



Keeping children safe from abuse in tourism

Facilitator toolkit for tourism sector training



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Design by: Inis Communication.

Project Childhood is an Australian Government initiative to protect children from sexual abuse in tourism in Cambodia, Lao PDR, Thailand and Vietnam (2011-2014).



Keeping children safe from abuse in tourism

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Contents

Foreword	iii
Background	v
Purpose of the Discussion Forum Toolkit	vi
How to use the Discussion Forum Toolkit	vii
Section 1. Getting started	1
Who can facilitate the training?.....	3
Who should attend the training?.....	4
What are the expected learning outcomes?.....	5
How many participants should attend the training?.....	5
How long should the training take?.....	6
What about guest speakers?.....	7
Selecting a venue.....	8
What equipment and resources are needed?.....	10
Special guidelines for child protection training.....	12
Training methods.....	13
On the day.....	14
<i>Using the PowerPoint slides</i>	14
<i>Using the Takeaway cards</i>	15
<i>Using the training handouts</i>	15
<i>Refreshment breaks</i>	15
<i>Evaluation</i>	16
<i>Certificates</i>	17
Section 2. Slide guide	19
How to use the Slide guide?.....	21
Session 1: Introduction.....	22
Session 2: How does 'child safe tourism' relate to me?.....	26
Session 3: What are the risks to children in tourism?.....	34
Session 4: What is 'child safe tourism'?.....	44
Session 5: How can individuals make tourism child safe?.....	51

Session 6: How can businesses make tourism child safe?
(for managers/ owners/operators only)..... 56

Session 7: How can government make tourism child safe?
(for government only)..... 62

Session 8: Conclusion..... 74

Section 3. Appendices..... 77

Appendix 1: Sample full-day training agenda..... 79

Appendix 2: Takeaway cards..... 80

Appendix 3: Participant attendance form..... 95

Appendix 4: Entry quiz..... 96

Appendix 5: Exit quiz..... 97

Appendix 6: Tourism staff role-play and case study scenarios..... 98

Appendix 7: Tourism managers’ case study scenarios..... 103

Appendix 8: My opinions form..... 105

Appendix 9: Sample certificate..... 107

Appendix 10: Entry and exit quiz analysis template..... 108

Appendix 11: Post training report template..... 109

Foreword



Tourism continues to thrive across the globe. The United Nations World Tourism Organisation predicts international tourist arrivals will increase by an average of 43 million per year – reaching 1.8 billion international tourists by 2030. It also forecasts that South East Asia will be one of the most visited regions – with 187 million tourists tipped for 2030. There is no doubt that the development of international travel and tourism is bringing enormous positive opportunities across the world and, in particular, to the emerging economies of Africa, Asia and the Pacific.

However, at the same time, travel and tourism have increased vulnerability of children to fall victims of sexual violence, abuse and exploitation. Today, more children are at risk of sale and sexual exploitation than was previously the case. Economic hardship, migration, conflict and violence, climate change and natural disasters, and an increasing global demand for sex with children, are some of the push and pull factors which put children more at risk of being sexually abused and exploited.

Globalization has further increased the vulnerability of children by making it even more difficult to track sex offenders. The global spread of the Internet has also contributed to the growth of the sale and sexual exploitation of children. Nowadays, anyone can make travel arrangements online and cast a wider net to access minors by contacting them via video-sharing, instant messaging, and social networks.

Yet the actual scale of sexual exploitation of children in travel and tourism is not known, due among others to the lack of available data. The criminal nature of the phenomenon and the negative impact in terms of a country's image for tourism development mean that the large majority of cases are never reported. Nevertheless, during my visits to tourism destination countries, I have witnessed that child sexual abuse in tourism has been alarmingly increasing, driven by the overall growth in tourism.

While efforts have been made to improve laws and policies preventing child sexual exploitation in travel and tourism, there are still cracks in the protection system that need to be addressed. As soon as prevention and protection efforts are intensified in a particular country, travelling sex offenders seeking children seem to move on to neighbouring countries with weak legislation and controls, where they can act with utter impunity.

The scourge of sexual exploitation of children in travel and tourism seriously harms countless children around the world, often with irreparable consequences. Even though child sexual abuse in tourism tends to occur more commonly in developing countries, no country or tourism destination is exempt. Without adequate safeguards, the tourism industry sometimes facilitates abusers' access to vulnerable girls and boys and may enable exploitation. Hence it is vital to develop preventive measures, through inter alia capacity building of key stakeholders, to put safeguards in place to protect children.

This is why the *Keeping children safe from abuse in tourism: Facilitator toolkit for tourism sector training* is such a valuable publication. It provides a comprehensive guide and tested tools to enable facilitators to conduct training for tourism stakeholders – from front-line staff of the business sector to senior management and government officials. The training is vital for any tourism stakeholder concerned with increasing quality tourism and responding to the growing customer demand for Child Safe Tourism. It constitutes an important practical tool for capacity building as a preventive measure, targeted at the business sector and the government, helping them to better understand the interlinked nature of abuse and how they can take practical action to prevent child abuse from happening.

It is my hope that this formal publication will enable more tourism sector stakeholders to be empowered with the knowledge and skills to better protect both the tourism industry and, most importantly, children and their rights. I encourage the wide use of this publication and commend the Australian Government and World Vision for their investment.



Dr Najat Maalla M'jid

United Nations Special Rapporteur on the sale of children,
child prostitution and child pornography 2008-2014

Background

Project Childhood is an Australian Government initiative to combat the sexual abuse of children in travel and tourism in Cambodia, Lao PDR, Thailand and Vietnam (2011-2014). Project Childhood builds on Australia's long-term support for programs that better protect children and prevent their abuse. Project Childhood brings together World Vision and the United Nations Office on Drugs and Crime. The program takes a dual prevention and protection approach.

World Vision partners with governments, businesses and communities to prevent children from becoming victims of sexual abuse in travel and tourism. Through the use of information, education and communication, World Vision aims to equip community members, businesses and government officials with the knowledge and skills to make the tourism environment safer for children.

Building on responses to this issue over the past two decades, the *Keeping children safe from abuse in tourism* curriculum provides an up-to-date and holistic approach to address risks to children in the tourism environment. Over two thousand tourism sector participants across Cambodia, Lao PDR, Thailand and Vietnam have already benefited from the training curriculum. As tourism to the region continues to grow rapidly and opportunities for income and development abound, tourism stakeholders need access to practical advice about how they can take action to protect children in their respective spheres of influence. The tourism sector has the most direct influence over the tourism environment and the potential to benefit greatly from adopting practices that keep children safe and contribute towards responsible tourism.

Purpose of the Toolkit

The Toolkit provides facilitators with easy-to-follow guidelines and tools to conduct *Keeping children safe from abuse in tourism* training with tourism sector stakeholders. The materials are adaptable for a broad range of participants working in both formal and informal economies and working at different levels – from front-line tourism staff to mid to senior levels of management, owners and operators, as well as officials from relevant government ministries and agencies. The training can be conducted as a one-day event or delivered as discrete modules over a period of time. Recognising the reality of business operations, it is also possible to present key messages in a short one or two hour session.

The Toolkit is presented in simple language to be accessible to the varied target audience. To fully benefit from the content, the facilitator should read the Toolkit well before the event and use it to help prepare for the training. Adaptations and additions can then be made to tailor the materials to each audience. An electronic copy of the Toolkit is accessible at <http://www.childsafetourism.org> and <http://wvi.org/asiapacific/childsafetourism>.

How to use the Toolkit

The Toolkit has three sections:

1. Getting started

This section provides everything facilitators need to know and prepare before conducting the training. It provides useful advice on participant selection, venue and equipment arrangements, teaching methodologies, special guidance to address the sensitive topic of child protection, and handy hints to successfully conduct the training.

2. Slide guide

This section provides step-by-step instructions to assist the facilitator to deliver all aspects of the *Keeping children safe from abuse in tourism* training. *The Tourism Sector PowerPoint Presentation* is available for download at <http://www.childsafetourism.org> and <http://wvi.org/asiapacific/childsafetourism> and should be reviewed and adapted prior to the training to include relevant national and/or local content. Should it not be possible to access a data projector or related facilities such as a large print out for a flipchart, this section can be used as speaking notes by the facilitator. The guide also provides suggested participatory activities as well as prompts for the facilitator to encourage participant discussion and/or reflection.

3. Appendices

The appendices contain further tools to conduct the training as well as to evaluate the event for further learning. These consist of:

- Sample training agenda
- Takeaway cards for participants
- Participant attendance form
- Entry and exit quiz and analysis template
- Tourism staff case-study scenarios
- Tourism manager case-study scenarios
- My opinions form
- Sample certificate of completion
- Post training report template

Notes

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Section 1

Getting started



Getting started

Who can facilitate the training?

As the training addresses the sensitive issue of child vulnerability, especially to sexual abuse, it is important to carefully select facilitators who are equipped with suitable capacity, sensitivity and expertise to deliver this training.

It is expected that facilitators possess the combined knowledge and skills listed below:

- Specialist knowledge about the issue of child protection, with particular awareness of child abuse in the tourism and travel sector.
- Significant experience in teaching and training.
- Ability to communicate clearly, effectively and achieve the learning outcomes through use of the proposed interactive training methods.

Not only should facilitators be comfortable to talk about the subject of child abuse, especially sexual abuse, they must also be able to manage the associated difficulties which arise in such training. This includes technical questions and possible unresolved issues of participants who may have experienced abuse. Given that the subject matter of this training relates to the issue of sexual abuse, it necessarily relates to sexual relations between people, consensual or non-consensual. The utmost care and vigilance is required to ensure that facilitators do not directly or indirectly perpetuate any discriminatory attitudes or views, including in relation to sexual orientation and gender identity. The perpetuation of discriminatory views based on gender, sexual orientation, race etc would not be in accordance with the international rights of children and would also contribute to the vulnerabilities that put children at risk of abuse. Special guidelines about conducting child protection training are included in this Toolkit.

A competent facilitator is a major determinant of a successful training program. If the facilitator is lacking in knowledge or skills, the overall impact of the training will be weak. Therefore, it is important that any organisation delivering this training selects highly capable facilitators who have delivered effective trainings in the past.

Who should attend the training?

The *Keeping children safe from abuse in tourism* is designed for tourism sector stakeholders. This includes, but is not limited to the following participants:

Industry	Front-line travel and tourism staff	<ul style="list-style-type: none"> • Taxi drivers/transport company staff • Tour guides • Hotel and venue security staff • Hotel and guesthouse service staff (reception, concierge, room service, housekeeping etc) • Restaurant and bar owners and their staff
	Travel and tourism managers and owners	<ul style="list-style-type: none"> • Human resources managers • Corporate Social Responsibility managers • General managers • Business owners
	Travel and tourism peak bodies	<ul style="list-style-type: none"> • Relevant local associations • Relevant national associations • Relevant regional associations
	Non-tourism private sector partners	<ul style="list-style-type: none"> • Service providers to expatriates • Shipping companies (passenger, freight, cruise) • Corporate service companies • Information technology companies • Media companies
Government	Ministries of Tourism	<ul style="list-style-type: none"> • Policy development staff • Tourism training staff • Standards and accreditation staff

When scheduling a training workshop, the facilitator should work with the organiser to determine the most suitable audience. As different participants have different information requirements, it is important to tailor content for the participants in attendance. For example, the information that front-line tourism staff require is different from the information that managers or owners require. Each audience also has different opportunities to positively influence the tourism environment and this should be recognised by the facilitator. While there is scope for positive discussion and enhanced understanding of varied ways to protect children when a broad range of workplaces and backgrounds are brought together, a facilitator must be especially skilled and experienced to manage particularly diverse audiences.



What are the expected learning outcomes?

The *Keeping Children Safe from Abuse in Tourism* training provides essential learning for anyone concerned about improving the quality of tourism in South East Asia so that it truly benefits the economy, the community and mutually benefits all. It enables participants to respond to the growing consumer demand for responsible and ethical tourism. Ultimately, it aims to strengthen the protective environment for children in travel and tourism and prevent girls and boys from being sexually exploited.

By the end of the training, participants should be able to:

- Acknowledge the connection between tourism and child vulnerability in general.
- Understand the ways in which travel and tourism can enable child vulnerability, especially to sexual abuse.
- Recognise the indicators of children at risk of abuse and the ways in which varying forms of abuse are interconnected.
- Specify ways in which they can take action within their sphere of influence to create child safe tourism and make the tourism environment safer for children.
- Feel responsible, informed and empowered about what they can do to keep children safe from abuse in tourism.

How many participants should attend the training?

The optimum number of participants for a training workshop is between 30-40 participants. If the training numbers swell beyond 40 participants, group discussions and feedback become extremely long and more time will be needed for the training. The interactive nature of the training will also be compromised.

Participants may be invited in different ways, depending on the nature and organisers of the event. In some cases, for example when it is arranged by the National Tourism Organisation (NTO),¹ an official invitation will be sent to specific organisations, associations and individuals. To secure attendance from 30-40 participants, it may be necessary to invite 60-80 participants and accept registrations based on early responses. In other cases, there may be public advertising of the event with registrations accepted until capacity is reached. A waiting list can be started if there is sufficient demand for the training. Participants require suitable notification of the training so that they can ensure their availability. At a minimum, participants need one month's notice of the training. Local media, social media, and emails through existing travel and tourism networks and associations are proven ways of advertising this training. In yet other situations, the training may be provided in-house to employees/contractors, in which case the organisation will have its internal way of notifying and confirming participants. In order to attract higher number of participants, consideration should be given to scheduling training events during 'low tourist seasons'.



How long should the training take?

The training can be conducted as a one-day event or delivered as discrete modules over a period of time. Indicative timings for each module are included in *Section 2: Slide guide* and in the sample agenda, **Appendix 1**. It is possible to deliver the training over a longer or a shorter period depending on exercises and the participatory approach taken. If there is only a very limited time (for example, one or two hours), the facilitator is encouraged to prioritise those slides marked with ●

¹ The NTO is the national tourism public body responsible for tourism development in the country, e.g. Ministry of Tourism.

What about guest speakers?

Guest speakers can play a valuable role in the training program if their subject is relevant, well-presented and adds value to the content provided by the facilitator.

Guest speakers should be invited if they add useful expert insights which expand the participants' understanding of the issue. Alternatively, guest speakers can help contextualise the training for the local tourism environment which will have its own specific characteristics, issues and risks. Ideas for using guest speakers include:

- A member of the police or a local NGO representative could speak about the local situation of child vulnerability and abuse cases they have encountered.
- A legal expert or NGO representative could speak about the laws relating to child abuse.
- A local social services representative could speak about the impact of child vulnerability and abuse on child victims. (This could be from a local government department or NGO).
- A representative from the business community could speak about the ways in which they have integrated child safe tourism into their operations and are actively protecting children from abuse.
- A representative from a children's or youth club could speak about the impact of tourism on their lives and how they think adults could help make tourism safe for children and young people.

Tips to assist your guest speakers

When selecting and inviting a guest speaker, remember the following tips:

- Provide enough notification time and information about the training program for your guest speaker. At a minimum, aim to invite them at least one month before the training.
- Clearly outline the key points that you would like the guest speaker to address. It will help if you provide a copy of the training agenda and background information (including the training objectives) in order that the guest speaker can avoid repeating subjects that the facilitator is already covering.
- Confirm with the guest speaker whether they have sufficient knowledge/skills/expertise to address the proposed topic. If not, ask them to refer you to another suitable expert.
- Provide a good description of the (expected) audience (who are they, what is their level and background, how many will be attending, information requirements), so the guest speaker can tailor their presentation accordingly and bring enough materials for the group.
- Set a clear time limit. Explain that the time available for training is limited and that it will be necessary to complete their presentation within the allocated time.

- Advise them of the facilities that will be available in the training room (eg, data projector, laptop, microphones, flip-chart paper, etc). If the guest speaker requires any additional facilities, see if these can be provided.
- Ensure they are familiar with child protection standards, such as not sharing any identifying information about child victims or photos of abusive situations and victims.
- Request a copy of their presentation a few days before the training. This will enable you to check whether the presentation meets the requirements and allows time for revisions, if required.



Bangkok, Thailand

Selecting a venue

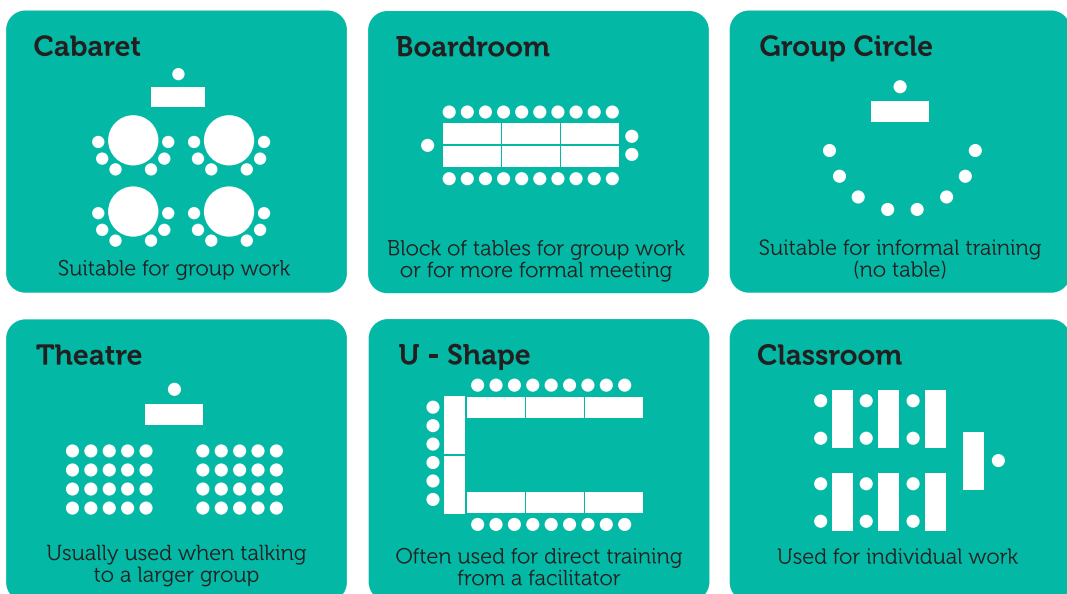
The facilitator should aim to provide an environment that is conducive to learning and suited to the types of activities in which the participants will be engaged. The size, layout and environment of the training room have an important influence on the achievement of learning outcomes.

It is most important to select a venue that is large enough for the number of participants to actively participate in group work and other training activities. When selecting a venue also ensure that there is suitable heating/air-conditioning, bathroom facilities, drinking water, electricity supply for microphones and data projection, and a projection screen.

Venue Layout

As the training adopts an interactive training formula that encourages individual and group participation, it is recommended that the venue is arranged in a 'Cabaret' layout (see Diagram One showing various layout options).

Diagram One – Training Room Layout Options



Cabaret layout is the optimum arrangement for group-work. It also encourages the participants to mix and allows the trainer to circulate more easily around the room. While round tables are depicted in the diagram, cabaret layout can be equally effective with rectangular tables. Please note that no participant should have their back to the front of the room. All participants should be able to see the facilitator without having to strain their neck or back.

If Cabaret layout is not possible, classroom and U-shape layouts can also be used. Where possible, avoid more formal layouts such as 'Theatre' layout, as this is only suited to short lectures as it inhibits participation and group work.

In more informal settings, it is not essential to use desks/tables. In some cases, participants may prefer to sit on the floor or ground.



Hoa Binh, Vietnam



Bangkok, Thailand



Banteay Meachey, Cambodia



Phnom Penh, Cambodia

Assistants

At least one (more if there are more participants) assistant should be available to help with equipment, provide microphones when participants want to speak, etc. This will enable minimum distraction to the facilitator.

Venue Costs

Venue costs can be high. Please be aware that many hotels may be willing to provide reduced fees or free venues in support of the training objectives and as part of their Corporate Social Responsibility program. When booking a training venue, identify venues that may be willing to provide discounted or pro bono rates for the training room (including equipment such as projector, microphone, writing paper and pencils) and refreshments along with technical support.

What equipment and resources are needed?

Make sure all equipment is ready before the training. It is advised to always pre-test the equipment before the training to ensure that there are no mishaps during the event. Below is a simple checklist which can be used before each training. Please mark a ✓ in the following table if the equipment is ready and available in working condition:

Equipment checklist	✓
Microphones (1 x facilitator, 1 x roaming, If there are more participants, obtain more roaming microphones)	
Data projector	
Data screen	
Laptop computer	
Speakers (for audio requirements – including video)	
PowerPoint slides	
White board	
Flip chart paper	
Marker pens (12 for use by facilitator and in group work)	
Tape, pins or blutac for displaying paper on walls	
Scissors	
Post-it note pads, papers and pencils for participants note-taking and group work	
Soft indoor ball (optional for active introduction)	
Registration desk (with Participant attendance form)	
Handouts (Agenda, Entry quiz, Exit quiz, My opinions, Takeaway cards, Scenarios, Certificates)	

Other preparation checklist	✓
Collect local information and update all slides accordingly	
Invite suitable guest speaker/s	
Identify local referral agencies and bring contact details to training	



Koh Samui, Thailand

Special guidelines for child protection training

Take care to sensitively facilitate the discussion

Child abuse, especially sexual abuse, is a sensitive issue that will necessarily require reflection and consideration from the participants. As such, participants should be given the chance to talk about non-confrontational topics as set out in the slide guide before starting the discussion about child abuse. By providing participants with a 'voice' during the introductory activities at the beginning, they will feel more comfortable to speak about the issue of child abuse as the training progresses.

Come prepared with contact details for professional counselling or referral services

Be aware that some participants may be victims of abuse. It is useful to bear in mind that different people react differently to abuse; for example some will not have thought about it for a long time and the discussion may bring back traumatic memories. It is important to be sensitive to this possibility at all times. If participants wish to speak about their personal experiences, invite them to do so in a private setting (during the break). Facilitators should come prepared with the contact details for professional counselling and referral services for participants who wish to discuss their situation in detail.

Immediately report any disclosure about a child that may be experiencing abuse

It is possible that some participants may share information that indicates that a child may currently be experiencing abuse in their family, community or elsewhere. These disclosures must be treated seriously and in a timely manner given a child is at risk. World Vision is committed to the prevention of child abuse, particularly sexual abuse, and any such disclosures must be referred to appropriate local agencies (including non-governmental organisations and local authorities) as soon as possible. The facilitator must be aware of suitable local referral agencies to investigate such disclosures. **All disclosures must be reported immediately.**

Deal sensitively with difficult questions and/or behaviours

It is important to consider and respect the specific cultural background of the participants. However, culture should never be accepted as an excuse to justify child abuse.

Questions may arise about sexual orientation and gender identity. The facilitator should be prepared to respond to such discussions in a clear and direct manner. The facilitator should emphasise that all children have a right to protection, regardless of their sexual orientation and/or gender identity, and that stigma, discrimination or silence on issues of sexual orientation and gender identity may push some children into vulnerable situations if they are not supported within the community.

The facilitator should ensure that any statements made by participants that perpetuate myths or are not conducive to creating a safe environment for children are sensitively

addressed. For example, comments about girls' clothing are not relevant to discussions and can perpetuate gender-biased attitudes that 'blame the victim'. The facilitator should not encourage these sorts of discussions and should instead focus on the key messages emphasised throughout the materials.

On occasions, the facilitator will encounter a participant exhibiting difficult behaviours (argumentative, constantly talking, negative attitude, disruptive, or someone who believes they know everything). To diffuse conflict, involve the participant in determining solutions to the problems they highlight. Avoid neglecting the other participants due to the behaviour of the one difficult participant.

At all times, it is essential to remind participants a child should never be blamed for being the victim of sexual abuse.

Training methods

This training respects that people learn in different ways. The curriculum therefore adopts multiple teaching methods that move away from the traditional, passive, teacher-driven models towards more interactive and participative approaches. The facilitator should aim to respect individual experiences, promote two-way dialogue, encourage personal reflection, and create a relaxed but dynamic learning environment.

Each session incorporates activities such as case studies, role-plays, group discussions and team tasks to engage participants and promote enhanced learning. The *Slide guide* takes the facilitator through each activity.



Bangkok, Thailand



Battambang, Cambodia

At all times, facilitators should be aware of participants who are unable to read or write, or those with hearing, seeing or other impairments. To the extent possible, the facilitator should plan in advance how to adapt delivery of training to persons with disabilities, for example, consider seating arrangements, consider one-on-one support, print-outs with larger fonts, etc.

To successfully conduct the training, the facilitator should ensure he or she:

- Listens carefully to all the participants and respects their experience and expertise
- Speaks in clear and simple words, preferably in the language known to majority of the participants
- Uses local examples wherever possible
- Encourages interaction among participants
- Speaks and presents with confidence
- Uses audio-visual aids carefully
- Prepares talking points in advance and rehearses them prior to the training
- Tests the equipment prior to the training

On the day

Using the PowerPoint slides

The *Tourism Sector PowerPoint Presentation* is available for download at <http://www.childsafetourism.org> and <http://wvi.org/asiapacific/childsafetourism>.

The *Tourism Sector PowerPoint Presentation* has been prepared as a tool to support the learning objectives and promote participants' retention of key messages during the training. The slides have not been designed as a script which the facilitator and participants will simply read word-by-word. The slides should be reviewed and adapted prior to the training to include relevant national and/or local content.

As the training aims to engage participants in an interactive forum, the slides are simple and easy-to-follow prompts which are intended to generate the participants' interest. It is the role of the facilitator to create a dynamic learning environment by elaborating on the slides using the Slide guide and inserting activities at recommended intervals. The 'Key messages' and 'Support notes' in the Slide guide provide narrative and further information to support the facilitator with delivery.



Using the Takeaway cards

Takeaway cards are handouts which the participants can take away from the training to remind them of the key messages they have learned. The *Takeaway cards* (**Appendix 1**) should be given to participants at the beginning of the training and referenced throughout the training. The facilitator should encourage participants to use the cards as a handy reference tool when they return to their homes and workplace and to share the information that they have learned with other colleagues. It is recommended that the takeaway cards are copied in colour or black and white, double-sided card format. This will make them a more memorable and useable resource.



Using the training handouts

Further training handouts are included in an easy-to-photocopy format in the Appendices. Make one copy for each of the participants. Always make extra copies of the handouts in case additional participants or observers attend.

Refreshment breaks

Adult learners benefit from regular breaks in order to maintain their concentration and energy levels. The draft agenda shared in this Toolkit has been designed to incorporate suitable breaks that fit with the sequencing of each session.

Ideally, a five-minute 'quick break' should be scheduled after each hour of training. This should be supplemented with longer breaks for morning and afternoon tea (approximately fifteen minutes each). Facilitators should ensure each session ends and starts back on time and breaks are not extended.

Due to cultural expectations regarding lunch timings, the facilitator should liaise with the organiser to determine suitable arrangements. If possible, limit the lunch break to one hour, but if group agreement is not first reached, be aware that this may result in late returns.

Respect the scheduled finish time. Participant concentration is significantly diminished if they are required to stay in the training later than the promised finish time.

Evaluation

Evaluation is a critical component in determining whether the training objectives have been accomplished. World Vision seeks to measure participants' reactions, learning and behaviour change² through the use of multiple tools:

Level 1: Reaction

How do participants feel about the training? Measuring participants' reactions is the most immediate form of evaluation as it occurs through immediate observation and direct questioning. During the training, participants' reactions can be measured in the following ways:

- Observation – the facilitator can observe how the participants respond to questions; how they engage in group activities; whether they appear interested; and whether they ask thought-provoking questions. The facilitator should note these observations during the training and, if necessary, adjust their facilitation style accordingly. Assistants may also be able to provide helpful information from their observations and interactions with participants.
- Post-Training Evaluation – at the end of the training, the facilitator can issue a *My opinions form* (a sample is included at **Appendix 8**) which requires participants to make written comments indicating their reaction to the training.

Level 2: Learning

What have the participants learned as a result of the training? This can be measured through the application of pre- and post-training assessments that compare results obtained before the training with results obtained after the training. World Vision has designed an Entry and Exit Quiz to provide a simple measure of changes in the participants' knowledge as a result of the training (**Appendices 4 and 5**). Though not ideal, if time is limited, the Entry and Exit Quizzes can be conducted with the participants responding by raising their hands. Numbers of hands raised to questions should be clearly recorded.

Level 3: Behaviour Change

What will the participants do differently as a result of the training? Behaviour change is a key desired outcome of the training. However, behaviour change is not usually measurable until after the training has concluded and participants have returned back to their workplaces. While follow-up evaluations are intended at periodic intervals after the training to systematically collect qualitative information about the nature of this behaviour change, it is still possible to enquire about intended behaviour change

² As described in: Kirkpatrick, D. & Kirkpatrick, J. (2006), *Evaluating Training Programs – Third Edition*, Berrett-Koehler Publishers, United States.

immediately after the training. As a result, the *Post-Training Evaluation Form* ('My opinions' **Appendix 8**) includes a question about intended behaviour change.

The facilitator is responsible for collecting and documenting information about the participants' reactions, learning and behaviour change and sharing this information with relevant managers/organisations to support the continuous improvement of the training.

A template to consolidate the various monitoring and evaluation tools is included at **Appendix 11**.

Certificates

Certificates are an important way to recognise attendance and also provide participants with a 'product' that they can display at their workplace after the training. Certificates should be printed prior to the training with the date and signatories. A sample is included at **Appendix 9**. It is recommended that participants' names are inserted on the certificates either prior to the event or during the lunch break using the *Participant attendance list*.

Certificates should only be presented to participants who complete the full training. It is not suitable for other participants to collect certificates for participants who left the training early.

Where the training has been endorsed by a public authority, such as the National Tourism Organisation, then with prior permission, their logo (and senior official's signature) may be added to the certificate. A sample certificate may also be shown to the participants at the beginning of the day. A short certificate presentation ceremony lead by a senior official or dignitary (if time allows) supports the endorsement of the learning and information shared.



Notes

A series of horizontal dotted lines providing a space for taking notes.

Section 2

Slide guide



Australian
AID

World Vision

Why are we working with the tourism sector?

- We know tourism destinations attract vulnerable children and families seeking to earn an income
- We know travel and tourism industry facilitates access by foreigners to vulnerable children
- So, we must engage the tourism sector if we are to make tourism environment safe for children

Slide guide

How to use the slide guide?

This section provides step-by-step instructions to assist the facilitator to deliver all aspects of the training. The *Tourism Sector PowerPoint Presentation* is available for download at <http://www.childsafetourism.org> and <http://wvi.org/asiapacific/childsafetourism> and should be reviewed and adapted prior to the training to include relevant national and/or local content. The PowerPoint Presentation is a tool to support the learning objectives and promote participants' retention of key messages during the training. The *Slide guide* can be used by the facilitator as speaking notes if it not possible to use these slides as a visual tool, such as on a data projector or printed out on a large flipchart.

The facilitator should strive to create a dynamic learning environment by elaborating on the slides and inserting activities at recommended intervals. The guide also sets out questions that the facilitator can ask to encourage whole group discussion and/or individual reflection depending on the participants and timing (signposted as '**Question for reflection/discussion**'). The *Takeaway cards (Appendix 2)* should be given to participants at the beginning of the session and referenced throughout the session. The facilitator should encourage participants to use the cards as a handy reference tool when they return to their homes and workplace and to share the information that they have learned with other colleagues. The facilitator may also choose to distribute the *Entry quiz (Appendix 4)* at the same time as the *Takeaway cards* and invite participants to complete the quiz at the relevant point in the discussion.

INTRODUCTION

SESSION OVERVIEW

The Introduction Module aims to make the participants feel comfortable in order to heighten their learning experience.

Participants will feel more at ease in the new training environment if the facilitator provides a warm welcome, introduces key personnel, provides an opportunity for participants to introduce themselves, outlines the proposed schedule, introduces a non-confrontational discussion/task, and establishes a learning agreement.


The participants' potential concerns about the sensitive nature of the training topic will be alleviated if the facilitator explains the content and purpose of the training and clearly establishes how the training is relevant to the particular training audience.

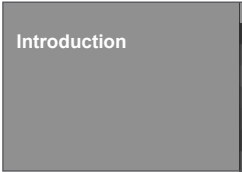
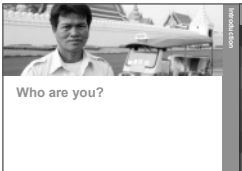

Expected learning outcomes

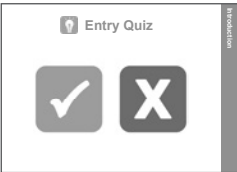

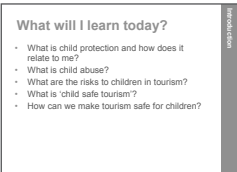
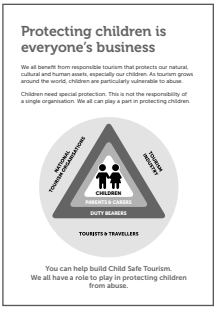
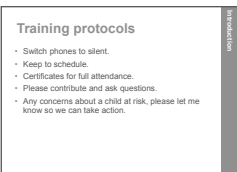
By the end of this session, participants should be able to:

- Understand the objectives of the training and commit to the learning agreement.
- Feel more comfortable with other participants and the facilitator that promotes enhanced dialogue throughout the training.

Time required	Handouts required	Other materials required
30 minutes (without opening ceremony or optional activities)	<ul style="list-style-type: none"> • <i>Entry quiz</i> (one for each participant) • <i>Agenda</i> (one for each participant) • <i>Takeaway cards</i> 	<ul style="list-style-type: none"> • Flip chart paper • Marker pens • Soft ball (<i>optional - for introductions</i>)




Slide	Key messages	Support notes
<p>Slide 1</p> 		<ul style="list-style-type: none"> • This slide can be displayed as participants enter the room and used instead of purchasing a 'meeting banner' offered by some venues. • Localise the slide by adding the location, name of facilitator and co-facilitators and, where suitable, the logo of partner organization/s. • If there is an opening ceremony with a formal opening speech, an additional slide can be made to reflect this.

Slide	Key messages	Support notes
<p>Slide 2 •</p>  <p>Introduction</p>	<p>Provide a short introduction in which you:</p> <ul style="list-style-type: none"> • Welcome the participants. • Introduce VIPs and any guest speakers. • Introduce yourself. • Explain that the training material has been developed by World Vision for Project Childhood Prevention Pillar, an Australian Government initiative to prevent child sexual abuse in travel and tourism. 	<p>First impressions are important. Provide a warm welcome and guide participants through each of these slides so they feel comfortable with the intended training path and confident in the capability of the facilitator.</p>
<p>Slide 3</p>  <p>Who are you?</p>	<p> <i>Activity: introductions (optional)</i></p> <ul style="list-style-type: none"> • In order to get to know each other, each person is invited to introduce yourself by quickly answering three questions: <ul style="list-style-type: none"> – What is your name? – Where do you work? – How many years have you worked in the tourism sector? • At the conclusion of all introductions: <ul style="list-style-type: none"> – Make a comment about the varying or similar types of tourism businesses represented. – Respect the total number of years' of tourism experience in the room. – Advise participants that the training will benefit if they share their important experiences during the training. 	<ul style="list-style-type: none"> • To make this a more lively session, it is possible to begin the introductions by throwing a soft rubber ball to one participant. After they have introduced themselves they can choose the next participant by throwing the ball to them. Encourage participants to throw the ball to someone they have not previously met. • After each individual introduction, write the number of years' tourism experience on the board. Ask one participant to keep a running calculation of the total years.

Slide	Key messages	Support notes
<p>Slide 4</p> 	<p> Activity: Entry quiz</p> <ul style="list-style-type: none"> • Explain the importance of assessing the usefulness and effectiveness of the training. • Advise the participants they can assist with this process by completing a short quiz at the beginning and conclusion of the training. • Issue the quiz and allow 3-5 minutes for participants to complete. • Ask the first participant who completed the quiz to collect all other copies from the other participants when they have finished. 	<p>The <i>Entry quiz</i> is found at Appendix 4. Though not ideal, where time is short, the facilitator can conduct this entry quiz by taking a show of hands. Write the number of hands raised by participants for each question.</p>
<p>Slide 5</p> 	<p>Provide an overview of the key topics that will be covered during the day. Explain that this information and learning will not only help protect children but also, enhance their tourism business and the tourism industry.</p>	<p>Refer to <i>Training agenda</i> (sample at Appendix 1).</p> <p>Refer to Takeaway Card ('Protecting children is everyone's business')</p> 
<p>Slide 6</p> 	<p>Explain training protocols for the day:</p> <ul style="list-style-type: none"> • I respect that you are all busy professionals, but as we only have a small time available today, please turn your mobile phones to silent and step outside/away for any urgent calls. • Please can we begin and return from breaks on time, so then we can finish the training on time. 	

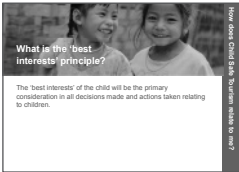
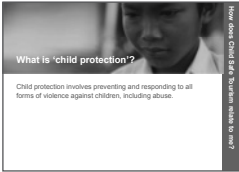
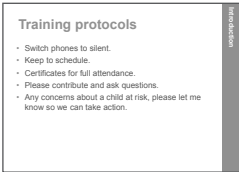

Slide	Key messages	Support notes
	<ul style="list-style-type: none">• Participants should stay for the entire training period (as a commitment to children) and certificates will only awarded for full attendance.• Everyone’s contribution toward this topic is valued. Respect others when they speak.• If you do not understand something, please say it and do not feel shy. It is very likely that there are other people who also do not understand. If it is more comfortable, then see me after the session.• If you have any concerns that a child may currently be at risk of sexual abuse, please let me know after the session, and we can take action to protect him or her.• Sensitive experiences of others will not be shared outside the training.	

SESSION TWO: HOW DOES 'CHILD SAFE TOURISM' RELATE TO ME?		
<p>SESSION OVERVIEW</p> <p><i>This session introduces the concept of child rights, particularly girls and boys' right to protection from abuse, and explains how all adults (including tourism sector stakeholders) are a necessary part of the system to protect girls and boys.</i></p>		
<p>EXPECTED LEARNING OUTCOMES</p> <p>By the end of this session, participants should be able to:</p> <ul style="list-style-type: none"> • Understand there are varying forms of child abuse that are interlinked. • Better appreciate the impacts of abuse on children and the community. • Articulate how the training is relevant to their role in the tourism sector. • Understand their individual and work-related responsibility to protect children. • Begin to feel some sense of responsibility in helping to keep children safe. 		
Time required	Handouts required	Other materials required
45 minutes	<ul style="list-style-type: none"> • Takeaway cards 	<ul style="list-style-type: none"> • Flip chart paper • Marker pens

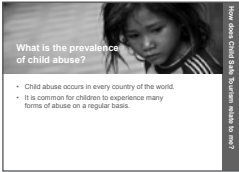

Slide	Key messages	Support notes
<p>Slide 7</p> 	<p>Depending on your work, some of you may see a direct connection between child protection and the tourism sector. Others may be wondering how this is relevant to your work.</p>	
<p>Slide 8</p> 	<p> Activity: Relating to children (optional)</p> <ul style="list-style-type: none"> • Ask participants to stand-up if they have children. • While these participants remain standing, address the seated participants and ask them to stand if they have a sister, brother, niece or nephew under 18 years old. If anyone remains seated, ask if they have a neighbour with children and finally, if they were ever a child. • Eventually, everyone should be standing. 	<p>This is a very quick activity designed to get participants moving and energised and to help them comprehend the relevance of the topic at multiple levels.</p>


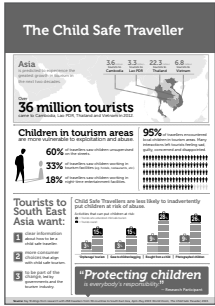

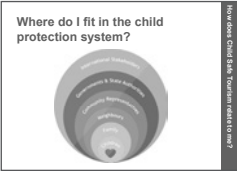
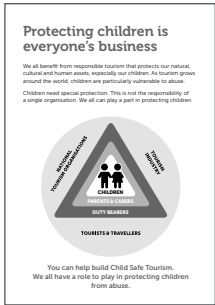
Slide	Key messages	Support notes
	<ul style="list-style-type: none"> • Most of us either have children or have relatives who are still children. All of us have been children. So, we know from our own experience, the situation of children. <p>? <i>Question for reflection/discussion:</i></p> <ul style="list-style-type: none"> • On this basis, why do you think we should protect children? • If time allows, the facilitator can conduct a whole group discussion to brainstorm the answers to this question. • Move participants towards an examination of their legal and moral responsibilities to children. • Explain that all adults have a responsibility to protect children. • Children should never be responsible for their own protection. • As responsible citizens (parents, neighbours, community members) and tourism sector representatives (front-line staff, managers, owners, government officials) we have a role to play to uphold children's rights to protection. 	
<p>Slide 9 •</p> 	<p>What are children's rights?</p> <ul style="list-style-type: none"> • In addition to human rights, to which every person is entitled, children also have specific rights that address their specific needs. • The <i>United Nations Convention on the Rights of the Child</i> is an international legal instrument that sets out the rights to which children are entitled. • All South East Asian countries have ratified the <i>Convention on the Rights of the Child</i>. This means that the government has agreed to uphold all of these rights. 	



Slide	Key messages	Support notes
	<ul style="list-style-type: none"> • Children’s rights are for all children. Including migrant children in this country, ethnic minorities, girls and boys as well as children with disabilities. ALL children EVERYWHERE. • Children’s rights may be broadly categorised into four groups: <ul style="list-style-type: none"> – Rights to survival (i.e. basic needs such as food, shelter, adequate living standard and access to medical services) – Rights to protection (i.e. protection from all forms of abuse) – Rights to development (e.g. right to education, play, leisure, access to information, etc.) – Rights to participation (e.g. freedom to express opinions, to have a say in matters affecting their own lives, etc.) • Today we are focusing on children’s rights to protection, however, as we will go on to discuss all child rights are inherently connected. 	
<p>Slide 10 •</p> <div data-bbox="159 1255 401 1427" style="border: 1px solid black; padding: 5px;"> <p>What are the relevant national laws?</p> <p>To protect children’s rights, the legal framework in [insert country] contains the following provisions:</p> <ul style="list-style-type: none"> • [insert relevant laws] </div>	<p>What are the relevant national laws?</p> <ul style="list-style-type: none"> • Children’s rights to protection are enshrined in laws around the world. • All South East Asian countries have strict laws to protect children from abuse. • The facilitator should provide a short summary of the legal framework including: <ul style="list-style-type: none"> – What is the law in this country? – What are the key child protection laws and the key criminal laws relating to child abuse? – What are the penalties for child abuse in this country? – What are some examples of how the law has been applied in this country? 	<p>The facilitators should research information about the laws prior to the training.</p>

Slide	Key messages	Support notes
<p>Slide 11 •</p> 	<p>What is the 'best interests' principle?</p> <ul style="list-style-type: none"> • There is a fundamental principle in international law requiring that all decisions made and actions taken relating to children should be in their 'best interests'. • Examples include criminal investigations where police need to make a decision between gathering more evidence (a child is being abused) or stopping the abuse immediately. • We will come back to this principle later when we consider tourism activities that subtly give more consideration to the interest of the tourist over the child. 	<p>The facilitators should research information about how the 'best interests' principle has been integrated into national law prior to the training.</p>
<p>Slide 12 •</p> 	<p>What is 'child protection'?</p> <ul style="list-style-type: none"> • Child protection involves preventing and responding to all forms of violence against children, including abuse. 	
<p>Slide 13 •</p> 	<p>What is 'child abuse'?</p> <ul style="list-style-type: none"> • Child abuse is any action (or non-action) that is not accidental and hurts a child or puts a child in danger. • Child abuse may result in actual or potential harm to the child's health, survival, development and/or dignity. • There are four main forms of child abuse, although there are often overlaps: <p><i>Physical Abuse</i></p> <ul style="list-style-type: none"> • Physical abuse occurs when a person purposefully injures or threatens to injure a child. • This includes hitting, punching, shaking, kicking, burning, shoving, suffocating, holding/tying down, poisoning or restricting a child's movement. 	<p>Refer to Takeaway card ('What is child abuse?')</p> 

Slide	Key messages	Support notes
	<p><i>Emotional Abuse</i></p> <ul style="list-style-type: none"> • Emotional abuse is persistent and severe emotional mistreatment. • Emotional abuse attacks a child’s self esteem. • It can take the form of calling a child hurtful or degrading names, threatening, ridiculing, intimidating or isolating a child. • All forms of child abuse have an emotional impact on the child. <p><i>Neglect</i></p> <ul style="list-style-type: none"> • Neglect is the extreme failure to provide a child with important aspects of care. • For example: not protecting them from exposure to danger or withholding medical attention, or not providing their basic needs (such as food, clothing, shelter or emotional care). <p><i>Sexual Abuse</i></p> <ul style="list-style-type: none"> • Sexual abuse occurs when someone involves a child in a sexual activity by using their power over them or taking advantage of their trust. • Child sexual abuse includes all forms of unwanted sexual behaviour. This can involve touching or even no contact at all. • Child sexual abuse includes: <ul style="list-style-type: none"> – making abusive images/ photographs/videos of children, – forcing children to watch or take part in sexual acts, or – forcing/coercing children to have sex or engage in sexual acts with other children or adults. <p>It is important to be aware that the four types of abuse are often interlinked and do not occur in isolation. For example: a child who is emotionally abused is often also neglected.</p>	





Slide	Key messages	Support notes
<p>Slide 14 •</p> 	<p>What is the prevalence of child abuse?</p> <ul style="list-style-type: none"> • There are no precise statistics on the number of children who suffer abuse. • It is difficult to know the numbers because people do not report cases and often the cases are not counted. But, it is estimated to be in the millions. • These children are from all socio-economic backgrounds, across all ages, religions and cultures. • Child abuse is not particular to this region. These problems occur in every country of the world. • It is common for children to experience many forms of abuse on a regular basis – rather than isolated cases of abuse. For example, a child may be neglected by the parents and move to the streets where they become victims of physical assault and suffer emotional abuse. 	<p>A 2012 review by UNICEF East Asia found:</p> <ul style="list-style-type: none"> • The prevalence of severe physical abuse ranges from 9% to nearly 25% children in the region. • Between 14% to 30% of both boys and girls have reported experiencing forced sex in their lifetimes. • Adolescents and adults who have experienced sexual and/or physical abuse as children are 4 times more likely to have thought of or attempted suicide than those without a history of abuse. <p>(UNICEF, <i>Child Maltreatment: Prevalence, Incidence and Consequences in the East Asia and Pacific Region</i>, 2012)</p>
<p>Slide 15 •</p> 	<p>What are the impacts of child abuse?</p> <ul style="list-style-type: none"> • Research shows that abuse has serious affects on children. • Children suffer long lasting physical and psychological trauma and serious health consequences. • Children do not reach their full potential in development. This impacts their families, their communities as they grow up into adulthood. They may suffer long terms emotional and mental issues causing further social problems for them in their community. 	


Slide	Key messages	Support notes
<p>Slide 16 •</p> 	<p>What are the impacts of child abuse on the tourism sector?</p> <ul style="list-style-type: none"> • The consequences of abuse also extends beyond the immediate victims and affect the families, the communities and the tourism sector. • Local communities reject tourism. • The tourism sector loses business, acquires a bad reputation, jobs are lost, etc. • Research shows that tourists to South East Asia are impacted by their encounters with vulnerable children. And, that child abuse in connection with tourism creates extremely negative destination images. 	<p>The facilitator can refer to World Vision, <i>The Child Safe Traveller</i>, 2013 report that surveyed almost 300 tourists to the region about their perceptions of child abuse in connection with tourism. An infographic summarising the findings is included in the Takeaway card ('The Child Safe Traveller')</p> 
<p>Slide 17 •</p> 	<ul style="list-style-type: none"> • We know that tourism destinations attract vulnerable children and families seeking an income. • Children in tourism destinations may be particularly vulnerable to abuse. • No one person or agency alone can protect children. 	
<p>Slide 18 •</p> 	<p>We all have a part to play in child protection and many of us have multiple roles.</p> <p>As parents, neighbours, tourism staff, teachers, NGOs, government officials, we have varying responsibilities for protecting children.</p> <p>Refer to the diagram on the slide and ask participants to reflect on where they fit in the spectrum. It is likely participants fit into multiple levels.</p>	<p>Refer to Takeaway card ('Protecting children is everyone's business')</p> 


Slide	Key messages	Support notes
	<ul style="list-style-type: none"> • There are varying responsibilities under each level of the child protection system. • Today we are going to discuss what you can do as responsible citizens and through your role in the local and global tourism industry to build a protective environment for children. • By protecting children you also help to build a better, more sustainable tourism industry – and this has flow-on benefits for all of us including more employment, safeguarding our income, better infrastructure, etc. 	
<p>Slide 19</p> 	 <p><i>Activity: How do you interact with children in your work? (Optional)</i></p> <ul style="list-style-type: none"> • Ask participants to think about their workplace and write a list of the ways in which they, their business and staff interact with children, including any concerns they have. • Invite participants to share their answers and any concerns. Write the answers on the white board or flip chart and try to categorise whether the interaction is direct/indirect, on the street or through their clients, etc. • Highlight the relevance of the issue and the ability of the tourism sector to make a positive impact on the lives of children given the tourism sector has most direct impact on this environment. 	<p>If the participants need prompting, some examples include:</p> <ul style="list-style-type: none"> • Completing registration procedures when families with children check-in at their guest house or hotel, • Meeting local children at home-stays while guiding foreign tourists, • Meeting child vendors who sell souvenirs and snacks to tourists at popular tourist sites and restaurants while you are waiting to transporting tourists via taxi or tuk-tuk, • Providing information to clients about volunteering opportunities with children in your location, • Transporting tourists to performances by children at 'orphanages', • Arranging tours of 'orphanages', • Situations where one is uncomfortable about the vulnerability of local children but is unsure about what to do (such feelings may surface in any of the above examples).



SESSION THREE: WHAT ARE THE RISKS TO CHILDREN IN TOURISM?		
<p>SESSION OVERVIEW</p> <p><i>This session enables participants to explore the positive and negative impacts of tourism, including the links between child vulnerability and tourism.</i></p>		
<p>EXPECTED LEARNING OUTCOMES</p> <p>By the end of this session, participants should be able to:</p> <ul style="list-style-type: none"> • Recognise that the growth of the tourism sector has positive and negative repercussions that can affect children. • Acknowledge and explore the intersection between tourism and child vulnerability in general. • Distinguish the ways in which travel and tourism might enable child abuse, particularly sexual abuse. • Acknowledge that child abuse is occurring in the global and local environment and identify the nature of the problem. 		
Time required	Handouts required	Other materials required
80 minutes	<ul style="list-style-type: none"> • Takeaway cards 	<ul style="list-style-type: none"> • Flip chart paper • Marker pens • Quiz prizes such as sweets, pens, etc (<i>optional</i>)

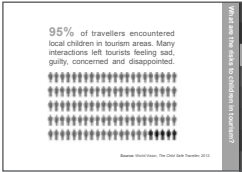
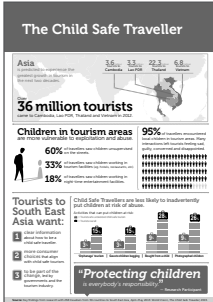
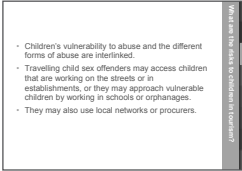
Slide	Key messages	Support notes
<p>Slide 20</p>	<ul style="list-style-type: none"> • Tourism is one of the fastest growing industries in the world. • The United Nations World Tourism Organisation predicts that Asia will receive the strongest growth globally in the next two decades. • Tourism promotes positive and enjoyable themes such as holidays, recreation, leisure, adventure and fun. So, we might wonder how child abuse and tourism are connected. • But there are key risks to children that are directly related to tourism. • With tourism continuing to grow rapidly, child abuse could also potentially grow and worsen if we do not act now. 	

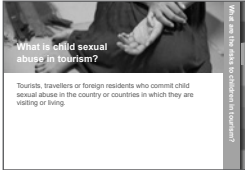

Slide	Key messages	Support notes
<p>Slide 21</p> 	 <i>Activity: Quiz (optional)</i> <ul style="list-style-type: none"> • Hold a quick tourism quiz to energise the participants and get them thinking about the enormity of tourism and the particular situation in their country. • The quiz involves four main questions (others can be added by the facilitator, if desired). It is important that the facilitator obtains the answers BEFORE the training. <ol style="list-style-type: none"> 1. How many international visitors came to [insert country] last year? 2. For what reasons do people visit [insert country]? 3. Name the top five countries from where these tourists came? 4. What are the five most popular tourist destinations in [insert country]? 	<p>This is an animated slide. Only one question will show at a time – to keep the element of surprise for each question.</p> <p>If suitable, small prizes such as sweets or pens can be given for correct answers.</p>
<p>Slide 22</p> 	<p>As the one of the fastest growing industries in the world, tourism brings many benefits, but it can also have a negative impact.</p>  <i>Activity: Competition (optional)</i> <ul style="list-style-type: none"> • Explain that tourism is the one of the fastest growing industries in the world. Tourism growth brings many benefits, but can also have a negative impact. • Divide the participants in the room into two teams. Provide each team with flip chart paper and marker pens. 	<p>If the teams need prompting, some examples include:</p> <p><i>Positive Impact</i></p> <ul style="list-style-type: none"> • Increased employment opportunities for families – resulting in better livelihoods for children. • More income leads to improved infrastructure (including roads, schools, play parks for children, medical services)

Slide	Key messages	Support notes
	<ul style="list-style-type: none"> • Advise the teams that they have three minutes to prepare a list that outlines the impacts of tourism on communities (including children). One team will focus on the positive impact. The other team will focus on the negative impact. • After the three minutes is finished, begin by asking the positive team to share their points and reinforce the benefits that tourism brings to children. Then ask the negative team to share their points. • This can be used as an entry point to discuss the various ways that children are vulnerable to abuse through tourism. 	<p><i>Negative Impact</i></p> <ul style="list-style-type: none"> • Juxtaposition of different people and cultures can lead to conflict, abuse of power and/or money. • Children exposed to negative commercial influences. • Children vulnerable as they turn to begging or street vending to capitalise on the tourism dollar. Living or working on the streets, children may be vulnerable to other forms of abuse. • Children vulnerable as tourists seek to visit places which should be restricted to trusted adults, such as 'orphanages', schools, homes.
<p>Slide 23 •</p> 	<p>There are three main ways in which we see tourism intersecting with children's vulnerability to abuse.</p> <p>1. Children on the streets</p> <ul style="list-style-type: none"> • First, we see children on the streets in tourism environments. • For example, vulnerable children and their families are attracted to tourism destinations and tourists to find an income. • Sometimes, these children will be controlled by adults, whether family or otherwise. These children may not be attending schools, especially if they are migrant children, which makes them even more vulnerable. • These children and youth may engage in income earning activity on the street, such as begging or selling of items/food for tourists. 	<p>Refer to Takeaway card ('What are the risks to children in tourism?')</p> <div data-bbox="896 1024 1108 1326" style="border: 1px solid black; padding: 5px;"> <p>What are the risks to children in tourism?</p> <ul style="list-style-type: none"> ❶ Children are on the streets in tourism environments. For example, children may be begging or selling items/food for tourists. Cars and taxis that spend a lot of time on the streets are most vulnerable to abuse. ❷ Children are working in tourism or related sectors, sometimes in exploitative situations. For example, children may be working in the tourism industry, including as tour guides, in restaurants, bars/casinos, bars etc. Children may also be exploited in the sex industry. ❸ Children are easily accessible to travellers and tourists. For example, travelling child sex offenders may gain access to vulnerable girls and boys by working in schools or 'orphanages'. Concerning trends include: <ul style="list-style-type: none"> • 'orphanage tourism' which can cause harm to children's development and well-being and put children at risk of abuse • 'voluntourism' in children's organisations where volunteers are not adequately checked or vetted • 'home stays' where appropriate boundaries between visitors and children are not ensured <p>Children's vulnerability to various forms of abuse, such as sexual abuse, are interlinked.</p> </div> <p>The facilitator should collect local examples that typify these particular risks to children in tourism.</p>


Slide	Key messages	Support notes
	<ul style="list-style-type: none"> • It is these children, who spend a lot of time either on the street, or in other 'public' spaces, who are most vulnerable to abuse. • The juxtaposition of vulnerable children and tourists and travellers with money means that these tourists and travellers have the power to 'harm or help' local people. • Often tourists and travellers from more developed countries have never seen children on the streets like this. In many countries (for example, Australia or the United Kingdom), if a member of the public saw a child working on the street, they would make a report to child protection services so that an assessment of the child and the situation could be done. 	<p>The facilitator should also acknowledge that the participants may even have more knowledge about how child abuse is occurring in and around the local tourism sector. In such cases the session is enabling a space for thoughts and reflections to take place, which are otherwise not aired.</p> <p>Note that as some international visitors may not be used to seeing vulnerable children, tourism professionals are often called to explain the situation to them. It can be worthwhile exploring their feelings about this and the choices they have to make in situations such as where a tourist wants to buy a scarf from a child.</p>
<p>Slide 24 ●</p> 	<p>2. Children in exploitation</p> <ul style="list-style-type: none"> • Second, we see children working in tourism or related sectors, sometimes in exploitative situations. • For example, children may be working as street vendors selling souvenirs, snacks, lottery tickets, cigarettes, or postcards, or working as shoe shiners etc. • Children are also working in the tourism industry at a young age, including as tour guides, in restaurants, cafes, karaoke clubs, bars, hotels. • There is also evidence of children being exploited in the sex industry, catering in some situations towards tourists. 	<p>The facilitator should collect local examples that typify these particular risks to children in tourism.</p> <p>Allow moments for participants to reflect on these situations and their interactions with them. Strong feelings may come up, including regret, blame and guilt. It is advisable to remind participants that we can have the right intention even if we make the wrong choice. This can help alleviate such anxieties. Remind participants that this training is empowering them.</p>

Slide	Key messages	Support notes
<p>Slide 25 ●</p> 	<p>3. Children are easily accessible</p> <ul style="list-style-type: none"> • The third area of concern is the fact that children are easily accessible to tourists and travellers. Children may not necessarily be working in the tourism sector, but more and more we are also seeing how the tourism industry can sometimes unwittingly enable abuse by facilitating access to vulnerable girls and boys. • For example, travelling child sex offenders may gain unsupervised access to vulnerable children by working in schools or orphanages. • This is also happening within so-called 'responsible tourism' or 'cultural tourism' enterprises. 	<p>The facilitator should collect local examples that typify these particular risks to children in tourism.</p> <p>Reflections about tourists visiting schools and orphanages is likely to raise debate. This usually centres around what is best for children versus what tourists want to do. It is important to treat this delicately whilst being clear that the interests of the child must be the primary consideration. <i>(See next session for more details).</i></p> <p>At this time in the session it is good to remind participants of the 'best interests principle' – the best interests of the child must be the primary consideration in all decisions made and actions taken concerning children.</p>
<p>Slide 26 ●</p> 	<ul style="list-style-type: none"> • Some specific examples include: <ul style="list-style-type: none"> – “Orphanage tourism”, where travellers are allowed to visit and interact with children in institutional care – “Voluntourism” in activities involving children, where adequate checks are not always placed on adults working with children – “Home-stays”, where unknown adults who are accommodated within local homes frequently have unsupervised contact with local children • These 'activities' focus on giving tourists an “experience” that fulfills their desire to “help”, rather than focusing on the long-term benefits for children. • Many countries would not allow people to work or come into contact with children without following a strict process to check backgrounds and qualifications. 	<p>‘Orphanage tourism’ is a particularly concerning trend in the region and is not to be encouraged as short-term visits from tourists removes a child’s right to a safe and private home setting. Research also suggests that short-term visits can also cause harm to a child’s development and emotional wellbeing. Moreover, if adequate checks are not undertaken on visitors, this may put children at risk of abuse. ‘Pseudo-care work’ (professionals and volunteers abusing the children with whom they work) is a known typology of travelling child sex offenders.</p>

Slide	Key messages	Support notes
<p>Slide 27 •</p> 	<ul style="list-style-type: none"> • Almost all tourists encounter local children when they travel to this region. • Research shows that many interactions leave tourists feeling sad, guilty, concerned and disappointed. • In some cases, tourists express a desire to be able to do more to help. In others, they expressed frustration that more was not being done locally. • A number of tourists are particularly impacted seeing children working on the streets or begging. • Some tourists even state that their visit to the region would be improved were children seen to be better protected. 	<p>The facilitator can refer to World Vision, <i>The Child Safe Traveller</i>, 2013 report that surveyed almost 300 tourists to the region about their perceptions of child abuse in connection with tourism.</p> <p>An infographic summarising the findings is included in the Takeaway cards ('The Child Safe Traveller')</p>  <p>Again, the Facilitator could allow momentary pauses, to allow space for participants to tap into the feelings and emotions that this information may raise.</p>
<p>Slide 28 •</p> 	<ul style="list-style-type: none"> • When we look at children's vulnerability to abuse and the different forms of abuse, it becomes clear they are interlinked. • Many of the situations mentioned are linked or lead to sexual abuse. • Focusing on the specific issue of child sexual abuse in tourism, we know that offenders may access children that are working on the streets or in establishments, or they may approach other vulnerable children by working in schools or orphanages, etc. They may use local networks or procurers (sometimes even people working in the tourism industry) to help them find and abuse children. 	

Slide	Key messages	Support notes
	<ul style="list-style-type: none"> • Child sexual abuse in tourism is a global phenomenon that extends from the Americas, to Africa, to Asia, and Europe. No country is immune. • It is an extremely serious issue that requires urgent attention. 	
<p>Slide 29 •</p> 	<p>What is child sexual abuse in tourism?</p> <ul style="list-style-type: none"> • As we know, international visitor arrivals to this region continue to increase year on year. • Most visitors are responsible travellers and respect the local culture, environment and people when they travel or live in a country for a period of time. • However, a small minority of travellers use travel as an opportunity to sexually abuse children. Some may be convicted offenders in their own country. • Travelling child sex offenders are tourists, travellers or foreign residents who commit child sexual abuse in the country or countries in which they are visiting or living. 	
<p>Slide 30 •</p> 	<ul style="list-style-type: none"> • There is no stereotype of a travelling child sex offender. Travelling child sex offenders come from all countries and all walks of life. • They may be expatriates living in a foreign country, business travellers or short-term tourists. • They may be working in a professional field (such as teachers or doctors – professions in which offenders can build a relationship with children before they abuse them). • They can be either men or women. 	<p>It is important to note that children are most likely to be abused by those known to them – and child sexual abuse is not just a ‘foreign’ problem.</p>

Slide	Key messages	Support notes
	<ul style="list-style-type: none"> • They can be adults of any age, young and old. • It is not possible to identify a travelling child sex offender by their appearance. Instead, it is important to be aware of risky situations for children and suspicious behaviour displayed by adults around them. 	
<p>Slide 31</p> <div data-bbox="237 661 475 828" style="border: 1px solid black; padding: 5px;"> <p>How do travelling child sex offenders operate?</p> <p>Use a variety of methods to access children, including:</p> <ul style="list-style-type: none"> • Making advance arrangements. • Taking advantage of holiday environments. • Travel to places where children reportedly available for sexual abuse. • Use the internet to abuse children in foreign countries. • Work as volunteers or professionals to abuse children they meet through their work. • Use local procurers and networks to find and abuse children. </div>	<ul style="list-style-type: none"> • Travelling child sex offenders travel to countries in South East Asia to abuse children for a number of reasons. • For example, there are strict laws and vetting procedures in many countries that prevent offenders from accessing vulnerable children. Therefore, offenders target countries with less stringent protocols. • Also, offenders target countries where there are poor socio-economic conditions that make children vulnerable. • Travelling child sex offenders use a variety of methods to access children. For example: <ul style="list-style-type: none"> – Some abusers make advance arrangements to abuse children in specific locations. – Some abusers take advantage of holiday environments to abuse children. – Some abusers travel abroad to locations where children are reported to be available for sex. – Some abusers may regularly visit the country and stay months or years at a time. In this case they are not so much tourists but live like foreign residents with their own house or flat. 	<p>The facilitator can provide recent and relevant examples from their country.</p>

Slide	Key messages	Support notes
	<ul style="list-style-type: none"> - Some abusers use digital technology to abuse children in foreign countries (for example, through the use of 'webcams'). - Some abusers work as volunteers, teachers or doctors in foreign countries and abuse children they meet through their work in charities, 'orphanages', schools, medical clinics, etc. - Some abusers will use local procurers and networks to help them find and abuse children. As noted, there is a range of people that may assist an abuser to access and abuse a child. 	
<p>Slide 32 •</p>  <p>Who are the victims?</p> <ul style="list-style-type: none"> • Girls and boys. • Aged between 0-18 years old. • Any economic bracket – although frequently poor. • Any education level – although often little schooling. • Third gender children or children exploring their sexuality can be at increased risk. • Children with disabilities (all types of disabilities) may be at increased risk. • Other victims of other forms of abuse. 	<p>Who are the victims?</p> <ul style="list-style-type: none"> • Abusers can target any child from any background. • Victims can be both boys and girls. • A child is anyone under the age of 18 years old. Victims can be any age between 0–17 years. • They can be infants, young children or teenagers. • Third gender children or children who are exploring their sexuality can be at increased risk, as well as children with disabilities. This includes all types of disabilities such as physical disabilities, sensory disabilities (i.e. hearing or sight impairments), intellectual disabilities and psychiatric disabilities. • Child victims of abuse tend to come from disadvantaged circumstances. They are often poor, living on the streets/beach, not attending school, from ethnic minority communities or dysfunctional families. Victims have often experienced other forms of abuse in the home or on the streets. 	<p>Facilitators should collect and provide examples of victims' backgrounds from their country that demonstrate the varying profiles of victims in terms of age, gender, location, etc.</p> <p>Any examples from media (without identifying victims personally) can be helpful here.</p>


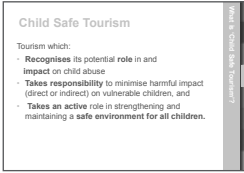
Slide	Key messages	Support notes
	<ul style="list-style-type: none"> • However, victims may also come from middle and higher income families. They can be influenced by materialism and consumerism (often linked to peer pressure). And, they may be unaware of the dangers relating to their situation. • Children may be accessed online/ through digital technology also. • Children should never be seen as culpable for their abuse. • Children are always victims. • Adults are responsible for protecting children from this abuse. 	
<p>Slide 33 ●</p> <div data-bbox="235 937 478 1104" style="border: 1px solid black; padding: 5px;"> <p>What does this mean for the tourism sector?</p> <ul style="list-style-type: none"> • Child Safe Tourism begins with you. • You can have a positive influence in building a safe environment for children. <ul style="list-style-type: none"> – Understand the problem – Know what to look out for – Take action to protect children </div>	<ul style="list-style-type: none"> • As a responsible citizen and a member of the global tourism industry (whatever position you hold), you can have a positive influence on building a safe environment for children, which does not inadvertently help risky situations to occur. • For this reason, tourism stakeholders around the world are helping to build a 'child safe tourism' environment. • It is important that you understand the problem of child abuse in tourism, and that you know what to look out for in order to be able to effectively protect children from harm. 	<p>Ensure that everyone understands the basic premise that the tourism environment can be made safer for children by reducing the opportunity for child abuse to occur.</p>

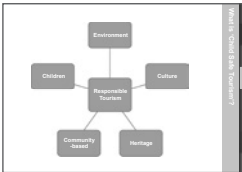
SESSION FOUR: WHAT IS 'CHILD SAFE TOURISM'?


SESSION OVERVIEW
The session introduces participants to the concept of 'child safe tourism' and how this not only benefits children but also the tourism industry.


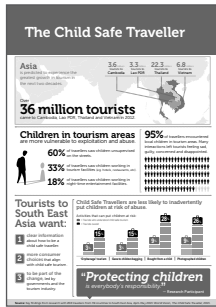

- EXPECTED LEARNING OUTCOMES**
- By the end of this session, participants should be able to:
- Explain the connection between responsible tourism and child safe tourism.
 - Identify the key stakeholders responsible for building child safe tourism.
 - Recognise that child safe tourism presents key benefits to business.
 - Identify what constitutes a child safe tourism environment.
 - Understand their personal and professional responsibility to protect children from abuse in tourism.





Time required	Handouts required	Other materials required
30 minutes	<ul style="list-style-type: none"> • Takeaway cards 	<ul style="list-style-type: none"> • Flip chart paper • Marker pens

SLIDE	KEY MESSAGES	SUPPORT NOTES
<p>Slide 34 ●</p> 	<ul style="list-style-type: none"> • How can the tourism sector respond to this issue? How can we create 'child safe tourism'? What is 'child safe tourism'? Why is it important? 	
<p>Slide 35 ●</p> 	<ul style="list-style-type: none"> • Child safe tourism is tourism that: <ul style="list-style-type: none"> – Recognises its potential role in and impact on child abuse, – Takes responsibility to minimise harmful impact (direct or indirect) on vulnerable children, and – Takes an active role in strengthening and maintaining a safe environment for all children. 	<p>In helping to understand the meaning of child safe tourism, we can explain in the following way. The first step is basic, the second step builds on the first and the third step builds on the second.</p> <p>Recognising role and impact relates to understanding the links, as we have done above. It may not be obvious but everything we do has an impact on others.</p> <p>Taking responsibility relates to a personal desire and commitment to consider such impacts when making choices and decisions.</p> <p>Taking an active role relates to intentionally looking for opportunities and possibilities with the objective of creating that safe environment. Like taking up a new initiative.</p>

SLIDE	KEY MESSAGES	SUPPORT NOTES
<p>Slide 36</p>  <p>The diagram illustrates the components of Responsible Tourism. At the center is a box labeled 'Responsible Tourism'. Five lines radiate from this central box to five surrounding boxes: 'Environment' (top), 'Children' (top-left), 'Culture' (top-right), 'Community based' (bottom-left), and 'Heritage' (bottom-right). The entire diagram is enclosed in a rectangular frame with a vertical label on the right side that reads 'LAWRENCE, 2003, P. 100, 101'.</p>	<ul style="list-style-type: none"> • Child safe tourism is part of 'responsible tourism' • You are probably familiar with 'responsible tourism'. Responsible tourism is concerned with safeguarding our natural, cultural and human assets, especially children who need special protection. • There is an increasing demand from travellers to support responsible tourism. • This is reflected in the demand for experiences that are 'meaningful' (such as 'voluntourism'). • But we need to ensure that these experiences do not put children at risk or have a negative impact on their well-being. • Child safe tourism is supported by international tourism agencies including the United National Tourism Organisation who, among other things, have developed a <i>Global Code of Ethics</i> to keep children safe in tourism. The <i>Global Code of Ethics</i> specifically states that child abuse conflicts with the fundamental aims of tourism. The UN World Tourism Organisation also supports the Child Safe Tourism campaign. • The Tourism Ministers of all ten ASEAN countries have signed the UNWTO Global Code of Ethics. By doing so, each country has made a formal commitment to stop child abuse as a result of tourism. 	<p>The facilitator can also insert relevant sections of national tourism policies or strategies to reflect national priorities for quality and responsible tourism.</p> <p>If national standards are unavailable, some international standards and resources on responsible tourism can be referred to. For example:</p> <ul style="list-style-type: none"> • The Global Code of Ethics, available at: http://www.unwto.org/ethics/index.php

SLIDE	KEY MESSAGES	SUPPORT NOTES
<p>Slide 37 ●</p> 	<ul style="list-style-type: none"> • ‘Child safe tourism’ requires the collaborative efforts of many partners. It requires us to understand not only our own role but also the roles of others. Understanding our own role and the roles of others helps us work together. • The facilitator can refer to the diagram to speak through the respective roles of each stakeholder. • When we want to help children, we need to help them within this system(s), that is, within their family system, within their community system. • It is important to remember that even though child protection is everyone’s business, that there are professionals who are trained and experienced in building systems and services for children. We must recognise the importance of their role and also consult them where necessary. Otherwise we may make decisions with good intentions but which do not benefit children or at worst can have an adverse impact. • For example, sometimes when business or individuals want to help children, they automatically think of children in institutional care (such as ‘orphanages’). However, because global evidence shows the best place for most children is within their family, our efforts should be to support those very systems. • This is the safe environment we want to create in order to sustainably protect children. • Businesses, community-based organisations, and local state actors can all take more responsibility for ensuring that all children are kept safe. and creating that protective environment. 	

SLIDE	KEY MESSAGES	SUPPORT NOTES
	<ul style="list-style-type: none"> • Tourists themselves also play an important role in respecting community values and the social security of children and other vulnerable persons. • Tourists need to be informed, empowered and make choices that keep children safe. 	
<p>Slide 38 •</p> 	<p>What role do travellers and tourists want to take?</p> <ul style="list-style-type: none"> • Research shows that tourists to this region want to help children they believe are at risk, but many are confused about what action to take. • Research also shows that tourists want to make a positive contribution and want more information on how they can do so. • Many tourists would be likely to support tourism businesses that implemented child safe practices. • Travellers and tourists to this region want child safe tourism. • It is simple to implement. • Of course it is important to express that every tourist and traveller is different. Tourists and travellers are as diverse as the world! 	<p>The facilitator can refer to World Vision, <i>The Child Safe Traveller</i>, 2013 report that surveyed almost 300 tourists to the region about their perceptions of child abuse in connection with tourism.</p> <p>An infographic summarising the findings is included in the Takeaway card ('The Child Safe Traveller')</p> 
<p>Slide 39 •</p> 	<p>There are a number of innovative examples of child safe tourism initiatives around the world. These include:</p> <ul style="list-style-type: none"> • Tour companies that show their clients how they can support local communities by being responsible, respecting local culture and giving a 'hand up' not a 'hand out'. • Tourism and travel businesses and media that share information with their clients about how to be a child safe traveller. 	<p>The facilitator can add or swap in local examples to illustrate emerging good practice.</p> <p>The facilitator may want to differentiate between initiatives that inform, educate or undertake other activities.</p>

SLIDE	KEY MESSAGES	SUPPORT NOTES
<p>Slide 40 ●</p> 	<p>Other examples include:</p> <ul style="list-style-type: none"> • Businesses and organisations that include child protection training for their staff orientation and ongoing professional development. • Businesses and organisations that have clear child protection policies setting out the company commitment to child protection and have clear reporting procedures if a situation is identified or suspected. 	<p>The facilitator can add or swap in local examples to illustrate emerging good practice.</p>
<p>Slide 41 ●</p> 	<p>There are also examples of innovation to protect children including:</p> <ul style="list-style-type: none"> • Restaurants that employ former vulnerable young people and/or their families. • Social enterprises that provide alternatives for vulnerable young people and/or their families • Media promotion of child safe tourism and discussion and debate. 	<p>The facilitator can add or swap in local examples to illustrate emerging good practice.</p>
<p>Slide 42</p> 	<p> Activity: Small group discussions (optional)</p> <ul style="list-style-type: none"> • Divide the participants into industry-related groups (eg hotel staff, tourism transport, travel agencies and tour guides, airline staff, souvenir vendors etc). • Ask each group to make a list of the possible benefits to their businesses that might result from child safe tourism. • Provide five minutes to each group for discussion. Then allow each group to share their points. 	<p>Provide flip chart paper for groups to record their responses.</p>

SLIDE	KEY MESSAGES	SUPPORT NOTES
<p>Slide 43 ●</p> <div data-bbox="237 338 475 510" style="border: 1px solid black; padding: 5px;"> <p>Why does Child Safe Tourism make business sense?</p> <p>Child Safe Tourism makes business sense:</p> <ul style="list-style-type: none"> - Helps your company stay relevant. - Responds to growing consumer demands. - Helps your company retain an attractive and likeable image and brand. - Increases company reputation and reduces risk. - Growing profitability and long-term growth. </div>	<p>‘Child safe tourism’ makes business sense:</p> <ul style="list-style-type: none"> • It helps your company stay relevant for current trends and needs. • It responds to the growing demands of travellers and tourists who are interested in the region they are visiting. • It helps your company retain an attractive and likeable image and brand. • It helps your company be distinct and special from other companies and businesses. • It increases helps your company’s reputation and reduces any risk of adverse publicity. • It helps you company get good reviews from customers. • It helps you better justify your higher prices to customers. • Other business stakeholders will be more likely to promote your business to their networks. • All of the above translates into profitability and supports long-term growth of your company. <p>Child Safe Tourism as a concept in itself is an attractive tourism experience to learn and understand about. It helps customers feel good. Companies can profit by providing this experience (in due faith) to customers themselves, otherwise someone else will.</p>	

SLIDE	KEY MESSAGES	SUPPORT NOTES
<p>Slide 44 ●</p> <div data-bbox="162 338 401 510" style="border: 1px solid black; padding: 5px;"> <p>Why does Child Safe Tourism make business sense? (cont)</p> <p>Child Safe Tourism makes business sense:</p> <ul style="list-style-type: none"> • Attract socially conscious travellers. • Promotes word-of-mouth advertising. • Government and community prefer responsible companies. • Socially conscious investors. • Recruit and retain good staff. • Improve quality of tourism. </div>	<p>‘Child safe tourism’ also helps your company fulfill its corporate social responsibility (CSR):</p> <ul style="list-style-type: none"> • It attracts socially conscious travellers (customers are now searching for companies that protect children and the environment. We can divert these travellers away from experiences such as ‘orphanage tourism’ that harms children, and instead promote tourism-industry companies that support the community economically). • Promotes word-of mouth advertising (socially conscious customers will refer you to their friends). • Governments and communities prefer responsible companies (Governments prefer to engage with businesses that support the national child protection agenda. Similarly, communities prefer companies that show their responsibilities towards keeping children safe from abuse). • It invites socially conscious investors (investors are increasingly interested in companies that demonstrate good corporate social responsibility). • Helps businesses recruit and retain good staff (as staff prefer to work in businesses that give-back to their community). • Improve quality of tourism (better quality tourism means less corrosion of our culture, improved infrastructure and services, more employment and jobs, and a safe and positive working environment). 	

SESSION FIVE: HOW CAN INDIVIDUALS MAKE TOURISM CHILD SAFE?

SESSION OVERVIEW

This session will provide participants examples of practical actions they can take as individuals to protect children in tourism.

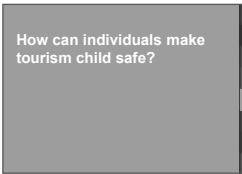


Note: In some cases, for example, if the training is targeting senior management and/or government officials, this session can be covered briefly or summarised and the facilitator can then go directly to session six or seven.


EXPECTED LEARNING OUTCOMES



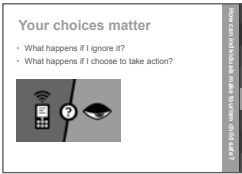
By the end of this session, participants should be able to:



- Articulate what actions they can take as individuals to protect children from abuse in tourism.
- Understand the benefits of taking action rather than ignoring situations where children may be at risk.
- Identify particular courses of action that they would take to protect children in case study scenarios.

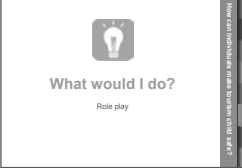

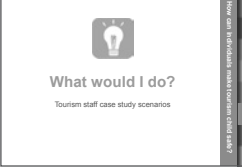

Time required	Handouts required	Other materials required
75 minutes	<ul style="list-style-type: none"> • Takeaway cards • 'Tourism staff - Case study and role-play Scenarios' (Appendix 6) 	<ul style="list-style-type: none"> • Flip chart paper • Marker pens

SLIDE	KEY MESSAGES	SUPPORT NOTES
<p>Slide 45</p> 	<p>Whether we are individuals, community members, small businesses or large companies, we can all do our part to make tourism child safe.</p>	
<p>Slide 46</p> 	<p>As persons working in the business sector, there are many actions we can take to make tourism safe for children which also supports the viability of the business you run. These actions relate to individual cases and children as well as to how we can play a part for children in our community.</p>	<p>Refer to Takeaway Card (What can I do to make the tourism environment safe for children?)</p> 

SLIDE	KEY MESSAGES	SUPPORT NOTES
	<p>1. Respect children</p> <p>First, we can respect children at a personal level. This means ensuring our own behaviour towards children is appropriate. This protects children and can also protect you.</p> <p>For example:</p> <ul style="list-style-type: none"> • Always treat children with respect • Do not give money to begging children (Find positive alternatives such as supporting the child's parents instead. This can be done in a number of ways, the easiest being by donating to a charity that provides assistance to at-risk and vulnerable families.) • Avoid unnecessary physical contact with children who are not members of your family • Listen carefully to children. 	
<p>Slide 47</p>  <p>2. Raise awareness</p> <ul style="list-style-type: none"> • Speak about the risks with family, friends, work colleagues, customers. • Share Takeaway cards and campaign materials. 	<p>2. Raise awareness</p> <ul style="list-style-type: none"> • You can raise awareness about the risks to children by telling your family, friends, neighbours, work colleagues, customers as well as your community and encourage them to protect children too. • You can also share copies of the <i>Takeaway cards</i> and other campaign materials that you have been provided today during this training. • Visit the website www.childsafetourism.org and spread the word. • The more engage in dialogue about the issues we see, the more momentum is created in responding as a community. 	

SLIDE	KEY MESSAGES	SUPPORT NOTES
<p>Slide 48</p> 	<p>3. Be vigilant and recognise signs that indicate a child may be at risk</p> <ul style="list-style-type: none"> • This involves paying attention to what is happening around you and considering whether children may be vulnerable. • This also involves paying attention to your own inner feelings about a vulnerable child. It is often easier to turn the other way because it is difficult to see children in such difficult situations. • Where there are many children at-risk, your concerns could be raised at community events and local authorities. 	<p>It is important to allay any concerns of the participants that this does not mean that they must take on personal responsibility for the general situation of children. But rather understand their personal accountability. Express clearly that we do have limitations in what we can or can not do if we are not in a position of authority.</p>
<p>Slide 49</p> 	<p>4. Take action if you see a child at risk</p> <p>Appropriate actions can include:</p> <ul style="list-style-type: none"> • Telling your manager or supervisor. • Following the guidelines in your company child protection policy (if one exists). • Writing down the details of what you have seen. If possible, document what you have seen, where you saw it, when you saw it and the details (to make sure you don't forget). • Making a formal report. 	<p>This entails understanding that even at a personal, individual level, we can take some action within the parameters of our authority and capacity.</p>
<p>Slide 50</p> 	<ul style="list-style-type: none"> • It is essential that you take action if a child is at risk. • By ignoring the problem, children face a serious risk of abuse. • If you choose to make a report, the relevant authorities can sensitively investigate to determine whether there is a problem – and children can be protected from abuse. 	

SLIDE	KEY MESSAGES	SUPPORT NOTES
<p>Slide 51</p> <div data-bbox="159 338 399 510"> <p>How do I make a report?</p> <ul style="list-style-type: none"> • Inform your manager. • Call the national child protection hotline. • Contact local authorities. • Contact a reputable child protection agency.  </div>	<ul style="list-style-type: none"> • There are a number of ways to make a report: <ul style="list-style-type: none"> – Inform your manager of the situation. – Call the national child protection hotline. – Contact the local authorities. – Contact a reputable child protection agency. • When you make a report, it is important to provide as much information as possible. This could include: <ul style="list-style-type: none"> – What did you see? – Where did you see it? – When did you see it? – Who was involved? – What details do you know about the person who may be exploiting the child (gender, age, appearance, nationality, etc)? – What details do you know about the child who may be at risk of abuse (gender, age, appearance)? • As a tourism sector stakeholder, you are not the police. It is not your responsibility to make an accusation or intervene in an inappropriate way. This could place you at risk of harm. • Instead, it is important to report to the relevant authorities as they are trained to take appropriate action. 	<p>Before the training, the facilitator should identify the contact details for all relevant reporting mechanisms in the local area.</p> <p>Refer to Takeaway card ('How do I make a report?')</p> <div data-bbox="896 499 1108 802">  <p>How do I make a report?</p> <p>Do not ignore a situation where children may be at risk of abuse. By making a report, you may help to prevent abuse.</p> <ul style="list-style-type: none"> 1 Inform your manager of the situation 2 Call the national child protection hotline 3 Contact the local authorities 4 Contact a reputable child protection agency </div>

SLIDE	KEY MESSAGES	SUPPORT NOTES
<p>Slide 52</p> 	<p> <i>Activity: Tourism role play (optional)</i></p> <ul style="list-style-type: none"> • Distribute copies of the 'Role Play Scenario' to all participants (Appendix 6). • Invite four volunteers to participate to take on the various roles. Advise the rest of the class they will observe the role-play and answer questions at the end. • Allow the four participants to leave the room for three minutes to prepare. Ask the other participants to consider what they would do if they were the hotel receptionist. • Invite the volunteers to conduct the role-play. • After the role-play, ask the questions listed in the instructions in Appendix 6. 	
<p>Slide 53 •</p> 	<p> <i>Activity: Case study scenarios</i></p> <ul style="list-style-type: none"> • Divide the class into small groups. If possible divide into similar work categories (eg, hotel staff, tour guides, taxi drivers). • Distribute copies of the 'Tourism Staff - Case Study Scenarios' (Appendix 6) to each group. • Ask each group to discuss each case study and prepare responses to the questions provided on their handout. Discuss each group's responses. 	

SESSION SIX: HOW CAN BUSINESSES MAKE TOURISM CHILD SAFE? (FOR MANAGERS/ OWNERS/OPERATORS ONLY)

SESSION OVERVIEW

This session will provide participants low-cost, simple actions they can take within their businesses to protect children and keep them safe.





Note: if the training is targeting front-line tourism staff, this session is not relevant and the facilitator should go directly to the concluding session. If the training is targeting government officials, the facilitator should go directly to session seven.



EXPECTED LEARNING OUTCOMES



By the end of this session, participants should be able to:


- Specify ways in which they can take action within their sphere of influence to make the tourism environment safer for children (depending on their position in the tourism sector this could include a combination of direct action in the workplace, policy development, campaign dissemination, etc).
- Feel motivated to raise issues of child vulnerability to abuse within their communities.

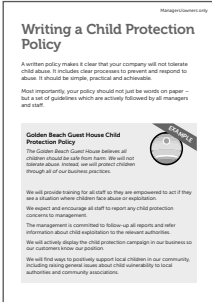


Time required	Handouts required	Other materials required
60 minutes	<ul style="list-style-type: none"> • Takeaway cards • 'Tourism Managers - Case Study Scenarios' (Appendix 7) 	<ul style="list-style-type: none"> • Flip chart paper • Marker pens

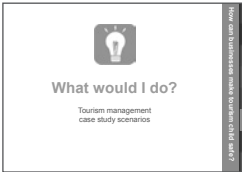

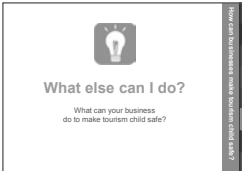

Slide	Key messages	Support notes
<p>Slide 54</p> 	<ul style="list-style-type: none"> • Whether we are individuals, small businesses or large companies, we can all do our part to make tourism child safe. • There are many simple actions that tourism businesses can take to positively influence child safe tourism and benefit your business . 	
<p>Slide 55</p> 	<p> Activity: How child safe is my tourism business (optional)</p> <ul style="list-style-type: none"> • Distribute the Takeaway card entitled 'How child safe is my tourism business?' 	<p>Refer to Takeaway card ('How child safe is my tourism business?')</p> 

Slide	Key messages	Support notes
	<ul style="list-style-type: none"> • Ask participants to complete the survey and calculate their score. • Ask participants to hold up their hands if they received a score of '5'. Commend these businesses for their efforts to protect children. Also ask them some questions about how they are implementing their child protection measures and the success that has resulted. • Ask participants who scored 4 or less to put up their hands. Explain that they are in a prime position to take positive actions to protect children from abuse. 	
<p>Slide 56</p>  <p>What can I do as a tourism business?</p> <ol style="list-style-type: none"> 1. Inside my company; <ul style="list-style-type: none"> • Develop and apply a child protection policy. • Conduct child protection training for all staff. • Ensure clear lines for reporting cases, concerns and reports. • Empower staff to act. 	<p>Simple ways you can make your business child safe</p> <ul style="list-style-type: none"> • Businesses often think it's difficult to protect children. • In fact, the steps are easy – and they not only protect children, but enable you to build a better business. • How your business can protect children depends on the nature of your work and the limits of your innovation. • There are things you can do inside your business, with your clients/suppliers, and in the community in which you operate. <p>1. Inside your business</p> <ul style="list-style-type: none"> • Develop and apply a child protection policy. • Conduct child protection training for all staff. Set up a training program for your staff. You can use these training materials or invite a representative to assist you with the training. 	<p>Refer to Takeaway card ('Ways to make my business child safe')</p>  <p>Ways to make my business child safe</p> <ol style="list-style-type: none"> 1. Inside the business; <ul style="list-style-type: none"> • Develop and apply a child protection policy. • Conduct child protection training for all staff. • Empower staff to act. • Establish clear lines for reporting cases, concerns and reports. 2. With clients/suppliers; <ul style="list-style-type: none"> • Inform customers and other companies about your commitment. • Include Child Safe Tourism information in your company documents, including advertising, website promotional materials and receipts. • Place awareness of Child Safe Tourism by displaying campaign materials in public areas of your business. 3. In the community; <ul style="list-style-type: none"> • Support reputable children's programs. • Offer employment/mentoring opportunities to families of children at risk. • Raise general issues of child vulnerability in the local community through appropriate community channels. • Be creative. What can you do to make a difference for children? <p>A child protection policy should at minimum set out what the company's standards and principles are in relation to child abuse. Furthermore, it should set out what types of behaviours, acts and events should be reported where suspected. It should clearly explain how to report such suspicions. All employees should feel confident that their management stands by this policy. (See below slides for more information). This note is trying to articulate the intention behind having a child protection policy.</p>

Slide	Key messages	Support notes
	<ul style="list-style-type: none"> • Empower staff to act. Encourage staff to follow the policy. Equip them with knowledge and skills to respond in case they observe risks to children. Consider ways in which you can reward staff who do speak up and follow the policy. • Establish clear lines for referring cases, concerns and reports. These may be with local police, social services or a local NGO. In all cases, the lines of referral should be checked at least once every six months. 	
<p>Slide 57</p> 	<p><i>2. With your clients/suppliers</i></p> <ul style="list-style-type: none"> • Inform customers and other companies about your commitment. Include information about your commitment to child safe tourism in your company documents including advertising, website, promotional materials and invoices. • Raise awareness of child safe tourism by displaying campaign materials in public areas of your business. Campaign materials are available from www.childsafetourism.org. 	
<p>Slide 58</p> 	<p><i>3. In your community</i></p> <ul style="list-style-type: none"> • Support reputable children's programs. Investigate the programs that are supporting children in your local area. Consider practical ways that you can support these programs (for example, fundraising, food and clothing donations as advised by the program). 	

Slide	Key messages	Support notes
	<ul style="list-style-type: none"> • Offer employment/mentoring opportunities to families of children at risk. Creating new opportunities for families in difficult circumstances often helps to alleviate the risks experienced by children. Consider ways in which you can assist parents in your local area with suitable employment opportunities. • Raise general issues of child vulnerability in the local community through appropriate community channels, such as to your local Governor, to government officials, community elders and other representatives. • Be creative. What can you do to make a difference for children? Perhaps there's something particular to your business that would positively influence the building of a child safe environment. We encourage you to be creative. 	
<p>Slide 59</p>  <p>The screenshot shows the following text: "How do I write a child protection policy? Your policy should answer the following questions: 1. What is my business/company's commitment to child protection? 2. What procedures will we implement to protect children from abuse?"</p>	<p>How to write a child protection policy? (Optional)</p> <ul style="list-style-type: none"> • Many managers think policy writing is difficult. But, preparing a child protection policy for your workplace is simple. • A child protection policy is a simple, written document (it can be less than one page) which answers the following questions: <ul style="list-style-type: none"> – What is my company's commitment to child protection? This can be a simple statement explaining that you don't tolerate abuse and expect all staff and management to uphold the policy. 	<p>The facilitator should attempt to demystify the policy writing process. Many managers do not have previous experience in policy writing. They will welcome ideas on how to prepare a simple child protection policy.</p>

Slide	Key messages	Support notes
	<ul style="list-style-type: none"> - What procedures will you implement to protect children from abuse? This explains the actions that you will take to protect children from abuse. This could include: <ul style="list-style-type: none"> » Training for all staff so they can respond to child protection issues. » Expectation that staff will report all child protection concerns to management. » Commitment that management will follow-up all reports and inform the relevant authorities. • Remember: Your policy should be simple, practical and achievable. • Most importantly, your policy should not just be words on paper – but a set of guidelines that are actively followed by all managers and staff. 	<p>Refer to Takeaway card ('Writing a Child Protection Policy')</p> 
<p>Slide 60</p> 	<p> Activity: Writing a child protection policy (optional)</p> <ul style="list-style-type: none"> • Ask the participants to write a child protection policy for their workplace. Encourage them to make it as practical as possible – and specifically relating to their work situation. • Allow ten minutes for the policy writing. Then, ask participants to discuss their policy in groups consisting of people from similar workplaces (for example, guest houses, transport services). Encourage the participants to 'copy' ideas used by others if they are also suitable for their own business. • Following the group discussion, ask whether any group can identify a particularly good policy that they've heard in their group – and invite that person to read it out/explain it. 	

Slide	Key messages	Support notes
<p>Slide 61 •</p>  <p>The slide features a lightbulb icon in a square box at the top left. Below it, the text reads 'What would I do?' followed by 'Tourism management case study scenarios'. A vertical copyright notice '© 2018 Pearson Education, Inc. All rights reserved.' is visible on the right side of the slide.</p>	<p> <i>Activity: Case study scenarios</i></p> <ul style="list-style-type: none"> • Divide the class into small groups. If possible divide into similar work categories (for example, hotel staff, tour guides, taxi drivers). • Distribute copies of the 'Tourism Managers - Case Study Scenarios' (Appendix 7) to each group. • Ask each group to discuss each case study and prepare responses to the questions provided on their handout. • Discuss each group's responses. 	
<p>Slide 62</p>  <p>The slide features a lightbulb icon in a square box at the top left. Below it, the text reads 'What else can I do?' followed by 'What can your business do to make tourism child safe?'. A vertical copyright notice '© 2018 Pearson Education, Inc. All rights reserved.' is visible on the right side of the slide.</p>	<p> <i>Activity: Business solutions (optional)</i></p> <ul style="list-style-type: none"> • This should start as an individual exercise. Ask participants to think about their own business and consider what practical things they could do to make tourism safe for children. • Allow five minutes for participants to make their notes. • After five minutes, interrupt the group and ask to think about the practicalities of implementing these ideas (how will they do it, when will they do it, who will be involved, what resources do they need). • Next, encourage the participants to use this as their simple child protection business plan. Suggest that they number the items in terms of priority, particularly identifying which of the items they can do immediately. • Ask whether anyone is willing to share what they will do with the group. Applaud each participant who shares their ideas. Invite other participants to copy any relevant ideas that are shared by other participants. 	

SESSION SEVEN: HOW CAN GOVERNMENT MAKE TOURISM CHILD SAFE? (FOR GOVERNMENT ONLY)

SESSION OVERVIEW

This session introduces participants to the important role of government to keep children safe from abuse, including in tourism, and the elements that constitute an effective child protection system. Participants are encouraged to examine their own systems and good practice examples are profiled.


Note: This session is only to be used for training events for government officials. If the training event is primarily attended by the private sector, the facilitator should proceed directly to the concluding session.

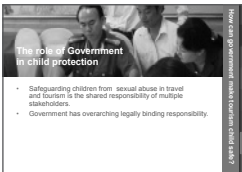


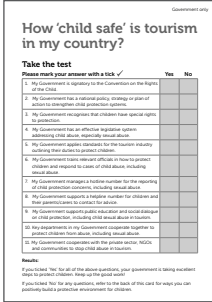
EXPECTED LEARNING OUTCOMES

By the end of this session, participants should be able to:

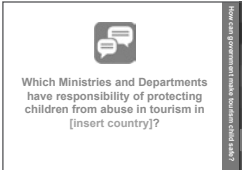

- Understand the role of the national/provincial government in keeping children safe from sexual abuse in tourism with particular attention to their own ministries/departments.
- Identify the government’s accomplishments in addressing this issue.
- Recognise good practice examples from other countries and possible applicability in their own countries.
- Examine areas where improvement is required and specific actions which can be undertaken at the national/provincial level to better protect children.
- Respect that child protection in tourism requires collaboration between governments and other stakeholders – and that government has a critical role to play.

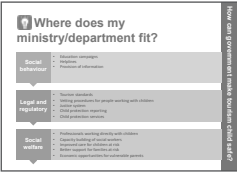

Time required	Handouts required	Other materials required
60 mins – 2.5 hours (depending on selection of activities)	<ul style="list-style-type: none"> • Takeaway cards 	<ul style="list-style-type: none"> • Flip chart paper • Marker pens

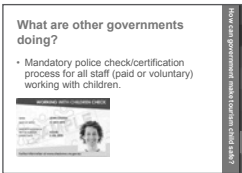
Slide	Key messages	Support notes
<p>Slide 63</p> 	<ul style="list-style-type: none"> • Safeguarding children from sexual abuse in travel and tourism is the shared responsibility of multiple stakeholders. Parents, carers, community duty bearers, non-government organisations and the private sector all have important roles. • But, Government has an overarching responsibility to protect children’s rights, including protection from sexual abuse. While one ministry or department may have the lead role, many government ministries and departments have a role to play. 	



Slide	Key messages	Support notes
<p>Slide 64</p> 	<ul style="list-style-type: none"> • Whether you work at the national or provincial level of government, you have a legally binding responsibility to protect children from harm, including from abuse. • All South East Asian countries have ratified the <i>Convention on the Rights of the Child</i>. Each Government has therefore 'committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community.' • All State parties to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child. 	<ul style="list-style-type: none"> • If suitable, distribute a one-page copy of the Convention on the Rights of the Child and remind government representatives about the particular rights that address child abuse, including sexual abuse. • Where possible distribute summary of national constitution/legislation on children's rights and protection.
<p>Slide 65</p> 	<p> Activity: How child safe is tourism in my country? (Optional)</p> <ul style="list-style-type: none"> • Let us consider the safety measures currently being applied by the government to keep children safe from abuse in tourism, especially sexual abuse. • Refer to <i>Takeaway Card ('How child safe is tourism in my country')</i> and ask participants to complete the survey and calculate their score. • Ask participants to hold up their hands if they received a score of '11'. Commend these representatives for their government's efforts to protect children. Also ask them some questions about how they are implementing their child protection measures and the success that has resulted. • Ask participants who scored '10' or less to put up their hands. Explain that they are in a prime position to take positive action to protect children from abuse. 	<p>Refer to Takeaway Card ('How child safe is tourism in my country')</p>  <ul style="list-style-type: none"> • Prior to the training, the facilitator should collect answers to each of the questions in the test. Use this to guide the government representatives when they are considering suitable actions for government at the national and provincial levels.



Slide	Key messages	Support notes
	<ul style="list-style-type: none"> • Explain that some participants may not know all of the answers. If so, recommend that it is time to do some research to check their country's position on these issues. 	<ul style="list-style-type: none"> • Make a point that protecting children from harm means to protect them from all abuse. If we only focus on 'sexual abuse of children' we will fail to adequately protect them from it because the causes are rooted in other forms of abuse and vulnerabilities. Preventative measures require more holistic responses.
<p>Slide 66</p> <div data-bbox="161 701 401 870"> <p>What can government do?</p> <ul style="list-style-type: none"> 1. Develop and deliver National Plans on child protection <ul style="list-style-type: none"> National policies address child abuse, including sexual abuse. Legal system. Standards for the tourism sector. 2. Take action to stop child exploitation in tourism <ul style="list-style-type: none"> Behaviour change campaigns, public education and social dialogue. Hotline reporting numbers and helplines for children. Training for government officials (including police, tourism officials, social workers). Working in partnership with civil society. 3. Cooperate to build strong safeguards for children <ul style="list-style-type: none"> Cross-border cooperation. National cooperation. Local cooperation (informal/coordination). </div>		



Slide	Key messages	Support notes
		<p>5. Emphasise that the National Government is serious about protecting children from abuse in tourism and expects all related government ministries and departments (at the national and provincial level) to uphold this commitment.</p> <p>6. Encourage the participants to contribute their ideas during the upcoming activities on ways the government can improve their actions to keep children safe.</p>
<p>Slide 67</p> 	<ul style="list-style-type: none"> • Many different ministries and departments can contribute to safe environments for children. <p>? <i>Question for reflection/ discussion:</i></p> <ul style="list-style-type: none"> • Which departments and ministries have responsibility for protecting children from abuse in tourism in this country? • What is the role and specific remit that each of these departments has in relation to protecting children? • Does everyone understand how the roles relate to each other in order to work together to protect children? 	<p>The facilitator will need to be familiar with the key governmental stakeholders and should encourage participants to speak about various ministries/ departments at the national and provincial level including those relating to tourism, interior, justice, law enforcement, social welfare, education, health, children's affairs. Also consider mass organisations and other governmental support services.</p>
<p>Slide 68</p> 	<ul style="list-style-type: none"> • Protecting children from abuse in tourism, particularly sexual abuse, requires a multi-level child protection system that incorporates: <ul style="list-style-type: none"> – Social behaviour – Legal and regulatory system – Social welfare system • These areas are interconnected and form the mechanisms of an effective child protection system. Together, these can create a protective environment for children. 	



Slide	Key messages	Support notes
	<ul style="list-style-type: none"> • When we talk about a ‘system’ we do not mean a physical structure that governments need to create. Instead it is a way to conceptually arrange what is needed (UNICEF, <i>Child Protection Program Strategy Toolkit</i>, 2009). <p>The facilitator should describe each component of the child protection system:</p> <ul style="list-style-type: none"> • Social behaviour – is the individual, group and institutional attitudes and behaviours. This includes both formal and informal knowledge and belief systems. • Legal and regulatory system – laws, policies and enforcement mechanisms (including justice). • Social welfare system – wide range of social services surrounding children’s well-being, development and protection (including services directed at families) (UNICEF, <i>Child Protection Program Strategy Toolkit</i>, 2009). 	
<p>Slide 69</p> 	 <p>Activity: Child protection system (optional)</p> <ul style="list-style-type: none"> • Divide participants into three groups. Each group will be asked to focus on one of the following three headings: <ul style="list-style-type: none"> – Social behavior – Legal and regulatory – Social welfare • In their groups, ask participants to list the responsible ministries and departments and the types of roles they currently perform within this field that specifically links to the abuse (especially, but not limited to, sexual abuse) of children in tourism (either through direct or indirect mechanisms). 	<ul style="list-style-type: none"> • As prompts, the facilitator may like to provide the following examples as work under each of the categories: <ul style="list-style-type: none"> – Social behaviour change – education campaigns for children, families or public, help lines, provision of information such as about risks to children, encouraging more responsibility of community members in protecting children, increased dialogue through media about child protection issues.



Slide	Key messages	Support notes
	<ul style="list-style-type: none"> • Allow ten minutes for participants to record their responses. Ask each group to nominate a representative to share their team's points with the group. Provide an opportunity for discussion and the addition of extra points from members of other teams. 	<ul style="list-style-type: none"> – Legal and regulatory – tourism standards for hotels and services, vetting procedures for adults working with children, justice systems for child protection, reporting of child protection concerns and cases, official responsibilities for child protection services to police or local authority. – Social welfare – professionals working directly with children, referrals, capacity building with social workers, improved care for children at risk, better support for families at risk, economic opportunities for vulnerable parents.
<p>Slide 70</p> 	<p><i>Good practice examples</i></p> <ul style="list-style-type: none"> • Governments around the world are introducing formal systems to protect children from those who pose a risk to their safety. • In many countries, it is mandatory for anyone who works or volunteers with children to be 'screened' or 'vetted' beforehand. Employers check with local/national police to see if the potential employee has any charges or convictions that would make them unsuitable for working with children (for example: any offences against children, drug offences, assault or violent offences). • For this system to be effective, the national police must have a central database that records the criminal history of their country's citizens. • While it is recognised that the majority of child sex offenders do not have a criminal record (because their crimes are undetected/unreported), this is still an effective measure to prevent known child sex offenders from having inappropriate access to children. It is also 	

Slide	Key messages	Support notes
	<p>useful to know whether any persons can otherwise pose a risk to children, for example if they have committed violent crimes, especially against children.</p> <p> <i>Question for reflection/discussion:</i></p> <p>If your government does not yet have a formal police database, what other vetting mechanisms can be instituted to screen employees who work with children?</p>	<p><i>Possible responses include:</i></p> <ul style="list-style-type: none"> • Some governments do not yet have sufficient infrastructure to conduct these checks. • In the absence of a police checking system, organisations who work with children can still undertake reference checks with previous employers. • Government can require that organisations working with children conduct reference checks.
<p>Slide 71</p> <div data-bbox="159 818 396 989" style="border: 1px solid black; padding: 5px;"> <p>What are other governments doing? (cont)</p> <p>• Public education and awareness raising on child protection (radio, TV, newspaper, online)</p>  </div>	<ul style="list-style-type: none"> • The British Police have a Child Exploitation and Online Protection Centre (known as CEOP) dedicated to eradicating the exploitation of children. • CEOP works in direct partnership with other government departments, international police agencies, NGOs and the private sector. • CEOP established the 'ThinkUKnow website which provides information and anonymous reporting services for children, parents, carers, teachers and members of the public who are concerned about child safety. • CEOP also works in partnership with police in South East Asia to support their efforts to combat child sexual exploitation, with a particular focus on tourism. • Similar campaigns are conducted in other countries. 	<p>More information about ThinkUKnow is available at: http://www.thinkuknow.co.uk/</p>

Slide	Key messages	Support notes
	<p> <i>Question for reflection/discussion:</i></p> <ul style="list-style-type: none"> • Can you provide examples of ways in which international travellers might use the internet before and during their travels to facilitate child sexual abuse? • What services does your government provide to protect children from the risks of sexual abuse in the online environment? 	<p><i>Question One, answers include:</i></p> <ul style="list-style-type: none"> • Identifying locations where children are vulnerable. • Communicating with networks of sex offenders to identify tourism destinations where they can offend with impunity. • Befriending children online. • Corresponding with travel agents/tour companies that facilitate child abuse. • Checking online media to determine locations where it is unsafe to abuse children (based on evidence of previous arrests). • The facilitator can provide local examples based on real cases. • Cooperation with the Ministry responsible for IT to enhance the online safety net for children. <p><i>Question Two, also suggest:</i></p> <ul style="list-style-type: none"> • Training in schools about online risks. • Training for parents and teachers about internet safety. • Specific campaigns teaching children about online risks.
<p>Slide 72</p>  <p>The screenshot shows a warning message from the Australian Government's Smart Traveller website. The text reads: 'What are other governments doing? (cont)'. Below this, it says 'Australia www.smarttraveller.com.au' and 'Australian Government website for travellers which provides warnings that child sexual abuse is against the law in Australia and overseas.' There is also a small logo for 'smarttraveller.gov.au'.</p>	<ul style="list-style-type: none"> • The Australian Government's Department of Foreign Affairs and Trade coordinates a 'Smart Traveller' website which provides travel alerts and advice for Australian travellers before they depart on international travel. • The Smart Traveller website includes messages to warn Australian travellers that the sexual abuse of children in travel and tourism is a crime in Australia and overseas. 	<ul style="list-style-type: none"> • More information about Smart Traveller is available at: http://www.smarttraveller.gov.au/

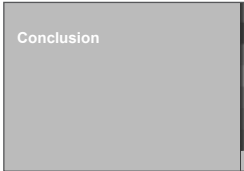
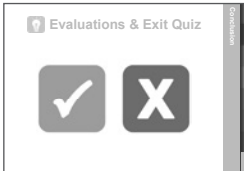

Slide	Key messages	Support notes
<p>Slide 73</p> <div data-bbox="159 338 396 512" style="border: 1px solid black; padding: 5px;"> <p>What are other governments doing? (cont)</p> <p>Cambodia www.tourismcambodia.org The Ministry of Tourism promotes child protection messages on the front page of their official website.</p>  </div>	<ul style="list-style-type: none"> In all countries, the websites of tourism ministries are frequently visited by international travellers. The Ministry of Tourism in Cambodia welcomes overseas visitors, but makes its commitment to child protection very clear through the inclusion of a child protection campaign message on the front page of their website. <p>? <i>Question for reflection/discussion:</i></p> <ol style="list-style-type: none"> What information do you provide on your Government websites to keep children safe from abuse in tourism? How can you better promote your commitment to keep children safe from abuse in tourism? 	<ul style="list-style-type: none"> To view the Cambodian Ministry of Tourism website campaign see: http://www.tourismcambodia.org/ <p><i>Question Two answers include:</i></p> <ul style="list-style-type: none"> Place child protection campaign messages on your tourism website. Encourage tourism companies to promote the child protection campaign on their websites. Conduct public campaigns which target visitors from the most popular sending countries.
<p>Slide 74</p> <div data-bbox="159 1054 396 1227" style="border: 1px solid black; padding: 5px;"> <p>What are other governments doing? (cont)</p> <p>Brazil Social Inclusion Project The Ministry of Tourism in Brazil establishes a Social Inclusion Project providing skills for young people to prevent their exploitation in the tourism sector.</p>  </div>	<ul style="list-style-type: none"> The Government of Brazil supports a social inclusion project which provides alternative income opportunities for young people to prevent their exploitation in the tourism sector. In Vietnam, the Labour Code prohibits the employment of children in certain occupations (including karaoke, massage, hotels and discos) according to minimum age specifications. <p>? <i>Question for reflection/discussion:</i></p> <p>What is your government doing to protect children from harmful employment in the tourism industry that could expose them to sexual abuse?</p>	<ul style="list-style-type: none"> Before the training, the facilitator should be aware of what the national government is doing to protect children from exploitation in tourism employment.


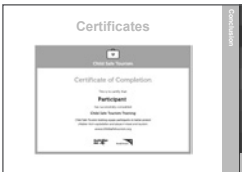

Slide	Key messages	Support notes
<p>Slide 75</p> 	<p>The Australian Federal Police provide an online reporting form that allows members of the public to make anonymous reports about cases where children may be at risk of sexual abuse in tourism destinations.</p> <p>? <i>Question for reflection/discussion:</i></p> <ul style="list-style-type: none"> • What are the benefits of providing the public with an online service for reporting situations where children may be at risk of child sexual abuse? • What are the advantages of providing the public with avenues to make anonymous reports? • How could governments encourage members of the public to use an online reporting form? 	<p>For more information about the AFP's online reporting form, see: https://forms.afp.gov.au/online_forms/cst_form</p> <p><i>Question One answers include:</i></p> <ul style="list-style-type: none"> • Easy, accessible method for members of the public to report their concerns • Members of the public may not be willing to go to the police station but will use the online report form <p><i>Question Two answers include:</i></p> <ul style="list-style-type: none"> • Due to the sensitivity of child sex crimes, members of the public may be afraid for their identity to be known <p><i>Question Three answers include:</i></p> <ul style="list-style-type: none"> • Make sure the public know about the availability of the online form by promoting it in child protection campaigns
<p>Slide 76</p> 	<ul style="list-style-type: none"> • Significant child protection outcomes can be achieved when countries cooperate. Recently, Germany, Austria and Switzerland joined forces to conduct a campaign to prevent child sexual abuse in travel and tourism by citizens of German-speaking countries. <p>? <i>Question for reflection/discussion:</i></p> <ul style="list-style-type: none"> • Consider which international governments are your most strategic partners in keeping children safe from abuse in tourism? • How do you currently cooperate? How can you improve your cooperation in future? 	

Slide	Key messages	Support notes
<p>Slide 77</p> <div data-bbox="159 340 401 512" style="border: 1px solid black; padding: 5px;"> <p>What does our government need to improve?</p> <p style="font-size: 8px; text-align: right;">How can Government make tourism child safe?</p> </div>	<ul style="list-style-type: none"> • While the government is making many positive steps to keep children safe from abuse in tourism, this is an issue that is escalating around the world. • Tourism is rapidly growing, technology is improving, criminal activity is becoming more sophisticated and, as a result, children face serious risks. • As governments, we need to be vigilant in our efforts to address child abuse. While we have already made many positive steps, there are definite requirements to: <ul style="list-style-type: none"> – Escalate our current efforts – Address gaps in our child protection system – Improve our child protection activities – Develop and implement new activities – Revise the ways in which we cooperate 	<p>It is important that the facilitator uses this activity to consolidate the learning from this module and prompt participants to seriously consider particular areas where improvement is required at the national/provincial level.</p>
<p>Slide 78</p> <div data-bbox="159 1213 401 1384" style="border: 1px solid black; padding: 5px;"> <div style="text-align: center;">  </div> <p>How can we better cooperate?</p> <p style="font-size: 8px;">1. International level 2. National level 3. Local level</p> <p style="font-size: 8px; text-align: right;">How can Government make tourism child safe?</p> </div>	<ul style="list-style-type: none"> • Keeping children safe from abuse in tourism is not the responsibility of a single stakeholder. It requires the coordination of multiple partners. But, when child protection duty bearers don't collaborate and work together, weaknesses form in the child protection system and children remain at risk of harm, including sexual abuse. <div data-bbox="418 1503 701 1564" style="margin-top: 10px;">  Activity: Enhancing cooperation </div> <ul style="list-style-type: none"> • Divide the participants into three groups. Allocate one of the following three topics to each group: <ul style="list-style-type: none"> – GROUP ONE - International level – GROUP TWO - National level – GROUP THREE - Local (provincial) level 	<ul style="list-style-type: none"> • Encourage participants to think about all relevant partners from Government, private sector, communities, children, non-government, etc. • Consider innovative ways of cooperating (including dedicated national taskforce, community meetings, child participation, etc).

Slide	Key messages	Support notes
	<ul style="list-style-type: none">• Ask each group to consider the following questions:<ul style="list-style-type: none">– Who are the partners that the Government should cooperate with at this level (international, national, or local)?– How can you cooperate?– What actions can we take to improve cooperation?• Discuss the group responses and encourage participants to pursue efforts to improve cooperation at all levels.• Governments play a critical role in keeping children safe from sexual abuse in tourism. Whether you work at the national or provincial level, you are encouraged to take action, such as those discussed today, to protect children and promote responsible tourism.	

SESSION EIGHT: CONCLUSION		
<p>SESSION OVERVIEW</p> <p><i>This closing session invites participants' feedback and recalls key training messages to encourage positive action to keep children safe after the training.</i></p>		
<p>EXPECTED LEARNING OUTCOMES</p> <p>By the end of this session, participants should be able to:</p> <ul style="list-style-type: none"> • Submit their written feedback outlining their reactions to the training. • Resolve any questions resulting from the full training session. • Recall the lessons learned during the Child Safe Tourism training. 		
Time required	Handouts required	Other materials required
45 minutes	<ul style="list-style-type: none"> • Exit quiz • My opinions (Post –Training Assessment) • Certificate of Completion 	Child Safe Tourism campaign materials for distribution

Slide	Key messages	Support notes
<p>Slide 79</p> 	<p>Conclude by saying:</p> <ul style="list-style-type: none"> • All children have rights, in particular, they have the right to be safe from abuse. • Each of us has a personal and professional responsibility to protect children from abuse. • It is important to know how to contribute to a safe environment and respond when children are at risk. • Your actions will help to prevent harm to children and improve the quality of tourism in the country and region. 	
<p>Slide 80</p> 	 Activity: My opinions <ul style="list-style-type: none"> • Your feedback is valuable to us. • By sharing your opinion about the training, you can help us to improve our child protection work. • I will now distribute the evaluation forms – thank you for giving us your honest feedback. 	<p>Distribute the <i>Exit quiz/My opinion</i> form</p> <p>Where time is short, the facilitator can conduct this exit quiz by taking a show of hands. Ensure the numbers are recorded.</p>

Slide	Key messages	Support notes
	 <i>Activity: Exit quiz</i> <ul style="list-style-type: none"> Distribute the <i>Exit quiz</i> (Appendix 5). 	
<p>Slide 81</p> 	<p><i>Certificate presentation (optional)</i></p> <ul style="list-style-type: none"> Congratulate the participants for completing the training. Explain that all participants who successfully complete the course are awarded a <i>Certificate of Completion</i> that recognises the important child protection modules they have completed. Encourage the participants to display the certificate in their workplace and advise future employers about the training they have undertaken – as this will be viewed positively by responsible tourism businesses. Call each participant to collect their certificate. In case of a large group, applause can be held until the final certificate. 	<ul style="list-style-type: none"> Take a group photograph of all participants holding their certificates.
<p>Slide 82</p> 	<p><i>Thank you and for more information</i></p> <ul style="list-style-type: none"> Thank the participants for their attention and contributions. Encourage the participants to take action within their own sphere of influence to build child safe tourism. Invite participants to visit the Child Safe Tourism website (www.childsafetourism.org) and stay in touch via Facebook (www.facebook.com/ChildSafeTourism) and twitter (www.twitter.com/ChildSafeTravel) 	

Notes

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Section 3 Appendices



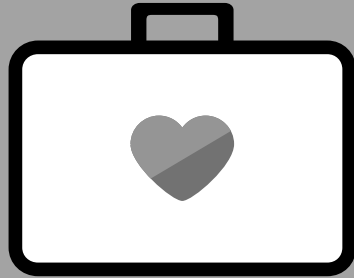
Appendix 1: Sample full-day training agenda

Keeping children safe from abuse in tourism training agenda

Session Title	Content	Timing (please add actual time in this column)
Introduction	Participants' introductions Training agenda Entry quiz	30 mins
How does 'Child Safe Tourism' relate to me?	Child protection and the tourism sector Children's rights Legal frameworks protecting children My place in the child protection system	45 mins
What are the risks to children in tourism?	National tourism situation Impacts of tourism on child sexual abuse Child vulnerability in tourism The links between tourism and child sexual abuse	80 mins
What is 'Child Safe Tourism'?	Responsible tourism and Child Safe Tourism Who can contribute to child safe tourism? Benefits of child safe tourism Good practice in child safe tourism	30 mins
How can individuals make tourism child safe?	Ways that individuals can protect children <ul style="list-style-type: none"> • Respecting children • Raising awareness about risks to children • Recognising risks to children • Taking action to protect children 	75 mins
How can businesses make tourism child safe? (for managers/owners/operators only)	Ways that businesses can protect children <ul style="list-style-type: none"> • Inside your business • With clients and suppliers • In your community 	60 mins
How can government make tourism child safe? (for government only)	Ways that government can keep children safe from sexual abuse in tourism Roles and responsibilities of different ministries/departments Good practice examples Enhancing cooperation	60 mins
Conclusion	Questions and wrap-up Evaluation Award Certificates Close	45 mins

Appendix 2: Takeaway cards

Instructions: Copies of these cards should be made for each participant. Participants can take these away from the Discussion Forum to remind them of the key items they have learned. It is recommended that the Takeaway cards are copied in A5 or A6, double-sided card format. This will make them a more memorable and useable resource.



Child Safe Tourism Solutions

to prevent child abuse in tourism

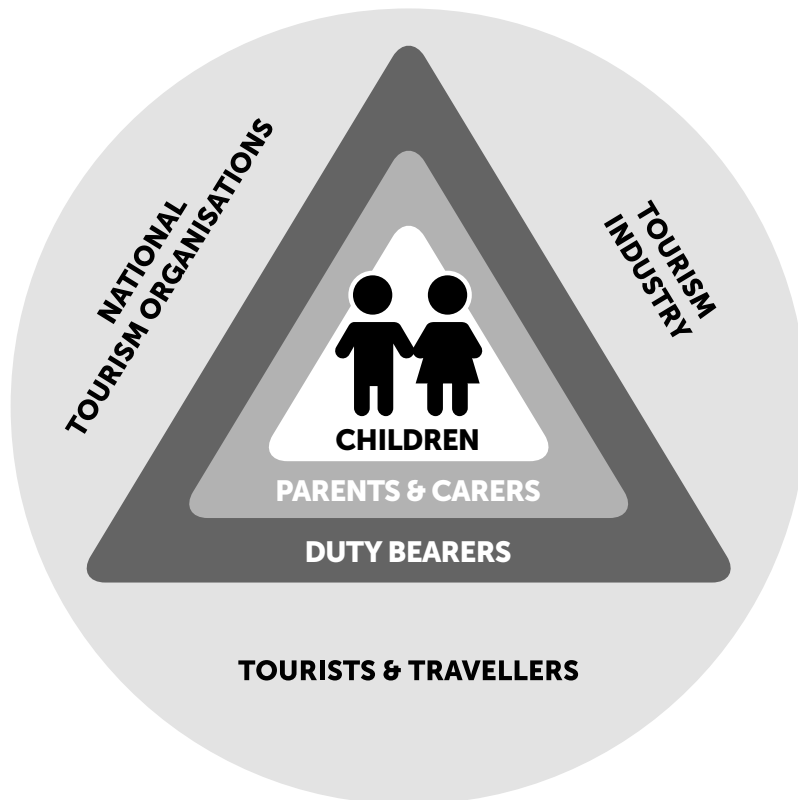
www.childsafetourism.org



Protecting children is everyone's business

We all benefit from responsible tourism that protects our natural, cultural and human assets, especially our children. As tourism grows around the world, children are particularly vulnerable to abuse.

Children need special protection. This is not the responsibility of a single organisation. We all can play a part in protecting children.



You can help build Child Safe Tourism.
We all have a role to play in protecting children
from abuse.

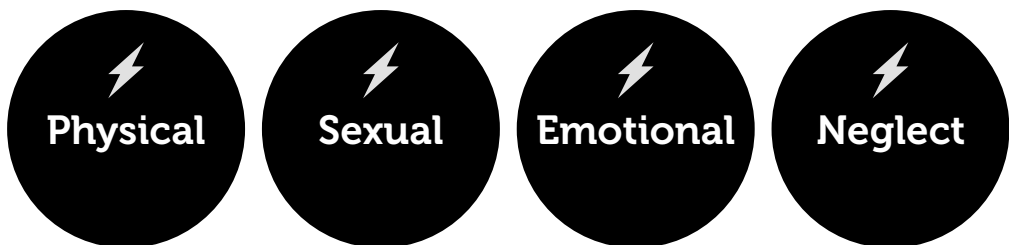
What is child abuse?

A 'child' is anyone under the age of 18 years. Child abuse is any action (or non-action) that is not accidental and hurts a child or puts a child in danger.

Millions of children around the world suffer abuse every day. Child abuse occurs in every country of the world.

Types of child abuse

There are four main forms of child abuse. Often, more than one type of abuse occurs at the same time.



Impacts of child abuse

Abuse has serious effects on children and can result in long-term physical and psychological problems.

The consequences of abuse extend beyond the immediate victims and affect families, communities and the tourism sector.

What is child abuse?



Verbally abusing a child



Teasing a child unnecessarily



Touching a child where he/she doesn't want to be touched



Ignoring a child



Exposing a child to pornographic acts or literature



Forcing a child to touch you



Breaking down the self confidence of a child



Hitting or hurting a child – often to relieve your own frustration



Manipulating a child



Not taking care of a child, for example: unclean, unclothed, unfed



Using a child as a servant



Neglecting emotional needs of a child



Making your own child a 'servant' depriving of time for education / leisure



Hitting and ridiculing a child at school



Neglecting a child's medical needs



Neglecting a child's educational needs



Leaving a child without supervision

The Child Safe Traveller

Asia

is predicted to experience the greatest growth in tourism in the next two decades.

3.6 million tourists to Cambodia

3.3 million tourists to Lao PDR

22.3 million tourists to Thailand

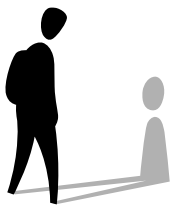
6.8 million tourists to Vietnam

Over

36 million tourists

came to Cambodia, Lao PDR, Thailand and Vietnam in 2012.

Children in tourism areas are more vulnerable to exploitation and abuse.



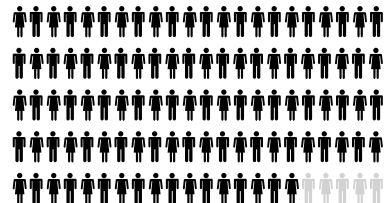
60% of travellers saw children unsupervised on the streets.

33% of travellers saw children working in tourism facilities (eg. hotels, restaurants, etc).

18% of travellers saw children working in night-time entertainment facilities.

95%

of travellers encountered local children in tourism areas. Many interactions left tourists feeling sad, guilty, concerned and disappointed.



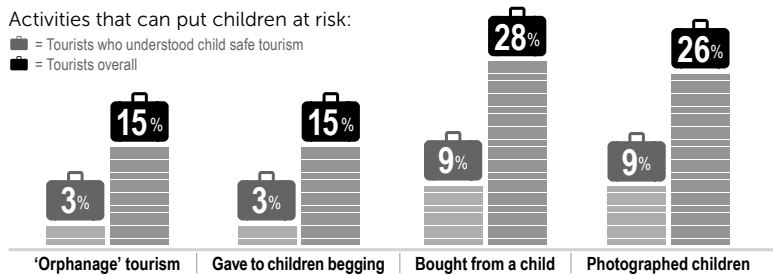
Tourists to South East Asia want:

- 1** clear information about how to be a child safe traveller.
- 2** more consumer choices that align with child safe tourism.
- 3** to be part of the change, led by governments and the tourism industry.

Child Safe Travellers are less likely to inadvertently put children at risk of abuse.

Activities that can put children at risk:

■ = Tourists who understood child safe tourism
■ = Tourists overall



“Protecting children is everybody’s responsibility.”

— Research Participant

What are the risks to children in tourism?

1 Children are on the streets in tourism environments.

For example, children may be begging or selling items/food for tourists. Girls and boys that spend a lot of time on the streets are most vulnerable to abuse.

2 Children are working in tourism or related sectors, sometimes in exploitative situations.

For example, children may be working in the tourism industry, including as tour guides, in restaurants, karaoke clubs, bars, etc. Children may also be exploited in the sex industry.

3 Children are easily accessible to travellers and tourists.

For example, travelling child sex offenders may gain access to vulnerable girls and boys by working in schools or 'orphanages'. Concerning trends include:

- **"orphanage tourism"** which can cause harm to children's development and well-being and put children at risk of abuse
- **"voluntourism"** in children's organisations where volunteers are not adequately checked or 'vetted'
- **"home-stays"** where appropriate boundaries between visitors and children are not ensured

Children's vulnerability to various forms of abuse, such as sexual abuse, are interlinked.

What can I do to make the tourism environment safe for children?

1 Respect children

Ensure my own behaviour towards girls and boys is appropriate.

2 Raise awareness

Tell my family, colleagues, customers and community about risks to children and how they can ensure children are safe in tourism.

3 Be vigilant and recognise signs that indicate a child may be at risk

Be aware of what is happening in my environment. Look for situations where girls and boys may be at risk of abuse.

4 Take action if you see a child is at risk

Tell my manager or supervisor. Follow my company's child protection policy (if one exists). Write down the details of what I saw. Make a formal report (turn over for contact numbers).





How do I make a report?

Do not ignore a situation where children may be at risk of abuse. By making a report, you may help to prevent abuse.



Inform your manager of the situation

.....



Call the national child protection hotline

.....



Contact the local authorities

.....



Contact a reputable child protection agency

.....

How child safe is my tourism business?

Take the test

Please mark your answer with a tick ✓

Yes No

	Yes	No
1. Staff in my business are aware about the issue of child abuse in tourism.		
2. Staff in my business know how to identify whether children may be at risk of abuse.		
3. Staff in my business know how to respond and report possible cases of child abuse, especially sexual abuse.		
4. My business supports local vulnerable families, schools and /or social programs in helping children.		
5. Staff in my business have been trained about the issue of child abuse in tourism.		
6. My business has a child protection policy which we actively implement to prevent child abuse.		
7. My business informs customers/partner companies about our commitment to protect children.		
8. My business raises general issues and concerns of child abuse at community and tourism forums.		

Results:

If you ticked 'Yes' for all of the above questions, your business is taking excellent steps to protect children. Keep up the good work!

If you ticked 'No' for any questions, refer to the back of this card for ways in which you can positively build a protective environment for children.

Ways to make my business child safe

1 Inside the business:

- Develop and apply a child protection policy.
- Conduct child protection training for all staff.
- Empower staff to act.
- Establish clear lines for referring cases, concerns and reports.

2 With clients/suppliers:

- Inform customers and other companies about your commitment.
- Include Child Safe Tourism information in your company documents, including advertising, website, promotional materials and invoices.
- Raise awareness of Child Safe Tourism by displaying campaign materials in public areas of your business.

3 In the community:

- Support reputable children's programs.
- Offer employment/mentoring opportunities to families of children at risk.
- Raise general issues of child vulnerability in the local community through appropriate community channels.
- Be creative. What can you do to make a difference for children?

Writing a Child Protection Policy

A written policy makes it clear that your company will not tolerate child abuse. It includes clear processes to prevent and respond to abuse. It should be simple, practical and achievable.

Most importantly, your policy should not just be words on paper – but a set of guidelines which are actively followed by all managers and staff.

Golden Beach Guest House Child Protection Policy

The Golden Beach Guest House believes all children should be safe from harm. We will not tolerate abuse. Instead, we will protect children through all of our business practices.



We will provide training for all staff so they are empowered to act if they see a situation where children face abuse or exploitation.

We expect and encourage all staff to report any child protection concerns to management.

The management is committed to follow-up all reports and refer information about child exploitation to the relevant authorities.

We will actively display the child protection campaign in our business so our customers know our position.

We will find ways to positively support local children in our community, including raising general issues about child vulnerability to local authorities and community associations.

Customers prefer responsible businesses that keep children safe

Research shows that tourists and travellers to the Mekong Sub-Region prefer responsible businesses that keep children safe from abuse. So let your customers, investors and partner companies know that your business is committed to protecting children.

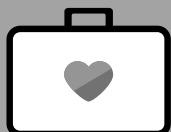
Join the Child Safe Tourism campaign

- Promote the Child Safe Tourism campaign on your website and in your workplace.
- Include Child Safe Tourism messaging in your promotional brochures, media and advertising.
- Invite your customers to help you in your efforts to protect children. Provide information that informs travellers how they can be Child Safe Travellers.

Contact us to request Child Safe Tourism marketing materials or discuss co-branding opportunities childsafetourism@wvi.org



w: childsafetourism.org and wvi.org/asiapacific/childsafetourism
f: facebook.com/ChildSafeTourism **t:** twitter.com/childsafetravel



Child Safe Tourism
Take action against abuse

How 'child safe' is tourism in my country?

Take the test

Please mark your answer with a tick ✓

	Yes	No
1. My Government is signatory to the Convention on the Rights of the Child.		
2. My Government has a national policy, strategy or plan of action to strengthen child protection systems.		
3. My Government recognises that children have special rights to protection.		
4. My Government has an effective legislative system addressing child abuse, especially sexual abuse.		
5. My Government applies standards for the tourism industry outlining their duties to protect children.		
6. My Government trains relevant officials in how to protect children and respond to cases of child abuse, including sexual abuse.		
7. My Government manages a hotline number for the reporting of child protection concerns, including sexual abuse.		
8. My Government supports a helpline number for children and their parents/carers to contact for advice.		
9. My Government supports public education and social dialogue on child protection, including child sexual abuse in tourism.		
10. Key departments in my Government cooperate together to protect children from abuse, including sexual abuse.		
11. My Government cooperates with the private sector, NGOs and communities to stop child abuse in tourism.		

Results:

If you ticked 'Yes' for all of the above questions, your government is taking excellent steps to protect children. Keep up the good work!

If you ticked 'No' for any questions, refer to the back of this card for ways you can positively build a protective environment for children.

Ways that governments can build Child Safe Tourism

1 Develop and deliver national policies, strategies or plans on child protection

- National policies addressing child abuse, including sexual abuse.
- Legal system.
- Standards for the tourism sector.

2 Take action to stop child abuse in tourism

- Behaviour change campaigns, public education and social dialogue.
- Hotline reporting numbers and helplines for children.
- Training for government officials.
- Vetting of people working directly with children.

3 Cooperate to build strong safeguards for children

- Cross-border cooperation.
- National cooperation.
- Local cooperation (referrals/coordination).



Appendix 3: Participant attendance form

Instructions: This template can be used to record the details and key information about participants.

Location: _____

Date and Time: _____

Full Name	Gender	Position/Company	Phone/Email	Signature

Appendix 4: Entry quiz

Please read each question and select an answer.		Yes	No	Don't know
1.	Is it only girls that are vulnerable to sexual abuse?			
2.	Can children be at risk of abuse in tourism destinations?			
3.	Have there been cases of child abuse in tourism destinations in this country?			
4.	Do you understand the links between child abuse and the tourism sector you work in?			
5.	Do you know what actions you can take to keep children safe from abuse in tourism destinations?			
6.	Are there things that tourism businesses can do to protect children from abuse?			
7.	<p>Do you know who to contact to report suspected cases of child abuse? If yes, please write the name and/or phone number here:</p> <p>.....</p> <p>.....</p>			
8.	Is it only children who are begging or living on the streets that are at risk of sexual abuse?			

Appendix 5: Exit quiz

Please read each question and select an answer.		Yes	No	Don't know
1.	Is it only girls that are vulnerable to sexual abuse?			
2.	Can children be at risk of abuse in tourism destinations?			
3.	Have there been cases of child abuse in tourism destinations in this country?			
4.	Do you understand the links between child abuse and the tourism sector you work in?			
5.	Do you know what actions you can take to keep children safe from abuse in tourism destinations?			
6.	Are there things that tourism businesses can do to protect children from abuse?			
7.	Do you know who to contact to report suspected cases of child abuse? If yes, please write the name and/or phone number here:			
8.	Is it only children who are begging or living on the streets that are at risk of sexual abuse?			

Appendix 6: Tourism staff role-play and case study scenarios

Tourism staff role-play

Facilitator notes

Directions:

1. Distribute copies of the 'Role-Play Scenario' to all participants (next page).
2. Invite four volunteers to participate to take on the various roles as mentioned in the scenario. Advise the rest of the participants that they will observe the role play and answer questions at the end.
3. Allow the four participants to leave the room for three minutes to prepare.
4. Ask the other participants to read the scenario and consider what they would do if they were the hotel receptionist.
5. Invite the volunteers to conduct the role-play.
6. After the role play, ask the following questions:
 - How did the receptionist react?
 - How do you imagine a receptionist might feel if this was a true situation?
(Concerned about the child, concerned about her job, concerned about the reactions of other customers)
 - Was the receptionist's response suitable? *(In many countries, guests must provide a copy of their passport or ID by law when they check into a hotel or guesthouse etc. This is one way to ensure that children are only in the company of their parent or carer when staying in accommodation.)*
 - What could the hotel management do to help receptionists in this situation? *(Give basic training to the receptionist about how to implement hotel policies, clearly display hotel policy about check in requirements and also its child safe tourism policy)*
 - What was the foreign man's reaction to the receptionist's refusal?
 - Do you think the man was aware of the legal consequences of having sex with a child?
 - What do you think he will do now? Why?
 - How do you think the child felt in this situation?
 - Why do you think the child was in this situation?

- How could the surrounding people (like the other tourists) help the child?
(They could make enquiries of the child to check she is okay.)
- How do you think the other tourists felt?
- What should the other tourist have done?
- What could the tourists do:
 - During the conversation?
 - Later during their vacation? *(Express their concern to hotel management and request the hotel has clear standards to ensure children are kept safe from abuse.)*
 - After they return home? *(Speak with their friends and family about choosing accommodation and tourism providers that prioritise child safe tourism).*
- Would any of your answers change if the 'man' was 25 years old? *(The answers should not change. An abuser can be any one of any age.)*
- Would any of your answers change if the 'man' was a 'woman' or if the child was a 'boy'? *(The answers should not change. It is important to remember that both men and women may abuse a child. Also, both girls and boys are vulnerable to abuse.)*
- Would any of your answers change if the child was a migrant/ethnic minority child? *(The answers should not change. It is important to remember that all children have the right to protection from sexual abuse. In some cases, migrant or ethnic minority children may be particularly vulnerable so may need special care to ensure they are kept safe.)*



Role-play scenario

Situation

A receptionist is working behind the front desk in a hotel. There are other tourists standing in the lobby. A foreign man, aged 45 to 50, enters holding the hand of girl who is 13 or 14 years old. Together, they walk to the reception desk and the man asks for a room. Although the receptionist is not familiar with the policy of the hotel, they feel that child prostitution is wrong and wants to refuse entry to the tourist and the girl.

Directions

Four participants are invited to volunteer to act the following roles.

Actor	Actions
Receptionist	Refuse entry to the foreign man.
Foreign man	Insist on getting a room, offer additional cash, get angry, ask to speak to the manager.
Child	Stay at the side of the foreigner, answer questions if asked.
Other tourists	Stand and observe the conversation. Think of how real tourists might feel in this case.

Tourism staff – Case study scenarios



Scenario 1

You work as a tour guide with a local travel company that specialises in small tours to ethnic minority communities. You are currently accompanying a group of nine foreign tourists to a remote community where you've spent the past three days hiking around the mountains and returning to the local village to home-stay accommodation at night. The local children make money by selling souvenirs to the tourists. The children often stay away from school and follow the tourists while they are hiking (in the hope that they will buy their souvenirs). You have noticed that one of the solo male travellers (30+ years old) has befriended a local girl (8-10 years old). She walks alongside him during the day, and they joke around together. He takes a lot of photos of her. This afternoon you saw them return from a private walk outside the village.

1. *What will you do now?*
2. *What should your travel company do in the longer term?*



Scenario 2

You are a tuk-tuk driver. You spend most of your day waiting for customers at tourist sites and popular tourist cafes and bars. While you're waiting, you see many child vendors and children who live on the streets. When you're trying to encourage the tourists to choose your tuk-tuk, the children are also selling them souvenirs and snacks or begging for money. Tonight, a foreign man spent a long time talking with one of the boys (around 10 years old). You overheard that he invited the boy to play some video games at his hotel. Now, the man is asking you how much it will cost for you to take them to his hotel in your tuk-tuk.

1. *What will you do?*



Scenario 3

You are a tour guide. As part of a trek through a conservation area, you normally stop in a tribal village where your tourist customers are often offered tea and snacks as well as locally made handicrafts to buy. Whenever you come through the village, the children run up to your clients, crowd around them and ask for money, food, sweets and other gifts. Your tourists are often overwhelmed by the children and end up giving the children money, food, sweets as well as other items. You have noticed that more and more children are approaching and asking your clients for money.

1. *What do you think about this? What risks does this present to the children?*
2. *What should your travel company do in the longer term to benefit children and to address tourists' desire to give?*

Facilitator notes – issues to consider

Scenario 1

1. Make inquiries – is the girl okay/safe? Is the man aware that it is inappropriate to take a child away without appropriate supervision/permission? If the situation remains unclear and you are concerned the child was abused or at risk, speak to your manager and/or report to the appropriate child protection organisation/ local authority.
2. The company can write and implement a child protection policy to establish clear processes (i.e. how should staff report child protection concerns and to whom). The company can provide training and empower staff to understand how to protect children in the context of their work. The company can publicise or share a copy of its child protection policy to clients (tourists) so they know how they should behave with local children during their travels. The company can educate clients on child safe tourism.

Scenario 2

Do not agree to take him to his hotel. Make inquiries – is the boy okay/safe? Report to the appropriate child protection organisation/ local authority. Remember the description and appearance of the man in order to help police identify the man.

Scenario 3

1. There is a risk that more and more children will directly approach visitors seeking gifts of money. This could take them away from education, safety and leave them vulnerable to abuse.
2. The company can write and implement a child protection policy to establish clear processes (i.e. how should staff report child protection concerns and to whom and how the company will support local communities to protect children). The company can provide training and empower staff to understand how to protect children in the context of their work. The company can publicise and share a copy of its child protection policy to clients (tourists) so they know how they should behave with local children during their travels. The company can educate clients on child safe tourism including about alternatives to giving money or gifts to children directly. The company could also look at how it could support local families and/or initiatives working to provide positive outcomes for vulnerable children

Appendix 7: Tourism managers' case study scenarios



Scenario 1

You are the owner of a guesthouse. Your guesthouse has 16 rooms that suit budget travellers. You have a small team of staff including three receptionists (one who works every night), one housekeeper and one man who provides security during the night. As you have other businesses, you only visit the guesthouse 1-2 days per week only, to check whether everything is ok and arrange any maintenance. This afternoon, when you arrived at the guesthouse, you noticed two local boys (around 12-14 years old) leaving a guest room with a foreign man. This is your first time to encounter this scene. You have not previously instituted any child protection initiatives at your workplace.

1. *How do you feel about this? Are there any risks to the boys?*
2. *What will you do immediately?*
3. *What will you do in the medium to longer-term?*



Scenario 2

You are the manager of a travel company. In recent years you have noticed that foreign tourists want to enhance their travel experience by 'getting involved' with local people and local communities. When booking their tours, foreign tourists want to do more than just visit popular sites, they want to engage with local people and sometimes volunteer their services to support poor communities. A local orphanage has offered that (for a small fee) you can bring groups of foreign tourists to their centre for day visits with their children. If desired, individual tourists can also take children on day excursions.

1. *How do you feel about this? Are there any risks to the children?*
2. *What will you do immediately?*
3. *What will you do in the medium to longer term? What activities could you offer to your customers as an alternative to 'orphanage tourism'? What advice could you give to the local orphanage? Are there better ways that you can support them?*



Scenario 3

You are a restaurant/bar owner. Many of your clients are tourists and often come late in the evening. You notice that late at night, sometimes as late as 11pm, a flower-selling girl (8 years old) often comes into your premises to try and sell to your customers. There is often a man waiting for her outside.

1. *How do you feel about this? Are there any risks to the child?*
2. *What will you do immediately?*
3. *What are your choices to address this in the longer-term?*

Facilitator notes - issues to consider

Immediately

Scenario 1

- Internal inquiries (speak with staff and check records, make written notes)
- Were the boys checked in with the adult? What ID was provided on check in? Who is the hotel guest? Who are the boys?
- Boys should not be allowed back into room until basic checks undertaken
- If situation remains unclear, report to appropriate local authority

Scenario 2

- No day visits to orphanages
- Consideration to:
 - Check reputation and well-being of children in local orphanage
 - Vetting of staff and visitors
 - Frequency and nature of visits

Scenario 3

- Do not allow the girl to come into the restaurant to sell products
- Make inquiries about the girl; who is she and what is her relationship to the man outside?
- If concerns raised, report to appropriate local authority

In the medium to longer term, the following are potentially relevant for all the scenarios:

- Write and implement a child protection policy to establish clear processes (i.e. how should staff report concerns and to whom)
- Educate and empower staff on how to implement policies
- Publicise child protection policy to guests
- Educate guests on Child Safe Tourism (campaign)
- Support local families and/or initiatives working to provide positive outcomes for vulnerable children
- Raise issues and discuss with tourism sector colleagues

Appendix 8: My opinions form

Instructions: Prepare a copy of this form for each participant. The copies should be distributed to participants in the concluding session.

My opinions

We value your opinions! Please share your honest feedback to help us improve our child protection work.

1. What sector do you work in?

- Government
 Business - tourism
 Business - other
 Other, please explain:

2. What is your gender?

- Female
 Male
 Other

3. Please rate the following:

The facilitator was clear and the session was easy to follow

Agree
 Neutral
 Disagree

.....

The materials were useful

Agree
 Neutral
 Disagree

.....

The training improved my understanding of this issue

Agree
 Neutral
 Disagree

.....

The training motivated me to take more action to protect children

Agree
 Neutral
 Disagree

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4. Which part of this discussion forum will be most useful for you in your work/life?

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5. What should we do to improve this Discussion Forum?

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6. Please write one thing you will do differently as a result of the information and resources you received during this event.

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7. Any other comments?

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Appendix 9: Sample certificate



Child Safe Tourism

Certificate of Completion

This is to certify that:

has successfully completed

Child Safe Tourism Training

Child Safe Tourism training equips participants to better protect children from exploitation and abuse in travel and tourism.

www.childsafetourism.org



Appendix 10: Entry and exit quiz analysis template

Question	Entry Quiz			Exit Quiz			Entry Quiz % correctly answered	Exit Quiz % correctly answered	Change	Desired answer
	Yes	No	Don't know	Yes	No	Don't know				
1 Is it only girls that are vulnerable to sexual abuse?										No
2 Can children be at risk of abuse in tourism destinations?										Yes
3 Have there been cases of child abuse in tourism destinations in this country?										Yes
4 Do you understand the links between child abuse and the tourism sector you work in?										Yes
5 Do you know what actions you can take to keep children safe from abuse in tourism destinations?										Yes
6 Are there things that tourism businesses can do to protect children from abuse?										Yes
7 Do you know who to contact to report suspected cases of child abuse? If yes, please write the name and/or phone number here										Yes
8 Is it only children who are begging or living on the streets that are at risk of sexual abuse?										No
Total number of forms collected								Total average increase in learning		

Appendix 11: Post training report template

Instructions: This template should be used to consolidate the simple monitoring and evaluation tools used in the training. It should be completed by facilitators and shared with relevant managers/organisations to enable monitoring of learning outcomes and improvement of future activities.

1. Entry and exit quiz

Include summary of **Appendix 10: Entry and exit quiz analysis template.**

2. My opinions

Review 'My opinions' forms received to summarise the following.

1. Sector and gender breakdown

Sector	Total number	Total - female	Total - male	Total - other
Government				
Business - tourism				
Business - other				
Other				

2. Ratings

	Agree # and %		Neutral # and %		Disagree # and %	
The facilitator was clear and the lesson was easy to follow.						
The materials were useful.						
The training improved my understanding of this issue.						
The training motivated me to take more action to protect children.						

3. List selection of quotes answering "Which part of this discussion will be most useful for you in your work/life?"

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4. List selection of quotes answering "What should we do to improve this discussion forum?"

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5. List selection of quotes answering "Please write one thing you will do differently as a result of the information and resources you received at this event."

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6. List any other comments

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3. Facilitator's observations

The facilitator's observations are an important part of evaluating and improving activities. Facilitators should observe how the participants respond to questions; how they engage in group activities; whether they appear interested; and whether they ask thought-provoking questions. This is one way of measuring participants' reactions, learning and behaviour-change.

1. Please explain your overall impression of the training event.

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2. Please explain any issues you encountered.

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3. Were any important child protection issues raised?

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4. Please comment on participants' level of understanding and participation.

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5. What lessons have you identified for future events?

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6. How could the training and the training materials be improved?

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7. Is further training required? For whom? Why?

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Notes

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Notes

A series of horizontal dotted lines for writing notes.

Project Childhood is an Australian Government initiative to protect children from sexual abuse in tourism in Cambodia, Lao PDR, Thailand and Vietnam (2011–2014). World Vision has developed this Toolkit for Project Childhood Prevention Pillar. Other education materials developed by Project Childhood Prevention Pillar include:



*Keeping safe from abuse:
Facilitator toolkit for educating children and young people*



*Keeping our children safe from sexual abuse:
Facilitator toolkit for discussion forums with parents and carers*



*Keeping our children safe from abuse in tourism:
Facilitator toolkit for discussion forums with community representatives*

Khmer, Lao, Thai and Vietnamese versions of these materials are also available, adapted for national contexts.

Responsible tourism includes recognising risks to children in tourism and taking steps to minimise harm. The tourism sector has the most direct influence over the tourism environment and the potential to benefit greatly from adopting practices that keep children safe and contribute towards responsible tourism.

The *Keeping children safe from abuse in tourism: Facilitator toolkit for tourism sector training* provides a comprehensive guide and multiple tools to enable facilitators to conduct training for tourism stakeholders, from front-line staff to senior management. A specific module is also included for government officials. The training is vital for any tourism stakeholder concerned with increasing quality tourism and responding to the growing customer demand for responsible tourism.

Khmer, Lao, Thai and Vietnamese versions of this Toolkit are also available, adapted for national contexts.



Child Safe Tourism

Take action against abuse

Project Childhood is an Australian Government initiative to protect children from sexual abuse in travel and tourism in Cambodia, Lao PDR, Thailand and Vietnam (2011-2014). Project Childhood brings together World Vision and the United Nations Office on Drugs and Crime. The program takes a dual prevention and protection approach.

