

Impact Report

2024

Transforming Education, Transforming Lives,
Teach For Malaysia's Impact Journey



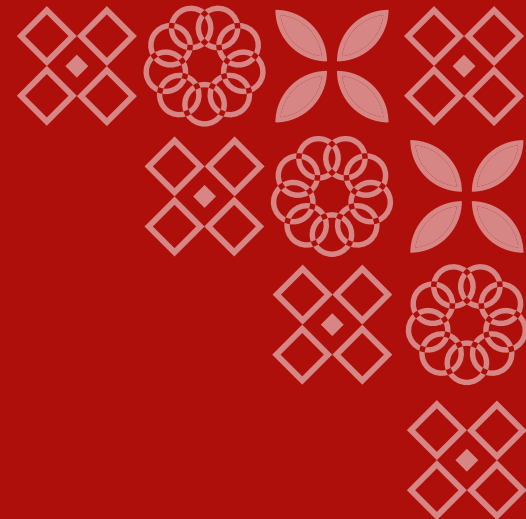


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Message from CEO

I am honoured to share Teach For Malaysia's 2024 Impact Report, showcasing the collective efforts of our Fellows, Program Duta Guru teachers, student and community leaders, volunteers, staff, and Alumni. This report not only highlights the progress we have made but also showcases the unwavering commitment of our network to transforming education and ending education inequity in Malaysia.

Looking back on the past year, I am inspired by the dedication of the diverse individuals I have had the privilege to meet and collaborate with, all working towards meaningful change in the communities that need it most. This includes Najib, a student leader who started an initiative to address drug issues in his community; Safika and Agah, Orang Asli students who represented Malaysia at the Kids Education Revolution in India; and many others who stepped up to drive change in their own ways.

In 2024, we focused on broadening our network while deepening connections in the communities we work with, by **scaling our impact and strengthening our foundations**. We welcomed our 12th cohort of Fellows, and diversified our Fellowship pathways further by introducing the Guru Muda Pathway where we recruit in-service teachers as Fellows. We launched the Kemahiran Asas Literasi dan numerasi (KALIS) programme, a remedial learning initiative that is part of the nationwide learning recovery effort — Program Anak Kita. We also expanded our reach through the Education Recovery Tutoring Initiative (ERTI), a year-long tutoring programme for students in PPR communities.

In partnership with Yayasan PETRONAS, Program Duta Guru (PDG) continues to empower STEM teachers, delivering high-quality learning experiences to enhance students' higher-order thinking skills (HOTS). This year, we celebrated the successful completion of Phase 1 and the start of Phase 2, where we will reach 1,800 more teachers. This is double the teachers we impacted in Phase 1!

2024 also marked the conclusion of Phase 1 of our 2030 Strategy. Over the past few years, we have evolved into a multi-programme organisation, diversifying and scaling our movement while laying the foundations for a nationwide network of leaders. We have piloted, refined, and expanded our programmes to bridge education gaps and deepen engagement with the wider community.

As we enter Phase 2, our focus shifts to convergence — bringing together leaders from our different pillars into one cohesive movement. As we grow, our priority is to build a movement that works collectively toward a shared vision: a Malaysia where all children can realise their potential through quality education. As we move forward, we remain steadfast in our belief in the transformative power of education and the strength of collective leadership. While we celebrate the progress and key milestones achieved, we remain mindful that there is still much more to be done. The challenges ahead require collaboration, innovation, and a shared commitment to reimagining what is possible for education in Malaysia. None of this would be possible without the unwavering support of our dedicated partners and supporters across the private and public sectors. Their belief in our mission continues to propel us forward, enabling us to deepen our impact and drive meaningful change.

Thank you.

Chan Soon Seng

CEO,
Teach For Malaysia
2012 Cohort
Fellowship Alumni



Who We Are

Teach For Malaysia is a non-profit organisation working towards a future where all children in Malaysia will have the opportunity to realise their potential through quality education.

We collaborate with partners in the education ecosystem to create immediate and long-term education transformation by developing and mobilising a diverse movement of leaders. Founded in 2010, Teach For Malaysia (TFM) is a proud member of the Global Education Network Teach For All, a collective of education organisations in 63 countries worldwide.

Teach For Malaysia primarily supports SDG 4 by addressing education inequity. Our work also contributes to SDG 10 by reducing disparities in educational outcomes, and SDG 17 by building strong cross-sector partnerships.

Quality education is the most powerful tool for children to realise their potential. But to make this a reality, we need committed leaders and changemakers across the education ecosystem to drive meaningful change. We are on a mission to build this movement of leaders, united by the belief that education transformation is the key to unlocking a better, more empowered future for all children in Malaysia.



VISION

One day, all children in Malaysia will have the opportunity to realise their potential through quality education.



MISSION

To build a movement of leaders in the education ecosystem to empower all children in Malaysia to realise their potential.

If we hold our students to high expectations, they will always exceed it. If we empower students today, to be agents of their own transformation and not just recipients of change, they will be able to transform their families, their schools, their communities and also our nation right away and not at some distant point in the future.

Dzameer Dzulkifli

Co-founder of Teach For Malaysia and Director, Asia Pacific, Global Alumni Leadership, Teach For All

Our Core Values



Sense of Possibility

We set ambitious and audacious goals in order to reimagine a drastically different education system and a world that meets the needs of everyone.

As a movement, we empower our students and communities to lead the solutions that will make the most difference.



Collaboration

We believe everyone has a role to play in ensuring every child realises their potential to lead themselves and others. We collaborate radically with students, communities and partners from all sectors as an interdependent movement of collective leaders.



Excellence

We believe that when people love what they do, and believe in what they do, they bring their best self to work and life. We set a high bar of excellence in every aspect of our work and life in order to make the impact we want and to sustain ourselves over the long run.



Integrity

We believe in the power of authenticity, compassion, respect and trust to create transformational change. We place emphasis on what goals we achieve as well as how we achieve our goals.

Why We Exist

Every child deserves the opportunity to live a life they truly love, and a quality education is the most powerful tool to achieve this. Yet, not all children in Malaysia have access to the education they need to reach their potential. While Malaysia has made great strides in expanding access to education,

gaps still exist and access alone does not guarantee good learning outcomes. Socioeconomic background, geographical location, and systemic barriers create persistent inequities in learning outcomes, and the effects of the COVID-19 pandemic have only widened these gaps.

The Reality of Education in Malaysia

1 Foundational Learning Gaps

In 2024, an estimated 27% of Year 1 students started the school year struggling with basic literacy and numeracy skills, while students from low-income families are less likely to have the foundational skills needed for success.

2 Declining Student Performance

Student performance has been declining, with more than 50% of 15-year-olds not meeting the minimum proficiency in reading and mathematics (PISA 2022). Additionally, the proportion of top-performing students remains significantly low, further reflecting ongoing challenges in education quality.

3 Persistent Inequities

Socioeconomic status (SES) and geographical location remain key predictors of student success.

- SES accounted for 18% of the variation in mathematics performance among Malaysian students (PISA 2022).
- Students from the highest socioeconomic background outperformed those from the bottom quartile (SEA-PLM 2019).
- While the urban-rural gap has narrowed over the years, students in urban schools still consistently outperform their rural peers (PISA 2022, TIMSS 2023).

Without intervention, these challenges will continue to shape students' futures and limit their opportunities. **Education inequity is a wicked problem, deeply rooted in systemic and structural factors.** It weakens our collective economic and social well-being — when some children are left behind, we all lose.

Achieving education equity requires bold leadership and systemic change.

By developing and mobilising leaders across the education ecosystem, we can break this cycle and create the conditions for every child to receive a high-quality education — regardless of their background.

At Teach For Malaysia, we believe that only through bold, collective action can we build a future where all children can thrive.

Our Theory of Change

Central to our Theory of Change is the belief that effective leadership — the kind that allows for systemic, sustainable change to happen — matters.

Recruit and Develop the Most Promising and Diverse Leaders

We recruit participants with high leadership potential and provide both leadership and pedagogical training. This allows them to make immediate impact through improved student outcomes while gaining deep context for future initiatives with long-term impact.



Empower Students in High-Need Communities

Throughout their TFM involvement, participants receive leadership training and coaching to apply leadership competencies. They work in high-need communities (low-income, limited resources) to empower students by cultivating their capabilities, voice, and values.



Mobilise Collective Leadership For Systemic Change

The leaders that come through our various programmes belong to a diverse movement guided by shared core values and a commitment to end education inequity. While their initial involvement may have been through different programmes, in the long run, our Fellowship Alumni, Persatuan Duta Guru, Community Mobilisation student leaders, community leaders and volunteers work together at all levels of the education ecosystem towards a shared vision of quality education for all.



Set the Education System on a Transformational Path

With the collaboration and support from the Ministry of Education and corporate partners, our movement of leaders — equipped with the leadership competencies most relevant for addressing complex challenges in the education system — will set the education system on a transformational path towards holistic education and student empowerment.

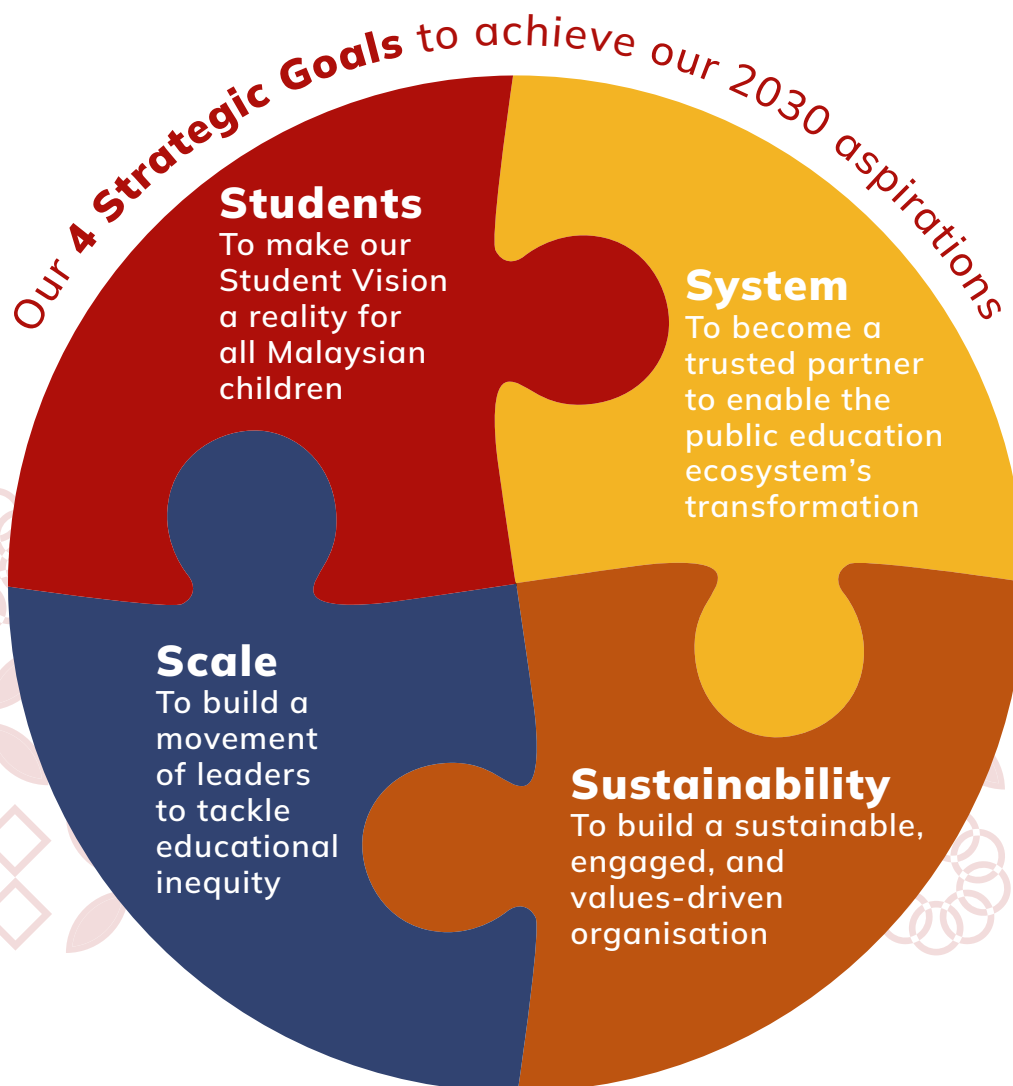


Our 2030 Strategy

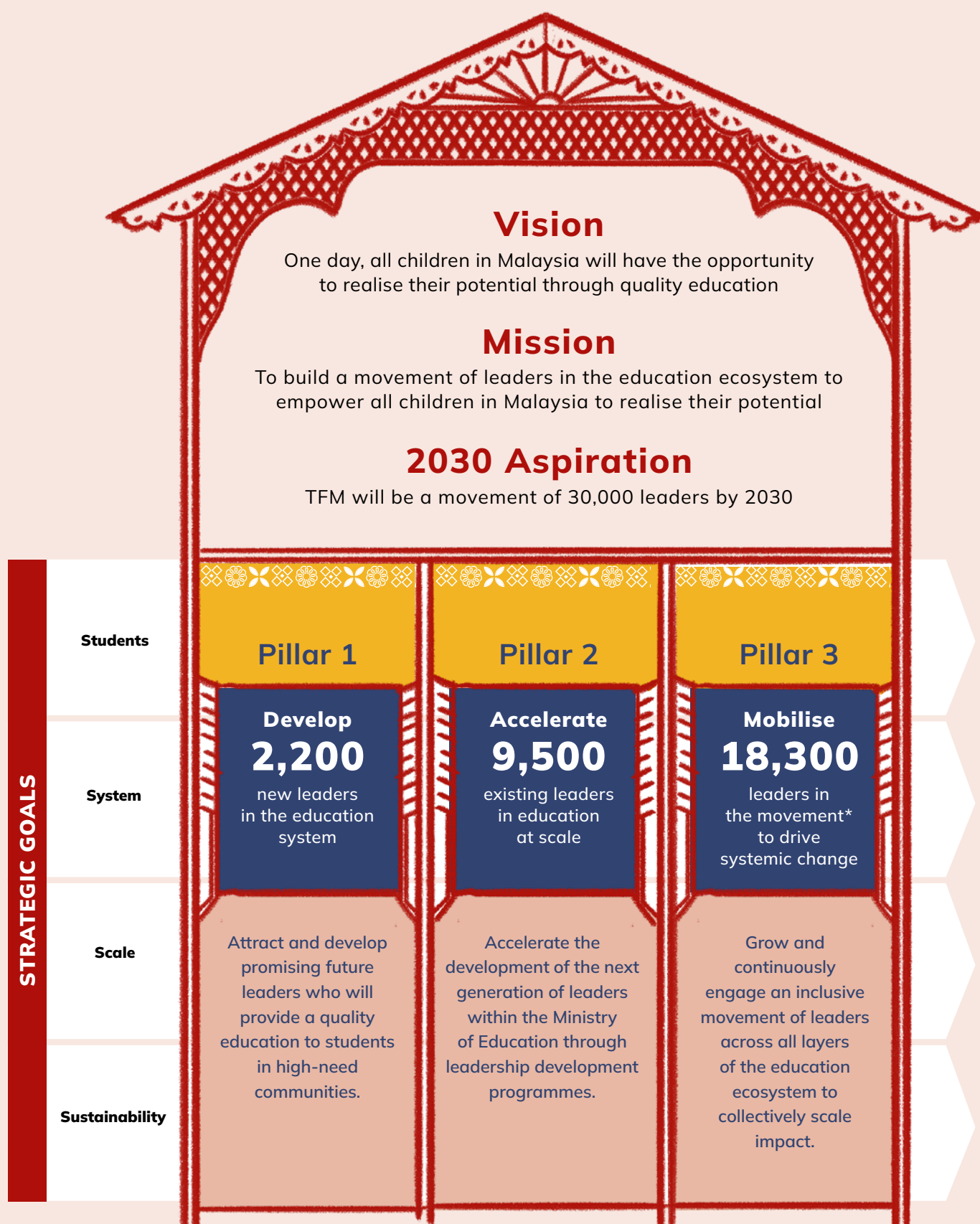
Scaling Impact for Systemic Change

From 2012 to 2019, Teach For Malaysia focused on a single core programme, the Fellowship. Recognising the need for scale to create a critical mass of leaders for education system transformation, we launched our 2030 Strategy in 2022, guided by three strategic pillars and four strategic goals. By 2030, we aspire to be a movement of 30,000 leaders working together to empower children in underserved communities across Malaysia to realise their potential through quality education.

As our movement grows, we envision TFM as a platform where individuals from diverse backgrounds can collaborate and contribute to nation-building through education, united by our shared dream of a better Malaysia for all. Thus, we have expanded beyond our flagship Fellowship programme to reach existing teachers and leaders in the public education sector to drive system transformation. We also mobilise diverse leaders across all levels of the education ecosystem to amplify collective impact.



Transformative Pillars and Strategic Goals that will drive us towards our 2030 aspiration



*Includes Alumni, student leaders, volunteers, and communities

**The figures represent our aspirations to reach by 2030, as outlined when it was launched in 2022

Reflections on Phase 1 (2020–2024): Laying the Foundations for Scale

In 2024, we concluded Phase 1 of our 2030 Strategy, marking a significant transformation in our ability to scale as we evolved into a multi-programme organisation. The first phase of our strategy focused on **building a strong foundation of diverse leaders** to drive impact across the education system. Over the past four years, we have:

- During COVID-19, **TFM doubled student access to online learning**, launched a Distance Learning website, and delivered Zero Tech Learning Boxes to the underserved communities.
- **Expanded our programmes** beyond the Fellowship, launching new initiatives to develop the leadership of teachers and students across the system.
- **Grown our movement significantly**, increasing the number of leaders nearly 14-fold since 2019 through diversified pathways.
- **Strengthened public visibility and credibility**, with stronger engagement on social media and amplifying national recognition through accolades like the Merdeka Award.

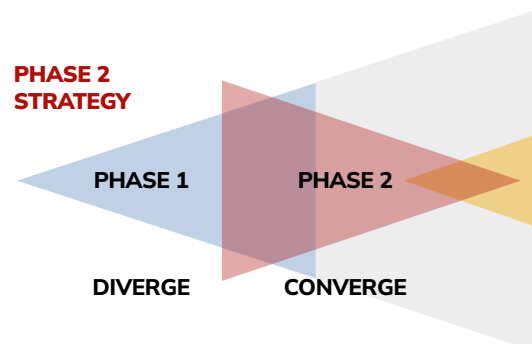


While these achievements have laid a strong foundation for growth, scaling rapidly across multiple programme areas placed a strain on resources. Additionally, ensuring alignment of our leadership development approach, maintaining high-quality programmes at scale, and deepening our influence on national education policy remain key priorities as we move forward.

Phase 2 (2025–2027): Converging Leaders into a Cohesive Movement

Whilst Phase 1 focused on building a diverse pipeline of leaders, Phase 2 shifts towards **convergence** — **bringing leaders together into a cohesive TFM movement** that works collectively towards systemic change. To scale sustainably, we will focus on:

- **Gatherings and platforms to convene** participants and Alumni across all our programmes to reimagine education and foster long-term collective leadership.
- **Deepening expertise & strengthening capacity building** of leadership development across all our programmes.
- **Enhancing operational effectiveness** by leveraging technology and AI for greater scale.
- **Expanding partnerships and funding diversity** to strengthen long-term sustainability.



By 2027, we aim to mobilise over 12,000 leaders, working in alignment to amplify collective impact. As we move forward, our priority is not just to grow — but to build a deeply interconnected movement that transforms education for all children in Malaysia.

Our Cumulative Impact

Since 2012, Teach For Malaysia's movement
has grown to over **4,000** leaders.

**529**

Fellows

1,364

PDG participants

105

KALIS teachers



Impacting around
496,000
students

**1,981**student leaders¹**784**volunteers, mentors and
community leaders²**1,215**schools³ and PPR
communities partnered

In 2022, Teach For Malaysia was awarded the 2022 Merdeka Award under the Education and Community Category. The Merdeka Award is Malaysia's premier award for excellence founded by PETRONAS, ExxonMobil and Shell in 2007.

1. Tracked since 2018 2. Tracked since 2021 3. More than 90% are high-need schools, including those in Indigenous communities



Footprints



Our Impact in 2024

A Snapshot of 2024

39

Fellows

Completed Year 1 of the Fellowship

22

Fellows

Continued into Year 2

454

New Teachers

Joined Program Duta Guru (PDG)

411

PDG Teachers

Graduated from the Programme

942

Student Leaders
Empowered

376

Volunteers, Mentors & Community Leaders
Engaged

105

KALIS Teachers
Onboarded

700

Schools and Communities
Reached

Impacting over

140,000

Students

In 2024, Teach For Malaysia was voted **#1 in the Education and Training sector** at the Graduan Brand Awards, a spot previously held in 2015 and 2016.



On 18 May, the Minister of Education, YB Fadhlin Sidek, officiated the **launch of the Guru Muda Pathway**, marking a milestone in our efforts to work with in-service teachers.



Throughout August and September, 20 industry and thought leaders co-taught with our Fellows in classrooms across Sarawak and Selangor for **TFM Week**.



In November, the PDG community came together for the annual **National Symposium** to exchange knowledge, engage in intellectual discussions, and network.



On 23 November, the **Suara Anak Malaysia student-led summit** amplified student voices and strengthened student-adult partnerships.



In December, 105 Pemulihan teachers from six districts in Johor were onboarded as part of **Program KALIS**.



Pillar 1 Developing New Leaders in the Education System

Our **Develop** pillar is driven by our flagship programme, the Teach For Malaysia Fellowship. The TFM Fellowship is a 2-year Leadership Development Programme that develops aspiring changemakers in the education sector.

Since 2012, the Fellowship programme has reached:

- 🌀 **12** Cohorts 🌀 **529** Fellows & Alumni 🌀 **201** Schools
- 🌀 **11** States & Federal Territories 🌀 Over **152,000** Students Impacted

Overview of Fellowship's Impact in 2024

- 🌀 **61** Fellows
- 🌀 **33** schools across Perak, Sarawak and Selangor
- 🌀 **9,150** students impacted

Teaching Partner Pathway

Fellows in this pathway are placed as teaching partners who support existing teachers in schools in Orang Asli, Orang Asal, and urban high-need schools. Fellows are paired with a Guru Hos (Host Teachers) in their placement schools and engage in co-teaching activities where they collaborate closely with their Guru Hos in the planning, delivery, and assessment of lessons, grounded by the shared goal of improving student outcomes.

Guru Muda Pathway

In 2024, we introduced the Guru Muda Pathway. The Guru Muda Pathway aims to empower and support novice teachers to drive student outcomes in their first few years of teaching. Through training workshops and direct coaching sessions, the programme complements existing teacher development programmes by the Ministry of Education.

01 | Student

❁ **44%** of students demonstrated an estimated learning growth by at least one mastery level

❁ **97%** of Guru Hos found co-teaching beneficial to improve student outcomes

❁ **100%** of Guru Hos indicated that Fellows improved students' motivation in the classroom

❁ **100%** of Principals indicated that Fellows have contributed to improving student outcomes in all three aspects: Academic Growth, Student Leadership, and Student Opportunities

TFM Analysis of 2024 Student Outcomes Tracker and School Surveys



“ I felt empowered when there were two teachers who could understand us. I experienced a lot of improvement after the Fellow joined. In terms of encouragement, the teacher often chose me to answer questions, present in front of the class, and to emcee for assemblies. I was also able to further improve my public speaking skills. ”

Form 2 student from SMK Balai Ringin

“ For me, having two teachers is the best because one teacher can teach according to the syllabus, and the other can create quizzes and create more interactive and enjoyable activities. Because of the Fellow, I went from being quiet in class to being more active, enabling me to express myself and my hidden talents, and I no longer feel shy. The Fellow gave me the opportunity to develop my potential. ”

Form 2 student from SMK Tebakang

02 | Teacher

82% of Fellows met their leadership development targets

73% of Fellows demonstrated improved teaching practices in the classroom

Nur Zarifah binti Jalok

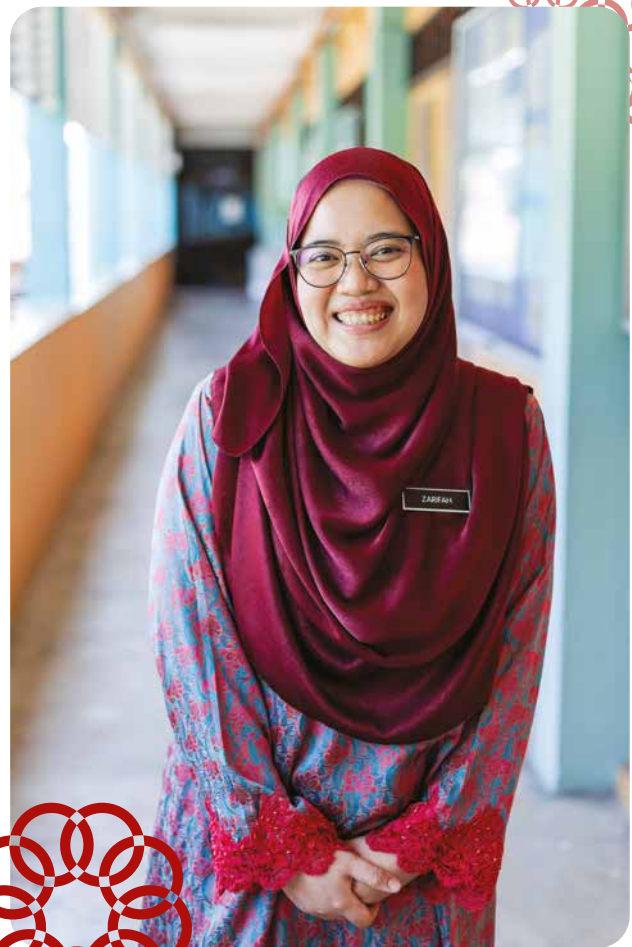
2024 Fellow

BSc (Hons) in Petroleum Geoscience,
Universiti Teknologi Petronas (UTP)

Spotlight: Expanding Horizons to Empower Others

“After a few months into the Fellowship, my understanding of education inequity deepened. Coming from the corporate world, it was initially challenging to adapt and view certain matters through different lenses. Many of my students have working parents from backgrounds similar to mine. However, unlike my experience, most of their parents struggle to be actively involved in their education due to long working hours or other socioeconomic barriers. Hence, I took the initiative to provide extra online classes to those who needed them with support from my coach, co-teacher and other Fellows.

My greatest success so far has been earning my students' trust and interest. They now come to me willingly, asking questions like, "Which university should I go to if I want to be a lawyer?" or "What does an engineer do?" Some students have also asked if it is right to aspire to become a chef or a fashion designer instead of a doctor or a lawyer like their peers. These moments show how comfortable they are with me and that they see me as someone they can turn to without fear of judgment. Being able to provide guidance and help them realise what they are worth and capable of is a fulfilling aspect of my Fellowship journey so far, as it empowers them to dream and take charge of their futures with confidence.

”

Take charge of
their futures with
Confidence.



Nusaibah binti Wan Fatul @ Wan Faisal

2024 Fellow

M.Ed (Hons) in Special Education,
Universiti Kebangsaan Malaysia (UKM)

*Reinforcing
the importance of
student-centred learning.*

Spotlight: Bringing Learning to Life Through Interactive Teaching

When I started teaching, I was somewhat disengaged. The culture at my school was very rigid, and I wasn't sure how to bring about any meaningful change. However, once I joined the TFM Fellowship, I discovered a plethora of opportunities for my personal development and for the benefit of my students. Through the Fellowship, I had the privilege of bringing several opportunities to my school. For instance, I brought arts into the classroom through the KLPAC Connect Trilogi Bulan Theatre programme, showing my students the power of storytelling and creative expression. My students also had the opportunity to participate in a cultural exchange opportunity with Japanese schools. This experience highlighted the importance of creating learning experiences beyond the textbook and allowed my students to interact with students outside of Malaysia.

One of the most rewarding aspects of the Fellowship so far was the freedom to experiment. For instance, I introduced an UNO card behaviour management system to move away from the traditional approach. I wanted to create something engaging and relatable, and the idea was to gamify behaviour management by leveraging the familiarity of UNO cards. Students receive a "+2" card for added marks, while a "Blocking" card signalled a consequence. This system promoted teamwork and accountability among my students.

The Fellowship encouraged me to step outside of traditional educational norms. It shaped my growth as an educator by reinforcing the importance of student-centred learning, creativity, and the power of building a positive, engaging classroom environment.

03 | System

Fellow's Community Impact Initiatives

Besides co-teaching in the classroom, Fellows also run after-school programmes and community projects, addressing various issues and needs within the school and the broader community.



Spotlight: The Tebakang Show

The Tebakang Show (TTS) was founded by Rose Mary Nathan, Premanitha Muniandy, Amirah Nur Hanim, and Mohammad Syaihan Jahali, 2023 Fellows from SMK Tebakang to bridge the gap in creative education. Recognising that the arts are often overlooked, TTS provides hands-on training and industry exposure, underpinned by the conviction that creative skills are just as valuable as academic achievements.

Delivered through eight workshops led by industry professionals and UNIMAS lecturers, 100 students learned storytelling, filming, and editing, culminating in their short films and documentaries. For many, this was their first venture into video production, with 30% now interested in creative careers. Beyond technical skills, TTS empowers students to tell meaningful stories, connecting their community with the world. The programme will conclude with a mini film festival in 2025, celebrating their work.

The Fellows shared, "Being part of the Fellowship has shown us the power of education beyond textbooks. It's about unlocking potential and creating opportunities where none existed before. The Tebakang Show started as a small initiative, but seeing students grow in confidence and creativity has reinforced our belief that with the right support, they can achieve so much more!"



Spotlight: Ringin Readers' Club

Ringin Readers' Club was founded by Vaishnavi Sivabalan or Vaishu, a 2023 Teach For Malaysia Fellow, after discovering that SMK Balai Ringin had no functional library due to a fire. Determined to change this, she launched Ringin Readers as a student-led initiative, starting with just five student members and a mobile library in her car.

Besides reading sessions, the club introduced engaging literacy experiences, including a talk with Sarawakian writer Malcolm Mejin, the school's first book fair, storytelling sessions with the Sarawak Storytellers Association, and Ringin Readers' Custom Reading Journal to encourage reflective reading. With seed funding from Accenture and a sponsorship by ConocoPhillips, the club grew to 25 members. More importantly, student reading habits improved drastically — from less than one book per student to an average of nine books per student over the year.

More than literacy, Ringin Readers helps students find their voices, see themselves in stories, and build confidence in their narratives. Its impact has extended beyond the school, with Vaishu empowering more readers through local literacy initiatives.

“What started as a small effort to get books into students' hands has become a movement that changed reading habits. With every book read and story told, students reclaim their right to literacy and their voices.”



School Leader Reflections

The support and collaboration of school leaders and educators play a vital role as they work alongside Fellows to foster more engaging learning environments and improve student outcomes.



“

The presence of the Teach For Malaysia (TFM) Fellows at SMK Penrissen has brought a meaningful change in efforts to bridge the education gap between urban and rural students. With their strong commitment, they play an active role not only in the classroom but also in driving various out-of-class initiatives that empower students' character development. Their dedication to teaching and leadership has boosted students' motivation and aspirations, aligning with the school's vision of nurturing a competitive, visionary, and future-ready generation.

En. Abit Hong

Principal, SMK Penrissen No. 1

”



“

The Fellows are passionate and dedicated educators. The Fellow (whom I co-teach with) provides a safe and positive learning atmosphere to the pupils, which helps the pupils be more confident in their attempts to use the English language. She isn't my assistant or just an extra hand but my teaching partner and a significant team player in our school.

”

**Pn. Crystal Callista
Anak Yunus**

Head of the English Language Department,
SK St. David

*Safe &
Positive
Learning Atmosphere*



Pillar 2 Accelerating Existing Leaders in Education at Scale

Our work within the **Accelerate** pillar reaches leaders who are already in the system. These programmes support in-service teachers, in line with our desire to serve as a trusted partner of the Ministry of Education. Having the opportunity to work directly with in-service teachers also means we are able to expand our contributions to post-pandemic learning recovery nationwide.

Program Duta Guru

Program Duta Guru (PDG) recruits and develops in-service STEM teachers by equipping them with pedagogical skills and leadership competencies to enable sustainable school-wide transformation in STEM teaching and learning.

A collaboration between Yayasan PETRONAS and the Ministry of Education (MOE), PDG is a nationwide multi-year industry-linked programme to strengthen the capabilities of STEM teachers serving schools with a majority of B40 students. It aims to build

upon existing systems to improve the capability of Malaysian public school teachers in order to enhance students' interest and competency in STEM subjects and their higher-order thinking skills (HOTS), particularly for the underprivileged.

By 2030, Program Duta Guru aims to empower 4,500 highly competent and committed teachers to enhance HOTS among students through STEM education, laying the foundation for a competitive nation.

Since 2020, Program Duta Guru has reached:

5

Cohorts

1,364

Teachers

229

District Officers as
Pembimbing PDG (PPDG)

13

States & 3 Federal
Territories

946

Schools

53%

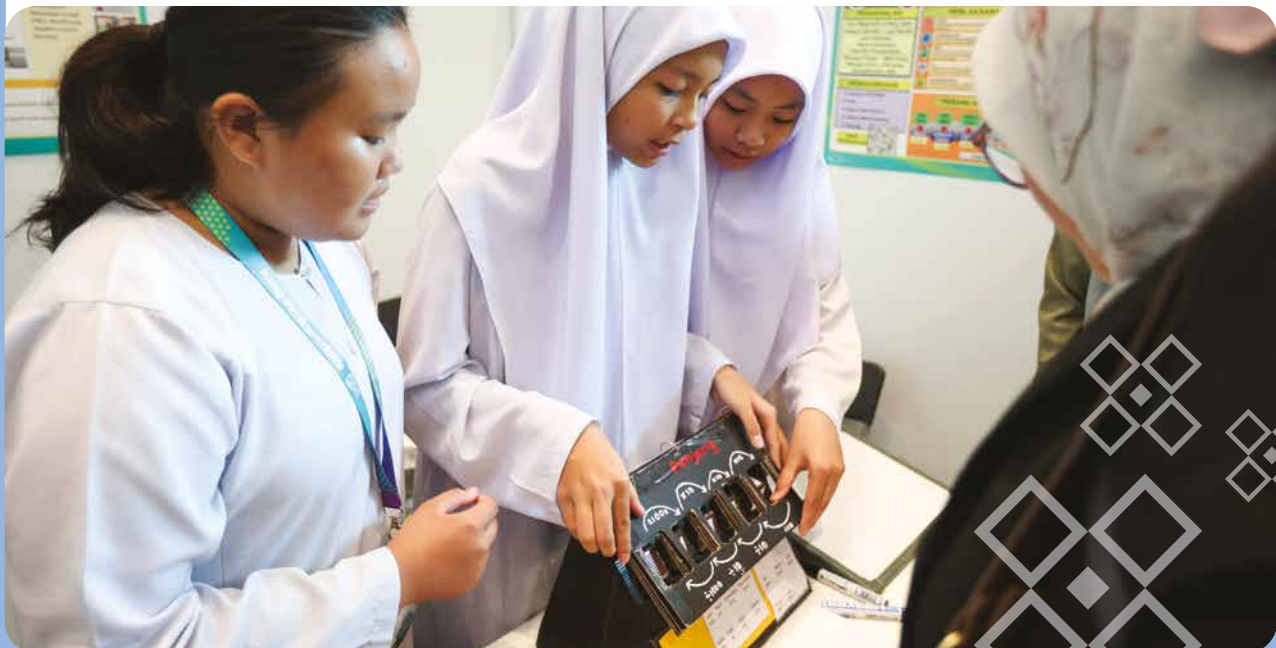
Of Schools in
Rural Areas

88%

Teaching in Schools with a Majority of Students from B40 Backgrounds

341,100

Students Impacted



Overview of Program Duta Guru's Impact in 2024

01 | Student

Amongst the students of Cohort 4 Program Duta Guru participants:

- ❖ **62%** of students achieved Tahap Penguasaan (TP) 4 or higher in Pentaksiran Bilik Darjah (PBD)
- ❖ **65%** are demonstrating positive attitudes towards STEM (Science, Technology, Engineering, and Mathematics)
- ❖ **63%** of students demonstrated an increase in Tahap Penguasaan (TP) for Pentaksiran Bilik Darjah (PBD)
- ❖ **50%** report application of Higher-Order Thinking Skills (HOTS)

TFM Analysis of data reported by PDG participants



Spotlight: Fauzan's STEM journey

The world of STEM was once unfamiliar territory for 16-year-old Fauzan from a school in Sabah. However, that changed when he met Cikgu Kuit Vui Ket, a PDG teacher from Cohort 3. Through Cikgu Kuit's STEMklusif programme, Fauzan was introduced to hands-on STEM activities that made learning accessible and engaging. One of his most memorable experiences was building a parachute during science lessons. Fauzan realised that STEM is about solving problems, embracing challenges, thinking critically, and working as a team. He also noticed a shift in himself — once a passive learner, he now approaches activities with curiosity and excitement. With Cikgu Kuit's guidance, Fauzan's journey in STEM has transformed his mindset, proving that perseverance and experimentation are key to learning.

*Perseverance
& experimentation*

02 | Teacher

❖ **83%** of PDG teachers are using improved teaching practices in the classroom

❖ **92%** of PDG teachers have grown in pedagogical and leadership competencies

❖ **92%** of Principals and/or school leaders consider PDG teachers as assets to their schools

❖ **408** innovation projects or action research projects conducted by Cohort 4 teachers

TFM Analysis of data reported by PDG participants

Cikgu Jasli

Cohort 4

Spotlight: Strengthening STEM Education Through Teacher Leadership

After years in education, Cikgu Jasli bin Ismail from Dungun, Terengganu was seeking new challenges and growth opportunities when he joined PDG. The Chemistry and Science teacher at SMK Tengku Intan Zaharah, Dungun has since transformed his teaching and is now working in the broader STEM education ecosystem in Terengganu to expand his impact. He also won the PDG Community Leadership Award for Cohort 4.

For Cikgu Jasli, PDG strengthened his understanding of 21st-century learning by allowing teachers to experience the classroom from a student's perspective. He also built the confidence to apply for Guru Cemerlang after hosting an Open Classroom and embracing peer observations. Beyond that, Cikgu Jasli values the support and network of like-minded educators he gained through PDG. When struggling with an AI-driven robotics project, his coach connected him to a polytechnic lecturer who provided the

materials, expertise, and training for his students. This experience reaffirmed his belief that no teacher works alone.

Cikgu Jasli now champions the Engineering Design Process (EDP), which was introduced and practised during PDG, for adoption among STEM teachers beyond his own school. He actively shares best practices at district events and is collaborating with JPN Terengganu to strengthen the PDG teacher network. He aims to make EDP a standard tool for STEM education across Terengganu and beyond.

“My vision after going through the PDG programme: I see the need of strengthening EDP among STEM teachers in particular. I used the PDG platform to learn about the EDP, and brought it as best practices during the sharing sessions”.



03 | System

Program Duta Guru teachers are not only transforming their own teaching practices but also driving systemic change in STEM education.



The Duta Guru ambassadors have not only improved their skills and approaches in conducting teaching and learning activities, but also contributed to academic improvement, particularly in the school's UASA and SPM results. In fact, the school's PDG teachers also serve as mentors for STEM programs in both co-curricular activities and overall STEM initiatives.



Pn. Mary Anita Abah

Principal, SM St. Anne, Labuan



STEM enrollment increased significantly from 38% to 50%, in line with the growing number of Duta Guru in the state of Sabah. In addition, STEM is now thriving in every District Education Office, with Duta Guru and PDG participants acting as catalysts and drivers. Moreover, STEM programmes in all districts are being championed and led by Duta Guru and PDG participants as the main leaders.



Pn. Emila Rohaza binti Abdul Aziz

Jabatan Pendidikan Negeri Sabah



Spotlight: Program Duta Guru's National Symposium

The National Symposium serves as an annual platform for the PDG community throughout Malaysia to exchange knowledge, engage in intellectual discussions, and network with each other and stakeholders in STEM education. This year, the theme of **Building Resilient Problem Solvers: Responsible Use of Technologies for a Sustainable Future** highlighted resilience as essential to preparing future-proof students and leaders.

The event recorded its highest attendance to date, with over 1,000 participants, including over 50 students, who took on roles as panellists, presenters, and participants. Exhibitors showcased technologies and insights while new session formats provided more hands-on learning opportunities and direct interactions with experts.

Overview of National Symposium 2024

- ❖ **1,123** attendees
- ❖ **99%** satisfaction with the overall experience
- ❖ **97%** gained new insights on the topics covered
- ❖ **91%** identified new networking and collaboration opportunities



Pillar 3 Mobilising Leaders to Drive Systemic Change

We believe that collective leadership is necessary to drive change in multiple levels of the education ecosystem. Therefore, our **Mobilise** pillar facilitates this by developing and mobilising leaders across all layers of the ecosystem to drive systemic change to ensure that TFM's movement of leaders continues to be inclusive, diverse and far-reaching. Alongside our Alumni, we work with dedicated mentors, volunteers, and community leaders from all walks of life, united by a shared commitment to advancing educational equity and driving lasting change.



Student Leaders

We empower students to be agents of change in their communities by equipping them with leadership skills through our programmes. **In 2024, we developed 942 student leaders**, guided by our SCoRE framework, which focuses on Social & Emotional Learning (SEL), Communication, Resilience, and Entrepreneurship.

Student Leadership Camp (SLC)

Since 2013, the Student Leadership Camp (SLC) has nurtured a movement of young leaders to address issues in their community. SLC provides a platform for students from underprivileged backgrounds to develop

leadership and critical thinking skills, enabling them to drive lasting impact through local initiatives. In 2024, SLC was made possible with the support of Accenture and the involvement of 22 Accenture mentors who guided the students in bringing their ideas to life.

Overview of SLC 2024

110

student participants from
9 schools in Sarawak

22

student-led Initiatives

RM13,200

disbursed for project implementation

80%

of students have shown growth in at
least one SCoRE competency



Spotlight: Eco Brick Campaign, SK Tan Sri Datuk Haji Mohamed

The Eco Brick Campaign by students from SK Tan Sri Datuk Haji Mohamed aims to promote sustainability and environmental preservation through innovative recycling. By using discarded bottles to create chairs for their school compound, these students are transforming waste into functional furniture. This initiative not only beautifies the school environment but also serves as a hands-on educational tool. The students educate their peers about the importance of keeping the school clean and the value of repurposing materials. Through creativity and resourcefulness, they are inspiring others to embrace sustainability and think

critically about their impact on nature. The Eco Brick Campaign exemplifies how young minds can lead the way in fostering a culture of environmental responsibility.



Spotlight: Brave Hearts Project, SMK Balai Ringin

The Brave Hearts Confidence-Building Project, organised by The Clever Chieftains at SMK Balai Ringin, is set to make a significant impact on students' self-confidence and communication skills. Each session focuses on essential skills, from teamwork and creativity to public speaking and self-reflection. With activities like group storytelling, role-playing, and team-building games, participants will not only learn in an engaging environment but also foster a sense of community through norms of kindness and respect. By equipping students with tools to express themselves confidently, the Brave Hearts Project aims to cultivate a generation of empowered individuals ready to share their voices in and out of the classroom.





Program Komuniti Perkasa

Now in its 4th year, Program Komuniti Perkasa aims to empower students in underserved communities to drive meaningful change. In 2024, we piloted an updated structure, integrating design thinking to help students identify and address issues within their communities with the support of volunteer mentors.

Program Komuniti Perkasa was made possible with the support of CIMB Foundation, the continued commitment of the volunteers and community leaders, especially Puan Noraishah binti Omar, Puan Norhayati binti Ismail and the PERWACOM volunteers as well as Encik Mohd Faizal bin Abu Bakar and Encik Mohd Noor Zaimi bin Shamsuri.

Overview of Program Komuniti Perkasa 2024

- ✦ 4 PPR communities reached
- ✦ 214 students impacted
- ✦ 130 student leaders developed
- ✦ 29 student-led community initiatives launched
- ✦ 44 volunteer mentors engaged
- ✦ 61% of students have shown growth in at least one SCoRE competency

Spotlight: StarZ Library, PPR Seri Alam

At PPR Seri Alam, students from the StarZ group identified a common challenge — limited access to study resources and a quiet space for learning. Through a design thinking session, they envisioned a common space where children in their community could study and learn in a conducive environment and thus the idea of establishing a community library emerged.

With the support of the community leaders, their mentors and the seed funding provided,

the students bought and repurposed some old shelves, gathered book donations and several other items to set up the StarZ Library in the compound of the community's prayer place. Today, the library is fully managed by the StarZ students, providing a safe, accessible, and student-driven learning space in PPR Seri Alam.





Suara Anak Malaysia

In 2024, we launched the Suara Anak Malaysia (SAMA) Programme with the support of the U.S. Embassy, equipping youth with the skills and platforms to be the change they want to see.



SAMA Leadership Programme

Over seven months, students engaged in workshops, webinars, and modules to equip them with the leadership skills and knowledge to tackle environmental issues in their community. The Youth Innovation Challenge transformed learning into action, with 30 teams receiving funding to implement their campaigns and create real community impact.

Overview of SAMA Programme 2024

- ✦ **722** students participated in the workshops
- ✦ **29** student-led initiatives implemented
- ✦ **399** students completed the Leadership For Change microsite
- ✦ **67%** of students have shown growth in leadership competencies

Spotlight: Suara Anak Malaysia Student Summit

This full-day event brought together students, teachers and guests to showcase and celebrate youth-led change. 23 student leaders from across Malaysia co-organised the event, embodying the power of student-adult partnership. We also hosted 24 international attendees from the Teach For All network to facilitate cross-network learning.

More than a programme, Suara Anak Malaysia is a movement, proving that student voices matter and can spark real change.

- ✦ **147** student participants from **9** states
- ✦ **76** adult attendees including teachers, parents, community leaders and school principals
- ✦ **92%** of students reported feeling more empowered to take action on social issues



We Think Digital

We Think Digital 2024 (WTD) is a collaboration between Teach For Malaysia, Meta (Facebook), and the Ministry of Education (Bahagian Sumber dan Teknologi Pendidikan), aimed at empowering students to raise awareness on digital literacy and digital citizenship.

In its fourth year, WTD saw 1048 students from across Malaysia register, with 697 completing

all 6 modules and maintaining a 75% average attendance rate across 3 webinars. Through self-paced online modules and interactive webinars, students learned key digital skills and were introduced to content creation and project management while delivering their own online campaigns. The students received support from 14 WTD Alumni who returned as mentors.



Overview of WTD 2024

- ✦ **180** campaign proposals submitted with the top 20 shortlisted for the competition
- ✦ **100%** of participants are confident to apply what they have learnt
- ✦ **73%** of students have shown growth in at least one SCoRE competency



Future of Work

The Future of Work (FoW) initiative aims to provide upper secondary students from underprivileged backgrounds with skill development opportunities and career exposure by connecting

them with industry mentors through workshops, career talks, and industry visits. In 2024, FoW partnered with Micron Memory, DHL Malaysia, and SC Johnson to provide these opportunities.

Overview of FoW 2024

✦ **174** students from **4** schools

✦ **69** industry mentors

✦ **99%** of students are confident to apply their learning



Community Initiative

We believe that everyone has a role to play in education. By working closely with communities, we foster sustainable change and create opportunities to learn from one another.

Education Recovery Tutoring Initiative (ERTI)

The Education Recovery Tutoring Initiative (ERTI) is a year-long programme aimed at addressing learning loss for students in PPR communities. Through dedicated support from volunteer tutors, ERTI focuses on bridging learning gaps caused by the COVID-19

pandemic, strengthening mastery of core subjects, and reigniting students' interest in learning.

In 2024, ERTI was implemented in four PPR communities: PPR Lembah Subang, PA Seri Selangor, PPR Seri Alam, and PPR Raya Permai. Students in the programme showed significant academic improvement and a strong motivation to learn, evidenced by their consistent attendance. These outcomes were made possible with the support of the PPR community leaders and the dedication of our volunteer tutors who consistently show up each week to make a difference.

Overview of ERTI 2024

✦ 4 PPR communities

✦ 433 students impacted

✦ 500 volunteer tutors engaged

✦ 70% of students showed academic growth through weekly assessments

Spotlight: Aniq's Breakthrough: How Teacher Mazabin Unlocked His Potential

When Aniq first joined the ERTI's English tutoring group, he was too shy to participate in Teacher Mazabin's lesson. Teacher Mazabin, a retired teacher who volunteered with ERTI at PPR Raya Permai, decided that the best way to encourage Aniq to participate in her lesson

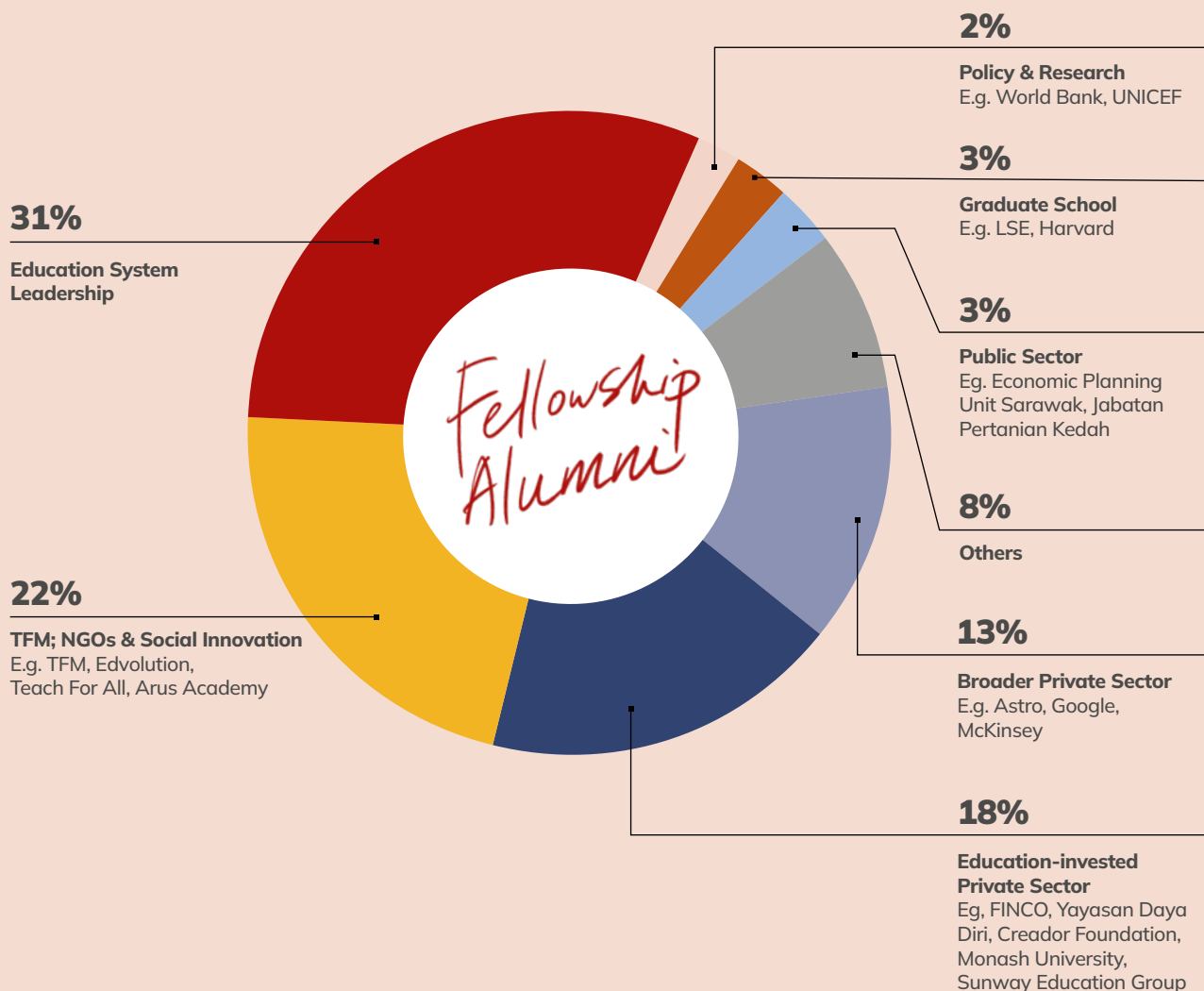
was to implement fun and engaging activities. Teacher Mazabin would bring storybooks to encourage her students to read and use props like ping pong balls and paper cups in her lessons! Her effort paid off when Aniq's mother proudly shared with the community leaders of PPR Raya Permai that his English test score had improved from 66% to 86%. Aniq's mother specifically thanked Teacher Mazabin for her unwavering belief in Aniq's potential.

Our Alumni Movement

Alumni from the three pillars continue to drive impact beyond our programmes, working across schools, communities, and various sectors to transform education. Whether as educators, advocates, or changemakers, they remain committed to our mission, advancing the One Day Vision in their own way.

Fellowship Alumni

Upon completion of the Fellowship, our Fellows progress to positions of leadership within the school system and across different sectors as Alumni, as they continue to be champions of our mission to transform the education system beyond the Fellowship.



71% Fellowship Alumni continue to work in the broader education and social sector after the Fellowship

Alumni Organisations

Leveraging their Fellowship experience, a number of our Alumni have gone on to establish or lead social impact organisations as they continue to pursue the mission of education transformation. Here are some of the organisations which are founded or led by our Fellowship Alumni.



Arus is a social enterprise equipping students with lifelong skills through a multidisciplinary learning approach.



Chumbaka is a social enterprise with a vision to upskill children's life skills through technology.



Classroom Adventures is a social enterprise that designs experiential, gamified learning experiences to make learning exciting.



Powered by Yayasan Tunku Abdul Rahman, the **Closing The Gap (CTG)** programme aims to empower high-potential, under-represented students with the knowledge, skills and mindset to enter universities and achieve their fullest potential.



Edvolution is a not-for-profit social enterprise focusing on leadership development within the education system to drive institutional reform.



Impian Kencana is a non-profit organisation with an aim to coach B40 youth to overcome urban poverty through a continual series of workshops specialising in soft skills and design thinking.



MaxMath is a social enterprise that empowers children by building their mathematical confidence through structured, engaging, and student-centered numeracy programmes.



MYReaders is a social enterprise that empowers children, through communities, by providing structured and sustainable reading programmes.



PEMIMPIN GSL is a non-profit organisation that focuses on strengthening leadership in schools across Malaysia.



Project ID is a social enterprise that designs innovative student-centric experiences to empower students with a sense of possibility and to pursue their dreams.



Reimagine Education (R.ED) is a non-profit that aims to reimagine the type of education that refugee children in Malaysia need in order to thrive through the challenges and uncertainties that awaits them.

Spotlight: Fellowship Alumni Highlights



Shawn Stanly (2022) – Learning Hub

In the heart of Gerik, Perak, a simple yet powerful idea came to life, changing the learning experience for Orang Asli students at SK RPS Banun. Shawn Stanly '22, with the guidance of Nur Syazadiyanah '18, spearheaded the creation of a vibrant Learning Hub — an inclusive space designed to foster curiosity, collaboration,

and cultural pride. Sparked by the vision of four students and made possible through Shawn's RM20,000 RISE Educator Award, the hub provides students with a safe and engaging environment to learn and play while serving as a resource for parents and the surrounding Orang Asli villages.



Anglelina Sii (2015) – Kembara Stem

Kembara STEM was founded to bridge the gap in STEM education for underprivileged and rural students, ensuring they have access to hands-on, engaging learning experiences. Anglelina Sii '15 launched the initiative after recognising that many students viewed STEM as intimidating due to a lack of exposure to real-world applications.

Hence, Kembara STEM has conducted workshops that transform STEM learning into an interactive and empowering experience, helping students develop problem-solving skills and confidence. With RM12,000 secured from TFM's Dragon's Den, the programme is set to expand, providing more workshops, STEM kits, and teacher training to sustain its impact.



Syakir Hisham (2022) – MaxMath

MaxMath is on a mission to boost the mathematical confidence of every child in Malaysia through bite-sized, engaging, and effective learning experiences. Mohamed Syakir '22 first pitched the idea at TFM's Dragon's Den and secured funding to expand. What started with nine struggling students in his Kuala Kangsar classroom soon grew

to an entire class with support from Yayasan Hartalega.

MaxMath then reached 25 students in Batu Kawan, Penang, through a partnership with Micron. In 2025, MaxMath is set to scale significantly through Program KALIS, in collaboration with TFM and MYReaders.

Many Fellowship Alumni have pursued advanced studies to deepen their expertise and drive meaningful change in Malaysia's education ecosystem.

Bernard Ow (2017)

MSc Social Innovation and Entrepreneurship,
LSE
Yayasan Khazanah Scholar

Nur Atiqah Mohd Isa (2018)

MA Special Education Needs, University of Exeter
Chevening Scholar

Munirah Jamalludin (2019)

MA Education and Technology, UCL
Chevening Scholar

Duta Guru Community

The Duta Guru Community is made up of teachers who have successfully completed the Program Duta Guru or in short, Alumni of PDG. In November 2024, we celebrated the graduation and induction of 411 Cohort 4 teachers into the Duta Guru Community. The event was officiated by the Deputy Minister of Education Malaysia, YB Wong Kah Woh.



Snapshot of the Duta Guru Community

- **910** Duta Guru
- **98%** are confident that PDG is an important catalyst in the STEM education ecosystem

TFM Analysis of data reported by Duta Guru

In 2024, we launched the annual Duta Guru survey for Cohorts 1-3. Key insights gathered:

- **91%** feel connected to the Duta Guru community
- **84%** often apply strategies learned or sharpened through PDG in the classroom
- **98%** have conducted professional development and learning sessions to share PDG strategies with non-PDG teachers
- **76%** have collaborated with JPN/PPD/other parties to conduct STEM initiatives
- **48%** have been involved in generating innovative solutions for their local communities

Duta Guru Highlights

In 2024, Duta Guru (DGs) were invited to take on a more active role in the programme to enhance the sustainability and continuity of the programme, and to provide further opportunities for strengthening their leadership capacities. For example, DGs were invited to facilitate and deliver sessions during PDG training sessions and the National Symposium, allowing participants to learn from mentors with first-hand experience in the programme.

Spotlight: A Path to Educational Leadership

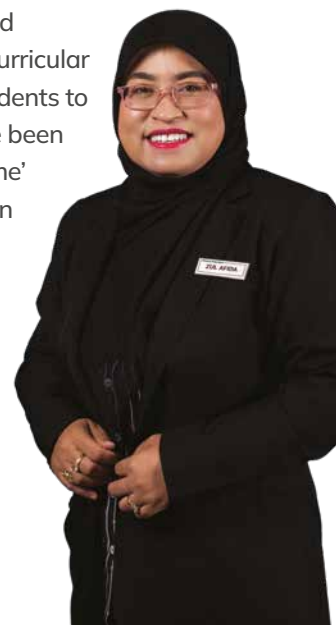
I currently serve as a Senior Lecturer at the Pusat Pembangunan Dan Pengurusan Teknologi, Institut Aminuddin Baki Induk. I now have greater space and opportunity to empower the Digital Education Policy, especially through initiatives that train educational leaders, particularly Principals/Headmasters across Malaysia and IAB lecturers through programmes such as NQPEL and MyDigital Excellent. This opportunity is incredibly meaningful and has a significant impact, especially on myself as a Duta Guru.

The Program Duta Guru has developed my leadership skills, professional network, educational knowledge,

effective communication, and provided inspiration, all of which have helped me reach where I am today. This experience has transformed my teaching approach to be more effective, increased student engagement in STEM and co-curricular activities, and successfully nurtured students to be more confident and proactive. I have been able to overcome the 'imposter syndrome' within myself to be a driving force within the community.

Zul Afida binti Abdullah

Cohort 1 Duta Guru
Senior Lecturer
Pusat Pembangunan Dan
Pengurusan Teknologi,
Institut Aminuddin Baki Induk



Student Alumni

Our Student Alumni are driving real change in their communities. Through leadership, advocacy, and action, they empower their peers, address pressing issues, and create lasting impact.

Spotlight: Najib – Leading Change in His Community

Najib's leadership journey with us began in 2023 when he joined one of our PPR programmes. Initially reserved, his confidence grew steadily as he began voicing his opinions in discussions, impressing others with his eloquence and thoughtful ideas. In 2024, Najib joined the revamped Program Komuniti Perkasa, where he initiated an anti-drug campaign with four of his peers, driven by his care for his community.



"Many people within my PPR are or were drug addicts. I want to help bit by bit so that my community can be free from drugs."



His team initially aimed to transform a dimly lit gathering spot known for drug-related activities but soon realised that awareness was key to lasting change. They collaborated with the National Anti-Drugs Agency to organise workshops and talks to educate youths on the dangers of drug use, sparking crucial conversations on making safer choices.

Najib's idea of leadership is rooted in empathy and inspiring change through action by uplifting those around them. After speaking on a panel at the Suara Anak Malaysia Student Summit, Najib is eager to develop further as a leader alongside like-minded peers. His journey shows that young leaders can drive meaningful change in their communities today with the right opportunities and support.



Spotlight: Mazira – Using Her Voice to Empower Others

Mazira started her journey as a student leader in WTD 2022 when she was in Form 4. In 2023, she was an organising committee member for the Student Summit, leading the Marketing workstream to create promotional materials. During the summit, she was also a panel speaker, sharing her thoughts on what students like her really want for their education.

Mazira also returned to become a WTD mentor in 2024. Apart from guiding her team, Mazira volunteered to moderate a panel dialogue, "Youth as Changemakers: Bridging the Gap between Online and Offline Activism", with Daniel Lim, Head of Policy in Meta, and Ian Yee, Merdeka Award winner and journalist, as panel speakers.

As a student leader, Mazira not only took on new challenges to develop herself but also offered mentorship to other students, guiding her peers and juniors using her personal experience. We want to see more students like Mazira who see leadership beyond leading themselves but also leading others and changing the country.

Our Board of Trustees

Members of our Board of Trustees are experts in their own fields, united by a passion and belief in the Teach For Malaysia mission. They work with our Senior Leadership Team to guide decision-making on strategic issues and ensure the organisation stays committed to our mission and core values.



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- Former Independent Non-Executive Chairman, Cradle Fund Sdn Bhd
- Former Trustee, Merdeka Trust Foundation
- Former Senior Independent Director, Astro Malaysia Holdings Berhad
- Former Independent Non-Executive Director, Silverlake Axis Ltd
- Honorary Professor, School of Economics, Nottingham University



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- Former Global Managing Director, Hay Group



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- Global Advisory Council, Teach For All Global Institute
- Member of AI Observatory and Action Lab Steering Group



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- Senior Fellow, Adrienne-Arsht-Rockefeller Foundation Resilience Center



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Former Trustee

- Former Deputy Director General, Ministry of Education
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Our Partners & Supporters

Public-private partnerships enable us to scale our impact

TFM's achievement since inception was only possible with the strong support from all those who believe in our mission. Our key stakeholders comprise the public sector, i.e. Ministry of Education and its related agencies; and the private sector, i.e. small and medium enterprises, corporates, foundations, and individual donors.

It is your generous support that enabled us to remain true to our mission and core values in bringing an end

to education inequity by allowing each child access to quality education.

While this list highlights the remarkable partners and supporters who contributed to our impact in 2024, we remain deeply grateful to all our partners, supporters, individual donors, and fundraisers who have been with us since the beginning of Teach For Malaysia.

List of 2024 Corporate Partners and Supporters

Strategic Partners



MINISTRY OF EDUCATION



MINISTRY OF FINANCE



Champion Partners



Community Partners



Discovery Partners



Supporters



Teach For All

We are a partner in the Global Education Network

Why Our Partners Champion Our Mission

Yinson Holdings has been a dedicated partner of TFM as they venture towards their *30 by 30 ESG* goals. Over the past six years, Yinson has graciously supported nine Fellows to undergo the Fellowship journey.



Yinson has partnered with Teach For Malaysia since 2019, in alignment with our commitment to supporting education and empowering the next generation. Teach For Malaysia's dedication to making sure every child gets access to quality education is truly inspiring. It warms our heart to see how our sponsorship of Teach For Malaysia's Fellows through the years has made a difference in many students' lives. The Fellows are smart, bright and passionate. I have seen them go over and beyond, time and time again, to bring troubled students back into the fold, inject creativity into the classroom and inspire their students to reach for the stars. We are proud to collaborate with Teach For Malaysia and look forward to making an even greater impact together.



Chai Jia Jun

Group Chief Financial & Strategy Officer
Yinson Holdings

Spotlight: TFM Week 2024

Every year, we invite influential industry leaders from both the public and private sectors into our classrooms. Guests spend half a day co-teaching with a Fellow in a high-need school. This year, we hosted over 20 guests in schools across Sarawak and the Klang Valley, including leaders from our 2024 corporate partners and supporters: Yayasan Hasanah, CIMB Foundation, Yayasan Hartalega, Northern Trust, Yinson, Bank of America, ConocoPhillips, Permodalan Nasional Berhad, HSBC Bank Malaysia, Astro, Bintang Capital Partners, PwC, Sarawak Media Group and Sarawak Digital Economy (SDEC).



Ahmad Shahrman Mohd Shariff, CEO of CIMB Islamic Bank and CIMB Foundation, co-taught an English lesson with 2024 TFM Fellow, Fam Jia Qian, at a primary school in Gombak, Selangor during TFM Week.



Siti Kamariah Ahmad Subki, Managing Director of Yayasan Hasanah, co-taught a Science lesson with 2023 TFM Fellow, Yeap Si Xin, at a primary school in Serian, Sarawak.



Hazwan Razak, General Manager, Innovation & Entrepreneurship, of Sarawak Digital Economy Corporation (SDEC), co-taught a Science lesson with 2023 TFM Fellow, Louis Jilan Anak Usek, at a primary school in Serian, Sarawak.

Education: The Great Equaliser

HSBC is a new Community Partner to TFM, supporting the Fellowship programme. Dato' Omar Siddiq, CEO of HSBC Bank Malaysia, co-taught an English lesson with 2024 Fellow Mavis Chee.



When I stepped into the classroom for TFM Week, I was reminded of how education has been a game-changer in my own life. Education, and the interaction with dedicated and passionate teachers, played a crucial part in my personal and professional development. This is why I was grateful for the opportunity to participate in a classroom session with Teach For Malaysia Fellow, Mavis Chee in Klang, Selangor. It also involved a brief discussion with students about their future. Seeing their curiosity and enthusiasm reinforced my belief in the key role that education can play to unlock potential.

During this experience, I was able to see the incredible commitment of the teachers and TFM Fellows. Their passion, adaptability, and ability to bring learning to life were inspiring. I saw first-hand how much effort goes into planning a lesson, ensuring every class has a clear outcome, and adapting in real-time to keep students engaged. Their dedication often goes unnoticed, yet they show up daily, determined to make

a difference. More than leadership, what stood out was their humility and deep sense of purpose. They are driven by a sincere desire to give back and ensure that every child — regardless of background — gets a fair shot at success.

My hope for the children of Malaysia is simple: that every single one of them receives the same baseline of education which can provide them the foundation they need to build their future. Education is the great equaliser, and it is on all of us — governments, businesses, and individuals — to ensure that opportunity is not determined by circumstance but by potential. I am grateful to all our teachers and to Teach For Malaysia for their work in shaping the next generation and for reminding us all that investing in education is, ultimately, investing in our nation's future.



Dato' Omar Siddiq

Chief Executive Officer
HSBC Bank Malaysia

Our Financials

Teach For Malaysia (TFM) is a non-profit and tax-exempt entity audited yearly, and the financial statements are available on our website. All funds received by TFM are for the furtherance of impact towards beneficiaries through our operations.

Year 2024

Income

Total funds received:
RM 18.6 million

Donation

RM 18.3 million 98.4%

Other Income

RM 0.3 million 1.6%

Expenditure

Total expenditure:
RM 18.6 million

Programme

RM 15.4 million 82.8%

Operations

RM 2.2 million 11.8%

Fundraising

RM 1.0 million 5.4%

**To ensure that a significant portion of donated funds are allocated and exclusively used towards our mission, the management team ensures that our general and administrative expenses do not exceed 30% of total annual expenses.*

Ways to Get Involved

The impact of COVID-19 has reaffirmed the shocking inequities for many children in Malaysia. The students who were already disadvantaged by their background or circumstances are now even more at risk of falling between the gaps. Our work is now more important than ever.

Together, we can empower all children in Malaysia to realise their potential. As a non-profit organisation, Teach For Malaysia relies on the invaluable support of our sponsors, partners, and donors to keep pursuing our vision. All grants and donations made to Teach For Malaysia are tax-exempt (LHDN.01/35/42/51/179-6.7027).

Donate at

www.teachformalaysia.org/donate

or scan here



You may also donate via bank transfer/cheque:

Payee: TFM Foundation
Bank: CIMB Islamic Bank Berhad
Branch: KLCC Branch
Account: 86-0015211-3
Swift Code: CTBBMYKL

If you wish to claim your tax exempt receipt, please email your payment slip along with your full name, I/C, home address and tax identification number at donation.support@teachformalaysia.org. We will be able to email your tax-exempt receipts within 4-6 weeks after the donation has been processed.

**as per LHDN Subseksyen 44(6) ACP 1967 requirements*

You can help foster student potential. With your support, we can:

- 1. Recruit, Place, and Develop Participants:** Your donation will enable us to recruit and train more passionate educators to make a positive impact on students in high-need schools.
- 2. Expand Our Reach:** With your support, we can expand our reach into new communities and regions, reaching more high-need students who deserve access to quality education.
- 3. Enhance Impact Measurement:** Your contribution will help us enhance our ability to measure and effectively communicate the impact we are making, allowing us to continually refine our approaches and drive greater change.
- 4. Build Stronger Relationships:** Your support will also help us foster deeper connections with our partner schools and their communities, establishing strong relationships that promote sustainable progress for the students.



#TogetherForMalaysia

teachformalaysia.org



For partnership opportunities:

partnership.development@teachformalaysia.org

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