

Project Tutu



September 2022, Amsterdam

Firdaouss Mourabet, Hajar Abidallah, Jorden Go
& Mohamed el Idrissi

Team 7

caland
lyceum

terre des hommes
stopt kindermisbruik



Information page

Authors

Firdaouss Mourabet - 5V - team supervisor
Hajar Abidallah -5V - acting supervisor
Mohamed el Idrissi - 5V
Jorden Go - 5V1

- 121095@calandlyceum.nl
- 120938@calandlyceum.nl
- 118620@calandlyceum.nl
- 118585@calandlyceum.nl

Client

Our client is Terre des Hommes. It is Terre des Hommes' mission to prevent any kind of abuse and exploitation of children. This non-profitable organization (NPO) is represented by Lou Nijhuis and Eva Notté.

Lou Nijhuis
06 53886413
l.nijhuis@tdh.nl

Eva Notté (intern)
06 30323447

Teacher

G. van Soelen, O&O-teacher

gvansoelen@calandlyceum.nl

Data

This project runs from September 9th of 2022 until December 9th of 2022.

Preface

After sending 70 mails to different organizations, we got three that wanted to work with us. We, as a group, got our first answer from Terre des Hommes. We were thankful for that and chose them as our client. The client also gave us the freedom to choose in this project like, choosing which country we wanted the project to be about, letting us get in contact with the kids in Cambodia and a lot more. We are very honored that we have Terre des Hommes as our client. Because of this opportunity we can help kids that have it hard. This is the first time that we have an assignment that is outside of the Netherlands. We want to do this twice as good than we should, because maybe we can help a lot of different kids with our solution. We also want to thank Gerard van Soelen, our teacher, for supporting and coaching this project.

Summary

During the first-choice project of the school year, we were assigned to take an aid organization as a client. After a long search and many emails, we ended up at Terre des hommes. Terre des hommes is an aid organization that fights against child abuse, sexual exploitation, child trafficking and child labor.

The aid organization wants to introduce a new character. The character is 'Tutu' the elephant, which was designed by an Indian girl. The idea is that children in a developing country can come to Tutu if they are faced with exploitation. Behind Tutu is a Terre des hommes employee who can help them. The kids don't know that and think they've reached Tutu, which makes him their savior.

The only problem is that the Tutu posts are in English and only a few children in a developing country understand that. So, it is up to us to translate the Tutu posts into the local language. It is also true that a way must be devised how children without a phone can still be helped by Tutu. Later in this action plan we will get back on how we accomplish this.

Table of contents

Information page	2
Authors.....	2
Client.....	2
Teacher.....	2
Data	2
Preface	3
Summary.....	4
Table of contents.....	5
§1 Introduction	7
§2 Client	8
§3 Assignment	9
§4 Preliminary research.....	10
§4.1 General information about Cambodia.....	10
§4.2 Description of Cambodia.....	10
§4.3 Poverty in Cambodia	10
§4.4 Education system in Cambodia.....	12
§5 Project Requirements	13
§5.1 The requirements of our side.....	13
§5.2 The requirements of the client.....	13
§6 Deliverables.....	14
§6.1 Schedule	14
§6.2 Research on child exploitation	14
§6.3 Research education Cambodia.....	14
§6.4 List of schools.....	15
§6.5 Update on Program of Requirements	15
§6.6 Go/no go moment.....	15
§6.6 Translated version of Tutu posts	15
§6.7 Elaboration of the solution	15
§6.8 Validation	15
§6.9 Evaluation.....	15
§7 Proces and finalization.....	16
§8 Planning	17
§8.1 Responsibilities	19

§9 Source list	20
-----------------------------	----

§1 Introduction

Our team consists of: Firdaouss Mourabet (team captain), Mohamed el Idrissi, Jordan Go and Hajar Abidallah. We are in 11th grade (5th grade in the Netherlands) of Technasium at Calandlyceum. At Technasium we have an extra subject called “Onderzoek & Ontwerpen” (Research and design). With this subject we develop our skills, as example: IT-skills, reflection, taking initiative, problem solving and more.

The assignment that our team is working on now, is in the beta world “Mobility and space”, because this fits the requirement of our project where we need to search for a client that helps in a developing country. From September 2022 until December 2022, we’re going to work on researching and designing how we can make a translated video about child exploitation help in an developing country and how we can get that to the citizens.

The country that we chose for this project is Cambodia. It has roughly 16 million citizens and it’s of one the poorest countries in Asia. Because of the poverty there are many problems in Cambodia, among which child exploitation and human trafficking. We want to stop that!

§2 Client

Our client - Terre des Hommes - is an international children's rights charitable. This non-profitable organization (NPO) was founded in 1960 by Edmond Kaiser in Lausanne, Switzerland (Wikipedia contributors, 2022). Terre des Hommes' mission is to prevent abuse and exploitation of children so that children can feel safe today and better about tomorrow (We fight child exploitation worldwide. Join our fight., 2021). Terre des Hommes is active in 4 continents: Europe, Africa, Asia, and the Middle East. Throughout the years Terre des Hommes has finished some impactful projects, such as "#Sweetie 24/7". The virtual Filipino girl called Sweetie is helping society in detecting sex offenders on the internet. This project was a major success since many child traffickers were arrested and the awareness of online child abuse has raised. With this project Terre des Hommes was awarded 2.9 million euros. Fortunately, there are still other projects that Terre des Hommes is working on, which you can find on their website: [terredeshommes](https://www.terredeshommes.org).

§3 Assignment

In many countries kids still get abused and/or exploited. Terre des Hommes is an organization that fights against this. They do this, among other things, through Tutu the elephant. The kids can go to Tutu if they need help. The posters of Tutu are in English, but the problem is that most of the kids in developing countries don't speak English. It's up to us to find a way to introduce Tutu to those kids. We will do this by contacting schools in Cambodia and translating the posters with the kids to their local language (Khmer). We will also do this in a way that we are not too much of a burden for the kids and that they feel comfortable. After we make the translation, we need to find a way to get the posters to the kids that need help, since not all of them have a phone or even internet. If we succeed, the kids can get help. We have divided this assignment into 10 deliverables.

§4 Preliminary research

§4.1 General information about Cambodia

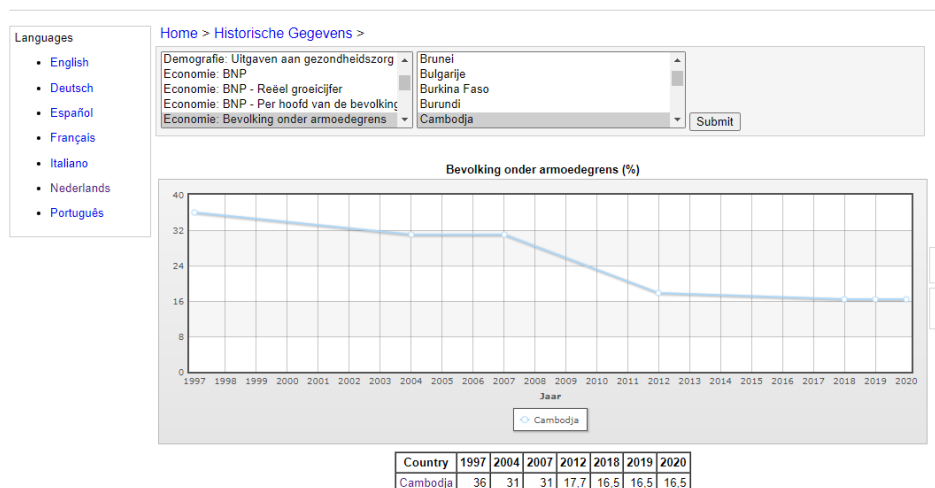
Cambodia is a kingdom in Southeast Asia. It borders the countries: Laos, Thailand and Vietnam. Cambodia used to belong to France, but they became independent in 1953. Their capital city is Phnom-Penh. With an area of 188.000 km², they're almost 5 times bigger than the Netherlands. They have 16 million citizens (Round trip Cambodia - Round trips Cambodia | Shoestring, z. d.-b).

§4.2 Description of Cambodia

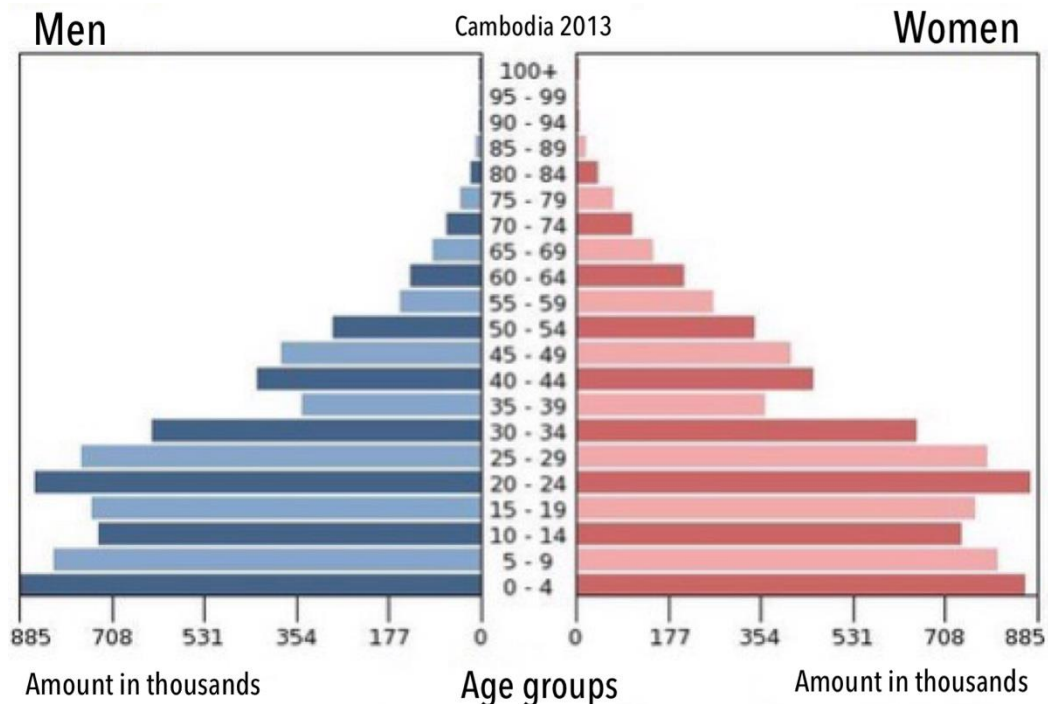
Cambodia is known for their beautiful nature, big temples, the rice fields and the small villages throughout the whole country. The biggest temple on earth is in Angkor. The temples have been there for many generations. About 95% of the population is a follower of Theravada-Buddhism (an old kind of Buddhism, that mostly has followers in Thailand, Myanmar, Laos, Cambodia and Sri Lanka. The biggest language in Cambodia is Khmer. In the areas where there is a lot of tourism, many of the citizens speak English. As an example take Phnom-Penh, the capital city. The weather in Cambodia is nice, they have a tropical climate. In winters it doesn't get colder than 10 degrees and in the summer the weather can get up to 40 degrees. The average annual temperature is between 25 and 27 degrees (Cambodia | Travel Information | Country Compass, z. d.-b).

§4.3 Poverty in Cambodia

Cambodia is a poor country. It belongs to the top 7 most poor countries outside of Africa and belongs to the top 9 countries in Asia that are the least developed. From 16 million people 16,5% of them are below the poverty line. That is 2.640.000 people. That's a lot.



“Developments in prostitution says a lot about the poverty in a country”, says Rosanna Barbero, coordinator of Womyn’s Agena for Change, a non-governmental organisation in the Cambodian capital city Phnom-Penh. The prices keep dropping and because of that there are a lot of people that become prostitutes. In this time women ask rates of 800 riel (17 cents). This does not only apply to adult women, but little girls also have to deal with prostitution. As you can see in the figure below more than half of the population is below 24 years old. Prostitutes deal with violence and exploitation every day. They don’t have another choice, because only 5% of the population has finished a further education. Girls that are still virgins or that haven’t reached puberty yet are most attractive for men there. There are different causes of how young girls end up in prostitution. One of the causes is that young daughters from poor families in villages are lured to the city by recruiters with false promises. Those are promises like getting a job or getting married but sometimes they just get kidnapped. The second cause is that they get addicted to drugs, because of the recruiters. That way the girls become dependent on the recruiters, causing them to be more influenceable. The third cause is that the parents are very poor and sell their daughters to brothel keepers (Cambodia poverty figures give distorted picture, z. d.- b).



Bron: CIA The World Factbook

§4.4 Education system in Cambodia

There are three kinds of education systems in Cambodia: kindergarten, primary education and secondary education. Kindergarten isn't mandatory in Cambodia. You can compare kindergarten in Cambodia to first and second class here (in the Netherlands). Only a small group of children goes to kindergarten. Research from 2012 has shown that roughly 139.000 toddlers went to kindergarten and there are roughly 5000 teachers that teach in kindergarten in Cambodia. From those 5000 teachers, 4500 are female and 500 are male. The number of toddlers per teacher is 28.

Primary schools are from grade 1 to 6, it's comparable to grade 3 to 8 in the Netherlands. There are approximately 2.2 million students in primary school. A small 2% of them attended a private school. There are about 50 thousand teachers that teach in primary school, 49% of them is female and 51% of them is male. The number of students per teacher is 46. The subjects that are taught are: the Khmer language, science, history, mathematics, geography and art.

Secondary education is divided in two cycles. The first cycle is class 7 to 9, comparable to first till third class of middle school in the Netherlands. In the first cycle there are approximately 550 thousand students. Surprisingly, 45% of them are girls. The subjects that are taught there are: Khmer language, foreign language, mathematics, science, social studies, physical education and health. There are about 27 thousand teachers in secondary education and 40% of them are female. There are 20 students per teacher.

The second cycle is class 10 to 12, comparable to class 4 to 6 of high school in the Netherlands. Because many students drop out after the first cycle, the number of students is a lot smaller. In the second cycle there are approximately 320 thousand students and 47% of them are girls. In the second cycle subjects like science are divided into physics and biology and social sciences gets divided into history, geography and economics. There are about 12 thousand teachers in the second cycle and there are 30 students per teacher (Primary and secondary education in Cambodia - frwiki.wiki, 2007b).

§5 Project Requirements

§5.1 The requirements of our side

- There must be contact with the local people of the region in the developing country.
- The client must contribute towards a better world.
- The communication and the final report must be written in English.

§5.2 The requirements of the client

- The assignment must be focused on one of the regions where Terre des Hommes is active.
- The translation will at least be written understandably.
- We prioritize the children's safety during our assignment
- We bring the message in a understandable way to the children, not in a harmful way.
- We cannot act in a forceful way to the children and the people of the related region.

§6 Deliverables

§6.1 Schedule

A concrete schedule is made that clearly states who will work on which deliverable and when. The schedule includes deadlines, days without lessons and contact moments with the client. It will also state who is responsible for which deliverable. When someone is responsible for a deliverable, they must ensure that all tasks are completed on time. The action plan will be handed in on 07/10/2022 and the final report on 09/12/2022.

Deliverable	Responsible
1. Schedule	Firdaouss
2. Research on child exploitation	Hajar
3. Research education Cambodia	Mohamed
4. List of schools	Jordan
5. Update on Program of Requirements	Firdaouss
6. Go/no go moment	Hajar
7. Translated version of Tutu posts	Mohamed
8. Elaboration of the solution	Jorden
9. Validation	Firdaouss
10.Evaluation	Hajar

§6.2 Research on child exploitation

Child exploitation is being investigated. For example, where it occurs a lot and how it still happens despite a lot of attention to it. Also is examined how much it occurs in the chosen country. Furthermore, it is also investigated what the consequences are for a child who has experienced such an unpleasant experience and how best to help an affected child. All this information is clearly processed in a research report.

§6.3 Research education Cambodia

With this deliverable, another research is done, but it is about a completely different subject. Namely the education in Cambodia. They have a very different school system there than we do. It is therefore necessary to investigate how old they go to school, for example, and which subjects they all follow. Whether they get English or not, if so, from which grade.

§6.4 List of schools

It is checked which schools there are in Cambodia. A list of schools that can be contacted is then made. And finally, an extensive email is written in which the goal of this project is clearly described. It should also state what we expect from them and what we have for them. This email will be sent to all the schools on the list.

§6.5 Update on Program of Requirements

The program of requirements is updated based on the research that has been done.

§6.6 Go/no go moment

A go/no go moment is held, in which we discuss with our client what we have delivered and explain how we want to proceed. We can only proceed with the project once the client approves it. If the client still wants to adjust things, we must comply.

§6.6 Translated version of Tutu posts

As soon as there is contact with a school that would like to cooperate with us and approval from the client after the go/no go moment, discussions are held with the children there at the school. During these conversations Tutu will be introduced to them by us. The conversations will of course be held in English. Together with the children, the Tutu posts are translated into the local language there.

§6.7 Elaboration of the solution

Together with the children the team brainstorms about how children without internet can still reach Tutu. Various options are developed into concepts. After they have all been worked out, the best concept must be selected.

§6.8 Validation

We will test our final concept in this deliverable. This produces results that give us an indication of whether our concept is functioning properly and according to our Program of Requirements.

§6.9 Evaluation

In the final report we will discuss this deliverable in the headings evaluation, conclusion and recommendations.

§7 Proces and finalization

During the entire project there is contact with the client through e-mail and the teacher will always be put in the cc. At least once in two weeks we have a video call with the client. If something important comes in between and needs to be discussed with the client, a video call can be arranged. A go/no go moment takes place in the middle of the project. The project will be concluded with a final report and a presentation at the technasium parade.

§8 Planning

Name: Week:	Firdaouss	Hajar	Jorden	Mohamed
36 (5 September until 11 September)	Searching for a client	Searching for a client	Searching for a client	Searching for a client
37 (12 September until 18 September)	Meeting with client	Meeting with client	Meeting with client	Meeting with client
38 (19 September until 25 September)	Make the assignment more specific	Make the assignment more specific	Make the assignment more specific	Make the assignment more specific
39 (26 September until 2 October 2022)	Meeting with client about quality requirements & working on planning	Meeting with client about quality requirements & working on summary	Meeting with client about quality requirements & working on information page	Meeting with client about quality requirements & working on preface
40 (3 October until 9 October 2022)	Working on action plan and finishing it	Working on action plan and finishing it	Working on action plan and finishing it	Working on action plan and finishing it
41 (10 October until 16 October 2022)	Palweek	Palweek	Palweek	Palweek
42 (17 October until 23 October 2022)	Autumn break	Autumn break	Autumn break	Autumn break
43 (24 October until 30 October 2022)	Work on programme of requirements	Research on child exploitation	Search for schools	Write a mail to the schools

44 (31 October until 6 November 2022)	Go/no go moment	Go/no go moment	Go/no go moment	Go/no go moment
45 (7 November until 13 November 2022)	Translate the posters	Translate the posters	Translate the posters	Translate the posters
46 (14 November until 20 November)	Meeting about project	Meeting about project	Meeting about project	Meeting about project
47 (21 November until 27 November)	Final changes	Final changes	Final changes	Final changes
48 (28 November until 4 December)	Work on final report	Work on final report	Work on final report	Work on final report
49 (5 December until 11 December)	Work on final report	Work on final report	Work on final report	Work on final report
50 (12 December until 18 December)	Technasiumparade	Technasiumparade	Technasiumparade	Technasiumparade

§8.1 Responsibilities

Tasks	Responsible	Deadline
Action plan	Firdaouss	7-10-2022
Front page	Firdaouss	7-10-2022
Information page	Jorden	7-10-2022
Summary	Hajar	7-10-2022
Table of contents	Mohamed	7-10-2022
Preface	Mohamed	7-10-2022
Introduction	Mohamed	7-10-2022
Client	Jorden	7-10-2022
Assignment	Firdaouss	7-10-2022
Preliminary research	Mohamed	7-10-2022
Project requirements	Jorden	7-10-2022
Deliverables	Hajar	7-10-2022
Proces and finalization	Hajar	7-10-2022
Literature	Mohamed	7-10-2022
Planning	Firdaouss	7-10-2022

§9 Source list

1. Wikipedia contributors. (2022, 22 september). *Terre des hommes*. Wikipedia. Geraadpleegd op 6 oktober 2022, van

https://en.wikipedia.org/wiki/Terre_des_hommes

2. *We fight child exploitation worldwide. Join our fight*. (2021, 16 april). terredeshommes.nl. Geraadpleegd op 6 oktober 2022, van

<https://www.terredeshommes.nl/en/what-we-do>

3. *Rondreis Cambodja - Rondreizen Cambodja | Shoestring*. (z.d.). Geraadpleegd op 7

oktober 2022, van

<https://shoestring.nl/rondreis-cambodja>

4. *Cambodja | Reisinformatie | Landenkompas*. (z.d.). Geraadpleegd op 7 oktober 2022, van

<https://www.landenkompas.nl/cambodja>

5. *Armoedecijfers Cambodja geven vertekend beeld*. (z.d.). MO*. Geraadpleegd op 7 oktober 2022, van

<https://www.mo.be/artikel/armoedecijfers-cambodja-geven-vertekend-beeld>

6. *Basis- en voortgezet onderwijs in Cambodja - frwiki.wiki*. (2007, 13 september). Geraadpleegd op 7 oktober

2022, van

https://nl.frwiki.wiki/wiki/Enseignement_primaire_et_secondaire_au_Cambodge