

Supporting Partners:



Bangkok Office
Asia and Pacific Regional
Bureau for Education



Bank of Tokyo-Mitsubishi UFJ

Submission Form of 2013 SEAMEO-Japan ESD Award

Theme: Values Education

The last day for submission of entries: 16 September 2013

PART I: Details of Your School

1. Name of your school: **SMK Tunku Abdul Rahman Kuching**
2. Full address: SMK Tunku Abdul Rahman, Jalan Matang, 93050 Kuching, Sarawak, East Malaysia
3. Postcode: 93050 Kuching
4. Country: Malaysia
5. Telephone number (country code+city code+telephone number): +6082-240688
6. Fax number (country code+city code+fax number): +6082-248580
7. Name of the Head Master/ Principal/ School Director: Rakayah Haji Madon
8. Name of Teacher Coordinator: Ng Jueh Hiang
9. Email address: webadmin@star.edu.my / ng.juehhiang@gmail.com
10. School website (if available):
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Secondary School Form 1 – 5
12. Number of teachers in your school: 74
13. Number of students in your school: 1387
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) Salbi bt Abu Bakar
- b) Azam Baiduri b Busman
- c) Kueh Hui Cheng
- d) Noor Ashikin bt Abdul Rahim

Students:

- a) Mohd Kasyful b Abdul Rahman
- b) Farah Aishah bt Arby

- c) Jamuna Rani a/p Arumugam
- d) Gloria Anak Meedin

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

We are Global Citizens

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

The programme was conceived and implemented in 2010 as an extension of the school's vision to create wholesome individuals who are not only good academically, but confident, committed, creative and concerned about taking responsibility to make a difference for the betterment of mankind. The ultimate goal is to help produce a generation of caring young people who are ready to contribute and do their part.

Values are enshrined in the National Education Philosophy and subtly incorporated in the teaching and learning in the classroom across the curriculum. Even though the teaching of values is mandatory, the school has the firm conviction that values are not only to be taught per se but have to be cultured and manifested through activities which are coordinated along specific themes for the year. The themes would be translated into various activities which will be organized by different departments to involve the participation of all the students including teachers under different working committees. Basically, the themes are related to awareness events or pertaining to the environment and community and each activity is tagged accordingly.

A special curriculum is drawn up to provide a framework for the teachers to work on. The scope straddles cross curriculum topics for students' discussion and project work. The topics provides the springboard for the students to reflect on what they would like to be, what they can do for the country, their worries for the future, and tomorrow's world. The rationale is to remind students of how much they can do to make a difference and that it matters to change the world for the better.

The curriculum stands as a guide to ensure better planning and focused reinforcement where values can be inculcated consciously and conscientiously. The spiral concept provides the freedom for specific activities to be undertaken by different subject departments in the school, clubs and even the school cooperative society. The inculcation of values through organized activities will reinforce and sustain a culture where high virtues and values uphold the fundamentals of learning in the school.

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

Tunku Abdul Rahman Secondary School, Kuching is a day school with a student enrolment of 1387. It is a co-ed school for students between the ages of 13 – 17. Ninety-nine percent of the students are Malay Muslims. The socio-economic background of the students is the key factor in the planning and implementation of the programme. Though the school is located in the vicinity of the city, the majority of the students hail from lower income families where children lack exposure and opportunities to widen their scope of understanding and perception of the world around them. As such, students tend to lack confidence to express themselves and insight to see beyond themselves and the world at large. Students' perception is ego-centric and this is translated into actions and values which are brought to school. Such mentality can be damaging as it affects ethos and discipline.

Thus, there is the pertinent need to break the students' ego-centric cocoon and launch them into a new realm of realities and responsibilities. The best time to get them is when they are young and exuberant at an age when they can be shaped and moulded. Primarily, the school is the best place to

sow the seeds of change. The planning necessarily incorporates action strategies which are relevant and realistic. Students would be given the opportunities to do, experience and reflect on what they have done. When they are able to take stock of their actions, the inculcation of values will be imbued and sealed as part of a meaningful and fulfilling experience.

4. School vision, mission and core values

School Vision: To realize the aspirations of the National Education Philosophy

School Mission: To produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonic. To produce individuals who are knowledgeable and competent, responsible and able to contribute to the harmony and betterment of family, society and the nation at large.

School Core Values: love, believe, dedication, commitment, responsibility and accountability

5. Objectives/goals of the programme

The goals of this programme have a two-pronged projection of translating values and expanding the scope of activities to involve students actively and consciously, and extending it beyond the school and community.

The objectives are to firstly to raise awareness among students on issues pertaining to the surrounding and world at large. The various activities would provide students to get a hands-on experience to make contributions for a specific cause. The activities will also provide the venue and the opportunity for students to collaborate and contribute with partners from other schools and the community.

By streamlining the activities, the inculcation of the values will be reinforced. It is hoped that students will be encouraged to pluck up courage or pick up the lead to work and contribute on their own. No matter how small the gesture is, it will reflect the success of the programme.

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

Firstly, the school aims to train students to become confident and committed where they are able to assess and make decisions. They will learn to cooperate and collaborate with their peers and others to contribute and achieve results through teamwork.

Secondly, the programme is deemed as the platform for students to learn to take an interest in issues relating to humanity and the environment. By taking interest, students who will learn to take responsibility and contribute for the betterment of the community as a whole.

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

2010 - 2013

8. Activities (Actions and strategies of implementation)

When the programme kicked off in 2010, it was deemed appropriate that the activities undertaken by the religious department were tagged to the central theme of compassion and empathy for students who were less fortunate. A fund called Tabung Nadatul-Napsiah was set up where students across the forms would donate part of their pocket money to help the needy and the sick. To manifest their concern, a student committee would make their rounds every Friday morning to collect donation from class to class. Students donate consciously and consistently and the collection has become a revolving fund to help the poor through the three years. Weekly collection is audited by teacher

advisors.

To top it off, another fund which is named Tabung Baitumal was also set up where poor students are provided with two ringgit to buy food every day. This group of students comes from the squatter areas around the vicinity of the school and children from such families often have to go without proper food for the day. Students would claim the money to buy food during recess every day. A third fund, the Tabung Penyayang is initiated to collect donations from students during the Muslim fasting month and the collection is divided and given to the poor students to help them celebrate the Hari Raya Aidilfitri. All the three Tabung have become the trademark of the school's values where the students make a conscious effort to contribute to help others.

The School Cooperative Society organised a project codenamed "*Secawan Beras Sejuta Kasih*" (A gesture of kindness with a cup of rice). The students and their parents as well as co-sponsors donated the rice which was then distributed to poor families in the surrounding community. The rousing response imprints the value of to give is a blessing.

Another activity which was tagged to 1Malaysia – Peace and Harmony was undertaken by the English department under its British Council Connecting Classrooms Programme. The activities cover competitions pertaining to the environment – One Tree Makes a Difference. Students were involved in creating materials and models on food and games of the different races. The highlight was a mini fair with exhibitions, hands-on activities with the participation of other partner schools.

In 2011, the students were taken a step further in learning more about the world at large. They take up the issue on pollution of the rivers. They had field trips with related projects on rivers which were collaborated with other government agencies. The students had the opportunity to do a community project on cleaning up a river, the Merah River and a recreation park which is about 8 kilometres from the school. Another project, a charity project to raise money was launched and the mini concert was coordinated by the students themselves. From the money collected, the school made a RM1000 donation to the Mizan Orphanage in Bandung Indonesia when a team of teachers and students made a visit to a sister school in Bandung. Another two thousand ringgit was donated to the Sarawak Cancer Society for Children.

In 2012, the students took part in an international fair where the inculcation of values of peace and harmony brings together students from other parts of the country to take part in a cooking and national costumes competition. The notion that "the world is a potpourri of diversity" is the tagline to promote understanding, tolerance and peace. The students also took part in the London Olympics Big Dance Guinness World Record Attempt. Students were confident and committed.

The activities for 2013 focused on "Community Service is a Social Responsibility". The main project is a cat neutering project to reduce strays for a healthy city. The activities involve a survey and a donation drive to collect money to sponsor the neutering fees for students from poor families who have cats. Students donated generously to fund the project. They made a two thousand ringgit donation to the Sarawak Society for the Prevention of Cruelty to Animals. The organizing committee also collaborated with the veterinary clinics to get discounts so that more stray cats can be neutered. A Pet food Company consented to sponsor cat food at wholesale price for all the cat lovers.

To ensure the smooth implementation of all activities each year, the teacher coordinator of the programme liaise with other committees and monitors on-going activities and reports to the Principal. Division of duties involves all teachers and student leaders in the school. All the students participated actively and everybody made it a point to collaborate and made all the events a thumping success.

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

Teaching of values is subtly incorporated into each and every lesson as specified in the national curriculum. As such, activities planned for each lesson would provide an opening for students to reflect on what they have learnt. Very often, students are asked to look at cause and effect of a decision or

action and the consequences it would impact on man, environment or animals. Students are probed and provoked to identify the victims and the culprits of an outcome. To bring them a step further, they have to look for solutions and explore other possibilities. Thus said, students are trained to be more critical and to see responsibility and accountability as the answer to resolve a lot of problems. In the process of working on the projects, they also learn to document and present their work systematically and meticulously.

Students learn best when there is the element of fun and interest. One way is to include field trips and visits for students to study the real situation. Another strategy is to get them involved in an adoption of stray cats where they have to care for them and provide them with food. Another activity for students to learn values in a fun-way is through acting. Students create the script and the props including the recording of background music and dialogues. Students have put up a Pantomime successfully for a charity show. The production of a musical using the theme on human trafficking was taken up by another class. To send home the message on the plight of stray cats, the students created a pantomime. The values of compassion and caring are very well presented and touching. Another group of students have researched on the music and costumes of different countries, and choreograph the steps for an International Dance.

The teaching of values is best achieved through practice and experience. Values are inculcated and sustained if they are consistently repeated in actions which served as the example and reminder. Thus, the planning and implementation of programmes and activities must be tailored to kindle an awakening of the soul and the mind. Most of all, the excitement and satisfaction of the whole learning process is crucial to build up and retain the students' focus and attention.

10. Programme monitoring and evaluation mechanisms and summary of results

The Programme has been implemented and is running into its fourth year. The most crucial element for success is commitment from the team and support from the principal.

First, there are meetings and informal sessions to listen to suggestions and problems. The teacher coordinator will liaise with the different committees and react on feedback and the needful. Within the different committees, there are continuous dialogues to keep each other informed on the progress and the glitches to be ironed out. Activities are planned with a given budget and all the accounts are audited and reported to the principal.

Surveys and observations are also conducted to get better perspectives from the students. The respondents' answers will be taken into account. The teacher coordinator will also conduct briefings to gauge understanding and feedback. Student leaders or heads will be appointed to help with monitoring and delegation of work to be done.

Post-mortems are done to identify strengths and weaknesses when the activity or project has ended. Activities can be dropped or retained depending on their relevance and success. Outsiders are invited to sit as panel judges to ensure professionalism and accountability.

Summary of results:

The various activities and projects have helped to change the attitudes and mentality of the students and teachers. Students are confident and capable of taking on responsibilities. They can be trusted to work independently on their own and there is a renewed sense of commitment and willingness to take on responsibilities, for instance the appeal for donation for a sick friend. A group has started to see challenges as opportunities and that to contribute is the responsibility of everybody.

There is a shared sense of satisfaction and pleasure to see the involvement of students in community projects in the school. More teachers have taken a personal interest to get involved in work beyond the classroom as proven by their monthly contribution to different charitable or non-governmental organizations. The donation which was made to an orphanage in Bandung Indonesia has transcended borders where charity is concerned. The sense of commitment and taking responsibility to make the world a better place is seen in donations made to the Sarawak Cancer Society for children and also the Sarawak Society for

the Prevention of cruelty to animals. Compassion has crossed boundaries for humans and animals.

The programme has brought along a quantum leap for the students in terms of the contributions made and the values that are inculcated and cultured. The continuity of the programme will be sustained by the values that have been sown and grown over the last three years.

11. Resources used for programme implementation

1. Allocation for per capital grant for each subject
2. Sponsorship from Parents Teachers Association
3. Grant and donation from State Assembly Member and Minister
4. Sponsorship from businesses and parents
5. Donations from charity campaigns

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) State and divisional Education Department	Approval and moral support
b) State Assembly Member for the Constituency	Financial sponsorship
c) Sarawak Rivers Board	Exhibition, workshops, training, sponsorship
d) Kuching North City Council	Exhibition, workshops
e) Natural Resources and Environment Board	Exhibition, workshops,
f) Padawan Municipal Council	Sponsorship of trees, food and use of equipment
g) NGOs & individuals	Sponsorship, professional & technical assistance

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

The impact on the teachers can be seen in multiple prospects. The teachers have taken their role very well. Organizing the activities is seen as a routine and there is this commitment to ensure that activities are relevant and beneficial for the students. They see teamwork as the ultimate to achieve and each and everybody knows what to do and what they should do. There is discussion and consensus in the planning and implementation. The principal as the manager provides the support and is fully involved in the running of the projects and activities.

Similarly, the most visible impact on the students is the change in attitude and mentality. Students are confident to pick up the lead and they are capable of setting up their own committees to assist and move on their own. Students have begun to see it as their responsibility to take charge and help rather than their obligation. Students display the virtues of empathy, tolerance and caring for the less fortunate and the environment including animals. They are able to plan and see contingencies to avoid mistakes. The involvement and commitment is rousing and voluntary rather than forced. There is a display of excitement and eagerness in their gait and duty. Another positive development is the use of more English as the medium of communication.

Parents and the local community have taken a keen interest in the activities and continue to give their support in cash and kind whenever the need arise. They never fail to make the crowd when they are invited. Parents also make a strong presence during parents-teachers meeting. This goes to show that the bond is created out of respect and trust in what the school is doing for their children.

14. Proof of achievement from students, teachers and the community

Students have attained maturity in perception and sense of duty and responsibility. They participate enthusiastically in various activities and show dedication and commitment. Besides taking part in organized activities, they have shown that they are willing to go the extra mile by appealing for help and donation for a less fortunate friend. Students have taken part and collaborated with other partner schools on projects.

Teachers have earned the trust of parents and the community for bringing up the students to become global citizens who are confident, committed, creative and capable of taking responsibility in this challenging world. The school is proud that transformation of the students also come in the ability to bring students overseas to create footsteps in connecting classrooms with international partners overseas.

15. Plan for sustainability and plan for the future

Plan for sustainability:

The programme will continue to include activities which emphasize on the community service as the way to bring the students up to become global citizens is to see the world at large and not within the compounds of the school. The programme will look to collaborate with the local authorities or NGOs on environmental issues which can be resolved or reduced through the inculcation of values among the community.

The on-going projects on collecting donations to help the poor and needy will be maintained. The programme will pick up a new project on 'Donate a cent a day'.

Plan for the future:

It is the school's vision to see future collaboration of students with other schools both within the state and overseas on issues pertaining to fragile world peace and diversity. The ultimate goal is to mold students to be on their own when they are capable of being their own leaders to assist as comrades in arms for the teachers and the school.

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) Lesson Plan.zip
Attachment 2) SEAMEO PIC.zip
Attachment 3) Student Write Up.zip
Attachment 4) Summary of Activities.zip
Attachment 5) Supporting Evidence.zip
Attachment 6) 2013SEAMEO-Japan ESD-SMK Tunku Abdul Rahman-Kuching-Malaysia.pdf

17. Photos related to the activity/programme (Maximum of 10 photos with captions in English)

Photo1



Photo 2



Photo 3



Photo 4



Donation to Panti Asuhan Mizan Amanah Orphanage, Bandung, Indonesia

Photo 5



Cleaning up Merah River Community Project

Photo 6



Donation to Sarawak Cancer Society for Children

Photo 7



Nature Trail - Awareness and taking responsibility

Photo 8



Empathy and Compassion for a sick friend

Photo 9



Compassion for animals - visit to SSPCA Shelter

Photo 10



Donation to SSPCA neutering programme