

# Social Return On Investment (SROI) for Learning Includes Project 2017

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## Executive Summary

With the existing assistive technology and the power of Internet, Learning Includes, an accessible virtual / mobile Tuition platform for the Visually Impaired (VI) / blind students was launched in 2017 by us, DID MY Innovations and Save Ones Sight Missions, in collaboration with Sasbadi Online and MindTech Education, a wholly-owned subsidiary of Malaysian leading public listed education publisher, Sasbadi Holdings Bhd, and the kind support from Yayasan Nanyang, Agensi Inovasi Malaysia (AIM) and Yayasan Inovasi Malaysia (YIM). The project aims to help the Visually Impaired (VI) / blind students have access to equal education, and provide dignified and meaningful job for the VI / blind graduates, as the VI / blind students and the VI / blind graduates often face challenges in equal education and fair employment respectively.

Unequal access to education is a prevailing problem faced by the visually impaired / blind students globally, including our students in Malaysia. These students are often left out in their studies, hindering them to excel in education that plays a significant role in ensuring a good quality of life in the future. This is mainly due to the limitation of braille books, (i.e. not updated timely, low portability, expensive to produce) that is used as the primary education resource in the current education landscape (*Zheng 2014*). The VI / Blind students were also less motivated to perform better in their study, besides receiving less interaction, encouragement and involvement from the parents as half of them are staying in the school hostel.

On the other hand, the often neglected VI / blind graduates in Malaysia are facing challenges to secure dignified jobs even with suitable qualifications (*Sinar Harian Online 2017, Astro Awani 2018*). Victimized by discrimination and misunderstanding in the society, majority of them are left with no choice but to work as masseuses and telemarketers despite having the ability and potential to perform in other works. Not to mention that the charity paradigm and mindset that is custom to the south-east Asian community, which include Malaysia, further distance the disabled community and the abled friends, as they are given opportunities on the basis of sympathy and not based on their potential (*World Economic Forum 2017*). As a result, this community is trapped in a cycle of poverty.

Through this project, we have brought 20 VI / blind students in the Klang Valley region one step closer towards equal education by providing them with the most accessible and blind-friendly virtual tuition platform in the market to date. This platform offers the students educational resources i.e. notes, bilingual dictionaries, practices, video lessons and sample exam paper that is hard; if not totally unavailable, to them prior to this project's intervention. With these resources, it has helped 70% of the beneficiaries to improve in their exams in 2017.

The project has also provided meaningful and dignified job opportunities to 2 VI / blind graduates as virtual tuition coach that were previously deprived off them. The VI / blind graduates were trained, empowered and equipped with computer skills, leadership skills, soft skills e.g. communication and leadership skills, as well as obtaining screen reader software expert certification while serving as role models to inspire and motivate VI / blind students to never give up and also aiding them to improve in their studies.

Through our finding, the Social Return on Investment ratio for the current project is 4:1 (rounded off from 4.48:1) which indicates that there is RM 4.48 worth social value received by our beneficiaries (the 20 VI / blind students and 2 VI / blind coaches) for every RM 1 invested. Some remarkable achievement includes 7 Form 5 VI / blind students onboard in the project have scored between 3 to 8 As in the Sijil Pelajaran Malaysia General Exam. Through this project, we aim to meet three of the United Nation Sustainable Development Goals which are (1) Quality Education, (2) Decent Work and Economic Growth, and (3) Reducing Inequalities.

## Introduction

The current report shares the finding on values received by primary stakeholders of the project which are 20 students aged between 10 to 17 studying in special education / integrated schools in Malaysia, 2 VI / blind coaches and other stakeholders on board in Learning Includes. The project took place in Klang Valley region in the year 2017. The report will aid the readers to understand the details of the projects and its values for the primary stakeholders in a quantifiable indicator form by applying the Social Return on Investment ratio calculation.

## Project Background

The fourth Sustainable Development Goal of the United Nation has clearly defined that equal access to quality education is a fundamental right of everyone, which include the VI/blind. However, these students in every single part of the world, including Malaysia, are not enjoying equal education thus hindering them from pursuing higher education. The implication is significant for the student's future as education plays a crucial role in ensuring a better quality of living beside earning respect and dignity for themselves in the society as discussed in a 2017 article entitled "*To enhance economic growth, help people with disabilities get back to work*" in the World Economic Forum. One of the key factors of unequal access to education is the use of braille books as the primary educational resource in the current education landscape in Malaysia, with 3 major disadvantages namely:

- a. Not timely – Students receive the complete braille book with the latest syllabus one year after the publication of the printed book (according to SMK Pendidikan Khas Setapak, A blind/VI special school in Kuala Lumpur)
- b. Low portability – a regular printed book would have at least 4 braille books that is 2 to 3 times thicker and much larger size with heavier weight.
- c. Expensive – Braille book printing cost the Ministry of Education RM 500,000 per contract as detailed by former Deputy Minister of Education Malaysia, Datuk Chong Sin Woon in the Upper House of Parliament, in September 2017

The limitation of Braille book was also extensively studied and confirmed by various researchers compiled by Zheng in her research entitled *A Study on Blind Students' Experience of Provision and Support* in 2014, especially on its pricing and affordability.

From our observation, about 60% of the 20 students were not motivated to study as they perceived that it is difficult and impossible to score good results. 95% of the parents were less involved in the students' studies in the school as they were busy with jobs. The interaction between students and parents were also minimum as half of the students were staying in a hostel.

The eighth and the tenth United Nation Sustainable Development Goal (Decent Work and Economy Growth, and Reduce Inequality) also emphasized the importance of fair employment and promoting equality irregardless of race, religion and disabilities. However, the visually impaired/blind graduates and graduates with other disabilities in Malaysia is unable to secure dignified jobs or treated with fare employment. As reported by former welfare minister, Datuk Seri Rohani Abdul Karim in a news report on Berita Harian Online in 2017, the civil servant who are disabled were only 0.24% out of 1.6 million, and the disabled workforce in private sectors was expected to have an even lower percentage. This problem is further elaborated by Firdaus Hassan, an officer in the Counselling unit in the University of Malaya, whom himself is a disabled person. In a news report in Astro Awani in 2018, he stated that finding a job for a disabled graduate is difficult as there are discriminations and doubts about the ability of a disabled person in the industries. Tiun has also confirmed the issue as discussed in his research entitled *Challenges Faced by Malaysians with Disabilities in the World in 2013*. An article on the World Economic Forum further justified that many of the religions in the region promote the value of charity and kindness, which results in sympathy towards the less fortunate. This societal environment raises the disabled to be dependent on the family; and leaves both the society and the disabled feeling like they do not have the skills and capabilities to thrive.

By taking these challenges as the point of departure, we DID MY Innovations and Save Ones Sight Missions, together with Sasbadi Online and MindTech Education, a wholly-owned subsidiary of leading public listed education publisher, Sasbadi Holdings Bhd, have collaborated to create a virtual / mobile tuition project by bringing existing assistive technology and the power of internet together to tackle the above problems. We strongly believe that technology should leave no one behind. This is agreed by Zheng in her research entitled *A Study on Blind Students' Experience of Provision and Support* in 2014, which found that softcopy or virtual resources are one of the most helpful resources for the VI/Blind students in their studies. Through the financial support from Yayasan Nanyang and Agensi Inovasi Malaysia (AIM), as well as grant awarded by Yayasan Inovasi Malaysia to further expanding the project in 2018, the virtual / Mobile tuition platform, which is currently the most blind-friendly platform (80% compatible with screen reader software, an assistive technology for the blind to access computers and smartphones), enables:

- a. students to access to the latest notes and practices according to the syllabus by the Ministry of Education Malaysia and access to educational resources that are previously not available to them such as Bilingual dictionaries, sample exam papers, video lessons and revision practices.
- b. The VI/blind graduates with dignified and meaningful jobs as virtual tuition coaches through the use of accessible teaching tool to help and motivate the future generation.

With Learning Includes, we aim to meet three of the United Nation Sustainable Development Goals which are (1) quality education, (2) Decent Work and Economic Growth, and (3) Reducing Inequalities.

## Methodology

### a. Establishing Scope and Stake Holders

The Principle Beneficiary of Learning Includes are the 20 VI students (age between 10 to 17) studying in special education school, SMK PK Setapak; and 2 VI/blind graduates as virtual tuition coach. The following table summarised different stake holders with a brief description of them. (refer to Appendix 3 for the Stakeholder contact)

*Note: A total amount of RM 120,000 grant awarded by Yayasan Inovasi Malaysia (YIM) to expand the project further in 2018 will be elaborated more by taking account of the social values of 200 disabled students and 2 VI/blind coaches onboard in year of 2018.*

*Table 1: Stakeholder descriptions*

Stakeholder	Description
20 VI/Blind Students	Principle beneficiary in Learning Includes Project, Sponsored fully to study using Virtual tuition platform
2 VI/Blind Coaches	Principle beneficiaries, being trained and engaged to help VI/blind students as Virtual/mobile tuition Coach
Agensi Inovasi Malaysia, Yayasan Nanyang and Yayasan Inovasi Malaysia	Funding RM 50,000 (by Yayasan Nanyang and Agensi Inovasi Malaysia) to the whole operation of the project which includes sponsoring VI / blind student with virtual tuition platform; and RM 120,000 funding (from Yayasan Inovasi Malaysia) to further expands the project in 2018
Sasbadi Online and Mindtech Education (a wholly owned subsidiary of Sasbadi Holding Bhd), leading public listed education publisher	Virtual tuition platform provides product training and technical support to VI/blind coaches and students

Bahagian Pendidikan Khas and Bahagian Teknologi Pendidikan, Ministry of Education Malaysia	Evaluation and Approval of Learning Includes, a programme to be implemented in special schools.
20 Parents	Parents of the sponsored VI/Blind students
8 Teachers	8 teachers teaching in 8 different subjects in SMK Pendidikan Khas Setapak schools, supporting Learning Includes project to run smoothly in schools.

## **b. Evidence The Outcomes and Values of Beneficiaries**

Current report will discuss the actual social values received by the beneficiaries instead of evaluating the objective of the project so that the social value measured in the current report is reflecting the theory of change experienced by them.

To identify the values and theory of change from our beneficiaries, the informal conversation was conducted. 13 secondary VI / blind students and 7 VI / blind primary students who were sponsored with Learning Includes were involved. 8 out of 13 Secondary students had their feedback recorded on a short testimonial clip while 3 out of 7 Primary schoolers had their short video clip recorded. Additionally, they were 2 written testimonials from Primary school students and 1 written testimony from secondary students. (Please refer to Appendix 2 on the video clips and written testimonials from students). The informal conversation was also conducted involving the 2 VI / blind virtual/mobile tuition coaches to identify their values and theory of change experienced by them. The summary of the findings are as follows:

### **I. VI / Blind Students**

All 7 Form 5 students agreed that the exercises in the virtual tuition platform helped them a lot in the examination especially the multiple choice questions as they did more and more practices. 4 out of the 7 primary students agreed that the notes and practices helped them to understand a certain topic better through repetition. On the other hand, 70% of the students are observed to have improvement in their average examination scores prior to and after the project intervention. (Refer to Appendix on the comparison of student average scores in the examination in 2017). As there is no specialised tuition service tailored to special students in Malaysia, we estimated that the virtual platform is as valuable as the cost of RM 3,840 annual tuition fees for all subjects studied in schools per student, which is based on the pricing guideline set by Malaysia Tutors Consultancy, assuming for a total of 8 sessions per months (one subject / sessions) with each session cost RM 40 per student. The platform is also worth RM 10,800 / year which is the equivalence to 20 pages of daily braille exercises and notes printing for a blind student. Current calculation is based on the rate by Malaysian Association for the Blind, that a single page of double-sided braille paper printing cost RM 3.

### **II. Virtual Tuition Coaches**

Both VI / blind virtual tuition coaches were previously fresh graduates and had been seeking for a dignified job. They found that the project brought meaning to their lives, harvest their potential besides providing stable monthly income. In comparison to other available job offers, they felt that their skills and abilities were fully appreciated and valued; thus resulting in a strong sense of achievement and self-confidence. On the other hand, there were equipped with communication skills, leadership skills as well as computer skills through their job in this project.

We concluded that the virtual tuition coach position is worth RM 47,447.84 per VI / blind graduates in a year, by comparing with the current market rate of practical skill training by other training provider i.e. Computer training courses by Malaysian Association for the Blind, and Screen reader software (NVDA) training by Genashtim Innovation, and NVDA Expert certification charges by Non-Visual Desktop Access. Not to mention that the position of the virtual tuition coaches itself is worth RM 16,800 annually.

Below is a summary of the estimated total value worth by this project to our principle beneficiaries.

Table 2: Total Value Worth

<b>Beneficiaries</b>	<b>Description</b>	<b>Source of Rate/charges</b>	<b>Value worth (RM)/year/individual</b>	<b>Total Financial Proxies Value (RM)</b>
Student	Tuition classes	Malaysian Tuition Consultancy	3,840.00x20	76,800.00
	Personal Braille printing material for students	Malaysian Association for the Blind	10,800.00x20	216,000.00
<b>Total</b>				<b>292,800.00</b>
Coaches	Screen Reader NVDA courses	Genashtim innovation	1,223.25x2	2,446.50
	Computer Courses	Malaysian Association for the Blind	3,600.00x2	7,200.00
	Call Centre Courses	Malaysian Association for the Blind	1,800.00x2	3,600.00
	Screen reader software (NVDA) Expert certification	NVDA Australia	300.67x2	601.34
	Annual income	Based on Rate of Virtual Learning Coach in current Project	16,800.00x2	33,600.00
<b>Total</b>				<b>47,447.84</b>

*Note: the rate and charges tabulated above are based on the current market rate of the respective training providers, organisations and institutions.*

From the results, the values and theory of change experienced by the principal beneficiaries will help us to determine the financial proxies, an estimate of monetary value on the social value gained by the beneficiaries.

## a. Establishing Impact

To avoid the risk of over-claiming, discounting factors were added to the calculations of each impact to reduce or constrain the values of individual social returns. These discounting factors include

### 1. Deadweight: What probably would have happened anyway, if the project did not take place:

- We have identified 3 deadweights for students and 1 deadweight for VI/Blind coaches which will be discussed below. Please take note that the deadweight was only concerned with the perceived effectiveness through our research and observation and feedback from the beneficiaries.
- The existing free learning platform, VLE Frog, failed to assist the VI/blind students as the learning platform was not accessible at all.
- There are tuition classes conducted however it was only applied to 7 form 5 students in the second half of the year. Thus the percentage of deadweight was calculated as follows  $\frac{7}{20} \times 100 = 35\%$   
Deadweight of tuition program in half year =  $\frac{1}{2}$  years x 35%  
= 17.5%
- The motivational programme was conducted in special education school once a year by inviting former students who have excellent achievement in their academic performance to deliver speeches. But according to our VI/Blind coach, who was one of the speakers in the motivational talk session, the impact was very minimum as only 10% students took part seriously by listening carefully while the others were distracted and talking with their friends.
- The coaches will join other paid practical courses offered by another training provider i.e. basic computer courses for the blind and call centre agent courses in Malaysia Association for the Blind, and Non Visual Desktop Access (NVDA) screen reader software training course by Genashtim, with the hope that they will secure a job based on the learned practical skills. However, the results of the training did not guarantee employment opportunity thus it is perceived as not very effective by the VI/blind coach.

The table below summarises the deadweight percentage estimated for the principle beneficiaries measuring the effectiveness of alternative programme they will participate in the absence of the current project.

Table 3: Deadweight Percentage Estimated for the Principle Beneficiaries

Beneficiaries	Description	Estimated Deadweight (effectiveness of alternatives)
Students	VLE Frog learning platform	0%
	Tuition classes (form 5 student only for 6 months)	17.5%
	Motivational Programme	10%

Average Deadweight		9.17%
Coaches	Practical courses (include computer, NVDA screen reader training) and call centre courses)	5%
Average Deadweight		5%

## II. Attribution: Who else was responsible for the changes taking place

- Based on responses from the principal beneficiaries, overall attribution rate is 0 percent for the following justification:
  - a. The VLE Frog, a virtual learning platform endorsed by the Ministry of Education Malaysia, was totally not usable by the VI / blind students due to the poor accessibility design, and there were no other virtual learning platforms in the market made accessible to them.
  - b. The current project is agreed to be the first to introduce accessible virtual/mobile learning experience to the current education landscape of the VI / blind students.
  - c. There was no such career opportunity offered to the VI / blind graduates in any private sectors.
  - d. There was no existing tuition platform that is accessible to VI / Blind tutors as well.

## III. Drop-off: What is the future annual risk of participants abandoning the practices or losing their benefits?

- a. The current project is a one-year project whereby the social values were currently measured within 2017.
- b. According to the students result in Appendix 1 for the year of 2017, about 30 percent of the students were not improving and remained not motivated even after a year of taking part in this project.
- c. This percentage will be calculated as the drop-off percentage

## IV. Duration: How long are the outcomes likely to last?

- There is the different duration of outcome experienced by the 2 principle beneficiaries. The discussion is as follows.
  - a. The outcome duration estimated for students is one year as they will only experience the values within the year the project is executed.
  - b. The conservative estimate duration of outcome for the coach is minimum 5 years as the skills and experience will still be relevant for them to run their own tuition centre in this duration.

## Discount rate: Discounting the value of future returns.

This recognises that people generally prefer to receive money today rather than tomorrow because there is a risk or because there is an opportunity cost associated with deferred returns. The current report is using 0.035 as the discounted rate for social values in accordance to the value set by HM Treasury's Green Book 2013.

## Calculating the SROI

After all material impacts have been identified, the values were aggregated into a single total value and divided by the total cost of project inputs to arrive at an SROI ratio.

As the primary beneficiaries have 2 different outcomes, The SROI ratio is calculated by summing up the impact values or the estimated worth of the Learning Includes from the perspective of the principal beneficiaries. The following detailed the calculation.

Total Sponsored amount by Yayasan Nanyang and Agensi Inovasi Malaysia = RM 50,000

Total Impact Value (students = Financial Proxies – Deadweight – Attribution - Drop off

= RM 292,800 - 9.17% - 0% - 30%

= RM 186,513.6

Present Value (Student) = Impact Value / Discounted Rate

= RM 186,513.6 / (1 + 0.035)

= RM 180,206.38

Total Impact Value (Coaches) = Financial Proxies – Deadweight – Attribution

= RM 47,447.84 - 5% - 0%

= RM 45,075.45

Present Value (coaches) = Impact Value / Discounted Rate

= RM 45,075.45 / (1 + 0.035)

= RM 43,551.16

**SROI Ratio** = Total Present Value / Total Investment

= (RM 180,206.38 + RM 45,075.45) / RM 50,000

= 223,757.54 / 50,000

= **4.48** (Rounding off to **ratio 4:1**)

It is therefore concluded that the investor will gain RM 4.48 social value return for every RM 1 invested in this project, which helped the VI/blind students a step closer to equal education; and at the same time introduce and open up opportunities for VI / blind graduates to have dignified and meaningful jobs. Additionally, the investment helped 70% of the students to be motivated to do better in their academic performance as their results have shown improvements as detailed in Appendix 1. The project has also helped to create new career opportunity for not only the VI / blind graduates, but graduates with other disabilities as well; of which the project will expand to in the future.

For further information, please reach out to us at the following:

Contact Person:

STEVENS CHAN

FOUNDER

DID MY Innovations Sdn Bhd

Save Ones Sight Missions Bhd

Email: [stevens@did.my](mailto:stevens@did.my)

Learning Includes Project: [www.learningincludes.com](http://www.learningincludes.com)

DID MY Innovations website: [www.didmy.org](http://www.didmy.org)

## Reference

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World Economic Forum 2017, To enhance economic growth, help people with disabilities get back to work, <https://www.weforum.org/agenda/2017/05/to-enhance-economic-growth-help-people-with-disabilities-get-back-to-work/>

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**List of Appendix Appendix 1: VI/blind student results comparison for the year of 2017**

Student's Name	Average Scores prior to the Project's intervention	Average Scores after the project's intervention	Remarks
Nor Shafiq Daniel bin Nor Azmi	65	66.9	Improved
Partiban A/L Perumal	57.78	67.33	Improved
Rishan Ponraj A/L Sivaraj	57.78	72.56	Improved
Muhammad Zulhilmi Bin Mohd Zaidi	71.86 73.43 Improved		
Muhammad Rifqy Johntan	55.13	61.13	Improved
Palex Parera Pinin	27.25	28.75	Improved
Foo Jun Sheng	57	51.33	Worsen
Lee Wei Bin	49.33	47.33	Worsen
Muhammad Syakirin bin Muhammad Nasir	53.14	64	Improved
Nur Hazira Binti Rusli	52.5	53.4	Improve
Nur Izhan Fathi Bin Saiful Anuwar	61.3 63.3 Improved		
Muhammad Zaquan Haqmi Bin Muszaidi	58.3	57.9	Worsen
Nurmaizatul Farzana	64.5	64.8	Improve
Muhammad Syamil B. Zamzam	61	61.7	Improve
Muhammad Naquiuddin Bin Azmi	57.38	63.75	Improved
Teh Yue Sean	56.13	69.5	Improved
Nurul Adilah bt Hadi	98	80.56	Worsen
Nik Ali Imran bin Kamal	42.71	54.67	Improve
Muhammad Farhin bin Shamsul	61.78	47.56	Worsen
Cheah Quek Lim	Result Not available	33.85	Not applicable

**Appendix 2: Short Video Clips and written Testimonial from students** <https://drive.google.com/open?id=1L7qCvzjtZ6gzJ9aJ0Z-Ay6sZ0zbFvGTY>

**Appendix 3: List of Stakeholder's profile**

**1. Funder**

**a. Agensi Inovasi Malaysia**

Person In charge: Jauharatud Dini Ab. Raman, (Assistant Vice President (AVP) – Social Innovation

Email: [dini@innovation.my](mailto:dini@innovation.my)

Tel No: 0196757217

Website: <https://innovation.my/>

**b. Yayasan Nanyang Press**

Person in Charge: Khor Yu Yin, General Manager

Email: [yuyin@nanyang.com.my](mailto:yuyin@nanyang.com.my) Tel No: 03-7650 8651.

Website: <http://www.yayasan-nanyang.org/>

**c. Yayasan Inovasi Malaysia**

Person In Charge: En. Azmeer

Email: [azmeer@yim.my](mailto:azmeer@yim.my)

Webpage: [www.yim.my](http://www.yim.my)

**2. Content provider and technical support**

**a. Sasbadi Online**

Person In Charge 1:

Mr. Anthony Gan, Product Development Director

Email: [anthony@sasbadionline.com](mailto:anthony@sasbadionline.com)

Tel No: 0123058962

Person In Charge 2:

Mr. Lee Saik Hoong, Technical Chief

Email: [saikhoong@sasbadionline.com](mailto:saikhoong@sasbadionline.com)

Tel No. 0172231148

Website: <http://www.sasbadionline.com/>

**b. MindTech Education**

Person In charge: Samuel Tan, General Manager

Email: [tanbksam@gmail.com](mailto:tanbksam@gmail.com)

Tel No: 0123328991

Website: <http://www.mindtechedu.com/>

**3. Ministry of Education Bahagian**

**Pendidikan Khas**

Person In charge: Dr. Hj Noraini bt. Hj Zainal Abidin

Designation: Ketua Unit Pusat Perkhidmatan Pendidikan Khas

Email: [noraini.zainalabidin@moe.gov.my](mailto:noraini.zainalabidin@moe.gov.my)

Tel No: 0175441633

**Bahagian Teknologi Pendidikan**

Person In charge: En. Hj Zaidi bin Yazid

Designation: Pengarah

Email: [zaidi.yazid@moe.gov.my](mailto:zaidi.yazid@moe.gov.my)  
Tel No: 0320818118

#### 4. School SMK Pendidikan Khas Setapak

Teacher in charge: Pn. Muspirah Ahmad Salim

Email: [muspirah.ahmadsalim@gmail.com](mailto:muspirah.ahmadsalim@gmail.com) / [wea0211@moe.edu.my](mailto:wea0211@moe.edu.my)

Tel: 0135135112 / 0341493701

Other Teachers in SMK PK Setapak

Teacher's Name	Subject Taught	Tel No
Chua Lay Chung	Perdagangan	0123655807
Siti suhaila binti Burihan	Mathematics	0187764470
Chilla binti Mohamad Diali	Sciences	0198005954
Rusiyaton Omar	Pendidikan Islam	0196795732
Zakaria bin Yahya	Sejarah	
Aishah Ramli	Bahasa	01123288346
Zainab binti Mohd Nashir	English	0183764761/0128261761
Muspirah Ahmad Salim	Ekonomy	0135135112

#### Appendix 4: Learning Includes Online Presents and Coverage on Online Media

Website: [www.learningincludes.com](http://www.learningincludes.com)

Facebook page: <https://facebook.com/Includes.my/>

Media coverage: Galeri Nasional Mandarin on 28 September 2017 on RTM 2 Video URL: <https://www.youtube.com/watch?v=0Cy6rjC4y2U&feature=youtu.be>

## **Appendix 5: Beneficiary Contact**

### **Nor Shafiq Daniel bin Nor Azmi**

Address: 209-3-3, flat Sentul utama, jalan dato senu, Sentul Kuala Lumpur  
Parent's Name: Nor Azmi bin Morah (Father) Tel  
No: 0162244924

### **Muhammad Zulhilmi Bin Mohd Zaidi**

Address: Blk H-17-09, Taman Medan Cahaya Fasa 2A, Jalan PJS 2c/2, 46000 Petaling Jaya.  
Parent's Name: Siti Esah bt Manab  
Tel No: 013-3914599; 011-33438402

### **Muhammad Rifqy Johntan**

Address: a-09, KKKA Brickfields, Jalan Ang Seng 4, Kuala Lumpur  
Parent's Name: Suraya binti Abd Aziz (Mother)  
Tel No: 013-9220405

### **Partiban A/L Perumal**

Address: No 156, Taman Lintang Makmur, Persiaran 1C, 31100, SG Siput Perak  
Parent's Name: Perumal A/L Suppiah (Father)  
Tel No: 0187938288

### **Palex Parera Pinin**

Address: 527g, Blok 1, Flat Seri Pahang, Jalan Bukit Bangsar, 59000, Bangsar, Kuala Lumpur  
Parent's Name: Pinin Kapal (Father)  
Tel No: 6017342391

### **Rishan Ponraj A/L Sivaraj**

Address: 107, Block M10, pandan jaya 55100 Kuala Lumpur  
Parent's Name: Sivaraj a/l Ponniah (Father)  
Contact No: 0133305499

### **Foo Jun Sheng**

Address: No 230, Laluan Permai Dua, Taman Permai Bemban, 31000 Batu Gajah Perak.  
Parent's Name: Me Siew Gaie (Mother)  
Tel No: 0193177311

### **Lee Wei Bin**

Address: 10-11-08 PPR SERI ALAM, 57100 Kuala Lumpur.  
Guardian's Name: Lee Mun Wai  
Tel No: 017-590 7755

### **Muhammad Syakirin bin Muhammad Nasir**

Address: No. 6-15-9, APR Desa Tasik, Sg. Besi, Jln 2A/146, Fasa 6B, 57000 Sg. Besi, Kuala Lumpur  
Parent's Name: Norizan bt. Mohamed Yusof (Mother)  
Tel No: 013-364 0636

### **Nur Hazira Binti Rusli**

Address: Aspuri, SMK PK Pendidikan Khas, Jalan Genting Klang, 53300 Setapak, Kuala Lumpur  
Parent's Name: Rosli bin Osman Tel  
No: 011-23631320

### **Nur Izhan Fathi Bin Saiful Anuwar**

Address: Aspura blok B, SMK PK Setapak, Jalan Genting Klang, 53300, Setapak

Parent's Name: Saiful Anuwar (Father) Tel  
No: 01116968725

**Muhammad Zaquan Haqmi Bin Muszaidi**

Address: 441, Jalan Palas 1, Taman perwira, 70400 Seremban Negeri Sembilan  
Parent's Name: Muszaidi bin Mustafa (Father)  
Tel No: 0193390033

**Nurmaizatul Farzana**

Address: Blok 3-1-2 Perumahan Polis Desa Tasik Sungai Besi, 57000 Kuala Lumpur  
Parent's Name: Zainurin Haji Misrah (Father)  
Tel No: 0136138483

**Muhammad Syamil B. Zamzam**

Address: Lot 653, Lorong Haji Bakar, Jalan Beoar Pekan Sg Nibung, 45400 Sekirtchan, Selangor.  
Parent's Name: Zamzam bin Roslan (Father)  
Tel No: 0123759272

**Muhammad Naquiddin Bin Azmi**

Address: No 29,16/15 Jalan Alam Suria. 42300 Panah Alam Selangor  
Parent's Name: Azmi bin Abd Rahim (Father)  
Tel No: 0195704625

**Teh Yue Sean**

Address: No 44, Lintang Sungai Keramat 7D Taman Cempaka Sari, 42100, Klang, Selangor  
Parent's Name: Teo Geok Hong (Mother)  
Tel No: 0182174798

**Nurul Adilah bt Hadi**

Address: 40-03-04 Seri Melaka, KM 6 Jalan Cheras, Kuala Lumpur  
Parent's Name: Haloyah bt Mahmud (Mother)  
Tel No: 0126991960

**Nik Ali Imran bin Kamal**

Address: P13-B10-01, Sri Cempaka APT, Jln. Sepakat Indah 2/1, 43000 Kajang Selangor  
Parent's Name: Kamal Azura B Ali Tel  
No: 0192469990

**Muhammad Farhin bin Shamsul**

Address: No 4, Lorong Damai 2 Taman Damai 257400 Simpang, Taiping  
Parent's Name: Shamsul Amri bin Haron (Father)  
Tel No: 0195172711

**Cheah Quek Lim**

Address: No 6, Persiaran Bercham Selatan 12, Taman Desa Kencana, 31400 Ipoh  
Parent's Name: Lam Chui Mai (Mother) Tel  
No: 0125197501

**Appendix 5: Beneficiaries Photos**

[http://www.learningincludes.com/media\\_preview/Sponsored%20Student%20Gallery/5](http://www.learningincludes.com/media_preview/Sponsored%20Student%20Gallery/5)