

In partnership with



Teach For All



10th Anniversary Impact Report



Together For Malaysia
2012 - 2022

“Impian saya adalah supaya pelajar di Malaysia tidak akan berputus asa terhadap impian mereka dalam usaha mencapai sasaran mereka.”



“My dream for the students of Malaysia is that I want them to never stop dreaming and reaching for their goals.”

Athena Gabrielle Anak Giri (Miri, Sarawak)
- From “What Students Want” (2018)

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It begun with a vision for all children in Malaysia

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Message from Our Chairman: Y.A.M. Tunku Ali Redhaudin Ibni Tuanku Muhriz

As we celebrate our Tenth Anniversary, calculated from 2012, when our first Cohort of Fellows started teaching in Malaysian schools, I wanted to reflect on how a talented group of young people has created this magnificent movement, and the changes we have seen since our inception in 2010.



My own involvement began when I was studying for my MPA in the United States, where I had come across Fellows from Teach For America. Having studied the organisation, I was hoping that something similar could be set up in Malaysia. I didn't have to look far, and during my semester holidays, I was introduced by Shahnaz Al-Sadat (my then ex-colleague from Khazanah Nasional) to Dzameer Dzulkifli and Keeran Sivarajah, two management consultants who had already decided to form Teach For Malaysia.

We all joined forces, and that December, with the support of many individuals, we found ourselves together with then Education Minister, Tan Sri Muhyiddin Yassin, launching Teach For Malaysia as one of the Tenth Malaysia Plan's initiatives for "Developing and Retaining A First World Talent Base".

The intervening years have seen a torrent of activity, and despite the many challenges and setbacks we faced as an organisation, the grit, resilience and entrepreneurship of this young leadership team have shone through, ensuring that we have been able to grow, develop and thrive, in sometimes unexpected ways. Dzameer and Keeran have since passed the torch of leadership to Chan Soon Seng, a former Fellow who knows first-hand what it was like to teach in a school. The core team at TFM includes several other former Fellows who are involved in all aspects of the organisation. The Board of Trustees has also grown and evolved to include experts representing a diverse set of skills.

From an initial Cohort of 44 Fellows, we have blossomed into an organisation that has not only recruited, trained, and placed 474 Fellows across 10 Cohorts, but helped catalyse an ecosystem that now includes 12 Alumni initiatives, almost all of which contribute directly to the development of education in the country. A third of our Alumni have progressed to positions of leadership throughout the education ecosystem, enabling them to have long-term, positive systemic impact.

From just one programme – the Fellowship – we now have a range of major initiatives, including Program Duta Guru and the newly launched Teaching Partner Pathway. Program Duta Guru is in its third Cohort and has already involved 572 teachers, and our recruitment drive for our fourth Cohort is already underway, targeting 400 STEM teachers serving in schools with a majority of B40 students. Our role as an implementation partner for Yayasan PETRONAS, alongside Pusat STEM Negara and BPSH (Bahagian Pengurusan Sekolah Harian/ School Management Division), is an invaluable opportunity to work with in-service teachers and to spark interest and curiosity in STEM amongst B40 communities. With the new Teaching Partner Pathway, we have placed an entire Cohort in the state of Perak, in primary schools, and in Orang Asli schools.



2012 TFM Week



2015 Student Vision Roundtable

In totality, Teach For Malaysia has formed partnerships with 893 Schools across every state and Federal Territory in the country, making us a truly Malaysian organisation. Most importantly, we have impacted 330,285 students through our programmes, and I am tremendously happy to report that one of our former students, Gan Jia Huey, taught by our early Fellows, Chong Zhi Xiong, has now graduated and joined Teach For Malaysia as a Fellow herself. While the full impact of a teacher is difficult to measure, our work is founded upon the potential of the multiplier effect: that a single leader can create a transformative impact on the communities they work with, building a movement of leaders across our education ecosystem. To me, the fact that a student has now become a Fellow, is a great testament to our impact.

Our education system was put under immense strain during the COVID-19 pandemic, when almost 5 million Malaysian students had to adjust to learning from home. 74% of students faced internet coverage and connectivity issues, leading to significant learning loss, in addition to other challenges such as lowered interest in studies, and an uptick in poorer mental health. In collaboration with corporate partners and our Alumni, we launched 10 nationwide initiatives for education recovery and became a leading voice in support of schools reopening for the future of our children.

Whilst there have been many changes, it is the one thing that has remained constant – your support – that has allowed us to continue to remain passionate, challenge ourselves, and to strive to achieve more. Our broad base of supporters is a wonderful example of a strong public-private partnership – from donors, both individual and institutional, to partners for specific projects, to TFM Week collaborators, to those who have served with TFM in various capacities, to our Fellows, Duta Guru, and Alumni, and to those from the Ministry of Education and the broader Government, who have allowed us to collaborate on so many important initiatives, at federal, state, and district levels.



2017 Panel session during "Adiwiraku" screening



2018 YTL Teaching Award

As we look forward, we will build on our successes by growing our existing initiatives and launching new ones. By continuing to work with both the government and the private sector, I hope that TFM will be able to serve Malaysia in innovative ways, addressing challenges such as STEAM development, rural access to education, special needs education, and building on ideas, such as teaching every child to be trilingual. We would like to contribute to a system that not only encourages academic and extra-curricular success, but also develops a society which is culturally sensitive and socially aware. Ultimately, our goal is to bring communities together, empowering the next generation to have positive impact at local, national, and global levels.

On behalf of TFM, I would again like to thank all of our partners and stakeholders for placing your trust and value in the work we do. We are blessed to have you share our mission and vision for all the children in Malaysia. Let us continue to empower students to achieve their potential through quality education, and inspire a new generation of leaders, together for Malaysia.



2022 Program Duta Guru Cohort 1 Graduation

Whilst a written document will never truly reflect the depth of the experiences faced by those involved, we have tried to do as much justice as possible with this Impact Report. If we have inadvertently left out our acknowledgement of your contributions, please put it down to our heads and not our hearts.

Happy reading,

Tunku Ali Redhaudin
ibni Tuanku Muhriz
Founding Trustee & Chairman

What does a Quality Education look like?

This is the question we have been asking for the past decade, as we learn alongside the communities we serve.

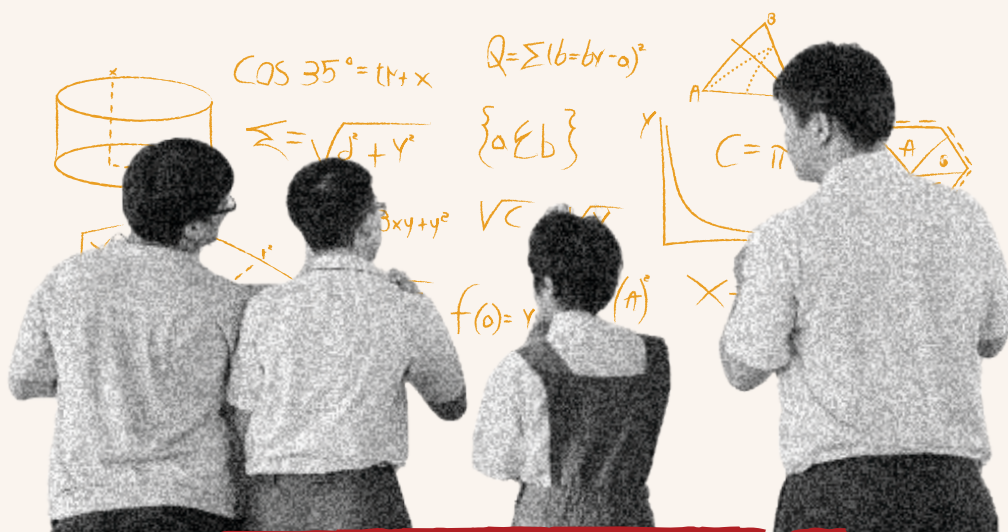
Our answer is our Student Vision: “A Malaysia where all children are empowered to be leaders of their own learning, their future and the future of the nation.”

And to achieve this, we need leadership at every level to collectively transform the Malaysian education system. Today, Teach For Malaysia is a movement of 1,046 Fellows and PDG teachers in 893 schools nationwide, impacting more than 330,285 students.

This special edition Impact Report is not just about our milestones since 2010, but rather, celebrating our growing movement of leaders who are our students, Fellows, PDG Participants, Alumni, Duta Guru, Teachers, Students and Supporters.

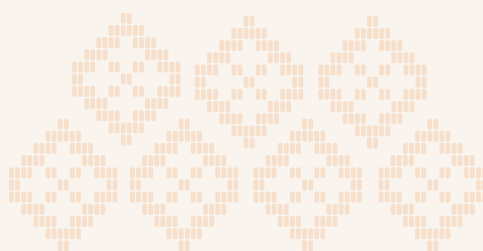
We came together because we share the same vision: a better future for all Anak Malaysia.

Terima kasih for enabling our first decade of impact!



“Alone we can do so little; together we can do so much.”

- Helen Keller



Every child, no matter their background, deserves to create their own future and live a life they truly love.

However, not all children have that opportunity, due to factors such as their socio-economic background. The pandemic in 2020 has further exacerbated this gap.



1 in 5 students do not complete secondary school

Malaysian Education Blueprint 2013-2025



~50% of 15-year-old Malaysians are unable to read at level. Malaysia ranks in the bottom 27% of all countries for reading

PISA Reading Performance Trend (2018)



Malaysian firms say that **82.5% of talent lack management and leadership skills**

Survey of 1,000 firms in Malaysia conducted by the World Bank, reported by the OECD (2019)



Malaysia has one of the highest learning losses among Asian developing nations, potentially resulting in a **lifetime income loss of 767.5 billion ringgit for the 5 million+ students in Malaysia**

*Asian Development Bank (April 2021) & World Bank (2021) "Staying Afloat"
Malaysia Economic Monitor (December 2021), World Bank, Washington, DC*

Education inequity affects all of us and it weakens our collective economic and social well-being. Unless we all win in education, we all lose. We believe quality education is the most powerful tool for all children to realise their potential.



TFM Vision:

One day, all children in Malaysia will have the opportunity to realise their potential through quality education



TFM Mission:

To build a movement of leaders in the education ecosystem to empower all children in Malaysia to realise their potential

What we believe it looks like when each child realises their potential



TFM Student Vision:

A Malaysia where all children are empowered to be leaders of their own learning, their future and the future of Malaysia

What we believe quality education means



Student Learning Vision:

For students to say:

- I know what I've learned so far and where I am at now.
- I know what I want to learn and I'm aware of how much I need to progress.
- I know who can help me and what I can do to get to where I want to.

Our Theory of Change



Recruit and develop Agents of Change in the classroom

1

1. High potential young Malaysians join the Fellowship and teach for 2 years in high-need communities at a grassroots level

2. Existing in-service teachers with the aspiration to lead system transformation

We invest in their personal development through professional training and personalised coaching.



2

We focus our impact on the most underserved students in high-need schools by developing their capabilities, values, and voice, to empower them to become young leaders capable of leading change in themselves and in their communities.

As part of the programme, innovation initiatives are created by Fellows and participants through collaboration with other teachers and community leaders to improve students' outcomes and leadership.



Teach and empower students in low-income communities



Mobilise a movement of education champions to facilitate collective impact

3

We build a movement of Alumni leaders who are committed to our mission, that work together at every level in the public, private, and social sectors as teachers, social entrepreneurs, policymakers, researchers, and who are advocates for the mission to co-create an ecosystem that is collectively invested in the education of our children.



4

We work collaboratively with students, the Ministry of Education, our partners and supporters, Fellows and Alumni, and members of the public to bring long-term sustainable impact to the lives of children.



Transform the education ecosystem and society

A story of coincidences

Dzameer Dzulkifli and Keeran Sivarajah were both second-year associates at PricewaterhouseCoopers (PwC). It was at a mamak where the two first spoke about the challenges faced by the Malaysian education system and possible avenues to contribute.

Keeran floated the idea of writing a white paper (as consultants do). "If I were to do anything about education, I would want to be a teacher," Dzameer recalls saying, wanting to create impact beyond written recommendations. His opportunity to become a teacher under the Teach First programme was memorable but short-lived, having been rejected as applying as a Master's student at Imperial College London.

Keeran, who had recently heard of the newly launched Teach For Australia programme through his University of Melbourne alumni newsletter, jumped at the idea of pioneering Teach For Malaysia. After much persuasion, Keeran convinced Dzameer to join him - only not as a teacher but as Co-Founder of Teach For Malaysia (TFM).

By the time Dzameer and Keeran were given a 2-month long sabbatical (by former PwC Executive Chairman Dato' Seri Johan Raslan and Managing Partner Chin Kwai Fatt) to get TFM off the ground, several other fateful developments had already taken place.

With the advise from the Boston Consulting Group (BCG) in 2009, the Economic Planning Unit (EPU) of the Prime Minister's Office (PMO) and Institut Aminuddin Baki (IAB) have started exploring the Teach For All approach in Malaysia. BCG was familiar with Teach For All Global Network and its approach, having supported organisations including Teach For China, Teach For India and more. Then Minister of Education Tan Sri Dato' Muhyiddin Yassin had also met with his Australian counterpart Dr. Julia Gilliard, who had just officiated the Teach For Australia launch (that Keeran read about in his Alumni newsletter.)

With the groundwork from EPU, IAB and Teach For All, Keeran and Dzameer were connected to a range of strong supporters from across different government agencies: Dato' Noor Reezan Bapoo (former Deputy Director General at the Ministry of Education, who went on to become a Trustee of Teach For Malaysia), Dr. Hjh. Noor Zaila binti Wahaband (IAB), Tan Sri Dato' Seri Abd. Ghafar bin Mahmud (Ministry of Education), Datuk Dr Mohd Gazali Abas (EPU), Datuk Dr. Marzuki Mohamad (PMO) and more.

Important initial funding came from Khazanah Nasional Berhad (KNB), whose former Managing Director, Tan Sri Azman Mokhtar instantly approved TFM's proposal. Perhaps inspired by Tan Sri Azman's parents, who were teachers, KNB had already been investing substantially in Trust Schools. Former KNB Executive Director of Strategic Human Capital Management, Shahnaz Al-Sadat, brought onboard ex-colleague YAM Tunku Ali Redhaudin, who was inspired by the many Teach For America corps members during his time at Harvard, and was coincidentally looking for something similar to blossom back home. Shahnaz and Tunku Ali joined Dzameer and Keeran's early team as TFM's Founding Trustees.



TFM's Official Launch in 2010

By the end of 2010, Teach For Malaysia was introduced as a human capital development initiative under the Tenth Malaysia Plan. Teach For Malaysia's first Cohort of Fellows was placed in 2012, and in 2022, the organisation has officially placed its 10th Cohort of Fellows.



On 26th of October 2010, Teach For Malaysia's journey began.



2012

- First Cohort of Fellows: 44 Fellows placed in Central Region - KL, Selangor & Negeri Sembilan
- First TFM Week



2013

- Expansion to North Region: Perak, Penang, Kedah
- First Student Leadership Camp



2014

- Expansion to Pahang
- Graduation of First Cohort: established Alumni network



2015

- Expansion to Sarawak
- Gradmalaysia Graduate Recruitment Awards (GRA), Winner of Best Management Trainee/Graduate Programme
- Winner of Best Management Trainee/ Graduate Programme
- Top 3 for Anugerah Inovasi Perdana Menteri



2016

- Expansion to Johor
- Graduan Brand Awards, No.1 in Education and Training



2017

- Gradmalaysia Graduate Recruitment Awards (GRA): only NGO in Top 40 of Malaysia's 100 Leading Graduate Employers



2018

- Expansion to Sabah: first Cohort to have placement in 3 regions

2019

- Launched Program Duta Guru (PDG) (A collaboration between Yayasan PETRONAS and Ministry of Education through Pusat STEM Negara)
- BMCC Business Excellence Awards: Social Enterprise of The Year



2020

- First PDG Cohort: 120 PDG Teachers in 97 PPD (Pejabat Pendidikan Daerah/District Education Office) across all states in Malaysia
- Established Special Projects team in response to the Covid-19 pandemic to diversify impact through innovative community initiatives
- Appointment of Chan Soon Seng (2012 Alumnus) as CEO of Teach For Malaysia

2021

- PDG expansion to 106 PPD (Pejabat Pendidikan Daerah/District Education Office)
- Launched 2030 Strategy
- Launched 2023 Education Recovery Strategy in response to the Covid-19 pandemic
- PDG's First National Symposium Conference with 680 participants
- Launched TFM Tutoring Programme



2022

- 10th Cohort: first Cohort in primary schools and Orang Asli schools
- Graduation of PDG's First Cohort: established Duta Guru Community
- Third PDG Cohort with expansion to 142 PPD (Pejabat Pendidikan Daerah/District Education Office)
- Merdeka Award Recipient for the Education & Community Category
- 10th Student Leadership Camp
- IPGM (Institut Pendidikan Guru Malaysia/ Institute of Teacher's Education)'s implementation partner for Kursus Induksi Guru Baharu 2022 (induction course for newly appointed teachers)



OUR IMPACT: BUILDING LEADERS AT ALL LEVELS OF THE SYSTEM



We see our impact through

1. STUDENTS



330,285

Students impacted

38%

More academic growth (in comparison to the average growth rate in the school, for students taught by Fellows)

>778

Student Leaders

131

Student-led initiatives with 34,676 Beneficiaries

2. SCHOOLS & COMMUNITIES

893

Schools partnered across all states in Malaysia

97.2%

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

88%

Of principals recognised that Program Duta Guru teachers have brought positive impact among other teachers



3. SYSTEM



72%

Alumni continue to work in the broader education and social sector

32%

Stayed on teaching in MOE schools alongside all of the Duta Guru Alumni

219

Education initiatives created in the community

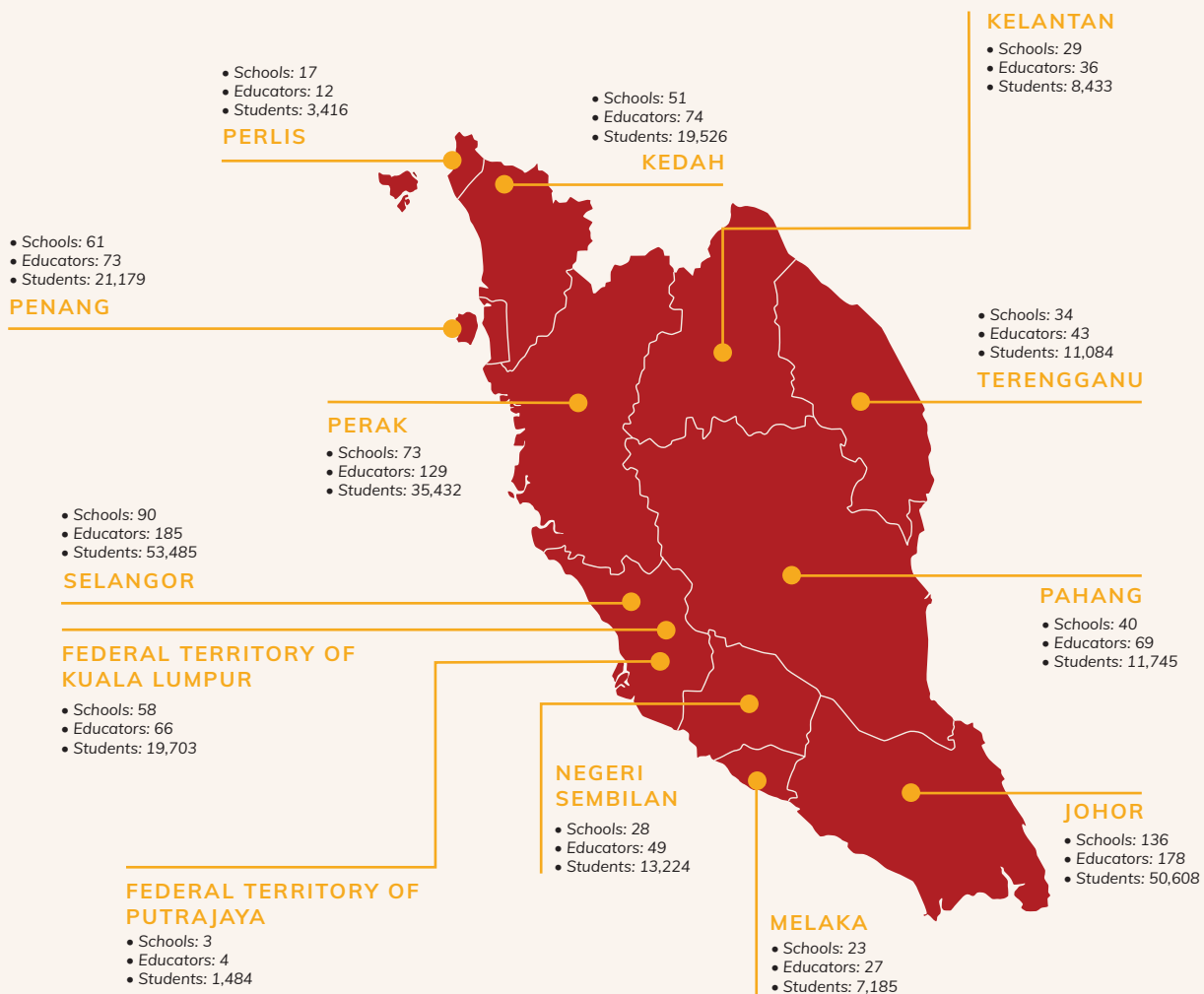
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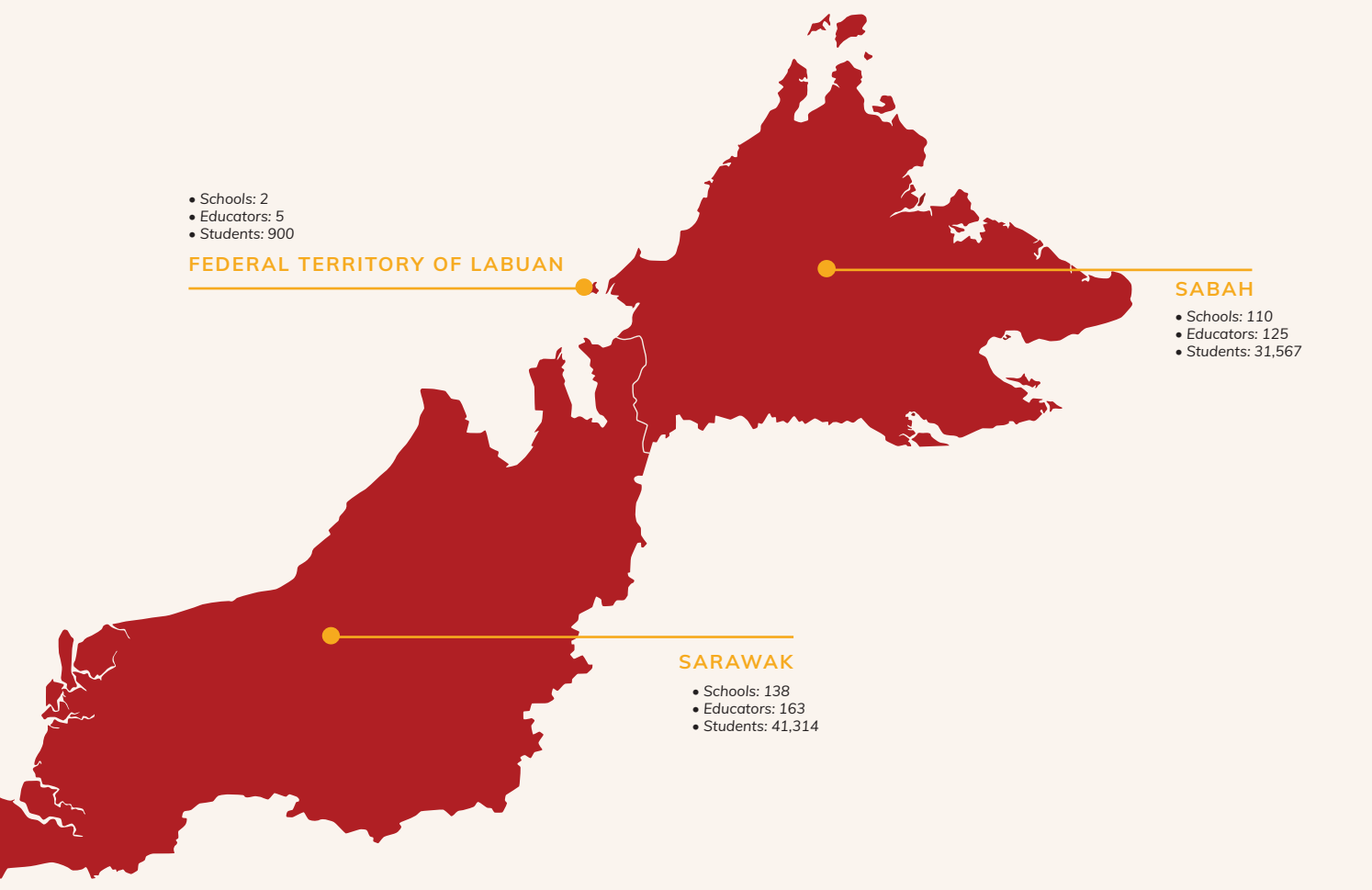
Social Impact Organisations/ Initiatives are founded/ led/ staffed by Alumni & TFM Staff

>10

Nationwide Initiatives for **Education Recovery** in collaboration with partners & Alumni

82% of schools we partner with are high-need schools and 46% of schools are in rural areas





LEADERS IN THE CLASSROOM: OUR STUDENT IMPACT



From the start, leadership has been at the core of TFM's Student Vision: "A Malaysia where all students are empowered to be leaders of their own learning, their future and the future of Malaysia."

This sprung from the traditional perception of leadership being defined as formal positions such as being a prefect or participating in extracurricular activities, to evolve into a transformational and entrepreneurial approach to solving issues within students' local communities, then to the vision it is today.

Siti Hajar

During my time in SMK Pendamaran Jaya, Cikgu Loh was one of the best teachers I've had the honour to learn from as a student until I was done with SPM. Since joining Project ID (a TFM Alumni organisation), he taught me to be myself, to go for what I wanted to do and to believe in myself, especially when no one else would.

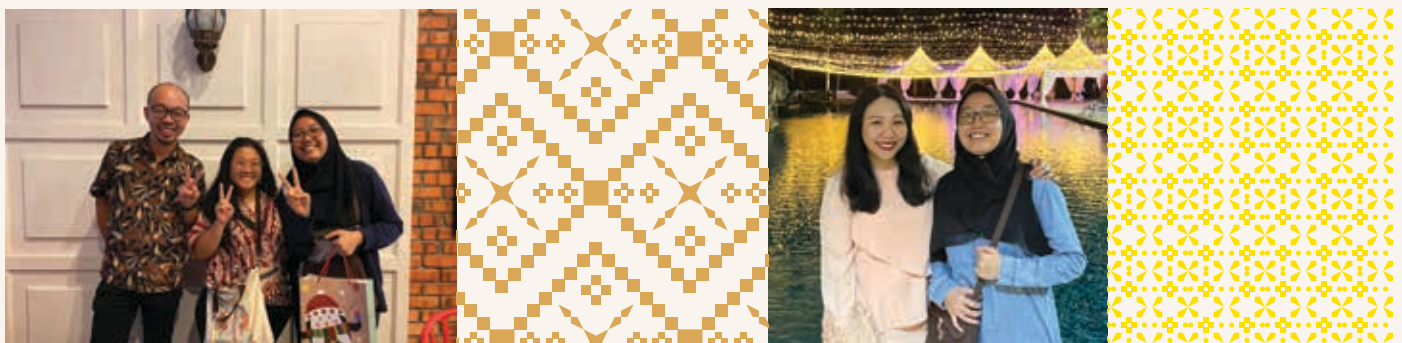
Fellows like Cikgu Loh have inspired me to become a better person ever since. Having teachers that could spark great chemistry with the students (especially those in the B40 community) is bound to make a significant difference. It has led me to represent the state at national-level tournaments in archery since I was 16.



Whilst waiting for my SPM results to come out, I had a downhill in confidence and lost my direction to move forward in life. Earning my first salary and experiencing daily life in KL as an intern through Project ID has opened my eyes as a 'kampung girl' and helped me step out of my comfort zone. Under the mentorship of another Fellow Cikgu Sofea, I could find a way to move forward again. She would tell me, "It doesn't hurt to try, and what if things go well? We will never know." Those words would help me believe in a tiny possibility that these "impossible opportunities" are not out of reach.

After 4 restless months, 3 rounds of the application process and holding on to good things in life, I managed to be selected as a successful candidate for the 2022 Global Korea Scholarship and will soon be pursuing Computer Sciences & Engineering in Korea.

My deepest love to those who supported me in this journey. One step at a time.



Kelvin Tan '12, Ivanka Fam '17, Siti Hajar

Sofea Hafek '19, Siti Hajar

Hajar was a student of SMK Pendamaran Jaya and a recipient of the Sunway-TFM Scholarship and Global Korea Scholarship 2022. She was a panelist at the CIMB's Cooler Earth Sustainability Summit 2021, a state-level archer for the Selangor Archery Team, a student alumni of Project ID, and a committee member of Impian Kencana, another TFM Alumni initiative that offers a coaching programme for B40 students from the Program Perumahan Rakyat (PPR) communities. Currently, she is in Daegu University's Korean Language Education Centre for her language programme this year and afterwards, she will be pursuing her undergraduate studies at Ewha Womans University in Seoul, Korea.

Throughout her secondary school years, she has been guided by various Fellows in her school, and with Project ID, such as Loh Chee Hoo '14, Kelvin Tan '12, Joyce Ching '12, Elizabeth Wong '14, Kamil Hakimie '14, Ang Chiew Teng '17, Ivanka Fam '17 and Sofea Hafek '19.

Loh Chee Hoo is a 2014 Alumnus who graduated from Universiti Sains Malaysia with Applied Statistics. He is a Teaching Alumnus and is currently involved with Project ID.



Loh Chee Hoo '14



Kelvin Tan '12



Ang Chiew Teng '17



Joyce Ching '12



Elizabeth Wong '14



Kamil Hakimie '14



Ivanka Fam '17



Sofea Hafek '19

Shawn

Coming from a low-income family, I grew up in an environment without amenities like toys or television. In fact, the only way I could watch TV was through my neighbour's windows. However, I understood that it wasn't easy to earn money, so I decided to earn money independently to support my mother. When I was 13, I had already started working in a restaurant to reduce my mother's burden and to obtain extra income, all of which I would give to my mother.

Then, in Form 4, I encountered Cikgu Brian. He was a 2012 Fellow and was a dedicated teacher that saw and encouraged my potential in Mathematics. Cikgu Brian selected me for a Mathematical Olympiad, which became the first step of inspiration for me to take up accounting in Form 6. To sustain my studies, I continued working at restaurants during the weekends and later achieved a 3.75 CGPA.

Throughout my studies, Cikgu Brian would stay in touch, advising me to participate in activities outside of school for my upcoming university application and even helping me apply for a scholarship. Not only did he improve my English for my IELTS test through practical training, but he would also let me stay with him while I resided in KL. I finally achieved Band 6 for my IELTS and obtained a scholarship to study Accounting. Thank you Cikgu Brian, for helping me discover my future after SPM.



From left: Jasmine Ong '12, Chee Ching (student), Chan Soon Seng '12, Shawn and Brian Geh '12

Shawn has recently graduated from Sunway University with a Bachelor's in Accounting and Finance on the Jeffrey Cheah Foundation Scholarship. He encountered 2012 Cohort Fellows Brian Geh, Chan Soon Seng and Jasmine Ong who taught at his school, and continued to support him past his high-school studies. He was also guided by 2012 Cohort Fellows Cheah Kok Hin and Connie Foong, and Ida Thien from Closing The Gap. Previously, he was President of the Student Council at Sunway University Business School and interned at PricewaterhouseCoopers (PwC). Having graduated, he is now working and concurrently pursuing his ACCA (Association of Chartered Certified Accountants) qualification.

Brian Geh is a 2012 Alumnus who graduated from the University of Cambridge with a Masters in Mathematics. He is currently working at McKinsey & Co. and is also the Co-Founder of Closing The Gap.

Shawn and Brian's story was instrumental in the birth of Closing The Gap, a programme that aims to empower high-potential, under-represented students with the knowledge, skills and mindset to enter universities and achieve their fullest potential. Closing The Gap has impacted 289 Scholars from 65 schools nationwide to navigate the complexities of the post-SPM landscape and help them get into universities.

Student Leadership

We believe that empowered students have voice, value and capability.



Voice

Student Voice that includes access, engagement, confidence, skills and stewardship



Values

Sense of community & country that includes values, relationships, sense of belonging and care



Capability

Achievement & growth towards broader, meaningful opportunities

Student Leadership Development (SCoRE) Framework

We created this framework based on the Malaysian Education Blueprint's definition of student leadership.



Social & Emotional Learning (SEL)

Having the ability to understand yourself (emotions, strengths, weaknesses), understand others, and work well with others



Resilience

Having the ability to adapt well to difficult situations - setbacks, failures, challenges



Communication

Having the ability to clearly and confidently express your ideas in spoken and written form



Entrepreneurship

Taking the initiative to develop and implement your own solutions to a problem (in self, team and community)

Student Opportunities

We run different programmes throughout the year in collaboration with our partners to empower students to be agents of transformation in their own communities.



Student Leadership Camps (SLC)

An annual social innovation programme in collaboration with Accenture since 2013.

778 students

136 schools

131 initiatives

Model of the programme:

- Accenture staff mentors students to develop and pitch solutions to local community challenges
- Selected teams receive funds to implement their proposed initiatives



Testimonials

I grew so much and made it so far. I started by joining for fun and to get extra curriculum marks, but now I'm going to make a change in my school. I always wanted to change things into something better since I was a little kid. Thank you for making a part of my desire come true and turning me into an ever-learning independent leader.

- Jasminamitha, Student (SLC Camp 2021)

Despite the challenges of moving to a virtual platform, the students' effort to join every session and constantly learn from each other inspired me. Watching them learn and grow along the journey while realising I am contributing to improving the quality of their education is so rewarding. This opportunity of becoming a SLC mentor has been a fulfilling and wonderful experience!

- Rachel Wei Chi, Accenture Mentor (SLC Camp 2021)

Student Opportunities



Project ID Student

Siti Hajar

Global Korea Scholarship 2022
Bachelor's Degree in Computer Science
at Ewha Women's University, Korea



Closing the Gap Scholar (2017)

Virman Juri

Sunway-TFM Scholarship
Bachelor's Degree in Biomedicine
at Sunway University



Closing the Gap Scholar (2016)

Shawn

Jeffrey Cheah Scholarship
Bachelor's Degree in Accounting
and Finance at Sunway University



Closing the Gap Scholar (2020)

Shaillasree Mohan

Sunway-TFM Scholarship
Diploma in Information
Technology at Sunway College

Alumni organisations co-founded by Alumni and ex-staff.

Closing The Gap

Closing The Gap (CTG) was an independent initiative under the incubation and support of Teach For Malaysia to help bright, under-represented students navigate the complexities of the post-SPM landscape and reach higher education. CTG's mentoring and development programme supports high-potential, under-represented students with the knowledge, skills and mindset needed to achieve their higher education goals.

Since 2019, CTG has been absorbed as a programme under the Tunku Abdul Rahman Foundation. The team has since expanded its work in higher education access by providing scholarships, upskilling and financial assistance to youths in higher education.



Impact:

289

students from secondary schools across Malaysia
with the support of our committed Mentors

RM8 Million

of scholarships unlocked

108

CTG Scholars in degree courses around the world, **37** in the
top 200 global universities according to QS 2020 ranking

“

We at YTAR are proud of what our 288 CTG Scholars have achieved for themselves today, no matter the pathways they have taken. The progress we have made in CTG for the last 6 years would not have been possible without the initial support of TFM who believed in CTG's potential despite our fledgling beginnings. It is a privilege to be part of the larger TFM community that continues to share the same values and commitment to making Malaysia a just and hopeful place for students from all backgrounds.

- Ida Thien, Deputy CEO, Yayasan Tunku Abdul Rahman and Co-Founder of Closing The Gap Malaysia
TFM ex-staff

”



Project ID

Established in 2013, Project ID is a social enterprise that designs innovative student-centric experiences focusing on leadership, social-emotional learning, and career aspirations. Project ID empowers students, particularly those from under-served communities, with a sense of possibility and to pursue their dreams. In all their initiatives, Project ID's priority is to champion student voices by inviting and encouraging students to co-create and take a leadership role in their own learning.

Impact:

15,000

students from **167** schools across all **16** states and Federal Territories in Malaysia have been impacted by Project ID's programmes

700,000

young people engaged via digital platforms during the pandemic

>2,500

students aged 13-21 across all states in Malaysia participated in a nationwide survey: "Student Voice Matters" on how students want to learn, in the last 2.5 years



“

What drives the Project ID team every day is knowing that we are helping our students succeed by nurturing self confidence, self-belief, career exposure, and providing a safe space for them to learn meaningful soft skills. What gets us excited is that we're creating innovative solutions to scale impactful soft skill programmes for students across Malaysia sustainably.

- Kelvin Tan, CEO and Co-Founder of Project ID
2012 Alumnus

”



Silicon Valley Trip

In October 2016, 7 students of Teach For Malaysia Alumni were selected to go to Silicon Valley in San Francisco – that's 7 out of 33 of our country's brightest young makers who participated in two accelerator labs organised by MDEC under their Digital Maker Global Exchange programme (DGMX).



Adiwiraku

In 2014, 35 students (Form 1 to Form 5) participated in a Choral Speaking competition led by Cheryl Ann Fernando (2013 Alumnus) and won the fifth spot.

This was made into a film, "Adiwiraku" with some students casted to play themselves. This won the best film of the 29th Malaysia Film Festival, and "Adiwiraku" is currently available on Netflix.

Student Presenting at a Global Conference

Debbie Deandra presented at the Teach For All Global Conference 2021, attended by more than 65 countries. During her session: "Want to Reimagine Education? Start a Revolution!", Debbie shared about the mindset shift she experienced towards the concept of leadership.

“

Adults should emphasise adult-student partnership and maintain a space for students to own their leadership journeys.

”



LEADERS IN THE SCHOOL & COMMUNITY



Gan Jia Huey - 2022 Fellow

I first met Cikgu Chong at my secondary school in 2014. Although he wasn't one of my class teachers, he was one of the most enthusiastic teachers I knew. He organised an Olympiad Math competition for students to sign up and be a part of. This wasn't just a one-off incident.

Throughout my school life, he would always provide students with lots of opportunities to explore outside of what we know and see what's there in the world. Technology exhibitions, university visits, and even just calling us out for lunch. Going the extra mile wasn't an easy thing to do, but whenever he saw a student's interest in something, he would do something for them. Beyond enthusiasm for teaching, he had a deep care for his students and wanted us to find what we love and give us an opportunity to explore.

Looking back, maybe it doesn't seem like anything drastically life-changing, but he provided us with a platform to find our passions and activities to build our character. As someone quieter, I didn't proactively look for chances to do these sorts of things and, I don't think I would've developed myself as much as I did, but Cikgu Chong helped me go out of my comfort zone. Having now known about Teach For Malaysia and realising my interest in teaching, I took the initiative to apply for the Fellowship in 2022. My experience with refugee children has led me to see that education isn't accessible to everybody. Schools aren't just a place to learn, they're also a place to have a space to grow, have fun, meet new people and find new opportunities.

I hope to be able to do that for my students, just as Cikgu Chong did for me.



Chong Zhi Xiong is a 2014 Alumnus who graduated from the Imperial College London with a degree in Materials with Nuclear Engineering. As a Fellow, he taught at SMK Puchong Batu 14 for 2 years. Currently, he is involved with Chumbaka (a TFM Alumni organisation) as the Chief Learning Officer.

Gan Jia Huey was a student of Zhi Xiong at SMK Puchong Batu 14. After high school, she pursued a degree in Psychology at Sunway University. Currently, Jia Huey is a 2022 Cohort Fellow, teaching in a school in Perak. She is the first student of a Teach For Malaysia Fellow to become a Fellow herself.

Michael Hillary Louis - 2022 Fellow

I joined Teach For Malaysia because their cause is very close to my heart; to provide education equity to every child in Malaysia. When I was doing my degree at the University of Malaya, I would actively follow programmes to enter Sabah's interior areas in order to tutor students in schools, as well as in the village where I grew up. While tutoring in schools, I've witnessed how students are deprived of quality resources.

It was an eye-opening experience for me as the students are hungry for knowledge and are indeed smart, yet they lack support and exposure to opportunities. I experienced this when I was in their age group. Being the valedictorian at my school, no one told me about the various scholarship programmes available for higher education. Hence, I missed many opportunities because I did not have a guiding figure to help me with my future.



As the first in my family to get a Bachelor's degree, I decided to carry this torch and use the knowledge I have to become the role model I needed when I was a student.

Putting on my teacher's hat as a TFM Fellow equipped me with the understanding that education is more than getting A's; it's also about creating a safe space for my students to learn, as well as how I can impact the lives of my students to survive in this challenging world. I've also learned how our preconceived notions of how a class should be, would not necessarily be true in an actual classroom. It's important for teachers to know how to adapt along the way in order to meet the needs of the students.

Hopefully, by taking these small steps in creating an impact, it will ripple out to a greater effect so that no child would ever miss out on deserving opportunities.

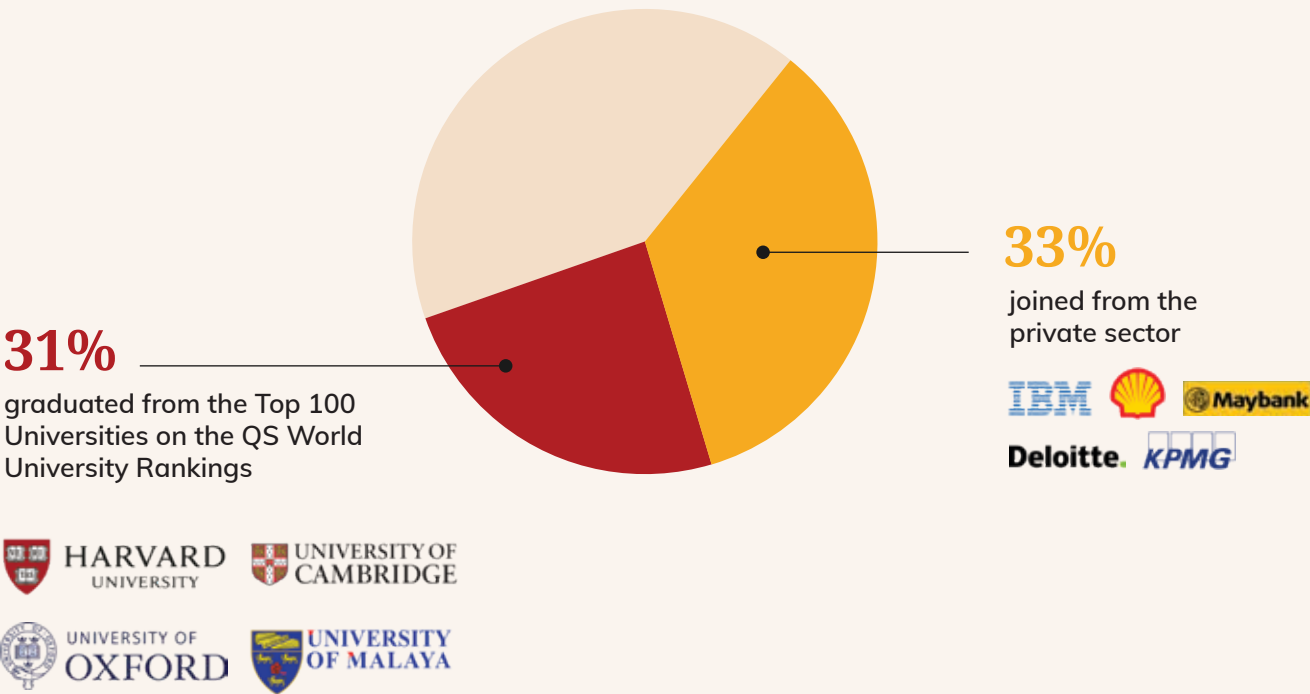


Fellowship

Similar to a rigorous or selective Management Trainee programme, our award-winning 2-year experiential leadership programme recruits individuals with the most promising competencies, as well as skill sets, and places them in some of the most challenging schools that serve low-income communities (RM3,000 in median monthly household income).



Prior to joining the Fellowship, Our Fellows:



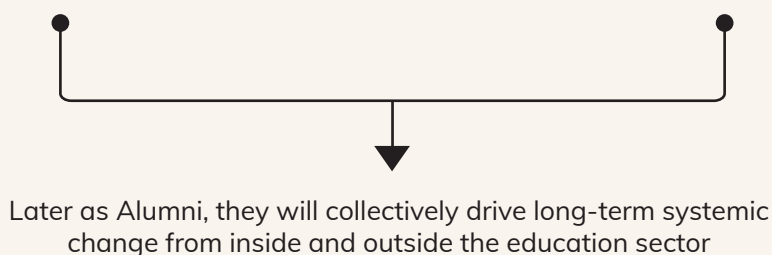
In 2 years, our teacher leaders (known as Fellows):



Experience and understand the structural challenges that hold our most disadvantaged students back

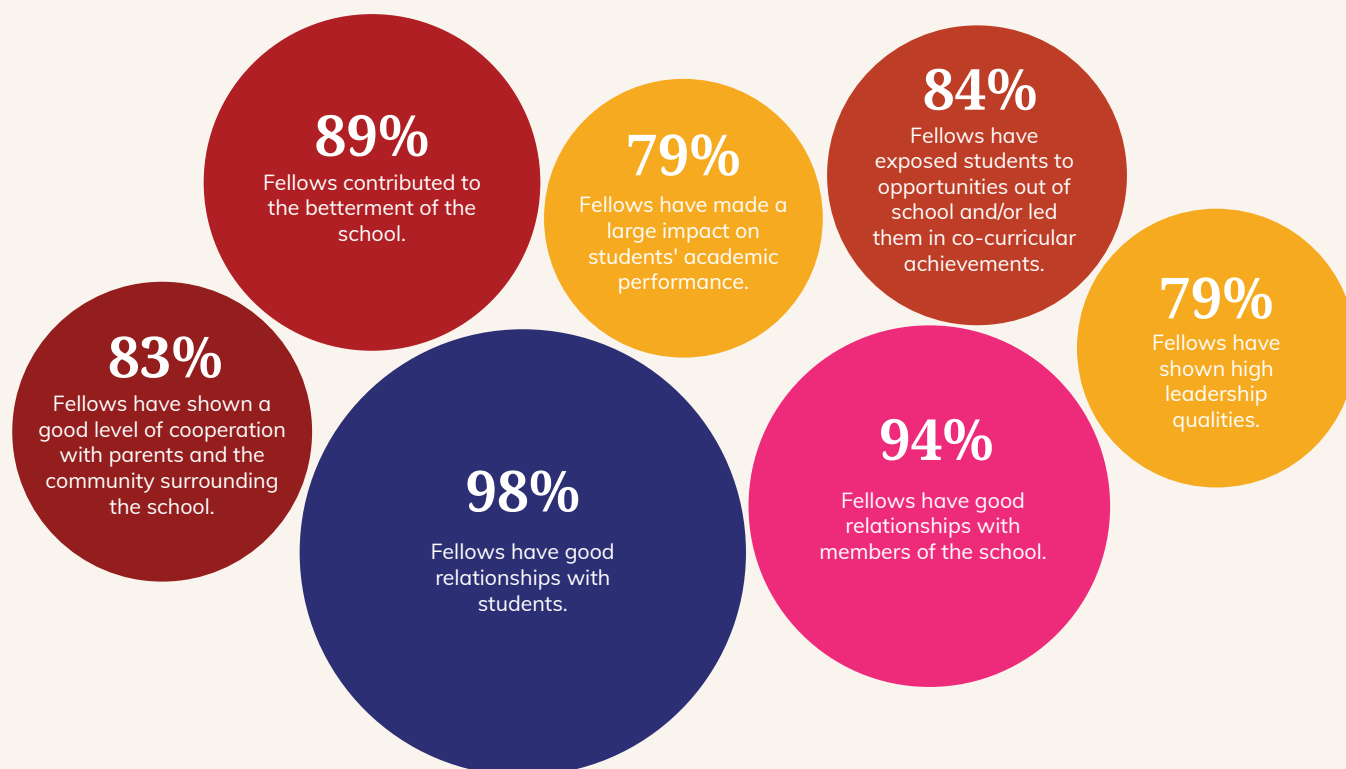


Collaborate with other teachers and community leaders to improve students' outcomes and leadership



What the principals say

Data from Principal's Satisfaction Survey

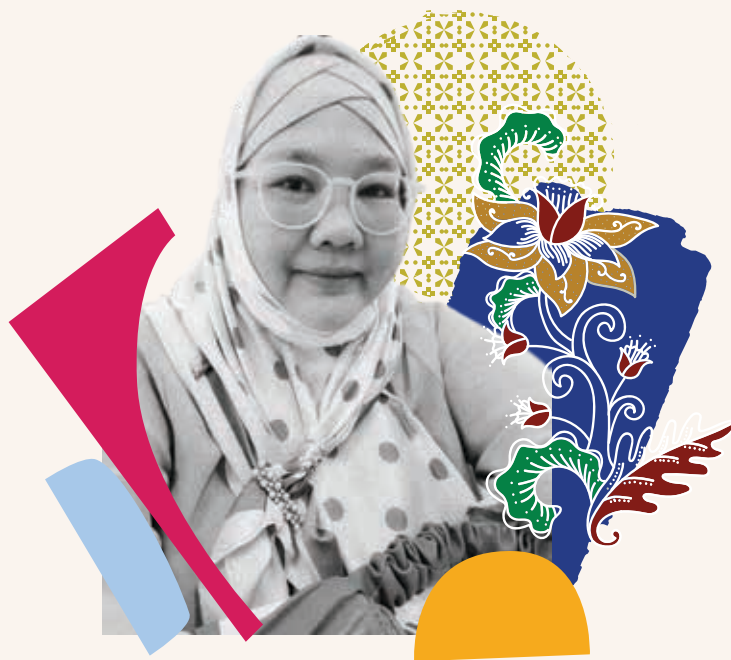


Ibu Miza - Program Duta Guru Cohort 2 Teacher

In 2018, I was placed in a B40 school, which opened my eyes to the gaps in education. In my 28 years of teaching, it was only then that I realised the different starting lines students begin their educational journey with.

It's my belief that everyone should start on the same playing field. I took the initiative to provide my students with basic necessities like pencils, books, and even socks, all to ensure that everyone had an adequate footing when learning in class. The fact that my students lacked these items was already a concern.

In class, I refer to myself as 'Ibu Miza' to connect better with my students and help them feel safer to create a better learning environment for them. My focus will always be on what my students will learn. It's not enough to only care about what they will be taught. To that end, it's always a blast to find new and creative ways to teach, so my students come out of the classroom having learnt something. Joining Program Duta Guru's Cohort 2 in early 2021 has led to many improvements. I have learned, unlearned and relearned the education blueprint to integrate it better into my lessons.



I have found camaraderie among my fellow PDG members, whom I have worked with in a like-minded passion for learning how to become a better teacher for my students. I have learned to appreciate my own value as an educator and mentor to fellow educators around me. It warms my heart to know that there is a community of teachers who want to do everything to help their students as well.

Regardless of profession, my hope is that my students will grow into knowledgeable adults, a trait they will continue to pass down to future generations to come.



Rosmizana Yahya is a participant from Program Duta Guru (PDG) Cohort 2.

In 2020, we expanded our work to developing and coaching in-service public school teachers, building off of our learnings from the Fellowship programme. As we work closer with the system, we are able to change fundamental culture and teaching practices at an even larger scale.

Program Duta Guru (PDG)

A collaboration between **Yayasan PETRONAS** and **Pusat STEM Negara** of the **Ministry of Education (MOE)**. A two-year, nationwide industry-linked programme empowering STEM teachers serving in high-need schools.



PDG incites passion and raises capabilities amongst teachers for integrated STEM teaching, in a supportive ecosystem of teachers and stakeholders to obtain optimal increases in students' interest and competencies in STEM education.

Programme Structure

Content:

Industry-based, high quality STEM pedagogy and curriculum

Coaching:

On-site and virtual coaching for professional development

Community:

Nationwide peer-learning groups

Commitment:

Two years support with access to the latest STEM teaching, learning infrastructure and resources

“

My hope for students is that they will be able to attain valuable and real-world applicable knowledge when they attend school. I want to see our students excited about learning and motivated to go to school. I hope teachers can focus their efforts on ensuring that our students are able to receive a meaningful learning experience when they go to school.

- Ybrs. Dr Ihsan Ismail
Deputy Head of Secretariat (Technical) PMO Office



”

Impact of PDG



88%

Of principals recognised that PDG teachers have brought positive impact through pedagogical approaches among other teachers

(PDG Principal Survey 2021)

75.5%

Of students indicated interest and curiosity in learning STEM subjects

(PDG Students' Motivation Survey 2021)

64%

Of participants have shown an improvement in the MOE teacher competency rubric SKPMg2 Standard 4

(PDG Participant Survey 2021)

October 2021, the PDG National Symposium

680 participants (including participants, federal stakeholders and State Education Department representatives)

Impact from NS:

96%

Understood the STEM education landscape in Malaysia better

86%

Expanded professional network and built a community of support for STEM education

98%

Obtained inspiration, ideas and best practices in STEM learning

96%

Identified new opportunities to enhance students' interest in STEM

Results are based on 402 responses (59.7% of total attendees)



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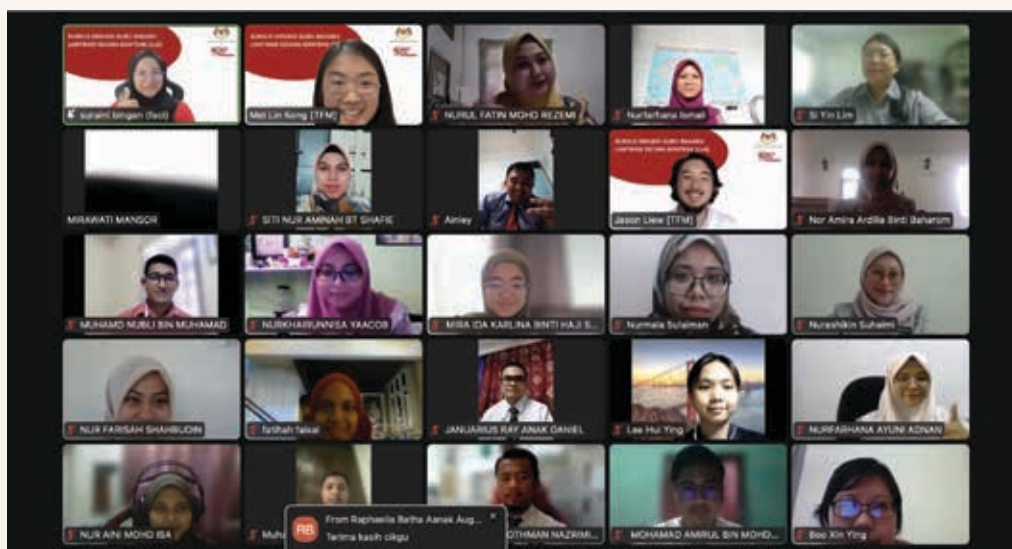
My hope for Program Duta Guru YP-KPM is that we will be able to provide extra training to teachers so that they are able to make STEM education more enjoyable for both teachers and students. I hope to see a quality Malaysian education that creates students who will become future leaders and contribute to the nation.

- Pn Shariah Nelly Francis
Chief Executive Officer of Yayasan PETRONAS



”

In July 2022, Teach For Malaysia is appointed as IPGM (Institut Pendidikan Guru Malaysia/ Institute of Teacher's Education)'s implementation partner for Kursus Induksi Guru Baharu 2022 (induction course for newly appointed teachers)



TFM is a trusted partner of the Ministry of Education

As outlined in the Malaysia Education Blueprint 2013-2025, TFM's work contributes towards achieving the strategic shifts necessary to transform our education system, primarily "Shift #4: Transforming Teaching into the Profession of Choice".

Teach For Malaysia is one of Ministry of Education (MOE)'s strategic partners. Throughout this 10-year journey, TFM has carried out various collaborations with public and private sectors in line with the Malaysian Education Blueprint 2013-2025. Everyone should continue to collaborate on education transformation efforts that lead to the achievement of student outcomes.

- YBrs. Dr Ahmad Rafee Bin Che Kassim,
Deputy Director – General of Education Malaysia (Teacher Professional Development Sector)
Ministry of Education (MOE), Malaysia



LEADERS IN THE ECOSYSTEM



Adzrul Syafiq

I joined the Fellowship in 2015, and have always been a firm believer that it takes a village to raise a child. I also believe that building relationships with the local community plays an important role in unlocking a child's potential.

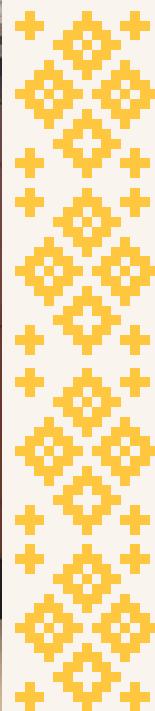
Most crocodile attack incidents recorded in Malaysia take place in Sarawak, a state where I was posted during my Fellowship. With the support of Curtin University's Office of Research and Development and the Board of Engineers Malaysia (BEM), I assisted my students in designing a simple electronic signalling system that could serve as an alarm or early warning system to alert the riverine community whenever crocodiles were detected in nearby rivers. The students were required to demonstrate their concepts and designs using Arduino electronic kits and basic programming. As a result, my students won the Gold award in the Curtin Croc Challenge.



I believe that quality education includes empowering students to be agents of change to solve issues within their own communities, while exposing them to knowledge and opportunities that go beyond the 4 walls of a classroom. Beyond my Fellowship, I also brought 2 students to visit Parlimen Negara in 2019 to witness a historical moment where all MPs came up with a unanimous vote to pass the Bill to lower the voting age from 21 to 18 years old. When you cannot bring your students to the world, bring the world to your students. I also brought international friends from Turkey, USA, and France to visit my school to share and exchange experiences with my students. This taught my students that there's more to the world beyond their classroom.



I also initiated the AIESEC-Asean Global Village with over 200 students that aimed to promote ASEAN development and regional identity. Through these experiences and interactions, I realised that closing the gap of education inequity is an issue that teachers from all parts of the world experience. This motivated me to build my competency in education strategies, particularly in dealing with curriculum design and youth empowerment.



Adzrul Syafiq is a 2015 Alumnus. He graduated from Universiti Teknologi Mara (UiTM) in Law. He taught in SMK Lutong, Miri, Sarawak until 2021 as a History and STEM subject teacher. In 2017, he improved the final year examination class average by more than 16% for 8 classes.

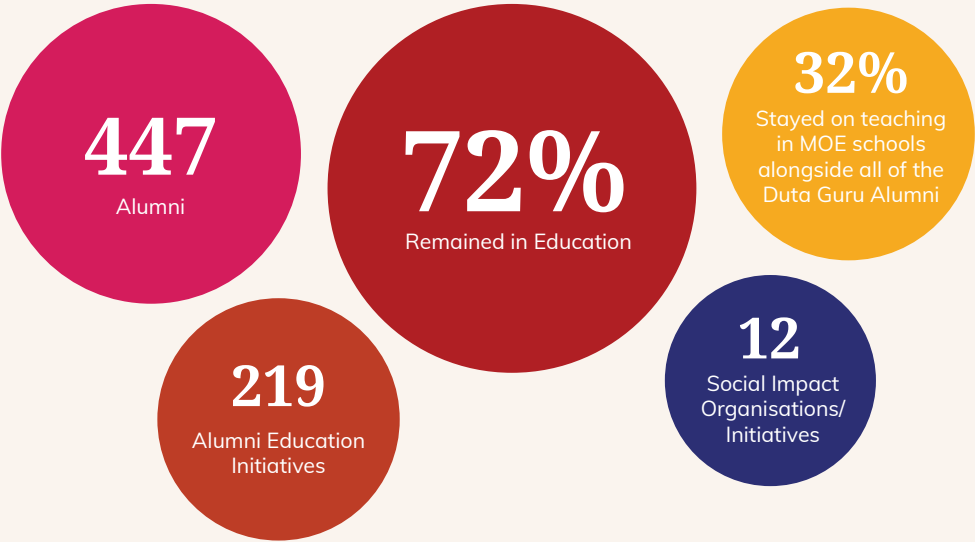
He represented Malaysia at the Qudwa Global Teachers' Forum in Abu Dhabi, UAE in 2017. He was also a participant in the 2018 Honeywell Educators Space Academy (HESA) at the U.S. Space & Rocket Centre (USSRC) in Huntsville, Alabama, USA.

Syafiq is currently pursuing his MSc Education at The University of Edinburgh. He believes that it is vital for educators to learn more about cognitive behavioural strategies to empower students in taking ownership of their own learning, and thus become critical thinkers and independent learners.

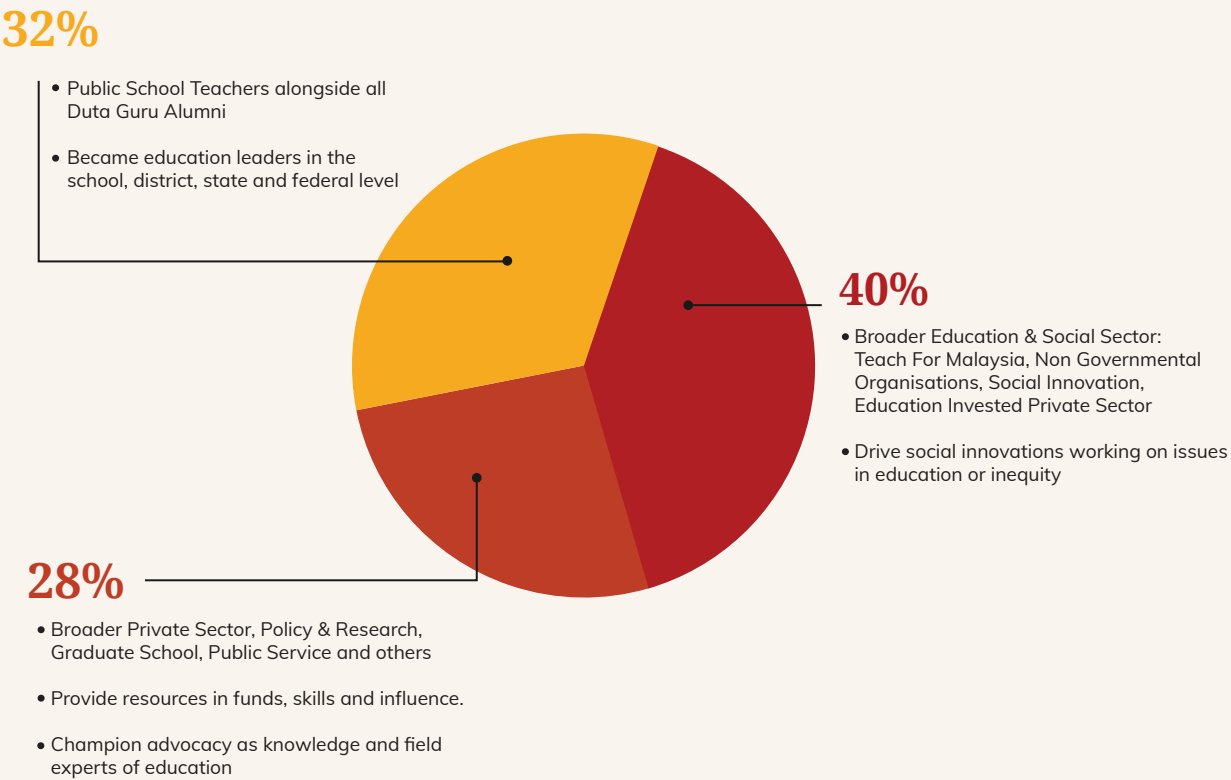


Alumni Impact

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



Alumni Pathways



Social Impact Organisations

There has been growth in entrepreneurial and future-facing leadership across Malaysia's education ecosystem in recent years. The growing social innovation sector in education is fuelled by Teach For Malaysia Alumni. Now, Teach For Malaysia and their Alumni organisations have increasingly broadened their impact throughout the national education ecosystem.

Impact of Alumni transforming education beyond the Fellowship



10 Million

Impacted by Acumen Fellows' Leadership

38

Leaders impacted



2,200

Participants

360

Teachers



5,323

Students

701

University Students

724

Schools

653

Teachers

**Data for 2021 only*



987

Students

22

Schools



8 Million

Scholarships unlocked

247

Mentors Mobilised

284

Scholars

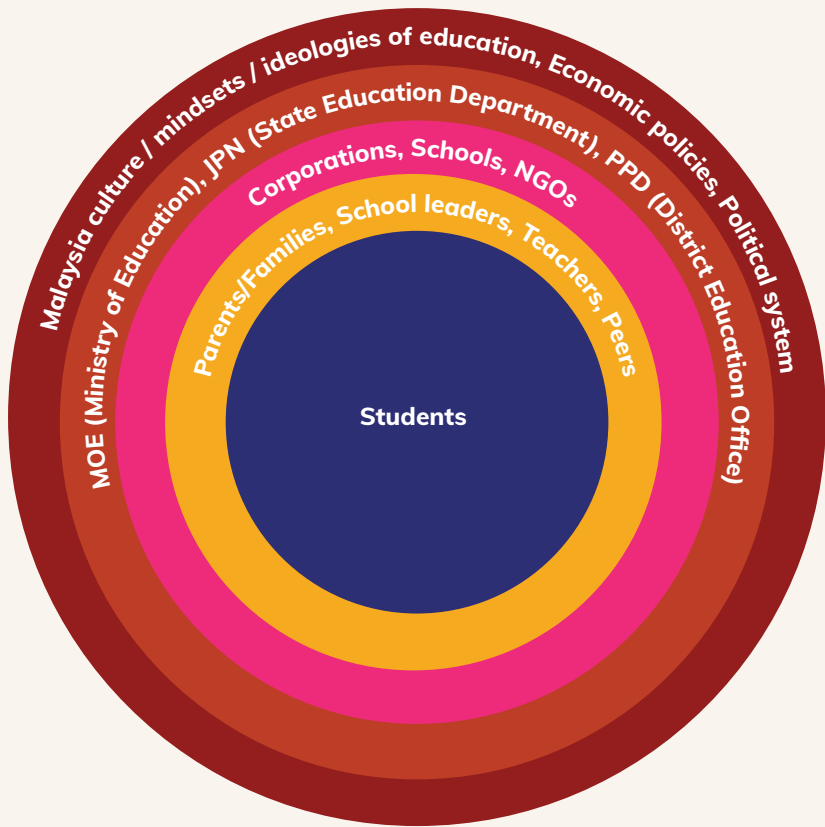
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Scholars in Higher Education

| | | |
|---|--|---|
|  | <div>42,000</div> <div>Students</div> <div>1,400</div> <div>Teachers</div> | <div>560</div> <div>School Leaders</div> <div>140</div> <div>Schools Nationwide</div> |
|  | <div>60</div> <div>Educators</div> | <div>25</div> <div>Students across 3 PPRs</div> |
|  | <div>31,647</div> <div>Students</div> <div>780</div> <div>Volunteers</div> | <div>777</div> <div>Teachers</div> <div>92</div> <div>Parents</div> |
|  | <div>68,000</div> <div>Students</div> <div>6,000</div> <div>Teachers</div> | <div>195</div> <div>Schools</div> <div>13</div> <div>States</div> |
|  | <div>13,500</div> <div>Students</div> | <div>54</div> <div>Schools</div> |
|  | <div>4,250</div> <div>Malaysian Youth</div> <div>7</div> <div>Small-business Created</div> | <div>3</div> <div>Research Papers</div> |

How Our Alumni Make Long-term Systemic Impact

This is a non-exhaustive system map based on Bronfenbrenner's Ecological System Theory



Malaysia culture / mindsets / ideologies of education, Economic policies, Political system

MOE (Ministry of Education), JPN (State Education Department), PPD (District Education Office)

Corporations, Schools, NGOs

Parents/Families, School leaders, Teachers, Peers

Students



EDUCATION RECOVERY



In March 2020, the country's schools were forced to close due to the COVID-19 pandemic. 4.9 million students suddenly found themselves unable to leave their houses as teachers and school administrators grappled with finding alternative ways to deliver lessons.

We committed to a **2023 Education Recovery Strategy** to address the immediate needs and deliver strategic interventions that can support students from high-need schools.

The Special Projects team was created to diversify our impact through innovative community initiatives. We respond and adapt to our communities' most pressing issues and needs by co-creating solutions towards a collective vision.



Learning Box

Supported by Dow, SC Johnson, UBS and Yayasan Hartalega

From May to November 2021, students in limited or zero bandwidth environments could continue to learn, despite the pandemic with self-directed learning boxes containing engaging STEM subject activities and materials for students within the age group of 8-11 years old. Local teachers and members of the communities were recruited to facilitate and guide the student's learning process.



4,970 STEM Home Learning Boxes



498 Firefly Activity Boxes



1,492 students and teachers



55 schools in 7 regions (Perlis, Perak, Selangor, Kelantan, Johor, Sabah and Sarawak)

Testimonials

Overall, this learning box project is a must and recommended to everyone, because it gives the opportunity for the pupils to create, explore and learn authentically.

- Cikgu Rawlin, SK Long Luping

I enjoy doing hands-on experiments during Science lessons, because I can use items and materials that I have at home.

- Doradawaiah, Student at SK Pulau Sumandi

TFM Tutoring Programme

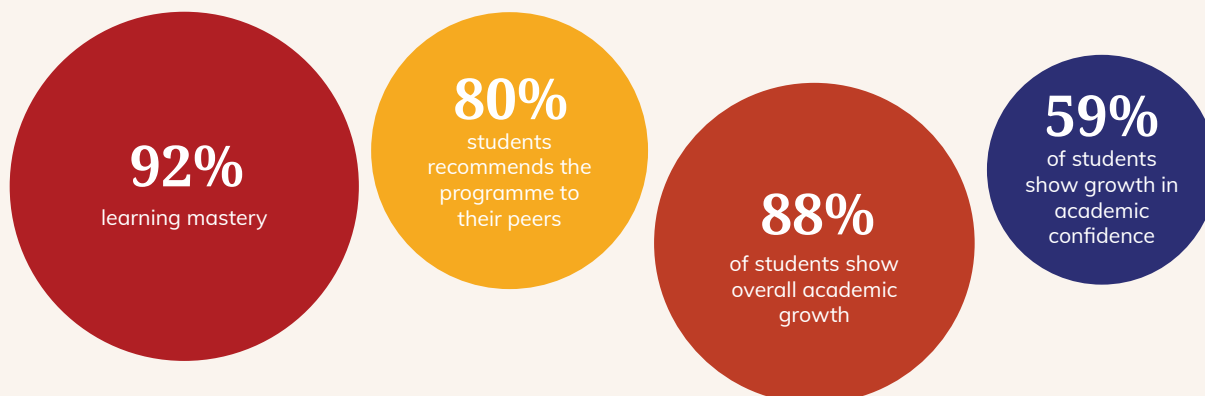
Supported by UBS, Yayasan Hartalega and Yinson

Launched in October 2021 with aims to narrow the knowledge gap amongst disadvantaged students as a result of school closure during the pandemic. The programme adopted a virtual setting due to school SOPs, school closures and travel restrictions to meet in-person as a result of the pandemic.



- 4,739 Tutoring Hours
- 639 Secondary School Students
- 150 Tutors
- 10 subjects
- 5 forms

Impact



Student Testimony

I used to shy away from public speaking, especially in English. After I joined this programme, I became more confident to speak in public. This programme is not just about academic achievement, I also learned about effective time management.

- Wafirah, Student

I will never forget all the fun activities you included in your class to enhance learning. I especially loved how you always relate the lessons to real-life examples that would allow the material to make more logical sense. It is so much easier to recall the material when being tested on it or when we needed it for homework. After I joined this programme, I can easily understand what is taught during class, so thank you for the knowledge given.

- Nur Atiqah, Student

Sekolah Enuma (SE)

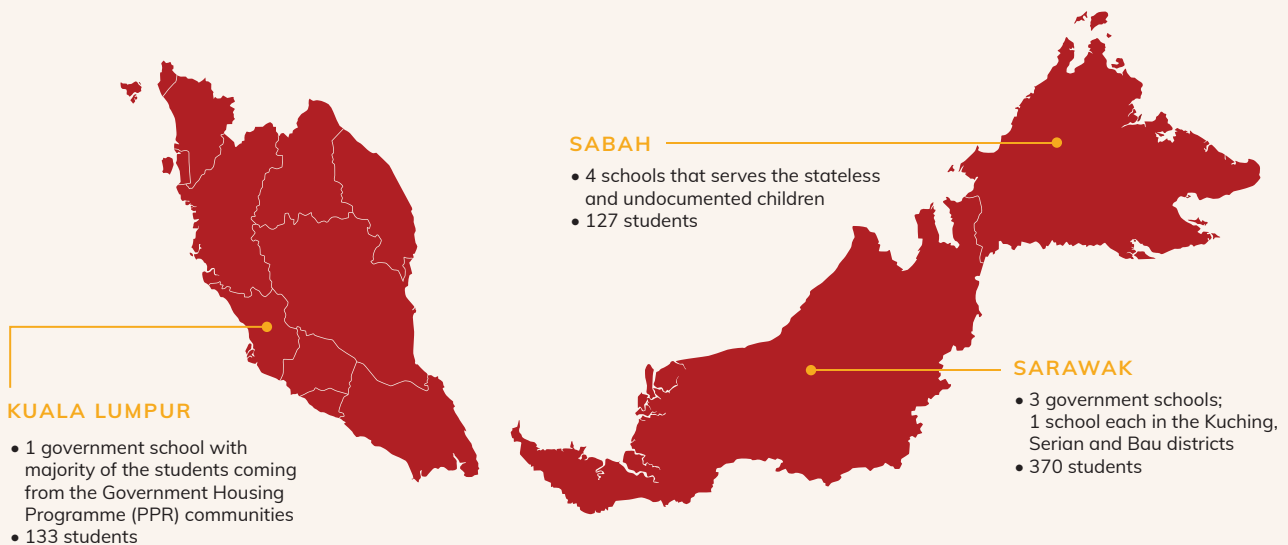
Supported by ECM Libra and Yayasan TM

A gamified digital learning app that can run without internet connectivity. It supports independent learning, with minimal guidance from adults, in school and at home for young learners in building and strengthening basic literacy and numeracy in Bahasa Malaysia, Math and English.



8 schools

630 students



Feedback from schools:

- **81%** of the teachers think that it is suitable for remedial and young learners in kindergarten to primary 1 (age 4-7).
- English subject is the most helpful to the teachers and students.
- Students with lower literacy ability were able to understand and follow along with the teaching in the classroom.
- **SE enlarges teacher's capacity** by teaching foundational content. This enables teachers to focus on teaching more difficult content during regular class session.

During the COVID-19 pandemic,

We built on the leadership of our Alumni organisations, which worked collectively to power the country's emerging ecosystem of education social enterprises, and played a leading role in collaborating with different players to ensure that children and teachers nationwide were supported with online tools and resources when schools were closed.

Development of curriculum-aligned online lessons

YTL Learn From Home

Lessons have been accessed over **1 million times**

Winner, People's Choice category of the AVPN Constellations Award 2022

Supported by CIMB Foundation, FrogAsia & YTL Foundation

Distance learning resources for school leaders, teachers, parents, and students

Distance Learning Website

Supported by Pemimpin GSL, Edvolution Enterprise, and corporate partners like Yayasan Hasanah

Student leadership programme

Building Young Leaders Today for Tomorrow

Student Wellbeing & Social-Emotional Awareness Presentation by 2 Fellows and Student at Teach For All's 2021 Global Conference featuring 61 Countries

Supported by Citi Foundation

Tutors for high-need schools

TFM Tutoring Programme

88% of students show overall academic growth

Supported by UBS, Yayasan Hartalega and Yinson

Learning resource for limited or zero bandwidth environments

Learning Box

5,468 boxes for 55 schools in 7 regions

Supported by Dow, SC Johnson, UBS and Yayasan Hartalega

Community workshops and free online lessons for the PPR community

CIMB Foundation PKP Project Program Komuniti Perkasa (PKP)

76% Students achieved acceptable targeted learning levels

Supported by CIMB Foundation

Gamified digital learning app without internet connectivity



8 schools
646 students

Supported by ECM Libra and Yayasan TM

85 Virtual Events hosted & facilitated by Alumni Board

Provide support & creating collaboration within the system (Ministry of Education, wider social enterprises & organisations)

Support public school teachers in digital learning especially in low-tech and no-tech environments



Self-sustaining learning hub with local Orang Asli facilitators

Community Learning Hub (CLH)

Supported by The Budimas Charitable Foundation & EPIC

Content creation for DELIMA

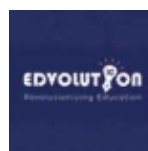
Google Education's Malaysian lead is an Alumni

Nationwide student survey for best practises in online learning

Project ID Student Survey

Supported by Bain & Company & TFM

Whole school improvement training for state and district officers for capacity building of school leaders and teachers



LESSONS WE LEARNED FOR THE JOURNEY AHEAD



A letter from our CEO Chan Soon Seng, who joined the inaugural Teach For Malaysia Cohort in 2012

On the 4th of January 2012, I stepped into school as one of the first 50 Teach For Malaysia Fellows. I was filled with a sense of hope and a firm belief that all the students I would teach in the next 2 years could realise their dreams. That optimism was quickly shot down in my first month when I realised how many of my 16 and 17 year old Form 4 students were illiterate. I just could not understand how they made it through up to 10 years of education, without receiving the support to master basic literacy. I felt really hopeless, as it felt unlikely that I would be able to help them to develop the skills they would need to access broader opportunities, in the time I had with them.



Soon Seng as a Fellow back in 2012



TFM Week with Ben Uzair (KK12fm radio host) in Semporna



Students at Pulau Ketam

But my experience with hope has been that when you feel like you've got none left, there is always just enough to sustain you till you are able to refuel yourself. Amongst the over 330,000 students that Teach For Malaysia has impacted, it is one of my greatest privileges - 10 years on - to still be in touch with some of my students who, despite great odds, have gone on to shape lives of greater possibility for themselves. This letter contains some of the key lessons that we have learnt along the way about **possibility, perseverance and people**. These lessons have shaped our thinking about the impact we hope to make in order to see a significant change in our lifetimes.

Possibility

Since our founding, we have held on to our vision of Malaysia where all children have the opportunity to realise their potential through quality education. So we have committed ourselves to serving communities where we believe that we are most needed. From Semporna to Sungai Petani, Pulau Ketam to Pasir Gudang, Miri, Ampang, or Gerik - we believe that no matter what a child's background is, it should not limit them from receiving the kind of education that will enable them to live a life they truly love. Throughout this report you've read the stories of some of our students-Hajar, Shawn, Lisa and Jia Huey. Our students constantly inspire us, and continue to show us what is possible when they have access to opportunities and a teacher who believes in them.

Our first lesson is to always ensure that our work is #ForTheKids. When that belief remains our guiding star, it will continue to push us to discover what is possible for our students, even when the odds are against them.

So we must continuously push the boundaries of what we believe is possible for our students. Realising our vision in our lifetimes is not a likely, predictable future or a simple task. However, as Malaysians, the spirit of Merdeka is one that calls on us to shape the future that we want to be true. Therefore, we need to consistently and collectively take bold steps to consciously co-create the future that we truly want to see for our students.



Perseverance

While we reflect on possibilities, we also know that the 10 years of impact that this report celebrates have been 10 years of highs and lows. Where our work starts is often in a place of great need. Whether it's the student who couldn't read or write because their parents were illiterate and they never went to kindergarten; the student who couldn't do their homework because they needed to work at night to support their family; the parent who desperately called at night because their child had run away from home and they didn't know who else to turn to; or the student who refused an overseas scholarship opportunity because she was convinced that girls weren't supposed to pursue such paths- this work has never been easy.

As an organisation, we've had to constantly challenge the status quo.

- **Why would a manager from a multinational corporation, or a first-generation university graduate, give up greater economic opportunities to become a teacher?**
- **Why would the Ministry of Education trust an organisation run by young people to create impact?**
- **Why would corporations and members of the public, entrust their donations to this education nonprofit?**

But 10 years on, over 1,000 TFM Fellows & PDG teachers have chosen to take on the challenge of playing their part in transforming education. We continue to partner with the Ministry of Education, in even more ways than before. We continue to receive strong support from corporations and individual donors, with a number of decade-long partnerships. Amongst many forms of recognition, we are a proud recipient of the 2022 Merdeka Award under the Education and Community category.

I want to say a huge thank you to every single one of you that has stuck through this journey with us. There have been many challenging times where the path before us has been uncertain. But because of the collective commitment and support you all have demonstrated, we have been able to navigate the toughest of classroom and organisational challenges.



Dialogue session with the Minister of Education during the 2012 Cohort's Institute



The screening of Adiwiraku with Ministry of Education (MOE) in 2018



With our Board of Trustees and some of our partners at the 2022 TFM Community Event

Many of us have been discouraged by the challenges of recent times. The pandemic has left no one untouched, and set back educational outcomes for most. We see economic and political instability all over the world. Against the backdrop of these challenges, it can be easy to lose hope. However, it is precisely because of these challenges that we need to invest even more in supporting education transformation.

We've learnt that we need to persevere because this work is worth fighting for. Quality education for all, not only transforms the lives of students, but has the power to change the quality of life of their families, and ultimately the economic and societal outcomes of our nation, and world. And we've learnt that we can only truly see better outcomes if we collectively invest in the long game of transformation.

People

One of the things I clearly remember about my Assessment Centre - the last stage of the selection process to become a Fellow - was that I was so inspired by the other candidates. They were so energetic, dedicated and thoughtful, and there was a strong sense that we shared a similar vision and set of values. The opportunity to work with these people was ultimately one of the key factors that helped me decide to quit my corporate job and join TFM.

The leadership guru, John C. Maxwell says, “Leadership is influence, nothing more, nothing less.” In a similar vein, **“Teach For Malaysia is its people, nothing more, nothing less.”** We are where we are today because of the leadership of all of our people, and how we work towards our vision as a movement who cares about one another. TFM has never been about the leadership of a few talented, charismatic personalities - it has always been about unleashing the leadership force of an entire movement.

The common sayings - “It takes a village to raise a child”, and, “if you want to go fast, go alone, if you want to go far, go together”, ring true for us. Community has always been at the heart of how we operate. We’ve learnt that in order to sustain ourselves, we need to be able to be part of a community that genuinely cares about each other. We need a community that is a safe and trusted space to support us when we’re down, to challenge our thinking in order to innovate, and to work together to turn vision into reality.



Our Fellows



Our PDG Participants



Our Staff

We’ve truly seen the power of Margaret Mead’s famous quote: “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”

We recognise that in order to truly see significant progress towards our vision in our lifetimes, that “small group” has to become a much larger group. In the last 10 years, we’ve become a lot more diverse as a movement, expanded to work with existing teachers in the system, and grown by 20x. But 1,000 leaders is not enough to enable transformational outcomes. As we look forward, we know that we need to become even more diverse and unlock the leadership of so many more.

So imagine the power of a very large group of people who are:

1. anchored on the possibility of quality education for all children
2. able to focus on the long game and lead through the most challenging times, and
3. able to operate as a diverse and inclusive community of leaders that genuinely cares for each other.

Imagine how much more change we could see. We just might be able to see “One day” happen in our lifetimes.

OUR BOARD OF TRUSTEES



Our Board of Trustees

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



YAM TUNKU ALI REDHAUDDIN IBNI TUANKU MUHRIZ
Chairman & Founding Trustee

- Chairman, ASTRO, Bumi Armada Berhad & Taliworks Corporation Berhad
- Director, Bangkok Bank Berhad & Sun Life Malaysia Assurance Berhad
- Senior Advisor, TPG Capital
- Partner, Vynn Capital
- Chairman, Yayasan Munarah & Cancer Research Malaysia
- President, WWF Malaysia
- Trustee, Amanah Warisan Negara & Tsinghua Education Foundation Malaysia
- Pro-Chancellor, Universiti Sains Islam Malaysia
- Chairman of the Board of Governors, Marlborough College Malaysia



SHAHNAZ AL-SADAT MOHSEIN
Founding Trustee, Member Of Audit & Risk Committee

- Chairperson, LeapEd Services
- Member of Board of Governors, Kolej Yayasan UEM
- Former Co-Founder, arise Asia
- Former Executive Trustee, Yayasan AMIR
- Former Board Member, MINDA
- Former Executive Director, Strategic Human Capital Management & CFO, Khazanah Nasional



CHEN LI-KAI
Trustee, Member Of Remuneration & Nomination Committee

- Senior Partner and Managing Partner, McKinsey & Company Malaysia
- Former Global Head of the Education Practice, McKinsey & Company



DATUK YVONNE CHIA
Trustee, Chair Of Audit & Risk Committee

- Fellow Chartered Banker
- Independent Non-Executive Chairman, Standard Chartered Bank Malaysia, Cradle Fund Sdn Bhd & Press Metal Aluminium Holdings Berhad
- Trustee, Merdeka Trust Foundation
- Senior Independent Director, Astro Malaysia Holdings Berhad & Silverlake Axis Ltd



DATO' THARUMA RAJAH

Trustee, Chair Of Remuneration & Nomination Committee

- Founder & CEO, Garage Analytics
- Former Global Managing Director, Hay Group



YBHG. DATUR DR. HABIBAH BINTI ABDUL RAHIM

Trustee

- Former Director General, Ministry of Education
- Professor, Universiti Teknologi Malaysia
- Member, National Recovery Council

Our Former Trustees



TAN SRI DR JEMILAH MAHMOOD

Former Chairperson

- Founder, MERCY Malaysia
- Former Special Advisor on Public Health to the former Prime Minister of Malaysia Muhyiddin Yassin
- Pro-Chancellor, Heriot-Watt University Malaysia,
- Professor and Executive Director, Sunway Centre for Planetary Health
- Senior Fellow, Adrienne-Arsht-Rockefeller Foundation Resilience Center



DATO NOOR REZAN BAPOO HASHIM

Former Trustee

- Former Deputy Director General, Ministry of Education
- Former Education Advisor, Khazanah Nasional Berhad

Public-private partnerships enables us to scale our impact

TFM's achievement in the past 10-years was only possible with the strong support from all those who believe in our mission. Our key stakeholders comprise the public sector i.e. the Ministry of Education and its related agencies, the private sector i.e. small and medium enterprises, corporates and foundations as well as the individual donors.

A special thanks to our strategic partners Ministry of Education, YTL Foundation, Yayasan PETRONAS, CIMB Foundation, Yayasan Hartalega for the commitment and trust. We would also like to thank all our corporate partners and supporters: Citi Foundation, Accenture, UBS, ECM Libra, Thiam Lai Yean Foundation, Yinson, OSK Foundation, Program Pertukaran Fellowship Perdana Menteri Malaysia (PPFPMM), Jeffrey Cheah Foundation, CIMB Islamic, Dow, Bank of America, SAP, DHL, Meta and Subsea7.

It is your trust that enabled us to maintain true to our mission and core values in bringing an end to education inequity by allowing each child access to a quality education.

Strategic Partners



Champion and Community Partners



Discovery Partners



Supporters



We are a partner in the Global Education Network

Teach For All

“

We first sought out Teach For Malaysia in 2012 as we were looking for strategic education initiatives to support. Over the last 10 years, we've seen how our support has enabled TFM to develop a pipeline of leaders that makes impact in the classroom, community and education ecosystem. We look forward to seeing how TFM will scale even further in its next 10 years.

- Dato' Kathleen Chew
Programme Director, YTL Foundation

”

“

UBS Malaysia has supported Teach For Malaysia for 10 years now. We were attracted by its vision of quality education and addressing education inequity. We are proud of the positive community impact contributed by this professionally managed organisation. We applaud the ecosystem created through its Alumni and Teach For All network. This great effort is inspiring and amazing!

Congratulations on TFM's 10th Anniversary and we look forward to your continuous commitment in unleashing the full potential of our future generation through education.

- Tan Swee Geok,
Country Operating Officer, UBS Securities Malaysia

”

“

Nation-building for a more progressive, inclusive and sustainable future begins with education. It is my personal vision to give back to society through quality education and the teaching of ethical values. Towards this end, the Jeffrey Cheah Foundation has been supporting Teach For Malaysia's mission to end education inequity since 2012. Through this partnership, we are contributing towards the government's efforts in providing quality education for all under the Malaysian sun.

- YBhg. Tan Sri Dato' Seri Dr Jeffrey Cheah, AO,
Founder & Trustee, Jeffrey Cheah Foundation

”

Special thanks to our biggest and longest standing Partners & Supporters

1. Ministry of Education Malaysia
2. Khazanah Nasional Berhad
3. Yayasan Hasanah
4. YTL Foundation
5. Yayasan Hartalega
6. UBS Securities
7. Yayasan PETRONAS
8. Program Pertukaran Fellowship Perdana Menteri Malaysia
9. CIMB Islamic
10. Yayasan DayaDiri
11. Deutsche Post DHL Group
12. Jeffrey Cheah Foundation

Full list of Partners & Supporters of Teach For Malaysia

1. 3M Malaysia
2. Accenture Solutions
3. Adyen
4. Airbnb
5. All-Asian Satellite Television and Radio Operator (Astro)
6. Amanah Butler Malaysia
7. Axiata Foundation
8. Bain & Company
9. Bank of America
10. Blu Inc
11. Booz & Company
12. Boston Consulting Group
13. Budimas
14. Bursa Malaysia Berhad
15. Cagamas Berhad
16. CIMB Foundation
17. CIMB Islamic
18. Citi Foundation
19. Colony Coworking Space
20. Crescendo Development
21. Cyber Village.
22. Deloitte Corporate Solutions
23. Dennis Lau Concert
24. Deutsche Post DHL Group
25. Dow
26. James Dyson Foundation
27. ECM Libra Foundation
28. Ecobuild Enterprise
29. Enuma Inc
30. EPIC Society
31. Extime Enterprise
32. ExxonMobil Corporation
33. FrogAsia
34. Gardens Mall
35. General Electric
36. Google Malaysia
37. Grab Malaysia
38. Graduan
39. GTI Media
40. Hap Seng
41. Harlow's & MGI
42. Hong Leong Foundation
43. HSBC Bank Malaysia
44. Hunza Properties
45. IGB REIT
46. ICF Malaysia Chapter
47. IKEA Foundation
48. Jeffrey Cheah Foundation
49. Jie Business
50. Kelana Stabil Services
51. KEN Foundation
52. Kenwingston
53. Khazanah Nasional Berhad
54. Kumpulan FIMA Berhad
55. LeapEd Services
56. Lim Foo Yong Charity Berhad
57. Lululemon
58. Malaysian-American Commission on Educational Exchange (MACEE)
59. Mah Sing Foundation
60. Malaysian Die-Casting Industries
61. Maxis
62. Maybank Foundation
63. McKinsey & Company
64. Mercedes-Benz Malaysia
65. Merdeka Award Trust
66. Meta Platforms, Inc (previously Facebook Inc)
67. Microlink Solutions Berhad
68. Ministry of Education, Malaysia
 - a. Institut Aminuddin Baki
 - b. Institut Pendidikan Guru Malaysia
 - c. Pusat STEM Negara
69. Monash Entrepreneurship Club
70. Mondelez Malaysia
71. Northern Trust
72. Omesti Berhad
73. OSK Foundation
74. Parents Action Group for Education Malaysia (PAGE)
75. Pelita International School
76. Permodalan Nasional Berhad / Yayasan Tun Ismail Mohamed Ali
77. Piktochart
78. Pinewood Iskandar Malaysia
79. Program Pertukaran Fellowship Perdana Menteri Malaysia
80. Prudential Malaysia
81. PwC Malaysia
82. Raintree Management Consulting
83. RBC Investor and Treasury Services Malaysia
84. Renesas International
85. Russell Bedford Malaysia Business Advisory
86. SAP
87. Sarawak Convention Bureau
88. SC Johnson
89. Selangor Properties Berhad
90. Shopee
91. Singapore High Commission
92. Skrine
93. Standard Chartered Malaysia
94. Stonex Group
95. Subsea7
96. Tatler Malaysia
97. Teach For All
98. Teoh Gim Leng & Malaysian Die Casting
99. The Edge Education Foundation
100. Thiam Lai Yean Foundation
101. Thrive Well
102. Tian Ming Sdn Bhd
103. ThinkCity
104. Tokio Marine Life Insurance
105. Traveloka
106. Travis & Tyler Foundation
107. Tropicana Corporation Berhad
108. UBS
109. UEM Berhad
110. UOB
111. Vistage Malaysia
112. Waz Lian Enterprise
113. Hiredly (previously Wobb)
114. Ximnet Malaysia
115. Yayasan Amir
116. Yayasan DayaDiri
117. Yayasan Gamuda
118. Yayasan Hartalega
119. Yayasan Hasanah
120. Yayasan Kelab Harvard Malaysia
121. Yayasan Lin Foundation
122. Yayasan PETRONAS
123. Yayasan TM
124. Yinson
125. YTL Foundation
126. YTL Power
127. Zain & Co
128. &samhoud Asia

Thank you as well to all of our individual donors who support us every month!

FINANCIAL STATEMENTS

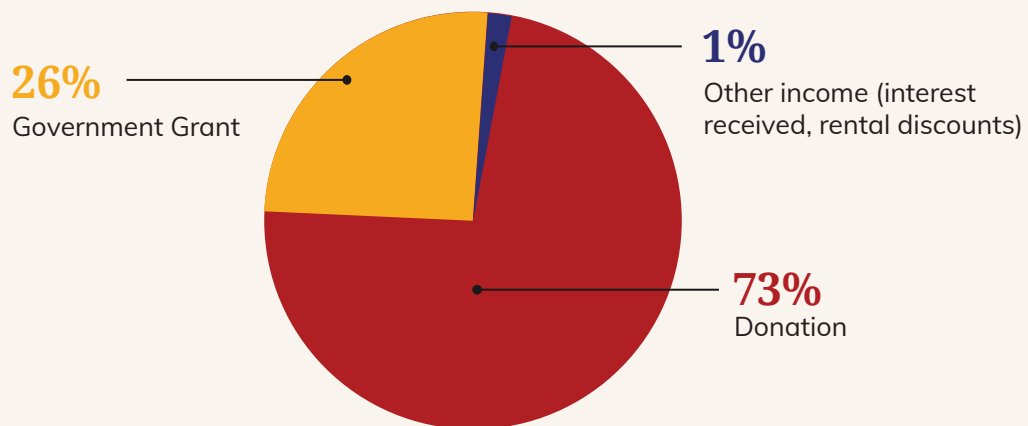


All funds received by TFM is for the furtherance of impact towards beneficiaries through our operations.

Total funds received over the years

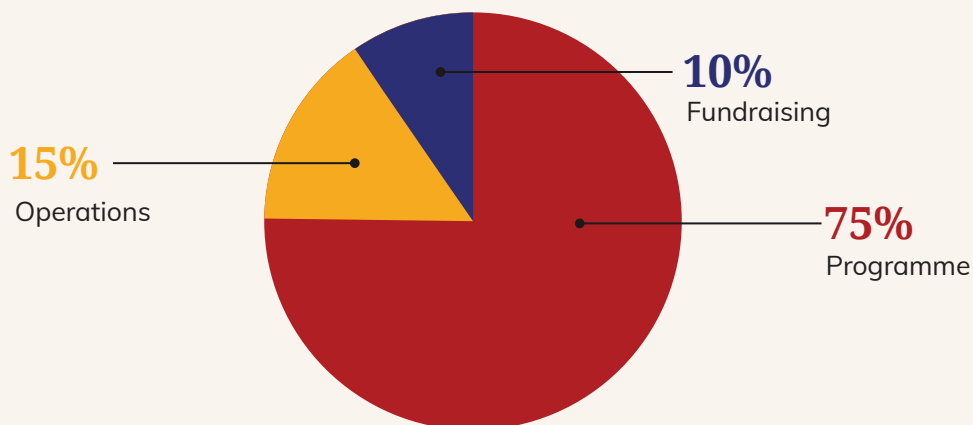
Total funds received 2011-2021(RM, Millions) RM61 Mil

■ Donation
 ■ Government Grant
 ■ Other income (Interest received, Rental discounts)



Total expenditure 2011-2021 (RM, Millions): RM60 Mil

■ Programme
 ■ Operations
 ■ Fundraising



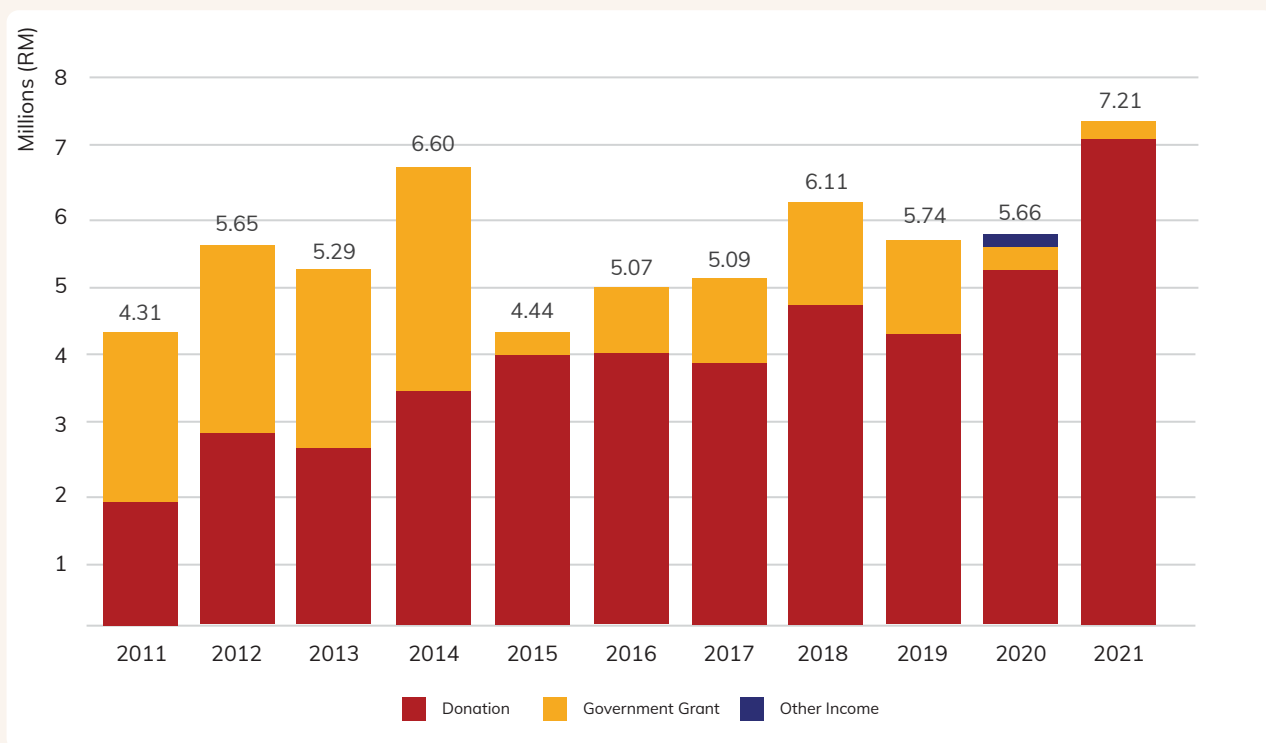
TFM is a non-for-profit and tax-exempt entity audited yearly, and the financial statements are available at our website

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

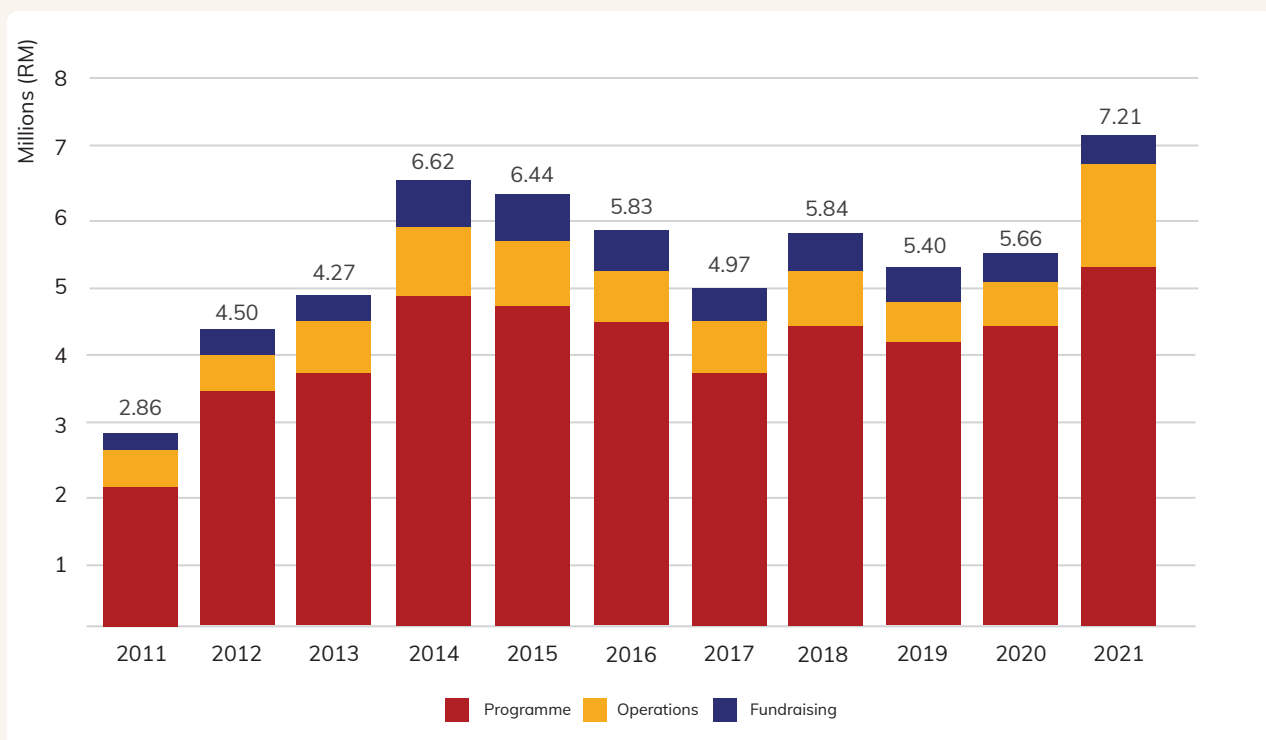
We have raised RM61 million over the years for our programmes from government grants and donations from the corporate sector and individual giving. With the discontinuation of the government grant in 2021, we will continue to form strategic partnerships with the private sector to collectively impact the high need communities.

Total expenses over the years amounted to RM60 million. Since 2019, TFM has adopted a donation utilisation policy to amortise unrestricted donations received during a financial year based on actual costs incurred for the year and to defer any surplus as donation-in-advance.

Revenue by year



Expenses by year

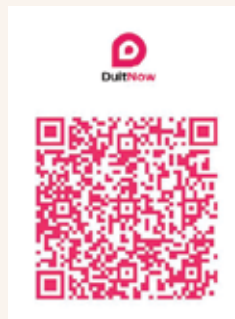


We Need Your Support

2020 has brought unprecedented challenges for Malaysia's students, schools and communities: the impact of COVID-19 has amplified the shocking inequities for many children in Malaysia. The students who were already disadvantaged by their socio-economic circumstances are much more at risk of falling through the gaps. The need and urgency of our work is more life-changing than ever.

As a non-profit organisation, Teach For Malaysia relies on the critical support of our partners, sponsors and donors to continue with our work to empower Semua Anak Malaysia through a quality education.

All grants and donations to Teach For Malaysia are tax-exempt (LHDN.01/35/42/51/179-6.7027)



GrabPay, Touch 'n Go & ShopeePay supported



Together For Malaysia

'It takes a village to raise a child', we did not make it this far alone.

Thank you for walking alongside us since day one and we hope that you will continue your journey with us towards a brighter future for all Anak Malaysia.



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partnership.development@teachformalaysia.org

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