ORPHANAGE TOURISM & VOLUNTEERING

A practical resource for schools

Save the Children

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World
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ORPHANAGES
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CONTENTS

Introduction

INTRODUCTION

These resources have been developed to support Australian schools to navigate the complexities of engagement with orphanages and residential care institutions overseas as part of service learning and international study programs. The resources are designed to provide an overview of the issues of orphans and vulnerable children, orphanage tourism and voluntourism, and ethical and responsible community engagement.

The resources are aimed at Year 10 and designed to align with Victorian curriculum capabilities for this level.

Duty of Care Statement for Teachers

Talking about children in orphanages/alternative care situations may trigger issues for some students who may themselves be experiencing family violence, separation or family breakdown. Some students may even have their own experiences living in out of home care or with child protection systems. This is a sensitive issue and teachers are reminded that some students may feel uncomfortable talking about it. It is important for teachers to understand who is in the group before introducing this topic. There is also a risk of students disclosing some personal information in this context therefore a clear statement needs to be made at the start of each topic so that students do not make personal disclosures and also understand the concepts of limited confidentiality and teacher reporting requirements. The teacher may preface the class by using wording such as the example provided below:

"The safety of students is our priority. If anyone provides information about a situation where they or other children/young people may be at risk of abuse/ exploitation we will need to address the problem. This may mean teachers reporting or supporting students to make a report to the Authorities."

If someone wants to talk about their own experience of being abused as a child, take them seriously! It may be the first time that they have ever talked about it. Using protective interrupting strategies (acknowledge / thank them for their comments and offer an opportunity to talk after class), provide them with an opportunity to discuss this in a private setting (during break times or after the session) and be prepared to provide them with your duty of care responsibilities as a teacher who cannot promise confidentiality if their safety is at risk. Also provide contact details for school counsellor or appropriate local referral services in case they want to discuss their experience in more detail and it is not an immediate child protection concern.

It is important to encourage students to share their ideas/experiences, but it is equally important for the teacher to ensure all group discussions are conducted in a safe environment backed up by an overview which dispels any myths and provides an accurate summary of the key facts and clarifies any misconceptions before finishing each session.

Orphanage Tourism and Volunteering

Topic 1: Orphans and Vulnerable Children
Recommended teaching time: 1 x 50 minute lesson

Mapping to F–10 curriculum in Victoria

Content description: For students to learn and understand the definition of orphans and vulnerable children and explore the impacts of institutional care.

The focus of the session will be on looking at how and why children may be unable to live with their families, and the impacts of this on children. Students will consider the options for children who cannot live with their families, and explore the impact intercultural relationships can have on care options for these children.

Achievement standard (excerpt)

Level 10	Learning Intentions
Students will: • Explore the multitude of complex reasons for family separation • Identify and evaluate different care options for children who are unable to live with their families, and the impact this has on children • Explain the harms that can be caused to children by growing up in residential care • Analyse the wider context of children growing up in residential care around the world and what factors contribute to keeping them there	• Students explore the drivers of family separation • Students identify the options for children who cannot live with their family and explore the impact of intercultural relationships on care options for children • Students identify the harms caused to children by growing up in residential care

Activities	Capability / Standard
Activity 1: MIND MAP – Children outside of family care The first activity is a Mind Map (this can be done on a board, or using an online tool), which we can be used throughout the unit to add information, questions, and points raised after each discussion point. This activity helps students to make and visualise connections. Throughout the class, points and questions can be added to the mind map.	**Critical and Creative Thinking Capability** Questions and Possibilities • Suspend judgments and allow new possibilities to emerge and investigate how this can broaden ideas and solutions • Challenge previously held assumptions and create new links, proposals and artifacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions **Achievement Standard:** Students demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions
Activity 2: FACT CARDS Distribute *Fact Cards (Resource 1)* to a selection of students in the class. Begin the short quiz listed below. Ask students who are holding a Fact card to share their fact when they feel it becomes useful or relevant to the conversation. Each fact can be read out and any points / connections made can be added to the mind map. 1. What is the definition of an orphan? 2. What is an orphanage? 3. Why do orphanages exist? 4. Why might children be unable to live with their families? 5. Is residential care the same as an orphanage? 6. What is the problem with orphanages? 7. What happens to children who grow up in orphanages? 8. What is family-based care? 9. Why do so many children live in institutions? 10. Why is it harmful to visit or volunteer at an orphanage or residential care institution?	**Critical and Creative Thinking Capability** Reasoning • Examine how to identify and analyse suppressed premises and assumptions • Investigate the nature and use of counter examples structured as arguments **Achievement Standard:** Students structure complex valid arguments. They explain and apply a range of techniques to test validity within and between arguments **Ethical Capability** Understanding Concepts • Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles • Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches **Achievement Standard:** Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain how different factors involved in ethical decision-making can be managed

Intercultural Capability
Cultural Diversity

- Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world

Achievement Standard: Students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world.

Personal and Social Capability
Social Awareness and Management

- Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships

Achievement Standard: Students analyse the effects of actions that repress human rights and limit the expression of diverse views. They analyse factors that influence different types of relationships.

Activity 3: UNCRC

Introduce the *United Nations Convention on the Rights of the Child (Resource 2)* by providing each student with a copy of the Handout. Explain to students that all children are entitled to these rights, including children living outside of family care.

Ask students to work in pairs. Assign each pair to one Article and the associated discussion point and ask pairs to discuss for five minutes. Once five minutes is up, open up to a whole class discussion, adding key points to the Mind Map.

Use the *'Connect, Extend, Challenge'* thinking tool , and the discussion points in *Resource 3*, to facilitate a ten minute class discussion on how the rights children have under the UNCRC, are not necessarily being upheld in residential care. Remember to add Key points to the Mind Map as the discussion progresses.

Connect: How are the ideas and information presented **connected** to what you already knew?

Extend: What new ideas did you get that **extended** or pushed your thinking in new directions?

Challenge: What is still **challenging** or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?

Critical and Creative Thinking Capability
Questions and Possibilities

- Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions

Meta-cognition

- Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability

Achievement Standard: Students develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes.

Ethical Capability
Understanding Concepts

- Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues

Decision Making and Actions

- Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches

- Investigate how different factors involved in ethical decision-making can be managed by people and groups

Achievement Standard: Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain how different factors involved in ethical decision-making can be managed.

Students explain connections and distinctions between ethical concepts, identifying areas of contestability in their meanings and relative value.

Intercultural Capability
Cultural Diversity

- Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion

Achievement Standard: Students analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion.

Personal and Social Capability
Social Awareness and Management

- Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships

- Analyse how divergent values and beliefs contribute to different perspectives on social issues

Achievement Standard: Students analyse the effects of actions that repress human rights and limit the expression of diverse views. They analyse factors that influence different types of relationships.

Activity 4: IMPACTS OF INSTITUTIONALISATION

Screen video *Children need families, not orphanages (Resource 3)*. End video at 2.00 minutes.

Encourage students to think about how it would be to grow up in an orphanage. This could be through a web search (see reference list), a short creative writing piece or other activity. Ask students to imagine what it is like to grow up in an orphanage, and to produce a short creative writing piece on what the long-term effects of this might be. Once complete, facilitate a whole class discussion, using the prompts listed on the next page if required.

Critical and Creative Thinking Capability
Questions and Possibilities

- Challenge previously held assumptions and create new links, proposals and artifacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions

Achievement Standard: Students demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions

Students structure complex valid arguments. They explain and apply a range of techniques to test validity within and between arguments

Over 60 years of international research has shown that children who grow up in institutions, even well managed institutions are at serious risk of:

- Family separation (often losing contact with remaining living family members)

- Exposure of children to potential abuse (from orphanage staff, volunteers and other children / young people)

- Erosion of traditional systems of care (growing up in an institution rather than a family environment)

- Developing a mental illness (children need a safe, secure and caring environment provided by a primary caregiver for their brains to develop properly)

- Developing attachment disorders due to a lack of primary caregivers, and a revolving door of staff and volunteers. This may result in behaviours such as indiscriminate affection; trust issues, anger problems, difficulty expressing affection, and difficulty forming healthy relationships as adults.

- Developing growth and speech delays due to lack of consistent support and stimulation at an early age

- Struggling to reintegrate into society later in life due to dramatically different childhood experiences

- Struggling with parenting skills due to not growing up with a model of family or parenting, leading to intergenerational impacts

- Young adults raised in orphanages have been shown to be:

    * 10 times more likely to fall into sex work than their peers

    * 40 times more likely to have a criminal record

    * 500 times more likely to take their own life

Facilitate a short class discussion with the activity "I used to think _____, but now I think _____" to articulate changes in thinking.

End the topic by adding any remaining questions and summarizing the connections made on the Mind Map

Ethical Capability
Decision Making and Actions

- Investigate how different factors involved in ethical decision-making can be managed by people and groups

Achievement Standard: Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain how different factors involved in ethical decision-making can be managed.

Students explain connections and distinctions between ethical concepts, identifying areas of contestability in their meanings and relative value.

Intercultural Capability
Cultural Diversity

Achievement Standard: Students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world.

Personal and Social Capability
Self Awareness and Management

- Evaluate emotional responses and the management of emotions in a range of contexts

Social Awareness and Management

- Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships

- Analyse how divergent values and beliefs contribute to different perspectives on social issues.

Achievement Standard: Students reflect critically on their emotional responses to challenging situations in a wide range of contexts.

Students analyse the effects of actions that repress human rights and limit the expression of diverse views. They analyse factors that influence different types of relationships.

Topic Summary, Teacher Notes and Resources

Topic Summary

Students develop an understanding of the terms "orphan" and "vulnerable children". Through the module they explore the reasons behind family separation, including push and pull factors. Students have an opportunity to discuss and challenge their own views about orphans and orphanages. Students develop an understanding of what it might be like to grow up in an orphanage and how it negatively impacts children.

Possible extensions

Students could

- Conduct individual research on voluntourism, including "hotspots", demand and supply factors in a particular context, geopolitical conditions

Assessment ideas

Students

- Self-reflect on what they have learnt and how their point of view has changed
- Develop a presentation on the "push" and "pull" factors that can lead to family separation

Resources

1 ACTIVITY
Mind Map tool
https://www.mindmup.com

3 ACTIVITY
- *United Nations Convention on the Rights of the Child Handout (Resource 2)*
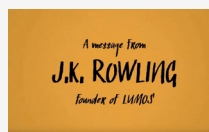- *Connect, Extend, Challenge tool*
  https://bit.ly/N9w0Pw

2 ACTIVITY
- *Fact cards (Resource 1)*
- *Discussion questions*

4 ACTIVITY

Children Need Families,
Not Orphanages
Video (Resource 3)

Topic 1 References

As Accessed 16 August 2018

Aph.gov.au. (2005). Chapter 2 - Institutional care in Australia. [online] Available at: https://www.aph.gov.au/Parliamentary_Business/Committees/Senate/Community_Affairs/Completed_inquiries/2004-07/inst_care/report/c02 • **Bettercarenetwork.org. (2018).** Residential Care Definition | Better Care Network. [online] Available at: https://bettercarenetwork.org/library/the-continuum-of-care/residential-care • **Cambodian Children's Trust.** (n.d.). Homepage - Cambodian Children's Trust. [online] Available at: https://cambodianchildrenstrust.org/ • **Caritas.org.au. (2015).** Just Visiting? Using Catholic social teaching to inform reflective practice in school immersions. [online] Available at: http://www.caritas.org.au/docs/default-source/just-visiting/justvisitingfulltext.pdf • **MindMup. (2013).** MindMup. [online] Available at: https://www.mindmup.com/ • **ReThink Orphanages.** (n.d.). FAQ. [online] Available at: http://www.rethinkorphanages.org/why/ • **Save the Children (2009).** Keeping Children Out of Harmful Institutions - why we should be investing in family-based care. [online] Available at: https://www.crin.org/en/docs/Keeping_Children_Out_of_Harmful_Institutions_Final_20.11.09.pdf • **State.gov. (2018).** Child Institutionalisation and Human Trafficking. [online] Available at: https://www.state.gov/documents/organization/283784.pdf • **UNICEF. (2017).** Orphans. [online] Available at: https://www.unicef.org/media/media_45279.html • **Unicef.org.au. (n.d.).** Child Friendly Rights. [online] Available at: https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf • **Visiblethinkingpz.org. (n.d.).** Visible Thinking. [online] Available at: http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ConnectExtendChallenge/ConnectExtend_Routine.html • **Wearelumos.org. (n.d.).** FAQs - Lumos. [online] Available at: https://www.wearelumos.org/faqs/ • **YouTube. (2018). Children Need Families Not Orphanages. [online]** Available at: https://www.youtube.com/watch?v=f7L1ceDjb5o

Teacher Notes

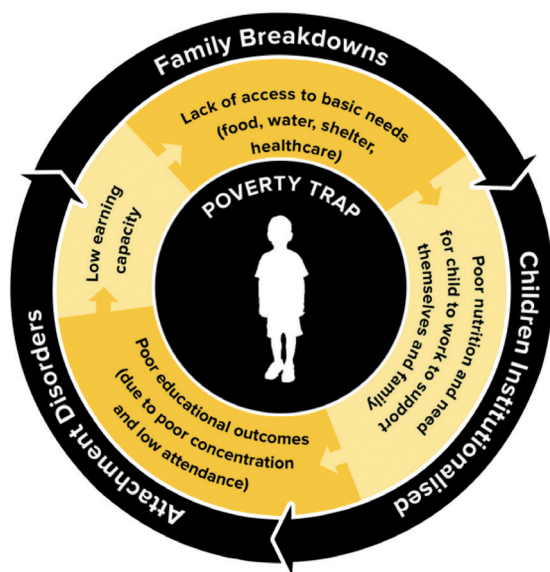| Discussion questions	Teacher notes for discussion
1 What is the definition of an orphan?	UNICEF and global partners define an orphan as a child who has lost one or both parents. Of the more than 132 million children classified as orphans, only 13 million have lost both parents. Evidence clearly shows that the vast majority of orphans are living with a surviving parent, grandparent, or other family member. This is important to note, as the figure of 132 million orphans may be misinterpreted to mean that there are 132 million children in need of a new family, shelter or care (see UNICEF Orphan Definition)
2 What is an orphanage?	Child protection specialists prefer to use the term 'residential care institutions' to discuss children who live in institutions like orphanages, shelters, children's homes, boarding schools etc. The term orphanage is misleading, as it implies that resident children are orphans, which is often not the case. Between 70-90% of all children living in orphanages have one or more living parent. A residential care institution features: • 24 hour care for children, including access to shelter, food, clothing and education • Paid staff • Groups of unrelated children living together in the same facility • The ratios of carers to children are usually much higher than they would be in a family. • There is generally no primary caregiver in the role of a parent, providing individual love and care, just paid staff.
3 Why do orphanages exist?	While there is a need for facilities that offer emergency, short term care for vulnerable children, long term residential care (orphanages etc.) is not an appropriate response for these children. Historically, orphanages were used throughout the world (including Australia) to provide care for children whose parents had died, or were deemed unable to take care of them. In Australia, many children who grew up in orphanages experienced horrific abuse at the hands of their carers, and there has been a Royal Commission into this practice in Australia. After decades of research proved that residential care is detrimental to children's development, Australia and the majority of other developed nations moved away from supporting this model of care. Unfortunately, many orphanages around the world exist in order to elicit money from tourists, donors and volunteers. Many of the children residing in these institutions do not need to live away from their parents, and some children are bought, sold, and leased (trafficked) to and between orphanages.

Discussion questions	Teacher notes for discussion

4 **Why might children be unable to live with their families?**

AND

What impact does poverty have?

There are many reasons why children might not be able to live with their families. This might include parental illness, exposure or risk of exposure to abuse and exploitation, and unsafe living conditions. Poverty should never be a reason for a child to be separated from their family.

Children might not be able to live with their family for a short time (e.g. due to parental illness), or long term. In some cases, these reasons may be permanent.

- **Poverty** is underpinned by a web of complex social problems.

- **A lack of access** to basic needs such as food, water, shelter and healthcare leads to poor nutrition resulting in children spending their days on the streets, begging or working to support themselves and their families.

- This leads to **poor educational outcomes**, due to low school attendance rates, compounded by the fact that malnourished children have poor concentration in class.

- Poor educational outcomes lead to **a low earning capacity**, which leads to **a low standard of living** with a lack of access to basic needs—and on the cycle goes.

- The immense stress and pressure placed on a family that is trapped in the cycle of poverty will often **result in secondary issues** (untreated illness, addiction, domestic violence etc.) which can lead to family breakdowns.

- This results in the children in vulnerable families being placed at a **high risk of being trafficked or ending up in orphanages.**

- Desperate families will often entrust their kids into the care of 'orphanages' or other institutional care centres in the misguided belief that they will have

- **Poverty should never be a reason for a child to be separated from their family.** Families need to be given support to stay together, to prevent family separation and the negative impacts of this.

Poverty trap diagram: Outer ring — Family Breakdowns, Children Institutionalised, Attachment Disorders. Inner ring — Lack of access to basic needs (food, water, shelter, healthcare); Poor nutrition and need for child to work to support themselves and family; Poor educational outcomes (due to poor concentration and low attendance); Low earning capacity. Centre — POVERTY TRAP.

5 **Is residential care the same as an orphanage?**

Yes. Orphanages are residential care institutions (RCIs). Residential care institutions can be known as: orphanages, shelters, safe houses, children's homes, children's villages, boarding schools, rehabilitation centres, transitional homes etc.

Discussion questions	Teacher notes for discussion
6 **What is the problem with orphanages?**	More than 8 million children live in residential care institutions globally, despite the fact that around 80% of these children have parents, and even more have extended family who could care for them. Children who grow up in orphanages experience attachment disorders, developmental delays, and have difficultly forming relationships in adulthood. The effects of institutionalisation can last a lifetime and even impact upon following generations. Unfortunately, the institutionalisation of children is, in many cases driven by the well-meaning but uninformed support of foreign donors, orphanage voluntourism, and the supply chain of people, money and resources that drive the orphanage industry.
7 **What happens to children who grow up in orphanages?**	Over 60 years of international research has shown us that children who grow up in institutions, even well managed institutions, are at serious risk of: • Developing mental illnesses • Developing attachment disorders, which may result in indiscriminate affection, trust issues, anger problems, difficulty expressing affection and in forming healthy relationships as adults • Developmental delays such as in growth and speech • Struggling to reintegrate into society later in life • Struggling with parenting issues themselves because they have grown up without good modelling of family or of what good parenting looks like, leading to intergenerational issues and poor life outcomes. Research indicates that young adults raised in institutions are 10 times more likely to fall into sex work than their peers, 40 times more likely to have a criminal record, and 500 times more likely to take their own lives (see Lumos FAQ)
8 **What is family-based care?**	Family-based care is the alternative care of children who are unable to live with their biological family. Children who live in family-based care live with a family, not in an institution. Family-based care includes: • Kinship care (living with relatives) • Short term or long term foster care (living in a home with a foster parent, who provides round-the-clock care – in the same capacity as a biological parent – and who is compensated for expenses, but is not paid a salary) • Local/domestic adoption Family-based care is the preferred option after all other avenues to keep a child living with, or returned to their biological family have been exhausted. It is important that this environment has been assessed as safe and appropriate, and the child has been consulted about their wishes and opinions.

Discussion questions	Teacher notes for discussion

9 **Why do so many children live in institutions?**

Unfortunately, in many parts of the world, residential care can be seen as the first option rather than the last resort in caring for vulnerable children. This is fuelled and incentivised by foreign donations that are much more likely to be directed towards orphanages and other residential care than family-based options.

In many tourist hotspots, children who look sick, hungry, or poor elicit more donations than those that look healthy and well cared for (see ReThink Orphanages FAQ). There are some people who exploit children solely to make money. They know, that if they collect a group of children and place them in an 'orphanage', well-meaning tourists and volunteers will come and donate money to that orphanage. Sadly, children in these places are often mistreated, abused and harmed, often deliberately being kept hungry, and sick so they elicit more donations. Donations are sourced through a number of avenues:

Voluntourism: When we talk about voluntourism we are referring to short-term, unskilled volunteering. Often, voluntourists are required to make a 'donation' for their volunteer role.

Orphanage Tourism: This is when tourists, as part of their holiday, visit children who are living in residential care. Tourists are usually asked to give a donation during the visit, sometimes after watching a dance show or cultural performance by the children. While well-intentioned, these tourists don't realise that they're doing more harm than good. They may also follow up with regular donations once they return home.

10 **Why is it harmful to visit or volunteer at an orphanage or residential care institution?**

- The primary aim of orphanages or residential care institutions that offer visits or volunteer placements is not a need for unskilled labour – it is to elicit an emotional connection from visitors/volunteers, who will then be moved to become long term donors and supporters.

- Child protection risks – allowing strangers intimate access to vulnerable children.

- Visits can create attachment disorders – caused by the constant rotation of adults coming in and out of children's lives.

- Invades a child's right to privacy – according to the UN Declaration of the Rights of the Child.

- It takes away jobs from local people who need them the most

Remember - children are NOT tourist attractions

FACT CARDS

7

Growing up in an orphanage is harmful to children. This harm is lifelong and intergenerational.

6

Orphanages are an outdated model of care for orphaned and vulnerable children. Evidence proves that there are better ways to care for these children.

10

In many cases, children are in orphanages to cater to demand from tourists and volunteers to 'give back'.

3

Children live in orphanages due to poverty, disability, accessibility of orphanages themselves, and due to trafficking for exploitation purposes.

4

Up to 80% of children living in orphanages have one or more living parent that with support, would in most cases be willing and able to care for them.

2

A group-living arrangement where children are cared for by paid employees.

5

Also known as children's centres, shelters, boarding facilities, transit homes, children's villages and other non family-based care settings.

9

There are some people who exploit children solely to make money.

1

An orphan is a child under 18 years who has lost one or both parents to any cause of death.

8

Family-based care includes:
- Kinship care (living with relatives)
- Short term or long term foster care
- Local/domestic adoption

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

relevant articles and discussion

ARTICLE 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Discussion

Some children enjoy their rights more than others. Children living in orphanages often don't know they have rights.

ARTICLE 3

All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.

Discussion

Children in orphanages are often cared for by adults who don't have their best interests in mind.

ARTICLE 9

Children have the right to live with their parent(s), unless it is bad for them. Children have the right to live with a family who cares for them.

Discussion

All children have the right to live with their parents. Most children in orphanages have parents. If it not best for a child to be with their parents, children have the right to live in a family. An orphanage is not a family.

ARTICLE 16

Children have the right to privacy.

Discussion

Children living in orphanages have very little privacy. They have to live in large groups, and often have visitors and volunteers in their home.

ARTICLE

18

Children have the right to be raised by their parent(s) if possible.

Discussion

Sometimes parents cannot care for children for short periods of time, but this doesn't mean children should not be able to go back to their parents if it is safe to do so.

ARTICLE

19

All children have the right to be protected from being hurt and mistreated, in body or mind.

Discussion

Children living in orphanages are at high risk for physical, emotional and sexual abuse. Living in an orphanage also changes the architecture of a young child's brain, resulting in learning difficulties, developmental delays and attachment disorders.

ARTICLE

20

All children have the right to special care and help if you cannot live with your parents.

Discussion

Children who cannot live with their parents should have access to support and care in a family environment, as this has been proven to be the best kid of support for children.

ARTICLE

24

All children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Discussion

Many children living in orphanages are deliberately kept in poor conditions, without adequate food, water, and health care in order to elicit sympathy and donations from well-meaning visitors, volunteers and donors.

ARTICLE

25

If any child lives in care or in other situations away from home, they have the right to have these living arrangements looked at regularly to make sure they are the most appropriate.

Discussion

Placing a child in an orphanage is a last resort, and should always be temporary. Many children are placed in orphanages as a temporary measure, but do not have their situations reviewed, and end up never leaving. The goal should always be to have a child living in a safe and appropriate family environment.

ARTICLE 26

All children have the right to help from the government if they are poor or in need.

Discussion

Poverty is never a reason to separate a child from their family. Governments have a responsibility to make sure that families have adequate food, water, shelter, and access to employment.

ARTICLE 27

All children have the right to food, clothing, a safe place to live and to have your basic needs met. All children should not be disadvantaged so that they can't do many of the things other kids can do

Discussion

Some children living in orphanages are often kept in poor conditions to elicit more donations from visitors and volunteers. They are often required to do performances or dances to raise money for their orphanages, and sometimes are forced to go begging late at night. Many children in orphanages are isolated from the wider community.

ARTICLE 34

All children have the right to be free from sexual abuse.

Discussion

Children in orphanages are at high risk of being sexually abused.

ARTICLE 35

No one is allowed to kidnap or sell children.

Discussion

Many children are sold, or trafficked into orphanages for the purposes of making money off unsuspecting tourists and volunteers. Some parents living in poverty pay orphanages to take their children in the mistaken belief that they will have a better life in an orphanage.

ARTICLE 36

All children have the right to protection from any kind of exploitation (being taken advantage of).
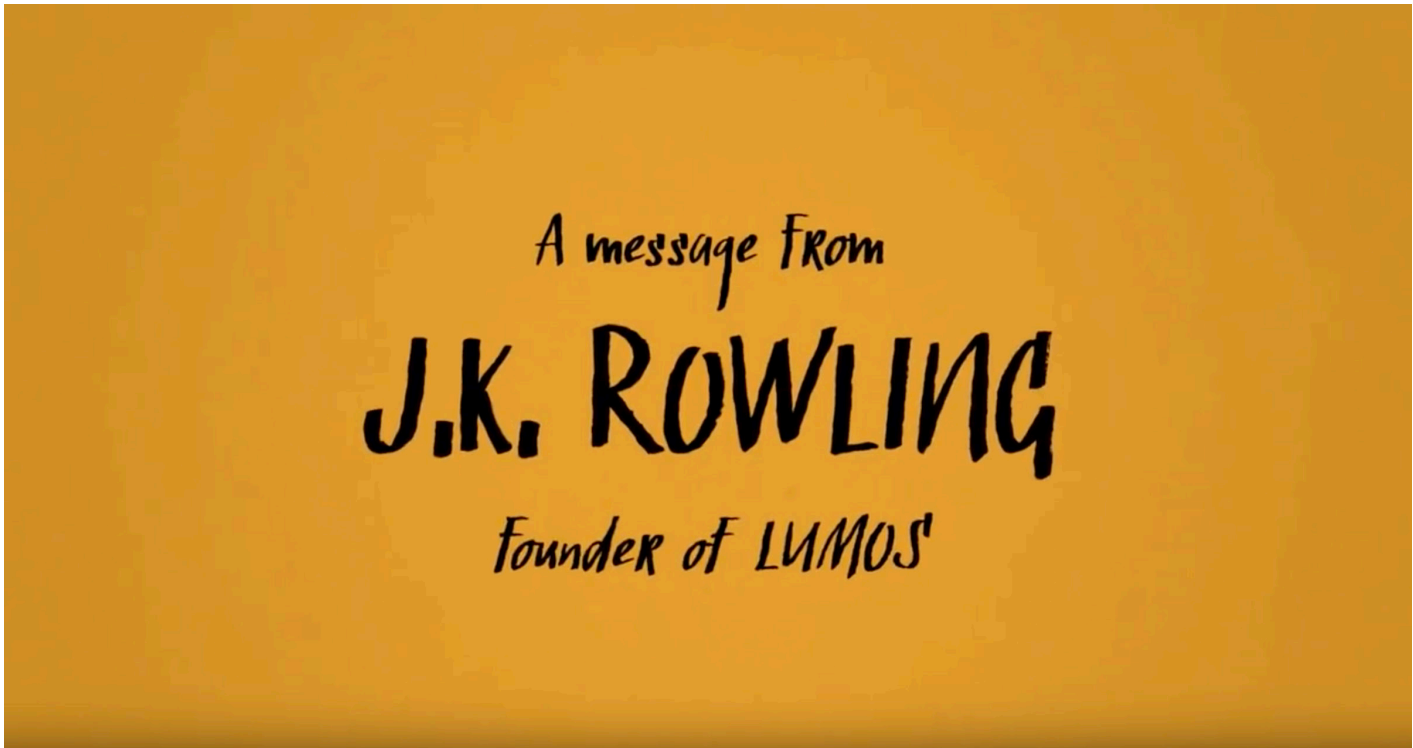
Discussion

All children who live in orphanages that allow foreign volunteers and tourists are being exploited.

CHILDREN NEED FAMILIES NOT ORPHANAGES

Video

https://www.youtube.com/watch?v=f7L1ceDjb5o

Orphanage Tourism and Volunteering

Topic 2: Voluntourism, Orphanage Trafficking and Modern Slavery
Recommended teaching time: 1 x 50 minute lesson

2
TOPIC

Mapping to F–10 curriculum in Victoria

Content description:

For students to learn and understand voluntourism, it's different forms and the geo-political factors behind it.

Explain that the focus of the session is on the concept of 'Voluntourism', and builds on the information covered in Topic 1: Orphans and Vulnerable Children. Students will explore the history, origins and cultural influences of voluntourism and use this information to critically reflect on the practice. We will also learn about the economic factors that make orphanages an industry, and identify how children in orphanages can be linked to modern slavery.

Achievement standard (excerpt)

Level 10	Learning Intentions
Students will: • Explore and critically reflect on the history, origin and cultural influences of the practice of volunteering / voluntourism • Explore and analyse the orphanage industry and how people, money and resources contribute to the unnecessary separation of children from their families • Explain how orphanage tourism links to modern slavery	• Students explore the concept of "voluntourism" and critically reflect on its history, origin and cultural influences • Students explore how orphanages can be a profit-making industry, and identify the economic factors that support it • Students identify how children in orphanages are linked to modern slavery laws and practices • Students learn about the use of persuasive language and techniques

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Activities	*Capability / Standard*
Activity 1: Voluntourism (History, origins and cultural influences) Explain / display on the board the following information: *"Volunteer tourism, (or 'Voluntourism') describes a field of tourism, in which travellers visit a destination and take part in projects in the local community. Projects are commonly nature-based, people-based or involve restoration of buildings and artifacts ."* *"Tourism + Short-Term Volunteering = Voluntourism"*	**Critical and Creative Thinking Capability** Questions and Possibilities • Suspend judgments and allow new possibilities to emerge and investigate how this can broaden ideas and solutions • Challenge previously held assumptions and create new links, proposals and artifacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions Reasoning • Examine how to identify and analyse suppressed premises and assumptions Meta-cognition • Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability

Introduce the class to these two case studies by reading them or displaying them on the board.

1. Marie is a qualified accountant and financial advisor who is now at retirement age. After she retires she is interested in living abroad for some time and volunteering her time to help out with a cause.

2. Josh is 17 and at high school. He plays football and has a part time job in a supermarket. He would like to volunteer overseas during the next school holidays as he thinks it would be an amazing life experience. He has about two weeks that he could give up if he found an interesting opportunity.

Ask the class to individually write down the differences between the kind of volunteer roles Marie and Josh would look for. What kind of roles would suit each of them? Create a class brainstorm – below are some ideas:

MARIE	JOSH
Long term	Short term
Focus on sharing skills	Focus on learning skills
Professional opportunities (like an unpaid job)	Fun opportunities (like a holiday)
Could help organizations with their accounts or finances, or train them on accountancy	Could be an assistant or a helper, or could be part of a team doing some menial work
May learn the local language as she will live there	Will not have enough time to learn the language
Is not qualified in other areas – e.g. is not a doctor or a teacher so could not do those things	Is not qualified in any areas, including teaching English (speaking a language is different from teaching it!)
May find an organization to cover her travel costs because she will work for free	May have to pay an organization to provide him the experience he is looking for

Explain/display on board the following statement:

*"**The Voluntourism industry is estimated to be worth more than $2.6 billion dollars"***

Achievement Standard: Students demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions

Students structure complex valid arguments. They explain and apply a range of techniques to test validity within and between arguments

Students develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes

Ethical Capability
Understanding concepts

- Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles

Decision Making and Actions

- Investigate how different factors involved in ethical decision-making can be managed by people and groups

Achievement Standard: Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain how different factors involved in ethical decision-making can be managed

Intercultural Capability
Cultural practice

- Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts

Cultural Diversity

- Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world
- Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion

Achievement Standard: Students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world.

Students analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion.

Arrange the students into small groups and give out the Voluntourism Context Cards (Resource 1). Ask each group to discuss the concept presented on the card and think about how it may have influenced the rise of voluntourism. Ask each group to present back with a few key thoughts from their discussion. See Wearing, 2001 for more information. Volunteer Tourism: Experiences that Make a Difference

Personal and Social Capability
Self Awareness and Management

- Analyse how divergent values and beliefs contribute to different perspectives on social issues

Achievement Standard: Students analyse the effects of actions that repress human rights and limit the expression of diverse views.

Activity 2: THE ORPHANAGE INDUSTRY

Screen The Orphanage Industry video (Resource 2)

Facilitate a class discussion asking students to identify all the factors leading to the proliferation of orphanages that they saw in the video. Write each factor on the board or assign one student the role of documenting each factor on the board. Divide students into groups of four, and assign each group as either 'Supply' or 'Demand'.

While watching the video ask students to write down all the factors leading to the proliferation of orphanages that they can identify in the video. At the end ask students to share each factor, and as a class decide if that factor influences the "supply" or "demand" and write them on different sides of the board.

Ask students to write a short persuasive piece to alert donors and volunteers of the unintended effects of supporting orphanages and convince them not to support orphanages.

Orphanage owners know that when children are presented as poor, sick, alone and vulnerable and in need of love and care, donors and volunteers are likely to give more money and more time. In this way, children are being used as a marketing tool, to help improve the flow of funds to the orphanages.

Display Resource 3 'Orphan Marketing Examples'

Ask students to write down the answers to these questions:

1. What language is being used to market these opportunities?
2. What is the difference between the language used to describe the volunteer and the children in the orphanage
3. What emotions does it try to provoke
4. What assumptions are being made?
5. What persuasive writing techniques can you identify?
6. What have you learned about the marketing language used for volunteer projects with orphans?

Critical and Creative Thinking Capability
Questions and Possibilities

- Challenge previously held assumptions and create new links, proposals and artifacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions

Reasoning

- Examine how to identify and analyse suppressed premises and assumptions

Achievement Standard: Students demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions

Students structure complex valid arguments. They explain and apply a range of techniques to test validity within and between arguments

Ethical Capability
Understanding Concepts

- Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles

Decision Making and Actions

- Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches
- Investigate how different factors involved in ethical decision-making can be managed by people and groups

Achievement Standard: Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain how different factors involved in ethical decision-making can be managed

Intercultural Capability
Cultural Practice

- Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts

Achievement Standard: Students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world.

Personal and Social Capability
Self Awareness and Management

- Evaluate emotional responses and the management of emotions in a range of contexts

Social Awareness and Management

- Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships

- Analyse how divergent values and beliefs contribute to different perspectives on social issues.

Achievement Standards: Students reflect critically on their emotional responses to challenging situations in a wide range of contexts.

Students analyse the effects of actions that repress human rights and limit the expression of diverse views. They analyse factors that influence different types of relationships.

Activity 3: ORPHANAGE TRAFFICKING & MODERN SLAVERY

Provide each student with a copy of *Letter from an Orphanage (Resource 4)* and ask students to take time to read the letter. Ask students to produce a short creative writing piece from the perspective of this child's parents.

Introduce the concept of orphanage trafficking and link to modern slavery using the following points:

- **Human trafficking can be explained through the Act, Means, Purpose definition (UNODC):**

  - *The Act (What is done)*
    Recruitment, transportation, transfer, harbouring or receipt of persons

Critical and Creative Thinking Capability
Questions and Possibilities

- Suspend judgments and allow new possibilities to emerge and investigate how this can broaden ideas and solutions

- Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions

Reasoning

- Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question

- **The Means (How it is done)**
  Threat or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability, or giving payments or benefits to a person in control of the victim

- **The Purpose (Why it is done)**
  For the purpose of exploitation, which includes exploiting the prostitution of others, sexual exploitation, forced labour, slavery or similar practices and the removal of organs.

- **Exploitation is at a minimum, the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude, or the removal of organs.**

- **Children are often trafficked into orphanages — recruited from their families to meet the demand of orphanage tourism and funding.**

- **When in orphanages, children may be used for financial gain and exploited through sex, forced to beg (a form of child labour), kept in slavery-like conditions, and exploited in many other ways.**

- **Even in orphanages where children are not explicitly exploited through sex, forced begging and mistreatment, the presence of visitors and volunteers is harmful and a form of exploitation (see Van Doore and Nhep for more information).**

Hand out cards in *Resource 5 (Trafficking and Slavery)*. Explain to students that the cards describe different parts of the trafficking process but are not in order. Ask students to put the cards together in the right order.

The correct order is:

1. Families are vulnerable through poverty
2. Paid recruiters come to visit the village
3. Recruiters convince parents to send their child to the city for education
4. Parents pay the recruiter a fee
5. Child travels with recruiter to the city
6. Child is dropped off at an orphanage
7. Recruiter receives payment from the orphanage
8. Children's documents are falsified to show they are 'orphans'
9. Orphanage uses child's fake documents to 'prove' a need for them to be in an orphanage
10. Child is required to perform, play and interact with volunteers to raise money for their own care
11. Orphanage receives increased donations and volunteers

Ask students to identify the link between the above trafficking process and exploitation.

Achievement Standards: Students demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions

Students develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes.

Ethical Capability
Understanding Concepts

- Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles

- Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues

Decision Making and Actions

- Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches

Achievement Standards: Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain how different factors involved in ethical decision-making can be managed.

Intercultural Capability
Cultural Practice

- Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts

Achievement Standard: Students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world.

Personal and Social Capability
Self Awareness and Management

- Evaluate emotional responses and the management of emotions in a range of contexts

Social Awareness and Management

- Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships

Achievement Standard: Students reflect critically on their emotional responses to challenging situations in a wide range of contexts. Students analyse the effects of actions that repress human rights and limit the expression of diverse views. They analyse factors that influence different types of relationships.

Topic Summary, Teacher Notes and Resources

Topic Summary

Students develop an understanding of the terms "voluntourism" and how orphanage trafficking is a form of modern slavery. Students understand the steps involved in orphan trafficking and how it impacts children and families. Students develop skills in interpreting the legal and political factors protecting children from trafficking, and the techniques that are used to promote such practices.

Possible extensions

Students

- Conduct research on areas where voluntourism is prolific
- Conduct a debate on the issue of orphanage tourism, arguing the case for and against voluntourism.

Assessment ideas

Students

- Self-reflect on what they have learnt and how their point of view has changed
- Develop a presentation or poster that accurately depicts voluntourism or orphanage tourism

Resources

1 ACTIVITY — *Voluntourism Context Cards (Resource 1)*

2 ACTIVITY — *The Orphanage Industry Video (Resource 2)*

3 ACTIVITY — *Orphan Marketing Examples (Resource 3)*

4 ACTIVITY — *Letter from an Orphanage (Resource 4)*

5 ACTIVITY — *Trafficking and Slavery Fact Cards (Resource 5)*

Topic 2 References

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Teacher Notes

Discussion questions	Teacher notes for discussion
1 **What is Voluntourism?**	Voluntourism is an amalgamation of volunteering and tourism. It describes a modern phenomenon that has its roots in religious missions, the industrial revolution, and the desire to 'give back'. Stephen Wearing (2001) described it as "...a field of tourism, in which travellers visit a destination and take part in projects in the local community. Projects are commonly nature-based, people-based or involve restoration of buildings and artifacts." Voluntourism generally refers to short-term, unskilled volunteer placements that are combined with travel abroad.
2 **Why is Voluntourism so popular?**	Voluntourism has experienced significant gains in popularity since the early 2000s and followed the ecotourism boom of the late 1990s (Gilbert, 2002). The popularity of voluntourism can be seen as a response to mass tourism, and linked to an increased in the accessibility and affordability of travel. A desire to 'give back', and an increasingly competitive career landscape has seen voluntourism positioned as a convenient mechanism for solving development problems, improving one's career prospects, and offering a chance to see the world at the same time (Chen and Chen 2011, Sin 2017).
3 **How does Voluntourism fuel the separation of children from their families?**	Demand for volunteer placements working with children in orphanages increases demand for 'orphans' in orphanages. In many locations, there are simply not enough children who are truly in need of care outside of the family unit. Therefore, in order to respond to this demand, orphanages are required to recruit children to fill the orphanage. Many of these children do not need to be outside of the care of their families and are unnecessarily separated from them to meet this demand.
4 **Why are more orphanages located in tourism hotspots?**	Many tourists like to add a visit or a few days volunteering at an orphanage to their travel itinerary. It is more convenient for orphanages to be located close to tourism hotspots in order to easily fit in to tourist itineraries. Children living in orphanages can often be found putting on cultural performances regularly for tourists as a way to raise money for the orphanage.

Discussion questions	Teacher notes for discussion
5 **What are the economic factors involved in the orphanage industry?**	The orphanage industry is run on basic supply and demand factors: • There is a demand from well meaning tourists and volunteers for experiences with orphans in orphanages. • This demand is often channelled through third party tourism providers, who develop products to facilitate the demand. • These third party tourism providers build relationships with orphanages, often placing large volumes of volunteers and visitors in the orphanages regularly. • Orphanages respond to this demand by recruiting children from poor families. • More and more orphanages are established to feed the demand, resulting in economic benefits for orphanages and third party tourism providers.
6 **What is the problem with marketing orphans to raise money for their care?**	Children in orphanages have the same rights as all other children. These rights include the right to grow up in a family, to have privacy, and to have a say in decisions that affect them. Orphanages use the stories of the children in their care to elicit sympathy and therefore donations. In many cases, the stories of children are fabricated or embellished to elicit deeper sympathy, and more donations. Children are often depicted as hungry, sick, vulnerable and in need of love and affection. In many cases, children's private (and often traumatic) backgrounds are shared publicly on websites and in marketing materials. These practices breach children's rights, and result in them being exploited for the economic gain of the orphanage.
7 **How are children in orphanages exploited?**	Children in orphanages are required to: • Interact with visitors and volunteers, whether they want to or not • Share their private spaces with strangers • Have their story / background (often traumatic or falsified) shared repeatedly with strangers • Participate in physical touch / play with strangers • Participate in cultural performances as a fundraising activity • Beg on the street for funds to support the orphanage

Discussion questions	Teacher notes for discussion
8 What is trafficking?	Human trafficking is an organized criminal activity in which human beings are treated as possessions to be controlled and exploited. Exploitation includes forced labour or services, slavery or slavery-like practices and servitude. See UNODC for more information.

Children are often trafficked into orphanages – recruited from their families to meet the demand of orphanage tourism and funding. When in orphanages, children are used for financial gain and are sexually exploited, forced to beg (a form of child labour), kept in slavery-like conditions, and exploited in many other ways. |
| **9 What is a 'paper orphan'?** | Poor families are often coerced into giving up their children by orphanages hoping to profit from either having these children living in the orphanage, or trafficking them. These children are known as 'paper orphans' – children who have orphan status through falsified documentation. See Forget Me Not for more information. |
| **10 What is modern slavery and how is it related to children living in orphanages?** | The term 'modern slavery' is used to cover a range of exploitative practices including human trafficking, slavery, forced labour, child labour, removal of organs and slavery-like .

Children in orphanages are often kept in slavery like conditions, fully owned by orphanage directors and exploited for profit through forced 'cultural' performances for tourists, forced begging, and forced interaction and play with visitors. Children are often kept in poor health, poor conditions and are malnourished in order to elicit more support in the form of donations and gifts. |

VOLUNTOURISM CONTEXT CARDS

MISSIONARIES

Missionaries in the Christian tradition have existed since the founding of the Church. Aiming to help, heal and convert native communities, they have been both acclaimed for offering guidance and education to local people, and blamed for manipulative behaviour and bringing cultural destruction.

COLONISATION

Few countries in the world escaped colonization by a European power in the centuries following Columbus' discovery of the New World. Colonising forces often used the language of "helping" in order to justify invading lands, enslaving people and stealing resources. Unfortunately in many cases disease, starvation, and violence devastated native communities. Even in the countries that successfully resisted direct colonisation were changed by strong colonial influences. (Private education in Nepal, for example, is invariably taught in English medium.) Although most countries of the world gained independence in the twentieth century, legacies still exist in terms of education systems, power structures, languages spoken, popular culture and pervasive attitudes.

TOURISM

The Industrial Revolution saw the invention of the steamship and the train, which made travel more comfortable, more affordable, and a lot faster. People began traveling for pleasure, not work or religion. In the past, holidays were for the upper class only, and required months and years to undertake (e.g. Traveling from the United Kingdom to India took between four and eight months prior to the opening of the Suez Canal. It took less than one month after the Suez Canal opened). People could now afford to go to places they could never have dreamed of before. See Brendon 1991; Ghose 1998 and Swinglehurst 1982 for more information.

THE RISE OF THE MIDDLE CLASS

During the Industrial Revolution, millions of people poured into new industrialised cities, looking for work in factories. However, these cities lacked housing and social services to support them, quickly resulting in the establishment of urban slums, where inhabitants lived in deep poverty. This type of urban poverty was at a scale unseen in the past. However, at the same time the opportunities of the industrial revolution saw the sprouting of a new class – the urban middle class. Suddenly, there was an economically powerful and physically mobile group of people who were able to afford luxuries but who lived among, and were not separated from the poor living outside their doors (See Bornstein 2009; Ghose 1998 and Teo 2002 for more information).

CHARITY

Charity has always existed in some form, but throughout most of history people only felt responsibility towards people in their own communities. As people became more mobile, charity towards people further afield became more popular. The desire to help less fortunate strangers, combined with the accessibility and affordability of travel, gave rise to a new form of charity travel (Borstein 2009; Ghose 1998 and Teo 2002). The travel company Thomas Cook asked tourists visiting Iona, a small island off the coast of Scotland, to donate toward a community revitalization fund, and visiting an orphanage in the Middle East was a well-established practice even before the turn of the century (Brendon 1991).

INTERNATIONAL VOLUNTEERING

The modern concept of international volunteering can be traced to the Thomasites, a group of over a thousand teachers sent to the Philippines by the US Government starting in 1901. Named for the US Army Ship Thomas, which carried some of the first teachers, these men and women travelled to remote villages where they taught English. Since then many government-funded international volunteer programs have been launched – VSO in the UK (in 1958), PeaceCorps in the USA (in 1960) and AVI in Australia (in 1963). All of them aimed to send country nationals overseas in order to help with issues of poverty and under-development. Placements are usually long term (around 2 years). All of these organizations still exist today.

INTERNATIONAL DEVELOPMENT

After World War II, when many former colonies gained independence, a new idea of how to help overseas gained currency. The success of the Marshall Plan (US aid that helped rebuild Europe) led to an optimistic perspective on the benefits of outside intervention in low-income nations, and the concept of "international development" was born. Today most foreign aid offered from richer countries to poorer ones are framed with the language of development.

Resource 2

THE ORPHANAGE INDUSTRY VIDEO

http://www.rethinkorphanages.org/take-action/

ORPHAN MARKETING EXAMPLES

Program Summary

Due to the high incidences of poverty and illness, childcare centers in Kenya can host 50 to 300 children at any one time and there is always high demand for volunteer assistance. Volunteers on the Childcare project in Kenya are placed in a range of orphanages and childcare centers, some of which house and foster abandoned and orphaned children, some that have schools attached, and others where volunteers live at the centers full time. Each center accommodates children of differing ages, however volunteers generally work with children between the ages of 1 to 16 years old. Placements can include pre-schools, baby daycare centers and orphanage centers. Whether the children are at home or at school, the centers are always busy, and volunteers can help with all areas of daily activity. Tasks can include cooking, cleaning, feeding, washing, and caring for the children, in addition to entertaining and playing with them.

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This program is provided by

★   STAR VERIFIED   ★

⬇ DOWNLOAD INFORMATION

LOCATION

Kenya: Nairobi

SAVE THIS PROGRAM

☑ REVIEW THIS PROGRAM

Urgent Notice for Foreigner

Needed volunteer in orphanage home

████████ ████ ██████ is a orphanage home, just 25 min far from Thamel. We have 10 children's (7 boys and 3 girls) who are totally orphans and poor. Till the date of establishment the organization is run by just 1 person without any governmental support and non from the factories or any organization. so , it been a long time that only one person is running this organization, which is making so much difficult to provide the children's the basic things as well from the one person only. Being there is no any hand support ,our orphanage need immediate volunteering help from the foreigners.

In this immediate urgency of ours, if you will like to volunteer in orphanage home or just want to visit our orphanage,
then please contact us on:-

Government Regd no:- ███

Email:- ███████████████@gmail.com
Phone:- ███████████████████
website:- www.████████████.com

LETTER FROM AN ORPHANAGE

If I remember well. I was 5 years old when I was picked by two Nepali Women from ███████ Organiza[tion]. My elder brother told me that I was picked up without my family's permission. I think I stay at ███████ orphanage for around 6 years away from my family and two elder brothers. At this I remember that I tried to flee twice from tha place to be with my home. I used to see some white faces and used to think why they are there? After 6 years I was sent to another children's home. I was 12 years old and I cric a lot and thought why am I shifted to a new place where everybody was stranger to me. In that new place when I saw volunteers I got scared and hid myself under the table. Our warden asked me to come out and mingle with them. They used to come twice a year but I also used to think why they can't be with me when I am sick? Why they can't come when I want? I used to ask them Why do you come to meet us? I saw other children living with me beaten up and tied to the cot stand. We were all threatened not to speak a single word to the volunteers and the donors. We remained quiet and wept at nights.

Kathmandu, Nep[al]

Source: Dikshya Thapa, Submission to the Inquiry into Establishing a Modern Slavery Act in Australia, Forget Me Not

FACT CARDS
TRAFFICKING AND SLAVERY

? Families are vulnerable through poverty	**?** Paid recruiters come to visit the village
? Recruiters convince parents to send their child to the city for education	**?** Parents pay the recruiter a fee
? Child travels with recruiter to the city	**?** Child is dropped off at an orphanage

FACT CARDS
TRAFFICKING AND SLAVERY

?

Recruiter receives payment form the orphanage

?

Children's documents are falsified to show they are 'orphans'

?

Orphanage uses child's fake documents to 'prove' a need for them to be in an orphanage

?

Child is required to perform, play and interact with volunteers to raise money for their own care

?

Orphanage receives increased donations and volunteers

Orphanage Tourism and Volunteering

Topic 3: Responsible Travel, Voluntourism and Learning Service
Recommended teaching time: 1 x 50 minute lesson

3
TOPIC

Mapping to F–10 curriculum in Victoria

Content description:

For students to learn and understand the differences between responsible and irresponsible travel and it's potential impact on children, families and community.

Introduce topic and learning intention. Explain that the focus of the session will be on looking at the concept of responsible / ethical travel and how this related to our own motivations. We will also explore various examples of irresponsible and responsible community engagement.

Achievement standard (excerpt)

Level 10	Learning Intentions
Students will: • Understand the concept of responsible / ethical travel • Explore the range of motivations for voluntourism • Gain an understanding of responsible / irresponsible community engagement	• Students understand the idea that some types of tourism can cause damage to the people and places we visit, and that this damage can be mitigated by travelling responsibly • Students explore and assess various motivations for volunteering • Students consider what ethical and unethical community engagement looks like

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Activities	Capability / Standard
Activity 1: RESPONSIBLE TRAVELLER This activity introduces students to the idea that we all have the potential to be a 'responsible' or 'irresponsible traveller', depending on our behaviour and the choices that we make. The activity encourages critical thinking and allows students to come up with their own ideas through a fun and creative activity, without lecturing or feeding information. The activity begins with presenting the opposite (irresponsible travel) of what you want to teach (responsible travel). This is a visual activity, which will help students retain information and key-messages long term. Divide students into small teams of 3 – 5, and provide each team with a large piece of flip chart paper and some coloured markers. Ask students whether they have heard the term 'responsible travel' before, and whether they have any ideas as to what it may mean. There is no need for a lengthy discussion at this point, just brief sharing.	**Critical and Creative Thinking Capability** Questions and Possibilities • Challenge previously held assumptions and create new links, proposals and artifacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions Reasoning • Examine how to identify and analyse suppressed premises and assumptions **Achievement Standards:** Students demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions **Ethical Capability** Understanding concepts • Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles

Give students 10 minutes to draw an 'irresponsible traveller' on their sheet of paper. Encourage students to be a creative as possible and use their imagination. Use the following prompts if helpful:

1. Clothing
2. Language
3. Food
4. Culture
5. Environment
6. Money
7. Actions / behaviour

After ten minutes, bring students back to a single group and ask a representative from each group to show their picture and explain what they have drawn. Encourage students to give feedback to peers, and ask questions.

Stick group drawings up on the wall for the remainder of the session to refer back to as a visual guide. Then ask the class to flip the example around and name attributes of a responsible tourist. You can ask prompting questions like:

- How does a responsible tourist treat the environment?
- How do they treat local people?
- On what kinds of things might a responsible tourist try to spend their money?
- What might a responsible tourist avoid doing?

Achievement Standards: Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain how different factors involved in ethical decision-making can be managed

Intercultural Capability
Cultural Practice

- Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts

Achievement Standard: Students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world.

Personal and Social Capability
Social Awareness and Management

- Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships
- Analyse how divergent values and beliefs contribute to different perspectives on social issues

Achievement Standard: Students analyse the effects of actions that repress human rights and limit the expression of diverse views. They analyse factors that influence different types of relationships.

Activity 2: OPINION CONTINUUM

Facilitate the 'Opinion Continuum' activity. This activity introduces students to the complexities of the issue without providing excessive background information, allowing the teacher to gauge student's existing knowledge / perceptions. This also gives students the opportunity to start the following activity by reflecting on what they already know or what opinions / preconceptions they might already have (consciously or subconsciously).

Designate one side f the room or space as 'agree' and one side as 'disagree'. It is a continuum line - the further along the line you stand the more strongly you agree or disagree.

Read out controversial statements, and ask participants to position themselves on the continuum depending on how strongly they feel about the issue. Allow people to stand near the middle but discourage sitting on the fence.

Critical and Creative Thinking Capability
Questions and Possibilities

- Suspend judgements and allow new possibilities to emerge and investigate how this can broaden ideas and solutions
- Challenge previously held assumptions and create new links, proposals and artifacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions

Reasoning

- Examine how to identify and analyse suppressed premises and assumptions
- Investigate the nature and use of counter examples structured as arguments

Note: This activity can be time consuming – therefore it is recommended that 2-3 statements from the below list are chosen.

Possible statements include:

1. Travelling overseas to volunteer is selfless
2. If you want to volunteer, you should do so in your own community
3. People from rich countries have a responsibility to help people in 'poor' countries
4. You don't need special skills to volunteer – just a desire to help
5. If people volunteer just so they can post selfies on social media, they should just stay home
6. Some volunteering can do more harm than good
7. Any help is better than no help
8. Doing something is always better than doing nothing

Ask a handful of students why they are standing where they have chosen to stand and remind students that they may move positions if they can be convinced by their peers. Encourage students to challenge each other.

Ask students to individually reflect on the activity and write a list of all the motivations that might drive an individual to volunteer overseas – both motivations that are more selfish and those more altruistic

Achievement Standard: Students structure complex valid arguments. They explain and apply a range of techniques to test validity within and between arguments.

Ethical Capability
Decision Making and Actions

- Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches.

Achievement Standard: Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain how different factors involved in ethical decision-making can be managed

Personal and Social Capability
Social Awareness and Management

- Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships
- Analyse how divergent values and beliefs contribute to different perspectives on social issues

Achievement Standard: Students analyse the effects of actions that repress human rights and limit the expression of diverse views. They analyse factors that influence different types of relationships.

Activity 3: RESPONSIBLE COMMUNITY ENGAGEMENT

Watch the short film "There You Go" (Resource 1)

https://www.youtube.com/watch?v=uFU2iQcFv7U.

Ask participants to discuss reflections and questions in pairs. Then ask each pair to imagine how the scenario could have gone differently. What needed to change?

Final debrief:

What lessons can we draw from everyone's alternative stories that inform the way we engage with communities overseas?

Critical and Creative Thinking Capability
Questions and Possibilities

- Suspend judgements and allow new possibilities to emerge and investigate how this can broaden ideas and solutions
- Challenge previously held assumptions and create new links, proposals and artifacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions

Reasoning

- Examine how to identify and analyse suppressed premises and assumptions

Achievement Standard: Students demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions

Some notes to inform the debrief:

- Responsible community engagement should respond to a need identified by the community and aim to make changes that the communities themselves want.
- Plans to help overseas communities should be designed and led by people from those communities.
- If we want to be involved in helping people and supporting causes overseas, we need to do a lot of learning first, otherwise we can do damage. Some practitioners refer to this learning-first approach as "learning service".

Ethical Capability
Understanding Concepts

- Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles

Achievement Standard: Students explain connections and distinctions between ethical concepts, identifying areas of contestability in their meanings and relative value.

Intercultural Capability
Cultural Practice

- Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts

Cultural Diversity

- Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world
- Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion

Achievement Standards: Students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world.

Students analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion.

Personal and Social Capability
Social Awareness and Management

- Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships
- Analyse how divergent values and beliefs contribute to different perspectives on social issues

Achievement Standards: Students reflect critically on their emotional responses to challenging situations in a wide range of contexts.

Students analyse the effects of actions that repress human rights and limit the expression of diverse views. They analyse factors that influence different types of relationships.

Topic Summary and Resources

Topic Summary

Through the different activities, students develop an understanding of responsible and irresponsible travel and it's potential impacts on children, families and communities. They are able to identify features of both by the end of the module, and further can identify possible damage to others through their own actions.

Possible extensions

Students

- Take action and develop a plan for what can be done individually, for the class or at the school level

Assessment ideas

Students

- Students conduct a critical analysis of materials, e.g. website information on web pages for Caritas, Lumos etc.

- Keep a journal and identify instances where unethical travel opportunities are promoted

Resources

1 ACTIVITY

There You Go Video (Resource 1)

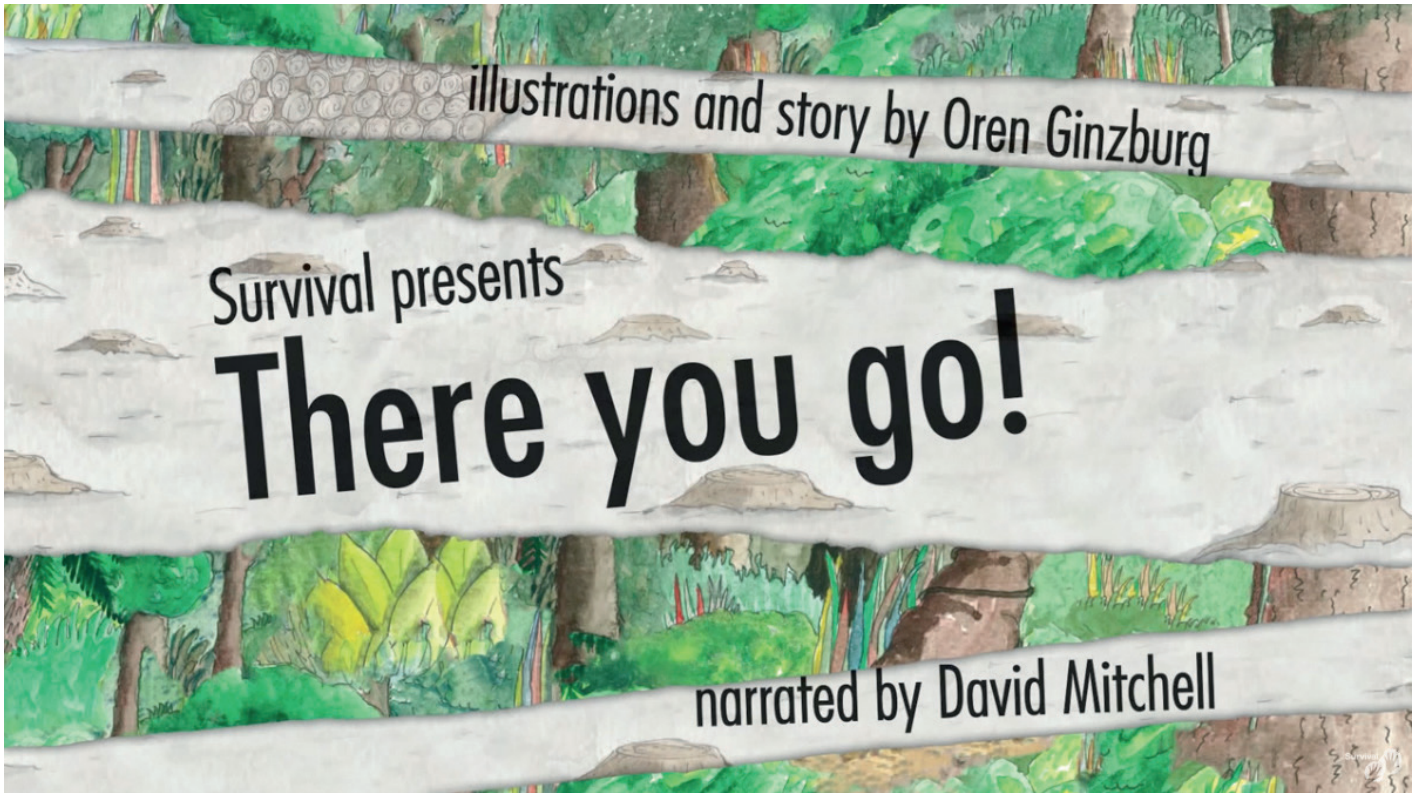https://www.youtube.com/watch?v=uFU2iQcFv7U.

Topic 3 References

As Accessed 16 August 2018

The Learning Service: Rethinking Volunteer Travel. (2017) The Essential Guide to Volunteer Travel. [Online] Available at: www.learningservice.info

THERE YOU GO
VIDEO

Ginzburg, O. and Mitchell, D. There you go! [Online] Survival International

Available at: https://www.youtube.com/watch?v=uFU2iQcFv7U

Discussion questions	Teacher notes for discussion
1 **Why do we use the term "learning service"?**	Learning service is an inversion of the term service learning that in some settings and parts of the world is used in place of the word volunteering. Service learning was coined to acknowledge the learning goals that are part of many volunteer projects. However, in this framing, "learning" appears to be secondary. With "learning service" the term is flipped to put learning front and centre, with the core message being that "we have to learn before we can help." Learning before and throughout an experience is key to mitigating the sometimes negative impacts of international service. For more information, you can go to the website www.learningservice.info, or read the book Learning Service: The Essential Guide to Volunteer Travel (Red Press, 2018).