

IMPACT

ANNUAL REPORT 2015



IN PARTNERSHIP WITH



A photograph of a woman with dark hair and glasses, wearing a patterned hijab, and a young girl in a white hijab. They are both looking at a tablet held by the woman. The image has a reddish-pink tint. The text is overlaid in white, bold, uppercase letters.

— **ONE DAY, ALL CHILDREN
IN MALAYSIA WILL HAVE
THE OPPORTUNITY TO
ATTAIN AN EXCELLENT
EDUCATION.**

WHAT WE WANT FOR THE STUDENTS OF MALAYSIA

Take pride in
whatever u do.
But remember
to stay humble
and be
grateful!
😊

To know
that They
matter

“I want all students to explore who they are and discover what they’re capable of.”

- Amelina, 18, participant at our Future Impact Day student workshop in September 2015. She has big hopes and dreams for herself and the students of Malaysia.

“Teach For Malaysia is serving a need in Malaysia – providing hope for those who do not dare to hope.”

- Johan Khoo, Managing Director of Accenture Strategy Malaysia

Try
something
new

ingin menjadi
sesuatu
yang mustahil
menjadi tidak
mustahil

N.M

—D

“The thing I like about Teach For Malaysia is that the students in underserved parts of Malaysia are exposed to graduates from some of the leading universities in the world, and are exposed to the greater value and potential of what education and learning can mean to them. That TFM Fellows give two years out of their careers to do this work is to be lauded.”

– Puan Faridah Stephens, Trustee of Yayasan DayaDiri

“As the programme matures and enters its fifth year, we are seeing the tangible benefits that the Fellows and Alumni are bringing into schools. Some Alumni have stayed on as amazing teachers while others have started projects and social enterprises to support schools. We are excited to be supporting Maker21’s Chumbaka programme that promotes STEM education in schools and 100 % Project, the crowdfunding platform for educators.”

– Datin Kathleen Chew Wai Lin, Group Legal Advisor of YTL Corporation Berhad





Messages

1



About Us

5



**Student Vision
Roundtable**

15



Impact Report

19



Our Numbers

26



Our Aspirations

30



Our Partners

32



Join the Movement

35



MESSAGES



"We hope to continue empowering Malaysia's students so they can one day lead changes in their own communities and then our nation."

- YAM Tunku Ali Redhaudin Ibni Tuanku Muhriz, *Founding Trustee & Chairman*



"Measuring student impact in a rigorous and fair manner is a highly debated topic in the education sphere, and we hope to make year-on-year progress and continue to explore how we can push innovation in education and build an ecosystem of solutions."

- Dzameer Dzulkifli, *Co-Founder & Managing Director*



CHAIRMAN'S MESSAGE

Dear Colleagues, Fellows, Partners, Supporters and Friends,

I'd like to share my heartfelt gratitude and thank all of you for supporting Teach For Malaysia over the past 5 years. I am inspired by how much the movement has grown since delivering my speech at Teach For Malaysia's launch in December 2010. Five years on, the movement now consists of 49 executives, 98 Fellows and 154 Alumni who have collectively impacted more than 37,000 students across Malaysia.

I am humbled by how much our students achieve when they are empowered to believe in their full potential. One key example is a group of three female students from a high-need school in Penang, who broke both socio-economic and gender stereotypes, by becoming national champions in a Science, Technology, Engineering and Mathematics (STEM) Innovation Competition. They will be representing Malaysia in the global competition in Taiwan in 2016. Another success story involves an "underdog" school in Perak which became the State's champion in a History and Culture competition in 2014. Whilst the first victory was an outstanding achievement, the school, managed to show consistency when it won once again in 2015.

I participated in Teach For Malaysia's Student Roundtable Discussion last year, where executives, Fellows, Alumni and various other stakeholders converged to listen to the aspirations and dreams of our students. Many of the student panelists emphasised a desire to lead their own learning. The participants and I walked away from the discussion with a strong sense of excitement in the movement's effort to involve students' voices in all levels of our work. The 2015 economic slowdown impacted Teach For Malaysia's funding from both the public and private sectors. This resulted in Teach For Malaysia's first decline in recruitment with only 31 new Fellows in our 2016 cohort. The team responded to this challenging situation by exploring innovative ways of engaging individuals directly to support Teach For Malaysia. For example, the social media-driven 'Red Campaign' managed to cultivate over 600 champions and supporters for TFM's cause. Such support and engagement sustains the management team and Board of Trustees' energy and drive towards realising our shared vision and dream. 2015 was also a year of various awards for Teach For Malaysia.

Two of the most meaningful awards included coming out as one of the Top 3 finalists in the highly selective Prime Minister's Innovation Award, and being awarded top place for GradMalaysia and Talent Corp's Best Graduate Award. The GradMalaysia award is made even more meaningful as this is the first time an NGO and public service career path was recognised in a field typically dominated by large private sector organisations. We hope this recognition leads towards a larger cultural shift, in which young Malaysians aspire to teach in underprivileged communities to inspire and empower the next generation. In 2016, Teach For Malaysia will be dedicating a lot more of our energy towards raising students' abilities to lead their own learning and lives. We hope to continue empowering Malaysia's students so they can one day lead changes in their own communities and then our nation. Thank you for supporting us and being part of our movement.

YAM Tunku Ali Redhauddin Ibni Tuanku Muhriz
Founding Trustee & Chairman



DIRECTOR'S MESSAGE

Looking back at 2015, I don't know how we got through it. Many articles on start-ups and entrepreneurship would call out the third year as the most defining year of an organisation. I wish there were more articles written about the fifth year of an organisation's life cycle and how to overcome that milestone.

I would like to thank the whole spectrum of the Teach For Malaysia movement; from all the donors who believed in us enough to support us, to the Ministry of Education champions who helped us navigate the bureaucracy, the team members who put in so much heart and legwork to pull off all our activities, as well as the Fellows and Alumni inside and outside the classrooms who drive our mission. In particular I want to call out our 2016 Fellows and candidates for their resilience and understanding. We had almost 85 Fellows signed up for our 2016 cohort but due to financial constraints as well as an oversupply of teachers nationally, only 31 were placed in schools. It was not an easy journey at all for everyone involved.

A constant theme throughout the year was the increased emphasis on student impact and leadership. I'm happy to say that we have our first internal report of student impact that we will continue to test and refine before sharing it more broadly with our stakeholders. Measuring student impact in a rigorous and fair manner is a highly debated topic in the education sphere, and we hope to make year-on-year progress and continue to explore how we can push innovation in education and build an ecosystem of solutions.

I'm happy to share that in 2016 we are engaging a student leader as mentioned in last year's annual report, in an exploratory project to empower students to share their challenges, opinions and ideas, as well as contribute solutions for their communities and our nation. We also hope to diversify our funding to have a balance of public, private and individual partners and supporters to invest in our collective future and mobilise our country's rising generation of leaders.

I trust that with the support of the movement I will be able to report back in 2017 with good news that Teach For Malaysia was able to continue our work to reach and impact as many students as possible.

Dzameer Dzulkifli
Co-Founder & Managing Director



ABOUT US

VISION & CORE VALUES

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 inequity.



“ONE DAY, ALL CHILDREN IN MALAYSIA WILL HAVE THE OPPORTUNITY TO ATTAIN AN EXCELLENT EDUCATION.”

As a movement, we seek to change the life path of students while holding true to these 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.

BOARD OF TRUSTEES

Teach For Malaysia is governed by a Board of Trustees, which is in charge of determining the vision of the Teach For Malaysia Programme, driving its execution and sourcing sponsorship from the private and public sector.

**TUNKU ALI REDHAUDDIN
IBNI TUANKU MUHRIZ**



Tunku Ali Redhauddin is one of our founding Trustees and Chairman. He began his career as a management consultant at McKinsey & Company and joined Khazanah Nasional Berhad in 2004. Tunku Ali has experience in organisational and corporate governance, and is also involved in various transformation and strategic investment projects at home and abroad.

DATUK YVONNE CHIA



Datuk Yvonne joined the Board in year 2015. She is the former Chief Executive Officer of Hong Leong Bank. In 2013, she was credited as one of the Top 50 Businesswoman in the Mix by Forbes Asia. Datuk Yvonne is currently an Independent Non-Executive Director of Astro Malaysia Holdings Berhad and Shell Refining Company Berhad. Datuk Yvonne is also on the Board of Trustees of the Performance Management and Delivery Unity (PEMANDU).

**DATO' NOOR REZAN
BAPOO HASHIM**



**SHAHNAZ AL-SADAT
ABDUL MOHSEIN**



CHEN LI-KAI



Dato' Noor Rezan is the former Deputy Director-General of the Ministry of Education. She was also an English teacher for over 20 years and Principal of SMK Seri Bintang Utara, one of the most prestigious Smart Schools in Malaysia. Dato' Noor Rezan is currently the Education Advisor to Khazanah Nasional Berhad, consulting on various education initiatives including PINTAR Foundation and Trust Schools.

Shahnaz Al-Sadat is one of our founding Trustees and an independent promoter of education, talent development, and social enterprise reforms for Malaysia. Formerly Executive Director of Strategic Human Capital Management at Khazanah Nasional Berhad, she is currently the Chief Executive Officer of arise Asia, a body that supports social enterprises. She has also served on the Board of Yayasan AMIR. Shahnaz is a Certified Public Accountant (CPA) and a Certified Internal Auditor (CIA).

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, which conducts research on school systems worldwide.



OUR TEAM

Teach For Malaysia is grateful that its mission is supported by the following teams of diverse and passionate individuals who work hard to ensure that students' lives can be changed through the works of our Fellows and Alumni and that the organisation lives up to its core values at all times.

TALENT ACQUISITION

Recruits and selects Fellows for the 2-year Fellowship

PROGRAMME

Trains and supports Fellows and Alumni in their leadership journey to create student and systemic impact

PARTNERSHIP DEVELOPMENT

Cultivates and sustains collaborations with the public and private sectors

BRAND & COMMUNICATIONS

Creates awareness about the importance of the work we do

STRATEGY & OPERATIONS

Supports the organisation in day-to-day work and ensures that we are moving in the most effective and efficient direction towards our goals



YEAR 2 FELLOWS (2014)



OUR FELLOWS

Fellows develop a deep understanding of the many barriers to achievement and the complex problems associated with achieving equity in education. This experience shapes and guides the methods through which Fellows tackle education inequity in the country, both in the short term and long term.

None of our work will be possible without the Fellows who chose to invest their passion and energy in some 19,800 students in 2015, guiding them to be the best version of themselves.

Terima kasih, cikgu-cikgu!

COLLABORATION

WITH THE MINISTRY OF EDUCATION

Teach For Malaysia works together with the support of multiple government agencies but most closely so with the Ministry of Education. At the decision making and strategising level, we are grateful for the counsel of the Secretary General, YBhg. Tan Sri Dr. Madinah binti Mohamad, along with the leadership of YBhg. Datuk Dr. Khair bin Mohamad Yusof, Director-General and Chair of the Advisory Committee, and YBhg. Datuk Dr. Amin bin Senin, Deputy Director-General and Chair of the Implementation Committee.

We are also indebted to Dato' Sulaiman Wak, Rektor of Institut Pendidikan Guru Malaysia, for his guidance as Head of the TFM Taskforce. The organisation and our Fellows have had the honour to also work alongside many dedicated teachers, principals, and education officers at the district and state levels where we continue the dialogue about the best learning experiences for our students and work towards excellent education.



The Deputy Director-General, YBhg. Datuk Dr. Amin bin Senin visiting a school in Kamunting, Perak



Mereka merupakan aset sekolah yang sangat dihargai. Bersikap positif, proaktif, dan bertindak pantas menyiapkan semua tugas di dalam dan di luar sekolah. Boleh memimpin pelajar dan ada idea-idea baru untuk meningkatkan prestasi dan kokurikulum.

- A principal of a school in Selangor, on TFM Fellows

NETWORK PARTNERS

TEACH FOR ALL

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

In 2015 alone, Teach For All welcomed 6 new partners, making a total of 39 independent not-for-profit organisations. Together, we work to promote global collaboration where we continuously learn and share best practices with each other to accelerate the impact on education systems in our respective countries. Some highlights of achievements from our network:



Ofsted, England's official body for inspecting schools and training providers, announced its latest ratings of Teach First (UK), giving the program outstanding scores across England in 41 out of 48 categories. These results are a huge affirmation of the impact Teach First is having on the lives of students across the UK. Ofsted also praised the participants' positive impact on their students' school experience, noting that "they show the grit and determination needed to do a good job in schools facing the challenging circumstances" and quickly "immerse themselves into the life of the school, seizing every opportunity to hone their skills and make a real difference to the pupils in their care."



Teach For Bulgaria teacher, Ivan Petrov, endeavoured to make his Economics classes more relevant for his 12th grade students and to help with their Vocational State Exam. They were coached to develop an Economics conference for 80 students around the region from 28 different schools, a first of its kind. Besides gaining leadership experience, 11 of the 15 students took the Vocational State Exam and passed; all 15 told Ivan they were not considering sitting for the exam to begin with. 2 went to universities abroad, 5 to the top five local universities, and 2 went to university although they did not initially intend to go on to tertiary education.



Farah Mhana, who was recruited by Teach For Lebanon, teaches 12 to 15-year-old orphans in a war zone. Her students are immersed in violence and weapons daily, cultivating aggressive and crude behaviours along with high levels of delinquency. Farah wanted to let her children be children. She assigned her class responsibility of making 60 balloon stress balls for other orphans to play with.

This simple act of empowerment changed some students' behaviour in the short span of the project, where the children started showing more care for younger children and placing their needs before their own. Her students began their journey of leadership and self-discovery.



STUDENT VISION ROUNDTABLE

Empowering the voices of our students was something Teach For Malaysia began exploring in earnest in 2015. On 21st November 2015, we hosted a discussion roundtable that would bring the community on this journey with us.



Clockwise from top left: Student panel shares their day-to-day experiences and challenges in schools, their ambitions, and their advice on how to reach out to students; participants broke into classroom, community, and national tracks to discuss student empowerment; adults and students join together in presenting their thoughts and solutions; ideas for implementing student voice initiatives from different tracks showcased at Marketplace session.

HIGHLIGHTS

More than 60 participants comprising of Fellows, Alumni, members of the Board of Trustees, staff, partners, and the external stakeholders formed groups in 3 individual tracks and discussed what student participation and empowerment would look like in classrooms, communities, and at a national level. A milestone achieved for Teach For Malaysia was the participation of over 30 Form 1 to Form 4 students from eight TFM schools in the North and Central region.

LEARNING AND IMMEDIATE OUTCOMES

Form 1 and 2 students from a school in Klang formed a WhatsApp group named “Students for Malaysia” to continue discussing the topics unpacked at the roundtable. They are committed to start a student voice group in their school.

A Form 4 student wrote a deep reflection on her experience (see next page).

An adult participant recounted, “One student in my track said, ‘Student voice is a right.’ That is an interesting and novel idea because it implies that giving students a voice is non-negotiable, that all students should be afforded the opportunity to speak out regardless of whether they’re ‘good’ or not. The debate and conversation would be very different if framed this way.”

Teach For Malaysia will be consolidating the learnings and insights gleaned from the Student Vision Roundtable to foster stronger student-centredness in our work moving forward. The conversation on empowering the voices of students will be central in our work in 2016, as we synergise educators, partners, and champions across the education spectrum to share best practices and identify how best to put students at the heart of learning.



"I want my voice to be heard. I want other people to listen to what I am going to say as a student. I want them to believe that the younger generation has the ability to change our fate, change our life, and make it better. We are students, and never underestimate us."

"I want my voice to be heard. I want other people to listen to what I am going to say as a student. I want them to believe that the younger generation has the ability to change our fate, change our life, and make it better. We are students, and never underestimate us."

With that in mind, I encouraged myself to join the Teach For Malaysia Student Vision Roundtable. I met students from other schools at the Student Vision Roundtable recently, and I found out that their stories and my story are almost the same. We don't get the opportunity, the chance to voice out our thoughts and our opinions. At the Student Vision Roundtable however, we got the chance to voice our opinions. We got the chance to speak about our challenges. We got the chance to share our ideas on how to create a better education system in Malaysia and what we want for the students of Malaysia.

When asked what I want for students in Malaysia, all I thought about was equity. Give students what we need, not what society wants for us. What is my dream? What is my vision for education in Malaysia? What is my hope for students in Malaysia?

First, I want to be a forensic investigator. It is my childhood dream, it is my passion.

Second, my dream is to join Teach For Malaysia when I grow up, because I want to make a change in our education system. I've seen and met a lot of Teach For Malaysia Fellows and staff, and they have the biggest dreams ever. They dare to stand up for what they believe in even though they know there are lots of obstacles awaiting them. They made changes in lots of students' lives, and that is the most beautiful thing for me. They inspire me with their passion and spirit, and they made me realize that there is no harm in being different, because that means you are special.

Third, I hope Malaysia will have a better education system, better than before, better than now. I hope all the children in Malaysia will have the chance to attain an excellent education. I hope all the students in Malaysia will have the ability to think more creatively, explore more things in their lives. I hope they will stop having self-pity on themselves. I hope they will stop believing that they are stupid, that they are going to realise that they are more than what they believe they are. I dream big, and maybe some of you think that these things are impossible. Sorry, but there is no such word as impossible in my dictionary. My last hope and dream is, I am going to achieve every single thing I've mentioned before and no one is going to stop me from achieving these dreams. Irdina, 17 was on the student panel at the Student Vision Roundtable last November, where students shared their ideas for their schools, their communities and our nation. She attends a high-need school in Kedah and is a student of our 2013 Alumna, Cheryl Ann Fernando.

- IRDINA, 17

VISION:

All students will have their
ready for school in 2015!

EMPATHY

CURIOSITY

TEAM WORK



REPORT

ACADEMIC ACHIEVEMENT

Puteri is a 2015 Fellow who teaches in a school in Miri, Sarawak. She helped the second last Form 1 science class in her school increase their pass rate by 38% in 6 months. She saw similar results for another Science class. In that class, only 9 students passed their mid-term exam, but come the final exam, the number of students who passed was 29.

The grade point average for this class surpassed even that of the first- and second-ranked classes in the form!

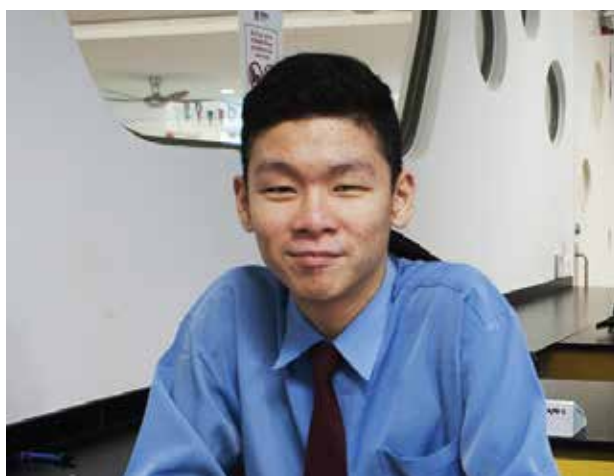


“My name is Hang, and I want to be the Prime Minister of Malaysia. When I first joined Arus Academy, I couldn’t even speak one sentence in English; I couldn’t even speak in front of one person!”

This was Hang, nine months later, speaking to a crowd of 90 to 100 students, teachers, principals, public and private sector leaders, as well as the prince of Negeri Sembilan.

“My English results jumped from a C to an A. If I were a teacher, I would do what my teacher, Sir Daniel does. He explains things. He shows real-life examples so I can’t forget what he’s taught me. I think this is the best way to teach students; more experiments instead of just reading and writing. A good education is where students have a choice for what they want to learn. If someone wants to learn, he or she will try to learn every day because there is no end to knowledge. Me? I won’t stop learning even after I leave school. When I tell my friends that I want to become the prime minister, all of them say, ‘Stop dreaming lah, do your work.’ They don’t dare to think far. They think small, their target is small, so they don’t work hard for their dreams.

I think every student in Malaysia needs to have big dreams so that they will work hard to achieve them. I want every adult to believe in every child because we are the leaders of the future.”



Hang, 17 was a panelist at our Student Vision Roundtable in November 2015. He studies at a high-need school in Penang and also attends Arus Academy, an afterschool space and social enterprise that teaches underprivileged students 21st century skills like coding and programming. Arus is co-founded and run by four of our 2013 Alumni – Alina Amir, Daniel Russel, David Chak and Felicia Yoon.



Overall, TFM Fellows produce slightly better or equivalent academic results compared to classes taught by non-Fellows despite significantly shorter training periods.^{1,2,3,4}

1. Sourced from EPRD report on TFM in 2015 and TFM's own internal data analyses based on individual school exams in 2015.
2. Overall, this meets our minimum benchmark for 2015.
3. This is a big achievement when we compare the training periods and the fact that Fellows only learn their subject and placement typically 2- 3 weeks before the start of the term. Additionally, Fellows often teach many subjects other than the subject in which they are qualified. Some students are also so far behind that even when they improve significantly, it is not enough to pass an exam or change their grade.
4. We also celebrate the first time we can collect such data.



Fellows strive to use 21st century teaching methods which place students at the centre of learning and place teachers as facilitators of that learning, in line with the direction of the Ministry of Education. Below are snippets from Safwan's (2014 Fellow) reflections of his Sejarah classes in Jelebu through the year:

Today, we learned about the evolution of money and measurement units. It's crucial for my students to really rationalise why the evolution was needed. I asked my students to go outside of the classroom and measure the length of the corridor from end to end points by using 'depa'. When we came back, I asked, "So what are the weaknesses of measuring length and distance by using traditional measurements?"

"Pening kepala sebab bila tengah kira dan kita terlupa, kita kena kira semula,"

"Tak sama sebab tangan saya panjang, tangan dia pendek. Kumpulan tangan pendek semua kena pusing banyak kali. Tak aci!"

And one of the students drilled his higher-order thinking skills:

"Sekarang tak yah pakai pembaris. Pakai GPS pon boleh tahu jarak. Tepat. Tak buang masa, satelit kan ada!"

We also used tablets that were donated, to learn through YouTube and had a debate on how news is sometimes shared blindly on social media without context. I got students to upload a photo of a newspaper and explain how it plays a role in society. These were uploaded with interesting hashtags and when they got back home, they left comments to share their opinions and thoughts. Some described it in English (super proud!). Others became more creative and uploaded their photos on Instagram. This year, we wrote and crayoned on the walls, sticky notes, mini whiteboards, floors and corridors. We maximised the use of Chromebooks, iPads, tablets, YouTube, Kahoot, Plickers and Skype! We converted contents from the textbook into movies, presentations, dramas, pop quizzes, songs, group activities & treasure hunts. I marked their final term paper today. It was entirely open-ended. The entire Form 1 moved from 70% (midterm) passing rate to 91% (final term). More than 50% of my students achieved more than 30% growth. The last (weakest) class showed a tremendous improvement! Passing rate from 31% (midterm) has jumped up to 74% (final term).



TFM uses the Tripod Survey¹ to measure student's perception of Fellows' effectiveness across 7 constructs. At the end of 2015, the student engagement score was 62%², which is a 7% increase from end of 2014.



Fellows are encouraged to focus on 21st century learning methods, which are student-centred. In the end-of-year 2015 Tripod Survey, 89% of students stated that Fellows value and encourage them to share their opinions.

1. The Tripod Survey is a student perception survey developed by Dr. Ronald Ferguson from Harvard University. Research from the Bill and Melinda Gates Foundation has found that it is one of the strongest predictors of student achievement gains when combined with teacher observations. See: http://www.metproject.org/downloads/Preliminary_Findings-Research_Paper.pdf for more details.

2. TFM is on par with the Teach For All network average of 65% despite our lower PISA rankings.

EXTRA-CURRICULAR INVOLVEMENT



15 Teach For Malaysia schools participated in the Young Innovate Competition, a national-level STEM-based design competition for secondary schools. Started in 2011, Young Innovate's primary objective is to re-ignite children's passion in STEM and inspire them on a path of life-long learning. To this end, students, with the invaluable guidance and support of their teachers, took the lead on pitching their designs. 3 of these schools made it to the Top 7 stage.

A team of Form 3 and 4 girls from Penang, led by 2014 Fellows Clement Lim, Tan Wei Jie and Tan Wei Sheng, emerged as champions and beat 175 other applications around the nation. It was the first time the school had ever entered a competition like this, making the win completely unexpected but all the more impressive.

The girls worked hard to create their SmartStick, an upgraded version of the walking stick for the blind which relies on ultrasonic sensors to detect obstacles from a metre away. Here's an excerpt from Wei Jie on his experience of sending in 3 different teams, including the champions:

"It was nice to see our groups holding their own against the big boys. Some schools made grand projects that easily cost more than RM500! Our groups, on the other hand, spent less than RM120 per team. All our groups presented in English even though the majority of them aren't fluent in the language.

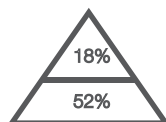
I think our groups are really champions for trying their hardest. A student said that she's starting to realise that English is so important. Throughout today, our school teachers and school principal came to visit our teams and support them. I'm seriously happy and touched.

Too many things happened today. We sent in two Lego teams and their robots paled in comparison with everyone else's. For the longest time, they were too afraid of going to the practice ground because they were ashamed. Today, we had to teach them how to lose with honour. On the other hand, for the school innovation category... We won! We won Nationals! Today, we made history..."

What's next? Already, a home serving the visually-impaired has expressed interest in their invention. Not only that, the winners took home a cash prize and will go on an all-expense paid trip to Shenzhen MakerFaire in 2016.



We exceeded all goals for Fellows getting students involved at district level, and achieved all goals for national level.¹



52% of Fellows had students who reached district level with their activities, while 18% of Fellows brought their students to the national level.



Overall, there were at least 103 new opportunities² for student extra-curricular involvement that were initiated by Fellows. Of these, 28% were at national level.

1. Goals were benchmarked against 2012 cohort achievements.

2. This includes joining completely new competitions or participating in an existing competition at a level higher than before.

SCHOOLS VALUING FELLOWS & FELLOW INVOLVEMENT



Soonufat (2015 Fellow), who teaches in Serdang, Kedah, shares his experience on getting his community on board for a learning journey. Below is a transcript of an interview with Cikgu Soon.

1. What was the challenge you saw?

Not so much problem but more like an opportunity. Education starts at home, not just at school. I believe that parents and community members play a big role in helping students to discover their potential and in engaging their children better than teachers. As you know, the community in Taman Kelisa Emas is a close-knit one and the children always spend time together after school. I saw the potential in engaging an NGO to run a full-time English programme there. I had heard of SOLS through other mediums, so I wanted to give it a try.

2. Who runs it / who is impacted / how is it run?

I have helped to coordinate the site arrangements, community relationships, recruitment and timetable planning for the early stage of the programme. Time management and getting buy-in is a continuous challenge. We had the first open class on 18 September and we had 160 people turn up in a small surau space. Due to the overwhelming number of requests, we needed to turn people away and create an extra monthly holiday class for primary school students.

The classes are now run by two full-time teachers under the SOLS programme. They are running 5 different classes catering to over 120 participants, from all levels of the community. Even the chairperson of the Surau Committee patiently sits down with his friends and reads the English books provided by SOLS!

3. Testimonials from participants and community/school leaders:

"I am very proud of your programme here in our little kampung!"

- Mr. Razali, Chairperson of the Surau Committee, Taman Kelisa Emas

"Education doesn't start and end in school. It starts with parents, friends, restaurant owners, uncles and aunties that stay around your neighbourhood!"

- Mr. Said, Chairperson of the Village Development and Security Committee, Taman Kelisa Emas

"I can practise English with my wife too!"

- Participant from adult class



At least 50% of Fellows are involved outside their schools and engaged in the teaching community at the district, national, or state level.



87% of principals agreed that their Fellows have contributed to the improvement of the school.¹



Fellows raised at least RM416,000 for their students and their school.



Fellows engaged more than 430 external volunteers² and partnered with more than 43 organisations³ to impact over 8,500 students⁴ through initiatives beyond the classroom.

1. This was self-reported by Fellows through a survey and does include all Fellows. The amount does not include materials and services donated. This data was not our main focus for the year and we will explore how to measure it better in the future.
2,3. These numbers are also self-reported by the Fellows.
4. Where Fellows did not state the number of students impacted by their initiative, we make the most conservative estimates. Again, we will explore if this is an item we can measure more accurately in the future.



WHERE OUR FELLOWS ARE



TFM Fellows have been placed in bottom 20%¹ of schools with at least 75% teaching English and STEM subjects



There were 121 Fellows and 28 teaching Alumni in 2015, teaching in 69 schools, across 8 states, out of which 58% were rural schools



70% of the Fellows were fresh graduates, 30% were young professionals (in 2015) 66% were local graduates, 34% were overseas graduates (in 2015)



In 2015, the Fellow retention rate was 96.32%



In 2016, we will be expanding our reach to a new region as our Fellows will be placed in Johor.

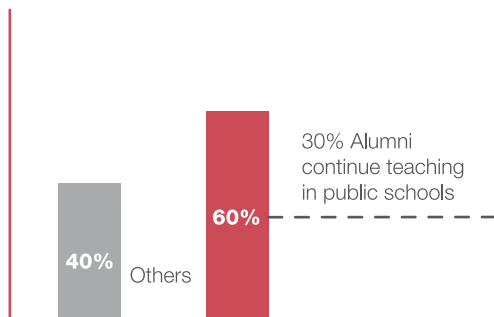
“My teachers impacted my life with the joy of learning, and in the future I hope to impact students too, as a chain of impact that will never end. Why be a teacher? The reason is simple, I want to make sure students can have the best through education, as education changes lives and education is our only hope.”

- Albert Lee, incoming 2016 Fellow

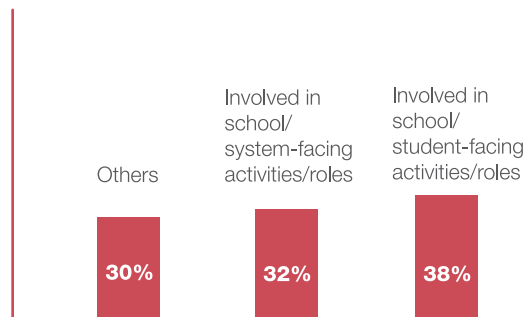
1. Using the latest available data on school bands and ranks.

ALUMNI IMPACT

At the end of 2015, the 2014 cohort graduated and grew our Alumni movement from 90 to 154.



60% of our Alumni remains in the education sector after completing the 2-year Fellowship.



70% of the Alumni in the education sector are involved in system and student-facing activities/roles.



Here are some highlights of our Alumni's achievements:

Shahrin Sofian is a 2012 Alumna is currently teaching in a school in Jeram. In 2015, she taught Mathematics and English for PT3 and Form 4. Shahrin also served her school in her capacity as Setiausaha Latihan Dalam Perkhidmatan (LADAP) Unit Kurikulum, Guru Tingkatan, and Jurulatih Sukan Boling Tenpin. She also participated as one of the Maths PT3 question-writers for Program 2Q organized by Majlis Pengetua Sekolah Malaysia Cawangan Kuala Selangor and was Jurulatih Utama Daerah for Kem PISA, all while pursuing her Master's degree in Education. As part of her extra-curricular efforts, she raised RM10,500 from Astro to be used for green school efforts. She is also working with WWF to pursue the Bronze Award for the Eco-School project being run in her school.

chumbaka

Chumbaka is a social enterprise with a mission to nurture thinkers, problem-solvers and inventors through Science, Technology, Engineering, Mathematics (STEM) and the Maker culture ("We make to learn"). It is run by three 2014 TFM Alumni - Zhi Xiong, Safwan and Nigel - in partnership with DreamCatcher. In just 2 months of operations, they have already reached out to 303 students across 4 states, with a total of 141 hours invested. They hope to expand their reach by going mobile, visiting schools all over Malaysia. Ultimately, they envision establishing their very own Maker School which is an alternative learning space built upon an organic community-based education culture.



MY Readers is a comprehensive intervention programme for children who have low English literacy. MY Readers aims to eradicate illiteracy through providing affordable, easy to use and effective literacy intervention material as well as training and support for teachers and community leaders. In 2015, MY Readers impacted 100 students and 50 student mentors across 5 schools, with students who have completed 27 weeks of the programme showing an average of 2.8 years of reading growth. They have also worked with district offices and language coaches to conduct training sessions for over 50 teachers in the Kuala Muda Yan district in Kedah. In 2016, they will be working with the Education Performance & Delivery Unit (PADU) to identify 20 more high-need schools in Kedah to train and support teachers to deliver the programme. By 2020, they hope to reach 1200 illiterate children.



OUR NUMBERS

A Snapshot of Teach For Malaysia's Income & Expenditure (2013-2015)

To play our part in eradicating education inequity, every year Teach For Malaysia needs to recruit and train Fellows and support Alumni. Our income is sourced from numerous public and private entities and is utilised to directly and indirectly ensure programmatic impact.

Income by source (RM)	2013	2014	2015
Governments	2,448,941	3,077,285	321,737
Corporations/ Foundations	2,787,467	3,496,476	3,751,349
Individuals	-	-	332,655
Other Sources ¹	50,665	29,781	30,327
TOTAL	5,287,073	6,597,456	4,436,068

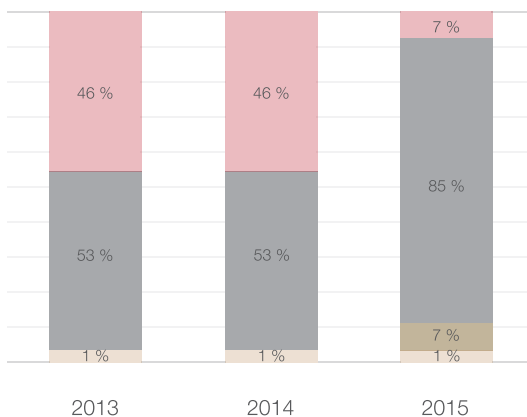
Expenditure (RM)	2013	2014	2015
Programme Costs ²	3,470,335	4,573,927	4,380,561
Fundraising Costs	464,240	867,440	793,119
Organisation Costs	930,952	1,176,124	1,267,005
TOTAL	4,865,525	6,617,491	6,440,684

Fellows Recruited ³	65	71	31 ⁴
Fellows in Service ⁵	96	113	131
Estimated number of students impacted ⁶	14,400	16,950	19,650

1. Includes income from Hibah and interest.
2. The figures here are costs borne solely by Teach For Malaysia. They include pre-service, in-service and Alumni support cost. They do not include Fellows' salary and teaching accreditation, which is paid for by the Ministry of Education. These costs are illustrated on page 29.
3. Defined as Fellows who completed their pre-service training and began teaching in January of the following year.
4. Cohort size was affected by new selection criteria set by the Ministry of Education following the completion of the recruitment cycle.
5. As the Fellowship is a 2-year programme, two cohorts of Fellows serve in any given year. Cumulative numbers may vary due to attrition from the programme.
6. On average, Fellows teach 5 classes of 30 students each.

INCOME

In 2015, government funding decreased due to falling oil and commodity prices. As such, the Ministry of Education was unable to provide much financial support for us to recruit and train the 2016 cohort. In an attempt to make up the shortfall, we increased our efforts to fundraise from the private sector. We also sought donations from individuals. A key element was the Red Campaign which helped raise public awareness about Teach For Malaysia's mission. More details on the Red Campaign will be included in the second part of the report: Annual Report – Financials. Moving forward, we will continue to look at strategies to diversify our funding sources.



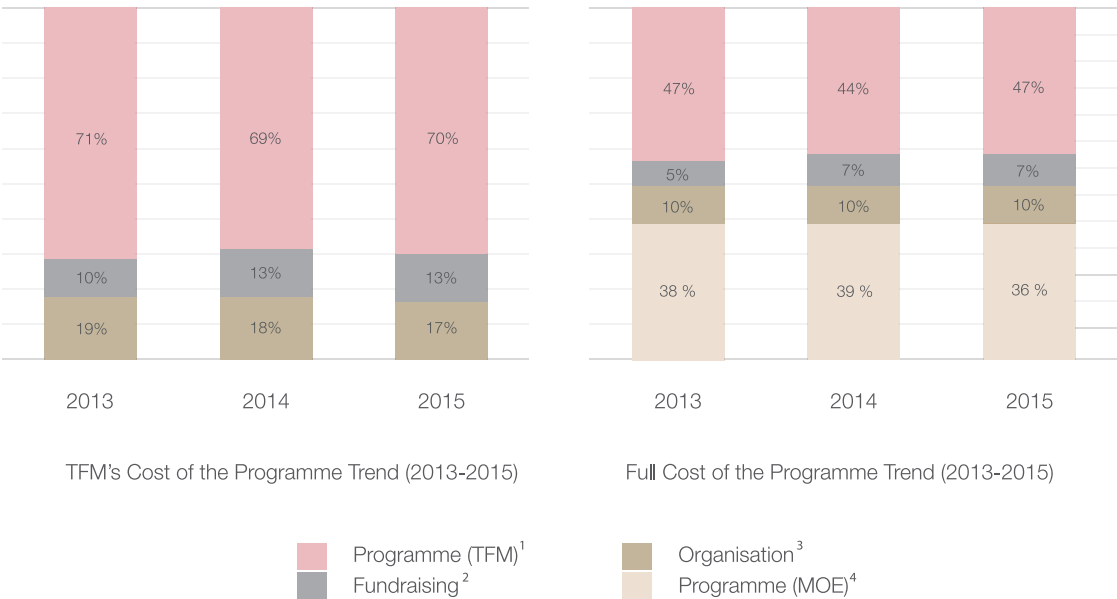
Income Source Trend (2013 - 2015)



Note: Percentages rounded to allow each year's breakdown to add up to 100%.

EXPENDITURE

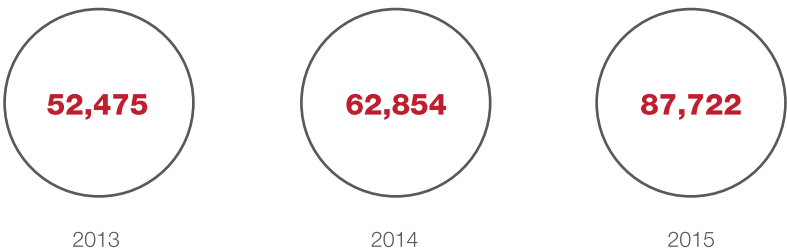
The Fellowship programme is a collaboration between Teach For Malaysia and the Ministry of Education. Each party is responsible for bearing the costs of specific aspects of the programme. While recruitment and training costs are paid for by Teach For Malaysia, Fellows' salaries and teaching accreditation fees are borne by the Ministry Of Education. We are thankful for their generous support.



Note: Percentages rounded to allow each year's breakdown to add up to 100%.

The total cost per Fellow in service, which includes the Ministry of Education's expenditure, decreased by more than RM12,000 between 2014 and 2015. This was achieved through a combination of larger in-service cohorts, lower pre-service costs for the smaller than expected 2016 cohort, and TFM holding fewer events due to funding concerns.

Total cost per Fellow in service -



1. Costs driven by programmatic activities including recruitment of Fellows, placement of Fellows, training and support for Fellows, and Alumni support.
2. Costs driven by fundraising activities including partnership development and communications.
3. Costs driven by maintaining and growing the organisation and its infrastructure.
4. An estimate of costs paid for by the Ministry Of Education which are directly linked to the programme. These include Fellows' salaries and teaching accreditation fees. On average, each Fellow receives RM3,000 per month in salary. Teaching accreditation fees are in the region of RM15,000 per Fellow.



OUR ASPIRATIONS



IN 2016, WE AIM TO

- Recruit, select, and place a cohort of 75 Fellows in 2017
- Achieve 90% principal satisfaction with Fellows
- Raise Fellow classroom effectiveness scores to 70%
- Witness 70% of Alumni taking action to address education inequity
- Drive innovative and high impact improvements to the programme
- Cultivate good relationships and strong champions within the government, with a focus on the Ministry of Education to improve financial security and funding diversity
- Strengthen our brand



OUR PARTNERS

The work that Teach For Malaysia does would not be possible without the contributions of the wider community. We appreciate and acknowledge the support of the organisations and individuals who have been key to our efforts in 2015.

IN PARTNERSHIP WITH



PLATINUM PARTNERS



SILVER PARTNERS



Program Pertukaran Fellowship
Perdana Menteri Malaysia



BRONZE PARTNERS



Note : There were no Gold partners in 2015

For the first half of 2015, we ran a fundraising and awareness campaign called the Red Campaign. We are grateful to the parties, some of which are listed here, who shared their resources and collaborated with us:

- | | |
|----------------------------|---|
| 1. FrogAsia | 6. PEMANDU |
| 2. General Electric (GE) | 7. PricewaterhouseCoopers (PwC) |
| 3. IACT College | 8. Scomi Group Bhd |
| 4. Leo Club, Petaling Jaya | 9. Steelcase Office Solutions (M) Sdn Bhd |
| 5. MyTeksi | |

We are also thankful to our other supporters in 2015 who contributed towards the mission through monetary or in-kind support:

- | | |
|--|---|
| 1. Accenture | 14. KPMG |
| 2. Bank Negara Malaysia | 15. Mah Sing Foundation |
| 3. Blu Inc Media/Her World | 16. Mutiara International Grammar School |
| 4. CIMB Foundation | 17. Ohana |
| 5. Dasein Academy of Art | 18. Pejabat Pembangunan Persekutuan |
| 6. Dokumen Studio | 19. Royal Bank of Canada (RBC) Malaysia Volunteer Committee |
| 7. Fuji Xerox Asia Pacific Pte Ltd | 20. Securities Commission Malaysia |
| 8. GRADUAN | 21. Skrine |
| 9. Heroic Ventures | 22. Strategy& |
| 10. Hong Leong Foundation | 23. Talent Corporation Malaysia Bhd (TalentCorp) |
| 11. Human Dynamic | 24. The Edge Education Foundation |
| 12. IDEAS (Institute for Democracy and Economic Affairs) | 25. The Spacemen |
| 13. Kenwingston Sdn Bhd | |

In 2015, we received more than RM320,000¹ in contributions from individuals. To those listed here, and the many, many more who remain anonymous: thank you for believing in this mission. We look forward to your continued support in 2016 and beyond!

OUR DONORS²

- | | |
|------------------------------|------------------------------|
| 1. Au Yong Jun-Lin | 30. Long Yong Chong |
| 2. Carmen Aw | 31. Mahirah Ma'som |
| 3. Christopher Tan | 32. Marina Mahathir |
| 4. Chuah Kee Man | 33. Masami Mustaza |
| 5. Crystal Cha | 34. Muhammad Hafiz |
| 6. Daniel Chin Shen Li | 35. Nadia Azlin Nordin |
| 7. Dato' Seri Idris Jala | 36. Nadia Khan |
| 8. Datuk Yvonne Chia | 37. Nasrul Hadie |
| 9. Dzameer Dzulkifli | 38. Natalie Chua |
| 10. Dzulkifli David | 39. Nawar Najeeb |
| 11. Edwin Lau Ye Wen | 40. Nigell Hoh |
| 12. Emilia Hanis Ahmad Nizar | 41. Nur Farhanah Mohd Radzif |
| 13. Endry Lim | 42. Oh Shu Ann |
| 14. Era Natasha | 43. Patricia Cheong |
| 15. Erwin Wee | 44. Pauline Lum |
| 16. Fabian Bigar | 45. Pei Shi |
| 17. Fatimah binti Merican | 46. Ramesh Sankey |
| 18. Haliza Hashim | 47. Sharmini Markandu |
| 19. Hisham Mohamed | 48. Simitha T.Singam |
| 20. Imtyaz Mohd Azzat | 49. Syahiza Radzi |
| 21. Jia Yiing | 50. Syaza Nazura |
| 22. Johanna Ho | 51. Tai Weishan |
| 23. Joyce Lim | 52. Tan Shin Mei |
| 24. Juan Carlos Ruiz | 53. Tarminder Singh |
| 25. Kin Lam | 54. Tengku Azian Shahriman |
| 26. Lavnya Narula | 55. Tock Jing Yan |
| 27. Lee Tze Yang | 56. Toh Yin Li |
| 28. Lee Tzyy Jia | 57. Zaim Mohzani |
| 29. Lim Su Hui | |

1. These are unaudited figures at the time of printing. The Audit Report will follow in the second part of the Annual Report.

2. We received contributions from over 600 individuals in 2015. We have not disclosed the names of donors who have yet to give their consent for us to do so.



JOIN THE MOVEMENT

FOR A BETTER MALAYSIA

Teach For Malaysia envisions that one day, all children in Malaysia will have the opportunity to attain an excellent education. We want our country to be a place where all children are empowered to be leaders of their own learning, their future and the future of Malaysia. We want to enable our students to say, and believe, "I know what I have learned so far and where I am at now. I know what I want to learn and I am aware of how much I need to progress. I know who can help me and what I can do to get where I want to."

To realise this, we combine immediate and long-term efforts to trigger systemic change. The most promising future leaders of Malaysia are recruited, trained and placed as teachers in government schools in low-income communities for 2 years to change the life paths of students. After the two-year Fellowship, Fellows become Alumni who, within their respective fields, continuously strive for excellent education.

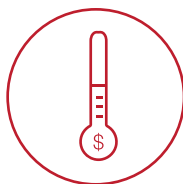
You can play a part too.

DONATE



Donate today and help us impact more lives. RM50 a month can help one Fellow impact two students. RM1000 a month can help one Fellow impact one classroom.

FUNDRAISE



Be a part of the movement and start your own fundraising campaign.

VOLUNTEER



Teach alongside our Fellows in the classroom.

**The work of building a nation starts in the classroom.
Join the movement today.**



A REFLECTION

A REFLECTION : WHY I WENT BACK TO SCHOOL

"I was an island boy, and my secondary school was the only one on the island. Every weekend, my friends and I had to take a ferry and a bus to a town on the mainland to attend tuition classes in Bahasa Malaysia and Physics. The town students spoke English fluently and attended tuition classes for all their subjects. I felt the inequality. Had I been raised in town, would I have been able to speak as fluently as they did? About a month before SPM, my teacher asked our class if anyone was applying to go to university. Six of us raised our hands. When asked if anyone would apply for a scholarship, I was the only one who raised my hand. I started to wonder - as an island boy who spoke broken English, was I too confident to try something so impossible? No one in the history of my school had gotten a scholarship before. All I knew was that I didn't want to burden my mom who was a single mother.

Fortunately, I did well in SPM and with the help of a scholarship, I went to the United States to study. The language barrier was a critical issue for me. I really started to appreciate English. I was amazed by how my classmates were always exchanging views and arguments. They didn't just accept things as they were, and always asked questions and were critical thinkers. I started to question even harder what an education was, and reflect on the difference between my two education experiences.

I attended a Teach For Malaysia information session during my first year of university, and I was shocked by the data presented on the literacy level of students in Malaysia. I never thought there were other schools in Malaysia like mine. I joined the Teach For Malaysia Fellowship after graduating. During school orientation, I asked a student if he was planning to continue his studies after Form 5. He answered, 'I'm not going to continue. I will follow my father's footsteps repairing doors and windows in Genting Highlands. We should only try things within our abilities.' I wondered whether I would've ended up thinking the same way, if not for the few dedicated teachers who taught me back then. What can I do to help students dare to aim higher in their lives? This is why I joined Teach For Malaysia. If a Pangkor boy like me can do it, they can do it too."

- Tan Jiunn Wen, incoming 2016 Fellow. He graduated with a Bachelor of Science in Physics from Massachusetts Institute of Technology (MIT).



www.teachformalaysia.com

TFM Foundation (919785-P)
1st Floor, Ming Building, Jalan Bukit Nanas, 50250 Kuala Lumpur, Malaysia
Tel: 03-2026 0700 | Fax: 03-2026 0701 | Email: getinvolved@teachformalaysia.org



Teach For Malaysia



TeachForMsia



teachformsia

Teach For Malaysia extends our sincere gratitude to Dokumen Studio
for designing our 2015 Annual Report.

