



# sowing and growing\_

*Yayasan Generasi Gemilang // 2019 Annual Report*



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## *2019 Introduction*

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Reflecting on the year 2019, we've seen so much growth in the children, families and communities we work with.

Through this report, we want to thank the many collaborators who have gone through this process of planting a seed, watering, nurturing and growing with us.

It is because of you that we are able to reap the fruits of that seed that was planted years ago. This report gives you an overview of the change that is possible with collaborative investment into the lives of under-served children and their families.





### JANUARY

In collaboration with Prudence Assurance Malaysia Berhad (PAMB), Duit Right Plus is a boardgame version of the financial education program Duit Right that was launched in various schools as a co-curriculum option, with an aim to help youth learn the money cycle concept of earn, save, spend & donate.

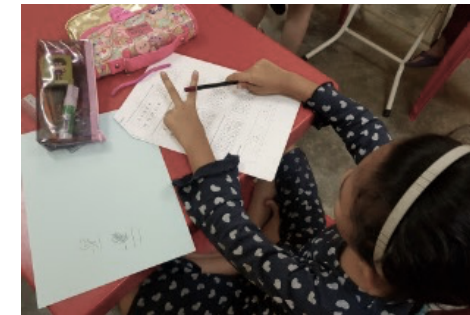


### FEBRUARY

The GG team trained 108 teachers from schools in Sabah & Sarawak with a financial literacy module called Cha-Ching Curriculum. As a result, 7,649 children were educated with fundamental financial knowledge.

### MARCH

This marks the 10th year that we have conducted the Mustard Seeds program in Rumah Kanak-Kanak Tengku Budriah (RKKTB). What started as a group of volunteers going in to hug babies has become one of the core programs in this children's institution. The staff who have been around for the same duration have commended the consistency of the program and the dedication of the volunteers in loving and caring for the babies there.



### JULY

We started exploring a new community in Cheras for LIT Mathematics with the support of Outpost Uniform. The community leader was very welcoming of the program and a total of 20 students from PPR Pudu Ulu attended our sessions.



## SEPTEMBER

With funding from Kementerian Pembangunan Wanita, Kanak-Kanak & Masyarakat (KPWKM), GG carried out a workshop for 146 staff from 36 institutions. The trained staff shared that they have increased knowledge and understanding of their roles, why self-care is important, and how communication amongst one another is essential to their work.



## DECEMBER

All 5 students who were supported through the community education fund PROPEL have finally graduated from their diploma or pre-university courses. Some have chosen to continue their studies and are pursuing their degree, while the rest have found jobs in their respective fields as accountants, IT personnel, mechanic and so on.



## BASIC EDUCATION

*397*  
*children & youth*



## LIFE SKILLS

*245*  
*adults & families*

*28,145*  
*children & youth*

## BASIC NEEDS

*40,000*  
*families*

*1,938*  
*children & youth*



*2019 Impact*





**HIGHLIGHT #1***Confidence In  
Managing Finances*

Through FamsUP, a family support program, we not only aim to provide aid to help high needs families address issues such as poverty, unemployment, and children's education, we also hope to empower and equip them to weather through times of crisis.

*Family Service Contact Hours*

9  
families

71  
sessions

111  
hours



When we first met Puan Sanya\*, she was faced with a mountain of debt and struggled to manage her finances. Through more than 1 year of equipping her with financial literacy, encouraging her to budget monthly and save every month, she was able to finally purchase a washing machine.

Saving up and purchasing a washing machine may not seem like a big milestone, but for someone who struggled with their financial situation for years it is a monumental one. Puan Sanya was overjoyed when she achieved her goal and is now more motivated to save up for her family needs.

\*Names have been changed to protect the identity of the persons involved.



## HIGHLIGHT #2

### *Drawing Circles: The Basics of Writing*

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The basics of a child learning to write the alphabet lies in them being able to draw shapes, especially circles. Being able to draw a circle will help when the child is learning to write alphabets like “a”, “b”, “p” and so on. Through our Taska 3 program held in Rumah Kanak-Kanak Tengku Budriah (RKKTB), we do drawings every once a month with the children and chart their progress to see if they have reached this developmental milestone.

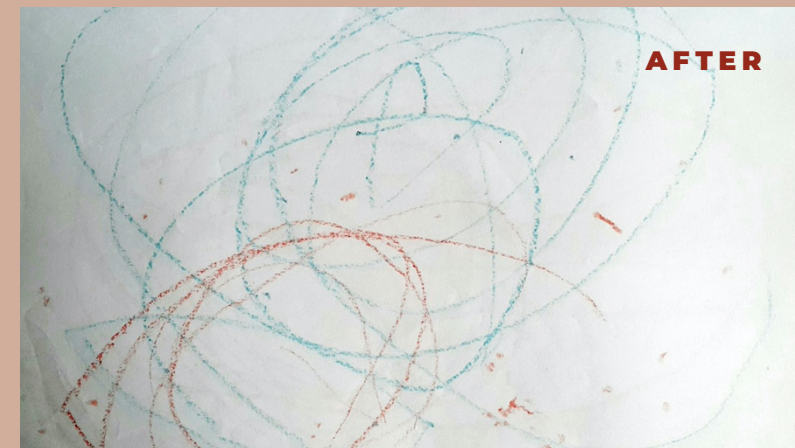
During the pre-assessment, Ana’s\* drawing shows very light lines. This indicates that she lacks the fine motor skill strength in holding and drawing. After 4 months, her post-assessment drawing showed clearer and more visible lines. The child was also able to draw somewhat longer lines and in a circular motion.

The fact that children in institutions are able to reach their developmental milestones despite their circumstances makes our work more meaningful.

*\*Names have been changed to protect the identity of the persons involved.*



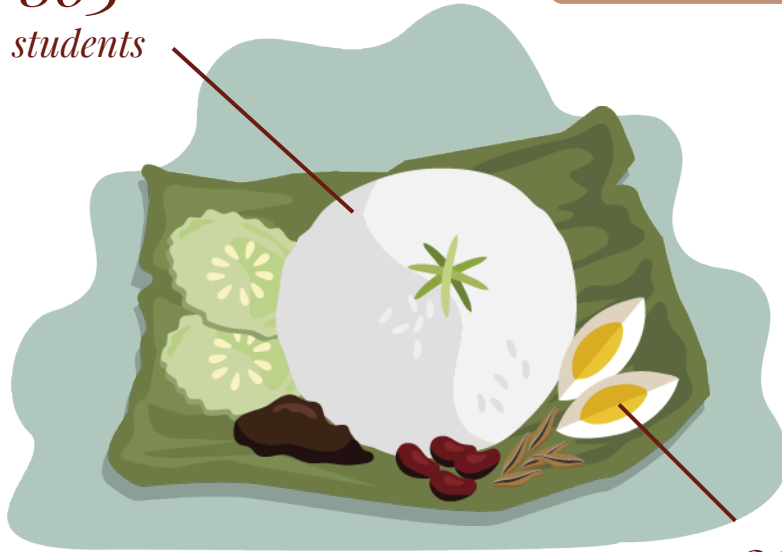
*This is the pre-assessment by Ana\* where there are no prominent circles in her drawings. The red circles are drawn by the GG staff teaching the children.*



*The post-assessment by Ana\* where her drawing shows more visible & clear lines in a circular motion.*

**BASIC NEEDS***Super Sarapan*

803  
students



70% students say they  
concentrate better in class

> 90% teachers reported improved  
attendance & classroom behaviour

22  
schools

*"I know that there's at least a meal waiting for me in school if I come," - Amirah\**

One meal every day is provided to the under-served children in school to motivate them to go to school and stay in school. Over the years, more than just satisfying hunger, Super Sarapan has also provided a sense of stability for the children. One Super Sarapan recipient named Amirah\*, came from a broken family which led to her not being able to attend school at times.

Nevertheless, Amirah\* mentioned that despite the many uncertainties in her life, she is assured that there is always breakfast waiting for her at school through Super Sarapan. No doubt, this program has given her certainty and stability and it warmed her heart to know that there are people who care about her wellbeing. This, gave her hope to persevere in pursuing her studies!

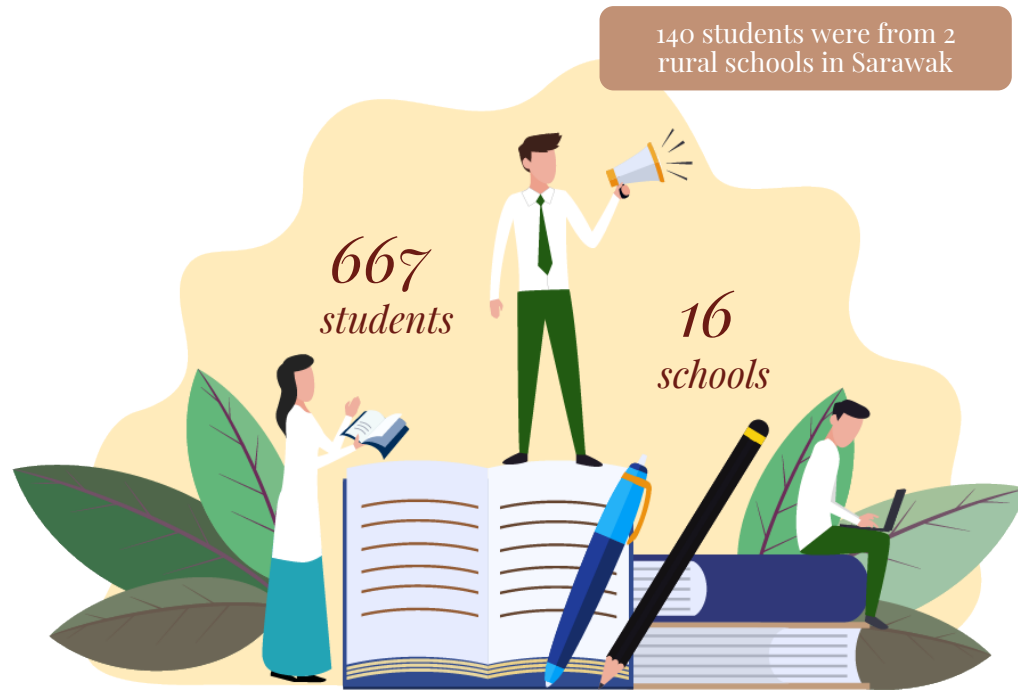
*\*Names have been changed to protect the identity of the persons involved.*



## BASIC NEEDS

### *Super Seragam*

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*“It helped many students to reduce (their) parent’s expenses. Many students in our school are from single parent homes” – School teacher*

One set of uniform can mean the world to one child. Over and above, Super Seragam has helped many in regaining confidence and restoring dignity. Going the extra mile, we reached out to two rural schools in Sarawak. In order to get uniforms, they are required to travel to the nearest towns which are located very far and many cannot afford that kind of expenses. Hence, this left them with no choice but to change their uniforms only when they outgrow it. Thanks to the funding for Super Seragam, a total of 140 students from two rural schools have received not one, but two brand new sets of uniforms, a pair of school shoes & socks, and a school bag.

## BASIC NEEDS

### *Super Sight*

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*468*  
*students checked*



*126*  
*students received*  
*spectacles*

This program has allowed students to have clearer vision to learn thanks to the free vision checks and spectacles if required. A girl who used to share spectacles with her siblings now has her own spectacles with the right power that suits her. Another boy with a power of 400 also received his first ever spectacles thanks to Super Sight. In 2019, we have given a total of 468 free vision checks and provided 126 pairs of spectacles to children from secondary schools.





## BASIC EDUCATION

### *LIT Primary & Secondary*

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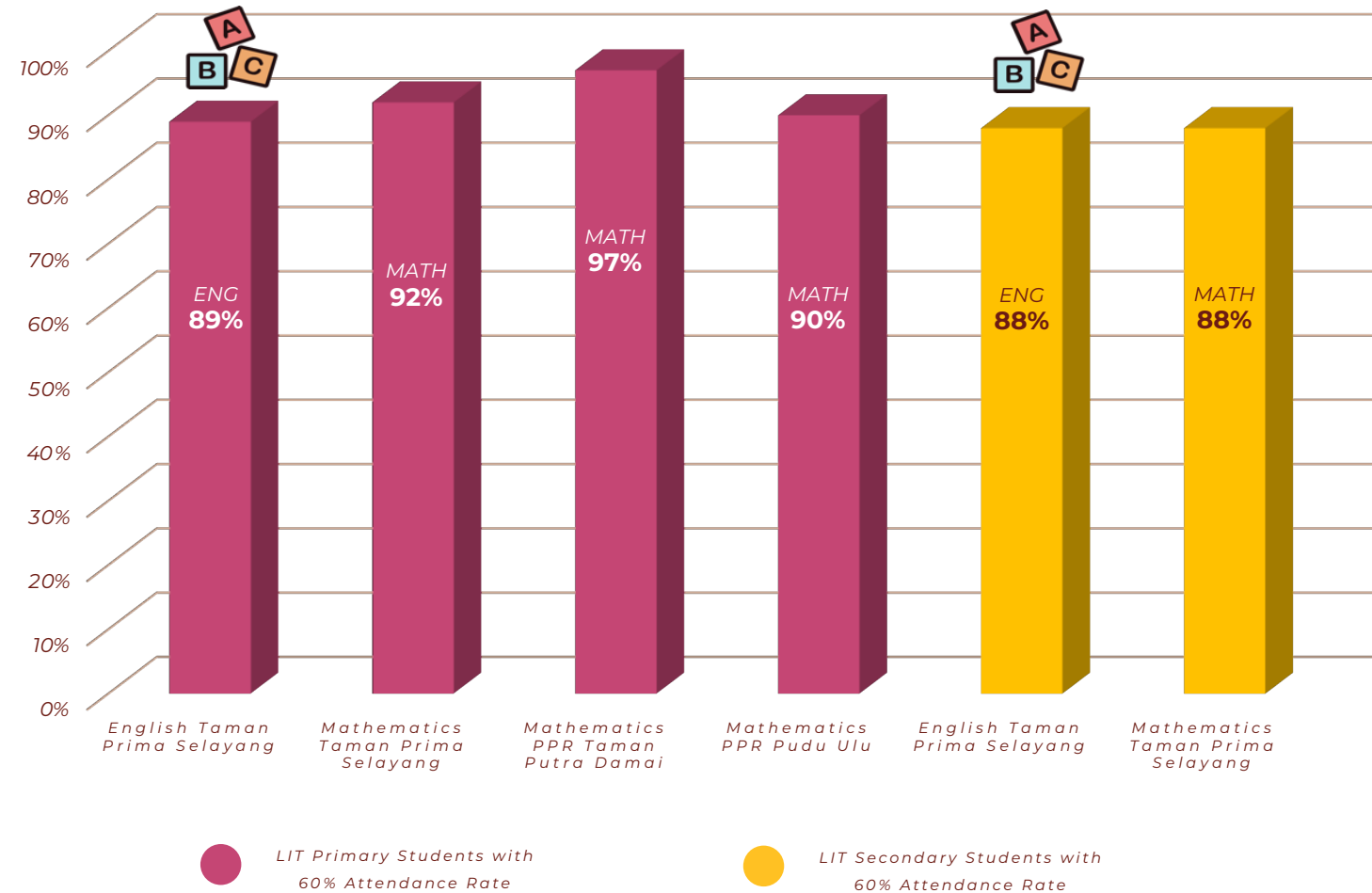
2019 was marked with an expansion of our basic education programs in communities to meet a growing need. This was evident as LIT Primary for Mathematics kicked off in PPR Taman Putra Damai with an overwhelming response and a wait list of children whose parents were eager to sign them up.

In addition to growth in the number of students, the LIT program was also piloted in a new community—PPR Pudu Ulu. It is thanks to sponsors like Mah Sing Foundation & Outpost Uniform that children who need this learning opportunity were able to participate in our programs.

*The 3As – Attendance, Attainment and Attitude are heavily emphasized in our LIT program.*

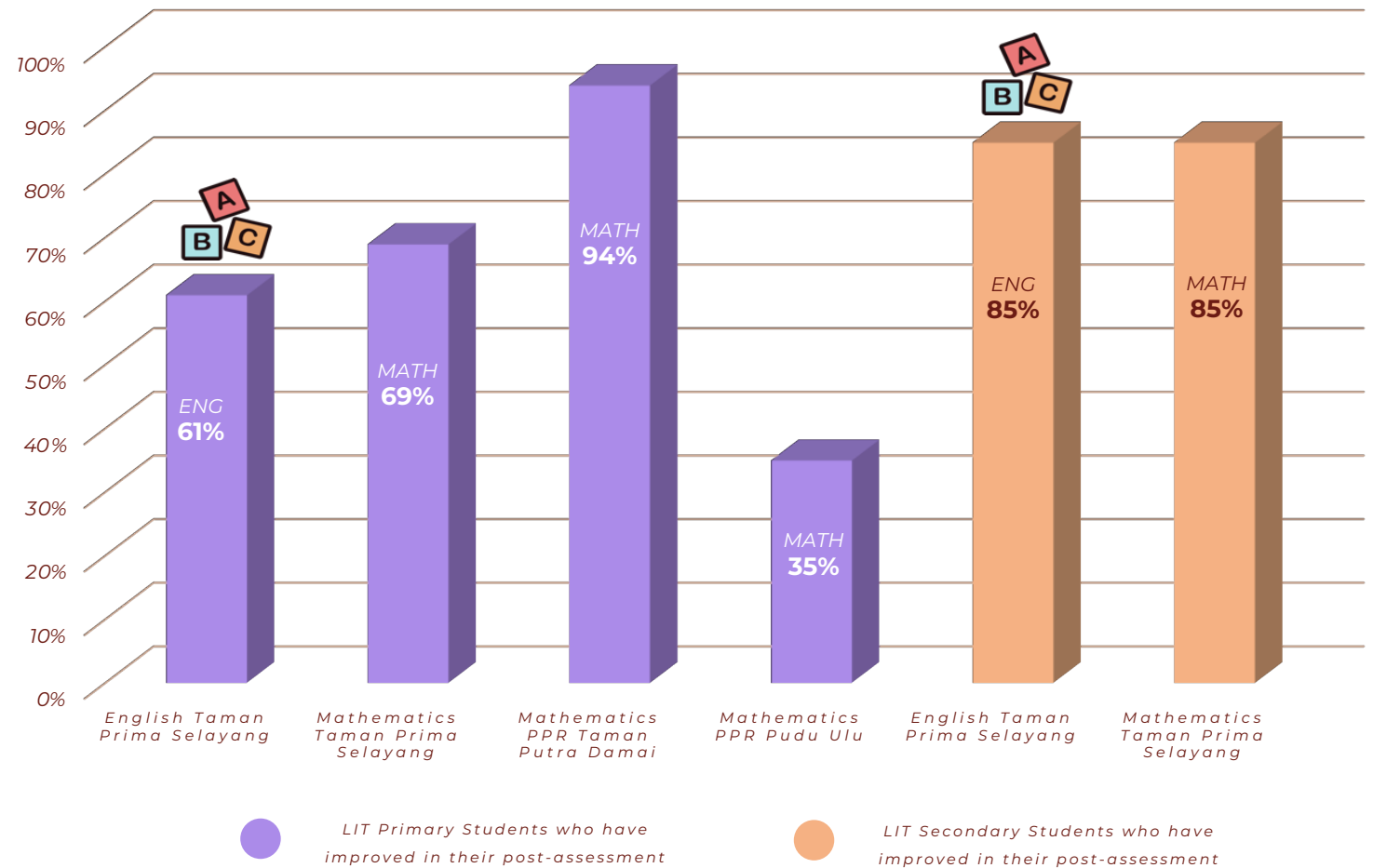
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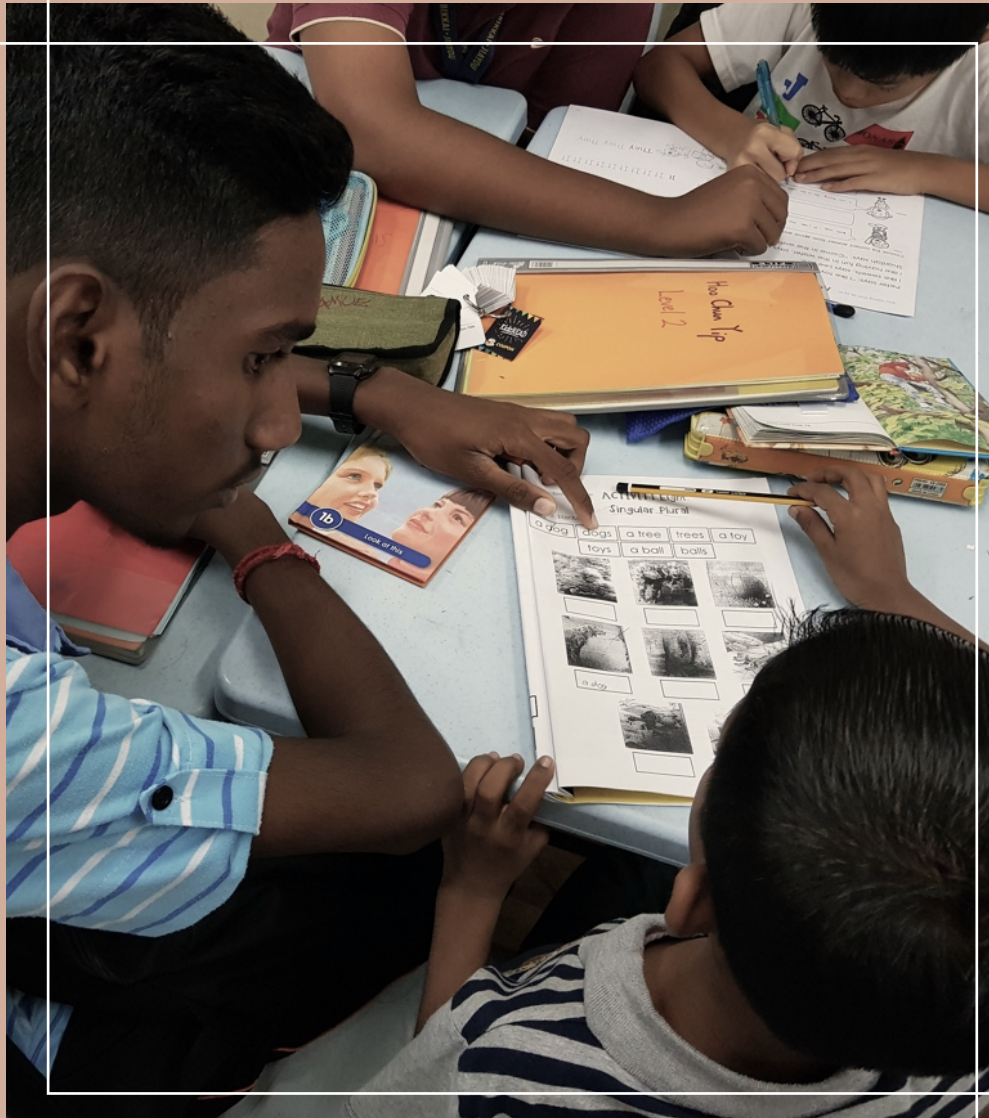
**Attendance** shows a child's interest in the program, which in turn means that they are able to receive consistent guidance and mentoring. The chart below shows that at least 88% of the students attend our programs regularly.





**2** **Attainment** of a child is measured through pre-assessments & post-assessments. The chart below shows the percentage of improvement of students from the respective communities. PPR Pudu Ulu recorded the lowest improvement because the program is new and there were only 10 sessions in the year.





3 **Attitude** LIT is not only about guiding the children academically, it is also about imparting values to them in hopes of raising an exemplary next generation. What we have noticed in 2019 were:

## **GROWTH IN CONFIDENCE**

Children across the different LIT programs have shown increased confidence in themselves. A LIT Primary child went from commenting “Wrong, wrong, wrong.” whenever his mentor marked his exercises to being motivated in doing his work this year and even encouraging a new child in the class.

Besides that, a LIT Secondary student also gained confidence from not speaking a single word of English and not making eye contact with his mentors to writing English essays and helping his friends with their homework now.

## **GROWTH IN OWNERSHIP**

The children in our sessions are encouraged to take ownership of their classes through setting up before class, tidying up after class, and disposing of waste properly after having their refreshments.

This year, our teams took it up a notch and encouraged the children to arrange their footwear neatly outside the classroom. It wasn't easy to instill this new habit but the children have been doing it consistently!



## BASIC EDUCATION

### *K i d z R E A D*

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The mother of Siti\*, one of our KidzREAD and LIT Primary Mathematics students, was in tears as she relayed to us what happened during report card collection day at school. The teacher had only praises for Siti, for not only scoring the highest grades in English and Mathematics in her class, but for also being the only girl who was intentional in greeting her teachers at school.

The teacher asked Siti's mother whether she was a teacher or if she had sent Siti to tuition classes for Siti to have improved so much. Siti's mother was beaming with pride at what Siti has accomplished as in reality, she was illiterate and could not afford to send Siti to any paid tuitions.



*\*Names have been changed to protect the identity of the persons involved.*

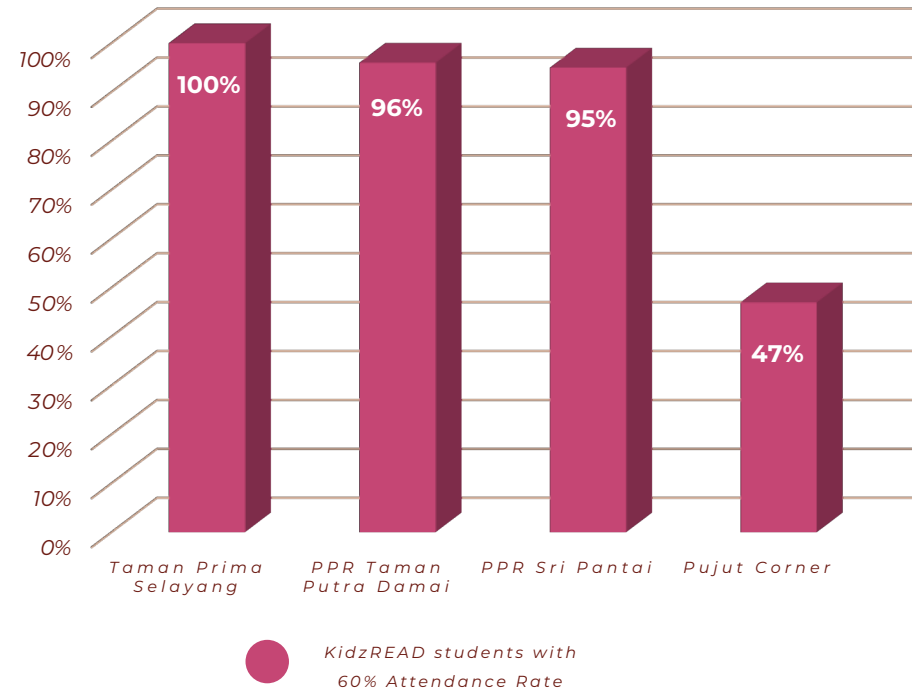
*“Apabila cikgu GG ajar, macam letak buku dalam otak saya” – Siti\**

According to the mother, Siti does not like school because it feels stressful; but she feels comfortable asking GG's mentors questions when they mentor her during sessions. She told her mother once that when the GG mentors teach her, it's like they downloaded the information from books into her brain and she remembers everything.

We are not just planting the seeds of knowledge and skill in the children, but also the values, confidence and hope that will carry them throughout their lives. This story shows how a child can improve academically when they grow in confidence through our programs.

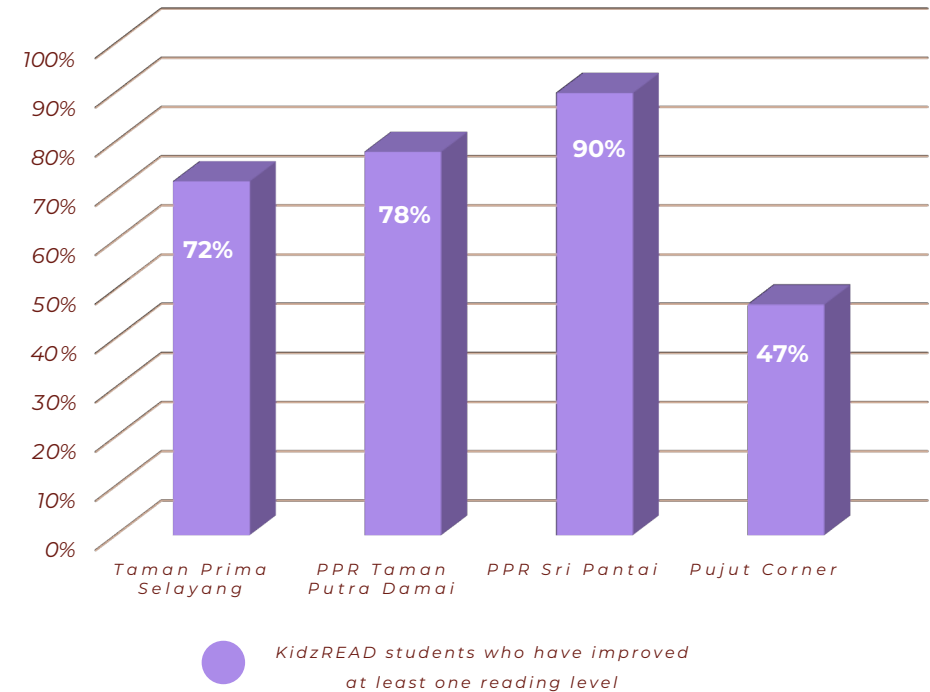
## BASIC EDUCATION

### *K i d z R E A D*



## 1 Attendance

The chart above shows that most of the students attend our program regularly except for those in Pujut Corner, Sarawak. This is likely because the program is held in school, so if the students do not go to school, they do not attend the program for that day.



## 2 Attainment

The chart above shows the percentage of students who have improved in at least 1 reading level from their pre-assessment. Similarly the improvement is the least in Pujut Corner, Sarawak where this is likely due to lack of a regular attendance in the program.



### 3 *Attitude*

Learning to read is not all there is to KidzREAD, as we also want them to develop positive attitudes and behaviors.

Usage of greetings and phrases like “Good morning, teacher”, “Excuse Me”, “Thank you”, and “Please” are often encouraged in our sessions so that the children learn the importance of treating each other with respect.

Encouragingly, the children have taken this habit outside of the classroom. During one of the reward outings in Jurassica, a mother with a toddler approached one of our volunteers to learn about our group, as she was impressed by our children’s good manners.

She said that they greeted her automatically, they were gentle around her toddler and even played with him. They also did not forget to say “Excuse Me” when navigating around the family.

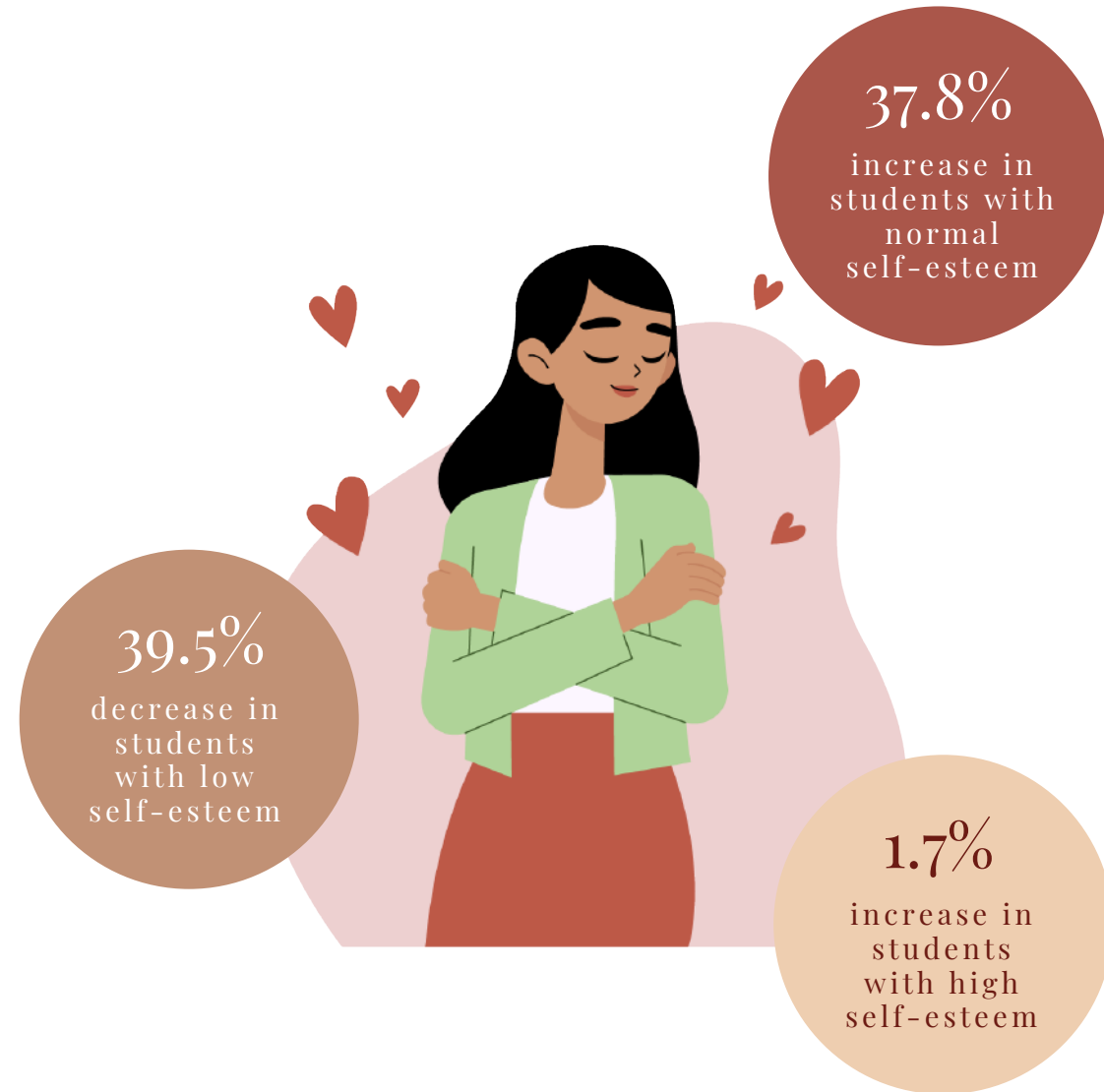
It warms our hearts to hear praises about our students from a stranger & it really shows that children are capable of being well behaved when they are taught well.



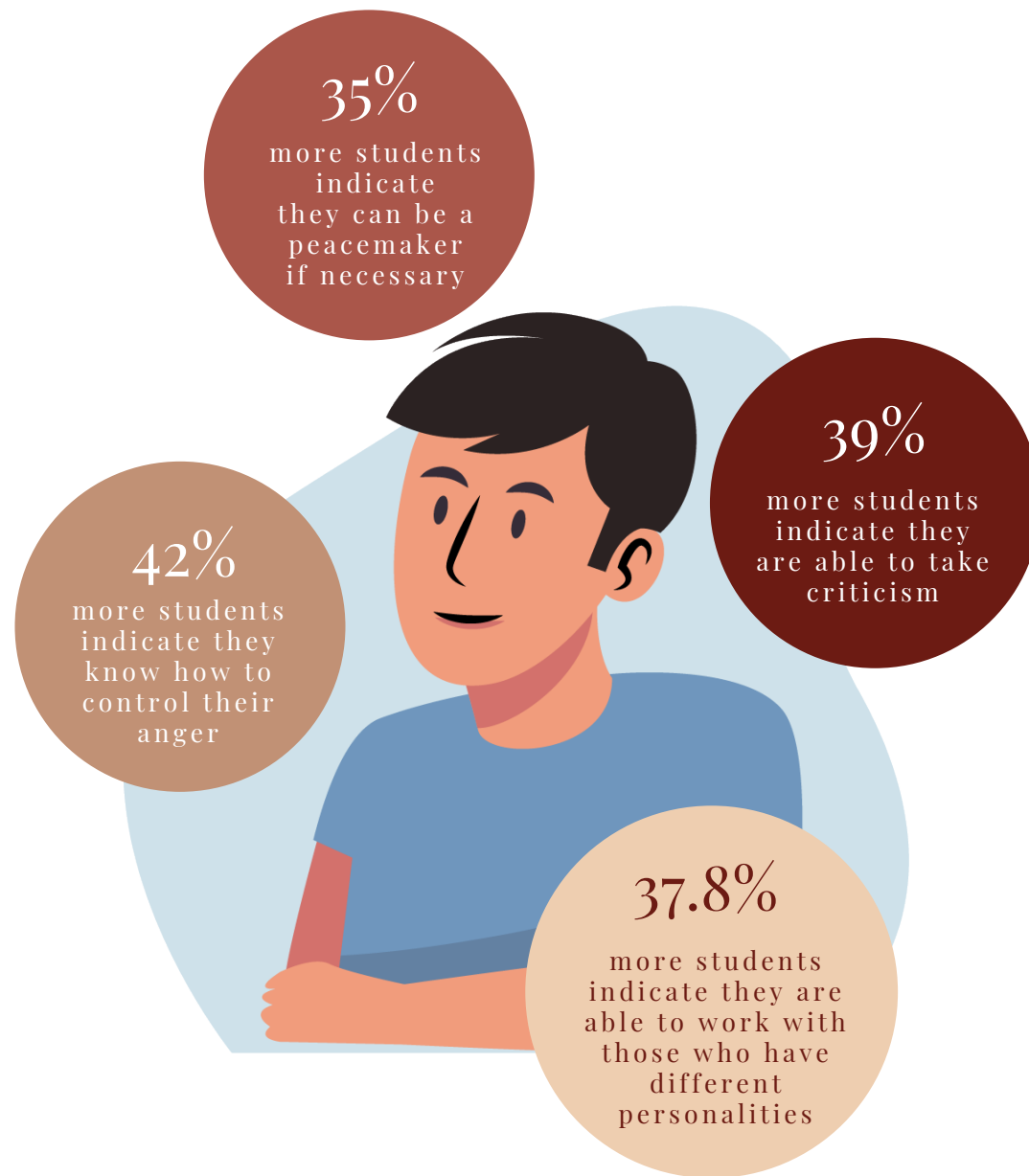
**LIFE SKILLS***G L O W*

Young girls in their teenage years struggle with identity & self-worth issues. Through the GLOW program, we aim to mentor these female participants to grow into confident young women with a sense of self-worth, identity and purpose. To measure if the girls have improved in these aspects, we adapted 10 questions from the Rosenberg Self Esteem Scale.

By addressing topics like self-image, inner beauty, emotions & love, we have seen an improvement in the girls' self-esteem after the program. Many of the girls whose answers resulted in low self-esteem before the program had improved self-esteem to the normal or high range after the program.



*“I must learn to love myself before I love others and choose to not compare with other people” – Student, SMK St. Mary*



## REAL LIFE SKILLS

It is through the REAL program that we help young boys discover their own identity and help them understand their potential while instilling a sense of responsibility. To measure if the boys have improved in these aspects, we adapted questions from the Rating Scale for Leadership & Emotional Cognitive Scale.

With an increased awareness raised through the program, one boy from Henry Gurney (a school under the Malaysian Prison Department) also shared that he will change his values, control his emotion & anger, and think before doing something.

*“Saya akan mengubah pendirian hidup, mengawal emosi dan kemarahan , berfikir dahulu sebelum melakukan sesuatu” – Student, Henry Gurney*

*"This program helped to open my eyes and help me realised how important my role is as a parent. Before this, I don't really care much about my children, I just let them do whatever they want. After this program, I realised that I need to set boundaries for them. Now, I make efforts to cook for them and to communicate with them on daily basis."* – **Puan Anita\***



*"This program has helped to improve our relationship as husband & wife. When talking to my wife, we argue less, I don't scold her as much, I don't get angry that easily anymore".*  
– **Encik Dzul\***



*"Last time when my husband is angry with the children, I will be the one who needs to cool him down. Now when I am angry with the children, he will remind me to be patient & cool down instead! This program is really useful, I don't mind to be a volunteer next time!"* – **Puan Ros\***



*"This program has helped to equipped me with important skills to raise my children like how to show them love and ways to interact with them. I felt relived after learning the problem-solving skills from the program"*  
– **Encik Amin\***

## **LIFE SKILLS**

### *F a m T I M E :*

### *F a m i l y E d u c a t i o n*

This year, 21 parents attended the FamTIME program & 50 parents attended the FamTIME Bersama workshop which aims to educate low-income family parents on various topics like parenting skills, understanding emotions and communications skills, so that they can build a strong & resilient family unit.

After attending FamTIME, some the participants share that they have noticed an improvement in their home environment, either through their own parenting skills or through how they communicate with each other and their children. These sharing from the participants indicate that Family Education is important for better and healthier families, especially in low-income families where the parents lack time at home due to financial responsibilities.



INVESTING IN LOW-INCOME FAMILIES  
TO PROVIDE **SUPPORT, EDUCATION  
& FINANCIAL PROTECTION**



Programs Supported:  
**PRUKasih**



Programs Supported:  
**FamsUP & FamTIME**

SDG Goals Supported:



# Partnerships



## INVESTING IN THE *EDUCATION* OF OUR CHILDREN



Programs Supported:  
**LIT Primary**



Programs Supported:  
**LIT Secondary**



Programs Supported:  
**PROPEL**



Programs Supported:  
**KIDZREAD**

SDG Goals Supported:





INVESTING IN **FINANCIAL EDUCATION**  
& **DIGITAL LITERACY** OF OUR CHILDREN



Programs Supported:  
**CHA-CHING Curriculum**  
**Karnival CHA-CHING**



Programs Supported:  
**SiberKIDZ**



SDG Goals Supported:





## Partnerships

EQUIPPING THE LEADERS OF TOMORROW  
WITH **COMPUTER SKILLS & LEADERSHIP SKILLS**



Programs Supported:  
**Next Gen XLR8**



Programs Supported:  
**RISE Leadership**

SDG Goals Supported:



## MEETING THE **BASIC NEEDS** OF CHILDREN

Programs Supported: **Super Sarapan, Super Seragam & Super Sight**



## *Volunteer Highlights*

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*11,219* volunteering hours

*573* active volunteers



The work in Generasi Gemilang is possible through the help of these amazing volunteers who have given their time to mentor, teach and guide our beneficiaries.

”



## Volunteer Highlights

\* 48 out of 114 corporate volunteers answered the survey

88% agreed they benefitted from the experience.

### Top 3 Skills Captured:

- Communication skills
- Teamwork
- Willingness to Improve

### Top 3 Benefits To Self:

- Enablement to talk positively about company
- Awareness of social issues
- Self Confidence

### Corporate Volunteers:



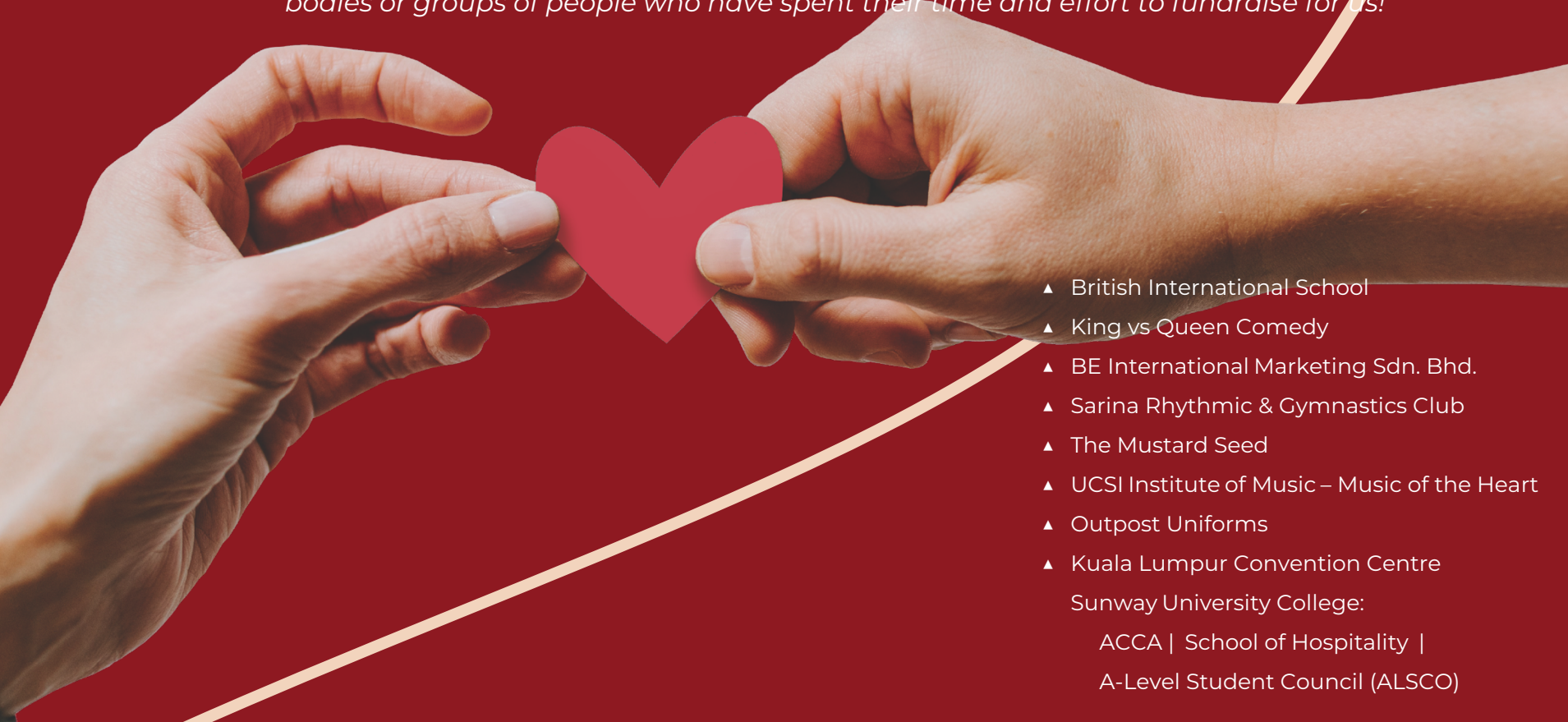
### University Volunteers:



## *Thank You For Giving!*

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*We would like to specially thank every donor who has given to support the work that Generasi Gemilang has done in 2019. This includes individual donors and also corporate bodies or groups of people who have spent their time and effort to fundraise for us!*



- ▲ British International School
- ▲ King vs Queen Comedy
- ▲ BE International Marketing Sdn. Bhd.
- ▲ Sarina Rhythmic & Gymnastics Club
- ▲ The Mustard Seed
- ▲ UCSI Institute of Music – Music of the Heart
- ▲ Outpost Uniforms
- ▲ Kuala Lumpur Convention Centre
- Sunway University College:
  - ACCA | School of Hospitality |
  - A-Level Student Council (ALSCO)

## FINANCIAL REPORT

*G o v e r n a n c e   &   A c c o u n t a b i l i t y*

***At Generasi Gemilang, we recognise that every resource entrusted to us can transform our clients' lives. We promise to manage the funds received honestly and will use it effectively to benefit our clients.***

***We take seriously the responsibility to maintain integrity and transparency in everything we do.***

- ▲ Generasi Gemilang is registered with the Companies Commission of Malaysia (Co No. 1121213-V) under the Companies Act 2016.
- ▲ An annual audit is obtained in accordance with approved standards on auditing in Malaysia by an independent public accounting firm, Baker Tilly Monteiro Heng PLT (LLP0019411-LCA & AF 0117).
- ▲ The financial statements of Yayasan Generasi Gemilang were audited and found to give a true and fair view of the financial position of the Yayasan as at 31 December 2019, and of its financial performance and cash flows for the financial year then ended in accordance with Malaysian Financial Reporting Standards, International Financial Reporting Standards and the requirements of the Companies Act 2016 in Malaysia.
- ▲ Consistent management review and monitoring of operating costs to ensure that resources are optimised and within approved budgets. Project evaluations are also carried out to assess the ongoing effectiveness of our programmes in meeting our beneficiaries' needs.
- ▲ We are committed to ensure that all donations and grants received are used for their intended purposes and look to leverage funds for maximum impact.
- ▲ A copy of the audit report and financial statements can be obtained from our website [www.gengemilang.org](http://www.gengemilang.org)

## FINANCIAL REPORT

### *Financial Highlights 2019*

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Our overall financial activity in 2019 remained fairly consistent to 2018, indicative of our ability to sustain incremental growths in income and expenses over the last five years. The two key highlights from our audited financial statements are summarised as follows.

#### ***Increase In Assets & Liabilities Due To Adoption Of MFRS 16 Leases***

Effective 1 January 2019, we have applied the Malaysian Financial Reporting Standards MFRS 16: Leases, replacing MFRS 117 with regards to the treatment of our rented premises. As a result, the present value of our lease commitments are newly recognised as Lease Liabilities on the Balance Sheet. Correspondingly, the present value of the Right-Of-Use of the premises are also newly recognised as an asset on the Balance Sheet. This treatment only applies to premises with a lease term of 12 months or more.

#### ***Impact Of The Coronavirus Pandemic On Generasi Gemilang's Operations***

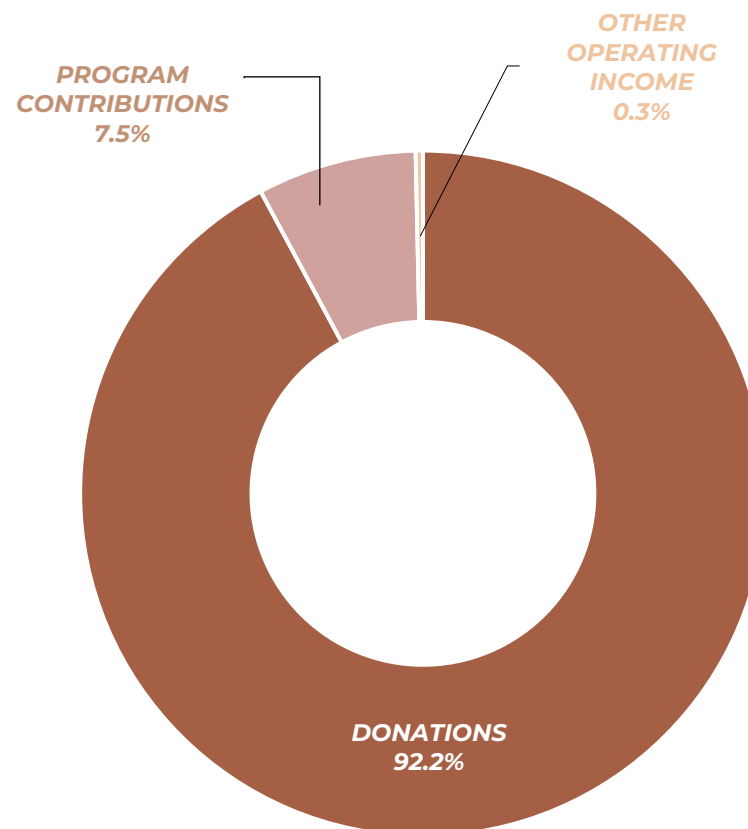
During the early half of 2020 the management team and trustees have reviewed the potential impact of the COVID-19 pandemic to the organisation, in order to satisfy the going concern test. We have prepared for several scenarios, adjusting spending to meet significant reductions in income. Measures have been implemented to first reduce expenditure to essentials and fixed commitments. Our next focus aims to reestablish key services with funding to ensure that we continue to meet the needs of children and families in under-served communities. We will continue to closely monitor the impact of COVID-19 on income levels, taking measures to minimize the impact of the outbreak on our operations..



## INCOME

**DONATIONS** are funds donated to support GG's mission and programs in compliance with our Giving Policy (guidelines available on our website). Donations consist of general and restricted donations received from individuals and non-government entities including corporate bodies and non-profit organisations. GG also received government funding from the Ministry of Women, Family and Community Development (KPWKM) for the second consecutive year in 2019. Restricted donations are recognised when the specific utilisation conditions have been met.

There is a 6% increase in donations to RM3,759,068 (2018: RM3,539,591) with more donations received and utilised during the year.

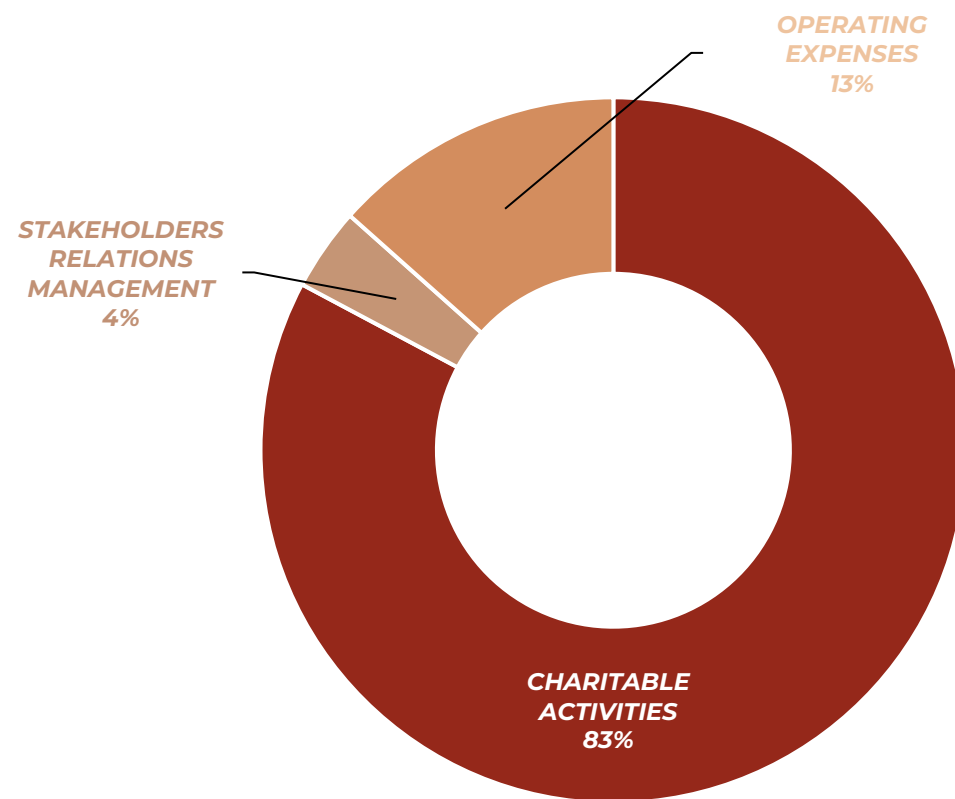


**Total Income: RM4,079,193**

**PROGRAM CONTRIBUTIONS** are received with regards to programs and workshops conducted for schools, organisations and communities.

Program Contributions have decreased by 13% to RM306,261 (2018: RM353,528) due to the discontinuation of GG's services to one of the communities under the PRUkasih program, as well as an overall decrease in workshops held in schools.

**OTHER OPERATING INCOME** includes interest income from placement of fixed deposits with licensed banks and income from disposal of obsolete IT assets.



**Total Spending: RM4,079,104**

## SPENDING BY FUNCTIONS

**Expenditure on Charitable Activities** includes program staff costs and program material costs. GG maintained its spending on charitable activities at 83% of the total spending (2018: 84%). A further breakdown of charitable activities are as follows:

Value Based Learning	28%
Family Education & Empowerment	26%
Academic Learning & Enrichment	16%
School-Going Aid	13%
	<b>83%</b>

**Expenditure on Stakeholder Relations Management** covers program staff costs and expenses incurred for communications and building stakeholder relationships. Stakeholder relations management costs is at 4% of total spending, consistent with the previous year.

**Operating Expenses** covers operational staff costs, premises and administrative expenses. Operating costs have increased by 21% to RM547,490 (2018: RM450,886) largely due to higher depreciation charges incurred from the renovation of GG's office premises in 2019.

## STATEMENT OF COMPREHENSIVE INCOME

1 JAN 2019  
to 31 DEC 2019

1 JAN 2018  
to 31 DEC 2018

### INCOME

Donations	3,759,068	3,539,591
Program Contributions	306,261	353,528
Other Operating Income	13,864	10,286
<b>TOTAL INCOME</b>	<b>4,079,193</b>	<b>3,903,405</b>

### EXPENSES

Charitable activities	(3,376,942)	(3,287,633)
Stakeholders relations management	(154,672)	(164,833)
Operating expenses	(547,490)	(450,886)
<b>TOTAL EXPENSES</b>	<b>(4,079,104)</b>	<b>(3,903,352)</b>

Surplus before taxation	89	53
Taxation	(89)	(53)

### TOTAL COMPREHENSIVE INCOME FOR THE FINANCIAL PERIOD

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### FINANCIAL REPORT

### *Financial Statements*

## FINANCIAL REPORT

### *Financial Statements*

## STATEMENT OF FINANCIAL POSITION

	AS AT 31 DEC 2019 RM	AS AT 31 DEC 2018 RM
<b>ASSETS</b>		
<b>Non-current asset</b>		
Equipment	132,966	36,651
Right-of-use assets	470,826	-
	603,792	36,651
<b>Current assets</b>		
Other receivables	109,489	190,771
Fixed deposits with licensed banks	430,283	910,440
Cash and bank balances	868,953	817,678
	1,408,725	1,918,889
<b>Total Assets</b>	<b>2,012,517</b>	<b>1,955,540</b>
<b>EQUITY AND LIABILITIES</b>		
<b>Equity</b>		
Accumulated funds	-	-
<b>Non-current liabilities</b>		
Lease liabilities	348,559	-
<b>Current liabilities</b>		
Lease liabilities	135,197	-
Other payables	68,816	94,972
Deferred income	1,459,856	1,860,515
Current tax liabilities	89	53
	1,663,958	1,955,540
<b>Total Equity and Liabilities</b>	<b>2,012,517</b>	<b>1,955,540</b>





@gengemilang