

ARUS 10TH ANNIVERSARY

IMPACT REPORT

[2025 EDITION]





We empower today's problem-solvers through engaging and exciting learning adventures.

A brighter future for all begins when every child is empowered by quality education.

We envision a Malaysia where every child thrives in a nurturing learning environment, where meaningful engagement unlocks their true potential.

Arus Academy



10 YEARS OF IMPACT

From its humble beginnings in Penang in 2015, Arus has grown into a more established platform creating meaningful impact for communities today. Over the past decade, the journey has been shaped by passion, resilience and continuous learning, leading to stronger programmes and wider outreach.

As Arus marks this milestone, it reflects both how far the organisation has come and its renewed commitment to create greater impact in the years ahead.

4,637,795 Visitors on digital learning platform

19,505 Student participants

10 YEARS OF IMPACT

2015

6000+

*estimated number

Schools involved

37,276

Teacher participants

202+

Media Coverage

2025

Setting up our first space just 1 week after we sign the lease



Arus' cofounders in the earlier years and our old logo



Our first ever program in Arus, Arus Maker Camp (March 2015)



First cohort of Maker Academy graduation (May 2015)





Arus Academy is an education social enterprise working towards making learning relevant through multidisciplinary approaches.

Arus' programme design focuses on hands-on, project-based, gamification and real-life simulations to immerse students and teachers in the learning experience. Arus focuses on the following literacies to equip youth with key life skills to dismantle systemic inequities:

Our programmes cover



**DIGITAL
LITERACY**



**FINANCIAL
LITERACY**



**MEDIA
LITERACY**



**GLOBAL CITIZENSHIP
EDUCATION**



**SOCIAL EMOTIONAL
LEARNING**



Arus Vision & Growth

and what we believe

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Impact through Education

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 Daniel Russel

This is what I always imagined our work would look like: Empowering problem solvers.

I will never forget where our work in Arus this year has brought us to. I was in Limbang, Sarawak coaching students on their initiatives after our workshops. They created projects that are meaningful to their community. One example was a portal for Majlis Daerah Limbang (MDL) to inform communities about responsible waste management.

Their portal wasn't that great initially and they only managed to spend 1 hour to put together something for my review in school. When I asked them to open up the MDL's website and see if they have a page about waste management, they couldn't find any. I remembered saying "You see, MDL doesn't even have a page like this. Who's going to help them? If not you, then who?" I told them this problem is real and their solution could potentially help Limbang manage their waste better.

They then submitted a much improved website prototype later on with a feature they talked about during my visit.

This is what I've always imagined our work would look like: empowering problem solvers. What we started with — introducing a learning portal in FS4A— turned out to be a droplet that sparks a ripple of change among our students.

Moments from 2025


 Felicia Yoon

I realised that even though I spent the year drilling a syllabus, I hadn't failed. I had taught them something far more valuable than content: resilience and purpose.

2025 was an unexpectedly difficult year in my journey as an educator. For the first time, I found myself struggling—not because I lacked passion, but because I was torn between what I believed education should be and what circumstances demanded of me - preparing my students for SPM. I have always wanted education to help students understand the world, find their place in it, and contribute positively to it. But this year, finishing the syllabus and drilling exam questions left little room for deep learning.

Lessons became about predicting questions and perfecting answers rather than exploring the why and why not. As my students sat for their exams, I watched their emotions rise and fall based on how they thought they performed. When they walked out disappointed, I felt like I had failed them. Then, a moment of clarity arrived. After a particularly tough paper, a student said this to me, "Teacher, it's okay. If I don't do well, I'll repeat."

I'm not racing against time. You taught us that education is about setting goals to make a positive impact. I need these grades to do that, so I will work until I get them. Remember my Japanese? It took me two tries to get it right." That conversation brought me peace. "I realised that even though I spent the year drilling a syllabus, I hadn't failed. I had taught them something far more valuable than content: resilience and purpose. I ended the year knowing that while I couldn't always teach the "whys" of the world, I had succeeded in being the motivator they needed to find their place in it."

that Stayed with Me



“ Alina Amir

Ten years in, and I still haven't lost my sense of wonder for the magic of teaching. It remains a transformational experience for both the educator and the learner.

At Arus, we remind ourselves to be intentional about the change we want to see. We obsess over clear outcomes, meticulously designing every activity to ensure each session meets its intention. Yet, even with all that planning, nothing beats the raw feeling of seeing learning in action, especially when the results surpass our wildest expectations. That feeling is what keeps me grounded, humbled, and inspired to keep going.

This year, I got to step into many different “classrooms” through our diverse programmes. I watched students from all walks of life engage in deep reflection: using digital literacy to uplift communities, navigating financial literacy to empower others, and tackling current issues like dismantling systemic barriers to keep children in school. Seeing our underprivileged students cultivate the mindset to challenge the status quo in real time was a privilege. Beyond the students, leading our KARISMA workshops allowed me to witness teachers rediscovering their love for teaching; nothing is more beautiful than seeing passion reignited.

These moments have filled me with a deep, quiet fulfillment. For every instance of warmth and breakthrough we've facilitated this year, I am profoundly grateful for the chance to serve.



David Chak

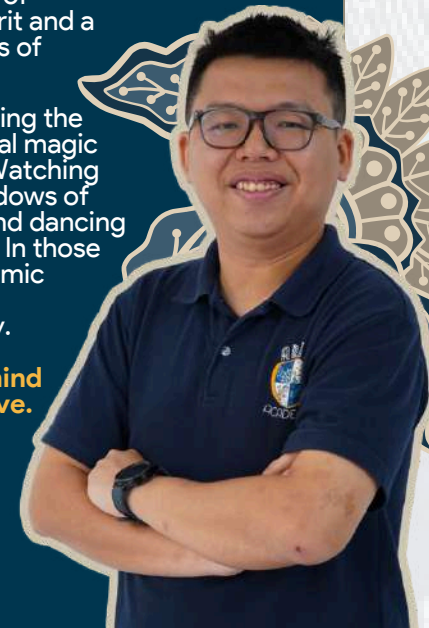
We must never become so blinded by the “long game” that we forget to honor the little victories. These moments of joy are the very reason we fight.

There are many memorable moments in 2025 but one stood out: my journey to Semporna to train the community teachers of Borneo Komrad on AI integration in classroom, made possible by an Architects of Diversity (AOD) microgrant.

Walking through the Pulau Layang-Layang water village, I was struck by a profound dissonance. Here, in homes built on stilts over the tide, I met a community that possesses very little in infrastructure but offers an abundance of resilience. They meet each day with a grit and a smile that humbles our urban definitions of “struggle.”

While our mission was high-tech—pushing the boundaries of digital pedagogy—the real magic unfolded at the year-end celebration. Watching these teachers, who operate in the shadows of the formal education system, singing and dancing with their students was transformative. In those few hours, the crushing weight of systemic inequality seemed to evaporate, replaced by a radiant, unadulterated joy.

This moment remains etched in my mind because it recalibrated my perspective. In our relentless pursuit of systemic change, we must never become so blinded by the “long game” that we forget to honor the little victories. These moments of joy are the very reason we fight.



ARUS 10TH ANNIVERSARY



2025 Impact at a Glance

1,645,070

Visitors on digital learning platform

6,530

Workshop Participants

2,482

Schools involved

106

Media Coverage





“ — **I felt like I could change the world**

into a better place for people to live happily after joining this program. Maybe one day I will come up with an idea to improve everything around me.

**Raphael, 16 years old, SMK Lutong, Miri
FS4A Sarawak participant**

“

This programme truly reshaped my perspective on education and inequality.

It made me more aware of my privilege and responsibility to advocate for those who lack access to learning opportunities.

Deleena, 15 years old, SMK Convent Bukit Nanas, Kuala Lumpur

Participant, Side-event: Student Co-Lab Youth Response to Out-of-School Children and Youth in ASEAN





Student Co-Lab Youth Response to Out-of-School Children and Youth in ASEAN | 2025

Sekolah Buku Jalanan Chow Kit x Arus

The Education Gap in Chow Kit

In Chow Kit, many children grow up without legal documentation, which means they are excluded from Malaysia's national school system.

In 2025, this reality continued to shape their futures, no access to public education, limited pathways after SPM, and constant uncertainty about what comes next. Beyond academics, many students carry the weight of poverty, unstable housing and social stigma.

As students grow older, the challenge becomes more complex. Basic literacy alone is not enough to navigate adulthood. Without sustained academic support, mentorship, and opportunities to build confidence, the gap between them and their peers in the formal system continues to widen.



Building Pathways to Opportunities

Recognising that education is one of the few pathways out of poverty for stateless communities, Sekolah Buku Jalanan Chow Kit (SBJCK) x Arus works to ensure that students who are excluded from the national system are not excluded from opportunities.

Students followed a structured academic pathway aligned with the national syllabus, supported by the project-based learning approach designed to build both knowledge and confidence.

Beyond academics, leadership roles such as prefects and house captains nurture agency and responsibility, while co-curricular activities — including music, clubs, and weekly sports sessions — help students explore their interests, build skills, and cultivate a sense of belonging.

These efforts are helping students close learning gaps:

2024

2025

49.4%  **56.5%**

of students who were previously one year behind are now learning at the expected level.

Together, these experiences create a learning environment where students are supported academically, socially, and emotionally — support that is especially important in a context where statelessness, poverty, and social marginalisation could otherwise limit their opportunities. Every lesson, leadership activity, and creative project is designed to equip students not only with academic skills, but with the confidence, resilience, and agency to thrive beyond the classroom.

“

“Grateful” is the word I would use to describe how fortunate I am to have my friends, Teacher Felicia, Teacher Mulqis, Teacher Thary, and Sensei Ili in my journey. They were my class teachers for two years, and some of them have guided me since I was only ten years old.

MNA, student, Sekolah Buku Jalanan Chow Kit x Arus

*MNA (identity anonymised)



"What is your passion?" For children living in a marginalised community, the world rarely asks what they want; it only tells them what they lack.

When I first met this group of students in 2019, they were hesitant to answer a simple question: "What is your passion?" For children living in a marginalised community, the world rarely asks what they want; it only tells them what they lack. In those early days, their silence wasn't a lack of interest, but a lack of practice in having a voice.

Our journey together began with a coding and TED-Ed program, where we used technology and public speaking to show them that their ideas had value. Over the years, our student-centered learning model and Project-Based Learning (PBL) approach became the scaffolding upon which they built their identities. Today, as they have now just completed their SPM examinations last December, they have transformed from silent observers into brilliant, determined young adults who refuse to be defined by statelessness or poverty.

ZM* and MNA* exemplify this transformation. ZM, possessing a maturity far beyond her years, channeled her critical thinking into "moonshot" ideas—designing a magnetic levitation system for rocket launches and producing podcasts on the history of nationalism. Her partner, MNA, showed the true meaning of grit; though naturally gifted in creativity, she spent countless hours mastering the rigors of Additional Mathematics, Physics, Chemistry and Biology.

Their efforts were not just for grades; they were for the right to be recognised. ZM's selection for the UNICEF Malaysia's Young Person Advisory Group program is a testament to the heights these students can reach when the ceiling of expectation is lifted.

While the world may judge them by a single examination, their journey proves that effort is a far more accurate measure of worth than a test score.

Their success is rooted in a school environment where teachers truly believe in their capacity to succeed. By allowing them to dream big and providing the structured steps to reach those goals, we have seen that when you give a marginalised child a safe space to grow, they don't just catch up - they soar. *ZM and MNA (identities anonymised)

The 7 years journey



Felicia Yoon, Principal, Sekolah Buku Jalanan Chow Kit x Arus

SBJCK X ARUS | CHINESE NEW YEAR CELEBRATION 2025



ARUS MAKER ACADEMY

When Learning is Easily Replaced by AI

What happens when students' aim in education is to complete their school work and assignments? Students lose the meaning of learning. To make matters worst, technology can now be outsourced to complete the work. Students lose the opportunity to deeply reflect on what they learnt, how they learn and why they learn.

This lack of meaningful education harms a child's future to be highly agile, skilled and resilient contributors to society.



ARUS
MAKER
ACADEMY

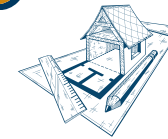
Turning Students into Makers and Problem-Solvers

Arus Maker Academy addresses these challenges by inducing the demand for learning. Prioritising strong learning ownership in students, they are motivated to grow their learning skills and habits while equipping themselves with the skills to solve problems with technology.

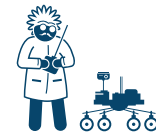
Impact number



180
Students



16
Outreach
Program



34
Projects
invented

"personalised learning journeys"

Students in Maker Academy have the opportunity to craft their personalised learning adventure. They are encouraged to develop their own skill set in solving problems. This builds strong agency in students with clear goals for what they want to achieve in life.



“Through Arus, I developed strong problem-solving skills”

I joined Arus in Form 3, where the supportive environment and motivation from Sir Daniel, especially during my early stages, greatly boosted my confidence in STEM and robotics. Through Arus, I developed strong problem-solving and computer science core skills, including web development, and also Sir Afiq help me to solve one of my issue which led me to become a Computer Science Core Skills Website Champion in Penang International Science Fair (PISF) 2025.



Muhammad Nasrullah, 16 years old, Maker Academy Alumni

With the foundation built at Arus, I also achieved success as a 4x4 Robotics Champion in PISF 2025 and had the opportunity to represent my team internationally in China. Overall, Arus played a key role in shaping my confidence, skills, and achievements in STEM.



Parent's Review

Pengalaman yang saya dapat lihat dari anak saya terutamanya Sanjivan dia menjadi lebih berkeyakinan dan berani berhadapan dengan orang. Ini kerana Arus melatih pelajar untuk bercakap dengan yakin. Selain itu, kedua-dua mereka rajin dalam mencari penyelesaian dalam mengatasi masalah sendiri.

Parimala Devi, Ibu murid kelas Settler (Primary)



Murid lebih teruja untuk **belajar secara hands-on** dan menunjukkan **minat yang tinggi** terhadap aktiviti yang dijalankan.

Program Maker Bootcamp bersama Arus Academy sangat membantu meningkatkan pengalaman pembelajaran murid, khususnya dari segi kreativiti, penyelesaian masalah dan keyakinan diri. Murid lebih teruja untuk belajar secara hands-on dan menunjukkan minat yang tinggi terhadap aktiviti yang dijalankan. Murid dapat aplikasi di dalam kelas dan menjadi mentor kepada murid-murid lain.

Cikgu Siti Khadijah, SK Taman Impian, Penang



Kokurikulum & Hari Koperasi
SMK TAMAN SEJAHTERA 2025

Tarikh : 25 Oktober 2025 (Sabtu)
Tempat : Dewan Terbuka Datuk Musa
Masa : 8.00 hingga 1.00 te

PERSEMBAHAN

Durawihan Oleh:
MUSTAFA BIN HASHIM
PENGETUA SMK TAMAN SEJAHTERA



ARUS MAKER ACADEMY | EXHIBITION DAY

FS4A Sarawak

Bridging the Digital Skills Gap across Sarawak's Diverse Communities

In the diverse landscape of Sarawak, secondary school students across urban, semi-urban, and rural areas face a stark divide in digital literacy. This disparity is driven by a lack of infrastructure and limited exposure to the coding and applied problem-solving methodologies common in more connected hubs.

This gap creates a "skills deficit" that threatens the inclusivity of Sarawak's Post COVID-19 Development Strategy (PCDS) 2030. Without targeted interventions, these students risk exclusion from the high-income digital economy, as they lack the industry-relevant technical competencies particularly in coding and applied problem-solving for human capital development and sustainable, inclusive growth.



Turning Digital Skills into Tools for Community Problem-Solving

Future Skills for All (FS4A) Sarawak is a statewide programme reaching secondary school students in every district, specifically designed for those with zero to minimal exposure to coding. Students are trained to analyse localised community issues through the lens of the PCDS 2030 framework, focusing on pillars such as Economic Prosperity, Social Inclusivity, and Environmental Sustainability.

Using HTML, Python, and SQL, participants move from identifying a problem within their school or communities to coming up with a solution. Guided by their teachers and FS4A coaches, the programme integrates coding skills with soft competencies, including critical thinking, advocacy, and public speaking. By grounding technology in real-world utility, FS4A ensures that Sarawak's students are not just digitally literate, but are the future changemakers of Sarawak, ready to advocate for their communities through innovation.

YB Roland Sagah, Minister For Education,
MEITD Sarawak.

The Changemakers behind

BarioHarvest

For Meagan, Vanessa, and Jessie, students at SMK Bario in Sarawak, technology was once an abstract concept, something distant and outside the scope of their daily lives in Bario. Growing up in a community renowned for its Bario Rice, Bario Salt, Pineapples and other local produce, they witnessed a persistent local challenge: farmers struggled to market their products beyond the village, limiting their economic reach and potential.

When they joined FS4A Sarawak, the trio moved from having zero coding experience to becoming digital problem-solvers. Mentored by Cikgu Aliah, they applied the PCDS 2030 framework to their hometown's reality. They realised that through digital advocacy, they could create a tool to foster Economic Prosperity and Social Inclusivity for the farmers who lacked a digital presence.

Their transformation was profound. Cikgu Aliah noted that these once-quiet students had evolved into proactive, articulate leaders. They were no longer just learning technology, they were commanding it. Today, Meagan, Vanessa, and Jessie stand as true changemakers of Sarawak, proving that when you equip students with technical skills and a framework for advocacy, they don't just prepare for the future, they actively build it.

Our partners



FS4A Sarawak Team from SMK Bario, Baram

FS4A Inclusivity Scale-Up

The Digital Divide in Special Education Classrooms

Students with special education needs, particularly those who are deaf or have high-functioning learning disabilities, are frequently excluded from modern coding education. Without accessible tools, they remain on the wrong side of the digital divide, lacking the foundational literacy and self-management skills required for technical careers.

Teachers also struggle with a lack of specialised resources and technical know-how to adapt complex STEM subjects for diverse learning needs, leaving these students without the critical problem-solving skills necessary for a digital future.

Making Digital Skills Accessible for All Learners

The Future Skills For All (FS4A) Inclusivity Scale Up was a targeted intervention that helped bridge the digital gap for students with disabilities.

The programme introduced an integrated learning portal with sign language support for deaf students and hands-on Micro:bit coding modules. We trained 150 Special Education teachers across 6 regions in Malaysia, strengthening their confidence in teaching digital and coding skills using more inclusive and practical approaches.

As part of the initiative, teachers also contributed to a national resource bank; a shared space for teaching aids, STEM project ideas, and gamified learning activities tailored for special education classrooms. Through this, coding became more accessible, meaningful, and easier to bring into everyday teaching and learning.



The barrier wasn't just the students' disabilities, but a lack of localised, accessible tools.

In Sarawak, SK Cardinal Vaughan demonstrates how the FS4A programme transforms classrooms. Cikgu Suda, like many special education teachers, initially struggled to introduce high-level technology to students often overlooked in STEM. The barrier wasn't just the students' disabilities, but a lack of localised, accessible tools.

After the FS4A regional training, Cikgu Suda returned with a micro:bit kit and a new vision. Her enthusiasm inspired her colleague, Cikgu Irfan, to join the initiative. Together, they guided their students in building the "Digital Wheel Bear" (Beruang Roda Digital), a project that turned abstract code into a physical, moving reality.

The breakthrough was immediate. Students who previously struggled with basic literacy were suddenly troubleshooting code and leading the design process. This project proved that when teachers are equipped with the right pedagogy and a supportive peer network, they can shatter perceived limitations. The success at SK Cardinal Vaughan serves as a powerful testament to our mission: proving that coding is a universal language. By providing the right resources, we ensure that every child—regardless of their background—can transition from a passive consumer of technology to an active creator and problem solver in the digital age.



**Cikgu Suda, SK Cardinal Vaughan, Sarawak
FS4A Inclusivity Scale-Up Participant**

FS4A Selangor Targeted Scale-Up



Unmasking and Addressing the Hidden Digital Divide in Urban Communities

While the Klang Valley drives Malaysia's economic growth, its rapid urbanisation masks a critical issue: the widening gap of urban and suburban poverty. Students from low-income households in these high-density suburbs frequently fall through the cracks of digital advancement. Despite their proximity to the capital, many lack structured access to the coding and applied problem-solving skills needed to participate in a high-income digital economy, leaving them vulnerable to a "skills deficit" that keeps them as consumers rather than creators of technology.

To address this hidden digital divide, Future Skills for All (FS4A) Selangor strategically targets high-needs schools within major township areas across four key districts: Gombak, Klang, Petaling Perdana, and Petaling Utama.



Scaling Digital Skills through Teachers, Schools and Communities

Sponsored by Google, FS4A Selangor is designed as a tiered model for institutional change, moving from capacity building to whole-school transformation. The process begins with developing Master Trainers who lead district-level sessions for teacher-student cohorts. These participants learn to apply coding to localized community issues through the lens of the Rancangan Selangor Pertama (RS-1).

To ensure these skills take root, the programme provides selected schools with RM500 implementation grants to prototype and scale modules internally. The final stage establishes "Cultivator Schools," where selected institutions receive additional funding and training to embed digital competencies into their organizational DNA. This unique feature ensures that future skills evolve from an isolated classroom subject into a self-sustaining school culture, creating a blueprint for long-term digital literacy across the state.

Our partners



SJKC Sungai Buloh: From Zero to Hero

At SJKC Sungai Buloh, traditional RBT (Reka Bentuk dan Teknologi) classes were poised for a transformation. Cikgu Teh Zhen Kiat, one of the master trainer for FS4A Selangor Gombak district recognised that to prepare his primary students for a digital future, textbook theory wasn't enough. They needed to transition from passive learners to active creators—a journey he ambitiously dubbed "From Zero to Hero."

With strategic support from FS4A Selangor, Cikgu Teh boldly reimagined his classroom ecosystem. He moved beyond standard syllabus requirements to incubate student-led tech initiatives. Under his guidance, students launched M.A.C.D (Murid AI Celik Digital) to champion AI literacy among their peers, and formed the AI Sg Buloh Drone Team, turning abstract programming logic into high-flying reality.

The breakthrough was undeniable. These young innovators went on to clinch the Gold Award at the National micro:bit Code Battle and secured top placements at national-level STEM conferences. Cikgu Teh's visionary leadership was equally recognised when he was awarded the prestigious Anugerah Ikon Guru TVET 2025.

SJKC Sungai Buloh's story is a powerful testament to what happens when passionate educators are equipped with the right tools and given the right support. By bridging the gap between traditional education and future-ready competencies, Cikgu Teh and his students prove that high-level innovation belongs in every classroom.



**FS4A Selangor Scale-Up participants
from SJKC Sungai Buloh**

Our partner



Tiny Techies Programme

Future Skills For All (FS4A) was included as part of the STEM learning modules under the Tiny Techies Programme in collaboration with NADI, Malaysia's community digital centres that help expand access to digital skills nationwide.

The team conducted virtual Training of Trainers (TOT) sessions with NADI officers to familiarise them with the FS4A learning content. These officers were then encouraged to lead learning sessions with students at their respective centres.

This was followed by virtual consultation sessions for each learning series, where students participated through Google Meet and live YouTube sessions, allowing wider access to digital learning opportunities.

4,295 participants

from Tiny Techies has contributed significantly in the FS4A Portal enrolment, making up 28% of total enrolment this year.



FS4A at State Digital Education Carnivals

Our Future Skills for All (FS4A) programme was invited to participate in education carnivals organised by the Selangor and Penang State Education Departments, signalling growing support from state education leaders.

These platforms brought together educators, students, and the wider public to explore innovations in digital and STEM education.

At both events, FS4A teams and students shared their projects and ideas with visitors, offering a glimpse into how schools are applying STEM skills to address real challenges in their communities.



Fun(d) For Life

When Financial Literacy Remains Theoretical

Despite financial literacy being a national priority, Malaysian youths face a widening gap between theory and practice. The [2024 BNM Financial Capability Survey](#) reveals that 61% of Malaysians struggle to raise RM1,000 for emergencies, while [FINCO reports](#) that 71.7% of students exhibit poor spending and saving behaviors.

Many students, especially from underserved communities, lack safe spaces to practice real financial decision-making. As a result, financial education remains largely theoretical, limiting students' ability to build financial resilience and long-term savings habits. Without early intervention, more young people risk joining the 60% of Malaysian bankruptcies involving adults aged 25–44.



Fun(d) for Life

Membina Generasi Celik Wang



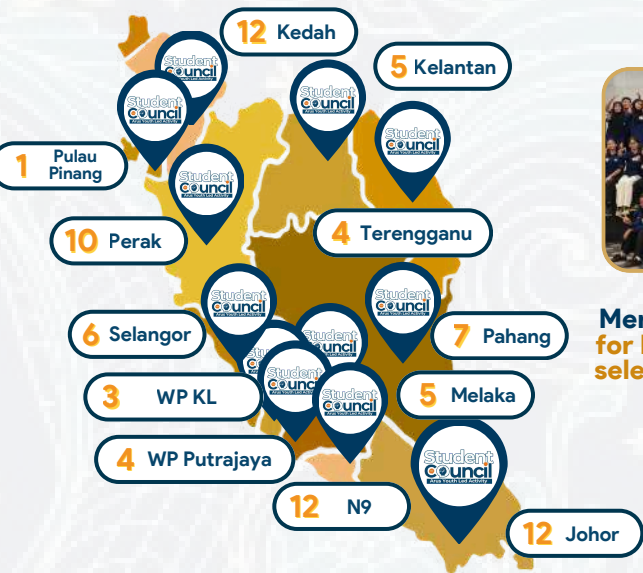
Turning Financial Knowledge into Real-Life Action

Fun(d) for Life (FFL) addressed this behavioral gap through a "Learn, Act, Lead" model that transformed abstract concepts into lifelong habits. Moving beyond the traditional classroom, we provided a multi-layered journey: self-paced digital mastery via our Online Course, interactive In-Person Camps featuring "Financial Shock" simulations, and daily Financial Tracking to identify and curb "spending leaks." To bridge the gap between learner and leader, our Small Grant program empowered students to manage real capital,

ultimately funding 157 community projects focusing on financial education throughout the year. The journey culminated in our 4th Annual Student Summit, where participants evolved into innovators by designing 20 unique game-based financial education solutions. This model creates a self-sustaining cycle of learning, action, and peer advocacy that extends financial literacy beyond individual students to families and communities.

Impact Numbers

Fun(d) For Life in 2025



100 Student Council Members leading the Fun(d) for Life Annual Summit were selected from all students all across Malaysia



43,111
=Total unique students reached

1,445
Total unique teachers Reached

354
Total unique schools involved

7
Number of in-person camps

40
Number of online workshops

17
media coverage worth RM340,000 in PR value generated

157
projects were funded by FFL through small grants

9,054
grant beneficiaries

5,711
students completed FFL online course

144
students submitted financial tracker

Digital footprints

Microsite on MOE's DELIMA's platform

83,324 Visitors	117,107 Views

Social media

16,770 accounts reached	60,325 video views



The Fun(d) for Life Financial Literacy National Summit 2025



“Bukan sahaja mengajar mengenai ilmu kewangan...

tetapi ia juga mengajar saya erti menjadi pemimpin, pengurusan masa dan persahabatan”

AINUR BATRISYIA, 15 TAHUN, SMK DATO ABU BAKAR BAGINDA, SELANGOR

**Student
Council**
Arus Youth Led Activity



The Fun(d) for Life Financial Literacy National Summit 2025

was held during the Financial Literacy Month in October, in support of the national initiative led by the Financial Education Network under the theme “Bijak Sekarang, Masa Depan Terjamin”.

The summit brought together 100 Student Council members from across Malaysia to explore how gamification can make financial literacy more engaging and accessible. Using a 5-step design thinking framework, students developed solutions to real financial literacy challenges faced by their peers.

By the end of the 4-day summit, students presented 20 financial literacy game prototypes to industry and education experts acting as the Council Advisory board members, receiving feedback to further refine their ideas and continue advocating for financial education in their communities.



Secret of Money is a board game inspired by classic property-trading gameplay mechanics. Players roll dice to move across the board while answering trivia questions on saving, spending, and financial protection

Special game spaces introduce real-life financial scenarios, encouraging players to make decisions based on both financial knowledge and personal well-being. Advisory board members highlighted the balance between happiness and financial success as a winning concept, noting that the game is accessible across age groups while still introducing realistic financial learning experiences.



**Prototype Feature:
Secret of Money**

FUN(D) FOR LIFE EDISI UNI

Financial Vulnerability among Low-Income Youth

The Fun(d) for Life Edisi Uni (FFL-Uni) programme addresses financial capability challenges among Malaysian youth students aged 18–24 from low-income households, specifically those enrolled in Form 6, colleges and universities.

Vulnerable youth experience disproportionately higher debt exposure, particularly from student loans, consumer credit, and informal borrowing. Income constraints and rising living costs continue to limit the effective application of financial knowledge, underscoring the need for targeted financial capability interventions.

FFL-Uni is a pilot programme that empowers 500 Malaysian students aged 18–24 from low-income households with practical financial skills, behaviour-change support and a conditional cash transfer award of RM3,000 each.



Building Financial Confidence through Practical Learning and Support

Will offering training, support and cash savings to low-income students help them improve money management and foster positive financial habits?

Evidence from cash transfer research shows that grants can improve food security, support job search and enable individuals to prioritise essential needs.

The 6-month programme comprises a 3-month active training period followed by a 3-month grant-management period.

During the training phase, participants completed 5 key components of the deliverables: a financial literacy bootcamp, a financial diary, monthly coaching, a community project and a final presentation that includes a financial plan for the RM3,000 grant.



Two Fun(d) For Life Edisi-Uni cohorts completed in 2025



Cohort 1

1,936

Participants impacted via

29

financial literacy projects

Cohort 2

1,579

Participants impacted via

33

financial literacy projects

Our partner



In support of



Most of our financial habits are shaped by our family background and the people around us

Through the community project where we worked to improve the financial literacy of at least 20 others in our community of choice, I realised that many of my peers lack financial knowledge and this is not because they don't care, but because we were never taught it properly.

This made me see my role as a young person differently. I now feel a sense of responsibility to not only improve my own financial habits but also to share what I've learned with others."

NG YONG JING, 22 years old , Cohort 1 participant
Universiti Malaya



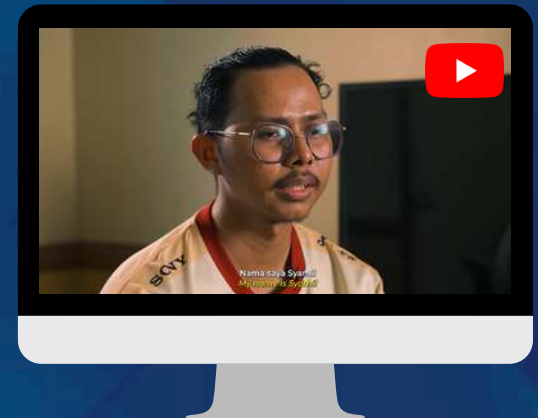
“ ————— 

Heavily in debt, I see no point in joining a financial literacy programme

FFL edisi-Uni team produced a short mini documentary to follow Syahmi's financial literacy journey as a participant of FFL Edisi Uni cohort 2.



Watch his financial journey on YOUTUBE:
Arus Academy





Fun(d) For Life Edisi Uni (cohort 1) Participants



Since working with Arus in 2017, they have always demonstrated a **rare combination of technical excellence and human-centered delivery**. With **creativity, dedication, and genuine heart**, they design and facilitate programmes that foster participation, agency, creative problem-solving, resilience, and global citizenship.

They are deeply committed to ensuring EVERY CHILD not only builds future-ready skills and confidence, but also feels valued, inspired, and empowered to engage positively with the world.

Azlina Kamal, Education Specialist and Lead, UNICEF Malaysia



Student Co-Lab Youth Response to Out of School Children and Youth in ASEAN | 2025



Social Emotional Learning

Program Guru KARISMA

Navigating Emotional and Academic Demands

In classrooms across Malaysia, teachers are navigating not only academic demands but increasing emotional needs among students.

Many shared that while they could teach content, they lacked the training to support students dealing with lack of communication skills, stress, conflict, and emotional regulation.

Without a structured approach, teachers depend on instinct rather than evidence-based tools, and students struggle to manage emotions that affect focus, behaviour, and learning outcomes.

Program Guru KARISMA (Karakter Inspirasi Masyarakat) is a 10-month professional development initiative (August 2024–May 2025) led by Arus Academy, fully funded by Yayasan Hasanah and endorsed by the Ministry of Education Malaysia. The programme equips teachers with practical strategies to integrate Social and Emotional Learning (SEL) into daily classroom instruction and school-wide culture.



Kuasa seorang guru di dalam bilik darjah jika dimanfaatkan mampu melahirkan insan yang sejahtera.



Building Teachers' Capacity for Social and Emotional Learning

Developed in collaboration with Bahagian Pembangunan Kurikulum (BPK) and approved by Bahagian Pendidikan Guru (BPG) in alignment with Kurikulum Persekolahan 2027 aspirations, KARISMA attracted 157 applicants, with 70 teachers selected from Kuala Lumpur, Putrajaya, Selangor, Perak, and Negeri Sembilan. Participants underwent structured training, coaching, and peer learning to build inclusive classrooms that strengthen students' social emotional learning (SEL) competencies.

To extend its impact nationwide, an online SEL course hosted on DELIMA engaged over 800 educators across all Malaysian states.

Arus also developed an Educator SEL Toolkit featuring practical, scenario-based strategies to support real-time classroom decision-making. The programme culminated in the SEL Summit (May 2025) with 344 attendees, and the cohort's alumni continue contributing to curriculum development and nationwide SEL initiatives.



KARISMA Summit 2025 Bringing Together Inspiring Educators



The Sidang Kemuncak Program Guru KARISMA (May 29, 2025) served as a pivotal milestone in advancing social-emotional learning (SEL) across Malaysia.

Officially launched by Pn. Hajah Nooraini Kamaruddin, Director of the MOE Curriculum Development Division, the summit addressed urgent student behavioral issues and rising teacher burnout. The event featured expert-led sessions by Keeth Matheny (Founder of EQ Launchpad, USA), Prof. Dr. Mohammad Aziz Shah (UPSI), and Cikgu Nazmi (Top 10 Global Teacher Prize 2025), who provided actionable strategies for teacher wellbeing and student-centered pedagogy.

By showcasing the practical gains of 70 KARISMA fellows

and activating the KARISMA Educator Toolkit, the summit helped transition SEL from a pilot initiative into a scalable, nationwide movement for holistic education.



Our Partners



KEMENTERIAN PENDIDIKAN MALAYSIA



KEMENTERIAN KEWANGAN MALAYSIA

YAYASAN HASANAH

A Foundation of Khazanah Nasional

Impact Numbers

KARISMA in 2025



374

teachers
trained with
SEL skills



125

classroom
activities
implemented



80

instructional videos
capturing SEL strategies
recorded and edited for
dissemination.



19,543

unique visitors

36,430

page views

recorded on the online
SEL course hosted on
MOE's DELIMa platform



62

SEL interventions
/action research
projects conducted



RM352,500

of PR value
garnered through
news coverage



Saya berasa sangat teruja dan bersyukur kerana terpilih menyertai Sidang Kemuncak Program Guru KARISMA 2025. Sepanjang program ini, saya benar-benar tersentuh dengan **pendekatan berasaskan kasih sayang dan nilai kemanusiaan dalam pendidikan**. Ia membuka **perspektif baharu** tentang peranan guru bukan sekadar mengajar, tetapi membimbing emosi dan membina hubungan bermakna dengan murid. Saya tidak sabar untuk mengaplikasikan ilmu dan inspirasi ini dalam bilik darjah saya, khususnya bersama murid berkeperluan khas. Program ini **benar-benar menyemarakkan kembali semangat saya sebagai seorang pendidik!**

Dhora Dabal, SK Blok 31 Tawau, Participant,
Sidang Kemuncak Program Guru KARISMA 2025



The KARISMA Teachers' Summit was an inspiring and enriching experience that reignited my passion for teaching and professional growth. Participating in this programme connected me with like-minded educators and practical ideas that I can bring back to my classroom right away.

Cikgu Suryani, SMK Mat Kilau, Participant,
Sidang Kemuncak Program Guru KARISMA 2025



Other SEL projects we ran in 2025

Train of Trainer for UNICEF’s Helping Adolescents Thrive (HAT) Initiative: Komik Mei dan Rakan-rakan

To address gaps in practical mental health education support for adolescents, the Train of Trainer for UNICEF’s Helping Adolescents Thrive (HAT) Initiative: Komik Mei dan Rakan-rakan was designed to strengthen educators’ ability to support adolescent mental health through practical classroom strategies.



The programme was delivered as a 2.5-day Social and Emotional Learning (SEL) Train-the-Trainer workshop for 60 Institut Pendidikan Guru Malaysia (IPGM) lecturers, in collaboration with UNICEF and the National Centre of Excellence for Mental Health (NCEMH), focusing on effective facilitation, lesson delivery, and evaluation.

Participants deepened their understanding of adolescent mental health concepts and practiced delivering lessons using the Mei dan Rakan-rakan comic module through simulations, material preparation, and peer teaching. The workshop also prepared lecturers to implement the Teacher’s Guide within their campuses to support ongoing mental health education.



SEL Sharing Session at Projek CARE @ imPACT Sabah 2025

Arus was invited to conduct a Social and Emotional Learning (SEL) sharing session at Projek CARE (Connect, Aspire, Reflect and Empower) @ imPACT Sabah 2025, a one-day collaborative programme between Yayasan Sukarelawan Siswa (YSS) and Yayasan Peneraju (YP) held in Kunak, Sabah. The session brought together 15 Peneraju alumni and 15 teachers (from alternative and mainstream education settings).

The session aimed to enhance teachers’ professional teaching competencies more effectively while strengthening social and emotional competencies among teachers and students to promote healthier, more inclusive and harmonious learning environments.



BAIT BAIK

An Unsafe Online Environment for Malaysian Youth

While Malaysia rapidly advances its digital economy, this acceleration has outpaced the development of robust digital safety nets for our most vulnerable demographic: our youth. According to the Social & Economic Research Initiative's (SERI) Teen Tech and Trust report, the realities of our children's online experiences are increasingly alarming. More than 50% of Malaysian teens report feeling unsafe online, with 20% having experienced cyberbullying and a staggering 30% encountering inappropriate online advances.

This worrying trend is compounded by a significant gap in parental digital literacy and intervention. The same report highlights that only 18% of parents set active rules or boundaries regarding their teens' technology use. Without structured guidance at home or accessible, engaging digital citizenship education in schools, youth are left to navigate a high-risk digital frontier entirely on their own, severely lacking the critical thinking skills required to identify and respond to digital harms.

Participants playing Bait Baik card game



Equipping Communities with Digital Safety Skills for Youth

To counter this growing threat, Arus Academy developed Bait Baik, an interactive, scenario-based card game designed to build foundational digital resilience across three languages. By addressing 10 distinct categories of digital harm for youth aged 5 to 18, the game transforms abstract online threats into tangible, critically engaging scenarios. Our implementation strategy focuses on bridging the gap between formal education and community awareness, ensuring that the vocabulary of digital safety is shared by students, educators, and parents alike.

This approach has driven significant grassroots impact, reaching over 730 participants through 7 high-impact workshops across Selangor, Johor, and Kuala Lumpur. By prioritising both large-scale public engagements and intensive school-based sessions, we successfully trained a critical core of nearly 200 educators and community adults.

This ensures a sustainable multiplier effect, as these "digital gatekeepers" are now equipped to mentor youth in navigating an increasingly complex online landscape, moving us closer to a culture of collective digital responsibility.

Our partners

SERI SOCIAL & ECONOMIC RESEARCH INITIATIVE

TikTok

Agents of Change

A Knowledge-Action Gap in Youth Advocacy and Media Reporting

Economic instability across Asia has left youth facing systemic inequality without the technical tools to influence corporate behavior. While they represent a significant demographic force, a "knowledge-action gap" remains: young people often lack the structured frameworks—specifically the UN Guiding Principles on Business and Human Rights (UNGPs)—to translate their awareness into effective advocacy for corporate accountability.

Simultaneously, regional media lacks the specialised capacity required to report on complex human rights and environmental abuses as well as good BHR+E (Business Human Rights and Environmental) practices. Bridging these gaps across Malaysia is essential to creating a regional ecosystem where youth and media can successfully push for policy measures that prioritise human dignity and environmental standards in business operations.



Strengthening Advocacy through Digital Narratives and Youth Engagement

Our intervention was driven by a strategic digital campaign focused on four narrative pathways: Growing, Living, Working, and Innovating with Dignity.

We produced **52** unique digital artifacts—including educational infographics and deep-dive interviews with CSOs and business stakeholders—**garnering nearly 185,000** Views

By centering human dignity, the campaign translated complex BHR+E standards into high-engagement narratives, successfully bridging the gap between international frameworks and regional public awareness on corporate accountability.

To ground this digital reach in tangible action, we conducted four intensive workshops for 37 students across New Era University College, Universiti Sains Malaysia, and Forward College. These sessions equipped youth with the narrative tools to articulate human rights and environmental concerns through their own creative lenses. By publishing four standout student-produced pieces on our official platforms, we transitioned participants from learners to active mobilisers, directly contributing to the regional push for a more responsible and sustainable business environment.



Follow @arusproduction on Instagram to see all of our work!

Side Event: Student Co-Lab Youth Response to Out-of-School Children and Youth in ASEAN

Addressing Learning Loss and School Disengagement

Recent reports show declining student learning outcomes, especially in reading and mathematics, worsened by COVID-19, alongside slowing progress in keeping students in school.

This has contributed to the rise of **Out-of-School Children and Youth (OOSCY) across ASEAN.**

At the ASEAN OOSCY Seminar 2025, co-hosted by the Ministry of Education and UNICEF Malaysia, the Student Co-Lab: A Youth Response to OOSCY in ASEAN was held to bring youth perspectives into the conversation. Arus Academy supported the initiative by leading the workshop, providing content, trainer and facilitation expertise.

Arus guided students through a structured design process, helping them analyse root causes and develop solution prototypes. Integrating these sessions with adult policy discussions allowed students to engage directly with policymakers and education leaders, including Malaysia's Minister of Education, YB Fadhlina Sidek. The programme showed that treating students as partners, not just participants, makes their voices central to the discussion.



For their final presentation, the participants were tasked with creating a metaphorical object to represent their ideas, showcasing both a deep understanding of the problem and a vision for a multi-layered “solution ecosystem,” making their final appeal to keep more young people in school memorable and impactful.



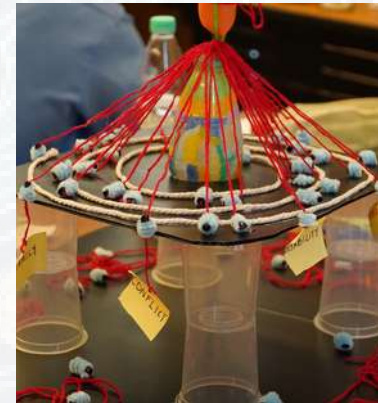
Artist Statement by the Students:

This artwork represents the hopelessness of a child full of hope stopped from chasing their dream. The colourful bottle in the middle represents a child full of joy and eagerness of his future trapped in red strings tied with burdens symbolizing barriers that are stopping the child from chasing his dreams. While the black base and white yarn circling the child represents an endless hole pulling the child into a spiral of uncertainty.

The flower represents the joy of the child and a future blooming once the barriers are gone. The child is slowly set free.

We want the government, community and business to know that they are like the scissors setting the child free to a brighter future but it is only possible if every sides work together with commitment and consistency. We urge you to cut down the “barriers” and give “motivation” to the child. Your small action could give a significant change to a child's life!”

Student Project Feature



A Plea to be Free :
Artists: Syifa, Najwa, Najib, J Ren, Nafiz

Our partners



Pra-sesi Townhall Kanak-kanak

Ensuring All Children can be Heard Safely

The Pra-Sesi Townhall Kanak-Kanak 2025 was a one-day preparatory engagement session for 109 students, preceding the main parliamentary Townhall Kanak-Kanak on bullying. The programme's primary goal was to create a safe and inclusive space for participants to share their experiences and develop recommendations.

The design was intentionally structured to ensure equity of voice and psychological safety. It employed scaffolded learning, where each session built upon the last, from understanding safety to identifying stakeholders. Experiential learning and structured participation methods; such as small-group discussions and ice-breaking activities, were used.

This approach established a common language and fostered empathy, empowering every student, not just the most confident, to break down complex issues, share their unique perspectives, and contribute meaningfully to the conversation.



This programme is extremely mind-opening and it shows because students have the right and the want to speak freely about their opinions. It makes the students feel heard and the government is also taking action based on those opinions which is beneficial for both parties.

KASIH, 15yo participant from Sekolah Seri Puteri Cyberjaya

The programme was also visited by Minister of Education YB Fadhlina Sidek and Minister of Women, Family and Community Development YB Nancy Shukri alongside their team, who wished the students a happy World Children's Day and reinforced the importance of safe schools. YB Fadhlina encouraged participants by calling them "the voice of the Ministry of Education".



VIA Safe Mobility

When the Journey to School isn't Safe

For many Malaysian students, the journey to school is not just routine - it can be risky. Road crashes remain one of the leading causes of death among children aged 10-19, with an average of 70 fatalities reported annually in school zones. Heavy traffic congestion, speeding vehicles, and limited pedestrian infrastructure make daily commutes unsafe and stressful.

These conditions heighten parental anxiety and increase reliance on private vehicles, which further worsens congestion. As a result, students lose opportunities for safe, independent mobility within their own school communities.



Empowering Students to Create Safer School Zones

To address these risks, the VIA Safe Mobility Programme - a global initiative by the TotalEnergies Foundation and Michelin Foundation, supported by the Ministry of Education Malaysia - empowers students to become advocates for safer school zones.

Structured as the Safe Mobility International Competition, the programme guides youth through four phases: Learn, Observe, Propose, and Advocate.

Students identify real mobility challenges in their communities and design actionable solutions. The National Champion receives a €5,000 grant to implement their advocacy project and represents Malaysia at the International Finals, competing for a sponsored trip to Paris, France. Through this platform, students move beyond awareness - transforming lived concerns into leadership and real-world impact.



Youth Advocacy in Action: Safer Streets for 1,200 Students



At SJK(C) Chung Hua Tudan in Sarawak, safe mobility was not a theory - it was a daily risk.

The school sits beside Jalan Kuala Baram Bypass, one of Miri's top five accident-prone roads. For more than 1,200 students, the absence of a designated pedestrian crossing meant navigating fast-moving traffic with no clear protection. Each school day began and ended with uncertainty — not just for students, but for parents and teachers who worried about what could happen in a split second.

Through the VIA Safe Mobility Programme, student Ambassadors chose not to accept this as “normal.”

After observing traffic patterns and documenting safety concerns with the guidance of Arus' coaches, they took action. The team drafted and submitted a formal letter to the Miri City Council, requesting the construction of a zebra crossing to protect their school community. What happened next was more than symbolic.

The Council officially placed the request under review and conducted initial site measurements on 17 November 2025 — the first concrete step toward infrastructure change.

For the students, this moment was powerful. Their voices had moved beyond the classroom and into municipal decision-making spaces.

This was not just about a zebra crossing. It was about young people realising they can influence systems, not just adapt to them.

From identifying a life-threatening risk to prompting official action, these Ambassadors demonstrated that when students are given the tools to observe, propose, and advocate, they can help reshape their environments — making roads, and futures, safer for everyone.



Teacher Training

A Gap between Technology Access and Classroom Practice

While technology has become ubiquitous in Malaysian classrooms, its presence does not automatically equate to improved learning outcomes. Many educators face a pedagogical gap, where hardware and software are available, but the expertise to integrate them meaningfully into the curriculum is lacking. This issue is further compounded by the rapid emergence of Artificial Intelligence (AI). Without a clear framework for ethical use and practical application, AI is often viewed with apprehension rather than being harnessed as a powerful tool for personalised learning and administrative efficiency.



I feel that the schedule for this workshop is well planned as there is enough time for both lecture and hand on experimentation.

*Yong Bei Sheng, Participant,
Kuen Cheng High School*



Bridging the Gap between Digital Literacy and Digital Fluency

To bridge this gap, Arus Academy implemented a series of professional development modules designed to move teachers from technology users to digital innovators. Throughout the year, we conducted teacher training workshops reaching a diverse cohort of 328 educators. Our reach spanned the public sector through PPD Hulu Langat, PPW Bangsar Pudu, and a statewide initiative across Penang, while also addressing specialised needs within Chinese Independent Schools and Alternative Learning Centres via Borneo Komrad.

The curriculum focused on four critical pillars: meaningful technology integration, practical AI applications, the ethics of AI in education, and the design of technology-enhanced learning experiences. By providing hands-on training tailored to their specific school contexts—from urban hubs to rural alternative centers—we equipped these educators with the frameworks necessary to transform technology from a hurdle into a driver of high-impact, student-centered learning.



PPW BANGSAR



25 JULY 2025

Program ini memberi manfaat kpd guru2 kerana dapat belajar cara guna Google Site di mana semua bahan ABM boleh disusun di site tsbt utk murid akses dengan mudah

PUNITHA A/P
THIAGARAJAN
SK DESA TASIK



PPD HULU LANGAT



27 AUGUST 2025

Penceramah yang bagus. Banyak berkongsi dan menggunakan kaedah bercerita pengalaman supaya tak bosan. Boleh dilaksanakan dalam kelas

BASYIRAH BT AHMAD
SMK JALAN EMPAT



GEMINI TRAINING



3 NOVEMBER 2025

In collaboration with Penang Science Cluster and the State Education Department of Penang, we trained 232 teachers from all districts in Penang in 10 sessions

Program ini memberikan pendedahan tentang kemudahan serta kemampuan teknologi membantu manusia untuk berkarya dengan lebih menarik

MUMTAZZAH BINTI MUNIR
SK MOHD SHAH- PULAU
PINANG



INDEPENDENT CHINESE SCHOOLS



30 NOVEMBER 2025

BORNEO KOMRAD



18 DECEMBER 2025

“
I’ve been really lucky to work in a social enterprise with **fertile soil that allowed me to grow**. I was a seed that landed in the right place.

Nalissa Suria, Project Manager at Arus

Reflecting on her 5 years with the organisation. She started with Arus as an intern after completing her Bachelor’s in Petroleum Engineering from University of New South Wales (UNSW) in Australia.



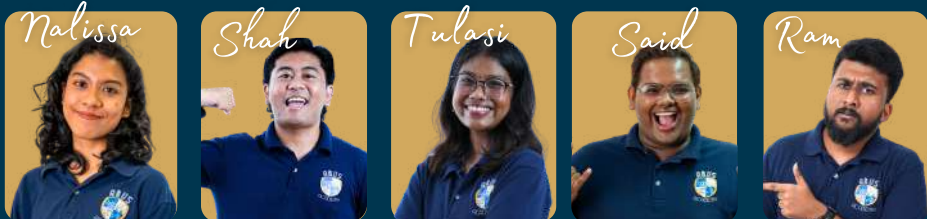
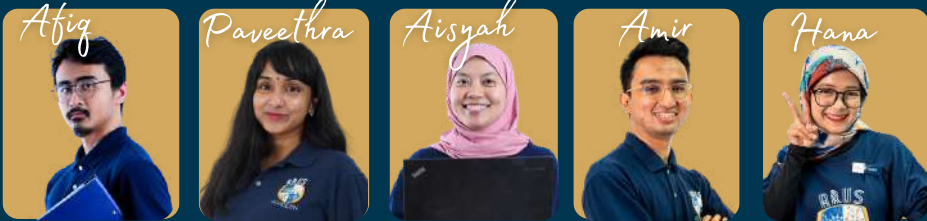
Kem Kewangan Fun(d) for Life | 2025



Meet our Team

The Visionaries

We bring Arus programmes to life in communities, designing and running projects that address real challenges and create lasting impact.



Q: What is one belief about education that strengthened for you this year?



A teacher came up to the team to share how her quietest student, who never expected to be chosen for Arus' programme, completely transformed.

In less than a week, he was leading peers and making friends.

This is the intentional heart of our Visionary work. While we may seem to teach specific literacies like digital or financial skills, we believe no knowledge stands in a silo. Every subject is a vehicle to build character, and our role is to ensure a wholesome approach where mastering a skill helps a student find their voice and realize their full potential.



The Co-Founders



The Org Support

We keep the Arus machine running smoothly behind the scenes. From coordinating workshops and managing resources to supporting our teams, we make sure teachers, students, and programme teams have everything they need to succeed.



Q: One behind-the-scenes moment this year that helped our programmes succeed



“By ensuring timely payments and clear communication across teams, while enabling intentional step-backs with care and love, we kept operations steady and strategic, even when it wasn't visible on stage.”



From action to impact, our people make it possible

The Pioneers:

We bring learning to life in the heart of underprivileged communities in Chow Kit & Bukit Mertajam, Penang



Q: A moment that reminded us why this work matters.

When they finally solve it, you can see the 'eureka' moment hit them.



Whenever we prepare students to face challenges, we occasionally come across those who have invested deep time, energy, and effort into solving a problem on their own.

Sometimes this independence is deliberately fostered by teachers; other times, the problem is simply beyond our immediate capability to help.

When they finally solve it, you can see the 'eureka' moment hit them, that sudden realization that they can tackle just about anything. When I see a student taste that feeling, I know they have exactly what it takes to succeed in life.

The Navigators



We're storytellers, amplifiers, and connectors - turning classroom wins and community moments into stories that move people to care and act.



Q: What was a story worth telling in 2025?

The Out of School Children and Youth Lab.

We thought we were just filming another event. But once the stories unfolded, it became something more. We were confronted with the realities faced by children and youth who have fallen through the cracks and it was hard to ignore. What stayed with us was the shift in the room. Students didn't just listen. They leaned in.

By the end, many weren't just informed; they were determined to act for a cause bigger than themselves. We felt deeply honoured to capture that; from editing the recap overnight for the Minister of Education to sharing updates on social media, we helped others witness the same urgency and hope we experienced firsthand.

Some stories are so impactful that it stays with us.

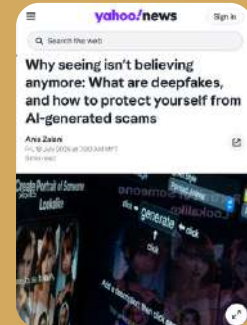
Arus in the news



Arus Academy has been featured in national and international media, highlighting our work in alternative education across our various literacies.

Through articles, interviews, and social media features, we bring attention to the urgent need for accessible, high-quality education for all.

Scan to read more of our news



Watch us more online

That voice isn't real: Why media literacy matters in the age of deepfake and AI scams

Guest: KUALA LUMPUR, Aug 5 — Misinformation has become a growing threat across societies, and the rise of deepfake technology has made it even harder to tell what is real and what is fake.

From: Fake news to AI-generated scams that mimic familiar voices or faces, false content is now more

DIALOG ANAK MUDA

Description

[LANGSUNG] Dialog Anak Muda 'Shopping' Raya Lain Macam, Jangan Sampai Menyesal | 21 Mar 2023

9 Likes **664** Views **21 Mar 2023**

PHASE 1: #Malahatitaka

Takut car belian menyeyat Raya, ikut kutang anak muda? Hend utopia 'for you' only, apa belian yang ingit? Dapat belian social media apa lagi?

DIALOG ANAK MUDA

Description

Dialog Anak Muda: #Merdeka68 | Patriotism Gen Z dan identiti bangsa digital

9 Likes **346** Views **22 Aug 2023**

88 tahun merdeka, apa makna negara bangsa bagi anak muda? Dapat dan bagaimana belian menyeyat? #Merdeka68, semangat teknologi dan pendidikan belian - 88 tahun sambutan anak muda!

Guest: Anni, Mela, S.30 malam.

How Good Corporate Funding Makes A Diff

Guest: SH Kamariah, Ahmad Subki (Trustee & Managing Director), Yagman-Hossein | Rania Anwar (CEO & Co-Founder Rizqi Academy)

With the push of an entrepreneur's landscape changing so rapidly, what can a registered and CCA-registered firm do to keep up on what they have? How can funding make a difference in the way you do things? We discuss all this and more with our guests, who have shared their own experiences talking about how their organizations are so great because they're not afraid of their organizations being disrupted in the next five years.

Presenter: Luc Chai Lynn
Producer: Lee Chai Lynn

Program FFL-Uni tingkat literasi keuangan anak muda

Guest: KUALA LUMPUR, Sabtu (4) 48 mahasiswa dari politeknik belian (S4) bergaya memantapkan Program Fund4 Life for Life - Educa University (FFL-U), sebuah program inisiatif Swadaya dan nilai Bina Baitu sebagai program FFL.

School Safety Under Scrutiny

Guest: Alina Anis CEO & Co-Founder, Anis Academy

A string of headlines highlighting bullying, physical violence, and even murder in schools has shaken public confidence in the safety of our education system. Are our national schools truly equipped to protect their students? We explore the policies and frameworks necessary to ensure that every child can learn in a safe environment, with Alina Anis, CEO & Co-Founder of Anis Academy.

Presenter: Shazira Ibrahim, Estine Heng, Philip See
Producer: Nur Hanis Hafid, Sheng Hee Jie

Mind Matters: When Vulnerable Children Are Bullied

Guest: Anus-Saba Mohamed Fedi (Clinical Psychologist), Tami Jali (Fellow Trainee Therapist), Thea Academy

Malaysia has one of the highest rates of bullying in schools, comparable with 44 other countries worldwide. We explore how bullying affects children in vulnerable situations, such as those from low-income or disadvantaged families, or those with mental health issues, and how it impacts their physical, psychological and emotional well-being. Join Dr. Saba Mohamed Fedi, Clinical Psychologist from Thea Well, and Tami Jali, Co-Founder of Anis Academy, join us for this conversation.

Presenter: Thea Chai Die
Producer: Thea Chai Die

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Presenter: Thea Chai Die
Producer: Thea Chai Die

Fund4 Life empowers Malaysian youth to lead in financial literacy

Guest: THE KUALA LUMPUR, Friday (4) 48 mahasiswa dari politeknik belian (S4) bergaya memantapkan Program Fund4 Life for Life - Educa University (FFL-U), sebuah program inisiatif Swadaya dan nilai Bina Baitu sebagai program FFL.

Fund4 Life Empowers Students to Champion Peer-Led Financial Literacy Initiatives in Conjunction with Financial Literacy Month

Guest: KUALA LUMPUR, Sabtu (4) 48 mahasiswa dari politeknik belian (S4) bergaya memantapkan Program Fund4 Life for Life - Educa University (FFL-U), sebuah program inisiatif Swadaya dan nilai Bina Baitu sebagai program FFL.

How 'Fund for Life' Turns Students Into Malaysia's New Money Mentors

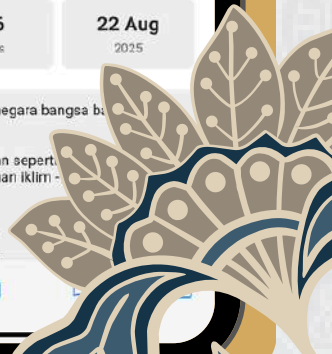
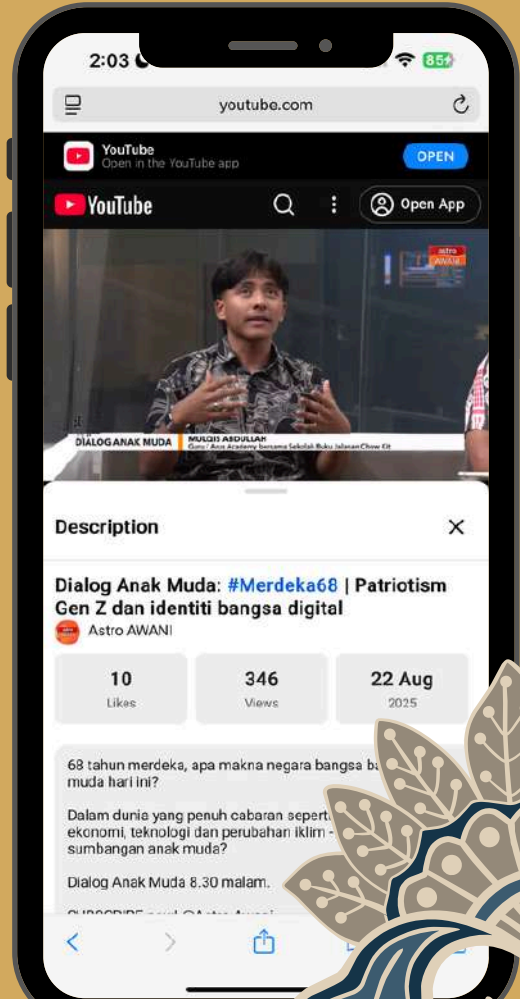
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Teaching teens about money

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Suker untuk ikut BNPL daripada sudut positif - Bello

Guest: KUALA LUMPUR, Sabtu (4) 48 mahasiswa dari politeknik belian (S4) bergaya memantapkan Program Fund4 Life for Life - Educa University (FFL-U), sebuah program inisiatif Swadaya dan nilai Bina Baitu sebagai program FFL.



Expanding Horizons: Arus in the Community

Townhall Pematapan Pendidikan Digital Pegawai Perkhidmatan Pendidikan Zon Tengah
22 Julai 2025



TFM Semarak Komuniti
9 Ogos 2025



Grad Malaysia Careers & Study Fair
9-10 Ogos 2025



Sedekad BJCK Fun(d) Run 2025
1-2 November 2025



JPN Pulau Pinang STEM Carnival
2-4 November 2025



JPN Selangor Karnival Pendidikan Digital
4-5 November 2025



Malaysia Teacher Prize
8-9 November 2025



Penang International Science Festival
8-9 November 2025



MBPJ Children Festival
21 - 22 November 2025



Asia Pacific School
4 Oktober 2025



Social Enterprise World Forum , Taipei
28-31 Oktober 2025



See us in action! From event booths to showcases, we bring ideas to life. Want us at your next event or curious to collaborate? Let's connect!



Speaking Engagement & Thought Leadership

56

Beyond programme implementation, Arus Academy contributes to national and regional education dialogues through speaking engagements and international workshops. Drawing on lessons from the field, we highlight challenges faced by underserved communities and contribute perspectives to shape the future of education.

Thought Leadership in 2025

- 15+ speaking engagements
- 3 international platforms
- 20+ countries represented in dialogues
- Education, media literacy & SEL advocacy



SASANA SYMPOSIUM

Moderator | Kuala Lumpur
Securing Youth Financial Future - Enhancing Financial Capability

Organised by Bank Negara Malaysia, Arus co-founder, Alina Amir, moderated the panel alongside speakers including YB Hannah Yeoh, Minister of Youth and Sports, and leaders from Bank Negara Malaysia, PayNet and ShopeePay.



UNESCO TEACHER EDUCATION CENTRE EXCHANGE

Participants | Shanghai, China

Hosted by the UNESCO Teacher Education Centre (UNESCO-TEC), 2 Arus educators, Amir Zakwan & Aina Sahira explored Social and Emotional Learning (SEL) for teachers and students in the AI era alongside educators from 20 countries.



BETT ASIA

Speaker | Kuala Lumpur
Beyond fake news and AI: The need for media literacy for a divided society

Arus co-founder, David Chak spoke on media literacy in a digital age.



THE HASANAH FORUM

Speaker | Kuala Lumpur

Alina was invited to share insights on teacher well-being as a foundation for lasting education reform at the event organised by Yayasan Hasanah.



YAYASAN KHAZANAH ILMU CIRCLE

Panelist | Kuala Lumpur

Felicia Yoon, Arus Co-Founder joined a panel on "Leading with Purpose – Building Transformational Leaders for Malaysia," alongside leaders from the social impact and education sectors.



MALAYSIA TEACHER PRIZE

Speakers | Kuala Lumpur

Three of Arus co-founders; Alina, David & Felicia, spoke across multiple sessions at the Malaysia Teacher Prize 2025 organised by PEMIMPIN GSL, a national platform celebrating educators who create meaningful impact in schools and communities.

Other speaking engagement

- Open Tech Camp 2025: Regional gathering of technologists & civil society leaders strengthening digital resilience across Asia-Pacific

We believe education should be told with heart & passion to inspire.
 Here's how we did that in 2025 **All videos produced by Arus Production Team**

Production Summary

3,878,414

= total social media reach across program's platform for 2025

4 Documentary

2 completed 2 in-progress

35 Long form

76 reels

1 Book of Manual

5 brand kits

3 Newsletters

106 media features

RM2million+ in PR Value

7x External exhibitions

1 Exhibition design

Documentary

Untold Stories of Sarawak's Future Changemakers



A recap: Future Skills For All (FS4A) Sarawak Southern Region School Visit



A recap: Future Skills For All (FS4A) Inclusivity Scale Up Recap



A recap: FFL Edisi-Uni Cohort 1 journey



A recap: Future Skills For All (FS4A) 2025



A recap: Kemuncak Pendidikan Kewangan FFL 2025



A recap: Pra Sesi Townhall Kanak-Kanak @ Parlimen Malaysia | Hari Kanak-Kanak 2025



A recap: 11.8 Million Children Out of School in ASEAN - What 30 Malaysian Youths Did Next



A recap: Kemuncak Pendidikan Kewangan (KPK). 3 days full of wonders & experiences



A recap: Witness the changemakers of FS4A Sarawak Northern Region



A recap: Sekolah Buku Jalan Chow Kit x Arus Academy's Sports Day



FFL-UNI Cohort 1 Journey: May - July 2025



FFL Uni Launching Video



Sidang Kemuncak Program Guru KARISMA 2025








Coach Rudy teaches Social Emotional Learning (SEL) at SK Kiaramas KL, Malaysia: Student Testimonials

Learning Content Series

A series of short sessions on content planning, filming, and editing—building storytelling skills while introducing our creative expertise.

Agent of Change: short series

	AOC x Future Skills For All: Inclusivity Access to digital education is not always equal. Students from underserved
	SEL Classroom Series EP1 Apa itu P... Add description
	SEL Classroom Series EP2 Strategi P... Meminta perhatian murid dalam kelas yang aktif boleh menjadi satu cabaran...
	SEL Classroom Series EP3 Mendeng... Mendengar dengan aktif adalah suatu kemahiran SEL yang BOLEH diajar...
	SEL Classroom Series EP4 Pengurus... Pengurusan emosi yang baik adalah kunci kepada kesejahteraan diri dan hubungan...
	SEL Classroom Series EP5 Protokol ... Perbincangan dalam kumpulan boleh menjadi seperti 'perang dunia' tanpa...

9 Episodes of Akademi Guru Karisma

Exhibition design

Transforming teachers' ideas into an interactive exhibition, our team brought KARISMA Summit to life through immersive visuals and engaging displays.



Social Media & Event Coverage

Our team delivers on-the-go social media updates and visuals for each programme, ensuring event coverage is timely, engaging & consistent.



Brand kit & Collaterals

We developed a comprehensive Brand Kit, defining visual elements, typography, and color schemes to ensure a consistent and recognisable identity.



Programme book

Programme T-shirts



Totebags



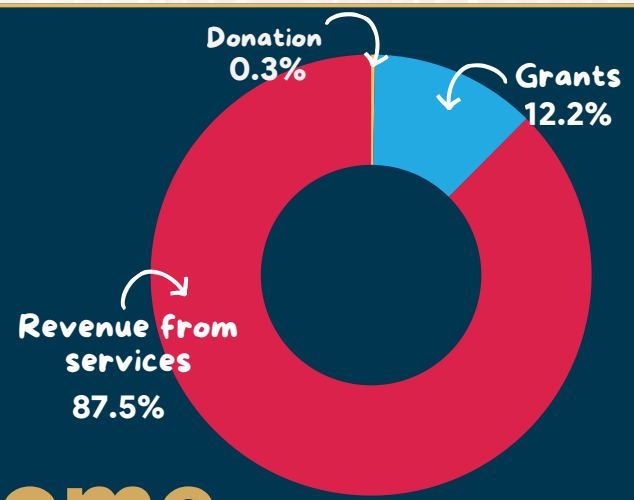
Our Financials Our Numbers, Our Accountability

Arus's ability to drive educational equity hinges on collaboration; Partners, supporters, and donors sustain our programs, empower educators, and ensure marginalised communities thrive. Every contribution directly fuels progress, proving that transformative change is a collective journey.



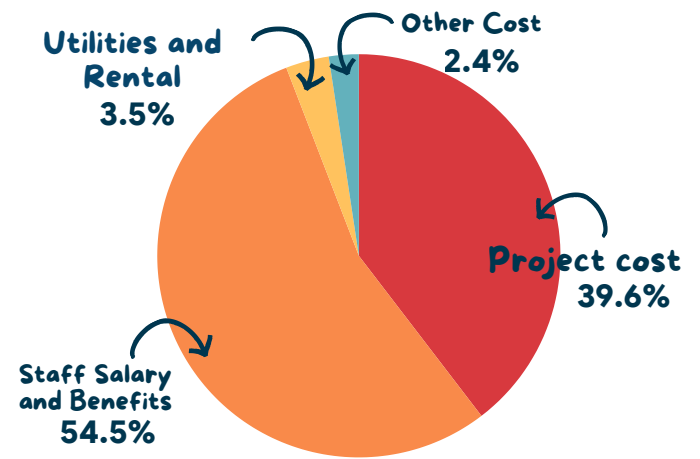
Expenses

Our expenses are primarily directed towards programme costs, reflecting our commitment to delivering high-quality educational experiences, with salaries representing a significant portion of attracting and retaining top talent in the education sector. Employee benefits are provided to support our valued staff members, while other operational costs are carefully managed to ensure efficient operations and maximum impact on our education initiatives.



Income

Our earnings is derived from a diverse range of services offered, including teacher training, content development, system set-up, student instruction, and more. These revenue streams, coupled with grants and investments, fuel our mission to invest in education and enrich futures, enabling us to deliver high-quality educational experiences and empower individuals through knowledge and skill development.



Support us



Fund or donate to our community school



Share your expertise



Host an experiential outing



Volunteer as mentor or coach

SCAN ME



arus.cc/arus-friends



Arus Education Sdn Bhd
MALAYSIA NATIONAL QR
Accepted by participating Banks and e-Wallets
MAE

Sign up as Friends of Arus

Donate to Support our students' journey

 @arusmalaysia









@arusacademy



In collaboration with those who make it happen.



KEMENTERIAN KEWANGAN MALAYSIA



KEMENTERIAN PENDIDIKAN MALAYSIA



PARLIMEN MALAYSIA



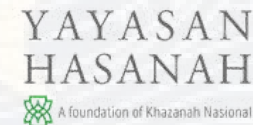
PEJABAT AHLI PARLIMEN KULAI



PEJABAT AHLI PARLIMEN LEMBAH PANTAI



Funded by the European Union



Thank you
to everyone who was a part of

ARUS 2025





I learned that success is not a marathon I have to run by myself.

It was a journey guided by teachers and friends who believed in me even when I struggled to believe in myself.

MNA, student,
Sekolah Buku Jalan Chow Kit x
Arus Academy



Follow us:



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288, Jln Raja Laut,
Chow Kit, 50350 Kuala
Lumpur**

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Pusat Perniagaan Alma,
14000 Bukit Mertajam,
Pulau Pinang**

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