

TOOLKIT

ENGAGING WITH CHILDREN TO STRENGTHEN SUSTAINABLE TOURISM STRATEGIES THAT PREVENT CHILD SEXUAL EXPLOITATION



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ABOUT THIS RESOURCE

This resource is intended for governments, businesses and civil society organisations who are working on sustainable tourism and child rights.

The resource has been divided into two parts. **The first part is a briefing paper for those working in the tourism sector.** It provides an overview of:

- what child sexual exploitation is
- why preventing and responding to child sexual exploitation in travel and tourism is important
- how collaborating with civil society organisations working with children can help tourism authorities and businesses understand children's perspectives on tourism
- what governments and businesses need to think about when planning to hear from children.

The second part of the resource is a toolkit for civil society organisations who may wish to:

- engage children in activities to explore the impact of tourism in the local community
- plan and undertake actions to inform and influence the tourism industry.

The toolkit has been developed as part of a pilot project that was implemented during 2023.

ECPAT International worked with two of its member organisations, Fundación Paniamor in Costa Rica and Fundación Quitu Raymi in Ecuador, on the project ***“Building sustainable tourism destinations that protect children from sexual exploitation”***. The project aimed to provide children with the opportunity to consider and contribute to the development of community-based sustainable tourism strategies in both countries.¹ This included reflecting on how tourism delivers its promises of sustainable development, including the impact of tourism development on children's risk of sexual exploitation.

This toolkit was developed to share ideas for activities and workshops that help to explore issues of sustainable development and child rights, with children. It also shares some of the learning and achievements from the pilot project.

¹ The project “Building sustainable tourism destinations that protect children from sexual exploitation” is implemented with the financial support of Germany's Federal Ministry for Economic Cooperation and Development (BMZ) and technical support of Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).

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PART 1:

Briefing Paper



OUTLINE

- ▶ **Why is it important for governments and businesses to engage with children to strengthen sustainable tourism strategies that prevent child sexual exploitation?**
 - » Introduction
 - » What is child sexual exploitation?
 - » What can my business do to help protect children from sexual exploitation?
 - » Why do I need to think about the protection of children when developing my tourism plans and policies?
 - » Where do I start?
 - » Why listen to children?
 - » How can I hear more about what children think?
 - » Final messages



PART 1:

Briefing Paper: Why is it important for governments and businesses to engage with children to strengthen sustainable tourism strategies that prevent child sexual exploitation?

Introduction

Sustainable tourism, by definition, must benefit both the tourism industry and the host area and local communities who reside there. This means that tourism must have economic value, but that it must also enhance and protect the people and the environment. There are undeniably many positive benefits associated with tourism. It can strengthen the economy, improve local infrastructure and standards of living, lead to new jobs and preserve and protect traditional arts, crafts and the natural environment. However, over the last few decades, it has become clear that there are also negative impacts associated with increased tourism. A main issue of international concern is the sexual exploitation of children.

What is child sexual exploitation?

Child sexual exploitation is a form of child sexual abuse. When a child is exploited, they may be given things like gifts, drugs, money, or acquire a sense of status and/or affection, in exchange for performing sexual activities.

The sexual exploitation of children can happen in a range of contexts and spaces such as: online, through social media; in peer groups; in homes, schools and other institutions; within gangs; when children are working in different sectors and when children travel or move for different purposes.

Perpetrators - both domestic and foreign - of child sexual exploitation misuse travel and tourism facilities and infrastructure (such as hotels and restaurants), means of transportation (such as aircraft, land transport or cruise ships), suppliers (such as companies that provide taxi services) and staff themselves as well as online platforms for shared travel and transport solutions to access, facilitate access to children to sexually exploit them, or tolerate sexual exploitation of children.

Why do I need to think about the protection of children when developing my tourism plans and policies?

Everybody has a responsibility to keep children safe and to protect them from harm which includes those working within the tourism industry.

There are many reasons why all actors developing and working in the travel and tourism industry need to take action and commit to protecting children from sexual exploitation.

For Ministries of Tourism, tourism authorities and related Government departments it:

- Contributes to their obligations to protect the rights of children enshrined in international conventions.
- Supports the implementation of national policies and legislation for the protection of children.
- Helps promote the country as a destination where children are cared for and one that commits to sustainable tourism.
- Gains the trust of responsible tourists who do not tolerate violence against children.

For tourist-related businesses it:

- Helps meet the responsibilities related to business and human rights, including fulfilling Corporate Social Responsibilities (CSR).

- Attracts socially conscious customers.
- Increases the reputation of businesses as socially responsible providers as well as employers.
- Contributes to longer-term sustainable tourism development.
- Decreases the likelihood that the image of the destination country is damaged.

What can my business do to help protect children from sexual exploitation?

Children are especially vulnerable to trafficking and sexual exploitation. The travel and tourism industry has enormous power and potential to help make destinations, services and infrastructure safer for children.

You can make your business responsible by assessing and addressing child protection risks and impacts, creating awareness among your staff and suppliers, training staff and implementing policies, procedures and practices, collaborating and consulting with civil society organisations, children and young people; you can also become a member of The Code and receive support in making the travel and tourism industry truly sustainable with child protection at the core.

Where do I start?

Protecting children from child sexual exploitation is everyone's business. However, some professionals and organisations have specialist knowledge, skills and experiences related to the issue. They can help you think more about the impact of your plans and actions on children. These professionals and organisations who have expertise on child rights can help businesses and governments reflect on and develop policies and programmes to keep children safe.

Whilst child rights professionals may have expert knowledge, it is critical that businesses and governments also support opportunities and spaces for children to share their views, experiences and ideas related to tourism in their communities.

Why listen to children?

There are a number of reasons why we need to hear from children about the potential impacts of tourism:

- They have a right to be heard and involved in decisions that affect them.²

- They are different from adults and often have different points of view, perspectives and concerns. They can also identify risks and protective strategies that adults need to be aware of.
- They have great ideas that can be powerful and impactful on others in the community.

How can I hear more about what children think?

Engaging children in discussions, particularly about sensitive issues like child sexual exploitation, can be challenging and therefore it is important that these discussions are planned and facilitated by individuals who have the knowledge, skills, experience and confidence to support children to safely explore these issues. Civil society organisations often have experience of bringing children together to participate and develop actions on a range of issues.

If you are thinking about learning more from children, then it might be helpful to ask yourself some reflective questions as a starting point:



² This right is enshrined in the United Nations Convention on the Rights of the Child (UNCRC).

Why?

Why do we want to hear from children?

Children have a right to be involved in decisions and activities that affect them and tourism affects children in a multitude of ways. Children also have the right to be protected from harm when they are participating in any discussions or activities and for their engagement to be meaningful. It can be unethical to seek the views of children if their views will not be taken into account, or if they are manipulated or are not fully respected.

Think carefully about why you are asking for their inputs:

- Do you see the value of asking children for their views?
- Are you ready to hear views that may differ or challenge your own?
- How will you ensure their inputs inform and genuinely influence your policies or activities?

Who?

Who do we want to hear from?

Think about which groups of children may be impacted the most from your policies or plans.

There may be existing national mechanisms for child participation, for example children's councils. These groups may be able to provide useful and informed inputs, but you will need to think about whether these children will be the ones who are directly going to be impacted by your plans.

Ask yourself:

- Are there certain communities or groups that are at greater risk of sexual exploitation due to poverty and other factors?

Who?

Who can help me reach the children we need to hear from?

Start by researching local organisations in the area who may be working on child rights issues:

- Do they already have a group of children they work with? If not, do they have experience of facilitating participatory processes with children?
- If there are no specialist organisations working on the issue of sexual exploitation, are there other child rights groups you could speak to?
- Do these organisations have experience of talking to children about sensitive issues?

If you do identify an organisation, there are a number of things you should check before working with them. For example:

- Do they have strong child safeguarding policies and procedures in place?
- Do they have experienced staff who can facilitate discussions about child sexual exploitation sensitively and safely?
- Are they able to provide support to children who take part in the activities if they become upset or do they need specialist support during/after their engagement in any activities?
- Do they have good relationships with families and local communities?
- Do they understand the local context?
- Are they able to commit to help you provide feedback to the children involved to share with them how you have taken on board their inputs?

Who in my organisation/office needs to be involved?

It is important that your organisation or office is fully committed to, and serious about listening to children which often means having support and commitment from leadership.

If you don't have this commitment, it may be harder for children's views to be heard, especially with the due weight that they deserve.

- Does the leadership team support child participation?

When?

When is the best time to speak to children?

Sometimes children are brought in at the end of a project or policy, when decisions have already been made. This is 'rubber stamping', not participation.

Think about when the best time would be to speak with children, often this is near the start of a process rather than at the end.

Participation that is meaningful takes time. Do not expect that you can ask an organisation to bring together a group of children in a week's time to discuss a policy or plan. Ensure you have months rather than weeks to prepare for any activities with children.

- How early can we ask children for their inputs?
- How does the timing work with their schedules (e.g. exam/holiday season)?

What?

What resources do we have to support this?

Not having an adequate budget may be a reason not to engage children, but this is also often used as an excuse not to engage children.

When talking to organisations that are working directly with children, ask about the costs involved in bringing a group of children together.

- How much staff time would it take to coordinate and support children's engagement?
- Would children need to be compensated for their time?
- What costs would need to be covered to support engagement (e.g. transport, childcare costs if any children are parents, refreshments, workshop materials, enabling those with additional needs to engage such as companions, interpreters etc.)?

How?

How committed is my organisation/office to really listening and considering the views of children?

It can be challenging to receive feedback from anyone who offers a different view or perspective, or where a significant change of direction is suggested.

It may be difficult for adults to 'concede power' and trust that children's views should be taken on board.

- How ready are you and your team to hear different views and opinions?
- Do you, and those around you, respect and see the value of children's ideas and suggestions?

How will we thank children and feedback?

A common complaint from children, and the adults that facilitate their engagement, is that often people ask for input but then never feedback to children to tell them how their inputs have changed or informed their work.

It is important to think about this when you start planning engagement.

- What are the ways you can ensure that children receive thanks and feedback?
- When will this realistically happen?

Final messages

- Working with children in a participatory way is a journey! Often starting small and simple is the best approach, learning from others and recognising that it is often not 'perfect' or 'straightforward' is an important part of the process.
- Remember, children have a right to participate but they also have a right to be protected whilst they participate. Finding the right partner or group and taking the time to plan children's engagement will lead to better experiences and results for everyone involved.
- The safety and protection of children in the development of tourism, as essential components of its sustainability, can only be ensured with their broad participation in the formulation, management and evaluation of public policies in this matter. The call from children from Costa Rica and Ecuador who participated in the project is clear – they call for tourism authorities and business to develop better sustainable strategies because “Without safe children and communities, there is no sustainable tourism!”.



PART 2:

Toolkit

OUTLINE

- ▶ **Learning from, and engaging with, children to develop better sustainable tourism strategies that protect children from child sexual exploitation**
 - » **The pilot project**
 - » **How was learning captured to develop and inform the toolkit?**
 - » **Who is the toolkit for?**
 - » **Why is it important to hear from children about sustainable tourism?**
 - » **Talking to children about sustainable tourism and child sexual exploitation**
 - » **First things first**

EXAMPLE SESSION PLANS AND IDEAS

- SESSION 1:** Introduction to the project
- SESSION 2:** Using multi-media tools to document learning
- SESSION 3:** Sustainable tourism
- SESSION 4:** Understanding the sexual exploitation of children in the context of tourism
- SESSION 5:** Understanding whose role it is to protect children from the negative impacts of tourism and mapping what is already in place
- SESSION 6:** Agreeing on an action - what would we like to do?
- SESSION 7:** Developing a plan of action – part 1
- SESSION 7:** Developing a plan of action – part 2
- SESSION 8:** Carrying out activities and actions
- SESSION 9:** Final session: Reflection and learning

PART 2:

Toolkit: Learning from, and engaging with, children to develop better sustainable tourism strategies that protect children from child sexual exploitation

The pilot project

During 2023, ECPAT International worked with two of its member organisations, Fundacion Paniamor in Costa Rica and Fundacion Quitu Raymi in Ecuador on a pilot project. This project “*Building sustainable tourism destinations that protect children from sexual exploitation*” aimed to provide children with the opportunity to consider and contribute to the development of community-based sustainable tourism strategies in both countries.³ This included reflecting on how tourism delivers its promises of sustainable development, including the impact of tourism development on children’s risk of sexual exploitation. Forty-eight children, between the ages of 12-18 took part in the project between March - August 2023. In Ecuador the team from Fundacion Quitu Raymi, which included youth leaders who helped to facilitate sessions, organised six workshops for the children. In Costa Rica, the team at Fundacion Paniamor organised seven workshops with children. Forty-eight children, between the ages of 12-18 took part in the project between March - August 2023.⁴

These workshops involved facilitating discussions that enabled children to:

- Understand the spectrum of laws, policies and actions developed by governments, the private sector and civil society organisations to address the sexual exploitation of children in tourism destinations.
- Share what they observe and how they have been experiencing their lives in relation to tourism developments within their own communities.
- Develop ideas for improving sustainable tourism in their local communities.
- Implement some of these ideas, showcasing how children can support and enrich sustainable development strategies.
- Influence, and share their recommendations with key stakeholders.

In addition to empowering children to influence the approach to sustainable tourism development in the destinations where they live, another aim was to learn from the process.

3 The project “Building sustainable tourism destinations that protect children from sexual exploitation” is implemented with the financial support of Germany’s Federal Ministry for Economic Cooperation and Development (BMZ) and technical support of Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).

4 Out of the 48 children involved, 30 were engaged from across Ecuador. Of these 30, 12 were regularly involved throughout the timeframe of the project. In Costa Rica, 18 children took part in the project with 14 remaining active in project activities throughout.

The pilot project enabled ECPAT International and its partners to ‘test out’ ways of engaging children on these issues and to learn from them, what worked and what didn’t work.

This learning has been included in this toolkit with the hope that it will help others understand, not only the value of engaging children but, ideas to approach this topic along with important things to consider.

How was learning captured to develop and inform the toolkit?

In order to learn from this process, partners from Costa Rica and Ecuador ensured that they regularly captured their learning and reflections. This data was collected through:

- Field notes written at the end of every workshop that captured learning, challenges and recommendations.
- Regular calls with staff at ECPAT International to share learning and challenges.
- The collection of monitoring and evaluation data throughout.
- Self-assessments that each group completed at the end of the project.

Who is the toolkit for?

This toolkit has been designed to share learning and ideas with, primarily, civil society organisations who may wish to initiate dialogue and engage children in issues related to sustainable tourism and child rights.

Why is it important to hear from children about sustainable tourism?

The United Nations Convention on the Rights of the Child (UNCRC), through the inclusion of article 12, and a number of other articles within the convention (namely 13-17), recognised that all children have 'participation rights'. This means that children have the right to participate in decisions that directly affect them

and that they have the right to 'collective participation'. Collective participation involves groups of children coming together to inform and influence the direction or outcome of decision-making that is likely to impact on a wider group of children.

PROJECT EXAMPLE

Sharing project learning with the United Nations Special Representative of the Secretary-General on Violence against Children (UN SRSG VAC)

In October 2023, the Special Representative of the UN Secretary-General on Violence against Children presented her report on Child Protection in Travel and Tourism to the UN General Assembly in New York.

In preparing the report, the Special Representative organised interactive dialogues with children to discuss child protection in travel and tourism.⁵ As part of efforts to amplify the voices of children and empower them, ECPAT International's members from the Americas,

Asia, Africa, Europe, and the Middle East and North Africa engaged in dialogues with children in their respective countries. The perspectives and insights gained during the Dialogues with children directly influenced the SRSG's presentation at the UN General Assembly 2023, driving child-centred solutions to combat violence against children in travel and tourism.

In the follow-up on 12th October 2023, ECPAT International with the office of the United Nations Special Representative of the Secretary-General

Evidence also suggests that there are a number of benefits that can arise through providing opportunities for children to be heard. This includes benefits for the children themselves – such as opportunities to build their confidence, knowledge, skills and networks, but also benefits for organisations through gaining new ideas, and the potential for co-production of resources, campaigns and other strategies that are likely to be more credible, relevant and accessible to other children and therefore more effective and impactful.

When it comes to thinking about sustainable tourism it is critical to hear from children who are living in the locations most affected. Whilst there are numerous, what appear to be, potential benefits to local communities with the increase in local tourism, it is also important to understand from children what impacts such changes can bring to their communities and how such changes may increase the vulnerability of children to exploitation.



on Violence against Children and PACT, organised a global event to unpack the UN report on child protection in travel and tourism to create solutions for child protection in travel, tourism, online and finance contexts and make the industry truly sustainable. Four children from Costa Rica and Ecuador who participated in the project, were selected by their peers and prepared for the event through a series of workshops. They joined this discussion either in person in New York or online to share their views and ideas. Children presented also videos⁶ made with their peers which shared highlights of the project with recommendations for those involved in the tourism industry.

5 UN Special Representative of the Secretary-General on Violence Against Children (2023). [Dialogues with children on the margins of the UN General Assembly 2023](#).

6 ECPAT International (2023). [Building Sustainable Tourism Destinations That Protect Children From Sexual Exploitation](#); ECPAT International (2023). [Making Of | Building Sustainable Tourism Destinations That Protect Children From Sexual Exploitation](#).

Talking to children about sustainable tourism and child sexual exploitation

In the recent [2023 annual report](#) of the Special Representative of the UN Secretary-General on Violence against Children, she emphasised that the travel and tourism sector must develop in a manner that ensures the protection of children from all forms of violence – including trafficking, child labour and diverse forms of exploitation. To ensure that the travel and tourism sector is truly sustainable, it needs to place child protection at its core.

In attempting to understand the impact of tourism in the lives of children, and what more could be done to protect children from sexual exploitation, taking a rights-based, group-based participatory approach can lead to opportunities for real engagement and action.

Working with children over a number of months, through a series of workshops, allows children to feel comfortable with each other and to have the time to learn, examine and reflect on the issues at hand. This means children are well informed and can develop their own ideas and plans for action. Whilst it is useful to understand children's views and perspectives on an issue, it is also important to provide space for them to act, if they wish to, and design and implement their own ideas. Often children, when they start exploring an issue in more depth and identify possible solutions, they also wish to be part of the process of developing change.

This pilot project therefore was designed to include up to 8, 2-to-3-hour sessions over a 6-month period to enable children to move through different phases of discussion and action.

- Getting to know each other and developing a safe space for working together
- Understanding the key issues
- Mapping key stakeholders
- Analysing strategies and existing efforts to protect children
- Planning and collecting their own evidence to explore the issue further
- Implementing actions
- Reflecting and sharing the learning

The sessions planned were developed for children between 12-17 years old.

First things first

If you are thinking about exploring how to develop sustainable tourism destinations, while addressing the issue of sexual exploitation of children, it is key to engage children to include their perspectives. There are a few things you need to think about at the start:

1. PURPOSE: Why do we want to engage with children on this topic?

Before starting this work, think about where this idea has come from, is this something that you as an organisation are interested in, have you been asked by another group or organisation to explore this or has this idea been initiated by children themselves? There is no 'right way' to approach this, however, dependent on where the idea comes from there may be different motivations, outcomes and requirements.

For example, if a group or body are asking to gather children to hear their views, yet a decision has already been taken with regards to a policy or strategy related to sustainable tourism - and therefore there is no space for children's views to really inform or influence - then their motivation may be less genuine and the potential outcome of their engagement is likely to be tokenistic and limited.

If the idea comes from children themselves, there may be genuine interest and motivation to do something, yet there may not be the resources in place to meet all the desired outcomes. In such circumstances, it may therefore be about setting realistic expectations but looking for opportunities along the way.

Thinking about the 'purpose' and intention is the first step to planning.

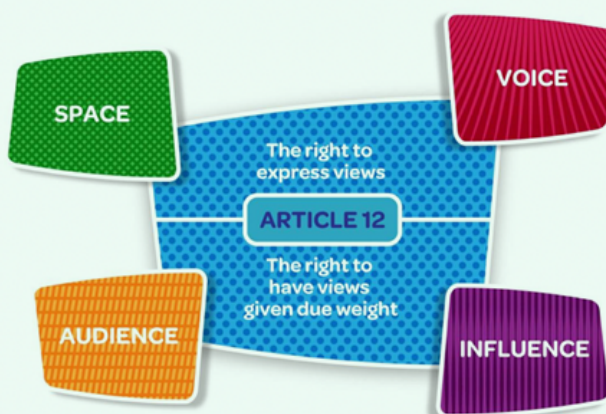
2. PLANNING: why, what, how, where, when and who?

Whatever the impetus, it can be helpful to ask a number of questions as a team with staff members, and together with children, particularly if children have suggested working on this issue.

Lundy (2017) developed a model of child participation to help people understand the four connected elements that are required to enable children's rights to participation.⁷

These four elements are :

- Space
- Voice
- Audience
- Influence



7. Lundy, L (2007). 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. British Educational Research Journal, 33:6, 927-942.

Lundy (2017) argues that children must: be given space to share their views; feel enabled to have a voice; and have an audience to hear those views. Lundy (2017) also emphasises that those views should carry weight and have influence.

In planning children’s engagement, it can therefore be helpful to think about these four elements alongside the questions needed to plan a project.



8. For an explanation of the different roles children may take, see Bird, D., Hagger-Vaughan, A., O’Toole, L., et al (2020). *We Are Here. A Child Participation Toolbox*. (1st ed.) Brussels: Eurochild & Learning for Well-being Foundation.

9. It is important to think about what type of information influences different groups. However, this is not to say that children should be steered down certain paths, they should be free to engage in the activities or actions they wish. This question may however be helpful for those professionals supporting or accompanying children who may be able to help gather additional evidence to further strengthen children’s words and actions.

How?

Space

How will children meet - online or offline or both?

How long will sessions be and how often?

How will we ensure that children are protected as they participate in this project?

How will children reach their audience to influence - what mechanism for sharing their learning could be supported/facilitated e.g. videos, reports etc.?

Voice

How will we reach children who may often be excluded from these types of activities?

How will we make spaces safe and inclusive?

How will children benefit from their voices being heard?

Audience

How will we reach and connect with the tourism sector?

How will we protect children's confidentiality and privacy when presenting/targeting this audience?

Influence

How will we influence the tourism sector - will it be through feeding into policies, sharing outputs, holding meetings?

Where?

Space

What spaces will children have to explore/discuss and share?

Influence

Where are the spaces to influence?

Are there national meetings or local consultation boards?

When?

Voice

When is the best time for children to come together (need to consider holidays/exam periods/festivals)?

Influence

When are the key policy influencing moments?

Who?

Space

Who will facilitate these discussions and actions - local staff, young people as facilitators?

Voice

Whose voices do we need to hear from?

Can we engage survivors of sexual exploitation in safe and meaningful ways?

Are we reaching those who are most affected by the impacts of tourism?

Audience

Who are the key players in the community who have power on these issues - can we map them out?

Influence

Who do we really need to influence for change to happen?

3. PREPARATION: processes and tools

Once, as an organisation, you are clear on the purpose and the plans, it is time to start preparing. Before inviting children to engage in such a process, it is important to establish what resources may be needed and to consider, in more detail, the potential benefits and risks involved.

There are a number of steps and activities you may wish to undertake before approaching children and their parents/ carers. This may include:

A risk and needs assessment

It is important to take the time to consider the potential risks associated with engagement. It is also helpful to confirm whether any of the children have additional support needs to help them fully participate.

In considering risk, it can be helpful to think about these in relation to three different elements of safety.¹⁰ For example:

- **Physical safety** – what are the risks associated with travel to and from the venue? (e.g. transport, weather, political unrest). Is the venue safe? Have all staff members been police checked?
- **Relational safety** – do we know enough about the children and what their needs, abilities and interests are? Are there certain adjustments we may need to make to help them feel safe and maximise their participation?

- **Psychological safety** – is children's engagement in the project likely to lead to conflict between themselves and family or community members? If their involvement involves engaging in digital spaces what are the risks to their wellbeing? Would engagement in a project exploring sexual exploitation potentially lead to stigma and/or discrimination?

Developing criteria for participation

Depending on the boundaries of the project, there may be certain criteria related to which children will be targeted and approached. It can be helpful to draw up some criteria and think about who you wish to include. This may include thinking about the age range, gender and background of children and also thinking about how to be inclusive with regard to including children who may have additional needs or different abilities. In order to be transparent, it is important to be clear about how and why any criteria for participation has been developed.

Reasonable adjustments

Reasonable adjustments are changes that organisations have to make to ensure that individuals with additional needs (such as children with a disability, children who are parents or children with mental health issues) are not disadvantaged in any way compared with other children. This may involve making changes to project plans and resources such as:

- Changing the times or days of workshops to enable children who may have additional responsibilities or commitments to attend.

10. Shuker, L. (2013). *Constructs of Safety for Children in Care Affected by Sexual Exploitation*. in Melrose, M., Pearce, J. (eds) 'Critical Perspectives on Child Sexual Exploitation and Related Trafficking'. Springer.

- Ensuring the venue is accessible to all children.
- Enabling children to be accompanied by carers.
- Making activities as flexible as possible.
- Providing financial assistance to support children to be able to take part.
- Providing more time to explain activities and support children to engage with them.
- The process for gaining consent from children and parents/carers.
- Whether and how children will be compensated for their involvement.
- How withdrawal of consent will be communicated and addressed.
- How confidentiality, anonymity and acknowledgement will be communicated, negotiated and agreed.
- Processes for dealing with any safeguarding concerns that arise.
- Who is responsible for providing or setting up any formal support for children (and those facilitating the process) that may be required.
- Processes for data collection and storage.

Risk registers

Undertaking a risk and needs assessment at the start of the project is helpful in anticipating particular risks and planning ways to mitigate and minimise these from the start. However, within a participatory project, plans move and evolve in response to the group's interests. It is therefore also important to have a way of recording new risks that may emerge at every stage and adding these to the original risk register to make it 'live'.

Ethical protocols and memorandums of expectations

While it is common practice to develop ethical protocols in research projects, it is also good practice to develop an ethical protocol when setting up a participatory project, particularly if the project involves multiple partners.

An ethical protocol clarifies certain standards and processes to minimise potential harm to children and ensure engagement respects their dignity and privacy. An ethical protocol will often consider and clarify:

4.

PRINCIPLES: the nine requirements of participation

In 2009, the UN Committee on the Rights of the Child published '*General Comment No.12, The Right of the Child to be Heard*'. This document sought to highlight key requirements, or minimum standards, for child participation.

These nine requirements are broad and therefore it can be helpful to 'unpack' them and think about what they mean in practice when working on specific projects and initiatives with specific groups of children.

It is also helpful to re-visit these before presenting opportunities to children and throughout the project.

Principles

What does this mean when working on the issue of sustainable tourism and sexual exploitation?

Transparent and informative

- Have we clearly explained to children, and their parents and carers, what the project is about and the topics we will be discussing?
- Have we been transparent about the fact that because of the nature of participatory work, we do not know all the potential outcomes, benefits or risks?
- Have we been clear about what will happen in certain circumstances, particularly where we may need to break confidentiality if there are welfare or safeguarding concerns?

Voluntary

- Do children know that they can 'opt out' of certain discussions and activities?
- Do they understand that even if they agree to take part, they can change their minds?
- How flexible can we be? If children decide to 'opt out' of number of sessions, how can we support them to re-join?

Respectful

- How can we ensure that we are respectful to not only children but also to their families and communities? What might this entail?
- How can we be respectful of children's boundaries around what they are comfortable talking about when it comes to sexual exploitation?
- What efforts should we take to ensure we are always respectful of children's time and expertise?

Relevant

- How will this project and the discussions be relevant to children?
- What are we asking them to explore and discuss? Is it likely to be interesting and relevant to them? How can we ensure they can steer discussions towards the areas that are of most relevance to them?

Child-
friendly

- What methods and activities can be designed to make engagement child-friendly and fun?
- Are there different creative, digital or arts-based methods we could offer (recognising that children will not all be interested in the same things)?

Inclusive

- What actions can we take to be more inclusive and how will that impact on the group dynamics?
- Are there additional levels of support or adjustments that we need to be able to offer to enable certain children to attend? (e.g. childcare for those who are young parents, paying for translators or interpreters, changing the location/timing of sessions, financial support)

Supported
by training

- What skills and training do the facilitators already have?
- Might it be useful to organise 'refresher' training, particularly around safeguarding, group work or psychological first aid?
- If facilitators are going to be young people, what training and support can they be given before engaging in the project?
- Are there mentors or supervisors who will be able to support facilitators?

Safe and
sensitive to
risk

- Have we carried out a risk assessment?
- Have we involved children themselves in this process so we are aware of any risks that we may have overlooked?
- Have we considered risks related to potential conflict in communities who benefit from tourism?
- If the work involves meetings or speaking in public, have we considered issues around anonymity etc.?

Accountable

- How will we be accountable to children?
 - What mechanisms are in place to ensure that children can hold us, and others, to account during this process?
-

5. Presenting the opportunity to children, their families and communities

If you have taken the time to plan and consider all of the above steps and processes, you should now be at the stage where you are able to approach children.

Providing clear information about the project

One of the most important things in inviting children to participate, is to be transparent and provide them with clear information at the start. This information should share details about the project, why you are inviting them to take part and make clear that their participation is voluntary.

It can be helpful to provide children with details about the project both verbally but also by giving them a child-friendly information sheet that they can keep and refer back to.¹¹

This should include information about:

- The project - what it entails, how long it will run for, the format of engagement
- Who is supporting and funding the project?
- Why are you inviting the child to take part?
- What their engagement will involve - e.g. when, how long and how many sessions will take place, what will be the content of the workshops and who else will be involved?

- What will happen if they agree to take part?
- That they do not have to take part and there will be no consequences for them deciding not to be involved
- Whether their participation will be confidential?
- The limits of confidentiality when it comes to safeguarding
- What will happen if something goes wrong, or they wish to complain?
- What will happen at the end of the workshop?
- What are the potential risks and benefits?
- Who to contact for more information?

Gaining consent

Following these discussions, it is important to seek consent for children.¹² Again, it is important to make it clear to them what they are consenting to. For example, are they consenting to:

- Take part in discussions
- Have their views and perspectives recorded and shared with others
- Have photos of them shared with others
- Have drawings, photos or other items developed or created by them shared with others.

11. See example information sheet in Appendix 1.

12. See example consent form in Appendix 2.

It is also important to emphasise that consent is an ongoing process and that just because someone consents, it does not mean they cannot change their mind or withdrawal their consent.

Depending on the context in which you are operating, there may be different rules and norms surrounding asking for the consent of parents or guardians.¹³

Once you have established consent you should be ready to start working together with children. The next section of the toolkit provides ideas for session outlines and activities. Together with session plans for 10 workshops you will find a number of 'top tips', learning from the pilot project together with 'think points' to help you consider the nine requirements of child participation as you work through the session plans.

Example session plans and ideas

¹³ See example parental/carer consent form in Appendix 3.





Session 1:

Introduction to the project

Purpose:

The objective of this session is to introduce the project to the group, for the group to get to know each other, and to explain key concepts related to their participation in the project such as consent and confidentiality.¹⁴

SESSION OUTLINE

- Welcome and introduction to the project
- Consent, notetaking and recording
- Ice-breaker
- Hopes and fears activity
- Group rules activity
- Toothpaste activity
- Closing/checking-in activity
- Debrief among facilitators

¹⁴ Many of these activities and ideas have been drawn from the toolkit: Warrington, C. (2020) [Creating a safe space: Ideas for the development of participatory group work to address sexual violence with young people](#). Luton: University of Bedfordshire.

WELCOME AND INTRODUCTION TO THE PROJECT

Type of exercise	Informative
Aim	To introduce the project and those involved
Timing	20 minutes
Resources	Flipchart paper and pens

THINGS TO EXPLAIN:



THINK TRANSPARENCY!

If you have received funding and have already decided what the project will focus on, or what the 'outputs' will be, then you should be transparent about this at the start.

It can be useful to explain, for example, what you had planned to do and why, and if there are certain outputs you have committed to developing. Through being open about this, you can discuss together in what ways there is room for the group to genuinely influence, plan and come up with their own actions and outputs; while giving them the background and context to the work.

For example, this project was framed as exploring 'sustainable tourism' more generally, but because of the expertise and interest of the partners involved in preventing child sexual exploitation within travel and tourism, this was the topic that the workshops centred on.

CONSENT, NOTETAKING AND RECORDING

Type of exercise	Informative
Aim	To explain consent and the recording process
Timing	10 minutes
Resources	

- Although you may have already spoken to children individually about taking part in the project, it is good practice to recap with children on what they are consenting to during every workshop.

TOP TIP

TALKING ABOUT CONSENT

Here are some things to remind children of when talking about their consent:

- It is totally up to them as to whether or not they want to take part in the activities.
- They do not have to answer questions or take part in all the activities that will be delivered as part of the workshops if they do not wish to.
- There will be scheduled time for breaks, but it is ok if they need to take a break outside of these.
- They can also change their mind about taking part in the project or ask for any information they share during the workshop to not to be included in any write up of the project (though remembering in a group discussion or activity it can be hard to remember who said what).
- Discuss how children will be named in any outputs.
- Check if there are any questions about consent.

THINGS TO EXPLAIN:

When talking about notetaking and recording it is helpful to share:

●
Why and how you will record discussions from the workshops.

●
If you plan to take photos of flipchart paper, or take photos during activities, explain why, whether children will be photographed and how you will ask for consent.

●
Information about who will have access to notes and recordings.

TOP TIP

REASSURING CHILDREN

It can be scary to be filmed, audio-recorded or photographed. If this is part of the project plan, it can be helpful to discuss this now but reassure children that you can talk more about this in subsequent sessions.

Some key messages to share at this point may be:

- If they don't feel comfortable being on film or photographed that is totally ok - they don't need to - to be part of the project.
- If you plan to work with a professional editor, explain that things can be changed and edited.
- That you may not be able to include everything that children say in recordings and outputs.
- That they will get the chance to see a draft edit of the final video/s **before** they are shared with people outside the project team so they can always ask for changes to be made.
- They should not worry about the filming or photography but can always speak to the facilitator if there are concerns.

ICEBREAKERS AND ENERGISERS!

Facilitators often have their own favourite activities and energisers to get a group moving and engaged!

There are lots of great resources which explain an array of different types of energisers. See the '[We Are Here. A Child Participation Toolbox](#)' for a good selection, try a different one in each session.¹⁵

HOPES AND FEARS EXERCISE

Type of exercise	Group discussion
Aim	<ul style="list-style-type: none">• Identify and address children's concerns about the workshops in the group setting• Begin to identify individual and shared hopes for the workshops
Timing	20 minutes
Resources	Flipchart paper and pens, post-it notes, a camera

Source: Billingham (2016) in Warrington (2020)¹⁶

- Ask the children to work in pairs to talk about what they hope to get from being part of the project. They could put their ideas on post-its or just remember.
- Using flipchart paper draw two columns, one titled 'hopes' the other titled 'fears'.
- Ask each pair to feedback to the group their ideas from their discussion on their hopes and sticking their post-its in the 'hopes' column (or just shouting them out for the facilitator to write down).
- Next, ask them to work with their partner again and this time to discuss any 'fears' they may have about the workshops.
- Once the pairs have had a few minutes to discuss this, repeat the feedback session. Ask them to share their post-its once again.
- Where the concerns need some more thought about logistics, resources and delivery, you may need to explain that you will go away and get more information from the research team or organisation before you can address this.

15 Bird, D., Hagger-Vaughan, A., O'Toole, L., et al (2020). [We Are Here. A Child Participation Toolbox](#). (1st ed.) Brussels: Eurochild & Learning for Well-being Foundation.

16 Warrington, C. (2020) [Creating a safe space: Ideas for the development of participatory group work to address sexual violence with young people](#). Luton: University of Bedfordshire.

PROJECT LEARNING - UNDERSTANDING AND RESPONDING TO CHILDREN'S FEARS AND CONCERNS

In this pilot project, as is common with any new activity children are invited to engage in, the children expressed a few concerns at the outset.

These worries included things like:

- Meeting and spending time with new people
- Speaking in public
- Not meeting the goals of the project
- Not being able to fully commit to the project
- Making mistakes
- Trying new things

It is important to give children the opportunity to share their fears and concerns and then discuss as a group strategies and solutions that could be taken to alleviate these concerns.

GROUP RULES EXERCISE

Type of exercise	Group discussion
Aim	<ul style="list-style-type: none">• Ensure children have defined and understand how they want the group to operate
Timing	25 minutes
Resources	Post-it notes, pens, flipchart paper, camera

Source: Billingham (2016) in Warrington (2020)¹⁷

17. Warrington, C. (2020) [Creating a safe space: Ideas for the development of participatory group work to address sexual violence with young people](#). Luton: University of Bedfordshire.

- Explain that when doing group work it can be helpful to make a simple agreement to help everyone feel safe.
- In pairs or individually give everyone a few minutes to think or discuss things they would like to include in the group agreement.
- You can explain that the rules should apply to the facilitators and the children.
- Ask people to share their ideas in turn and then ask the group whether they think this should go in the agreement and if not why not.
- It can be helpful to acknowledge that sometimes people might forget, or accidentally 'break' a rule, so it may be helpful to make the wording of the rules reflect that: 'e.g. we will try not to...'
- You may also wish to discuss what will happen if someone continues to break a rule, what action should the group take in this situation?

TOOTHPASTE EXERCISE - CONFIDENTIALITY IN GROUP SETTINGS

Type of exercise	Group activity
	<ul style="list-style-type: none"> • To support understanding of boundaries of confidentiality in group settings. • To help children make informed choices about what they share.
Timing	25 minutes
Resources	Tube of toothpaste, sheet of coloured paper/card

Source: Billingham (2016) in Warrington (2020)¹⁸

- Ask a participant to squeeze out the entire contents of a toothpaste tube onto a sheet of card.
- When they have emptied all that they can, ask them to hand the empty tube to another group member and ask them to put all the toothpaste back into the tube. Explain the following rules:
 - » They are not allowed to tamper with or damage the tube in any way.
 - » They have to get every last 'smear' of toothpaste back in the tube.
- The group will soon come to the conclusion that it is impossible to put all the toothpaste back.
- Ask the group to reflect on what this exercise represents in relation to confidentiality and disclosure of personal information (see below 'top tip – discussing confidentiality' for what you may wish to discuss as part of this activity).

18. Warrington, C. (2020) [Creating a safe space: Ideas for the development of participatory group work to address sexual violence with young people](#). Luton: University of Bedfordshire.



DISCUSSING CONFIDENTIALITY

In discussing 'confidentiality' it is important to explain what the limits of confidentiality are.

For example, one of the group rules may be to 'respect confidentiality' e.g. do not share 'who said what', or what is discussed in the workshops, outside the group.

However, you need to explain that:

- In group work you can never guarantee confidentiality and that someone may accidentally repeat something and therefore children should be mindful of what personal information they choose to share within the group.
- The professionals facilitating the session may have a legal responsibility to report or pass on information shared if they are worried that someone is at risk of significant harm and therefore, they cannot guarantee confidentiality.
- As a facilitator, you are always ready to listen to children so if there is anything they would like to talk about one-on-one that the facilitator is available.

CLOSING AND CHECKING-IN ACTIVITIES

Just like with icebreakers and energisers, facilitators often have their own favourite activities to close sessions and ensure children leave feeling good about their engagement.

See examples of closing exercises in the '[We Are Here. A Child Participation Toolbox](#)'.¹⁹



REMINDING CHILDREN ABOUT THE VOLUNTARY NATURE OF THEIR CONTRIBUTIONS

At the end of every workshop, children should be reminded that they can choose whether they wish to participate in the subsequent workshop AND that if there is anything they shared in the workshop that they don't want including in the notes to talk to the facilitator.

¹⁹ Bird, D., Hagger-Vaughan, A., O'Toole, L., et al (2020). [We Are Here. A Child Participation Toolbox](#). (1st ed.) Brussels: Eurochild & Learning for Well-being Foundation.

END OF SESSION – FACILITATOR DEBRIEF

Type of exercise	Reflection session between facilitators
Aim	<ul style="list-style-type: none">• To reflect on how each session went, to capture learning and think about how the next session could be changed/what needs to be included etc.
Timing	20 minutes
Resources	Paper, pen or laptop

- After each session it is a good idea for the note-taker and facilitator to spend some time together to discuss how they felt the workshop went.
- You may want to think about:
 - » Whether everyone seemed happy to take part in the group
 - » Whether anyone struggled to understand or might need more help in future sessions
 - » Whether you had any safeguarding concerns about anyone or ethical concerns
 - » Whether you might need to change things for next time (e.g. may need more breaks, more time to discuss or for questions)

It would also be helpful if you could reflect on:

- Which activities worked well
- Which activities didn't work well
- Any surprises
- Keep a record of your learning and reflections so you can revisit this when planning future sessions and projects

Session 2:

Using multi-media tools to document learning



Purpose:

The objective of this session is to introduce the group to different tools and methods that they could use to document and share learning from working together on this project.

SESSION OUTLINE

- Welcome, recaps and reminders
- Icebreaker
- Video discussion
- Photovoice discussion and quiz
- Collage making
- Capturing our learning as we go
- Closing/checking in
- Debrief among facilitators

WELCOME, RECAPS AND REMINDERS

Type of exercise	Informative
Aim	<ul style="list-style-type: none">• To welcome everyone• Recap on what was covered in the previous session• Share a reminder surrounding confidentiality and consent
Timing	5 minutes
Resources	

PROCURAMOS CONTAR CON TU...

CONSENTIMIENTO



PROCURAMOS QUE CUENTES CON NUESTRA...

CONFIDENCIALIDAD










Example of reminder of consent and confidentiality from Ecuador's online meeting.

DISCUSSING SHORT FILMS PRODUCED BY CHILDREN

Type of exercise	Group discussion of short film
Aim	<ul style="list-style-type: none"> • Develop analytical skills when reviewing and discussing films • Gain an understanding of the power of video for advocacy
Timing	20 minutes
Resources	Pre-selected short video/s produced by children, list of questions

Source: Activity adapted from a session developed by 'Films for All' for this project

- The facilitators should identify one or two short films that have been developed by children.
- You may already be aware of films produced by local groups of children. Given the focus of the discussions, it may be helpful to select films that explore the environment or violence against children.

- If you can't find local examples, see here for examples:

Films and digital stories developed by children:

- 'Having Our Say Too'
- 'Don't Fail Us'
- [Building Sustainable Tourism Destinations That Protect Children From Sexual Exploitation](#) ('Making of' video from the project)
- Once the group have watched the film/s, the facilitators should ask a few questions about the film as a way of engaging the group in discussion including:
 1. What change is the filmmaker trying to make?
 2. What was the main theme in the video?
 3. What film techniques did you recognise?
- Support the children in their discussions. The aim is to get them thinking about the power of films and arts-based methods to share important messages.

DISCUSSING PHOTOS TAKEN BY CHILDREN

Type of exercise	Group discussion of photovoice projects
Aim	<ul style="list-style-type: none"> • Develop analytical skills when discussing photos • Gain an understanding of the power of images
Timing	20 minutes
Resources	Pre-selected examples of photovoice projects by children, list of questions

- Next, show some examples of photography projects involving children.
- Find out a bit about these projects so you can share the background and context with children and explain why these were developed and what the purpose was.
- You may also wish to explain a bit more about the 'photovoice' method for capturing evidence and understanding local issues.
- There are a range of project examples here: [PhotoVoice projects](#)
- Similar to the above activity, come up with some questions to ask the group about to start a discussion about the power of photography.

COLLAGE MAKING

Type of exercise	Collage making
Aim	<ul style="list-style-type: none">• Introduce an arts-based method - collaging• Helping children to get to know each other by sharing things they like and are interested in
Timing	30 minutes
Resources	Magazines, newspapers, scissors, glue, flipchart paper, pens

- Explain that there are lots of ways to illustrate issues and share key messages with others.
- Explain that collage making is one way of doing this.
- Share that there are magazines and brochures and different craft materials and that you would like everyone to spend 20 minutes creating their own collage on a piece of flipchart paper.
- The collage should include things that they like, are interested in or would like to do/be in the future.
- Explain that after they have created their collages, they will have the opportunity to share and talk about their collages with the rest of the group if they wish to.

CAPTURING OUR LEARNING AS WE GO

Type of exercise	Discussion and introduction to other types of reflection tools
Aim	<ul style="list-style-type: none">• To introduce different ways to capture learning from the project and 'test out' some of these different methods to reflect on the session.
Timing	30 minutes
Resources	Cameras or phones with video/cameras function, art supplies

- Explain that as the project develops, as a group we will decide on how we wish to present/share our work and key messages and that this may involve video imagery or other arts-based methods.
- However, explain that for now, as part of the project it will be a good idea to capture learning so that as a group, we can remember everything we have done and can share some of that learning with others.

PROJECT EXAMPLE

Ideas for capturing learning, reflections and emotions²⁰

IN-PERSON:

1. VIDEO DIARY BOOTH:

- ▶ Build a recording booth with/for children where they can record their thoughts.
- ▶ Make this a 'selfie booth' or set up a camera phone where they can press record.
- ▶ The booth itself can be built with cardboard boxes, a curtain or a separate room.
- ▶ In the booth, add guiding questions on a card: How do you feel after the session? What is the most important thing you learnt today? Summarise the session in one word.

2. PHOTO SUMMARY:

- ▶ Take a photo that summarises today's session (this might be an expressive face, on your own or with friends, or in front of a meaningful background).
- ▶ Create a title and a caption to accompany the photo.

3. REFLECTION MAP:

- ▶ Draw a map of the session today - add start and finish points and key things that you did or that happened along the way.
- ▶ At the end of the project, you can piece all the session maps together to see the entire journey.

- Explain this in this session that you are going to play around with some different tools for capturing feelings and reflections.
- You can introduce the ideas below for capturing learning online or offline and then give the group the opportunity to practice some of these methods e.g. setting up a diary room, or drawing, using flash cards etc.



ONLINE:

1. VIDEO DIARY BOOTH:

- ▶ The video diary booth can take place in a dedicated breakout room.
- ▶ Participants can take turns to enter the breakout room - place a time limit on diary entries.

2. REAL REACTIONS:

- ▶ As opposed to the reactions found on Zoom/Teams (emoticons, thumbs up etc.), ask participants to make an expressive face/ gesture that summarises how they feel at the end of the session.
- ▶ You can also ask them to hold up a piece of paper 'cue cards' with one word about the session (one word to summarise the session or one word on how they feel at the end of the session).
- ▶ Take a screenshot of everyone's faces or holding up their papers.

3. REFLECTION MAP (SAME INSTRUCTIONS AS ABOVE IN-PERSON):

- ▶ Draw a map of the session today - add start and finish points and key things that you did or that happened along the way. At the end of the project, you can piece all the session maps together to see the entire journey.

Source: 'Films for All'

20. ECPAT International (2023). Making Of | Building Sustainable Tourism Destinations That Protect Children From Sexual Exploitation.



Session 3:

Sustainable tourism



Purpose:

The objective of this session is to explore what is meant by the term 'sustainable tourism' and to start thinking about the risks and benefits of tourism for local children.

SESSION OUTLINE

- Welcome, recaps and reminders
- Icebreaker
- What is sustainable tourism and what do tourists do here?
- What might be some of the risks and benefits of sustainable tourism for local children?
- Closing/checking in
- Debriefing among facilitators

WHAT IS SUSTAINABLE TOURISM AND WHAT DO TOURISTS DO HERE?

Type of exercise	Group discussion
Aim	<ul style="list-style-type: none">• To explain what the term 'sustainable tourism' means• To explore why people visit the local area and what activities they engage in
Timing	30 minutes
Resources	Pens, flipchart paper (Unless completing the online game, access to the Internet)

- Ask what children think 'sustainable tourism' means?
- Share a definition:

'The aim of sustainable tourism is to increase the benefits and to reduce the negative impacts caused by tourism for destinations.'

- To start a conversation about local tourism, ask the group about what they think people visiting their local communities would be interested in seeing, doing and learning.
- You could facilitate this as a whole group discussion and capture ideas on a flipchart or split the group into smaller groups to discuss and then share what they discussed at the end with the larger group.
- If meeting online, or if you have access to the Internet, you could make this into an interactive, digital exercise through the activity below 'being a tourist'.

'RELEVANT'

Children need to understand the importance of, and connection to, the issues that you are inviting them to explore. Activities must be relevant. You may want to emphasise how and why discussing tourism is important for them directly.

You could do this by gathering some information to share. For example, design a quick quiz and ask some of the following questions (just make sure you know the answers!)

1. How many international visitors did our country receive last year?
2. Name the top three countries where visitors travelled from to visit our country?
3. What are the top five tourist attractions that people come to visit?
4. How many people are employed in the tourist industry here?

PROJECT EXAMPLE

'Being a tourist'

In Ecuador, the children were invited to play the game 'Being a tourist'. They were invited to each pick a place in Ecuador, or anywhere in the world to visit. They then researched on the Internet to find out more about what tourists visiting that place might do and to pretend to be a tourist. They were asked to find out:

- What places are the most visited in the country?
- What are some of the traditional meals eaten there – what would you try?
- Are there particular animals that live there?
- What activities can you do as a tourist and what would you do?

After sharing their findings, the group then moved on to think about what tourism is like in their particular town.



Galápagos

Lugares más visitados:

- Playas
- León Dormido (San Cristobal)
- Santa Cruz
- Isabela
- Floreana
- Flora y fauna




Platos que probamos:

- Arroz marinero
- Langostas
- Cangrejos
- Café
- Bolones



Actividades:

- Snorkel
- Senderismo
- Surf (lobería)
- Bucear con tiburones y ver corales

Como nos sentimos

- Bien, nos gusta mucho por su fauna y su flora
- Fascinados con la belleza de las islas
- Una bonita experiencia para recomendar a otras personas

Hay animales propios del lugar: Sí

- Piquero patas azules
- Lobos marinos
- Tiburones
- Tortugas / gigantes
- Iguanas




WHAT ARE THE BENEFITS AND RISKS TO CHILDREN?

Type of exercise	Group discussion
Aim	<ul style="list-style-type: none"> To get children thinking about, and identifying the positive and negative sides of tourism in their communities
Timing	30 minutes
Resources	Pens, flipchart paper (or if working online access to a Jam board or other online space for collaboration)

- Ask the group to split into smaller groups and give groups 10-15 minutes to think about the positive impacts of tourism on children locally and the negative impacts.
- Ask the groups to share their analysis and add together on flipchart paper/online board.
- It may come up through this work that children may have increased risk to sexual abuse and exploitation. If it doesn't, you can introduce this as a new risk at the end and then explain that this will be the focus of the next session.

PROJECT LEARNING: What is good and what is bad about local tourism?

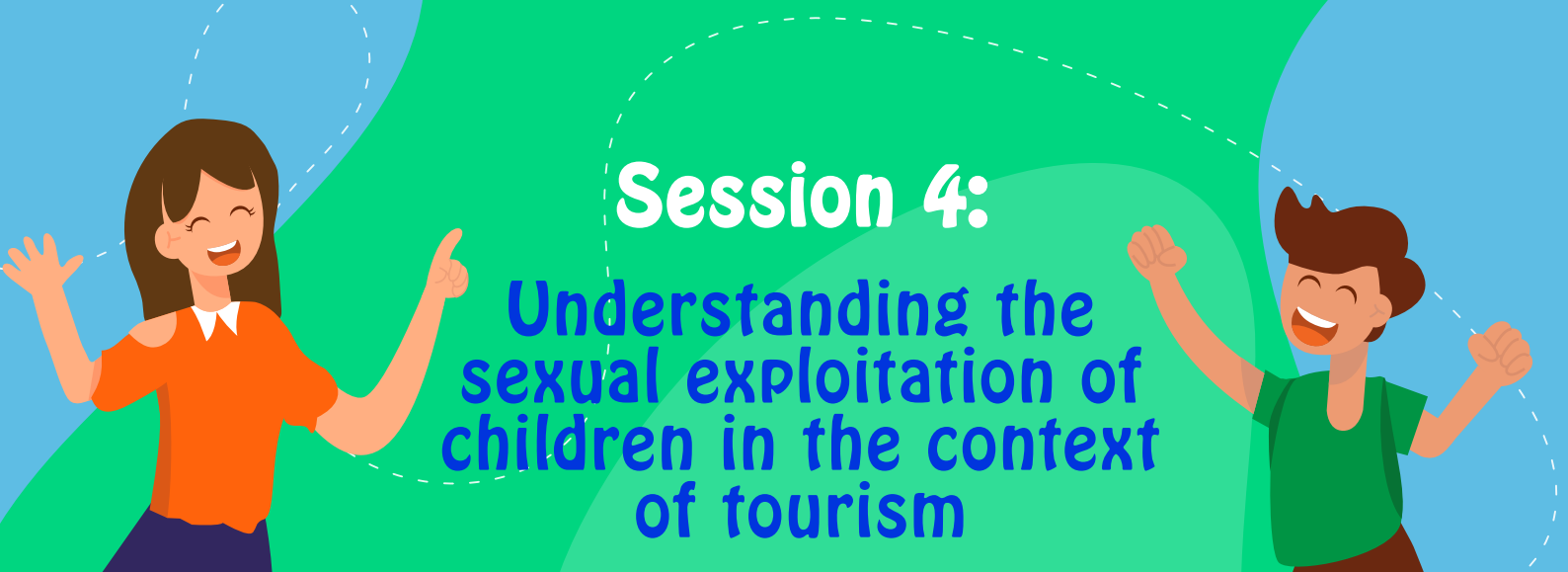
Analysis from the children in Costa Rica

STRENGTHS/POSITIVE IMPACTS AND OPPORTUNITIES FOR CHILDREN:

- Beautification of public spaces (Paseo de los Turistas, the Lighthouse).
- Generates employment and income for example for artisans and salespeople.
- Brings more money into the country.
- Increased visits from tourists.
- It's fun.

WEAKNESSES/NEGATIVE IMPACTS ON CHILDREN:

- » Increase in crime and drug sales.
- » Feel less safe.
- » Teasing from other teenagers.
- » There is 'no goodness anymore'.
- » Limited financial resources.
- » Foreigners being problems; more attacks and murders; sexual exploitation in our communities.
- » Citizen insecurity.
- » Infrastructure sabotage.
- » Locals and tourists do not take care of the place - more pollution that generates the death of animals; overpopulation; robbery of children and young people.
- » The sexual exploitation of children and young people, kidnappings and murders.
- » Seeing a scammer and being told to keep quiet.
- » Pollution in tourist areas.
- » Depletion of natural resources.



Session 4:

Understanding the sexual exploitation of children in the context of tourism

Purpose:

The objective of this session is to explore the links between sustainable tourism and sexual exploitation.

SESSION OUTLINE

- Welcome, recaps and reminders
- Icebreaker
- What is child sexual exploitation and who is at risk in contexts of travel and tourism?
- Problem trees - What are the potential impacts and causes of child sexual exploitation?
- Child and youth-led activism - What can we do about this?
- Closing/checking in
- Debrief with facilitators

WHAT IS CHILD SEXUAL EXPLOITATION AND WHO IS AT RISK IN CONTEXTS OF TRAVEL AND TOURISM?

Type of exercise	Group discussion and scenario game
Aim	<ul style="list-style-type: none">• To discuss what child sexual exploitation is, and the different forms and contexts in which it may take place.• To consider who might be at risk of sexual exploitation in tourist areas.
Timing	30 minutes
Resources	Pens, flipchart paper, prepare scenario cards to discuss, agree, disagree, not sure cards.

PROVIDE A SIMPLE DEFINITION OF CHILD SEXUAL EXPLOITATION

For example: A child is a victim of sexual exploitation when they take part in a sexual activity in exchange for something.

QUESTION

Ask the children to think about, and share, what might be examples of child sexual exploitation.

Invite them to share different words or language that may be used to describe it. You could split them into groups to do this and ask them to write the words down, or if they feel comfortable to, they could discuss it in the larger group.

PROVIDE SOME PROMPTS

You may need to provide some prompts: e.g. asking them to think about what might happen in certain contexts and spaces such as:

- 1 ON THE INTERNET
- 2 WITHIN GANGS
- 3 WHEN CHILDREN TRAVEL OR MOVE FOR DIFFERENT PURPOSES
- 4 WHEN CHILDREN ARE WORKING IN DIFFERENT SECTORS

INTRODUCE, EXPLAIN & SHARE

If it hasn't already come up, **INTRODUCE** how child sexual exploitation is also a problem within travel and tourism.

EXPLAIN that this may happen when people are travelling both within their own country and/or internationally.

EXPLAIN that although most travellers are responsible, a small minority use travel to exploit children.

SHARE how perpetrators, those who commit these crimes, use the facilities of the travel and tourism industry such as flights, hotels, tour guides and transport, to get access to, and sexually exploit children.

NEXT

set up the room for an activity.

Place three cards in different parts of the room that say three things: agree, don't know, disagree



AGREE
CARD



DISAGREE
CARD



DON'T KNOW
CARD

Explain that you are going to do an activity where you read out a number of 'scenarios' [you should prepare these drawings from real life situations in the local area] and that you want the children to listen and then to decide whether they agree, disagree or don't know whether they think the child you are describing is at risk of sexual exploitation through the tourist industry.

As you work through the cards, discuss with the children the scenarios and explain that sometimes children's choices are constrained and that they may have limited options.

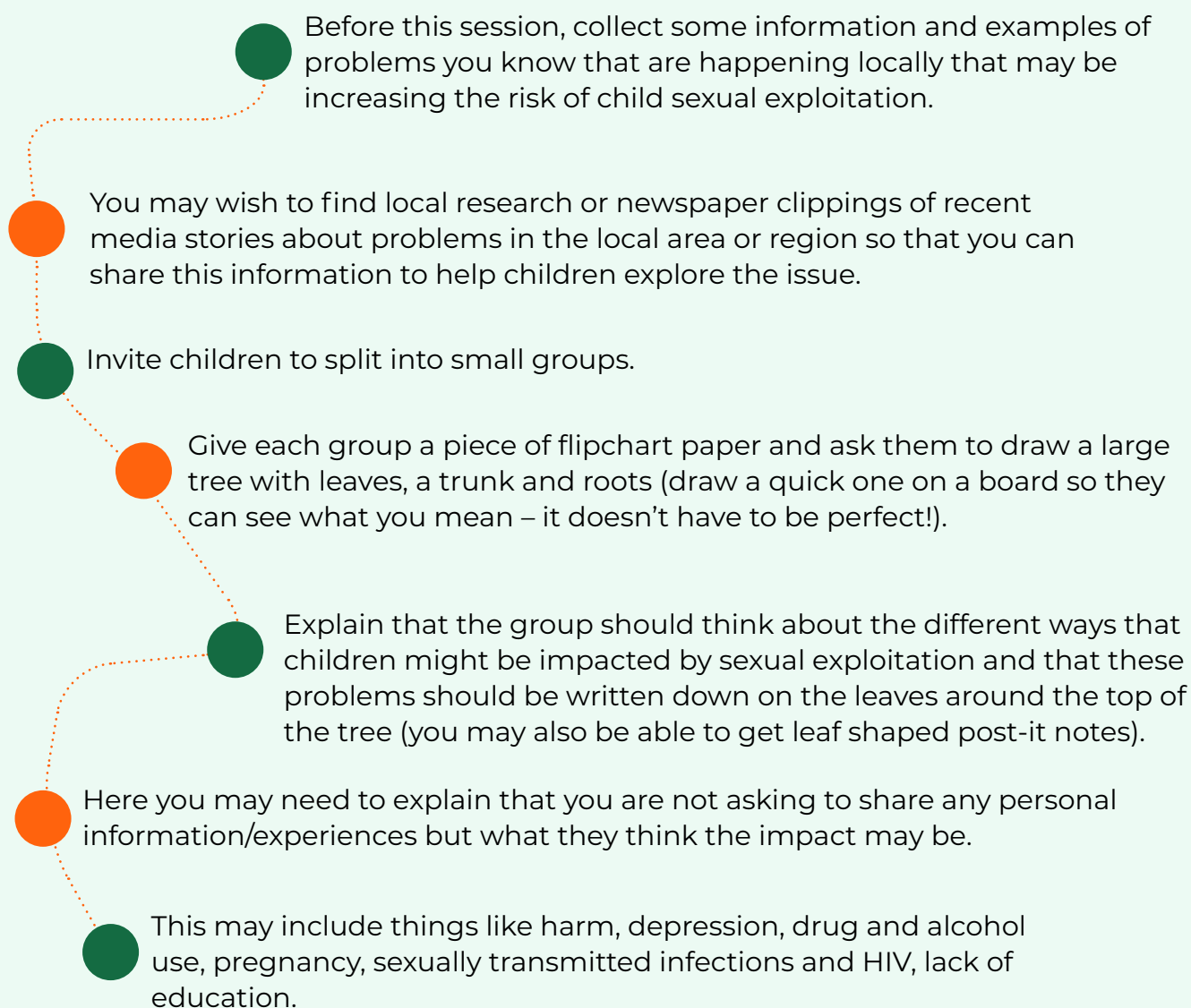
It will also be important to emphasise that there is no typical victim and that all children are vulnerable to some extent.

Invite children to share what they think are some factors that may influence vulnerability.

PROBLEM TREE - WHAT ARE THE POTENTIAL IMPACTS AND CAUSES OF CHILD SEXUAL EXPLOITATION?

Type of exercise	Problem tree
Aim	<ul style="list-style-type: none"> To identify from children what they think the impact of child sexual exploitation may be and the root causes contributing to it.
Timing	45 minutes
Resources	Pens, flipchart paper, post it notes

Source: Cody (2014)²¹



21. Cody, C. (2014) Our Voices Consultations with Youth Advisors: Workshop Plans (Unpublished).

Give groups 10-15 minutes to come up with the different impacts.

Next, ask the groups to think about why these problems are happening.

You may wish to give them some examples - is it because:

- » Tourists and other people get away with it and do not get arrested?
- » The general public don't care?
- » Children need money to help support their families and/or themselves?
- » Children are not taught about sex and relationships in school?
- » Children feel pressurised for different reasons?

Ask them to write the reasons why they think this happens along the tree trunk and roots.

After 10-15 minutes, report back and discuss what the different groups have come up with.

During the discussion you can provide further information and challenge certain statements that may be made e.g. 'boys aren't sexually exploited' and provide additional inputs.

TOP TIP

USING EXISTING RESOURCES TO HELP EXPLAIN CHILD SEXUAL EXPLOITATION


ECPAT International have produced child-friendly resources to help explain the sexual exploitation of children in travel and tourism - see 'All Aboard' for ideas about how to talk about and explain the issue with children, and with videos.




The UN Representative of the Secretary-General on Violence Against Children in 2023 report put spotlight is on the relationship between travel and tourism and violence against children and presented a [child-friendly version of the UN report](#), as well as a video "How does Travel and Tourism impact child protection?".

CHILD AND YOUTH-LED ACTIVISM! - WHAT CAN WE DO ABOUT THIS?


Type of exercise	Sharing case studies
Aim	<ul style="list-style-type: none">• To introduce children to what other children have done to address child sexual exploitation in travel and tourism• To finish the session on a positive, hopeful note.
Timing	30 minutes
Resources	Collect examples of child and youth-led activism on this issue (see examples included below) and discuss these with the group




Following discussions about child sexual exploitation, it may be helpful to end on something positive.



Explain that although children can be victims of sexual exploitation, they can also be important agents of change in tackling the issue.



You may wish to gather local examples of actions and campaigns that children have initiated to tackle sexual exploitation, or related issues.



You could also draw on the examples below to show how children can be powerful agents of change.

EXAMPLES OF CHILD AND YOUTH-LED ACTIVISM TACKLING CHILD SEXUAL EXPLOITATION IN TRAVEL AND TOURISM



MAIS Peer-Educators Raise the Profile of SECTT in the Dominican Republic

The Youth Network of MAIS, an ECPAT member in the Dominican Republic, works in communities to raise awareness among children on the issue of SECTT. The young leaders partner with local educational divisions in order to get access to schools and ensure that the awareness raising is implemented in a systematic way. Young activists organise discussions and other sessions with school and college students of different ages. The students interested in the issue and willing to contribute to the cause are invited to join other sessions to learn more about SECTT and CSEC overall. The most interested students become agents of change, and share the information with peers, their parents and even business people in their communities.



YPP Youth call "Let's Protect our Children: Say 'NO' to SECTT" in Ukraine!

In 2010, youth motivators and peer supporters of the Global Youth Partnership Project (YPP) in Ukraine made history when they launched the first awareness-raising campaign against SECTT in the country. Beginning with peer-to-peer trainings on SECTT for 37 children and youth; the team gave interviews and took their message to the air-waves, newspapers, social media, reaching more than 50 000! In the cities of Kyiv, Odessa, and Simferopol, young leaders participated in street actions where they also distributed around 500 rubber bracelets and 1000 brochures with anti-SECTT messages to children and their parents. In the city of Simferopol, in particular, children paraded through a major park shouting slogans such as "We are against SECTT!" and "Stop SECTT!", and distributed brochures and rubber bracelets. In Kyiv, the problem of SECTT was communicated within the quest game "Child rights protection – future of Ukraine".

Source: ECPAT International (2016)²²

PROJECT LEARNING: Examples of activities undertaken by children in the pilot project

Read below on page 75 the examples of activities undertaken by children as part of this project.

Children in Costa Rica



Children in Ecuador



22. ECPAT International (2016). All Aboard! Stop Sexual Exploitation of Children in Travel and Tourism - Youth Friendly Summary.

Session 5:

Understanding whose role it is to protect children from the negative impacts of tourism and mapping what is already in place

Purpose:

The objective of this session is to identify who are the stakeholders that should play a role in preventing and mitigating the potential or existing negative impacts of tourism on child protection.

SESSION OUTLINE

- Welcome, recaps and reminders
- Icebreaker
- Quiz - Whose responsibility is it to keep children safe?
- Collage making - What is already in place to protect children?
- Closing/checking in
- Debrief among facilitators

QUIZ - WHOSE RESPONSIBILITY IS IT TO KEEP CHILDREN SAFE?

Type of exercise	Group discussion and quiz
Aim	<ul style="list-style-type: none">• To help children understand that although everybody has a responsibility for keeping children safe, within the context of tourism, there are some key stakeholders who have a duty of care to uphold.
Timing	20 minutes
Resources	Pre-prepared quiz questions and answers, three different cards with 'true', 'false' and 'not sure' written on them. Blue tack or something to keep the cards in place.

- Explain you would like to talk about whose responsibility it is to keep children safe from harm and that to begin with you are going to start with a little quiz.
- Next, set up the room for an activity. Place three cards in different parts of the room that say 'true', 'false', 'not sure'.
- Explain you will read out a few statements and that after each question they should move to the answer they choose.
- After everyone has moved, provide the answer and open up a discussion about each point.

QUIZ QUESTIONS AND ANSWERS

Statements to read out:

- (1) The UN recognises any young person below the age of 18 as a child.
- (2) All children have a right to be protected from all forms of abuse.
- (3) The rights that each child has are determined by the government where they live.
- (4) Only the government has a responsibility to keep children safe.
- (5) here is a code of conduct for the protection of children from sexual exploitation in travel and tourism that hundreds have businesses and companies have signed up to.

ANSWERS:

- (1) **TRUE** - The UN recognises any young person below the age of 18 as a child under the UN Convention on the Rights of the Child.
- (2) **TRUE** - The UN Convention on the Rights of the Child states that all children have the right to be protected from harm. This includes Article 19 surrounding the protection of children from abuse, violence and neglect together with Articles 34-35 surrounding exploitation and trafficking and Article 39 which centres recovery. An Optional Protocol of the UNCRC on the Sale of Children, Child Prostitution, and Child Pornography (OPSC) further extends rights with the intention of guaranteeing protection.
- (3) **FALSE** - Children's rights outlined in the Convention apply to all children no matter where they live. The only country that has not ratified the Convention is the United States, yet children's rights are still recognised in the law there.
- (4) **FALSE** - Everyone has a responsibility to keep children safe. That includes parents, teachers, community members, travel and tourism staff, businesses as well as the government. However, the greatest responsibility to protect children from harm falls on national governments.

Explain that there are a number of different Ministries, or Departments, within a government that have responsibilities for keeping children safe. This often includes Ministries that are responsible for children and child protection and those that are responsible for tourism. Explain that Ministries of Tourism often are the ones that develop and regulate laws and policies that relate to the development and promotion of tourism in the country.

- (5) **TRUE** - There is a code of conduct that hundreds of companies have signed up to. In 'the code' they have to commit to: developing policies and procedures to prevent sexual exploitation; training their staff; ensuring that in their contracts and partnerships with businesses they include a commitment to protecting children; providing information to travellers about child sexual exploitation; and reporting on their progress annually.

Source: Adapted from UNICEF UK (2019)²³

23 UNICEF UK (2019). *Outright Speak out on children's rights: Young people's activity pack - Discover and celebrate the 30th birthday of the UN Convention on the Rights of the Child and how your voice can make a difference.*

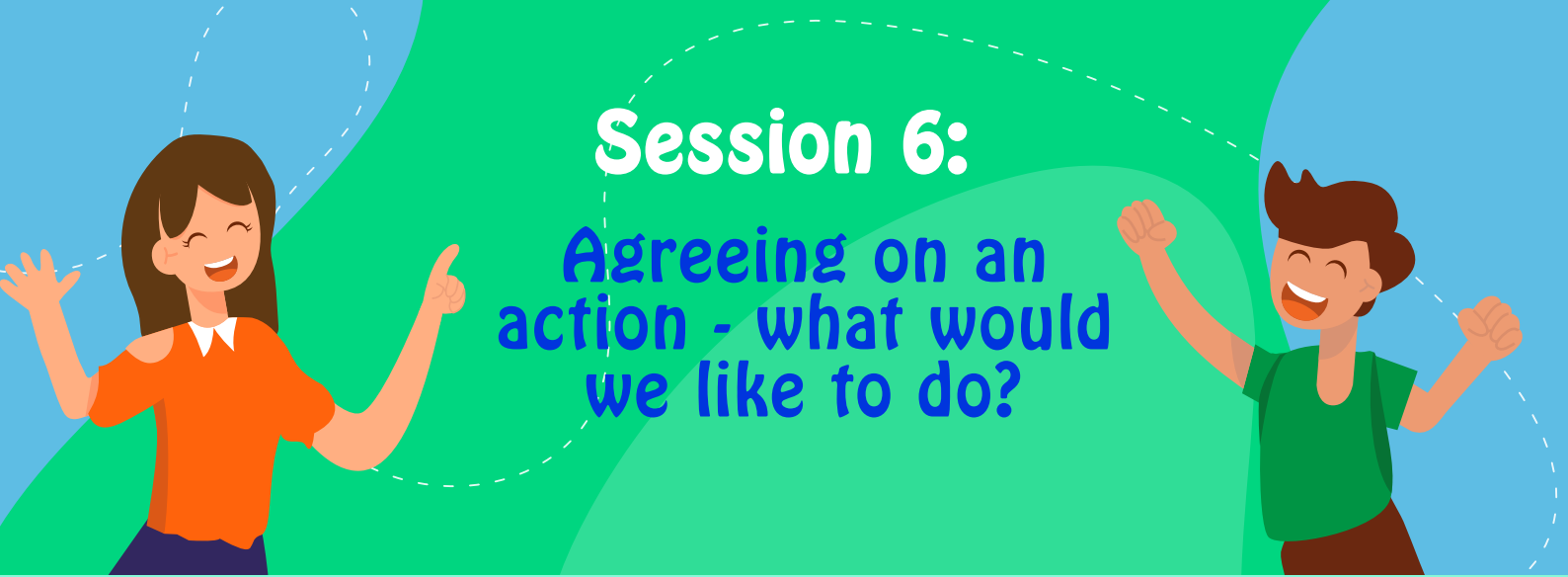
COLLAGE MAKING - WHAT IS ALREADY IN PLACE?

Type of exercise	Group discussion and creation of collages
Aim	<ul style="list-style-type: none">• To understand ‘who’ has done ‘what’ in terms of developing strategies and campaigns to prevent child sexual exploitation locally or nationally.• To explore the messaging, and campaigns that have been developed locally (or regionally) to raise awareness of, and to prevent, child sexual exploitation in the travel and tourism industry.
Timing	45 minutes
Resources	Collection of leaflets, flyers, tourism brochures, tourist maps, magazines with adverts for tourist companies and destinations, glue, large sheets of paper or card, pens, scissors.

- Before the session the facilitators should collect any information on:
 - » Existing action plans, strategies and tools that have been developed regionally, nationally and locally to prevent the sexual exploitation of children.
 - » Who the ‘key stakeholders’ that have a responsibility for this issue locally?
- Present the information you have collected about what has happened at the different levels, trying to focus on local initiatives so you can share different examples of campaigns and projects.
- Emphasise that there has been a lot of work over the last few years to create ‘child safe tourism’.
- You may wish to talk about some international efforts too such as the:
 - » The United Nations World Tourism Organisation’s Global Code of Ethics to keep children safe in tourism.
 - » ‘[The Code](#)’ - The Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism.
 - » You may also talk about other types of projects that businesses have engaged in to prevent child sexual exploitation. For example, some businesses have partnered with social enterprises to support vulnerable children and their families. Others have trained and employed young people from particularly marginalised groups.

READ ABOUT ACTIONS BUSINESSES ARE TAKING TO PREVENT CHILD SEXUAL EXPLOITATION

- Youth from the Catering Industry inspires others to protect children in Vietnam
- TUI Care Foundation and Plan International: Empowering Dominican Youth through Education
- Explain that as part of 'The Code', companies have to conduct risk assessment, and implement six steps to protect children including developing materials, brochures, posters and other resources to raise awareness and prevent child sexual exploitation.
- Invite children to look at all the materials you have collected and invite them to create their own collage using these materials.
- Give about 30 minutes for this.
- You could give them an option of creating a collage of helpful messages about preventing child sexual exploitation and/or examples where the messages are not helpful, or the information is not clear.
- Once children have created their collages you can ask them to present to the group what they found, things they felt were helpful or not helpful and what could be improved.



Session 6:

Agreeing on an action - what would we like to do?

Purpose:

The objective of this session is to, as a group, agree on what is currently missing to keep children safe in travel and tourism in their communities; and to think about recommendations they have for those responsible for keeping children safe and what actions the children themselves could lead and implement to fill the gap.

SESSION OUTLINE

- Welcome, recaps and reminders
- Icebreaker
- What is missing?
- What are our priorities?
- Checking-in activity
- Debrief among facilitators

WHAT IS MISSING?

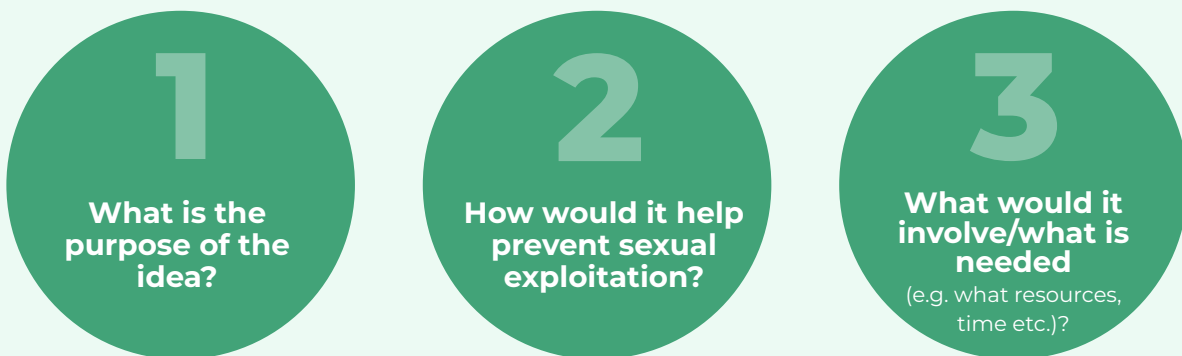
Type of exercise	Group brainstorming
Aim	<ul style="list-style-type: none">• To explore what the group have learnt so far about what is already in place to keep children safe from sexual exploitation in their community, and what they think needs to change, or what is currently missing.
Timing	45 minutes
Resources	Post-it notes, pens, flipchart paper

- Start by inviting every member of the group to think about everything they have heard about, and discussed so far in the workshops and to identify and write on two different post-it notes:
 1. The issue they think is the most important thing to address to keep children safe from sexual exploitation in their community.
 2. An idea or recommendation for an 'action' that they think others should implement.
- Collect in all the post-it notes and separate them between two sheets of flipchart paper.
- Group together similar ideas and reflections and open up a conversation within the group on what has been shared.
- You may want to dig a bit deeper and ask for more details. For example, if children have shared ideas for actions ask: Is this something that you would like to do, or you think someone else should do? Who would this be targeted at? How would you reach them? What would that involve? Why do you think that would be important? What do you think some of the challenges may be? How do you think this would be different from what already has been done/exists?
- You may also want to remind children of some of the examples you shared in previous sessions of actions children and other stakeholders have taken.
- Feedback that there are lots of great reflections and ideas and that in the next session you want to see if the group can come up with more detailed plans for actions they can take.
- If the group has come up with ideas or recommendations that other stakeholders can take, keep these as they may be included in the messages you share with these stakeholders at a later point.

WHAT ARE OUR PRIORITIES?

Type of exercise	Ranking exercise
Aim	<ul style="list-style-type: none"> • To help prioritise actions and reach agreement on what plans or activities the group should focus on.
Timing	45 minutes
Resources	Pens, flipchart paper, stickers for 'voting'

- From what has already been shared, you should try and summarise what you think the different potential actions are (e.g. making a film, designing a poster campaign, making a podcast), trying to narrow them down to between 3-6 different activities/priorities.
- Divide the group up into however many groups you need so that you have one group of children thinking about one of the priorities (if you have lots of participants, you may need to give each group two suggestions to consider).
- Explain that each group should take 20 minutes to think more about the idea, thinking through:



- At the end of the 20 minutes, each group should present the idea attempting to answer the questions. The other children should be encouraged to ask questions or share additional thoughts or ideas.
- At this point the facilitator should share how great all of the ideas are but may need to share important information about what might be realistic within the time and budget they have available.
- Next, write the different ideas/priorities up on flipchart paper.
- Give every child two stickers and ask them to 'vote' for their favourite two ideas by putting their stickers next to the idea they think is the most important one/or the one they would like most to work on.

Session 7:

Developing a plan of action

Part 1

Purpose:

The objective of this session is to identify the target audience and think about 'how' to influence.

SESSION OUTLINE

- Welcome, recaps and reminders.
- Icebreaker
- Who are the key stakeholders and how do we influence them?
- Exploring our influencing options
- Closing/checking-in activity
- Debrief among facilitators

WHO ARE THE KEY STAKEHOLDERS AND HOW DO WE INFLUENCE THEM?

Type of exercise	Group mapping exercise
Aim	<ul style="list-style-type: none">• To identify the target audience for their action/advocacy and potential allies that may be able to help them
Timing	45 minutes
Resources	Post it notes, pens, flipchart paper

Source: Adapted from ChildFund Alliance (2017)²⁴

24. ChildFund Alliance (2017). *Child-Friendly Accountability in the Context of Target 16.2 of the SDGs: Recommended Methodology*.

- Explain that, as the group agreed on the priority action/s in the last session, that the group need to think about who the target of the action/s is and how best to reach or influence them.
- Explain that as a group, you are going to do a simple 'stakeholder analysis'.
- On flipchart paper write out the table below, and as a group, brainstorm the answers together.
- At the end of doing this, ask the group to think about who their allies could be, so who could they work with to help them change the behaviour, and create change.
- Write down all the allies that are identified.

Target audience - Whose behaviour do we want to change?

Name of target

What is behind their behaviour? Why do they do it?

.....

.....

What action do we want the target to take?

.....

.....

.....

What might help them change their behaviour?

.....

.....

.....

What information/evidence would they need to help them change?

.....

.....

How could that message be delivered – in what format?

.....

.....

.....

.....

EXPLORING OUR INFLUENCING OPTIONS

Type of exercise	Group discussion on the different ways to influence
Aim	<ul style="list-style-type: none">To consider the different tools and methods (e.g. storytelling, interviewing, videos, exhibits, awareness raising activities) that the group could use to influence their main targets
Timing	45 minutes (depends on focus and options to explore)
Resources	

- Explain that now that the group have identified the key actions they want to take, and who they wish to influence, that it is now time to start to plan out the 'How?'.
• The format of this session will differ depending on what the group have decided to do.
• In the pilot project, it was decided that the children would develop videos to share key messages with the UN Special Representative of the Secretary-General on Violence Against Children.
• Below are some examples of what the group explored in preparation for helping them plan their actions.

PROJECT EXAMPLE

Storytelling

Storytelling

a. Talking to others or talking about myself

Choose one or more of the following options for your video:



Interviews

With community members, decision makers, peers.

1. Research your topic online.
2. Prepare open questions that can't be answered by yes or no.



Vox pops

Vox pop means 'voice of the people'. Speak to a diversity of people to represent everyone equally (women, men, all ages).



Selfies

1. Rehearse what you will say.
2. Stand/sit comfortably.
3. Practice looking at the camera.



Voice over

1. Write a story personal to you.
2. Practice reading it.
3. Record it in a quiet space.



Open or closed questions?

- Do you like nature?
- Tell me about your school?
- Where do you live?
- How old are you?
- Do you like video games?
- How do you feel about nature?



Speaking to others



Who do I want to talk to?

Friends, families and colleagues

Organizations, institutions and NGOs

The community and the public

Local and national government

Journalist' etiquette

- ✓ Introduce yourself, your project and the purpose of the interview.
- ✓ Tell the person that he or she can stop if he or she is not feeling well.
- ✓ Don't interrupt and show that you are attentive through body language (eye contact, nod your head).
- ✓ Give people time to answer your questions.
- ✓ Pay attention so you can ask follow-up questions.



Video Interview Activity:

- Write 3 questions about your theme (open not closed!)
- In pairs or in breakout rooms, take it in turns to ask your questions applying the filmmaker's etiquette.
- Get feedback.






Storytelling

b. Multimedia



Choose one or more of the following options for your video:


 Broll

Find images that match your story directly/literally (a photo of you)

Or indirectly/symbolically (a tree represents strength)



 Photography

3 keys rules:

- light
- steady
- focus


 Other multimedia tools

- Drawings/graphics
- Text
- Music


 Anonymity

- Body parts or shadows
- Drawings or text
- 'Indirect' videos or photos
- Voice modification
- Someone else can tell the story



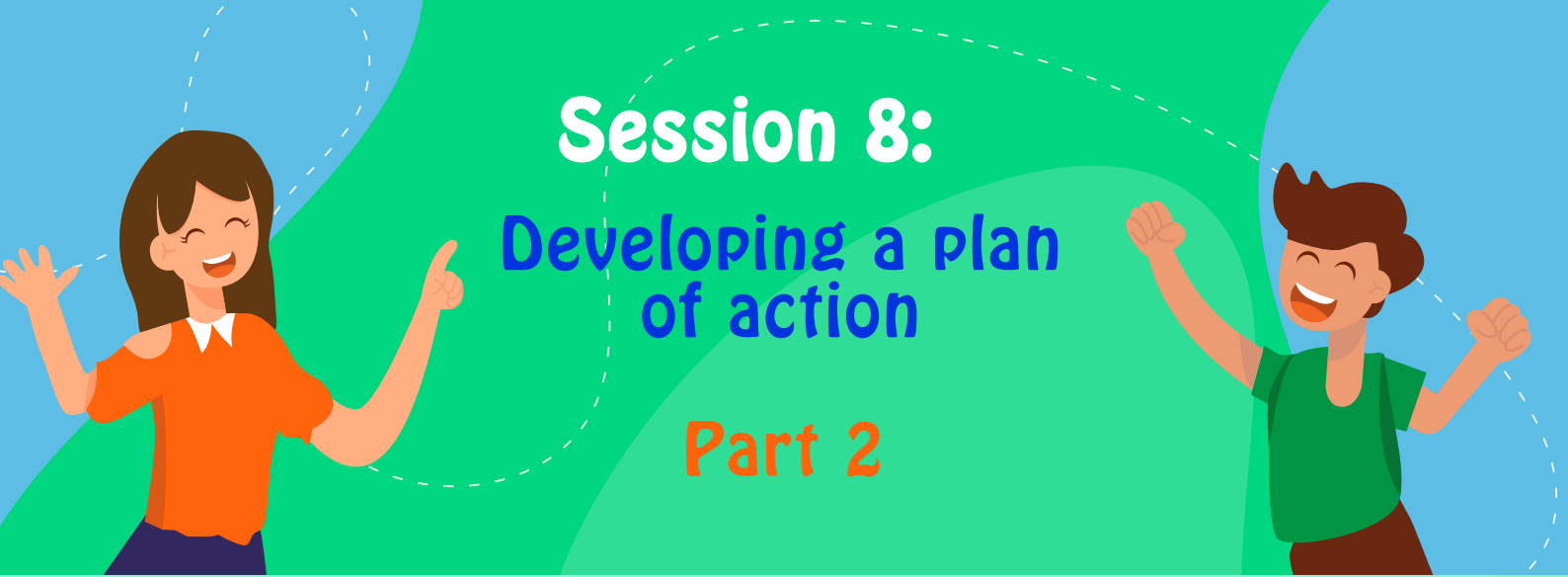
Word association game:

For each word what could you film/photograph?

- Education
- Health
- Safety
- Kindness



Source: 'Films for All'



Session 8:

Developing a plan of action

Part 2

Purpose:

The objective of this session is to finalise a plan of action, or advocacy plan for what the children will lead and implement, and to consider the associated risks, planning how to minimise these.

SESSION OUTLINE

- Welcome, recaps and reminders
- Icebreaker
- Finalising the details
- Make your pitch!
- The world's worst... collective risk assessing
- Closing/checking-in activity
- Debrief among facilitators

FINALISING THE DETAILS

Type of exercise	Small group working
Aim	<ul style="list-style-type: none">• To develop more details on the key actions that will be undertaken by children.
Timing	45 minutes (depends on focus and options to explore)
Resources	Pens, flipchart paper, post it notes, other craft material (depends on focus)

- In the pilot project, the groups agreed to develop videos to share their messages and recommendations.
- To help them plan out the details, a number of activities were undertaken to map out their ideas:

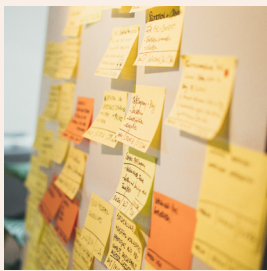
PROJECT EXAMPLE

Developing a 'Recce Map'

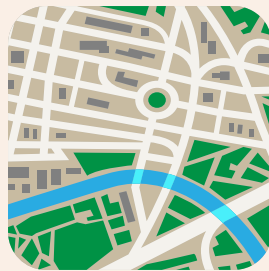
- ▶ A 'recce' means visiting a location prior to shooting to assess if it is safe and adequate.
- ▶ Work in groups to draw a map of your area.
- ▶ Using post-it notes, pinpoint places you would like to film and add information on why/how it is relevant to the theme.

Recce Map

'Recce' means to visit a location prior to filming to assess whether it is safe and suitable.



Paper and sticky notes



Google Maps



Zoom whiteboard/ Jamboard



'Recce' Map

- In groups or individually, draw or study a map of your area.
- Using sticky or digital notes, point out places where you would like to film and add information about why/how it is relevant.
- Get feedback on your idea.



Developing a storyboard

Storyboard



<p>①</p> <p>Draw the scene</p> <p>Description (who/what/where)</p> <p>Framing?</p>	<p>②</p>	<p>③</p>
<p>④</p>	<p>⑤</p>	<p>⑥</p>

Source: 'Films for All'

MAKE YOUR PITCH!

Type of exercise	Speaking activity
Aim	<ul style="list-style-type: none">• Come up with a 'pitch' as a way of explaining a plan or idea that persuades people to support it• Listen to feedback that helps the group to improve their plans and think through different aspects in more detail
Timing	45 minutes
Resources	Pens and flipchart paper

- If more than one action/activity has been identified, then split the group into smaller groups.
- Invite each group to come up with a 'pitch' about the idea that they will present to the rest of the group (you may also want to think about inviting other people to the pitch, other staff working at the organisation, for example).
- Explain that they have 20 minutes to prepare a 3-minute pitch to explain their plans, ensuring that they cover the 5 Ws (who, what, where, when, and why?).
- Explain that the groups can share their storyboards or other plans they have developed as part of the pitch and that following the 3 minutes, they should be ready for questions and comments from the rest of the group.
- At the end of the 20 minutes, invite the group/s to pitch.
- As facilitators, it can be helpful to focus comments and questions around whether the plan is safe, relevant and realistic.
- You may also wish to flag issues around safeguarding, consent and security but you can also say that this will be explored in more depth in the next activity.

THINK 'SAFE AND SENSITIVE TO RISK'

When planning any action, it is important to think carefully about the potential risks involved.

Depending on the activities selected there will be different risks to consider.

Spend time thinking about potential risks and add these to your risk register together with strategies to minimise these.

THE WORLD'S WORST...COLLECTIVE RISK ASSESSING

Type of exercise	Group discussion and collective risk assessment
Aim	<ul style="list-style-type: none">• To help participants anticipate and plan for risks associated with public engagement.• To create a collaborative risk assessment tool.
Timing	45 minutes
Resources	Flipchart paper, pens

Source: Warrington (2020)²⁵

- Explain to the group that you're going to imagine the world's worst version of the activity/ies that they pitched (e.g. interviewing professionals, talking to community members, planning an awareness day or event).
- Explain that this is not meant to put people off or to worry anyone and that it is a bit of fun. It is a way of thinking about all the possible things that could go wrong in order to ensure they don't!
- Split the group into two smaller groups and ask each group to spend 15 minutes thinking about all the things that could go wrong – so what would the 'world's worst' version look like?
- Each group should capture all the points on a flipchart ready to share with the wider group.
- Once each group has finished invite members of the group to share what they came up with.
- The facilitator should capture every different type of concern or risk.
- If the plans involve public-facing work, or interviewing/photographing people make sure that concerns and risks related to safeguarding, consent and anonymity are noted.
- When all the risks have been captured, take each risk one by one. The group as a whole can work through the list and come up with ways to minimise those risks. For example, what could we do beforehand to try and ensure this doesn't happen? And if this still happens, how can we all respond to this?
- All the ideas and strategies should be noted down so that, following the session, a risk assessment can be written up and shared and agreed upon.

25. Warrington, C. (2020) [Creating a safe space: Ideas for the development of participatory group work to address sexual violence with young people](#). Luton: University of Bedfordshire.



Session 9: Carrying out activities and actions

- The next few sessions should be used to implement whatever plans have been agreed and developed by the children.
- Before starting any activities, it may be helpful to share some 'key takeaways' or to recap on some key points.
- For example, in the pilot project it was important to remind the children about what they should check/remember when starting their fieldwork interviewing people.

PROJECT EXAMPLE

Preparing for fieldwork

- ▶ In the pilot project, before going to the field, children were reminded of a few things they needed to prepare for and the main 'dos' and 'don'ts' of filming.

Ready for fieldwork

a. Prepare your kit



Smartphone

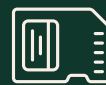


Clean your lens!

Selfie stick or Tripod



Memory space



Delete to make space of
add memory card

Battery charger



Phone charged!

Phone settings



- Camera>Settings>HD Quality
- Remove watermark
- Add gridlines

Mic



Ready for fieldwork

b. 6 key rules

1

Mode

Use landscape not portrait mode



2

Light

Light must shine onto your subject not behind



3

Sound

Shoot in a quiet place and beware of background noise



4

Steady

Use a tripod, selfie stick, or use both hands, keeping your arms alongside your body



5

Focus

Keep your phone in autofocus
Touch the screen to focus on the subject



6

Timing

Continues recording 10 seconds after the end of an action or interview



Be film-ready

Security and consent



Do:

- Always discuss your choice of locations with your trainer prior to production
- Have your equipment ready and easy to access
- Be aware of your surroundings
- Always ask for verbal or written consent



Don't:

- Don't go out to film on your own, ask someone to accompany you
 - Don't film people without asking permission first
 - Don't film on private property
 - Don't film in areas where you may be at risk from natural hazards or crime
 - Don't share your location or what you are doing on social media
 - If you go to private or isolated locations with strangers (e.g. for interviews), stay in a public place
- If at any time you feel unsafe, leave immediately - you are more important than a video!*

THINK 'VOLUNTARY'

As has been pointed out throughout this guidance, it is important to recap on consent during every session.

As the project starts to take shape and move into the 'action phase', it is important to, once again, check in with children to make sure they are happy to continue with the next steps of the project.

It may also be the case that you would need additional levels of consent for certain activities, so it is a good time to pause and think about this.

PROJECT EXAMPLE

What did children do in **Costa Rica**?²⁶

In Costa Rica the children carried out a number of activities and actions. This included:

- ▶ Identifying and interviewing local stakeholders about sustainable tourism and how children can be protected.
- ▶ Asking them what more organisations could do to prevent child sexual exploitation.
- ▶ Creating a community mural to share this learning and open up dialogue within the community.

PROJECT EXAMPLE

What did children do in **Ecuador**?

In Ecuador the children carried out a number of activities and actions. This included:

- ▶ Identifying and discussing the risk and impacts in their communities related to child protection.
- ▶ Learning how to use multimedia tools to conduct interviews and produce video messages.
- ▶ Engaging with local stakeholders on the issue of sustainable tourism and how children can be protected.



26. Consent was provided for the use of all photos in this publication.



Final session

Reflection and learning



Purpose:

The objective of the final session is to support children to reflect on the project and think about what they have learned and achieved.

SESSION OUTLINE

- Welcome, recaps and reminders
- Icebreaker
- Reflections on the project – H assessment
- Significant change exercise - 'River of the project' OR 'put it in the post'
- Celebration
- Wrap up exercise
- Debrief among facilitators

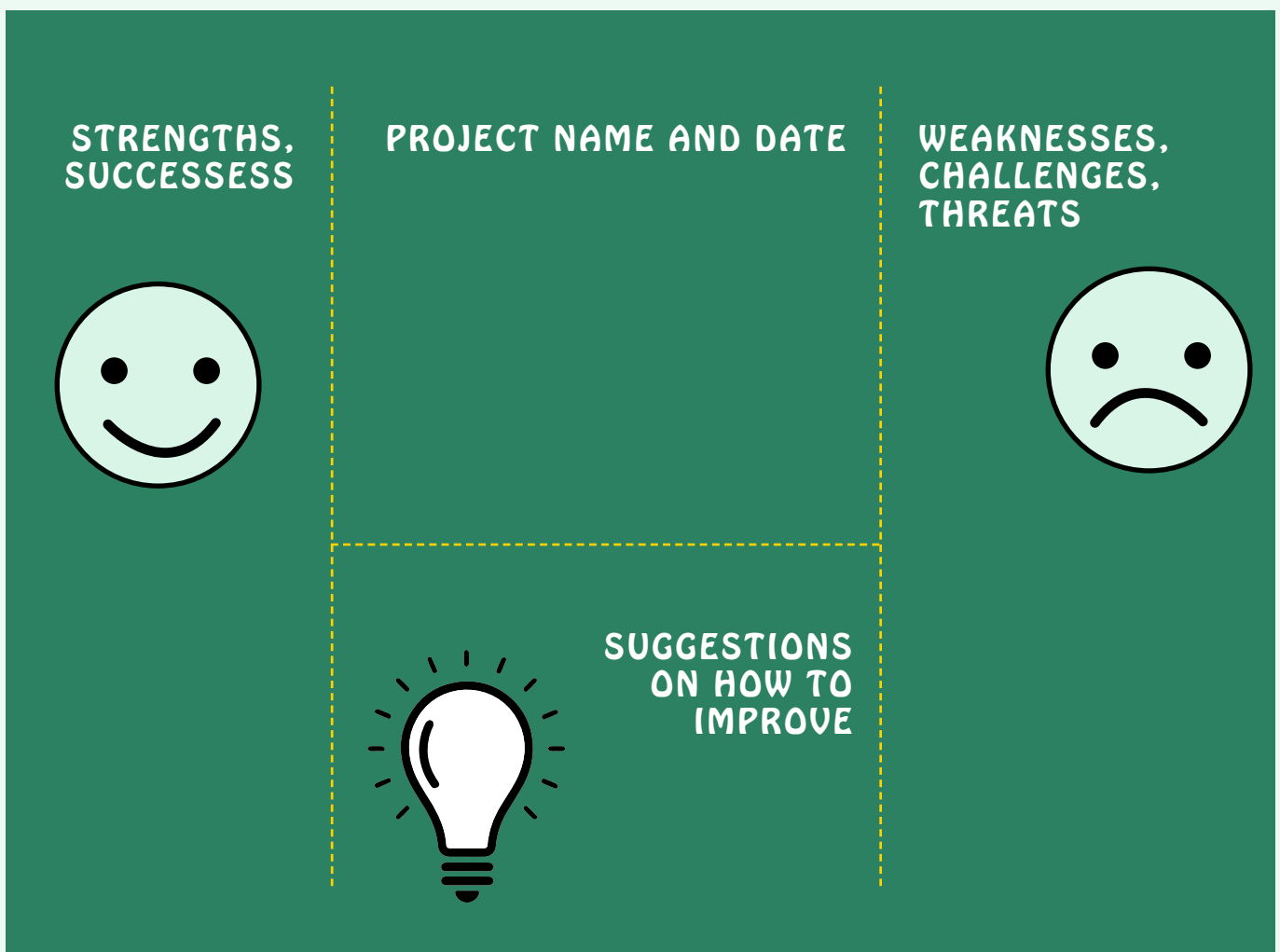
REFLECTIONS ON THE PROJECT – H ASSESSMENT

Type of exercise	Group discussion and H assessment
Aim	<ul style="list-style-type: none">• To help children reflect on their own experiences of taking part in the project.• To reflect on the strengths and weaknesses of the project and think about what improvements could be made.
Timing	30 minutes
Resources	Pens, flipchart paper

Source: Save the Children (2014)²⁷

27. Save the Children (2014). *A Toolkit for Monitoring and Evaluating Children's Participation: Booklet 5*.

- Explain that you also would like to hear from the group about:
 - » What was good about the project?
 - » What was bad or difficult about being involved in the project?
 - » What ideas or recommendations you would have for others or for the organisation who might do something similar again in the future.
- On a large sheet of flipchart paper, draw a big H.
- On the left side of the H draw a smiley face and on the right side draw a sad face - to represent 'good' and 'bad'.
- Draw a lightbulb to illustrate 'bright ideas'
- Ask the group to take it in turns to write their thoughts directly onto the flipchart. Or if they feel more comfortable, to write on post-it notes and then stick them in the right area of the H.
- Discuss as a group the different comments and reflections and share how you will take that learning back/share with others where relevant.



PROJECT LEARNING: WHAT DID CHILDREN LIKE ABOUT THE PROJECT?

Throughout the sessions, children were asked for their feedback and to share how they found the different activities and sessions.

COSTA RICA

- Socialising with other children.
- Learning about the sexual exploitation of children and how to ask for help or report concerns.
- Getting to know more about the opportunities and risks connected to tourism for children and their communities.
- Going to the field and learning about the different perspectives that various local actors have about the topic.

ECUADOR

- Meeting new people.
- The content of the activities and the different exercises.
- Discovering the diversity of opinions that can arise in a group on the same topic, and how they can learn from others.
- Learning about the problem of child sexual exploitation, knowing when to be alert, not to be afraid to speak out, and to ensure that their parents and guardians are aware of who they are interacting with.

SIGNIFICANT CHANGE - RIVER OF THE PROJECT

Type of exercise	Individual drawing
Aim	<ul style="list-style-type: none"> • To explore the most significant changes that have taken place during the project
Timing	60 minutes
Resources	Pens, crayons, flipchart paper, stickers

Source: Adapted from Veitch (2013)²⁸

28 Veitch, H. (2013) 'Feeling and being a part of something better': Children and young people's perspectives on reintegration. Informing the development of a toolkit to monitor and evaluate reintegration programmes with children. UHI Centre for Rural Childhood.

- Explain to children that you would like to invite them to reflect on their own journeys through the project and what they think were the most important changes that happened over the lifetime of the project.
- Invite them to draw a 'river' of the project.
- Ensure they know that the river does not need to look beautiful, but it is a way of helping them think through the process and help them to identify what were significant moments for them.
- Share that in drawing the river, they can draw rocks or other things that were obstacles and challenges that they needed to overcome.
- Share that they can draw other features to represent other feelings, emotions or particular points in time, such as waterfalls, or flowers. They may also want to draw people who have helped them overcome challenges or assisted them to keep moving through the project.
- Give the children 20-30 minutes to draw their pictures and once they have finished ask if anyone is happy to share their drawings with the group and explain what they drew and why.
- As part of this process, you can ask children what was the most significant change that occurred either for themselves, the project or both.

SIGNIFICANT CHANGE – 'PUT IT IN THE POST'

Type of exercise	Individual letter writing
Aim	<ul style="list-style-type: none"> • To explore the most significant changes that children have experienced due to their involvement in the project.
Timing	60 minutes
Resources	Pens, crayons, paper, envelopes

Source: Adapted from Billingham (2017)²⁹

- Hand out a pen and piece of paper to each child.
- Invite them to write a letter, addressed to themselves (e.g. Dear Louisa ...) and write in the third person '*when you started the project you felt...*'
- Explain that they can include what they like but that they may like to think about:
 - » What they felt at the start of the project and how they feel now.
 - » Whether they feel they have learnt anything, overcome any obstacles or fears.

29 Adapted from Billingham, A. (2017) [Life-skills, Leadership and Limitless Potential \(LLLP\) 12-session programme](#).

- » Whether they have discovered anything new about themselves from taking part.
 - » What advice they would give to themselves in the future based on this experience.
- Give everyone 20 minutes to write their letter.
 - Once everyone has finished, you could invite anyone who would like to, to read out their letter. Though remember to emphasise that they do not have to share if they would rather not.
 - You may then want to give some options of what happens with the letters they have written.
 - You can invite them to take them home or offer to post the letter to them in 2 months' time to remind themselves of the project and how they felt at this point in time. You may also want to ask if people are happy for you to keep a copy, to photocopy the letters and use them in your monitoring of the project.



TOP TIP

CELEBRATE!

- Before the final session, talk to the children and ask for ideas about how they may wish to 'celebrate' their achievements and all they have accomplished during the project.
- It might be that you plan to go for a meal together or organise a social event of some kind.
- It is important to acknowledge all the time and work those children, and the facilitators, have put in to undertaking this project.
- There may also be other ways to celebrate and mark the ending of the project, such as handing out certificates or other tokens, such as a framed photograph of the group, so that children remember being part of the work.

CLOSING EXERCISE

Type of exercise	Wrap up group exercise
Aim	<ul style="list-style-type: none">To acknowledge everybody's individual strengths and to show how appreciated every member of the group is.
Timing	5 minutes
Resources	No specific resources

- Ask everyone to stand in a circle, including the facilitators.
- Explain that this activity is a chance for everyone to receive some positive feedback from a group member.
- Explain that you will go around in a circle and that each person has to say something nice about the person standing to their left.
- For example, you might say *'Nina is really good at listening and is always very smiley!'* or *'Roberto is a really good friend and has great ideas'*; or *'Rosa is very positive and always on time'*.
- The idea is that everyone in the circle gets a chance to give and receive positive feedback about another group member.
- Once everyone has given and received a compliment, have a group clap to acknowledge everyone's contributions to the project.

THINK 'ACCOUNTABLE'

Even though the project may be coming to an end, it will be important to ensure that you give children the option to be kept informed of any updates or feedback from the project.

It is important to explain to children that sometimes it can take a long time to see results and change.

Discuss with children whether they would like to be kept up to date on how their inputs and work has been cited or used by others and the best way to do this.

It may be that every couple of months you send an email or text update to keep them informed.

PROJECT LEARNING: LEARNING AND REFLECTION FROM THE FACILITATORS IN COSTA RICA

In Costa Rica, most of the sessions were held in person with a group of 18 children. The workshops lasted between 2-3 hours and involved a series of activities. During the project, facilitators periodically reflected on what seemed to be going well and what needed improvement in future sessions.

Below are the key challenges experienced and points they learned:

Challenges:

- ▶ Changing political agendas and priorities can influence the scope of engagement of tourism authorities on the issue of child protection.
- ▶ Due to resource constraints, it was difficult to bring together and involve children in face-to-face activities when they lived further away from the main city.
- ▶ Resource issues also meant that it was hard for all the children to join virtual meetings as some did not have devices and/or connectivity to the Internet.

Learning:

- ▶ Make sure you balance 'content' with engaging activities.
- ▶ Take note of the dynamics of the group, if people are distracted or distract others, you may need to assign them roles in the group to keep them involved.
- ▶ Constantly encourage respectful participation among group members.
- ▶ Anticipate and have strategies to address any technical or connectivity issues when using technology or online resources.
- ▶ Try to respect the planned agenda, but also allow for flexibility depending on the interests of the group.
- ▶ Consider the national and local context when designing the intervention.
- ▶ Consider who is participating and find out about the best ways to reach them.
- ▶ Make sure the project objectives are achievable within the deadlines set and that you have the necessary resources to achieve them.
- ▶ Consider flexibility in the project design to adapt to in-person, virtual and hybrid ways of working.

PROJECT LEARNING: REFLECTIONS FROM FACILITATING WORKSHOPS ONLINE IN ECUADOR

For the project in Ecuador, most of the sessions were run online as the children participating were from different parts of the country. Thirty children joined the project, but not all attended all the sessions. The facilitators reflected on a number of learning points from facilitating online sessions.

Challenges:

- ▶ 30 children joined the project, but not everyone engaged in all the sessions.
- ▶ Poor Internet connection for children in remote areas made it difficult to use the cameras on or access to some platforms.
- ▶ Sessions running over time due to late starts/ connection issues etc.

Learning:

- ▶ If children miss a session, send an update of what they have missed so that they can keep up with the rest of the group.
- ▶ Make an agreement at the start and continue to emphasise the importance of being punctual so that other children do not have to wait.
- ▶ Include games and interactive activities to enhance participation.
- ▶ Test all digital tools before using them in a session.
- ▶ Ensure that there is enough time allocated to activities so that sessions don't run over.
- ▶ Keep returning to concepts introduced in earlier sessions to help understanding and engagement.
- ▶ Invite expert guests to talk about specific issues to keep the content fresh and engaging.

PROJECT LEARNING: KEY RECOMMENDATIONS DRAWN FROM THIS PROJECT

In sharing learning from this project, there are some key recommendations we would like to share with other organisations who are interested in initiating similar projects:

For those facilitating participatory group work with children on this topic:

- ▶ Consider the national and local context in the initial stage of design.
- ▶ Be realistic - what can be achieved with the resources and within the timeframe for the project?
- ▶ Where possible, work with facilitators who are from the local area and have the context-specific knowledge and understanding.
- ▶ Build in flexibility as children will have commitments and events which means they are unlikely to be able to attend every session.
- ▶ It may be easier to work virtually with children if they are already used to working in this way. If not, you may need to build in extra time and support so that children feel able and comfortable to work in this way.
- ▶ Consider different strategies to deal with online connection issues so that they don't disrupt the whole session.
- ▶ Get creative to ensure 'technical material' can be explored in ways that are fun and practical for children.
- ▶ Think through different ways of engaging with key stakeholders, such as governments and the tourist industry so that they see and understand the value of getting involved in the project.

For those funding this work:

- ▶ Ensure there is enough financial support to properly facilitate children's engagement.
- ▶ Think about the range of costs that may need to be covered e.g. paying for data costs if meeting online, paying for transport costs to bring children together - particularly if you wish to work with children who are not all based in the same location, or outside of the main cities.

USEFUL RESOURCES

Resources that focus on child sexual exploitation and tourism:

- World Tourism Organization (2001). [Protection of Children from Sexual Exploitation in Tourism Youth Module For Ages 12 – 16](#).
- ECPAT International (2016). [All Aboard! Stop Sexual Exploitation of Children in Travel and Tourism - Youth Friendly Summary](#).
- United Nations Special Representative of the Secretary-General on Violence against Children (2023). [Child-friendly version of the report on the relationship between travel and tourism and violence against children to the UN General Assembly 2023](#).

Ideas for activities when exploring child sexual abuse and exploitation in group work with children:

- World Vision Australia (2014). [Keeping safe from abuse. Facilitator toolkit for educating children and young people](#).
- Warrington, C (2020). [Creating a safe space: Ideas for the development of participatory group work to address sexual violence with young people](#).
- Billingham, A (2017). [LEAP Against Sexual Violence: Life-skills, Leadership and Limitless Potential \(LLLP\) 12-session programme](#).



Appendices

APPENDIX 1:

Example information sheet for children

APPENDIX 2:

Example consent form for children

APPENDIX 3:

Example consent form for parents/carers

NOTE:

Appendices 1 and 2 have been adapted from templates developed by the team at the Safer Young Lives Research Centre at the University of Bedfordshire.

.....

APPENDIX 1:

EXAMPLE INFORMATION SHEET FOR CHILDREN

INFORMATION SHEET FOR CHILDREN - Building sustainable tourism destinations that protect children from sexual exploitation

WHAT IS THE PROJECT ABOUT?

You are being invited to take part in a project that will explore the impact of tourism on children in your area.

This would involve you taking part in 6-8 of workshops with other children to:

- Think together about the positive and negative impacts of tourism in your community
- Consider how tourism may increase the risk of harm to children, including risk of child sexual exploitation
- Talk about what could be done to prevent abuse and protect children in tourism destinations
- Use different tools, like video, photography and art to document issues and ideas.

Before you decide if you want to take part, it is important for you to understand a bit more about the project and what it involves.

PLEASE READ THE BELOW INFORMATION CAREFULLY

WHO IS LEADING AND FUNDING THIS PROJECT?

This project is being led by ECPAT International, a global network of civil society organisations that work to end the sexual exploitation of children. We have also been working with staff from Fundacion Paniamor in Costa Rica and Fundacion Quitu Raymi in Ecuador who are our partners, and they will be leading these activities with you and delivering the workshops.

This project “Building sustainable tourism destinations that protect children from sexual exploitation” is implemented with the financial support of Germany’s Federal Ministry for Economic Cooperation and Development (BMZ) and technical support of Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) which is an international enterprise that supports the German Government’s work on sustainable development.

WHY ARE YOU ASKING ME TO TAKE PART?

You are being told about this opportunity as you have been identified as someone who may be interested in taking part.

WHAT WILL THE WORKSHOPS INVOLVE?

Children who express interest and agree to take part in this project will be asked to attend a series of 6-8 workshops that will take place between March and September 2023. Each workshop will last between 2-3 hours. The workshops will explore:

- The benefits and challenges of tourism on children's rights
- Sexual violence and sexual exploitation of children in the context of tourism
- Using multi-media for documenting lessons learned or developing campaigns
- How to plan and implement advocacy activities to address the challenges of tourism development and its impact on children's right to be protected from sexual exploitation
- How to produce digital multi-media (such as video) to present your learnings and activities
- Ways to share learnings and recommendations for engaging children in developing sustainable tourism strategies
- The outcomes of the project.

Approximately 15-30 children will be taking part in the workshops and as a group, we will ask you to engage in different activities and discuss different questions on these topics.

The final workshop will take place at a later date when we have a first edit of films and resources ready to share with you. You will then have a chance to share your feedback before these are finalised.

This series of workshops are also taking place with a group of children in Costa Rica/Ecuador. Their contributions will also feature in the final films and resources.

WHAT WILL HAPPEN TO ME IF I AGREE TO TAKE PART?

If you agree to take part, we will ask you to:

- Read and complete the consent form
- Take part in 6-8 workshops (in person or online) between March and September 2023 with up to 30 other children.

If you agree to take part, [name of staff member] will let you know the workshop dates.

You will not be asked for your consent for every workshop. You will only be asked to complete one consent form at the start. By attending the workshops this implies your ongoing consent to participate.

DO I HAVE TO TAKE PART?

No. It is up to you whether you want to take part – no one will be annoyed if you don't want to.

You can change your mind about taking part at any time. Even if you come to one of the workshops, you can leave at any time and do not need to come back to the next one.

If, after taking part in a workshop, you wish to withdraw your inputs from the project you, or your parent/carer can let [name of staff member] know within two weeks of taking part, noting that you wish for your inputs to be removed. It may be hard to identify 'who said or contributed what' (e.g. if you all write on a picture and it's not clear who the author is). However, if your contributions are clear they will be removed on request.

WILL MY PARTICIPATION BE CONFIDENTIAL?

We will only collect your name on the consent form. In the first workshop, we will ask you to come up with a different name to use in the project so that your responses can be linked to that chosen name.

Consent forms will be kept securely by [name of partner]. Notes, photos of drawings and recordings from the workshops will be kept on a secure system that only staff at [name of partner], ECPAT International and the video producer we work with will have access to.

Information that you share with us will remain confidential to the project. **However, if during the workshops the facilitators are concerned about you or someone else being harmed or being at risk of serious harm, they would need to take action. They would always try and talk to you about their concerns and discuss with you any action that needs to be taken to keep everybody safe.**

In sharing the findings, where appropriate, we will use your chosen name when sharing any messages or words.

WHAT IF SOMETHING GOES WRONG?

We do not anticipate that there are any significant risks for you in taking part in this project. However, because we will be discussing child sexual exploitation, you may become upset or worried when talking about this topic.

If you do become upset, or if you have any worries, please speak to your [insert name].

If there are any activities or discussions you do not want to take part in then that is ok.

If you are unhappy about anything, you can make a complaint or ask someone you trust to do this for you.

To do this, you can contact [add name and contact details].

WHAT WILL HAPPEN AT THE END OF THE WORKSHOPS?

When both groups of children have worked through the workshop activities, then the notes and recordings will be analysed by the wider project team at ECPAT International to identify key themes and learnings.

We will work with a video producer who will edit any recordings to bring children's messages together.

We will also develop a 'toolkit' which will include the workshop plans you took part in, learnings from the process and your ideas to help other organisations who may wish to engage children more in thinking about tourism impacts and sustainable tourism strategies.

These videos, and other outputs associated with this project will be shared in a number of different ways (e.g. through blogs, presentations, social media, reports) to a number of different stakeholders (e.g. young people, funders, practitioners etc.).

We will share updates with [name of partner] so that they can let you know how and where these outputs are shared.

We will keep consent forms for one year after the project has finished. Therefore, all the personal information we have (e.g. consent forms) will be deleted in 2024.

WHAT ARE THE BENEFITS OF TAKING PART?

We cannot promise that anything will directly change for you through taking part in this project. However, we hope that taking part will provide you with the opportunity to share your views and ideas about children's role in developing tourism destinations that protect children from sexual exploitation and other forms of harm and that are sustainable.

We also hope that the project will create useful learning to help and inspire other organisations to engage with more children on this topic.

If there is anything that is unclear, or if you have any questions or concerns or require further information, please get in contact with the worker who introduced you to the study: *[add name of staff member and contact information]*

APPENDIX 2:

EXAMPLE CONSENT FORM FOR CHILDREN

CONSENT FORM FOR CHILDREN - Building sustainable tourism destinations that protect children from sexual exploitation

Before you take part in this series of workshops, we need to make sure you understand and you are happy with everything. Please read or listen to the statements below and place an **X** in the box if you agree. If there is anything you're not sure about, the person who gave this to you should be there to answer any questions.

- 1 I confirm that I understand what this project is about.
- 2 I have had the opportunity to consider the information provided to me and I could ask questions about the project.
- 3 I understand that I will only be asked for my consent at the beginning of the project. My consent applies to my participation in all of the workshops I choose to take part in as part of this project.
- 4 I understand that my participation is voluntary and that I am free to withdraw from the project at any time and do not need to provide a reason why.
- 5 I understand that once I have taken part in a workshop, I have 2 weeks to let you know if I don't want my inputs to be included in any outputs you develop.

I understand that the team will try to ensure my inputs are then removed. However, I understand that in group discussions and activities it may be hard for the team to know exactly 'who said and contributed what' and therefore may not be able to remove every contribution I have made.
- 6 I understand that the team will use what I say during the workshops, and what I develop during the activities, to help them write reports, presentations, toolkits and to create a video that will be shared widely with different groups of people to raise awareness about the importance of including children in decision-making around tourism and child protection.
- 7 I know that you won't use my name or anything that would let people know that it was me that took part in the project. **However, I understand that if I choose to take part in events/activities within the community or choose to be filmed, that my participation and identity will not remain private and confidential.**

8 I know that I can choose a name to be used in the project and that my answers or inputs into the resources that are developed will be linked to this name and not my real name.

9 I know that if I tell you that I, or someone else, is being harmed or at risk of serious harm, then the project team will have to pass this information on to try and keep me or others safe.

I understand that the team working on this project will keep any information that is collected about me safe by keeping it in locked cabinets or password protected files.

11 I know who to contact if I have any questions or concerns.

12 I understand that you cannot use everything I say or do in the outputs and that a producer will edit the film recordings.

CONSENTING

I agree to take part in this project Yes No

I agree for you to use things that I say, or pictures/film I create, in project outputs e.g. presentations, toolkits, films and reports Yes No

I agree to be filmed as part of this project (even if you say 'no' you can still be involved in the workshops) Yes No

Your name:.....

Date:

Signature:.....

****Once you have filled in this form, please return this to the person who gave it to you.**

APPENDIX 3:

EXAMPLE CONSENT FORM FOR PARENTS/CARERS

CONSENT FORM FOR PARENTS/CARERS - Building sustainable tourism destinations that protect children from sexual exploitation

[NAME OF THE PARTNER] and ECPAT International are civil society organisations working to protect children from various forms of violence, including sexual exploitation.

We are proposing different activities involving your child and before starting this collaboration we would like to seek your consent, to ensure you are informed of your child's engagement in these activities and they can participate safely, and their welfare can be promoted.

WHAT IS THE PROJECT ABOUT?

Your child has been invited to take part in a project that will explore the impact of tourism on children in your area.

This will involve that they will take part in 6-8 of workshops with other children between March and September 2023 to:

- Think together about the positive and negative impacts of tourism in your community
- Consider how tourism may increase the risk of harm to children, including risk of child sexual exploitation
- Talk about what could be done to prevent abuse and protect children in tourism destinations
- Use different tools, like video, photography and art to document issues and ideas.

The activities foreseen in this project include exploring:

- The benefits and challenges of tourism on children's rights
- Sexual violence and sexual exploitation of children in the context of tourism
- Using multimedia for documenting lessons learned or developing campaigns
- How to plan and implement advocacy activities to address the challenges of tourism development and its impact on children's right to be protected from sexual exploitation
- How to produce digital multimedia (such as video) to present your learnings and activities
- Ways to share learnings and recommendations for engaging children in developing sustainable tourism strategies
- The outcomes of the project.

Throughout our work, we are guided by children’s rights and in all situations the best interests of the child will be our primary consideration. This means that in all actions and decisions we must consider the needs and rights of the child as paramount.

I [FULL NAME] hereby consent to my child [FULL NAME OF THE CHILD] consent to their participation in the activities foreseen in the project

I agree that my child take part in this project Yes No

I give my consent for my child to travel to participate in the activities Yes No

I agree for my child to take part in multimedia activities which may include photographs, films, and other form of recording which may appear in print or online, associated to this project Yes No

I affirm that I have the full authority to give the consent provided in this document Yes No

Your name:.....

Date:

Signature:.....

****Once you have filled in this form, please return this to the person who gave it to you.**



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Email: info@ecpat.org
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For more information :

