

# LAW FOR CHANGE STUDENT COMPETITION 2018

TEAM <b>3</b>	PROJECT TITLE <b>Hand In Hand Project – Against Child Abuse</b>				
MEMBERS	<table border="0"> <tr> <td><b>Dao Ching Yi Tina</b></td> <td><b>Liu Yuen Ting</b></td> </tr> <tr> <td><b>Tse Wan Tseng Ellie</b></td> <td><b>Yue Pui Yiu Priscilla</b></td> </tr> </table>	<b>Dao Ching Yi Tina</b>	<b>Liu Yuen Ting</b>	<b>Tse Wan Tseng Ellie</b>	<b>Yue Pui Yiu Priscilla</b>
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SCHOOL	<b>The Chinese University of Hong Kong</b>				

## OVERVIEW

### Project Summary

The Hand-in-Hand Project was founded with a view to assist the early identification of child abuse and encourage victims to speak up for themselves. Through organizing a series of activities in primary schools, this project aims to foster a wholesome family life through education.

We recognize the existence of victim support services provided by the Social Welfare Department and non-governmental organizations (NGOs). However, these assistance are mostly provided after the abuse happens and they focus on rectifying the situation, with Against Child Abuse probably as the only exception.

Steps taken to prevent child abuse are limited and inadequate in Hong Kong. Our project therefore aims not only to provide solutions at an early stage, but also introduce corrective measures to raise the awareness of children and the general public on this issue. Further, we also aim to introduce the concept of child rights to our target participants.

To make this project engaging for the target audience, we have provided ways of promotion that will attract children, such incorporating basic knowledge on the topic of child abuse through daily interactive tasks, online games and souvenirs in the form of Gashapon toys.

### Social Justice and Family

Child abuse has been a long-standing problem in Hong Kong. Although a figure from the Social Welfare Department shows 947 cases of child abuse in 2017, these reported cases may well be just the tip of the iceberg. Against Child Abuse has reported a finding by the University of Hong Kong in 2010 that only 1% of child abuse cases were discovered and reported. Not only does that mean 99% of child abuse victims were left hopeless, the severity of abuse may also increase, causing unrecoverable harm to the victims. These grotesquely cruel cases have rung alarm bells in society, reminding us the importance of early discovery of child abuse so as to prevent more severe harm being inflicted upon the victims.

In addition, according to a research carried out by the United Nations, child abuse victims are more likely to be child abusers when they grow up, thus creating a vicious cycle of abuse. In order to lessen the burden on families and the society, child abuse is an issue that must be weeded out from the root.

Family is the basic unit of society, and in turn, a healthy parent-child relationship is fundamental to a wholesome family life. Through tackling the child abuse issue and protecting the child at an early stage, we wish that a harmonious family relationship can be sustained and empowered. Ultimately, we hope that a long-term and sustainable community can be achieved.

### Child Abuse and the Law

Generally speaking, most child rights are encapsulated by the United Nations Convention on the Rights of the Child (UNCRC), namely the “four rights”: right to survival, right to development, right to protection and right to participation. These rights shall be observed not only in the context of child abuse, but also broadly in how these laws can upheld and used to protect children on a more personal basis.

In the context of child abuse, it is noted that the legal aspect on comes into play at a very late stage when establishing a child abuse case, and only when the case is very serious that it requires intervention by the police. However, the procedures are still worth-mentioning to the children, so that they can rest assured that the law is on their side and will be used to protect their rights.

Further, in line with the work of Against Child Abuse, we hope to promote zero tolerance to violence. Even though corporal punishment is still not yet made completely illegal in Hong Kong, we wish to seize the opportunity to promotion the message that force can never create right.

### Children as Target Participants

This project aims to target primary school students, who are the most vulnerable in domestic abuse situations as they can be easily deterred by their abusers to not seek help and are often not aware of the social welfare resources and legal rights that they are entitled to.

### Aims and Objectives

The Hand-in-Hand Project has the following aims and objectives:

1. To raise awareness of children towards child abuse issues
2. To promote a harmonious familial relationship through education
3. To introduce the concept of child rights under the UNCRC

## DETAILED PROJECT PROPOSAL

### Stakeholders Engaged

1. **Against Child Abuse (ACA):** main co-operator, assist in contacting and approaching target primary schools, advise on materials designing
2. **Law firm partners:** advise on the project and materials designing
3. **Primary schools:** key contact points for approaching the target groups
4. **Persons in Charge (PICs):** the organizers of this project, in charge of all administrative work and the whole activity

### Project Timeline

Time	Activity
<b>PHASE 1 (February – September 2019)</b>	
<b>Stage 1: Contacting (January to March)</b>	
01 Jan - 01 Feb 2019	Contact ACA and find cooperating primary schools Contact law firm partners
10 Feb - 10 Mar 2019	Communicate with target primary schools to affirm the activity date
<b>Stage 2: Preparation (March to July)</b>	
15 Mar - 15 May 2019	Design promotion materials
30 May - 10 Jun 2019	Discuss with target primary schools about the materials
10 - 25 Jun 2019	Modify the design of materials
25 Jun - 30 Jul 2019	Send the final draft to manufacturer and have all the materials ready
01 - 30 Aug 2019	Meet with target schools and discuss the details of the activity
01 Aug - 15 Sep 2019	Prepare for the opening and closing ceremony and co-ordinate with different parties
<b>Stage 3: Implementation (October to November)</b>	
03 Oct 2019	Opening Ceremony (Subject to the availability of schools)
04 - 15 Oct 2019	Activity Week
20 Oct 2019	Closing Ceremony
<b>Stage 4: Evaluation (October)</b>	
20 - 25 Oct 2019	Review the whole project and start preparing projects for next semester in other cooperating school
<b>PHASE 2 (October – November 2019)</b>	
Oct - Nov 2019	Repeat the activity in different schools (depends on the number of cooperating schools)

## ACTIVITIES AND TARGETS TO BE REACHED

### Stage 1: Contacting

#### Contacting ACA to find cooperating primary school

Target: to have 4 or more cooperating primary schools participated

We were advised that ACA has been cooperating with different schools for inter-school education and promotion. Therefore, we will also try to contact those schools with the assistance of ACA. At the same time, we may also try to see if any other schools are interested in our project.

We are looking for at least 4 cooperating primary schools to carry out an approximately 2-week project (opening and closing ceremony included). Depending on practicality, we may also consider cooperating with more schools to increase the coverage of our project.

The project will be divided into phase 1 and phase 2, and the cooperating primary schools will be equally distributed into these 2 phases.

#### Communicating with target primary schools to affirm the activity date

Target: to explain the aims and details of the project to the participating schools and affirm the project starting date

We would communicate with the participating primary schools and confirm the dates of the implementation of project. We also wish to meet the teachers-in-charge in person to present the details of our project, so that modify our project accordingly.

### Stage 2: Preparation

#### Contacting manufacturers to design materials

Target: to consult advice from ACA and legal mentors, and design materials that address both the child abuse and legal issues

#### Promotion banners and posters

We will design promotion banners or/and posters (subject to participating schools preference) and post them within the school areas 1 week before the opening ceremony and during the activity.

We hope to raise students' awareness and attract their attention by these promotion materials.

#### Souvenirs

We will design a set of souvenirs and distribute it after the opening and closing ceremony. Examples of souvenirs may include bookmarks, leaflets or files. This set of souvenirs will incorporate not only the child abuse related information (for example: ACA hotline and website, types of child abuses), but also the legal aspects of child abuse issue (for example: legal rights children have against abuse)

This set of souvenirs is expected to be distributed to all students. We hope to spread and convey the message to all students but not only those who have actively participated in the activity.

#### Prizes (5-10 types)

The project will consist of several daily tasks, and student can get a stamp after finishing each task. An award scheme will be set up to encourage students' participation. Students can win a coin to drive the Gashapon Machine as long as they collect certain numbers of stamps. The elected student representative from each class will help to distribute the coins and assist in some daily tasks.

5 - 10 types of prizes will put inside the Gashapon Machine. Ideally, there will be 2 Gashapon Machines in one school so as to reduce the time for queuing up.

Every prize will be related to our theme. Slogans, hotlines/emails, legal information will be printed on every prize.

#### Online games

Daily tasks will be mainly divided into offline session and online session.

Online session will be the major part of project as it is easier to implement and monitor. We will design a series of online games for students to accomplish. These online games may include matching games or puzzles. Education messages and other legal messages will also be conveyed through these online games.

Each online game will be limited within 10 minutes so that student who have no access to internet can still participate in the activity by using school computer resources.

**Gashapon Machine**

We will have 2 Gashapon Machines for each school. A triage system will be adopted, and each Gashapon Machine will probably be opened to either junior or senior form students.

We will also discuss with the schools to see where to place the Gashapon Machine.

**Discussing with target primary schools about the materials**

Target: to explain the design of each material and ask for advice

We will submit all our promotion materials to schools for scrutiny before manufacturing, and we will also modify the materials according to their feedback.

**Modify the design of materials**

Target: to modify and finalize the materials

Based on the advice and opinions collected from the schools, we will modify and finalize all the materials.

**Send the final draft to manufacturer and have all the materials ready**

Target: to have all the materials prepared

**Incorporated Topics (Message Conveyed)**

Topics covered	Activities			Related Aspects	
	Opening Ceremony	Daily Tasks	Closing Ceremony	Social	Legal
Types of abuses	●			●	
Common symptoms of child abuse victims	●	●		●	
What victims should do when faced with abuse	●			●	
Why victims should seek help	●			●	
Methods of seeking help	●	●		●	
Measures taken after a case is reported	●	●		●	●
Children’s right under UNCRC		●	●		●
Children’s right against abuse			●		●
Existing legislation on child protection			●		●
o tolerance to violence			●		●

Contact different manufacturers and have all our materials ready and prepared before August.

**Meet with target schools and discuss the schedule plan of the activity**

Target: to have rehearsal

Meet with the teachers and show them the real template of different materials. If possible, test all the materials and have rehearsal on them.

**Start to prepare the opening and closing ceremony**

Invite ACA to give a speech addressing the child abuse issue on both the opening and closing ceremony – we will invite ACA staff to be our guest speaker for the opening and closing ceremony. They may address the child abuse issues in HK and mention anything related.

PIC prepare speech to explain the activity – PICs will explain the brief details of the activity during opening ceremony and address the legal aspects of child abuse issue. PICs will also meet with class representative individually to explain their duties and more details about the activity

Invite teachers to choose one student representative from each class – We can invite teachers to choose one student representative from each class to perform special duties as mentioned above. School prefects and monitors are preferred.

**BUDGETING**

Estimated number of students in each target school: 800  
 Estimated number of classes in each form: 5  
 Estimated number of target schools involved in the project: 4

Stage	Item	No. of units	Cost per unit (HK\$)	Expected Cost (HK\$)
<b>Stage 2: Preparation</b>	Promotion Banner	4	100	400
	Promotion Poster	160	1	160
	Design fee for promotion and project materials (reusable)	2,000	1	2,000
	Souvenirs: Bookmarks	3,500	1	1
	Souvenirs: leaflets	3,500	2,000	2,000
	Souvenirs: files	3,500	1	1
	Souvenirs for student representatives	240	3,500	3,500
	Prizes	8,000	0.5	0.5
	Design fee for online games (reusable)	1	1,750	1,750
	Gashapon Machine (reusable)	4	0.5	0.5
	Refreshments for meeting	5	1,750	1,750
	<b>Stage 3: Implementation</b>	Printed Questionnaire	3,500	0.2
<b>TOTAL (HK\$):</b>				<b>45,160</b>

## INNOVATIVENESS AND SUSTAINABILITY

Our project differs from the existing services related to child abuse in three aspects: prevention of child abuse, focus on children, long-term support and the emphasis on peer support.

We recognize the efforts of government institutions and NGOs in combating child abuse, but most of the existing services are provided to child abuse victims. For example, the Social Welfare Department provides an array of welfare and medical services to child abuse victims; but there are very few programmes targeting the prevention of child abuse. In addition, there is only one charitable organisation in Hong Kong specialising in protecting children against child abuse (i.e. Against Child Abuse). With such scarce resources, there is much room for improvement in the early education on child abuse. Thus, we hope to improve the current situation by putting forward a project in collaboration with schools so that children can understand the meaning of child abuse and learn ways to handle such problems at a younger age.

Our project also seeks to stand in the shoes of children and educate them in a comprehensible and friendly manner. Instead of lengthy and over-informative promotion materials on child abuse, we aspire to create interactive activities so that children will be more interested in joining. We also find learning by doing a more effective means to convey our message.

We observe that many educational services about child abuse are one-off in nature. For example, distributing educational leaflets, organising educational talks and performing dramas about prevention of child abuse. Despite being useful in instilling in the children a brief idea of what child abuse is, children do not have the chance to develop the vigilance against child abuse or to explore the moral and emotional issues related to child abuse. Therefore, we hope to create an educational programme that lasts for at least a week. Children will have sufficient time to understand the meaning of child abuse, what to do if they become abuse victims, ways to handle the emotional aftermath of abuse or any other important topics. This would also allow children to develop a more vivid memory about the issue.

Another distinctive feature of this project is our inclusion of peer support elements. When children encounter unpleasant events, it is more likely for them to confide to classmates and friends than unfamiliar adults. Also, as children spend most of their day in school, peers are often in a better position than adults to notice the behavioural or emotional problems of child abuse victims. Therefore, we consider peers as an important party in assisting the discovery of abuse victims as well as acting as a source of emotional support to the victims. Our project hopes to take advantage of that by educating children to pay attention to unusual behaviours of their classmates and to give emotional support to those in need. Extending beyond the issue of child abuse, we hope that students will develop empathy towards their peers so as to bring people closer together.

## MONITORING AND EVALUATION

The aim of having a monitoring system is to ensure that the project can be carried out in a proper and effective manner under monitor, so as to maximise the intended benefits and fulfill the objectives of the project. As for the data gathered from the evaluation, it can be used as an indicator of the quality of the project and be used as a reference for similar projects in the future.

The monitoring process will be carried out before launching the project and during the operation of the project.

Before the official launch of the project, we need to ensure that the project materials are informative yet comprehensible to children. Therefore, we will share the materials with NGOs and collaborating schools for scrutiny, and discuss with them any possible improvement that can be made.

During the activity week, we need to ensure the project has been carried out properly and effectively. For example, we need to monitor how the activities are conducted and whether schools encounter any administrative difficulties that need to be resolved. If possible, the persons-in-charge of this project will pay visits to school during the activity week to get instant feedbacks from teachers on whether the activities have been carried out effectively.

As for the evaluation, we need to compare the knowledge of the students before and after the project to assess its effectiveness in fulfilling its aims. At the start of the activity week, we will distribute a questionnaire to students to gather data on their knowledge about child abuse and their opinions on abuse victims. A similar questionnaire will also be conducted after the end of the project. By comparing the two sets of data before and after our project, we could assess the effectiveness of this project in instilling knowledge about child abuse into children and in teaching them to offer support to abuse victims. ■