



MEXT

MINISTRY OF EDUCATION,
CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN

SEAMEO-Japan ESD Award
Theme for 2013: Value Education

PART I: Details of Your School

1. Name of school: Sekolah Menengah Sains Alam Shah
(Alam Shah Science School – ASiS)
2. Full address: SM Sains Alam Shah
Jalan Yaakob Latif, Bandar Tun Razak
3. Postcode: 56000 Kuala Lumpur
4. Country: Malaysia
5. Telephone number : (+603) 91315014
6. Fax number: (+603) 91318119
7. Name of Principal: Baharuddin bin Burhan
8. Name of Teacher Coordinator: Norzila bt Ali Musa
9. Email address: smsaskl@yahoo.com
10. School website : www.asiskl.org
11. Educational level : Grade 10 to Grade 11
12. Number of teachers in your school: 52
13. Number of students in your school: 565
14. Please provide the name of teachers and students who were/have been involved in the planning and implementation of this school activity/programme on Values Education.

Teachers:

- a) Razmi bin Abdul Razak
- b) Norzila bt Ali Musa
- c) Ghani bin Salleh
- d) Hjh. Rihaya bt Abu Kasim
- e) Iruwani bt Pauzai
- f) Rohaya bt Bakar
- g) Mohd Yusri bin Yunus
- h) Teachers in charge of curricular subjects

Students:

No.	Name
1	AHMAD MUJAHID HAKIMY B. ZUHAIRI
2	MUAZZAM B. MOHD. ZAKI
3	MUHAMMAD ZHAFFRIN B. MAT RADZI
4	MUHAMMAD HAFIZUDDIN B. ROMLI
5	SUFI SHAZWAN B. NAZA IDRIS
6	JULIAN JUANI AYASY BIN MOHD SALEHHUDDIN
7	NIK DANIAL BIN NIK MOHD HAPADI
8	SUFFIAN B. SUHAIMI
9	MOHAMMAD AFFIEQ AIMAN B. MOHAMMAD AZHAR

PART II: Information about the School's Values Education Activity/Programme

The information of part II from no.1 to 14 should be no longer than nine (9) pages long of A4 in total. The information should be written in Times New Roman font, 11-12 point size.

1. Title of the school's programme

HUMANITARIAN MISSION 2013

2. Summary of the programme (a half to one page A4)

ASiS Humanitarian Mission has been held since 2007. Currently, the missions are focussed to Indonesia and Cambodia in the South East Asia region. Due to safety reasons, we are still assessing to decide whether other places in the region can be included.

As an economically-developing country, the younger generation should be instilled with sharing attitude, especially with our counterparts who are still economically backwards. The school initiative, through the Cambodia Humanitarian Mission had allowed the participating students to demonstrate a high volunteerism and empathy towards hardship faced by the people in the target country. These values are paramount to ensure strong mindedness to help improve the global community. It is also significant to send out a message of fighting for absolute peace and prosperity. The Humanitarian Mission 2013 had been filled with activities whereby students are to look for financial funds and material to be donated to the needy of Cambodia.

Students actually went through the real journey to the target location to gain first- hand experience of how the community lives and to hand over the donation to the people concerned. The location was decided upon by the fact that it had received little assistance from international representatives prior to this. Its purpose is to expose to the students to the true condition of such community.

3. Background information or reasons why the school created this programme

Ever since the founding of the school in 2003, the school leaders had been thinking of ways to realise the school aspiration - **To Mould World Class Leaders**. The flood hitting Johor, Malaysia in 2007 induced an idea of a humanitarian mission to move students closer to a leadership qualities. It was lauched with 50 students mobilized to the affected districts in Johor. However, it was felt that it had not enough to live up to the "**world class**" level as stated in the school motto.

The school then decided that the programme needed a facelift to really capture the globalisation that it should and an earth quake that happended in Jogjakarta, Indonesia in 2008 brought about opportunity for the humanitarian mission at an international level. A working paper was prepared by the school before it was tabled in the PTA meeting and was sent out to the Residential School Division to gain approval. The Humanitarian Mission master plan has then kept abreast to adhere to the government policy and also ammended from time to time after studying the affects of the programmes.

The latest Residential School emphasis since 2012 which is to build interpersonal skills among her students is made a core to the programmes in 2013 (*stated in item no.6 list of softskills – values aim for this programme*). After 5 years of conducting the programme, the school has come up with a concise and comprehensive plan of action.

4. School vision, mission and core values

School Vision: Moulding World Class Leader

School Mission: SMSAS as a centre of academic excellence to develop quality human capital based on the National Education Philosophy.

School Core Values: Honesty, intelligence, aspiration, dynamism, perseverance, harmony, success, creativity, progress, diligence

5. Objectives/goals of the programme

The objectives of the Humanitarian Mission 2013 are to :

1. instil humanitarian values amongst the students
2. enrich experience and knowledge of teachers and students through international programmes.
3. inculcate integrity, discipline and communicative skills of the students at international scale.

6. Values that the school aims for within the programme and/or definitions

The school wishes for all students to acquire these values:

1. Social Responsibility

Definition – ability to demonstrate a sense of responsibility towards oneself, others, community and the world

2. Ethics, Morale and Professionalism

Definition – ability to adhere to rules, ethical and professional in regards to work

3. Spiritual

Definition – ability to act in accordance to one's religion

4. Communication

Definition – ability to communicate effectively within different contexts and custom.

5. Leadership

Definition – ability to practise leadership quality in diversified activities.

6. Team Work

Definition – ability to work together with people from different cultural background in order to achieve a common goal.

7. Critical thinking and problem solving

Definition – ability to think critically, creatively, innovatively, analytically and the ability to apply skills to new and diversified problems.

8. Life – long learning

Definition – on-going self learning in order of acquire knowledge and new skills

9. Globalisation

Definition – efficiency and ability to confidently assimilate oneself into various cultures.

The school wishes to instill these values among the students:

10. Entrepreneurship

Definition – awareness to face risks and using innovative creativity while working.

11. Management

Definition – ability to plan, distribute and execute a task

7. Period of the time when the programme was or has been implemented

Humanitarian Mission 2013 started in October 2012 ended on 30 June 2013

8. Activities (Actions and strategies of implementation)

Action plan is divided into four important aspects such as:

1. Management of programme which involved:

1.1 Setting up of the Annual committee consisting of:

Principal	-	Chairman
Teacher	-	Co-ordinator
PTA	-	Committee
Teacher	-	Group Leader
Students	-	Target Group

1.2 Preparation of programme management plan

The teacher assigned will be assisted by the programme co-ordinator of the preceding year. Proposal paper is prepared in accordance to the blue print. Participations for students and teachers will be opened to all. Briefing is conducted to all participants. Students selection is based on first-come-first-served- basis since the maximum number of students is limited to 80 students. Participants would not exceed 100 persons as determined by MOE; where the ratio is 1:8 for teacher to students. Programme brochures were prepared to be distributed to parents. Proposal paper was presented in the PTA meeting. A briefing was conducted as to inform the students of the financial fund and items to be donated. Teacher co-ordinator was responsible in the management the overseas trips. The teachers committee was responsible to prepare the programme brochure, journal, fund and identifying donations.

1.3 Obtaining official approval from MOE

The programme co-ordinator was responsible to gain approval from the MOE. The application was to be submitted at least 60 days from the date of the programme.

1.4 Management of finance

Students will identify a student- leader to manage the finance and programme at students' level. Student leader will conduct meetings to identify and manage donation.

1.5 Selection of programme location

This depends on the living standard and political situation of a country. This called upon suggestions from students, and parents and subjected to the approval of the MOE.

2. School level activities which involved:

2.1 Incorporation of Moral Study, Religious Studies and Civic Education.

Subject teachers would be given a briefing of the programme to enable the teachers to make teaching plan based on the targetted values. Lesson should be able to make students have a better idea of : fund raising, programme participation dan also to give participants an opportunity to collaborate in all activities.

2.2 Looking for sources of donation (money and used/new clothes) – teachers/ students/ PTA/ NGO's

All participants played their role in fund raising. Each teacher and student alike was given an official programme letter to relay information for fund gathering. This phase of the programme was vital to gather as much donation as possible. Students were given the opportunities to interact with the surrounding community concerning the fund gathering drive (family members, neighbours and local community to promote the programme. Students also strived to get contributions from the corporate bodies. This process trained students to interact in a formal manner, a skill needing a skilled communicative ability because it involved these young students to interact with the corporate figures with high positions and specialities in their companies. Students would have to know the truth about the human sufferings. This activity was most significant because this was when they applied and practised their community. Students were also entrusted with the responsibility to manage the fund collections before it was handed over to the teacher- in-charge. This phase of the programme involved honesty and sincerity and also the financial skill of the students.

2.3 Packing the donation/ contribution (students/ teachers/ PTA)

All financial contributions were by then to be handed over to the teacher. Clothes and stuff donation would be managed by the programme leader for packing and labelling. The PTA would be observing and advising on the management of the donations.

3. On-site activities involved:

3.1 community service

- 3.1.1 basic mending/ cleaning of premises of the needy
- 3.1.2 mass cooking
- 3.1.3 activities with children
- 3.1.4 distribution of donation
- 3.1.5 team performance (cultural presentation)

3.2 communication with the locals beyond the familiarity of the Malaysian culture

All communication at the venue of the programme was limited by the language and culture. However, such obstacles had to be dealt with and experienced to leave optimum impact on the students. Students may be exposed to similar situation once they leave school, especially if they further studies abroad.

4. Assessment of effectiveness and recommendation for future programmes

4.1 teacher co-ordinator and all participating teachers are given small group of students under their charge. The teachers are to observe their charge throughout the entire programme.

4.2 teachers are to assess the change in behaviour, attitude and language that the students used. The emphasis is as stated in the programme objective in item no. 6.

4.3 each activity will be observed for the suitability or the need to adopt and adapt for coming programmes.

9. Teaching strategies or pedagogies used for teaching values in the school

Teaching values at school level are focussed on subjects of Civic, Religious Studies and Moral Education. Apart from that, Bahasa Melayu (Malay Language) and English are also used in the context of the value instillation.

Teaching and learning process of the Civic Education is more focussed on:
The hands-on method, for example conducting simple projects around the area (school, welfare homes and religious premises).

Teaching and learning of Islamic Religious Studies is focussed on
Processes which are focussed on building personality and the application of value while performing worship.

Teaching and learning of Moral Education is focussed on
Processes which are focussed on building personality and application of values in one's daily life.
The subject is for non-muslim students and held simultaneously with the muslim students' Religious Studies timetable.

The application of collaboration of efforts in the school activities are:

9.1 tutor tuttee programme – the session is under the charge of a student leader being identified and trained by the teacher to deliver the subject contents to manage a study group. The leader is trained to manage his group and to make a record for teacher's observation.

9.2 mentor mentee – students placement to a dormitory is done where a teacher is the mentor and students as mentees. Teachers play the roles of parents to the students and care for the students as their own children. Personality building takes place in a continuous basis because all students stay in the hostel and always under the care and monitoring of the mentor.

9.3 worshipping session

The worship is done in congregation, for example solat and performing the slaughtering of animal following the Islamic rites.

10. Programme monitoring and evaluation mechanisms and summary of results

Programme monitoring and evaluation mechanisms:

10.1 Students selection was determined by their own application. Hence, it involved students with different family academic background. The students, however, must have have some level of humanistic value because application was opened only after the programme being announced to the whole school, and they proceed to apply for a place because it was parellel to their own set of values. Teachers who were not involved would assess the innate value of each participating student and all findings were documented by the co-ordinating teacher.

10.2 Teachers in the committee were responsible to monitor a small group of students. Teachers' evaluation took affects through out the entire programme and was focussed on :

1. students are able to demonstrate responsible bahaviour towards oneself, other persons, community and the world.
2. students are adhering to rules, ethical and professional while performing their tasks.
3. students are able to perform activities responsibly and appropriate to the religion they follow.

4. students are able to communicate effectively within the diversified contexts and various culture.
5. students are capable of practising leadership qualities in the various activities
6. students are able to work with other people of different cultural background to reach a common goal.
7. students are able to think critically, creatively, innovatively, analytically and are capable of applying various skills to solve new and diversified obstacles.
8. students have the initiative to self-learn continuously in obtaining knowledge and new skills.
9. students acquire the confidence to assimilate oneself effectively in a new community.
10. students have the awareness of risks and utilising one's creativity and innovation during the task.
11. students have the ability to plan, distribute and execute tasks.

Summary of results:

Financial contribution : MYR 76,353.05

Clothes donation : 1800 ++ kg

Teacher participants : 22

Student participants: 53

11. Resources used for programme implementation

Human resources – teachers, students, parents and local community

Financial resources – contributions from teachers, parents, local community and corporate bodies

Equipment resources- used boxes from the nearby supermarkets, preparation centre and office equipment

12. List of partners, local government bodies, companies or development agencies who have participated in the planning and implementation, including their roles in the activity/programme.

Name of Partners	Roles or contributions
a) Yayasan Pendidikan Cheras	Financial sources
b) AEON Shopping Centre	Donation of used boxes
c) SM Sains Kuala Selangor	Participation of teachers and students, financial sources, clothes, rice, building equipment, well
d) SM Sains Hulu Selangor	Participation of teachers and students, financial sources, clothes, rice, building equipment, well
e) Sekolah Tun Fatimah	Participation of teachers and students, financial sources, clothes, rice, building equipment, well, food stuff, stationeries

Name of Partners	Roles or contributions
f) Kolej Melayu Kuala Kangsar	Participation of teachers and students, financial sources, building equipment
g) SM Sains Labuan	Participation of teachers and students, financial sources, clothes, rice, building equipment, well
h) SM Sains Pokok Sena	Participation of teachers and students, financial sources, clothes, rice, building equipment, well

13. Benefits/Impacts/ positive outcomes of the activity/programme to teachers, students, parents and the community

<p>The programme has managed to induce these changes:</p> <p>1. other schools have become interested to participate</p> <p>Since 2010, AsiS had offered places for other schools to join the programme. This is a success in spreading the value of educational programme to the people from outside</p> <p>2. the increase in donation</p> <p>Each year sees the increase of donation. To date there are still items left in the school due to cargo limit. It may be the case that AsiS needs a freight service after this.</p> <p>3. Parents involvement</p> <p>Each year the number of parents assisting the students to raise fund and gathering donation has increased. Moral support was also in abundance. Parents were able to see the rationale of the programme in promoting a healthy students community. Parents and the community on their own may find this hard to come by.</p> <p>4. Press involvement</p> <p>The programme has captured the interest of the local newspaper. The school sees the media's role in publishing a report on the programme as a way to ensure the continuity of the programme in the future.</p> <p>5. Students' amended behaviour</p> <p>Students who were involved in the programme had experienced every bit of the journey. They had a hands-on experience while dealing with various issues through out the programme and this has become the most valuable medium of education. Not only they were trained, but they were also to assess the issues and situations. Their input has become the indicator for teachers to gauge the students's understanding towards the values. Such questions were :</p> <p>5.1 What do you think bring about such situation?</p> <p>5.2 Putting yourself in the situation, what would you have done?</p> <p>5.3 How can it be avoided?</p> <p>5.4 Are the things we do helping them?</p> <p>5.5 Are they capable of doing something other than just to wait for outside contribution, if so, how?</p>
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14. Proof of achievement from students, teachers and the community

1. Financial source

There was an increase in donation from ASiS from RM 18,000 in 2011 to RM 28,280.05 in 2013

2. Involvement of other schools

An increase from 4 schools in 2010 to 6 schools in 2013 in similar programmes.

3. Teachers' participation

The number of teachers participating had increased to 22 teachers in 2013, as opposed to 12 in 2011.

4. The programme was reported in the local newspaper.

5. The PTA has recognised the programme to be an annual programme of the school.

15. Plan for sustainability and plan for the future

Plan for sustainability:

1. To promote the programme through out the year
2. To promote the programme to other schools
3. Allocation of programme into the school planner
4. Teacher co-ordinator is identified at the beginning of the year
5. An assessment of student participants to gauge the improvement in behaviour
6. To obtain comments from parents of students' improved behaviour at home

Plan for the future:

1. the programme to involve a wider community in Malaysia to increase students' participation
2. To get involvement of local NGOs

16. List of attachments such as a copy of the school plan, learning/ teaching materials, samples of student worksheet, manual, etc. If the attached materials are in the local language, please provide a brief description in English language.

Attachment 1) proposal

Attachment 2) Travel note

Attachment 3) participants list

Attachment 4) Civic Education school syllabus

Attachment 5) Islamic Religious Studies syllabus

Attachment 6) Moral Education syllabus

Attachment 7) Programme evaluation form

Attachment 8) Financial List

Attachment 9) Programme Official Logo

17. Photos related to the activity/

Photo1



Kuala Lumpur International Airport – Participants sending packages and boxes to check-in counters

Photo 2



International Siem Reap Airport – Students were given the responsibility to organise the donation boxes to facilitate distribution of items at the sites according to the needs of the population

Photo 3



At a Muslim community school in the district of Chnang, Siem Reap, Cambodia

Photo 4



Wells donated by ASiS

Photo 5



Student at a donation hand-over ceremony

Photo 6



Football match between student participant and the local students

Photo 7



Students sleeping in the most basic facility

Photo 8



Students doing the community service – cleaning the ablution area

Photo 9



Houses of the locals in the district of Poi Pet, the first location of the programme

Photo 10



Students preparing food for the villagers