

The logo for SHG ACADEMY features the letters 'SHG' in a bold, red, sans-serif font with a blue outline. The letter 'A' is a solid yellow triangle pointing to the right. The word 'ACADEMY' is in a bold, blue, sans-serif font with a white outline. The background includes decorative geometric shapes: a light blue square in the top-left corner and a yellow square in the top-right corner, both partially overlapping the white background.

# SHG ACADEMY

Learning Outcome – What needs to change in order to achieve sustainable finance and create impact within the ECOsystem and Social Community? (Happiness)

We grow together

Decorative blue geometric shapes, including a large triangle and a smaller square, are located in the bottom-right corner of the slide.

# SHG Academy– ESG/SDG/GRI-CSR-PPP

- Quality Education
- Software (skillsfuture framework)
- Learners' support

**\*Continuous improvement to upskills, relearn and unlearn**



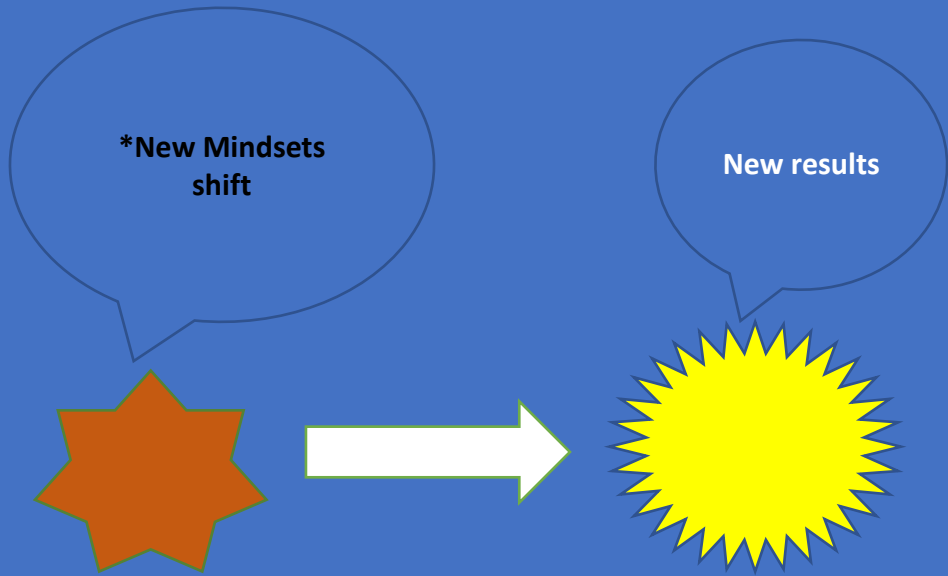
# SHG Academy

**\*Learning Management System** – Global knowledge and relevant skillset cater for all learners so that employer could employ them

**\*Educate the Farmer** – Malaysia/Vietnam/Singapore/Thailand/Laos and Cambodia **\*(Urban areas)**

Infrastructure, **\*Fintech (AI technology),** Agriculture, Aquaculture, Education industries

**\*ESG/SDG/GRI –CSR-PPP – create sustainable finance**



What needs to change in order to create ESG by using SDG?

What is all about GRI reporting?

What are the needs and wants to create ECO social community?

How to create impact in order to achieve values in your deliverables?

How creativities and innovative could help to strengthen and create sustainable finance?

What is one thing which we are lacking so to create a change mindset so that we could create continuous improvement in our business?

What is our competitor doing out there within the PPP? How does that relate to ECO social environment?

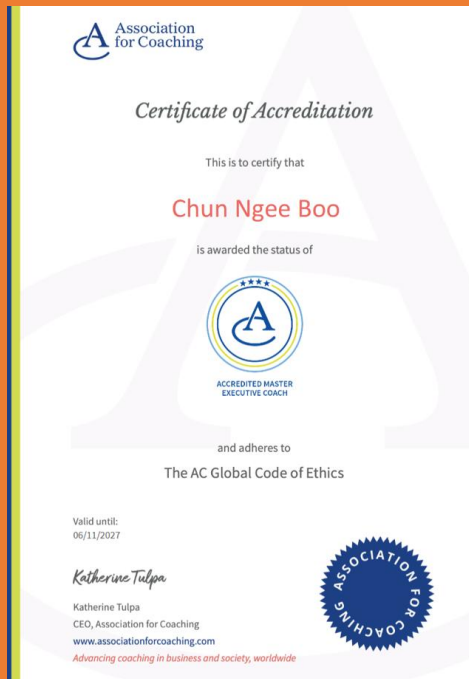
What is corporate social responsibility entails?



### ESG by using SDG

- Environmental –Laos, Cambodia (Agriculture and Aquaculture)
- Social (Singapore), Vietnam, Thailand, Laos, Cambodia, China
- **\*Government – Laos, Cambodia – PPP**
- **\*Sustainable Development Goals – 17 SDG**

# SHG Academy



Is a social enterprise base in Singapore. Established since 2016. Providing training and job creation within the community. Cheers a retails was our 1<sup>st</sup> customer. And along the way we move into SMEs. Some of the industries which are our customer example clearing, security, admin, social media company etc.

We own a Learning Management System. We have had a few university and training provider. We provides blended learning and self-pace learning. Certification are accredited by the university and other trainer provider from US, UK, Pan Africa and Europe countries.

Our customer are private equity, venture capitalise, banks, F.I. MNCs, NGO, Non profit Organization, Social Enterprises and individuals. Our program and job creation and training are SDG enabled. It build on the GRI elements on SDG components. Which meeting the ESG expectation and requirement in their financial reporting. This is very important and key consideration for some of the F.I., Family Office and Banks.

We are seeking for capital injection for our business expansion in the area of oversea expansion in Thailand, Vietnam, Laos and Cambodia. In the area of agriculture, aquaculture, education, fashion, infrastructure and many others.

Organization have been coaching and teaching ESG/SDG/GRI, sustainable linked bond and impact linked bond to more than 17 universities in china.

## Profile of the team

Alson has been teaching since 2012. He received his MBA from I Isabel from Spain in December 2023. Further, since January 2020, he obtained several accreditation certifications such as Coaching, Agile, Kanban, Business Analytics, CISO, Facilitation, CSST, CKST, Mentoring, Supervision and others. He is also the Chief Sustainability Officer to ensure impact creation for our corporate clients.

He received his impact and social innovation certification from University of Oxford. In Oxford, he met a couple of venture capitalists and UHNWI. As a result, it changed his life greatly and he started crafting more contents for sustainable-linked bonds and impact - linked bonds.

In 2021, he also signed an agreement with Harhour Education from Beijing, China. He has been teaching 17 china university students online EMBA in Sustainability and Impact Creation since January 2022.

His vision for SHG Academy is to bring and provide quality education to all low-income families by helping them step out of their comfort zone and to bring livelihood to people globally and to create inclusivity and diversity.

# GRI reporting – For all companies





Bring what is  
useful and  
eliminate the  
waste



Industries focus and key strength



Seafood, vegetables, meat



Fashion



Infrastructure

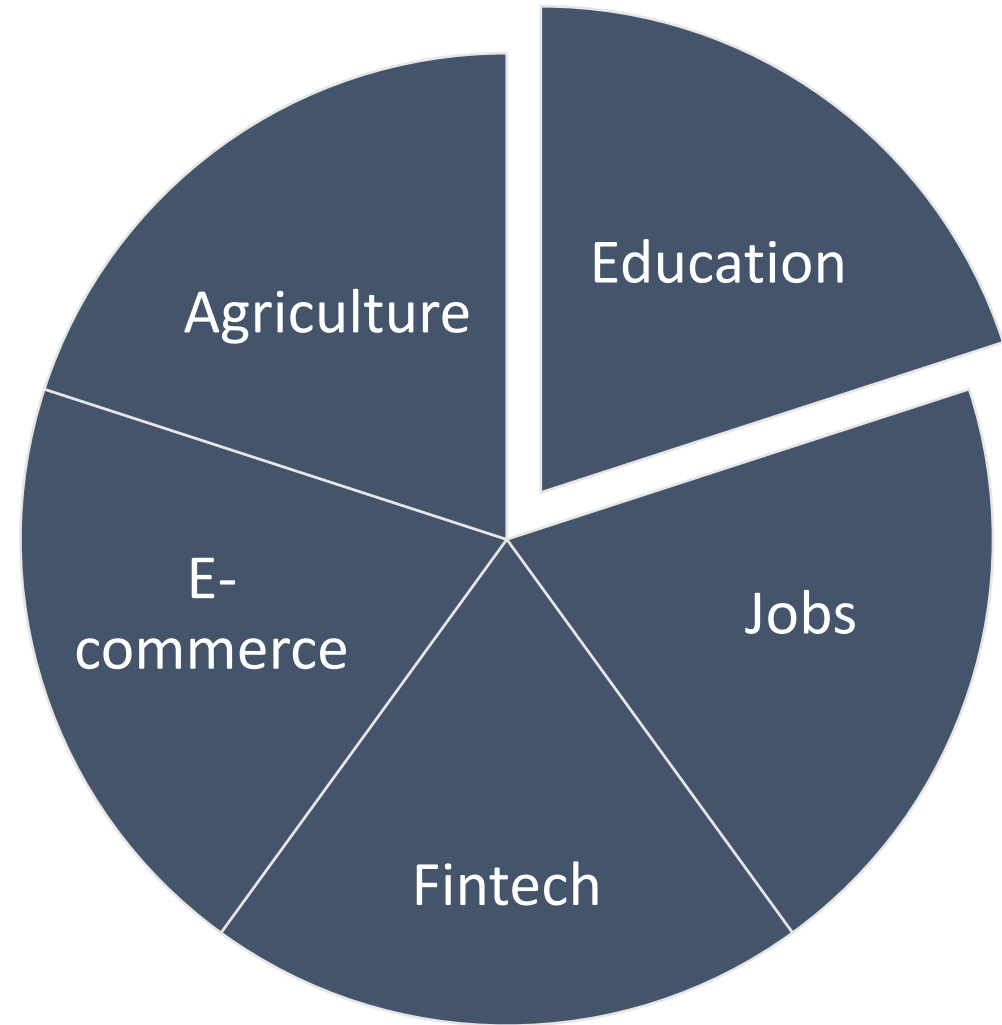


Agriculture



Aquaculture

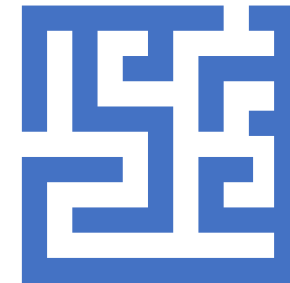
**With our LMS we will be able develop and create a life long learning experiences to equip and upskilling the learner knowledge and abilities.**



# ECOsystem and social community



People – Leadership – Mindset



**\*Think-Plan-Do-Check-Act** (Alson Boo TPDCA methods) Lean – cut waste and be Agile

We create values and achieve impact for our deliverables.

\*Past –  
Present –  
Future

\*Competitor

\*Creative and  
Innovation

We create creativities and apply innovative ways to strengthen and create sustainable finance. (Jobs Creation)

B2B - needs and wants

B2C - needs and wants

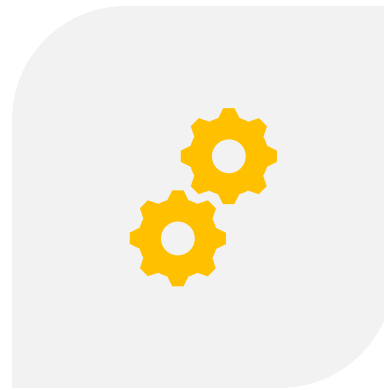
B2B2C - needs and wants

Social Media – linkedin/Instagram/Twitter/Facebook/Telegram/Wechat/Tic Tok

We create a change mindset so that we could create continuous improvement in our client's businesses.



\*Different mindset  
from Business Owner



Product and Services



\*Values and Impact

We streamline our learning and include the PPP methods to develop a ECOsystem social community environment. By utilizing the below mentioned:

\*Big Data, AI,  
Blockchain

\*Behaviour and  
mindset shift

\*Community  
effort – SDG 4, 5  
and 8

# Corporate Social Responsibility



Vision and Mission



Social giving – donation,  
activities – one off and monthly  
(Sponsorship, Donation in-Kind)



Responsible to the community

## Electricity Generation

Total energy inputs required to generate gross electricity output in Singapore have been increasing since 2020, reflecting the growth in electricity demand. This was due to higher energy transformation activities after COVID-19 restrictions were lifted. In 2022, 10,054.5 ktoe (116.9 TWh) of energy inputs generated a gross electricity output of 4,910.8 ktoe (57.1 TWh).

As of Jun 2023, 5,038.1 ktoe (58.6 TWh) of energy inputs generated a gross electricity output of 2,428.2 ktoe (28.2 TWh).

### Electricity Generation Input and Output

Year : 1H 2023

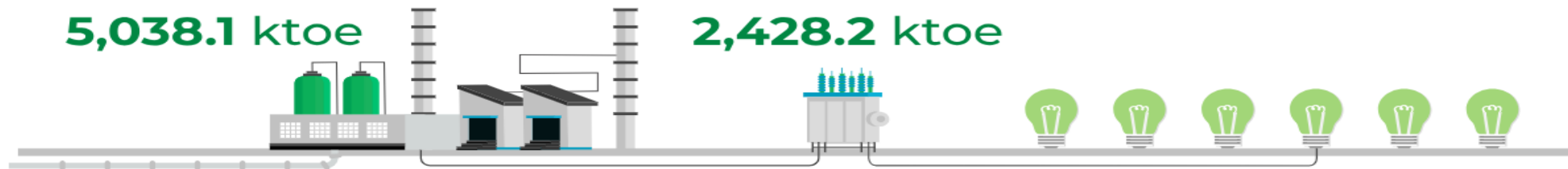


**Total Energy Inputs  
into Electricity Generators**

**5,038.1 ktoe**

**Total Gross Electricity Generated  
by the Electricity Generators**

**2,428.2 ktoe**



*\*Data for 2023 is as at Jun-2023.*

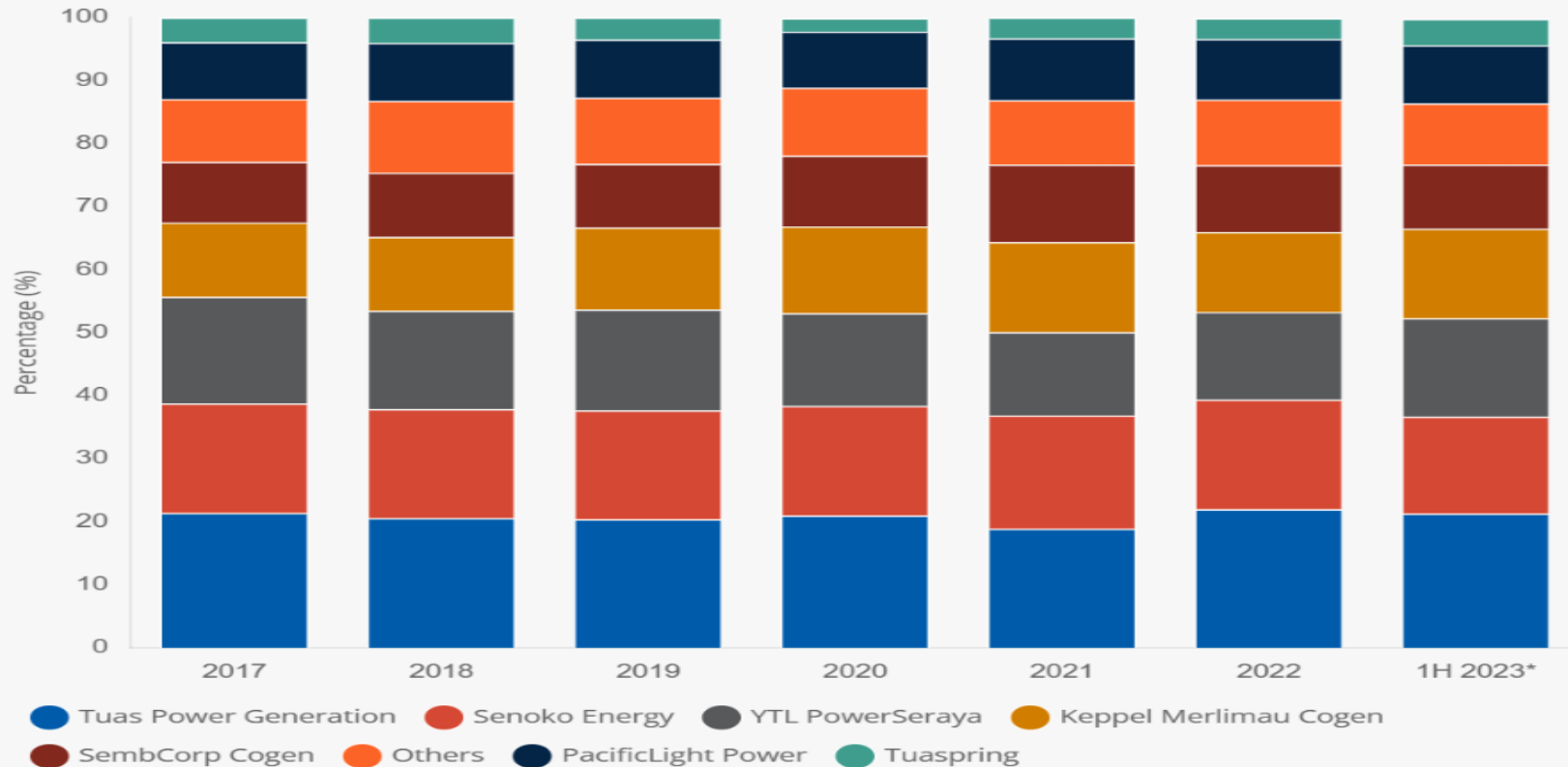
## Electricity Generation Industry

### Generators Market Shares based on Electricity Generation

The market share distribution of the power generation market has remained relatively constant since 2016, with Tuas Power Generation, Senoko Energy, and YTL PowerSeraya accounting for more than half of the market share as of June 2023. Between 2021 and 2022, Tuas Power Generation's market share further increased from 18.9% to 22.0%, while YTL PowerSeraya's share increased from 13.2% to 13.9%.

As of Jun 2023, Tuas Power Generation held the largest market share (21.3%), followed by YTL PowerSeraya (15.6%) and Senoko Energy (15.4%).

### Percentage Contribution to Total Electricity Generation (as at end period)



\*Data for 2023 is as at Jun-2023.

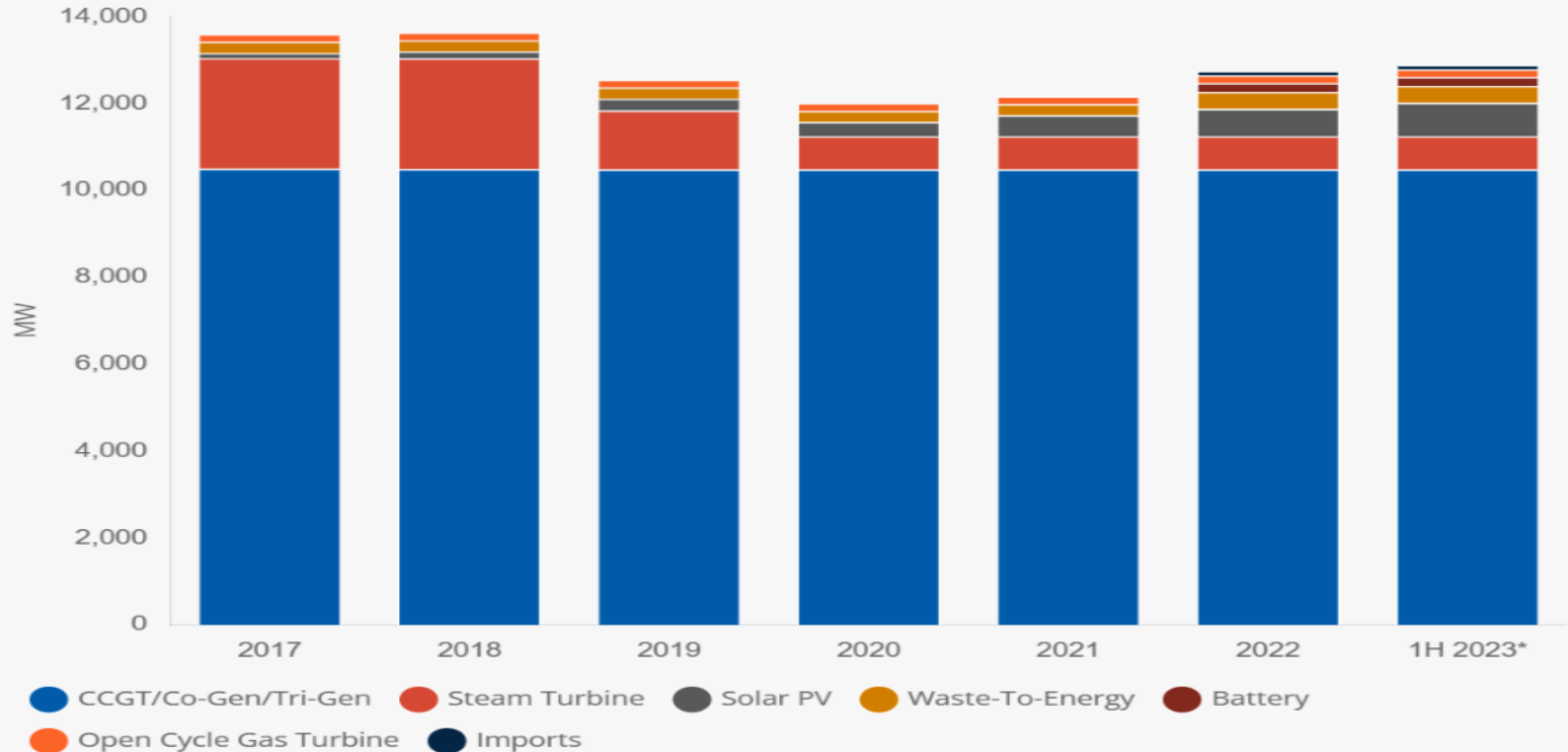
### Electricity Generation Capacity by Technology Type

Singapore's electricity generation capacity increased from 12,179.1 MW in 2021 to 12,762.3 MW in 2022. This was largely due to increase in solar PV systems, Energy Storage System (ESS) and electricity import capacities.

In 2022, Combined Cycle Gas Turbine Co-Generation and Tri-Generation plants continued to account for the largest share of the total generation capacity at 82.2% (or 10,491.4 MW). The remainder comprised Steam Turbines (6.0% or 763.6 MW), Solar PVs (5.0% or 634.3 MWac), Waste-to-Energy (3.1% or 393 MW), new energy technologies such as Battery ESS (1.6% or 200 MW), and Electricity Imports (0.8% or 100 MW).

As of Jun 2023, the installed capacity of Solar PV Systems increased further to 773.9 MW.

### Electricity Generation Capacity by Technology Type (as at end period)



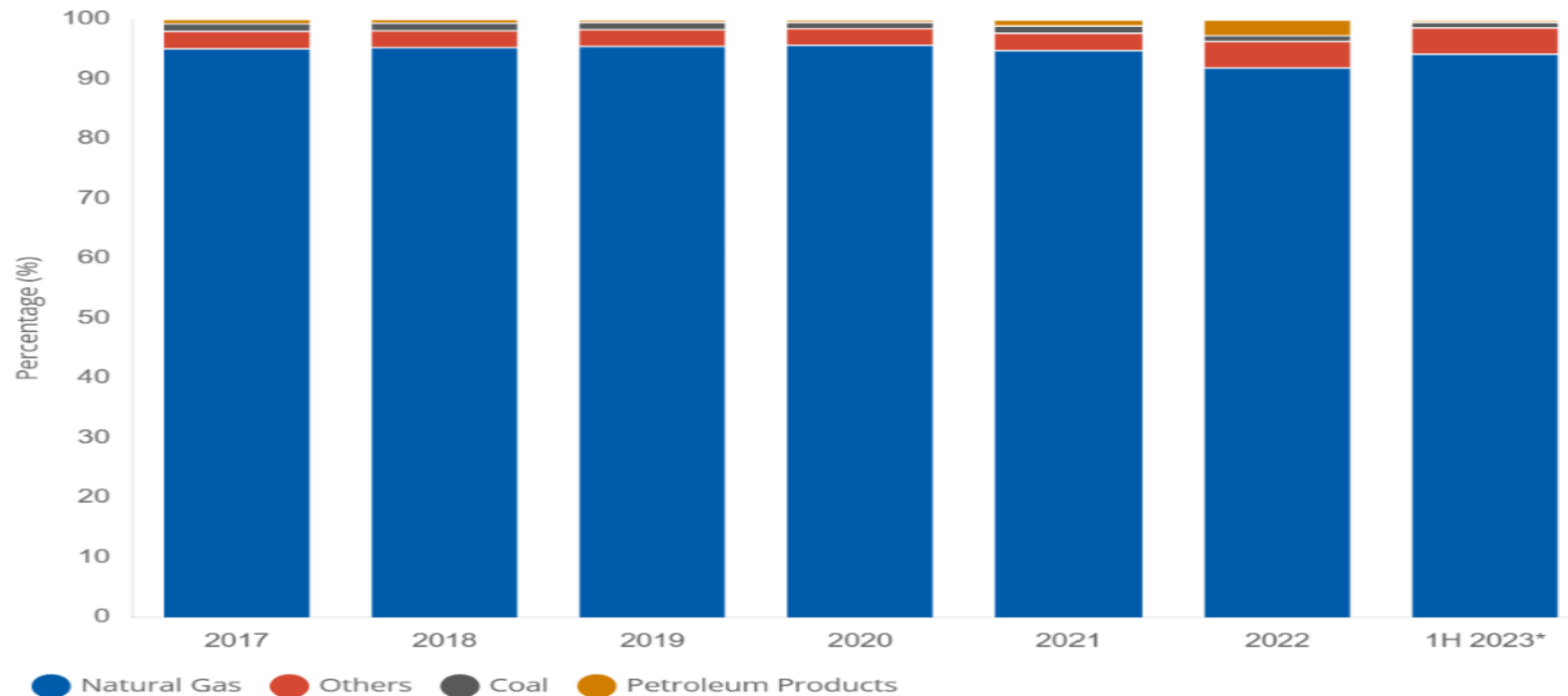
\*Data for 2023 is as at Jun-2023.

## Fuel Mix for Electricity Generation

In 2022, Natural Gas accounted for 92.0% of Singapore's fuel mix. Other energy products (e.g., Municipal Waste, Biomass and Solar) accounted for 4.4%, while the rest were contributed by Coal (1.0%) and Petroleum Products (2.6%).

Although the Natural Gas fuel mix in 2022 decreased due to tighter worldwide supply, it had since rebounded to represent 94.3% of the fuel mix in the first half of 2023. During the same period, Other Energy Products, Coal, and Petroleum products accounted for 4.4%, 0.9%, and 0.3% of the fuel mix, respectively.

### Electricity Generation Fuel Mix



*\*Data for 2023 is as at Jun-2023.*

## Grid Emission Factor

The Operating Margin (OM) Grid Emission Factor (GEF) measures the average CO<sub>2</sub> emissions emitted per unit of net electricity generation in the system by all grid-connected power units. The OM GEF includes generation technologies from main power producers (e.g. combined cycle power plants, waste-to-energy) and autoproducers\* (e.g. embedded co-generation plants and solar).

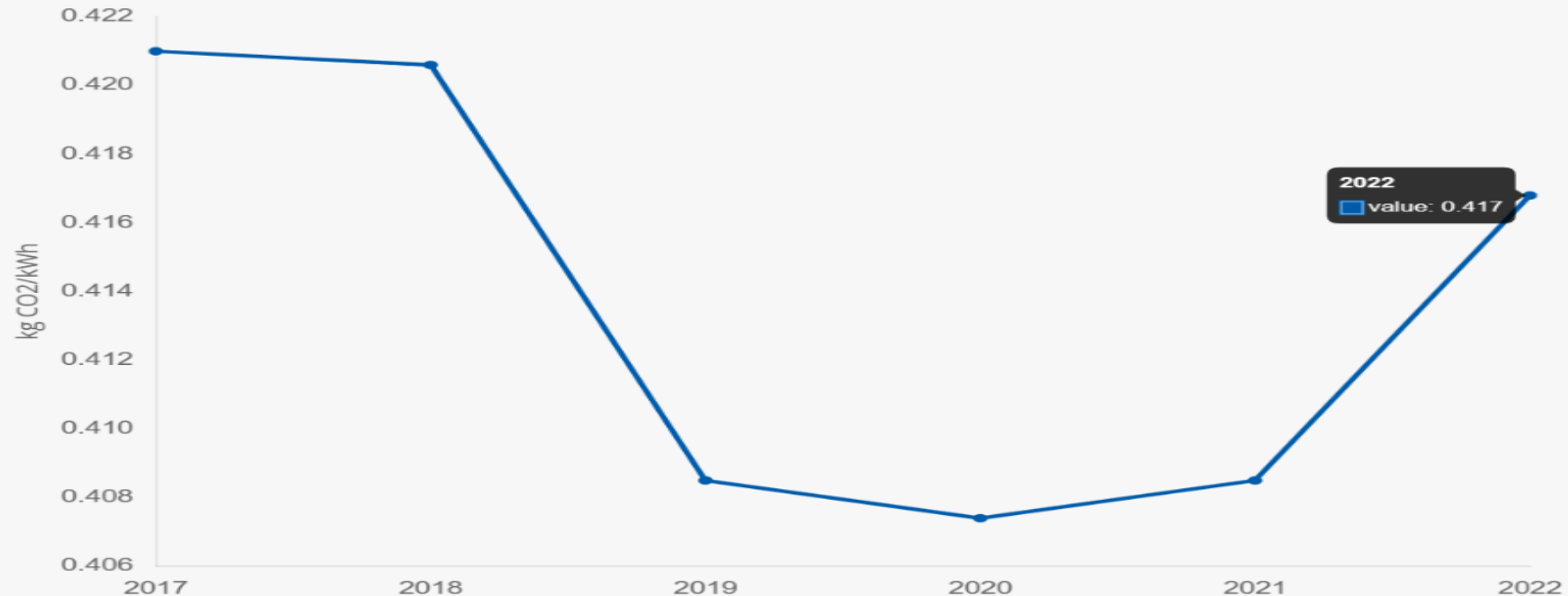
The Build Margin (BM) Emission Factor refers to the average CO<sub>2</sub> emissions emitted per unit of net electricity generation by the most recently built power units. Singapore's BM emission factor trends lower than the OM emission factor as the most recently built power plants are generally more efficient as compared to the older plants.

Singapore's average OM GEF rose slightly from 0.4085 kg CO<sub>2</sub>/kWh\*\* in 2021 to 0.4168 kg CO<sub>2</sub>/kWh in 2022. This was largely due to an increase in diesel consumption as natural gas markets worldwide tightened in 2022.

*\*Refers to enterprises that produce electricity but for whom the production is not their principal activity.*

*\*\* The historical 2021 OM GEF has been revised based on updated data from the licensees.*

### Grid Emission Factor



## Energy Flows in the Oil Refining Sector

In 2021, a total of 43.7 Mtoe of refinery inputs (i.e. comprising 35.3 Mtoe of Crude Oil and Natural Gas Liquids and 8.4 Mtoe of Other Feedstocks) were utilised by the oil refining\* sector, a 3.3% increase from 42.3 Mtoe in 2020. These inputs were used for the production of refined products by the oil refineries.

These inputs yielded an output of 42.9 Mtoe of petroleum products\*\* in 2021, 3.6% higher than the output of 41.4 Mtoe in 2020. The output of petroleum products recorded for light distillates (10.2 Mtoe), middle distillates (19.0 Mtoe) and heavy distillates (13.7 Mtoe) were about 3.0%, 2.4% and 5.7% higher than their corresponding outputs in 2020.

*\*An oil refinery takes crude oil and separates it into different fractions. The refinery then converts those fractions into usable products. These products are finally blended to produce finished petroleum products (e.g. Gasoline, Naphtha, Jet Fuels and Fuel Oils) as outputs.*

*\*\* Petroleum products can be classified under light distillates (e.g. LPG, Gasoline, Naphtha), middle distillates (e.g. Kerosene, Jet Fuel, Diesel), heavy distillates and residuum (e.g. heavy fuel oil, lubricating, wax).*

### Refinery Input and Output

Year : 2021

#### Refinery Input

**43,724.6 ktoe**

of which

**35,345.5 ktoe**  
Crude Oil &  
Natural Gas Liquids

**8,379.2 ktoe**  
Other Feedstocks



#### Refinery Output

**42,904.1 ktoe**

of which

**10,199.5 ktoe**  
Heavy Distillates  
& Residuum

**18,982.5 ktoe**  
Medium  
Distillates

**13,722.0 ktoe**  
Light  
Distillates

# Moving forward

- Adult learners are embracing the shift to online learning, having discovered its benefits as a result of last year's circuit breaker.
- And though the switch has been a steep learning curve, both adult learners and educators indicated their preference for online learning because of the technology that has made it more convenient.
- This was one of the key findings in a survey of 1,354 adult learners conducted between last September and February. Residents polled were aged 20 to 70. The survey, by Institute for Adult Learning Singapore (IAL), found a preference for full online learning - from 5.6 per cent before the circuit breaker in April last year, to 26.4 per cent post-lockdown.
- The IAL is an autonomous institute under the Singapore University of Social Sciences that provides training and upskilling opportunities for adult educators, and undertakes applied research for the development of practice in training and adult education (TAE).

Moving forward, we have to embrace technology even more. Especially as our learners become more tech-savvy, they might prefer going for online classes if they see equal benefits to attending face-to-face, if not more.

DR CHEN ZAN, principal researcher, Institute for Adult Learning Singapore

## Pros and Cons

In blended learning online learning is systematically integrated with periodic face-to-face interaction with instructor. There have been number of attempts in implementing blended learning in computer science and information systems programs. However, there have been mixed result in terms of effectiveness, where some have reported positive learning impact and others see neutral or not much improvement in learning experience when compared to face-to-face learning.

numbers

75.3%

of those who attended a hybrid learning programme reported satisfaction with the programme, as compared with the proportion of those who attended a synchronous (66.1 per cent) or asynchronous (71 per cent) learning programme

51%

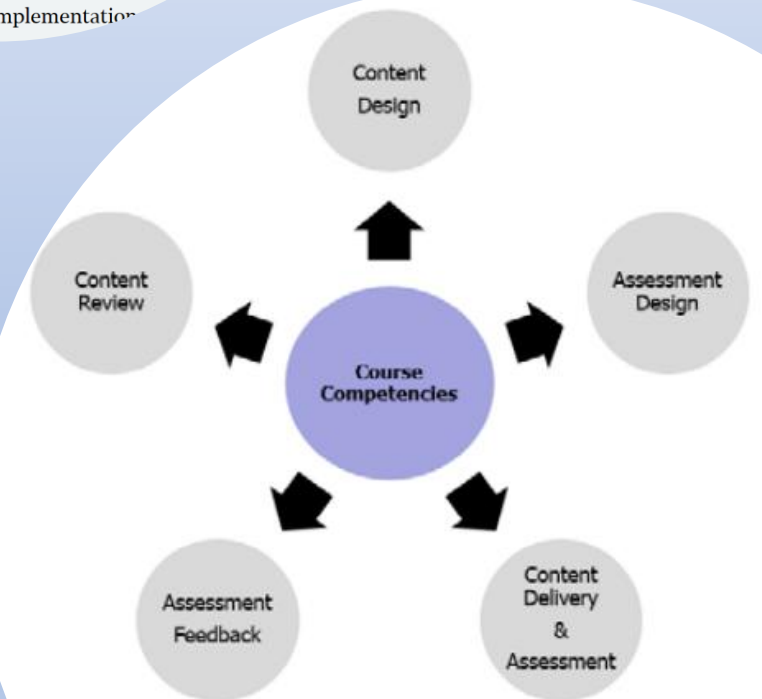
of respondents highlighted the lack of interaction with other learners as the main concern with online learning.

39%

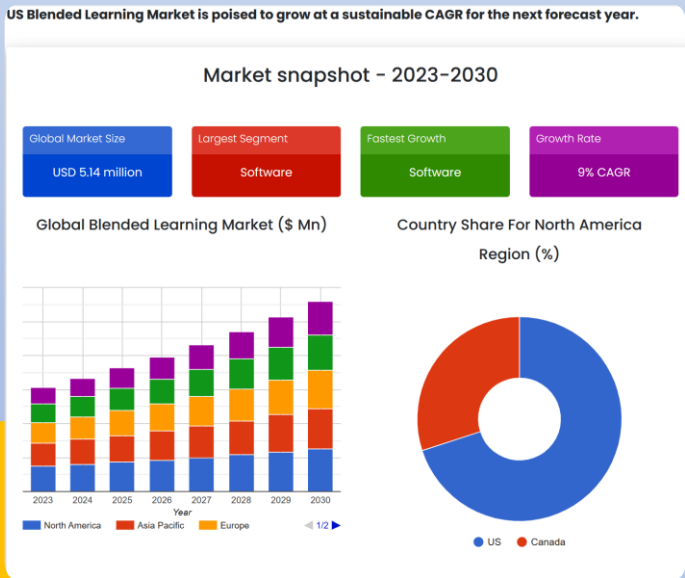
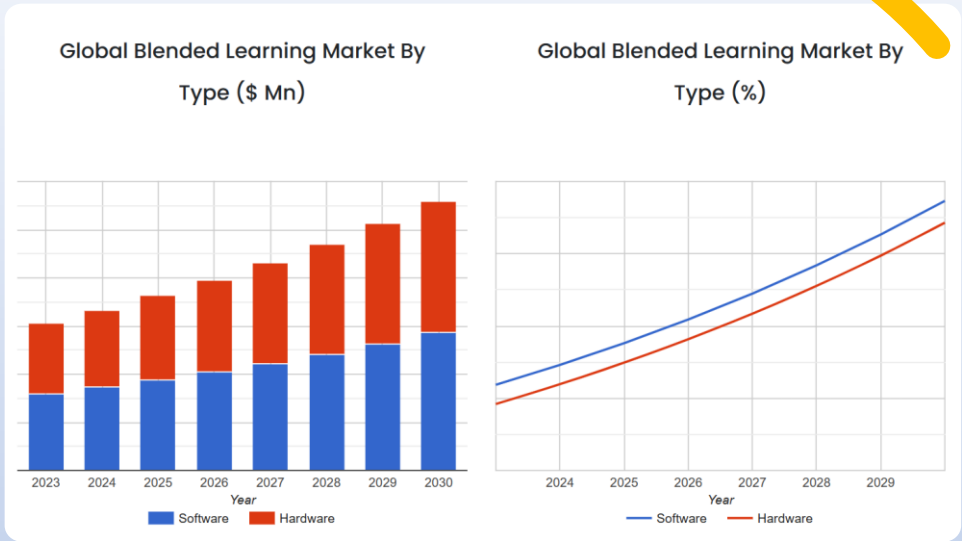
respondents aged 55 and above found their lack of familiarity with technology to be a major challenge in online learning.

%

have chosen full online learning as their preferred mode of learning since the implementation



Course Life Cycle and Competency Framework (CLCC)



- Global Blended Learning Market Insights
- **Global Blended Learning Market size was valued at USD 5.14 million in 2021 and is poised to grow from USD 5.6 million in 2022 to USD 6.3 million by 2030, growing at a CAGR of 9% in the forecast period (2023-2030).**
- A mixture of the offline and online learning process is referred to as blended learning. It includes a multichannel method that combines tutor-led activities videos, online exercises, and in-person conversations and visuals. It provides a wide range of benefits, including deep topic comprehension and social learning through interaction with teachers and other students. Also, it provides companies with a number of advantages, including a quick return on investment and a cost- and time-effective method of training (ROI).
- The growing popularity of e-learning materials, the rising acceptance of blended learning in corporate training, and the rising demand for online and hybrid courses are all contributing factors to the market expansion. The expansion of this industry, however, can be constrained by instructors' and students' lack of knowledge regarding blended learning.
- **US Blended Learning Market is poised to grow at a sustainable CAGR for the next forecast year.**

# Global Blended Learning Market Segmental Analysis

- Global blended learning market is segmented on the basis of type, application, and region. By type, the Blended Learning Market is segmented into hardware and software. By application the Blended Learning Market is segmented on the basis of education, training, and others. By region, the Blended Learning Market is segmented into North America, Europe, Asia Pacific, Middle East and Africa, and Latin America.

## Blended Learning Market Analysis by Type

- The software segment dominated the global blended learning and is anticipated to maintain its dominance throughout the forecast period. Courses, content, and solutions are all included in blended learning software. For business organisations and educational institutions, a contemporary Learning Management System (LMS) can meet the demands of both traditional web-based training and Instructor-Led Training (ILT) from a single, centralised administrative interface. Every gifted or struggling student is given the opportunity to learn at their own pace with a blended learning solution because it primarily focuses on kids who are either below or above grade level. Consequently, the market growth is boosted by the four different types of models that blended learning software offers: rotation model, flex model, online lab model, and enriched virtual model.

Global Blended Learning Market By Type, 2021 (%)



# Global Blended Learning Market Dynamics

## Blended Learning Market Drivers- Increasing Adoption of Digitization is expected to drive the market growth

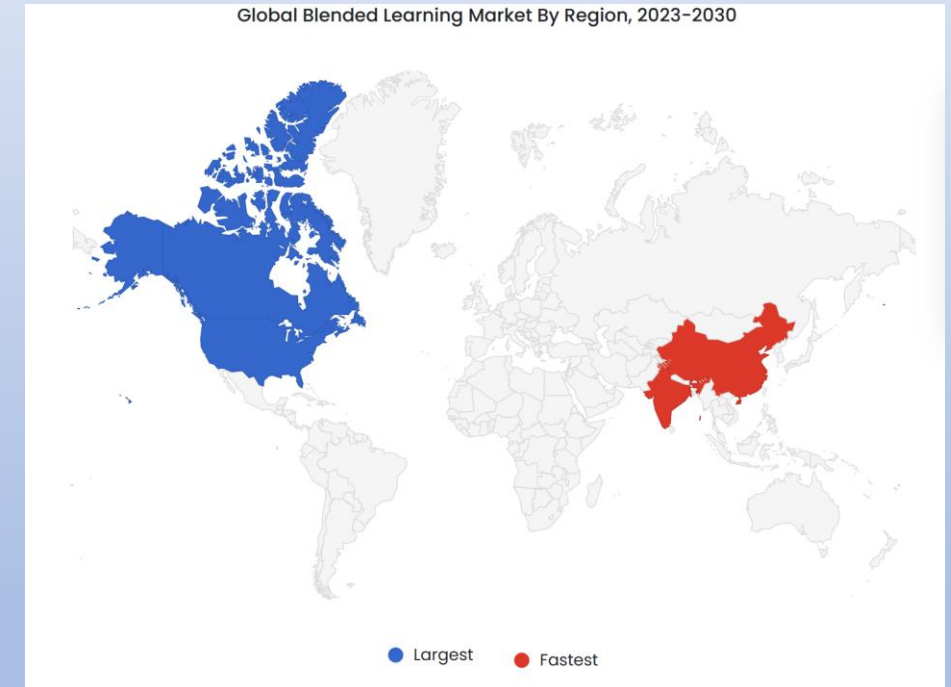
- Digitization has grown significantly over the past few years across a variety of global industrial verticals, including the healthcare, manufacturing, and education sectors. As a result, there is a rising need for both online and offline learning processes to enhance learning techniques compared to traditional techniques.
- Blended learning platforms are also made possible by the growing benefits of digitizing learning processes, like detailed concept visualization, individualized doubt sessions, and lecture recording. For instance, 66% of students prefer to take classes online, according to a research by IDC. This enables an increase in demand for hybrid learning processes among all people throughout the world.

## Blended Learning Market Restraints - Accessibility of open-source learning content

- Online course materials and associated services are needed for blended e-learning in order to support the online platform. Vendors operating in the blended e-learning environment face a serious challenge from open-source education. Massive open online courses (MOOCs) are different from standard offerings in that they either have a one-time price or require a subscription to access the content. With these open-source programs, anyone can sign up for free and use them indefinitely.

## Global Blended Learning Market Competitive Landscape

- To acquire a competitive edge in the market for smart education and learning, vendors are concentrating on growing their customer base. As a result, vendors are engaging in a number of strategic activities with other important participants in the sector, including partnerships, acquisitions and mergers, and collaborations. For instance, in February 2019, the company ESM, which provides procure-to-pay technologies for higher smart education and learning, collaborated with the Ellucian Company L.P., a U.S.-based provider of IT services in the educational sector. Ellucian's cloud-based Ellucian Spend Management Suite, a procurement management solution, is expected to be expanded through this cooperation to include Ellucian Purchasing. Some of these major manufacturers involved in the production of blended learning include.



## **Global Blended Learning Key Market Trends**

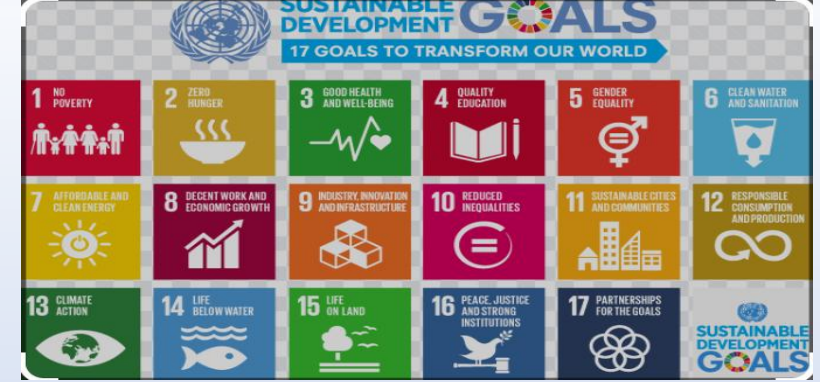
- Learning that is customized and adaptable is made possible by the rising use of smartphones and tablets in a number of educational institutions. Mobile devices are utilized for more than just consuming information; they are also used for attending lectures, getting notifications and updates, and other educational activities, which has led to a rise in their importance among all relevant parties in the education sector.
- Many providers are concentrating on providing online learning content that can be accessible through mobile devices as learners are using mobile devices to access e-learning resources. Many vendors, including Promethean, produce their own interactive products as well as the material tailored to them.

## **Global Blended Learning Market SkyQuest Analysis**

- SkyQuest's ABIRAW (Advanced Business Intelligence, Research & Analysis Wing) is our Business Information Services team that Collects, Collates, Co-relates and Analyses the Data collected by means of Primary Exploratory Research backed by the robust Secondary Desk research.
- According to the global blended learning market analysis, the growth of the blended learning market is driven by various factors such as the increasing adoption of digital learning technologies, the need for cost-effective training solutions, the demand for personalized and flexible learning experiences, and the rising need for upskilling and reskilling the workforce.

Ref: SkyQuest, 2022

# ESG-SDG-GRI/CSR-PPP

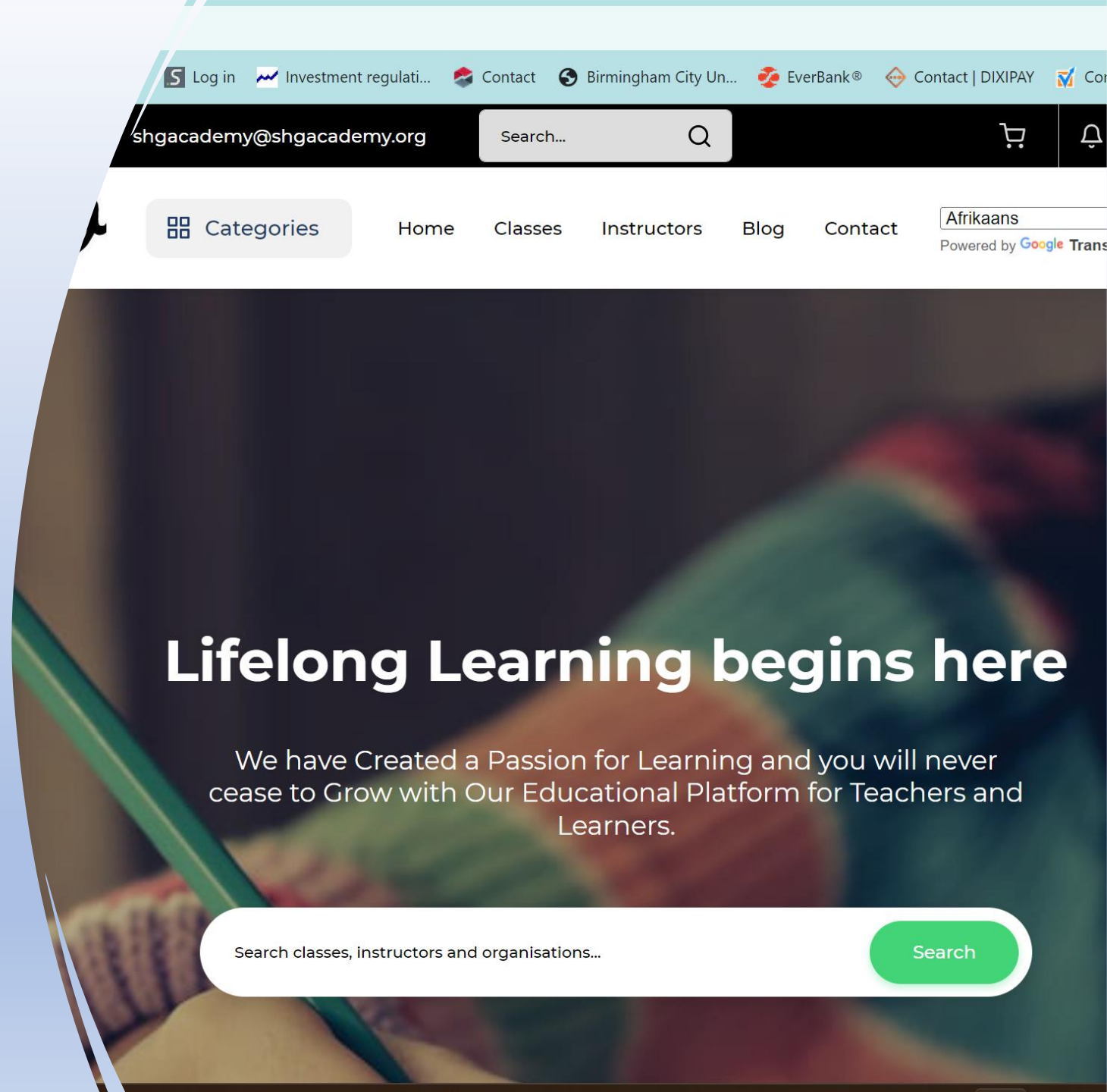


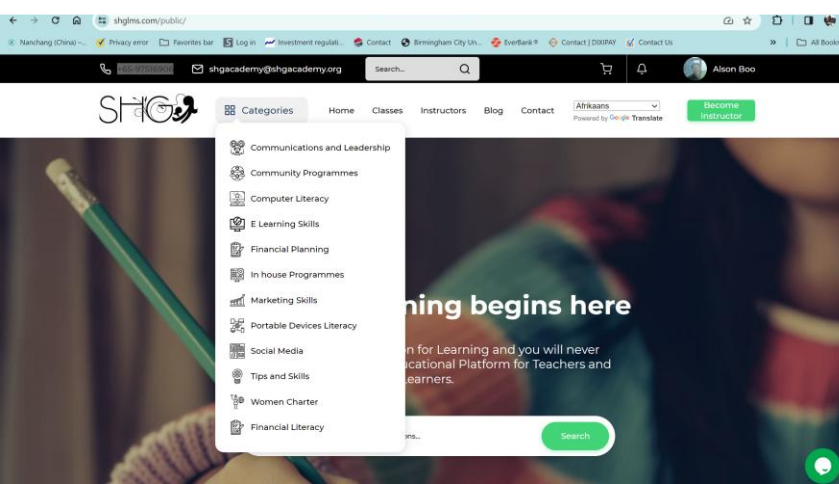
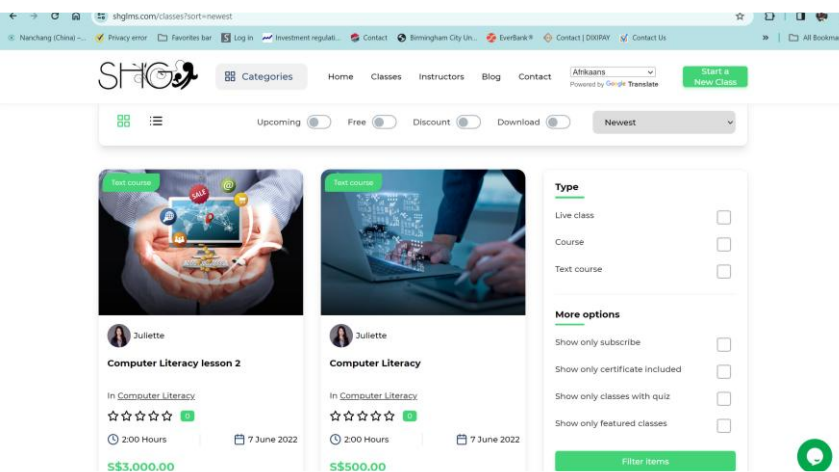
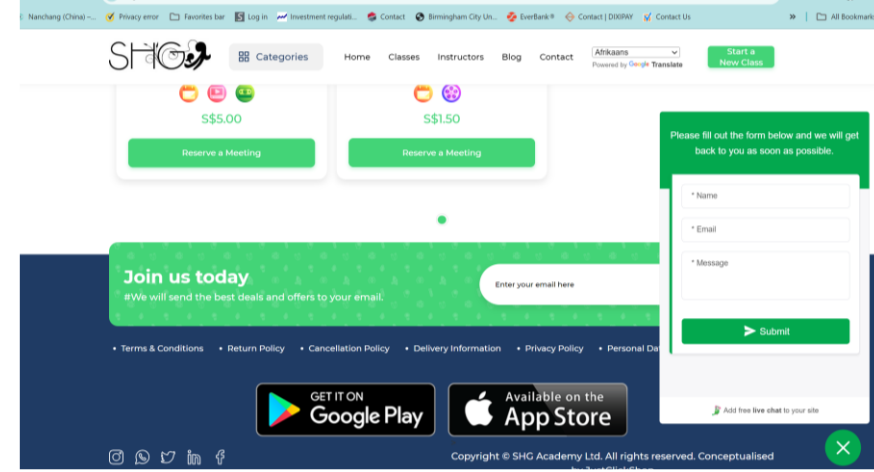
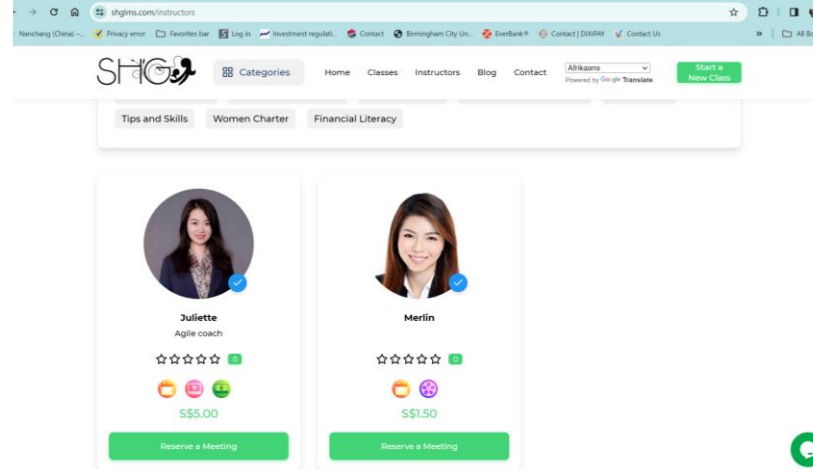
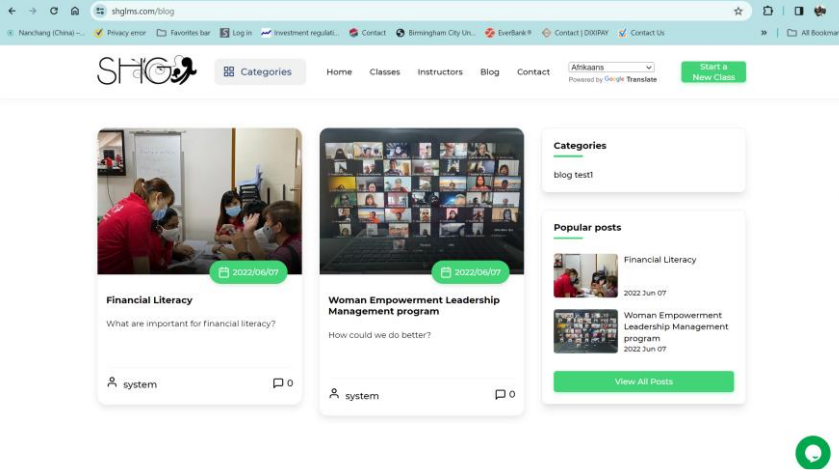
- Using Confucian and Lao Tzu methods to create the innovative impact and sustainability.
- Kanban integrating with Confucian and Lao Tzu methods to achieve the desired outcome for company and individual with ISO 14001EMS, 9001QMS and 27001-Think,Plan,Do,Check,Action
- This team coaching program are unique so that students and learner would gains adaptability. Seeing changes at their work place. Behaviour change, mindset change, empathy shift, critical thinking, problem solving , psychology safety , pedagogy change, leadership change, entrepreneurship change etc.....
- Financial Sustainability, Women Empowerment leadership Management program and Entrepreneurship program for the program process. Specialize certificate based on coaching methods. We're currently partnering with Harbour Education to provides EMBA coaching and sustainable program.

# SHGLMS brings you the best learning experiences

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- Ease of accreditation certifications
- Competitiveness and or affordable pricing
- Always on the forefront of new technology and new skillsets
- Job security and assurance with self-satisfaction





- 1) Instructor/Trainer/Coaches could interact with learner via blended learning, self-pace, e-learning, face-to-face and online.
- 2) There are video recording, audio, powerpoint, whiteboard, pdf for students and learners. Assignment, quizzes, MCQs and gamification for assessment.
- 3) Certificates will be issues instantly or after submission of assignment.
- 4) Social media for badges , points and rewards to be accumulated to subscript other program

# Award and Tech Tools

- Award: Certificate, higher certificate, advance certificate, Master , EMBA for students. EMCC and ICF level 1, level 2

Sophie Taylor

Alson Boo Chun Ngee - Singapore

- Tech tools: Using API Miro, Jamboard, mural, whiteboard, post-it, Facilitation board (for online and offline)

Lynda Simmons

# Business model

- B2B
- B2C
- B2CB2
- Franchise business model
- Individuals – more and more buy subscriptions monthly, yearly
- Trainer/ Coaches – Referrer program and earn as you teach model
- Corporate – Staffs, supplier, customer

# Coaching - Basic program

- Beginner to build up their base – 1 to 1 and Team
- 30 hours
- Coaching mentoring 10 hours
- Test paper 100 questions
- Scripts and audio × 2

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_



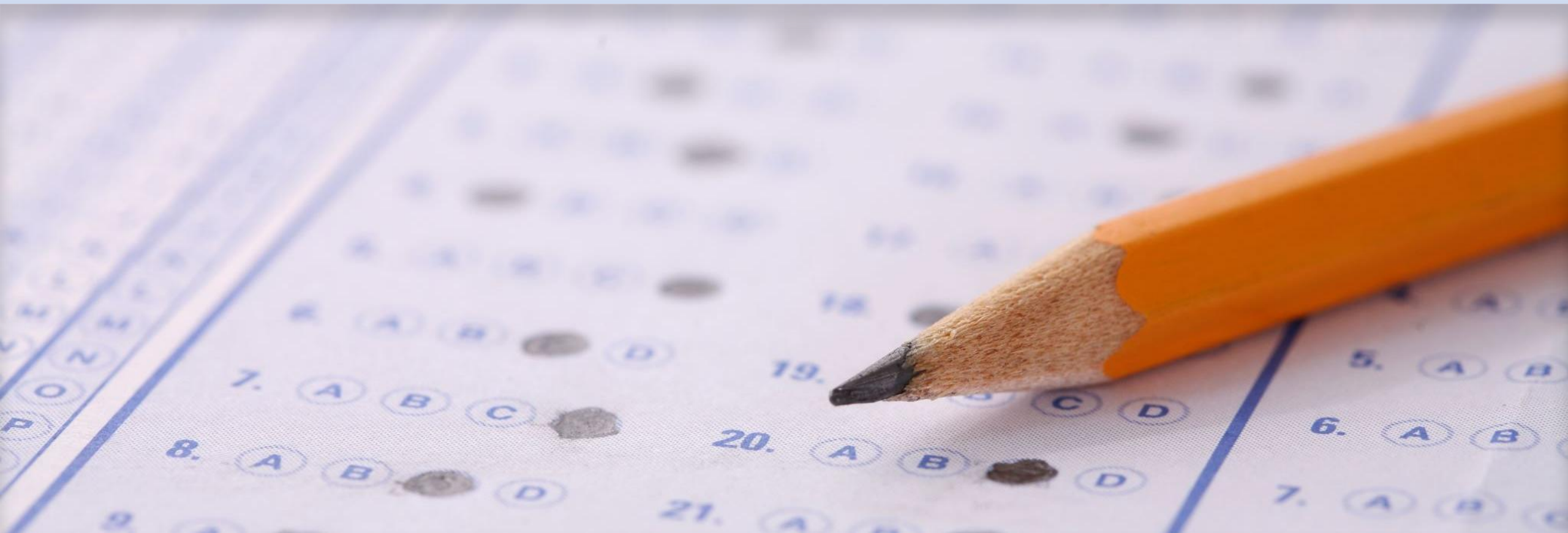


# Basic Facilitation/Team program

- 1 to 1 and Team
- 30 hours
- Mentoring Facilitation 10 hours
- Test questions 100
- Scripts and audio ×2

# Basic Mentoring programme

- 1 to 1 and Team
- 30 hours
- Mentoring my senior mentor 10 hours
- Test questions 100
- Scripts and audio x2





# Team coaching program

- Team coaching program
- 42 hours
- Team supervision 10 hours
- Test question 100
- Audio files and video x2 , scripts
  
- 3 Team member coaching – Intermediate level
  
- Senior team coach - 5 team member – Senior level
  
- Master team coach - 8 to 12 team member – Master level

# Team supervision



Team supervision  
program 62 hours



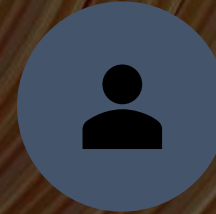
Team supervision 10  
hours



Test question 100



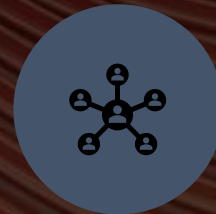
Audio files and video  
x2 , scripts



3 Team member  
coaching –  
Intermediate level



Senior team coach - 5  
team member –  
Advance level



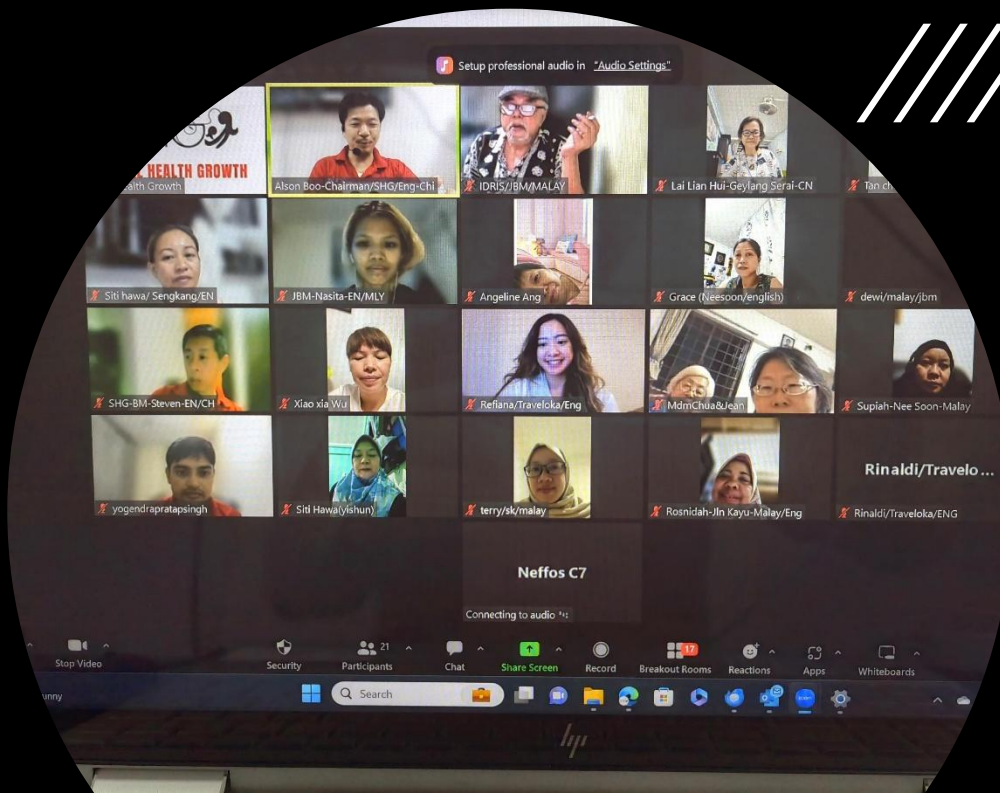
Master team coach - 8  
to 12 team member –  
Master level



## GBSN Membership (Individual and Corporate)

- 1) Network with the global best coaches, wealth and asset manager, private equality, venture capitalise, multi-families office and UHNWI**
- 2) sustainability related to 17 SDG**
- 3) ESG for PPP with financial sustainability, women empowerment leadership management and entrepreneurs**
- 4) GRI and ISO for Compliance purposes on annual financial reporting**
- 5) Using our logo GBSN and sign up as membership and level 1, level 2 and level 3 for different access**
  - have Access to different platform and industries example oil and gas, agriculture, aquaculture, traveling, hospitality, retails, production, fashion, food supply, so this is to access for different countries companies for job employment**

# Team coaching



# Team facilitation

Participants visible in the grid:

- haze黄益
- Christine\_Staff
- han/SHG/Eng-Chi
- IDRIS/JBM/MALAY
- Tan choon hwa-NeeSoon-Cn
- hasinah JBM/ENG/MALA
- 马心媛pony
- 刘云帆Liu Yunfan+天津大学
- 叶书婷Jaqueline
- 崔雅滢CuiYaqin 天津大学
- 齐子涵
- Yasumi\_SMU
- Umi Rose
- Shikha - SHG - EN
- 张越-Zhangyue-天津大学
- 苏濠 Meng Su
- 王竞择 Shai
- 王羽仪-中南财经政
- SHG EN
- Xiao xia Wu
- Siti hawa -Sengkang-EN
- Dewi-JBM-Malay
- 徐湛 Zara 天津大学
- 顾国栋
- 徐湛 Zara 天津大学
- fishun
- SHG-BM-Steven-EN/CH
- Siti(nee soon)
- Siti Nurfatin JBM
- Nee Soon-Supiah-Malay

Zoom Meeting Controls:

- Mute
- Stop Video
- Security
- Participants (17)
- Chat
- Share Screen
- Pause/Stop Recording
- Show Captions
- Breakout Rooms

System Tray:

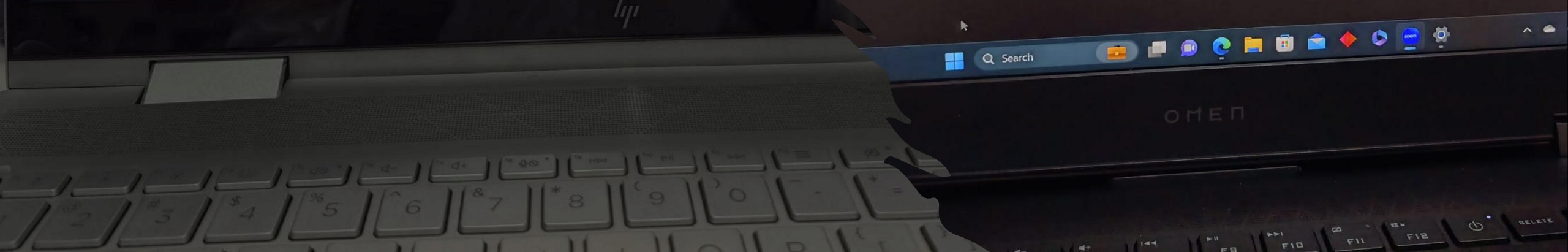
- 28°C Heavy rain
- Search
- Taskbar icons: File Explorer, Microsoft Edge, Zoom, etc.

Zoom Meeting Controls (Right):

- Ngasmi-JBM ne...
- Ngasmi-JBM new mother

System Tray (Right):

- Search
- Taskbar icons: File Explorer, Microsoft Edge, Zoom, etc.



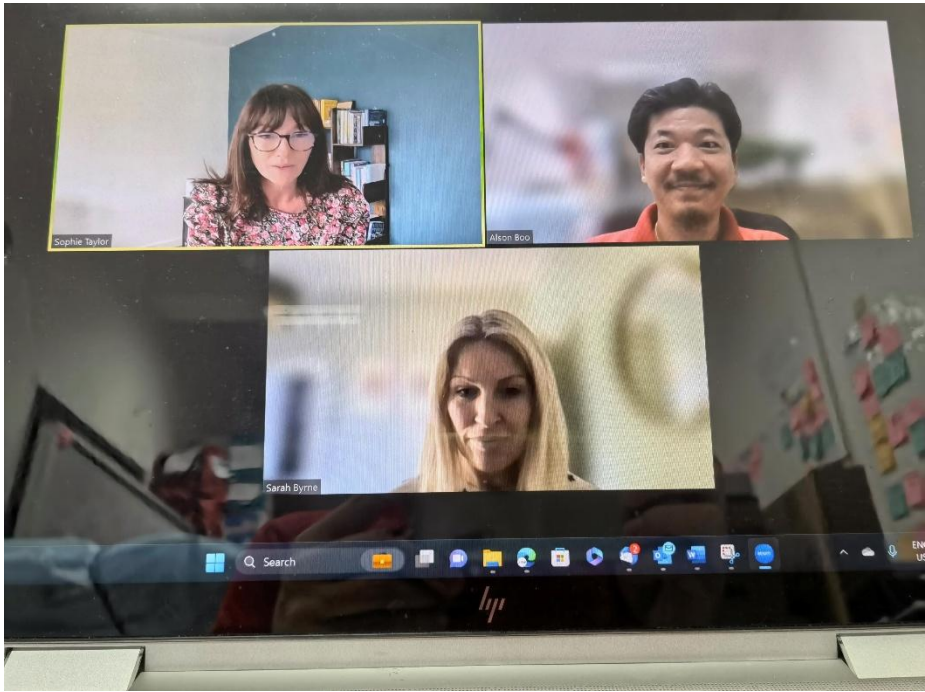
# Mentoring



# Team Supervision

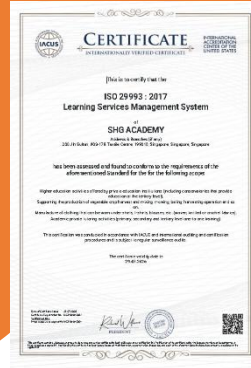
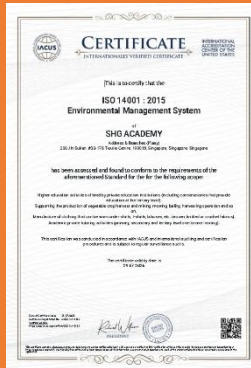
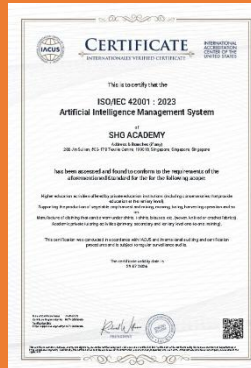


One to One coaching



With certification from our academy and trainer/coaches, we would be able to assist our clients and customer in achieving ISO standard, ESG and SDG reporting for their annual financial reporting.

- Six Sigma Belt Black
- ISO27001, ISO42001:2023, ISO29992, ISO14001, ISO9001, ISO20000, ISO22301 (Organization)
- Digital Healthcare (Diploma) – National University of Singapore
- ACE Capstone Leadership Program - Social Service Institute and Aalto University (Finland)
- Oxford Impact Finance Innovations program
- SAFe consultant
- Scrummaster product Owner
- Kanban
- Advanced Certificate In Sustainability & Sustainable Business – Singapore Management University – ESG/SDG
- GRI Sustainability Professional
- Team Coaching and Team Mentoring, Supervision from ICF/AC/IAC and EMCC



# Accreditation/Award/Training Partners



Social Emotional  
Partnership with University of Helsinki



Since 2023, SHG has been committed to the UN Global Compact corporate responsibility initiative and its principles in the areas of human rights, labor, environment, and anti-corruption



ACCREDITED MASTER COACH SUPERVISOR INDIVIDUAL AND GROUP



ACCREDITED MASTER EXECUTIVE COACH

# Certifications Templates



# Donor/Sponsor and Partners and Global Sustainable Business Network member



**traveloka**  (Indonesia and Singapore)

PAG investment (Singapore and Hong Kong)

# SHG ACADEMY

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url: [www.shgacademy.org](http://www.shgacademy.org)

<https://www.linkedin.com/company/pathways-shgacademy>

Facebook: <https://www.facebook.com/profile.php?id=61572437751851>

Instagram: @shgacademy02

Google: <https://shg-academy.business.site/?m=true>

<https://www.shglms.com>

Tik Tok: @shgshg17

Telegram: @socialhealthgrowth

[https://x.com/SHG\\_Academy](https://x.com/SHG_Academy)

Wechat: social health growth