

ANNUAL REPORT 2020

**OUR VISION
IS TO** TRANSFORM SEEN AND
UNSEEN DISABILITIES
INTO POTENTIALS

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**A WORD FROM
THE FOUNDERS**
STEVENS AND KAYE CHAN

As we all look towards the day when Light will come into this Pandemic Darkness, we had to pivot to keep our Dialogue Dreams alive and running. To this, we are eternally grateful and thankful to GOD for bringing many supporting Corporate, Public Agencies and Education Institute partners like MAGIC, Hasanah, Kenanga, Heineken, GRAB, Kawan, Aрызta, and the UTAR PR and Mass Comm students for continuing to support our Dialogue Dreams as they helped us in our pivot project ...
Café and Cloud Kitchen Includes.

Over the past year, we have been sustained by our Café and Cloud Kitchen and were also awarded Grants by MAGIC and Hasanah to keep us going until we can reopen again. And we will reopen with a Big Bang! We will be Rebranding to the Dialogue Includes All DIA Discovery Center, with more Dialogue experiences included in this all-new Discovery Center. We are now in the process of pitching for new investments to relaunch and reopen by mid-2022 when prayerfully it will be safe for us all to come out to work, learn and play together again!

We will continue to update you with our latest developments over all of our Social Media pages. Until we meet again soon, very soon, please do stay safe and well, dear friends. May God Bless you!

Yours sincerely,
Stevens and Kaye Chan
Founders



SOCIAL RETURN ON INVESTMENT (SROI) FOR LEARNING INCLUDES PROJECT 2020

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 and other disabled students was launched in 2017 by us, DID MY Academy Sdn Bhd and SOS Missions, in collaboration with Sasbadi Online and MindTech Education, a wholly-owned subsidiary of Malaysian leading public listed education publisher, Sasbadi Holdings Bhd. With the support from Yayasan Hasanah and Yayasan Yara, the project has expanded to aid an additional 58 special education students between 10 to 18.

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 behind in their studies, hindering them to progress in education that plays a significant role in securing better job opportunity. 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 more than half of them are staying in the school hostel.

On the other hand, the often neglected VI / blind and other disabled graduates in Malaysia are facing challenges to secure dignified jobs even with suitable qualifications (Sinar Harian Online 2017, Astro Awani 2018). Marginalised by discrimination and misunderstanding in the society, majority of them are left with no choice but to work as masseuses, telemarketers and other jobs 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 widen the gap of disabled community from the others, 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.

On the other hand, the often neglected VI / blind and other disabled graduates in Malaysia are facing challenges to secure dignified jobs even with suitable qualifications (Sinar Harian Online 2017, Astro Awani 2018). Marginalised by discrimination and misunderstanding in the society, majority of them are left with no choice but to work as masseuses, telemarketers and other jobs 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 widen the gap of disabled community from the others, 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.

The project has also provided meaningful and dignified job opportunities to 3 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, coaching skills, soft skills e.g. communication skills, as well as 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 3.708:1) which indicates that there is RM 4 worth social value received by our beneficiaries (the students and blind coaches) for every RM 1 invested.

Through this project, we aim to meet four of the United Nation Sustainable Development Goals which are (1) Quality Education, (2) Decent Work and Economic Growth, (3) Reducing Inequalities and (4) Partnerships for the Goals.

INTRODUCTION

Current report shares the finding on values received by primary stakeholders of the project which are 58 VI/blind and other disabled students aged between 10 to 18 studying in special education / integrated schools in Malaysia and 3 VI / blind graduates as virtual tuition coaches sponsored with virtual and accessible teaching tools and materials and other stakeholders on board in Learning Includes. And current report will demonstrate the impact value of our project from the perspective of our primary stakeholders with a quantifiable Metrix; and calculate the Social Return on Investment ratio for the current project.

PROJECT BACKGROUND

UNEQUAL EDUCATION

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 not timely, low portability, expensive.

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.

NOT TIMELY

Students receive the complete braille book with the latest syllabus one year after the publication of the printed book



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.



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



INEQUALITY AND JOB DISCRIMINATION



0.24%
of 1.6 MILLION

Disabled workforce in private sectors was expected to have an even lower percentage

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 regardless of race, religion and disabilities. However, the visually impaired/blind and other disabled graduates in Malaysia is unable to secure dignified jobs or treated with fair 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 their ability. 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 Academy Sdn Bhd and SOS 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 Hasanah and Yayasan Yara, 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:

With Learning Includes,
We aim to meet four of the UNITED NATION SUSTAINABLE DEVELOPMENT GOALS



QUALITY EDUCATION



DECENT WORK AND ECONOMIC GROWTH



REDUCING INEQUALITIES



PARTNERSHIPS FOR THE GOALS



The VI/blind and other graduates with dignified and meaningful jobs as virtual tuition coaches through the use of accessible teaching tool to help and motivate the future generation.



VI/blind and other disabled 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 Trilingual dictionaries, sample exam papers, video lessons and revision practices.



Providing assistance to special/mixed school teachers with additional resources to plan lessons for their students.

METHODOLOGY

ESTABLISHING SCOPE AND STAKE HOLDERS

The principle beneficiary of Learning Includes is 58 VI / blind and other disabled student (age between 10 to 18) studying in special education and mixed school in Malaysia and 3 VI/blind graduates as virtual tuition coach. The following table summarised the different stake holders with a brief description of them.

58 VI/Blind Students

Principle beneficiary in Learning Includes Project, Sponsored fully to study using Virtual tuition platform

Sasbadi Online and Mindtech Education

(a wholly owned subsidiary of Sasbadi Holding Bhd), leading public listed education publisher)

Provides product training and technical support to VI/blind coaches, special/mixed school teachers and VI/blind and other disabled students

3 VI/Blind Coaches

Principle beneficiaries, being trained and engaged to help VI/blind students as Virtual / mobile tuition Coach

Bahagian Pendidikan Khas and Bahagian Teknologi Pendidikan, Ministry of Education Malaysia

Evaluation and Approval of Learning Includes to be implemented in special and mixed schools.

Parents

Parents of the sponsored VI/Blind students

Yayasan Hasanah and Yayasan Yara

Funding total of RM 29,650 for the operation of the project which includes the subscription of the VI / blind and other disabled student with virtual tuition platform account.

EVIDENCE THE OUTCOMES AND VALUES OF BENEFICIARIES

The following will discuss the social values experienced by the project beneficiaries (58 VI/blind and other PWD student (age between 10 to 18), and 3 VI/Blind Graduate/coaches) onboard in this project in 2020. We conducted informal conversation and also written testimony to identify the perceived benefits and values in current project with the students, teachers and visually impaired coaches.

The social value experienced and mentioned by the student upon taking part from this project is summarised into 5 points as followed:

- ▶ Providing comprehensive yet easy-to-understand notes.
- ▶ Practices helps to familiarise with real Examination questions
- ▶ Additional materials and references to complement their study
- ▶ Enable independent learning
- ▶ Easy access to learning material
- ▶ From the above-mentioned value, Learning Includes social value is estimated based on the cost of alternatives the student will be using in the absence of the project. The following presents the alternatives together with the costs in a year.

BRaille CRAFT PAPER FOR PERSONAL NOTES AND EXERCISES

Making notes The student is using the standard Braille Craft Paper at school and in average, student are using at least about 7300 sheets to draft down exercises, making notes and doing

practices in a year (Average 20 sheets per day)

According to Malaysian association for the blind, the Craft Paper cost RM 30 for a pack (with 500 sheets), and current report is taking 15 pack of Craft Paper per individual per year to measure the worth of our project.

8.5X11" - PLAIN CUT SHEET PAPER FOR BRAILLE NOTES PRINTING BY TEACHERS

In average, a student requires at least 3650 sheets of Cut Sheet Braille printing papers for all subject combine annually. This include practices, lesson handout, notes and sample exam paper printed by the teacher.

According to American Thermoform, the leading braille paper supplier, the cost of a pack with 1000 sheets of these braille printing paper cost RM 152.88 (USD 36.99), and current report is rounding of annual student's usage at 4 packs of Cut Sheet Papers (4000 sheets annually)

VI/BLIND STUDENTS

VIRTUAL TUITION COACHES

The following are the highlights of benefits enjoyed by our Virtual Tuition Coach:

- Stable Monthly Income
- Equipped with crucial and practical skills
- We concluded that the virtual tuition coach position is worth RM 71,171.76 per VI / blind graduates in a year, by comparing the benefits received 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.

TEACHERS

The following is some benefits highlighted by the teachers:

- Less Preparation Time for a Lesson
- Better interaction with students

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

Beneficiaries	Description	Source of Rate/charges	Value worth (RM)/year x number of Students	Total Financial Proxies Value (RM)
Students	Braille Craft Paper for notes and exercise	Malaysian Association for the Blind	450 x 58	26,100.00
	Cut Sheet Papers for Braille Printing and handouts	American Thermoform	611.52 x 58	35,468.16
TOTAL				61,568.16
Coaches	Screen Reader NVDA courses	Genashtim innovation	1,223.25x3	3,669.75
	Computer Courses	Malaysian Association for the Blind	3,600.00x3	10,800.00
	Call Centre Courses	Malaysian Association for the Blind	1,800.00x3	5,400.00
	Screen reader software (NVDA) Expert certification	NVDA Australia	300.67x3	902.01
	Annual income	Based on Rate of Virtual Learning Coach	16,800.00x3	50,400.00
TOTAL				71,171.76

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.

ESTABLISHING IMPACT

To avoid over-claiming the impact experienced by the beneficiaries, discounting factors is considered in the SROI calculations in order to reduce or constrain the values of individual social returns. These discounting factors include

DEADWEIGHT

WHAT PROBABLY WOULD HAVE HAPPENED ANYWAY, IF THE PROJECT DID NOT TAKE PLACE:

We have identified 1 deadweight 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.

DEADWEIGHT FOR STUDENT

All students will need to use other virtual learning platform for public schools in Malaysia that is to be used by the students. However it fails to assist the VI/blind students as the learning platform is not accessible with even the use of assistive technology i.e. screen reader. Thus we position the deadweight of other virtual learning platform at 0%.

DEADWEIGHT FOR LEARNING INCLUDES COACH

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.

Thus we estimate the deadweight at 5% for the alternative courses they will join in the absent of current intervention.

Deadweight Percentage Estimated for the Principle Beneficiaries

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.

5%

COACHES
Practical courses (include computer, NVDA screen reader training) and call centre courses)
 Estimated Deadweight (effectiveness of alternatives)

0%

STUDENTS
VLE Frog learning platform (other learning platform)
 Estimated Deadweight (effectiveness of alternatives)

ATTRIBUTION

WHO ELSE WAS RESPONSIBLE FOR THE CHANGES TAKING PLACE

Based on responses from the VI/Blind students, the overall attribution rate is estimated at 25% for the following justification:

Some of the students are using this platform to combine with other online material such as YouTube Channel of teachers to assist in their study. Students are still using teacher's notes even with the present of current platform.

Thus the Attribution is taken based on the average contributing factors that the beneficiaries has credited to assist them in their study; and the attribution rate is estimated at 25%.

DISCOUNT RATE: DISCOUNTING THE VALUE OF FUTURE RETURNS.

Discount rate recognises that people generally prefer to receive or use their money today rather than tomorrow because there is a risk or opportunity cost associated with a better 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.

DROP-OFF

WHAT IS THE FUTURE ANNUAL RISK OF PARTICIPANTS ABANDONING THE PRACTICES OR LOSING THEIR BENEFITS?

The current project is a one-year project whereby the social values were currently measured within 2020. Thus the drop-off rate is not measured in the current report.

CALCULATING THE SROI

Current section will explain the calculation of Social Return on Investment in detail by summing up the present value experienced by the 2 different primary beneficiaries to be divided by the total invested amount. Please note that the present value is calculated separately as each beneficiaries has its own impact values and its own discounting factors.

Total Sponsored amount by Yayasan Hasanah and Yayasan Yara
(for Learning Includes portion)

RM 29,650

Total Impact Value (Students)
Financial Proxies - Deadweight
- Attribution - Drop off)

=**RM 61,568.16 - 0% - 25% - 0%**

RM 46,176.12

Present Value (Student)
Impact Value / Discounted Rate
=**RM 46,176.12 / (1 + 0.035)**

RM 44,614.60

Total Impact Value (Coaches)
Financial Proxies - Deadweight - Attribution
=**RM 71,171.76 - 5% - 0%**

RM 67,613.17

Present Value (Coaches)
Impact Value / Discounted Rate
=**RM 67,613.17 / (1 + 0.035)**

RM 65,326.74

SROI Ratio
Total Present Value / Total Investment
=**(RM 44,614.60 +
RM 65,326.74) / 29,650**
=**RM 109,941.34/29,650**

3.708

(ROUND OFF TO RATIO 4:1)

Current report concluded that there is a return ratio of RM 4 for each 1 ringgit invested in the project to benefit the VI/Blind students with learning resources and also a step closer to equal education, besides opening door of opportunities to the VI/blind graduates as virtual tuition coaches to be able to enjoy self-sufficiency with a dignified job. This investment would also help the teachers in special and mixed school to have a better teaching experience by providing additional resources that will help reduce lesson planning time, and lifting up the burden at school.

CHALLENGES AND TESTIMONIALS

We mainly faced bureaucracy challenges as the school requested for a permission letter from the Special Education Department Malaysia. For the past 2 years of serving the school students, we have had no such issue. Although we have gain approval from the Bahagian Teknologi Pendidikan(BTP) and have also dialogue and discussed with the Officers including Dr. Hjh. Noraini bt Hj. Zainal Abidin, Ketua Sektor Pusat Perkhidmatan Pendidikan Khas since 2018 with assistance from Agensi Inovasi Malaysia, we have yet to be able to secure this permission from the relevant authorities.

This challenge has always been a bane for our Education Project to reach out to even more of the OKU students estimated to be about 10,000 nationwide who are Blind, Lame, and Deaf studying in more than 5500 Special and Mix schools nationwide. Despite the Tuition and Coaching services being offered free, most of these Schools still insist on us getting the approval letter from the Special Education Department. In 2021, we have met with the Special Education Department twice (once virtually, and once face-to-face) but have been told that our application is still being processed and waiting for approval.

We have mitigated this by approaching parents and some teachers directly for permission.

The other challenge this project faced is due to the COVID-19 pandemic. Some students who are stuck in the hostels may not be able to utilize the platforms much with lack of devices and strong Internet connection. We have tried our ample best to continually encourage these students to use the platform whenever they are able to.

CHALLENGES FACED THROUGHOUT PROJECT

TESTIMONIALS BY STUDENTS, TEACHERS AND PARENTS

The ilearnace (Learning Includes) portal has been a great help to my studies. It has allowed me to do revision and read useful notes all on one platform. This has allowed me to save money on reference books and activity books. Lastly ilearnace has also allowed me to ease my burden of carrying many books in my bag as everything I need is on one useful platform.

Bryan Khong
(One of the Student Beneficiaries
of the program)

Thank you to the sponsors, coaches and all the parties that make this online learning platform available to my kids. As a disabled parent myself (I'm on a wheelchair), and more so being sick and going in and out of hospital, this program has helped ease my economic burden. Reference books and tuition classes can be really expensive, and this platform has enabled my kids to have a solid platform for their studies.

Hemavathy a/p Shanmugam
(Mother of
Student Beneficiaries)

身为一位没有受过高等教育的单亲妈妈,这个疫情为我孩子的学习带来了挑战。我不能有效的指导孩子功课。非常感谢赞助商、老师以及帮助我孩子能够在线上学习平台学习的人员。这是一个可靠的学习平台,让我的孩子能够好好学习。

Translated Text : As a single mum with not much of education, this pandemic has presented many challenges for my son's studies. I am not able to effectively guide my son in his school work. Very grateful to Learning Includes, the sponsors and coaches who helped my son to use this online learning platform; and be able to learn well.

Madam Teo Geok Hong
(Mother of Student Beneficiary)

Cari Rakan i-LEARN Ace

Kedudukan Bulanan (Feb-2021) - Sk (I) Jalan Batu

Peringkat 1 - 3 dari 3

No.	Nama Murid	A	Skor	Negeri
1	Amir Harith Bin Mohd. Najib	18A	5,590	
2	Puteri Zaidatul Nur Binti Abdullah	3A	947	
3	Muhammad Nafiz Arshad Bin Mohd. Napizi	0A	270	

Above a screenshot of one of our beneficiaries, Amir Harith b Mohd Najib. He ranks first in his performance on the platform. His score is also comparatively much higher.



Letter of Appreciation by Cikgu Yap Phaik See,
teacher of SMK St George

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LIST OF APPENDICES



Letter of Appreciation by
Cikgu Yap Phaik See,
teacher of SMK St George

Keputusan Peperiksaan SPM

NAMA: KHONG ZHE XIAN BRYAN
ANGKA GILIRAN: BD105A189
NO. PENGENALAN DIRI: 030808-14-0485
SEKOLAH: SMK KAJANG UTAMA

KOD MATAPELAJARAN GRED

1103 BAHASA MELAYU	A-	CEMERLANG
1119 BAHASA INGGERIS	A+	CEMERLANG TERTINGGI
1225 PENDIDIKAN MORAL	A-	CEMERLANG
1249 SEJARAH	A-	CEMERLANG
1449 MATHEMATICS	C	KEPUJIAN
1511 SCIENCE	A	CEMERLANG TINGGI
3766 PERNIAGAAN	A-	CEMERLANG

JUMLAH MATA PELAJARAN : TUJUH

LAYAK MENDAPAT SIJIL

1119(GCE-O) - 1A

SPM Results of Bryan Khong

Keputusan Peperiksaan SPM

KEPUTUSAN PEPERIKSAAN
SIJIL PELAJARAN MALAYSIA TAHUN 2020

NAMA: NURUL WARDHINA BINTI ISMAIL
ANGKA GILIRAN: PA035A189
NO. PENGENALAN DIRI: 031102-07-0504
SEKOLAH: SMK (P) ST GEORGE PULAU PINANG

KOD MATAPELAJARAN GRED

1103 BAHASA MELAYU	A-	CEMERLANG
1119 BAHASA INGGERIS	C+	KEPUJIAN ATAS
1223 PENDIDIKAN ISLAM	B+	KEPUJIAN TERTINGGI
1249 SEJARAH	A	CEMERLANG TINGGI
1449 MATHEMATICS	C	KEPUJIAN
1511 SCIENCE	B	KEPUJIAN TINGGI

SPM Results of Nur Wardhina

FOR FURTHER INFORMATION,
PLEASE REACH OUT TO US AT THE FOLLOWING:

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LEARNING INCLUDES PROJECT
www.learningincludes.com

DID MY ACADEMY SDN BHD
www.dialogueincludes.com

PROJECT REPORT BY DID MY ACADEMY 2020



EXECUTIVE SUMMARY

JAN 2020 - MAY 2021

The 2 main objectives of our DID MY Academy Project since the start of Jan 2020 - May 2021 was to equip and enable 17 OKU/PWD youths and adults sponsored by MAGIC, Hasanah Foundation and Yayasan Yara with jobs and micro business skills and financial sustainability opportunity in addition to provide online tuition and coaching aid to 63 Visually Impaired students that can help improve their learning by the end of the Project. By the end of the Project which was extended to May 2021 due to the Covid-19 lockdowns challenges, our Project was able to deliver up to 80% i.e 14 out of the 17 OKU/PWD trainees was able to secure jobs and micro business skills empowerment and our Project was also able to deliver the much needed online tuition and coaching aid to 58 Blind and other OKU students i.e 90% achievement rate. Attached along this report is our Social Impact Return on Investment (SROI) report for the 58 OKU students Learning Project which also includes some of the students and care takers testimonials and results plus the final economic status of each of the 17 OKU/PWD youths and adults.

Documents attached in the following link :
<https://drive.google.com/drive/folders/1mFivDoCQTJuopOCsvWgmBZHcsz0ke9Wi?usp=sharing>

17
TRAINEES
OKU/PWD youths and adults sponsored by MAGIC, Hasanah Foundation and Yayasan Yara with jobs and micro business skills and financial sustainability opportunity



EFFECTIVENESS



E-Commerce Training

We could not complete the Urban Farming, Coffee Barista and Aroma Therapy training due to the Lockdowns that either prevented the various programs trainers from doing their training that could not be done virtually and also because of the strict health SOPs for some of our OKU trainees. However we manage to pivot our trainings to e-commerce and virtual call agent trainings for some of the trainees and also included extra trainings for some of our trainees to be familiarised with the Delivery Apps for our new Cloud Kitchen program in collaboration with GRAB which was an unexpected positive surprise achievement for our Project which otherwise could have significantly affected our outcomes for some of the youth and adult OKU/PWD trainees.



Virtual Call Agent Training



Familiarised With The Delivery Apps



Bureaucracy Challenge

Another challenge to our Learning Project programme to achieved its targeted outcomes was the bureaucracy challenge we encountered from the Special Education Department to attain another approval letter from their technical committee of which we have already obtained in 2018 before they can issue the Permission Letter for us to engage with all the special schools nationwide for this learning project. Despite the assistance from Hasanah the approval letter from the technical committee has yet to be issued after our 2 presentations since early this year.

Due to this unexpected challenge we could not attain 100% outreach i.e 63 students as we could not work with the special schools. Thankfully we manage to work with some of the teachers and caretakers that has enabled us to engage 58 Blind and Low vision students.



Teachers and Caretakers

PROJECT METHODOLOGY AND MONITORING

METHODS AND APPROACHES THAT WORKED OR DID NOT WORK TOWARDS ACHIEVING PROJECT OUTCOMES

Our Project which has been running since 2016 that has previously successfully completed education and jobs. micro business training opportunities for 110 OKUs youths and adults as well as for 200 blind and deaf students ages between 10-18 from 11 special and mix schools nationwide in collaboration with the various local and foreign partners that included Dialogue SE Germany, City and Guilds UK and Sasbadi had an unexpected Covid 19 Lockdown challenge resulting in us having to move all of our trainings virtually which was not possible for some of the training programs and monitoring and feedback reportings for our stakeholders and trainees.

WAS THE PROJECT THE RIGHT INTERVENTION TO ADDRESS THE PROBLEM AND THE RIGHT TARGET POPULATION? WHAT COULD HAVE BEEN DONE DIFFERENTLY?

We have been running this program with our local and foreign partners since 2016 that has enabled us to keep improvising our intervention programs by engaging not just with the beneficiaries but also the other stakeholders i.e sponsors and caretakers. By continuing to engage and dialogue with the various stakeholders, our intervention continues to adapt and improve annually. What caught us all aback was the Pandemic which cause us to rethink and to quickly find innovative solutions to adapt some of our trainings and monitoring to be done virtually.

SUCCESSSES AND CHALLENGES ENCOUNTERED

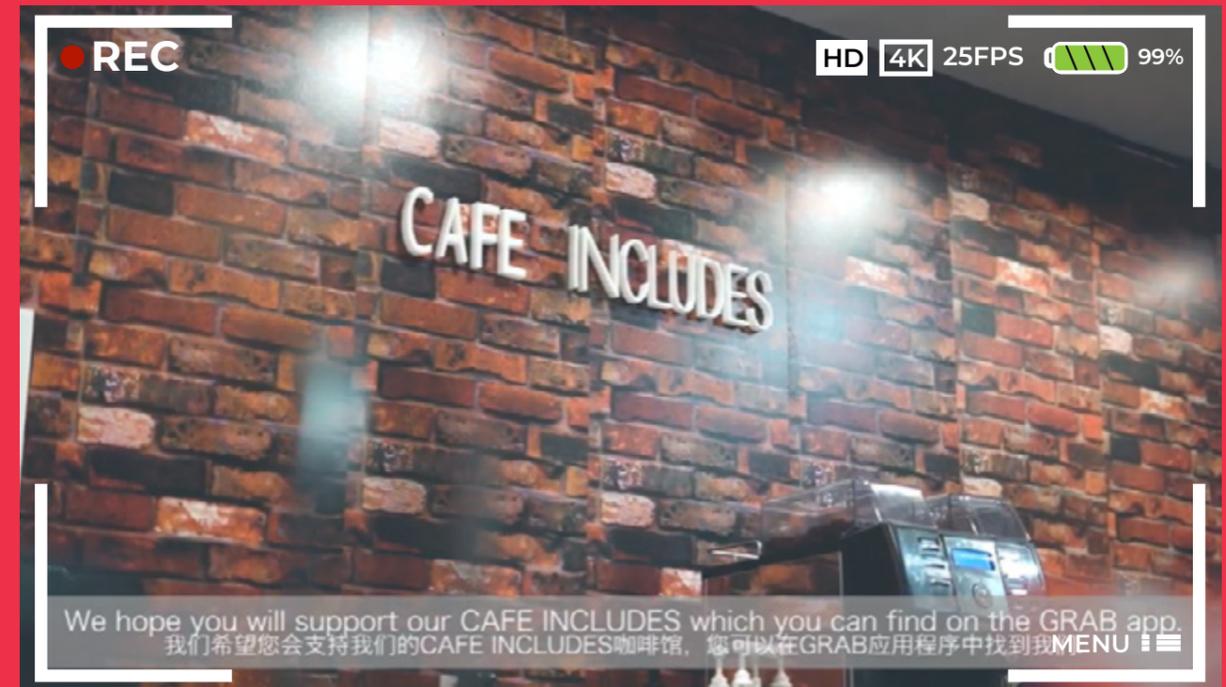
Our main challenge was the lockdowns that delayed much of our face to face interactive training, monitoring and feedback sessions that was important for our trainers to lay the foundations of positive self esteem for the OKU youths and adults trainees. As for the Learning Project, the lockdowns caused our Tutors and Coaches important face to face interactive sessions with the OKU students and their teachers in school as well as their caretakers at their homes which has been an integral part of our monitoring and feedbacks sessions to lay down a good relationship with the OKU students and their teachers/ family members.

LESSONS LEARNT AND CHALLENGES

“ LESSONS LEARNT DURING PROJECT IMPLEMENTATION THAT HELPED US IN IMPLEMENTATION OF SIMILAR PROGRAMMES ”

Always be ready to reinvent and pivot to adapt to unforeseen circumstances that may cause changes that will affect and delay the outcome of the Project.

SUCCESS STORIES



Video link : <https://youtu.be/dSL0R-ZofhE>

The success of our unplanned Cloud Kitchen setup to compliment some of our micro business training and apprenticeship activities. The Cloud Kitchen programme was able to attract quick support and partnership from the food delivery app company GRAB and sponsors for our Kitchen food aid project from Kenanga Investment Bank and both online and print media. We also manage to pivot and convert 2 of our OKU Adults to be the initial Cloud Kitchen Assistants that will eventually spur even more OKU Kitchen assistants.



COMMUNICATIONS AND MEDIA

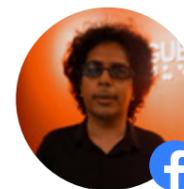
SOCIAL MEDIA USED THROUGHOUT PROJECT



FACEBOOK PAGES OF OUR BENEFICIARIES :



@ceoshafiri



@ceonicholasludersamy



@Louis-Prem-104291861478585



@ceomichelleting



@ceostevenlooiyc



@ceopeterkhor

PRESS RELEASES OR MEDIA COVERAGE GENERATED THROUGHOUT ITS DURATION



PHOTOS



CLOUD KITCHEN



<https://drive.google.com/file/d/1A6n-PhwHIVWJHsdPXPgmwj4nVP6UFnG3/view?usp=sharing>

TRAINING

LEARNING INCLUDES

https://drive.google.com/file/d/1J_zkOLftfCNOoGeEqluRaeaq7vXKh9f/view?usp=sharing





FOOD AID PROJECT

SPONSORED BY KENANGA



Date	Beneficiary	Quantity
12 April 2021	PERTIWI Soup Kitchen	100
16 April 2021	Yayasan Chow Kit	100
21 April 2021	PERTIWI Soup Kitchen	100
23 April 2021	Yayasan Chow Kit	100
	Pertubuhan Kebajikan Rumah Mega Kanak-Kanak Orang Asli, Bandar Sri Damansara	31
30 April 2021	Pertubuhan Kebajikan Rumah Mega Kanak-Kanak Orang Asli, Bandar Sri Damansara	31
	The Peace Education Centre (Myanmar School)	40
	Eagle Dialysis Centre	10
	Subang SS13 Flats	26
3 May 2021	Pusat Jagaan Anak Yatim An-Najjah	50
7 May 2021	Pertubuhan Kebajikan Rumah Mega Kanak-Kanak Orang Asli, Bandar Sri Damansara	31
	The Peace Education Centre (Myanmar School)	40
	Pertubuhan Kebajikan Warga Emas Kenang Budi Kuala Lumpur, Section 11, PJ	19
21 May 2021	Pertubuhan Kebajikan Rumah Mega Kanak-Kanak Orang Asli, Bandar Sri Damansara	31
	Promise Home, Kota Kemuning	29
	Persatuan Kebajikan Orang-Orang Tua Bahagia, Selangor	40
28 May 2021	Pertubuhan Kebajikan Rumah Mega Kanak-Kanak Orang Asli, Bandar Sri Damansara	31
	Promise Home, Kota Kemuning	29
	Eagle Dialysis Centre	10



Date	Beneficiary	Quantity
28 May 2021	Pertubuhan Kebajikan Kanak-Kanak Yatim dan Cacat Perlindungan Selangor	30
8 Jun 2021	Pertubuhan Kebajikan Kanak-Kanak Yatim dan Cacat Perlindungan Selangor	30
14 Jun 2021	ZEC Kpg Attap (Myanmar Refugee Residential School)	30
	USJ 1 migrant workers	10
	Promise Home, Kota Kemuning	29
	Eagles Dialysis Centre	10
22 June 2021	USJ 1 migrant workers	7
	Eagles Dialysis Centre	10
	SS14 City Revival Church girls home	10

STUDENT NAME LIST

No	Name	Year/Form	School Name
1	Pavayatultulsi A/P Thillainathan	Form 4	smkkihohari
2	Pranavaa A/L Thillainathan	Form 4	smkkihohari
3	Foo Jun Sheng	Form 2	SMK Setepak
4	Teh Yue Sean	Form 2	SJKC Wang Hua
5	Nurul Nasriah Husna Binti Mohd. Nasir	Form 5	SMKPK setapak
6	Khong Zhe Xian Bryan	Form 5	Kajang Utama
7	Nurul Wardhina bt Ismail	Form 5	SMK St George
8	Loh Wee Han	Form 3	SMK St George
9	Saw Xin En	Form 3	SMK St George
10	Leng Xin Yi	Form 3	SMK St George
11	Joanna Jeanne A/P Rajendran	Form 4	SMK Subang Utama
12	Livingstone Robinraj A/L Rajendran	Form 4	SMK Subang Utama
13	Kong Meng Fat	Form 2	smpk setapak
14	Mohammad Hafiz Shakir bin Mohd Hairie	Year 4	SK Danau Kota
15	Aisya Humairah Bt. Mohd Sharizal	Year 5	SK SG Kantan
16	Muhammad Syakirin Bin Mohd. Nasir	Form 4	SMPK Setapak
17	Muhammad Thaqif Bin Muhamad Ayub	Year 5	SK Taman Midah
18	Muhammad Rif'ad imanuddin Zaki Bin Azizan	Form 2	SMK Seri Mulia
19	Yattiga a/p Durairaji	Form 2	SMK Bandar Puteri Jaya
20	Saktisswaran A/L Parameswaran	Form 1	SMK Kajang Utama
21	Muhammad Nafiz Arshad Bin Mohd. Napizi	Year 5	SKPK Jalan Batu
22	Amir Harith Bin Mohd. Najib	Year 5	SKPK Jalan Batu
23	Puteri Zaidatul Nur Binti Abdullah	Year 6	SKPK Jalan Batu
24	Muhammad Zahiruddin Bin Mohd. Zaidi	Form 1	SMPK Setapak
25	Mohd Zulhilmi Bin Mohd Zaidi	Form 4	tahfiz
26	Ahmad Farish Muiz Bin Shamsul Azhar	Year 5	SKPK Jalan Batu
27	Muhammad Afiq Haikal Bin Norazizi	Year 6	SKPK Sungai Petani
28	Anis Umairah binti Musa	Form 1	SABK Pokok Sena
29	Nurul Izzah Akmar Bt Mohd Huzaimi	Year 5	SK Sg Kantan

No	Name	Year/Form	School Name
30	Ku Muhammad Thaqif Fakhri bin Ku Mohd Fazli	Year 5	SK Putrajaya Presint 18 (1)
31	Muhammad Adib Azim bin Jaswan	Year 4	SK Putrajaya Presint 18 (1)
32	Sivanysry A/P Subramaniam	Year 5	SKPK Jalan Batu
33	Muhammad Sabiq Bin Shahrizal	Year 5	SKPK Jalan Batu
34	Muhammad Habib Isyraqi bin Mohd Rosli	Form 2	SMK Zon R1
35	Muhammad Hasbi Siddiqi bin Mohd Rosli	Form 1	SMK Zon R1
36	Muhammad Wahib Syaukani bin Mohd Rosli	Year 5	Sk Wangsa Maju Seksyen1
37	Hannely Eva	Year 6	SKPK Kuching
38	Ryan Derenick ak lansrose Empari	Year 6	SK Pendidikan Khas Kuching
39	Rifqi Muhammad Darwish bin Mohd Ismail	Year 6	SK Ayer Keroh Melaka
40	Muhammad Ridzuan bin Abdullah	Year 6	SK Ayer Keroh Melaka
41	Muhammad Irfan bin Zamani	Year 4	SK Ayer Keroh Melaka
42	Siti Khadijah binti Rosli	Year 4	SKPK Jalan Batu
43	Muhammad Syamil bin Azlee	Year 5	SK Putrajaya Presint 18 (1)
44	Rafael Fridousy bin Masoud	Year 4	SK Putrajaya Presint 18 (1)
45	Muhammad Iyad bin Mohd Azli	Year 5	SK Putrajaya Presint 18 (1)
46	Brandon Yeoh Jia Jiang	Form 1	SMK Georgetown
47	Lim Zi Khang	Form 2	SMK Georgetown
48	Nur Hikmah binti Mohamad Helmy	Form 2	SMK Georgetown
49	Teh Ming Way	Form 2	SMK Georgetown
50	Ling Chean Tuck	Form 3	SMK Georgetown
51	Puvarasan a/l Selvaraja	Form 3	SMK Georgetown
52	Thevaraj a/l Shanker	Form 3	SMK Georgetown
53	Brian Ho Zhun Jie	Form 4	SMK Georgetown
54	Tan Jun Sheng	Form 5	SMK Georgetown
55	Muhammad Farid Haiqal bin Mohd	Year 6	SKPK Kuching
56	Nurul Adilah Binti Hadi	Form 5	SMK Tasik Puteri
57	Nurul Insyirah Binti Syaiful	Year 5	SKPK Jalan Batu
58	Muhammad Darwisy Afiq Bin Mohd. Zahirin	Year 5	SKPK Jalan Batu

TRAINEE NAME LIST

Name	Disability	Training	Employment
Mohd Shafiri b Jusoh	Blind	Dialogue in the Dark, Call Centre and Learning Tutor & Coaching training	Employed with us and achieved certified call agent by City & Guilds UK
Athirah Ahmad	Blind	Dialogue in the Dark, Call Centre and Food preparation training	Employed with us as DID Guide and Cloud Kitchen assistant
Ting Fong Yee	Blind	Dialogue in the Dark, Call Centre and Food preparation training	Employed with us as DID Guide, Cloud Kitchen assistant and certified call centre agent by City & Guilds UK
Steven Looi Yuong Chiat	Blind	Dialogue in the Dark, Call Centre training	Employed with us as DID Guide and certified call centre agent by City & Guilds UK
Faris bin Mohd Yusof	Low Vision	Dialogue in the Dark Centre Welcoming Host, Call Centre and Learning Tutor & Coaching training	Employed with Lambda Technologies - Technical Support
Kanesan a/l Visvanathan	Physically Impaired	Dialogue in the Dark hosting, Call Centre training	Part time Dialogue in the Dark host and achieved certified call agent by City & Guilds UK
Brian Heng De Xiang	Low Vision	Dialogue in the Dark, Café Barista Training	Resigned halfway through his barista training as he returned to JB due to parents' concern about this safety due to Covid-19
Kiw Sin Ee	Low Vision	Dialogue in the Dark, Aromatherapy training	Part time aromatherapy masseurs but unable to work now due to Covid-19 strict health SOPs
Louis Prem	Blind and Deaf	Aromatherapy and eCommerce training	To be engaged as our aromatherapy massage trainer post-Covid and is now earning part time selling Coffee product on the various e-Commerce platforms
Khor Hock Kee	Low Vision	eCommerce training	Operating his own e-Store selling Coffee products on the various e-Commerce platforms
Nicholas Ludersamy	Blind and Deaf	eCommerce training	Part time selling our coffee on the various e-Commerce platforms while pursuing hiw Masters in Metaphysics online
Hemavathy a/p Shanmugam	Physically Impaired	Call Centre training	After completing her call centre training, Hema had to do corrective leg surgery and will rejoin us as Call Centre agent after recovering from the surgery expected to be by end of 2021
Cheah Tze Qi	Low Vision	Dialogue in the Dark and Food preparation & barista training	Employed with us as DID Guide and cloud kitchen assistant/barista
Partiban a/l Perumal	Blind	Dialogue in the Dark training	Currently pursuing his university degree at University Malaya in South East Asian Studies
Pang Chee Chun	Low Vision	Dialogue in the Dark, Call Centre training	Employed with us as DID Guide and certified call centre agent by City & Guilds UK
Surendran a/l Ravintharan	Low Vision	Dialogue in the Dark, Call Centre and Learning Tutor & Coaching training	After being employed with us as DID Guide and Learning Tutor and coach, Suren has resigned for now and returned to Malacca as parents are concerned about his health and safety due to Covid-19
Irfan Harith	Learning difficulty	Food preparation training and barista training	Part time employed with us as cloud kitchen assistant and barista

OUR 2020 MEDIA REPORTS



Grants for 50 projects in aid of needy

Foundation enables rapid mobilisation of resources to benefit vulnerable communities

Stories by TRIONA LAW
metro@thestar.com.my



(From left) Hyde, Shihira, Chan and Kalithasan at the presentation of the special grants at Hasanah Foundation in Shah Alam.

THE Hasanah Special Grant (HSG) from Hasanah Foundation will help 40,000 people with 50 projects approved nationwide that offer assistance to vulnerable communities struggling with the effects of the Covid-19 pandemic.

Foundation managing director Shihira Ahmed Bazari said the grant was unique from previous ones as it allowed for the private and public sectors to work together in rapid mobilisation of resources that would directly benefit needy communities.

"Working with experienced civil society organisations, non-governmental organisations and social enterprises also enables us to reach out to many vulnerable communities that government agencies may not have access to."

"This unprecedented private, public and people partnership model has worked well to deliver rapid, efficient distribution of aid to a wider group," she said during an interview held at the foundation's office in Shah Alam.

She believes the model has also created more trust, with the government now more open to working with the private sector to tackle the large-scale efforts needed to alleviate the burden faced by needy communities.

"We have a very inclusive approach as we are open to proposals from various organisations," she said.

Shihira said any organisation interested in applying for assistance must be registered for at least two years and have one year's worth of audited financial accounts in order to be eligible for the grant.

"We have turned down many pilot projects as we need to ensure that approved projects are practical and achievable within a year, as well as ensuring that the results are able to be monitored and evaluated," she explained.

Of the 50 projects approved, many are focused on creating new jobs and increasing income-generation to promote long-term financial stability for their beneficiaries.

Grants awarded will go towards helping 236 people with disabilities, 402 Orang Asli, 105 stateless people and 60 refugees, besides one project helping to feed 43 sun bears in Sandakan, Sabah.

Dialogue in the Dark Academy founder Stevens Chan said their project's aim was to provide skills training and education to over 40 disabled youths, particularly those visual impaired or wheelchair-bound.

"We conduct various training workshops, such as virtual education to enable them to become tutors, digital e-commerce skills or cooking and barista skills to enable them to break the cycle of poverty," he said.

Another recipient of the Hasanah Special Grant is Global Environment Centre (GEC), which focuses on empowering over 2,000 Orang Asli from four villages in Ulu Kinta, Perak, by getting them steady jobs while they protect the forests and rivers.

"The Orang Asli's involvement in every step is vital in ensuring these ecotourism attractions allow them to achieve financial independence," said GEC manager R. Kalithasan.

Another key community not to be overlooked are island folk in Sabah, such as Reef Check Malaysia's (RCM) ongoing project to help a fishing village in Pulau Mantanani by providing new job opportunities that are not dependent on tourism.

"We are trying to develop some stable livelihoods, including setting up a virgin coconut oil production facility, a small-scale vegetable farm and an abalone farm off the waters of the island to generate long-term income for the local community," said RCM general manager Julian Hyde.

All three organisations expressed hope that donors would not just provide one-off monetary aid but also help these causes in the long term by supporting local products.

Recipe for resilience

In this tough year, blind arts activist Stevens Chan talks about not giving up and always pushing forward.

By DINESH KUMAR
MAGANATHAN
@dineshku@thestar.com.my



Chan hopes that through his book *My Resilience Recipe*, he can inspire others to stay strong and find a way out of their difficult circumstances. - ART CHEN/THE STAR

IT IS NOT AN exaggeration to say that Stevens Chan is the very embodiment of the saying "when the going gets tough, the tough gets going."

In November last year, the 56-year-old he, born suffered from a cardiac arrest while he was in Seoul, South Korea and subsequently underwent a bypass surgery.

"Thank God, I'm still alive!" he expresses with glee.

"I guess I still have work left to do," he continues.

That's Chan for you. A man brimming with positivity. And proactive, to say the least.

While recuperating, Chan ended up writing a book in April during the movement control order called *My Resilience Recipe* which is now available on Kindle.

Chan, a social worker, arts activist and social entrepreneur, says the 99-page ebook, which he took nearly three months to complete, is not so much a "how to" book.

"I'm just sharing my formula for resilience through my journey from being an entrepreneur to becoming blind and then a social worker," he offers.

Chan, who was once a businessman, became blind in 2007 due to glaucoma. Overnight, his world plunged into darkness.

But as a very typical Chan way, he did not throw in the towel. Giving up and self-pity though it seemed easy, was not the ideal full-book plan according to Chan.

Determined to prevent others from having to go through the same experience, he founded the Malaysian Glaucoma Society in 2009 and another non-profit organisation in 2014 called Love Ones 365, Mission Ltd.

He is also the founder of Dialogue in The Dark Malaysia (Dialogue), a social enterprise that works to increase public awareness around preventable blindness. It also supports individuals with visual impairments.

"With the pandemic and the lockdown, I had time to do lots of reflection on the work we have

been doing for the past nine years. That's how the book came about," recalls Chan.

In his honest and thought-provoking book, Chan shares his past mistakes, the experiences, good and bad, that shaped him and dives into what it takes to be resilient in the face of life's challenges.

He hopes that through his book, he could shine a light for those who are stuck in their circumstances and equipped with time, not knowing how to move forward.

But writing a book was not all that Chan had been up to since his heart attack.

More recently, Chan was a participant at the fourth edition of Singapore's National Arts Council's Art and Disability Forum where he underlined the importance of collaborations based on his hands-on experience running his social enterprise.

Anchoried by the theme "Celebrating Collaborations, Increasing Access", the three-day virtual forum (in October) brought together more than 10 speakers from Australia, India, Malaysia and Britain.

In containing his theme of resilience, Chan and his team organised an online resilience workshop via Zoom for university students, facilitated by the visually impaired on Nov 21.

"We want to show to the young people that life will always be full of challenges and encourage people not to give up and be resilient," he says.

The first workshop session was held as a "trial run" according to Chan, with a few more of such sessions (next one is on Dec 12) before making it official in January 2021.

Though a fighter, Chan is also a realist. He admits to worrying about his social enterprise after the pandemic hit many Dialogue's activities either postponed or cancelled.

One such event is the Art Includes Festival, which was held to create awareness of artists with disabilities and to provide a platform for them to showcase their abilities.

It includes an art and photography exhibition, music, lacuna and more. After making its debut in Kuala Lumpur last year, Chan was hoping to run the festival again this year.

There were even plans to jump onto the virtual bandwagon but with the rising number of new Covid-19 cases and the conditional MCO still in place, the festival has been postponed to next year.

It is scheduled to be held from Dec 5-8, 2021 in conjunction with the United Nation's International Day of Persons with Disabilities.

Another venture that's affected is the Dialogue in The Dark Experience Centre tours, located at The Void in KL.

This is an experiential, hear-long tour where visitors are led by blind guides in groups through specially constructed dark rooms.

Chan started the initiative to empower the visually impaired and provide the disabled community with job opportunities and training via various programmes that he also runs at the venue under the Dialogue in The Dark Malaysia Academy.

But due to the pandemic, the tour had to be stopped and according to Chan, it has severely affected the social enterprise and its differently-abled workers.

"So we have pivoted some of our academic programmes and pushed our team forward."

"They have been doing a lot of webinar, setting pay-in-the-forward conferences, workshops and events. We are finding ways to survive and make ourselves relevant," says Chan.

In a way, Chan relates that the pandemic has also been a blessing in disguise for the academy. He says some innovations came forward and supported the social enterprise, like the Hasanah Foundation's Hasanah Special Grant.

The academy's second cohort, consisting 12 students, was supported by this grant. Chan says he is in talks with another organisation to lend support for the third cohort.

Moving forward, Chan hopes to bring his social enterprise to a whole new level.

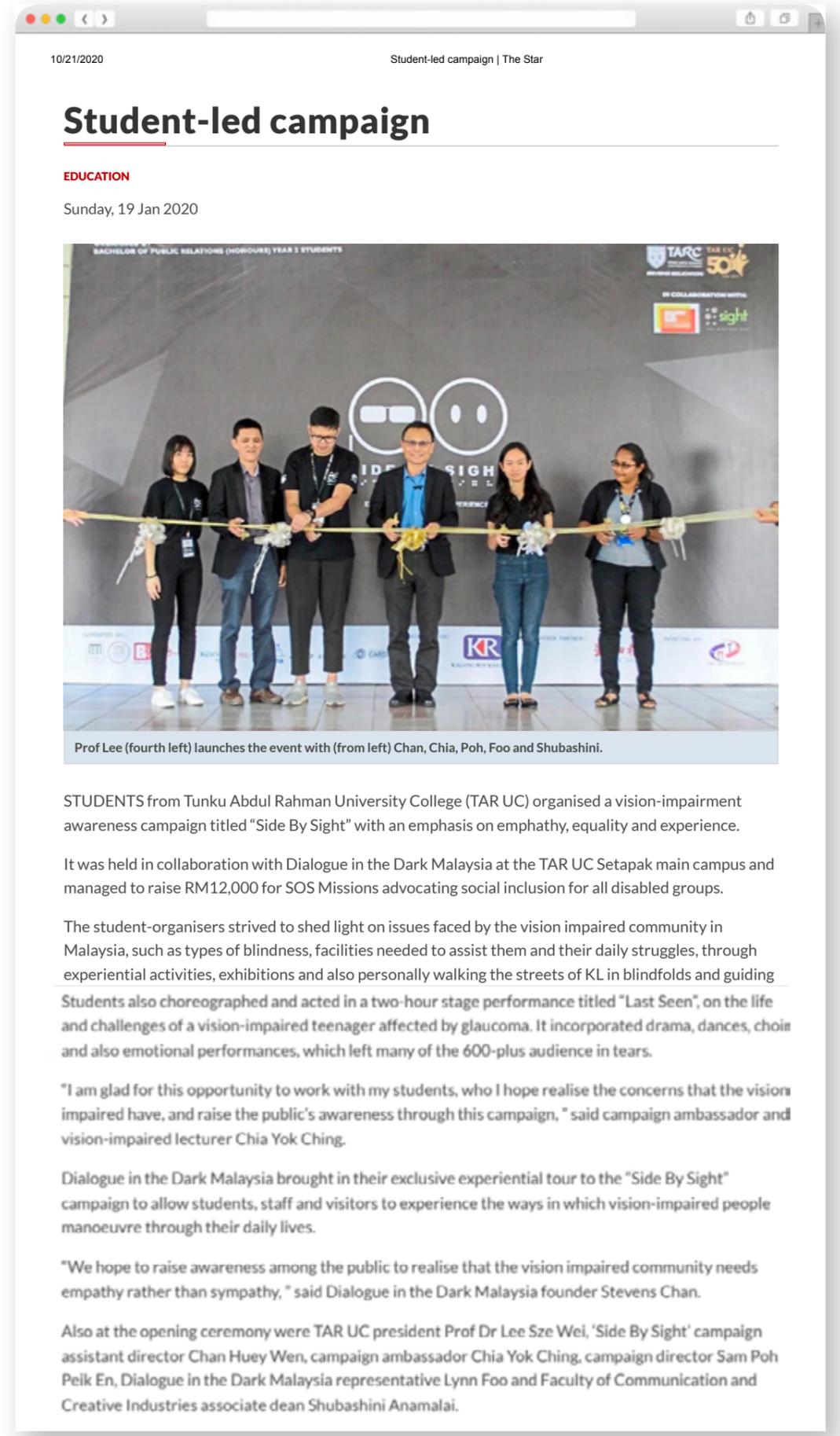
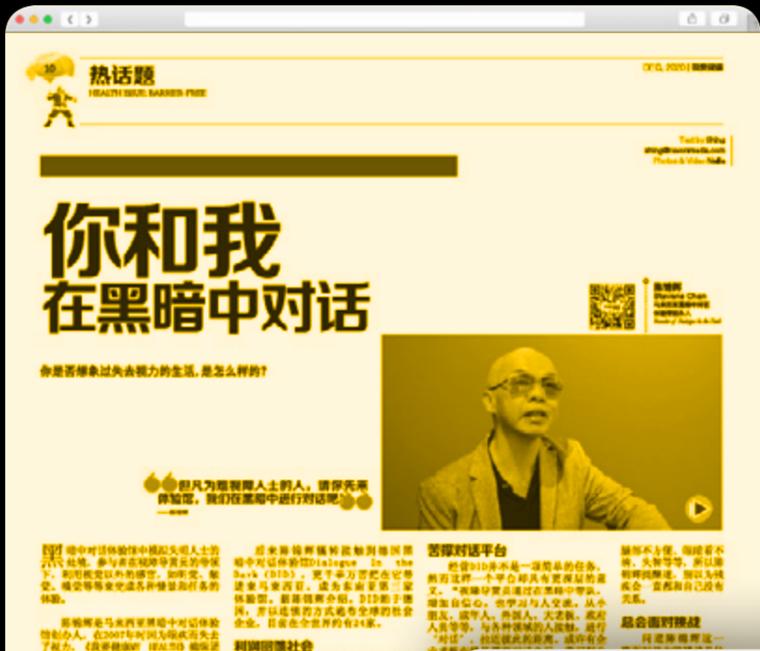
"Dialogue is not just about In The Dark. It's also about games, science and diverse kinds of experiences facilitated by different communities."

"It's our dream to have them all in one common space, like a theme park. We are not giving up hope on this dream. We are talking to investors to grow our experiences which I think is important," he offers.

"Post Covid, there's going to be lots of challenges. What if there's a space to showcase how differently-abled people, despite their disabilities, manage to overcome challenges."

"This would be a great place for people to learn and experience empathy and resilience."

It means, if you're talking about social isolation during the pandemic, all these differently-abled people have been living in social isolation for so long. And yet, they found ways to keep going and be motivated," concludes Chan.





OUR PAST 12 YEARS
2009-2021
HOW DID IT ALL STARTED?

IT

BEGAN

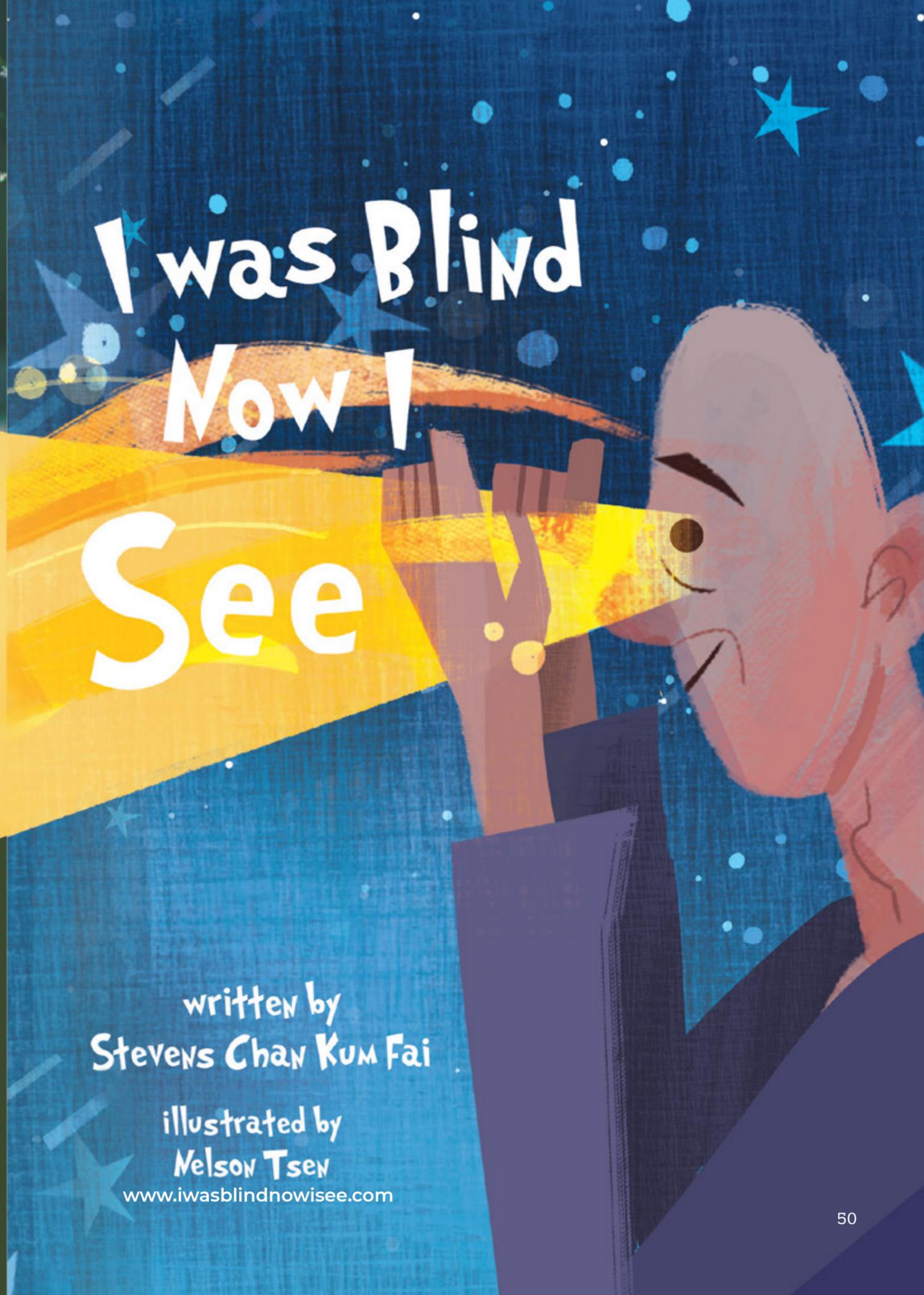
EVERY

AFTER MY

LOSS OF SIGHT

OUR VISION
IS TO

TRANSFORM SEEN AND
UNSEEN DISABILITIES
INTO POTENTIALS



If your life is a movie and you are the hero in your own movie,
WHAT STORY DO YOU TELL?

This provocative question is at the core of the inspiring book *MY RESILIENCE RECIPE* by Stevens Chan, a self-seeking businessman who lost his eyesight, wealth, self-worth, and emerges from the rock bottom to serve the disabled community through social activism.

In this book, Stevens shares his past mistakes, experiences, thoughts and dives into what it takes to be resilient when life presents him with tough challenges. Make no mistake, this is not a self-help book. Stevens lays out his own 'resilience recipe' as a reference in the hope to inspire you to develop your own recipe based on your unique life circumstances.

**MY
RESILIENCE
RECIPE**

STEVENS CHAN KUM FAI
<https://www.myresiliencerecipe.com/>

written by
Stevens Chan Kum Fai

illustrated by
Nelson Tsen
www.iwasblindnowisee.com

OUR ORGANISATION DETAILS



DID MY ACADEMY SDN BHD (1017528-U)

An Accredited+ Social Enterprise with tax exempt status formed since 2012

DID MY INNOVATIONS SDN BHD (1197441-M)

A Social Enterprise formed since 2016



SOS MISSIONS BERHAD (947704-H)

The main organization
Our Christian non-profit organisation under Registrars of Companies (ROC) formed since 2011

Under the care of SOS Missions Berhad:
Malaysia Eye Patients Society formerly known as Malaysia Glaucoma Society (PPM-009-14-30032009) Formed since 2009

Vision : Transforming Seen and Unseen Disabilities into Potentials
By yielding more educated and economically enabled children, youths and adults stricken with all forms of disabilities and medical conditions through

OUR SOCIAL IMPACT MISSIONS

FIGHTING AND PREVENTING UNNECESSARY BLINDNESS

(80% OF ALL BLINDNESS ARE PREVENTABLE)

Through works of community eye health checks, counselling eye patients and their caretakers, providing surgical and corrective vision aid to needy patients.

01

“ 02

ADVOCATING FOR ACCESS EQUALITIES RIGHTS OF THE PERSONS WITH DISABILITIES COMMUNITIES

Equalities in accessibilities for quality education and employment opportunities

”

PROVIDING QUALITY EDUCATION AID TO STUDENTS

With all forms of disabilities and medical conditions ages between 7-18.

03

“ 04

PROVIDING JOB AND MICRO BUSINESS TRAINING

Enabling opportunities for youths and adults stricken with disabilities and medical conditions that can elevate them out of poverty with dignity.

”

FOUNDERS



MR AND MRS

<https://www.linkedin.com/in/stevens-ghan-kun-fai/>

STEVENS GHAN

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WEBSITE

www.dialogueincludes.com



CONTACT NOS

03-27706380

03-58916212

018-9185380 (Whatsapp)



CONTACT EMAIL

stevens@dialogueincludes.com



12 YEARS OF ACTIVITIES

MISSION 1

FIGHTING AND STOPPING UNNECESSARY BLINDNESS



COMMUNITY EYE HEALTH CHECKS



PROVIDING EYE SURGICAL AND VISUAL AIDS



COUNSELLING EYE PATIENTS AND THEIR FAMILY MEMBERS



EYE AWARENESS TALKS





MISSION 2

ADVOCATING FOR
ACCESS EQUALITIES
AND INCLUSION

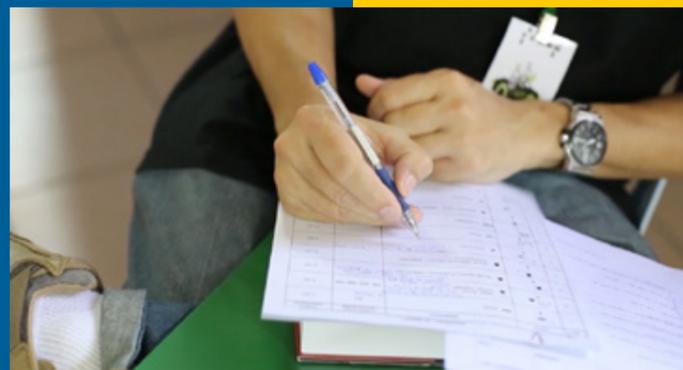


Movement to allow the use of Guide Dogs in our nation without barriers

**INCLUSION EVENTS
RUN FOR SIGHT**

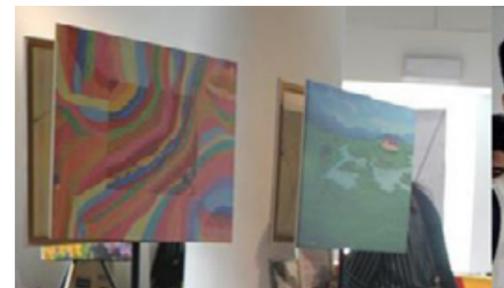


**INCLUSION EVENTS
HUNT FOR SIGHT**



ART INCLUDES FESTIVAL

28th and 29th September 2019
Riley's Rain Sensory Theatre



MISSION 3

PROVIDING QUALITY EDUCATION AID



Online tuition platform in collaboration with Sasbadi and I'm Soul Inc Singapore Dance and Music lessons.

www.learningincludes.com

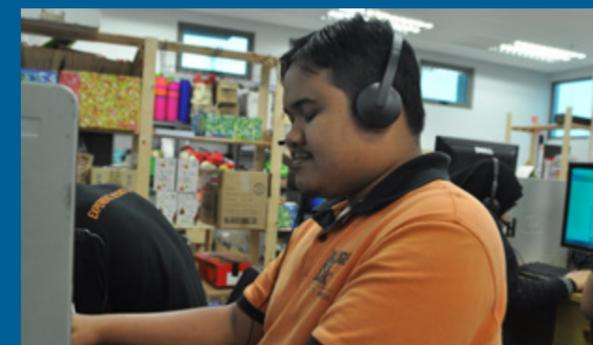
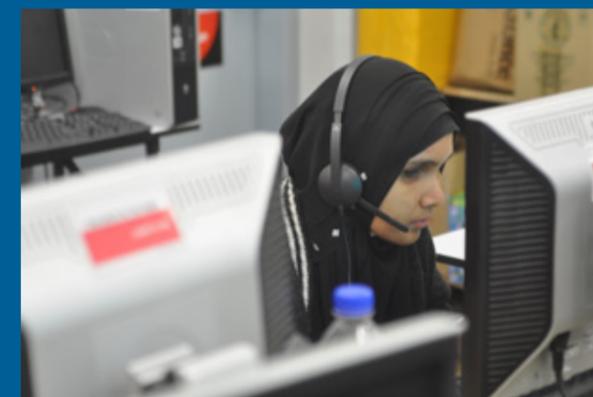


MISSION 4

PROVIDING JOBS AND
MICRO BUSINESS TRAININGS
AND ENABLING PROGRAMS

- ▶ Call Agent Training
<https://www.youtube.com/watch?v=PQ3v6csS6pY>
- ▶ Cloud Kitchen Training
<https://www.youtube.com/watch?v=dSL0R-ZofhE>
- ▶ Coffee Barista Training
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- ▶ E-Shop Training

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- Unnecessary
- Blindness

Community Eye Health Checks | Providing Eye Surgical and Visual Aids | Counselling eye patients and their family members | Eye Awareness Talks

SATURDAY, MARCH 13, 2010 NEW STRAITS TIMES

Glaucoma hits the young

By Suganthi Suparmaniam

KUALA LUMPUR: The government is concerned that more young people are suffering from glaucoma. Previously, the disease usually affected people above 45, but now even those in their 20s and 30s are affected.

Deputy Health Minister Datuk Rosnah Rashid Shihin blamed this on today's lifestyle and heavy strain on the eyes.

She said 1.8 per cent of the country's total population of 27 million are suffering from glaucoma.

"In 2008, a total of 1,269 Malaysians sought treatment for glaucoma in government hospitals while 7,238 went to specialist centres."

Rosnah was speaking at a press conference after opening the World Glaucoma Day Charity Eye Check, organised by the Malaysia Glaucoma Society (MGS) yesterday.

She said awareness of the disease was lowest among Malaysians compared with people in southeast Asia, adding that 70 per cent of them did not even know what glaucoma was.

Rosnah said nine government hospitals were equipped to treat glaucoma.

She said in 2008, 68 million people worldwide were diagnosed with the



Datuk Rosnah Rashid Shihin having her eyes checked after opening the World Glaucoma Day Charity Eye Check yesterday.

disease and the World Health Organisation estimated that the number would rise to 88 million by 2020.

MGS president Sarawati Chan, who is partially blind due to glaucoma, said many people did not notice their vision loss until 40 per cent or more of their optic nerve had been damaged.

He said routine eye examinations were crucial to detect glaucoma and early detection and treatment could help control the progression of the disease and preserve vision.

MGS also carried out eye examinations in 15 other areas in the Klang Valley, including Bangsar, Puchong and Subang, to raise awareness of the disease.



復修及發展巴生河計劃 歡迎中國公司參與

【沙登12日訊】雪州政府在沙登河復修及發展計劃中，歡迎中國公司參與。雪州副州長丹那美拉昨日在沙登河復修及發展計劃的開幕禮上表示，該計劃是雪州歷史上規模最大的河務工程，旨在改善沙登河的水質及生態環境，並為當地居民提供一個宜人的休閒場所。

丹那美拉表示，該計劃包括復修沙登河上游的堤防，以及在下游興建一座新的水壩。她指出，該計劃將為沙登河帶來巨大的經濟效益，並為當地居民提供一個宜人的休閒場所。

丹那美拉表示，該計劃將為沙登河帶來巨大的經濟效益，並為當地居民提供一個宜人的休閒場所。

陳錦輝：易受忽略 青光眼不治療會失明

【馬六甲12日訊】雪州副州長陳錦輝昨日在馬六甲表示，青光眼是一種易受忽略的眼疾，若不治療，最終會導致失明。他呼籲市民應定期進行眼部檢查，以及早發現及治療。

陳錦輝指出，青光眼的症狀通常包括眼痛、視力模糊及虹視等。他強調，青光眼的治療需要長期服藥，且部分患者可能需要手術。

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我國2千700萬人口中，預計1.8%人患青光

【吉隆坡12日訊】一項由馬來西亞青光眼協會公佈的調查顯示，在馬來西亞2千700萬人口中，預計有1.8%的人患有青光眼。調查還發現，只有不到10%的受訪者知道青光眼的存在。

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青光眼 有年轻化趨勢

【吉隆坡12日訊】一項由馬來西亞青光眼協會公佈的調查顯示，青光眼的發病年齡正在趨於年輕化。調查發現，在受訪者中，有超過20%的人是在30歲以下被診斷出患有青光眼的。

調查還發現，只有不到10%的受訪者知道青光眼的存在。

時盼3千人參與 世界青光眼日 籌款活動

【吉隆坡12日訊】一項由馬來西亞青光眼協會公佈的調查顯示，在馬來西亞2千700萬人口中，預計有1.8%的人患有青光眼。調查還發現，只有不到10%的受訪者知道青光眼的存在。

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青光眼會造成失明 羅斯娜：70%國人一無所知

【吉隆坡12日訊】雪州副州長羅斯娜昨日表示，青光眼是一種會造成失明的眼疾，但70%的國人對此一無所知。她呼籲市民應定期進行眼部檢查，以及早發現及治療。

羅斯娜指出，青光眼的症狀通常包括眼痛、視力模糊及虹視等。她強調，青光眼的治療需要長期服藥，且部分患者可能需要手術。

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世界青光眼日 籌款活動

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MISSION 2
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MISSION 2
Advocating
for Equalities
and Inclusion

Dogs for Sight

Inclusion Events

Opening the doors to guide dogs



【本報訊】由「视觉之旅」主辦的「導盲犬訓練中心」日前在吉隆坡正式開業。該中心由「视觉之旅」與「導盲犬協會」合作成立，旨在為有需要的人士提供導盲犬訓練服務。

該中心位於吉隆坡的「视觉之旅」中心，佔地約一千多呎。中心內設有導盲犬訓練室、導盲犬休息室、導盲犬廁所及導盲犬洗澡室等。中心亦設有導盲犬訓練課程，為有需要的人士提供導盲犬訓練服務。

「视觉之旅」主席陳錦輝表示，該中心的成立，是「视觉之旅」一直以來致力於推動社會包容及可持續發展的一個重要里程碑。他希望透過該中心，能為有需要的人士提供導盲犬訓練服務，讓他們能更自信地融入社會。

Making the arts inclusive for those with disabilities



【本報訊】「视觉之旅」日前在吉隆坡舉辦了一項名為「藝術包容性」的藝術活動。該活動旨在為有需要的人士提供一個展示其藝術才能的平台，並促進社會對殘疾人士的包容。

活動中，參與者透過繪畫、手工藝及音樂等方式，表達其對生活的感受。活動負責人表示，透過這些藝術活動，參與者能建立自信，並與他人建立聯繫。

「视觉之旅」一直致力於推動社會包容及可持續發展。透過舉辦這些活動，中心希望為有需要的人士提供一個展示其才能的平台，並促進社會對殘疾人士的包容。

幼犬出生6週測試潛能

【本報訊】一項由「视觉之旅」與「導盲犬協會」合作進行的研究顯示，幼犬在出生六週時，其潛能已可透過測試得知。這項研究旨在為導盲犬訓練中心提供參考，以選擇最適合的幼犬進行訓練。

研究發現，幼犬在出生六週時，其潛能已可透過測試得知。這項研究旨在為導盲犬訓練中心提供參考，以選擇最適合的幼犬進行訓練。

非寵物是工作犬

【本報訊】一項由「视觉之旅」與「導盲犬協會」合作進行的研究顯示，導盲犬並非寵物，而是工作犬。這項研究旨在為社會大眾提供正確的導盲犬資訊，並促進社會對導盲犬的包容。

研究發現，導盲犬並非寵物，而是工作犬。這項研究旨在為社會大眾提供正確的導盲犬資訊，並促進社會對導盲犬的包容。

你是我的眼!

【本報訊】一項由「视觉之旅」與「導盲犬協會」合作進行的研究顯示，導盲犬是視障人士的「眼睛」。這項研究旨在為社會大眾提供正確的導盲犬資訊，並促進社會對導盲犬的包容。

研究發現，導盲犬是視障人士的「眼睛」。這項研究旨在為社會大眾提供正確的導盲犬資訊，並促進社會對導盲犬的包容。

馬首導盲犬大獲通

【本報訊】一項由「视觉之旅」與「導盲犬協會」合作進行的研究顯示，馬首導盲犬在訓練中表現出色。這項研究旨在為社會大眾提供正確的導盲犬資訊，並促進社會對導盲犬的包容。

研究發現，馬首導盲犬在訓練中表現出色。這項研究旨在為社會大眾提供正確的導盲犬資訊，並促進社會對導盲犬的包容。

Lashawn走了 精神不死

【本報訊】「视觉之旅」日前在吉隆坡舉辦了一項名為「Lashawn走了 精神不死」的藝術活動。該活動旨在為有需要的人士提供一個展示其藝術才能的平台，並促進社會對殘疾人士的包容。

活動中，參與者透過繪畫、手工藝及音樂等方式，表達其對生活的感受。活動負責人表示，透過這些藝術活動，參與者能建立自信，並與他人建立聯繫。

Throwing light on glaucoma

【本報訊】一項由「视觉之旅」與「導盲犬協會」合作進行的研究顯示，青光眼是視障人士的主要病因之一。這項研究旨在為社會大眾提供正確的青光眼資訊，並促進社會對青光眼的包容。

研究發現，青光眼是視障人士的主要病因之一。這項研究旨在為社會大眾提供正確的青光眼資訊，並促進社會對青光眼的包容。

23至29日殘障與藝術展

【本報訊】一項由「视觉之旅」與「導盲犬協會」合作進行的研究顯示，殘障人士在藝術領域表現出色。這項研究旨在為社會大眾提供正確的殘障人士資訊，並促進社會對殘障人士的包容。

研究發現，殘障人士在藝術領域表現出色。這項研究旨在為社會大眾提供正確的殘障人士資訊，並促進社會對殘障人士的包容。

On a mission to help the blind

【本報訊】一項由「视觉之旅」與「導盲犬協會」合作進行的研究顯示，導盲犬是視障人士的重要輔助工具。這項研究旨在為社會大眾提供正確的導盲犬資訊，並促進社會對導盲犬的包容。

研究發現，導盲犬是視障人士的重要輔助工具。這項研究旨在為社會大眾提供正確的導盲犬資訊，並促進社會對導盲犬的包容。

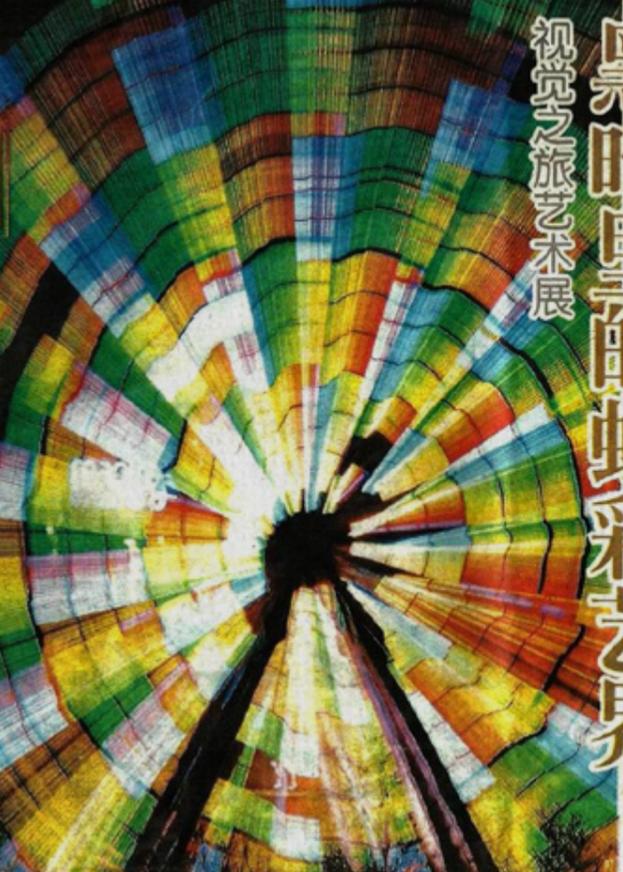
平罕能否引進導盲犬

【本報訊】一項由「视觉之旅」與「導盲犬協會」合作進行的研究顯示，平罕地區目前尚未引進導盲犬。這項研究旨在為社會大眾提供正確的導盲犬資訊，並促進社會對導盲犬的包容。

研究發現，平罕地區目前尚未引進導盲犬。這項研究旨在為社會大眾提供正確的導盲犬資訊，並促進社會對導盲犬的包容。

黑暗里的虹彩艺界

视觉之旅艺术展



【本報訊】「视觉之旅」日前在吉隆坡舉辦了一項名為「黑暗里的虹彩艺界」的藝術展。該展覽旨在為有需要的人士提供一個展示其藝術才能的平台，並促進社會對殘疾人士的包容。

展覽中，參與者透過繪畫、手工藝及音樂等方式，表達其對生活的感受。展覽負責人表示，透過這些藝術活動，參與者能建立自信，並與他人建立聯繫。

黃美慧 聯合報導

你有没有想过视障人士是如何看世界的呢? 对于那些有兴趣了解更多的, 可以来到视觉之旅艺术展体验。

配合2012年世界视觉日, 此活动旨在提高公众爱护眼睛意识, 通过创造性的艺术与设计, 使得社会开始关心他们的视力, 而有助于减少失明。

这次展览具有突出的本地和国际艺术家作品, 包括著名的澳洲摄影家安德鲁的作品。

安德鲁是一个有才华的视障摄影师, 他的艺术作品获得全球认可。其他的展览作品, 包括有特色的艺术作品, 不同形式的艺术家及视障艺术家的艺术作品, 其中包括一个实验艺术的概念——将让参观者在一个完全黑暗的空间里体验艺术作品, 如盲人用的点字艺术。

活动期间, 现场将发售有些艺术家的作品。所有销售作品收到的资金将被使用作为Dogs for Sight导盲犬的活动, 让马来西亚的盲人更独立和敏捷。与此同时, 公众将获得一个免费的眼睛检查。

视觉之旅艺术展是Save One's Sight Missions Berhad (一个非营利性组织), 与马来西亚青光学会合作举办。

通讯站

日期: 10月10日至14日
地点: 吉隆坡Berjaya时代广场购物中心
时间: 上午10时至晚上10时
电话: 017-2035410
网址: www.facebook.com/Journeysofsight

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Providing
Education Aid

Online Tuition Platform

Dance And Music Lessons

DIALOGUE IN THE DARK

“黑暗中对话”是国际盲人组织的一项公益活动，旨在通过黑暗体验，让健全人了解盲人的内心世界，并学习如何与盲人沟通。

什么是黑暗？
每日早上，我们从黑暗中醒来，进入充满希望、充满惊喜、我们闭上眼，再次进入黑暗世界。

如此黑暗，我们只是在黑暗中，无意识的融入黑暗，却从未以全部的感知，体验真正的“黑暗”。

到底什么是黑暗？黑暗有何神秘与奇妙？人类身处黑暗，出现什么反应？黑暗又能给人类带来什么启示？

若你想知道答案，可进入“黑暗中的对话”体验馆，亲身体验黑暗世界，或者参与“黑暗音乐会”，聆听黑暗世界。

黑暗世界 他的眼睛比你明亮



“大家早上好，很高兴认识大家！”手心传来工作人员热情的问候声。

进入黑暗馆，公众只获得一根盲杖，且被禁止携带手机、相机等发光物。进入馆内后，除了闭路电视一丁点的红灯，整个环境一片漆黑，你的眼睛毫无作用，你就像一只迷失羔羊，任由黑暗与恐惧吞噬，即便是手上的盲杖，也无法给你安全感。

与盲人对话角色

在向导引领下，你会进入森林，聆听大自然的声音，越过摇摆的吊桥；你会经过人来人往的市集，与小贩互动聊天，触摸摊位货品；你也会进入浪漫的餐馆，通过吧台触点，向老板订购饮料……

当你走出馆室，重见光明后，你才真正了解“黑暗”的含义：黑暗不是字面上的意义，而是一种刻骨铭心、毕生难忘的体验，它让你感受恐惧、无助与茫然，那种超越语言文字。

在社会上，盲人仍如与世隔绝，活在黑暗孤岛，其内心的茫然与无助又有谁来引导他们而进入黑暗后，盲人才是“明眼人”，视觉正常人却是“盲途者”，唯有与盲人互换角色，人们才会懂得：“原来这就是盲人的世界！”

更重要的是，“黑暗中的对话”也象征与你内心的黑暗对话。人类文明总是习惯往外看，较少反观内照，而黑暗反映人类内心的无意识，人们身处全然黑暗的黑暗，才会开始“目光返照”——当你看不见的时候，才能看见自己！



DIID开办“网络课程”，为失明学生提供文字课本的课程。

以理解有声的世界，聆听你融入黑暗，引领你逐步前进，让你拥有信心及勇气，克服内心的恐惧，走过一段黑暗之旅。

Part 1 · 黑暗中的对话体验

这个黑暗的空间，就是DIID MY Academy Malaysia 黑暗中的对话体验馆，而这群黑暗中的天使，则是一群视障者，他们在体验馆担任向导，并引领黑暗中失明的人们，走出光明。

DIID (Dialogue in The Dark) 为盲人培训中心，过去三年一直服务失明，日前加入在 The World 广场，对内，它为盲人开办工作坊，包括烘焙、咖啡、茶艺、水球等课程；对外，它为公众开放体验馆，让盲人体验盲人世界。

一般人认为盲人不能了解，甚至忽略其感受，为此DIID设计一个黑暗体验馆，让你能体验到黑暗中的空虚。

在黑暗中，你是那么地脆弱无助，茫然失措，即便平日引以为傲的金钱、身份与地位，也都落荒无存。当你空无一物，身处未知的黑暗，这一切又有什么意义呢？

幸好，在那样的环境中，总会出现黑暗中的天使，他们

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幫助視障者 自力更生

網上補習班，幫助視障學生跟上進度

幫助視障者自力更生，是Kenanga一直以来的使命。通过提供线上补习班，帮助视障学生跟上学习进度，实现他们的教育梦想。

MISSION 1
MISSION 2
MISSION 3
MISSION 4

DIALOGUE INCLUDES ALL NEWS

MISSION 4
Providing Jobs and
Micro Business
Trainings and
Enabling Programs

Call Agent
Training

Coffee Barista
Training

Cloud Kitchen
Training

E-Shop
Training

Aromatherapy
Training



Includes 咖啡館外送餐點 身障員工疫期沒失業

【本報星洲訊】位於吉隆坡的 Includes 咖啡館，在疫情期间，不仅没有裁员，反而增加了外送餐点的服务，为视障员工提供了稳定的工作机会。

咖啡館負責人表示，疫情期间，外送餐点的业务量增加，为视障员工提供了稳定的工作机会。视障员工在咖啡館工作，不仅获得了稳定的收入，还学会了咖啡制作的技能，为他们的未来生活打下了坚实的基础。

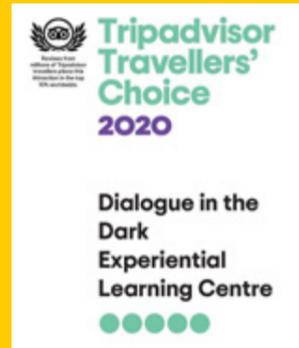
咖啡館还为视障员工提供了培训机会，帮助他们提高技能，增强自信心。视障员工在咖啡館工作，不仅获得了稳定的收入，还学会了咖啡制作的技能，为他们的未来生活打下了坚实的基础。

咖啡館还为视障员工提供了培训机会，帮助他们提高技能，增强自信心。视障员工在咖啡館工作，不仅获得了稳定的收入，还学会了咖啡制作的技能，为他们的未来生活打下了坚实的基础。



AWARDS AND RECOGNITIONS

- Winner DIGI Challenge for Change 2016
- Trip Advisors Travellers Choice Award 2020
- MAGIC Amplify Award 2016
- Hasanah Special Grant (HSG) Recipient
- SOCAP 20 Virtual Scholarship Recipient
- MAGIC PUSH Award 2019.
- Star Golden Heart Award 2019
- SE.A+ Accreditation by Ministry of Entrepreneur Development 2019.
- Rotary SEE-Frank Devlyn Excellence Awards 2020
- Awarded Tax Exempt Status by Ministry of Finance 2020
- Social Enterprise Training Hub Cohort 2: Transformational Business Network Asia



THE NEXT 12 YEARS PLAN

2021-2033

THE NEXT 12 YEARS 2021-2033 GOD WILLING

MISSION 1

- ▶ Setting up of an Eye Helpline
- ▶ Set up Fund for Surgical and Visual Aid
- ▶ Setting up of a Community Eye Health Clinic in KL
- ▶ Mobile Eye Health Checks for Schools and Community Centers nationwide in collaboration with PEEK and AdSpecs UK



MISSION 2

- ▶ Set up the Lashawn and Accessibilities Gallery
- ▶ Bring in the 2nd Guide Dog and to continue without Dogs for Sight movement
- ▶ Advocate for Inclusion in collaboration with We Can Access UK project and Dialogue Social Enterprise Germany



MISSION 3

- ▶ Set up Home School Centers for the PWD students that will include ILearnAce, Wonder Learning PAKISTAN, and I AM Soul Inc SINGAPORE





**OUR CSR
PROJECT OFFERS**



Our visually impaired student beneficiaries — on our accessible virtual learning platform

Our visually impaired team and the team going through one of the training sessions



ABOUT US



SSM REGISTRATION NUMBER : 201201033040 (1017528U)

DID MY ACADEMY SDN BHD

ADDRESSES

LG-05-06,
The Weld Shopping Mall,
No 76, Jalan Raja Chulan,
50200 Kuala Lumpur

FOUNDER

STEVENS CHAN

<https://www.linkedin.com/in/stevens-chan-kum-fai/>

STATUS

Accredited+ Social
Enterprise with Tax
Exempt status

YEAR ESTABLISHED

September 2012

OUR AWARDS

- ▶ DIGI Challenge for Change 2016 (Winner)
- ▶ MAGIC Amplify Awards 2016
- ▶ Star Golden Heart Award 2019
- ▶ Rotary SEE-Frank Devlyn Excellence Awards 2020
- ▶ MAGIC Pemangkin Usahawan Sosial Hebat (PUSH) Award 2019

OUR SOCIAL

MISSIONS ARE TO

Provide accessible education aid to students stricken with all forms of disabilities and medical conditions (www.learningincludes.com)

Provide jobs and micro business training and enabling to youths and adults stricken with all forms of disabilities and medical conditions (www.dialogueincludes.com)

SOCIAL MEDIA LINKS

-  @dialogueincludes
-  @dialogueincludes
-  @dialogincludes

OUR YOUTUBE CHANNEL

<https://www.youtube.com/channel/UC91gWjH5HCCDUgL9I6yy4rw/videos>

MEDIA COVERAGE

<https://www.dialogueincludes.com/events/categories/press-media>

UNITED NATION'S SUSTAINABLE DEVELOPMENT GOALS (UNSDG)



OUR WEBSITE

www.dialogueincludes.com

CSR PARTNERSHIP 1

A 1-year Learning Aid for PWD/OKU students ages between 10-18

SOCIAL RETURN ON INVESTMENT (SROI) FOR LEARNING INCLUDES PROJECT 2020

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 and other disabled students was launched in 2017 by us, DID MY Academy Sdn Bhd and SOS Missions, in collaboration with Sasbadi Online and MindTech Education, a wholly-owned subsidiary of Malaysian leading public listed education publisher, Sasbadi Holdings Bhd. With the support from Yayasan Hasanah and Yayasan Yara, the project has expanded to aid an additional 58 special education students between 10 to 18.

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 behind in their studies, hindering them to progress in education that plays a significant role in securing better job opportunity. 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 more than half of them are staying in the school hostel.

On the other hand, the often neglected VI / blind and other disabled graduates in Malaysia are facing challenges to secure dignified jobs even with suitable qualifications (Sinar Harian Online 2017, Astro Awani 2018). Marginalised by discrimination and misunderstanding in the society, majority of them are left with no choice but to work as masseuses, telemarketers and other jobs 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 widen the gap of disabled community from the others, 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.

Coming to the fourth year of the project, we have expanded to another 58 VI / blind and other disabled students, bringing them 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, trilingual dictionaries, practices, video lessons and sample exam paper that is hard; if not totally unavailable to them prior to this project's intervention. It has assisted the teacher from the special / mixed school in lesson planning thus helps in reducing their workload.

The project has also provided meaningful and dignified job opportunities to 3 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, coaching skills, soft skills e.g. communication skills, as well as 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 3.708:1) which indicates that there is RM 4 worth social value received by our beneficiaries (the students and blind coaches) for every RM 1 invested.

Through this project, we aim to meet four of the United Nation Sustainable Development Goals which are (1) Quality Education, (2) Decent Work and Economic Growth, (3) Reducing Inequalities and (4) Partnerships for the Goals.

INTRODUCTION

Current report shares the finding on values received by primary stakeholders of the project which are 58 VI/blind and other disabled students aged between 10 to 18 studying in special education / integrated schools in Malaysia and 3 VI / blind graduates as virtual tuition coaches sponsored with virtual and accessible teaching tools and materials and other stakeholders on board in Learning Includes. And current report will demonstrate the impact value of our project from the perspective of our primary stakeholders with a quantifiable Metrix; and calculate the Social Return on Investment ratio for the current project.

PROJECT BACKGROUND

UNEQUAL EDUCATION

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 not timely, low portability, expensive.

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.

NOT TIMELY

Students receive the complete braille book with the latest syllabus one year after the publication of the printed book



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.



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



INEQUALITY AND JOB DISCRIMINATION



0.24%
of 1.6 MILLION

Disabled workforce in private sectors was expected to have an even lower percentage

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 regardless of race, religion and disabilities. However, the visually impaired/blind and other disabled graduates 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 their ability. 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 Academy Sdn Bhd and SOS 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 Hasanah and Yayasan Yara, 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:

With Learning Includes,
We aim to meet four of the UNITED NATION SUSTAINABLE DEVELOPMENT GOALS



QUALITY EDUCATION



DECENT WORK AND ECONOMIC GROWTH



REDUCING INEQUALITIES



PARTNERSHIPS FOR THE GOALS



The VI/blind and other graduates with dignified and meaningful jobs as virtual tuition coaches through the use of accessible teaching tool to help and motivate the future generation.



VI/blind and other disabled 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 Trilingual dictionaries, sample exam papers, video lessons and revision practices.



Providing assistance to special/mixed school teachers with additional resources to plan lessons for their students.

METHODOLOGY

ESTABLISHING SCOPE AND STAKE HOLDERS

The principle beneficiary of Learning Includes is 58 VI / blind and other disabled student (age between 10 to 18) studying in special education and mixed school in Malaysia and 3 VI/blind graduates as virtual tuition coach. The following table summarised the different stake holders with a brief description of them.

58 VI/Blind Students

Principle beneficiary in Learning Includes Project, Sponsored fully to study using Virtual tuition platform

Sasbadi Online and Mindtech Education

(a wholly owned subsidiary of Sasbadi Holding Bhd), leading public listed education publisher)

Provides product training and technical support to VI/blind coaches, special/mixed school teachers and VI/blind and other disabled students

3 VI/Blind Coaches

Principle beneficiaries, being trained and engaged to help VI/blind students as Virtual / mobile tuition Coach

Bahagian Pendidikan Khas and Bahagian Teknologi Pendidikan, Ministry of Education Malaysia

Evaluation and Approval of Learning Includes to be implemented in special and mixed schools.

Parents

Parents of the sponsored VI/Blind students

Yayasan Hasanah and Yayasan Yara

Funding total of RM 29,650 for the operation of the project which includes the subscription of the VI / blind and other disabled student with virtual tuition platform account.

EVIDENCE THE OUTCOMES AND VALUES OF BENEFICIARIES

The following will discuss the social values experienced by the project beneficiaries (58 VI/blind and other PWD student (age between 10 to 18), and 3 VI/Blind Graduate/coaches) onboard in this project in 2020. We conducted informal conversation and also written testimony to identify the perceived benefits and values in current project with the students, teachers and visually impaired coaches.

VI/BLIND STUDENTS

The social value experienced and mentioned by the student upon taking part from this project is summarised into 5 points as followed:

- ▶ Providing comprehensive yet easy-to-understand notes.
- ▶ Practices helps to familiarise with real Examination questions
- ▶ Additional materials and references to complement their study
- ▶ Enable independent learning
- ▶ Easy access to learning material
- ▶ From the above-mentioned value, Learning Includes social value is estimated based on the cost of alternatives the student will be using in the absence of the project. The following presents the alternatives together with the costs in a year.

practices in a year (Average 20 sheets per day)

According to Malaysian association for the blind, the Craft Paper cost RM 30 for a pack (with 500 sheets), and current report is taking 15 pack of Craft Paper per individual per year to measure the worth of our project.

8.5X11" - PLAIN CUT SHEET PAPER FOR BRAILLE NOTES PRINTING BY TEACHERS

In average, a student requires at least 3650 sheets of Cut Sheet Braille printing papers for all subject combine annually. This include practices, lesson handout, notes and sample exam paper printed by the teacher.

According to American Thermoform, the leading braille paper supplier, the cost of a pack with 1000 sheets of these braille printing paper cost RM 152.88 (USD 36.99), and current report is rounding of annual student's usage at 4 packs of Cut Sheet Papers (4000 sheets annually)

BRAILLE CRAFT PAPER FOR PERSONAL NOTES AND EXERCISES

Making notes The student is using the standard Braille Craft Paper at school and in average, student are using at least about 7300 sheets to draft down exercises, making notes and doing

VIRTUAL TUITION COACHES

The following are the highlights of benefits enjoyed by our Virtual Tuition Coach:

- Stable Monthly Income
- Equipped with crucial and practical skills
- We concluded that the virtual tuition coach position is worth RM 71,171.76 per VI / blind graduates in a year, by comparing the benefits received 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.

TEACHERS

The following is some benefits highlighted by the teachers:

- Less Preparation Time for a Lesson
- Better interaction with students

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

Beneficiaries	Description	Source of Rate/charges	Value worth (RM)/year x number of Students	Total Financial Proxies Value (RM)
Students	Braille Craft Paper for notes and exercise	Malaysian Association for the Blind	450 x 58	26,100.00
	Cut Sheet Papers for Braille Printing and handouts	American Thermoform	611.52 x 58	35,468.16
TOTAL				61,568.16
Coaches	Screen Reader NVDA courses	Genashtim innovation	1,223.25x3	3,669.75
	Computer Courses	Malaysian Association for the Blind	3,600.00x3	10,800.00
	Call Centre Courses	Malaysian Association for the Blind	1,800.00x3	5,400.00
	Screen reader software (NVDA) Expert certification	NVDA Australia	300.67x3	902.01
	Annual income	Based on Rate of Virtual Learning Coach	16,800.00x3	50,400.00
TOTAL				71,171.76

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.

ESTABLISHING IMPACT

To avoid over-claiming the impact experienced by the beneficiaries, discounting factors is considered in the SROI calculations in order to reduce or constrain the values of individual social returns. These discounting factors include

DEADWEIGHT

WHAT PROBABLY WOULD HAVE HAPPENED ANYWAY, IF THE PROJECT DID NOT TAKE PLACE:

We have identified 1 deadweight 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.

DEADWEIGHT FOR STUDENT

All students will need to use other virtual learning platform for public schools in Malaysia that is to be used by the students. However it fails to assist the VI/blind students as the learning platform is not accessible with even the use of assistive technology i.e. screen reader. Thus we position the deadweight of other virtual learning platform at 0%.

DEADWEIGHT FOR LEARNING INCLUDES COACH

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.

Thus we estimate the deadweight at 5% for the alternative courses they will join in the absent of current intervention.

Deadweight Percentage Estimated for the Principle Beneficiaries

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.

5%

COACHES
Practical courses (include computer, NVDA screen reader training) and call centre courses)
 Estimated Deadweight (effectiveness of alternatives)

0%

STUDENTS
VLE Frog learning platform (other learning platform)
 Estimated Deadweight (effectiveness of alternatives)

ATTRIBUTION

WHO ELSE WAS RESPONSIBLE FOR THE CHANGES TAKING PLACE

Based on responses from the VI/Blind students, the overall attribution rate is estimated at 25% for the following justification:

Some of the students are using this platform to combine with other online material such as YouTube Channel of teachers to assist in their study. Students are still using teacher's notes even with the present of current platform.

Thus the Attribution is taken based on the average contributing factors that the beneficiaries has credited to assist them in their study; and the attribution rate is estimated at 25%.

DISCOUNT RATE: DISCOUNTING THE VALUE OF FUTURE RETURNS.

Discount rate recognises that people generally prefer to receive or use their money today rather than tomorrow because there is a risk or opportunity cost associated with a better 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.

DROP-OFF

WHAT IS THE FUTURE ANNUAL RISK OF PARTICIPANTS ABANDONING THE PRACTICES OR LOSING THEIR BENEFITS?

The current project is a one-year project whereby the social values were currently measured within 2020. Thus the drop-off rate is not measured in the current report.

CALCULATING THE SROI

Current section will explain the calculation of Social Return on Investment in detail by summing up the present value experienced by the 2 different primary beneficiaries to be divided by the total invested amount. Please note that the present value is calculated separately as each beneficiaries has its own impact values and its own discounting factors.

Total Sponsored amount by Yayasan Hasanah and Yayasan Yara
(for Learning Includes portion)

RM 29,650

Total Impact Value (Students)
Financial Proxies - Deadweight
- Attribution - Drop off)

=**RM 61,568.16 - 0% - 25% - 0%**

RM 46,176.12

Present Value (Student)
Impact Value / Discounted Rate
=**RM 46,176.12 / (1 + 0.035)**

RM 44,614.60

Total Impact Value (Coaches)
Financial Proxies - Deadweight - Attribution
=**RM 71,171.76 - 5% - 0%**

RM 67,613.17

Present Value (Coaches)
Impact Value / Discounted Rate
=**RM 67,613.17 / (1 + 0.035)**

RM 65,326.74

SROI Ratio
Total Present Value / Total Investment
=**(RM 44,614.60 +
RM 65,326.74) / 29,650**
=**RM 109,941.34/29,650**

3.708

(ROUND OFF TO RATIO 4:1)

Current report concluded that there is a return ratio of RM 4 for each 1 ringgit invested in the project to benefit the VI/Blind students with learning resources and also a step closer to equal education, besides opening door of opportunities to the VI/blind graduates as virtual tuition coaches to be able to enjoy self-sufficiency with a dignified job. This investment would also help the teachers in special and mixed school to have a better teaching experience by providing additional resources that will help reduce lesson planning time, and lifting up the burden at school.

CHALLENGES AND TESTIMONIALS

We mainly faced bureaucracy challenges as the school requested for a permission letter from the Special Education Department Malaysia. For the past 2 years of serving the school students, we have had no such issue. Although we have gain approval from the Bahagian Teknologi Pendidikan(BTP) and have also dialogue and discussed with the Officers including Dr. Hjh. Noraini bt Hj. Zainal Abidin, Ketua Sektor Pusat Perkhidmatan Pendidikan Khas since 2018 with assistance from Agensi Inovasi Malaysia, we have yet to be able to secure this permission from the relevant authorities.

This challenge has always been a bane for our Education Project to reach out to even more of the OKU students estimated to be about 10,000 nationwide who are Blind, Lame, and Deaf studying in more than 5500 Special and Mix schools nationwide. Despite the Tuition and Coaching services being offered free, most of these Schools still insist on us getting the approval letter from the Special Education Department. In 2021, we have met with the Special Education Department twice (once virtually, and once face-to-face) but have been told that our application is still being processed and waiting for approval.

We have mitigated this by approaching parents and some teachers directly for permission.

The other challenge this project faced is due to the COVID-19 pandemic. Some students who are stuck in the hostels may not be able to utilize the platforms much with lack of devices and strong Internet connection. We have tried our ample best to continually encourage these students to use the platform whenever they are able to.

CHALLENGES FACED THROUGHOUT PROJECT

TESTIMONIALS BY STUDENTS, TEACHERS AND PARENTS

The ilearnace (Learning Includes) portal has been a great help to my studies. It has allowed me to do revision and read useful notes all on one platform. This has allowed me to save money on reference books and activity books. Lastly ilearnace has also allowed me to ease my burden of carrying many books in my bag as everything I need is on one useful platform.

Bryan Khong
(One of the Student Beneficiaries
of the program)

Thank you to the sponsors, coaches and all the parties that make this online learning platform available to my kids. As a disabled parent myself (I'm on a wheelchair), and more so being sick and going in and out of hospital, this program has helped ease my economic burden. Reference books and tuition classes can be really expensive, and this platform has enabled my kids to have a solid platform for their studies.

Hemavathy a/p Shanmugam
(Mother of
Student Beneficiaries)

身为一位没有受过高等教育的单亲妈妈,这个疫情为我孩子的学习带来了挑战。我不能有效的指导孩子功课。非常感谢赞助商、老师以及帮助我孩子能够在线上学习平台学习的人员。这是一个可靠的学习平台,让我的孩子能够好好学习。

Translated Text : As a single mum with not much of education, this pandemic has presented many challenges for my son's studies. I am not able to effectively guide my son in his school work. Very grateful to Learning Includes, the sponsors and coaches who helped my son to use this online learning platform; and be able to learn well.

Madam Teo Geok Hong
(Mother of Student Beneficiary)

Cari Rakan i-LEARN Ace

Kedudukan Bulanan (Feb-2021) - Sk (I) Jalan Batu

Peringkat 1 - 3 dari 3

No.	Nama Murid	A	Skor	Negeri
1	Amir Harith Bin Mohd. Najib	18A	5,590	
2	Puteri Zaidatul Nur Binti Abdullah	3A	947	
3	Muhammad Nafiz Arshad Bin Mohd. Napizi	0A	270	

Above a screenshot of one of our beneficiaries, Amir Harith b Mohd Najib. He ranks first in his performance on the platform. His score is also comparatively much higher.



Letter of Appreciation by Cikgu Yap Phaik See,
teacher of SMK St George

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LIST OF APPENDICES



Letter of Appreciation by
Cikgu Yap Phaik See,
teacher of SMK St George

Keputusan Peperiksaan SPM

NAMA: KHONG ZHE XIAN BRYAN
ANGKA GILIRAN: BD105A189
NO. PENGENALAN DIRI: 030808-14-0485
SEKOLAH: SMK KAJANG UTAMA

KOD MATAPELAJARAN GRED

1103 BAHASA MELAYU	A-	CEMERLANG
1119 BAHASA INGGERIS	A+	CEMERLANG TERTINGGI
1225 PENDIDIKAN MORAL	A-	CEMERLANG
1249 SEJARAH	A-	CEMERLANG
1449 MATHEMATICS	C	KEPUJIAN
1511 SCIENCE	A	CEMERLANG TINGGI
3766 PERNIAGAAN	A-	CEMERLANG

JUMLAH MATA PELAJARAN : TUJUH

LAYAK MENDAPAT SIJIL

1119(GCE-O) - 1A

SPM Results of Bryan Khong

Keputusan Peperiksaan SPM

KEPUTUSAN PEPERIKSAAN
SIJIL PELAJARAN MALAYSIA TAHUN 2020

NAMA: NURUL WARDHINA BINTI ISMAIL
ANGKA GILIRAN: PA035A189
NO. PENGENALAN DIRI: 031102-07-0504
SEKOLAH: SMK (P) ST GEORGE PULAU PINANG

KOD MATAPELAJARAN GRED

1103 BAHASA MELAYU	A-	CEMERLANG
1119 BAHASA INGGERIS	C+	KEPUJIAN ATAS
1223 PENDIDIKAN ISLAM	B+	KEPUJIAN TERTINGGI
1249 SEJARAH	A	CEMERLANG TINGGI
1449 MATHEMATICS	C	KEPUJIAN
1511 SCIENCE	B	KEPUJIAN TINGGI

SPM Results of Nur Wardhina

FOR FURTHER INFORMATION,
PLEASE REACH OUT TO US AT THE FOLLOWING:

CONTACT PERSON
STEVENS CHAN
FOUNDER

DID MY Academy Sdn Bhd
SOS Missions Bhd

EMAIL
stevens@did.my

LEARNING INCLUDES PROJECT
www.learningincludes.com

DID MY ACADEMY SDN BHD
www.dialogueincludes.com

CURRENT AND PAST SPONSORS

GENERAL PUBLIC:



PARTNERS:



CSR PARTNERSHIP 2

A 1-year internship and apprenticeship program to empower the PWD/OKU Youths and Adults to attain economic self-sustainability

PROJECT REPORT

BY DID MY ACADEMY 2020

EXECUTIVE SUMMARY

JAN 2020 - MAY 2021

The 2 main objectives of our DID MY Academy Project since the start of Jan 2020 - May 2021 was to equip and enable 17 OKU/PWD youths and adults sponsored by MAGIC, Hasanah Foundation and Yayasan Yara with jobs and micro business skills and financial sustainability opportunity in addition to provide online tuition and coaching aid to 63 Visually Impaired students that can help improve their learning by the end of the Project. By the end of the Project which was extended to May 2021 due to the Covid-19 lockdowns challenges, our Project was able to deliver up to 80% i.e 14 out of the 17 OKU/PWD trainees was able to secure jobs and micro business skills empowerment and our Project was also able to deliver the much needed online tuition and coaching aid to 58 Blind and other OKU students i.e 90% achievement rate. Attached along this report is our Social Impact Return on Investment (SROI) report for the 58 OKU students Learning Project which also includes some of the students and care takers testimonials and results plus the final economic status of each of the 17 OKU/PWD youths and adults.

Documents attached in the following link :
<https://drive.google.com/drive/folders/1mFivDoCQTJuopOCsvWgmBZHcsz0ke9Wi?usp=sharing>

17 OKU/PWD youths and adults sponsored by MAGIC, Hasanah Foundation and Yayasan Yara with jobs and micro business skills and financial sustainability opportunity
TRAINEES



EFFECTIVENESS



E-Commerce Training

We could not complete the Urban Farming, Coffee Barista and Aroma Therapy training due to the Lockdowns that either prevented the various programs trainers from doing their training that could not be done virtually and also because of the strict health SOPs for some of our OKU trainees. However we manage to pivot our trainings to e-commerce and virtual call agent trainings for some of the trainees and also included extra trainings for some of our trainees to be familiarised with the Delivery Apps for our new Cloud Kitchen program in collaboration with GRAB which was an unexpected positive surprise achievement for our Project which otherwise could have significantly affected our outcomes for some of the youth and adult OKU/PWD trainees.



Virtual Call Agent Training



Familiarised With The Delivery Apps

Another challenge to our Learning Project programme to achieved its targeted outcomes was the bureaucracy challenge we encountered from the Special Education Department to attain another approval letter from their technical committee of which we have already obtained in 2018 before they can issue the Permission Letter for us to engage with all the special schools nationwide for this learning project. Despite the assistance from Hasanah the approval letter from the technical committee has yet to be issued after our 2 presentations since early this year.



Bureaucracy Challenge

Due to this unexpected challenge we could not attain 100% outreach i.e 63 students as we could not work with the special schools. Thankfully we manage to work with some of the teachers and caretakers that has enabled us to engage 58 Blind and Low vision students.



Teachers and Caretakers

PROJECT METHODOLOGY AND MONITORING

METHODS AND APPROACHES THAT WORKED OR DID NOT WORK TOWARDS ACHIEVING PROJECT OUTCOMES

Our Project which has been running since 2016 that has previously successfully completed education and jobs. micro business training opportunities for 110 OKUs youths and adults as well as for 200 blind and deaf students ages between 10-18 from 11 special and mix schools nationwide in collaboration with the various local and foreign partners that included Dialogue SE Germany, City and Guilds UK and Sasbadi had an unexpected Covid 19 Lockdown challenge resulting in us having to move all of our trainings virtually which was not possible for some of the training programs and monitoring and feedback reportings for our stakeholders and trainees.

WAS THE PROJECT THE RIGHT INTERVENTION TO ADDRESS THE PROBLEM AND THE RIGHT TARGET POPULATION? WHAT COULD HAVE BEEN DONE DIFFERENTLY?

We have been running this program with our local and foreign partners since 2016 that has enabled us to keep improvising our intervention programs by engaging not just with the beneficiaries but also the other stakeholders i.e sponsors and caretakers. By continuing to engage and dialogue with the various stakeholders, our intervention continues to adapt and improve annually. What caught us all aback was the Pandemic which cause us to rethink and to quickly find innovative solutions to adapt some of our trainings and monitoring to be done virtually.

SUCCESSES AND CHALLENGES ENCOUNTERED

Our main challenge was the lockdowns that delayed much of our face to face interactive training, monitoring and feedback sessions that was important for our trainers to lay the foundations of positive self esteem for the OKU youths and adults trainees. As for the Learning Project, the lockdowns caused our Tutors and Coaches important face to face interactive sessions with the OKU students and their teachers in school as well as their caretakers at their homes which has been an integral part of our monitoring and feedbacks sessions to lay down a good relationship with the OKU students and their teachers/ family members.

LESSONS LEARNT AND CHALLENGES

“ LESSONS LEARNT DURING PROJECT IMPLEMENTATION THAT HELPED US IN IMPLEMENTATION OF SIMILAR PROGRAMMES ”

Always be ready to reinvent and pivot to adapt to unforeseen circumstances that may cause changes that will affect and delay the outcome of the Project.

SUCCESS STORIES



Video link : <https://youtu.be/dSL0R-ZofhE>

The success of our unplanned Cloud Kitchen setup to compliment some of our micro business training and apprenticeship activities. The Cloud Kitchen programme was able to attract quick support and partnership from the food delivery app company GRAB and sponsors for our Kitchen food aid project from Kenanga Investment Bank and both online and print media. We also manage to pivot and convert 2 of our OKU Adults to be the initial Cloud Kitchen Assistants that will eventually spur even more OKU Kitchen assistants.



COMMUNICATIONS AND MEDIA

SOCIAL MEDIA USED THROUGHOUT PROJECT



Video Links of Beneficiaries' Stories
https://drive.google.com/drive/folders/1-Q1rHU_Us3C1MLsqJJBY0mba2jWxCvPA?usp=sharing



FACEBOOK PAGES OF OUR BENEFICIARIES :



@ceoshafiri



@ceonicholasludersamy



@Louis-Prem-104291861478585



@ceomichelleting



@ceostevenlooiyc



@ceopeterkhor

PRESS RELEASES OR MEDIA COVERAGE GENERATED THROUGHOUT ITS DURATION



PHOTOS



CLOUD KITCHEN



<https://drive.google.com/file/d/1A6n-PhwHIVWJHsdPXPGmwj4nVP6UFnG3/view?usp=sharing>

TRAINING

LEARNING INCLUDES

https://drive.google.com/file/d/1J_zkOLftfCNOoGeEqluRaeaq7vXKh9f/view?usp=sharing





FOOD AID PROJECT

SPONSORED BY KENANGA



Date	Beneficiary	Quantity
12 April 2021	PERTIWI Soup Kitchen	100
16 April 2021	Yayasan Chow Kit	100
21 April 2021	PERTIWI Soup Kitchen	100
23 April 2021	Yayasan Chow Kit	100
	Pertubuhan Kebajikan Rumah Mega	31
	Kanak-Kanak Orang Asli, Bandar Sri Damansara	
30 April 2021	Pertubuhan Kebajikan Rumah Mega	31
	Kanak-Kanak Orang Asli, Bandar Sri Damansara	
	The Peace Education Centre (Myanmar School)	40
	Eagle Dialysis Centre	10
	Subang SS13 Flats	26
3 May 2021	Pusat Jagaan Anak Yatim An-Najjah	50
7 May 2021	Pertubuhan Kebajikan Rumah Mega	31
	Kanak-Kanak Orang Asli, Bandar Sri Damansara	
	The Peace Education Centre (Myanmar School)	40
	Pertubuhan Kebajikan Warga Emas	19
	Kenang Budi Kuala Lumpur, Section 11, PJ	
21 May 2021	Pertubuhan Kebajikan Rumah Mega	31
	Kanak-Kanak Orang Asli, Bandar Sri Damansara	
	Promise Home, Kota Kemuning	29
	Persatuan Kebajikan Orang-Orang Tua Bahagia, Selangor	40
28 May 2021	Pertubuhan Kebajikan Rumah Mega	31
	Kanak-Kanak Orang Asli, Bandar Sri Damansara	
	Promise Home, Kota Kemuning	29
	Eagle Dialysis Centre	10



Date	Beneficiary	Quantity
28 May 2021	Pertubuhan Kebajikan Kanak-Kanak Yatim dan Cacat Perlindungan Selangor	30
8 Jun 2021	Pertubuhan Kebajikan Kanak-Kanak Yatim dan Cacat Perlindungan Selangor	30
14 Jun 2021	ZEC Kpg Attap (Myanmar Refugee Residential School)	30
	USJ 1 migrant workers	10
	Promise Home, Kota Kemuning	29
	Eagles Dialysis Centre	10
22 June 2021	USJ 1 migrant workers	7
	Eagles Dialysis Centre	10
	SS14 City Revival Church girls home	10

STUDENT NAME LIST

No	Name	Year/Form	School Name
1	Pavayatultulsi A/P Thillainathan	Form 4	smkkihohari
2	Pranavaa A/L Thillainathan	Form 4	smkkihohari
3	Foo Jun Sheng	Form 2	SMK Setepak
4	Teh Yue Sean	Form 2	SJKC Wang Hua
5	Nurul Nasriah Husna Binti Mohd. Nasir	Form 5	SMKPK setapak
6	Khong Zhe Xian Bryan	Form 5	Kajang Utama
7	Nurul Wardhina bt Ismail	Form 5	SMK St George
8	Loh Wee Han	Form 3	SMK St George
9	Saw Xin En	Form 3	SMK St George
10	Leng Xin Yi	Form 3	SMK St George
11	Joanna Jeanne A/P Rajendran	Form 4	SMK Subang Utama
12	Livingstone Robinraj A/L Rajendran	Form 4	SMK Subang Utama
13	Kong Meng Fat	Form 2	smpk setapak
14	Mohammad Hafiz Shakir bin Mohd Hairie	Year 4	SK Danau Kota
15	Aisya Humairah Bt. Mohd Sharizal	Year 5	SK SG Kantan
16	Muhammad Syakirin Bin Mohd. Nasir	Form 4	SMPK Setapak
17	Muhammad Thaqif Bin Muhamad Ayub	Year 5	SK Taman Midah
18	Muhammad Rif'ad imanuddin Zaki Bin Azizan	Form 2	SMK Seri Mulia
19	Yattiga a/p Durairaji	Form 2	SMK Bandar Puteri Jaya
20	Saktisswaran A/L Parameswaran	Form 1	SMK Kajang Utama
21	Muhammad Nafiz Arshad Bin Mohd. Napizi	Year 5	SKPK Jalan Batu
22	Amir Harith Bin Mohd. Najib	Year 5	SKPK Jalan Batu
23	Puteri Zaidatul Nur Binti Abdullah	Year 6	SKPK Jalan Batu
24	Muhammad Zahiruddin Bin Mohd. Zaidi	Form 1	SMPK Setapak
25	Mohd Zulhilmi Bin Mohd Zaidi	Form 4	tahfiz
26	Ahmad Farish Muiz Bin Shamsul Azhar	Year 5	SKPK Jalan Batu
27	Muhammad Afiq Haikal Bin Norazizi	Year 6	SKPK Sungai Petani
28	Anis Umairah binti Musa	Form 1	SABK Pokok Sena
29	Nurul Izzah Akmar Bt Mohd Huzaimi	Year 5	SK Sg Kantan

No	Name	Year/Form	School Name
30	Ku Muhammad Thaqif Fakhri bin Ku Mohd Fazli	Year 5	SK Putrajaya Presint 18 (1)
31	Muhammad Adib Azim bin Jaswan	Year 4	SK Putrajaya Presint 18 (1)
32	Sivanysry A/P Subramaniam	Year 5	SKPK Jalan Batu
33	Muhammad Sabiq Bin Shahrizal	Year 5	SKPK Jalan Batu
34	Muhammad Habib Isyraqi bin Mohd Rosli	Form 2	SMK Zon R1
35	Muhammad Hasbi Siddiqi bin Mohd Rosli	Form 1	SMK Zon R1
36	Muhammad Wahib Syaukani bin Mohd Rosli	Year 5	Sk Wangsa Maju Seksyen1
37	Hannely Eva	Year 6	SKPK Kuching
38	Ryan Derenick ak lansrose Empari	Year 6	SK Pendidikan Khas Kuching
39	Rifqi Muhammad Darwish bin Mohd Ismail	Year 6	SK Ayer Keroh Melaka
40	Muhammad Ridzuan bin Abdullah	Year 6	SK Ayer Keroh Melaka
41	Muhammad Irfan bin Zamani	Year 4	SK Ayer Keroh Melaka
42	Siti Khadijah binti Rosli	Year 4	SKPK Jalan Batu
43	Muhammad Syamil bin Azlee	Year 5	SK Putrajaya Presint 18 (1)
44	Rafael Fridousy bin Masoud	Year 4	SK Putrajaya Presint 18 (1)
45	Muhammad Iyad bin Mohd Azli	Year 5	SK Putrajaya Presint 18 (1)
46	Brandon Yeoh Jia Jiang	Form 1	SMK Georgetown
47	Lim Zi Khang	Form 2	SMK Georgetown
48	Nur Hikmah binti Mohamad Helmy	Form 2	SMK Georgetown
49	Teh Ming Way	Form 2	SMK Georgetown
50	Ling Chean Tuck	Form 3	SMK Georgetown
51	Puvarasan a/l Selvaraja	Form 3	SMK Georgetown
52	Thevaraj a/l Shanker	Form 3	SMK Georgetown
53	Brian Ho Zhun Jie	Form 4	SMK Georgetown
54	Tan Jun Sheng	Form 5	SMK Georgetown
55	Muhammad Farid Haiqal bin Mohd	Year 6	SKPK Kuching
56	Nurul Adilah Binti Hadi	Form 5	SMK Tasik Puteri
57	Nurul Insyirah Binti Syaiful	Year 5	SKPK Jalan Batu
58	Muhammad Darwisy Afiq Bin Mohd. Zahirin	Year 5	SKPK Jalan Batu

TRAINEE NAME LIST

Name	Disability	Training	Employment
Mohd Shafiri b Jusoh	Blind	Dialogue in the Dark, Call Centre and Learning Tutor & Coaching training	Employed with us and achieved certified call agent by City & Guilds UK
Athirah Ahmad	Blind	Dialogue in the Dark, Call Centre and Food preparation training	Employed with us as DID Guide and Cloud Kitchen assistant
Ting Fong Yee	Blind	Dialogue in the Dark, Call Centre and Food preparation training	Employed with us as DID Guide, Cloud Kitchen assistant and certified call centre agent by City & Guilds UK
Steven Looi Yuong Chiat	Blind	Dialogue in the Dark, Call Centre training	Employed with us as DID Guide and certified call centre agent by City & Guilds UK
Faris bin Mohd Yusof	Low Vision	Dialogue in the Dark Centre Welcoming Host, Call Centre and Learning Tutor & Coaching training	Employed with Lambda Technologies - Technical Support
Kanesan a/l Visvanathan	Physically Impaired	Dialogue in the Dark hosting, Call Centre training	Part time Dialogue in the Dark host and achieved certified call agent by City & Guilds UK
Brian Heng De Xiang	Low Vision	Dialogue in the Dark, Café Barista Training	Resigned halfway through his barista training as he returned to JB due to parents' concern about this safety due to Covid-19
Kiw Sin Ee	Low Vision	Dialogue in the Dark, Aromatherapy training	Part time aromatherapy masseurs but unable to work now due to Covid-19 strict health SOPs
Louis Prem	Blind and Deaf	Aromatherapy and eCommerce training	To be engaged as our aromatherapy massage trainer post-Covid and is now earning part time selling Coffee product on the various e-Commerce platforms
Khor Hock Kee	Low Vision	eCommerce training	Operating his own e-Store selling Coffee products on the various e-Commerce platforms
Nicholas Ludersamy	Blind and Deaf	eCommerce training	Part time selling our coffee on the various e-Commerce platforms while pursuing hiw Masters in Metaphysics online
Hemavathy a/p Shanmugam	Physically Impaired	Call Centre training	After completing her call centre training, Hema had to do corrective leg surgery and will rejoin us as Call Centre agent after recovering from the surgery expected to be by end of 2021
Cheah Tze Qi	Low Vision	Dialogue in the Dark and Food preparation & barista training	Employed with us as DID Guide and cloud kitchen assistant/barista
Partiban a/l Perumal	Blind	Dialogue in the Dark training	Currently pursuing his university degree at University Malaya in South East Asian Studies
Pang Chee Chun	Low Vision	Dialogue in the Dark, Call Centre training	Employed with us as DID Guide and certified call centre agent by City & Guilds UK
Surendran a/l Ravintharan	Low Vision	Dialogue in the Dark, Call Centre and Learning Tutor & Coaching training	After being employed with us as DID Guide and Learning Tutor and coach, Suren has resigned for now and returned to Malacca as parents are concerned about his health and safety due to Covid-19
Irfan Harith	Learning difficulty	Food preparation training and barista training	Part time employed with us as cloud kitchen assistant and barista

CURRENT AND PAST SPONSORS

GENERAL PUBLIC:



PARTNERS:



ASEAN SCHOOL OF BARISTA

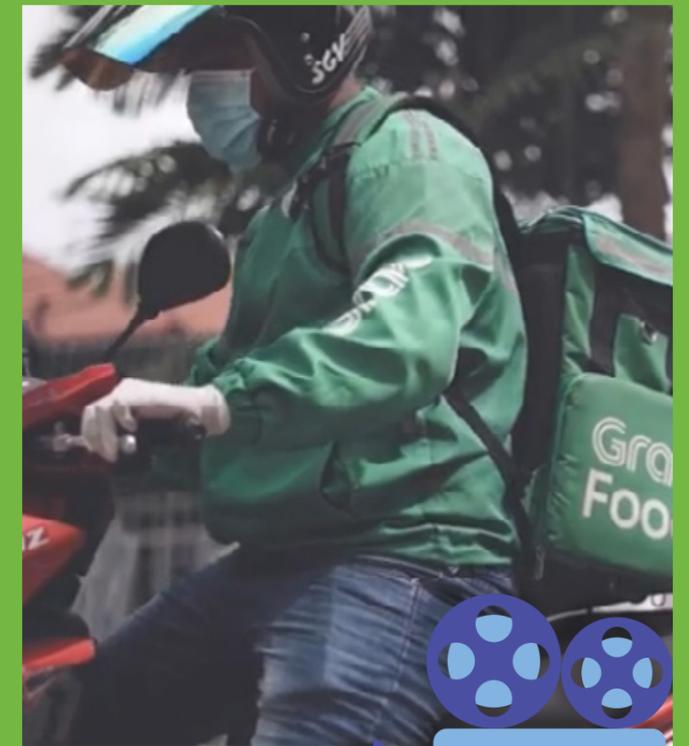


Philanthropies



CSR PARTNERSHIP 3

Food Aid provided by our Cloud Kitchen in collaboration with GRAB. A Food Aid Programme to aid the needy homeless, orphans, refugees, old folks, dialysis patients, Orang Asli homes etc with meals provided by our cloud Kitchen prepared by our PWD/OKU trainees and delivered by GRAB or Volunteers sponsored by Corporates and Foundations



CLOUD KITCHEN

Video link : <https://youtu.be/dSL0R-ZofhE>



YAYASAN CHOW KIT YOUTHS AT RISK



OLD FOLKS HOME AND ORPHANAGE



OUR VISUALLY IMPAIRED TEAM IN THE KITCHEN



ORANG ASLI HOMES



OUR IMPACT



400++

400++ Blind and Deaf students studying in 12 special and mix school nationwide since 2017

110++

110++ PWD/OKU youths and adults with jobs and micro business trainings and enabling opportunities since 2013

10

local and foreign organisations

Partnerships with 10 local and foreign organisations from the Social, Private, Public and education sectors since 2015

CURRENT AND PAST SPONSORS

GENERAL PUBLIC:

Kenanga

SPARK

FOUNDATION

PARTNERS:

Grab



**OUR AUDITED ANNUAL
ACCOUNTS REPORT**

CORPORATE INFORMATION

BOARD OF DIRECTORS

Chan Kum Fai
Wong Kam Kiew

PRINCIPLE PLACE OF BUSINESS

The Weld, LG-05-06,
No.76, Jalan Raja Chulan,
50200 Kuala Lumpur.

SECRETARY

Wong Kai Fei (LS0009826)

PRINCIPAL BANKER

CIMB Bank Berhad

REGISTERED OFFICE

Cube 1, 3-16-M, Jalan 14/155B,
Aked Esplanad, Bukit Jalil,
57000 Kuala Lumpur.

AUDITORS

OKL & PARTNERS PLT
Firm No: AF 2126
Chartered Accountants
3-16-1, Jalan Jalil Perkasa 14,
Aked Esplanad, Bukit Jalil,
57000 Kuala Lumpur.

DIRECTOR'S REPORT

DID MY ACADEMY SDN BHD

Incorporated in Malaysia

DIRECTORS' REPORT

The directors hereby submit their report together with the audited financial statements of Company for the financial year ended 31 December 2020.

DIVIDENDS

No dividends have been paid or declared since the end of the previous financial year. The directors do not recommend that a final dividend to be paid in respect of the financial year.

RESERVES AND PROVISIONS

There were no material transfers to or from reserves or provisions during the financial year except as disclosed in the financial statements.

PRINCIPLE ACTIVITIES

The Company is principally engaged in organising, conducting and facilitating business workshops, seminars, exhibitions and provide coaching and training services and skills. There have been no significant changes in the nature of these activities during the financial year.

FINANCIAL RESULT

Profit after tax

RM 1967

ISSUE OR SHARES AND DEBENTURES

The Company did not issue and new shares or debentures during the financial year except as disclosed in the financial statements.

SHARE OPTIONS

No options has been granted by the Company to any parties during the financial year to take up unissued shares of the Company.

No shares has been issued during the financial year by virtue of the exercise of any options to take up unissued shares of the Company. At the end of the financial year, there was no unissued share of the Company under options.

DIRECTORS

The directors in office during the financial year and during the period from the end of the financial year to date of report are:

CHAN KUM FAI

Appointed on 17 January

WONG KAM KIEW

Resigned on 15 July 2020

WANG CHOON HUI (F)

Resigned on 15 July 2020

The retirement and re-election of the directors are in accordance with the Company's Articles of Associates.

DIRECTOR'S RPORT (CONTD) DIRECTOR'S BENEFITS

Since the end of the previous financial period, no director has received or become entitled to receive any benefit (other than a benefit included in the aggregate amount of emoluments received or due and receivable by the directors shown in the financial statements or the fixed salary of a full time employee of the Company) by the reason of a contract made by the Company or a related corporation with the director or with a firm or which the director is a member or with a company in which the director has a substantial financial interest.

Neither during nor at the end of the financial year, was the Company a party to any arrangement whose object is to enable the directors to acquire benefits by means of the acquisition of shares in or debentures of the company or any other body corporate.

DIRECTORS INTERESTS

According to the register of directors' shareholding, the interests of directors in office at the end of the financial year in the ordinary shares of the Company during the financial year are as follows:

CHAN KUM FAI

Balance as at 01.01.2020	: 613,753
Bought	: -
Sold	: -
Balance as at 31.01.2020	: 613,753

WONG KAM KIEW

Balance as at 01.01.2020	: 409,169
Bought	: -
Sold	: -
Balance as at 31.01.2020	: 409,169

INDEMINITY AND INSURANCE COSTS

During the financial year, there is no indemnity given to or insurance effected for Directors, officers and auditors of the Company.

OTHERS STATUTORY INFORMATION

Before the financial statements of the Company were made out, the directors look reasonable steps:

(a) to ascertain that proper action had been taken in relation to the writing off of bad debts, and the making of allowance for doubtful debts; and
(b) to ensure that any current assets which were unlikely to be realised at their book values in the ordinary course of business have been written down to their estimated realisable values.

At the date of this report, the directors are not aware of any circumstances:

(a) which would require any amount to be written off as bad debts or provided for as doubtful debts; or
(b) which would render the values attributed to current assets in the financial statements of the Company misleading; or
(c) which have arisen which would render adherence to the existing method of valuation of assets or liabilities of the Company misleading or inappropriate; or
(d) not otherwise dealt with in this report or the financial statements which would render any amount stated in the financial statements of the Company misleading.

OTHER STATUTORY INFORMATION (CONT'D)

At the date of this report, there does not exist:

(a) any charge on the assets of the Company that has arisen since the end of the financial year which secures the liability of any other person; or
(b) any contingent liability of the Company which has arisen since the end of the financial year.

No contingent or other liability has become enforceable, or is likely to become enforceable within the period of twelve months after the end of the financial year which, in the option of the directors, will or may substantially affect the ability of the Company to meet its obligations as and when they fall due.

In the option of the directors:

(a) the results of the operations of the Company during the financial year were not substantially affected by any item, transaction or event of a material and unusual nature; and

(b) no item, transaction or event of a material and unusual nature has arisen in the interval between the end of the financial year and the date of this report which would likely affect substantially the results of the operations of the Company for the financial year in which this report is made.

AUDITORS' REMUNERATION

The details of auditors' remuneration is set out in Note 13 to the financial statements.

Signed on Behalf of the Board in accordance with a resolution of the directors,



CHAN KUM FAI
Director



WONG KAM KIEW
Director

Date: 28 MAY 2021

AUDITORS

The auditors, Messrs, OKL & PARTNERS PLT, have indicated their willingness to continue in office.

STATEMENT BY DIRECTORS AND STATUTORY DECLARATION

STATEMENT BY DIRECTORS

Pursuant To Section 251(2) of the Companies Act, 2016

We, Chan Kum Fai and Wong Kam Kiew, being two of the directors of the Company, do hereby state that, in our opinion, the financial statements of the Company set out on pages 10-27 are drawn up in, accordance with Malaysian Private Entities Reporting Standard and the requirements of the Companies Act, 2016 in Malaysia so as to give a true and fair view of the state of affairs of the Company as at 31 December 2020 and of the results of its business and the cash flows of the Company for the financial year ended on that date.

Signed on behalf of the Board
in accordance with a resolution of the directors,



CHAN KUM FAI
Director



WONG KAM KIEW
Director

Date: 28 MAY 2021

STATUTORY DECLARATION

Pursuant To Section 251(1) of the Companies Act, 2016

I, Cham Kum Fai, the director primarily responsible for the financial management of DID MY Academy Sdn Bhd, do solemnly and sincerely declare that to the best of my knowledge and belief, the financial statements of the Company set out on pages 10 to 27 are correct, and I make this solemn declaration conscientiously believing the same to be true and by virtue of the provisions of the Statutory Declarations Act, 1960.

Subscribed and solemnly declared
at Seri Kembangan
Selangor Darul Ehsan
on 28 MAY 2021
Before me:
Commissioner for Oaths



No: 15-3-4, Tingkat 2
Jalan SP 2/1
Taman Serdang Perdana
43300 Seri Kembangan
Selangor Darul Ehsan

INDEPENDENT AUDITORS' REPORT TO THE MEMBERS

OPINION

We have audited the financial statements of DID MY Academy Sdn Bhd, which comprise the statement of financial position as at 31 December 2020, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the financial year then ended, and notes to the financial statements, including a summary of significant accounting policies, as set out on pages 10 to 27.

In our opinion, the accompanying financial statements give a true and fair view of the financial position of the Company as at 31 December 2020, and of its financial performance and its cash flows for the financial year then ended in accordance with Malaysian Private Entities Reporting Standard and the requirements of the Companies Act, 2016 in Malaysia.

BASIS FOR OPINION

We conducted our audit in accordance with approved standards on auditing in Malaysia and International Standards on Auditing. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

INDEPENDENCE AND OTHER ETHICAL RESPONSIBILITIES

We are independent of the Company in accordance with the By-Laws (on Professional Ethics, Conduct and Practice) of the Malaysian Institute of Accountants ("By-Laws") and the International Ethics Standards Board for Accountants' International Code of Ethics for Professional Accountants (including International Independence Standards) ("IESBA Code"), and we have fulfilled our other ethical responsibilities in accordance with the By-Laws and the IESBA Code.

The directors of the Company are responsible for the other information. The other information comprises the Directors' Report but does not include the financial statements of the Company and our auditors' report thereon.

Our opinion on the financial statements of the Company does not cover the Directors' Report and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements of the Company, our responsibility is to read the Directors' Report and, in doing so, consider whether the Directors' Report is materially inconsistent with the financial statements of the Company or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of the Directors' Report, we are required to report that fact. We have nothing to report in this regard.

INFORMATION OTHER THAN THE FINANCIAL STATEMENTS AND AUDITORS' REPORT THEREON

AUDITORS' RESPONSIBILITIES FOR THE AUDIT OF THE FINANCIAL STATEMENTS

Identify and assess the risks of material misstatement of the financial statements of the Company, whether due to fraud or error, design and perform audit procedure responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control.

Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.

Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements of the Company or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Company to cease to continue as a going concern.

Our objectives are to obtain reasonable assurance about whether the financial statements of the Company as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with approved standards on auditing in Malaysia and International Standards on Auditing will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with approved standards on auditing in Malaysia and International Standards on Auditing, we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

AUDITORS' RESPONSIBILITIES FOR THE AUDIT OF THE FINANCIAL STATEMENTS (CONT'D)

Evaluate the overall presentation, structure and content of the financial statements of the Company, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation,

We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

The directors of the Company are responsible for the preparation of financial statements of the Company that give a true and fair view in accordance with Malaysian Private Entities Reporting Standard and the requirements of the Companies Act, 2016 in Malaysia. The directors are also responsible for such internal control as the directors determine is necessary to enable the preparation of financial statements of the Company that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements of the Company, the directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

RESPONSIBILITIES OF THE DIRECTORS FOR THE FINANCIAL STATEMENTS

OTHER MATTERS

This report is made solely to the members of the Company, as a body, in accordance with Section 266 of the Companies Act, 2016 in Malaysia and for no other purpose. We do not assume responsibility to any other person for the content of his report.

our **OPINION** *will*

OKL & PARTNERS PLT
LLP0003369-LCA & AF 2126
Chartered Accountants

KEVIN LOW EE MING
03107/01/2022 J
Partner of the Firm

Kuala Lumpur
 Date: 28 May 2021

STATEMENT OF FINANCIAL POSITION

as at 31 December 2020

	Note	2020 RM	2019 RM
NON-CURRENT ASSETS			
Property, plant and equipment	4	23,685	928
Franchise fee	5	-	19,140
		<u>23,685</u>	<u>20,068</u>
CURRENT ASSETS			
Trade receivables		-	1,300
Other receivables	6	4,380	4,250
Cash and bank balances		72,917	50,580
		<u>77,297</u>	<u>56,130</u>
CURRENT LIABILITIES			
Other payables and accrual	7	98,658	35,621
Amount due directors	8	9,795	33,323
Deferred income	9	32,108	48,800
		<u>140,561</u>	<u>117,744</u>
NET CURRENT LIABILITIES		<u>(63,264)</u>	<u>(61,614)</u>
		<u>(39,579)</u>	<u>(41,546)</u>
Financed by:			
SHARE CAPITAL	10	1,022,922	1,022,922
ACCUMULATED LOSSES		<u>(1,062,501)</u>	<u>(1,064,468)</u>
		<u>(39,579)</u>	<u>(41,546)</u>

STATEMENT OF COMPREHENSIVE INCOME

for the financial year ended
31 December 2020

	Note	2020 RM	2019 RM
Revenue	11	95,874	195,533
Cost of Sales		(16,391)	(7,979)
Gross Profit		79,483	187,554
Other Operating Income		339,742	6,504
Depreciation and amortisation		(21,138)	(14,484)
Staff Costs	12	(186,949)	(166,783)
Other Operating Expenses		(209,151)	(99,212)
Profit / (loss) before tax	13	1,987	(86,421)
Income Tax Expense	14	(20)	-
Profit / (loss) after tax / total comprehensive income / (loss) for the financial year		1,967	(86,421)

STATEMENT OF CHANGES IN EQUITY

for the financial year ended
31 December 2020

	Share Capital RM	Accumulated Losses RM	Total RM
Balance at 1 January 2019	400,000	(978,047)	(578,047)
Issuance of shares	622,922	-	622,922
Loss after tax / total comprehensive loss for the financial year	-	(86,421)	(86,421)
Balance at 31 December 2019	1,022,922	(1,064,468)	(41,546)
Balance at 1 January 2020	1,022,922	(1,064,468)	(41,546)
Profit after tax / total comprehensive income for the financial year	-	1,967	1,967
Balance at 31 December 2020	1,022,922	(1,062,501)	(39,579)

STATEMENT OF CASH FLOW

for the financial year ended
31 December 2020

	2020 RM	2019 RM
CASH FLOWS FROM OPERATING ACTIVITIES		
Profit / (loss) before tax	1,987	(86,421)
Adjustments for:		
Amortisation of franchise fee	19,140	12,133
Depreciation of property, plant and equipment	1,998	2,351
Deferred income recognised	(279,516)	-
Operating loss before working capital changes	(256,391)	(71,937)
Decrease in trade receivables	1,300	8,926
Increase in other receivables	(130)	(4,250)
Increase / (decrease) in other payables and accruals	63,037	(604,069)
Cash used in operations	(192,184)	(671,330)
Tax paid	(20)	-
Net cash used in operating activities	(192,204)	(671,330)
CASH FLOWS FROM INVESTING ACTIVITY		
Purchase of property, plant and equipment	(24,755)	-
Net cash used in investing activity	(24,755)	-
CASH FLOWS FROM FINANCING ACTIVITIES		
Director's financing	(23,528)	30,000
Grant received	262,824	48,800
Issuance of shares	-	622,922
Net cash generated from financing activities	239,296	701,722
Net increase in cash and cash equivalents	22,337	30,392
Cash and cash equivalents at beginning of the financial year	50,580	20,188
Cash and cash equivalents at end of the financial year	72,917	50,580
CASH AND CASH EQUIVALENTS COMPRISE:		
Cash on hand	284	284
Cash at bank	72,633	50,296
	72,917	50,580

NOTES TO THE FINANCIAL STATEMENTS

for the financial year ended
31 December 2020

CORPORATE INFORMATION

"The Company is a private limited company, incorporated and domiciled in Malaysia, The address of the registered office is Cube 1, 3-16-M, Jalan 14/15SB, Aked Esplanad, Bukit Jalil, 57000 Kuala Lumpur and the principal place of business is The Weld, LG-05-06, No. 76, Jalan Raja Chulan, 50200 Kuala Lumpur.

The Company is principally engaged in organising, conducting and facilitating business workshops, seminars, exhibitions and provide coaching and training services and skills. There have been no significant changes in the nature of these activities during the financial year.

The financial statements were authorised for issue by the Board of Directors in accordance with a resolution of the directors.

STATEMENT OF COMPLIANCE

The financial statements have been prepared in accordance with the Malaysian Private Entities Reporting Standard (“MPERS”) and the requirements of the Companies Act, 2016 in Malaysia.

BASIS OF MEASUREMENT

The financial statements have been prepared on the historical cost basis other than as disclosed in Note 3.

FUNCTIONAL AND PRESENTATION CURRENCY

These financial statements are presented in Ringgit Malaysia (“RM”), which is the Company’s functional currency.

USE OF ESTIMATES AND JUDGEMENTS

The preparation of the financial statements in conformity with MPERS requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, income and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimates are revised and in any future periods affected.

There are no significant areas of estimation uncertainty and critical judgements in applying accounting policies that have significant effect on the amounts recognised in the financial statements.

PROPERTY, PLANT AND EQUIPMENT

RECOGNITION AND MEASUREMENT

Items of property, plant and equipment are measured at cost less any accumulated depreciation and any accumulated impairment losses. Cost includes expenditures that are directly attributable to the acquisition of the asset and any other costs directly attributable to bringing the asset to working condition for its intended use, and the costs of dismantling and removing the items and restoring the site on which they are located. The cost of self-constructed assets also includes the cost of materials and direct labour. Cost also may include transfers from equity of any gain or loss on qualifying hedges of foreign currency purchases of property, plant and equipment.

Purchased software that is integral to the functionality of the related equipment is capitalised as part of that equipment.

When significant parts of an item of property, plant and equipment have different useful lives, they are accounted for as separate items (major components) of property, plant and equipment.

The gain or loss on disposal of an item of property, plant and equipment is determined by comparing the proceeds from disposal with the carrying amount of property, plant and equipment and is recognised net within “other income” or “other expenses” respectively in profit or loss.

SUBSEQUENT COSTS

The cost of replacing a component of an item of property, plant and equipment is recognised in the carrying amount of the item if it is probable that the future economic benefits embodied within the component will flow to the Company, and its cost can be measured reliably. The carrying amount of the replaced component is derecognised to profit or loss. The costs of the day-to-day servicing of property, plant and equipment are recognised in profit or loss as incurred.

PROPERTY, PLANT AND EQUIPMENT (CONT'D)

DEPRECIATION

Depreciation is based on the cost of an asset less its residual value. Significant components of individual assets are assessed, and if a component has a useful life that is different from the remainder of that asset, then that component is depreciated separately.

Depreciation is recognised in profit or loss on a straight-line basis over the estimated useful lives of each component of an item of property, plant and equipment from the date that they are available for use. The estimated useful lives for the current and comparative periods are as follows:

Computer and software	20%
Furniture and fittings	20%
Office equipment	20%
Signboard	20%
Website development	20%

If there is an indication that there has been a significant change since the last annual reporting date in the pattern by which the Company expects to consume an asset's future economic benefits, the Company would review its present depreciation method and, if current expectations differ, the Company would amend the residual value, depreciation method or useful life to reflect the new pattern.

INTANGIBLE ASSET

FRANCHISE FEE

Franchise fee is measured at cost less any accumulated amortisation and any accumulated impairment losses.

AMORTISATION

Amortisation is based on the cost of an asset less its residual value. Amortisation is recognised in profit or loss on a straight-line basis over the estimated useful lives of intangible assets from the date that they are available for use. The estimated useful life for the current and comparative periods is as follows:

Franchise fee	5 years
---------------	---------

If there is an indication that there has been a change in the residual value or useful life of an intangible asset since the last annual reporting date, the Company would review its previous estimates and, if current expectations differ, the Company would amend the residual value, amortisation method or useful life.

CASH AND CASH EQUIVALENTS

Cash and cash equivalents consist of cash on hand and balance with banks, and are used by the Company in the management of their short-term commitments. For the purpose of the statement of cash flows, cash and cash equivalents are presented by cash on hand and bank balances

FINANCIAL INSTRUMENTS

INITIAL RECOGNITION AND MEASUREMENT

A financial asset or financial liability is recognised in the statement of financial position when, and only when, the Company becomes a party to the contractual provisions of the instrument.

A financial instrument is recognised initially at the transaction price (including transaction costs except in the initial measurement of a financial asset or financial liability that is measured at fair value through profit or loss) unless the arrangement constitutes, in effect, a financing transaction. If the arrangement constitutes a financing transaction, the financial asset or financial liability is measured at the present value of the future payments discounted at a market rate of interest for a similar debt instrument.

SUBSEQUENT MEASUREMENT

Debt instruments that meet the following conditions are measured at amortise cost using the effective interest method:

- Returns to the holder are determinable, e.g. a fixed amount and/or variable rate of return benchmark against a quoted or observable interest rate;
- There is no contractual provision that could result in the holder losing the principal amount or any interest attributable to the current or prior periods; and
- Prepayment option, if any, is not contingent on future events.

Debt instruments that are classified as current assets or current liabilities are measured at the undiscounted amount of the cash or other consideration expected to be paid or received unless the arrangement constitutes, in effect, a financing transaction.

All other financial assets or financial liabilities not measured at amortised cost or cost less impairment are measured at fair value with changes recognised in profit or loss.

All financial assets (except for financial assets measured at fair value through profit or loss) are assessed at each reporting date whether there is any objective evidence of impairment. An impairment loss is measured as follows:

- For an instrument measured at amortised cost, the impairment loss is the difference between the asset's carrying amount and the present value of estimated cash flows discounted at the asset's original effective interest rate.

For an instrument measured at cost less impairment, the impairment loss is the difference between the asset's carrying amount and the best estimate of the amount that would be received for the asset if it were to be sold at the reporting date.

DERECOGNITION

A financial asset or part of it is derecognised when, and only when, the contractual rights to the cash flows from the financial asset expire or are settled, or control of the asset is not retained or substantially all of the risks and rewards of ownership of the financial asset are transferred to another party. On derecognition of a financial asset, the difference between the carrying amount of the financial asset derecognised and the consideration received, including any newly created rights and obligations, is recognised in profit or loss.

A financial liability or part of it is derecognised when, and only when, the obligation specified in the contract is discharged, cancelled or expires. On derecognition of a financial liability, the difference between the carrying amount of the financial liability extinguished or transferred to another party and the consideration paid, including any non-cash assets transferred or liabilities assumed, is recognised in profit or loss.

IMPAIRMENT OF NON-FINANCIAL ASSETS

The carrying amounts of non-financial assets (i.e. property, plant and equipment) are reviewed at the end of each reporting period to determine whether there is any indication of impairment. If any such indication exists then the asset's recoverable amount is estimated.

For the purpose of impairment testing, assets are grouped together into the smallest group of assets that generates cash inflows from continuing use that are largely independent of the cash inflows from other assets or cash-generating units.

The recoverable amount of an asset or a cash-generating unit is the higher of its fair value less costs to sell and its value in use. In assessing value in use, the estimated future cash flows are discounted to their present value using a pre-tax discount rate that reflects current market assessments of the time value of money and the risks specific to the asset or cash-generating unit.

An impairment loss is recognised if the carrying amount of an asset or its related cash-generating unit exceeds its estimated recoverable amount.

Impairment losses are recognised in profit or loss.

Impairment losses recognised in prior periods are assessed at the end of each reporting period for any indications that the loss has decreased or no longer exists. An impairment loss is reversed if there has been a change in the estimates used to determine the recoverable amount since the last impairment loss was recognised. An impairment loss is reversed only to the extent that the asset's carrying amount does not exceed the carrying amount that would have been determined, net of depreciation or amortisation, if no impairment loss had been recognised. Reversals of impairment losses are credited to profit or loss in the financial year in which the reversals are recognised.

EQUITY INSTRUMENTS

RECOGNITION AND MEASUREMENT

Instruments classified as equity are measured at cost on initial recognition and are not remeasured subsequently.

Issue expenses

Costs directly attributable to the issue of instruments classified as equity are recognised as a deduction from equity, net of any related income tax benefit.

Ordinary shares

Ordinary shares are classified as equity.

EMPLOYMENT BENEFITS

SHORT-TERM BENEFITS

Short-term employee benefit obligations in respect of salaries, annual bonuses, paid annual leave and sick leave are measured on an undiscounted basis and are expensed as the related service is provided.

A liability is recognised for the amount expected to be paid under short-term cash bonus or profit-sharing plans if the Company has a present legal or constructive obligation to pay this amount as a result of past service provided by the employee and the obligation can be estimated reliably.

STATE PLAN

The Company's contributions to statutory pension funds are charged to profit or loss in the financial period to which they relate. Prepaid contributions are recognised as an asset to the extent that a cash refund or a reduction in future payments is available.

REVENUE AND OTHER INCOME

GOODS SOLD

Revenue from the sale of goods in the course of ordinary activities is measured at fair value of the consideration received or receivable, net of returns and allowances, trade discounts and volume rebates. Revenue is recognised when persuasive evidence exists, usually in the form of an executed sales agreement, that the significant risks and rewards of ownership have been transferred to the customer, recovery of the consideration is probable, the associated costs and possible return of goods can be estimated reliably, there is no continuing management involvement with the goods, and the amount of revenue can be measured reliably, then the discount is recognised as a reduction of revenue as the sales are recognised.

SERVICES

Revenue from services rendered is recognised in profit or loss in proportion to the stage of completion of the transaction at the end of the reporting period. The stage of completion is assessed by reference to surveys of work performed.

GOVERNMENT GRANTS

Government grants are recognised as follows:

- ▶ A grant that does not impose specified future performance conditions on the recipient is recognised in income when the grant proceeds are receivable.
- ▶ A grant that imposes specified future performance conditions on the recipient is recognised in income only when the performance conditions are met.
- ▶ Grants received before the revenue recognition criteria are satisfied are recognised as a liability.

Government grants are measured at the fair value of the asset received or receivable.

INCOME TAXES

Income tax expense comprises current and deferred tax. Current tax and deferred tax are recognised in profit or loss except to the extent that it relates to a business combination or items recognised directly in equity or other comprehensive income.

Current tax is the expected tax payable or receivable on the taxable income or loss for the financial year, using tax rates enacted or substantively enacted by the end of the reporting period, and any adjustment to tax payable in respect of previous financial years.

Deferred tax is recognised using the liability method, providing for temporary differences between the carrying amounts of assets and liabilities in the statement of financial position and their tax bases. Deferred tax is not recognised for the following temporary differences: the initial recognition of goodwill, the initial recognition of assets or liabilities in a transaction that is not a business combination and that affects neither accounting nor taxable profit or loss. Deferred tax is measured at the tax rates that are expected to be applied to the temporary differences when they reverse, based on the laws that have been enacted or substantively enacted by the end of the reporting period.

Deferred tax assets and liabilities are offset if there is a legally enforceable right to offset current tax liabilities and assets, and they relate to income taxes levied by the same tax authority on the same taxable entity, or on different tax entities, but they intend to settle current tax assets and liabilities on a net basis or their tax assets and liabilities will be realised simultaneously.

A deferred tax asset is recognised to the extent that it is probable that future taxable profits will be available against which the temporary difference can be utilised. Deferred tax assets are reviewed at the end of each reporting period and are reduced to the extent that it is no longer probable that the related tax benefit will be realised.

PROPERTY, PLANT AND EQUIPMENT

	At 01.01.2020 RM	Addition RM	Disposals RM	At 31.12.2020 RM
Cost				
Computer and software	5,126	16,455	-	21,581
Furniture and fittings	32,351	2,500	-	34,851
Office equipment	2,716	-	-	2,716
Signboard	7,040	-	-	7,040
Website and development	9,910	5,800	-	15,710
	57,143	24,755	-	81,898
	At 01.01.2020 RM	Charge for the Financial Year RM	Disposals RM	At 31.12.2020 RM
Accumulated Depreciation				
Computer and software	5,126	970	-	6,096
Furniture and fittings	32,298	94	-	32,392
Office equipment	2,582	133	-	2,715
Signboard	7,040	-	-	7,040
Website and development	9,169	801	-	9,970
	56,215	1,998	-	58,213
	2020 RM	2019 RM		
Carrying Amount				
Computer and software	15,485	-		
Furniture and fittings	2,459	53		
Office equipment	1	134		
Signboard	-	-		
Website and development	5,740	741		
	23,685	928		

FRANCHISE FEE

	At 01.01.2020 RM	Addition RM	Disposals RM	At 31.12.2020 RM
Cost				
Franchise fee	253,092	-	-	253,092
	At 01.01.2020 RM	Charge for the Financial Year RM	Disposals RM	At 31.12.2020 RM
Accumulated Depreciation				
Franchise fee	233,952	19,140	-	253,092
			2020 RM	2019 RM
Carrying Amount				
Franchise fee			-	19,140

CASH AND BANK BALANCES

	2020 RM	2019 RM
Cash on hand	284	284
Cash on bank	72,633	50,296
	72,917	50,580

OTHER PAYABLES AND ACCRUALS

	2020 RM	2019 RM
Other payables	53,349	11,944
Accruals	45,309	23,677
	98,658	35,621

REVENUE

Revenue represents the invoiced value of services and goods sold less discounts and returns.

DEFERRED INCOME

	2020 RM	2019 RM
At beginning of financial year	48,800	-
Grant received	262,824	48,800
Less: Released to income statement	(279,516)	-
At end of financial year	<u>32,108</u>	<u>48,800</u>

Deferred income represents government grant received which are related to improve the livelihood of disability and is recognised as income over the periods to match the related costs for which the grant is intended to compensate on a systematic basis.

DEFERRED INCOME

	2020 RM	2019 RM
Ordinary share with no par value		
Issued and fully paid up:		
At beginning of the financial year	1,022,922	400,000
Issued during the financial year	-	622,922
at end of the financial year	<u>1,022,922</u>	<u>1,022,922</u>

REVENUE

Revenue represents the invoiced value of services and goods sold less discounts and returns.

STAFF COST

	2020 RM	2019 RM
Directors' emoluments		
Salaries and allowances	52,923	-
Contributions to defined contribution plan	6,753	-
Social security costs	894	-
	<u>90,570</u>	<u>-</u>
Other staff costs		
Salaries and allowances	110,627	133,964
Contributions to defined contribution plan	9,718	11,069
Social security costs	6,034	21,750
	<u>126,379</u>	<u>166,783</u>
	<u>196,949</u>	<u>166,783</u>
Number of employees at 31 December (excluding directors)	<u>6</u>	<u>5</u>

PROFIT / (LOSS) BEFORE TAX

	2020 RM	2019 RM
This is stated after charging:		
Auditors remuneration	1500	1500
Amortisation of franchise fee	19,140	12,133
Depreciation of property, plant and equipment	1,998	2,351
Rental of premises	56,266	-
and crediting:		
Grant income	279,516	-
Wage subsidy	29,800	-

INCOME TAX EXPENSE

	2020 RM	2019 RM
Current tax		
Under provision in prior years	20	-
	20	-

INCOME TAX EXPENSE (CONT'D)

The reconciliation between tax expense and the product of accounting profit / (loss) multiplied by the applicable corporate tax rate for the financial years ended 31 December 2020 and 31 December 2019 is as follows:

	2020 RM	2019 RM
Profit / (loss) before tax	1,987	(86,421)
Tax at Malaysia statutory tax rate of 17% (2019: 17%)	338	(14,692)
Expenses not deductible for tax purpose	3,619	13,337
Deferred tax assets not recognised during the financial year	-	1,355
Under provision of current taxation in prior years	20	-
Utilisation of previously unrecognised tax losses	(3,957)	-
	20	-

PROFIT / (LOSS) BEFORE TAX

	2020 RM	2019 RM
Financial assets are analysed into:		
Financial assets at amortised cost		
Trade receivables	-	1,300
Other receivables	4,380	4,250
Cash and bank balances	72,297	50,580
	77,297	56,130
Financial liabilities are analysed into:		
Financial liabilities at amortised cost		
Other payment and accruals	98,658	35,621
Amount due to directors	9,795	48,800
	108,453	84,421

IDENTITY OF RELATED PARTIES

For the purposes of these financial statements, parties are considered to be related to the Company if the Company has the ability, directly or indirectly, to control or jointly control the party or exercise significant influence over the party in making financial and operating decisions, or vice versa, or where the Company and the party are subject to common control. Related parties may be individuals or other entities.

Related parties also include key management personnel defined as those persons having authority and responsibility for planning, directing and controlling the activities of the Company either directly or indirectly and entity that provides Key management personnel services to the Company. The key management personnel include all the Directors of the Company and certain members of senior management of the Company.

The Company has related party relationship with its key management personnel.

SIGNIFICANT RELATED PARTY TRANSACTIONS

The significant related party transactions of the Company are shown below.

	2020 RM	2019 RM
KEY MANAGEMENT PERSONNEL:		
Directors		
Salaries and allowances	52,923	-
Contributions to defined contribution plan	6,753	-
Social security costs	894	-
	<u>60,570</u>	<u>-</u>

COMPARATIVE FIGURES

Certain comparative figures have been reclassified to conform with current financial year's presentation.

	As previously reported RM	Reclassification RM	As Reclassified RM
Statement of Financial Position			
Deferred income	-	48,800	48,800
Other payables and accruals	84,421	(48,800)	35,621
Statement of Cash Flows			
Cash Flows From			
Operating Activities	(555,269)	(48,800)	(604,069)
Decrease in other payables and accruals			
Cash Flows From			
Financing Activities			
Grant received	-	48,800	48,800

LODGER INFORMATION

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