

chimbaka

2025 IMPACT REPORT

Strengthening Foundation,
Inspiring Innovations



Executive Summary

The future is moving faster than our classrooms.

Artificial intelligence is reshaping industries and redefining the skills young people will need. Yet across many classrooms in Malaysia, thousands of children are still struggling with the fundamentals of reading, writing, and counting.

We chose not to treat these as separate challenges at Chumbaka.

In 2025, our programmes reached 16,421 students, 2,017 teachers, and 1,289 schools across 16 states, strengthening foundational learning through Program Anak Kita in Sarawak while continuing to nurture innovation through the Sime Darby Young Innovators Challenge and other STEM initiatives.

Across these efforts, one insight became clear:

Technology does not transform education. Teachers do.

When teachers are equipped with the right tools and insights, they can respond to every learner with greater precision and care. Technology then becomes an amplifier of great teaching.

This report tells the story of how that idea is taking shape in classrooms and communities across Malaysia.

10th Year 🎂
anniversary of SDYIC with
Yayasan Sime Darby

13th Year 🕒
since Chumbaka's
establishment

16,421 🎓
students took part
in our programmes

1,289 🏫
schools took part
in our programmes

2,017 👩‍🎓
teachers trained
throughout the year

16 📍
states involved including
Wilayah Persekutuan

67.2% 🌟
of learners exited
Pemulihan Khas

2,705 📱
tablets distributed
to high-need learners

A Message from Our CEO

When I think about 2025, I don't think about numbers first.

I think about what I saw in a classroom in Sarawak — a teacher leaning over a tablet, watching a child who had almost given up on reading, sound out a word correctly for the first time. And smiling.

That moment is why Chumbaka exists.

This was a year that asked a lot of us. The world was moving faster than ever — AI reshaping industries overnight, the future of work becoming harder to predict — and yet, in the communities we serve, thousands of children were still struggling with the basics. Reading. Writing. Counting. The foundations that everything else is built on.

We made a choice not to look away from either reality.

On one side, we went back to the roots. Through the [Program Anak Kita \(PAK\)](#), we walked into 204 primary schools across Sarawak — mostly rural, underserved, often forgotten — and said: these children matter, and we're not leaving until the numbers move. In partnership with the Ministry of Finance, Ministry of Education, and Yayasan Hasanah, we put tablets in hands, our Kayam App on screens, and real-time data in front of teachers who cared deeply but had never had tools like these before. By the end of the year, 67.2% of participating pupils had exited remedial classes entirely. Not because of the technology. Because of what teachers did with it.

On the other side, we looked forward. We launched our Teach AI × AI Teach framework — a 4-level AI curriculum that didn't just teach children about the world of technology and innovation, but used AI to support the teachers guiding them. Because we believe all students will have the right skillset and values to navigate the changing future.

Through 10 years of the [Sime Darby Young Innovators Challenge](#), we have watched 24,000 students from more than 2,000 schools do something remarkable. They did

not just pitch ideas. They built real solutions, from wearable safety devices for motorcyclists to sign language translators, and deployed them in the real world. That is not a school project. That is a generation rediscovering that they have agency. Through our partnership with PEMIMPIN, we are now extending the spirit of SDYIC into their [LADAP Plus platform](#), combining [PEMIMPIN's](#) strength in school leadership development with Chumbaka's experience mentoring students to become technology creators, not just users.

This year alone, we served over 16,000 students and 2,000 teachers. But if I'm honest, the statistic I'm most proud of is the one you can't easily measure: the shift in how a child sees themselves when they realise they can learn.

One teacher told us: "The digital approach transformed passive attendees into active self-learners." I've read that line many times. It never gets old.

None of this happens without the people who believed in this mission alongside us — our partners, our funders, our educators, and our team. You didn't just support a programme. You changed the trajectory of a child's life.

There is still so much to do. But I have never been more certain that we are doing the right work, in the right way, for the right reasons.

Thank you for being part of it.

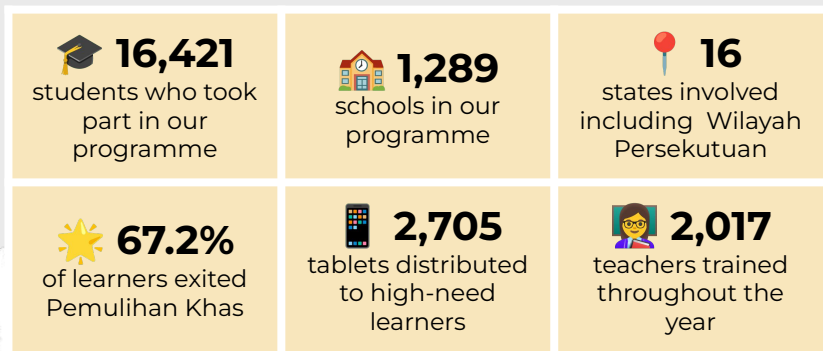
Dr Chew Yen Seng
CEO, Chumbaka



Key Results in 2025

2025 marked several important milestones for Chumbaka. This year, we celebrated 13 years since our establishment and the 10th anniversary of the Sime Darby Young Innovators Challenge (SDYIC). We also stepped into the world of literacy and numeracy, completing the first phase of Program Anak Kita (PAK), supporting foundational learning in English and Mathematics in Sarawak.

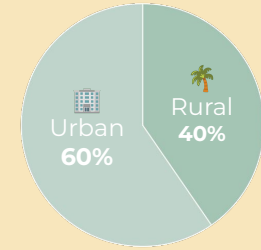
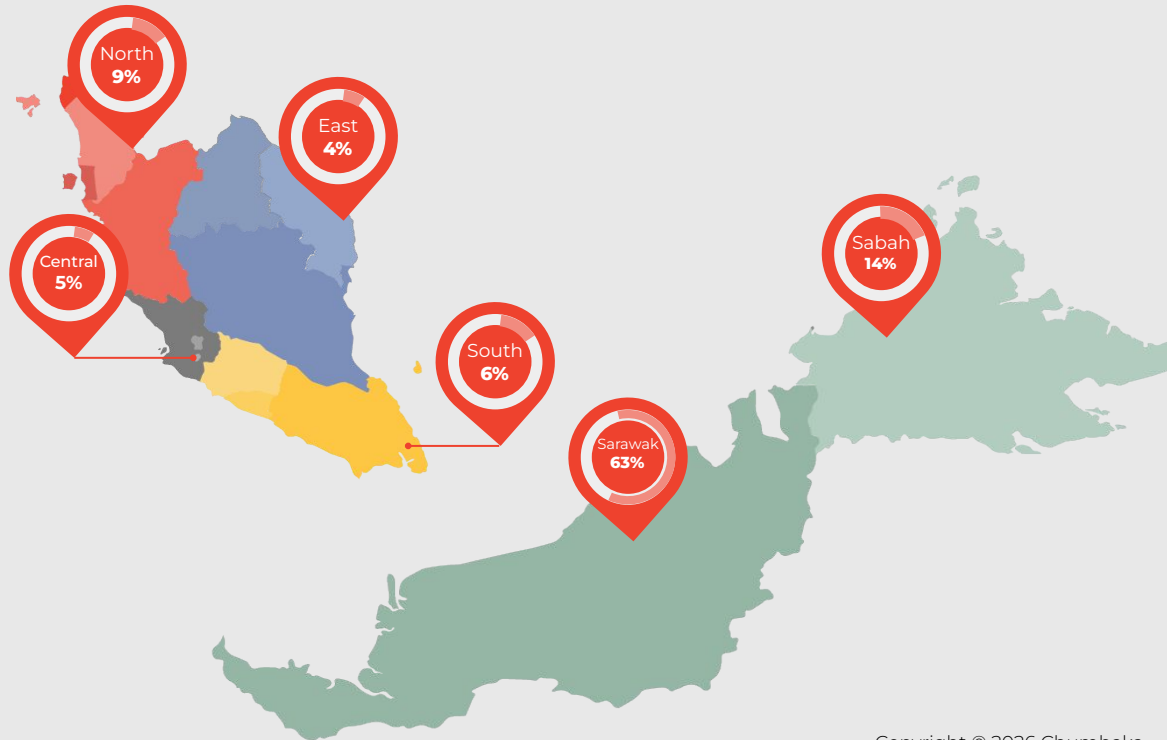
Here are some of our Key Results at national level:



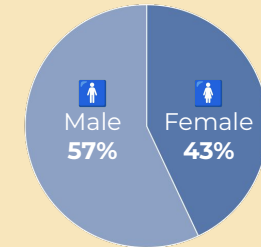
	2023	2024	2025	Trend
Primary Schools	27	488	769	▲
Secondary Schools	63	368	520	▲
Universities	20	27	32	▲
Students	577	8,640	16,421	▲
Teachers	86	1,329	2,017	▲
University Students	17	278	311	▲

Key Results in 2025

In collaboration with our partners across Malaysia, Here is the % distribution of 16,421 students took part in our programmes. Notably, 77% of these students are from Sabah and Sarawak.



In 2025, 40% of participating schools are in rural areas, up from 38% last year. While 42% of Malaysian schools are classified as rural (MOE, 2022), we continuously work towards a better representation and support for rural communities.



Our objective is to achieve a balanced representation of both male and female students in our programs. In 2025, female participation has increased to 43%, aligning more closely with national demographics (MOE, 2022: 49% female).

Programme Highlights

Sime Darby Young Innovators Challenge (SDYIC)

Journey Across 10 Years

In partnership with [Yayasan Sime Darby](#)

◆ National, 16 States and *Wilayah Persekutuan*

THE SCALE

24,000+ students
from secondary school

2,000+ schools
across Malaysia

**10+ community-
adopted** projects with
RM300,000+ grants disbursed

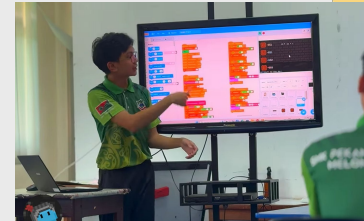
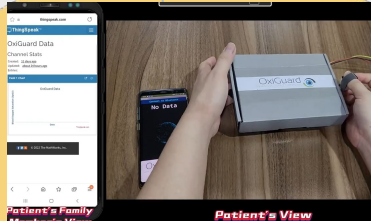
THE INNOVATIONS

Across the country, students
deployed working prototypes
to put to actual use:

- a microsleep prevention helmet,
- AI-powered spectacles, and
- a sign-language- to-voice translation web app, and [many more](#).

THE SPARK

SDYIC has helped nurture
confidence to build, agency to
solve problems, and a
generation of young creators.



Programme Highlights

Program Anak Kita (PAK) @ Sarawak

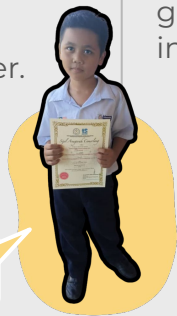
In partnership with [MOE, MOE, Yayasan Hasanah](#), and [MEITD Sarawak](#)

◆ 30 Districts, 204 Schools, 408 teachers, 8,114 students

THE CHALLENGE

Across Sarawak, thousands of children were falling behind — not because they couldn't learn, but because they hadn't yet been reached in the right way.

PAK was our answer.



Saya berjaya keluar dari Pemulihan Khas!

THE INTERVENTION

We placed **2,705 tablets** into the hands of 8,114 students enrolled in Pemulihan Khas and equipped 408 teachers with real-time data dashboards to guide their interventions.



THE OUTCOME

67.2% net exit rate from remedial classes, far outpacing the historical state baseline of 41.5%.

The number that matters most, though, isn't the percentage. It's the child who can now read and write their own name.



Programme Highlights

Sekolah Angkat MADANI KWSP

In partnership with [KWSP](#)

◆ Pilot programme, 10 schools, 40 teachers, 200 students

THE OBSERVATION

Pemulihan students are often assumed to need the basics and nothing more. We disagree.

An innovative approach was piloted, through the Sekolah Angkat MADANI KSWP programme, integrating STEM learning with literacy and numeracy support for *Pemulihan* and high-risk students.

THE APPROACH

Inspired by insights from Program Anak Kita (PAK), the programme introduced students not only to foundational learning but also to coding and programming fundamentals.

THE RESULTS

The idea was simple: interest often comes before mastery. When students encounter something new and exciting, their motivation carries over into strengthening their core skills.

The pilot demonstrated that when given the opportunity, *Pemulihan* students can thrive. It is still a small initiative, but the programme offers an important lesson to us:

Remedial is a starting point, not a ceiling.

Yay! New toys!



Programme Highlights

PETROS Youth Ambassador

In partnership with [PETROS](#)

◆ Pilot programme, 2 schools, 300 students

THE ACCESS

Rural students in Belaga, Sarawak were introduced to hands-on STEM learning experiences focused on renewable energy and basic electronics.

The programme engaged students through practical workshops where they assembled DIY solar power banks, learning how solar energy is harvested, stored and applied in everyday technology.

THE EXPERIENCE

Across sessions in **SMK Belaga** and **SMK Bakun**, students worked in teams to wire circuits, test components, and troubleshoot their builds, strengthening both technical understanding and collaborative skills.

THE INSPIRATION

By connecting STEM learning to real-world applications such as sustainable energy, the programme helped **spark greater interest** in science and technology while encouraging students to see new possibilities for their future pathways.



This is how you wire up the bank... Don't worry, it won't blow up!



Stories that Keep Us Going

The Students Who Refused to Just Win

When Lim, Ren, and Henry from SMJK Yok Bin in Melaka joined SDYIC, they knew they wanted to build something that mattered.

Fire emergencies in schools often depend on someone noticing the danger and reporting it quickly. But in a real crisis, every minute counts. The team began asking a simple question: *what if the system could call for help immediately?*

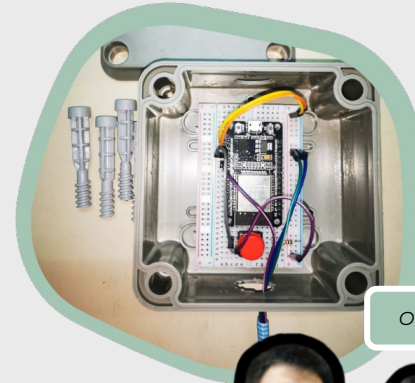
From that idea, they built **Flame Behemorts, an automatic fire alarm system designed to detect fire and immediately notify the fire department with the location through Telegram.**

The project required more than just assembling sensors and code. The team spent time troubleshooting inaccurate sensor readings, improving the GPS alerts, and making sure the notification system worked reliably. Each test forced them to rethink and refine their design.

Through the process, they realised that building a meaningful solution requires more than technical skills. It takes teamwork, persistence, and the willingness to test, fail, and improve.

Their project showed them how technology can do more than solve problems on paper. It can protect lives and strengthen safety in the places where communities gather every day.

The journey left them with a belief that continues to guide their work: “Help a person, change the world.”



Our system works!



Stories that Keep Us Going

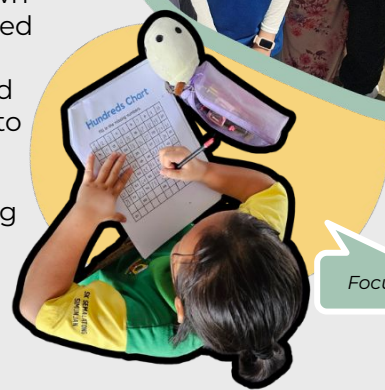
The Teacher Who Learned to Teach the Student, not the Syllabus

In rural Sarawak, a remedial classroom can hold children at very different stages. Some struggle with reading. Others are stuck on a single maths concept. Yet all sit in the same room. For years, teachers did their best with instinct, experience, and care. What they lacked was precision.

With Kayam data dashboards, teachers could finally see exactly which literacy construct or maths concept each child was struggling with. For the first time, lessons could be planned around the student, not simply the syllabus.

At SK Semalatong, Cikgu Marinie and Cikgu Sofiya acted on that insight. To help pupils process lessons in their own way, they introduced **Kayam Sidekick!** — a notebook used alongside the Kayam and Enuma learning apps. While using the tablets, pupils wrote notes, sketched ideas, and captured their understanding in ways that made sense to them.

The idea was simple, but the shift was powerful. Teaching became more responsive, and learning more personal.



Focus is key!



Stories that Keep Us Going

The Island That Showed Up Anyway

Getting to school on Pulau Bum Bum in Semporna is not simple. Many students travel by boat each day, navigating distance, weather, and cost just to reach their classrooms.

For **Cikgu Shahmudin and Cikgu Redzuan**, secondary school teachers at SK Pulau Bum-Bum K9, these challenges were never a reason to aim lower. When they first applied for the programme, they had intended to participate under the secondary school category. Instead, they received support under the primary school category.

Rather than quitting, they stepped up.

Both teachers dedicated their time and expertise to mentor a team of primary school students for the Junior Innovate competition. Their perseverance paid off when the team went on to win a Bronze Award at the Semporna Maker Fair 2025.

For the two educators, the experience reaffirmed their belief that opportunities should reach every student, regardless of location. Their hope now is to continue guiding both primary and secondary school teams, creating even more pathways for their students to explore innovation.

Sometimes the most determined young innovators in Malaysia come from places reached by boat.



Supporting Programmes

The Engine Behind the Impact

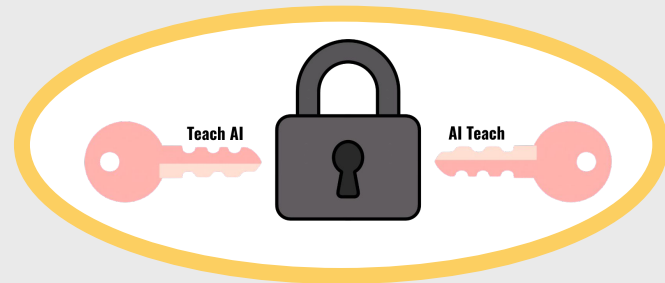
Our education programmes don't run on goodwill alone. They run on infrastructure designed to make every learning moment count.



Kayam School makes practice feel like play — and keeps students coming back. In 2025, we identified the sweet spot: students who engaged between 10 and 60 hours showed the most significant learning gains.



Data Dashboards gave teachers something they'd never had before: clarity. Instead of guessing who needed help, teachers could see in real time exactly where each child was struggling — and act on it deliberately. This is what intentional teaching looks like.



LXP: Teach AI × AI Teach is our vision for the classroom of tomorrow. In our Learning Experience Platform (LXP) ecosystem, a 4-level curriculum takes students from computational thinking to predictive modelling, while AI-powered mentor toolkits free teachers from administrative tasks — so they can spend more time guiding students. Launched at Summit 2025, this is our clearest statement yet on how AI should enter education: thoughtfully, in service of people.

Ecosystem Activation

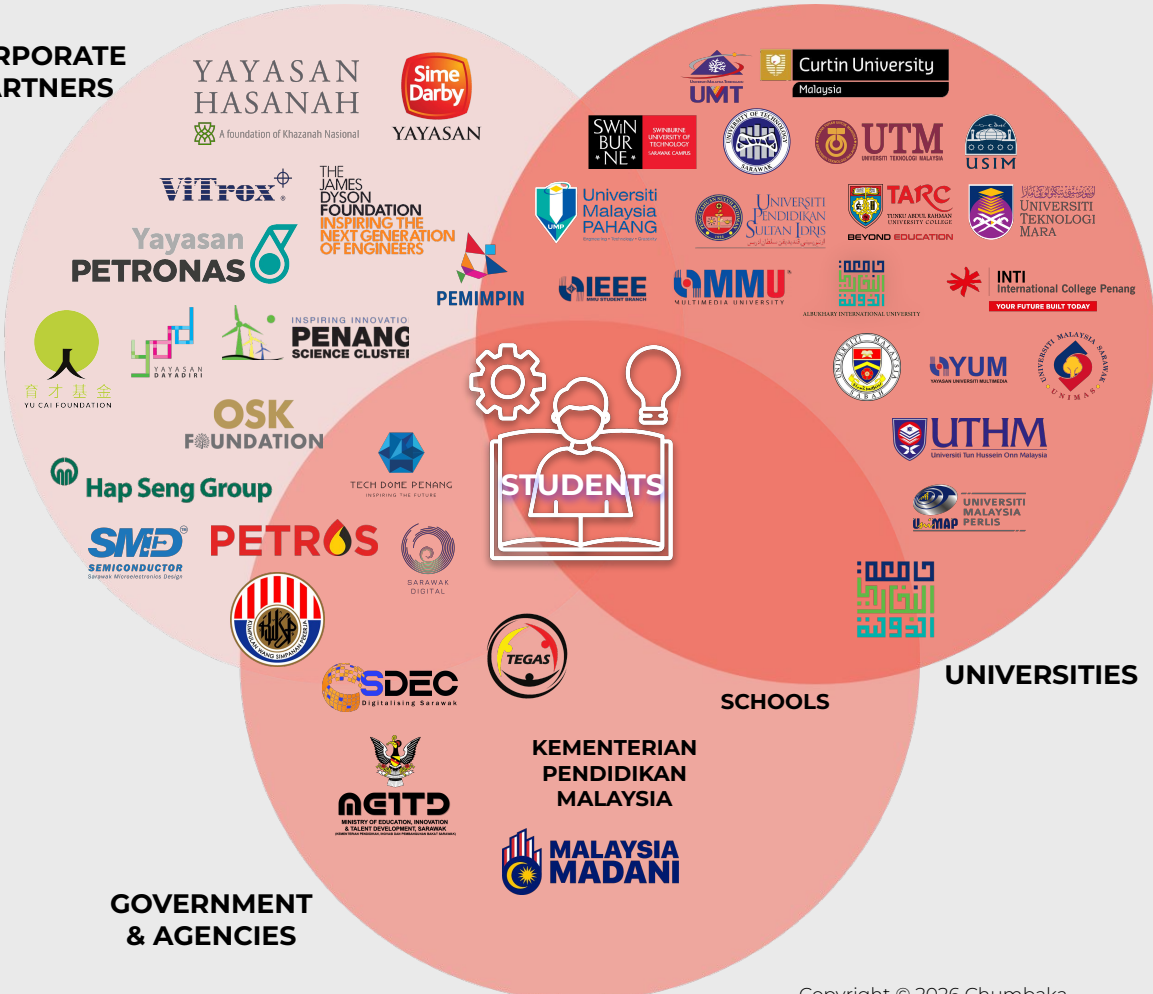
Technology can reach a classroom. But what truly reaches a community is something deeper.

Over the years, we have seen a quiet network begin to form around our students. Teachers bringing ideas back to their schools. Universities sending their mentors into schools. Corporates opening opportunity to schools. Government agencies aligning support.

Through Maker Fairs, programme showcases, and our Learning Summit, these connections grow stronger.

What began as programmes is becoming something larger — an ecosystem that believes in young people and shows up for them.

CORPORATE PARTNERS



GOVERNMENT & AGENCIES

Ecosystem Activation

Our Partners Across Malaysia

At the heart of this ecosystem are educators who have taken on the mission of growing these communities regionally. Today, this movement has expanded into 15 chapters across Malaysia, and continues to grow.

Each partner brings something different — mentorship, resources, knowledge, or simply belief in the next generation. Together, they form a community that supports learning not just in the classroom, but across the entire ecosystem.

15 chapters
& counting...



Ecosystem Activation

Our New Partners Who Grew With the Ecosystem

Our ecosystem is not only built through organisations, but through people whose journeys evolve alongside the community. Some begin as educators or mentors, and over time become partners helping shape the next chapter of our work.

From Foundation to Partner

My career journey has moved from the classroom and coaching into corporate foundations, and now into STEM education. Along the way, **I have come to see education as both a privilege and a responsibility.** Working across different communities has strengthened my commitment to expanding access to learning, and I have witnessed how powerful collective support can be in helping students grow.

As a partner at Chumbaka, I wear many hats. My experience in corporate foundations reminds me of the responsibility that comes with funding, while my role in programme delivery focuses on creating meaningful growth opportunities for teachers and students. Transitioning into STEM without a technical background has been a humbling journey, but it has reinforced a simple belief: **growth is always possible with effort, guidance, and a community that learns together.**



Yeong Ru
Chumbaka@KL



Dr Husaini
Chumbaka@Kelantan

From Mentor to Partner

I first joined Chumbaka@JB in 2017 as a mentor while pursuing my PhD in Electrical Engineering at UTM Skudai. At the time, it was simply a way to support myself while balancing the demands of research. What I did not expect was **how deeply the experience would shape my path.** Teaching in the classroom showed me the transformative impact of hands-on STEM learning, and over the years that conviction only grew stronger.

After completing my doctorate and returning home to Kelantan, **I saw how limited access to these opportunities still is for many students.** Becoming a Chumbaka Partner now feels like bringing my journey full circle, giving me the chance to build the same learning ecosystem that first inspired me, this time for the next generation of students in my home state.

Ecosystem Activation Friends Beyond Malaysia

Our ecosystem does not stop at national borders.

This year, we visited Shenzhen to learn from one of the world's leading edtech hubs, connecting with organisations such as [Tencent Education](#) and [UBTech](#). Through these exchanges, we made new friends and learned how comprehensive AI education can make learning more engaging for young people.

Our global connections also continue to grow through internships, including [opportunities with Princeton University](#) in the United States.

Together, these experiences broaden our perspectives and strengthen the ecosystem supporting the students we serve.

*(We learnt in China...)
tech moving forward is
incredible, but the
human element
incorporated in it is
even more exciting!*



Reflection & What Comes Next

At Chumbaka, we have always believed that delivering programmes is not enough. The deeper work lies in understanding why they work and using that insight to influence how education is designed, delivered, and sustained at scale.

In 2025, we moved further in that direction than ever before.

What We Learned: The Insight Shaping Our Work

Deployments at scale teach us lessons that pilots cannot. Through our work across 204 schools in Sarawak, one insight became unmistakably clear:

Teacher intentionality is the strongest driver of learning impact. Technology amplifies good teaching, but it cannot replace it.

This insight carries important implications for education systems:

- Distributing devices without strengthening teacher practice produces limited long-term change.
- Bridging the digital divide is not only about connectivity. It is about fluency and purposeful use.
- Investments in teacher coaching and pedagogical support can be just as important as investments in infrastructure.

In response, we redesigned parts of our training programmes in 2025, shifting the emphasis from technical skills toward **intentional pedagogy and classroom practice**. We are now carrying this insight into conversations with policymakers so that it informs decisions at the system level.

Our work also surfaced another reality. Even well-designed programmes encounter structural friction within large education systems. Changes in preparation for Curriculum 2027, alongside initiatives such as MMI, created scheduling challenges for external programmes in schools.

Rather than seeing this as a barrier, we see it as a signal. The future of education innovation is not in programmes that sit outside the system. It lies in approaches that are embedded within it.



Reflection & What Comes Next

2

What We Introduced: A New Model for AI in Education

Much of the conversation around AI in education focuses on a single question: *How should students learn about AI?*

We believe the question should be broader:

How can AI help everyone in the classroom learn and work better?

Our response is **Teach AI × AI Teach**, a dual-engine framework designed to work in both directions.

Teach AI is a revamped four-level curriculum that guides students from computational thinking fundamentals to building predictive models and understanding data analysis concepts. The programme is designed to be accessible while maintaining academic rigour.

AI Teach is a set of AI-assisted tools embedded within our Learning Experience Platform that help teachers automate grading, identify patterns in student learning, and generate personalised feedback.

These tools are not meant to replace teacher judgement. They exist to protect teacher time, allowing educators to focus on mentoring, guiding, and supporting students.

The framework was formally introduced at Summit 2025, representing our vision for how AI should enter Malaysian classrooms: deliberately, responsibly, and always in service of people.



Reflection & What Comes Next

What We Are Building: From Programmes to Ecosystems

Chumbaka is entering a new phase of growth. For us, growth is not measured only by the number of schools we reach, but by how durable the impact becomes.

Many grant-funded education initiatives conclude when funding cycles end. **Our approach focuses on building ecosystems that sustain learning beyond any single programme cycle.**

This involves strengthening the capacity of partners on the ground, supporting local educators, and embedding our curriculum and platforms within broader education initiatives.

We are beginning to see this ecosystem approach take shape through initiatives such as the SDYIC and YCF-YDD STEM Programme. What started as a competition has evolved into a platform that connects students and teachers with mentors, industry partners, and local NGOs, creating opportunities to work together on real community challenges.

As SDYIC and our other STEM programmes continue to grow, they increasingly serve as a bridge between classroom learning and real-world technological challenges.

This reflects a broader shift in our work: from programme delivery to community integration. When schools, communities, and partners carry the work forward together, impact becomes sustainable.



Reflection & What Comes Next

4

Aligned with Where Malaysia and Sarawak Are Going

Chumbaka's work is not happening alongside Malaysia's education transformation. It is happening *within* it.

The **Rancangan Pendidikan Malaysia 2026–2035** begins with a clear diagnosis: despite years of reform, Malaysia's PISA performance remains below international benchmarks. One of the central conclusions is that teacher quality remains the strongest determinant of student achievement. Our findings from Sarawak mirror this conclusion.

Separately, **Sarawak's Post-COVID Development Strategy (PCDS) 2030** targets 40% science-stream enrolment and the creation of 1,000 high-technology startups. Achieving these goals requires a strong STEM pipeline that begins in schools. **The Sarawak Digital Economy Blueprint** makes the urgency clear. By 2030, the state will require between 39,000 and 48,750 new digital jobs.

Preparing students for that future cannot begin at university. It must begin much earlier. Our Teach AI × AI Teach framework was designed with exactly that trajectory in mind.

These alignments were not engineered to match policy priorities. They emerged naturally from listening to teachers and observing classrooms.

The fact that national policy, state strategy, and classroom evidence now point in the same direction is a powerful signal.

The work is necessary. And the moment is right.



Reflection & What Comes Next

Looking Forward

Education transformation does not happen overnight.

But 2025 gave us something important.

Evidence that our approach works.

Clarity on what must evolve next.

And stronger partnerships with the educators and communities who make change possible.

We know what we are building.

We know why it matters.

And we believe that the future of education in Malaysia will be shaped not by any single organisation, but by the ecosystems we build together.





#stay **curious**

**If you are interested to understand more,
contact...**

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