

**activity report**

Because  
every child  
deserves  
a great  
future.



activity report

Because every child deserves a great future.

# Cover Rationale

While 2021 proved to be a year filled with trials and tribulations, it was also a year where Malaysians came together and became accustomed to new norms as we worked towards ensuring the safety of the country, as represented by the lines symbolising the fluctuation of daily COVID-19 cases, and the QR code motif to signify the adherence to strict SOPs as a collective effort to overcome the pandemic.

Through these unprecedented times, we explored new opportunities and we embraced the shift in the education landscape to deliver solutions that catered to the wellbeing of our students and stakeholders.



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# Our Story



# 01







# About Us

Established in September 2010.

We are an award-winning social enterprise and Malaysia's first homegrown Education Service Provider. We undertake education transformation programmes and projects that support the system, school leaders, teachers, students, parents, and the wider community.

Established in 2010, our education transformation activities are closely aligned to the Malaysia Education Blueprint 2013 - 2025 (MEB) and the United Nation's Sustainable Development Goals (SDGs).

## We focus on equipping students with five critical skills:



**CONFIDENCE**

**COMMUNICATION**

**CREATIVITY**

**CRITICAL THINKING**

**CO-EXISTENCE**





# LeapEd as a Social Enterprise

A social enterprise owned and driven by 4 social entrepreneurs.

We believe that investing in education is the smartest decision you can make as it opens doors to endless possibilities. As a revenue generating entity with a social purpose, we re-invest any surpluses back to the community.

Education provides opportunities to empower people, cultivate creativity and improve confidence and self-belief. We strongly advocate upholding community values and ensuring our work garners impact and sustainability from the get-go. Innovation is key, along with research and design. To move forward, we need to look at what works, and what doesn't, to continuously improve and stay relevant.

## What does this mean to us?

### **Social Cause -**

We advocate to enhance community values through quality education.

### **Sustainability -**

Our revenue must cover operational costs, with any surplus being re-invested into our education R&D work.

### **Structure & Method -**

We provide cost-effective solutions and services.

### **Goal -**

We want to enrich lives and add-value to society.



# Any revenue we generate is to ensure that we can:

Sustain ourselves on a day-to-day basis.

Re-invest any surpluses to our education research & development work.

Operate in a sustainable manner; which in turn will benefit all our stakeholders.

LeapEd believes that all children deserve an education that prepares them for the challenges the future will surely bring.

Our passionate education specialists are collaborating with global and local experts to curate innovative programmes that transform education, one school at a time.

We create supportive teams who look at every aspect of school operations, then design, develop and implement customised programmes with measurable and sustainable impact.

As a social enterprise working across a diverse education ecosystem, we ensure that every investment goes towards the betterment of people and society. There is no school too small, no community unworthy.

We want to be the catalyst that improves the life opportunities of every single child we work with. Because every child deserves a great future.

## Our Purpose



# #LivingThe Values

## INSPIRE

We inspire people with our passion, purpose and enthusiasm.

## INNOVATE

We promote a safe learning environment to empower people to drive innovation.

## INTEGRITY

We uphold high ethical and professional standards and are accountable for our actions.

## INCLUSIVENESS

We collaborate with people from diverse backgrounds to achieve our common goals.




# Chairperson's Foreword

According to the World Bank report, an estimated 1.3 years of learning losses have been incurred by Malaysian students. This has greatly impacted learning outcomes and has widened the existing learning gaps and inequity present among the students.

**SHAHNAZ  
AL-SADAT**








2021 and 2020 have been a difficult and challenging times. This is an understatement when it comes to learning and education. No one was prepared for what happened and is continuing to unfold. The COVID-19 pandemic has certainly disrupted children's lives all over the world – the certainty of routines, playtime with friends, learning from teachers, access to nutrition, escape from the harshness of home life, for some. A place of safety for many.

In a recent report by the Asian Development Bank, it is estimated that globally, 85% of the poorest (B20) school-age children do not have internet access at home. This has led them to predict that children from the poorest households are expected to lose 47% more in lifetime earnings than those from the richest households. In short, inequity will exacerbate.

Bringing this closer to home, according to the World Bank report, an estimated 1.3 years of learning losses have been incurred by Malaysian students. This has greatly impacted learning outcomes and has widened the existing learning gaps and inequity present among the students.

This is a bleak picture to paint, especially as the beginning of a Foreword in our Activity Report. However, we have always taught our schools to be brutally honest when determining their baselines, so we must do the same for ourselves. It is our second year into the pandemic, yet the landscape change is as constant as the uncertainty. We needed to have a firm grip of our reality, in order to not waver in our mission. We need to help these children gain a better future.



I wish to thank all those who have stood beside us, to ensure these children are seen and heard. Thank you to the Ministry of Education Malaysia, the State Education Departments, the District Education offices, the many leadership teams in schools, the teachers, the students and their parents, the sponsors and partners and of course, all LeapEdians who have brought us all here today.

Despite the challenges, we know that all of you will continue to put all your heart, soul and resources in finding and implementing solutions. InsyaaAllah we will charge forward together and we look forward to a better tomorrow.





# Managing Director's Message



The pandemic has highlighted challenges and opportunities for us. I would like to thank my fellow LeapEdians, sponsors, teachers, students and community for their perseverance, commitment, and hard work.

**ZULHAIMI  
OTHMAN**





The COVID-19 pandemic continues to disrupt education for millions of children around the world. In Malaysia, schools were reopened in stages in March before being closed again in June. Online lessons were implemented to ensure education continuity, but the debate continues on how much students have learnt (or lost) during school closures. The most affected are students with underprivileged background who do not have access to remote learning tools.

The team continued to innovate our ways to support teachers and schools. We launched LeapEd Global Learning, an online platform for educators and students to express and share their insights on global issues. It was great to see the students from 97 schools communicating their ideas and stories during the sessions. While we recognise the positive impact of borderless collaboration through online learning, there are also potential risks for these young students once they enter the digital world. So we have developed and launched CyberWira, an online digital citizenship course, to help students navigate the online world.

2021 also saw LeapEd win the CSR Award: The Best Social Enterprise of the Year for the third consecutive year. We were one of the winners of the Social Impact Challenge Acceleration organised by MaGIC, in collaboration with UNICEF Malaysia. These accolades certainly provided a morale boost to the team.

As safety of LeapEdians remained a priority, the team continued allowing LeapEdians to Work From Home (WFH). This mode enabled the team to stay focused and helped to lessen the spread of COVID19 among colleagues.

The pandemic has highlighted challenges and opportunities for us. I would like to thank my fellow LeapEdians, sponsors, teachers, students and community for their perseverance, commitment, and hard work.

# Executive Director's Message



**NINA ADLAN  
DISNEY**

The year 2021 was when we rolled up our sleeves and redoubled our efforts to reach out to the world and create greater awareness of our impact

As an education thought leader, we appeared on TV, radio, printed news, online news, and spoke at multiple online forums – all with the aim of sharing our insights on current developments, based on our experience on the ground in more than 100 government schools over the last 11 years.

As we continued with the challenges of online learning, we also ran a nationwide campaign on digital citizenship (CyberWira), with more than 26,000 subscribers among students, teachers and parents. Our sincere thanks to the corporates, partners and individuals who made this possible.

Together with our partners, we tried to reach out to our most vulnerable students in our most marginalised communities. We also reached out to work with like-minded individuals beyond Malaysia, via organisations like T4 Education and our Global Learning Platform.

Our work is not done, and with the support of sponsors and partners, we will continue to design, develop and deliver solutions to recover from learning losses, and ensure that our education system emerges from the pandemic more flexible, equitable, and resilient.

# Executive Director's Message



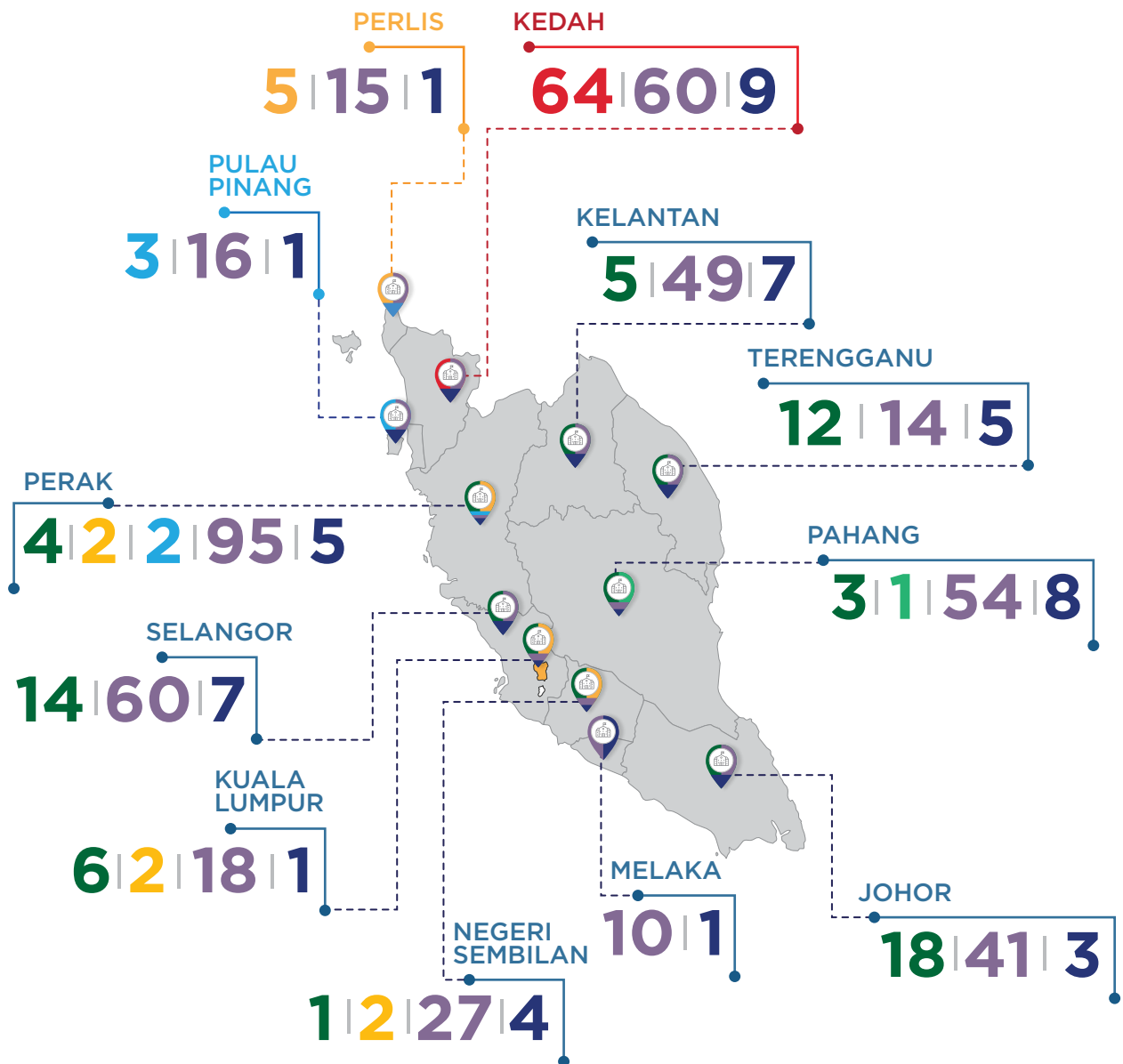
**CONRAD ROY  
FERNANDEZ**

I am proud of the schools' achievements despite the pandemic which wreaked havoc especially on the students. Just like any other school, our Trust Schools also struggled to prepare for the reopening of the schools, only for them to be shut down again a few months later. Nevertheless, the silver lining through this start-stop year was having all our Trust Schools continue to build on the foundations we laid out pre-Covid. Even better, we had 37 Trust Schools being awarded the Tamat Tempoh Matang Intervensi Program (TTMIP) status by the Ministry of Education! This recognition is given to Trust Schools that have completed the Trust Schools Programme (TSP) interventions and achieved the respective key performance targets (KPTs). The burden was on schools to demonstrate resilience and sustainability on these very rigorous KPTs, which they did in inspiring fashion. I am sure the schools have the knowledge, skill and grit to continue the transformation journey. My heartiest congratulations to all 37 Trust Schools for this success. Once a Trust School, always a Trust School!

Meanwhile, I would like to recognise the positive progression in the remaining 21 schools in TSP1.0 and nine schools in TSP2.0 despite the school closures. TSP2.0 is the latest and improved TSP which uses a customised approach according to the needs of each school. I am thankful that our ground team remained steadfast in engaging schools to offer support during this challenging time. We are also excited to welcome 2 new schools in Bahau, SK Tunku Muda Serting and SMK Datuk Mansur. We are grateful to UEM Group Berhad for believing in the TSP and sponsoring these two new schools.

In the current climate, we acknowledge that it is not always easy for corporates to fund education programmes. We are thankful to all our sponsors for staying true and believing in the TSP. As Benjamin Franklin said, an investment in education always pays the highest interest. We are committed to continue the transformation journey. Because every child deserves a great future.

# Our Network





**15**  
States



**10,600**  
Teachers



**1045**  
Schools



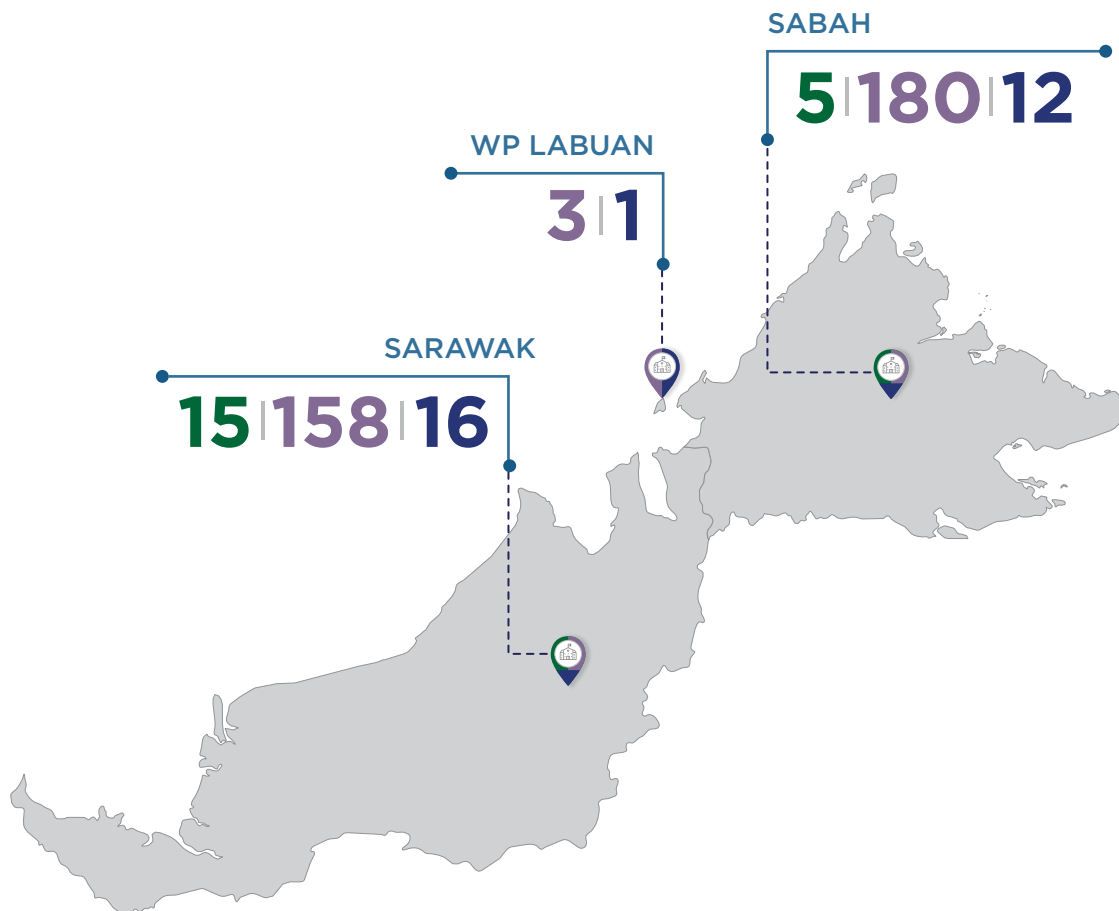
**223,450**  
Students



**15**  
JPN



**141**  
PPD



**83**



**11**



**5**



**64**



**1**



**800**



**81**

## CyberWira National Campaign



## Panel for the 2021 National Education & Learning Summit (NELS)



## 2 New Trust Schools in Bahau



## Launch of LeapEd Global Learning

## Virtual Sponsors' Roundtable Sessions



# 2021 at a Glance





Public trainings

Webinars



Town Hall



T4 World Education Week



Media appearances



One of winners of the Social Impact Challenge Accelerator organised by MaGIC, in collaboration with UNICEF Malaysia



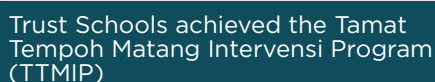
Became a part of the UN Global Compact Network Malaysia & Brunei

Won the CSR Award: The Best Social Enterprise of the Year



Panel in IDEP Conference organised by Yayasan Sejahtera





## Congratulations

Recipients of the Top 50 Impact Lifetime Achievement Award

● Business ● Education ● Digital ● Healthcare ● Nonprofit ● Technology ● Transportation

**Business**

- Samuel O. Oduro**  
Oduro Group
- John S. Hines**  
Hines Construction
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**Education**

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**Healthcare**

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**Nonprofit**

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We honor their achievements and celebrate their journey of excellence and success. We hope they have fun, success, safety, and the opportunity.





# Our Approach

# 02.



# Education Philosophy

We believe students must be able to function in the global environment of the 21st Century through five critical life skills of confidence, communication, creativity, critical thinking and co-existence.

At the heart of our philosophy is the central role that learners drive their transformation; by making choices and effecting change.

The 'traditional' approach to education and the role of schools have evolved over the years. Where we once viewed education as rote and scripted, current research calls for a specific focus on self-directed learning.

We see a cohesive system with five dimensions (Learners, Classrooms, Schools, Communities and System), working in tandem to achieve a transformative school culture that is both sustainable and scalable.

Our vision is to ultimately have our learners participate in the design of their own learning. To bring this vision to reality, we work together with the Ministry of Education Malaysia and all our strategic partners.



Students



Classrooms



School Leadership

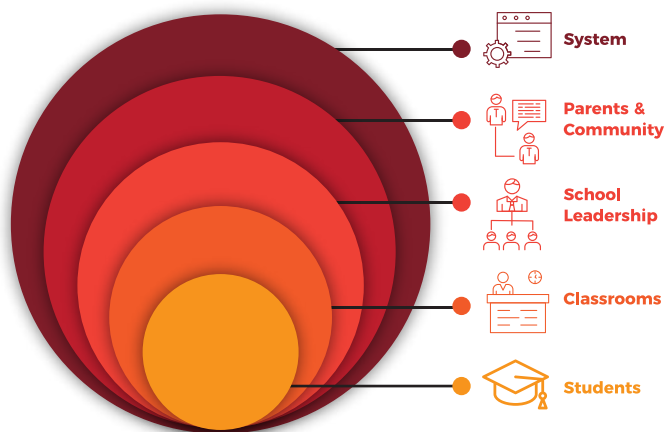


Parents & Community



System

# Theory of Change



## Our Theory of Change is underpinned by the following interactive principles:

### TRANSFORMATION

The potential for greatness resides within each child. This potential is not solely realised through classroom participation; rather by the continuous and full support of teachers, school leaders, parents and the community for their holistic transformative empowerment.

### SUSTAINABILITY

For change to be sustainable, transformation must include the change of culture in schools. Here we define culture as the variables of leadership and teachers' attitudes, school processes as well as the system's character and behaviour.

### SCALABILITY

Sustainable transformation must be replicable and transferable. This involves the acceptance and assistance of the larger eco-system including regulator, government and industry.

Our Theory of Change resulted from a collaboration between academic expertise and practical experiences that emphasise the central position of a learner. Studies have shown that student engagement is a strong predictor of student learning. Students who have been given more autonomy in the classroom and are asked to take ownership of their learning, are thoughtfully engaged, empowered and able to reflect on their own progress and growth.

In this theory, the learner is at the centre of the ring; the students' needs and interests are prioritised and their voice is central to the learning process. This places students at the core of all we do. However, for the inner circle to be successful, the outer (supportive) circles must also continue to innovate and contribute to a comprehensive, inclusive educational environment. While LeapEd's role is to provide support for these dimensions, ultimately, success is the responsibility of the system.







# 5 lessons learnt to navigate future of education

Written by **Nina Adlan Disney**  
Published in *The Vibes*, 29 August 2021

The COVID-19 pandemic severely disrupted education, with Malaysian schools physically closed for 42 weeks in 2021. Malaysia and our education system are at an inflection point. These are the five key lessons learnt, to help us navigate moving forward.

## 1. Students and System

Students must be our starting point. However, as central as students are, if they are your only focal point, there will be no long-term improvement to the system as a whole. For sure, an extra English tuition programme might improve exam scores, but will it help students achieve 21st-century outcomes like critical thinking?

Employers are all too familiar with applicants holding a string of As, but lacking the skills, or perhaps, the confidence, to problem-solve, evaluate and collaborate in teams. We can then introduce programmes to specifically address these soft skills, but it will be a never-ending and vicious cycle.

Evidently, all these features should be part of our education culture and embedded in how we deliver our curriculum. We must move beyond piecemeal initiatives. In fact, it can be argued that we have too many overlapping and confusing initiatives.

Too many English, Science, Technology, Engineering, Mathematics, or Digital programmes have come and gone. The problem is, there is no robust impact measurement, and nobody is making strategic choices on which initiatives to prioritise.

Essentially, nobody is looking at the reasons why some initiatives work better than others. It's like a gardener who keeps ripping out plants that don't flourish and planting new ones, without checking the soil conditions. Be it at the federal, state, district or school level, our system is the soil that enables sustainable change to take root.



## 2. Culture and Cash

So, what are the systemic challenges? Lack of resources? World Bank statistics show Malaysia's total government expenditure on education as a percentage of gross domestic product (4.2%) is on a par with most upper-middle- and even some high-income nations.

Education already receives the largest allocation of our budget (RM50.4 billion in 2021), with an estimated 80% of that spent on emoluments. This gives us an indication of where our focus must lie – teachers.

While having more cash is always useful, we need to focus on optimising what is already there. It is not easy to rally the machinery of a monolithic ministry with 400,000 people, but successes in 94 Trust Schools, and our work in state and district transformation projects offer useful insights.

Cultural transformation takes patience, tenacity and time, leveraging “change agents” already within the system. There are many brilliant teachers and officers who are not always given the support to grow.



## 3. Autonomy and Authenticity

Improved capacity and relationship building through trust leads to autonomy. Trust schools control their own budgets because they are supported to be fully accountable. Our current system is far too centralised, and schools are not empowered to make decisions.

There is a reluctance to take ownership for fear of consequences, and the hierarchical deference to dictates and directives. The default position is always to stick with the status quo, which leads to a “tick box” mentality and the consequent lack of authenticity in reporting.





## 4. Capacity and Calibre

Once you establish trust, it is then time to identify gaps and support capacity-building. Here, we must be open to learning from others. While most teachers are familiar with basic pedagogy principles, such as differentiation or assessment for learning, there is often a need to demonstrate how this can be applied effectively in a classroom context. School leaders need to become leaders of learning, model best practices, and lead by example.

In Trust Schools, Middle Leaders and the Senior Leadership Team (SLT) conduct regular “learning walks” to fully engage with what is happening in the school. Formal learning observations also take place, not to “find fault”, but in a “safe space” to support teacher development.

SLT also receives upskilling in areas such as financial management to ensure operational efficiency. When these competencies and practices are entrenched in the school culture, we see schools becoming more resilient in adapting to change. So, amid the pandemic, learning walks and lesson observations can still continue, albeit tweaked to meet the needs of learning online, offline, or offsite.





## 5. Data and Development

This brings us to data. We need more rigorous evidence-based approaches in our planning and policymaking. Instead of blanket interventions, let's be guided by baseline data to really understand the take-off value of each school.

We need agility within our system to respond to different needs. For instance, with the pandemic, some schools might have to accelerate literacy and numeracy, while others focus on students and teachers' socio-emotional needs.

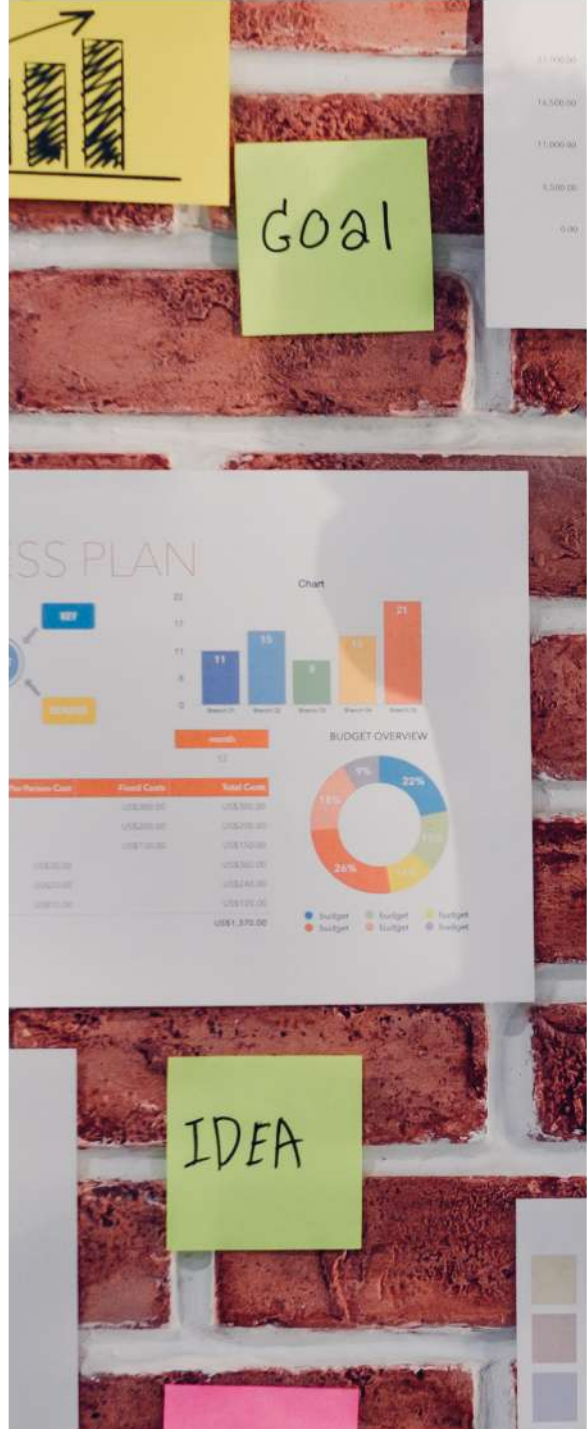
We are all stakeholders in education. The private sector cannot sit back and claim it is the "ministry's job" to provide them with a talent pool. We owe it to our children to create a better future for all.

LeapEd is just one of the many entities, like Teach for Malaysia or the Financial Industry Collective Outreach, trying to work with the ministry to make a difference.

In an ideal world, after 10 years of implementing TSP, our 10,000 schools will undergo this cultural transformation. And when all schools are student-centred and engaging with independent learners, we will be in a much better place to deal with unforeseen crises.

Students will drive their own learning, be it digital or remote, and school leaders and teachers will be equipped to deal with volatility and uncertainty.

We are not yet quite there. Transformation is about the journey, not the destination. So, let's take the current while it serves and keep sailing forth, with our North Star guiding the way. – The Vibes, August 29, 2021





# Our Programmes

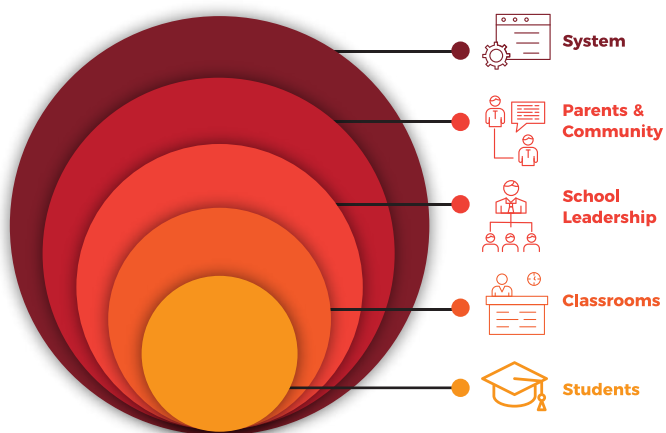
03.





## TRUST SCHOOLS PROGRAMME

The Trust Schools Programme (TSP) is a comprehensive and sustainable school transformation programme aimed at improving student outcomes and revitalising school culture by addressing the five dimensions focusing on students, classrooms, school leadership, parents & community and the system.



Education is a unique, individual experience and a journey that prepares learners to shape their own future. TSP 2.0 was designed to ensure that our Philosophy supports the nation's economic and social needs in line with the Malaysia Education Blueprint 2013 – 2025 (MEB) and United Nation's Sustainable Development Goal 4.



# Tamat Tempoh Matang Intervensi Program (TTMIP)

(Successfully completed TSP interventions and will continue transformation journey)

In 2021, 37 schools achieved TTMIP status. The TTMIP is a recognition given by the Ministry of Education Malaysia (MOE) to Trust Schools that have successfully completed the TSP interventions, achieved its targets, and will continue the transformation journey. Congratulations to these schools!

- SMK Semenchu
- SK Pasir Gudang 3
- SJK (C) Yu Ming 2
- SMK Pekan Nanas
- Tunku Kurshiah College (TKC)
- SMK Sungai Maong
- SMK Muara Tuang
- SK Bumiputera
- SK Sampadi
- SK Siar Campuran
- SK Stunggang Melayu
- SMK Lundu
- SK Kijal
- SMK Kijal
- SK Bukit Anak Dara
- SK Ibok
- SK Telok Kalong
- SK Kempadang

- SK Tanjung Lumpur
- SMK Tanjong Lumpur
- SK Pulau Indah 2
- SK Bandar Sunway
- SK Cyberjaya
- SK Lembah Subang
- SMK Bandar Sunway
- SMK Cyberjaya
- SMK Lembah Subang
- SK Kimanis
- SK Mandahan
- SK Pekan Kimanis
- SMK Bongawan II
- SMKA Kimanis
- SMK Cochrane
- SMK Taman Maluri
- SK KLIA
- SMK BBST
- Malay College Kuala Kangsar (MCKK)





# TSP 2.0

By the end of 2021, we had a total of 11 schools undergoing the latest iteration of the Trust Schools Programme (TSP 2.0). This new and improved version is even more aligned to the specific needs of individual schools, with thorough baselining at the onset and detailed co-constructed targets with the school and system.

This approach enabled schools to craft responses to meet the learning needs of their students and community, despite the closures caused by the Movement Control Orders (MCO). The key priority was to ensure the learning journey continues and that no child is left behind. Here is a list of the 11 schools in our TSP 2.0 family:



Bangsar,  
Kuala Lumpur



SK Bangsar  
SMK Bangsar



Perlis



SK Batu Bertangkup  
SK Seberang Ramai  
SK Simpang Ampat  
SMK Sanglang  
SMK Kuala Perlis



Tapah, Perak



SK Batu Tujuh  
SMK Seri Tapah



Negeri Sembilan



SK Tunku Muda Serting  
SMK Datuk Mansur

## Welcome aboard!

We warmly welcome SK Tunku Muda Serting and SMK Datuk Mansur in Bahau, Negeri Sembilan, into our Trust Schools network. In partnership with UEM Group Berhad, Pejabat Pendidikan Daerah (PPD) Jempol & Jelebu, Jabatan Pendidikan Negeri Sembilan and Yayasan AMIR, we are excited to share our approach to education with the schools and communities. All the best!

# LeapEd Global Learning

For learning communities to become globally proficient and gain a global perspective of cultures and their world, we must work together to broaden horizons.

This is where the LeapEd Global Learning platform came in: for educators and students to express and share their knowledge and insights into global issues, nationally and globally.

We have developed and implemented creative initiatives for successful learning and strived for borderless collaboration in communication, connections and awareness.

We were delighted to reach out far and wide, including learners from all backgrounds, cultures and locations around the world.



## This is what we have achieved in 2021!

29

Webinars held in  
2021

97

Schools in Global  
Learning network

172

Student  
Ambassadors

78

Global Coordinator  
(Teachers)



# What Global Ambassadors say about LeapEd Global Learning

Thumbs up to LeapEd for expanding our global learning network to collaborate across continents. The programme you offer has been of a huge benefit to develop myself, our teachers and our community.

**David Muhindo,**  
Vice Principal and Global Coordinator, Uganda



LeapEd Global learning is an amazing learning platform that spearheads education for students and educators around the world through research and excellent programmes. This has really empowered students as they pursue their academic journey of becoming global citizens.

**Amin Bolis,**  
Principal and Global Coordinator, Kenya



LeapEd offers many online sessions like PLCs, webinars, global events, meetings, discussions and student programmes. The way LeapEd arranges module topics to be delivered makes everything easy to achieve. As a teacher, I will be more active to drive my students and myself to use these opportunities to upgrade ourselves internationally.

**Najdah Baharom,**  
Middle Leader Perlis, Malaysia







In a nutshell, I can say that LeapEd Global Learning is the best platform I have come across where all learning materials and projects are contextualised. I especially like that LeapEd give students learning challenges that are really empowering them to become global leaders.

**Ranjana Harlalka,**  
Teacher and Global Coordinator, India



I am so grateful that LeapEd is helping me with my project to build a dream school in Kakuma. It makes me feel like I have people that are supportive and helping me to push through boundaries to make people happy around the world.

**Jake Guerin,**  
Student Ambassador, USA



I have gained tips on how to be an effective global student ambassador by communicating for the purpose of collaboration. I have also learned how to come up with a meaningful project for the purpose of promoting the SDGs.

**Enzo Relucio,**  
Student Ambassador, Philippines



## Promoting digital citizenship and safety

As learning goes digital, we have to ensure students are future ready. They need awareness and skills to navigate the online world, addressing the risks, as well as the opportunities to shape Malaysia and the world. In line with this, LeapEd developed CyberWira, an e-learning digital citizenship and safety programme aimed at 13 year-olds and above. CyberWira was officially launched as a National Campaign in 2021.

**100%**

online  
Digital  
Citizenship  
course

Suitable  
for ages

**13**

years  
onwards

**8**

interactive modules to  
build comprehensive  
Digital Literacy skills  
and Knowledge

**26,244**  
subscriptions  
nationwide

Available in  
**English**  
or  
**BM**

The **ONLY** online  
course that covers all  
of the main elements  
of Digital Citizenship

**7** **sponsors**  
(corporate  
partners and  
individuals)

Yayasan  
**PETRONAS**

  
**Suruhanjaya Sekuriti**  
Securities Commission  
Malaysia

**SEJUHTERA**

 **Jane Goodall's**  
**roots&shoots**

  
**Yayasan**  
**AMIR**

 **ISACA**

**Private Individuals**



I use social media a lot and people at my age don't realise that whatever we put online will be there forever. Through this course, I learn to see things from other people's points of view.

**Simran Kaur,**  
Student and Social  
Media User



I had fun doing this course. I got many new information and practical tips. I love the 20-20-20 rule which is that every 20 minutes, I need to take a 20-second break to look at something that is 20 metres away from me. I would recommend this course 100%!

**Dallas Fernandez,**  
Student and Social  
Media User



I had fun and genuinely took my time going through all 8 modules. Through the course, I learned that creating a strong password and doing fact-checking on the info I find online are important skills to have. I will ask my friends to do this course!

**Nur Erran,**  
Student and Social  
Media User

After taking this course, I will definitely change my password regularly, be wary of cookies and personal information and will think twice before posting anything online.

**Nik Eeman,**  
Student and Social  
Media User



Modul yang paling saya gemari adalah modul Keselamatan Digital. Ia membantu saya memahami istilah-istilah baharu semasa menggunakan telefon pintar. Saya harap rakan-rakan saya dapat mengambil kursus ini kerana akan menjadikan kita lebih celik teknologi.

**Nalya Liyana,**  
Student and Social  
Media User

The games and quizzes are very interactive so I enjoyed the course and had fun at the same time. Now, I am more aware of my digital footprint after taking this course. I would recommend for my friends to register for this course too!

**Lim E Jac,**  
Student and Social  
Media User





## Bespoke Training Packages

# Public and Bespoke Trainings

We understand that each school and organisation is unique. In 2021, we offered a wide range of programmes, that include public trainings and bespoke trainings that are tailored to meet personalised needs and context.

## Public Training

### Associate Coach Programme

(August & October 2021)

This training was designed for individuals who are passionate about coaching and would like to take the next step with their coaching journey, be it as a professional coach or to support their team's growth.

### Child Protection & Safeguarding

(June 2021)

This workshop was designed for individuals working directly and indirectly with children. It serves as a refresher to organisations already adopting good practices and supporting those wanting to broaden their skillsets to ensure the best safeguarding of children under their care.

### Coaching for Performance

(May 2021)

This module was designed to help individuals have a better understanding of how they can use coaching skills to improve communication skills, engagement and work performance.

### Supporting CSR Driven Organisations

(March 2021)

This workshop was designed for organisations who are passionate about CSR, and more importantly, the Social Impact of their CSR spending.



# Bespoke Training

## **FINCO Remedial Instruction Programme**

(April 2021)

A programme to support Standard 4 English teachers in implementing the new English Language curriculum while supporting their remedial students to bridge the current literacy gap. The programme provides the tools, techniques, and strategies for teachers to diagnose their students' specific learning challenges, and to then support student progress through structured learning pathways.

## **Managing Performance and Difficult Conversations Workshop**

(September 2021)

This workshop helps the leaders and teachers from the Institut Pendidikan Guru Malaysia (IPGM) to manage their staff performance and create a climate for team members to succeed by exploring methods and strategies to ensure everyone can work together effectively.

## **Project-Based Learning**

(November 2021)

This programme explores Project-Based Learning (PBL) through Differentiation and Assessment for Learning (AfL) with participants from the Bahagian Profesionalisme Guru (BPG). The participants had the opportunity to collaborate with each other working on common scenarios encountered in the PBL classrooms.





# Our Special Highlights



# 04



# Safeguarding: Of Mindsets and Perspectives

Written by **Rajveen Kaur & Hayley Trenchard**

Safeguarding is a complex and challenging topic, but one that must always be taken seriously and never ignored. Continuous learning and refreshers are enablers for organisations that can benefit from sharing their experiences with safeguarding with one another, identifying best practices and policies with the common goal of protecting the children.

Our conversation with our youth collaborator Abbernaa Dhevi (undergraduate student at the University of Cambridge, who also completed an internship with LeapEd), revealed an enriching perspective on reactions and collective action as a youth advocate:

“Through my mentorship engagements over the years, I realised early on that there are two components to child protection and safeguarding that education bodies must ensure are consistently present, regardless of the hiring body is a school, tuition centre, student-led initiative, or anything else. These two components also came up in our discussion.

Firstly, situational awareness and secondly, steadfastness in execution. These two components are clearly embodied in some really great NGOs such as Closing the Gap Malaysia, where I currently serve as a mentor.”

For situational awareness, the problem with this component is that it may not be an innate quality of many people. Few grew up being exposed to experiences that would have taught them how to identify and accurately assess issues in children, while simultaneously ensuring boundaries are enforced. Hence, these skills must be taught and ingrained, especially if a person hired is new to their role.





This directly leads to the second component of child protection i.e., steadfastness in execution. Knowing issues is one thing but ensuring childcare is practiced is a whole other aspect. Any education body hiring someone to work with children cannot let their guard down. Ever. Those working with children must constantly be reminded that they will be held accountable for their conduct throughout their job, and this must be reinforced through compulsory child protection policy agreements, as ensured by Closing the Gap Malaysia for example.

The responsibility of ensuring children are protected in all ways must be upheld by education bodies at every point. And frankly, even if some people feel constant, diligent incorporation of these two components at every turn can be "overkill", it is my unwavering opinion that there is no such thing as "overreacting" when it comes to a child's well-being. Protection can never be an overreaction.

With the above in mind, it is imperative that we come to terms with the realities of the irregularities of observed/identified/suspected cases of child protection and safeguarding concerns and that when responding regardless of industry/role, we need to consider both reactive and preventative approaches.

At LeapEd, we acknowledge the duty of care to safeguard and promote the welfare of children and are committed to ensuring safeguarding practice reflects child rights' conventions, Malaysian government legislation and complies with an international best practice including guidance issued by UNICEF and outcomes in line with the United Nations sustainable development goals.

We are proud to share that we were selected as recipients of the MyUNICEF Impact Challenge, initiated by UNICEF Malaysia with MaGIC's Social Impact Challenge Accelerator (SICA). This challenge aims to support individuals and organisations to create positive impact for all children in Malaysia in these 3 areas: mental health, psychosocial support, a safe and clean environment. Our intervention upsills Mental Health Literacy in pre-service teachers to understand and improve their own mental health, to enable the students in their classrooms to feel safer in school and seek timely support for mental health issues, thereby improving their performance and well-being.





# What Will Our Future Workforce Look Like?

Written by **Shahnaz Al-Sadat**

Published in *BusinessToday*, 23 August 2021

For educators, parents, and students, the past year has been heart-breaking.

Schools were first closed for four months in the first MCO, and then another three months, and now they have remained closed.

The Ministry of Education had, in April 2020 stated that close to 40% of students nationwide do not possess a digital device to enable them to learn at home. Then we read the heroic story of Veveonah who stayed in a tree for 24 hours to get internet access. Most of us in the field have heard stories of incredible struggles faced by our fellow educators – they must teach students, teach their own kids, and juggle home duties at the same time.

Those of us with children are familiar with complaints about not being able to socialise. Some of us with more than one child are used to seeing fights break out when “cabin fever” takes over. In the quiet of the night, we worry about the toll the pandemic is taking on our children’s mental and emotional health and have become anxious for all the other students out there.

It was devastating when PDRM released data on teen suicides. Children between 15-18 years old made up 51 percent of the total suicide cases from January 2019- May 2021. They have been out of school, missed out on learning and socialising, and perhaps they lived with an abuser, or parents who are stressed by job losses.







# It's Everyone's Problem



What's happening isn't, however, just a social nightmare for educators, parents, and children who are currently caught up in the immediate problems brought about by school closures.

The OECD and the World Bank have released alarming reports last year highlighting the domino effect of educational disruption, which paints a grim reality of what could be our collective future. The report states that the learning losses due to school closures "will have lasting economic impacts both on the affected students and on each nation unless they are effectively remediated."

The reports state that children currently in grades 1-12 affected by the closures might expect some 3 percent lower income over their entire lifetimes. It is inevitable that when school reopens, not all students will return. Dropout rates have increased by 83% at the primary level and 10.5% at the secondary level.

For nations, think-tanks have estimated that learning losses could result in expected future loss in terms of GDP at RM 240 billion. Even prior to the pandemic, in a 2018 study, Korn Ferry had already reported that Malaysia will face a "severe talent shortage at highly skilled and mid-skilled levels with a deficit of close to 94,000 workers in 2030 and a total output of USD 6.1 billion."

For businesses, this represents a serious problem. Key sectors such as financial and business services, technology, media and telecommunications, and manufacturing will already be facing a labour shortage by 2030. The unrealised revenues for these three sectors alone are estimated at more than RM7 billion. Lack of globally competitive talent will also hurt our firms. They will be left vulnerable in an ultra-globalised, hyper-competitive world.

# An Opportunity to Democratised Quality Education for All

Pre-pandemic, the Malaysian education system underpinned by the Malaysia Education Blueprint 2013-2025 was attempting to address the quality of education in preparing our talent to be future-ready.

With the pandemic situation, we can only expect that the work-in-progress would have been somewhat stalled. The worst would be that we would have regressed.

We have heard recently on the recruitment of 18,000 new teachers into the system. But we have not heard of any implemented strategy on ensuring the existing 400,000 teachers are equipped to deliver quality education during these times. There is a sense of urgency on the ground that is perhaps not yet addressed in terms of policy roll-out at the federal level.

The Malaysia Digital Blueprint launched in February this year, outlines a commitment to the digitalisation of education in its fourth thrust, “Building Agile and Competent Digital Talent”. Digital tools have the power to democratise access to quality education and help us move towards Education 3.0.



There is a clear recognition within the Blueprint if we were to build our high-income inclusive nation, it is imperative that our children are trained to become digital talents. The Blueprint lays out ambitious plans to have all schools being able to implement digital learning and have better connectivity.

This could be a game-changer. With devices, connectivity, technology, and upskilled teachers, public schools could be transformed. From our 10- year experience in delivering the Trust Schools Programme where public schools are transformed to develop students holistically, mindset and culture change around student-centricity, creativity and innovation, collaboration and co-existence are also necessary to ensure the schools are nurturing students that will be relevant for the future.

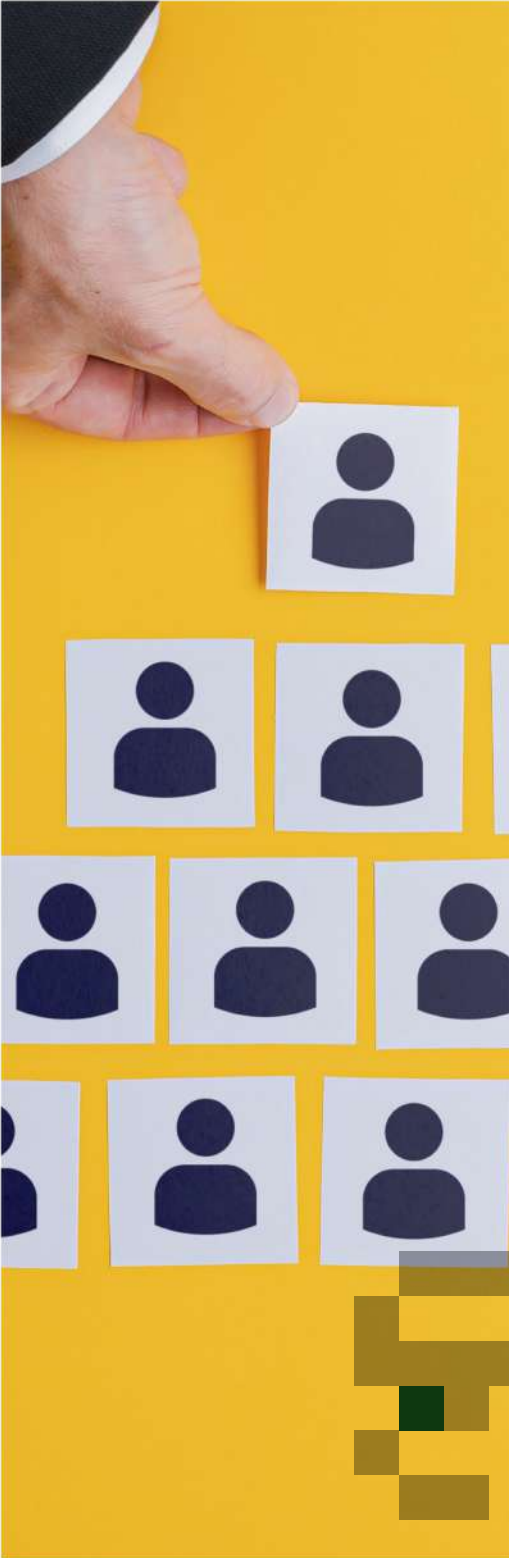
If it goes as planned, the most vulnerable students will have access to the same opportunities previously only available to the advantaged. We will be able to see what LeapEd and our partners at the Ministry of Education and Yayasan AMIR, have fought for the past decade – to make public schools the choice schools for all, as they house 90% of Malaysian children.







# Shaping Our Future Workforce Requires a Change In Strategy




While waiting for the government to roll-out tools, teacher upskilling, and infrastructure, what can we do for our children now?

Perhaps the first step is to equip them with some foundation of “digital intelligence” as practical skill-sets to enable them to fully leverage on the digital world. This will drive our transition faster to Education 3.0 and will provide students with a foundation to explore self-directed learning and be more ready for the future.

The new concept of digital intelligence, or DQ was first introduced at the World Economic Forum in 2016 – and is defined as a set of social, emotional, and cognitive abilities that allow individuals to meet challenges and adapt to the requirements of digital life, namely digital citizenship. It suggests that tools and infrastructure are not enough – we need to equip our children with the skills to deal with them.

Holistic DQ (similar to IQ and EQ) development would prepare our children better for the actual workforce. The DQ coalition has grown into a 100+ member coalition that has reached over 600,000 children in more than 30 countries, across 15 different languages and is supported by the WEF, OECD, and Institute of Electrical and Electronics Engineers Standards Association (IEEE SA).



Unlike traditional education approaches, Education 3.0 promotes 21st century skills and prepares them for the jobs of tomorrow. Education 3.0 brings together creativity, outcomes, critical thinking, big data, personalisation, and much more which could turn children into builders instead of consumers, and even job creators instead of job seekers.

To have hope for the future workforce, we must put more faith in the core ingredient – our children, the students. Alongside faith, we must also give them knowledge and strategies to flourish in the digital world. Parents, educators, and businesses can play a role here by helping students to gain these critical skills.

Our opportunity to overcome the harm that COVID-19 has brought doesn't lie in the hands of the government alone. Now, more than ever, our collective future is at stake. And that future depends on all of us working together.



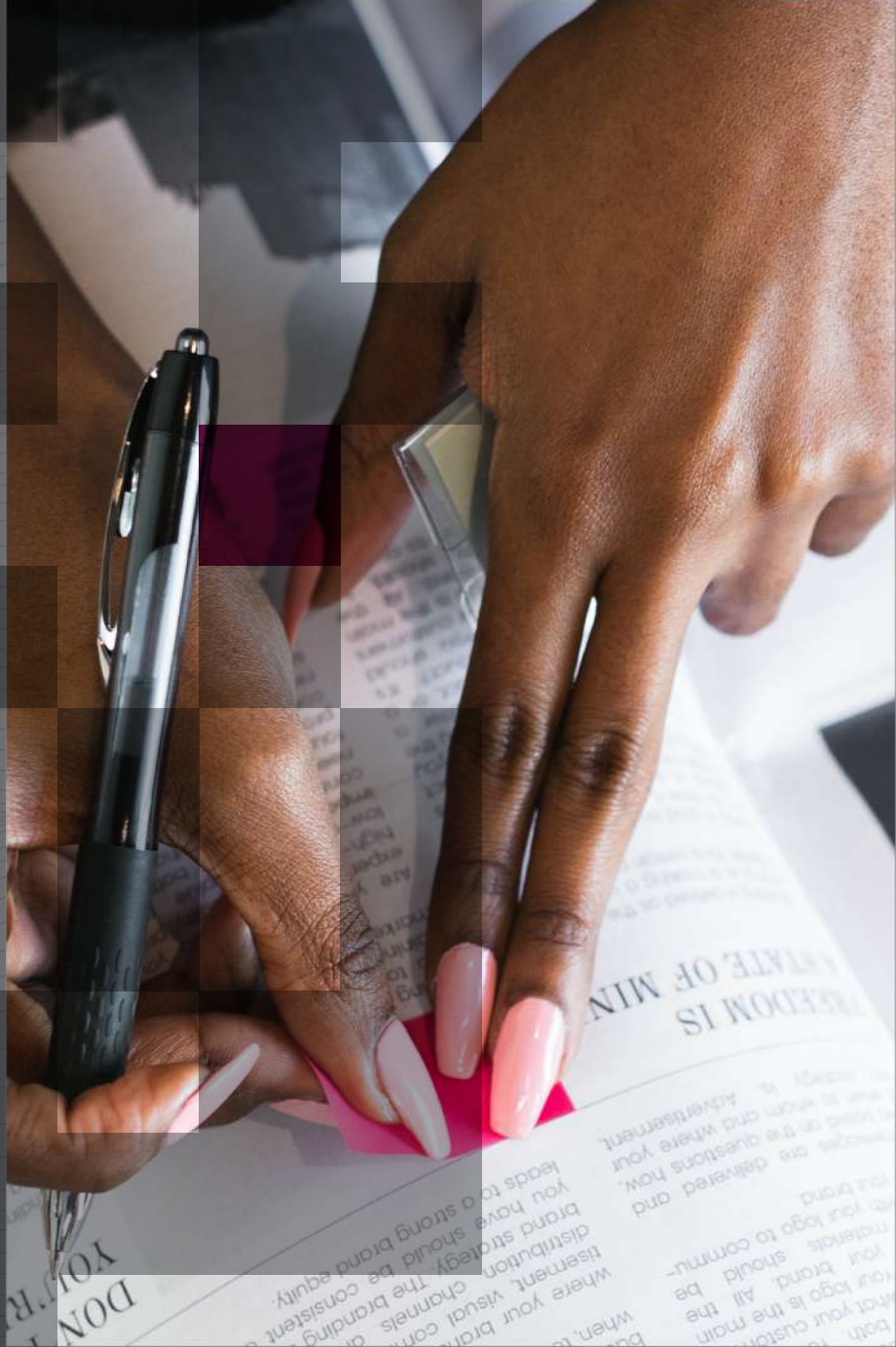




# Our Media Highlights



# 05



**8** FEBRUARY  
2021

TWENTYTWO13

## Seize Opportunity, Make the Best of Remote Learning

The new normal has been a challenge as we shift teaching from classrooms to a virtual space. Dr. Jayanthi, LeapEd's Head of Development and Resources, spoke to Twentytwo13news about seizing opportunities during this uncertainty.

Scan the QR code to  
read the full article



**11** FEBRUARY  
2021

BFM 89.9

## Morning Brief - Online Learning - Beyond Devices

Our Executive Director, Nina Adlan Disney, had a chance to talk about challenges and opportunities of home-based online learning with BFM 89.9.

Scan the QR code to  
read the full article



**19** FEBRUARY  
2021

NST

## NST #Tech - Enhancing Online Learning with Free Tools

Education is one of the many sectors that has been deeply affected by this pandemic. Executive Director of LeapEd Services, Nina Adlan Disney, shared insights on how we can improve online learning.

Scan the QR code to  
read the full article



**16** JUNE  
2021

The Vibes.com

## Experts moot decentralised education system, physical-digital hybrid learning

"I would say the focus has to be on learning, before digital learning. It's not so much a question of hardware, but software; getting teachers to be comfortable and able to adapt their strategies." - our Executive Director, Nina Adlan Disney shared during the webinar, 'Educating Malaysia: Teaching in a Changing World' organised by The Vibes online news portal.

Scan the QR code to  
read the full article



**26** JULY  
2021

The Malaysian  
Insight

## School closures costly for children and nation, say experts

Because of the long school closures, our children have suffered a huge loss and our nation's future is at stake!

Our Executive Director, Nina Adlan Disney, shared her thoughts on this pressing issue with The Malaysian Insight (TMI).

Scan the QR code to  
read the full article



1 AUGUST  
2021

RTM

## Selamat Pagi Malaysia: Didik Anak Digital

Check out the recording of our Chairperson, Shahnaz Al-Sadat, who was on Selamat Pagi Malaysia (RTM1) in a segment called “Kita Jaga Kita: Didik Anak Digital” on 1 August. She spent 10 mins sharing our CyberWira National Campaign: Didik Anak Digital.



Scan the QR code to  
read the full article



8 AUGUST  
2021

The Vibes

## How the private sector is helping education through the Trust Schools Programme – Nina Adlan Disney

"The pandemic should act as a major wake-up call. Our education system is in dire need of a major reset. But before we rush to rebuild and re-invent, let's pause to take a look at what is already out there and most importantly, what has been tried and tested," shared Nina Adlan Disney, LeapEd's Executive Director, in an op-ed piece with The Vibes.



Scan the QR code to  
read the full article





**10** AUGUST  
2021

T4 tv

## Education Transformation in Malaysia

Watch Vikas Pota on T4tv interview LeapEd's team – Shahnaz Al-Sadat, Nina Adlan Disney and Dr. Jayanthi Sothinathan, sharing our learnings and experience with the Trust Schools Programme.



Scan the QR code to  
read the full article



**15** AUGUST  
2021

The Vibes

## Breaking Down the Issues: how can we improve our education system?

Did you know that Malaysia's per capita spending on education is one of the highest in Southeast Asia? But, does this investment provide a good return?

Our Executive Director, Nina Adlan Disney, and other panelists on the second part of the 'Breaking Down the Issues' series on education by The Vibes and the Sekhar Institute.

Scan the QR code to  
read the full article



**23** AUGUST  
2021

## Business Today

### What Will Our Future Workforce Look Like?

"Perhaps the first step is to equip them with some foundation of "digital intelligence" as practical skill-sets to enable them to fully leverage on the digital world. This will drive our transition faster to Education 3.0 and will provide students with a foundation to explore self-directed learning and be more ready for the future," shared Shahnaz Al-Sadat, our Chairperson, on preparing our children for the future workforce with BusinessToday Malaysia.

Scan the QR code to  
read the full article



**26** AUGUST  
2021

**BFM 89.9**

### Malaysia's Education Challenges #1: Our Education System: Overview of Challenges and Solutions

What is going on in our education system? These passionate educationists, Nina Adlan Disney (our Executive Director), Chan Soon Seng (CEO, Teach For Malaysia), Datin Noor Azimah Abd Rahim (Chairman, PAGE and Former MPPK Member) were discussing: "Our Education System: Overview or Challenges and Solutions" on BFM Radio.

Scan the QR code to  
read the full article



**29** AUGUST  
2021

## The Vibes

5 lessons learnt to navigate future of education



What will be the future of Malaysia, if our schools continue to produce students with a string of As, but lack problem-solving, collaboration skills?

Nina Adlan Disney, our Executive Director, shared her insights with The Vibes in another op-ed piece on 5 lessons learnt to navigate the future of education.

Scan the QR code to read the full article



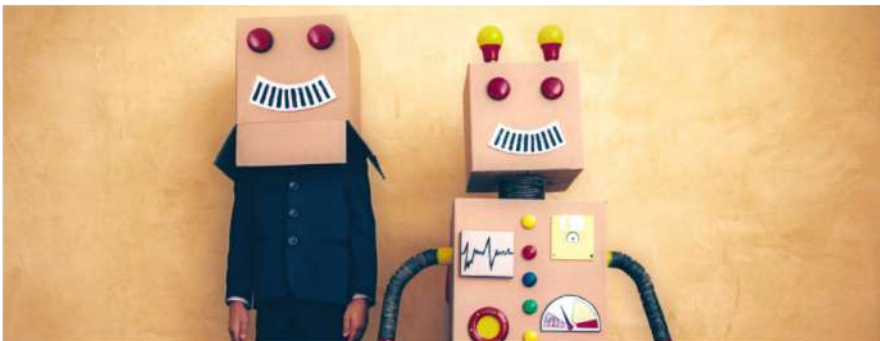
**30** AUGUST  
2021

## The Edge

Cover Story:  
Raising the next generation of tech talents

Conrad Roy Fernandez, our Executive Director, tells The Edge Markets that technology within the education system will help children become “creators instead of only consumers of technology”.

Scan the QR code to read the full article



**23** SEPTEMBER  
2021

**BFM 89.9**

## Malaysia's Education Challenges #4: Moving Forward with Education: Progress Update

A live and candid discussion on our progress with Shahnaz Al-Sadat, our Chairperson and Dato' Satinah Syed Saleh, Former Member of The National Education Advisory Council.

Scan the QR code to  
read the full article



**27** SEPTEMBER  
2021

## Start-ups to move to phase two of UNDP, MaGIC's SICA programme

25 start-ups will be moving on to the second phase of the Social Impact Challenge Accelerator (SICA) and WE are one of them!

LeapEd was selected to go through a rigorous Impact Accelerator programme to refine our pitch for a Mental Health Literacy programme for Novice teachers, with support from UNICEF Malaysia.

Scan the QR code to  
read the full article



**7** DECEMBER  
2021

**BFM 89.9**

## School Dropouts Data Needs To Be More Granular

The Ministry of Education released data showing more than 21,000 students dropped out of school from March 2020 to July 2021. Our Chairperson, Shahnaz Al-Sadat, shared her comments in an interview with BFM 89.9 on the issue.

Scan the QR code to read the full article



**31** DECEMBER  
2021

**BFM 89.9**

## Malaysian Education At Crossroads In Pandemic Era

The COVID-19 pandemic severely disrupted education, with Malaysian schools physically closed for 42 weeks of the year in 2021. Our Chairperson, Shahnaz Al-Sadat, shared her comments in an interview with BFM 89.9.

Scan the QR code to read the full article







# Our Alumni

06



# Our Alumni

At LeapEd, we are proud of our Alumni! We want to tell their stories and celebrate their successes. Our Alumni stand out for their professional accomplishments and contributions to their networks, communities and beyond. This education transformation would not be possible without you!

Once a LeapEdian, always a LeapEdian!



## Hannah Rae

Current designation:  
**Evaluation and Impact Manager  
at Participation People**

Last designation with LeapEd  
**Special Projects Lead**



## Karen McClymont

Current designation:  
**Founder / Managing Director  
ORCHID LEADERSHIP Coaching &  
Consultancy Ltd**

Last designation with LeapEd  
**DTP-AMAN Coach in Kedah**



## Annette Zammit

Current designation:  
**Academic Manager,  
Malta Business School**

Last designation with LeapEd  
**Head of Department,  
Development and Training**



## Haji Md. Hasidin Bin Haji Zaini

Last designation with LeapEd  
**Head, Cluster Engagement**



## Nur Azreen Suhaimi

Current designation:  
**Instructional Coach,  
Nobel International School**

Last designation with LeapEd  
**Senior Advisor (Coaching and  
Training)**



## Mayamin Haini Musa

Current designation:  
**Change Management Manager,  
Telcowin Sdn Bhd**

Last designation with LeapEd  
**Executive, PRIME**



## Norazrin Haroun

Current designation:  
**Business Development Manager,  
LexisNexis**

Last designation with LeapEd  
**Senior Executive, Key Account  
& Client Management**



## Azmawati Abdul Aziz

Last designation with LeapEd  
**Advisor in Marang Cluster,  
Kuala Terengganu**



## Dr. Madzniyah Md Jaafar

Last designation with LeapEd  
**Senior Specialist and Unit Lead,  
Research & Design**



## Jasmane Frans

Current designation:  
**Founder Globally Empowered I T4  
Country Ambassador I Director  
ConnectAid Youth Voices I Global  
Education Specialist**

Last designation with LeapEd  
**Global Learning I Specialist –  
Development I Education Advisor**



## Noraini Haroun

Current designation:  
**Financial & Takaful  
Advisor**

Last designation with LeapEd  
**Head of Financial Advisory  
Services**



## Hazana Hashim

Last designation with LeapEd  
**Education Partner**



## Avi Andrew Macmull

Current designation:  
**Quality & Evaluation Lead,  
Anchor Inc**

Last designation with LeapEd  
**Head of Monitoring and  
Evaluation**



## Genga Devi Rasiah

Last designation with LeapEd  
**Education Advisor, Kuantan,  
Pahang**



## Noor Rafidah Mohd Amin

Current designation:  
**Head of Talent Acquisition &  
Engagement, Payments  
Network Malaysia Sdn Bhd**

Last designation with LeapEd  
**Manager, Talent  
Seeding & Acquisition**



## Wan Zaymy Umaida Taib

Current designation:  
**Senior Executive,  
Recruitment & Employee  
Experience**

Last designation with LeapEd  
**Executive, People Management Unit**





# Our Financials

07



# Independent Auditors' Report



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Chartered Accountants  
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Fax: +603 2095 5332 (General line)  
+603 2095 9076  
+603 2095 9078  
ey.com

201001030363 (914283-T)

**Independent auditors' report to the directors of  
LeapEd Services Sdn. Bhd.  
(Incorporated in Malaysia)**

## **Report on the selected audited financial information**

### *Opinion*

The selected audited financial information, which comprises the statement of comprehensive income for the financial year ended 31 December 2021 and related notes, is derived from the audited financial statements of LeapEd Services Sdn. Bhd. and the management accounts for the financial year ended 31 December 2021.

In our opinion, the accompanying selected financial information set out on page 63 is consistent in all material respects, with the audited financial statements and the management accounts.

### *Selected audited financial information*

The selected audited financial information does not contain all the disclosures required by the Malaysian Financial Reporting Standards, International Financial Reporting Standards and the requirements of the Companies Act, 2016 in Malaysia. Reading the selected audited financial information and the auditor's report thereon, therefore, is not a substitute for reading the audited financial statements of LeapEd Services Sdn. Bhd. for the financial year then ended 31 December 2021.

### *The audited financial statements and our report thereon*

We expressed an unmodified audit opinion on the audited financial statements in our report dated 17 June 2022.

### *Directors' responsibility for the selected audited financial information*

The directors are responsible for the preparation of the selected audited financial information set out on page 63.

### *Auditors' responsibility*

Our responsibility is to express an opinion on whether the selected audited financial information is consistent, in all material respects, with the audited financial statements of LeapEd Services Sdn. Bhd. and the management accounts for the financial year ended 31 December 2021 based on our procedures, which were conducted in accordance with Malaysian Approved Standard of Auditing (ISA) 810 (Revised), "Engagements to Report on Summary Financial Statements".

Ernst & Young PLT 202006000003 (LLP0022760-LCA) & AF 0039 was registered on 02.01.2020 and with effect from that date, Ernst & Young (AF 0039), a conventional partnership was converted to a limited liability partnership.

A member firm of Ernst & Young Global Limited



201001030363 (914283-T)

Independent auditors' report to the directors of  
LeapEd Services Sdn. Bhd. (cont'd.)  
(Incorporated in Malaysia)

Ernst & Young PLT  
202006000003 (LLP0022760-LCA) & AF 0039  
Chartered Accountants

Kuala Lumpur, Malaysia  
17 June 2022

# Selected Audited Financial Information

Statement of comprehensive income for the financial year ended  
31 December 2021

	Note	2021 RM'000	2020 RM'000
Revenue	A	20,689	36,839
Delivery Costs		(9,114)	(20,604)
Delivery Surplus		11,575	16,235
Indirect and Development Costs		(12,422)	(20,324)
Loss before Tax		(847)	(4,089)
Tax		(136)	-
Loss after Tax		(983)	(4,089)

## Note

(A)	Trust Schools Programme	10,730	10,595
	Other Projects	9,531	25,650
	Other Income	428	594
		20,689	36,839







**Because  
every  
child  
deserves  
a great  
future**



# Partners



MINISTRY OF EDUCATION



# Trust School Sponsors



# Programme Sponsors



# Call for Collaboration

Join us in transforming  
education across Malaysia  
and beyond

We have a team of dedicated professionals ready to help, with subject matter experts from Malaysia and around the world, who have worked in or with education systems across the ASEAN region, Europe, China, India, the Middle East, North America, and Africa. If you are as passionate about education as we are, join us on this life-changing journey.

Contact us today if you are:

a Corporate, NGO or a  
Foundation looking  
to make meaningful  
and measurable  
social impact through  
education



a Ministry of  
Education or public  
institution looking to  
build capacity and  
enhance the  
education system



a School Leader,  
Teacher or corporate  
executive looking for  
professional  
development  
programmes



a Parent group or  
Alumni association  
looking to improve  
student outcomes  
and wellbeing



f in   @LeapEdServices

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