FOREWORD

Law is a tool for social change. For all the theoretical wrangling that goes on in the classroom and high-minded discussions of its use as a social framework, law can be a practical means to put good and fair ideas into play. As public discourse about the rule of law in Hong Kong gains traction, society needs to talk about real access to the law for those who have traditionally not been able to access it with ease. How can the term “access to justice” be taken out of the confines of legal jargon and applied in practice for low-income and vulnerable communities? How can legal tools be put within reach of populations that law itself is built to served?

The Law for Change Student Competition, established by PILnet with the support of the WYNG Foundation in 2017, is designed to get students to ask these very questions. This competition is a way to change how they think about law and the role it plays in our societies. Participants must apply what they have learned in the classroom to issues seen on the street and consider how to enhance the impact of non-governmental organizations (NGOs) and, in turn, amplify access to justice.

The competition aims to stimulate interest in public interest law and create opportunities for implementing sustainable initiatives addressing the access to justice needs of low-income and vulnerable communities in Hong Kong. Projects developed in the competition will complement the programs of existing NGOs in Hong Kong that provide direct services to low-income and vulnerable communities by using legal tools and expertise in an innovative way.

This publication is a collection of the projects proposals as submitted by the ten finalist teams of the competition. The proposals are the sole work of the teams and are published by PILnet in their unedited form with their permission.

THEME

“Community” is the overarching theme for the Law for Change Student Competitions for this year and the next few years. As the theme is wide and all-encompassing, PILnet wants students entering the competition to think about “Community” both as a concept and as a grouping of people. Students have been asked to develop their projects based on a particular focus within the theme of “Community”. Students should think about how communities can be empowered, sustained, equipped, preserved, and even transformed.

For 2018, the focus within “Community” is “Family.” In the context of human society, a family is a group of people related by blood (by recognized birth), affinity (by marriage or other relationship), or co-residence. Families in modern-day society take all shapes and forms and students are encouraged to interpret the term themselves in the broadest possible manner. The students’ projects must demonstrate how the law can be used as a tool to build strong, sustainable, and resilient families within their communities.

PRIZE

The winner and two runner-up teams will be selected by a panel of four judges and will receive seed grants of HK$50,000 and HK$25,000, respectively, to implement their projects. The winning teams are expected to implement their project within six to twelve months immediately following the end of the competition.

PILnet
January 2019

ACKNOWLEDGEMENTS

PILnet extends its deepest appreciation to the WYNG Foundation, as it has made the Law for Change Student Competition possible through its generous support.

Special thanks to the judges, legal mentors, Advisory Board members and venue supporting partners.

Judges:
Kay McArdle
Moses Mui
Francis Ngai
Michael Vidler

Legal mentors:
Kay Chan
Alan Leong Kah-kit, SC
Angela Li
Christine Wong

Advisory Board members:
Leontine Chuang
Lindsay Ernst
Teresa Ma

Venue supporting partners:

PILnet
January 2019
Kay McArdle

Kay McArdle joined PathFinders as its first CEO in October 2013. PathFinders is a Hong Kong charity that works for Hong Kong’s most vulnerable children and their migrant mothers. Kay is responsible for PathFinders’ strategic development with particular focus on government, consular, academic and inter-agency relations; and PathFinders’ law and policy work. A Hong Kong- and UK-qualified lawyer and mediator by background, Kay previously worked at Mayer Brown JSM, Goldman Sachs, and Masons. In 2016, Kay won the Macquarie David Clarke Social Innovation Fellowship for her access to justice work. She is a director of the Child Development Centre and was previously a governor and board chair at The Women’s Foundation.

Moses Mui

Moses Mui is a registered social worker who has spent over 20 years in the social welfare sector. He is currently the Chief Officer (Family and Community) of the Hong Kong Council of Social Service, mainly responsible for the service development in family and community services. Moses has worked in various agencies involving different professional areas including suicide prevention, family counselling and community development. Moses is also a Council Member of Consortium of Institutes on Family in the Asia Region (CIFA), member of Action Committee Against Narcotics (ACAN) Sub-committee on Treatment and Rehabilitation, member of Hong Kong Advisory Council on AIDS (AACA), panel member of Human Organ Transplant Board, and SC.Net member of Community Investment & Inclusion Fund.

Francis Ngai

Francis Ngai is the Founder and Chief Executive Officer of Social Ventures Hong Kong (SVhk). He is also the Deputy Chairman of the Asia VenturePhilanthropy Network (AVPN), Founder of Playtao Education, Bottles, and Sonova Institute; and Co-Founder of Green Monday and RunOurCity among other ventures. Since its establishment in 2007, SVhk has invented and incubated more than 40 social innovation projects. Being an Impact Purpose Organization, it is dedicated to innovating social change through pioneering impact ventures, cultivating movement of good and orchestrating impact capital. Francis was selected as one of the 100 Asia Pioneers by The Purpose Economy in 2014, a Young Global Leader of the World Economic Forum in 2018 and one of Hong Kong’s Ten Outstanding Young Persons in 2011.

Michael Vidler

Michael Vidler is the principal of Vidler & Co. Solicitors, which has litigated some of the Hong Kong’s leading public interest cases concerning equality, access to justice and discrimination. Michael has represented a diverse clientele including Ms. W, QT, Umbrella Movement leader Joshua Wong Chi-fung, social worker Ken Tsang Kin-chiu, the Sunday Times Newspaper, WWF, Banker Rurik Jutting and the widow of Dil Bahadur Limbu in Hong Kong’s longest inquest proceedings into his shooting by police. He has served on the boards of AIDS Concern, Amnesty International Hong Kong, ethnic minority NGO Hong Kong Unison, Hong Kong Refugee Advice Centre and Pink Alliance. Michael was re-elected by the legal profession to sit on the 2017 Chief Executive’s Election Committee. He teaches advocacy on the PCLL course at the University of Hong Kong. He is the chairperson of the Law Society’s Working Party on Interpretation Services and sits on the Law Society’s Criminal Law and Procedure Committee and Legal Aid Committee. He is the proud recipient of the 2015 HKLGFF Prism Award. Vidler & Co. organizes and sponsors the annual inter-universities Hong Kong Human Rights Moot.

PILnet is excited to present the panel of judges for the 2018 Law for Change Student Competition and thanks them for the time they have dedicated to empower the next generation of lawyers. The panel of judges is comprised of experts on the rule of law and social justice issues in Hong Kong.
STUDENTS’ PROPOSALS

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LAW FOR CHANGE STUDENT COMPETITION 2018

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Breastfeeding – A Choice? A Right!</td>
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</table>

MEMBERS
Lam Yin Sze  So Yee Ting  Wong Lok Yiu

SCHOOL
City University of Hong Kong
Project Summary

Our project aims to focus on two areas - the empowerment of breastfeeding mothers and to improve the environment for breastfeeding. We have found out a lot of information and resources available for breastfeeding mothers online, for example, different websites and Youtube videos. However, most of them are out of date and inaccurate. They are insufficient to cater for the needs of breastfeeding mothers. Hence, our project aims to address the needs of the breastfeeding mothers directly and effectively.

Our project includes booklets which will cover common legal issues breastfeeding mothers may encounter when breastfeeding in public space and also possible solutions or suggestions in dealing with such situations. This is followed by the talks we will be holding with the assistance of student volunteers and legal practitioners which will serve as a supplementary part for the booklets. We intends to provide general legal education on breastfeeding specifically to the breastfeeding mothers, including the right they have and how they can defend the rights for themselves when being challenged. Informative videos providing more information of breastfeeding will be uploaded on line as well so that breastfeeding mothers can gain access to them wherever and whenever they are.

To ensure the accuracy and quality of the booklets and workshops, student volunteers will be joining a training session held by legal practitioners. We will make sure the contents delivered to our target group are valid and flawless.

For the improvement of the environment for breastfeeding, we will be launching a web-based app including the location and facilities of all nursery rooms for breastfeeding mothers. They can choose the nearest nursery room according to where they are to cater to their needs. A map of the distribution of nursery rooms with respective facilities will be provided. Also, we will be cooperating with public place owners including shopping malls and restaurant to provide assistance to breastfeeding mothers when they are in need.

Need Assessment

1. The selected social justice issue: right to breastfeed

Breastfeeding is an issue concerning both human rights of children and mothers.

According to the United Nations, children have the rights to survival and development, as well as rights to the highest attainable standard of health. The women also have the rights to a friendly environment and appropriate conditions in public places for breastfeeding.

One of the United Nations Sustainable Development Goals being “ensuring healthy lives and promote well-being for all at all ages”, breastfeeding is the best source of nutrition and beneficial to the mental development of the children, illustrating the essentiality of it. Hence, breastfeeding should not be only an option, but indeed a right for every mother, also their families, to rear their next generation. It is the mothers’ rights to breastfeed their babies anywhere and at any time. Hindrances for the mothers to exercise such rights should neither be tolerated nor justified in any civilized societies. However, considerable barriers to breastfeeding still remain in Hong Kong.

2. Needs assessment and gap analysis

The ever-breastfeeding rate in Hong Kong maintains at a high level in recent years, reaching 86.8% in 2016 (Department of Health, 2017). Around 75% of the breastfeeding mothers had tried or wished to breastfeed their children in public places, i.e. without going to the private sphere, with large shopping malls (55.0%) and restaurants (62.0%) being the most popular locations. Half of them contended that there is no available nearby breastfeeding room (51.4%) or they have to respond to immediate needs of their children (48.2%). 31.0% are forced to breastfeed in public because of the inconvenience in using nursery rooms, including the difficulty to locate, long queue and the rooms were locked. On the contrary, over two-thirds of those who had chosen not to breastfeed in public expressed their need for privacy when breastfeeding (66.9%). It can be shown that breastfeeding is now a common option for mothers and there is demand for both public and private space to support breastfeeding (Department of Health, 2016).

Nevertheless, as revealed by the research, breastfeeding mothers are facing various difficulties in continuing breastfeeding. It is worth noting that 33.4% of the mothers had encountered unpleasant experiences when breastfeeding in public. Among them, 60.3% had been stared at by others, while 30.0% of them had been requested to breastfeed in the toilet or other places, or even stopped doing so (11.1%). Regarding mothers chosen not to breastfeed in public, 35.3% of them have fear of being stared at and 26.1% of them were discouraged by the unsupportive attitude of the general public.

From the above research, it can be concluded that breastfeeding mothers are mainly hampered by two hindrances: the lack of breastfeeding areas catering to their needs and the public’s unsupportive conducts or attitude. The needs should be tackled from two spectrums: (1) the public sphere and (2) the private spheres.

(1) the public sphere

Regarding the public areas, the problems come from the reactions from the surroundings. A survey on public perception (Department of Health, 2015) reveals three main explanations for the public’s unacceptance, namely breastfeeding making others embarrassed (60.8%), breastfeeding in public places being indecent (41.2%) and breastfeeding should be done in baby care rooms or other places (24.0%).

It is understandable that in a Chinese society upholding traditional values and being conservative, the conventional concepts and the deep-rooted values prevent the society from accepting breastfeeding in public, which involves exposing private parts of women. Though the mothers’ rights to breastfeed should be respected, we believe that for breastfeeding to be widely accepted and supported by the public, the general values underpinning a society’s culture should also be respected. Hence, our project will try to walk the first step to promote a balance between the rights of breastfeeding and the general public’s views, which both parties should cede to some extent.

(2) the private sphere

Moving on to the private sphere, there is a view that there are no available breastfeeding rooms. Upon our researches, nursery rooms are commonly set up in government premises, shopping malls and office buildings. However, the facilities provided are uneven. While some consist of well-equipped private breastfeeding compartments, some only provide nappy changing tables. Even the mothers can locate nursery rooms with suitable facilities, there is inconvenience stopping them from using the rooms, for example, the rooms were locked and assistance from staffs is needed to open them.

With limited resources, our project will not focus on encouraging the public places to provide more facilities or to improve their existing ones; instead, our project will assist the mothers to locate the nearest nursery room with the facilities suiting their needs.

3. How does this project touch on the 2018 theme

Self-evidently, mothers and their children are involved in the breastfeeding process which is the fundamental part of the family. Children as an integral part of most families, their growth has always been the greatest concerns of all. The certainly includes the right to be breastfed. Mothers as an irreplaceable part of most families, their right to choose to breastfeed their babies can never be exploited.

Our community is also relevant to the theme. One reason is that family is the basic unit of forming a community. Another reason is that breastfeeding may take place in public areas shared by our community. What is more, the cultural controversies towards breastfeeding is one of the biggest hurdles faced by the mothers. By spreading the message that the right of breastfeeding of women and children are protected by law and infringing upon such right attracts punishment, the legality of breastfeeding is emphasized. At the same time, it raises the awareness of the public on the existence of such right and encourages them to be inclusive and give a helping hand when breastfeeding mothers encounter difficulties.
GOALS, OBJECTIVES & DETAILED PROJECT PROPOSAL

Goals

1. To increase the awareness of the community towards breastfeeding as a right
2. To promote a harmonious community where people respect the act of breastfeeding
3. To propel the Legislative Council towards the law reforming for breastfeeding rights.

Objectives

1. To foster breastfeeding mothers’ knowledge of legal protection for their rights
2. To provide breastfeeding mothers’ with the tool to locate the nearest and the most suitable breastfeeding facilities in their daily lives
3. To raise university students’ awareness of problem faced by the breastfeeding mothers and engage them with pro-bono work;
4. To provide analyzed and relevant information and data for the Legislative Council in law reform in relation to the needs of breastfeeding mothers

Detailed project proposal

ACTIVITIES

1. Booklet

Stageholder engagement: Legal practitioners, public places

We will use the booklets to educate citizens the breastfeeding mothers’ rights and the way to support the breastfeeding mothers. To illustrate the situation in a clear and easily understandable manner, we would use characters and cartoon to help with the explanation.

There are 3 parts in our booklets:

a. What may the breastfeeding mothers do to avoid embarrassment?

In 2015, a survey revealed that 19.7% of the respondents expressed that it is unacceptable to have women breast feeding near them in public places (Department of Health, 2015). Although the ultimate aim of our project is to change the mind of the citizens, it takes time for education and promotion to be effective. In order to avoid conflict and to promote a harmonious society, it is suggested that the mothers also have to be considerate towards other public place users.

Therefore, the booklets will provide ways to balance the needs of breastfeeding mothers and the voice of the public. They may search for nursery room nearby with the assistance of our apps. If there is no available nursery room, the breastfeeding mum may seek help from some breastfeeding-friendly restaurants as suggested in our apps. The final resort would be breastfeeding in public. The mothers may choose a less crowded area and cover herself with breastfeeding scarf to avoid embarrassing situation.

b. How can the occupiers provide assistance?

The important fact that it is not necessary to set up a nursery room will be highlighted in our booklet. The occupiers may simply help by respecting the freedom of the mothers to choose where to breastfeed. It may be better if the staff can arrange a place with more privacy for the mothers who are in need.

c. What may the breastfeeding mothers do when they are discriminated?

We will illustrate various unpleasant situations that may be faced by the breastfeeding mothers with suggested responses.

For example, when being requested to stop breastfeeding in the restaurant or being requested to breastfeed in the toilet or other places instead, the mother may refer to section 19 of the Family Status Discrimination Ordinance. The mothers may speak to an officer of the EOC for information about your rights under the law by calling the EOC Enquiry Hotline and lodge a written complaint with the Equal Opportunities Commission (“EOC”). If the matter cannot be successfully resolved, the complainant may apply to the EOC or Legal Aid Department for legal assistance to take the case to court.

As a result of knowing their legal rights, the relevant parties will be able to protect themselves.

Legal practitioners’ engagement:

Legal practitioners will be invited to help us scrutinize the information provided in the booklet. We will offer to include the name of their firms or chambers in our booklets for the purpose of marketing and promoting.

Public places’ engagement:

For public places with nursery rooms, we would distribute posters, which are with QR Code of our booklets in electronic version, for them to display inside the nursery rooms, so that breastfeeding mothers using the rooms can get access to the booklets.

2. Workshops

Stakeholders engaged: NGOs, student volunteers

Workshops will be held to inform the mothers their legal rights to breastfeed, as well as demonstrating the solutions to tackle the possible real-life breastfeeding barriers. Hard copies of the booklet will be distributed to the participants as a teaching material.

NGOs’ engagement:

Currently, the workshops organized by the NGOs teaches breastfeeding mothers the techniques to breastfeed and the health-related issues associated with breastfeeding. We would invite the NGOs to include us in the workshop for an additional part.

By approaching the NGOs, we can utilize the existing arrangements made by the NGOs, building connection with breastfeeding mothers easier and make good use of the venues provided by the NGOs. Moreover, based on the NGOs’ regular contact with breastfeeding mothers, they can help identify the current key needs of the mothers, which can help us to refine the content of the workshops.

Two of our possible partners are Natural Parenting network and La Leche League Hong Kong, which has been organizing breastfeeding workshops.

Student volunteers’ engagement:

As manpower is needed for conducting the project, law students will be recruited with the assistance of the Law Associations in different universities. One reason for involving students in the pro bono work is to provide an opportunity for them to apply their legal knowledge and contribute to our society. They will be given a chance to organize talks and make presentations. Various skills can be trained, including communication skills, interpersonal skills and so on. They will also be paired up with legal practitioners who will be invited to hold training sessions and provide feedback of their performance. Being able to work with legal practitioners will be a big incentive to encourage students to participate in the project. Raising the awareness of our student volunteers of the right to breastfeed is the first step in raising awareness among the community. We hope they can help us spread the message through their influence in their own communities.
3. Apps
Stakeholders engaged: Student volunteers, public places
A web-based app will be launched to provide comprehensive and accurate information of nursery rooms and related facilities to cater for the needs of breastfeeding mothers. We will base on the information provided by the existing websites in relation to the location and facilities of the nursery rooms. We will further modify by adding more details about the nursery rooms, including photos showing the environment and also the facilities available. We hope to enable the mothers to search on the map for the closest nursery room which cater to their needs. A system of rating and comments will also be created for the users so that the mothers can take as reference when choosing the room. Apart from that, the app will also include public places whose owners have agreed to provide assistance for breastfeeding or are breastfeeding friendly, for example, restaurants and shopping malls. We will take reference from the list of participants in Say Yes to Breastfeeding of UNICEF as our first branch of public places to approach. Then, we will contact government premises, shopping malls, office buildings, restaurants and chain shops which are not on the list. Therefore, mothers who wish to breastfeed without going to the nursery rooms can choose to go according to their location and needs. The app will be maintained regularly to make sure the information is updated.

Student volunteers’ engagement:
Student volunteers will be helping us to verify the accuracy and update of the information.

4. Informative video
As some of the breastfeeding mothers may be occupied taking care of their babies and may not be interested to take part in the workshops organized by the cooperating NGOs, an informative video will be produced to sum up the knowledge we have provided in the workshop, which includes the legal right of the breastfeeding mothers, as well as demonstrating the solutions to tackle the possible real-life breastfeeding barriers.

5. Research to be submit to LegCo
In order to formulate a better nursery room policy, we will collect the opinion as provided by the breastfeeding mothers and the nursery room users.

In conducting the workshops, we will have the opportunities to get in touch with the breastfeeding mothers, a survey will be done on their needs regarding the nursery room, for example, what facilities are the mostly needed to suit their need. Our apps will also collect feedback from the nursery room users, regarding the comments on the existing nursery room, and the places where they would like a nursery room to be set up.

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Student volunteers’ engagement:
Student volunteers will be helping us to verify the accuracy and update of the information.
BUDGET & MEASURES TAKEN TO BE COST-EFFECTIVE

Cost effectiveness: Given that a cost-efficient model will be applied in the project, the labour provided by the student volunteers and available pro bono services in Hong Kong will be utilized to reduce some costs in our projects, including the designing work of the booklets and posters, shooting and editing of the video and so on. Hence, the possible costs that would be incurred in the preparation of materials at different stages are as follows:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Item</th>
<th>No. of units</th>
<th>Cost per unit (HK$)</th>
<th>Expected expenditure (HK$)</th>
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<tr>
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<td>Print. Training sessions handouts</td>
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<td>Print. Promotion posters</td>
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<td>Lights snacks for training sessions</td>
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<td>Launching the app to Google play</td>
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<td>200</td>
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<td>Stage 3</td>
<td>Light snacks for workshop participants, including food and drinks</td>
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<td>500</td>
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<td>Souvenirs for participants</td>
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<td>30</td>
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<td>Stage 4</td>
<td>Print. Final report</td>
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<td>Contingency administrative/miscellaneous expenditure</td>
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<td></td>
<td>TOTAL (HK$):</td>
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<td>48,230</td>
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INNOVATIVENESS & SUSTAINABILITY

Our project is different from the existing services provided in three ways.

1. Contents focus on empowerment

There have been different institutions and organizations providing information about breastfeeding. For instance, Natural Parenting Network teaches the way of breastfeeding. Department of Health (Hong Kong) includes health-related issues in relation to breastfeeding and babies. Instead of focusing on educating breastfeeding on the knowledge base, we focus on empowering the breastfeeding mothers, equipping them with adequate knowledge about the right of breastfeeding and how they can exercise their right in public.

Different from encouraging breastfeeding which the UNICEF has been doing, we put ourselves in the breastfeeding mothers’ shoes and try to foresee the common hurdles they have when breastfeeding in public. We hope to create a better environment for them to breastfeed in public space. We also hope to provide suggestions for the mothers so that they know how to handle and protect their own right when they face foreseeable difficulties during breastfeeding in public.

We believe that breastfeeding is an internationally recognised right where all mothers should be able to enjoy. After all, it is impossible to provide assistance promptly to the mothers when they are challenged during breastfeeding in public space. Hence, it is of vital importance that the mothers are prepared and equipped to defend the right themselves and speak up for themselves and their babies when their right are being deprived. We wish to empower the mothers instead of merely providing them with the assistance.

2. More comprehensive information on the list of breastfeeding friendly place

It is not difficult for breastfeeding mothers to search online for the list of nursery room and the location of such service according to their needs. However, the information provided on the website is out of date already and has not been updated for long. Also, a lot of information is missing, for example, the facilities provided and how the room looks like. There are some nursery rooms only for nappy changing instead of breastfeeding. Some do not provide breast pump machines. The standard of hygiene is also concerned. If the room is very small with only a table for nappy changing, it is not suitable for mothers to breastfeed. But the mothers may figure it out from the websites due to the lack of the detailed information.

Therefore, we hope to provide more comprehensive and accurate information to cater for the needs of breastfeeding mothers. We have proposed to launch a web-based app providing the facilities included by each nursery room and its environment. The mothers will be able to search on the map the closest nursery room which cater to their needs. A system of rating and comments will also be created for the users so that the mothers can take as reference when choosing the room.

Apart from that, the app will also include restaurants which agree to provide assistance for breastfeeding or are breastfeeding friendly. Therefore, mothers who wish to breastfeed without going to the nursery rooms can choose to go according to their location and needs. The app will be maintained regularly to make sure the information is updated.

3. Information directly delivered to breastfeeding mothers

To make sure the information we provide on the app and booklets can reach our target group, we also propose workshops to make sure our messages can be delivered directly to breastfeeding mothers. We will be collaborating with non-government organizations, with the help of student volunteers and legal practitioners. There have been many workshops or talks organized by different organization for breastfeeding mothers to enrich their knowledge about breastfeeding mothers, including the way to breastfeed. We will be joining the workshop or talks and be given a part to talk about our booklets and apps. They will serve as a supplement to the booklets. Instead of merely reading the booklets, we will talk about the contents in a more detailed and interactive way. For instance, we will explain the terms in the booklets in laymen terms to the mothers, especially in relation to legal concepts. We will also invite mothers to be involved in our demonstration on how to deal with the possible difficult situations faced when breastfeeding. We will give suggestions as to
the performance of the mothers and how they should react.

Involving student volunteers not only can solve the problem of lack of labour in our project, but also provides the law students an opportunity to demonstrate their legal knowledge and contribute to our society. Legal practitioners invited will be acting as an advisor or mentor to give us advice on the contents of the talks or workshops. They will also be paired up with our student volunteers to provide feedback in relation to their performance. Hence, students can improve their presentation skills and leadership skills through this project.

Sustainability

The issue of sustainability is vital to this project. There are always new-coming breastfeeding mothers that need to know about their rights. What is more, in order to increase public awareness and acceptance of breastfeeding in public, long-term education and promotion are needed. Hence, we would like to continue our activities after the 1-year project, including organizing the workshops and maintaining the apps.

To continue the workshops, one concern is the venue. We have a few ideas to solve the problem. One way is to continue to liaise with the NGOs so that we can share a part of the talks or workshops they provide to the breastfeeding mothers so that we can talk about our booklets. In this way, we do not need to worry about the venue problem. Meanwhile, we will continue to search for new cooperating NGOs so that we can reach more target groups and make sure new breastfeeding mothers can gain access to our services. With the experience of the NGOs in organizing workshops and promoting breastfeeding, we believe the workshops will be of success. Apart from that, if there is a lack of provision of the venue, we will also consider booking venues. We can either partner with School of Law in the university to help us book rooms or rent a room if we can obtain funding from other sources.

For the student volunteers, in order to encourage more students continuously joining our project with passion and enthusiasm to contribute to our society, we will provide incentives by pairing them up to work with legal practitioners. Various skills can be sharpened, including presentation skills, interpersonal skills and so on. Their knowledge related to breastfeeding rights will be greatly enhanced too. Moreover, welcoming sessions and regular meeting will be organized to allow them to know one another and expand their social circles. We believe these benefits they can gain from the project will be a great incentive for them to join us. We will also be recruiting people from different sectors who are interested in joining us, for example, app developer volunteers who can help maintain the update of the app. If resources allowed, we would hire an apps developer to maintain the apps.

For the booklets, as they are e-version, we can amend it from time to time. Hence, the contents will be updated regularly. For the informative videos, it requires no venue or partners. Hence, as long as we have the shooting and editing assistance, we can continue to make educational videos and upload them online including Youtube. Breastfeeding mothers who are in need will be able to watch our videos. the links of the videos will also be included in our e-version of the booklets.

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BACKGROUND & NEED ANALYSIS & SOCIAL ISSUE

Background & Need Analysis

Family, a social unit that is crucial a component of any human community as it is the unit that bears the responsibility of protecting the safety, facilitating the growth and development of children. The collective power of clusters of sustainable family units is vital to the sustainability of any society.

One of the main purposes of a family is to care for children and the law in Hong Kong makes it clear that children are to be protected. Yet being protected does not mean children are cared for. Article 3(2) Child Rights under the United Nation Charter expressly requires the government seeks to facilitate child-care and protection with regards to parents through all appropriate legislative and administrative measures. In our view, it is clear that Hong Kong lacks appropriate legislative and administrative measures for child care. Given the cost of living in HK ranked top in the world, the reality in Hong Kong is that families face a huge dilemma: between the need to make ends meet and to care for their children.

While it is apparent that there are plenty of daycare centers in HK, the number is still grossly insufficient to support the need of Hong Kong families. The accessibility of these centers is very low. It is also clear that new immigrants and single-parent families are groups that are in particular need of childcare services. Another significant systemic shortcoming is that the allocation of resources by the HKSAR government in this area is significantly insufficient and unbalanced. The abovementioned problem is further amplified with families with pre-schoolers and disabled children which require additional help and support.

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We also take the view that the lack of childcare support has the knock-on effect of locking up labour capacity of parents in Hong Kong, in particular, mothers.

Addressing the issue with reference to the current legal framework

Our proposal focuses on facilitating better social resource allocation and in the meantime releasing female labour capacity into the labour market by utilizing the non-regulated space below the legal threshold under the Child Care Services Ordinance Cap 243 (“Cap 243”). Currently, s.2 (1) of Cap 243 categorises a “child care centre” as any premise which habitually receive at any one time more than 5 children who are under the age of 3 years or any premise receiving more than 5 children with disability who are under the age of 6 years for the purposes of care and supervision. In other words, in any situation of a premise less than or equals to 5 children is not regulated.

Through the resource platform, Child-Care All In One, com, accredited service providers can make available information of their availability and child care service to families in need of childcare services legally under the current legal framework. S 2 (1) categories a “child care centre” as any premise which habitually receive at any one time more than 5 children who are under the age of 3 years or any premise receiving more than 5 children with disability who are under the age of 6 years for the purposes of care and supervision. In other words, in any situation of a premise less than or equals to 5 children will not attract governmental regulation.
OUR PROJECT PLAN

1. Objectives & Goals

Goals – Our primary goal is to restore the demand and supply for child care services to market equilibrium, so more parents can have their children entrusted with carers who is trained and vetted.

The secondary goal is to unleash potential labour capacity into the job market.

Objectives – Through the operation of Child Care All in One.com, the service of trained and vetted care service providers will be advertised to potential users for engagement of child care services.

2. How to Achieve: Activities Details

LAUNCHING AN ONLINE PLATFORM

Child Care All-in-One.com ("the platform") aims to match child care service providers and service users on a one-stop online resource centre. The platform will act as a sorting tool for potential providers according to service users’ preferences of price, service time and location. To ensure the quality of the child care service, all providers on the platform will have to undergo a vetting process which includes:

(i) The Service Provider’s immigration status in Hong Kong. This will be done by requiring the Service Provider to provide his/her Hong Kong Identity Card and an enquiry with the Immigration Department will be made;

(ii) The Service Provider’s ID;

(iii) Child Care Training Qualifications, so to ensure they have received proper and recognised training, background and experiences in child care.

A ratings system on different aspects of the services will be made available on the platform. Any information related to mishaps by the providers will be recorded and might be held as reasons to evict their involvement in our programme.

The matching model the platform is designed to preserves the freedom for contract between users and providers. The platform merely provides support by providing a standardized contract forming the suggested premise of the contract negotiation. Parties are welcomed to negotiate on details regarding the services on their own terms. In addition, the platform will provide information on labour insurance and employment law requirements.

The contact details of the service providers will be provided to potential users at the cost HK$10 to be paid by the potential users. The contact details to be provided are limited to information provided by the service providers.

Introducing the Details of the Platform from Stakeholders’ Point of View

a. Service Providers

Gathering of providers – Neighborhood Support Child Care project is a similar but smaller-scale program run by the Social Welfare Department and NGOs provide care to children aged 3 to under 6. The participants in the said project are the ideal source of service providers for the initial operation of the platform. Under the Neighborhood Support Child Care project, they have already attended child care training courses under the recognition of NGOs and the government. Child-Care All-In-One.com on the other hand enables the provision of services to public at large and allows flexibility of contract as opposed to the current project they are in.

Quality Check (a) Vetting – To be qualified as service providers, providers have to meet certain thresholds and undergo vetting process, including checking off:

(i) The Service Provider’s ID;

(ii) Immigration status in Hong Kong. This will be done by requiring the Service Provider to provide his/her Hong Kong Identity Card and an enquiry with the Immigration Department will be made;

(iii) The Service Provider’s Criminal Conviction Record;

(iv) Child Care Training Qualifications, so to ensure they have received proper and recognised training a legit working status, background and experiences in child care. The qualifications recognised by the platform are currently child care courses provided for the Neighborhood Support Child Care project. In the future, we will increase the number of recognised child care training courses in the market after evaluating the quality of courses.

Quality Check (b) Rating – Users of the services will be invited to rate the providers’ services. The rating criteria will range from hygiene, price, attitude to attentiveness. Such rating system will introduce a competitive environment while the users’ feedback can improve services quality of the providers and the confidence of the users.

Profile – To be a part of the platform, providers have to disclose their basic information including work phone contacts and a photo, accompanied by their relevant child care qualifications, location preference, time preference and price range.

The profile with their preferred contact information and photos will be displayed to the users upon request with payment. On the other hand, a less detailed profile will be provided on our site to all users. The profile will show the names and photos of the providers along with the rating page. The system will automatically stop the providers from being shown as available when the providers is engaged with 4 children. This is to ensure the quality of services and the service providers will not breach s1(a)-(c) of the Child Care Service Ordinance.

Legal Assistance: Contract forms – Providers will enter into a contract for services with the users. Details regarding the contract are up to the negotiation of the parties but there will be recommended terms highlighted in the contract template and the briefing note. The providers will be required by the service agreement with the platform to scan a copy of the contract and upload the same to the platform for our record.

Insurance – The platform will provide parties with basic labour insurance information. We will also attempt to provide links of insurance packages with reputable insurance brokers so to streamline the service engagement process and improve the users experience with the platform.

Indication of Users/Providers Preferences and Provider sorting mechanism – Providers will indicate their preferences for location work, rate of fees and available service time which will be kept in the data bank. The users will indicate their preference also and the platform will sort through the data bank and present potential providers according to the users’ indications.

Charge/Payment – Service providers can join the platform for free for the first year of operation. After the first year, providers will be required to pay ‘shelf-fee’ (HK$100 per month) for placing their profiles on the platform. The data bank will be kept in compliance with the Hong Kong Data Protection (Privacy) Ordinance to ensure providers cannot abuse the first year for free system.

We as the data user bears the legal obligation under the Personal Data (Privacy) Ordinance Cap 486 to use the data for a directly related purpose and take reasonable steps to safeguard the data from unauthorized usage or accidental access.

b. Service Users

Pre-launching activity: RECRUITMENT TALKS

To promote the platform, we would like to invite the 15 NGOs participating in Neighborhood Support Child Care project to invite the current carers in the project to attend recruitment talks. In the recruitment talks, we will introduce our platform to the potential service providers who can sign up for the platform by filling in application forms for signing up the platform. Online versions of the forms will be created as well.

Name: Work Phone Contacts: Relevant Child Care Qualifications:
Location Preference: Time Preference: Price Range:
Photo of Service Provider
OUR PROJECT PLAN

Request and Payment for Services – Service users will make an invitation to treat by filling in a form indicating their preferences regarding locations, prices and service times on our platform. The form will include a disclaimer that outlines our scope of responsibility and what service they may obtain from the platform. Upon request, the platform will produce a list of potential service providers with details of their availability, names, photos, contact information, qualifications which will be made available to the users for $10. This sum of $10 will be utilized by us to sustain the operation of the program.

Choosing Services at their Preferences – Sorting results will provide qualifications, charge, locations and service time of providers for users to choose from. The platform will further provide the contact list of service providers and a set of contact list to enable them to establish employment relationship at ease. Multiple forms of communication of service provider will be included in order to facilitate more efficient information exchange between the parties, including phone number, email and other desired method of communication. Freedom of contract also allow users to design their desired services through negotiations.

Feedback – Users are invited to rate the services provided by the providers on the platform. The ratings will be made available on their profiles for references for users.

Legal Assistance: Contract forms – Same as that for service providers, users will also be requested to provide a copy of their contracts, which may be a useful assistance in emergency situations to aid relevant authorities.

Insurance – The platform will present parties basic insurance information to protect themselves in the contractual relationship with service providers. If possible, we hope to secure a discount for them.

Charge/Payment – Users will have to pay a HK$10 fee for the release of every single work contact of the provider once the users have chosen the potential provider.

Pre & Post -launching activity: PROMOTION
To promote the platform, we will approach NGOs dedicated to assisting parents and children. It is intended that they will promote the platform to potential users and providers by putting up our promotion leaflets and introducing our platforms to their service targets. In the future, we may hold talks at different NGOs to promote the platform.

3. Cooperation with Potential Project Partners

Alliance for Children Development Rights – In our discussion, one of their staffs has shown interests in our program. They are planning to launch a programme to assist stay home parents to find jobs with flexible hours. Child-Care All-in-One.com can, on one hand, provide care to children and increase the parents’ available hours for work.

Below are the 19 NGOs participating in the Neighborhood Support Child Care project and dedicated to assisting parents and children: We wish to promote the platform potential service providers and users through their social connections.

- Hong Kong Outlying Islands Women’s Association (Islands)
- Baptist Chi Kwan Social Service Neighbourhood Support Child Care Project
- The Tsung Tsin Mission of Hong Kong Social Service Division (Central and Western)
- Hong Kong Southern District Women’s Association (Southern)
- Baptist Chi Kwan Social Service (Wan Chai)
- Tung Wah Group of Hospitals (Kowloon City)
- Tung Wah Group of Hospitals (Yau Tsim Mong)
- Kwun Tong Resident Association
- Hong Kong Single Parents Association
- The Tsung Tsin Mission of Hong Kong Social Service Company Limited
- Hong Kong Women Development Association Limited (Tsuen Wan)
- Po Leung Kuk (North)
- Women Service Association (Kwai Tsing)
- Yan Chai Hospital Social Services Department (Tsuen Wan)
- Yan Oi Tong
- Hong Kong Family Welfare Society (Sai Kung)
- Chinese Evangelical Zion Church (Wong Tai Sin • Man Kin House)
- Chinese Evangelical Zion Church (Wong Tai Sin • Lok On House)
- Hong Kong Tin Shui Wai Women Association

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PROJECT IMPLEMENTATION

Timeline & Budget

Human Resources – Key Stakeholders

The involvement of the four identified stakeholders: our clients (potential service users), our partners (NGOs), service providers (nannies) and our team members are summarized in the below table according to the stated phrase:

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Phrase I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clients</td>
<td>Family who needs child-care services</td>
</tr>
<tr>
<td>Partners (NGOs)</td>
<td>19 centres in total distributed in various districts of Hong Kong: Central Western, Southern and Islands Eastern and Wan Chai Kowloon City and Yau Tsim Mong Kwun Tong Sha Tin Sham Shui Po Tai Po and North Tsuen Wan and Kwai Tsing Tuen Mun Wong Tai Sin and Sai Kung Yuen Long</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service Providers</th>
<th>Qualified nannies who are admitted to the Neighborhood Support Child Care Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team</td>
<td>Present team/student interns In-kind support from law school alumni</td>
</tr>
</tbody>
</table>

Detailed Job Responsibilities

In this section, we will describe all the responsibilities of the involved parties and how we envision to fulfill them.

Project Initiation

To ensure the success of our project, technical support for website establishment is a must. We are happy to obtain in-kind support from a student who is majoring in Computer Science. Pre-launch trials would be conducted by our team with the assistance of the information technology experts/staff of the City University of Hong Kong. The estimated duration for the website development would take up a month and a half including the trial sessions. Since our project aims to bridge the potential child-care users and the caretaker, it would require us to have a mobile device for contact and removable hard disk for data storage.

Phrase I (after the website is ready)

In Phrase I, our team would focus on marketing, publicizing and establishing the network of our service providers. We will contact the 19 non-government organizations (NGO) which have already collaborated with the Neighbourhood Support Child Care Project to reach out our service providers. Through the assistance of NGOs, we can gather the interested parties to avail our recruitment process. Briefing sections would be conducted to introduce the platform. Information such as application requirements and procedures would be outlined in the sessions. The application period will be 3 weeks after the presentation conducted. Vetting procedures would be conducted once the application is received.

Phrase II

In Phrase II, we consider seeking sponsorship from large corporates. We believe our success in the child care matching service would attract potential partners for collaboration. We would advertise their products via our platform in return for financial support to sustain our future development. In addition, a hundred dollars per month “shelf-fee” would be charged on our service providers to keep their profile in our platform.
**Financial Resources: Budget for Phrase I**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Expenses</th>
<th>Estimated Costs (HK$)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Initiation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website set-up</td>
<td>(design and programming)</td>
<td>20,000</td>
<td>Our team designed the website and in-kind support from a computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>science major student would handle the website programming</td>
</tr>
<tr>
<td>Website Domain Name</td>
<td>Registration “childcareallinone.hk”</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Printing fees</td>
<td>for briefing materials and</td>
<td>100</td>
<td>A4 B&amp;W 600 pieces 300 copies/HK$50 HK$50 x2 = HK$100</td>
</tr>
<tr>
<td></td>
<td>and application forms (A4 B&amp;W)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Venue booking fee</td>
<td>for briefing sessions (community hall)</td>
<td>1,710</td>
<td>HK$90/hr; HK$90 x19 centres = HK$1,710</td>
</tr>
<tr>
<td>Contract drafting</td>
<td></td>
<td>0</td>
<td>In-kind support from law school alumni</td>
</tr>
<tr>
<td>Travelling cost</td>
<td>for briefing sessions</td>
<td>950</td>
<td>HK$50/trip x19 = HK$950</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Phrase I)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile device/tablet</td>
<td>for contact</td>
<td>3,998</td>
<td>ASUS Transformer Book T100</td>
</tr>
<tr>
<td>Removable hard disk</td>
<td>for data storage</td>
<td>519</td>
<td>2,000GB/HK$539</td>
</tr>
<tr>
<td>Admin staff</td>
<td></td>
<td>0</td>
<td>Our core member would handle the sorting service</td>
</tr>
<tr>
<td><strong>Post-Implementation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website Maintenance/Tech-</td>
<td></td>
<td>To Be Confirmed</td>
<td>Depends on different circumstances</td>
</tr>
<tr>
<td>ical Support</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL COST (HK$): 27,297**

**Sustainability/Multiplier Effect**

**Profit – expense balance**

In the beginning, we will mainly rely on the PILNet start-up funds (HK$50,000) and the HK$10 service charge from the users’ requests for providers’ contact information as the operational funds. After 12 months of the Providers’ registration, we will start charging monthly ‘shelf-fee’ from service providers who wish to continue to provide service through our match-making process. The profits earned will be put back to better and upgrade the platform.

**Advertisement**

As we expand the scope of service and the potential service users increases, we plan to make use of advertisements to further avail our project. As the page views and visitor volume increases, our platform will gain wider public attention, particularly from child-care service users. It is clear that such target group will also require other forms of services and goods, such as toys, milk powder, supplements and baby carriage. The service user group of our platform forms an ideal potential target group of other child-care services or material providers. We are open to charge for the advertisements of these other services related to child-care in our platform and the gains from these advertisements will be further utilized as a part of supplements to the daily expense of the platform.

**MONITORING & EVALUATION**

**Feedbacks**

Monitoring and Evaluation would be achieved by gathering feedbacks from service providers and users. Users and providers will be invited to fill in a simple online feedback form after using the platform. We will closely monitor the data we gathered regarding the usage of the websites and the number of successful service matches. Users and providers can leave us inquiries on the platform.

**Quality Control**

If we received any report of severe misconduct, we retain the right to remove the service provider or user from the platform.

**Alternative Plans**

To secure supply for service providers, we will increase the number of recognized child care training courses on the market after evaluating the quality of courses.

**Others**

In the long run, we may employ staff for IT support and customer services.
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 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHASE 1 (February – September 2019)</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 01 Jan - 01 Feb 2019 | Contact ACA and find cooperating primary schools
| 01 Jan - 01 Feb 2019 | Contact law firm partners |
| 10 Feb - 10 Mar 2019 | Communicate with target primary schools to affirm the activity date |
| **Stage 1: Contacting (January to March)** |
| 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 |
| **Stage 2: Preparation (March to July)** |
| 03 Oct 2019 | Opening Ceremony (Subject to the availability of schools) |
| 04 - 15 Oct 2019 | Activity Week |
| 20 Oct 2019 | Closing Ceremony |
| **Stage 3: Implementation (October to November)** |
| 20 - 25 Oct 2019 | Review the whole project and start preparing projects for next semester in other cooperating school |
| **PHASE 2 (October – November 2019)** |
| Oct - Nov 2019 | Repeat the activity in different schools (depends on the number of cooperating schools) |

PROJECT TIMELINE

**PHASE 2 (October – November 2019)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 25 Oct 2019</td>
<td>Review the whole project and start preparing projects for next semester in other cooperating school</td>
</tr>
</tbody>
</table>

ACTIVITIES AND TARGETS TO BE REACHED

**Stage 1: Contacting**
Contacting ACA to find cooperating primary schools

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 give 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 prize 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.
ACTIVITIES AND TARGETS TO BE REACHED

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
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

Incorporated Topics (Message Conveyed)

<table>
<thead>
<tr>
<th>Topics covered</th>
<th>Opening Ceremony</th>
<th>Daily Tasks</th>
<th>Closing Ceremony</th>
<th>Social</th>
<th>Legal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of abuses</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common symptoms of child abuse victims</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What victims should do when faced with abuse</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why victims should seek help</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of seeking help</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measures taken after a case is reported</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children’s right under UNCRC</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children’s right against abuse</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing legislation on child protection</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 tolerance to violence</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Stage</th>
<th>Item</th>
<th>No. of units</th>
<th>Cost per unit (HK$)</th>
<th>Expected Cost (HK$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 2: Preparation</td>
<td>Promotion Banner</td>
<td>4</td>
<td>100</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Promotion Poster</td>
<td>160</td>
<td>1</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>Design fee for promotion and project materials (reusable)</td>
<td>2,000</td>
<td>1</td>
<td>2,000</td>
</tr>
<tr>
<td></td>
<td>Souvenirs: Bookmarks</td>
<td>3,500</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Souvenirs: leaflets</td>
<td>3,500</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td></td>
<td>Souvenirs: files</td>
<td>3,500</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Souvenirs for student representatives</td>
<td>240</td>
<td>3,500</td>
<td>2,000</td>
</tr>
<tr>
<td></td>
<td>Prizes</td>
<td>8,000</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Design fee for online games (reusable)</td>
<td>1</td>
<td>1,750</td>
<td>1,750</td>
</tr>
<tr>
<td></td>
<td>Gashapon Machine (reusable)</td>
<td>4</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Refreshments for meeting</td>
<td>5</td>
<td>1,750</td>
<td>1,750</td>
</tr>
<tr>
<td>Stage 3: Implementation</td>
<td>Printed Questionnaire</td>
<td>3,500</td>
<td>0.2</td>
<td>700</td>
</tr>
<tr>
<td>TOTAL (HK$):</td>
<td></td>
<td></td>
<td></td>
<td>45,160</td>
</tr>
</tbody>
</table>
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.
OVERVIEW

Project Summary
Restorative Justice Family Clinic ("RJFC") is an initiative aiming to introduce a new perspective to social workers in dealing with child abuse cases. The initiative will include training of how to conduct restorative justice conference, as well as advocating restorative justice into local legal system.

We have observed there is a growing use of restorative practices in domestic violence cases and its effectiveness has been acknowledged in various jurisdictions. However, similar practices have not been formally incorporated into the criminal justice system in Hong Kong.

Existing Multi-Disciplinary Case Conferences ("MDCC") are led by professionals and victims’ participation is rare. The purpose of the conference is to allow professionals to share knowledge and concerns, plan for the protection and welfare of the child, and recommend a follow-up plan for the child and his/her family, but emotional conflicts between abusers and victims are often neglected.

RJFC intends to provide training to social works as a new way to deal with child abuse cases. Social workers will be trained to identify suitable cases for restorative justice, how to conduct the conference starting from preparation to follow-ups, as well as raising awareness of possible legal issues arising from child abuse cases.

Social and Legal Needs Assessment
Under the Convention on the Rights of the Child, children have the right to be heard and to express their views in all matters affecting their own lives. In the context of child abuse, children’s voice is central to the issue in order to address and repair the harm done.

Chan (2011) conducted an innovative research study by presenting five vignettes of child maltreatment in the form of flash movies to 87 children to collect their views on child abuse. The study shows that child have, and are able to give, view on child abuse. Thus, looking from children’s perspective helps us to assess whether the current legal and social welfare responses is adequate in meeting their best interests.

1. Criminal Justice System
Similar to other common law jurisdictions, adversarial nature of the criminal justice system in Hong Kong is retributive and tends to put child victims and their abusers into opposite directions which may contribute nothing in solving the problem apart from placing the abusers into custody. More importantly, victims’ voice is lacking; they are usually unable to explain their own feelings in the court room and parties most often have legal representation.

In the context of child abuse, child victims may show reluctance in reporting the case to the police because they don’t want their parents punished or arrested (Chan, 2011). A 11-year-old child informants gave the following response:

“I worried that they would arrest my mother... They thought my mother was very wicked because she scolded at me and beaten me up...”

For child victims, punishment could not effectively answer their voices and needs when the abusers are the primary care providers. Victims want to stop the violence, but the courts do not have effective tools to address it. That said, the current legal system is by no means ineffective in regulating crimes. We need another justice system to fill the gap and to better promote the welfare of victims and their family members who are not satisfied by the system.

2. Social welfare responses to child abuse
In conjunction with criminal justice system, social welfare policies has been carried out to provide more comprehensive welfare response. Where there is suspicion of child abuse, social worker will decide whether an MDCC should be called. MDCC has evolved into an important platform where professionals contribute their expertise to understand the needs of maltreated children and to address the interventions necessary to safeguard their welfare (SWD, 2012a). In 2015 (latest data available), the total number of newly reported child abuse cases were 874, out of which 821 MDCCs were held (LegCo, 2015).
However, child abuse participation of child victims in the MDCC is currently not a standard practice in the Procedural Guides for Handling Child Abuse Cases in Hong Kong. Participation of child abuser of victims are more passive in nature.

In addition, research studies of Mok (2013) reveals that
i) the use of joint interviews in Hong Kong has not been regarded as a key focus of social welfare services for child abuse case (e.g. counselling and mediation); and
ii) individual interviews may not provide social workers with a complete picture and dynamics behind the problem as parties tend to look from their own perspectives.

In Hong Kong, parents are more concerned with the harsh reality of life. They tend to think that employment is important to keep their families afloat and justify the harm done to the child (neglect can be a form of child abuse). However, this is contrary to most children’s view, which was expressed by 11-year-old in the research of Chan (2011):

“Money isn’t everything. Parent-child relationship is more important...”

Individual interviews may not be able to bring forth such concern and difference to the table if the parties are not allowed to sit down and talk. Word-of-mouth is way more powerful and convincing than information conveyed through an agent.

Restorative Justice and Child Abuse
The Father of Restorative Justice, Zehr (1990) describes restorative justice as a process to “create obligations to make things right and the justice involves the victim, the offender, and the community in the search for solutions which promote repair, reconciliation and reassurance”.

Restorative justice process is not simply to have victims, offenders or other parties in face-to-face dialogues but also to have a set of procedures at various stages, including case assessment, pre-conference, restorative conference and post-conference stages (Barnett, 2003). Common restorative practices includes i) victim-offender mediation (“VOM”); ii) family group conference (“FGC”); and iii) healing circles. Although different strategies are employed for each of these models, the common features of the process includes (Ministry of Justice New Zealand, 2004):

1. Participation: Victim offender participation is central restorative practices. Models except VOM include also their respective families and/or support persons, as well as others affected by the offence and those who may help contribute to the resolution of the conflict, including social workers

2. Mutual understand of the harm caused: Participants discuss the offence, giving both victim and offender the opportunity to describe their experience and the consequences of the offence

3. Collective agreement: Parties then attempt to find an collective agreement, identifying the obligations of the offender to repair the harm caused by the offence.

By providing an occasion for child victims and domestic abusers to meet in a direct, safe and sincere manner, potential positive outcomes include:

For child victim: Letting their voices be heard helps to better address their actual needs, be it psychological or physical. Sometimes a hug or apologise letter work as effective as community service in the eyes of the child victims. Therefore, more active participation empowers victims by promoting their satisfaction with the process of justice.

For abusers: They are given an opportunity to hear about the impact of their wrongdoing directly from victims and family members. It not only foster mutual understanding but also empower them to be accountable and to repair harm done by invoking remorse and moral guilt.

For the family: Restorative justice processes encourage all parties to discuss their future actions and possibilities with them taking the lead, whereas this opportunity doesn’t arise through a retributive approach or even MDCC. Mutual acceptable agreement tends to reduce recidivism and restore harmony.

Restorative practices has been used to address offences against children such as domestic violence. However, it is by no means the panacea for all types of child abuse cases. Mok (2013) has summarised all the basic conditions for the use of restorative justice to assist social welfare practitioners to assess the suitability of the couples and to screen out unsuitable cases, e.g. when safety of child victim cannot be assured and or when abusers do not feel remorse for the wrongdoings. This area of assessment requires practitioner’s professional judgment and expertise. Nonetheless, bringing restorative practices to the forefront is important in furthering the international commitment of protecting child’s best interest- especially in the context of child abuse as minor’s voices could easily be left unheard.

Aims and Objectives
Whilst the concepts of restorative justice may be new to social welfare practitioners, they may have identified or even employed some, if not all, of the abovementioned restorative approaches in their casework. However, introducing to them a holistic concept of restorative justice could more comprehensively further their social welfare provision. As such, the aims and objectives out the initiative include:

1. To introduce the concept and practices of restorative justice to child protection social workers in Hong Kong;

2. To advocate restorative justice approach as an social welfare response to child domestic abuse;

3. To advocate restorative justice as an alternative to retributive and punitive measures;

4. To increase legal awareness among social workers in dealing with domestic violence fill the inadequacy in existing social welfare response to child abuse cases;

5. To provide mentoring/networking opportunities to lawyers, social workers and students.
Stakeholders Engaged

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Organisers</td>
<td>Promote RJFC, contact and coordinate with other stakeholders, administrative work</td>
</tr>
<tr>
<td>Restorative Justice Practitioners</td>
<td>Overseas and local practitioners, such as Mr Jae Young Lee (Director of the Korea Peacebuilding Institute &amp; Restorative Justice Practitioner), Mr Hiro Katano (Board member, Mennonite Peace Missions Centre Hohkaido &amp; Restorative Justice Practitioner) &amp; Dr Mok Wai Yin (lecturer in Hong Kong Community College), will be invited to conduct the training workshop</td>
</tr>
<tr>
<td>Universities</td>
<td>School of Law and Department of Social Work and Social Administration will be invited to assist in promotion and recruitment</td>
</tr>
<tr>
<td>University Law and Social Work Students</td>
<td>Participate in RJFC, receive training, assist the Restorative Justice Practitioners to prepare for the training workshops (materials and content) and engage in the workshops</td>
</tr>
<tr>
<td>Law Firm Partners/Legal Practitioners</td>
<td>Scrutinise materials prepared by students and provide advice to RJFC</td>
</tr>
<tr>
<td>NGOs/Social Service Providers</td>
<td>Key contact points for approaching the target groups, the venue for training workshops, assist in identifying key issues</td>
</tr>
</tbody>
</table>

Project Timeline

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activities</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Initiation</td>
<td>Contacting Restorative Justice Practitioners, Universities and NGOs firms; recruiting student helpers</td>
<td>Months 1-3</td>
</tr>
<tr>
<td></td>
<td>Coordinating logistical arrangements for overseas Restorative Justice Practitioners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recruiting and training the first batch of student helpers in assisting training workshops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finalising the content of training workshops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finding venues for training workshops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creating and disseminating promotional material to NGOs</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Conduct training workshops with social workers, detailed feedback will be requested from participants</td>
<td>Months 4-12</td>
</tr>
<tr>
<td></td>
<td>Analysis the feedbacks received and fine-tune the training workshops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue recruitment for social worker participants and student helpers</td>
<td></td>
</tr>
<tr>
<td>Post-implementation</td>
<td>Invite workshops participants to implement restorative justice into their practice</td>
<td>Months 12 onwards</td>
</tr>
<tr>
<td></td>
<td>Advocating restorative justice to be introduced into local legal system and incorporating restorative justice training into social worker qualification curriculum</td>
<td></td>
</tr>
</tbody>
</table>

Activities and Targets to be reached

**Stage 1: Project Initiation**

1. Contacting Restorative Justice Practitioners, Universities and NGOs

**Target:** Partner with at least one University and one NGO dealing with child abuse cases.

We have touched base with Against Child Abuse (“ACA”) which is a non-government child protection agency in Hong Kong against child abuse. Their existing services include investigation, casework and counselling service. We will continue to approach them and invite their social workers to participate in our training workshops.

We have already invited Mr Jae Young Lee & Mr Hiro Katano to provide training. They are both experienced practitioners in the region (See Appendix for their executive profile). We will also invite Dr Mok Mo Wai Yin, researcher in the field to provide training on Restorative Justice approach in the local context.

We will be approaching law schools and departments of social work from various universities to get involved in RJFC.

Partnering with NGOs and universities would provide the key channel for approaching our target social worker audience and promoting restorative justice practice to local child abuse practitioners. These collaborators could also provide venues for the workshops.

2. Logistical Arrangements for overseas Restorative Justice Practitioners

Mr Jae Young Lee & Mr Hiro Katano sponsor their round-trip tickets. In the budget, two return tickets are included as contingency. We will be responsible for the accommodation and living expenses during their stay in Hong Kong (in the form of an allowance. See Budget below). Each of them will be responsible for a two-day training; one training for each training programme (in total two training programmes).

3. Contacting law firms/legal practitioners

**Target:** Partner with approximately two law firms who will provide the necessary legal supervision and training to students. Advice will also be sought from legal practitioners for training session on possible legal issues arising from child abuse cases.

We will approach law firms and practitioners. In order to create interest among law firms, we would emphasise the mentorship opportunity and would offer to include the firm’s name in the related distributed materials for marketing.

4. Recruiting student helpers

**Target:** Recruit 15 law students and 15 social work students,

Students will be recruited with assistance from the University through mass emails. To attract students’ participation, it would be emphasised that RJFC is a good chance for them to engage in networking and expand their connections with practitioners. They could also utilise their academic knowledge in reality. Training sessions will also be provided.

5. Creating and disseminating promotional materials to NGOs

**Target:** Distribute promotional materials to NGOs and the workshops are open for enrollment.

We aim to have at least 40 social workers signing up for the training workshops. In order to attract social workers’ participation, feedback of existing child abuse case management and the encouraging empirical results from other jurisdictions will be stressed.
Stage 2: Implementation

1. Conducting training workshops with social workers

**Target:** Conducting training workshops for social workers (eight sessions of training workshops for each training programme; there will be in total two training programmes).

We aim to have 20 social workers participating in each training programme. Training sessions will cover topics including introduction to local child abuse situation and restorative justice, local and overseas practice, case study and legal issues arising from child abuse cases. Feedbacks will be collected from the first round of training programme and the programme will be fine-tuned accordingly if necessary.

Local and overseas researcher and practitioners will be invited to share their respective experiences. Considering the availability of social workers, eight sessions of training will be spread across 2 months. One session will be held each week with the exception for sessions responsible by overseas practitioners. He will hold a 2-day training.

2. Continue recruitment for social worker participants and student helpers

**Target:** Conduct fine-tuned workshops and introduce the practice of restorative justice to more social workers.

Promotion materials will continue to be distributed to Universities and NGOs. Depends on number of participants, more workshops will be conducted.

Stage 3: Post-implementation

1. Invite workshops participants to implement restorative justice into their practice

**Target:** Social workers who have participated in the workshops could introduce Restorative Justice Conference as one of their tactics in dealing with child abuse cases.

Social workers and NGOs would be encouraged to identify suitable clients, possibly less severe child abuse cases, and put Restorative Justice Conference into practice. Support will be provided if necessary.

2. Advocating restorative justice to be introduced into local legal system and incorporating restorative justice training into social worker qualification curriculum

**Target:** To promote restorative justice in Hong Kong's legal system and as a usual practice for social worker to deal with child abuse cases.

Interviews will be conducted to analyse the effectiveness and practicality of Restorative Justice in Hong Kong. The Hong Kong Government has told the Legislative Council in 2007 (Legislative Council, 2007) that it did not support restorative justice due to lack of empirical evidence indicating that victim/offender conferencing would reduce recidivism. The result will serve as a foundation for the Hong Kong Government to reconsider restorative justice.

Upon holding various successful RJFC programmes, training materials and structures will be shared with the social worker training providers to consider incorporating restorative justice into their formal teaching courses.

### Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Item</th>
<th>No. of units</th>
<th>Cost per unit (HK$)</th>
<th>Expected Cost (HK$)</th>
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<tbody>
<tr>
<td><strong>Project Initiation</strong></td>
<td>Print: Helpers’ recruitment posters</td>
<td>20</td>
<td>2</td>
<td>40</td>
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<tr>
<td></td>
<td>Print: Recruitment leaflets</td>
<td>60</td>
<td>1</td>
<td>60</td>
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<tr>
<td></td>
<td>Roll-up banner stands for recruitment</td>
<td>3</td>
<td>95</td>
<td>285</td>
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<tr>
<td></td>
<td>Print: Helpers’ training sessions handouts</td>
<td>30</td>
<td>0.5</td>
<td>15</td>
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<tr>
<td></td>
<td>Print: Workshops posters</td>
<td>60</td>
<td>2</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Print: Workshops leaflets</td>
<td>150</td>
<td>1</td>
<td>150</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>Overseas Practitioner: Flights</td>
<td>2 (return tickets)</td>
<td>2,000</td>
<td>4,000</td>
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<tr>
<td></td>
<td>Overseas Practitioner: Daily allowance</td>
<td>6 (days)</td>
<td>300</td>
<td>1,800</td>
</tr>
<tr>
<td></td>
<td>Overseas Practitioner: Accommodation</td>
<td>6 (nights)</td>
<td>500</td>
<td>3,000</td>
</tr>
<tr>
<td></td>
<td>Local Practitioner: Daily allowance</td>
<td>4 (days)</td>
<td>300</td>
<td>1,200</td>
</tr>
<tr>
<td></td>
<td>Print: Training workshop handouts</td>
<td>40</td>
<td>10</td>
<td>400</td>
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<tr>
<td></td>
<td>Print: Feedback surveys</td>
<td>40</td>
<td>0.5</td>
<td>20</td>
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<tr>
<td></td>
<td>Refreshments</td>
<td>16</td>
<td>500</td>
<td>8,000</td>
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<tr>
<td><strong>Contingency Expenditure</strong></td>
<td>Venue booking</td>
<td>48 (hours)</td>
<td>480 (per hour)</td>
<td>23,040</td>
</tr>
<tr>
<td></td>
<td>Contingency administrative/ miscellaneous expenditure</td>
<td>N/A</td>
<td>N/A</td>
<td>500</td>
</tr>
</tbody>
</table>

**TOTAL (HK$):** 42,630
INNOVATIVENESS AND SUSTAINABILITY

Innovativeness
There is now a growing literature on the efficacy of restorative justice in child abuse cases (e.g. Jülich, 2006). Restorative justice is being seen as ‘the answer to the failings of conventional criminal justice’, since it is believed to offer ‘real justice’ to not only victims of crime, but to offenders and the community generally (Stubb, 2004). Instead of viewing the state as the primary victim of an offence, restorative justice views crime as being directed against individuals. As an innovative justice practice, restorative justice emphasises repairing harm caused by criminal acts through cooperative processes that allow all concerned stakeholders to meet, discuss the harm and find ways for resolving the aftermath of the offence (Van Ness & Strong, 2006).

Under the retributive justice approach, only the government and the accused, along with their lawyers and any witnesses that testify, have the right to participate in trials. Instead of considering reparations and healing for those harmed, the government sentences the perpetrators without empowering the victims and the community. On the contrary, restorative justice considers crime more holistically than retributive justice and advocates for justice to be restored in the community through the perpetrators being held accountable for their actions.

Prior to 1997, Hong Kong was a British colony and so had a juvenile justice system that closely resembled the system in the UK. Whilst such framework has made some contribution to the continuous decline of delinquency rates, the shortfall of restorative measures for treating offenders reflects the predominant current focus on achieving justice through punishment and neglects the abilities of restorative interventions to deliver justice. We believe that justice can also be achieved by making efforts to repair the negative consequences of offences, amend broken relationships and achieve healing.

Sustainability/Multiplier
To ensure the sustainability of the project, RJFC is designed to provide ongoing trainings to social workers in conducting restorative justice conference and to advocate the significance of restorative justice. The increasing importance of such may attract more social workers to work in corrections and renew social work’s presence in that field, in particular, restorative justice has the potential to be developed under its compatibility with Chinese family cultural values that are vested in the community.

By extending restorative justice to the well-established social work approaches for child abuse cases based on a restorative philosophy, it may as well save resources in running the existing correctional institutions in the long run.

MONITORING AND EVALUATION

Output Monitoring and Evaluation

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Local and overseas</th>
<th>Outputs</th>
<th>Restorative Justice practitioners train 40 social workers</th>
<th>Outcomes</th>
<th>Social workers were introduced to restorative justice practices</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising from legal practitioners</td>
<td>Legal issues in relation to domestic violence cases highlighted by legal practitioners</td>
<td>Increased legal awareness among social workers in dealing with domestic violence</td>
<td>Social workers are more equipped in dealing with sensitive family cases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money</td>
<td>Training materials produced with assistance from law and social work students</td>
<td>Mentorship for law and social work students</td>
<td>Increase awareness among practitioners in taking care of victims’ need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partnership with NGOs</td>
<td>Conduct 2 training series</td>
<td>Increased appreciation of reconciliation between offenders and victims</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partnership with Universities</td>
<td>Course materials and design structure shared to local social work education providers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteering of law and social work students</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

RJFC program organisers and Restorative Justice practitioners will review together whether targets of output, shown in logic model above, were met after first year of implementation. Outcomes monitoring and evaluation:

1. Audience feedback: the audience would be invited to fill in feedback forms after every session to reflect on quality of the workshop, and if speakers’ sharing is useful.
2. Student feedback: student helpers would be asked to reflect on their involvement in the training and what they have learnt after each training series.

3. Restorative Justice Practitioners feedback: Restorative Justice practitioners will be asked for feedback on the training in general, participants’ performance and whether they are willing to participate new year.
4. NGO and Universities feedback: collaborating NGOs and universities will be asked to give feedback on how helpful they found the training, whether it they are willing to implement Restorative Justice.

REFERENCE:
Executive Profiles for Restorative Justice Practitioners and Researcher

Mr Jae Young Lee
Executive Director, Korea Peacebuilding Institute, Northeast Asia Regional Peacebuilding Institute

Lee Jae Young graduated from Eastern Mennonite University with an MA in Conflict Transformation, with a focus on Restorative Justice. He has founded several organizations in the fields of Restorative Justice, Peacebuilding, and Conflict Transformation. He has conducted various workshops on peace education, restorative justice, and mediation training for schools, government, NGOs, and organizations in Korea. He is one of the first facilitators for the victim offender reconciliation program in Korea, including at Seoul Family Court. He has facilitated a mediation course at Mindanao Peacebuilding Institute (MPI) in the Philippines. He is also a co-author of the conflict resolution manuals Public Dispute Management (2005) and Peace and Conflict Resolution Education (2002). He translated Dr. Hizkias Assefa’s book, Peace and Reconciliation as a Paradigm (2004), and co-translated the mediation training manual Mediation Skills Training Manual (Nancy Good Sider, 2007) and Little Book of Restorative Discipline for Schools (Lorraine Stutzman Amstutz and Judy Mullet, 2011). Currently he lives with family and staff in Peace Building Community.

For more details: http://narpi.net/?page_id=2#about-02

Mr Atsuhiro Katano
Research Fellow at Peace Research Institute of Meiji Gakuin University, Tokyo

Atsuhiro (Hiro) Katano graduated from Chuo University (Tokyo) with an MA in international politics and from Associated Mennonite Biblical Seminary (US) with an MA in peace studies. He also completed Mediation Skills Training Institute at Lombard Mennonite Peace Center (US). He teaches philosophy and social sciences at several universities in Hokkaido. He is a member of Sapporo Bethel Mennonite Church and actively involved in writing and teaching ministry on Christian faith and peace issues. He is a board member of Peace Missions Center, which is in charge of promotion of NARPI among Mennonite churches in Japan. He has contributed chapters to Peace Movements and Pacifism after September 11 (Edward Elgar, 2008), Routledge Handbook of Religion and Politics (Routledge, 2009) and Overcoming Violence in Asia (Cascadia, 2011). He holds the third-dan black belt of Daitoryu Mudenjuku, a school of Japanese classical martial arts.

For more details: http://narpi.net/?page_id=2#about-02

APPENDIX

EMpower – Ethnic Minority Domestic Violence Prevention Campaign

TEAM
5

PROJECT TITLE
EMpower – Ethnic Minority Domestic Violence Prevention Campaign

MEMBERS
Chong Yip Fung Vincent
Lo Ting Hei Christine
Tsang Hiu Chun Selina

SCHOOL
The Chinese University of Hong Kong
A survey reported nearly 40% of EM women in HK experienced domestic violence.

**Project Summary**

This project aims to EMpower ethnic minorities ("EM") and tackle domestic violence by (i) addressing their lack of understanding and misunderstanding on possible situations when they encounter domestic violence and (ii) encouraging the EM to seek help if necessary.

The project includes setting up an electronic self-evaluation and reporting system and conducting workshops to enhance EM women’s understanding of domestic violence.

Instead of positioning the project as a high profile attempt to deal with domestic violence which is culturally sensitive and stigmatic to EMs, and therefore will not be well received. The project is to identify and EMpower EMs experiencing unhappy family life and possible domestic violence by solutions. At the same time the project packages itself as a platform to promote ways to achieve harmonious family life to avoid possible repercussions from the EM community.

Due to resource constraints, initially, the target group of the project is Pakistani women, but others are also welcome to utilize the channels offered. The project model may also be extended to other EM race groups facing similar problems.

**Definition**

“EM” in this project mainly refers to the South Asians in HK (including Indian, Nepalese, Pakistani, etc.) either born in or migrated to Hong Kong.

Domestic Violence in this project refers to the constant use of force, threat, words or deprivation of necessities of life (e.g. food/sleep) by a family member which causes physical, mental or sexual injury to another family member.

**Need Assessment and Service Gap**

**Domestic Violence & Barriers Encountered By EM**

Domestic violence is widespread within the EM community. A survey on domestic violence in the EM community showed 20% of the respondents fell victim to forced sex and beating by their husband. Worse still, some EM women are not aware that the above mentioned behaviours are domestic violence and are subject to unpleasant family life without solutions.

At the same time, for those who are aware of the problem, they are reluctant to seek help. They are worried about damages to their family honour and being blamed by the community for failure to be a “proper wife” if their help-seeking behaviours are known by others. In addition, they are concerned that divorce is inevitable if they seek help and their future livelihood is endangered as they are usually heavily reliant on the husband’s income. These fears bar them from seeking proper assistance from the community. The fears can also be attributed to the lack of confidence to the current institutionalised victim support system and the lack of understanding of the solutions available.

**Existing Service Gap**

Despite the plenty of related services offered by a number of NGOs in Hong Kong, there are still service gaps. The current services are not specifically tailor-made for EM. The services currently available include shelter and counselling service, hotline service and legal education program. The hotline, shelter and counselling services run by different NGOs generally cater all women suffering from domestic violence in Hong Kong without addressing the particular needs of the EM. Rainlily once operated the hotline for EM women are housewives and live with some other relatives apart from their husband and children. They may be subject to constant monitoring of the other family members and therefore it may be difficult for them to seek help by calling NGOs or reaching out to social service centres. Moreover, these services are only able to help victims who are aware of their situation and are willing to actively seek help. It fails to identify those victims who potentially need help.

The existing service fails to ensure confidentiality when the EM women would like to seek help. Many EM women are housewives and live with some other relatives apart from their husband and children. They may be subject to constant monitoring of the other family members and therefore it may be difficult for them to seek help by calling NGOs or reaching out to social service centres. Moreover, these services are only able to help victims who are aware of their situation and are willing to actively seek help. It fails to identify those victims who potentially need help.

To address the existing service gaps, our current proposal is to set up an online platform particularly customised for EM. By packaging itself as an anonymous family life self-evaluation questionnaire, the platform will actively identify the victims of domestic violence who are suffering from unhappy family life. Since the platform’s presentation as a family life survey can be a camouflage of the real intention of identifying victims and facilitating assistance from the existing service provider, it will also guarantee confidentiality to users.

**How EM domestic violence becomes a complicated problem – summary diagram**

- **Language barriers**
- **Lack of information about solutions and problem**
- **Lack of trust to assistance offered by current system**
- **Fears related to confidentiality & future when mixed with their unique culture (taboo/loss of face)**
- **Reluctance to seek help repeated**

**Domestic violence**
**PROJECT DESCRIPTION**

The project has two main components:
1. EMpower Legal Workshop for Women
2. An Innovative Mobile App ("EMpower App")

**Goal**
To promote awareness of the domestic violence issue and reduce the occurrence of domestic violence among Pakistani women in Hong Kong.

### Objectives

1. To assist at least 100 Pakistani ladies in reviewing their family life and to offer information on help channels for victims of domestic violence among them in a year
2. To inform at least 15 Pakistani ladies of the particular protection available under the laws of Hong Kong who will become the counselors to EM women and disseminate the information informally in the community after a 2-month workshop series.

#### I. EMpower Legal Workshop

**Proposed Dates and Time**
- 6 classes from May to June, once every week
- Two time slots -
  1. From 10am-12pm for housewives
  2. From 6pm-8pm for the employed/youth receiving tertiary education

**Target Participants**
- 10-20 Pakistani women
  - We expect them to be relatively outspoken in their community and willing to share the learnings to their social circle

**Format**
- Interactive model
  - Divided into groups for discussion and activities
  - A two-way dialogue - participants are led to identify the potential issues from their own experience and brainstorm possible methods to help their community.
  - Participants will work on tasks and report on their findings for further discussion in class

**Involvement of Legal Practitioners**
- The class will be partly taught by legal practitioners
- All contents will also be approved by legal practitioners to ensure accuracy

**Curriculum**
- "Workshop for Frequently Encountered Questions in Daily Life"
  - To avoid the taboo of "women rights advocacy" which may cause embarrassment to participants, the workshop will promote itself as a workshop that aims to introduce legal knowledge and other welfare channels relevant to their daily life.
  - The workshop will cover 60% of domestic violence-related topics and 40% of general topics including equal opportunities, education and healthcare.

**Topics on Domestic Violence includes:**
- Protection under Domestic and Cohabitation Relationships Violence Ordinance
- The right to confidentiality
- Social service protection available to victims of abuse (in particular, victims do not have to undergo divorce to be eligible for shelter)
- The procedures of police arrest or police interview
- Matrimonial proceedings in Hong Kong

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**APPLICATION OF LAW**

When facing domestic violence, the victims with an ethnic minority background often have misunderstanding related to the remedies available and the legal consequences if they seek protection. They have the following misbeliefs:

1. Constant harassment by husband leading to physical or mental injuries does not amount to a problem in their culture
2. The only remedy available would be a divorce and their partner would be imprisoned. They are also concerned about the risk of exposing their domestic problem when they seek help and the lack of means of sustaining their life without depending on their husband.

In fact, some alternative and less intrusive remedies are available with an aim of repairing the strained or broken relationship, including mediation and family therapy. The law of Hong Kong also ensures confidentiality in family-related proceeding. Further, not all domestic violence can lead to criminal prosecution.

The project aims at correcting the misunderstanding and letting the victims know that they are entitled to remedies to resolve their family conflicts in mediation or in other civil proceedings. It hopes to encourage women subject to domestic violence to seek help and suitable remedies. They will also be advised the rights a spouse may have in case divorce is inevitable.

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**PARTICULAR TARGET GROUPS**

Among the entire EM community, this project is targeting on those suffering from a certain extent of domestic violence, feeling aggrieved but without ways to mitigate their plight. This is not a general advocacy campaign against the prevalence of domestic violence existing in the EM community. It is a campaign to identify those suffering from domestic violence, suggest possible solutions and try to build support network in the EM community for those in need to share their feelings and concerns.

We also focus on the Pakistani community in HK which is reported to be the most insensitive to domestic violence when compared to other race groups. We will aim to connect them to the social security systems as most of the Pakistani women are stay-at-home housewife and are socially isolated. This project also aims to educate the EM community about other conflicts resolution methods they may not be very familiar with as a tip to pleasant family life.

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**ABOUT EMPOWER**

The project has two main components:
- EMpower Legal Workshop for Women
- An Innovative Mobile App ("EMpower App")

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EMpower – Ethnic Minority Domestic Violence Prevention Campaign
II. EMpower Mobile App

**Purpose of the app**
- To inform the victims about their rights
- To inform victims about the different options they have when facing domestic violence
- Inform the victims the details of each option and the procedure involved in each option

**Languages of the app**
- When launched, our app will be in both English and Urdu (the official language of Pakistan)
- We aim to expand to regional languages of Pakistan in the future, including Punjabi, Saraiki, Pashto, Sindhi, Balochi, Kashmiri, Hindu and more

**Duration of usage of the app**
- Both during the execution of the project and in the long-term

**Users of the app**
- Participants in the workshop and their friends by word of mouth
- 20-50 Pakistani women

**Successful overseas example**
- Similar apps are available in the market and are proven to be a success, for example, Toranj, an app designed to quickly connect victims of domestic violence with the resources and support they need to be safe, both in the moment and for the long term. It was selected as one of the small grant winners of the IranCubator contest by United for Iran in 2016.
- However, so far no similar apps are available for EM in Hong Kong. Our app will offer services including: legal support handbook, key points put forward in workshop, self-assessment of family relationships and more.

### Resource Requirements

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 student volunteers from universities to recruit potential participants for the domestic violence workshops</td>
<td>A mobile app/online platform for assessing the general family life and domestic violence situation of the respondents</td>
</tr>
<tr>
<td>2 student volunteers to write the code for the app</td>
<td>5 interactive workshops running weekly in 5 weeks to identify various areas in domestic violence and family disputes in general</td>
</tr>
<tr>
<td>Pro bono lawyers to review the accuracy of materials used and provided at the workshops</td>
<td>A checklist for counselors and victims to evaluate current situation</td>
</tr>
<tr>
<td>2 translators for translating the materials and the information in the workshops</td>
<td>A Q&amp;A offering answers commonly enquired by the victim</td>
</tr>
</tbody>
</table>

### Problems and Solutions

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>There may be difficulties in promoting the usage of the website/app developed.</td>
<td>To reach out to the NGOs serving EM, whenever they work in the field of domestic violence or not. We will also package the questionnaire as psychology test prevalent on social networking websites and use a number of interesting photos attached to the results to encourage users may choose to share with their friends.</td>
</tr>
<tr>
<td>There might be difficulties in reaching out to the community and ask them to join the workshops as many of them think exposing domestic disharmony is a social stigma.</td>
<td>The workshop will not be solely on domestic violence but also on a number of other family legal issues (though less time will be allocated to that part compared to the main theme), including resolving family conflicts successfully by mediation and equal opportunities, healthcare and education. These provide incentives and the participants would not resist from the very beginning outright.</td>
</tr>
<tr>
<td>Participants may not be able to devote their time to participate in all the sessions, since they need to take care of the family</td>
<td>The workshops will be held in the morning when the husbands are at work and children are at school; and will not be in a very intensive manner so that it will be easier for the participants to spare time to attend. The workshops will also target at the younger generations as they probably have less commitment to the family when compared to the mothers.</td>
</tr>
</tbody>
</table>
Evaluation Plan
Evaluation will be done monthly, at the end of each workshop and at the end of the project.

Legal Workshops for Women
A pre-workshop questionnaire will be completed by the participants as the benchmark. 3 months after the end of the series of workshops, another questionnaire will be sent to the participants to evaluate their awareness of domestic violence and knowledge of the protection methods available. They will also be asked about a hypothetical scenario that if an acquaintance suffers from possible domestic violence, what advice they will give to that person. On top of this overall evaluation of the effectiveness, another set questionnaire will also be distributed throughout the workshop series to collect feedback from participants on the content and practicality of and level of interaction in the workshop.

Relevant Key Performance Indicators:
• Reported score of overall satisfaction of the workshop
• The reported level of confidence of counselors when advising peers in domestic violence situations;
• Reported usefulness of the information given to the counselors
• Number of friends the counselors actually helped after the workshops.

Anti-Domestic Violence App
Statistics will be obtained from the operation of the website in evaluating the effectiveness of the platform. Users are also invited to rate the platform.

Relevant Key Performance Indicators:
• Number of users of the platform
• Average rating given by the user
• Number of users agreed to be referred to relevant NGOs concerned for further assistance

Sustainability
The program is sustainable in the following manner:
1) Low cost - The maintenance of the app requires minimal fees and the users needing assistance will be directed to the NGOs automatically.
2) Reusability of materials - Even though the workshop itself requires workers to operate and recruit participants and therefore will need resources for ongoing operation in future, the materials educating EM about domestic violence and proper conflict resolution will be left and distributed to different relevant NGOs and can be utilised for further advocacy by the relevant NGOs in the future.

NGO partners
The NGO partner of this project is “Translate for Her”.

This is a relatively newly found NGO which recruits helpers to assist in the translation of the Chinese text encountered daily by EM women and particularly Pakistani.

They make use of “Whatsapp” which is easy for the women to access and women encountering difficulty in understanding community information will send a message to the group for the helpers to assist. This NGO has lots of connections to the EM community and helpers, therefore it is a good platform for us to recruit participants into the legal education workshop and to promote relevant materials.

Relevant Stakeholders

<table>
<thead>
<tr>
<th>Vital to Engage</th>
<th>Necessary to Engage</th>
<th>Good to Have on Board</th>
<th>Courtesy to Inform</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funder:</strong></td>
<td><strong>Volunteers and helpers:</strong></td>
<td><strong>Other EM NGOs in the field:</strong></td>
<td><strong>Community leaders in the field:</strong></td>
</tr>
<tr>
<td>Provide the financial and material support and give feedback on the effectiveness and goals</td>
<td>Help recruit the participants and promote the use of the app</td>
<td>Promote the project and the app and help us evaluate the needs of EM community as a whole</td>
<td>Ensure the cultural sensitivity of the project and keep constant communications with the EM community</td>
</tr>
<tr>
<td><strong>NGO Partners:</strong></td>
<td><strong>The pro-bono lawyers:</strong></td>
<td><strong>NGOs specialising in domestic violence and family therapy:</strong></td>
<td></td>
</tr>
<tr>
<td>Provide networking and venue support</td>
<td>Help review the materials, ensure the correctness and conduct community legal talks</td>
<td>Offer advice on domestic violence issues and how to resolve family conflicts</td>
<td></td>
</tr>
</tbody>
</table>

Project Timeline

<table>
<thead>
<tr>
<th>Task</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHASE 01</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research, preparation and assessment</td>
<td>Feb 2018</td>
<td>Feb 2018</td>
</tr>
<tr>
<td><strong>PHASE 02</strong></td>
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<tr>
<td>Developing mobile app</td>
<td>Mar 2018</td>
<td>Apr 2018</td>
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<tr>
<td>Developing contents of legal education workshop</td>
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</tr>
<tr>
<td><strong>PHASE 03</strong></td>
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<td></td>
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<tr>
<td>Recruiting volunteers and participants</td>
<td>May 2018</td>
<td>May 2018</td>
</tr>
<tr>
<td>Fine-tuning materials and trial run of apps</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PHASE 04</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publishing app &amp; advertisement</td>
<td>Jun 2018</td>
<td>Dec 2018</td>
</tr>
<tr>
<td>Running workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim evaluation on impact of app/workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final evaluation against objective set</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Budget Breakdown

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimated Budget (HK$)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Mobile App/Website</strong></td>
<td></td>
</tr>
<tr>
<td>Wage</td>
<td>16,500</td>
</tr>
<tr>
<td>Remoting server/ App store listing fees</td>
<td>7,000</td>
</tr>
<tr>
<td>App promotion fees (Advertising on social media/pamphlet/posters in NGO centres)</td>
<td>2,500</td>
</tr>
<tr>
<td><strong>2. Legal Education Workshop</strong></td>
<td></td>
</tr>
<tr>
<td>Interpreter ($400 X 6 sessions)</td>
<td>2,400</td>
</tr>
<tr>
<td>Refreshment</td>
<td>2,000</td>
</tr>
<tr>
<td>Workshop materials and stationery</td>
<td>3,000</td>
</tr>
<tr>
<td>Student helper (HK$55 x 40)</td>
<td>2,200</td>
</tr>
<tr>
<td>Participant subsidy (Travelling) (HK$600 x 15)</td>
<td>9,000</td>
</tr>
<tr>
<td>Contingency</td>
<td>5,400</td>
</tr>
<tr>
<td><strong>GRAND TOTAL (HK$):</strong></td>
<td><strong>50,000</strong></td>
</tr>
</tbody>
</table>

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**NOTES:**

The SEED Project seeks to introduce a new curriculum of simplified moral concepts and legal principles into secondary schools of Hong Kong. The curriculum is positioned as an extra-curricular activity in schools. It would involve using classic fables and/or simplified fact pattern of landmark case law or legislation, simplified established legal, critical analysis of the facts of such stories/cases, structured argumentation, and public speaking. In turn, students will be invited to draw linkages between their learnings from those concepts and principles to their daily lives, and responsibilities as pupils, and Hong Kong citizens.

A series of textbooks, each containing a simplified fable or case, summarised legal principles, and instructions for role-playing as counsel to argue for each side of the case, will be implemented in class. Local and ethnic minority (“EM”) students will be arranged in teams to work together. The language of the textbooks will be plain English and Chinese to allow students to improve their language capabilities.

To prove the feasibility and outcome of our SEED project, we plan to test the project in secondary schools, through NGOs which we have contact, including Unison. After the trial, we will revise any shortcomings identified or raised by participants. Gradually, the project will be introduced to other secondary schools, or even primary schools showing interest.

Problem
After conducting research through secondary data, mainly from reviews of government reports, we have the following key observations:

a. Racial acceptance within the education system between local secondary school students and teachers, and EM students, remain low despite Government policy and NGO efforts [Thematic Household Survey Report No. 39, June 2009; Racial Acceptance Survey Report, Hong Kong Unison, March 2012]

b. Racial acceptance within the workplace is notably lower than acceptance levels of locals, Whites, and Japanese [Racial Acceptance Survey Report, Hong Kong Unison, March 2012]

c. The ability to read and write Chinese amongst EM population remains low, and much lower compared to local students [Thematic Household Survey Report No. 4, December 2000]

d. The ability to read and write English amongst EM population is high, and considerably compared to local students [Thematic Household Survey Report No. 4, December 2000]

e. The presence of South Asian EM in professional services remain low [Poverty of ethnic minorities in Hong Kong, Research Office, Legislative Council Secretariat]

f. The median monthly personal earnings among South Asian EMs remains low, and a considerable proportion of South Asian EMs fall below the poverty line [Poverty of ethnic minorities in Hong Kong, Research Office, Legislative Council Secretariat]

After interviewing representatives from NGOs, and teachers of EM students, we have identified the following problems:

a. EM students do not generally know their rights while living in Hong Kong, especially when facing police forces and discrimination matters.

b. EM students and local students study in their own respective groups, with minimum interaction among them. Their secondary language skills, mainly Chinese and English language skills for EM and local students respectively, deteriorate gradually.

c. EM students do generally feel they are Hong Kong citizens, but at the same time they do not feel a sense of belonging in Hong Kong, mainly due to the lack of interactions with the local students and the local society.

d. Most EM students worry about their future prospect of getting a job, which can be difficult as their Chinese may not be up to the standard of most local jobs.

e. EM students are often told they are unlikely to do well at school, hence the prospect of getting a professional qualification, like lawyers and doctors, are far fetched for them.

Aims
The SEED Projects pursues the following aims:

a. To promote that no matter which ethnicity we belong, we all live in Hong Kong as one big family. All residents in Hong Kong are governed by one set of rules, which is the Hong Kong law;

b. To make law accessible to both local and EM students in an interactive platform;

c. To reduce the language barrier between local and EM student to facilitate their communication.

Proposed Solution
We propose to design a curriculum consisting of workbooks and workshops for secondary school students. The workbooks contains simplified case laws and modified classic fables to illustrate legal principles. It will be written in Chinese and English in opposite pages, presenting the same content. The workshop will provide opportunities for local and EM students to work together and apply the legal principles from the workbooks in mini-trials or debates in English.

Examples of legal principles included in the curriculum:

a. The ‘Neighbour Principle’ - We are responsible for caring about the welfare of our neighbours and should take care not to harm them (Donoghue v Stevenson [1932] UKHL 100)

b. Unilateral promises should be kept (Carlill v Carbolic Smokeball Company [1892] EWCA Civ 1)

c. Time is of the essence. There can be serious consequence for being late (Union Eagle Ltd v Golden Achievement Ltd [1997] UKPC 5)

d. Be responsible for the impact of our activities on the environment (Rylands v Fletcher [1868] UKHL 1)

e. Discrimination (Ugly Duckling)

f. The acts and state of mind in the crime of theft (Robin Hood)

In executing the proposed curriculum, the roles of the stakeholders are as follows:

a. Secondary schools and/or primary schools: recruiting interested local and EM students, distributing and collecting feedback forms for organisers

b. NGO: provide assistance for trial workshops, communicating with schools and help distribute workbooks to schools

c. Law students: designing workbooks and workshops, and carrying out the activities.
I. Methodology

PHASE 1 – Trial with NGOs: to gauge the feasibility of implementation of the curriculum and the level of interest among the students and parents in the subject matter of the curriculum.

PHASE 2 – Implementation in schools through network in NGO: introduce the Project into secondary schools that exist in the NGO network.

PHASE 3 – Implementation in primary schools through network in NGOs and secondary schools: provided the implementation of secondary schools is reasonably successful, we will seek to introduce the Project into primary schools that are affiliated with the secondary schools.

PHASE 4 – Future- sustainability: To ensure the sustainability of the Project, the textbooks and curriculum can be published and sold to the public. Profits generated will be invested into further developing the curriculum and series (e.g., adding new cases), and other activities. The profits can also be used to enlist the help of university law students to assist the development of the curriculum, supervise its implementation, and pose as legal mentors for students, particularly EM students.

II. Proposed Partners

At the early stage NGOs are our main partners, Unison being one of them. NGOs have established connection with secondary schools, and are able to leverage this connection to potential interested secondary schools for the implementation of the curriculum as their extracurricular activities.

Following implementation of the curriculum in secondary schools and ongoing evaluation during the process, at the later stage, secondary schools will become our main partners. Provided the implementation in secondary schools is reasonably successful, we will then seek to introduce the Project into primary school that are afflicted with secondary schools, again, leveraging the connections that are already in place.

III. Budget

Here is our proposed budget expenses:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Budgeted Expense (HK$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication</td>
<td>Publishing 500 books in colour (around 150 pages)</td>
<td>30,000</td>
</tr>
<tr>
<td>Design</td>
<td>Graphic and layout design for the publication</td>
<td>4,000</td>
</tr>
<tr>
<td>Advertisement</td>
<td>Advertising expense on several social media</td>
<td>7,000</td>
</tr>
<tr>
<td>Catering</td>
<td>Subsidies of catering for student volunteers</td>
<td>7,000</td>
</tr>
<tr>
<td>Miscellaneous fees</td>
<td>For administrative expenses incurred</td>
<td>2,000</td>
</tr>
<tr>
<td><strong>TOTAL (HK$):</strong></td>
<td></td>
<td><strong>50,000</strong></td>
</tr>
</tbody>
</table>

IV. Innovation, Multiplier Effect Strategy And Sustainability

There are existing NGOs such as Oxfam and Unison, which aims to promote reforms in the long-term at a policy level, including legislative proposals and government policies, and in the short-term at the practical level, providing different aspects of familial support to underprivileged families. While these NGOs are mostly focused on serving the EM’s needs, there is minimal integration between local and EM group at student level. The services SEED offers identified this weakness and aim to provide unique service that aims to bridge the cultural gap and foster integration by providing fun, interactive and informative workshop for both Chinese and EM students.

The SEED programmes’ primary aim is to promote mutual understanding and integration between local and EM students. People are not born to discriminate, they learn to discriminate. We aim to reduce stereotyping by increasing exposure opportunities between the local and EM students. As the workshop is designed for local and EM students will be arranged in teams to work together, it would encourage understanding and enhance appreciation of the cultural diversity of EM students.

Moreover, Hong Kong’s current local education system have a significant deficit in providing basic legal knowledge. Through implementing the innovative SEED initiative and training their legal mindset, we aim to remind them the usefulness of being equipped with legal knowledge and the importance of following rules and being disciplined in their daily lives and studies. Ultimately, we hope to develop a sense of interest in pursuing a career in law among students at an early age, particularly EM students.

To ensure the sustainability of the SEED programme, we aim to engage university law students as volunteers to participate in social service activities through the SEED initiative. At the same time, this programme aims to cooperate with NGOs and its volunteers to enable cultural exchange between local university students and ethnic minorities.

A guideline for the workshop and curriculum will be supplied to student volunteers to ensure consistency in the legal concepts conveyed to the participants. The materials would also be updated by the law students to provide new stories and law into the SEED initiative and help sustain it in the future.

V. Project Evaluation

Prior to the implementation of the project: we would ask the host school to provide us with some feedback, including requests for clarification and concerns, upon their preliminary assessment on the feasibility of the project, in terms of difficulty, student interest, and implementation/logistics. For example, it would be helpful if the schools could provide a sample of English language and Chinese language learning materials, so that the language and content used in our workshops can be in line with the learning requirements of the students.

Post-implementation of the project: we would ask the host school to provide us with some feedback upon review of the running of the workshop, areas for improvement, and overall feasibility of carrying the project out on a large scale (in terms of volume of participants, content, and different age groups).
BACKGROUND AND SOCIAL JUSTICE ISSUE

Since 1970s, foreign domestic workers ("FDWs") have become an integral part of our community. To date, there are approximately 370,000 FDWs in Hong Kong who bear varied domestic responsibilities. Despite the fact that FDWs are co-residing as "family members", they are seen as servants who are subject to poor and discriminatory treatment. The exclusion and intolerance on them have obstructed the development of harmonious family relationships and a cohesive community. Cases such as Erwiana Sulistyaningsih in 2014 which involves serious abuse of FDWs are not unheard of, not to mention these may just be tip of an iceberg. The deprivation of FDWs' basic human rights, such as those of Erwiana, has been widely criticised as tantamount to modern-day slavery. In a societal context, FDWs generally receive little recognition for their contribution to the society. They are often treated as outsiders and not accepted as a member of the Hong Kong family. As a result, social justice issues, i.e. FDWs not being able to receive fair treatment they deserve, are often overlooked by the general public, making the impacts of actions/ initiatives by different NGOs and governmental organisations rather limited.

This project, EF-Lab, hopes to:

(i) educate employers on FDWs’ basic legal rights, an employer’s obligations under the law and consequences of any breaches of the same, so as to prevent deliberate/ inadvertent violation of the law; and

(ii) give recognition to FDWs’ contribution to Hong Kong society, both within the family and socio-economically.

With a soft approach, FDWs will hopefully receive fairer treatment and be more committed; while the employers will perceive FDWs as family members and appreciate their efforts. Eventually, we hope to create a win-win situation for FDWs, families and our community at large.

NEEDS ASSESSMENT AND GAP ANALYSIS

Existing Legal Problems Faced by FDWs

According to Justice Centre Hong Kong, the major legal issues faced by FDWs include: unlawful deductions of wages (71.8%), receipt of Food Allowance below the statutory standard (57.7%), deprivation of statutory holiday (34%), illegal work (34%) and threats (77%). Other issues, though not illegal, include excessive and exploitative work hours (average working hours of 17 hours per day), restriction on the right to freedom of religion (30%), removal and retention of identity documents by employer or placement agency (74%) are deemed inappropriate and disrespectful. However, since most FDWs will be subject to the pressure of contract termination, work suspension and pay cut, they may be hesitant to lodge any complaints. All these constitute barriers to their pursuit of social justice and enforcement of their legal rights. Despite the continuing assistance to FDWs given by a number of NGOs and government departments, there are certain service gaps and this is where EF-Lab comes into play.

Insufficient Focus on Employers as Key Stakeholders

At present, a lot of NGOs such as Help for Domestic Workers, Justice without Borders, etc. aim to address access to justice issues faced by FDWs. They do so mainly by giving assistance to and educating FDWs. For example, offering FDWs legal consultation sessions through their partner law firms when they face labour exploitation or giving talks educating FDWs on their legal rights.

Yet, according to a 2017 report published jointly by PILnet and DLA Piper, the low-income and vulnerable communities in Hong Kong, which includes FDW community, has a substantial number of unmet socio-legal needs in a myriad of areas, ranging from discrimination, employment, immigration, social welfare to domestic violence. The problem does not appear to be due to a lack of NGOs. Rather, the limited effectiveness in addressing these unmet needs appears
to stem from deficiencies in the existing support and services offered by NGOs, such as insufficient funding, unclear entry point for application, little coordination, ill-handling of urgent cases and lack of continuity of follow-up procedures.

While on the employer side, there are limited resources one could obtain from various channels, such as “Points to Note for Employers on the Employment of Foreign Domestic Helpers” by PathFinders and “Guidelines and Tips for Employers of Foreign Domestic Helpers” published by the Labour Relations Division of the Labour Department. However, not only are the assistance not as readily available as those of FDWs, they are also lengthy and hard to comprehend, so employers are less motivated to know more about their relevant duties towards FDWs.

As a two-way interaction, we observe that the maltreatment of FDWs is not only caused by their lack of legal knowledge or means to reach out to help, but also how the employers and general public exploit and discriminate against them. Therefore, we need to get these stakeholders be involved in bringing changes. EF-Lab proposes to adopt a different approach: thoroughly educating the employers on the rights which FDWs should enjoy and their responsibilities as conscionable employers. Essentially, EF-Lab adopts a preventive rather than a remedial approach by preventing the exploitation from taking place at the outset. This, EF-Lab feels, is more effective as it addresses the root of the problem.

PROJECT OVERVIEW

As the majority of problems arise from a breach of the FDW employees’ rights, there is high demand for information about the legal responsibilities and laws governing the employment of FDWs. EF-Lab would primarily be committed to address the issue of employment at the initial stage. If further resources are available, the scope of the content would be extended to other critical issues.

EF-Lab adopts an online-and-offline approach to fully realise the potential of various channels and hence, the social and legal impacts of our project. In regard to the online aspect, EF-Lab will launch an extensive social media campaign on Facebook, where a series of short videos simulating the legal rights issues faced by FDWs will be posted. Tips will be posted regularly as well to keep followers’ attention, and serve its educational purpose by providing essential legal information to employers. In regards the offline aspect, street booths will also be set up, not only to disseminate legal information but also to raise awareness and a “buzz” which will attract followers to our Facebook Page.

Aims And Objectives

EF-Lab aims to achieve 4 objectives: (i) to educate local employers on their legal rights and responsibilities towards FDWs in various employment situations; (ii) to encourage FDWs to actively share their experience to arouse public attention; (iii) to allow students to make creative videos and promotional materials, and increase their awareness of FDWs’ issues in Hong Kong; and (iv) to raise general public’s awareness of FDWs’ legal rights protection to supplement the lack of education on this front.

PROJECT TIMELINE

<table>
<thead>
<tr>
<th>Stage</th>
<th>Task</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAGE 1: Project Initiation</td>
<td>Facebook Page: • Information collection through legal research as well as interviews with NGOs and FDWs • Finalising legal topics and information for Facebook Page and Video storyboard</td>
<td>1st – 2nd Month</td>
</tr>
<tr>
<td>Video Publication: Recruiting helpers for Video Production (such as actors, producers) and student volunteers</td>
<td>Street Booths: • Finalising time and venue of the street booths • Recruiting volunteers and helper for holding the booths</td>
<td></td>
</tr>
<tr>
<td>General: • Contacting and partnering with NGOs, University Faculties for support and promotion of the project • Training sessions / briefing sessions for helpers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAGE 2: Project Execution</td>
<td>Facebook Page: • Producing the final product of the Facebook Page contents • Procuring prizes for Facebook give-aways</td>
<td>3rd – 6th Month</td>
</tr>
<tr>
<td>Video Publication: 1st batch Video filming and editing</td>
<td>Street Booths: • Preparation of contents of the booths (see “Implementation Plan 3. Offline: Street Booths”) • Briefing sessions for helpers</td>
<td></td>
</tr>
<tr>
<td>General: • Recruiting volunteers and helper for holding the booths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAGE 3: Project Publication</td>
<td>Facebook Page: • Launching the Facebook Page and post tips regularly on FDWs-related topics and videos (see “Implementation Plan”) • Continuous Facebook Page content creation • Implementation of social media events including “discussion” and “give-aways” to engage the general public</td>
<td>6th – 12th Month</td>
</tr>
<tr>
<td>Video Publication: Video filming and editing of the remaining videos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAGE 4: Project Evaluation</td>
<td>General: Evaluation through questionnaires and feedback from Facebook Page and Video viewers</td>
<td>12th Month onwards</td>
</tr>
<tr>
<td>STAGE 5: Post-Project</td>
<td>General: Evaluation on overall media coverage and effectiveness</td>
<td></td>
</tr>
</tbody>
</table>
### Financial Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Item</th>
<th>Expected Expenditure (HK$)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Output 1: Video Publication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAGE 1: Collaboration</td>
<td>Recruitment of student video producers from the University of Hong Kong (“HKU”)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Recruitment of volunteer actors from Drama Society and FDWs interviewees from NGOs</td>
<td>0</td>
</tr>
<tr>
<td>STAGE 2: Production/Content Generation</td>
<td>Video Production: subsidy to producers for editing and filming work (Production expenses, e.g. props, included)</td>
<td>3,000</td>
</tr>
<tr>
<td></td>
<td>Casting: micro-film actors and FDW interviewees</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Research &amp; Script-writing: EF-Lab and Drama Society</td>
<td>0</td>
</tr>
<tr>
<td><strong>Output 2: Facebook Page</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAGE 1: Information Collection</td>
<td>Research on relevant statutory provisions, case laws and related news</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Research: interview sessions with NGOs &amp; Professors</td>
<td>0</td>
</tr>
<tr>
<td>STAGE 2: Running the Facebook Page</td>
<td>Recruitment of Content Design Team from local universities (Promotional posters for recruitment purpose; 100 A3 Colour Print)</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Facebook Posts: Graphic Design for Facebook Posts (including “Tips” &amp; “Giveaways”)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Facebook Posts: increase media exposure by Facebook Advertisement service; target is to reach 1,000 Page followers by the end of the first 6 months (HK$40 per day for the first half-year since the launch of the Page)</td>
<td>7,300</td>
</tr>
<tr>
<td>STAGE 3: Promotional Giveaways</td>
<td>Give-away Prizes like cash coupons, movie tickets (1 Giveaway in total: HK$1,000 each)</td>
<td>4,000</td>
</tr>
<tr>
<td><strong>Output 3: Street Booths</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CATEGOR Y 1: Organising the Booth</td>
<td>Venue: selecting &amp; applying for suitable venues and sight-visits</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Recruitment of student volunteers as on-day helpers</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Recruitment: co-operation with the “Rule of Law” Programme of HKU for assistance and human resources</td>
<td>0</td>
</tr>
<tr>
<td>CATEGOR Y 2: Booth Equipments</td>
<td>Logistics: transportation of materials &amp; resources (HK$1,500 each time)</td>
<td>6,000</td>
</tr>
<tr>
<td></td>
<td>Booth Resources: exhibition Boards with legal tips and facts (Reusable)</td>
<td>1,000</td>
</tr>
<tr>
<td></td>
<td>Booth Resources: rental of booth, furniture &amp; required equipment from HKU</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Booth Resources: maze, Lucky Draw, Photo booth decorations &amp; engagement session</td>
<td>4,000</td>
</tr>
<tr>
<td>CATEGOR Y 3: On-day Distributions</td>
<td>Pamphlet: promotional and informative pamphlets to be distributed at the booth (4,000 A4 Colour Print)</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>Food &amp; Drinks: FDWs' local cuisine (e.g. Indonesian dishes or snacks)</td>
<td>5,000</td>
</tr>
<tr>
<td></td>
<td>Prizes for Lucky Draw</td>
<td>5,000</td>
</tr>
</tbody>
</table>

**TOTAL (HK$):** 36,300

### Stakeholders Engaged And Their Roles

#### Stakeholders

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Stakeholders’ engagement</th>
</tr>
</thead>
</table>
| NGOs | We will reach out to previously contacted NGOs who showed willingness to provide relevant information, updates and assistance on e.g. rights and news regarding FDWs' well-beings in Hong Kong. They are also potential promotional channels of our project. Through working hand-in-hand to achieve our common objective to improve the lives of FDWs in Hong Kong, it is expected that the NGOs could benefit from the increased publicity in return. Here is the list of NGOs (non-exhaustive): (1) HELP; (2) Open Door; (3) Pathfinders; (4) Justice Without Border; (5) Mission for Migrant Workers.
| FDWs | We will reach out to FDWs who are willing to give interviews and take part in the film-making. It is expected that the involvement of FDWs, instead of paid actors, reflect the reality and thus increase validity and trustworthiness of our project.
| Employers | They are the key target group of our project, with regards to their advantageous position in relation to FDWs during the bargaining process and in the course of the employment period.
| Agencies | We will reach out to FDW agencies with regards to their role as a coordinator and bridge between employers and FDWs, so that supplementary access to both parties could be gained. Possible agencies include: (1) Mama Helper; (2) Helper Library; (3) Helper Place; (4) Helperchoice; and (5) Fair employment agency.
| Student organisations | We will seek collaboration and assistance from student organisations for the shooting and production of our promotional videos as well as promotion, as they have talents and expertise available at a low cost. The organisations may be: (1) Drama Society, HKUSU; (2) Campus TV, HKUSU; (3) Equal Opportunity Unit, HKU; (4) AIESEC; (5) Film Society, HKUSU and (6) Photographic Society, HKUSU.
| Public bodies | We will seek endorsement and promotion from the following public bodies to build credibility and enhance exposure of our project to the general public. Public bodies that we wish to connect are: (1) Labour Department; (2) Equal Opportunity Commission; (3) Legal Aid; (4) Home Affairs Bureau; (5) Legislative councilors; (6) District councillors; and (7) P LINet.
| Law students and law schools | Law students are invited to join as student volunteers to advocate the well-being of FDWs. Students as a neutral third party are expected to give objective assistance, while moral and civic education of student volunteers could be fulfilled since they gain additional legal knowledge through the work, the impact of which goes beyond the scope of this project. Exposure and impact of our project will then be multiplied through word-of-mouth. Recruitment methods range from Invitation through mass emails to personal invitation. On the other hand, we would cooperate with HKU law faculty projects, namely the Clinical Legal Education (“CLE”) scheme and the Rule of Law Education Project (“ROLE”) directed by Mr. Eric Cheung, Mr. Edmond Lam and Mr. Benny Tai respectively. In return, secondary school talks in collaboration with the Project might be held to substantiate our whole project.
| Pro bono lawyers | We will seek opinion and assistance from pro-bono lawyers as supervisors and gatekeepers on validity of information before it is made public.

#### Stakeholders’ engagement

- **Pro bono lawyers**
  - They would provide legal advice and assistance to ensure the project content is accurate and realistic.
  - Their involvement can help build credibility and trust among our stakeholders.

- **Employers**
  - They are key targets for our project as they are involved in the employment of FDWs.
  - Collaboration with employers can help us understand the challenges and needs of FDWs better.

- **Student organisations**
  - They can provide support in terms of production and promotion.
  - Their engagement can help build credibility and reach a wider audience.

- **Public bodies**
  - Collaboration with public bodies can help promote the project and reach a wider audience.
  - They can provide endorsement and promotion.

- **Stakeholders’ engagement**
  - The project aims to engage stakeholders on a collaborative basis.
  - Stakeholders’ roles are crucial in achieving the project’s objectives.

#### Stakeholders’ engagement

- **NGOs**
  - They are key partners in the project.
  - Their support is essential for the project’s success.

- **FDWs**
  - They are the primary beneficiaries of the project.
  - Their participation and feedback are crucial.

- **Employers**
  - They are key targets for the project.
  - Their involvement can help the project’s success.

- **Student organisations**
  - They can provide support in terms of production and promotion.

- **Public bodies**
  - Collaboration with public bodies can help promote the project and reach a wider audience.

- **Stakeholders’ engagement**
  - The project aims to engage stakeholders on a collaborative basis.
  - Stakeholders’ roles are crucial in achieving the project’s objectives.
Implementation Plan

1. Video Publication

**STAGE 1: Collaboration**

Our project starts with collaboration with NGOs and university societies in preparation for video-shooting. To start with, we have already reached out to various NGOs to gather information about employment laws in Hong Kong and real cases concerning problems faced by FDWs. These NGOs include: Fair Employment Agency Help, Open door, Pathfinders, Justice Without Border, Mission for Migrant Workers, to name but a few. Some NGOs have agreed to support and cooperate with us in the event that we can successfully proceed with our project. In particular, our partner NGOs will help invite FDWs to serve as interviewees (sharing their personal stories in Hong Kong), and actors (playing the role of FDWs) for our video-shooting.

For student organisations, we plan to collaborate with Drama Society and Campus TV, HKUSU. The former has an abundance of actors who are experienced in acting and performance and can thus play the role of employers in our videos. The latter is a campus-wide media in HKU, with expertise in video-shooting and editing, we can seek assistance from them based on their skills and expertise.

**STAGE 2: Content/Generation**

After we have brought the above partners on board, the next stage includes: video-shooting and video-editing.

The content of our video series will be:

(i) a micro-film with two main characters: an employer (who is also a local worker) and a FDW to show how they interact and respond differently when they face similar workplace problems (10-12 mins into 2-3 episodes). For example, in an office space, a local worker being asked to work on weekends without extra payment versus a FDW being denied a rest day, then contrasting the attitude of the former being assertive while the latter being submissive;

(ii) short video showing the legal rights problems faced by FDW by putting the context into local workers based on real life situations (within 1 min);

(iii) interview with FDWs, who would share their personal experience (within 1 min); and

(iv) video of street interview, asking pedestrians about their views on certain legal issues and point out the general public’s misconception, and allowing them to express their feelings towards FDWs

The EF-Lab team will be responsible for research on relevant case examples and legal provisions, application of law and video content generation, together with members of the Drama Society in script-writing. Post-shooting work such as video-cutting, cropping, adding subtitles, transition effects and others will be contracted out.

**2. Online: Facebook Page**

Social media takes up an important part of our lives and is an influential platform for us to build our campaign. With this in mind, the Facebook Page serves as a semi-formal platform for between-and cross-parties knowledge exchange, information dissemination etc. for the purpose of building communication and thus, trust between parties. The spectrum of categories is wide, including human rights, personal injury related to criminal and tort law and personal liberty. All of our team members would be the administrators of the Facebook Page.

**STAGE 1: Information Collection**

With information collected from NGOs, public bodies and interviews of FDWs, we will generate the content to be included in the Facebook Page, which include the followings:

(i) common issues and unfair treatment faced by FDWs in Hong Kong,

(ii) relevant Hong Kong laws and legal information as well as international standard and examples on FDWs’ policies and treatment.

First, interview sessions will be conducted with relevant NGOs and FDWs to understand the difficulties and problems commonly faced by them, allowing us to generate content that is more connected to real-life situations. Second, consultation sessions with law professors (e.g. Ms Karen Kong, Senior Lecturer at HKU Faculty of law specialising in human rights) will give us in-depth information on legal aspect of human rights protection on FDWs’ issues. Third, research on relevant news, reports and academic articles would be conducted for formulation of post contents. Design of the promotional materials would be completed prior to and during the running of the Facebook Page (see “Appendix I & Appendix II”).

**STAGE 2: Running the Facebook Page**

Informative posts in the form of “Tips”, “International Best Practice” and “FAQs” would be publicised regularly together with interactive social campaigns including “give-away” and “discussion” events to encourage engagement and response from users. Educational videos will also be produced and posted on the Page (see “Video Publication” in Part 1 above).

Regarding the “Tips”, the content will range from “Frequently Asked Questions” regarding legal concerns, difficulties or queries that parties commonly have towards the existing laws and regulations in Hong Kong, to some international best practice including international human rights law or standards. The frequency of tips is expected to be twice a week. In order to grasp audience attention, infographics dominated by colourful illustrations will be used to generate tips for the ease of reading (see “Appendix I & Appendix II”).

To increase exposure of the Facebook Page in the employers’ community, EF-Lab seeks to cooperate with agencies, employers’ forum and groups on Facebook.

**STAGE 3: Promotion - Give-away**

Regular give-aways of affordable gifts e.g. cash coupons, would motivate audience into liking our Page and raising its popularity. The activities are designed to be simple, not time- consuming and low to no-cost including sharing of video, inserting hashtags and tagging of 3 friends, uploading a selfie with FDWs and commenting on our specific posts with specific hashtags and expressing their views on specific matters.
3. Offline: Street Booths
Street booths serve as an offline tool to complement our online Facebook Page. Visitors of our booth will receive free gifts upon “liking” and “sharing” our Facebook Page, in turn boosting exposure of our project. Our gift-giving strategy is likely to attract the attention of passers-by, and followers of the Page so they will receive more information from our videos and posts later. Our online- and offline strategy is expected to create synergy, maximising the educational effect resulting from publication of our online videos and posts.

Our street booths will be located in middle-class housing estates with the assistance and support of district councillors and professors in charge of the HKU ROLE, as well as pedestrian areas in busy districts like Causeway Bay and Central. A comprehensive “2i” strategy; “information” and “incentive” will be adopted.

SUSTAINABILITY, INNOVATIVENESS AND IMPACT

Sustainability/ Multiplier
1. Low Cost and High Effectiveness
Our Facebook Page and street booths are designed to reach a large group of participants including both employers and FDWs, instead of dealing with individuals on a case-by-case basis. Cost-effectiveness is thus very high. As for the online platform with materials prepared by the team, the initial cost is relatively low and by utilising the power of social media platform, posts on the Facebook Page can be readily shared to reach different groups of target audience at no extra cost. As for the street booths, the cost is low since most displaying materials are reusable.

2. The Multiplier Effect
By collaborating with a range of stakeholders, particularly the universities, tailored legal programs, public bodies and organisations etc. with a wide and stable user base, our project can be advertised easily with a high publicity. Relevant information is readily disseminated on online social media Page and booths could be reproduced on a word-of-mouth effect across the city. Ideally, snowball effect would be resulted when employers and FDWs replicated the information and insights they receive from EF-Lab to their fellows.

3. Dual Emphasis on FDWs and Employers to Maximise Effectiveness
EF-Lab attaches importance to employers’ role by educating them on best practice, expected duties and respective rights, so as to maximise effectiveness of the project, and to strengthen the familial bonding between FDWs and employers.

4. Community-oriented Approach to Arouse Public Awareness
With an aim to magnify the social impacts, other than FDWs and employers, EF-Lab intends to encourage participation and engagement of various stakeholders, ranging from students of secondary schools and universities, to professionals like law students, lawyers and mediators.

Differentiation and Innovativeness
1. Prevention is Better than Cure
To avoid conflicts between FDWs and employers from arising at the outset, EF-Lab strives to spread information on the nature, gravity and consequences of legal disputes to lessen disagreement, assist aggrieved parties to reach consensus, or seek resolutions to stop the situation from worsening at an early stage.

2. Law Students’ Involvement
Our project is student-led and-driven, university students play a key role in making impacts directly by signing up as booth helpers, volunteers for video making etc. Reciprocally, they are expected to gain extra knowledge by active contribution.

3. “One-stop Pooling” of Resources
Video would be our major product and the Facebook Page serves as a readily accessible platform. As such, time and cost involved in seeking platform for showing videos is reduced. On the other hand, information including venue, time and content of interactive booths would be announced in our Facebook Page, where idea and details of Facebook giveaway would be closely related to the booth as well. Hence, the circularity among our key activities, despite in different forms, ensures consistency and coherence.

4. Both Online and Offline Initiatives
Contrary to conventional NGO’s activities, we have incorporated offline initiatives - interactive booths where viewers extend to the general public to increase the reach of our activities. At the same time, online events and information, namely Facebook Page and videos, are available. It is expected that the complementation of physical and digital channels would create synergy effect to our project and escalate the possible effect.

Expected Legal and Social Impacts of the Project
1. Strengthening Enforcement of Employment Regulations
There is no lack of employment laws regulating the relationship between FDWs and their employers but laws and policies on paper do not always translate into practice. EF-Lab emphasises on how FDW issues are relevant to their employers by drawing a parallel line between FDWs and local workers’ situation. As FDWs’ employers are also employees in the workplace, they are likely to understand the plight faced by FDWs by putting themselves in FDWs’ shoes. On one hand, FDWs’ employers will have motivation to take initiative and improve the well-being of FDWs through compliance with employment regulations. On the other hand, digital and physical exposure of EF-Lab to the public are expected to raise awareness towards FDWs’ predicaments and relevant legislation. Public pressure also serves as an external force which calls for stricter adherence to and enforcement of FDW-related employment laws.

2. Enriching Legal Knowledge
Many employers unknowingly breach labour laws. Through EF-Lab’s education via online and offline channels, legal knowledge will no longer be the exclusive privilege of law students and practitioners. The knowledge that employers are indoctrinated with will be relevant, practical and essential for employment of FDWs. Accessibility and certainty of laws will thus be enhanced, as laymen can more readily acquire relevant knowledge in an easy-to-understand way and know how to regulate their conduct in order to observe the law.

3. Facilitating Social Inclusion to Make Hong Kong a Big Family
FDWs should be included as part of the family units and the Hong Kong society alike. By turning the public spotlight on FDWs’ contribution to our community and acute issues faced by FDWs, EF-Lab endeavours to ensure respect for FDWs’ human rights. On a macro-perspective, EF-Lab is expected to promote harmony and foster closer relationships between FDWs and their employers’ families; on a macro-perspective, we will facilitate social inclusion of FDWs into the community by gaining recognition for their hard work and contribution to Hong Kong as a big family.
MONITORING AND EVALUATION

1. Quantitative Figures
EF-Lab will constantly monitor the number of followers of the Facebook Page, and the number of views, likes, comments and sharing for our videos and posts. As the Facebook Page forms a substantial part of our project, these figures will be a benchmark to measure the effectiveness of our educational campaign. At the same time, EF-Lab will review the figures after every of its promotion such as booth activities in order to adjust its promotional strategy.

2. Audience and Participants’ Feedback
On a qualitative basis, EF-Lab will collect feedback through different channels, such as asking viewers to complete a short survey after they have viewed the videos, so as to assess the impact and ensure that the viewers are our target audience. Moreover, a simple interview will be conducted with people who have participated in our street booths to see the change of their perception on FDWs’ issues.

3. NGOs’ Feedback
In the execution of the project, EF-Lab will collaborate with different NGOs with the focus on FDWs’ rights and welfare. NGOs possess professional knowledge and expertise in this area and therefore their feedback will help EF-Lab assess usefulness of the information disseminated, effectiveness of implementation, and ways in which cost-effectiveness of the campaign can be enhanced etc.

4. Interim and Year-end Review and Assessment
At the middle and end of the year, EF-Lab will review the media coverage of the campaign as a mid- and overall evaluation of its effectiveness, as one of the major aims of EF-Lab is to raise the awareness of the general public on FDWs’ legal rights. Also, objectives aforementioned will be reviewed and rated as to the extent of their achievement to make sure that the campaign does not deviate from these objectives.

CONCLUSION

In Hong Kong, there is a lack of NGOs and legal enforcement to facilitate a concerted effort to protect the rights and empower FDWs. Much focus has been placed on FDWs, ignoring the importance of the roles of other key stakeholders, namely the general public and the employers. Education is a forward-looking remedy that takes time to see its effect; however, it is the high time to arouse public awareness without delay. In view of the difficulty of FDWs to sue their employers as well as insufficient legal protection by the government, it is best to address the root of the issue: first, to make everyone more concerned about the FDWs’ issue; then, to raise public awareness through gaining a better understanding about both local legislation and international best practice; eventually, to let the employers take the initiative so as to better the overall treatment of FDWs. We hope EF-Lab project can promote equality and make Hong Kong a real big family that is inclusive and diverse.

NOTES:
2. Justice Centre Hong Kong (March 2016). “Protecting Forced Migrants’ Rights”.
4. DLA Piper, PILnet, (May 2017). “This Way – Finding Community Legal Assistance in Hong Kong”.

APPENDIX I

APPENDIX II
OVERVIEW

Selected Social Justice Issue
Taking up over 5% of the Hong Kong population, foreign domestic workers (“FDWs”) form an indispensable and integral part of our community. However, recent incidents of abuses, such as the Erwiana case, have reflected FDWs’ inferior social status within the community. In 2018, the US TIP Report even put Hong Kong in their Tier 2 watchlist, which considers that the government is not fully meeting the minimum standards on Human Trafficking.

According to a poll carried out among 270 FDWs, about 70% of them feel like their rights have been violated (See Appendix). Therefore, we aim to tackle the stated issue by implying a moral imperative to crack down on those who prey on helpers’ lack of knowledge.

Need assessment and gap analysis
Even though the FDWs’ rights are codified in an Employment Ordinance, the lack of implementation and enforcement of those rights often lead to abuse, which harms the familial harmony. Under the “live-in rule”, everything is happening behind closed doors, the risk of human rights, criminal and labor law violations is very high, and the workers often fear to complain. Even if one is willing to speak up, there exist systemic barriers which are often difficult to overcome, one of them being not meaningfully engaged in the justice system. FDW, even informed about their basic rights, are not clear about the options before them and where would they eventually be led to pursuant to the actions. In particular, existing means and efforts by NGOs are too scattered to assist FDWs in a constructive manner and FDWs may not know whom to seek for help when encountering issues – leading to a mismatch among the help network.

Another existing gap is the deeply entrenched hierarchical social perception between FDWs and their employers, where the former is portrayed as servants and the latter as masters. The imbalanced social status between them could be made apparent by the daily life scenario, where FDWs often reply to their employers “Yes, sir/madam” in a submissive and disciplined manner. Such ingrained and distorted values in Chinese society greatly hinders the due respect that FDWs are entitled to as individuals, friends, or even family members, rather than commoditized labors. The absence of equal parties renders meaningful communicative dialogue and genuine exchange of views impossible.

What is worse, in some serious cases, their inferior social status often leaves them vulnerable to excessive demand and abuses.
OVERVIEW

Objectives
DomeHome is here to (1) fill the gaps of the existing NGOs network; (2) bridging the employees and employers to address the lack of understanding and effective communication between these two parties in Hong Kong. This dual-pronged method is with an ultimate aim to restore familial and community harmonious account.

1. FDWs and NGOs
First, our proposition is to pool the resources to achieve a synergy effect and optimize the real impact by gathering the NGOs which advocate FDWs’ rights. The big picture of this collaboration should be best attained through actions and to make sure the significance is interconnected. With the streamlined model, a progressive practice with smoother arrangement serves a critical piece of empowerment. DomeHome seeks to serve as a coordinator or intermediary to build an organized network with various NGOs, to ensure FDWs could reach out to NGOs that best match their individualized needs in an efficient and accessible manner and offer advice in arriving as the best possible solution.

2. FDWs and Employers
DomeHome is more than a platform to offer basic information, but also an ultimate place to nurture the concept of “Family”. Despite the absence of any biological relevance, we recognize FDWs as members of the family, who co-reside with and take care of the rest of the members, and we value them as important units of this larger community. To DomeHome, the essence of family lies in the relationship founded on trust and understanding, which goes far beyond material exchanges or mere compliance with some fixed terms governed by employment contracts. What really matters at the end of the day is the cultivation of empathy and fostering of communication between family members.

Thus, on top of providing a short-term solution to resolving disputes among the members of the family, DomeHome aims to instill the concept of mutuality in order to promote the respect of rights and to eliminate distrust and conflict within the family so as to build long-standing harmonious ties within the family. After all, the building of a relationship depends on reciprocity – “as long as you treat me well, so do I”.

Thus, DomeHome endeavors to serve as a bridge between members of the family to facilitate and foster understanding in order to curb the social problem at its root.

DETAILED PROJECT PROPOSAL

The Information Provider: Know Your Rights & Test Your Rights
1. Know Your Rights
We aim to educate FDWs and employers of their rights and obligations by presenting legal information in layman language. The website would categorize basic information about the law and crimes in form of different topics, including “abuse and harassment”, “wage”, “rest days” etc, under which the entitled rights are stated with relevant ordinances and provisions. In addition, there will be shortcuts featuring different scenarios which allow users to click onto for more detailed discussions in the format of Q&A. This would provide basic information for users regarding their entitlements under the law.

2. Test Your Rights
“Test your rights” provides users with tailored-made potential solutions and immediate mitigation options in an easy and expedient way. Users have to fill in their personal information and answer some simple, short questions relevant to the complaint (e.g. amount of salaries received, number of day-off per week) in order for “test your rights” to generate a preliminary analysis on the validity of complaints and to assess the degree of violation, under which respective solutions would be suggested. If it turns out one’s right has been infringed, “Test your rights” offers an immediate auto-fill function to generate a complaint application on behalf of the victim before the Labour Department. Such function could encourage them speaking up by facilitating better users experiences and avoiding them keep silent due to confusions in the law. We would also like to incorporate the function of letting FDWs attach photos e.g. uploading snaps of living condition, in case they are illiterate.

3. Next Step
“Next Step” further provides a comprehensive overview and flowchart for FDWs and employers on what are the possible actions to be taken corresponding to their complaints indicated in “Test Your Rights” (part 2) what to expect subsequent to the initial action taken. This section would give a mental preparation for what would happen next and allow FDWs to make a more informed decision before their claim or any further actions.

For example, if you have indicated with you are underpaid, several options would be provided, and what to expect next in the option, the advantages, disadvantages or risk would also be included (See Appendix).

The Matchmaker: Collaboration with NGOs
It is widely observed that NGOs in Hong Kong provide a comprehensive groundswell of support which is to advance social justice in a wider array of contexts by catering to foreign domestic workers’ critical unmet legal needs. Partnership with NGOs is a longstanding tradition as a substantial growth has been observed throughout these years, promoting FDWs’ equal access to help would be beneficial. It will be a step forward to concentrate their effort by recognizing different NGOs’ specialized areas which is to fill in the gap of the existing supporting system.

We offer an alternative solution for FDWs other than filing their complaints to the government directly, that is, referring them to the related NGOs and pro bono lawyers who volunteered their legal services. Upon consent, DomeHome will automatically generate an email to the relevant NGO based on the information filled by FDWs. Corresponding advice sessions will then be arranged to assess their situations and suggest remedies.
The list of NGOs advocates different aspects of FDWs’ issues

<table>
<thead>
<tr>
<th>Name of NGOs</th>
<th>Specialized areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>HELP for Domestic Helpers</td>
<td>Providing free advice and assistance on employment, immigration and human rights issues</td>
</tr>
<tr>
<td>Open Door</td>
<td>Holding activities to share the real lives and views from both FDWs and their employers</td>
</tr>
<tr>
<td>Domestic Workers Empowerment Project</td>
<td>Organizing a campus academy – EmpowerU for FDWs’ gaining of knowledge and holding weekend activities e.g. hiking or fundraising</td>
</tr>
<tr>
<td>Pathfinders</td>
<td>Empowering female migrant workers in crisis pregnancies for the women and their Hong Kong-born babies</td>
</tr>
<tr>
<td>Enrich</td>
<td>Dealing with issues like money laundering, and loan granting as well as offering practical financial literacy and business development training and communication courses</td>
</tr>
<tr>
<td>Students Against Fees &amp; Exploitation (SAFE)</td>
<td>A student group advocating a sustainable and healthy employment agency network</td>
</tr>
</tbody>
</table>

With the assistance listing to the FDWs clearly, they can be more empowered in the sense that they are more willing to exercise self-determination of whether their issues are likely to be counteracted, at the same time cultivating a positive mindset that NGOs in Hong Kong indeed are here to help. The process is guided by the idea that finding an NGO is linked to a meaning, and that meaning is inevitably linked to striving to achieve social change in support of dignity for all.

The Integrator: Long-term trust building platform

It must be emphasized that DomeHome is a 2-way website for both the FDWs and employers. We emphasize the importance of mutual efforts in maintaining a harmonious and helper-inclusive family. In the short term, by providing the two parties with useful information as mentioned above, practical advice and access to support services, both parties could better understand their legal rights and obligations, as well as the possible remedies.

In the long term, we try to encourage their mutual understanding and communication, solving the problem from its root cause. In addition to offering an information resource centre, we opt for a community education programme to empower both the FDWs and employers to better understand their rights and responsibilities. Developing in collaboration with a range of NGOs, we propose to hold regular information sessions for the FDWs and the employers on different topics that they will be concerned with. For example, “How to calculate my termination pay and annual leave” for the former and “How should I react when my FDW wants to terminate her contract?” for the latter. Ultimately, long-term legal and social impacts could be exerted in the following ways:

1. One-stop legal solution for FDWs

With our simplified and targeted illustration of relevant laws, tailored case diagnosis and solutions, not only FDWs can gain a basic understanding of their rights, but also assess their own situations and try to remedy them. Knowledge is the best charity and our service aptly provides the legal basis that empowers FDW to advocate for their own rights. On top of this, DomeHome is innovative that we do not stop at providing the contact of the organizations or relevant department, we take a step further, their inquiries and potential complaints would be directly forwarded to the relevant bodies via our platform. The simplified process would thus greatly enhance their incentive to take action defending their own rights.

2. Source of legal information for employers

Employers don’t often know the accurate law regarding their FDWs and are often also helpless when issues arise. Our website acts as a centralized source of information for employers to learn about their legal rights and obligations, all whilst putting things into context by discussing highly relevant and recurring real-life scenarios. By providing the contact details of the NGOs, employers could also know how to access available support services and other resources when they are in emergencies.

3. Regular community education programme

Our service caters to both FDWs and employers, providing access to key legal issues that either party will be concerned with on one platform. By dispelling their myths and misconceptions, both the FDWs and employers have a better understanding about the law, which is the first step to discharge their obligation and respect the rights of each other. As a result, mutual understanding between FDWs and employers could be enhanced. Both parties could become more inclusive between each other as a family, coming in line with our concept of Family and mutuality.

Demonstration of DomeHome Website:
Implementation Timeline

There are two phases planned for the implementation of DomeHome, with an additional preparation phase preceding the two.

During the preparation phase, we will map out and research our website components, design the general interface and test-run the website. Externally, we will be in close contact with our cooperating NGOs in discussing the practical aspects of our cooperation. We will try to incorporate opinions of both FDWs and employers by enlisting the help of some representatives throughout this preparation process. We expect preparation to last half a year.

Phase I sees the launch of our website. At this phase, we plan to limit the number of cooperating NGOs to just perhaps 5 so we could exercise better control over our operations at a steady pace. Our monitoring and evaluation functions will be in place to collect feedback for continuous updates and fixes. We expect Phase I to last one year. Meanwhile, preparation work for Phase II will be in progress.

Phase II’s significance comes from its engagement of new external stakeholders besides previous NGOs as well as having off-line functions such as community talks on rights. New external stakeholders could include tertiary students majoring in Law or Social Sciences who hold an interest in this issue of FDWs. The students in receiving real-world exposure and involvement in FDW issues. Their goals align with ours in aiming to empower FDHs and maintain an ethical FDW scene in Hong Kong.

Phase II will be in progress.

Stakeholders

1. NGOs

There are various NGOs specializing in FDW issues (See Table 2.2). We propose contacting these NGOs initially since they are well-recognized in our society for their involvement in FDW issues. Their goals align with ours in aiming to empower FDHs and maintain an ethical FDW scene in Hong Kong.

2. FDWs and Employer representatives

It would be important for us to hear from the FDWs and employers themselves, thus we would like to try enlisting some FDW and employer representatives to advise and review with our work. We aim to recruit them from major FDW and employer groups in Hong Kong. Their advisory role could include providing suggestions as to what information we could include, commenting on the user-friendliness of our functions and so on.

3. Tertiary institutions

Tertiary institutions could help link students up with us in cooperating with various functions, as aforementioned in the Timeline. We believe such cooperation will be beneficial to both DomeHome and the students in receiving real-world exposure and stimulation.

Resources Required

Our primary asset is the website for our content. Resources will be required for the initial research, design and testing of the website. Regarding human resources upon launch, only one or two administrators will be required on a part-time basis to answer any enquiries, connect FDWs to NGOs and other maintenance work. DomeHome’s core team will work continuously in contacting NGOs, planning for future work and implementing any changes to the website.

As we proceed further into Phase II, more resources might be required for the hosting of community talks.

The detailed budget plan is enclosed in Appendix.

Promotional Strategies

DomeHome aims to engage both FDWs and employers. Thus, promotional strategies tailored for both parties are required in terms of both promotional message and medium.

Regarding the promotional message, we recognise that the practical interests and focus of the two parties are very different. Therefore to employers, we will present our website as an easy and comprehensive read for them in getting to know how to protect themselves in handling special situations such as what to do when FDWs get pregnant during the contract period or FDWs disappearing after loaning money from outside. Moreover, it is also a place for employers to equip themselves with basic legal knowledge regarding hiring FDWs so they could prevent falling into the legal pitfalls. Whereas for FDWs, it will be a one-stop legal solution for them to know their rights to prevent unfair treatment, know who they can approach and be matched with someone who can help them in any case of dispute. The ultimate aim of promoting harmony within the family by mutual understanding will also be noted to both parties.

Regarding the medium for promotion, besides promoting DomeHome through the NGOs, we can also invite the aforementioned FDW and employers organizations to help promote our website to their respective audiences. Mobile applications that aim to replace traditional agencies, such as HelperLibrary, have seen increased popularity recently with good exposure. Thus, we will also try promoting via their applications.

Stakeholders | How they can be engaged?
---|---
FDWs | We will use the word-of-mouth strategy to spread DomeHome’s one-stop legal solution and ask the existing users to share to their friends. We will also reach out by distributing promotional leaflets.
Employers | We will present our website as an easy and comprehensive read for them by sharing DomeHome on social media group.
NGOs | We will seek help from the NGOs by sending email and pitching documents, with follow-up meetings with the potential NGO partners.
Student volunteers | We will promote our visions and ideas by sending mass emails to the students (law students preferred) and advertise in between lectures.
NOVEL ASPECTS AND SUSTAINABILITY

Novel Aspects
DomeHome would be the first interactive and tailored platform targeting the huge number of families with FDWs. The personalized result generated for every user could effectively raise their awareness of their current circumstances with minimal human resources. Furthermore, this platform does not only offer information and assistance to FDWs but also their employers. We wish to emphasize the importance of mutual efforts in maintaining a harmonious and helper-inclusive family. DomeHome excels by taking a step further, not stopping at merely providing the contact of the organisations or relevant department. Inquiries and potential complaints will be directly forwarded to relevant bodies via our platform. The simplified process would thus greatly enhance their incentive to take action defending their own rights.

Sustainability
There will be an opinion collection section on DomeHome for feedback from visitors. We will also try to analyze big data analytics in deciphering our audience statistics, their needs and interests so as to provide functions that better meet their needs. We will try to impose KPIs such as time for case resolving, the ratio of successfully-resolved cases to requests received and so on to help us maintain a view on DomeHome’s performance and effectiveness in achieving our goals.

To ensure the continued success of DomeHome, DomeHome’s core team will gather at least twice every half year for a major evaluation of the website and to discuss DomeHome’s future direction as to what new co-operations there could be, what new major features to add etc.

We believe that maintaining good long-term relations with our external cooperating parties is key to DomeHome’s continued success. Therefore, we will organize regular evaluation meetings with our external cooperation parties to ensure that everyone’s on the same page and that we can all proceed forward together as well.

APPENDIX

1. Responses of FDWs
Responses of FDWs towards their unfavourable experience on a survey conducted by our team: https://goo.gl/forms/8hhJcfufPr0B2Rhk1

Have you ever felt that your rights have been VIOLATED?

If you felt that your rights have been VIOLATED before, can you share with us?

If you felt that your rights have been VIOLATED before, can you share with us?

124 responses

“Long hour of work”

“I am underpaid by the employer”

If filed

Hearings

“Late salary, can’t go out early/has to wait for them to get up before leaving home during my holiday. This was in my previous employer. The agency kept my documents for processing, they want me to pay for the new employer although I have been release in less than 3 months of working only because my employer has to move to other country. But am still lucky my boss came back in Hong Kong and signed the immigration papers for me to settle down. I hate the O&S Agency.”

“In my previous employer they violated my holidays and rest day.”

“My previous employer used to check my things without asking my permission.”

ADVANTAGE

Speedy recovery and simple process

DISADVANTAGE

Long and complicated process

ADVANTAGE

Official process to claim the underpaid wage

DISADVANTAGE

Long and complicated process

I am underpaid by the employer

Direct claim

Indirect claim/ assistance

Negotiate with employer

File claims in the Labour Tribunal

Contact the Labour Dept.

Contact NGOs

Appointment for filing of claim

Interview with Tribunal Officer

The hearing date will be set between 10-30 days from the date on which you file your claim

Conciliation with employer at Labour Relation Division of Labour Dept.

If failed

Hearings

ADVANTAGE

Official process to claim the underpaid wage

DISADVANTAGE

Long and complicated process

Next Step” Demonstration

2. “Next Step” Demonstration
### 3. Budget and Timeline

<table>
<thead>
<tr>
<th>Stage</th>
<th>Task</th>
<th>Duration (Days)</th>
<th>Budget (HK$)</th>
<th>Q1 2019</th>
<th>Q2 2018</th>
<th>Q3 2019</th>
<th>Q4 2019</th>
<th>Q1 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SET UP</strong></td>
<td>Terms and conditions disclaimer drafting</td>
<td>30</td>
<td>0</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Content development</td>
<td>90</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research on relevant law on parties’ rights and potential action options</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design the flow and questions of the Test Your Right process and Next Step</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Get advice and verification from pro bono lawyers</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Website Development</td>
<td>180</td>
<td>8,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contract freelancer</td>
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<td>0</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Development of website by freelancer</td>
<td>8,000</td>
<td>0</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Launch the website</td>
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<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partnership Development</td>
<td>365</td>
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<tr>
<td></td>
<td>Open email account</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Send invitations to potential NGOs</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confirm details of partnership</td>
<td>0</td>
<td>0</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>OPERATION</strong></td>
<td>Promotion targeting NGOs</td>
<td>365</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research on existing NGOs and their strength</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preliminary reach out sessions with NGOs to promote the website</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regular meeting with NGOs</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promotion targeting users</td>
<td>2,000</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Reach out to FWDS on weekends</td>
<td>1,000</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reach out to community centres, NGOs and agent to promote DomeHome</td>
<td>1,000</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promotion through social media</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student volunteers recruitment</td>
<td>60</td>
<td>500</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>In-class promotion sessions</td>
<td>0</td>
<td>300</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Organisation of regular activities and talks</td>
<td>210</td>
<td>2,000</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Website Maintenance</td>
<td>365</td>
<td>10,000</td>
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</tr>
<tr>
<td><strong>MONITORING AND EVALUATION</strong></td>
<td>Monitoring</td>
<td>300</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Carry out poll to users and contributors regularly</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set up feedback mechanism</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review data regularly (updates of law and NGOs information)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>60</td>
<td>0</td>
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</tr>
<tr>
<td></td>
<td>Write an interim report</td>
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<td>0</td>
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</tr>
<tr>
<td></td>
<td>Publish the e-version of the report</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL (HK$):** 22,500
OVERVIEW

Project Summary
To facilitate access to justice of refugees in Hong Kong and advocate constructive dialogue within the local youth, Legal Initiative (Pro-Bono) for Refugee Empowerment (“LIBRE”) will provide legal education for refugees and conduct awareness talks for secondary school students.

Seeing the rising number of refugee families spending up to 10 years in Hong Kong during the pendency of their non-refoulement applications and the fragile state of their legal protection, LIBRE aims to defend the rights and integrity of refugee families who also call Hong Kong their temporary "Home".

Connection to Family
LIBRE was established based on the simple belief that every family deserves integrity, regardless of its origin, race, or location.

Firstly, each family deserves the rights to freedom and opportunities. However, refugee families in Hong Kong are often more susceptible to unlawful deprivation of those rights, especially when they do not understand them properly. Hence, LIBRE creates a legal rights guidebook and website to inform refugee families of their rights and empower them to live with dignity in their temporary home.

Secondly, our societal family should also have empathy and understanding but it is currently torn apart by sentiments towards the refugee issue. By facilitating fair and objective discussion with first hand testimonial sharing by refugees (either in person or via video) through school talks, LIBRE seeks to begin the healing process through connecting Hong Kong youth and the refugees.

Terminology
When not specified, the term “refugees” is used below to refer to mandated refugees recognised by UNHCR (“mandated refugees”), substantiated non-refoulement claimants (“substantiated claimants”), and asylum seekers.

Social and Legal Needs Assessment
Assessment Methodology
In formulating our proposal and identifying the following needs of the refugees, we have conducted a preliminary online research and over 9-hours of interview and survey with representatives of a range of NGOs focusing on serving refugees, including Justice Centre, Christian Action, Branches of Hope, and Table of Two Cities.

Refugees
Refugees in Hong Kong face particular legal issues without being informed of their legal rights. For example, while asylum seekers are compulsorily detained at the start of non-refoulement application, they are often uninformed on the legal limitations of the Immigration detention and their legal entitlements during that period.

Asylum seekers have to remain in Hong Kong for a long time, even up to 10 years, for their non-refoulement applications. In their day-to-day lives, they would more frequently encounter police stop-and-search and run into discrimination, both verbally and in the provision of opportunities and services (such as tenancy). Their current lack of legal knowledge may lead to encroachments upon their personal freedom, dignity, and pursuit of family life.

The labyrinthine administrative system, diverse provision of services, and fragmented information also lead to missed opportunities. For example, according to interview with Branches of Hope, some mandated refugees may not know their rights to joining internships or job training programmes, which reduces their competitiveness in the job market. Furthermore, refugees may face unlawful discrimination in areas such as lease negotiation according to our interview with A Table of Two Cities.

Furthermore, there is no comprehensive directory of governmental and non-governmental social welfare organisations that may be accessible by the refugees. Currently, most organisations rely on word-of-mouth recommendations, which is a relatively inefficient and creates mismatch of demand and supply of resources.
Society
Social discourse on refugees generally lacks informed discussion, creating many misconceptions: For example, the confusions between economic migrants and asylum seekers has led to asylum seekers, who fled here due to persecution, be dubbed “fake refugees who rob job opportunities”. The perpetuation of stereotypes has also led many locals to think refugees are “criminals”, despite the fact that serious crimes attributable to refugees and asylum seekers in fact make up only 3.33% of the local crime rate (as of 2016).1

Worrisomely, such unjustified stereotypes have permeated the societal majority with negative impressions towards refugees and has steered the administrative and legislative measures on refugees towards a stringent direction, despite the grave underlying humanitarian needs.5

In light of the misconceptions, however, existing advocacy on behalf of refugees has mainly targeted local youth who potentially has a more open attitude less receptive to humanitarian values. In particular, the advocacy on behalf of refugees has mainly targeted

Law students in Hong Kong
Many law students in Hong Kong lack the opportunity to be involved in human rights laws and the legal aspect of social justice work. Moreover, there is currently no existing project that connects law students en masse with refugee rights. This renders the students less educated on Hong Kong’s social justice issues as a whole, and leaving a great deal of potential talent and manpower untapped.

Goals
1. Informing refugees of their legal rights and organizations that may be able to aid in times of need
2. Inspiring students to speak out against social injustice
3. Dispelling misconceptions around refugees in Hong Kong
4. Enabling objective social discourse and raising awareness of human rights responsibility in Hong Kong

Objectives
1. Educating refugees on their comprehensive legal rights and support network through:
   a. Distributing 10,000 legal rights guidebooks, and
   b. Creating a legal rights website
2. Educating youth on human rights and refugee issue as well as encouraging positive discussion among youth through school talks held across local schools in Hong Kong
3. Enhancing volunteer students’ knowledge and skills on social advocacy and refugee-related issues throughout the training and participation.

STAGE 1: Recruitment and Promotion
1. Student recruitment
LIBRE will recruit 24 law students from the University of Hong Kong. If number of applicants exceed 24, we will select students based on their enthusiasm and prior experience as indicated in the application form.

STAGE 2: Preparation
1. List of Topics Covered in Guidebook
The assessment of rights is based upon interviews with Programme Manager of Branches of Hope, the largest refugee NGO in Hong Kong, as well as help from interview with Justice Centre and Table Of Two Cities. Secondary sources, including online news reports of refugee anecdotes covered by SCMP, VisionFirst and Christian Action also helped in confirmation and elaboration of the following needs:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Right to appeal for non-refoulement claims</td>
<td>Information on the procedures and time period of lodging appeal to the Torture Claims Appeal Board according to the Immigration Ordinance.</td>
</tr>
<tr>
<td>2. Right against unlawful exercise of police powers</td>
<td>Detailed information on their rights concerning police detention, given that every refugee making non-refoulement claims must be detained by the Immigration Department. This includes maximum period of detention, right to remain silent, right to adequate food and medical care, right to lodge complaints and lawsuits against ill-treatment, etc.</td>
</tr>
<tr>
<td>3. Right against discrimination</td>
<td>Information on what constitutes illegal direct or indirect discrimination in situations such as employment, education and provision of goods, facilities or services. Actions steps of complaint towards the Equal Opportunities Commission will be outlined through flowcharts.</td>
</tr>
</tbody>
</table>

Stakeholders and Roles
1. Programme Directors: promote and monitor implementation of programme, establish contact, and coordinate cooperation among stakeholders.
2. University law students: Pilot scheme is open to HKU single and double-degree law students who will attend trainings, compile, disseminate legal guidebooks and prepare school talks throughout the program.
3. Partnering law firms: Review and provide advice for student participants to ensure legal accuracy of the guidebook.
4. Participating NGOs: Act as connection points for LIBRE to reach the refugee community. Distribute guidebooks and recruit refugee speakers for school awareness talks.
5. Participating secondary schools: Connect LIBRE, refugees and local youth. Provide venues and occasion for awareness talks.

LIBRE will promote the project during law lecture breaks, subject to approval by law professors of each course. A mass email will also be sent to HKU law students after obtaining the grant of permission from the Department of Law.

We will recruit at least 3 practising solicitors and/or barristers and 3 NGO representatives to provide training to students and review the guidebook. (Refer to Student trainings & research, Guidebook review below)

2. Legal practitioner recruitment
We will recruit approximately 20 secondary schools over N.T., Kowloon and HK Island in holding talks on refugee issues in HK.

LIBRE will establish contact with schools by reaching out through district branches of Hong Kong Federation of Youth. Emails will also be directly sent to target secondary schools and online application will be allowed.

Participating NGOs:

Participating secondary schools:

Libre to reach the refugee community. Distribute guidebooks and prepare school talks throughout the program.

Partnering law firms:
Review and provide advice for student participants to ensure legal accuracy of the guidebook.

Participating secondary schools:
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Participating secondary schools:

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Organizations
According to interviews and research, existing legal help offered by refugee organisations is limited to one-on-one, targeted consultation instead of large-scale, general legal education. Due to resource constraints and lack of manpower, no comprehensive legal information guide has been produced and legal information essential to the refugee community are distributed in a fragmented way through sporadic flyers.

Furthermore, according to our interview with Branches of Hope, the largest refugee community organisation in Hong Kong, many refugee NGOs are also in need of a comprehensive legal rights guidebook and website to refer when helping their clients.
2. Initial student briefing
At the initial briefing for students, we would give an overview of our project and distribute a research instruction guideline including:
1. an outline of research methodology;
2. list of 8 topics covered in guidebook (below);
3. suggestions of subtopics as direction for research;
4. links to online resources, including: CLIC website, government administrative and procedural guidelines, relevant case law and news article platforms; etc.

3. Team division & supervision
Feb - Apr
Considering their indication of preference on application form, students would be divided into a group of 3 for research on each of the topics. Each research group would be teamed up with one Programme Director who will supervise the research progress in a monthly meeting and collect drafts for each of the topics. Below is a tentative match between mentors and groups categorized by topic:5.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right to compensation for personal injury</td>
<td>Information on the right and procedures to claim compensation for unforeseeable accidents and injuries, e.g. under Traffic Accident Victims Assistance Scheme and Criminal and Law Enforcement Injuries Compensation (CLIC) Scheme. Catering for the needs of mandated refugees entitled to work, a remark on compensation for work injury will also be provided.</td>
</tr>
<tr>
<td>Right to vocational training/unpaid internship</td>
<td>Channels and opportunities of skill-training classes and certification courses to prepare refugees for employment in places of relocation. Available training provided by NGOs, including language courses, warehousing management programmes and computer literacy programmes, will be summarised in this section. A remark on legal right to employment will also be provided for mandated refugees who have acquired work permits under discretion of Director of Immigration.</td>
</tr>
<tr>
<td>Right to social welfare/social services</td>
<td>The substantive and procedural requirements of application for fee waiver of emergency medical care. Information concerning other day-to-day matters, including the right and procedures to open a bank account and obtain a driver license.</td>
</tr>
<tr>
<td>Right to Education</td>
<td>Information on the procedures to apply for enrolment of schools for refugee minors as well as procedures for reimbursement of tuition and miscellaneous educational expenses.</td>
</tr>
<tr>
<td>Directory</td>
<td>A table matching refugee needs and NGO service will be provided, such needs include financial help, legal service, educational, language support and community support.</td>
</tr>
</tbody>
</table>

4. Student trainings & research
Programme Director of each group would connect students with a mentor, either a legal practitioner or an NGO representative depending on the topics assigned, through a training workshop. During the workshop, students would be given an overview of rights and application procedures as a starting point for research and a Q&A session to address queries during research.

Below is a tentative match between mentors and groups categorized by topic:6.

<table>
<thead>
<tr>
<th>Public administrative lawyer:</th>
<th>Group 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal lawyer:</td>
<td>Group 2-3</td>
</tr>
<tr>
<td>Civil lawyer:</td>
<td>Group 4</td>
</tr>
<tr>
<td>Partnering refugee NGO:</td>
<td>Groups 5-8</td>
</tr>
</tbody>
</table>

5. Presentation of guidebook
Our guidebook will be structured into different sections by topic. Each section is presented with a Q&A approach where common questions collected during research would be addressed by the use of flowcharts and diagrams. Background information (e.g. sources of law) and more uncommon scenario will be referred to online website by QR codes.

6. Guidebook review
The first draft of guidebook will be sent to partnering mentors of respective groups (above) at the beginning of April to check and ensure content accuracy. Feedback will be given in April and the guidebook will be sent to mentors again for finalizing at the end of April.

7. Guidebook, pamphlet printing & translation
In our first batch, we will print 6 versions of the guidebook: 2,200 in Hindi, 2,600 in Urdu, 1,000 in Tamil, 2,300 in English, 1,000 in French, and 500 in Arabic. (For details of estimation, see Appendix 1.) In total, we will print 10,000 guidebooks in the first batch. After evaluating the effectiveness of the guidebooks in the first year, we will adjust and re-print the guidebooks according to the collected opinion.

Student participants will compile the guidebook in English. We have successfully found SDL plc to translate the Guidebook into French, Arabic and Hindi pro bono. Branches of Hope will provide us with interpretation aid for Urdu. We will employ the online interpretation platform, Smartlation, in translation into Tamil. To target refugees who are currently being detained by the Immigration Department, a pamphlet will also specifically be made from the detention section of the booklet (topic 2 above) and mailed to Justice Centre’s clients under detention according to client list at the time.

The first draft of guidebook will be sent to partnering mentors of respective groups (above) at the beginning of April to check and ensure content accuracy. Feedback will be given in April and the guidebook will be sent to mentors again for finalizing at the end of April.

8. Website
Information in the guidebook will be turned into a community legal information website. We would further put background information, sources of law and uncommon scenarios onto the website for people who would like more information outside the guidebook essentials.

With the available website-making tool wix.com, we will build an easily-accessible website with a clear layout which will be available in all the languages used in the guidebook.

The website QR code will be covered in the guidebook and the link will be posted on the social media sites and web-pages of partnering NGOs, including but not limited to: Branches of Hope, Table for Two Cities, and Justice Centre.

9. School talks content
Students would conduct legal rights and awareness talks for secondary school students from September to December 2019. We will approach the talks with an objective informational perspective and supplement it with an empathetic touch through personal testimony by a refugee volunteer speaker. The talk will include the following sections:

<table>
<thead>
<tr>
<th>Areas of focus</th>
<th>Topics (tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worldwide analysis</td>
<td>Current situation of refugees in the world; Available conventions that offer protection.</td>
</tr>
<tr>
<td>Local analysis</td>
<td>Current situation of refugees in Hong Kong; Availability of protection by international conventions and local laws; Day-to-day difficulties encountered by refugees in Hong Kong.</td>
</tr>
<tr>
<td>Anecdotal analysis</td>
<td>Sharing by refugee speaker</td>
</tr>
</tbody>
</table>

10. School talks speakers
The 14 responsible students (refer to team division above) would prepare the talk and they will be grouped by 3-4 people to deliver the speech. Students will be divided according to their signing up upon the available dates of secondary schools.

We will recruit refugee volunteers who are willing to do public speaking through Branches of Hope, who have a group of trained refugee speakers who are familiar with public speaking and advocacy.

11. Social media presence
We will create a ‘draw-my-life’ video of where refugees narrate their life stories. With their permission and suitable measures to protect their privacy, the video will be shared onto our Facebook page and/or played at school talks.
12. Budget

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Unit</th>
<th>Amount (HK$)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guidebooks</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing:</td>
<td></td>
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<tr>
<td>Guidebooks (20pp/booklets)</td>
<td>10,000 copies</td>
<td>14,980</td>
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<tr>
<td>Pamphlets (A3 leaflets)</td>
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<tr>
<td>Translation fees</td>
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<td>18,000*</td>
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<tr>
<td>Refreshments</td>
<td></td>
<td>500</td>
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<td>Mailing costs</td>
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<td>Website domain fees</td>
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<td>Miscellaneous</td>
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<td><strong>SUBTOTAL:</strong></td>
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<tr>
<td><strong>School talks</strong></td>
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<tr>
<td>Refugee speakers reimbursement (e.g.)</td>
<td>5 x HK$200</td>
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<tr>
<td>Refreshments</td>
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<td>500</td>
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<tr>
<td>Miscellaneous</td>
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<td>800</td>
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<tr>
<td>Transportation fees</td>
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<td>2,000</td>
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<td><strong>SUBTOTAL:</strong></td>
<td></td>
<td><strong>4,300</strong></td>
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<td><strong>GRAND TOTAL (HK$)</strong></td>
<td></td>
<td><strong>39,700</strong></td>
</tr>
</tbody>
</table>

* SDL plc translation services will provide translation services pro bono, in which case the $18,000 translation fees would be put towards translations into other languages.

STAGE 3: Implementation

1. Distribution of guidebooks and pamphlets
   Guidebooks will be placed at the information desk of centres of major refugee organisations (including Branches of Hope, Christian Action and Justice Centre) for refugees to take. Guidebooks will also be distributed by staff members to refugees at one-on-one appointments with Justice Centre and regular gatherings at Branches of Hope. Actual number distributed depends on their respective size of client base. We aim to reach approximately 11,000 refugees through our guidebooks.

2. Pamphlets (refer to Guidebook, pamphlet printing & translation) will also be distributed.

3. Delivery of school talks
   Mock-presentation would be conducted in early Sep, where Programme Directors and school representatives would provide feedbacks on the presentation.

During each talk, a Programme Director will be present to monitor student performance. After the talk, feedback forms will be collected from participating students and teachers.

STAGE 4: Evaluation & Sharing

1. Measurement of impact
   Questionnaires and opinions would be collected in assessing the effectiveness of LIBRE and its sustainability (details refer to Innovation and Sustainability section below).

2. Sharing on media
   Written student sharing will be posted on the Facebook page of LIBRE. Students are also encouraged to write their reflections and submit their articles to traditional media with the hope to foster a fair and objective social discourse on refugee issue.

Project Timeline (tentative)

STAGE 1: Recruitment and promotion
25 Jan - 15 Feb Application period: law students
31 Jan - 1 Apr Application period: secondary schools
31 Jan - 1 Apr Recruitment of refugee speakers

STAGE 2: Preparation
15 Feb Conduct student briefing on research guidelines, team division and working timeline
15 Feb - 30 Apr Conduct training sessions with lawyers/NGOs to give legal knowledge to students
15 Feb - 30 Apr Research and draft Guidebook
1 May Send first draft to mentors for feedback on content accuracy
1 May - 30 May Receive feedback and finalize Guidebook

STAGE 3: Implementation
Early Sep Print guidebooks and pamphlets
Mid Sep - Late Dec Distribute guidebooks to NGOs, Mail pamphlets
Mid Sep - Late Dec Mail pamphlets
Mid Sep - Late Dec Conduct School Talks and collect evaluation forms from students and teachers at school talks

STAGE 4: Evaluation and Sharing
Mid Sep - Late Dec Publish sharing from student participants onto the Facebook page
Collect evaluation forms and feedback from NGOs and website
Late Dec Conduct annual evaluation meeting
INNOVATION AND SUSTAINABILITY

**Comprehensive, not scattered**
While existing legal organisations do provide legal assistance to refugees, such services are focused on assisting refugees with non-refoulement claims and do not disseminate more general legal information to the refugee population.

By connecting law students en masse, LIBRE is the first project that taps into the wealth of legal research resources and knowledge of law students in the context of refugee rights in Hong Kong.

Besides, LIBRE introduces refugee legal education to the era of technology. By supplementing the guidebook with an easily accessible legal rights website, LIBRE identifies and addresses the tech-savvy young generation of refugees and maximizes the efficiency of legal acknowledge dissemination.

**Uniting, not estranging**
While most refugee advocacy events target towards English speakers, in particular the professional and expatriate communities, the majority of Hong Kong society, the Chinese-speaking community, have unfounded biases and misconceptions about refugees.

In particular connection with the youth, interviews show that most NGOs have only cooperated with international schools while local schools are left with the lack of discussion of refugee issues and Hong Kong’s international role in social justice.

LIBRE hence unites the Chinese-speaking youth community into the discourse of refugee issue, thus entrusting them as the messenger to carry objective discussion into their families and local community.

Through mobilising university students to hold talks on refugee rights for secondary students, LIBRE creates a platform for objective youth-led dialogues on social justice, setting the stage for a more united future generation underpinned by humanitarian values.

Meanwhile, LIBRE transforms human rights legal education from a campus and academic discourse to real-life practice, offering an unprecedented opportunity for law students to reach into refugee law, which not only opens up career paths but also introduces humanitarian concerns and sensitivity into present-day legal education.

**Long-term sustainability**

**Cost-effectiveness & Permanence**
Seeing the high expense of guidebook printing, our electronic platform offers a low-cost and efficient alternative for information dissemination. While guidebooks may run out, electronic webpages can always be printed by organisation staff and distributed for particular needs.

Furthermore, as web domains require little cost to maintain, we could easily update legal information periodically to constantly keep the information useful at nearly zero cost.

On the other hand, while collaboration of school talks do not involve substantial costs, it contains great potential for change in mindset of the youth, especially if we continue to run the talks and expand them to more districts and schools.

In the long run, established connections with refugee organisations and increased media exposure entail a high chance of attracting interested groups in sponsoring our activities.

**Multiplier effect:**
Mandated Refugees, Substantiated Claimants, and Asylum Seekers - Empowered by knowledge of their legal rights, their living standards may improve, allowing them to build more dignified lives in Hong Kong. Even if they leave the city for other destinations, they will remain inspired by the knowledge that their legal rights are valued and important, and continue to actively seek to empower themselves legally elsewhere.

**Society** - Following our school talks, we expect the secondary students to engage in dialogue about refugee issues with their families and peers and even on social media, helping to inspire substantive social discussion on refugees’ human rights.

This will be facilitated by our sharings to our Facebook page, which will include videos of refugees sharing their life stories, and reflections by law student participants and students who have attended secondary school talks.

**Law Students** - Inspired by their participation in LIBRE, law students will become more proactively involved in social justice, inspiring a new wave of not only helpful initiatives but also human rights advocates.

LIBRE Logic Model

**Inputs**
- Money
- Cooperation with NGOs
- Student volunteers
- Pro-bono lawyers’ expertise

**Outputs**
- Guidebooks
- E-version of the guidebook available in the website
- 20 school talks held in secondary schools
- Training to volunteers provided by NGOs and lawyers

**Outcomes**
- Refugees’ enhanced understanding about daily legal issues and their legal rights
- Secondary school students’ increased awareness of the refugee issues
- Volunteers’ improved understanding and skills on social advocacy and refugee-related legal issues

**Goals**
- Protecting refugees from unfairly treated due to lack of knowledge
- Inspiring students to speak out against social injustice
- Dispelling misconceptions around refugees in Hong Kong
- Enabling social disclosure and taking awareness of human rights responsibility

**Notes:**
1. According to interview with Justice Centre and Table of Two Cities.
2. According to interview with Justice Centre.
3. Data from Justice Centre.
6. According to interview with Table of Two Cities.
7. Such as VisionFirst, Justice Centre website.
8. Actual matching would depend on availability of partner and results of recruitment.

**Monitoring and Evaluation**
To monitor the project and to evaluate its effectiveness, the project managers will use various ways to collect quantitative and qualitative information:

**Short Questionnaires** will be provided after each training workshop to evaluate the usefulness of each workshop and to adjust the content of the workshop (if necessary) according to the participants’ feedbacks.

**Questionnaires** will be distributed in school talks in which participants, including school students, teachers and refugees, could score the quality and usefulness of the talks as well as provide feedback.

**Relevant statistics** would be collected, including the number of guidebooks taken and the number of participants in school talk to evaluate the effectiveness of the project.

**NGO partners** will be asked to collect feedback forms that were put inside the guidebooks. Feedback forms include content rating on usefulness, understandability and language and suggestions for areas of improvement. They would also serve as a channel to reflect refugees’ verbal suggestions and concerns on the guidebooks.

**Comment section** would be added to the website for visitors to leave feedback on content adequacy, understandability and web page accessibility.

**An annual evaluation** will be held to ensure the content is up-to-date and the current needs of the refugees are addressed.
## APPENDIX

### Language breakdown
This estimation of language distribution is made with the help from Mr. Njuabe, Director of Branches of Hope, the largest refugee NGO in Hong Kong.

<table>
<thead>
<tr>
<th>Region-specific</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hindi: Spoken in India (total: 1,878), Nepal (285)</td>
<td>2,200</td>
</tr>
<tr>
<td>2 Urdu: Spoken in western India, Nepal, Bangladesh (1,155), Pakistan (1,783)</td>
<td>2,600</td>
</tr>
<tr>
<td>3 Tamil: Spoken in Sri Lanka (250), southern India</td>
<td>1,100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-regional</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 English: Spoken in Indonesia (916), Philippines (509), Nigeria (19), Uganda, Tanzania and other African countries; and also used by NGOs</td>
<td>2,100</td>
</tr>
<tr>
<td>2 French: Northern Africa, Vietnam (1,113)</td>
<td>1,500</td>
</tr>
<tr>
<td>3 Arabic: Northern Africa, Morocco, Algeria, Chad</td>
<td>500</td>
</tr>
</tbody>
</table>

**TOTAL: 9,700**


---

**LAW FOR CHANGE STUDENT COMPETITION 2018**

**TEAM 10**

**PROJECT TITLE**

Make-A-Will Hong Kong

**MEMBERS**

<table>
<thead>
<tr>
<th>Kwok Vivian Yee Ting</th>
<th>Ng Mei Suet Michelle</th>
<th>Ng Yat Yi</th>
<th>Wu Jenny</th>
</tr>
</thead>
</table>

**SCHOOL**

The University of Hong Kong
INTRODUCTION

We are all bound to go through the stages of being born, growing old, falling sick, and eventually dying (in Chinese - 生老病死). Most of the times, we go through these stages not alone, but with our most beloved family members. And speaking of death, making a will is particularly important in a sense that it ensures that when someone passes away, their property and other assets can be distributed according to how they wanted it to be distributed. Sometimes, this is done such that the deceased can rest assured that his/her family members will still be able to maintain a decent level of quality of life upon his/her death. If one died intestate (without a will), his or her assets will be distributed according to the law of intestacy. This may not reflect the true intention or may even run contrary to the intention of the deceased.

However, it is not common for Hong Kong people to make a will before they die for the following reasons. To begin with, death is often considered a taboo in the Chinese society with a majority of the older generation seeing the process of making a will as a curse of death. The superstition, together with a lack of understanding on the purpose of making a will and the potentially high legal costs may have barred many from making a will. Alternatively, if a will has been made but certain parts of it are unclear, or that the document lacked signatures or proper witnesses, the will may be still be challenged upon the person’s death. A lot of these cases eventually end up in court, decided by a judge. The problem with this is that the judge’s decision may not always reflect what the deceased had intended. What’s more is that bringing the matter to court may create hostility between family members and may ultimately have an adverse impact on their relationship.

This project focuses on assisting elderly in need to make a well-drafted will so as to ensure that one’s assets can be distributed according to one’s will and to reduce the chances of disputes to the minimum.

It is hoped that this project would contribute to social justice by (1) ensuring that the possessions are distributed according to the intention of the deceased, (2) showing respect and upholding the freedom for one to decide how he/she wants to do with his/her possessions upon death, and (3) conserving resources by preventing cases going to court.

NEEDS ASSESSMENT AND SITUATIONAL ANALYSIS

Currently, there is a lack of statistics as to the proportion of the adult (or elderly) population who has already made a will. Assistance provided for will-making is inadequate and undesirable. What is not disputed is that there has been a lot of incidents and cases that went to court as a result of disputes arising from the will (or the fact that there is no will). One of the more recent and widely reported cases involves a female bodyguard allegedly shot her aunt and wounded three other relatives because of a fight over inheritance. This points to the fact that making a will is still not a common practice in Hong Kong.

The Hong Kong government has done little to encourage estate-planning. In China, organisations such as the China Will Registration Center are established to provide will-making services. As of September 2017, more than 72,240 wills have been made and archived. However, there is currently no governmental website which provides reliable and detailed information on making a will, unlike other developed countries like the UK.

The quickest and easiest way is probably to go to a solicitor. But such services are expensive and the pricing lacks transparency. The approximate fee for making a “simple will” as stated on the website of a local solicitors’ firm is around HK$1,000 to HK$1,500. This amount, however insignificant as it may seem compared to the importance of making a will, can still deter those who are less well-off from making a will.

Some District Councillors provide free legal advice or will-drafting services to the residents in their districts. However, these programmes are mostly one-off and lack sustainability. The Hong Kong Professional Teachers’ Union offers free will-making service, but the service is exclusive to members and lacks personalisation (e.g. a standard template is used). There are also some online resources which provide basic information on making a will, for example the Community Legal Information Centre. The accuracy of the information is questionable. Furthermore, it is unknown whether they are utilized or not.

There are a service gap and a grave need for a sustainable programme which not only provides actual free will drafting services, but also emphasises on educating the public on the importance of making a will and the formalities of doing so.
PHASE I: Initiation and Planning
1. Correspondence with NGO partners
We will identify and contact potential NGO partners to enquire about their service areas and to introduce them to our project initiatives. A website and leaflets containing information on frequently asked questions and answers on the topic of writing wills will be introduced to them, so as to equip them with the essential legal knowledge for tackling enquiries relating to writing wills. Mediation as an alternative for dispute resolution will also be mentioned. We hope that NGOs can pass on the information to others creating a multiplier effect. Once we have established contacts with our NGO partners, we will start receiving cases from them. The maximum capacity of cases is 10 per batch.

Although the detailed screening criteria will be negotiated with each NGO to best address individual needs, we have four basic rules to ensure the top priority is given to those who need us the most:

(i) The client should live in an empty nest family; meaning that their children (if any) are living elsewhere. We expect this type of family is more isolated and less informed in terms of estate planning.
(ii) The old couple or the elderly person should have an estate of more than $50,000. This is because under section 60K of Probate and Administration Ordinance (Cap.10), those with less than $50,000 are exempted from the provision against intermeddling of estate under section 60J. We also believe this type of family is less likely to face family disputes when the elderly member passes away.
(iii) There should be at least two blood relatives in the family, not including our elderly client. We hope to address the social justice issue at a narrower perspective in the initial stage, before we expand to serve the family in the broader sense. This is to allow us to get familiar with similar cases and thus to improve the effectiveness and efficiency of our service.
(iv) The elderly is mentally competent and literate.

For those who are ineligible, we will give them a lower priority.

Once a referral case is accepted, we will only terminate our service if the client is being too “indecisive” and/or “uncooperative”. Indecisiveness may be demonstrated by constantly changing instructions. This will free up more opportunities for cases in the waiting list. A certain degree of subjective judgement will come into play so we will always have discussions all stakeholders.

2. Correspondence with legal advisors
In the meantime, we will approach legal practitioners, such as solicitors or barristers, and invite them to be our legal advisors. We may also contact retired lawyers and academic staff. Advisors are crucial in providing professional solutions to some of the more difficult legal problems. In most situations, we will ask them to double-check or verify some legal points we draw up from our research.

3. Correspondence with HKU students
Student engagement is an essential element of our project, so we will start recruiting student volunteers as soon as we secure our funding and NGO partners. A quota of 20 student volunteers each year can reduce repetitive training. Each student volunteer is expected to commit at least half a year. In the training, we will cover the details of the project, their expected commitments and important legal liability issues such as the signing of the disclaimers. We will recruit students from law and social sciences faculties.

PHASE II: Implementation
1. Preliminary meeting
The preliminary meeting (first meeting) will be held in the presence of the client, a staff from the NGO, one of the executive members and one student volunteer. It will take the form of a casual chat so we can get to know the client and build the trust. The key focus is to explain the particulars of our free will-drafting service. We will also introduce the alternatives of wills, with the aid of some standardised materials. For instance, the possibility of planned giving and the Three Instruments of Peace (Will, Enduring Power of Attorney, and Advance Directives in relation to Medical Treatment). Participation of our NGO partners as well as our student volunteers in every meeting is crucial in ensuring identical knowledge between the parties. Each student volunteer will follow one case at a time. Those who would like to proceed should contact us within two weeks and schedule for a second meeting.

2. Second meeting
In the second meeting, we will emphasise that no legal advice is given by us or our student volunteers and no fee is charged. For each case, a handbook is used for recording all necessary information collected from the client or any questions they have. We will start drafting the will with the information collected in the second meeting. We will conduct legal research and ask for assistance from our legal advisors when necessary.

3. Third & fourth meetings
In the third meeting, we will present the client with our first draft of the will and collect any missing particulars. The client will have to confirm if the personal information and details on the drafted will are accurate and correct. We aim to complete the will by the end of the fourth meeting.

PHASE III: Will-Making and Execution
As the will is drafted, the client will need to sign a disclaimer. The disclaimer will confirm the scope of our service, the destruction of confidential records/ personal information and the presence of his consent to the adoption of our service etc. If the client decides to sign the will at this stage, one student representative and one representative from the NGO will be the witnesses. After the will is signed or drafted, we will immediately, and in front of the client, destroy the handbook. We will only leave our contact to the NGOs if the client has follow-up questions, he/she should contact us through the NGOs.

Project Timeline

<table>
<thead>
<tr>
<th>Stage</th>
<th>Action Points</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pilot Scheme</td>
<td>• Find NGO and confirm partnership • Draft legal disclaimers • Contact legal advisors • Take in 4 referral cases from NGO</td>
<td>Feb 2019</td>
<td>Apr 2019</td>
</tr>
<tr>
<td>2. Recruitment Training</td>
<td>• Recruit students through mass emails • Information sessions • First mass training</td>
<td>Mar 2019</td>
<td>Apr 2019</td>
</tr>
<tr>
<td>3. Implementation 1st Batch</td>
<td>• Receive 10 new cases from NGOs • Advance training (small group) • 1st batch of cases</td>
<td>Early Jun 2019</td>
<td>Late Jun 2019</td>
</tr>
<tr>
<td></td>
<td>• 2nd Batch</td>
<td>Mid Aug 2019</td>
<td>Late Aug 2019</td>
</tr>
<tr>
<td>4. Evaluation</td>
<td>• Send out evaluation forms to NGOs and student volunteers • Repeat Stage 2-4</td>
<td>Nov 2019</td>
<td>Nov 2019</td>
</tr>
</tbody>
</table>
Goals and Objectives

INPUTS

- Pro-bono lawyers’ legal advice
- Partnership with NGOs
- Student volunteers
- Monetary support

OUTPUTS

- 96 meetings with elderly
- 24 wills completed
- A website created
- 4 training sessions with volunteers

OUTCOMES

- Increase the awareness of estate planning in targeted service districts
- Increase NGOs’ and students’ knowledge of will drafting
- Reinforce the concept of family harmony
- Allow social justice by giving effect to the deceased’s intentions

GOALS

- Avoid unnecessary litigations and the disharmony arisen
- Recognise the contribution of our student volunteers.
- Reinforce the concept of family harmony
- Allow social justice by giving effect to the deceased’s intentions

Involvement of NGO Partners

We have established primary contact with Tsuen Wan District Elderly Community Centre (“The Centre”), one of the branches under the Hong Kong Society for the Aged (“SAGE”). Established in 1977, SAGE is one of the largest and most established non-profit organisations for the elderly in Hong Kong. We believe that our project echoes with the mission of SAGE, which aims at giving due respect and care to the senior citizens, providing opportunities for their further development and ensuring that the elderly can grow old gracefully and peacefully.

Engagement of NGOs

The Centre has kindly confirmed their interest in endorsing the project and answer our enquiries to ensure we do not incur any legal liabilities in the course of our project. We are told that many elderly people in their Centre have raised questions on wills and probates and have asked for assistance in writing a will. However, with limited resources and a lack of knowledge, they cannot offer substantial help. Whilst the Centre can fill in their knowledge gap and provide more comprehensive services to the elderly in the collaboration, they can also act as the screening agent for our project so that resources are directed to those really in need and relieve the burden on them. Our collaboration with the Centre would also be carried on a practice of shared responsibilities and liability.

In the long run, we look forward to collaborating with other branches of SAGE and extend the impacts to districts beyond Tsuen Wan.

Involvement of HKU

The University of Hong Kong (“HKU”) will also be one of our key partners for the project. We have obtained the personal endorsement from Ms. Kitty Wong, Director (Development) of Development & Alumni Affairs Office at HKU. She is willing to connect us with other academic advisors at HKU. We have also got in touch with the Faculty of Law and Faculty of Social Sciences, seeking their endorsement. Professor Alice Lee, Associate Dean of the Faculty of Law has also expressed her interest in endorsing the project.

With the endorsements from HKU, it can further solidify the foundations and guarantee more support from our legal advisors and NGO partner. It can also encourage HKU students to join the project, given the wide recognition received from the faculties and university.

In addition, through the endorsements from teachers and faculties, we can secure a source of funding by applying for different project schemes from the university, so as to maintain the sustainability and continuation of the project in future years. We will distribute certificates signed by academic staff to recognise the contribution of our student volunteers.

Involvement of Legal Advisors

Legal advisors play an important role in our project. Mr. Malcolm Kemp, a senior partner at Stephenson Harwood has kindly agreed to be our legal advisor and offered to draft our disclaimers. We have also contacted Ms. Leung Sui Ming Olivia, a partner at Stephen Lo & PY. Tie Solicitors and she has gratefully agreed to be our legal advisor and provide legal training. They will oversee the project and answer our enquiries to ensure we do not incur any legal liabilities in the course of our project.

Budget

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<tr>
<th>Category</th>
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<td>IN KIND</td>
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<tr>
<td>Booking fees for venue</td>
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</tr>
<tr>
<td>Legal advice</td>
<td>/</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Disclaimer drafting</td>
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<td>–</td>
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<td>PRINTING</td>
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<tr>
<td>Folders</td>
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<td>Transportation of students subsidies</td>
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<td>Website monthly subscription</td>
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<td>CONFERENCES</td>
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<tr>
<td>Conferences with NGOs</td>
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<td>Conferences with legal advisers</td>
<td>4</td>
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<td>Public Liability Insurance</td>
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<td>CONTINGENCY EXPENDITURE</td>
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<td>Venue for meetings with NGOs and elderly</td>
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<td>Venue for meetings for workshops</td>
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<td>Contingency administration/ miscellaneous expenditure</td>
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<td>TOTAL (HK$)</td>
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<td>39,182</td>
</tr>
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</table>
INNOVATIVENESS AND SUSTAINABILITY

Innovativeness
The project is innovative because it would be one of the few non-political organisations that provide free will-drafting service to the elderly. Compare to TungWah Groups of Hospital which also provides free will-drafting services, we allow flexibility in planned giving.

Moreover, our project will be promoting the Three Instruments of Peace (Will, Enduring Power of Attorney, and Advance Directives in relation to Medical Treatment) which the latter two are not popular in Hong Kong but still useful in promoting family harmony. Mediation will also be recommended as an alternative dispute resolution.

Lastly, we hope to generate a multiplier effect in our project. When the elderly has taken an initiative in drafting the will, we hope that his or her family members will be more aware of estate-planning.

Moreover, equipping NGOs with the knowledge of will-drafting can increase our impact given their large platform and frequent contact with the elderly.

Sustainability
In order to make our project sustainable, we have long-term plans to recruit executive members to our team and to look for reliable and long-term sources of income.

Apart from the four members in our team, anyone who wishes to be an executive member must participate as student volunteers in at least two half-year service periods in order to be familiar with the project.

After the first year of launch, we aim to have 3-6 executive members at all time. Further expansion in the future may require a larger team of executive members. Each executive member is required to be fully committed to the project for at least one year.

Meanwhile, we will organise various internal events. Executive meetings are scheduled at least monthly to discuss executive and management issues.

Advanced training sessions are held to develop the bonding between student volunteers and to improve their knowledge through sharing sessions. Our website is updated regularly to equip students and the general public with the latest information about estate planning. Further, newsletters are issued semiannually and distributed as promotional materials. A larger coverage of our service is intended in the long run so the executive team will look for an expansion of NGO partnership.

Securing a reliable and long-term source of funding is an important aspect of our work. We will look for funding opportunities from different organizations, including but not limited to the University of Hong Kong Knowledge Exchange and Hong Kong Jockey Club. Also, we will explore the possibility of running the project as a social enterprise by adding other paid services in the long run.

CONCLUSION

Currently Hong Kong’s free-will drafting services are mainly provided by political organizations. However, this is not ideal as some may manipulate it as a political tool. We aim to provide our service to the elderly because we believe they needed it the most. Social justice can also be achieved as the accessibility and affordability of such service is enhanced through our project. It is hoped that the impacts of our project will extend beyond the elderly to the younger family members and ultimately, the society at large.

MONITORING AND EVALUATION

Monitoring
To ascertain the quality of our meetings, we will ensure one of the executive members will be present in every meeting. Each of us will be assigned cases and be responsible for it until the case is closed. Our legal advisors will also assist us in maintaining the quality of the meetings. As mentioned, when we come across more difficult legal problems, they will help double-check the legal points we draw up from our research.

Evaluation
An evaluation will be held after the pilot scheme is completed. We will collect opinions and recommendations from the NGOs and legal advisors. Through this, we aim to ensure the smoothness of the full-scale launch of our project and give first-hand experience to student volunteers. Throughout the year, we will have regular meetings to update work processes and further fine-tune our project. Contact will be made to NGOs and student volunteers but in a less formal way such as messaging through phone. A large-scale evaluation will be held after the and batch of cases is completed. In this evaluation, surveys will be given out to the legal advisors, NGOs and student volunteers. Interviews are conducted for some follow-up questions.
ABOUT PILNET

PILnet is a global public interest law organization that creates opportunities for social change by unlocking law’s full potential. PILnet’s mission is to make law work for all. To do this, the organization engages, empowers, and enables all lawyers to use their skills to help organized civil society become more resilient and more effective in helping the most vulnerable.

With staff and offices in Beijing, Budapest, London, Hong Kong, Moscow, and New York, and with the support of partner law firms and civil society organizations, PILnet is creating a new frontline of public interest lawyers. It pursues its mission by providing new tools and strategies to public interest lawyers and developing networks of pro bono lawyers to support them.

PILnet in Hong Kong

Since the establishment of its Hong Kong office in 2013, PILnet’s work in Hong Kong has had four core themes:

- **Building the legal capacity of NGOs and social enterprises**: The main vehicle through which it conducts this work is the Hong Kong Pro Bono Clearinghouse, a platform that connects NGOs in need of legal services with high quality, law firm- and corporate-based pro bono assistance. PILnet also host workshops on legal topics of interest to NGOs and social enterprises.

- **Developing pro bono practice within law firms**: PILnet actively helps law firms in Hong Kong develop their pro bono practice through supplying projects and providing training for lawyers.

- **Promoting a public interest law career track among law students**: PILnet joins with law schools to introduce students to public interest law and to raise awareness about the role of law as a tool for change.

- **Strengthening community legal services in Hong Kong**: PILnet partnered with DLA Piper in 2017 to examine the accessibility and quality of community legal services in Hong Kong. The research culminated in a report entitled *This Way - Finding Community Legal Assistance in Hong Kong*. *This Way* provides an analysis of the problem and points the way toward a solution. PILnet has already begun to use the research to shape public interest law projects and, ultimately, to improve access to justice in Hong Kong.
IN JUST SOCIETIES, LAW WORKS FOR ALL

PILnet is changing the way people think about public interest law. Together with its nonprofit and private sector partners, PILnet is creating opportunities for social change by engaging the legal profession as a whole, empowering those who serve and represent the poor and vulnerable, and enabling change that is inclusive and sustainable.