzerland, Dr. Jemilah's contribution to society has been recognized 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 Results 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, national and international level.



## 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).



## 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 dedicate their time and efforts each day to ensure that Fellows and Alumni can create impact. The team ensures that Teach For Malaysia lives up to its core values and is focused on the vision and mission at all times.

## **EXECUTIVE**

The Executive team initiates strategic and visionary discussions to ensure the movement (Staff, Fellow and Alumni) is aligned to the Teach For Malaysia vision and executes steps to support this.

## **TALENT ACQUISITION**

The Talent Acquisition team cultivates, recruits and selects Malaysia's most promising future leaders to join the 2-year Fellowship.

## **PROGRAMME**

The Programme team provides training and support to the Fellows throughout the 2-year Fellowship, making sure that the Fellows are developing as transformational leaders within and beyond the classroom. They also continuously engage our Alumni and provide support to alums so that systemic impact is created even after the Fellowship.



## **PARTNERSHIP DEVELOPMENT**

The Partnership Development team builds and maintains relationships with the Ministry of Education and both the private and public sectors to source for funds and in-kind support for the organisation.

## **COMMUNICATIONS**

The Communications team builds and maintains the branding of the organisation, and increases the public awareness of Teach For Malaysia through media engagements and social media platforms.

## **STRATEGY & OPERATIONS**

The Strategy & Operations team provides support to all other functions in the areas of HR, Finance, IT, Events, and Strategy to enable them to maintain and improve effectiveness and efficiency.



# Progress

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.



1

## **TALENT ACQUISITION**

*(September to July annually)*

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



2

## **PRE-FELLOWSHIP TRAINING**

*(October to December annually)*

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





3

### PLACEMENT

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



4

### 2-YEAR FELLOWSHIP

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



5

### ALUMNI MOVEMENT

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

# 1. Talent Acquisition

Teach For Malaysia attracts Malaysia's promising future 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 across Malaysia for two years, all with the mandate of ensuring their students are put on a different life path.

In assessing applicants for the Fellowship, we look for:

**Commitment** to the mission of ending education inequity in Malaysia.

A track record of **outstanding achievement**.

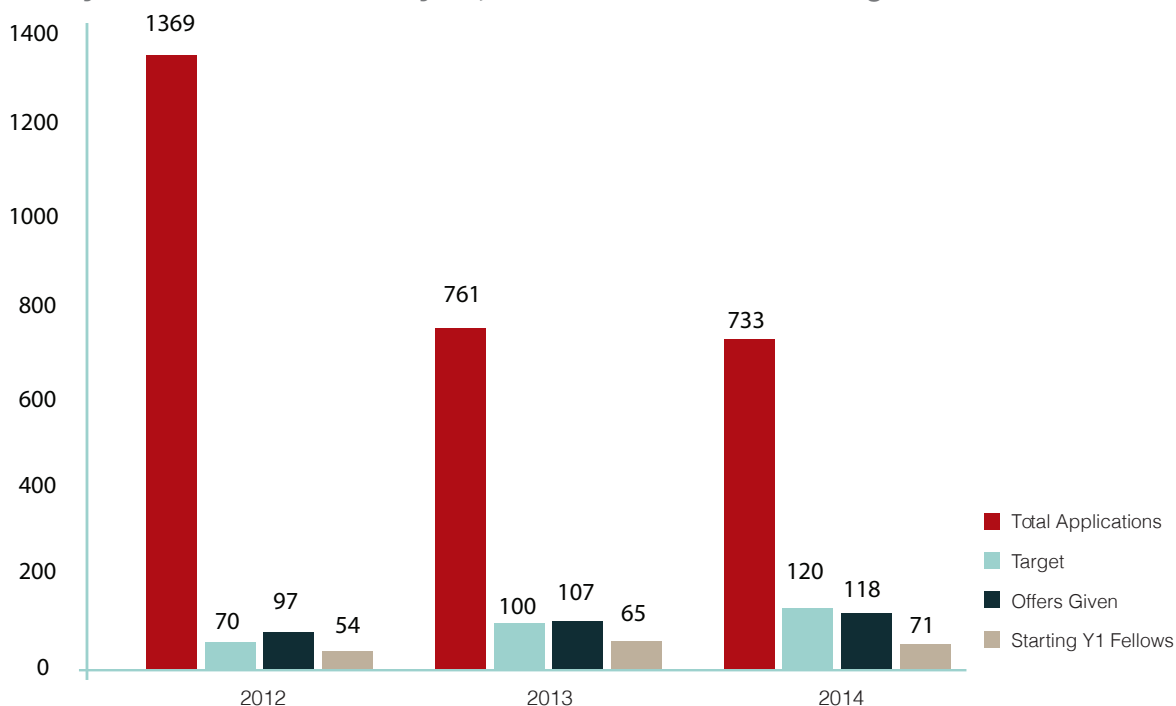
Great **communication skills**, problem-solving skills, critical thinking and creativity.

Strong **organisational and planning** skills.

**Determination**, resilience and love for a challenge.

Appreciation for diversity and respect, **humility and empathy** for others.

In 2014, Teach For Malaysia's Talent Acquisition team received a total of **733** applications for its 2015 cohort. Of these, **118** offers were extended, and on the first day of the 2015 academic year, we had **71** Fellows entering schools.



	2012	2013	2014
Breakdown of <b>young professionals</b> and <b>fresh graduates</b>	76% - Fresh graduates 24% - Young professionals	68% - Fresh graduates 32% - Young professionals	68% - Fresh graduates 32% - Young professionals
Breakdown of <b>local</b> and <b>overseas graduates</b>	39% - Local 61% - Overseas	43% - Local 57% - Overseas	66% - Local 34% - Overseas

*“ Imagine if everyone had a hand at teaching at some point in their lives. It would result in a more refined concept of education, there would be a better collaboration between teachers and parents, students get a more wholesome learning experience and most importantly, students to teacher ratio would decrease, leading to an eradication of education inequality. ”*

Nur Azrina binti Azmi, 2015 Fellow  
BA Of Science in Education & Human Sciences,  
University Of Nebraska-Lincoln

## 2. 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 do we want for the children of Malaysia?



Students who think critically, are independent life long learners, and receive a holistic education.



Students who are globally competitive and an education system that produces individuals that increase the nation's human capital.



Students who have an understanding of their potential to impact and lead the country.



Students who are curious, who have a desire to learn and understand how an education can impact their life trajectory.

Here at Teach For Malaysia, we believe that the transformational impact that we want to see can be achieved by using the **3A's** of the **Transformational Impact Model**.

#### ***AFFECT***

8 key character strengths are promoted in the classroom to develop strong individuals for Malaysia – Optimism, Leadership, Zest, Collaboration, Love of Learning, Social Intelligence, Respect and Humility.

#### ***ACHIEVEMENT***

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

#### ***ACCESS***

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



In order to best prepare Candidates for the rigours of the Fellowship, Pre-Fellowship Training is split into 4 parts:

### 1. School Orientation Programme

This week-long programme requires Candidates to shadow current Fellows as well as interview students, the school principal, and school-based mentors.

During the orientation, Candidates are prompted to discover the challenges of being a first year teacher.

### 2. Akademi

Akademi is a 4-week long residential training. Candidates are equipped with the knowledge, skills and mindsets that 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.

At the same time, it is also a “big picture” overview of the systemic issues facing Malaysia’s education landscape, which they will apply immediately in Kem SKORlah.

### 3. Kem SKORlah

Kem SKORlah is a 3-week teaching practicum which runs during the second half of Akademi 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 Math, and achieved 3 to 6 months of growth in English.<sup>1</sup>

In 2014, after 3 weeks, students achieved:

**10 months** of growth in English Literacy.

**25%** increase in Math scores.

### 4. Regional Orientation

Regional orientation is a week-long orientation experience supporting Fellows in acclimating to the regions they are placed in. This includes familiarising with the local context, finding housing, meeting their Leadership Development Officers and starting on building their regional cohort culture.

<sup>1</sup> Growth is measured based on a set of selected topics and skills suitable for 3 weeks.

# 3. Placement

Upon completion of Pre-Fellowship Training, Fellows are placed in schools across Malaysia based on the criteria below.

This is done in collaboration with the Ministry of Education.

**1. School Rating** based on the public examination results and holistic assessment by the Ministry of Education's Inspectorate of Schools (The School Improvement Programme).

**2, Strong support from school leadership** with a demonstrated interest in investing school and staff in Teach For Malaysia's success.

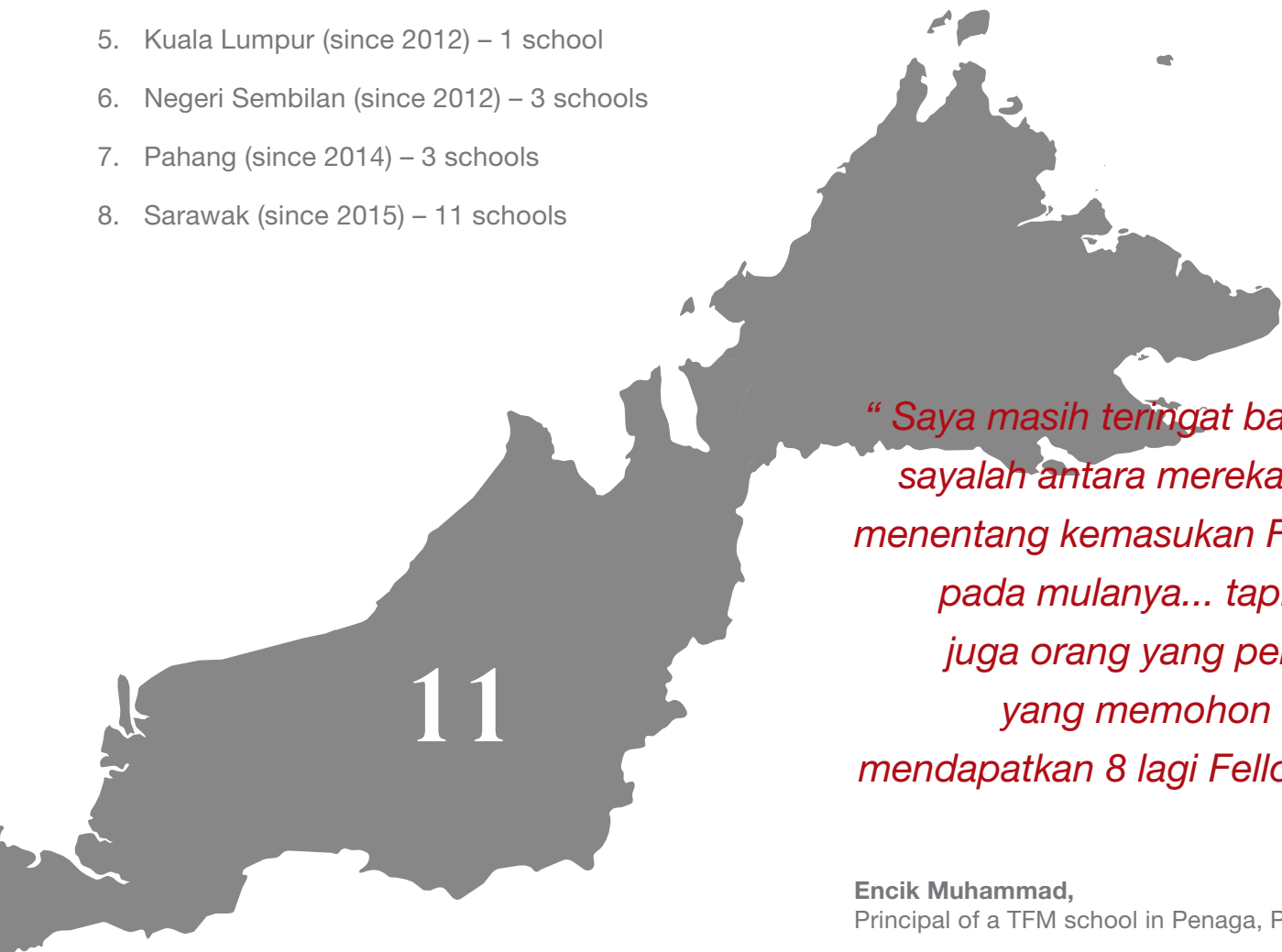
**3. Concentration of fellows** with a minimum of 2 to 3 Fellows per school to ensure strong culture, build a sense of community and facilitate in-service support.



We expanded operations to **11** schools in Sarawak with the 2015 Cohort.

There are currently **135** Fellows and **28** Teaching Alumni spread across 8 states, in a total of **69** schools.

1. Kedah (since 2013) – 9 schools
2. Penang (since 2013) – 17 schools
3. Perak (since 2013) – 12 schools
4. Selangor (since 2012) – 13 schools
5. Kuala Lumpur (since 2012) – 1 school
6. Negeri Sembilan (since 2012) – 3 schools
7. Pahang (since 2014) – 3 schools
8. Sarawak (since 2015) – 11 schools



*“ Saya masih teringat bahawa sayalah antara mereka yang menentang kemasukan Fellow pada mulanya... tapi saya juga orang yang pertama yang memohon untuk mendapatkan 8 lagi Fellows. ”*

**Encik Muhammad,**  
Principal of a TFM school in Penaga, Penang

# 4. 2-Year Fellowship

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

**99% Retention Rate<sup>1</sup>**  
of 2013 and 2014 cohort

**6 – 10 Months of Growth<sup>2</sup>**  
in students in half a year

In 2014, we maintained a retention rate of 99% for the 2013 and 2014 cohort, with only 1 Fellow who decided not to continue. We also moved from articulating impact in terms of average academic mastery (35% in 2013) to tracking years of growth. This measure helped Fellows understand their impact on students better, beyond just mastering exam components.

Throughout the 2-year Fellowship, our Fellows are given continuous support through:

## **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 provides guidance on subject-related queries.

## **An Institut Aminudin 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

## **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 run by Teach For Malaysia to reinforce and build on Akademi 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.

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<sup>1</sup> The retention rate refers to the number of Fellows that are still in the Fellowship at December 2014 as compared to January 2014.

<sup>2</sup> Growth reflected here is averaged out from TFM Literacy measures that focused on English reading and writing, and BM writing.

We received data from 30% of 112 Fellows



*“I did not expect that they would have almost no phonetic knowledge, that they were only forming sounds that seemed accurate enough to them to match the “forms” they see as words.*

*I was almost at my wit’s end - but motivation and drive appeared in the form of Iskandar, Patrick\* and Sean\* who mustered all their courage to ask me for extra English lessons. I roped in another TFM Fellow, a colleague in my school, who was only too happy to help coach them...it was amazing to see those boys learn English with joy.*

*I have learned that there is hope for these children, and hope appeared to me in different forms. They appear in the form of 14-year-old girls who are excited to read kindergarten-level books, because they finally understand what they are reading. They appear in the form of parents who push their children to do better simply because they recognise my dedication. They appear in the form of colleagues patting you on the back for not giving up on the students who had given up on themselves. They appear in the form of a principal who cares, who understands and who supports me unreservedly.”*

**Law Mei Lin,**  
2014 Fellow teaching in Selama, Perak

\* Name has been changed to protect student's identity.

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.

The initiatives tackle varying issues categorized in the range of the 3As (of the Transformational Impact Model) – Achievement, Affect and Access – and are diverse in terms of concept, format and content, as featured below.

#### **SLR+**

*Sekolah Model Khas Redang Panjang, Perak*

SLR+ is an intensive remedial English literacy programme conducted in Sekolah Model Khas Redang Panjang from February until September 2014. The programme name stands for Speaking, Listening, Reading, plus character strengths – the essence of English language learning that we believe our students need most to gain confidence in the language.

**60 students from four classes with low mastery of English<sup>1</sup>** were selected for this pilot project. Students learned to read using phonics, read sight words and simple story books, and speak basic conversational English in an engaging classroom environment.

From not being able to sound simple English words correctly to reading aloud an entire children's story book, some of the students under SLR+ have grown by leaps and bounds. Below are highlighted progress of the programme:

**30%** of students improved in reading aloud high frequency words. This does not include another 25% of students who were already at the highest level of the Dolch List<sup>2</sup> at the beginning of the year.

**48%** of students improved in identification of sounds in spoken words.

**51%** of students ranked Average to Excellent based on the 2014 PT3 rubric for Reading Aloud.

#### **Shine Inc.**

*Sekolah Menengah Kebangsaan Mak Mandin, Pulau Pinang*

Shine Inc. is an entrepreneurship organisation that provides platform for students to hone their talents and develop leadership as well as other interpersonal skills. Its vision is to cultivate motivated leaders among students who will take ownership of their own learning and personal development. In the long run, Shine Inc. hope to change the community's mind-set about the students in SMK Mak Mandin through the events.

Through numerous projects, Shine Inc. has successfully trained a total of **15 students** from Form 2 and Form 5 as leaders to handle the events' logistics, publicity and various administrative work.

---

<sup>1</sup> Low, average and excellent levels of mastery are according to the 2014 PT3 rubric for Reading Aloud.

<sup>2</sup> Dolch List is a list of frequently used English words that contains 220 "service words" that have to be easily recognized in order to achieve reading fluency in the English language.



*“ The concert (Talent Night) really made the teachers and parents see a different side of us. All along they thought of us as weak students because of our results. The concert showed them that we are good at something too. ”*

- A member of Shine Inc.

### **Projek Kenyang**

*Sekolah Menengah Kebangsaan Permatang Rawa, Pulau Pinang*

Kenyang is about improving Malaysian health by changing the way we eat. Malaysia currently ranks last in the health rankings in South East Asia; 1 in 3 Malaysians are obese and 1 in 5 have diabetes.

In 2014, Kenyang raised RM10,000 and carried out 36 Breakfast Club sessions within the school, serving 1,010 free nutritious meals and educating the youths in the process about healthy eating habits. As of April 2015, **1,500** meals have been served in the pilot school. Kenyang aspires to expand to 3 other TFM schools by the end of 2015.

*“ I focus better in Mathematics classes on days when I eat healthy meals with the Breakfast Club. I now know the importance of eating healthily.”*

- A participant of Projek Kenyang.

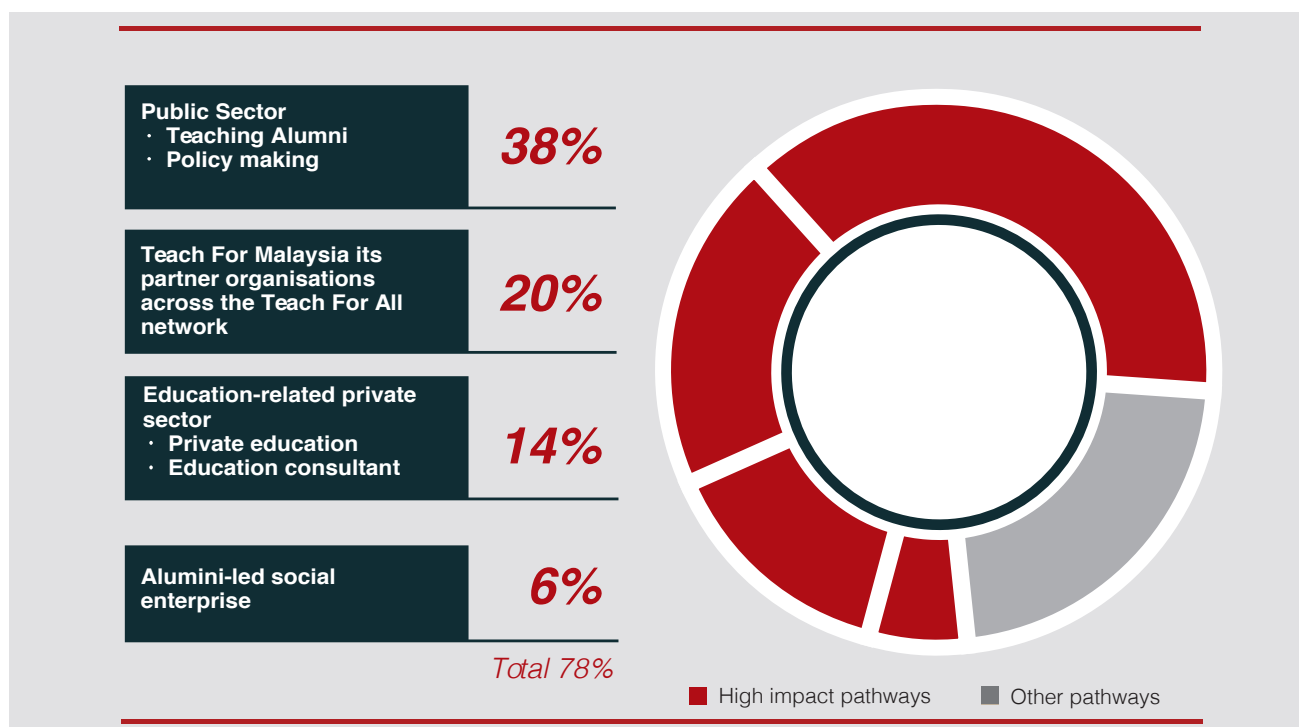


# 5. Alumni Network

Addressing the complex issue of education inequity involves short term and long term involvement from various stakeholders. Therefore, creating a network of Alumni in positions of influence in the public and private sectors is critical to our vision. By the end of 2014, we have an Alumni Network that will consist of the 2012 and 2013 cohorts.

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. The pie chart below shows that 78% of Alumni are in high impact pathways, while 22% are in various other pathways. It also shows the percentages of Alumni within each high impact pathway.

The breakdown of current Alumni in high impact pathways is as follows:



**The Alumni Board** is the backbone of the Teach For Malaysia Alumni Community. The Board is responsible for creating a community of leaders who are actively engaging in Teach For Malaysia's vision for ending educational inequity in Malaysia. It facilitates the creation of the Alumni Community vision to be aligned with the TFM vision of "One Day".

The Board also facilitates interactions between the Community and Teach For Malaysia staff and current Fellows. It represents the interests of the Alumni Community, engages in the Teach For Malaysia strategic vision and holds to the mission of building a movement of leaders across all sectors and industries who actively work to end educational disadvantage.

The Alumni kick-started the initiatives below to maintain the network:

**Anyamantly** is an ongoing monthly newsletter sent to the Alumni Network with updates on organisational matters and stories from current Fellows and Alumni. There are currently 15 newsletters sent out, with 90 Alumni subscribing to this newsletter.

**Alumni Hour** is an initiative to “purposefully facilitate the exchange and sharing of stories, learnings and ideas among the Alumni to foster a collaborative community committed to continuing impact”.

The format for the Alumni Hour in 2014 was an hour, broken into 2 main sections: the “Alumni Spotlight” section (with 3 pre-selected presenters), and the “Open Session” section (where questions and answers would be shared based on the presentations).

**Alumni Retreat** is one of the efforts to foster a united and all-inclusive Alumni community. It serves as an opportunity for Fellows from the previous cohort to informally welcome the current cohort into the Alumni Community. The agenda incorporates the 3Cs from the Alumni Board’s Vision: Collaboration, Community, and Continuing Impact.

For the Alumni Retreat in 2014, there were 45 participants. It ended with an Alumni Conference on Saturday morning to intentionally discuss ways to collaborate to advance more impact for the students.

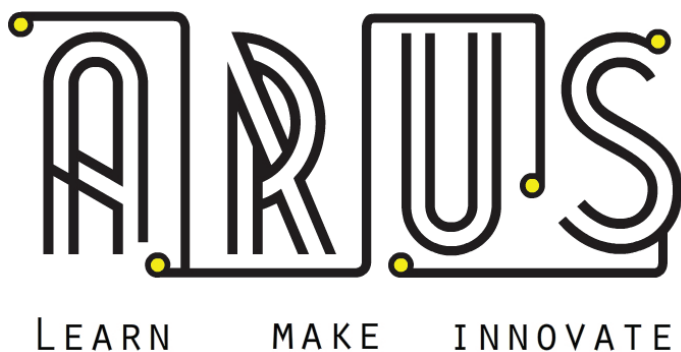
**What are some of the Alumni doing:**



**LIFEschool** is a social enterprise that provides secondary students with life skills to prepare them for the real world, founded by three Alumni from the 2012 cohort. The social enterprise exists to sustain a non-profit weekly enrichment programme, Afterschool, which provides high quality additional lessons to students from low income families in Segambut.

The weekly enrichment programme happened from March to November 2014. There were 24 students who were guided by 8 teachers. In August 2014, LIFEschool held a 3-day workshop in Labuan for 170 Form 5 students from SMK Labuan. The workshop focused on providing life skills to the student participants and was sponsored by Maybank Labuan.

**Projek Arus** is a merger between two initiatives (in 2014) from SMK Taman Sejahtera – Blok A & Project ACE.



Arus will be an education intervention that hopes to motivate students back into being interested in learning through its creative solutions. Embracing the maker education philosophy, Arus puts back relevance into learning through its project-based curriculum that integrates science, technology, engineering, arts and mathematics into everyday lessons.

Arus hopes to develop students who are lifelong independent learners who have the grit, confidence and knowledge to change their life trajectories through education.



# Key Events

**Teach For Malaysia Week (TFM Week) (7 – 11 April 2014)** engages with stakeholders from various industries by inviting them to co-teach classes with Teach for Malaysia Fellows. This year, there were 63 participants teaching with 65 Fellows in 26 schools across 7 states. TFM Week provides an avenue for these leaders to experience first-hand the challenges faced by students and teachers in high need schools in Malaysia. 83% of them expressed their wish for continued involvement with TFM as a result of their teaching experiences in the classroom.



The vision of **connect\_ed (13 June 2014)** is to become a forum that encourages educators from across the country to come together to innovate, collaborate and synergise around the key question: “What will it take for all children in Malaysia to have the opportunity to attain an excellent education?” There were 338 attendees, of which 50% were external guests. 90% reported that they were satisfied with their experience.



**AlumNext (22 November 2014)** is the Alumni Induction Ceremony. Each year, Teach For Malaysia welcomes its new cohort of Alumni with an Induction Ceremony to celebrate their two years in the Fellowship, their impact within the classroom and community and to look ahead to the kind of impact they are able to create as Alumni.



# Our Partners and 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



## SILVER PARTNER



## BRONZE PARTNER



## SUPPORTERS





# Collaboration With 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 (headed by the Deputy Director - General of MoE)**  
Advise and decide on core decisions related to policy and direction of the programme.
- **Implementation Committee (headed by the Deputy Director-General of MoE)**  
Advise and decide on core decisions related to policy and direction of the programme.
- **Teach For Malaysia Taskforce (headed by Institut Aminuddin Baki)**  
Involved in the overall operations and implementation of the programme.

## SYSTEMIC IMPACT

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

- One of our 2012 Alumna, Shahrin Sofian was appointed **Jurulatih Utama for Trends in International Mathematics and Science Study (TIMMS)**
- **State and district level education offices in Kedah (PPD and JPN)** acknowledged Fellows as one of the catalysts to the Waves of English programme - an initiative to improve the quality of English in Kedah schools.
- Under the District Transformation Programme in Kedah, Fellows from various districts in the state worked closely with SISC+ (School Improvement Specialist Coaches) to improve teaching and learning in classrooms. Fellows also participated in the Professional Learning Community initiative and had their lessons filmed to be shared with other educators.
- A group of 2013 and 2014 Fellows in the North conducted a **seminar on best practices in teaching English and innovative classroom management techniques** for over 200 teachers in the Kuala Muda Yan district, Kedah.



*“ When we first received Yi Fen who is a 2013 Cohort of Teach For Malaysia Fellows, I could see the passion and dedication she had. Yi Fen deserves five stars because of all her efforts and commitment that she has invested into the programme. I can see my students gaining a lot from the Fellows, both Yi Fen and Chua.*

*When I walk pass the corridors, I start hearing my students’ making an effort to learn and speak English despite not having exposure to English. The other teachers are indirectly influenced by the enthusiastic spirit that the Teach For Malaysia Fellows exude. We hope that we will be able to receive more Fellows from Teach For Malaysia. ”*

**- Pn. Rashidah**  
Principal of a school in Kerian, Perak

# Our Network Partners

## Teach For All

Teach For Malaysia is proud to be one of the partners for 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 network consists of 36 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.



*“ The year 2014 was in many ways a landmark year for our partnership, with extensive participation from Teach For Malaysia in Teach For All events throughout the year, including over 20 fellows, alumni, and staff attending network events around the world. At the same time, Teach For Malaysia contributed significantly to the network, hosting global events and visitors from other partner organisations, participating in global network leadership forums, and collaborating on global classroom video projects that hundreds of teachers, alumni and staff are now learning from around the world.*

*In June 2014, several dozen partner CEOs and staff from around the world came to Kuala Lumpur to learn from Teach For Malaysia’s work with schools and with the Malaysian Ministry of Education, gaining perspective and knowledge that our global network will continue to benefit from for years to come. At the same time, the team and community benefitted significantly from the insights that global participants provided during the event.*

*It has been a joy to work with the Teach For Malaysia team and community and observe the strength and impact of our partnership over the years. I am excited to see our impact as we continue to expand together in the years ahead. ”*

**EDNA NOVAK**

Senior Director of Partner Engagement, East Asia and the Pacific, Teach For All

# Collaboration With Partners & Supporters

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

## Employment Engagement

- Attendance by various corporations and organizations at the career fair during Teach For Malaysia's annual conference, connect\_ed, including **Shell, Astro, Celcom, Accenture, PwC, LeapEd, YES, PADU, Bank Negara, Dignity for Children** and **WWF**.
- Invitations for selected Fellows to attend first round of interviews by corporations and organizations who received compilations of Fellows' resumes.
- Bond replacement for scholars in order for them to gain valuable leadership and life experience.

## Training and Ongoing Support

- Sponsored Lego Robotics training by **Penang Science Cluster** for teachers from two Teach For Malaysia schools in Penang.
- Help for Fellows to define and plan 2nd year initiatives by **Tandemic**.
- Interactive training workshops run by the **Boston Consulting Group** for Fellows to enhance communication skills, on structuring and articulating impact in the classroom and community.
- Logistical support by **DHL** in the form of free delivery for Fellows placed in Sarawak.
- Training sessions on emotional intelligence for the Leadership Development Officers conducted by **LeapEd**.
- Incorporated an Organizational Improvement framework and career development path for staff across the Teach For Malaysia organization created by **Accenture**.

## In-kind Support *(services for the organization through various means)*

- Free spaces for Fellow's leadership workshops, provided by **Uplands International Schools (Penang), Regent International Schools (Kedah)** and **Accenture**.

## Student Support

- Participation in Teach For Malaysia Week 2014 by executives of **Khazanah Nasional Berhad** and **YTL**.
- Classroom makeover for SMK Puchong by **Datin Kathleen of YTL**, who taught in one of the classes during Teach For Malaysia Week 2014.
- Reservations of 10 full scholarships for students from Teach For Malaysia schools by the **University Tunku Abdul Rahman**.
- Free tickets for Teach For Malaysia schools students to selected shows during the 2014 **Georgetown Festival**.
- Opportunities to attend student leadership camps by **Accenture** and **RHB** that aim at equipping students with leadership skills to help drive change within their community.



# Our Aspirations for 2015

To achieve our vision of One Day, Teach For Malaysia aims to scale up our programme so that we can reach more students, inspire more communities, and accelerate the impact we have on education in our country.

For 2015, we are working to increase our effectiveness by improving on our student impact measures so that we can holistically capture how their learning progresses.

At the same time, Teach For Malaysia will make every effort to continuously engage our public and private stakeholders to pave the way for our Alumni to forge their careers in high impact pathways that will set them up to create systemic change.

## Here are the key highlights of our goals for 2015:

- 95% retention rate of Fellows in the programme.
- 120 Fellows recruited for the 2016 cohort.
- 70% of Alumni in high impact pathways with 30-40% in Ministry of Education teaching pathway.
- Deepening our existing presence in the 8 states and 3 regions by placing 2016 Fellows in at least 20% of the present schools and schools we have placed Fellows before
- Student Goals<sup>1</sup>
- Achievement: Students achieve 0-0.5 relative grades<sup>2</sup> higher than comparison classes.
- Extra-Curricular: Students are involved in competitions<sup>3</sup> at the district (38%), state (25%), and national (18%) level.
- Student Feedback: 63% of students strongly agree that Fellows make students enjoy learning, think critically, share ideas freely, understand how to improve, feel respected, and behave as expected.
- Fellow Involvement: Fellows are involved in Ministry of Education activities at the district (59%), state (11%), and national (8%) level<sup>4</sup>.
- Schools Valuing TFM: 85%-95% of principals state that they value the work that Fellows do in school.

<sup>1</sup> These categories are used for the first time in 2015 after aligning desired and valid measures between the organisation and our many stakeholders. The goals reflected are averaged out between expectations from Year 1 Fellows and Year 2 Fellows.

<sup>2</sup> Relative grade of 1.0 means one letter grade according to the PT3 and SPM grading system.

<sup>3</sup> Includes winning prizes at different levels or simply participating in competitions.

<sup>4</sup> Refers to percentage of Fellows

# TRUSTEES' REPORT

## Statement by Trustees and Audited Financial Statements

31 December 2014

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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 2014.

**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 deficit for the year	<u>(20,035)</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:

Tunku Ali Redhaudin Ibni Tuanku Muhriz  
 Shahnaz Al-Sadat Binti Abdul Mohsein  
 Dato' Noor Rezan binti Bapoo Hashim  
 Chen Li-Kai

Datuk Yau Ah Lan @ Fara Yvonne  
 Tan Sri Dr Jemilah Binti Mahmood

(appointed on 14 May 2015)  
 (resigned on 7 May 2014)

**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.



**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 period 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 17 June 2015.



Tunku Ali Redhaudhin Ibni Tuanku Muhriz



Shahnaz Al-Sadat Bt Abdul Mohsein

Kuala Lumpur, Malaysia

**TFM Foundation**  
**(Incorporated in Malaysia)**

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

We, Tunku Ali Redhaudhin 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 2014 and of its 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 17 June 2015.



Tunku Ali Redhaudhin Ibni Tuanku Muhriz



Shahnaz Al-Sadat Bt Abdul Mohsein

Kuala Lumpur, Malaysia

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

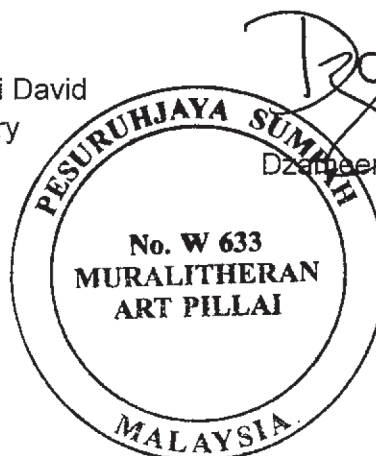
I, Dzameer Bin Dzulkifli David, being the officer primarily responsible for the financial management of TFM Foundation, do solemnly and sincerely declare that the accompanying financial statements set out on pages 7 to 22 are in my opinion correct, and I make this solemn declaration conscientiously believing 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 David  
at Kuala Lumpur in the Federal Territory  
on 17 June 2015.



Dzameer Bin Dzulkifli David

Before me,



Tkt. 204 AmBank Group Building  
No. 55, Jalan Raja Chulan  
50200 Kuala Lumpur

919785-P

**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 Foundation, which comprise the statement of financial position of the Foundation as at 31 December 2014, and the statement of comprehensive income, statement of changes in equity and statement of cash flows 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 so as to give a true and fair view in accordance with 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.

919785-P

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 2014 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  
17 June 2015

*Wan Daneena Liza Bt Wan Abdul Rahman*

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



**TFM Foundation**  
**(Incorporated in Malaysia)**

**Statement of comprehensive income**  
**For the financial year ended 31 December 2014**

	Note	2014 RM	2013 RM
<b>INCOME</b>			
Donations	3	3,496,476	2,787,467
Government grant	12	3,077,285	2,448,941
Hibah income	4	13,272	9,921
Interest income	5	10,422	40,744
		<u>6,597,456</u>	<u>5,287,073</u>
<b>EXPENDITURE</b>			
Staff costs	6	3,764,126	2,549,819
Marketing expenses and event costs		611,633	418,767
Teach For All Grant	18	314,899	-
Fellows' training and development		538,556	526,509
Administration expenses		390,378	308,264
Fellows' allowance		159,272	280,000
Travelling expenses		514,252	480,056
Rental expenses		230,648	232,568
Depreciation	8	82,727	45,756
Equipment written off	8	-	4,285
Auditors' remuneration			
- current year		11,000	10,000
- underprovision in prior year		-	4,000
- others		-	5,500
		<u>6,617,491</u>	<u>4,865,525</u>
(Deficit)/surplus before taxation		(20,035)	421,548
Taxation	7	-	-
(Deficit)/surplus for the year, representing total comprehensive (loss)/income for the year		<u>(20,035)</u>	<u>421,548</u>

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

**TFM Foundation**  
**(Incorporated in Malaysia)**

**Statement of financial position**  
**As at 31 December 2014**

	<b>Note</b>	<b>2014 RM</b>	<b>2013 RM</b>
<b>Non-current asset</b>			
Property and equipment	8	<u>139,680</u>	<u>134,462</u>
<b>Current assets</b>			
Other receivables	9	1,345,329	656,745
Cash and bank balances	10	<u>2,974,209</u>	<u>2,674,475</u>
		<u>4,319,538</u>	<u>3,331,220</u>
<b>Current liabilities</b>			
Other payables	11	349,727	82,710
Government grant	12	360,000	360,000
Donation-in-advance	13	<u>746,554</u>	<u>-</u>
		<u>1,456,281</u>	<u>442,710</u>
<b>Net current assets</b>		<u>2,863,257</u>	<u>2,888,510</u>
		<u>3,002,937</u>	<u>3,022,972</u>
<b>Represented by:</b>			
Contribution from members	14	-	-
Retained surplus		<u>3,002,937</u>	<u>3,022,972</u>
		<u>3,002,937</u>	<u>3,022,972</u>

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

**TFM Foundation**  
**(Incorporated in Malaysia)**

**Statement of financial position**  
**As at 31 December 2014**

	Note	2014 RM	2013 RM
<b>Non-current asset</b>			
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		<u>3,002,937</u>	<u>3,022,972</u>
<b>Represented by:</b>			
Contribution from members	14	-	-
Retained surplus		<u>3,002,937</u>	<u>3,022,972</u>
		<u>3,002,937</u>	<u>3,022,972</u>

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

**TFM Foundation**  
**(Incorporated in Malaysia)**

**Statement of cash flows**  
**For the financial year ended 31 December 2014**

	2014 RM	2013 RM
<b>Cash flows from operating activities</b>		
(Deficit)/surplus before taxation	(20,035)	421,548
Adjustments for:		
Depreciation	82,727	45,756
Donation recognised in profit or loss	(3,512,734)	(2,787,467)
Equipment written off	-	4,285
Amortisation of government grant	(3,077,285)	(2,448,941)
Hibah income	(13,272)	(9,921)
Interest income	(10,422)	(40,744)
Operating loss before working capital changes	(6,551,022)	(4,815,484)
Working capital changes:		
(Increase)/decrease in other receivables	(69,111)	802,340
Increase/(decrease) in other payables	267,017	(1,003,042)
Net cash used in from operating activities	<u>(6,353,116)</u>	<u>(5,016,186)</u>
<b>Cash flows from financing activities</b>		
Donation received	4,121,658	2,727,807
Government grant received	2,594,285	1,605,200
Net cash generated from financing activities	<u>6,715,943</u>	<u>4,333,007</u>
<b>Cash flows from investing activities</b>		
Interest received	24,852	51,824
Purchase of equipment	(87,945)	(112,084)
Net cash used in investing activities	<u>(63,093)</u>	<u>(60,260)</u>
<b>Net changes in cash and cash equivalents</b>	299,734	(683,779)
<b>Cash and cash equivalents at beginning of year</b>	2,674,475	3,358,254
<b>Cash and cash equivalents at end of year</b>	<u>2,974,209</u>	<u>2,674,475</u>

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



**TFM Foundation**  
**(Incorporated in Malaysia)**

**Notes to the financial statements**  
**For the financial year ended 31 December 2014**

**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 17 June 2015.

**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 2014 did not give rise to any significant effects on the financial statements of the Foundation.

**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 2014 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 statements 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) Property and equipment and depreciation**

All items of property and 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, property and equipment are stated at cost less accumulated depreciation and any accumulated impairment losses.

Depreciation of the property and 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%
Office renovation	33%

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 property and equipment.

## **2. Significant accounting policies (cont'd.)**

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

#### **(a) Property and equipment and depreciation (cont'd.)**

An item of property and 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.

#### **(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.

##### **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 assesses at each reporting date whether there is any objective evidence that a financial asset is impaired.

##### **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.

## 2. Significant accounting policies (cont'd.)

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

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

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

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.

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.



## 2. Significant accounting policies (cont'd.)

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

#### (d) Impairment of non-financial assets (cont'd.)

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.

#### (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 flows, cash and cash equivalents include cash at bank and short term deposits which have an insignificant risk of changes in value.

**TFM Foundation**  
**(Incorporated in Malaysia)**

**2. Significant accounting policies (cont'd.)**

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

**(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.

**(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 makes 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.

**TFM Foundation**  
**(Incorporated in Malaysia)**

**2. Significant accounting policies (cont'd.)**

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

**(j) Government grant**

Government grant is recognised initially at their fair value in the statement of financial position 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.

**(k) Donation-in-advance**

Restricted donation is recognised initially at its fair value in the statement of financial position as donation-in-advance when the donation is received, or where there is reasonable assurance that such donation will be received. Donation is recognised as income over the periods to match the grant on a systematic basis to the costs that it is intended to compensate.

**(l) Key management personnel**

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

**3. Donations**

Relate 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.

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**6. Staff costs**

	2014 RM	2013 RM
Wages and salaries	3,138,964	2,229,733
Statutory Contribution to Employees Provident Fund and social security	326,710	170,351
Others	298,452	149,735
	<u>3,764,126</u>	<u>2,549,819</u>

Included in staff costs is remuneration for Chief Executive Officer amounting to RM176,436 (2013: RM130,836).

**7. Taxation**

There is no tax charge for the current and prior financial years as the Ministry Of Finance ("MOF") granted the 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 MOF's jurisdiction by virtue of subsection 127(3A) of Income Tax Act 1967.

**8. Property and equipment**

	Computer equipment RM	Office equipment RM	Furniture and fittings RM	Office renovation RM	Total RM
<b>2014</b>					
<b>Cost</b>					
At 1 January 2014	149,395	26,730	31,354	-	207,479
Additions	12,440	2,910	610	71,985	87,945
At 31 December 2014	<u>161,835</u>	<u>29,640</u>	<u>31,964</u>	<u>71,985</u>	<u>295,424</u>
<b>Accumulated depreciation</b>					
At 1 January 2014	58,931	11,473	2,613	-	73,017
Charge for the year	45,405	9,245	6,301	21,775	82,727
At 31 December 2014	<u>104,337</u>	<u>20,718</u>	<u>8,914</u>	<u>21,775</u>	<u>155,744</u>
<b>Net carrying amount</b>					
At 31 December 2014	<u>57,498</u>	<u>8,922</u>	<u>23,050</u>	<u>50,210</u>	<u>139,680</u>



**TFM Foundation**  
**(Incorporated in Malaysia)**

**8. Property and equipment (cont'd.)**

	Computer equipment RM	Office equipment RM	Furniture and fittings RM	Office renovation RM	Total RM
<b>2013</b>					
<b>Cost</b>					
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
<b>Accumulated depreciation</b>					
At 1 January 2013	24,021	4,553	-	-	28,574
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
<b>Net carrying amount</b>					
At 31 December 2013	90,464	15,257	28,741	-	134,462

**9. Other receivables**

	Note	2014 RM	2013 RM
Deposit		226,212	165,560
Prepayments		20,544	18,121
Interest receivable		-	4,509
Donations receivable	13	121,372	59,660
Government:			
- Grant receivable	12	483,000	-
- Retention fee receivable (i)	12	360,000	360,000
		843,000	360,000
Others		134,201	48,895
		<u>1,345,329</u>	<u>656,745</u>

- (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.

**TFM Foundation**  
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**10. Cash and bank balances**

	<b>2014</b> <b>RM</b>	<b>2013</b> <b>RM</b>
Cash in hand and at banks	2,974,209	1,072,873
Deposits with licensed banks	-	1,601,602
	<u>2,974,209</u>	<u>2,674,475</u>

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

	<b>WAEIR per annum</b>		<b>Average maturity</b>	
	<b>2014</b> <b>%</b>	<b>2013</b> <b>%</b>	<b>2014</b> <b>Days</b>	<b>2013</b> <b>Days</b>
Fixed rate deposits	-	3.06	-	47

**11. Other payables**

	<b>Note</b>	<b>2014</b> <b>RM</b>	<b>2013</b> <b>RM</b>
Sundry payables		12,328	67,210
Accruals		22,500	15,500
Teach For All Grant payable	18	314,899	-
		<u>349,727</u>	<u>82,710</u>

Sundry payables are interest free and are normally settled on an average term of 30 days (2013: average term of 30 days).

**12. Government grant**

	<b>Note</b>	<b>2014</b> <b>RM</b>	<b>2013</b> <b>RM</b>
At 1 January		360,000	1,203,741
Received during the year		2,594,285	1,605,200
Receivable during the year	9	483,000	-
		<u>3,437,285</u>	<u>2,808,941</u>
Recognised in profit or loss		(3,077,285)	(2,448,941)
At 31 December	9	<u>360,000</u>	<u>360,000</u>

**TFM Foundation**  
**(Incorporated in Malaysia)**

**12. Government grant (cont'd.)**

Government grant is grant received from the Government of Malaysia through the Ministry of Education ("MOE") based on milestones achieved as stipulated in the grant agreements signed between the Foundation and MOE.

**13. Donation-in-advance**

	<b>Note</b>	<b>2014 RM</b>	<b>2013 RM</b>
At 1 January		-	-
Received during the year		4,121,658	2,727,807
Receivable during the year	9	121,372	59,660
		<u>4,243,030</u>	<u>2,787,467</u>
Recognised in profit or loss		(3,496,476)	(2,787,467)
At 31 December		<u>746,554</u>	<u>-</u>

Donation will be recognised in profit or loss as and when expenses are incurred or refunded to contributor should it remain unutilised.

**14. Contribution from members**

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

**15. 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 donations received and government grant, and operates within clearly defined guidelines that are approved by the Trustees.

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**15. Financial risk management objectives and policies (cont'd.)**

**(a) Liquidity risk (cont'd.)**

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	
	2014 RM	2013 RM
Other payables	<u>349,727</u>	<u>82,710</u>

**(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.

**16. Fair values**

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

**17. 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 donations.

**18. 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 support and consultancy services to the Foundation to aid successful execution of Teach For Malaysia programme. This grant is paid by the Government of Malaysia to Teach For All via the Foundation as part of the Government Grant.

## HELP US IMPACT MORE LIVES

### PARTNER WITH US

Nominate your company to be our partner and invest in the future of Malaysia.

### SIGN UP AS A DONOR

Every cent donated helps us grow our movement and increase our impact across Malaysia.

Payment can be made via:

### SECURE ONLINE PAYMENT

PAYPAL / IPAY88 / CREDIT CARD via [teachformalaysia.org](http://teachformalaysia.org) or [redcampaign.my](http://redcampaign.my)

### BANK TRANSFER or CHEQUE

Payee: TFM Foundation

Bank: CIMB BANK BERHAD

Branch: KLCC Branch

Account: 86-0015211-3

Swift Code: CIBBMYKL



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







**[WWW.TEACHFORMALAYSIA.ORG](http://WWW.TEACHFORMALAYSIA.ORG)**

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