

2025

IMPACT REPORT



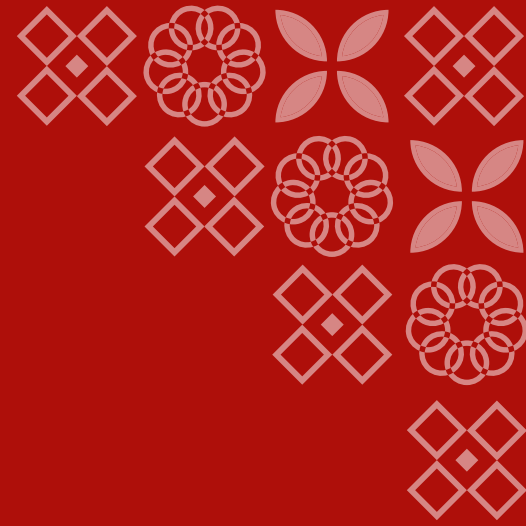


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Chairman's Foreword

As Malaysia's education system continues to evolve, we must adapt and innovate to address current needs and prepare for future demands. Sustained progress toward an excellent and equitable education system will require strong collaboration, collective leadership, and a shared commitment to continuous learning across all levels.

At Teach For Malaysia, we are building a movement of leaders in the education ecosystem to empower all children in Malaysia to realise their potential. In 2025, we were more intentional than ever in bringing together every aspect of our diverse movement, anchored by the theme "All of Us, For All Children". I am pleased to present Teach For Malaysia's 2025 Impact Report, which reflects the strength of a growing network committed to educational equity. Through the dedication of our Fellows, Program Duta Guru participants, and KALIS teachers, alongside students, community leaders, volunteers, staff, and alumni, we continue to drive meaningful change.

My heartfelt appreciation also goes to the Ministry of Education, as well as all our partners and supporters whose trust and collaboration make this work possible. Your continued belief in our mission enables us to expand our reach and advance our shared goal of a future where every child in Malaysia can realise their potential through quality education.

**YAM Tunku Ali Redhauddin Ibni
Tuanku Muhriz**

Chairman & Founding Trustee,
Teach For Malaysia



Message from CEO

Teach For Malaysia's 2025 Impact Report tells the story of a growing movement driven by our Fellows, *Program Duta Guru* participants, KALIS teachers, students, community leaders, volunteers, staff, and Alumni. This report captures how our network continues to drive impact across classrooms and communities while working in increasingly connected ways to advance a shared vision of quality education for all.



In 2025, we focused on bringing diverse leaders across our network together as we continued to strengthen our programmes and organisational foundations. We welcomed our 13th cohort of Fellows, working with both new talent entering the education ecosystem and in-service teachers through our flagship Fellowship programme.

Through the Kemahiran Asas Literasi dan numerasi (KALIS) programme, we collaborated with Pemulihan teachers to enhance remedial learning in 105 schools, supporting students in building essential literacy and numeracy skills. The Education Recovery Tutoring Initiative (ERTI) enabled us to support students in high-need communities by partnering with local leaders and volunteers to deliver critical learning interventions. Since its 2019 launch, *Program Duta Guru (PDG)*, in partnership with Yayasan PETRONAS, has cultivated a robust network of STEM educators nationwide who champion excellence and innovation. In 2025, we welcomed our 6th PDG cohort.

As we embarked on Phase 2 of our 2030 Strategy, we channelled our efforts to converge our diverse movement to strengthen collective leadership and amplify our impact. This came to life at *Semarak Komuniti*, a gathering where Fellows, Alumni, teachers, students, community leaders and partners came together to share ideas, showcase initiatives and explore solutions in education.

Guided by the theme "All Of Us, For All Children," *Semarak Komuniti* served as both a homecoming and a catalyst, highlighting the scale, diversity and collective energy of our movement as we work together toward a Malaysia where every child can thrive.

We are immensely grateful to our partners across the public and private sectors, whose generosity and commitment make our work possible. In 2025, we were proud to be a charity partner for the Kuala Lumpur Standard Chartered Marathon for the second consecutive year, raising RM269,294.91 in support of our programmes. The belief and trust of all our supporters, both longstanding and new, empower us to continue driving meaningful change in the Malaysian education ecosystem.

Looking ahead, we remain committed to the transformative power of education and the strength of collective leadership. I am energised by what we can accomplish together as our movement continues to grow.

Thank you.

Chan Soon Seng

Chief Executive Officer,
Teach For Malaysia

2012 Cohort Fellowship Alumni

Who We Are

Teach For Malaysia (TFM) 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, TFM is a proud member of the global education network Teach For All, a collective of education organisations in over 60 countries worldwide.

We believe that quality education is the most powerful tool for all children to realise their potential. To ensure this happens, we need leaders committed to transforming our education system so that every child receives a high-quality education. Therefore, we are on a mission to build a movement of leaders in the education ecosystem to empower all children in Malaysia to realise their potential.



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.

Our Core Values

Sense of Possibility

We set ambitious and audacious goals in order to reimagine a drastically different education system and world that meet the needs of everyone. As a movement, we empower our students and communities to lead the solutions that will make the most difference.



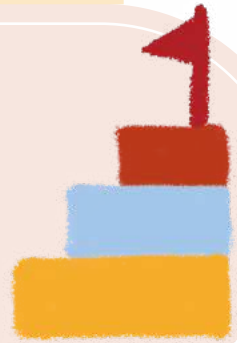
Excellence

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



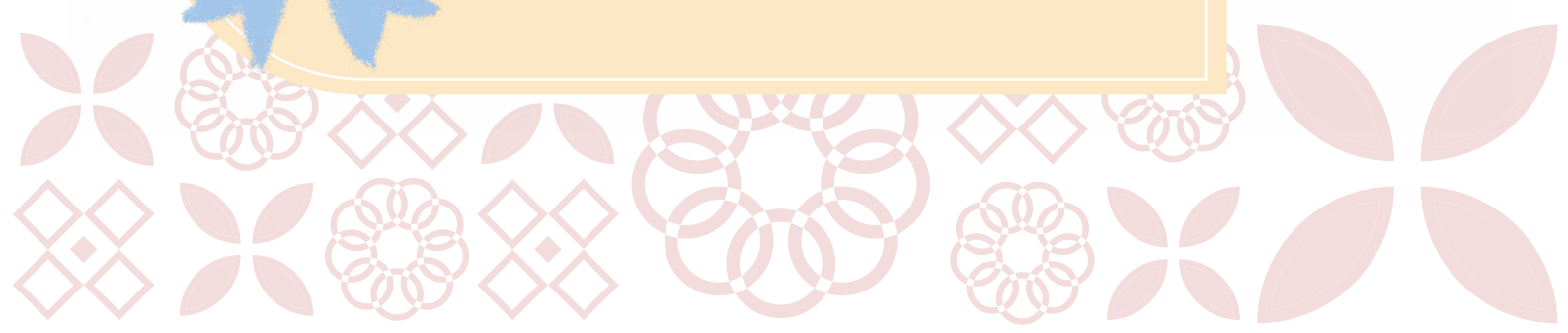
Collaboration

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.



Integrity

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



Why We Exist

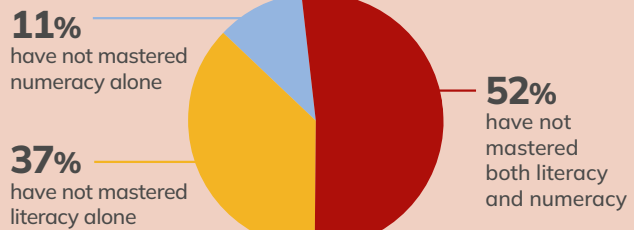
Every child deserves the opportunity to live a life they truly love, and quality education is the most powerful tool to achieve this. Yet, not all children in Malaysia have access to the education they need to reach their potential. Socio-economic background, geographical location, and systemic barriers continue to create persistent inequities in learning outcomes.

The Reality of Education In Malaysia



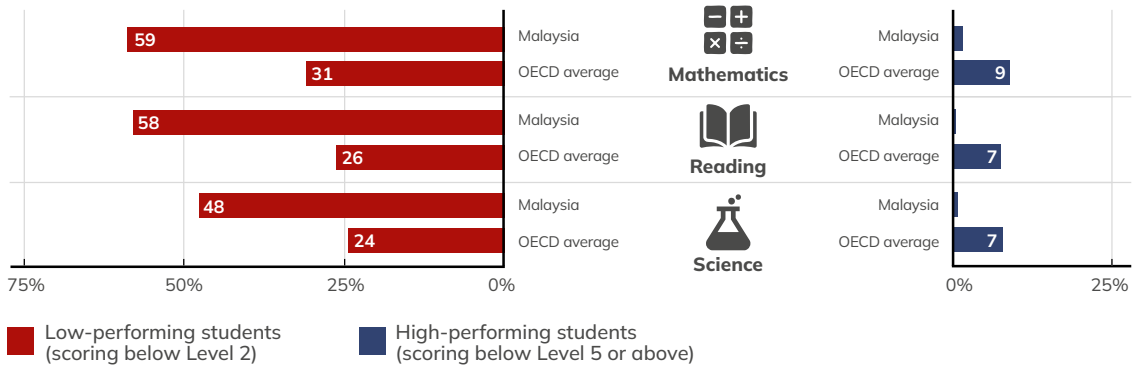
Foundational Learning Gaps

In 2024, **27% of Year 1 students** nationwide required urgent foundational intervention (MOE, 2025), whereby:



Declining Student Performance

The Programme for International Student Assessment (PISA) 2022 results highlight a **concerning downward** trend, with Malaysian students performing below the international average. **Nearly 60% of students** fail to meet baseline proficiency in Mathematics and Reading, while the proportion of high-performing students remains critically low.



Persistent Inequities

Students from **higher socioeconomic backgrounds and urban schools consistently outperform their rural and lower-income peers** in international assessments (PISA 2022; TIMSS 2023; SEA-PLM 2024) and in SPM results.



Student Wellbeing

- Southeast Asia Primary Learning Metrics (SEA-PLM) 2024 indicates a **higher incidence of truancy, vandalism and bullying** than in 2019.
- The National Health and Morbidity Survey 2023 report found that **one in six children experiences mental health problems**.

The Systemic Challenge



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



Global research consistently identifies **educator quality as the most important in-school factor influencing student outcomes.** Effective educators also play a critical role in narrowing achievement gaps between students from different backgrounds.



Achieving educational equity demands bold leadership and systemic change. It requires diverse individuals who are grounded in classroom realities, committed to a shared purpose and equipped to work across schools, communities and the broader education ecosystem.

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 an 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 who come through our various programmes belong to a diverse movement guided by shared core values and a commitment to ending educational inequity. While their initial involvement may have been through different programmes, in the long run, our Alumni, student leaders, community leaders and volunteers work collectively across all levels of the education ecosystem, towards a shared vision of quality education for all.

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.

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. Beyond our flagship Fellowship, we now engage existing teachers and leaders across the public education sector and mobilise leaders across all levels of the education ecosystem to amplify collective impact.

Phase 1 (2022–2024): Laying the Foundations for Scale

In Phase 1, we focused on building a strong foundation of diverse leaders to drive impact across the education system. This involved strengthening and expanding our programmes to grow the TFM movement and diversify our leadership pipeline. By the end of 2024, we had evolved into a multi-programme organisation that is well placed to scale our impact more effectively.

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

Phase 2 focuses on bringing leaders together as a cohesive TFM movement. We aim to unlock the collective leadership potential across our programmes, enabling leaders in classrooms, communities, and positions of influence to collectively drive education transformation across all levels.

Our goal is to build the critical mass needed to spark a tipping point for system change. Phase 2 emphasises collaboration, trust, and relationship-building — creating the conditions for leaders to amplify each other's impact and work collectively towards a Malaysia where all children can realise their potential through quality education.



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



STRATEGIC GOALS

Our Cumulative Impact

Since 2012, Teach For Malaysia's movement has grown to over

5,000

 leaders


546
Fellows

2,117
PDG participants

105
KALIS teachers



2,276
student leaders¹

1,335
volunteers, mentors and
community leaders²



Impacting over
680,000
students



Over **1,500**
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.

Note: 1. Tracked since 2018 2. Tracked since 2021 3. More than 90% are high-need schools
Totals vary year on year due to new participant intakes and withdrawals.



2012
44 Fellows
 First cohort placed in the Central region



2013
46 Fellows
 Expansion to the North region

2014
63 Fellows



2018
55 Fellows
 Expansion to Sabah



2017
48 Fellows



2015
67 Fellows
 Expansion to Sarawak

2016
30 Fellows
 Expansion to the South region



2019
56 Fellows
 Launch of Program Duta Guru



2022
21 Fellows, 246 PDG participants
 First cohort of Teaching Partner Fellows

2020
38 Fellows, 116 PDG participants

2021
137 PDG participants
 Launch of 2030 Strategy



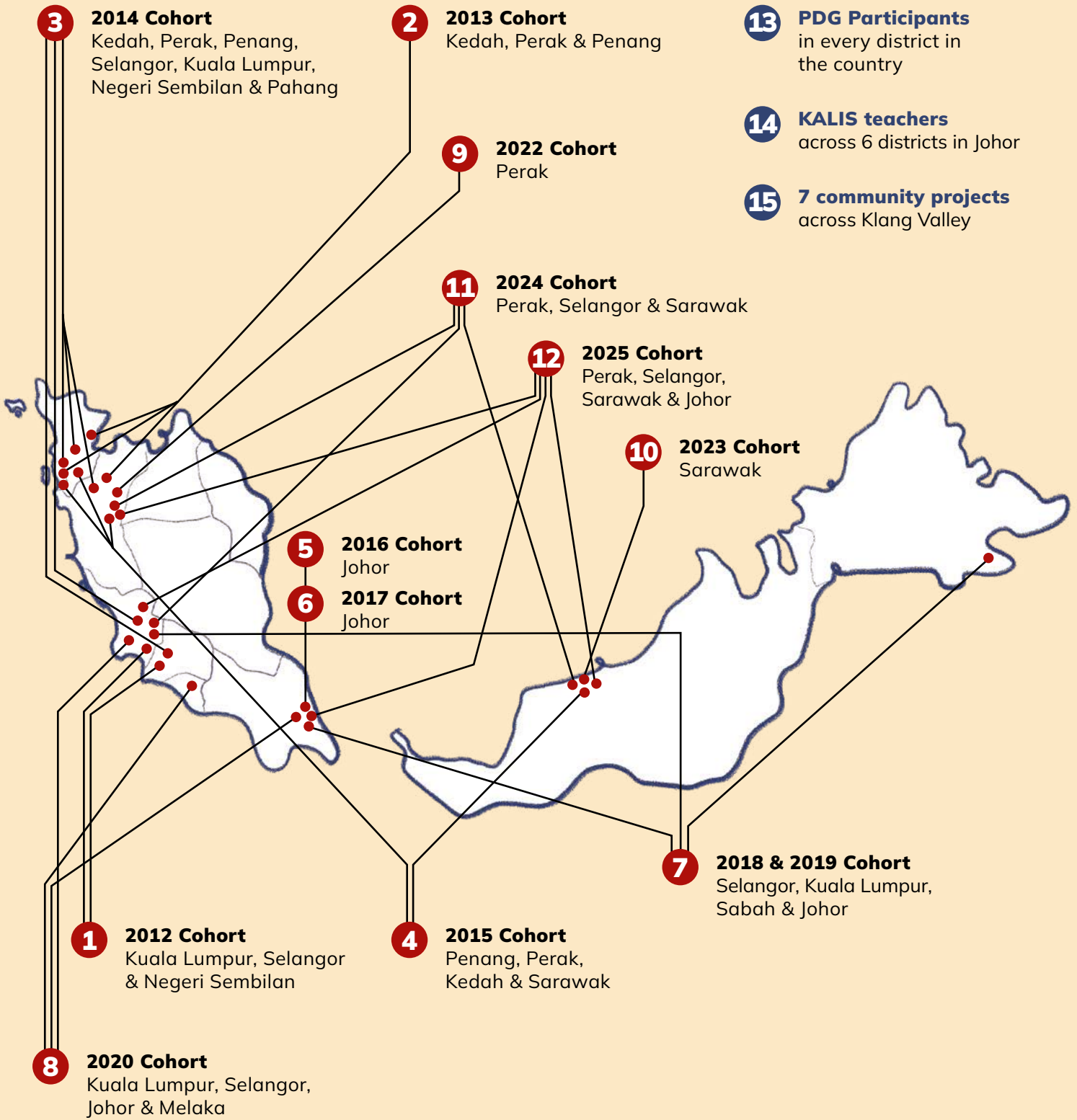
More years to come

2025
22 Fellows, 773 PDG participants

2024
34 Fellows, 454 PDG participants
 • First cohort of *Felo Guru Muda*
 • Launch of Program KALIS

2023
22 Fellows, 411 PDG participants

Footprints



Spotlight:

Dayangku's Journey From Student to Leader



Dayang Ku Nur Azni Binti Roslan

2026 Cohort Fellow

Dayangku's journey with Teach For Malaysia began in Form 1 when she joined Project ID, a student empowerment programme by Alumni, while studying at SMK Pendamaran Jaya. Mentored by several passionate Fellows, she remained deeply connected to the movement throughout secondary school. She also participated in Closing The Gap, an Alumni-founded initiative that helped her discover different post-secondary pathways. Though financial hardship once made her dreams feel distant, a chance moment during a Project ID activity led her to the Sunway-Teach For Malaysia scholarship. With the support of her mentors, she successfully secured the scholarship and went on to complete her Foundation in Arts and a Bachelor's in Culinary Management at Sunway. While pursuing her degree, Dayangku continued to give back by tutoring students through TFM's Education Recovery Tutoring Initiative (ERTI). A turning point came when she met undocumented

children in Sabah who were eager to learn but barred from schooling. That experience cemented her commitment to educational equity.

With encouragement from the TFM community, Dayangku joins the 2026 cohort of the Teach For Malaysia Fellowship. Her journey marks a full-circle moment: the mentorship and opportunities she received from the TFM network not only transformed her life but also positioned her to inspire and support others. Dayangku's journey from student to leader illustrates the lasting legacy of a teacher's impact and the transformative power of education.

Mentors Along the Way

Dayangku's journey was supported by TFM Fellows across cohorts:

Joyce Ching ('12), Kelvin Tan ('12),
Elizabeth Wong ('14), Gabriel Samson ('14),
Kamil Hakime ('14), Loh Chee Hoo ('14),
Ang Shu Yi ('17), Kularetnam Vijayakumar ('18),
Sofea Hafek ('19)



Our Impact In 2025

A Snapshot of 2025

56

Fellows

1,207

Program Duta
Guru Teachers



Throughout June and July, 44 industry, public sector and thought leaders co-taught with our Fellows in classrooms across Perak, Selangor, Johor and Sarawak for **TFM Week**.

105

KALIS Teachers

295

Student Leaders



The **Student Leaders Advisory Council**, Teach For Malaysia's first formal student council, was formed in April 2025 to strengthen student-adult partnerships and bring students into decision-making spaces.

551

Volunteers, Mentors &
Community Leaders

Over 900

Schools &
Communities



On 9th August, YB Fadhlina Sidek, the Minister of Education, officiated the **launch of Semarak Komuniti**, a gathering focused on reimagining the future of education in Malaysia.

Impacting over

190,000

Students



In October, over 1000 participants attended PDG's annual **National Symposium**. The symposium was officiated by YB Fadhlina Sidek, Minister of Education Malaysia, and concluded by YBhg. Datuk Dr. Mohd Azam Ahmad, Director General of Education Malaysia.

In 2025, Teach For Malaysia was once again voted as **the top organisation in the Education and Training sector** at the GRADUAN Brand Awards, a spot previously held in 2015, 2016 and 2024.

Note: Totals vary year on year due to new participant intakes and withdrawals.

Spotlight:

Semarak Komuniti — All of Us, For All Children



Semarak Komuniti convened over 500 participants from across the Teach For Malaysia movement and the wider education ecosystem to collectively reimagine the future of education in Malaysia. Held on 9th August, the event was officiated by YB Fadhlina Sidek, the Minister of Education. Participants included teachers, students, Fellows, Alumni, representatives from the Ministry of Education and Unit Pantau MADANI, community leaders, volunteers, corporate partners, members of the Teach For All network and the general public.

Anchored in the theme “**All of Us, For All Children,**” the inaugural event underscored the belief that advancing education equity requires collective leadership across classrooms, communities and systems. Semarak Komuniti featured a diverse line-up of interactive sessions, student panels, grassroots showcases and policy dialogues to spark collaboration and strengthen shared ownership of education challenges and solutions. Event highlights included a keynote address by YB Fadhlina Sidek, interactive Kelas LIVE! demonstration classes,

showcases, and panel discussions that addressed Malaysia’s most pressing education issues.

At the heart of Semarak Komuniti is a simple but powerful belief: **we are stronger together.** This convening showcased the scale, diversity, and impact of our movement — from pioneering Alumni-led social enterprises to Duta Guru driving change in their classrooms, and new Fellows just beginning their leadership journey. It’s a reminder that it takes all of us to move closer to the “one day” when all children can realise their potential through quality education.





Pillar 1

Developing New Leaders in the Education System

Our Develop pillar is driven by our flagship programme, the Teach For Malaysia Fellowship, a 2-year Leadership Development Programme for aspiring changemakers in the education ecosystem.



Since 2012, the Fellowship programme has reached:

13

Cohorts

546

Fellows & Alumni

200

Schools

11




States &
3 Federal Territories

Over
157,600
Students Impacted

Note: Totals vary year on year due to new participant intakes and withdrawals.

Overview of Fellowship's Impact in 2025

Teach For Malaysia Fellows serve in high-need schools across the country to accelerate student outcomes through two pathways: Teaching Partner Fellows provide co-teaching support to existing teachers, while Guru Muda Pathway empowers new teachers in the system through structured professional development.

-  **56** Fellows
-  **30** schools across Perak, Sarawak and Selangor
-  **5,600** students impacted

01 | Student

🌸 **52%** of students demonstrated learning growth by at least one mastery level by the end of the school year

🌸 **94%** of *Guru Hos* found co-teaching made a significant impact to student outcomes in the classroom

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

TFM Analysis data from Student Outcomes Tracker and School Surveys

02 | Teacher

🌸 **88%** of Fellows met their leadership development targets

🌸 **79%** of Fellows demonstrated improved teaching practices in the classroom

TFM Analysis data from Fellow Development Tracker and Survey



Spotlight: Building Confidence And Realising Our Student Vision



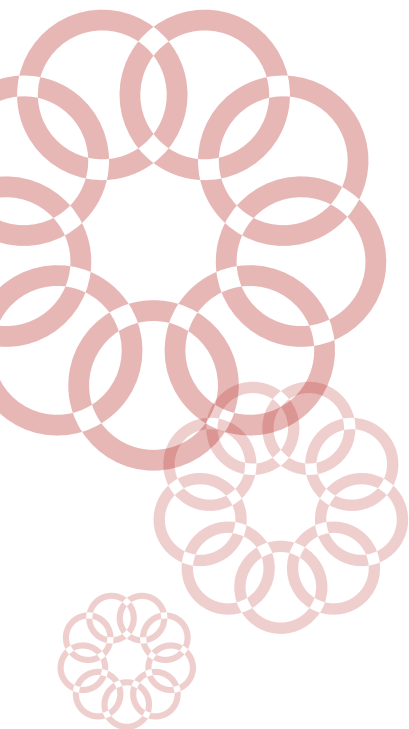
Nurmelissa Qhaleeda Binti Rashidi

2024 Fellow, SMK Bukit Tinggi
Bachelor of Laws LL.B (Hons),
Universiti Teknologi MARA (UiTM) Shah Alam

Implementing what was taught theoretically in our training into the realities of our classrooms was a huge challenge I had to navigate. I was teaching classrooms of up to 40 students in an urban school with mixed proficiency levels, and I often had to balance students who were still struggling with basic sentence structure with those ready for more advanced content. Furthermore, maintaining student engagement and ensuring syllabus coverage was emotionally and physically taxing.

Initially, I was in survival mode, juggling full teaching loads on my own. With my Leadership Development Officer's support, I improved my lesson planning and shifted how I approached writing and speaking tasks. I used scaffolds, discussion routines, and feedback to help students build confidence and independence. Through ongoing reflection and my Leadership Development Officer's coaching, I used evidence-based strategies that made learning more structured and accessible for students of all levels. Over time, I saw my students engaged, express themselves clearly, and show pride in their learning. Despite the challenges I faced, I managed to create learning spaces where students felt safe to grow, take risks, and take ownership of their learning. These wins may not be flashy, but they matter. Seeing students becoming more engaged and growing in their confidence is a true reflection of the Student Vision.

“ I managed to create learning spaces where students felt safe to grow, take risks, and take ownership of their learning. ”



Spotlight: Developing Student Leadership Beyond the Classroom

Mai Nurul Atifah Binti Meor Rosli

2024 Fellow, SMK Idris Shah

Bachelor of Teaching English as a Second Language (TESL), Universiti Kebangsaan Malaysia (UKM)

The biggest challenge in realising my Student Vision is overcoming the stereotypes parents have about extracurricular activities. While academics are an important and integral part of learning, leadership qualities are equally important and can be developed through extracurricular activities.

This year, my school participated in two national-level drama competitions for the first time, which I led. I saw potential in my students, and I got to combine the skills and passions that I have. I guided students in foundational acting skills and helped them

work collaboratively to put the drama together. My students persevered, worked together, invested a lot of effort, and ended up winning fourth place in the Pertandingan Pengisahan Peringkat Kebangsaan (National Storytelling Competition). This feat seemed impossible at first, but with faith and perseverance, my students proved they could beat the odds and succeed. This journey reinforces that when we prioritise developing leadership skills alongside academics amongst our students, we empower them to take charge of their own growth and future.

“ We prioritise developing leadership skills alongside academics amongst our students, we empower them to take charge of their own growth and future. ”



03 | System

Fellow's Community Impact Initiatives

Beyond teaching in the classroom, Fellows run initiatives and community projects, addressing various issues and needs within the school and the broader community.

In 2025, our second-year Fellows led over 19 initiatives addressing various classroom and community challenges, including language literacy, financial literacy, numeracy, STEM, arts, student leadership and school infrastructure. Collectively, they raised over RM47,000 to support these efforts.



Science Unplugged

Science Unplugged, an initiative led by Intan Nur Atira Binti Mat Khamis, a 2024 Cohort Fellow at SMK Bukit Tinggi, aims to increase student engagement and understanding in Science. The project is implemented through the use of bilingual learning materials, gamification activities, hands-on experiments and exposure to STEM careers to make Science learning more interactive, meaningful and relevant to the real world.



Jok Jelajah

Jok Jelajah, a programme led by Eileen Binti Annuar, a 2024 Cohort Fellow at SMK Bawong, provides students with exposure to career paths after SPM. The programme involves students in Form 2-5 and is conducted in series. Through its activities, Jok Jelajah equips students with skills such as time management, money management, and knowledge on how to apply for public universities. Additionally, sharing sessions by Orang Asli graduates were held to inspire the students and strengthen the conviction that Orang Asli are capable of pursuing higher education.



TerraBanun

TerraBanun is an initiative led by Muhammad Fida'iy Syahmi Bin Mazelan, a 2024 Cohort Fellow at SMK RPS Banun, that aims to expose students to community resources and empower them with entrepreneurial skills through a series of activities. This includes a study tour to TRaCe-UMK, a workshop on making terrariums and eco-friendly products, and a workshop on product marketability. A total of 20 Orang Asli students from Form 1-3 had the opportunity to explore their entrepreneurial talents and generate ideas for product sales in conjunction with Awards Day and Orang Asli Day.

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.

“ I would recommend the programme to other schools because the presence of TFM Fellows has been proven to have a positive impact on student development through more creative teaching and learning experiences, support for academic interventions, and building student confidence and character. In addition, Fellows also help improve the collaborative culture among teachers, support the school’s digital agenda and strengthen school-community relationships. **This programme provides significant added value to schools, especially in rural areas.** ”

Janie anak Limin

Guru Besar, SK Balai Ringin

“ The programme assists schools by improving the quality of student-centred and data-driven teaching and learning. Fellows use interactive, innovative teaching strategies and support the usage of higher-order thinking skills. **With this approach, students understand concepts more deeply and do not just memorise, and are more confident to ask questions, discuss and solve problems.** ”

Masdi Bin Masud

Guru Besar, SK Taman Selasih





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 commitment to serve as a trusted partner of the Ministry of Education. By strengthening leadership capacity across classrooms and communities, this pillar complements national education priorities and contributes to sustained system transformation, where improved teaching practice, leadership and collaboration translate into better learning experiences and outcomes for students.



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, 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 on 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 among 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:

6
Cohorts

2,117
Teachers

13
States &
3 Federal Territories

1,272
Schools

54% of schools in rural areas

88% teaching in schools with a majority of students from B40 backgrounds

519,150
Students Impacted

Note: Totals vary year on year due to new participant intakes and withdrawals.



Overview of Program Duta Guru's Impact in 2025

- ❖ **1,207** active PDG participants
- ❖ **823** schools nationwide
- ❖ **Over 181,000** students impacted

01 | Student

Amongst the students of Program Duta Guru Cohort 5 participants:

- ❖ **65%** of students achieved Tahap Penguasaan (TP) 4 or higher in Pentaksiran Bilik Darjah (PBD)
- ❖ **74%** are demonstrating positive attitudes towards STEM
- ❖ **68%** of students demonstrated an increase in Tahap Penguasaan (TP) for Pentaksiran Bilik Darjah (PBD)
- ❖ **57%** report application of Higher Order Thinking Skills

TFM Analysis data reported by PDG participants

Spotlight: A voice discovered at SMK Riam, Miri

Abigail, a student at SMK Riam in Miri, had always been quiet in class and hesitant to share her thoughts. That began to change under the guidance of Cikgu Vanessa from PDG Cohort 6, who fostered a reflective, student-centred classroom culture where learners could express themselves without fear of judgment. A turning point came when Abigail participated in a PDG student roundtable, where she actively shared her ideas and joined the discussion. After that experience, Cikgu Vanessa noticed Abigail began speaking up more confidently in class. Abigail's journey shows that when students feel heard and safe, they gain the confidence to grow into resilient and active learners.



02 | Teacher

- ❖ **42%** of PDG teachers are using improved teaching practices in the classroom
- ❖ **95%** of school leaders consider PDG teachers as assets to their schools
- ❖ **96%** of PDG teachers have grown in pedagogical and leadership competencies
- ❖ **434** innovation projects or action research projects conducted by Cohort 5 teachers

TFM Analysis data reported by the peer observation and PDG participants

Spotlight: A mission to ensure every student is seen

Cikgu Raymond

Cohort 6 PDG participant

For Cikgu Raymond Hu Ding Yik (SM Sains Miri), it was important to ensure that no student felt invisible. Driven by a deep conviction that there is no "one-size-fits-all" curriculum, he tailors his teaching approach to match his students' interests. In his classroom, he uses themes such as Mobile Legends, travel, and students' birthdays

to contextualise math problems while integrating the Engage and Elaborate phases of the 5E Framework, which is part of the PDG curriculum. His approach ensures that every student feels seen and valued.

Through Ruang Elektif, a knowledge-sharing platform for PDG teachers, he shared his practice with his peers, turning his personal reflections into a roadmap for others. As a STEM teacher, Cikgu Raymond is doing more than improving grades. He wants every student to feel like they truly matter.

“ I want my students to know that I noticed them. ”



03 | System

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

Spotlight: Persidangan Duta Guru STEM Sabah

Persidangan Duta Guru STEM Sabah marks a pivotal shift in scaling the programme's impact from individual classrooms to a state-wide systemic level. By fostering high-level collaboration between JPN Sabah, spearheaded by Puan Emila, and the Persatuan Duta Guru Sabah, led by Cikgu Rushi from Cohort 4, the event successfully brought together key stakeholders, including school principals, PPD representatives, and Ministry leadership, into a unified STEM ecosystem.

This systemic influence is best evidenced by the sharing of school leaders like Puan Fauziah Hj Janau,

who reported a 150% increase in Science Stream enrollment at SMK Likas driven by DG initiatives. By replicating the PDG National Symposium model at a local level, it highlights PDG's role as a catalyst for positive shifts in the system. Thus, PDG is effectively bridging the gap between policy and practice, creating a sustainable culture of STEM excellence across Sabah.



Spotlight: From Near Exit to Model State — Kelantan Turnaround

The resurgence of the Duta Guru community in Kelantan is a powerful case study of how grassroots leadership can recalibrate a state's systemic trajectory. Once on the verge of being deprioritised due to low recruitment and weak ecosystem support, the state's trajectory shifted through the radical ownership of Cikgu Eija from Cohort 1 (now SISC+), Cikgu Atiqah from Cohort 3, and Cikgu Shafrinawati from Cohort 2. By engaging directly with JPN Kelantan and articulating a

data-backed vision for STEM excellence, these leaders bridged the gap between fragile confidence and institutional trust.

This proactive shift led to Kelantan becoming one of the fastest states to meet recruitment targets, supported by the development of a bespoke state-level PDG dashboard to track teacher impact. The transition from a non-existent community to a model of best practice where other JPNs now seek their strategic counsel proves that a shared vision, championed by committed individuals, can stabilise and scale even the most challenging educational landscapes.





Spotlight: Program Duta Guru's National Symposium

The National Symposium serves as an annual platform for the PDG community across Malaysia to exchange knowledge, engage in intellectual discussions, and network with one another and with stakeholders in STEM education. This year, the theme of **Building Resilient Problem Solvers: Towards Planetary Health and Sustainable Innovation** 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 70 students, who served 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 2025

- ❖ 1,225 attendees
- ❖ 96% satisfaction with the overall experience
- ❖ 97% gained new insights on the topics covered
- ❖ 97% identified new networking and collaboration opportunities



Kemahiran Asas Literasi dan numeraSi (KALIS)

KALIS is a programme under Program Anak Kita (PAK), a national learning recovery initiative led by the Ministry of Education and Ministry of Finance, and driven by Unit Pantau Madani and Yayasan Hasanah.

KALIS is a targeted intervention focused on strengthening remedial education for Pemulihan students in Johor. The programme has been implemented in 105 schools across six districts, benefitting approximately 4,200 students. It is anchored on three strategic pillars:

- Direct student intervention using a structured literacy and numeracy toolkit developed with TFM Alumni organisations, MYReaders and DoodleCare Resources (MaxMath)
- Teacher capacity development through sustained training, coaching, and professional learning communities
- Ecosystem engagement through partnerships with the Johor State Education Department (JPN) and District Education Offices (PPD) to enable effective school-level implementation

KALIS aims to deliver immediate improvements in foundational literacy and numeracy while building long-term instructional capacity among teachers. By providing Pemulihan teachers with tools, coaching, and grants to implement classroom-based solutions, the programme establishes a model of learning recovery that strengthens both classroom practice and system-level support for high need learners.

Overview of KALIS in 2025

In 2025, KALIS has reached:

- ❖ **105** teachers
- ❖ **105** schools (14% in rural areas)
- ❖ **6** districts
- ❖ **4,204** students



01 | Student

- ❖ **63.65%** of students successfully exited Pemulihan, on average across districts
- ❖ **96%** of teachers reported early positive changes in their students' learning and attendance rates

- ❖ Average attendance rates from May to November increased by 8% for literacy classes and 9% for numeracy classes

Spotlight: Unlocking Potential, One Word at a Time

In early 2025, Lulu, a Year 3 student, was identified as needing Pemulihan support. She struggled with basic literacy and numeracy, had low concentration, and often lost interest in learning. Her reading ability was weak, and her self-confidence was at a worrying level.

After KALIS started, positive changes began to emerge. Through structured, level-based interventions and the MYReaders literacy activity

modules, Lulu started recognising letters, building syllables, and reading words step by step. Repetition and consistency helped her reading become smoother. The MaxMath numeracy approach and toolkit also supported her understanding of numbers through the interactive activities.

Lulu also became more active, curious, and brave in asking and answering questions. By the end of the year, Lulu passed the Pemulihan class and returned to mainstream learning with stronger reading skills and renewed confidence. This proves that with the right support, every child can grow.



02 | Teacher

- ❖ **99%** of teachers feel more confident trying new approaches in their teaching and learning practice
- ❖ **99%** of teachers feel more confident making data-driven decisions
- ❖ **87%** of teachers view themselves as leaders of change in their schools

Spotlight: Cikgu Bakeri Bin Harun from SK Seri Taman Kluang Barat

At the start of Cikgu Bakeri's journey, he spoke openly about the difficulty of letting go of traditional methods and embracing phonics-based instruction. The shift in approach felt unfamiliar, but he gave it a try in hopes that it would help drive student outcomes.

Guided by new techniques and meaningful sharing among KALIS teachers, he began transforming his classroom practice by introducing games, innovation, and varied teaching methods that made learning joyful and engaging.

Slowly, his classroom transformed. Cikgu Bakeri reported that what was once a passive classroom became a lively space filled with curiosity. Students grew more confident, eager and excited to participate.



Spotlight: Cikgu Shaaleiney Kaliappen from SJK(T) Pasir Gudang

Before joining the KALIS Programme, Cikgu Shaaleiney's greatest challenge was building her own confidence as a Pemulihan teacher and believing that her approach could support students at different levels. Strong encouragement and administrative support played an important role in helping her stay motivated.

A powerful turning point came through one of her students, Priyamani. Once unsure of numbers and lacking confidence, Priyamani began to improve through fun, repeated activities and consistent encouragement. Today, she can recognise numbers, perform basic mathematical operations, and confidently answer questions in front of her classmates.

This experience transformed Cikgu Shaaleiney's practice. She learned to see every student as capable of growth, becoming more patient, creative, and focused on nurturing student confidence. As Priyamani's courage inspired her peers, the classroom grew more cheerful and supportive.



Spotlight: Laman Inovasi

The Innovation Grant is a classroom fund given to all KALIS teachers to design and implement classroom-based innovations that address core literacy and numeracy challenges. It enables KALIS teachers to develop solutions tailored to the unique needs of their Pemulihan students. The innovations implemented range from tailored literacy and numeracy modules to digital applications and gamified learning.



B-Mission Explorer, Cikgu Teh Lee Yee from SJK(C) Chien Chi

Cikgu Teh created “B-Mission Explorer,” a game-based learning tool inspired by the Quiet Book concept. Designed with simple, colourful, and hands-on activities, it helps students master the alphabet, strengthen syllables, expand vocabulary, and construct basic sentences. Made from soft fabric, the book provides a tactile learning experience, with each letter hand-sewn together with the students, giving them a sense of ownership over their learning.

Her innovation earned her first place at Laman Inovasi, demonstrating how a playful, student-centred approach can turn struggling readers into confident explorers of language.

“Through this experience, I realised that the job of a remedial teacher is not just to teach letters or syllables, but to build the confidence they need throughout their lives. Small, consistent changes can have a huge impact.”

Cikgu Teh



“The most impactful moment is when students are able to use innovative materials that are beautifully printed and colourful. Seeing them excitedly holding the materials makes me realise how big an impact it is when a learning material truly meets their needs.”

Cikgu Zarina



Roda Kata, Cikgu Zarina Binti Musa from SK Kota Masai 2

Cikgu Zarina introduced Roda Kata (Word Wheel) — a simple, game-like learning tool that turns spelling, reading, and writing practice into an engaging activity. Playable anytime and anywhere with teachers, peers, or parents, Word Wheel transforms learning into a shared experience and helps students rebuild both skills and self-belief, one spin at a time. This innovation earned second place at Laman Inovasi, proving that simple ideas can create powerful change for struggling learners.



03 | System

“ The TFM-led KALIS Programme has sparked a positive transformation at SK Taman Pulai Emas. **It has significantly boosted our remedial teachers' motivation and given our students renewed enthusiasm.** Furthermore, the TFM coach has been an invaluable support to our teacher. I look forward to the continuation of this programme in the future. ”

Sairah binti Husin @ Husein

School Principal from SK Taman Pulai Emas



“ Overall, **the KALIS programme is a high-impact initiative and in line with the agenda of improving the quality of education, especially in strengthening interventions and support for students in need.** A clear implementation structure, effective communication and the willingness of all parties to work together make this programme a strategic collaboration model that should be expanded.

It is proposed that this programme be continued and expanded to other schools, especially rural schools, so that more students benefit from a structured and focused intervention approach. This expansion can also narrow the achievement gap and strengthen professional support in schools in need. ”

Zaimedah Binti Abdul Hamid

Pemulihan PPD Officer from Kota Tinggi





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 facilitates this by developing and mobilising leaders across all layers of the ecosystem to drive systemic change, ensuring that TFM's movement of leaders remains 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 and 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 2025, SLC was made possible with the support of Accenture and the involvement of 36 Accenture mentors who guided the students in bringing their ideas to life.



Overview of SLC 2025

175

student participants from 23 schools
in Perak, Selangor and Sarawak

34

student-led Initiatives



RM14,900

disbursed for project implementation

Spotlight: Red Avatar Project, SJK(C) Choong Hua (1)



The Red Avatar Project, led by students in SJK(C) Choong Hua (1) and mentored by 2024 Fellow Wong Yan Ying, began with a simple but important realisation. Some students cannot afford sanitary pads, and many girls do not understand menstruation and thus often worry about it. The team noticed that periods sometimes come unexpectedly, and girls may not have a sanitary pad



with them. They wanted to make sanitary pads affordable and accessible for everyone, while also helping girls learn that menstruation is normal and not shameful.

“Free Pad Boxes” were placed inside and outside the girls’ toilets so students could take a pad whenever they needed it. Heat pads were also provided to help ease period cramps. To fund their project, the team sells stationery and mystery boxes and sources donations. They also use Google Classroom and posters to spread awareness about menstrual health. During the SLC Showcase Day, Red Avatar Project was one of the groups that received a Sustainability Grant to expand their initiative.

Spotlight: Tik Tok Masa, SK RPS Banun

Tik Tok Masa is a student-led project focused on improving “time literacy” among students at SK RPS Banun. Through this initiative, a core team of five students, mentored by Mohammad Danial, a 2024 Fellow, led efforts to help 160 peers learn how to read clocks and understand their daily school timetable.

The team conducted a series of educational workshops to help students master clock-reading skills and manage their daily schedules. Beyond theory, the project included practical action, including appointing student monitors to press the school bell at scheduled times and consistently managing the process. They also successfully managed the procurement and installation of wall clocks in every classroom, ensuring all students had a clear reference for time. Ultimately, the project achieved its goals by reducing confusion over daily timetables and fostering a stronger sense of leadership and community action within the school.



Program Komuniti Perkasa

Program Komuniti Perkasa (PKP) aims to empower students in underserved communities to drive meaningful change. In 2025, we piloted an updated structure that integrated design thinking to help students identify and address issues in their communities, with the support of volunteer mentors. PKP was made possible with the support of CIMB Foundation and the continued commitment of the volunteers and community leaders.

Of the 20 teams that were awarded project grants, 4 outstanding teams were selected to receive sustainability grants to further expand the impact of their initiatives. Among these, 3 teams hailed from PPR Seri Alam and 1 team from PPR Lembah Subang, showcasing the creativity and dedication of students across different communities.

Overview of Program Komuniti Perkasa 2025

- ✦ 4 PPR communities reached (PPR HICOM, PPR Lembah Subang, PPR Raya Permai, PPR Seri Alam)
- ✦ 255 students impacted
- ✦ 88 student leaders developed
- ✦ 20 student-led community initiatives launched
- ✦ 90 community and external volunteer mentors engaged

Spotlight: Ketang Ketung Berapi, PPR Seri Alam

Ketang Ketung Berapi is an initiative led by students in PPR Seri Alam to create convenient cooking products, including chilli, garlic, and onion pastes, as well as chilli and garlic oils. The project enables the community to generate a steady income, reduce reliance on a single product, and build lasting relationships with customers. They operate their online business through Shopee and continue producing their chilli paste in their community kitchen.



Spotlight: Pusat Minyak Masak Terpakai, PPR Seri Alam

Pusat Minyak Masak Terpakai, led by students in PPR Seri Alam, provides a sustainable solution by collecting used cooking oil from the community. The initiative helps residents reduce clogged sinks and manage waste more effectively while promoting better environmental practices.





Spotlight:

Jahitan Jiwa Lama, PPR Seri Alam

Jahitan Jiwa Lama, led by students in Seri Alam, focuses on giving new life to old fabrics and clothing through sewing and upcycling. The project encourages the community to reuse and repurpose unused materials, turning them into useful and meaningful items while promoting sustainability and creativity.



Spotlight: Pocket Park & Positivity Wall, PPR Lembah Subang

Pocket Park & Positivity Wall, led by students in PPR Lembah Subang, aims to brighten up the area and educate the community by creating a mini garden using recycled bottles as plant pots and other recyclable materials. The project also features positive and interactive murals to inspire residents and promote environmental awareness.

Student Leaders Advisory Council

The Student Leaders Advisory Council (SLAC) is Teach For Malaysia's first formal council bringing students into our decision-making spaces. Designed to centre student voice, it provides young leaders with a platform to share perspectives, advise on programmes, and contribute their on-the-ground insights to our work. This council reflects an important step towards deeper student-adult partnerships.

Overview of SLAC 2025

- ✦ **32** students from **9** states
- ✦ **90%** of students rated at least 4 out of 5 in confidence to apply what they learned
- ✦ **90%** of the council showed a growth in at least one leadership core competency based on TFM's Student Leadership SCoRE Framework
- ✦ **81%** of students have participated in opportunities with broader communities (e.g. Teach For All, Public Dialogue, Panels, etc.)



Spotlight: SLAC Leadership Retreat

The Leadership Retreat brought together all SLAC members for the first time, creating space for connection, reflection, and growth. Over 3 days, the students went through interactive sessions led by Teach For Malaysia and Project ID, building strong relationships and developing a shared sense of purpose as SLAC members. Their time together set the tone for a year grounded in collaboration, trust, and student leadership.

Key Takeaways by Students:

Inclusive leadership: Many students grew in self-awareness, emotional intelligence, and understanding diverse perspectives, recognising that leadership means supporting others and taking small actions that create meaningful change.

Understanding systems and responsibility: DEI (Diversity, Equity and Inclusion) and SEL (Social-Emotional Learning) sessions helped students see how fairness and inclusion empower communities. “The DEI session opened my eyes to the beauty of differences and how these differences are not a barrier but a bridge that connects us,” shared a student.

Collaboration: Students valued teamwork, listening as much as speaking, and ensuring no one is left behind to achieve their shared goals.

“ I joined SLAC because I wanted to polish my leadership skills and network with amazing students from all over the country. At the time, I was also preparing to become the Head Prefect of my school, and thankfully, I was elected this year.

My experience with SLAC so far has been both amazing and challenging in the best way. As the President of SLAC, I have the opportunity to work closely with many talented and inspiring members. To me, each of them feels like a “book” with a story to tell. Every person carries different ideas and personalities. Getting to know them has been a very meaningful journey. Some members impressed me with their strong command of English. Others bring cheerful energy that makes every discussion lively and enjoyable. There are also those whose ideas may seem simple at first, but when you listen closely, their thoughts are actually very deep and powerful.

Of course, being in this position is not always easy. Leading a group of passionate and capable individuals can be challenging because everyone has their own opinions and ways of thinking. However, that challenge is exactly what helps me grow. It teaches me how to listen better and make thoughtful decisions. ”

Mohammad Hidayah

President of SLAC 2025



Future of Work

The Future of Work (FoW) initiative equips public secondary school students from underserved backgrounds with future ready skills, exposure, and networks needed to navigate an evolving workforce. Many of these students face limited access to industry insights, professional role models, and career guidance- creating gaps in aspiration, confidence, and preparedness.

In 2025, FoW partnered with Micron, DHL Malaysia, SC Johnson, Astro, and Baker Hughes to bridge this gap. Through hands-on workshops, industry visits, and mentorship engagements, students gained real-world exposure to diverse career pathways, developed essential workplace competencies, and built meaningful connections with industry professionals. Beyond exposure, FoW seeks to shift mindsets, empowering students to see themselves as future contributors, leaders, and innovators in Malaysia's workforce.



Overview of Future of Work in 2025

- ✦ 343 students from 6 schools
- ✦ 94 industry mentors
- ✦ 88% of students felt confident applying their learning
- ✦ Students reported high satisfaction, with an average Net Promoter Score of 87



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) addresses learning gaps among students in underserved communities through consistent, small-group tutoring support. In 2025, ERTI deepened its focus on strengthening community partnerships to ensure sustained student engagement and growth.

Building on lessons from previous years, the programme emphasised structured lesson planning, ongoing tutor training and more intentional student progress tracking. Beyond academic recovery, ERTI continued to nurture students' confidence, motivation and sense of belonging in learning spaces. In 2025, ERTI was implemented in PPR Seri Alam, PPR Raya Permai, Taman Medan Cahaya and PPR Desa Rejang.

Overview of ERTI 2025

- ✦ 4 active PPR communities
- ✦ 423 students impacted
- ✦ 291 volunteer tutors engaged
- ✦ 67% of students* demonstrated 10% academic growth in their tutored subject based on the administered test

**TFM Analysis of the ERTI Cycle 2 students*



Spotlight: Small Steps, Meaningful Progress

When Muhammad Riezqy first joined ERTI sessions at PPR Desa Rejang, his grasp of English showed significant gaps. In previous examinations, he had received grades D and E, indicating the need for stronger foundational support. Through weekly English tutoring, guided practice, and patient

encouragement from volunteer tutors, Riezqy began to show gradual but steady improvement. His mother shared:

“I would like to thank the teachers for the tuition programme. My son, Muhammad Riezqy, has improved in English, even if it's gradual. Previously, his English exam results were D and E, and now at the end of the year he got a C. To me, he has shown improvement. Thank you again to the teachers and staff involved.”

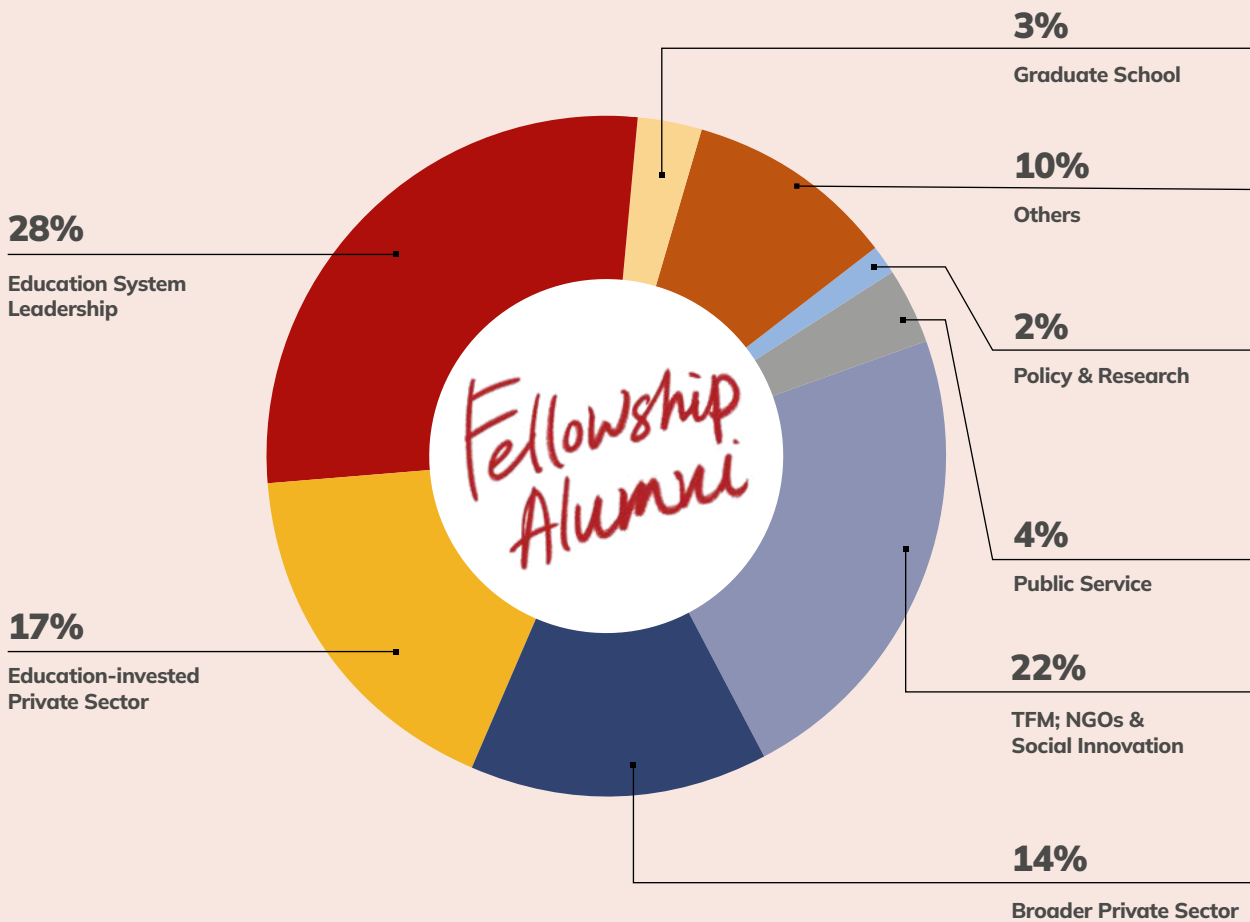
Her message reflects what ERTI strives to achieve. Progress often begins with small steps which compound. In communities where academic recovery requires time, patience, and trust, stories like Riezqy's remind us of the difference we can make in a child's learning.

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% of 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 drive innovation in the education ecosystem.

	<p>Arus is a social enterprise equipping students with lifelong skills through a multidisciplinary learning approach.</p>
	<p>Chumbaka is a social enterprise with a vision to upskill children's life skills through technology.</p>
	<p>Classroom Adventures is a social enterprise that designs experiential, gamified learning experiences to make learning exciting.</p>
	<p>Yayasan Tunku Abdul Rahman unlocks the potential of youth in Malaysia, particularly those from underserved and underrepresented backgrounds, through higher education access, mentoring, scholarship, and development programmes.</p>
	<p>Edvolution is a not-for-profit social enterprise focusing on leadership development within the education system to drive institutional reform.</p>
	<p>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.</p>
	<p>MYLES champions participatory processes that enable teachers, students, parents, and communities to reimagine and co-create meaningful spaces despite, or because of limited resources.</p>
	<p>MaxMath is a social enterprise that empowers children by building their mathematical confidence through structured, engaging, and student-centered numeracy programs.</p>
	<p>MYReaders is a social enterprise empowers children, through communities, by providing structured and sustainable reading programmes</p>
	<p>PEMIMPIN GSL is a non-profit organisation that focuses on strengthening leadership in schools across Malaysia.</p>
	<p>Penang Science Cluster is a non-profit organisation with a mission to build a healthy pipeline of talent in Penang and Malaysia by sparking interest in science and technology, and creating a culture of innovation and entrepreneurship.</p>
	<p>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.</p>
	<p>Reimagine Education (R.ED) is a non-profit organisation 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.</p>

Spotlight: Fellowship Alumni Highlights



Loh Chee Hoo (2014 Cohort) - MABECS Fulbright US Teacher Exchange

Chee Hoo was selected to be part of the Fulbright Global Teacher Excellence Programme in the autumn of 2025 and was attached to the University of North Carolina at Greensboro (UNCG) as an international scholar from Malaysia. The programme provided Chee Hoo with invaluable insights into an inclusive, student-centric pedagogy in which autonomy and joyful learning thrive in the classroom.

Inspired by American school systems, he brought practical initiatives back to Malaysia, including introducing the 3-Act-Task approach to strengthen mathematical reasoning and implementing creative poetry sessions to enhance students' emotional expression. Chee Hoo aims to establish a Student Voice Club to empower students to communicate confidently in multiple languages, ensuring the impact of his Fulbright exchange journey extends far beyond his classroom doors.



Nur Syazadiyanah Binti Suraini (2018 Cohort) - Designing for Dignity

Syaza's PhD research, "Intentional Redesign in Malaysian Public Schools through Stakeholder Engagement," explores how cross-disciplinary collaboration can improve learning environments in underserved areas. Her mission is inspired by her younger brother, Syafiq, who has Down Syndrome. Meanwhile, during her Fellowship, she witnessed students struggling in overcrowded classes and overheated classrooms under zinc roofs.

Since education evolves faster than buildings, she emphasises the need to thoughtfully curate spaces that adapt to changing teaching and learning needs. Syaza continues to apply her research framework to co-design learning environments with various communities, including Persatuan Sindrom Down Malaysia. Acknowledging that physical transformation is a long-term journey, Syaza leads Malaysian Learning Spaces (MYLES) and calls for a collective effort that brings together like-minded collaborators.



Fred Chan Yon Peng (2012 Cohort) - Breakthrough in the Film Industry

After dedicating more than a decade as an educator, Fred pursued his long-held passion for the performing arts. In 2023, he starred in the acclaimed Malaysian film, *Pendatang*. At the film's post-screening forum at UCSI University, Fredy shared his firsthand experiences of the realities of filmmaking in Malaysia with media students. In 2025, he starred as the principal antagonist, Captain Aimer, in *120 Bahadur*, a movie that chronicles the Rezang La battle during the Sino-Indian war.



Victoria Wong Tien Tien (2012 Cohort) - Coaching Teachers Initiative

Victoria recognised a critical gap in teacher development that often overlooks reflection and teacher wellbeing hence the initiative was designed to foster internal growth alongside professional skills. Teacher participants became better equipped to reframe challenges, regulate emotions, and articulate their leadership identity with clarity and agency.

She garnered support from the TFM network to provide coaching sessions at a highly subsidised rate, including Teo Yen Ming (2016 Cohort) and Yeong Sze Ern (2015 Cohort). This initiative hopes to establish a resilient and reflective community of educators.

Duta Guru Community



The Duta Guru Community are teachers who have successfully completed the Program Duta Guru, or in short, Alumni of PDG. In November 2025, the graduation and induction of 434 Cohort 5 teachers marked their entry 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

- **1,344** Duta Guru nationwide
- **90%** are confident in their understanding of their role as Duta Guru

TFM Analysis data reported by Duta Guru

In 2025, the annual Duta Guru survey was administered to Cohorts 1-4. Key insights gathered:

- **95%** feel connected to the Duta Guru community
- **93%** often apply strategies learned or sharpened through PDG in the classroom
- **94%** have conducted professional development and learning sessions to share PDG strategies with non-PDG teachers
- **82%** have collaborated with JPN/PPD/other parties to conduct STEM initiatives
- **65%** have sustained their second-year project to generate innovative solutions for their local communities



Duta Guru Highlights

In 2025, Duta Guru (DGs) successfully transitioned into a highly engaged ecosystem by leading strategic STEM initiatives and community outreach to drive programme sustainability. DGs maintain consistent participation levels across all cohorts and regions while further strengthening their leadership capacities. This sustained momentum reinforces the role of DGs as a scalable engine for professional growth and community impact within the national education landscape.

Spotlight: Redefining STEM Leadership

Cikgu Wafi recognised that conventional teaching approaches were no longer sufficient to bridge the STEM gap in Terengganu. Through Program Duta Guru, he shifted his pedagogy towards more interactive, student-centred practices by integrating Minecraft and Gamilab to make Computer Science more accessible. As a result, the proportion of students achieving excellence in the subject Asas Sains Komputer increased by 400%.

His impact has since extended beyond the classroom to the state level. Since he was promoted to JPN Terengganu, Cikgu Wafi has been championing a more holistic approach to education. At the National Symposium 2025, he facilitated a Human Library session titled "Healthy Teachers, Thriving Schools," creating space for meaningful dialogue on mental health and educator wellbeing. Cikgu Wafi is now focused on strengthening the Terengganu STEM Hub and mentoring new Duta Guru.

Abdul Wafi Bin Mohamad

*Duta Guru Kohort 3
Assistant Director
Unit Teknologi Maklumat dan Komunikasi,
Sektor Pembelajaran, JPN Terengganu*



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: Porthea - Elevating Her Voice Beyond Borders

Porthea began her leadership journey as a student of two Program Duta Guru teachers. Under the guidance of Cikgu Nor Azman, Porthea has grown significantly in public speaking. Over the past year, her confidence has grown as she served as the Vice President of the Student Leaders Advisory Council (SLAC).

“SLAC has become one of the reasons why I'm so confident to speak up and to just be who I am because I have a lot of friends from SLAC who really helped me gain a wider perspective of life. They didn't just teach me what true friendship could be, but they also showed me what having a friendship through leadership could look like, and to be honest, it's the best part!”

Through SLAC, Porthea discovered her strengths and learned the value of resilience and support from peers. “Everyone's trust and support towards me were the backbone of my journey in SLAC.” Her

experience in SLAC helped her grow into a leader who is both resilient and caring, confident in sharing her ideas and inspiring those around her.

Porthea is now set to take her leadership to an international stage, representing Malaysia in Teach For All's Student Leader Advisory Council. Her journey shows how young leaders can expand their perspectives and confidence when given the right support and opportunities.



“If you are a young person wondering whether your voice matters, it does. No matter where you come from, your background will never define who you are. Speak up, move forward and unleash your potential because the moment you step forward is the moment everything changes.”



Spotlight: Hayshini - Evolving as a Changemaker from Student to Mentor

Hayshini's journey with Teach For Malaysia started in 2024 as a participant in Program Komuniti Perkasa where she found an opportunity to serve her community in a meaningful way. Noticing how people in her flat area were disposing of recyclable items as rubbish, she initiated a recycling

awareness campaign with her team. Guided by mentors who motivated her and boosted her confidence, Hayshini successfully developed her campaign. Her own experiences inspired her to take the next step and become a mentor to, guiding and encourage other students to create impact.

In 2025, Hayshini supported her mentees as they worked on their projects, guiding them through challenges and celebrating their growth. Her favourite memory was helping her mentees prepare their slides and prototypes, and watching them proudly as they pitched their project.

Hayshini has also represented Teach For Malaysia at Kids Education Revolution in India, an international student leadership retreat. She is now motivated to apply her learnings her in Malaysia.

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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- Member of Board of Trustees, CIMB Foundation
- Member of Board of Governors, Kolej Yayasan UEM
- Former Co-Founder, Arise Asia
- Former Executive Trustee, Yayasan AMIR
- Former Board Member, MINDA
- Former Executive Director, Strategic Human Capital Management & CFO, Khazanah Nasional Berhad



Chen Li-Kai

Trustee, Member of Remuneration & Nomination Committee

- Board Director and Fellow, Institute of Corporate Directors Malaysia (ICDM)
- Former Senior Partner and Managing Partner, McKinsey & Company Malaysia
- Former Global Head of the Education Practice, McKinsey & Company





Datuk Yvonne Chia

Trustee, Chair of Audit & Risk Committee

- Fellow Chartered Banker
- Independent Non-Executive Chairman, Press Metal Aluminium Holdings Berhad
- Sustainability and Climate Risk Certificate, Global Association of Risk Professionals (GARP)
- Member, Chartered Institute of Islamic Finance Professionals
- Council Member, Asian Institute of Chartered Bankers
- Chair, Financial Sector, MyMahir Talent Council
- Former Independent Non-Executive Chairman, Standard Chartered Bank Malaysia
- Former Independent Non-Executive Chairman, Cradle Fund Sdn Bhd
- Former Trustee, Merdeka Trust Foundation
- Former Senior Independent Director, Astro Malaysia Holdings Berhad
- Former Senior Independent Director, Shell Refining Company (Federation of Malaya) Berhad (SRC)



Dato' Tharuma Rajah

Trustee, Chair of Remuneration & Nomination Committee

- Senior Advisor to Pivotus Consulting
- Founder & CEO, Garage Analytics
- Former Global Managing Director, Hay Group



YBhg. Datuk Dr. Habibah binti Abdul Rahim

Trustee

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- Director, Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat
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Dato' Noor Rezan Bapoo Hashim

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- Former Education Advisor, Khazanah Nasional Berhad



Our Partners & Supporters

Public-private partnerships enable us to scale our impact

TFM's achievements since inception would not have been possible without the strong support of all those who believe in our mission. Our key stakeholders comprise the public sector, such as the Ministry of Education and its related agencies, and the private sector, ranging from small and medium enterprises to corporations, foundations, and individual donors.

A special thanks to our partners, supporters, individual donors and fundraisers for your support. It is your trust that has enabled us to remain true to our mission and core values as we work to empower all children in Malaysia to realise their potential.

2025 Partners and Supporters

Strategic Partners



MINISTRY OF EDUCATION



MINISTRY OF FINANCE



Champion Partners



Community Partners



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Supporters



Teach For All

We are a partner in the Global Education Network

Why Our Partners Champion Our Mission



Ahmad Shahrman Mohd Shariff

CEO, CIMB Foundation

“ I firmly believe that education is one of the most powerful enablers of progress, and I am privileged that my role as CEO of CIMB Foundation allows me to further focus our CSR efforts to drive long-term socio-economic development and improve lives, particularly for those who need it most, through our educational pillar.

Our partnership with Teach For Malaysia has been vital to delivering on our goal in providing access to quality education for underserved and disadvantaged communities, including the B40 families from PPR (Projek Perumahan Rakyat) communities. Since 2024, CIMB Foundation has been supporting the Teach For Malaysia Fellowship Programme for Guru Muda, targeting in-service teachers with 0-5 years of teaching experience. By investing in our teachers, we are also investing in our nation's future leaders, as teachers are key in shaping character and inspiring students to reach for their dreams.

At present, 56 Guru Muda Fellows are teaching in high-need schools in Selangor, Perak, Johor and Sarawak. Many of the Fellows I have met demonstrate the passion, commitment and resilience that is lacking in our schools today. During TFM Week 2024, I had the opportunity to co-teach an English lesson with Cikgu Fam, and I was struck by the strong rapport that she has built with her students. I had shared with her students

about my own experiences as a young scholar in the United Kingdom, and I was particularly touched when a young male student stepped up to the front of the class to say that he was inspired to follow in my footsteps to pursue his tertiary education and secure a scholarship.

I've also met another Guru Muda Fellow, Cikgu Mai, who exemplifies the spirit of “moving societies forward” through her social innovation initiative - Max.Us - an inclusive project that addresses racism and fosters a spirit of “muhibbah” among her students of different ethnicities in the classroom. Her project envisions a vibrant school community where every student is confident, valued and empowered to lead positive change through student-led programmes that address the root of racial biases and ignorance in the school. It is so important that teachers, like Cikgu Mai, address the issue of racism by celebrating our country's rich and diverse multi-racial culture and heritage, one that gives us strength in unity.

Through the Program Komuniti Perkasa, nearly 200 students from 4 PPRs were introduced to the design-thinking methodology and guided by their mentors to initiate a project to implement a solution to a problem they had identified in their community. A final 20 teams were awarded grants from CIMB Foundation to implement the project in their PPRs, such as upcycling used fabrics into handcrafted creations, collecting used cooking oil to make soap, and creating a community garden using recycled materials. These innovative young changemakers bring the “Kita Bagi Jadi” spirit to life by making things happen, big or small.

CIMB Foundation has pledged RM50 million to implement education initiatives across the ASEAN region over the next five years until 2030. In addition to our partnership with Teach For Malaysia, we are driving financial literacy in schools and low-income communities, offering scholarships for tertiary education and supporting technical and vocational education, to reinforce our purpose of advancing customers and communities towards a more inclusive and equitable society. ”

Spotlight: TFM Week 2025

TFM Week is an annual event where we invite influential figures to co-teach a lesson with our programme participants to raise awareness of the realities of the education ecosystem and the classroom. In 2025, we held one of the most ambitious TFM Week editions yet.

Our participants included TFM Fellows from both the Teaching Partners and Guru Muda pathways, KALIS teachers, and PDG Participants. Throughout June and July, we hosted a staggering 44 guests in schools across Perak, Selangor, Johor and Sarawak with corporate leaders from IJM Corporation, Stellantis ASEAN, PNB, Standard Chartered Bank, Astro and YTL, renowned athlete Datuk Nicol David and public figures from the Johor State Executive Council and JPN Johor.



Datuk Nicol David & Mariana De Reyes, Nicol David Organisation co-taught a Science lesson with PDG Participant, Mohamad Izwan b. Mohamad Noor in Klang, Selangor.



Joanne Rodrigues, Group Chief Financial Officer, AFFIN Group co-taught a Mathematics lesson with 2024 Cohort Fellow, Cassie Anak Michcal in Klang, Selangor.



Ainol Shaharina Sahar, Executive Director, Yayasan Telekom co-taught a Pemulihan Bahasa Malaysia lesson with KALIS Teacher, Isyanti binti Mohamed Taufik in Pasir Gudang, Johor.

Educating Tomorrow's Innovators

A reflection by
Isaac Yeo

Managing Director, Stellantis ASEAN

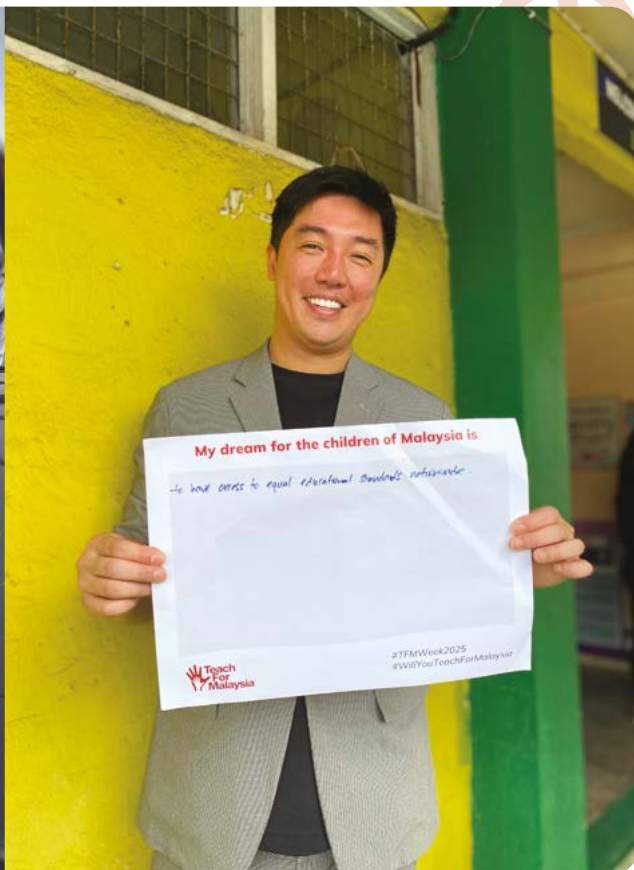
“ At Stellantis, we believe access to quality education is fundamental to building stronger and more inclusive communities. Our partnership with Teach For Malaysia, under our global philanthropy efforts, reflects our commitment to creating meaningful and sustained impact in the communities where we operate.

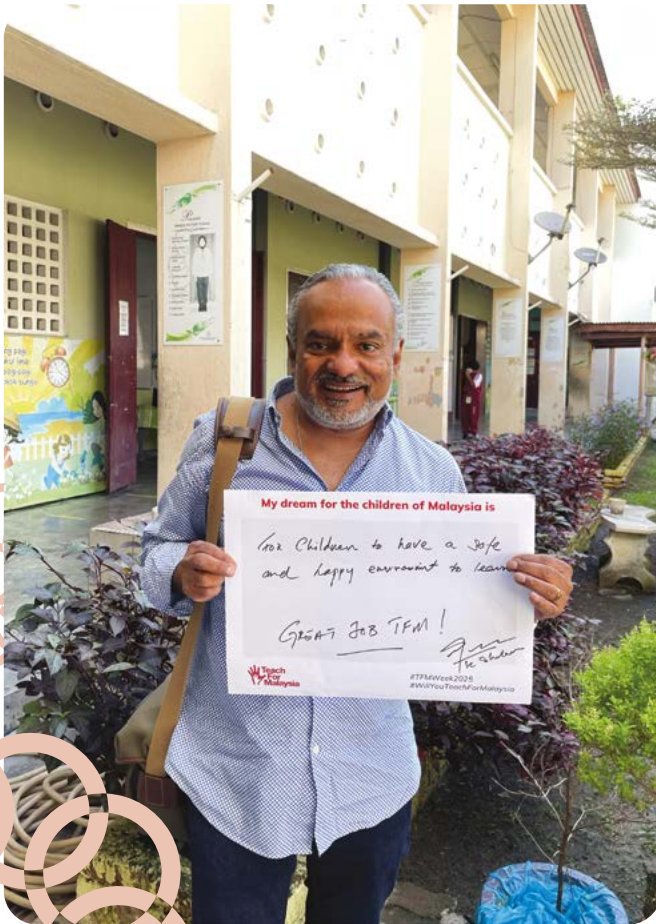
During TFM Week, I had the opportunity to co-teach a Science lesson alongside a TFM Fellow, where we explored greenhouse gas emissions and the role electric vehicles play in reducing carbon impact. These are important conversations to introduce early — today’s students are tomorrow’s innovators of future mobility. We brought the Leapmotor C10 to the school, where students showed real curiosity and enthusiasm as they explored the vehicle. It was a powerful way to bridge classroom learning with real-world experience and illustrate how sustainability through mobility can

become a tangible reality. Spending time as a co-teacher also provided me with a valuable perspective on the challenges within the public education system and deepened my respect for the educators working tirelessly to shape future generations.

Stellantis is also proud to support the TFM’s Student Leadership Advisory Council, where 32 student leaders from across Malaysia are selected to develop leadership capabilities and advocate for issues that matter to their communities — including mental health, well-being, and safer school environments. Investing in youth leadership and empowering advocacy is essential for long-term societal progress.

As the automotive industry advances toward a more sustainable future, it is equally important that we invest in the next generation who will shape it. I believe our ongoing collaboration with Teach For Malaysia will create significant positive change by broadening access to quality education, empowering young leaders, and supporting a sustainable future for Malaysia. ”





Where the Best Learning Begins

A reflection by

SC Shekar

Photographer

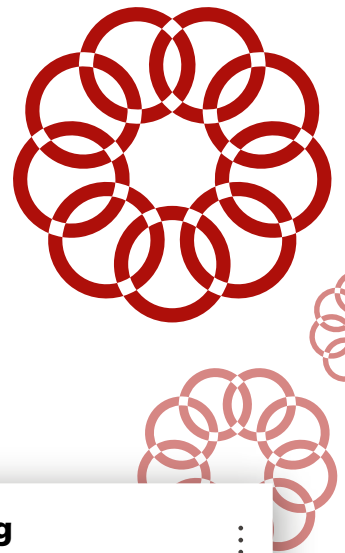
“ Several weeks ago, I said yes to something without asking too many questions, a habit I've never quite broken. An email had arrived from Teach For Malaysia. It felt like a polite tap on the shoulder, inviting me to visit a classroom of nine-year-old girls at Methodist Primary School in Ipoh. I agreed, not knowing what to expect. I imagined the usual, chalk dust, ceiling fans spinning lazily, maybe a blackboard filled with equations. But what I found was far more luminous, a room alive with curiosity. The kind that spills over like sunlight. The girls asked me about cameras and clouds, and what it feels like to photograph a storm from above. They asked if I'd ever seen a house made entirely of bamboo, or met someone who had never seen a city. Their questions weren't small. They reached far. And there I was, someone who had homeschooled his own two children years ago, reading poetry over breakfast and using the stars

to explain long division, suddenly remembering that quiet joy again. That feeling of witnessing a mind open, like a flower sensing daylight. Teaching, I've always felt, is less about giving answers and more about sitting beside a question and waiting patiently for the echo. That morning in Ipoh reminded me that education is never a solo act. It needs a chorus, parents, teachers, neighbours, and yes, even the occasional photo-journalist. This is the kind of work Teach For Malaysia is doing, sending passionate young Fellows into classrooms across the country, many in underserved communities, where the chalkboards are a little older, but the dreams are just as tall.

They ask for two years of your life, or maybe just two days. Whatever you can offer, a story, a skill, a patient ear. And in return, you remember why you ever believed in the first place. Why we teach. Why we mentor. Why we reach for the small hand raised at the back of the room.

So, if you're an engineer, a writer, a mother, or someone who still dreams in numbers or melodies or maps, there's a seat for you too. Not at the front, but beside a child. That's where all the best learning begins. ”

Spotlight: Kuala Lumpur Standard Chartered Marathon



The Kuala Lumpur Standard Chartered Marathon continues to be a powerful example of community-led fundraising, raising RM269,294.91 in support of Teach For Malaysia. As a proud beneficiary for the third time, we are grateful to be continuing this partnership into 2026.

This achievement was made possible by 187 runners, 3 corporate partners, dedicated alumni fundraisers, and the continued support from our partners.





Loh Ken Ming
2012 Cohort Fellowship Alumni











It was a great experience to be able to push and challenge myself again this year, running 21km at @klscmarathon and also fundraise for @teachformsia.

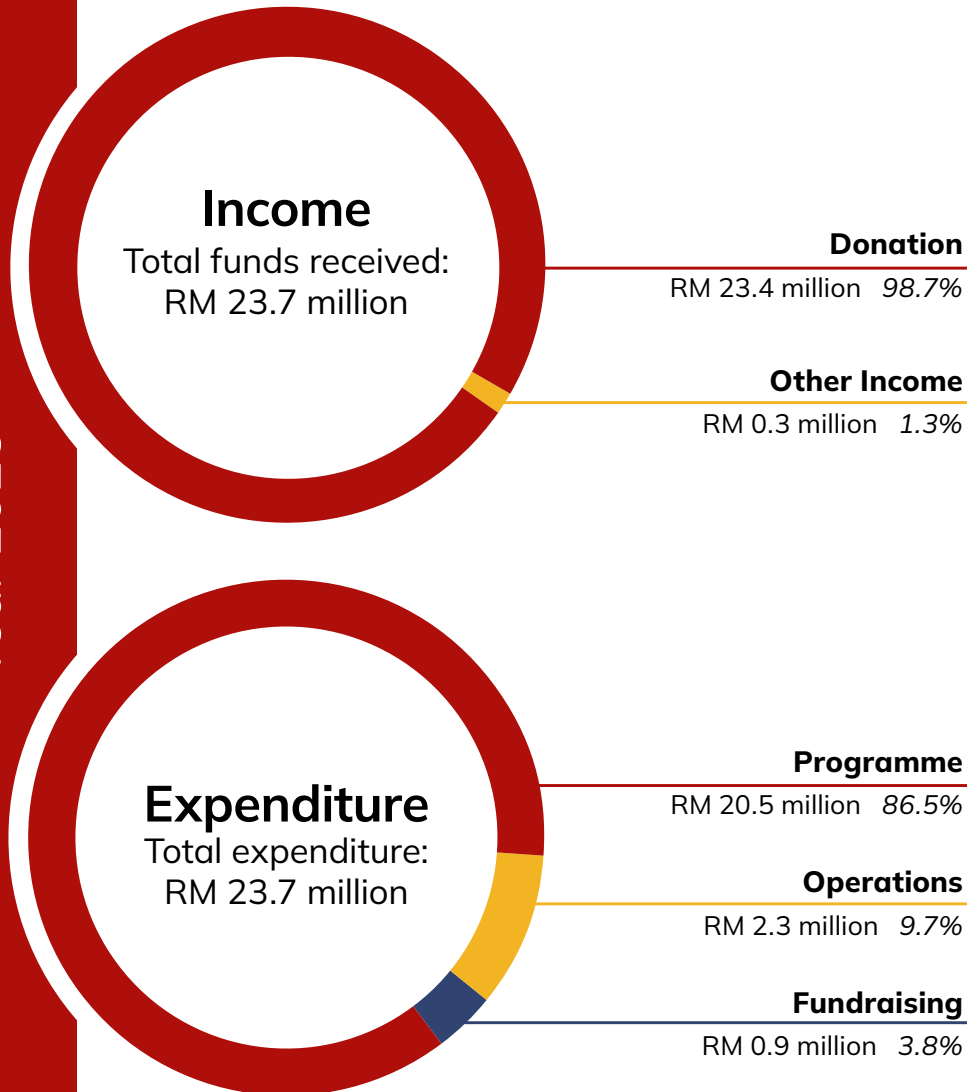
Thankful to many who encouraged me and donated towards my run! Your trust and faith in me is invaluable.

#ikendoit #klscm2025 #forthekids

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 is for the furtherance of impact towards beneficiaries through our operations.

Year 2025



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. Teach For Malaysia received an A+ rating on the Wiki Impact Transparency Score of Malaysian Foundations for both 2022 and 2023, the most recently published report.

Ways to Get Involved

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 changemakers to make a positive impact on students in high-need schools.
- 2. Expand Our Reach:** With your support, we can reach new communities and regions, connecting more high-need students 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, enabling us to 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.



teachformalaysia.org

For partnership opportunities:

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