

Project Tutu



December 2022, Amsterdam

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Team 7

caland
lyceum

terre des hommes 
stopt kindermishandeling

Information page

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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.

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Data

This project runs from September 9th of 2022 until December 21th 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.

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§1 Introduction

Our team consists of: Firdaouss Mourabet (team captain), Mohamed el Idrissi, Jorden 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

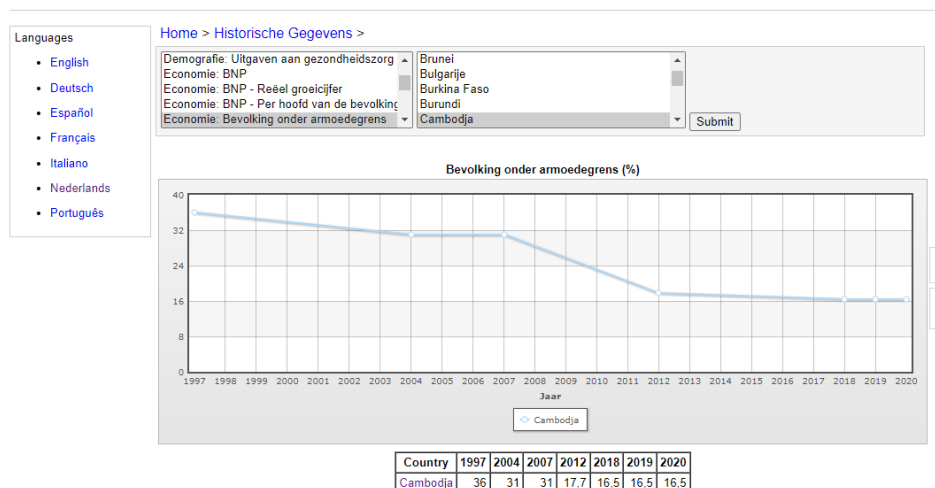
Cambodia is a kingdom in Southeast Asia. It borders the countries: Laos, Thailand and Vietnam. Cambodia used to belong to France, but they became independent in 1953. Their capital city is Phnom-Penh. With an area of 188.000 km², they're almost 5 times bigger than the Netherlands. They have 16 million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

§4.2 Description of Cambodia

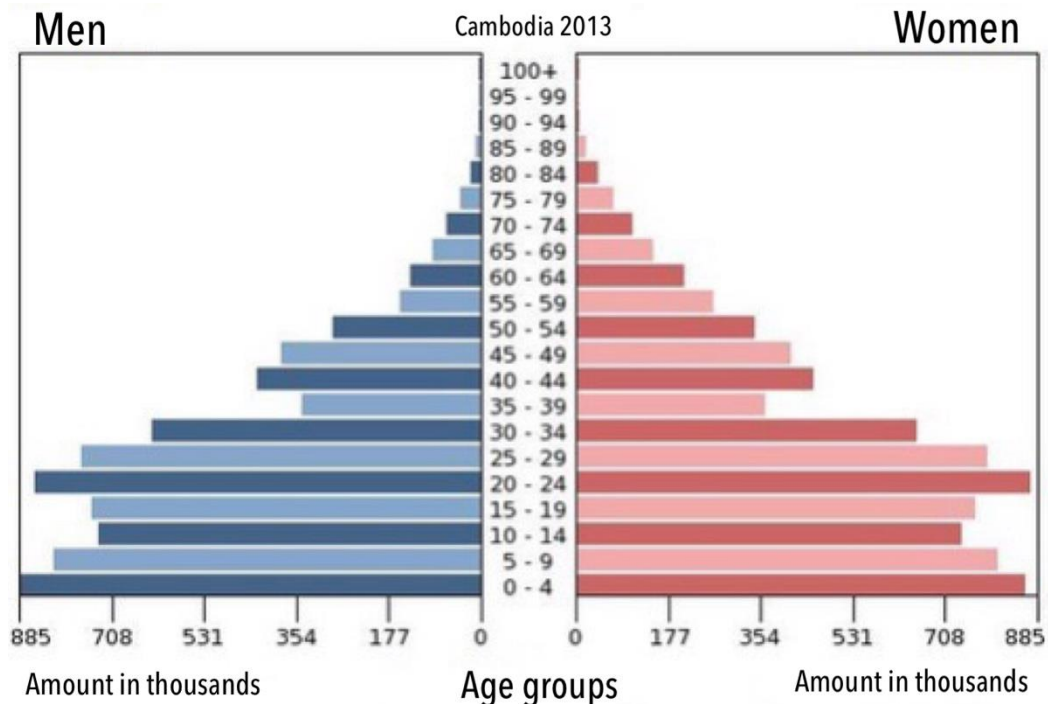
Cambodia is known for their beautiful nature, big temples, the rice fields and the small villages throughout the whole country. The biggest temple on earth is in Angkor. The temples have been there for many generations. About 95% of the population is a follower of Theravada-Buddhism (an old kind of Buddhism, 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 Program of requirements

Demands	Verification methods
The translation will at least be written understandably (understandable for children)	We will verify this by discussing with the children during our meeting.
The posters are written in Khmer	We will verify this by letting the children read it and telling us if it's written correctly.
The posters are accessible for children without access to the internet	We will verify this by discussing with the children during our meeting.
The text and picture on the posters have to make sense	We will verify this by discussing with the children during our meeting.
The posters should be aimed at children	We will verify this by discussing with the children during our meeting.

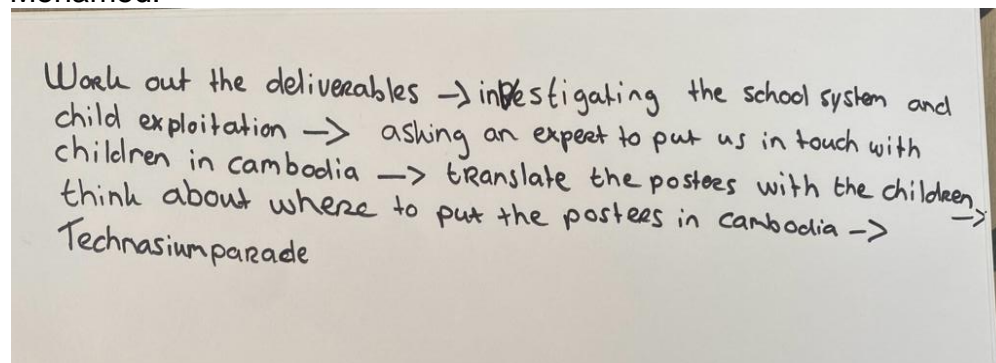
§6 Ideas

The aim of our project is to translate posters and know where we can hang our posters. To get there, you first have to come up with ideas to get there. There is one way to come up with ideas. That is by brainstorming. Brainstorming is an important part of designing. It's the moment where everything can be suggested, even if it sounds crazy. The brainstorming technique used in this project is called Bridge the gap technique. No matter how you look at it, you are always dealing with a gap. You are now at point A and want to get to point Z. Write down all the steps needed to bridge this gap. This will give you a kind of roadmap to your solution. The steps may be written down globally and need not be concrete actions.

An example for the problem statement 'Cooperation within our team needs to become more efficient':

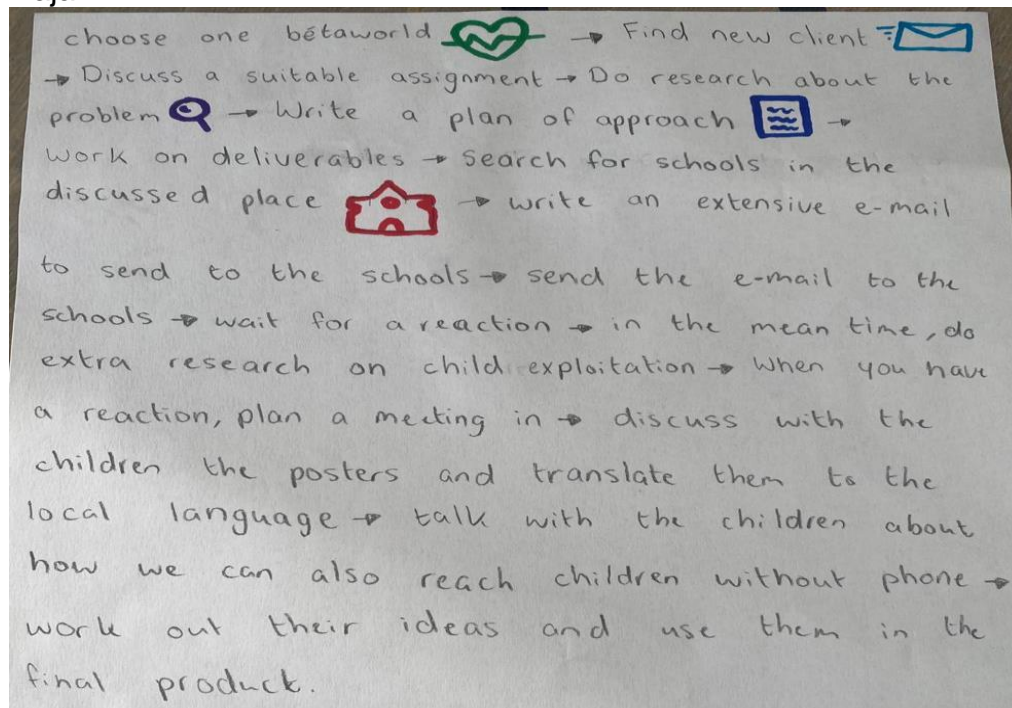
Where we are now -> figure out problems -> look at software possibilities -> think of solutions -> choose solution -> implement solution -> work more efficiently.






Mohamed:



Work out the deliverables -> investigating the school system and child exploitation -> asking an expert to put us in touch with children in Cambodia -> translate the posters with the children -> think about where to put the posters in Cambodia -> Technasiumparade

Hajar:



choose one betaworld  -> Find new client 
-> Discuss a suitable assignment -> Do research about the problem  -> Write a plan of approach  ->
work on deliverables -> Search for schools in the discussed place  -> write an extensive e-mail
to send to the schools -> send the e-mail to the schools -> wait for a reaction -> in the mean time, do extra research on child exploitation -> When you have a reaction, plan a meeting in -> discuss with the children the posters and translate them to the local language -> talk with the children about how we can also reach children without phone -> work out their ideas and use them in the final product.

Jorden:

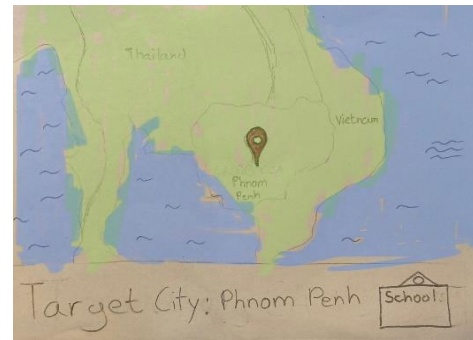
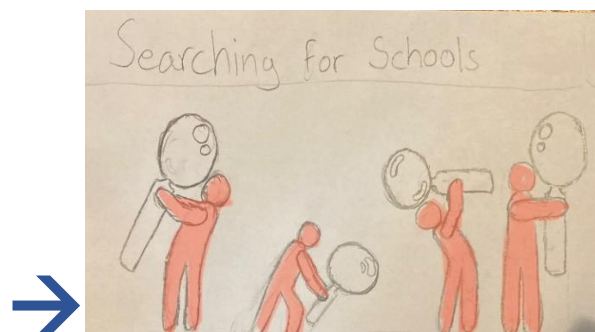
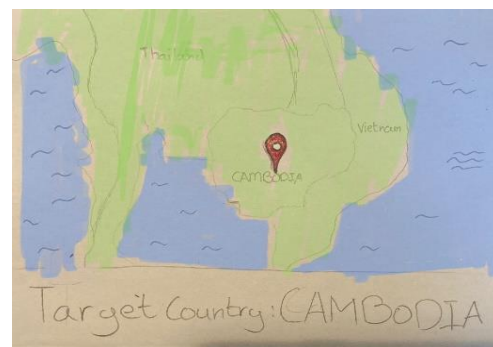
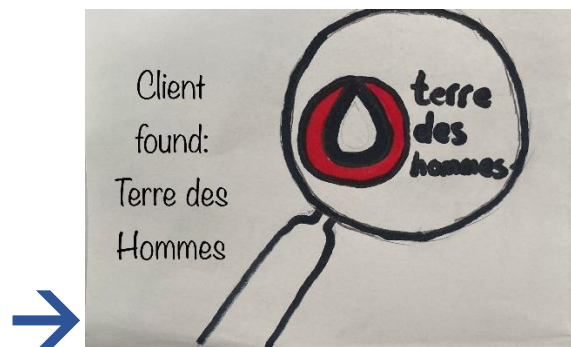
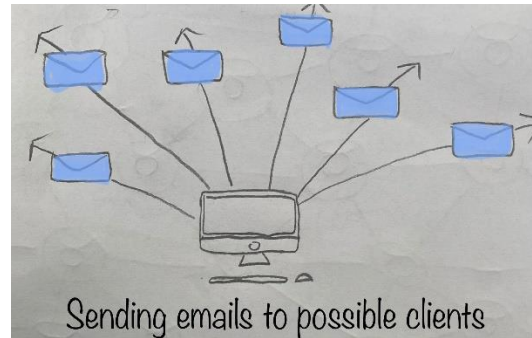
Send emails to possible clients → explain our assignment to client
→ do research about problem → write a plan of approach →
explain it to client → carry out the assignment/deliverables
→ find expert through friends/relatives → translate posters of TDH
→ Prepare presentation for "Technasium Parade" →
have discussion with Cambodian children → discuss with the
children on spreading the posters → write out final
rapport

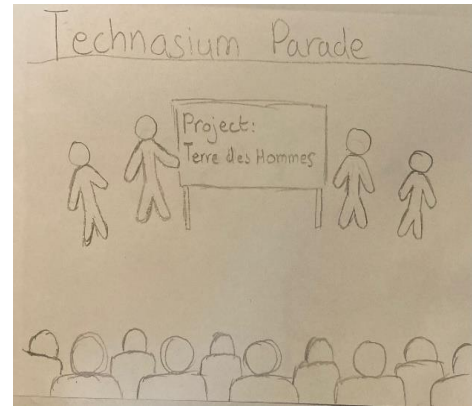
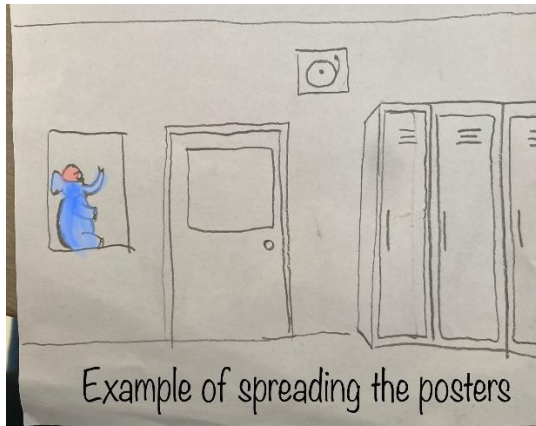
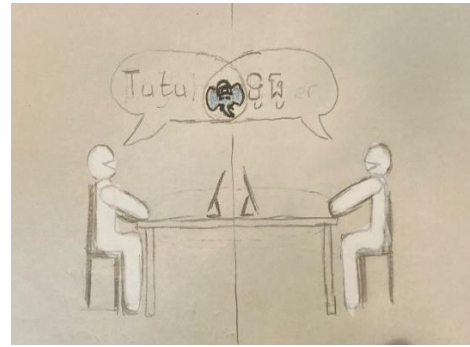
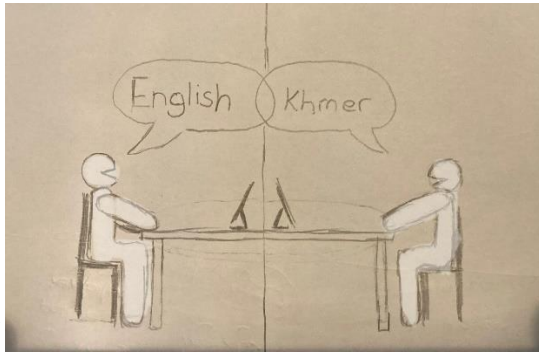
Firdaouss:

Find a company in Cambodia → contact them
→ explain our project → plan a meeting to translate
→ translate the posters → think about places to put
the posters → put them in our final report →
Technasium parade

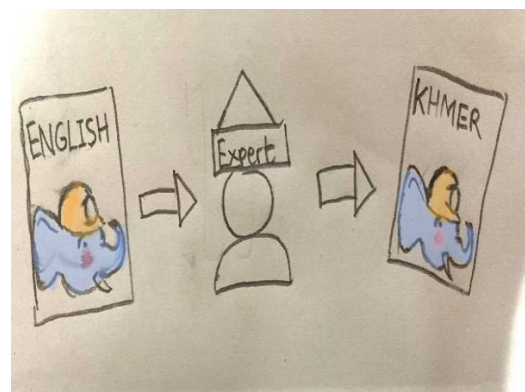
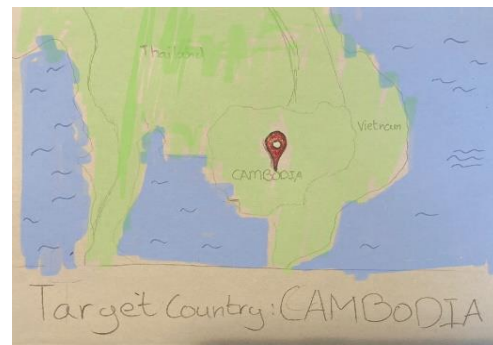
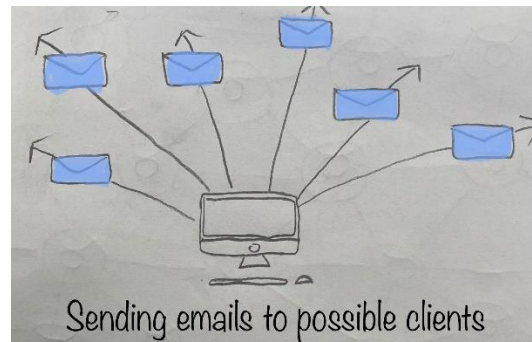
§7 Concepts + concept choice

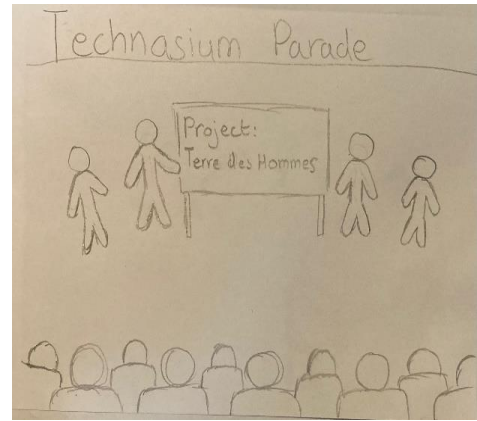
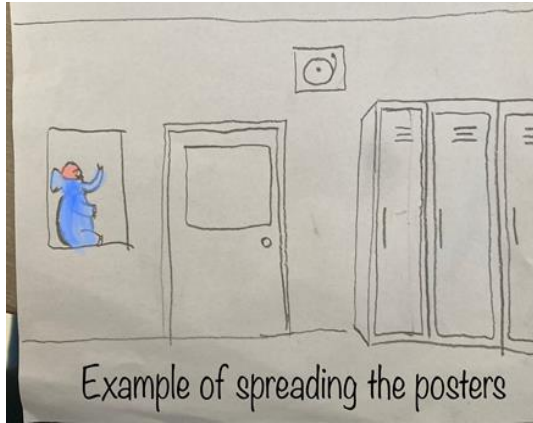
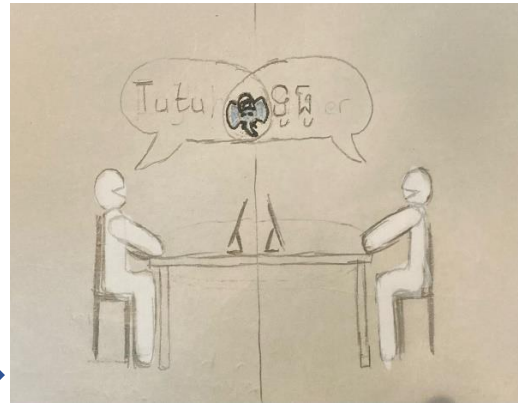
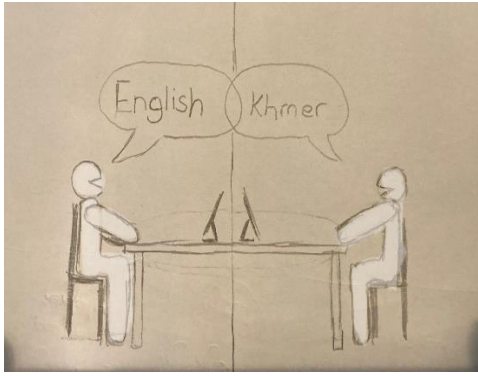
§7.1 Concept 1: Through schools



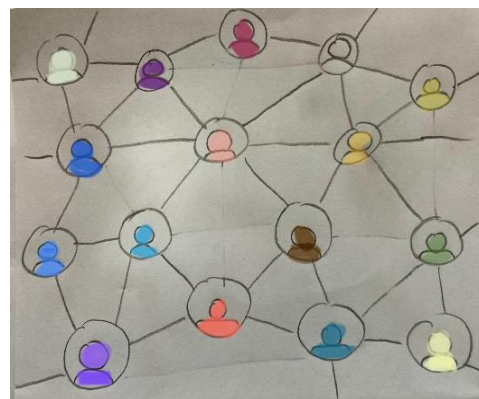
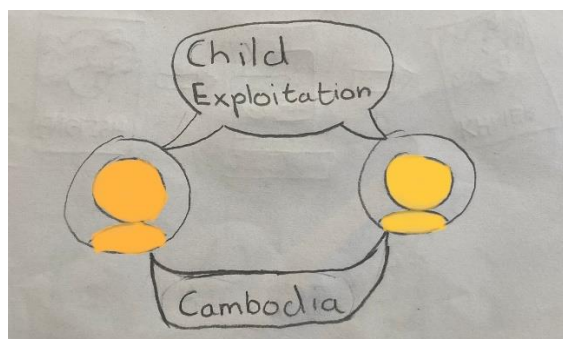
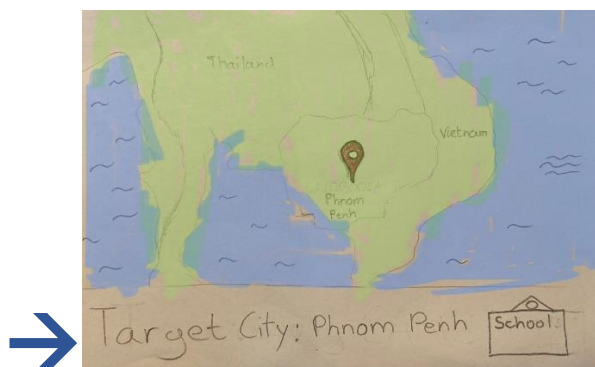
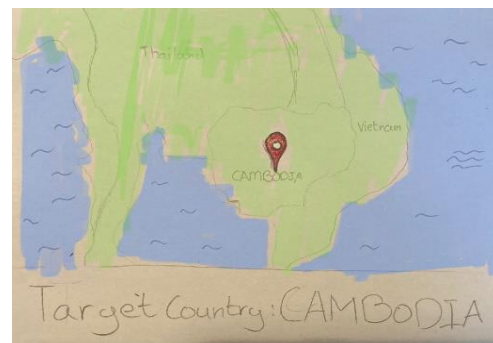
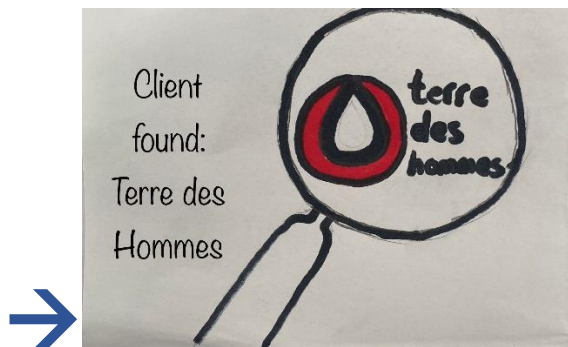
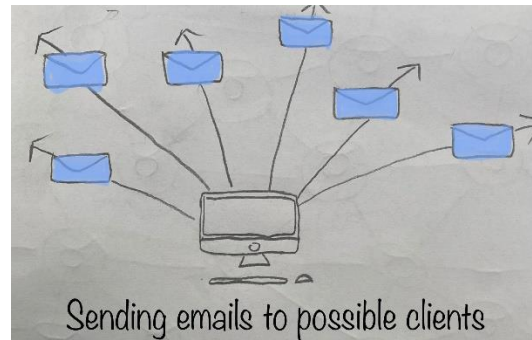


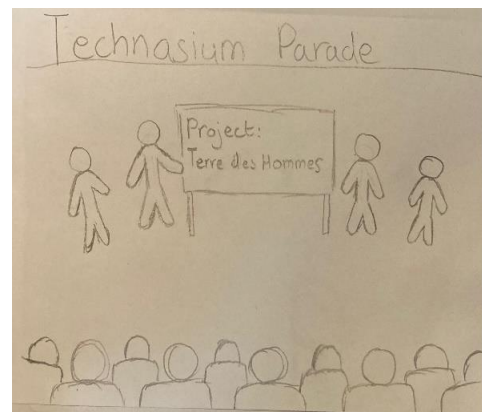
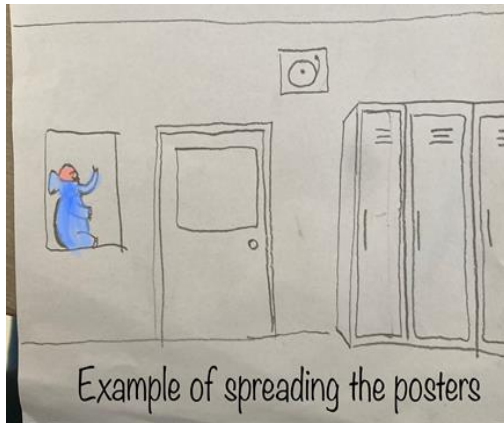
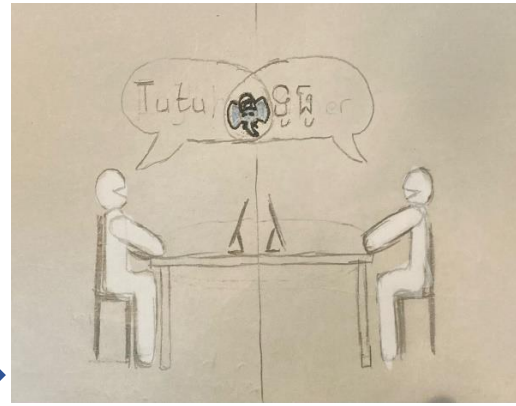
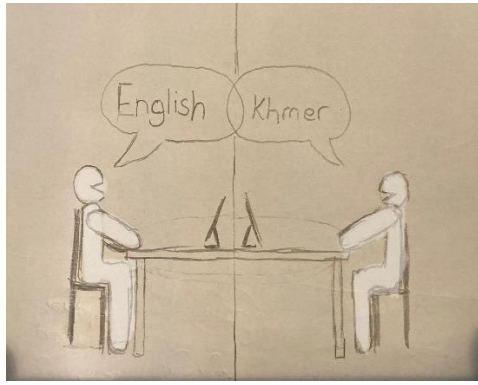
§7.2 concept 2: Through an expert



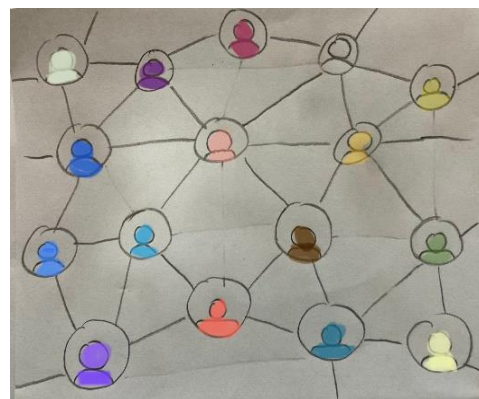
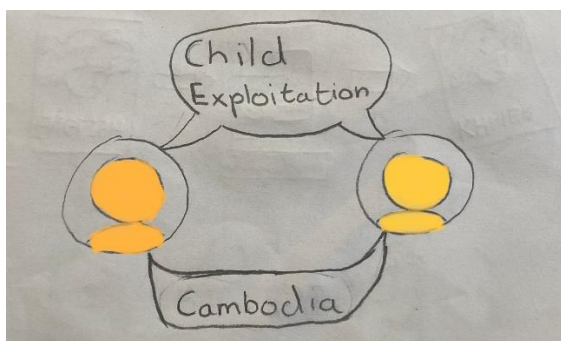
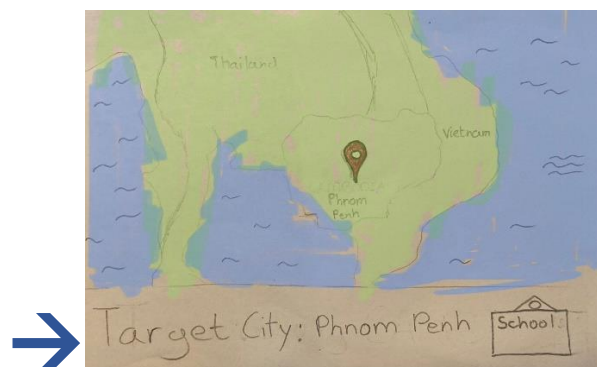
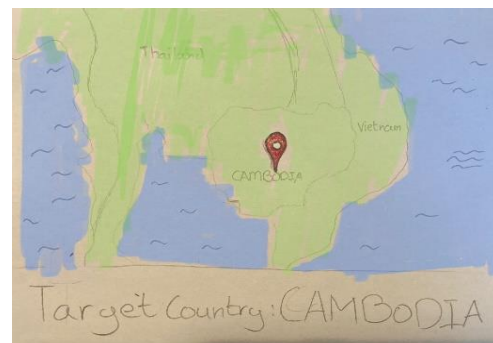
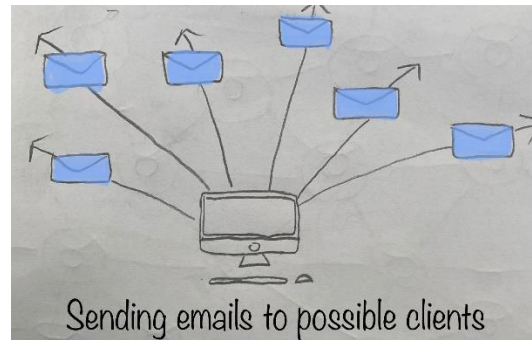


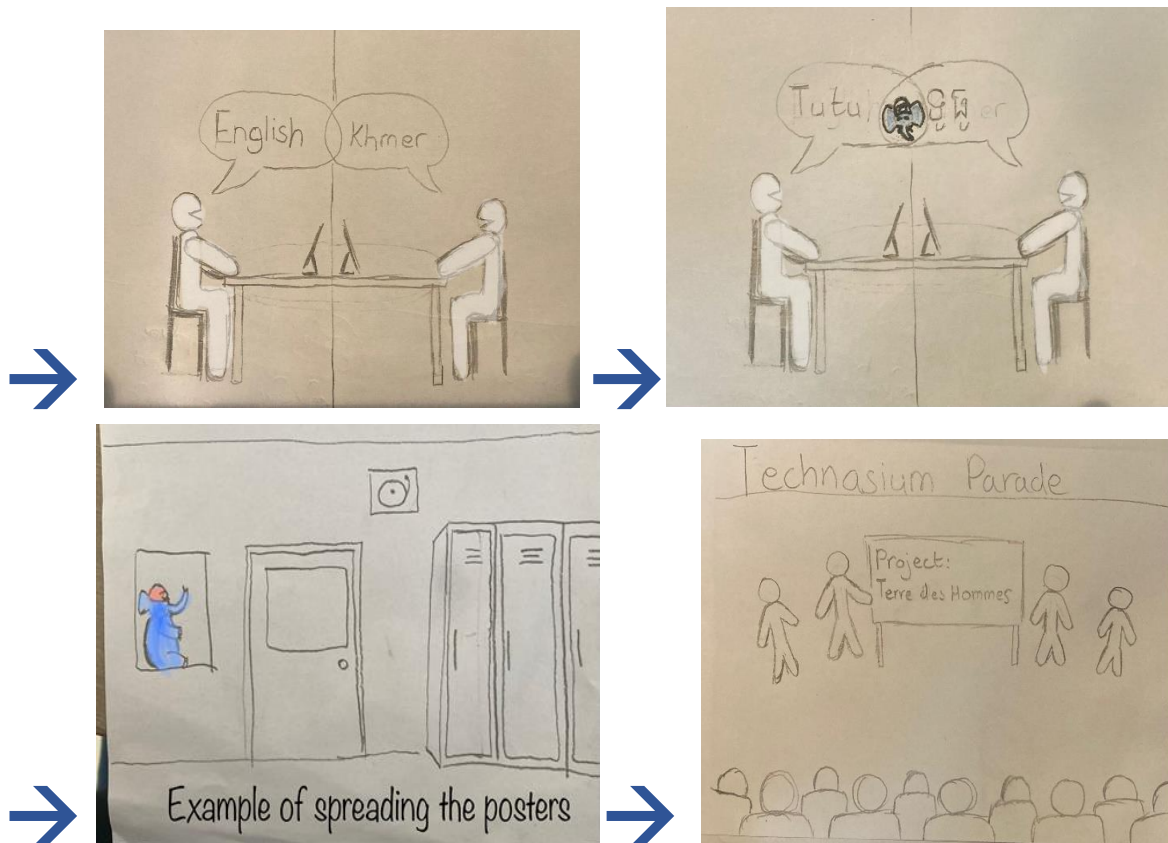
§7.3 Concept 3: Family or Friends





§7.4 Concept 4: Through other companies





§7.5 Concept choice

After much thought after brainstorming, we have chosen to combine concepts 1 and 2 together. We chose this because our subject is quite sensitive. It is difficult for us as four high school students to talk to such children without experience. That is why we thought it useful to call in an expert. We had discussed this with our client. She also thought it was a good idea to call in an expert. We wanted to talk to people our age (16) because they are the most affected. This way we were able to combine concept 1 and 2 together.

§8 Elaboration and materialisation

§8.1 Elaboration in real life

After translating the posters, we have one more step to take. That is figuring out where we are going to hang the posters in Cambodia. The problem is that not everyone in Cambodia has a telephone or a computer. So it's much more difficult to distribute the posters. We have had a conversation with six children in Cambodia. We asked the following 4 questions:

1. How can we reach children who don't have a phone/internet?
2. In which cities/villages should these posters be?
3. Where is the best place to put the posters physically
4. Do you think the posters will work? Please give us an explanation why it would or wouldn't work.

The results of question 1 were:

Girl 1: I think we can raise awareness via leaflets, banners in public places like schools, hospitals and crowded areas. We also can raise awareness directly to schools too.

Girl 2: We can conduct awareness campaigns at schools or villages.

Girl 3: For those children who don't have a phone or internet, I think we should create posters and advertise it somewhere where they can stand there and read the posters.

Girl 4: Via sharing leaflets and sharing with each other.

Girl 5: We can raise awareness via booklets, leaflets via school, Non-governmental organisation and public places.

Girl 6: We can reach them via conducting awareness campaigns at schools and their living places.

The results of question 2 were:

Girl 1: We should be posted at schools, hospitals, and public places.

Girl 2: We can post it at schools or villages

Girl 3: For some reasons cities is the best choice because of many children get to study in cities more than in villages. But if we're looking in our society mostly children in villages are more in danger (such as bullying) and for fact they couldn't find ways to solve that problems that is why getting posters in villages is better.

Girl 4: At the public places

Girl 5: Schools

Girl 6: It should be posted at public places.

The results of question 3 were:

Girl 1: The best place is schools

Girl 2: The best place is schools and public places.

Girl 3: I think the posters should put everywhere (such as school, hospital, children's houses, etc) so that they could read it when they see it and keep up on speak for themselves.

Girl 4: The best place is public places

Girl 5: The best place is school and library

Girl 6: The best place is at community, schools and pagodas or church.

The results of question 4 were:

Girl 1: I think the posters are useful because it will help children to be empowered and speak up if they face any abuse or violence.

Girl 2: It will empower children to face any abuse.

Girl 3: Yes, I do think the posters will work because in ours present days people are reading less which they wouldn't care about the texts you post or speech in conferences, and by doing this people getting lazier and lazier to even teach their children to read carefully. But when we put the posters somewhere around their houses, the posters will attract their eyes and they would read it. For another reason, reading with pictures also improve their liking, especially children.

Girl 4: It will be useful , it will enable children to have power and understanding about their right.

Girl 5: It will encourage children to speak it up whenever they face any issues

Girl 6: I think it is very important for children , it will empower children to speak it up when they face any problems.

From our research and conversation, the best places to hang the posters in real life and reach people without a phone or internet are:

1. In schools
2. In popular places (Churches, library, Hospitals, etc)
3. Via folders

The research also shows that all six think/know that it will help.

§9 Iterations and optimisation

During the discussion we found out that some posters were incorrect. What was wrong was that the pictures did not match the text or some words in English were too direct in Khmer, such as speak up and violence. We couldn't change it because the posters are used worldwide. Every language is different, so you can use such a poster, for example in Uganda or Lebanon. So we had to remove the posters. In the end, we helped Terre des Hommes to understand that some posters work in countries and others don't.

These were the posters that were wrong in English:



Strip 1

YOU ARE NOT ALONE

Speak up if you experience
or witness **abuse**
or are worried about **safety** !



speakup@tdh.nl

terre des hommes 
stops child exploitation

SILENCE
HELPS
VIOLENCE
SPEAK UP !



speakup@tdh.nl

terre des hommes 
stops child exploitation

These were the posters that were wrong in Khmer:



Strip 1

អ្នកមិនអែកកោរទេ!

ត្រូវតែនិយាយចេញមក បើសិនអ្នក ធ្លាប់ឃើញឬមានបទ
ពិសោធន៍ធ្លាប់ ត្រូវបានគេរំលោភបំពាន ឬ បារម្ភពី សុវត្ថិភាព !



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ការនៅស្ងាត់ស្ងៀម ជាការគាំទ្រ អំពើ
ហិង្សា
ត្រូវតែនិយាយចេញមក!



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§10 Presentation end product

These are the final posters in English and also in Khmer.

§10.1 The posters in English



Poster 1

YOU HAVE
POWER

SPEAK
UP!



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Poster 2

HAVE COURAGE !

Speak up
if you experience
or witness
abuse
or are worried
about safety



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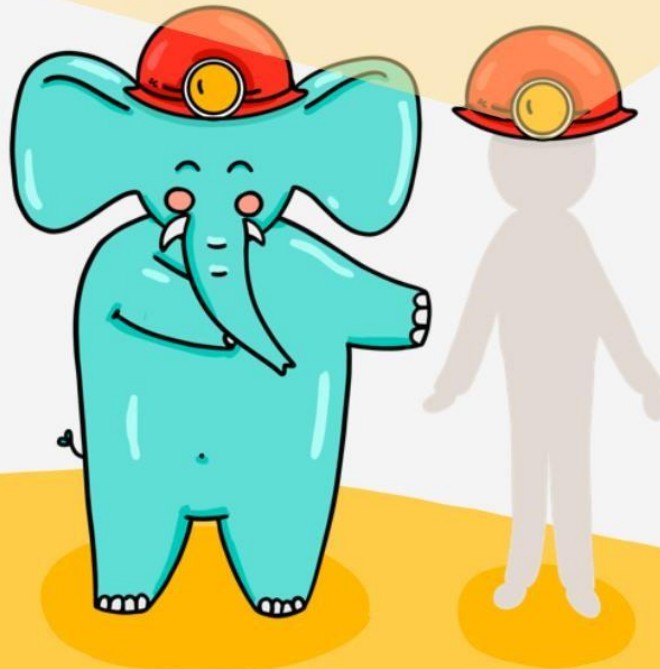
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Poster 4

GET HELP FOR YOURSELF and PROTECT OTHERS

Be part of the solution **SPEAK UP !**



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YOU WILL BE PROTECTED IF YOU
SPEAK UP !



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FEELING UNSAFE ?

YOU ARE
IMPORTANT

NOBODY
SHOULD EVER BE
ABUSED OR EXPLOITED



THIS IS
A SAFE SPACE

If you need to speak up,
contact the Safeguarding Focal Person (name) at (contact details)

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SPEAK UP ! YOU HAVE POWER



If you experience or witness abuse or
are worried about safety, have
courage and **SPEAK UP !**

NEVER accept abusive or violent
behaviour from peers or elders

If you need to speak up,
contact the Safeguarding Focal Person (name) at (contact details)

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stops child exploitation

I am your SAFEGUARDING FOCAL PERSON!

i
n
s
e
r
t

i
m
a
g
e

h
e
r
e

My job is to support
and protect you
and get you
the help you need

NAME

Contact details

I am here to listen

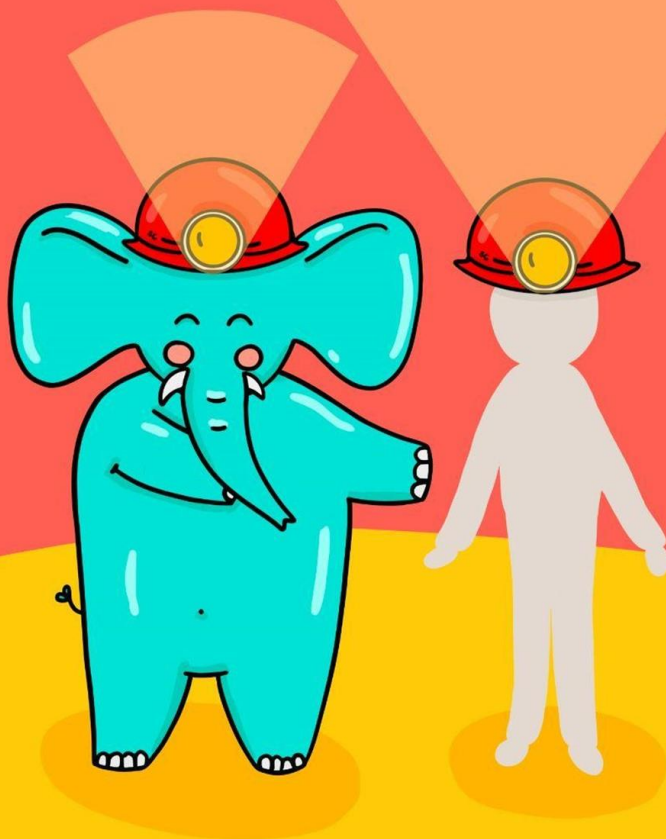
I can give you advice

If you need to speak up,
contact the Safeguarding Focal Person (name) at (contact details)

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SPEAK UP !

Be a part of the solution



You are NOT alone

**Reporting harm will help you
and protect others**

If you need to speak up,
contact the Safeguarding Focal Person (name) at (contact details)

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§10.2 The posters in Khmer:



Poster 1

អ្នកមានអំណាចឬ សិទ្ធិ

សូមនិយាយ
ចេញមក!



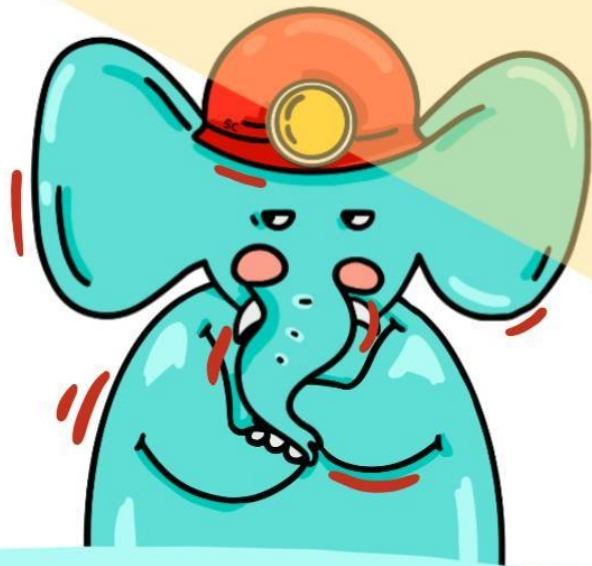
speakup@tdh.nl

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Poster 2

ត្រូវមានភាពក្លាហាន!

ត្រូវតែនិយាយចេញមក
បើសិនអ្នកធ្លាប់ ឃើញ ឬ
មានបទពិសោធន៍ធ្លាប់ត្រូវ
បានគេរំលោភបំពាន ឬ
បារម្ភពីសុវត្ថិភាព



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មិនត្រូវទ្រាំនឹងការរំលោភបំពាន
និង ការប្រើអំពើហិង្សាពីមិត្តភក្តិ
ឬ មនុស្សចាស់ឡើយ

**សូមនិយាយ
ចេញមក!**

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Poster 4

ជាការជួយខ្លួនអែង និង អ្នកជុំវិញខ្លួនយើង
ជាផ្នែកមួយនៃដំណោះស្រាយ ការនិយាយចេញមក !



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អ្នកនឹងត្រូវបានទទួលការការពារ
ត្រូវតែនិយាយចេញមក!



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Poster 6

បើអ្នកមានអារម្មណ៍ថាមិនសុវត្ថិភាព

អ្នកជាមនុស្សសំខាន់

គ្មានអ្នកណាម្នាក់ត្រូវបាន
បៀតបៀន ឬ ត្រូវបាន
គេងប្រព្រឹត្តឡើយ



ទីនេះ ជាកន្លែងដែលមានសុវត្ថិភាព

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សូមនិយាយចេញមក! អ្នកមានអំណាចឬ សិទ្ធិ



ត្រូវតែនិយាយចេញមក បើសិនអ្នក ធ្លាប់ឃើញឬមានបទ
ព័សោធនធ្លាប់ ត្រូវបានគេរំលោភបំពាន ឬ បារម្ភពី សុវត្ថភាព !

មិនត្រូវទ្រាំនិងការរំលោភបំពាន និង
ការប្រើអំពើហិង្សាពីមិត្តភក្តិ ឬ
មនុស្សចាស់ឡើយ

If you need to speak up,
contact the Safeguarding Focal Person (name) at (contact details)

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ខ្ញុំជា ជនបំប្លែង ការការពារកុមារ!

insert image here

ការងាររបស់ខ្ញុំ
គឺគាំទ្រ ការពារ និង
ជំនួយដល់អ្នក

ឈ្មោះ:

លេខទំនាក់ទំនង

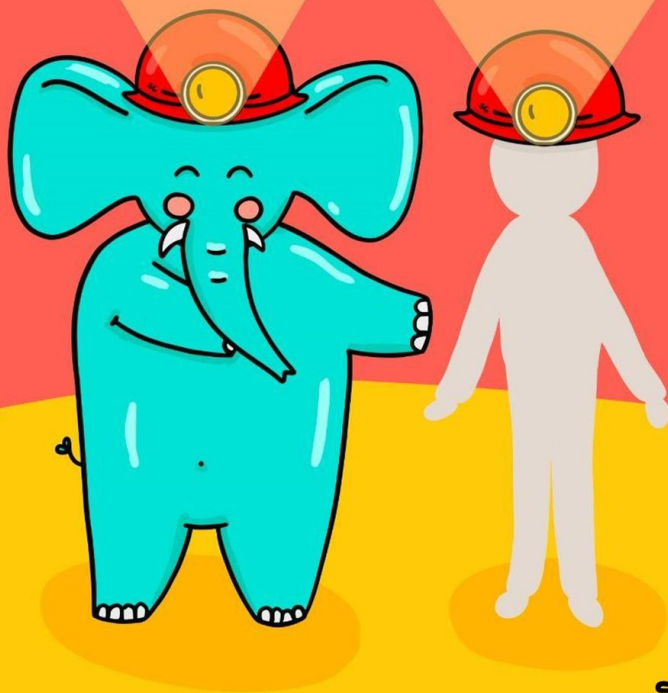
ខ្ញុំនៅទីនេះដើម្បីស្តាប់អ្នក

ខ្ញុំអាចផ្តល់ប្រឹក្សាដល់
អ្នក

If you need to speak up,
contact the Safeguarding Focal Person (name) at (contact details)

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ការតែនិយាយចេញមក ជាផ្នែកមួយនៃដំណោះស្រាយ



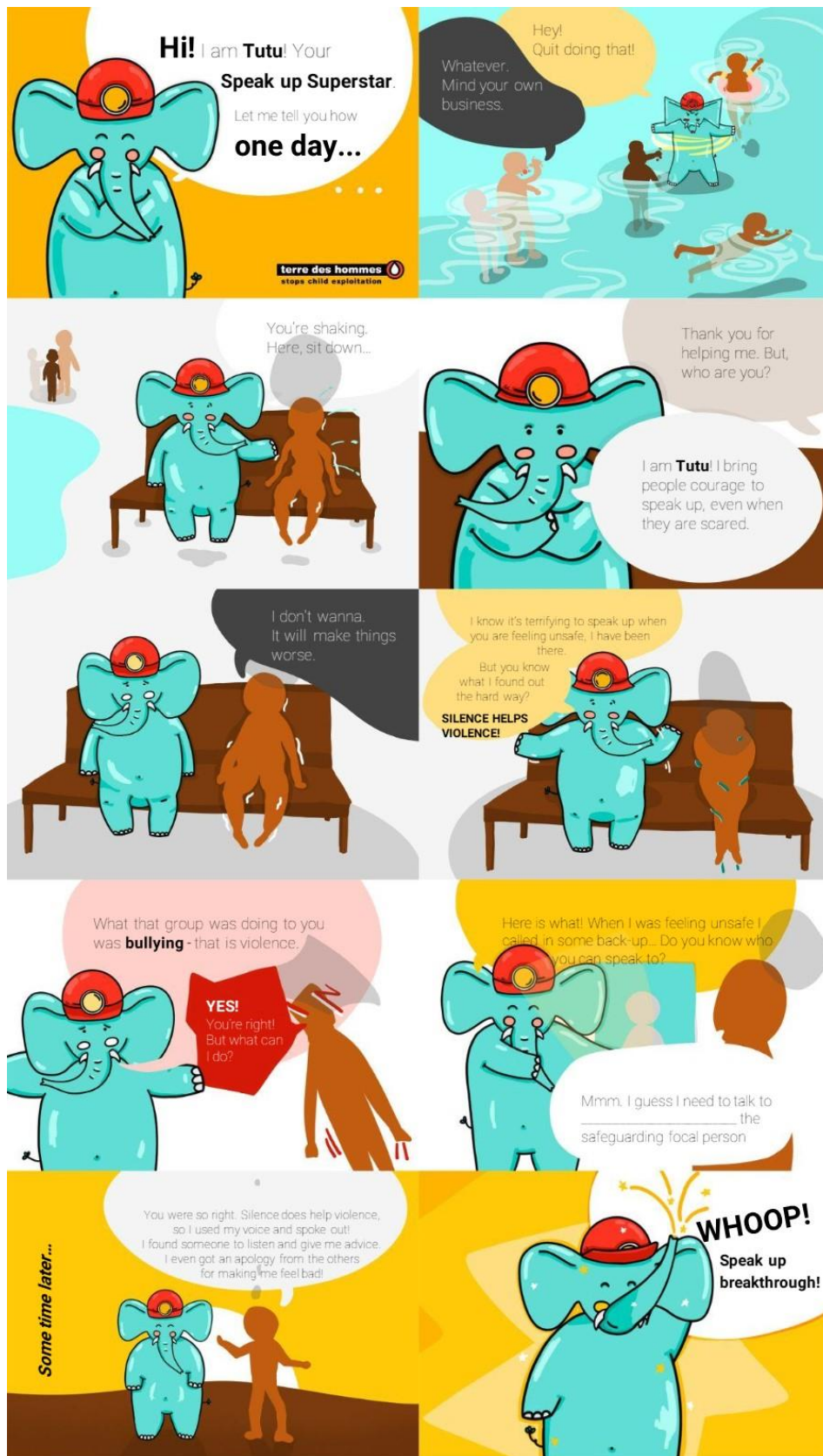
អ្នកមិនអែកកោរទេ !

ការរាយការណ៍ការជួយខ្លួនអែង និង អ្នកជុំ
វិញខ្លួនយើង

If you need to speak up,
contact the Safeguarding Focal Person (name) at (contact details)

terre des hommes
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§10.3 The strips in English:



Strip 1

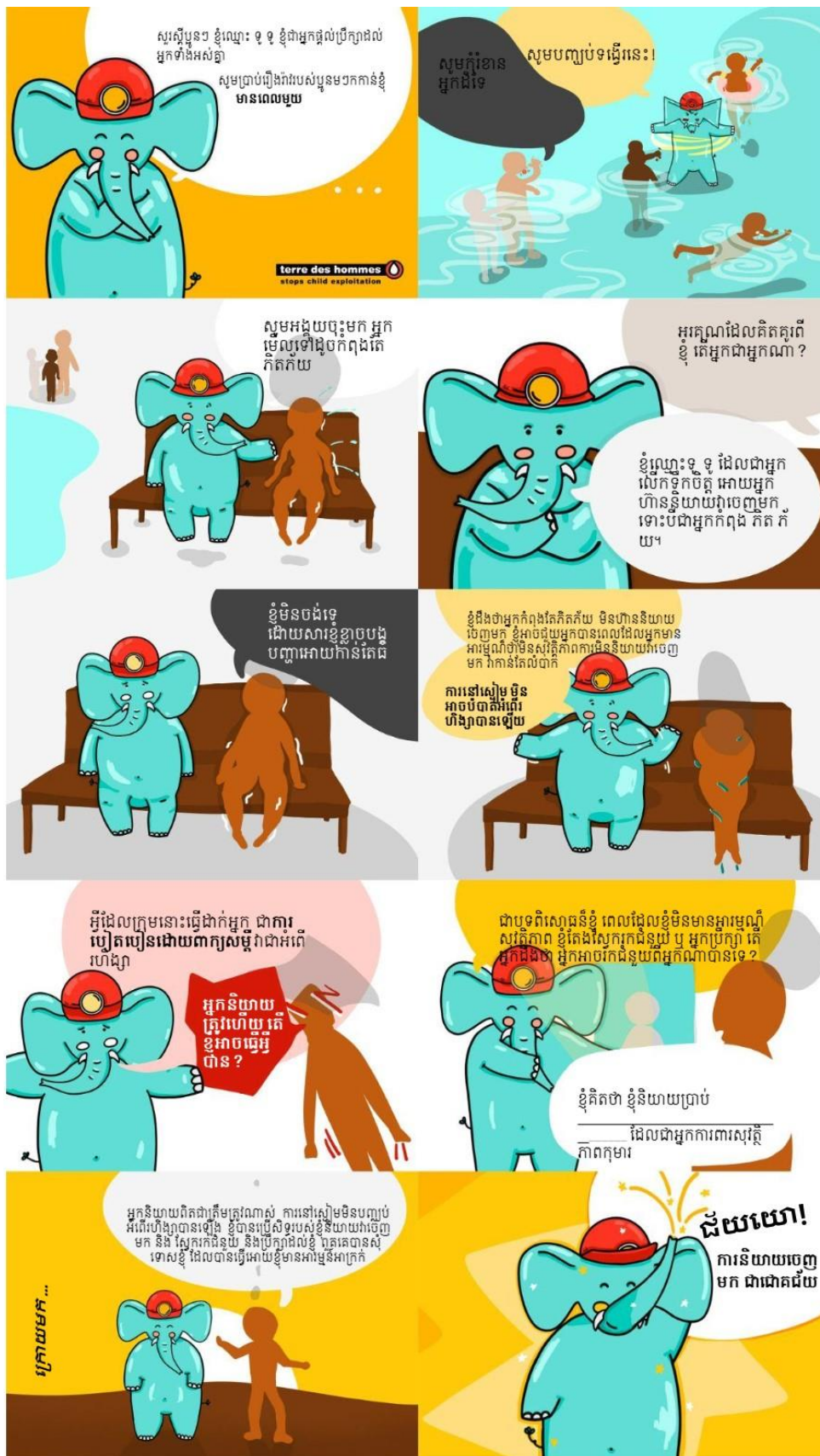


Strip 2



Strip 3

§10.4 The strips in Khmer:



Strip 1





Strip 3

§11 Evaluation end product

At the start of the project we had a clear programme of requirements for the end product which consisted out of 4 central points. First of all the posters should all be in Khmer. We came in contact with a Terre des Hommes worker in Cambodia, who helped us find someone who could do the translation since we don't speak Khmer. That someone was from an organisation who cooperated with the aid organisation. Secondly the translations should be understandable for children. During our meeting with the children we asked them about how clear they found the translations which were made earlier. When they found a translation unclear, they indicated it. Then we discussed together how we can adapt it in such a way that it remains understandable. So the final product posters are all understandable in terms of text. Thirdly the posters should be accessible for children without access to internet. The posters will be spread not only on social media but also hung on different crowded places. Such as in front schools and on busses.

And last but not least, the text and picture on the posters have to make sense. During our conversation with the children of Cambodia they indicated that some pictures don't make sense or don't coherent with the text. We noted these and discussed them with our original client. She said that we just have to leave those posters out since there were plenty of other clear posters. So the posters that we have now in our end product are all clear in terms of pictures and the connection between the text and picture.

§12 Conclusion and recommendation

The design is a success as it is understandable for children in terms of both text and pictures. Recommendations for the client about what can be further investigated and worked out are the exact place where the posters will be placed and how much this will cost. Furthermore, campaigns could also be held at schools about child exploitation. In these campaigns can be explained what child exploitation means and get advise on how they can best deal with it, if it happens to them.

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