

Project Proposal: *Brick In The Wall* (Preliminary Draft)

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Executive Summary

Brick in the Wall is a project about alternative education proposed as a solution for those who desire to learn in different ways besides formal schooling but do not have any ideas on how to do so. It aims to help youths aged 13-25 explore their options with various programs and activities such as study abroad and student exchanges, internships, mentorships, service and activism, job shadowing, part-time jobs, short-term courses, clubs and support groups, as well as homeschooling and unschooling. Parents and educators will also benefit from *Brick in the Wall* as they get to know all the various options out there for their children or students, and learn that there are more ways to a fulfilling, enriching education besides school and tuition. To accomplish this, *Brick in the Wall* plans to implement various activities and services, such as a resource centre, informative website, awareness programs, and others. These activities and services are available to the general public either for free or for a small fee, which covers the general running costs. *Brick in the Wall* plans to fund and support its cause through requests for donations (financial or material) and volunteers, fundraising events such as collections or marathons, sales, and membership fees, among others. Currently *Brick in the Wall* is in the research and planning stage, and is currently looking for feedback and suggestions.

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Introduction

About *Brick In The Wall*

Brick In The Wall is a project that aims to introduce and encourage alternative forms of education to Malaysian youths, educators, families, and the general public. It is proposed as a response and aid to youths who have expressed dissatisfaction with the current education system and/or desire to try out new, varied experiences in different fields and formats.

The project is named after the Pink Floyd song *Another Brick In The Wall (Part 2)*, which became a popular anti-school anthem during the late 70s and early 80s. While the project itself is not anti-school, it does reflect the concerns brought up by the song and by the people that made it their personal anthem - schools and formal schooling systems treating students as lower-class humans, disregarding their individuality and creativity for rigidity and uniformity. (Hence being “bricks in the wall” - or blocks to personal expression and freedom)

Alternative education provides choices for education in different forms and functions, and *Brick In The Wall* itself aims to make these choices available to the Malaysian public. Among the various forms of alternative education explored by *Brick In The Wall* are:

I. Study Abroad and Student Exchanges

Programs involving study in one or more foreign countries from a few weeks to about a year. Some programs also include homestays with families from the host country, as well as community and service projects in the host area. They provide valuable experiences in world cultures, independence, community service, and many others.

II. Internships

Gaining work experience and learning on the job by working short-term with various corporations and companies. While most internships are unpaid monetarily (though some do give small allowances), they pay off greatly in skills, experience, and knowledge.

III. Mentorships

Guidance provided one-on-one from an experienced person to an inexperienced person. They can be formal (regular meetings, progress reports, etc) or informal (akin to friendships). These mentorships can be connected to personal issues, self development, careers, schooling, or other forms of support. Mentorships provide guidance, support, assistance, and friendship for all parties.

IV. Shadowing

Learning about a particular job or career path by following a person on that path for at least a day and seeing what the job entails. For instance, someone can shadow a reporter in a newspaper and watch them research news stories, or a CEO of a multinational corporation and learn about international marketing and management. Shadowing provides a closer look into various careers and allows experiencing of various vastly different career paths without needing to commit to one.

V. Service and Volunteering

Helping out in the community and society through various activities - for instance, looking after children in an orphanage, cleaning up a community centre, or assisting with awareness events for an NGO. Besides contributing to and helping society, service and volunteering also instills values of independence, cooperation, creativity, neighbourliness, and selflessness.

VI. Apprenticeships

Similar to internships in that learning is done on the job, though there is a more personal one-on-one aspect, like in mentoring. While previously thought of as something from the Medieval Ages, apprenticeships are gaining attention through hit TV shows such as Donald Trump's *The Apprentice*. Apprenticeships provide direct instruction of various skills, as well as personal guidance and support.

VII. Part-Time Jobs

While internships, volunteering, and apprenticeships provide career experience, many would also like to be paid for their work. Through part-time jobs, people (youths especially) will be able to gain knowledge, skills, and experience, while also getting paid for it. This will help them in their future career or life paths, and also in a way stimulate the economy.

VIII. Short Term Courses

Besides formal schooling, there are also various short-term courses and classes available for any sort of subject, skill, or vocation out there - from dance and vocal classes, to courses on computer programming and web design, and even classes on grooming and dog training. Short term courses help people learn various skills in a fun, entertaining, and unique manner, network with people with similar interests, and gain a variety of experiences.

IX. Distance Learning

Distance learning involves learning “distantly” through methods such as post and the Internet - for example, correspondence courses or online universities. Through distance learning, people can learn whatever they wish at their own pace from anywhere in the world without needing to spend too much money. Distance learning is also good for those who want to learn about things not available in local institutions.

X. Alternative Schools

While not yet popular in Malaysia, some schools and colleges in other countries have adopted alternative methods of education, such as a larger emphasis on independent projects, more individualized learning, personal evaluations instead of grades, and so on. Some of these schools include the Montessori schools, the Sudbury schools, and colleges such as Reed College and Hampshire College.

XI. Homeschooling

Homeschooling involves learning at home through the instruction and guidance of parents or tutors. People homeschool for various reasons - they do not fit in at school, they want to learn through a different system at their own pace, they want to take control of their education, and so on. Through homeschooling, parents can have a say in the education of their children, and give their children complete attention, while also supplementing it with activities outside the home.

XII. Unschooling

Like homeschooling, unschooling takes place outside “school” - however, in unschooling, the students themselves take control of their education. Unschoolers set their own pace and direction for learning, and incorporate various other activities and programs into their education, such as internships, study abroad, independent projects, and much more - resulting in open-minded, creative, and well-rounded people.

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Brick In The Wall consists of various projects, including but not limited to:

- Comprehensive resource centre/library
- Databases for various programs and resources
- Websites with information and community services
- “Support Me” Program for youths looking for support and mentors for their projects
- Scholarships, grants, and other funding
- Awareness programs and fairs
- Publications
- Workshops and skillshares
- Charity fundraisers
- ...and many more to come

Currently *Brick In The Wall* is in the Ideas and Feedback stage - we’re sending out this proposal and asking for your contributions and feedback. If you’re interested, or at least intrigued, do read on, share your responses, and pass this on.

About Alternative Education

The education system in Malaysia is defined by strict rules, adherence to grades, and conformity. Students under this system are expected to comply and conform to standards that focus on high academic grades and being able to be “uniform” and “fit in”. From primary school (or even kindergarten) all the way to varsity, students are trained to think the same, act the same, learn the same things.

However, this approach to education and learning proves to be unsuitable for many students nowadays, who desire experiences that are more exciting, off-beat, and interesting. Bored by the typical school scene, these students desire to learn in ways that get their attention; methods that stimulate their minds, provide more opportunities, and encourage their interests in fields that may not be supported by the typical school system.

Alternative education provides them with resources and methods for these students to explore other ways of learning, and have fun at the same time. Various aspects of alternative education include student exchanges, studying abroad, internships, job shadowing, volunteering, short-term classes, and many others, with a variety of opportunities for all sorts of interests and temperaments - truly something for everybody. Alternative education also

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includes schools which utilize a different style of learning and teaching than typical schools - from the now-famous Montessori schools, to the Sudbury schools popular in the US - as well as other forms of schooling, such as homeschooling, distance learning, and unschooling. Clubs, support groups, and associations, while not directly related to alternative education, also complement and add a lot to the alternative education process.

Alternative education as a whole has had growing success in the US, UK, Europe, and Australia, as there are more opportunities and the students there are a lot more independent and strong-willed. In Asia - and in Malaysia in particular - students are indoctrinated into a traditional system that discourages alternatives ways of thoughts, and resources for alternative education are not made obvious. However, those that do seek out such opportunities do end up feeling refreshed and truly enjoy the experience.

Alternative education - be it through short-term journeys, explorations of the working world, or something completely radical like unschooling - provides choices for those who do not fit (or do not want to fit) the typical school system, and would like to experience other ways of learning.

General Overview

Objectives

Brick In The Wall aims to:

- I. Spread awareness about alternative education opportunities
- II. Increase participation in alternative education programs
- III. Encourage support for alternative education from various groups, organizations, and corporations
- IV. Uphold people's right to education and freedom of choice
- V. Provide various opportunities for youths to explore their interests, passions, and abilities through alternative education
- VI. Enrich learning experiences through alternative education
- VII. Provide support and encourage those who are outside the "norm" and/or who do things differently

Target Population

The projects in *Brick In The Wall* are targeted towards the following groups of people:

I. Youths (13-25)

People in this age group are typically students undergoing formal education (secondary or tertiary). Many are bored of the test-minded, sometimes uncreative approach of formal education and want to learn things differently. *Brick In The Wall* provides these youth with various resources for such learning experiences. Also, many youth have plenty of ideas for projects or activities but do not have the resources needed. Through mentorships and the "Support Me" Program, these youth will be able to receive the support, assistance, and mentoring they need.

II. Parents

There are many parents out there who are searching for ways to enrich their children's educational experiences, or help those who do not quite fit the school system. *Brick In The Wall* helps parents choose the right programs for their children, as well as learn various skills to help their children in their education.

III. Educators

People in the education sector - teachers, administrators, professors, researchers, and so on - benefit from learning more about alternative education in its various forms. By learning about the different methods employed in alternative education, they can use these methods and skills in their own learning environment, and enhance the experiences of their students and pupils as well as themselves.

IV. Non-Profit and Non-Governmental Organizations

NPOs and NGOs can provide various opportunities for alternative education, such as volunteering events, internships, mentorships, and so on. They can also provide support and assistance for *Brick In The Wall* through sharing experiences and resources. Those who have undergone alternative education programs will be an asset to these organizations as they will provide a different perspective and plenty of useful skills.

V. Companies and Corporations

Like the NPOs and NGOs, companies and corporations can contribute by providing opportunities for volunteering, internships, part-time employment, mentorships, resources, shadowing, and so on. In return, they will have intelligent, creative, unconventional, assertive, and confident people ready for employment.

VI. General Public

Alternative education is still an under-researched subject amongst Malaysians. Through *Brick In The Wall*, they will be able to learn about alternative education and discuss its connection with education in general. They can also provide contributions of all sorts - financial, material, opportunities, and so on - and help increase research and interest in alternative education.

Goals

The goals of *Brick In The Wall* include:

- I. Increased participation by Malaysian youth in alternative education**
- II. National awareness of alternative education and other education options**
- III. Increased number of programs, opportunities, and support available for alternative education**
- IV. Making more resources about alternative education available to the public**

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- V. **Providing well-rounded members of society that are creative, imaginative, intelligent, helpful, unorthodox, aware, and able to cope with the ever-changing demands of modern society**
- VI. **Create a society that is aware of world issues, free to discuss and communicate, and ultimately free to choose their method of education**

Projects

Resource Centre

One of *Brick In The Wall's* main projects is to set up a resource centre and library about alternative education. Among the various services and facilities available at the Resource Centre include:

I. Library

Books and printouts of guides and information from around the world related to alternative education, as well as education in general, are available at the Library. These books can be browsed through, studied, referred to, and perhaps borrowed for a set time limit so that people can learn as much as they want about alternative education. Newspaper articles, magazines, newsletters, journals, films, recordings, software, and other media related to alternative education are also made available.

II. Internet and Computer Access

A large number of resources related to alternative education are available online. People can access these resources through computers enabled with broadband connections available at the centre, or bring in their wireless devices and access the Internet through Wi-Fi. Any related software available at the Library can also be tested out and accessed at the computers.

III. Searchable Databases

Comprehensive databases of programs, people, and opportunities can be accessed and searched through to find the right programs for each person. These databases will provide full information on the program, such as dates, activities, costs, locations, requirements, testimonials, and much more. Information obtained from the databases can be collected, printed out, and saved for later review. Among the information provided in the databases include (but are not necessarily limited to):

- Study abroad programs
- Mentors/protégés
- Internships
- Shadowing opportunities

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- Classes
- Events
- Jobs
- Apprenticeships
- Service and volunteering opportunities
- Casting calls and auditions
- Clubs and societies
- Workshops and skillshares
- Scholarships and grants
- Special offers
- Competition
- Other interested people who have opted-in their details

IV. Counseling and Assistance

Those who are new to alternative education may be overwhelmed by the various choices available and may not know where to start. Counselors and advisors are available to discuss their options and help them find the right program. They can also provide assistance with logistics, applications, immigration, finances, and preparation, as well as offer advice on alternative education (in general and regarding specific programs). These counselors and advisors are people who have had experience with alternative education or education in general and are friendly, helpful, compassionate, smart, personable, and light-hearted.

V. Support Groups and Clubs

While not directly related to alternative education, support groups and clubs help connect like-minded people together, enhancing the experience. People can search in the databases for available groups and clubs, or even start one of their own. Established clubs and societies, such as the Scouts, Red Crescent, Toastmasters, and various others, as well as in-house clubs, support groups, interest groups, and groups such as alumni, mentors and protégés, and so on, will be highlighted and promoted in the Resource Centre. They are also free to use certain areas of the Resource Centre as meeting space and make full use of the resources available.

“Support Me” Program

The “Support Me” Program enables youths with various talents or ideas to search for and receive support for the rest of the public, be it material, financial, emotional, or through other methods. It will be done mainly through a specialized website online, though it can also be done through the Resource Centre’s databases.

The concept is based on a similar website for school teachers seeking support for their classes by posting up lesson plans and proposals - their requested supplies are then donated by corporations and the general public. It is also inspired by 8TV and Nestlé’s *KickStart* TV program, which involved various youths being mentored on their projects and talents; however, the “Support Me” Program is open to anyone and does not require a prior audition.

To demonstrate how the “Support Me” Program works, let’s follow a young person named Lilith who’s been inspired to start a poetry magazine but could use more help and ideas.

Step 1: Forming The Idea

Lilith has an idea - she wants to start a poetry magazine. So far an idea is all she has. She knows that to get the magazine running, she needs a lot of help - funding, publishing, contributions, ideas, and other forms of support. She jots down (or types up) a quick overview of her idea, and heads off to the “Support Me” Program Website to get her idea heard.

Step 2: Registration

Lilith registers herself at the “Support Me” Program Website. She provides basic information about herself, such as her name, age, interests, and so on, as well as contact details such as email address and IM handle. This creates a personal profile, which she then can use around the site - putting up proposals, reviewing other proposals, providing assistance, communicating with other users, and so on.

Step 3: Setting Up The Proposal

Lilith sets up her proposal for a poetry magazine by providing as much information as she can about it. She classifies her proposal into one of the following categories:

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- Talent - for those who want to showcase their talents in any area and are seeking support and guidance from others related to their talents
- Project - for those who have ideas for projects and are seeking resources and support to make their projects a reality (this is where Lilith's proposal will be categorized)
- Fundraiser - for those who want to raise funds for a certain charity or cause

In her proposal, she includes information on its purpose, what it's about, the benefits, the pros and cons, and anything else that she feels will help her project along. She can also attach various tags to her proposal (a-la link sharing site del.icio.us) such as "poetry", "writing", "magazine", "literature", and so on, so that other users who are searching for proposals with similar tags can find hers among the results.

Step 4: Specifying Required Support

After setting up her proposal, Lilith specifies the amount and type of support she needs for her project. Her choice of support can come from any of the following categories:

- Financial - she specifies dollar estimates for her project so that she can receive monetary donations
- Mentoring - she can request people from the creative or publishing industries (or from anywhere) to guide her project and mentor her along the way
- Supplies - she can ask for stationery for her magazine, or request assistance from a printing company to print her magazine
- Ideas - she can ask for comments and contributions of ideas for her magazine, such as suggestions for layout, content, marketing, and so on
- People - she can request the assistance and manpower of other people for her magazine
- Goodwill - she can ask others to give their support, cheers, and goodwill so that she feels more motivated to go ahead with her idea
- Others - for anything else that couldn't fit the above categories (such as contributions of poems for her magazine)

Step 5: Looking For Like-Minded People

While she waits for others to respond to her proposal, she looks around at other related proposals on the site. Among the proposals she sees include:

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- An aspiring artist looking for a mentor to teach him more about oil painting
- A group of teens planning to set up a recreation centre for their neighbourhood
- A pair of college students raising funds for a backpacking trip throughout South Asia
- And many more

If any of the proposals interest her, she can leave feedback on the proposal page or contact the proposal makers directly. She and the rest can also discuss their proposals on the proposal page or on a separate free-for-all forum.

Step 6: Someone's Interested

Someone in the publishing industry has found Lilith's proposal and is interested in finding out more. He could help Lilith find a printer for her magazine, and probably find publicity for it too.

He leaves a note on her proposal page or contacts her directly with his offer. If he wants, he can opt to register and verify his identity on the site so that Lilith knows he is legitimate. Lilith finds the note, responds, and they discuss their options.

Step 7: Moving Forward

After some time, more people have expressed interest in Lilith's idea, and Lilith is making progress with her poetry magazine. Her contact from the publishing industry has proved successful, and other youths have contributed poems.

In a few weeks' time, the first issue of *Poetic* will be published and distributed to coffee shops, cafes, and bookstores, and Lilith and her new friends are hard at work preparing the second issue. She updates her proposal with notes about the new issue, new requests, and more information on her project.

Besides the project proposal system outlined above, the "Support Me" Program Website will also have articles from youths and mentors about their chosen topics - how-tos, tips and tricks, experiences, and so on. Established mentors and people in various industries can also contribute their views and provide general guidance on site to the youths under this program. The databases offered in the Resource Centre will also be made accessible on the website.

The "Support Me" Program Website would also be a showcase area for youth talents - participants can put up examples of their talent for viewing by the general public. For

instance, Lilith can put up some poems of her own on the site, while others can put up scans of their latest drawings, or videos of their newest short film, or an MP3 file of a demo song. This helps the youth gain exposure and draw in more support.

Eventually bigger programs can be organized in conjunction with the “Support Me” Program - for instance, workshops, meetups, talks, gatherings, and other ways to bring the youths and mentors involved with the program together with the general public.

Scholarships and Grants

Participating in alternative education activities can be quite expensive. This may pose a problem to those from lower-income families, or those who have to depend on themselves for funding, as they may not be able to afford the various costs associated with the programs. However, no scholarship or grant has yet existed in Malaysia for the purposes of alternative education.

Brick In The Wall aims to support such ventures through the following:

I. The *Brick In The Wall* Fund

The *Brick In The Wall* Fund offers full or partial funding to those who want to explore alternative learning but who may not have the means to do so. Funding would be given on a case-by-case basis, and would be given on needs- and merit-based criteria, while still taking into account various abilities and circumstances. To support and cater for all kinds of people, the funding would also most likely be non-binding (recipients aren't required to work for *Brick In The Wall* after their educational experiences) and non-exclusive (recipients are free to supplement their funding with other scholarships) - something quite new in Malaysia. Money for the Fund will be obtained through donations, gifts, and various fundraising activities.

II. Encouraging Support From Other Groups

Brick In The Wall also aims to encourage various corporations, companies, and organizations to set up their own funds and scholarships to support exploration of alternative education. This shows greater confidence in and support for alternative education by various outside parties, and will increase support and confidence for alternative education in Malaysia in general. These groups are free to set their own criteria and requirements for their funding - type of program, need and merit, amount, and so on - so they have control over whom they want to support financially.

III. Database Of Financial Opportunities

Databases of various scholarships, grants, loans, and other financial opportunities offered for alternative education will be made available at the Resource Centre and the “Support Me” Program Website. Consultation of the database results and suggestions on further funding ideas will also be done at the Resource Centre.

Awareness Activities

Awareness and knowledge about alternative education is still quite low in Malaysia. To help alleviate this, various awareness programs and activities are organized to inform and educate the Malaysian public about the various opportunities available in alternative education.

Among such awareness activities include:

I. Talks And Seminars

Various talks and seminars are held in schools, colleges, and other venues to talk about alternative education. These talks can take the form of the following:

- Alternative education in general
- Talks on specific types of alternative education - for instance, talks on study abroad, or internships, or homeschooling
- Skills training - teaching youth certain skills in accordance with alternative learning
- Testimonial Talks - sharing of experiences from those who have explored alternative education. Youths will be able to listen to and learn their experiences first-hand

II. Participating In Educational Fairs And Events

Various education fairs are held all over the country, usually after the release of the PMR, SPM, and STPM results. These fairs usually have booths from colleges and universities recruiting prospective students.

Brick In The Wall would also set up their own booths during these fairs, offering various choices and options in alternative education. People visiting these fairs can come to *Brick In The Wall*'s booth to learn more about their options and the services offered by *Brick In The Wall*, especially the Resource Centre and the “Support Me” Program. Free counseling and advice will also be offered at the booths.

III. Alternative Education Fair

Besides participating in education fairs, *Brick In The Wall* would also organize fairs and events of their own related to alternative education. Various organizations, such as program organizers, schools, companies, NGOs, embassies, and so on, can collaborate with *Brick In The Wall* by setting up booths and disseminating information and advice.

A fuller list of groups that would be involved with *Brick In The Wall*, together with their capabilities for involvement, will be provided in the Affiliations, Collaborations, and Support section.

IV. Publications And Media

Brick In The Wall would inform the public about alternative education through various forms of media, whether through print, radio, television, the Internet, or other means. Among them:

- A regular newsletter with news, information, and articles about alternative education
- Articles in national newspapers, whether as Letters To The Editor or standalone columns
- Reports and research on various aspects of alternative education, e.g. a report on the effects of study abroad on students, or the school performance of those who pursue alternative learning
- A comprehensive website filled with information, notices, and communication related to alternative education - this can be tied in with the "Support Me" Program Website
- Possible books about aspects of alternative education, e.g. How To Study Abroad/Get An Internship/Be A Mentor
- Journals with essays and research about education and alternative education

Other Activities

Besides those mentioned above, various other activities related to alternative education can be implemented on a slightly smaller scale. Among them:

I. Creative Production Space

Being creative is a significant part of alternative education. Through the Creative Production Space, youths are able to experiment with various forms of creative ventures, whether alone or in a group, with the guidance of mentors experienced in such ventures. This Creative Production Space would include:

- Zine Library - with an area for youths to create zines of their own
- Recording Studio - for audio, visual, and audio/visual creations (e.g. short films, albums, etc)
- Arts & Crafts Workshop - with tools and materials for all sorts of crafts
- Fine Arts Studio - for painting, sculpture, sketching, and so on
- Writing Lab - to write, do readings, and obtain critique and reviews
- Screening Room - to showcase creations made in the Creative Production Space
- Stage - for theatre, dance, music, and other performing arts
- Internet-ready Computer Design Centre - for digital creativity, e.g. websites, computer programs, etc

Classes and courses can also be held in the Creative Production Space so that people can hone their skills and learn new ways of creativity. These classes can be held in collaboration with established schools and programs - for instance, The Actor's Studio for theatre classes.

II. Skillshares

Skillshares are special events whereby for a couple of days anyone and everyone are welcome to organize a small workshop on any subject, and others are free to attend as many workshops as they wish for free. This is also a form of alternative learning, as participants are able to learn somewhat unconventional skills in a close-knit environment. It also builds community spirit as people share and exchange their knowledge with each other.

While not yet done in scale in Malaysia, skillshares have shown immense popularity among the alternative culture in places like the United States of America - for instance, the recent Boston Skillshare drew people to workshops about topics as diverse as archery, Nepali cooking, professional writing, and parenting.

III. Workshops And Camps

Besides those connected to the Creative Production Space and the Skillshares, various workshops and camps associated with alternative education would be held, allowing participants to explore alternative learning in a fun and involved format.

These workshops and camps can deal with anything at all directly or indirectly related to alternative education - job skills, creativity, leadership training, intercultural communications, performance training, and all others. They can be organized independently by *Brick In The Wall*, by the in-house support groups, or even in conjunction with other workshops and camps by other groups.

IV. Charity Fundraisers

A large part of alternative education is learning to provide and support people in need. *Brick In The Wall* aims to assist other groups in need by holding various charity fundraisers for their benefit; for instance, a book collection for a library, or jumble sales to raise funds for an orphanage. These fundraisers will be organized and participated in by youth, so that they get to learn about service and management as well as give back to the community.

Some of these fundraisers can be done to support both the original charity as well as *Brick In The Wall*. Collaborative fundraisers have worked well for other NGOs before - for example, the collaboration between Amnesty International Malaysia and the Women's Aid Organization for the *Stop Violence Against Women* campaign benefited both groups immensely.

Affiliations, Collaborations, and Support

Brick In The Wall works best when they are partnered with other like-minded people, organizations, and groups. These groups can work together with *Brick In The Wall* to provide resources and opportunities for alternative education, as well as to share advice and experiences that will be helpful to all.

These groups can also provide support in terms of funding, donations, learning opportunities, publicity, jobs, internships, mentorships, scholarships, grants, and so on.

This is not an exhaustive list; there are many more groups and organizations yet to be listed that would be potential partners and affiliates.

International and National Bodies

I. United Nations (UN) Groups

- United Nations Educational, Scientific, and Cultural Organization (UNESCO)
- United Nations International Children’s Education Fund (UNICEF)
- Youth Employment Network
- UN Youth Unit
- UNEP Youth Advisory Council

II. Uniformed Bodies

- World Association of Girl Guides and Girl Scouts
- Red Cross/Crescent
- St John’s Ambulance
- Police Cadets (Kadet Polis)
- Youth Cadets (Kadet Remaja)
- Fire Cadets (Kadet Bomba)
- Puteri Islam
- Scouts

III. Service Organizations

- Rotary International
- Kiwanis
- Lions Clubs

IV. Other Organizations

- World Learning
- Junior Chamber International
- Taking IT Global
- International Federation for Education Exchanges of Children and Adolescents
- International Union of Students
- World Assembly of Youth
- Asian Youth Council

Educational Groups

I. Program Organizers

- Antarabudaya Malaysia / AFS
- Council for International Educational Exchange (CIEE)
- Up With People - The WorldSmart Leadership Program
- Raleigh International
- Au Pair In America
- International Camp Counsellor Program
- The International Awards

II. International Education Groups

- ThinkQuest
- UN Cyber School Bus
- International Education and Resource Network (IERN)
- AIESEC

III. Educational Services

- The Next Generation
- Malaysian-American Council on Education Exchange (MACEE)
- British Council
- IDP Australia

IV. Educational Institutions

- Public Schools
- Private Schools
- International Schools
- Universities
- Colleges
- University Colleges
- KUMON Centres
- Art Schools (music, dance, art, theatre)
- Science Schools
- Sports Schools
- Vocational Schools
- Matriculation Institutes
- Polytechnics
- Special Education Schools

Government Bodies

I. Ministries

- Ministry of Education
- Ministry of Higher Education
- Ministry of Youth and Sports
- Ministry of Foreign Affairs
- Ministry of Women, Family, and Community Development
- Ministry of National Unity and Social Development

II. Government Organizations And Programs

- Rakan Muda
- National Service
- Public Services Department
- Tun Razak Youth Leadership Awards (TRYLA)

Non-Governmental Organizations

I. Youth Groups

- Youth Empowerment Association
- The Star - BRATs

II. Human Rights Groups

- Amnesty International
- HAKAM
- SUHAKAM
- SUARAM

III. Women's Rights Groups

- Women's Aid Organization
- All Women's Action Society (AWAM)
- Sisters In Islam

IV. HIV/AIDS Awareness

- Malaysian AIDS Council
- Pink Triangle

V. Other NGOs and Non-Profits

- Performing Arts Groups
- Befrienders
- Libraries
- Galleries
- Museums
- Religious Organizations
- Cultural Organizations
- Learning Disabilities Groups
- Charities
- Orphanages
- Shelters

Companies and Corporations

I. Media

- Huaren Management (The Star, NYSP, Rediffusion)
- Utusan Melayu (Utusan Malaysia, Kosmo!)
- Media Prima (NSTP, TV3, 8TV)
- Radio Televisyen Malaysia
- NTV7
- MITV
- ASTRO / AMP
- Blueinc Media (Female, Seventeen)
- Double Vision
- Star TV Networks (Channel [V] International)

II. Telecommunications

- Maxis
- Digi
- Celcom
- TM Berhad
- Jaring

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- TimeNet
- Airzed

III. Bookstores

- Popular
- Borders
- Kinokuniya
- MPH
- Times

IV. Technology

- Acer
- Dell
- Nokia
- Samsung
- Alcatel
- Compaq
- Apple
- Microsoft
- Sony

V. Fashion & Entertainment

- Positive Tone
- Levis
- Vincci
- Padini
- British India
- PR Companies
- Record Labels
- Movie Studios

VI. Other Companies

Supplies Needed

In General

Among the supplies and resources needed by *Brick In The Wall* in general include:

I. People

Brick In The Wall needs people to power the project - by being counselors, administrators, managers, advisors, coordinators, and volunteers.

II. Money

The money will go to funding *Brick In The Wall's* various projects, as well as The *Brick In The Wall* Fund.

III. Ideas And Feedback

The ideas and feedback received will help design, create, and maintain *Brick In The Wall's* projects as well as gauge the projects' effectiveness.

IV. Publicity

Spread the word out! *Brick In The Wall* needs awareness - about the project and about alternative education in general - to succeed. This can be by word of mouth and/or through the media.

V. Support

Support in any form - material, financial, emotional, publicity, anything - will help *Brick In The Wall* a great deal. Even a little goes a long way.

Resource Centre

To operate the Resource Centre, *Brick In The Wall* needs the following:

I. Books, Magazines, And Other Media

About alternative education, education in general, or sub-sets of alternative education.

II. Computers

Desktops would be needed for the kiosks, unless there is a way to chain laptops down.

III. Internet Connection

Broadband, connected to the computers in the Resource Centre. There should also be a wireless hotspot for visitors using their own laptops or PDAs.

IV. Furniture

Tables, chairs, kiosks, desks, sofas, and shelving.

V. Office Space

Big enough to comfortably fit in a library, some computers, and a lot of people. Preferably somewhere accessible, but doesn't have to be right in the middle of the city.

VI. Stationery

Paper, writing utensils, staplers, hole punchers, folders, and other typical office gear.

VII. Communications Equipment

Fax machines, telephones, telephone wiring.

VIII. Office/Library Equipment

Binding machines, photocopiers, printers, library systems

IX. Other Electronic Equipment

Televisions, screens, DVD/VCD/CD players, speakers, and fridges stocked with drinks and small snacks.

X. Software

Library/database systems, office systems (word processing, spreadsheets, accounting, etc), Internet-related software, other software for the Creative Production Room

“Support Me” Program Website

The “Support Me” Program Website would need the following additional items:

I. Web Hosting

Suitable for about 3-5 GBs of storage and a substantial amount of bandwidth/month. Renewable every month or year. High uptime, excellent technical support.

II. Domain Names

A .com, .org, .com.my, or .org.my TLD renewable every year.

III. Design And Maintenance

To design, develop, and maintain the website - from aesthetics to the supporting software. A very good opportunity for web-savvy youths to showcase their skills.

Creative Production Space

The Creative Production Space would need the same materials as the Resource Centre, with the addition of:

- I. Craft Supplies**
- II. Art Supplies**
- III. Creative Software**
- IV. Studio Space**
- V. Recording Equipment**

How To Get Them

Brick In The Wall aims to obtain the supplies and materials needed, or raise funds for them, through:

- I. Donations**
- II. Fundraisers**
- III. Fundraising Events**
- IV. Membership Fees**

Next Steps

Spread The Word!

This is a preliminary draft of the *Brick In The Wall* proposal. Loads more work needs to be done to get this project going - we need feedback, ideas, contributions, all sorts! Even the proposal itself could use some feedback and improvement.

Please send your feedback, responses, and queries about the *Brick In The Wall* proposal to:

Tiara Shafiq
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+6012 754 0811

If you're interested in participating and/or contributing, so much the better! Just let us know and we'll keep in touch.

Also, please spread the word about this proposal! Send this proposal out (intact, in the same format) to anyone and everyone whom you think may be interested, and get them to send their feedback over.

Thank you for your support!

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