

BEYOND THE GARDEN WALL

**Interactive Installation
Proposal**



PROJECT OVERVIEW

PROJECT TITLE Beyond The Garden Wall

SDG's



PROBLEM Poverty still persists.

INSIGHTS

Most people don't realise that poverty is a multifaceted issue.

Poverty is always closer than we think; pockets of poverty remain, including in urban areas.

OBJECTIVE Remind the public that beyond our usual spaces of comfort, there are people facing serious difficulties in life (demystify the issue of poverty).

TARGET AUDIENCE Ages 7 and up.

CONCEPT Offer a glimpse into the lives of the impoverished through the personification of poverty's cause and effects as physical items, to educate everyone about the different features of poverty in an approachable, memorable way.

KEY MESSAGE Poverty is not only about having little money. It has multiple dimensions. Once we understand the faces of poverty better, the perceived challenge of tackling it becomes much more approachable.

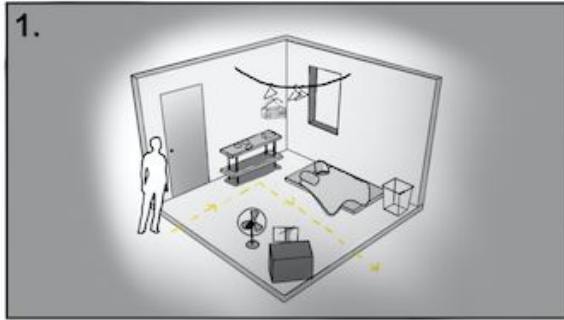


VISUAL REFERENCES





CORE EXPERIENCE



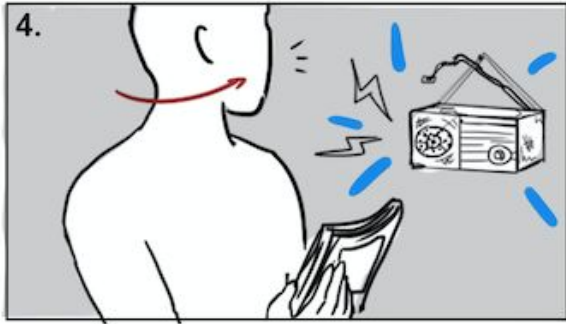
Following the guides placed on the floor, the users enters the installation room.



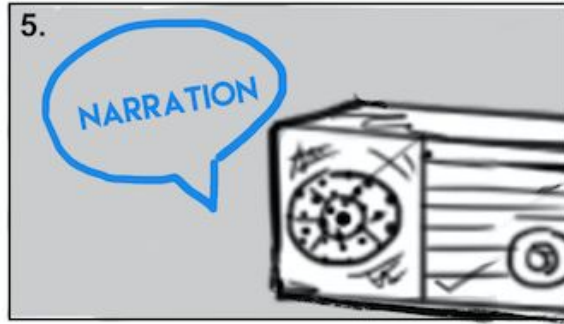
As the user looks around the room, they take notice of the interactable items.



Users interacts one of the interactable items to examine it.



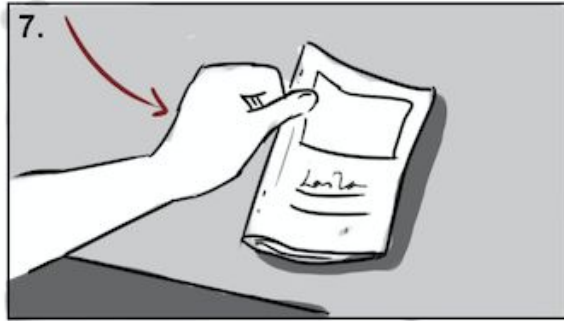
As soon as the interactable is picked up, the reactable item, disguised as old household items, spring to life and begin to play audio/visual clips.



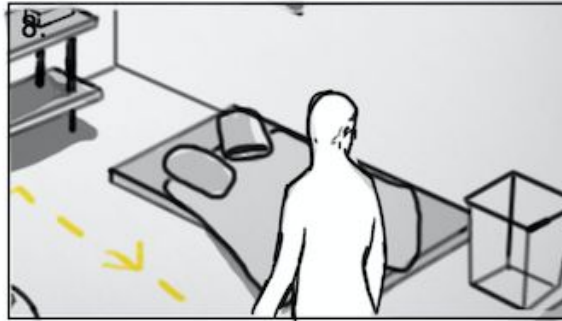
The narrations that plays is a snippet of a past conversation that happened in the of the room's impoverished occupants.



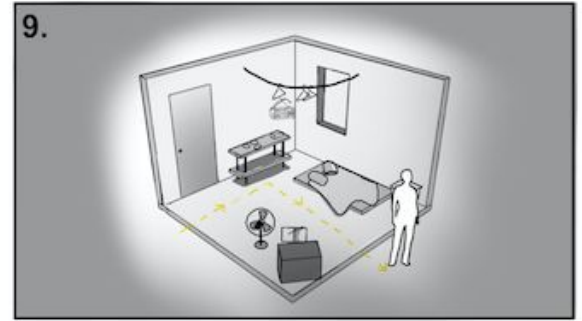
After the narration ends, a final fact or a statistic is revealed to the user for context, using the corresponding reactable items.



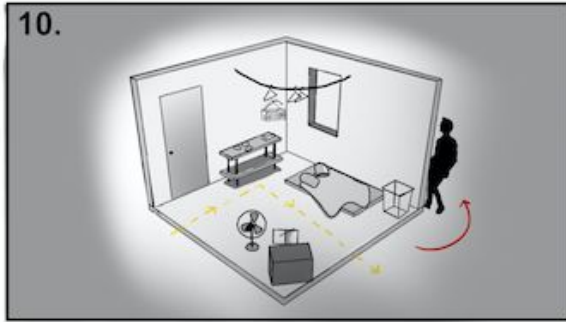
Once the final message for the item is revealed, the user is prompted to put the item back in its place before moving on to the next interactable.



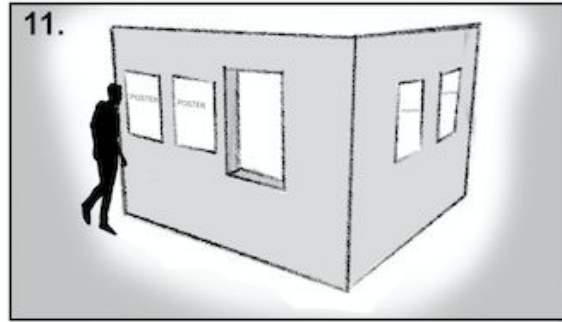
User can now move on to the next interactable item along the guide in the room. Each interactables item has a different narration and varying link with a reactable item.



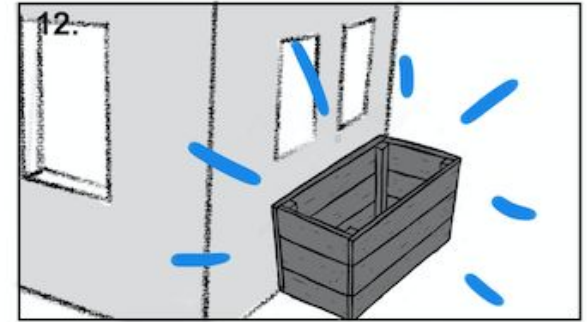
After user is satisfied interacting with the the interactable items, they exit the room.



User walks to the back of the installation.



On the back of the installation, user can read through infographics explaining the installation's objectives in further detail.



Bonus: A 'literal' call (for) action in the form of a donation box is kept beside the installation for users to get involved and make a difference beyond the main installation.

**BONUS ROUND:
CALL TO ACTION**

KEMASUKAN SEGERA

PERALIHAN PERUSAHAAN KE AEOON

PERUSAHAAN
KAWAN
KAWAN

SEKUTUP BANGSA
10.000 MALAYSIA DOLLAR
KAWAN KAWAN
PERALIHAN PERUSAHAAN KE
AEOON BANGSA SUNWAY

Layani www.maskerja.my/aeon
atau
SMS Kerja AEOON ke 013-3003111

AEOON

FOOD FOR THOUGHT
STUDENT PANTRY

Being Hungry is a scary thought to think but unfortunately for the millions of students in each year worldwide hunger and food insecurity remains. Every day, our hearts are broken by the millions of students who are hungry. We can help them by donating to the Sunway Student Pantry. We need your help to help them.

SUNWAY MALLS

FOOD FOR THOUGHT
STUDENT PANTRY

The following items will help them greatly. Please donate generously.

- Rice
- Cereals
- Biscuits
- Peanut butter
- Jams/Kaya/ or any other spreads
- Instant noodles/ instant porridge
- Drinks (boxed/can/sachets) - milk, nescafe, unrefrigerated milk, etc
- Can food & dried foodstuff
- Oil (small bottles/ packs)
- Bread or dried bread
- Dried anchovies

SUNWAY MALLS



CALL TO ACTION

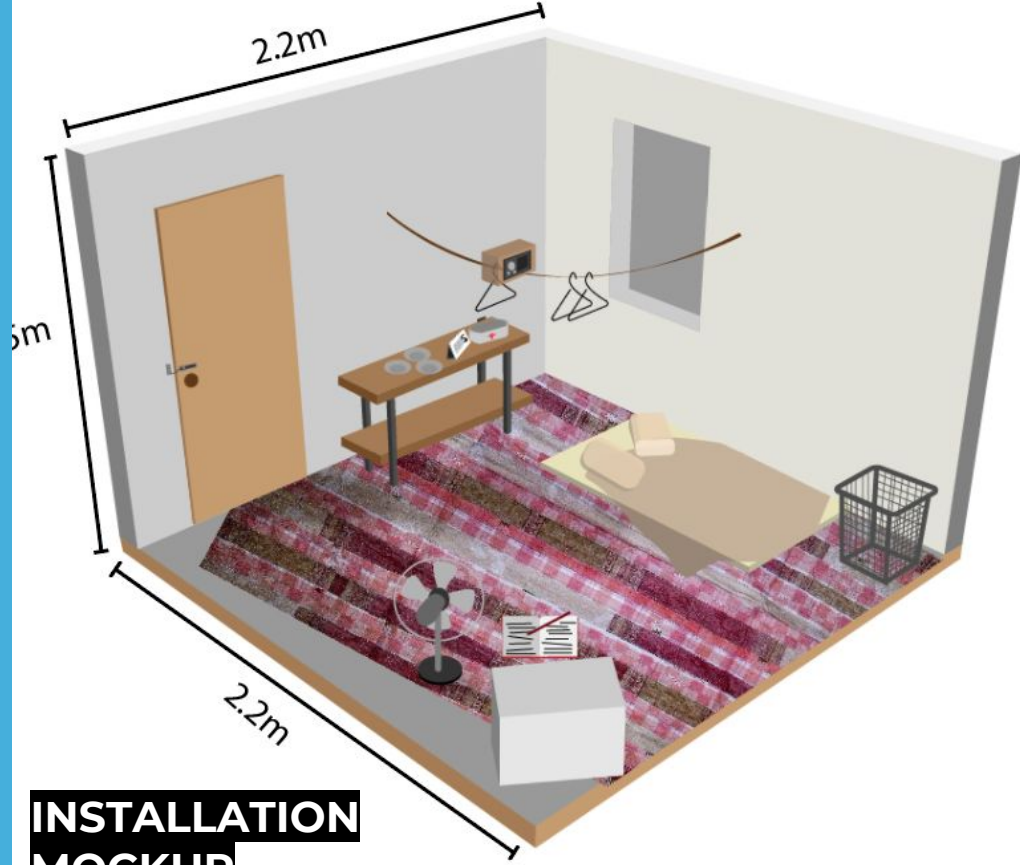
To take things a step beyond education and awareness, an explorable option is to have a donation box of sorts set up beside the installation to complete the journey:

Education > Awareness > Holistic action

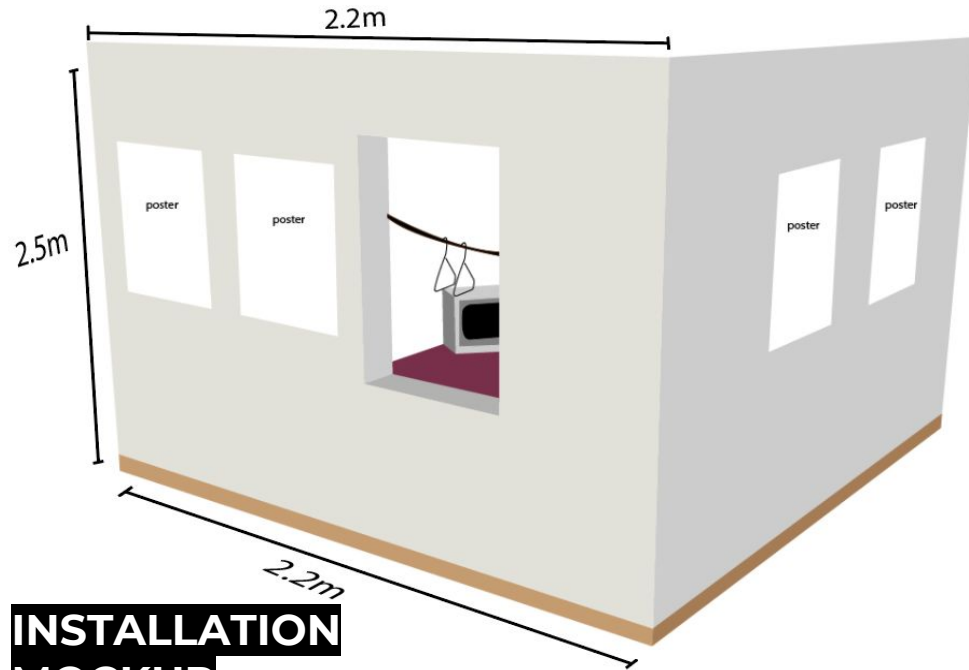
The donations can be geared toward any of Sunway's current or previous charitable affiliations.



INSTALLATION MOCKUP



**INSTALLATION
MOCKUP**



**INSTALLATION
MOCKUP**

EXTERIOR WALL CONTENT

About **UN SDG**

About **THE PROJECT**

Infographic **POSTERS**

Related **INFO & IMAGES**



THE DISCERNING EYE

Through photo engagement and training, local photographers are helping the global population understand the world through the lens of their own cameras. An eye-opening display includes a collection of photos from various countries, including Malaysia, and a series of interactive photo booths. The display is designed to educate and inspire, and includes a series of interactive photo booths.

Small Photo Booth
Family Photo Booth
Random Moments Photo Booth

WATCHING REVOLUTION

THROUGH A HOLE IN THE WALL

مشاهدة ثورة عبر ثقب الحائط

On the 11th of February 2011 after the fall of Hosni Mubarak, President Anwar of Syria allowed his citizens to access the Internet freely for the first time. Facebook, a globally adopted social network, became the first to report an assault on the ground but at the same time they are clearly overwhelmed.

A powerful and ruthless regime is obliged to be media savvy in a time when it's militant and business citizens maintain power to special collaboration through social media to the rest of the world. Finding out the 'truth' behind what really is happening becomes a complex investigation of geopolitics, economics, terrorism, mobilization and lies.

08/04/2011 @anwar11/11
A PICTURE TAKEN AS POLITICAL INSTABILITY

01/24/2011 @anwar11/11
"Do you have a Facebook with you?"
The reaction was:
"Yes, it's my life."
"I have a Facebook with me."
The police would speak with the camera and allowed to capture the leader of Syria.

مطلوب
WANTED ON FACEBOOK

DID YOU KNOW

OUT OF OUR ENTIRE MALAYSIAN WORKFORCE

ONLY

10% DEGREE HOLDERS

24% EDUCATED BEYOND FORM 5

WHAT HAPPENS TO THE REST?

1 IN 6 MALAYSIAN CHILDREN DON'T MAKE IT TO FORM 4

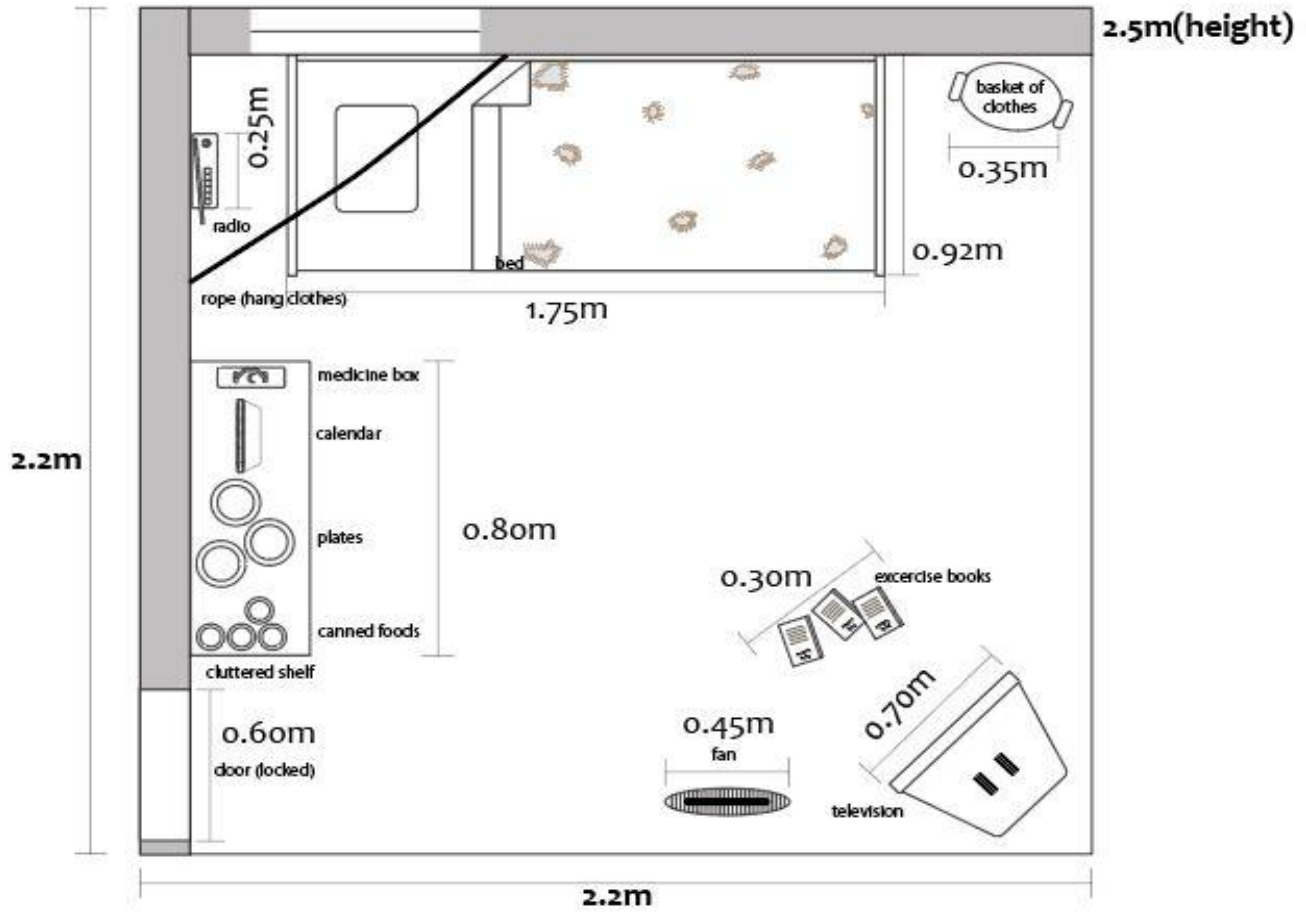
THOSE WHO DROP OUT END UP JOINING THE WORKFORCE AS LOW-SKILLED, LOW-INCOME EARNERS

LACK OF EDUCATION = LOW HOUSEHOLD INCOME

WHY IS THIS HAPPENING?
85% OF SCHOOL DROPOUTS IN MALAYSIA COME FROM POOR FAMILIES

The State of AccessWorld Report 2015 by AccessWorld Research Institute

INSTALLATION BLUEPRINT



STRUCTURE MATERIALS





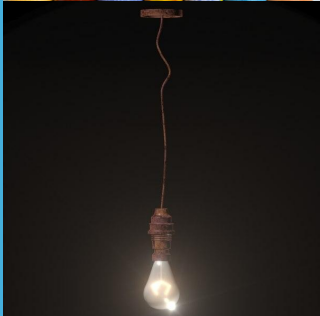
PLYWOOD

To construct basic structure of the 'room'.
Used for both floor and walls.



PVC FLOOR MAT

Used to cover the floor. We chose to include this as it is an identifiable feature in Asian/Malaysian households, used to cover up the traditionally bare (often cement) floor.



LIGHTBULB

Light fixtures either hanging from the top of the room (additional bracket/support needed) or fixed to the walls. Used to encourage the natural 'ambience' of the installation room.
(Dispensable)

SETUP ITEMS



CRT TELEVISION

Economic, dated television of the past.
Serves as a reactable item.



RADIO

An old, beat-down radio.
Serves as a reactable item.



FLOOR FAN

Modest form of room ventilation.
Serves as a reactable item.



PLATES/CUPS

Utilitarian metal plates and cups. Could be replaced with melamine utensils.

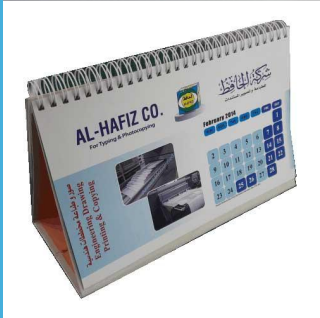
Serves as an interactable item.



MEDICINE BOX

Plastic food container reused for medicine storage.

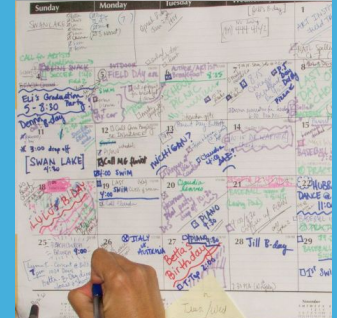
Serves as an interactable item.



CALENDAR

Giveaway table calendar, scribbled with work commitments and plans.

Serves as an interactable item.

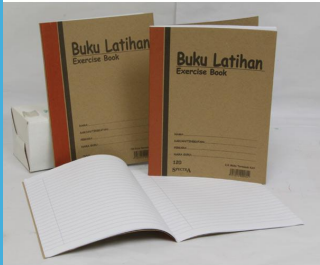




CLOTHESLINE

Using rope/string to hang across the room to dry clothes or hang clothes.

Serves as an interactable item.



EXERCISE BOOK

Typical brown exercise book for school, paired with a used eraser and shortened pencil.

Serves as an interactable item.



CHAIN LOCK

To lock the faux door in the installation.

Serves as an interactable item.





MATTRESS

Stained/raggedy old mattress too costly to replace. Alternative to this item is a simple tikar tidur. Serves as an interactable item.



FLOOR SHELF

Storage space to hold most clutter in the apartment. Additional room furnishing.



BASKET

Cheap plastic basket to be filled with old, worn clothes. Additional room furnishing.



NARRATION SAMPLE

FOOD

EDUCATION

JOBS

CLOTHING

COMFORT

HEALTHCARE

SECURITY

Food

User picks up **plate**.
Radio plays static, then the sound of a school lunch bell ringing. SFX: lively school recess atmosphere, kids laughing.

SCHOOLCHILD 1
Fiqah, it's recess already. Jom makan.

FIQAH
No, I'm okay. You guys go ahead.

SCHOOLCHILD 2
Are you sure? We can teman you to the canteen to buy something lah.

FIQAH
It's okay. I'm not that hungry.

Radio plays sound of end of school lunch bell ringing.
SFX: students ushered back into class.

Clock turns from 10.30AM to 8.00PM. SFX: tinkering of plates, sound of people eating dinner.

FIQAH (monologue)
I skip breakfast, and I rarely ever eat lunch. Dinner is always simple, but at least it's one meal that my family is sure to have. Usually we will have rice with soup...sometimes just rice. My stomach is used to not eating. It's normal.

Television turns on, displays final message about *hunger*, then turns off.

User prompted to put down **plate**. End of interaction.

ASPECT

Food

STORY

A conversation between school kids about what to eat during recess, with monologue of the impoverished child's inner thoughts.

KEY STATISTIC

12% of children in low-income households eat fewer than three meals a day.

Source: Child Without: A study of urban child poverty and deprivation in low-cost flats in Kuala Lumpur by UNICEF.

Education

User picks up **exercise book**.

Radio plays static, then...

SFX: Loud bang on table. Quiet room.

TEACHER

(shouting)

Chong! Berapa kali lagi kamu nak buat kerja rumah guna kertas kosong? Mana buku latihan?

CHONG

(hesitantly)

Saya...terlupa bawa, cikgu.

TEACHER

Terlupa bawa?

(scoffs)

Kalau kau tidak bawa buku latihan esok, cikgu terpaksa bagi denda. Faham?

CHONG

Faham, cikgu.

Radio plays static again. **Television** turns on, shows scene of hands erasing an exercise book to make space for new exercises.

CHONG (monologue)

I don't want to ask my parents for new exercise books. My younger sister just started primary school this year, and I know they had to spend some money on her supplies and her uniform--

SFX: adults start to argue in another room about bills. Short beat, then sound of erasing paper continues.

CHONG (cont'd)

I've been thinking of leaving school to look for work. That way, I can earn some money, help my parents with money... I could never catch up in class, anyway. At least if I stop, maybe my sister can do better.

User prompted to put down **exercise book**. End of interaction.

ASPECT Education

STORY

A teacher scolds a schoolchild over his “forgotten” school supplies. Monologue reveals the child’s actual reasoning, and his situation at home.

KEY STATISTIC

1 in 3 low-income households do not have books to read while 8 in 10 have to study in cramped living rooms.

Source: Child Without: A study of urban child poverty and deprivation in low-cost flats in Kuala Lumpur by UNICEF.

Jobs

User touches **calendar**.

SFX: faint car sounds in the background, footsteps outside the door, rustling of keys, unlocking of door, keys being put on the table.

MOTHER (monologue)

Everyday, I leave early in the morning and come back late at night. My husband has a job, and I do some odd jobs, but...it never seems enough. We never finished school, so our job opportunities are restricted. We take what we can, and get by with what little we get.

(pause)

When my eldest was much younger, she used to watch other children playing with toys and wearing new clothes...and she would ask me if she could have those things. It came to a point when she learned to stop asking. It breaks my heart that I cannot afford to give them those small luxuries... All I hope is that they will do well in their studies, so they will be able to get good jobs and live better lives.

End of interaction.

ASPECT

Jobs/Income

STORY

A tired parent arrives home late in the evening. Through monologue, she contemplates her financial situation, and expresses the humble hopes she has for her children.

KEY STATISTIC

Working adults in low-cost housing units work 48 hours per week — 1 hour more than the national average. 90% work full time.

Source: Child Without: A study of urban child poverty and deprivation in low-cost flats in Kuala Lumpur by UNICEF.

Clothing

User prompted to pull **clothes** along clothesline.
SFX: footsteps, sound of kids playing, kicking ball outside.

BULLY 1
Hey, look who just joined. It's the kid with the holes in his clothes.

BULLY 2
So koyak like that still want to wear kah? Cannot see the holes meh?

SFX: kids snicker, continue playing, calling to pass the ball.

CHILD
Pass sini, pass sini!

BULLY 2
(jeering)
Oi! Don't pass to that kid lah. Later my football become dirty and berlubang like his things lah!

SFX: kids laughing loudly, jeering. Sniffing from child.

CHILD gets upset, leaves.

End of interaction.

ASPECT

Clothing

STORY

Scenario of a child being isolated and ridiculed, all for the pitiful clothes he wears.

KEY MESSAGE

It is often beyond the means of the impoverished to spend money on 'common luxuries' like new clothes. Their comfort, hygiene, dignity, and mental health are affected in this case.

Bedding

User steps on **tikar/mattress**.

Television turns on.

SFX: loud tv sound, children arguing.

SIBLING 3

(SIBLING 1)! He's taking up all of the space on the bed lah!

SIBLING 2

No we're not! *Mengada lah kau!* Go away lah, go sleep on the other side there.

SIBLING 3

I don't want to! My back hurts when I sleep over there!

Argument intensifies. SIBLING 1 gets irritated.

SIBLING 1

(shouting)

Can you both stop arguing? We all have to sleep on that mattress so you either share it or sleep on the floor, understand?

Children stop arguing, fall silent.

SIBLING 1

If you're going to sleep, then turn on the tv. I'm trying to study.

End of interaction.

ASPECT

Comfort

STORY

Accumulated discomfort causes a pair of siblings to argue over which side of the lumpy bed who has to sleep on, painting a picture of the paltry space they have to live in.

KEY FACT

In impoverished homes, living spaces are often cramped and shared among its residents. Often, children study on the floor because they can't afford tables.

Healthcare

User prompted to open **box of medicine**.

Fan turns on.

CHILD 1 is coughing. FATHER is soothing, tending to her.

CHILD 2

(worried)

Papa, shouldn't we bring her to the clinic?

Her fever hasn't gone away for three days.

Her cough sounds worse now.

Father starts to tear up a bit. CHILD 2 notices.

CHILD 2

(hesitating)

Papa...are you okay?

FATHER

(struggling)

I'm okay. Don't worry about me. Let's just try to take care of your sister for a bit longer, okay? Look here, I managed to get some medicine from the aunty next door, see? She'll be okay. Come, come help me--

CHILD 2

What if she won't be okay?

Beat. **Fan** turns off.

FATHER (monologue)

I wish I could have given them a better life. I wish I could have fed them properly, so they would've been strong and healthy...so they wouldn't fall sick so often. It happens so often that I can't even afford to bring them to the clinic anymore. It came to a point where I just had to try taking care of them myself. Tell me, what kind of life is this?

User prompted to close **box of medicine**. End of interaction.

ASPECT Healthcare

STORY

Forced to resist his natural paternal instincts due to a hefty price tag and an unfortunate hand in life, a father pitifully tries to nurse his sick daughter back to health by himself.

KEY MESSAGE

Among the poor, the constant struggle to pay bills and keep afloat could overshadow other needs like basic healthcare and emergency savings.

Security

User prompted to slide unlock door chain.

SFX: From 'outside', sounds of banging, things breaking, yelling, car screeching.

YOUNGER SIBLING begins to whimper and cry. OLDER SIBLING tries to comfort the YOUNGER SIBLING.

OLDER SIBLING

(worried)

Shhhh shh shh, it's okay. It's okay.
Be quiet, please don't cry...

PARENT wakes up, comes over to help.

PARENT

(comforting)

Adoi, kesian nak. Meh sini, mak di sini, ok?
Jangan takut, ok? Mak di sini. Tidurlah nak,
tidur...mak sentiasa di sini.

Crying quiets down.

End of interaction.

ASPECT Security

STORY

Amidst the worrisome 'bumps' in the night, a family tries to soothe a fearful child back to sleep.

KEY STATISTIC

3 out of 4 households feel that their (PPR) neighbourhood is unsafe for their child at night.

Source: Child Without: A study of urban child poverty and deprivation in low-cost flats in Kuala Lumpur by UNICEF.

THANK YOU.