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Research Project

**The impact of orphanage tourism on residential care centres in
Cambodia: a qualitative research.**

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Executive summary:

Volunteer tourism is growing form of travel where volunteering on holiday is combined with leisure. The growing popularity of international volunteering (voluntourism) has led to the trend of orphanage tourism. While visiting a foreign country people take time to volunteer or visit an orphanage. While the literature on volunteer tourism is growing and mainly focuses on the volunteer and to a lesser extent on the host communities, the literature on orphanage tourism is limited. Although there is little research on the subject, It has been suggested by media and NGO`s that many issues arise with orphanage tourism. Although here have been reports about other countries, the media largely focuses on orphanage tourism in Cambodia. The research aim was to identify the impacts of `orphanage tourism` on residential care centres in Cambodia and provide recommendations to the centres and volunteer sending organisations.

The objectives were to provide background information on the phenomenon of orphanage tourism/ childcare tourism in Cambodia and its social and economic impacts, to research the negative and positive impacts of orphanage tourism in Cambodia by interviewing the managers directors or volunteer coordinators of 9 residential care facilities and to develop recommendations and guidelines for the residential care centres and volunteer organisations to improve the volunteering practice in the future.

Through qualitative research, semi-structured interviews were conducted with 9 managers, directors or volunteer coordinators in orphanages in Cambodia. Literature research was also undertaken to investigate the background and context of the phenomenon of orphanage tourism in Cambodia.

The research revealed that impacts of orphanage tourism are perceived as mainly positive and rarely negative. Impacts of residential care are also seen as more positive than the children`s abusive family situations and perceived as a safe retreat for the children. All centres say the positive impacts are due to strict recruitment, induction, rules and regulations. The negative impacts are often caused by cooperation with volunteer sending agencies which have an overall

negative reputation throughout the literature and secondary data. It was clear that respondents and the literature largely contrast in depicting the practice of orphanage tourism. The respondents distance themselves from the overly negative description of orphanage tourism in literature and media. Thus the research provided new and interesting insights in the perception of impacts of orphanage tourism through the eyes of the host. Furthermore it provides recommendations for host organisations, volunteer sending organisations and governments to improve their practices and policies about orphanage tourism.

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1.0. Introduction & Background

Volunteer tourism is growing form of travel where volunteering on holiday is combined with leisure. The growing popularity of international volunteering (voluntourism) has led to the trend of orphanage tourism. While visiting a foreign country people take time to volunteer or visit an orphanage. While the literature on volunteer tourism is growing and mainly focuses on the volunteer and to a lesser extent on the host communities, the literature on orphanage tourism is limited. So far, Hanna Tabea Voelkl (2012) conducted an unpublished qualitative case study in Ghana that focused specifically on the experiences of orphanage children with international volunteer tourists and Richter and Norman (2010) published the study “AIDS orphan tourism: A threat to young children in residential care”. Jane Reas (2013) also conducted an unpublished sociological research about the commodification and objectification of the orphaned child in Cambodia. Furthermore, there is a great deal of anecdotal evidence about the positive and negative impacts on host organizations, but very little empirical research has been published. Many blogs, newspapers and journalists have pointed out the potential negative impacts and tour operators are bringing forward potential positive impacts. Although there is little research on the subject, It has been suggested by media and NGO`s that many issues arise with orphanage tourism. There have been reports about other countries but the media largely focuses on orphanage tourism in Cambodia.

1.1. Contextual setting:

Although Cambodia is one of the poorest countries and 17th of the most corrupted nations in the world (Transparency international 2014), tourism is booming with a 17.5 % increase in visitor numbers recorded in 2013. Now in Cambodia increasing numbers of tourists work as volunteers or donate to orphanages. A growing population of volunteers and visitors has led to this new type of travel: ‘orphanage tourism`.

Cambodia has an estimated 553,000 single and double orphans, accounting for 8.8 % of all children. In comparison, the child population in residential care facilities remains relatively small at 11,945 (2.2%) and according UNICEF (2010) the majority of children in residential care

are not double orphans, but children with parents. A report by Susan Rosas (2011) shows that 45% of children have been placed in residential care over the past 5 years, due to poverty. The latest statistics in 2009 counted 269 orphanages in Cambodia (UNICEF 2010). Generally, orphanages in Cambodia are long term residential centers that provide all basic developmental needs for children who have lost one or both biological parents (UN 2009). In reality, they also admit a variety of children at risk and children in need of special protection, but are often unable to provide specialised services. Residential care institutions in Cambodia are increasing every year and increasingly replacing non-residential alternative care options (UNICEF 2011). Cambodia is not an isolated case; the Save the Children Alliance report (2003) shows many countries in which 80% of the children in residential care have parents. International research demonstrates that institutionalization of children impacts negatively on social, physical, intellectual and emotional child development and that non-institutional care is recognized as providing children with a range of benefits compared to other forms of residential care (Save the Children 1995; Save the Children 2003; Rehman and Eloundou- Enyegue 2007; Evans and Miguel 2007; Friends International 2011; UNICEF 2011). Globally, there is a growing consensus on the need to promote family-based alternatives to institutional care for children.

The literature and media articles on orphanage tourism point out a manifold of issues arising with orphanage tourism. It is believed to negatively impact the children and the community and add existing problems or create an environment where children are kept in vulnerable and dangerous situations (Friends International 2012). However the literature on volunteer tourism, also points out several positive impacts on host organizations: alleviation of poverty (Stoddart and Rogerson 2004), enhance career opportunities by training locals (Wearing, 2001), improving the local economy (Clifton and Benson 2006; Gray and Campbell 2007; Barbieri, Santos and Katsube; 2012 and Morgan 2010) and cross cultural understanding (Sin 2009; Mcintosh and Zahra 2008).

1.2. Rationale:

Volunteer tourism is an increasingly popular form of travel that is attracting growing research attention. Nevertheless, existing research has focused primarily on the impacts of volunteer

and their motivations. There are numerous possible impacts of volunteer tourism on host communities that deserve increased attention from researchers. According to Wearing and Grabowski (2011), despite the growing popularity of volunteer tourism, systematic academic research in this area is still limited, with much of it targeting the demand side; it is only recently that the host communities are starting to be the primary subject of research on any scale. Lo and Lee (2011) agree studies should be conducted to investigate the expectations and perceptions of the residents of the host communities being visited by volunteer tourists and how different parties can make this travel experience a 'win-win' situation. Furthermore research focusing on short term visitors, is limited and in order to improve the industry; a research on the impacts of visitors on the host organization needs to be done. Apart from the anecdotal evidence of negative and positive impacts of this new kind of tourism, the perspective of the host: the project managers, coordinators and staff members of orphanages in Cambodia working with volunteers and receiving tourists in orphanages is missing in the literature and media articles. By providing insights on the host organisations vision on orphanage tourism, the research can potentially assist volunteer sending organisations to understand the host organisations they seek to assist and help host organisations to improve their organisation and volunteers programme. The research can also provide useful documentation for the Cambodian government, which is currently evaluating orphanages and orphanage tourism in the country.

1.3. Aim and objectives:

Aim:

To identify the impacts of 'orphanage tourism' on residential care centres in Cambodia and provide recommendations to the centres and volunteer sending organisations.

Objectives:

- To provide background information on the phenomenon of orphanage tourism/ childcare tourism in Cambodia and its social and economic impacts
- To research the negative and positive impacts of orphanage tourism in Cambodia by interviewing the managers, directors or volunteer coordinators of 9 residential care facilities.

- To develop recommendations and guidelines for the residential care centres and volunteer organisations to improve the volunteering practice in the future.

2.0. Literature review:

2.1. Volunteer tourism.

2.1.1. Introduction:

The growth of volunteer tourism has been accompanied by academic activity and slowly a body of work has emerged. The literature started with Wearing's book: "Volunteer tourism: Experiences that make a difference" in 2001 which acted as a catalyst for the literature and research that followed. With the Tourism Recreation Research journal especially dedicating 8 articles to volunteer tourism in 2003, and academic books by Lyons and Wearing (2008) and Benson (2011) a growing number of research followed focusing heavily on the volunteer and lesser on the host communities. This chapter explores the definition of volunteering and the phenomenon of "voluntourism". Furthermore the motivations for volunteer tourism and its impacts are being revealed.

2.1.2. Volunteering

The word 'volunteer' is hard to define as volunteers operate in different organizations and fields and people from all ages, backgrounds and skills can be volunteers. International volunteers tend to be under the age of 35 (Wearing 2001; McGehee 2002; McGehee and Santos 2005; McIntosh and Zahra 2007; Sin 2009; Zahra 2006; Zahra 2011) and the majority is female (Jones 2004; TRAM, 2008). Cnaan et al (1996, p75) argue the perception of what is a volunteer depends on the relative costs and benefits to the volunteer. According to them: "the greater the net costs to the volunteer, the purer the volunteering activity and hence the more the person is a real volunteer". It is contribution to society that is highlighted in the United Nations' (2001, p8) definition of volunteering as "a set of behaviours which are undertaken willingly for no financial remuneration and which benefit society rather than the individual undertaking the activity". Delivering societal benefits sets voluntarism apart from other non-paid activities

2.1.3. Voluntourism

The diversification of the tourism product over the years has led to `alternative tourism`. According to Wearing (2001, p32) alternative tourism can be broadly defined as forms of tourism that set out to be consistent with natural, social and community values and which allow both hosts and guests to enjoy positive and worthwhile interaction and shared experiences. Volunteer tourism is associated with `alternative tourism and is a combination of ecotourism, international volunteering and `serious leisure` (Wearing, 2001, p1). According to Wearing (2001, p. 1), a volunteer tourist is a tourist who, for various reasons volunteers in an organised way to undertake a holiday that might involve aiding or alleviating the material poverty of some groups in society, the restoration of certain environments or research into aspects of society or environment'. The definition by Uriely and others (2003, p61) takes a more macro-approach and considers the more inclusive notion of volunteering in tourism as an expression of what is recognized in tourism literature as the `other' dimension of postmodern tourism, which emphasizes the growing appeal of concepts such as `alternative', `real', `ecological' and `responsible' forms of tourism. Alexander and Bakir (2011, p14) describe volunteer tourism as "the engagement in volunteer work as a tourist: characterising the modern tourists need to experience a place and its culture rather than stand back and gaze".

Volunteer tourism takes place in an organization, NGO, company or school in the host destination. The volunteering can be short or long term, 1 day or several years. The short term volunteering trip has been called `mini-mission' by Brown and Morrison (2008). Aside from service trips, long term volunteering and mission trips, this lighter form of voluntourism is becoming increasingly popular. This form largely focuses on leisure and holiday, spending only little time volunteering. (Brown 2008). Common volunteer projects include: healthcare projects, teaching English to children, teenagers and/or adults; community development projects, agriculture, archaeology environmental or wildlife projects and building/ construction projects (Bussel and Forbes 2001; Brown and Lehto 2005). Volunteer tourism can take place in varied locations and popular locations include

Africa, Central and South America (Wearing, 2001, p2). Volunteering abroad with an organization is the preferred option for most, rather than organizing the activity themselves (Volunteer Insights Report, 2009). Although volunteering is about `` giving`` and "doing something that matters", most projects

offer time to relax, reflect, explore the community and have some “fun” (Alexander, Bakir and Wickens, 2010).

A summarised account of the concept of Volunteer Work was presented by Alexander and Bakir (2011)

Table 1. The category of volunteer work with its concepts and properties

<i>Category: Volunteer Work</i>
<i>Concepts: Property</i>
Choice: Voluntourists can pick from many projects, voluntourism providers (for profit and non-profit) and destinations.
Range: There is a range of projects available from humanitarian projects (trying to improve the conditions of life for people through health, education, repair, renovation, construction, sustainability) to conservation projects (the protection of animals, plants, land and buildings)
Payment: There is some form of payment involved, from the voluntourist
Time: The volunteer work is done for a set period of time.
Purpose: The volunteer work serves a purpose for the project, provider and voluntourist.

This combination of travel and work has been named `Voluntourism`. The term voluntourism was first defined by David Clemmens, the Director of the Volunteer Tourism Programme Los Ninos and voluntourism.org as; “the conscious, seamlessly integrated combination of voluntary service to a destination and the best, traditional elements of travel, arts, culture, geography, history and recreation in that destination” (Voluntourism.org). According to Alexander and Bakir (2011) the term

`Voluntourism’ is seldom used in academic literature and remains largely untheorised. According to Wearing (2001, p12) voluntourism can be viewed as a development strategy leading to sustainable development and centring the convergence of natural resource qualities, locals and the visitors that all benefit from tourism activity”. He also points out the potential of volunteer tourism to induce change, specifically “value change and changed consciousness”.

2.1.4. Voluntourism industry development.

Voluntourism has been around since 1915 with Australian Volunteers Abroad operating in Australia, Peace Corps in USA, Voluntary Services in New Zealand and a range of others around the world (Wearing 2001). The demand increased in the early nineties and nowadays, a wide range of institutions and organizations play an important role in providing volunteer tourism experiences (Wearing 2001). An estimated 1.6 million people annually participate in voluntourism (Tourism Research and Marketing 2008). According to the industry report 'Volunteer travel insights 2009' travellers increasingly considered volunteer tourism after the events of the tsunami of 2001 and the 11th September attacks. The rise of the voluntourism market was caused by the increased need to help others while on holiday plus the increased media attention for this new form of traveling (Volunteer travel insights 2009). According to Mintel (2008) the growth in volunteering can be attributed to the increasing interest in helping others and the way volunteering can boost the CV. According to a study conducted in 2011 by UK think tank Demos, the western "voluntourism" industry reaps annual profits of around £6 billion pounds. The boom in voluntourism equally led to a boom in the 'Gap year' market, especially in the UK (Birdwell 2011). A 'Gap year' is a year of traveling between high school and university which often consists of the combination of travel and volunteering. There are 85 specialist 'gap year' providers in the UK, which combined place over 50,000 participants in over 90 countries (Birdwell 2011). There are 800 or more organisations offering volunteering placements to over 200 countries in the UK alone (Fee and Mdee 2011). Criticism has risen on these volunteering agencies for being too profit driven, overpromising benefits, creating customer dissatisfaction and even harming destinations. (Simpson, 2004; Benson and Henderson 2011; Crossley 2012; Tomazos and Cooper, 2012). Economics is the focus of the free market economy, whereas communities and the environment are generally the priority of volunteer tourism. (Wearing 2001; p13). The danger, according to Wearing (2001, p14), is the volunteer tourist just becomes another consumer of a market product and thus eliminates or filters out the underlying self-community link in the experience.

In a research by Tomazos and Cooper (2012), volunteers were attracted by the number of buzz words the volunteer agencies used in their marketing strategies: "responsible", "community development", "sustainability" etc. But little evidence was found on how these organizations would achieve their claims and goals. According to Ingram (2011), the myriad of advertisements laying claim to volunteer tourism experiences as "contributing in a meaningful way" may be nothing more than catchy slogans. Mdee and Emmot (2008, p194), similarly found that several VT organisations can be accused of

greenwashing by communicating vague benefits like `making a difference` with little resemblance to the real situation to reach a wide range of customers. Smith and Fonts (2014) research found evidence among several VT organizations of prioritizing volunteers' needs and desires and a lack of communication about zero-tolerance policies concerning inappropriate behaviour towards locals and particularly children. The volunteer organizations especially fell behind on "Appropriate recruitment" and "Interacting with Children", which can be hugely damaging consequences if badly managed such as long term psychosocial vulnerability and sexual exploitation. Ingram (2011, p216) asks: "do the organisations really understand the needs of the communities they seek to assist?" Volunteer tourism is a business which is becoming increasingly commodified (Lyons and others 2012) . Several Volunteers Organizations portray themselves as helping the community and environment and supporting the right NGO`s and host organizations. The social benefit and `moral legitimacy `of NGOs and destination-based organisations may be assumed rather than practiced (Bowes 2008; Mdee and Emmott 2008; Kotler and Lee 2009). What makes volunteer tourist organisations unique, according to Tomazos (2010) is while they meet a supply-based demand for assistance, they also satisfy a segment of tourist demand which leads to more profit-driven practices and increasing commercialisation..

Aside from commercial agencies, NGO`s play an important part in volunteer tourism. NGO`s look to assist communities by carrying out a range of activities and projects. They aspire to benefit local communities directly and assist in providing real benefits that are on-going within those communities and that can also be controlled at local level (Lyons and Wearing, 2008, p7). Lately overlapping relationships between the NGO`s and commercial operators begun to emerge (Lyons and Wearing). According to Lyons and Wearing (2008), many NGO`s contract out to commercial providers components of the volunteer tourism product and limit their involvement to negotiating suitable projects where host communities need volunteer labour. Likewise the NGO`s work directly with transnational developers towards outcomes that may not have total support from all factions affected local communities.

2.1.5. Volunteer motivations:

The numerous studies researching volunteer tourists' motivations have found that participants are motivated by a number of different reasons. Altruism is often part of the motivation in combination with other factors (Wearing 2001; Bussell and Forbes 2002; Callanan and Thomas 2005; McIntosh and Zahra 2007; Lo and Lee 2011). "Giving back to society" was one of the motivations given by volunteers in a study by Sin (2009)of a volunteer trip in South Africa, Brown and Lehtos (2005) study on volunteer

tourism in 2005, the Volunteer Insights report (Geckogo 2009) and according to McIntosh and Zahra (2008). Stoddart and Rogerson (2004) also found the primary motivation across all age groups was to help the less fortunate.

However many studies found the main motivation is not simply altruism but often a personal reason (Wearing 2001; Ryan and others 2001; Bussell and Forbes 2002; Brown and Lehto 2005; Coghlan 2008; McIntosh and Zahra 2008; Broad and Jenkins 2008; Söderman and Snead 2008; Sin 2009; Guttentag, 2009; Galley and Clifton 2010). Personal reasons could be; experiencing a different culture (Brown and Lehto 2005; Broad 2008), education (Brown & Lehto 2005; Brown 2005; Bruyere and Rappe 2007), being away from home (Sin 2009), travel and adventure (Gazley 2001; Wearing 2001), developing new skills (Broad and Jenkins 2008), gaining a sense of self-worth (Bussell and Forbes 2002; Bruyere and Rappe, 2007; Coghlan 2008), meeting new people with similar interests (Brown 2005; Bruyere & Rappe 2007; Halpenny and Cassie 2008; Broad 2008) or exploring career opportunities(Brown & Lehto 2005). Based on the results of his research, Coghlan (2008) argues personal reasons could be a stronger motivator than altruism. Another motivation for volunteering is helping the environment (Ryan and others 2001; Halpenny and Cassie 2008).

Callanan and Thomas (2005) classified volunteer tourists as 'shallow', 'intermediate' or 'deep'. This classification was based on the required skills or qualifications, the duration of the trip, passive or active involvement of the volunteers, their level of contribution to local communities, and the altruistic or self-interested focus of the experience.

Andereck, McGehee, Lee, and Clemmons (2009) divided the volunteers into 3 categories: the Vanguard, the Pragmatist, and the Quester. The Vanguard were the most motivated, youngest and smallest group. Their motivation mainly involved around the self and skill building. The Pragmatist were the middle-aged and largest group. They were especially motivated to connect with host communities and help others. The Quester were the third and oldest group, who were not sure of their motivations to volunteer. According to Brown and Morrison (2003) volunteers can have two different mind-sets: the 'volunteer-minded' and the 'vacation-minded'. Volunteering is the main motivation for the 'volunteer-minded' who will devote most of their holiday time to volunteering. The 'vacation-minded' spend a small amount of their time on volunteering during their vacation but the main focus of their holiday is travel and vacation.

2.1.6. Volunteering impacts:

- Impacts on the volunteer:

Studies have largely focused on the positive impacts of voluntourism on the volunteer (Wearing 2001; Mcghee 2002; Wearing 2003; Stoddart and Rogerson 2004; Mcghee and Santos 2004; Campbell and Smith 2006; Mcintosh and Zahra 2007; Uriely and others 2008; Broad and Jenkins 2008; Brown and Morrison 2008; Halpenny and Caissie 2008). Participants often achieved more self-awareness and a change in values and goals (Wearing 2003; Zahra and Mcintosh 2007; Wickens 2011; Alexander 2012,). According to Broad and Jenkins (2008) volunteers went beyond superficial interactions during travel, achieved personal growth and a changed world view. This often results in a change of behaviours upon returning home (Mcghee, 2002, Mcghee and Santos, 2005) like purchasing decisions (Mcghee 2002; Mcghee and Santos 2005) and targeting locally owned accommodation and restaurants (Mostafanzhad 2013). Mcghee (2012, p101) claims the actual change amongst volunteers in everyday adoption of more socially-conscious economic and social behaviour could be enormous and according to Brown and Morrisson (2003), every volunteer could be an ambassador of peace. Lepps (2008) research about the impacts of volunteering in Kenya revealed that many volunteers developed a new perspective on their own life and home. Some researchers highlight the importance of the developed relationship between the volunteer and the host community (Mcintosh and Zahra 2008; Volunteer Insights report 2009) . This interaction can lead to better cross-cultural understanding among different cultures, societies and people (Raymond and Hall, 2008; Wearing and Neil 2000; Wearing and Deane 2003). Volunteers also pointed out the rich social networks and friends they acquired during the trip (Mcgehee and Santos 2005; Volunteers insight report 2009).

Fewer studies highlight the possible negative impacts on the volunteer. Rationalisation or even aesthetication of poverty was argued by several researchers (Wearing 2001; Simpson 2004; Raymond and Hall 2008; Mostafanzhad 2013). Backing up the previous notion that personal reasons to volunteer can be bigger than altruistic reasons, volunteers in Wearing's studie (2001), said they would dislike it if the community develops or become more civilized. Similarly Simpson (2004) Raymond and Hall (2008), Lepp (2008), and Crossley (2012) all pointed out by observing unfamiliar levels of poverty, volunteers made remarks on how happy the locals appeared to be, despite their poverty. This may indicate the rationalisation of poverty (Guttentag, 2009). Mostafanezhad (2013) argues poverty in the community can symbolize authenticity to tourists and volunteers, which can lead to the depoliticization of poverty and the question of why people are poor being overshadowed by the pleasure of the experience. The lack in action of volunteers after the trip, despite the efforts and promises made during the trip, was

also pointed out by several researchers as a negative impact (Coghlan 2008; Sin 2009). Furthermore, Daniela Papi (2012), founder of responsible travel company Pepy Tours, points out the volunteer agencies often send volunteers to perform jobs they're not prepared or skilled for, which can result in volunteers forgetting they have to learn and study before performing and working certain jobs. This can lead to lack of critical thinking and engagement about international volunteering and development.

Impacts on host communities:

With only a few studies on the host communities it is important to highlight the impacts on this group. A few positive impacts have been highlighted by researchers. Volunteer tourism can potentially bring solutions, alleviate poverty (Stoddart and Rogerson 2004), improve living conditions for host communities and enhance career opportunities by training locals (Wearing 2001). The local economy can benefit from volunteering, by volunteers and projects buying products from local sellers and manufacturers (Clifton and Benson 2006; Gray and Campbell 2007; Morgan 2010; Barbieri, Santos and Katsube 2012). Cross-cultural understanding and mutual understanding has also been mentioned by host communities as a positive impact (Mcintosh and Zahra; 2008 Sin 2009) as well as the positive impact of the volunteers on their community (Mcintosh and Zahra 2008; Zahra and Mcghee 2013).

Surprisingly, despite the nature of voluntourism and the intent to help communities and 'make a difference', more negative than positive impacts on the communities emerge from the literature. Economic benefits for communities are rather unsure according to Clifton and Benson (2006), Guttentag(2009) and Daldeniz and Hampton (2011); the presence of volunteers may have the opposite effect and can negatively impact labour demand as volunteers frequently do jobs locals could do instead. In an article on the online Green Futures Magazine, Ben Goldfarb (2013) writes: "Unskilled volunteers, no matter how enthusiastic, can lack requisite training and may abandon projects before they are complete. Whereas some projects help to create long-term jobs, criticisms have been levelled at others that make use of free labour from abroad rather than provide opportunities for local workers in need of an income."

According to Wearing (2001, p 51) a principal danger within volunteer tourism is the volunteer can see himself as 'the expert' thus promoting deference in the local community to outside knowledge, therefore contributing to the curtailment of self-sufficiency . Morgan's (2010) research also found the majority of volunteers did not have relevant qualifications or experience prior to volunteering, nor did they receive any training or instruction prior to departure. According to Brown and Morrison (2008) the

only skill that is required by many volunteering sending agencies is the desire to help others. According to Simpson (2004) it is dangerous for the development world to rely heavily on volunteers, as dependence on untrained or under-trained volunteers with a strong Western perspective towards development could jeopardize decades of work by experienced NGO's and empowered communities. According to her, volunteer tourism ignores the root causes of poverty and inequality by propagating simplicity: participations and good intentions are considered good enough and the use of unskilled labour is validated as 'the solution'. Carey (2001), the president of an international volunteer organization, was quoted in the Wall Street Journal "if one views the volunteers' labour as the sole objective, then 'the cost of having the volunteers might outweigh the benefit'."

Furthermore, volunteer tourism has been found to foster dependency (Simpson 2004; McGehee and Andereck 2008; Guttentag, 2009 and 2011) of the host country on volunteer sending countries. According to Guttentag (2009) this cycle of dependency can disrupt local economies. Sin's (2012) interviews with several Singaporean volunteers in Cambodia found that locals expected the volunteers to bring gifts and materials, this possibly leading to dependency and the expectancy of infrastructural development. According to Sin (2012), the host organizations, with a new project in mind, were often waiting for funding from volunteers and donors and were uncertain if they would receive it. Tallantire (1993) points out that bringing gifts of money, sweets and pens for the children and host communities in voluntourism encourages begging. Some authors take this dependency theory further by pointing out the creation of a layer of dependency between the developing and developed world (Caton & Santos 2009; Guttentag 2009) and call it the new form of colonialism (Cohen and others 2008). Sin (2012) and Ingram (2011) argue that volunteer tourism can simply replicate existing power hierarchies that continue to undermine and commodify hosts in manners not unlike what mass tourism is criticized for. Volunteer tourism, according to Sin (2012), can serve to further reify this 'rich-poor divide', where both volunteer and host actively perform their respective identities (Sin 2012, p990). Simpson (2004) points out how volunteer tourism oversimplifies international development and could undermine larger development initiatives.

The development of cross-cultural understanding and cultural exchange is also being criticized by several authors: locals may in fact get negatively impacted by the volunteers. According to Guttentag (2011, p 71), an environment in which one privileged group is donating their time and another unprivileged group is receiving assistance is not particularly conducive to producing an equal-power relationship. Wall and Mathieson (2006) and Daldeniz and Hampton (2011, p37) describe how locals

may try to imitate tourist's consumption patterns and the rise of discontent when the desired items remain out of reach. Simpson (2004) found the tension between local families rose when competing to host local volunteers and believes the exposure to volunteer lifestyles could affect family structures and dynamics. Mcghee and Andereck (2008) found other possible negative impacts of tourism: environmental impacts of travel, draining of valuable resources and inappropriate behaviour of volunteers that can negatively affect locals' dignity, self-esteem and culture. Immaturity of volunteers can create more problems than help the community (Wearing and Grabowski 2011).

Volunteer tourism, according to Raymond and Hall (2008), is increasingly receiving more criticism; it is being suggested that it does not always represent a mutually beneficial form of tourism and while volunteer tourists may experience a range of benefits, in many cases, the organizations that host such volunteers gain far less.

2.2. Orphanage Tourism:

2.2.1. Introduction

The research and academic literature on the subject of orphanage tourism is limited. The beginning of the exploration of academic research about orphanage tourism was the article "AIDS Orphan Tourism: A Threat to Young Children in Residential Care" by Richter and Norman in 2010. So far, it is the only academic article published about orphanage tourism. In Richter and Normans article (2010), the term 'AIDS orphan tourism', describes tourist activities consisting of short-term travel to residential care facilities, primarily in sub-Saharan Africa, that involve volunteering as caregivers for 'AIDS orphans'. Their research highlights the issue of volunteering and tourism in orphanages. Furthermore on the website voluntourism.org, Hanna Voelkl writes an article about her unpublished master's thesis: "The experience of children with international volunteer tourists: a case study in an orphanage in Ghana". Jane Reas (2011) has also written an unpublished academic sociological work about Orphanage tourism in Cambodia titled: "Boy, have we got a vacation for you: Orphanage Tourism in Cambodia and the Commodification and Objectification of the Orphaned Child". Other literature includes NGO reports and research from Save the Children, UN, UNICEF and other smaller NGO's.

Aside from the limited research, the media all over the world, and especially in Cambodia, have been reporting on this new phenomenon 'Orphanage Tourism'. The concept of 'orphanage tourism' for

example received some public scrutiny in a recent Al Jazeera People and Power series documentary “Cambodian Orphan Business”. Al Jazeera (2012) report on what they call “the darker side of voluntourism” and the behaviour by both orphanages and tour providers. Two more documentaries from Germany (ZDFZOOM) and The Netherlands (NPO) in 2014, again criticized orphanage tourism as do many newspaper and blog articles.

2.2.2. **Impacts of Orphanage Tourism.**

Richter and Norman (2010) describe ‘Aids Orphan tourism’ as one aspect of the global ‘voluntourism’ industry that sells an emotional connection with needy young children. According to them It is a form of volunteer tourism characterized by short-term travel to residential care facilities to engage in every day caregiving for Aids Orphans. A general definition of ‘orphanage tourism’ can be derived from Richter and Normans focus on aids orphans: visiting an orphanage for a short leisure visit or for volunteering. Tourists either address the facility directly or reach them through an agency abroad or in the country.

Jane Reas (2011) research sums up the different types of orphanage tourism in Cambodia:

- Volunteering in an orphanage
- Visiting an orphanage as part of a day trip
- Attending a dance performance danced by orphans
- Attending a Christmas carol singing event in a hotel organized by orphans.
- Trips to local orphanages
- Taking a TukTuk ride to an orphanage

In the literature, the issues arising from orphanage tourism are manifold. Although examples in other countries exist, the literature mainly focuses on Cambodia.

- ***The high rise in number of orphanages***

According to UNICEF (2011), there has been a 75% rise in the number of orphanages in Cambodia since 2005. This figure only captures facilities that are registered with the Ministry of Social Affairs, Veterans and Youth Rehabilitation, so actual numbers could be much higher.

Number of Residential Care Facilities in Cambodia

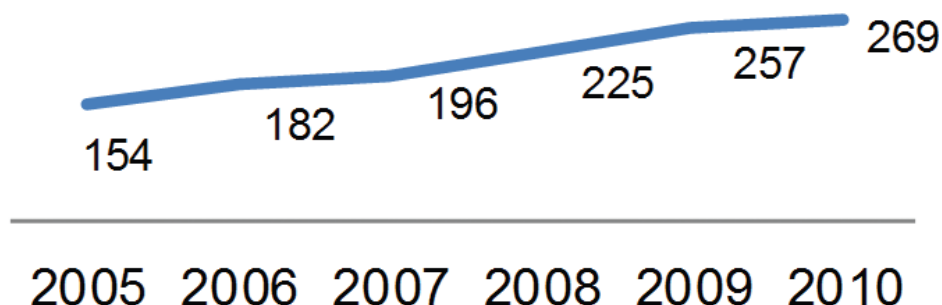


Figure 1: Number of Residential Care Facilities in Cambodia (UNICEF 2011).

Morgan and Walker (2013) and UN Advisor Tessa Bourdie (Brandpunt 2014) suggest a link between the 250 % rise in tourism during the same period as the rise in residential care facilities. UNICEF (2011) confirms the majority of orphanages are supported by overseas donors and tourists who are unaware of community based and family care alternatives and the potential risks of putting children in orphanages. Also contributing to this increase is the support residential care receives by local government, who often suggests to families to put their children into care in the absence of alternative support mechanisms (UNICEF 2011). Now, there are 269 orphanages in the country and only 21 are state run. Cambodia, torn apart by civil war in the 1970s, and again in the 1990s, has become a hotspot for voluntourism and orphanage tourism. Residential care facilities are increasingly replacing traditional forms of non-residential care, like family and community care (UNICEF 2011). Not only in Cambodia orphanages are rapidly expanding due to tourism and the media attention, there have been reports and articles about Sub-Saharan Africa (UNICEF 2004; Firelight Foundation 2005; Richter and Norman 2010), Nepal (Next Generation Nepal 2013), Indonesia (UNICEF 2005; Schimmelpfenning 2011) and Ghana (The guardian 2010).

- ***The orphanage as a tourism attraction***

According to UNICEF (2011) private overseas donors are the main funders of residential care in Cambodia and have little awareness of alternatives to residential care. Sebastien Marot, Director of NGO

Friends International and the Child Safe network in Cambodia, acknowledges in Voice of America (Carmichael 2011) most tourists going to orphanages are acting out of pure motives when they visit and donate money. But according to him there is little doubt that some Cambodian orphanages have been set up to make money from foreign tourists. UNICEF (2011) says there are cases of children being asked to perform for, or befriend donors and sometimes to actively solicit the funds to guarantee the residential centres' survival. This was also confirmed in the ZDF (2014) and Brandpunt (2014) documentaries, where children dance, paint, beg or sew to receive donations from tourists. Tourism Concern (2013), a UK based NGO specialized in child protection, agrees that many orphanages are run purely as a business where children are used for profit and conditions are kept in bad state to receive donations from well-meaning donors and volunteers.

On the UN humanitarian news and analysis news website IRIN (2009), child protection specialist Eric Okrah gives the example of Ghana: "Running an orphanage in Ghana has become a business enterprise, a highly lucrative and profitable venture." He adds: "Children's welfare at these orphanages has become secondary to the profit motive". According to Joachim Theis, UNICEF head of child protection for West Africa, (IRIN 2009) not only tourists but also donors are attracted to orphanages because they appear to be a simple solution.

A recent report about Nepal's orphanage tourism business by the NGO Next Generation Nepal (Next Generation Nepal 2013) reveals orphanages have also become a lucrative business in Nepal with profit to be made from both the families, who are deceived as to what will happen to their children, as from well-intentioned foreign tourists who donate funds. 90% of the 759 children's homes in Nepal are located in the tourist areas of the country and children's homes commonly try to get the sympathy from tourists in the hope they will pay to volunteer or make financial donations.

Jane Reas (2011, p 11) argues the poorness and orphaned state of Cambodia's children is being turned into a marketable commodity, in part, by an equally massive industry that is volunteer tourism. "Labourers in many of the components of the orphanage tourist industry transform the poverty and neediness of the orphaned child into 'an amazing experience'; 'a once-in-a-lifetime opportunity'; 'the most fun you'll ever have'". She quotes Halnon (2002, p508) "the tourist is estranged from what really lies behind the commodity: the haunting humanity of the poor and fearful reality of poverty"

- ***Orphans with parents***

Another issue is that parents are giving away their children to orphanages in hope of a better future for them. Aljazeera (2013) estimated that over 70% of the estimated 11,945 'orphans' in Cambodia have at least one living parent. Parents are bringing their children to these tourist and donor funded orphanages because they cannot provide them with food and education (UNICEF 2011; Tolfree 1995). According to the recent UNICEF report on residential care in Cambodia (2011, p9) "While an array of other socio-economic factors such as remarriage, single parenting, large families and alcoholism contribute to the likelihood of placing a child in care, the single largest contributing factor for placement in residential care is the belief that the child will get a better education". These residential care centres are technically not orphanages and these children are not orphans, but in Cambodia for example the terms 'orphanages' and 'orphans' are widespread (Reas, 2011). In West-Africa, funding of orphanages has also been reported to break families apart. Children in orphanages may actually have one or both parents still living. (IRIN, 2009) A January 2009 study by the Social Welfare Department and UNICEF showed that up to 90 % of the estimated 4,500 children in orphanages in Ghana are not orphans. According to the UN report Human Rights in Liberia's Orphanages (UN 2007) a similar situation is occurring in Liberia. After the tsunami in Indonesia it was also reported that parents were sending their children to orphanages because they didn't have the means to take care of their children. (UNICEF 2005). Of the estimated 1,821 children living in orphanage care in Sierra Leone, UNICEF and child protection agencies have verified just 256 as having lost both parents (IRIN 2009). The Daily Mail (2011) reports in Bali, the number of orphanages has doubled in less than a decade, despite two-thirds of the children having parents. In Sri Lanka a study found that 92 per cent of children in orphanages had one or both parents living (Birrell 2011). There are over 11,000 children living in "orphanages" in Nepal (Next Generation Nepal 2009), yet an estimated two-thirds of these children are not orphans. Despite international and Nepali laws and policies against the use of children's homes, except as a last resort, thousands of children continue to be displaced from their families into orphanages. So in fact most children are not orphans and the care facilities they end up in are not strictly spoken 'orphanages' but residential care facilities.

According to UNICEFs study of attitudes towards residential care in Cambodia (2011), many tourists are unaware that the majority of children in residential care in Cambodia are not double orphans and 49.3 % of tourists believed the main reason children were in orphanages was because they did not have parents.

- ***Negative impacts on vulnerable children***

The academic research on negative impacts of residential care on children is extensive.

Studies found that young children in residential care had significantly higher rates of Reactive Attachment Disorder (RAD) (Tizard and Hodges, 1978; Zeanah and others 2005). This disorder can either make the child withdrawn (inhibited type) or indiscriminately social (disinhibited type) (American Psychiatrists Association, 2013). Other studies in Romania found that young children in institutions were more likely to have cognitive delays, poorer physical growth and competence (Smyke, Dumitrescu and Zeanah 2002; Smyke and others 2007; Nelson and others 2007). According to Save The Children (2009), a leading NGO on child protection, children under three, in particular, are at risk of permanent developmental damage as a result of the lack of family-based care. Van IJzendoorn, Luijk and Juffer (2008) meta-analysis of 42 studies conducted in 19 countries found significant differences between the IQ of institutional children and children raised in family settings. They also found that children placed younger at the institution had worse outcomes than those who were older or placed in the institution at an older age. Other studies confirm that orphans face inferior educational outcomes than non-orphans (Rehman and Eloundou- Enyegue 2007; Evans and Miguel 2007). Vijghens (2004) small study “Child Recovery Centres in Cambodia” and the ICC/HOSEA study (Chhin, 2001) “Project Survey of Alternative Child Care in Phnom Penh and Kandal” both found the vocational skills of young adults leaving residential care centres inadequate for the job market and to support themselves. Other studies point out the negative effects on children’s health when living in orphanages, with an increased risk of infections and malnutrition (Frank and others 1996) although some argue that other residential care centres do meet the health and nutrition standards (Whetten and others 2009; Boyle 2009).

In the last few years, research also focuses on the negative impact of tourism on residential care centres. Amy Norman co-author of the paper “AIDS Orphan Tourism.” talks to Clemmens on the voluntourist.org website (2011, webpage?) about the psychological effects of orphanage tourism and confirms the Reactive Detachment Disorder (2010): “Very young children are programmed to build attachments. And you have got repeated abandonments — first with young children whose parents may die of AIDS, then they go to live in an orphanage where you often have high staff turnover and then you've got tourists that are coming as sort of the third wave of this abandonment,” Her colleague Linda Richter adds that institutionalized children tend to manifest the same indiscriminate affection towards volunteers. And volunteers are also encouraged to make intimate connections with the children (

Richter 2010). After a few days or weeks, this attachment is broken when the volunteer leaves and a new attachment forms when the next volunteer arrives. She point out, although there is little empirical evidence on children's reactions to very short-term, repeat attachments over time, evidence from children in temporary or unstable foster care indicates that repeated disruptions in attachment are extremely disturbing for children, especially very young children. Tourism Concern (2013) confirms the experience of constant abandonment causes low self-esteem, and lack of self-worth created by hugging and playing volunteers and visitors.

Hanna Voelkl (2012) discusses the effects of orphanage tourism on the children in Ghana. She concludes as a result of the usage of their orphanage as a volunteer tourism site; the children are spoiled but poor. On one hand, they get a lot of material presents and have constant entertainment through the continuous flow of volunteers. On the other hand, she finds it appalling to what little extent the volunteers actually make an impact in terms of sustainable improvement of the children's living situation or their intellectual development. According to her findings, even though several dozen volunteers pass through the orphanage every year, the children still receive poor education due to poorly trained and underpaid teachers, have no health insurance, no mosquito nets, no proper mattresses, and not enough rooms or beds to sleep in. In the end, volunteers lack the power, expertise and resources needed for sustainable development.

Tourism Concern (2013) points out the possible gaps in the children's education due to the lack of consistency in teaching, accents and different approaches to teaching. In the Al Jazeera documentary (2014) the anti-human trafficking organization SISHA, based in Cambodia, says they receive numerous reports of abuse and trafficking in orphanages. Similarly, according to the Next Generation Nepal report (Next Generation Nepal, 2013), It is very common in Nepal for children in homes to be denied access to their families and forced to lie about their names and origins, and in some cases to suffer physical, psychological and sexual abuse. This causes long-term psychological damage on the children concerned, and it puts them at significant social and economic and disadvantage as adults. UNICEF (2011) also found that parents in certain cases were not allowed access to their children

According to Save the Children (2009), in many countries, the use of care institutions continues to rise, despite recognition of the harm it can cause. This for example in central and eastern Europe, the former Soviet, Zimbabwe, Ghana, Indonesia, Sri Lanka, Cambodia and many more. Some of these increases are due to the persistent use of institutional care within the formal child protection system, while other increases are due to the rise of unregulated and unlicensed institutions.

- ***Lack of skills of orphanage management***

Another issue, pointed out by ConCERT CAMBODIA (2011) and UNICEF (2011) is whatever their motives, the vast majority of people running the orphanages in Cambodia have little or no skills and experience in operating residential childcare institutions. According to the Michael Horton (2011), Sydney Morning Herald (2011) ZDF (2014) and Brandpunt (2014), visitors who have undergone no background checks can walk into dozens of Cambodia's orphanages and be left alone with children, even removing children from the centre for a trip or a lunch (ZDF 2014; Brandpunt 2014; Tourism Concern 2013). Staff and volunteers rarely undergo background checks before working at the orphanage (UNICEF 2011; Al Jazeera 2013) Boyles (2009) study in Cambodia revealed that staff members of residential care centres or shelters felt they had most problems with managing the children, conflict solving and counselling due to lack of training.

According to UNICEF (2011) residential care centres in Cambodia generate funds that are unaccountable or in some cases provide profit. Furthermore, according to Tourism Concern (2013) and Phiri and Webb (2002), orphanages are financially unviable as a long-term solution, costing far more per child than alternative, community-based care. According to them a recent study in sub-Saharan Africa showed that institutional care can cost up to six times as much as alternative child care mechanisms. Yet many donors would rather donate to orphanages, where they can see an actual child, build an emotional 'relationship', and feel that they know exactly where their donation is going. According to them, better, more appropriate community based alternatives that are more child focused, rather than donor focused, are often overlooked.

According to Save The Children (2009), alternative options to orphanages already exist. Several successful models of family and community-based care have already been developed. According to them not all care institutions are harmful to children, and small group homes, in particular, can sometimes play an important role in meeting the needs of certain groups of children. However institutional care in general is rarely provided appropriately, to a high enough standard and in the best interests of the individual child. Also, the problem is not being tackled due to lack of political will to invest in and promote family-based and community care and misconceptions of donors and humanitarian organizations, unaware of the potential harm on institutional care.

2.2.3. International and national laws and policies

The UN Convention on the Rights of the Child (2014), to which Cambodia is a signatory, affirms a child's right to be raised in a loving home, by their family whenever possible. The increase in placement of children in residential care in Cambodia does not comply with the UN Convention on the rights of the child, the 2003 Stockholm Declaration on Children and Residential Care, and the 2010 UN Guidelines for the Alternative Care of Children. The Institutionalization of vulnerable children when family and community-based options have not been explored is also not in compliance with the Royal Government of Cambodia Policy on Alternative Care for Children (2006). This policy and the Minimum Standards on Alternative care for Children (2008) state that family and community-based care are the best option for children, with institutional care as a last resort and a temporary solution.

The Cambodian government has announced an inquiry into the country's orphanages after UNICEF voiced serious concerns about the rise in facilities (Maclsaac and Kunthear, 2011). According to UNICEF (2011) The Ministry of Social Affairs, Veterans and Youth Rehabilitation has now developed a monitoring tool based on the Minimum Standards on Alternative Care for Children, which is used to monitor registered residential care centres across the country. Although the Minimum Standards set clear guidelines for residential centres, only 64% were estimated to comply with the guidelines in 2008.

Aside from the government, several NGO's have been working on campaigns to raise awareness among tourists and donors about the risks involved in supporting residential care centres in Cambodia. Friends International and Childsafe launched a nationwide campaign titled "Children are not tourist attractions"



Figure 2: Orphanage tourism awareness campaign: Children are not Tourist Attractions. (Friends International, Child Safe and UNICEF, 2011)

CONCERT Cambodia, UNICEF and Child Safe Cambodia, developed a number of guidelines for tourists. They are advised to use these guidelines when selecting organizations to volunteer at or visit: ConCERT Cambodia has come up with a set off Responsible Volunteering Guidelines (see APPENDIX 1) and Friends International, UNICEF and Childsafe Cambodia created a separate webpage to inform volunteers about the potential risks of visiting or volunteering in orphanages:

<http://www.thinkchildsafe.org/thinkbeforevisiting/>. Two other websites in Cambodia do not only raise awareness among tourists but are dedicated to the halt of orphanage tourism: www.orphanages.no and www.unitingforchildren.org Internationally, the UK based NGO Tourism Concern has started campaigns to raise awareness about orphanage tourism and launched a petition to stop orphanage tourism. The NGO Better Care Network Netherlands is now providing workshops for volunteers about volunteering with children and also provides guidelines for host organizations who host volunteers.

3.0. Research Methodology:

This chapter introduces the research methodology applied in this research project. It is argued why the methodology and methods were chosen, how fieldwork was conducted, which data analysis tools were used and finally the limitations are discussed. All data gathered is qualitative.

3.1. Qualitative research

Qualitative researchers are interested in life as it is lived in real situations and this type of research can create a richness of information. Qualitative research collects data about activities, events, occurrences and behaviours and seeks to an understanding of actions, problems and processes in their social context (Philimore and Goodson 2004). This type of research has been chosen because it can provide in depth information on the experiences and opinions of the interviewees and is suitable to explore attitudes, behaviour, motivations and experiences, which is important to meet the objectives of this research. We are researching the impacts of orphanage tourism on residential care centres according to managers, directors and volunteer coordinators. Qualitative research will help to reveal their personal experiences and ideas in their original context. Qualitative methods are typically more flexible than quantitative methods and allow greater spontaneity and adaptation of the interaction between the researcher and the study participant (Family Health International 2005). According to Belsky (2004) given the newness of alternative tourisms, such as volunteer tourism, qualitative methods are particularly suitable for assisting in theory discovery and generation.

3.2. Research methods:

The technique of data- triangulation was applied in this research, involving the use of two types of data sources: primary data (in depth- semi-structured interviews) and secondary data (literature and media review). This technique is applied to achieve more credible interpretation and trustworthiness of the results.

3.3. In depth semi-structured interviews:

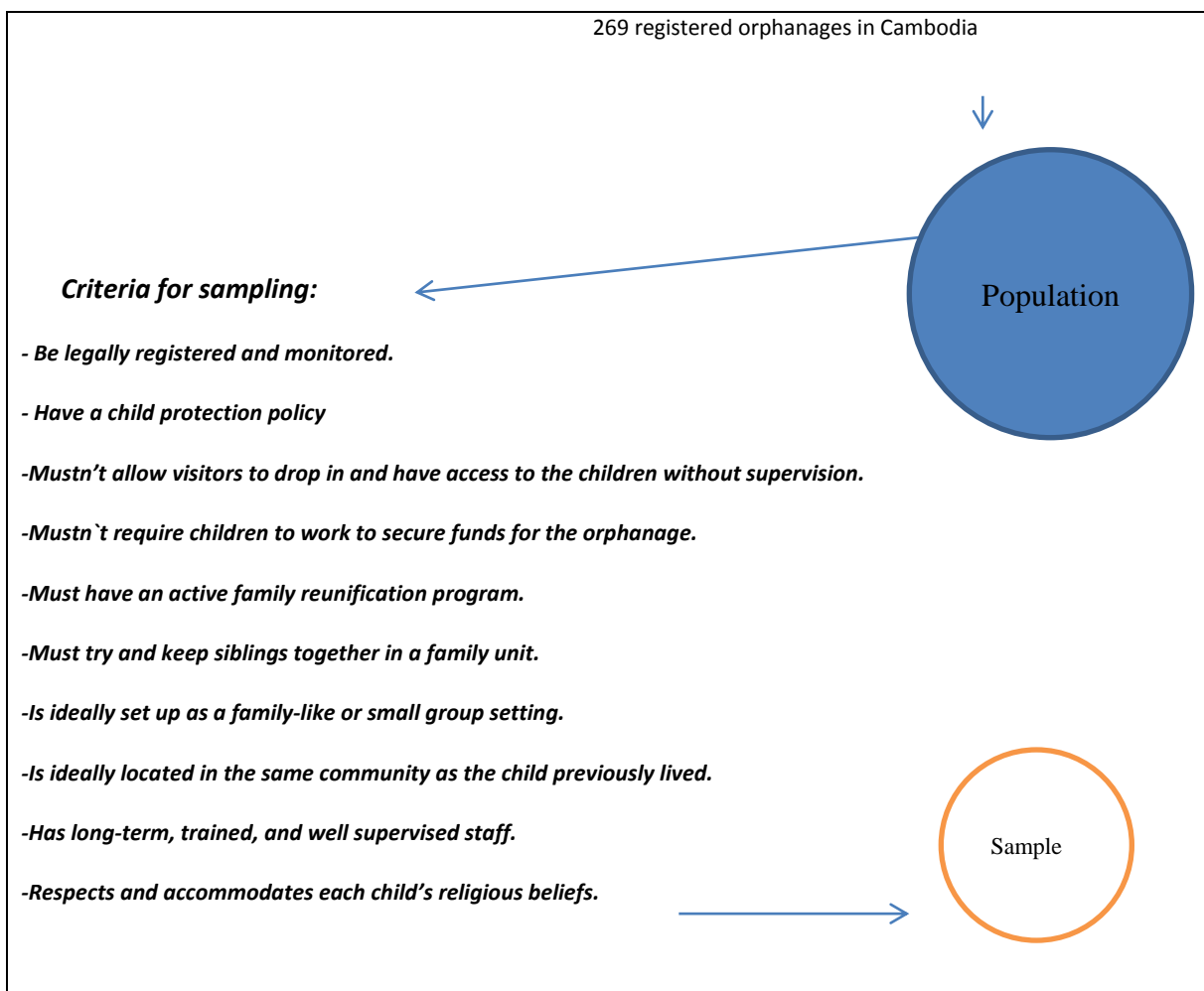
According to Gubrium and Holstein (2001) "A researcher who uses in-depth interviewing commonly seeks 'deep' information and knowledge, usually deeper information and knowledge than is sought in surveys, informative interviews and focus groups." The in depth- interview was chosen with the intention to reveal the interviewees ideas, opinions and expressions and to reach the research's aims and objectives. In this type of interview the researcher asks informants open-ended questions, and probes wherever necessary to obtain data deemed useful (Berry 1999). In-depth interviewing is "a method of data collection that involves researchers seeking open-ended answers related to a number of questions, topic areas or themes" (O'Leary 2005). The questions in the interview schedules will generally be the same but this method gives the researcher the opportunity to respond immediately to the participants' answers by adapting the questions to the information provided or ask additional questions. Furthermore interviewing allows the researcher to read body language and non-verbal forms of communication and can provide rich, descriptive data with many colourful and illustrative examples of the respondents' experiences (Jordan and Gibson 2004). Finally, the adaptability of the interview is widely recognized as one of its advantages (Jordan and Gibson 2004).

Interviewing was chosen over focus groups because it was believed that deeper emotions, ideas or expressions would be harder to express in group. Orphanages and NGO's in Cambodia often see each other as rivals, which could hinder the desire to speak freely and confidently. Also the locations of the orphanages in Phnom Penh, Siem Reap, Takeo and Kampong Speu are too far apart and difficult to access, to be able to conduct one focus group. The interviews are semi-structured to collect the main data with the flexibility to explore additional themes or questions. A one and a half hour interview was considered long enough to find out about the ideas, opinions and expressions of the interviewees and not in interference with their busy schedule and daily organization of the facility. Constant comparison of the data started during the interview process where patterns emerging through the data were incorporated in the later interviews and themes emerged that otherwise might have been considered.

3.4. Sample structure

The focal point of the sample structure is the orphanage type. We are looking at `best practice` orphanages that follow national, international laws and guidelines on childcare and child protection. A criterion sample was used and The Child Safe guidelines on Orphanage Tourism (2013) and United Nations Guidelines for Alternative Care of Children (2009) were used as criteria to select orphanages out of the population of 269 registered orphanages.

Figure 3: Criterion sampling of the population



However, after sending out the selection criteria checklists, (APPENDIX 2) it was determined that most organizations do not meet all 10 criteria. It was then decided the NGO's needed to

meet 9 of the 10 requirements and show they have made significant efforts to meet all criteria in the nearby future. This had to be decided in order to get a large enough sample size. It was also important to the researcher to have a representative spread of Western and Cambodian managed facilities, as Cambodians and Westerners often have different ideas, traditions and believe systems and the findings would show the unique way in which foreign people differ from each other. The researcher reached out to Cambodian and Western participants, but finally only 1 Cambodian was interested to participate.

There are 269 registered orphanages in Cambodia and this figure is estimated to be a lot higher when counting the unregistered facilities. Due to the limited time and resources it was decided to make a simple size of 12 orphanages. Over a 3 week period it was envisaged to conduct a series of 12 x 1, 5 hour semi-structured in-depth interviews amongst Western and Cambodian orphanage managers, directors or volunteer coordinators in Cambodia.

A purposive sample of 9 orphanages was chosen, as the aspired number of 12 could not be achieved. The orphanages were recruited by announcement on popular online media forums and by e-mail (APPENDIX 3). The interested candidates then had to fill in a check list and comply with the research criteria. 11 Interested orphanages expressed their interest and 9 were chosen who met the criteria.

The orphanages then received a pseudonym as anonymity was assured on the start of the research and therefore personal identifiers were removed in accordance with ethical guidelines.

Table 1: Interview participants' pseudonyms

<i>Residential care center</i>	<i>License</i>	<i>Interviewee</i>
<i>Resca1</i>	<i>registered NGO and children's center</i>	<i>Volunteer Coordinator</i>
<i>Resca2</i>	<i>registered NGO and children's center</i>	<i>Director</i>
<i>Resca3</i>	<i>registered NGO and children's center for the HIV infected and affected.</i>	<i>Director</i>
<i>Resca4</i>	<i>registered NGO and children's center</i>	<i>Director</i>
<i>Resca5</i>	<i>registered NGO and children's center for the HIV infected and affected.</i>	<i>Project Manager</i>
<i>Resca6</i>	<i>registered NGO and children's center</i>	<i>Project Manager</i>
<i>Resca7</i>	<i>registered NGO and children's center</i>	<i>Director</i>
<i>Resca8</i>	<i>registered NGO and children's center</i>	<i>Project Manager</i>
<i>Resca9</i>	<i>registered NGO and children's center</i>	<i>Project Manager</i>

3.5. Interview structure:

Using the interview method it is a prime necessity to develop an interview guide (Dalen 2004). The interviewer can be sure the same types of questions were asked while interviewees speak freely by following a similar topic-based structure to allow for comparative analyses of the collected data. The interview guide was designed so the interviewer can focus on the topics most important to explore and stay on track during the interviews. In total 57 open ended questions consisting of 10 subjects were prepared, such as: general introduction, volunteers, volunteer agencies, education, childcare, finances, visitors and orphanage tourism in media and government. Not all 57 questions were asked but merely used to guide the conversation and several interviewees talked about ideas and opinions that overlapped the subject areas. A copy of the basic questions of the semi-structured interview can be found in APPENDIX 4.

3.6. Analyses:

After the interviews the documentation, consisting of the written notes during the interviews and additional informative documents was saved and listed. A reflexive journal was also kept by the researcher, in which she kept information about the interviews. An important stage was the familiarisation and immersion within the data. Then the coding and categorization process was started and the data was condensed into different categories. The categories are the different types of impacts of orphanage tourism that emerged through the interviews and finally the attitudes of the respondents on media coverage and government actions on orphanage tourism. A summary was written for each category describing the key ideas, differences and similarities between the respondents. Several quotes were added to the categories to illustrate the summary with examples. Further scrutiny of the categories revealed relationships between them within the individual dimensions. Finally the main findings were discussed and compared with the findings in the literature. The conclusion then summarises the findings and sets them in a wider context. The findings finally provided fascinating insights into the experiences and ideas of the respondents. Recommendations were made to residential care centres, volunteer sending agencies and local government and ideas for further research were suggested.

3.7. Research integrity and ethics

3.7.1. Integrity

Due to the lack of academic research, the chapter in the literature review about orphanage tourism relies heavily on media articles, UN and NGO reports. The researcher is aware of the fact that media and news articles are not always reliable sources. However due to the lack of other sources, they are essential for this research. As the researcher has lived in Cambodia, both in Siem Reap and Phnom Penh, for about 5 years she's familiar with the subject and comfortable in the environment. However as she's been working with orphanages and actively worked around the subject of orphanage tourism it was recognized how important it is to stay objective during the research process and safeguard the credibility of the findings. In order to obtain research data about the subject to complement the literature it was important to be unbiased and uninfluenced by prior experiences, media and opinions about orphanage tourism

in Cambodia. This requires regular reflection on the role of being an unbiased observer and interviewer. The researcher understands the importance of respecting the interviewee's feelings, opinions and emotions. During the interviews due to the informal atmosphere and the fact that both researcher and interviewee are comfortable in Cambodia, honesty and trust was built. The protection of the children of the orphanage was viewed as extremely important. Therefore the children are not interviewed, organizations need to have child protection policies and the researcher respects these policies. During the phase of analysing data, the interviews will often be checked off against the literature to ensure deliverance of optimal findings and conclusions. The study is also relevant as it will provide new and previously unsearched information.

3.7.2. Ethics

The participants in this study all signed an informed consent form to a 1, 5 hour interview and were informed about the topics they would be discussing. Confidentiality was ensured and nothing said would ever be published without their consent. Data will be stored on a password protected device. Participants were told about the recent media reports on orphanage tourism and orphanages in Cambodia. All interviews were conducted in the orphanage or a public place nearby. Participants were clearly advised that the researcher is legally obligated to report any proof of child abuse or exploitation compliant to Cambodian law. The participants are adults, residential care managers, directors or volunteer coordinators. They were made fully aware of the research aim and objectives and sign a consent form.. The research aim is to identify impacts of volunteering in residential care tourism therefore the managers or volunteer coordinators of these centres are being interviewed and chosen as the participants.

3.8. Limitations:

- A weakness of the use of the interview technique is the uncertainty if the material reflects the reality of the research participants (Mishler 1986). During interviews we rely on the participant's perception of their own reality. Therefore the technique of funnel principle (Dalen, 2004) was used by the researcher where the more sensitive

subjects and questions are not touched upon in the beginning and the researcher starts off with easier questions that create a relaxed atmosphere. The amicable atmosphere helped participants to open up and speak freely.

- Due to the sample size of the study, findings cannot be generalized for all orphanages in Cambodia. The researcher had to work within the constraints of the available resources and participants. However the smaller sample sized allowed the researcher to obtain in depth information. By provision of context of the study and the integration of findings with existing literature transferability rather than generalizability is conceivable
- The element of social desirability is a limitation resulting from the use of the interview method. Participants have a tendency to misrepresent their opinions in the direction of answers consistent with prevailing social norms. However it is believed that the assurance of personal anonymity in this research will encourage the respondents to speak more freely and truthfully.
- It would be beneficial to undertake this study in a wider range of destinations as opposed to Cambodia in isolation. However due to the wide variety in destinations, the financial and time limitations and in order to obtain in depth data it was decided to focus on the one destination that has appeared most in the literature and media.

4.0. Main Findings

This chapter presents the main findings of the impacts of orphanage tourism on different aspects of residential care centres or 'orphanages' in Cambodia. It also reveals the attitudes of the respondents towards the media coverage of orphanage tourism in Cambodia and the changing national and international laws concerning the issue. Quotations are used to support the main findings throughout this chapter.

4.1. The residential care centers: an introduction.

All orphanages in this research are run by people with good intentions who wanted to `do something good` in Cambodia. Most participants do not have education and background in child care, except for the interviewees of Resca5 and Resca8. All participants were foreigners except Resca2, who is local. They started, took over or manage the NGO based on intuition and good intentions. They often refer to the orphanage as `a big family`:

“We are one big family, we don’t call ourselves orphanage”.Resca1

“People with or without Aids live together as 1 big family”.Resca8

The orphanages all agree their centre is a last resort for children from abusive, very poor or parentless families:

“When we first started the kids and their families basically lived on the garbage dump, that’s why we started housing the kids”.Resca9

“The kids homes were extremely abusive, they needed to leave in order to be safe”.Resca1

Resca5 however, believes most children can be reintegrated within their families with the appropriate family support so they have started a family reintegration program. Resca4 and Resca8 are orphanages for children with HIV or affected by HIV, who are often rejected by Cambodian society or their parents.

“These kids have HIV and nowhere to go, orphanages wouldn’t accept them and call us to come pick them up”. Resca4, Resca8

The lack of knowledge about family reintegration or family based care among all interviewees is notable, except for Resca5, who are actively transitioning their orphanage and focus more on family reintegration. The interviewee from Resca5 clearly had academic knowledge and experience with child care and family reintegration programs. Furthermore Resca2 and Resca3 mention efforts towards integrating children back into their families.

4.2. The role of volunteers

Volunteers stay in the orphanages for an average time of 6 weeks and all orphanages employ the volunteers as teachers. Only Resca5 lets the volunteers teach the staff instead of the children. The majority employs the volunteers as English teaching assistants of the Khmer English teacher and Resca8 and Resca1 employ volunteers as creative workshop teachers.

Resca2 also give the volunteers child care responsibilities: to dress the children, give them medicines and bring them to the hospital. Resca7 lets volunteers teach the kids about hygiene. Other tasks are: admin, PE, gardening, entertaining, playing games and social work. According to the orphanages, the volunteers' main motivations are experiencing another culture and working with children.

“Most volunteers come through word of mouth, they want to experience what their friend has experienced and work with children in a different culture”. Resca8

Resca6 and Resca8 pointed out volunteers often volunteer to make themselves feel good and show people at home what they are capable of, confirming similar suggestions in the literature review. In Resca1, who recruits volunteers for creative workshops, the volunteers mainly come to share their creative skill.

“They are usually passionate people who are interested to share their work and creative skills while working in this environment”. Resca1

At Resca4 and Resca8, where children with HIV reside, people who have been personally affected by HIV frequently come to volunteer.

4.3. Impacts of orphanage tourism

4.3.1. Impacts of volunteers

4.3.1.1. Impacts on the organisation

The findings demonstrate that volunteers are mainly perceived as an asset and positive experiences with volunteers are dominant. Only a few bad experiences are mentioned by the

orphanages. All participants agree that volunteers bring an added value to their NGO. The overall impacts on the centre are perceived as positive.

“We didn’t have bad experiences with volunteers so far. They want to ‘do good’ and are important to us”. Resca7

Impact 1: Volunteers increase the workload for management:

It emerged that working with volunteers is **work intensive**: volunteers require time, training and supervision but are worth the effort:

“Some volunteers are very good and some also raise a lot of money. Others can really wear you down”.
Resca9

The workload consists mainly out of recruitment of volunteers. The orphanages have 4 ways to recruit:

- *Recruitment by the orphanage, through the website.*

All orphanages recruit volunteers through the website. They do not actively advertise the volunteering experience on forums or websites but simply wait for volunteers to consult their website and contact them.

- *Recruitment by the orphanage overseas.*

Resca7 recruits volunteers from overseas, in the director’s home country. Volunteers who email the orphanage will meet a staff member overseas for 2 interviews and will be selected there.

- *Recruitment by overseas volunteer sending agencies*

Most orphanages (8 out of the 9) employ the services of overseas volunteer sending agencies.

- *Recruitment by Cambodian volunteer sending agencies*

Resca3 and Resca9 employ Cambodian volunteer sending agencies.

Most orphanages claim to be strict in the selection of volunteers and only Resca2 lets people walk in from the street to volunteer. All other orphanages have requirements for the applicants to pass in order to be selected. The general idea among the orphanages seems to be: the stricter the screening, the better the volunteers. Resca2 is the exception and only required a passport copy and volunteers motivation when potential volunteers visit the orphanage and then decides if the person can volunteer. The requirements of the other orphanages range from application letters, CVs, background checks, proposal writing, lesson plans, police clearance checks, passport copies, Skype and face to face interviews. The two most eligible characteristics required in an applicant are to be open-minded and to follow the rules.

“Because of the strict screening process, we mostly attract good volunteers”. Resca5

“When u write them about the requirements and the proposal they need to write in order to get selected, some applicants don` t reply anymore. It`s too much effort to write a proposal for those people. So this way we get the good volunteers, who really just want to help”. Resca1

Resca6 and Resca8 added, regardless the strict selection process, it is difficult to know if the applicant is suitable.

“They are on the other side of the world and all you receive is an email. It`s hard to know how someone is on paper”. Resca6

Resca9 is the only centre that does not require a minimum time to stay for volunteers. They believe everyone helps, regardless the time they spend. The other orphanages believe a minimum stay is essential to attract good, sincere people and actually help the orphanage to achieve their goals. The minimum stay varies between 2 weeks and 3 months. The majority of the orphanages agree that volunteers who respect the minimum time of stay are more sincere. Resca5 however has a very different view on this:

“I actually think the longer the volunteer stays, the harder it is for the kids when they leave. Sure you can achieve more but it isn` t good for the kids. So maybe volunteers who stay shorter are better?” Resca5

A smaller part of the workload consists of the **volunteer induction**, led by centre managers/ directors or volunteer coordinators. Resca1, Resca4 and Resca9 have volunteer coordinators to guide and supervise

the volunteers. The induction starts in all orphanages with a tour of the centre followed by a meeting to explain rules and regulations and finally the signing of an agreement and child protection policies. It is notable that all orphanages have lengthy child protection policies which volunteers need to read and sign. Signing the documents will be followed by a meeting with the other volunteers. During the induction, several documents and information about the orphanage are being presented. Induction usually takes a half day.

“A half day orientation to the project and staff, some tips about Khmer culture and customs, and reinforcing realistic expectations of time and how much can be accomplished during a short period of time”. Resca5

None of the orphanages provide training for the volunteers, after the induction they usually start the work or settle in their room. Although they do not provide training themselves, some orphanages did complain that certain volunteer sending agencies did not provide training and volunteers show up unprepared. The idea seems to be if volunteer agencies send volunteers they should already be trained

Impact 2: Volunteers contribute a small financial benefit:

Most orphanages have donors, sponsors and financial grants. According to them the volunteers contribute little to their budget and finances. This contrasts with the literature and media, where it is often said that orphanages want to attract volunteers for their money and donations. In fact only 2 orphanages charge a volunteer fee, Resca4 and Resca8, who said not to rely on these fees.

*“ Volunteers are just a small part of our finances, for example we earn 5 times more with selling chicken eggs than with volunteers”.*Resca4

However, Resca1 and Resca3, who do not have many sponsors and financial grants, did say to rely on volunteers for donations, fundraising and sponsoring. Interestingly all orphanages stressed that volunteers often make promises about fundraising at home but mostly do not act on it.

Impact 3: Working with volunteers entails challenging cooperation's with overseas volunteer sending agencies:

Attitudes among the respondents towards overseas sending agencies are overall very negative. Many problems seem to arise with the cooperation of orphanages and overseas volunteer

sending agencies. The main complaints were the inefficient screening of volunteers, inefficiently organized agencies and lack of preparation and information for the volunteers.

“Strangely enough, 1 agency didn’t allow the volunteers to talk with previous volunteers who were leaving. They made sure there was no overlap so they couldn’t meet each other”. Resca3

“Agencies communicate badly and let us know hardly 1 month in advance if someone is coming to volunteer. It’s very hard to plan ahead that way”. Resca3

Most orphanages receive little or no funds from the agencies and this seemed to be a point of frustration, mainly towards those agencies that do not provide good volunteers and communication. Generally all respondents were angry and even upset about the fact that overseas sending agencies frequently make a high profit.

“They make money of us and we don’t get any money from those agencies.” Resca9

“I would like to see those agencies that make money of project go out of business. Non-profit is ok but for profit it isn’t”. Resca5

It emerged that the more volunteers the orphanages receive through the website, the less they feel the need to work with volunteer sending agencies. Some orphanages even said they wished not to work with agencies, but did not have enough volunteers and needed the agencies. I

“Those agencies that give the impression that volunteering is easy or a holiday aren’t appreciated, we stopped working with them. I call on to the agencies to prepare the volunteers better”. Resca6

“1 agency showed the kind of voluntourism on their website that is drinking cocktails, volunteering is easy and doesn’t take much effort. So I refused to work with them any longer”. Resca3

The Cambodian volunteer agencies however, had very good reviews. The 3 orphanages that worked with them were very pleased and content. The communication was easy and the partnerships pleasant, as the agencies are located in Cambodia.

Impact 4: Volunteer's negative behaviour can impact and disrupt the daily operations.

To most orphanages, negative impacts of volunteering on the daily operations and organisation of the orphanage are rare but occur occasionally. Only Resca7 said to not have had any problems with volunteers so far. The impacts that can affect the work and organisation of the orphanages are:

- ***Disobeying the rules and unacceptable behaviour***

The orphanages emphasize that volunteers who disobey the rules and behave unacceptable are not common. However such volunteers are very disruptive and damaging. This type of behaviour will lead to sending this volunteer home.

"Some volunteers sign the child protection policies but don't actually respect them. They want to take the kids out of the centre or hug them. We tell them it's not appropriate". Resca2

- ***Judgmental attitudes***

According to Resca2, Resca6 and Resca8 volunteers can occasionally be very judgmental and rude. This can lead to annoyance and frustration among the orphanage management:

"They come in and judge you: you should do this like this or like that, it would be much better. They don't understand how hard it is to lead an organisation in Cambodia. They want to be important". Resca6

- ***Immaturity***

According to those orphanages that cooperate with overseas volunteer sending agencies, resultant from the inefficient recruitment of volunteers, volunteers can sometimes be too young, inexperienced or immature. The orphanage clearly said some volunteers are too young but added that even older volunteers can sometimes be difficult or immature. The link between the perception of poor recruitment by overseas sending agencies and the immature and unsuitable volunteer is apparent. This puts a strain on the organisation and is more disruptive than helpful for daily operations.

" Sometimes you feel like you're babysitting them". Resca6

- **Controlling behaviour**

Resca2 pointed out certain volunteers quickly want to take over and tell management how to run the orphanage.

“Volunteers aren’t always good people, they say they want to help you but actually they want to control everything. They sometimes cheat or take money. Resca2

Impact 5: Volunteers are cheap labourers with unique skills

All orphanages agree: it would be hard to run the centre without volunteers. Volunteers are often qualified labourers the orphanages could not afford to pay a salary. They have skills and education the Cambodian staff is lacking. According to Resca7 it is sometimes easier to work with volunteers rather than local staff, as they are usually more educated. All orphanages point out that volunteers bring a unique set of skills and knowledge that is not available in Cambodia. Some volunteers are very artistic, tech savvy or great accountants, all skills that can be taught to either the children or the staff. They point out the poor standards of education, health care and social services in Cambodia and are happy to receive help from abroad.

“They see small things that we don’t see, notice things about the kids. For example when a child needs new clothes or they behave strangely”. Resca4

Impact 6: Volunteers advertise for the orphanage

Volunteers are very good in advertising for the organization. The volunteers often find out about the orphanage through word of mouth.

“One volunteer wrote a book about us to get our story out that really helped a lot”. Resca8

4.3.1.2 Impacts on the children’s education

As mentioned earlier, all orphanages employ volunteers as teachers and according to them, the volunteers impact on education are manifold:

Impact 1: Impact on English education:

The children's English education seems to be very important to all orphanages except Resca5. Therefore volunteers mostly work as English teachers or assistants of the Cambodian English teacher. In 7 off the 8 orphanages the children go to a Cambodian public or private school for a half day and are taught English the other half of the day. In the case of Resca8 the children go to a Cambodian public school and receive one on one private English class at the orphanage. The orphanages that provide English classes mentioned the great progression the children are making in the English language. The different accents of the volunteers are perceived as a plus, as the children can learn to adapt and understand different accents. Interestingly Resca5 does not provide English classes because the children did not progress well due to volunteer turnover.

"It's amazing how fast the children's English improves with the help of the volunteers". Resca3

Impact 2: Impact of creative workshops

Resca1 and Resca8 especially select volunteers on their creative skills. The volunteers teach creative workshops in the orphanage such as dance, music, art, theatre and yoga classes. These volunteers are perceived as very valuable, as these kinds of teachers are hard to find in Cambodia. The effect of these workshops is perceived as very important; as the children can grow confident and learn a skill that could be valuable in later life.

"For example we had a break-dancer here teacher our kids dance, if one our kids is extremely interested or talented, this could possibly change their life and lead to a career". Resca8

"It's so important for the kids to learn all these skills, as they aren't usually available in this area".

Resca1

Impact 3: Impacts on life skills

All orphanages, again except Resca5, agree the interaction between the volunteers and the children increases the children's confidence. They are used to talking to foreigners and more

confident than other Cambodian children. This is believed to help them in later life and future job applications.

“ One of our older kids just went to Phnom Penh, walked around the restaurants on riverside, presented herself with confidence and immediately found a job”. Resca8

“They are comfortable speaking up with foreigners or even other Cambodians”. Resca6

According to the orphanages, children become more open minded by interacting with volunteers. Cambodian households are traditionally very conservative and growing up with westerners broadens the children’s worldview.

“These kids speak a bit of French, Japanese, Danish and other languages. They learn all of that from the volunteers”. Resca4

Resca5 however, argues there are better ways for the children to acquire these life skills and the confidence is in fact a form of overconfidence and laziness:

“ It might broaden the kids’ worldview but there are other ways to do this. Over confidence can also turn against them. For example the older kids: they can’t keep their jobs, they always quit, depend heavily on the centre and think money is easy to get there. True confidence is something very different”. Resca5

Resca6 partially agreed with this, but said to work really hard to teach the children how to deal with money, savings and work ethics. Also, according to Resca5, due to the influence of westerners in the centres, the kids grow up too westernized and alienated from their own culture:

“They grow up Western and don’t understand their own culture. They get false expectations and it’s hard to integrate into society. Also they get discriminated once leaving the centre: parents for example don’t want their children to marry someone from an orphanage”. Resca5

Confirming this, Resca4 and Resca8 said some of their children came from other orphanages and only speak English, making it hard to potentially integrate them back into society later on.

4.3.1.3 Impacts on the children`s psychological and emotional wellbeing

Impact 1: Impact of volunteer turnover:

In most orphanages, volunteers teach the children but in Resca5 the volunteers teach the staff. Resca5 believes it's harmful to let volunteers teach the children, due to the inconsistency and volunteer's turnover. But according to the other orphanages, the children can always depend on the staff and the volunteer turnover has little effect on them. They even believe it is beneficial to have different volunteers so the children get acquainted with different teaching styles, accents and creative skills.

"The kids cry but they get over it quickly, the volunteers cry more than the kids". Resca8

"The kids get used to it, their parents also come and go, so they are used to it". Resca2

However, some orphanages are doubtful about the potential psychological impacts on the children. Resca6, for example, points out their lack of knowledge on the possible impacts on the children:

"We don't see the effects on the children yet, because they are too little. We don't have young adults here yet so we don't know". Resca6

Resca5 believes the longer the volunteers stay the bigger the emotional damage on the kids when the volunteers leave. According to them, there are several negative psychological impacts on the children.

"It isn't like a real life situation: volunteers always entertaining kids, being fun and friendly when for example the parents and caregivers here aren't like that. The children would say it's boring without volunteers." Resca5

The orphanages strongly emphasize they do not allow the volunteers to talk with the children about their past or take care of an emotional child. Practices that are often illustrated in media articles about orphanages in Cambodia. According to our respondents it is strictly forbidden for the volunteers to "play the therapist" unless they are in fact a certified therapist. In all cases they need to contact the staff or social worker if the children seem upset.

“The volunteers teach the children for 2 hours a day, at the school on the other side of the street. They do not get involved with the children’s problems or backgrounds”. Resca6

Although the participants claim the negative impacts on the children are rare, they do mention several types of behaviour that points towards the RAD disorder mentioned in the literature. The respondents are not conscious about the possible link between the behaviour and the disorder. The participants sometimes mention these kinds of behaviours, but interestingly do not find them alarming. These behaviours randomly come up during the interviews but are never perceived as important by the interviewee.

“Kids get distant and stop trying in class because they know the teacher is leaving anyway. Other kids get emotional when volunteers leave. They had a lot of abandonment in their own life”. Resca9

“Sometimes there are discipline problems. They don’t behave well because they know the teachers are leaving anyway”. Resca9

Resca5, in contrast to the other orphanages, strongly believes the impact of volunteers on children in residential care is mainly negative. They do not allow volunteers to interact with children anymore.

During the interviews, only at Resca8, the researcher observed behaviour from the children that could point towards the RAD disorder. The researcher would be hugged and kissed by the children during the interview and when leaving the children told her to be very sad and even begged her not to leave. During all other interviews the children were hardly around and interviewer only met the interviewee.

Impact 2: Impact of bad behaviour of volunteers

Finally some orphanages said the kids can be influenced by the bad behaviour of volunteers:

“Getting upset and emotional in front of the kids. We try and tell them to hide their tears from the kids”.
Resca9

4.3.1.4 Impacts on the staff

Impact 1: English education and life skills

According to all orphanages, the English speaking skills of the local staff has improved by interacting with volunteers. They also learn about the world through interaction with volunteers. However, only Resca5 employs the volunteers to work on capacity building with the local staff. The other orphanages say the volunteers assist and help the teachers in class, with gardening or cooking but do not teach classes or trainings for local staff. None of the orphanages spontaneously talked about the positive impacts of the volunteers on the staff. The researcher always had to explicitly ask about the impacts on the staff and it always took time for the interviewee to come up with an answer.

“The staff can practice their English conversations and those who are assisted in class are very happy for the help and the new ideas and assistance in lesson planning”. Resca3

“Some staff choose to learn from the different experiences and cultures. For example our kitchen staff has learned multiple food dishes from volunteers”. Resca8

4.3.1.5 Impacts on the community

Impact 1: consumption in restaurants and convenience stores

Orphanages located in rural areas with no shops, restaurants or guesthouses said the positive impacts on the local community of orphanage tourism were low. The other orphanages with small shops and restaurants around them, say those businesses definitely see benefits from the visitors and volunteers.

“The local community shop around the corner certainly benefits from our volunteers, who go there every day for snacks and drinks”. Resca3

Table 2: Summary of negative and positive impacts of volunteering

Negative impacts	Positive Impacts
Increase of workload for management	Contribution of small financial benefit
Challenging cooperation with overseas volunteer sending agencies	Cheap skilled labourers
Negative behaviour can disrupt daily operations	Free advertisement for the orphanage
Can possibly cause or worsen psychological traumas of the children	Improvement of children’s English education
Negative behaviour can negatively impact the children`s well-being.	Enhances children’s creativity through creative workshops
	Enhances children`s life skills
	improvement of Staffs English education and life skills
	Economic benefit for the surrounding local businesses

4.3.2 Visitors impacts:

4.3.2.1 Impacts on the organisation

The orphanages homogenously agree the visitors impacts on the orphanage are mainly of a financial nature. Visitors bring in money and often raise funds, the small time and effort to

guide them around the property is worth. It is notable that according to the respondents, visitors contribute more financially than volunteers.

“Visitors are becoming more critical; they need to see where the money goes and if it’s well spent`. It gives them a good feeling to have a look”. Resca6

Resca9 adds that visitors, who are in this case the children’s sponsors, can often be disruptive.

“Visitors can be very demanding. They see their sponsor child as their own; they want to take them out for dinner and so on. They get emotional and unhappy if we don’t allow them to shower the child with gifts”.Resca9

Important is that all orphanages except Resca2, obligate visitors to make an appointment before visiting the orphanage to clarify their intention to visit the centre. This rule seems to be in place not to disrupt the organisation and work at the centre. All orphanages have visiting hours, rules and regulations that need to be respected. There are no checks on visitors but they are always guided around and never allowed to walk around alone or in the private living areas of the children. Resca7 does not allow visitors (except friends and relatives), as they believe it would be too disruptive for the work and children.

“We rarely allow visitors and I refuse most people who want to come and visit. Because of this some people get very angry at me and don’t understand”. Resca7

Resca1 has set up a visitor’s centre, where visitors are welcomed and get to see photos and information about the project.

“With a visitor centre we want to show visitors how it can be done. There`s no interaction with the children but you still have a good visit”. Resca1

4.3.2.2 Impacts on the psychological and emotional wellbeing of the children:

According to all orphanages, visitors are never allowed to be alone in the centre and always get a guided tour. Most visitors easily follow the rules and understand why they are in place. Most orphanages do not allow visitors to play with the children and children do not interact with the

visitors. Resca2, Resca4 and Resca7 however, let visitors join if volunteers are organising an activity for the children. Most of the orphanages perceive no negative impacts on the children by visitors, due to strict regulations. However, Resca9 had problems with visitors who are sponsors of an individual child.

“Jealousy arises among the children, her sponsor visits her and mind doesn’t, she gets a gift and I don’t”
Resca9

Behaviour that could indicate psychological traumas was mentioned only by Resca2:

“Some kids run up to visitors, they like to practice their English or get attention”. Resca2

Table 3: Visitors impacts on orphanages.

Negative Impacts	Positive Impacts
Disruptive for the daily operations	Financial benefits
Can possibly cause or worsen the children’s psychological traumas.	

4.3.3. Attitudes towards media coverage of orphanage tourism

All orphanages distance themselves from the negative stories about orphanage tourism portrayed in the media. They all agree there is an increasing problem and know of several places that abuse and exploit children. However in their opinion the media generalizes the issue and they distance themselves from exploitative orphanages.

“Always these bad stories in the media, about kids who leave the orphanage and end up on the street. But where are the good stories”. Resca6

“There are really a lot of bad places. 1 guy was tricked into believing an orphanage needed his help when in fact all these kids were just neighbourhood kids and someone assembled them once a year just to get money when he visited”.Resca4.

A second finding is all orphanages agree the media should investigate case by case and understand that not every child can grow up in a family in Cambodia. Resca4 and Resca8 for example, point out how hard it is for Cambodian children with HIV to be accepted in society. Third, most orphanages are tired and frustrated with the negative publicity from the media and would prefer to see some constructive criticism or ideas to improve their operations. They also point out how little awareness volunteers and visitors have of the issues and dangers surrounding orphanage tourism in Cambodia. Therefore they applaud the Friends International and UNICEF campaign `Children are not tourist attractions` but do not think the campaign refers to their orphanage. The orphanages agree a link between the rise in tourism and the rise in orphanages may exist. According to them many people are setting up orphanages to gain money from tourists.

“The volunteers are very naive and don` t know about this issue. Amazing to me how naive people are”.
Resca1

According to Resca2 not allowing visitors to interact with children is a western idea that does not fit into Cambodian society:

“Here in Cambodia we like to talk, share and meet with anyone. Not letting visitors in the home is a western idea”. Resca2

4.3.4. Attitudes towards changes in national and international laws on orphanages and orphanage tourism.

All orphanages encourage the government and international agencies to monitor and evaluate orphanages in Cambodia. They want to see exploitative and corrupt orphanages disappear.

However they do not agree with the way they the government has been operating so far. For example Resca2 and Resca3 had visits from the government to monitor and evaluate their orphanage. These visits were more confusing than helpful to them.

“They came and looked around, then told us all these weird rules. Where are the beds? Why don’t the kids have two pairs of shoes? They also said the ministry would decide over each child in the future. It was confusing”. Resca3

All orphanages agree that in some cases children cannot return to their homes and residential care is a better option.

“Every child’s situation is different and some children do belong in a centre and not with their families, because they are abusive and dangerous”. Resca1

Resca5 however points out that residential care has to be seen as a very last resort and everyone should make efforts towards integration and family based care.

“Some orphanages tend to exaggerate abusive situations at home, due to lack of knowledge and expertise, for example alcohol is a big problem in the whole Cambodian society, So we should work with the families and programmes that work with alcoholics”. Resca5

The respondents homogenously said to be open to trainings and learning materials about family integration and according to them they do not receive the support for this from UNICEF and the government.

In this chapter we revealed the main findings accompanied by some quotations. The negative and positive impacts of orphanage tourism were clearly presented and supported by clear tables. Furthermore the findings revealed the attitudes towards the phenomenon of orphanage tourism and the media interest surrounding it. Finally the attitudes of our respondents towards the laws and government actions on orphanage tourism were revealed.

5.0. Discussion:

In this discussion, research findings are being compared with the findings in the literature and the extent to which the data confirm or negate the literature is examined.

Confirmations and contradictions with the literature were found in the research findings about the impacts of volunteering on orphanages. The categorisation of volunteers, according to Andereck and Lee (2003) into Vanguarders, Pragmatists and Questers contrasted with the secondary data. The orphanages did not see a clear difference between older and younger volunteers, but between volunteers motivated to do good and volunteers motivated only to enrich themselves parallel with the categorisation in the literature by Brown and Morrison (2003): the volunteer-minded and the vacation-minded. However the orphanages did point out that some of the youngest candidate turned out simply ``too young`` to volunteer.

The categorisation of voluntourists by Callanan and Thomas (2005) applies to the respondents' ideas about volunteers. It is clear that the orphanages aim to attract the ``deep`` volunteers, that are most actively involved, want to contribute to the community and have a more altruistic than self-interested focus and want to avoid the `shallow' volunteers. They do this by investing time and resources in recruitment. The orphanages want to attract the `volunteer-minded' and avoid the `vacation-minded'. The two main motivations for volunteering, emerging from the research confirms the motivations in the literature: altruism and personal fulfilment seem to be the main reasons to volunteer. According to the orphanages, working with children or HIV patients is a third motivation.

The findings confirm the literature: most respondents do not have experience or education in childcare and residential care centres. However contrasting the literature, they do perform back ground check and spend a lot of time on recruitment. Certain authors (Tourism Concern 2013; UNICEF 2011; Al Jazeera 2013; ZDFZOOM 2014; Brandpunt 2014,) gave the example of orphanages where people walk of the street to volunteer without any requirements or interviews. All respondents strongly deny such practices, have strict regulations and do not allow visitors to walk freely in the centre. Child protection policies in all centres are lengthy and need to be respected. In fact the general idea emerged: the stricter the recruitment the better the volunteer. Interestingly, the orphanages do not provide trainings for the volunteers. The respondents strongly distance themselves from the orphanages in the literature, mentioned by Tourism Concern (2013), run purely as a business where children are used for profit and

conditions are kept in bad state to receive donations from well-meaning donors and volunteers. The respondents are often uneducated or unaware about family care alternatives, except Resca5, but willing to learn. Interestingly Resca5s respondent, who is educated in the field of childcare and family integration, often contrasted the ideas of the other respondents.

Contrasting the literature, the impacts of volunteering on orphanages are mainly perceived as positive. Contrary to suggestions in the literature, the orphanages get a small financial benefit from volunteers. Volunteers in the research do not pay a fee to the orphanages, except in Resca4 and Resca8. Furthermore the orphanages say the volunteers rarely raise funds when arriving back home. The orphanages do not agree with Carey (2001) saying if one views labour as the sole objective, the costs of having volunteers outweigh the benefits. According to them, the benefits outweigh the costs and resources. Confirm with the literature, the volunteers pay high fees to overseas sending agencies, and the money rarely reaches the orphanages. The financial benefit may lie in the fact that orphanages save money by hiring volunteers instead of paid western staff. This, according to the orphanages, does not influence the labour demand of local staff implied in the literature by Clifton and Benson (2006) and Guttentag (2009). The local staff and the volunteers have different jobs and tasks. The volunteers perform jobs that local staff is not educated or skilled for.

Other positive impacts of volunteering emerge from the research. The literature refers to cross cultural understanding as a positive impact (Sin 2009; McIntosh and Zahra 2008) and the respondents. However, the respondents mainly refer to the impacts on the children, as they believe the children understood more about the world and different cultures by interacting with volunteers. However, the findings of the research point more towards cultural influence of the volunteers on the children, then cross-cultural understanding. Except Resca5, the orphanages disagree with Tourism Concern (2013) pointing out the possible gaps in the children's education due to the lack of consistency in teaching, accents and different approaches to teaching. The orphanages believe the different accents of volunteers improve the children's English education rather than deteriorate it. The positive impact on the children's education is one of the main impacts described by the orphanages.

The economic benefits for the community are pointed out in the research as well as the literature (Wearing 2001; Clifton and Benson 2006; Gray and Campbell 2007; Morgan 2010; Barbieri, Santos and Katsube 2012;) as local restaurants and businesses benefit from orphanage tourism. More positive impacts emerged from the research; volunteers advertise for the orphanage, improve creativity, life skills and confidence off the children and staff and add a small financial contribution. Research reveals

that in the orphanages the volunteers are mostly employed as teachers for the children, contrasting Norman and Richter (2010), who describe the volunteer as the caregiver of the child. In contrast with the definition and research of Norman and Richter (2010), orphanage tourism in this research is not “the engagement in every day caregiving for needy orphans”. Volunteers and visitors do not take on the role of caregiver, except at 1 orphanage, but mainly of teacher, social worker, manual or administrative labourer. Interestingly emerging from the literature as well, volunteers rarely work with staff or on capacity building and in the literature on capacity building for staff is equally non-existent.

Contrasting the literature, the respondents perceived little negative impacts of orphanage tourism. Negative impacts that emerged were the increase of workload and occasional unacceptable attitudes and behaviours of volunteers. According to the respondents, although the volunteers often do not have the experience, they do have the education and skills. However the orphanages agree that the volunteers can be immature or unskilled but claim to be ‘the expert’, confirming Wearing’s theory (2001). According to the orphanages, volunteers who feel they are ‘the expert’ can be a strain on the organisation and quite annoying. Confirming the literature the orphanages say many children do have parents, but reside in the centre because the parents cannot care for them. As mentioned earlier, the orphanages do not agree with the literature statement that children are being unnecessarily separated from their family. They believe the separation is necessary for the safety and wellbeing of the child and only house children from very poor, abusive or parentless families.

The literature shows that children in residential care have significant higher rates of Reactive Attachment disorder (Tizard and Hodges, 1978; Zeanah and others 2005). In the research, behaviour that points towards the RAD disorder has been mentioned and observed in some of the orphanages. Again, the interviewees were not aware of the link between the behaviour and the disorder. It has been described that the children want extra attention from volunteers and visitors and that many of them suffer from abandonment issues. The behaviour was observed by the researcher only in Resca8, where the children were extremely affectionate and craved attention. However, according to the respondents, volunteer overturn mostly does not affect the children, as they are believed to be accustomed to it. However, emerging from the findings, some orphanages seem unsure about the impacts of orphanage tourism on the children. Resca5, contrary to the others, was very sure of the negative impacts of volunteering on the children’s wellbeing hence their decision to restrict volunteers from interacting with the children. Volunteers in all the orphanages are not encouraged to make intimate connections with

the children, contrary to the literature (Norman and Richter 2011). There are strict rules about interaction with the children and the relationship is one of teacher and student.

The negative effects of cross cultural understanding are also being highlighted by Wall and Mathieson (2006), pointing out how locals may try to imitate tourist's consumption patterns and the rise of discontent when the desired items remain out of reach. This element of disappointment when things stay out of reach has been mentioned by Resca5, who often disagreed with the other orphanages. The exposure to volunteer lifestyles and the ideas, hopes and dreams that come along with the interaction, can only lead to unrealistic expectations according to Resca5. Resca5 and Resca6 add: children can become overconfident and spoiled. This confirms the research findings of Hanna Voelkl (2010) in the literature: in her case study children were spoiled due to constant entertainment from volunteers. Her research however adds the children stayed poor, they had a lot of entertainment and gifts, but the volunteers' impact in terms of sustainable improvement of the children's living situation or their intellectual development was low. Our findings reveal the respondents especially feel the volunteers DO impact the intellectual development of the children but do not mention improvements in the children living situation. There's certainly a dependency on volunteers by the majority of the orphanages, confirming the literatures findings that volunteer tourism can foster dependency (McGehee and Andereck 2008; 2009; Simpson 2004) . The orphanages depend on the free labour and skills of the volunteers, but less on the financial benefits, which are highlighted in the literature. The orphanages said not to depend on the volunteers for financial help, as from experience they know volunteers only contribute little financial benefits. This confirms Sins (2011) study where orphanages were unsure about funding and financial benefits derived from orphanage tourism. Our respondents choose not to rely on the volunteers for financial benefits. Only Resca2 and Resca3 said to rely on volunteers financially, as they had little other sponsors or donors.

The impacts of visitors were perceived by the respondents as mainly of a financial nature with little impacts on the children. The respondents confirm it is important for the donors to see the children but most just want to visit the programme, understand and comply with regulations. Contrasting the Sydney Morning Herald (2011) ZDF (2014) and Brandpunt (2014), according to our respondents, visitors cannot walk in to the orphanages freely, always get a guided tour and interacting with the children is restricted to a minimum. The orphanages that worked with child sponsors did point out the negative impacts, as jealousy can arise among the children and sponsors can be demanding.

The literature and research findings about volunteer sending agencies largely collide. The volunteers pay huge fees to volunteer sending agencies and this money often does not reach the orphanage.

Orphanages and volunteers are getting more upset and negative about the volunteer sending agencies. This confirms the literature, which reveals the criticism on overseas agencies being too profit driven, overpromising benefits, creating customer dissatisfaction and even harming destinations of the sending agencies and high profits (Benson and Henderson 2011; Crossley 2012; Simpson 2004; Tomazos and Cooper 2012). The research confirms the respondents are often unsatisfied with the recruitment of volunteers by the agencies and volunteers are not trained or briefed on how to interact with children.

The literature point out a 75 % rise in orphanages in Cambodia since 2005 (UNICEF, 2011) the link suggested by Tessa Bourdie (Brandpant 2014) and Morgan and Walker (2013) between the rise in tourism and the rise in orphanages may well exist according our respondents. They say many people are setting up orphanages to gain money from tourists. They know that many orphanages are run as a business, but don't wish to associate with them. They clearly distance themselves from literature and media, saying we are not "those kinds of places". The orphanages applaud campaigns and actions to close down exploitative and abusive residential care centres. Most orphanages were open to learn about family integration for the children and understand the changing laws and regulations on alternative care. Finally, the orphanages have encountered difficulties with the governments monitoring tool based on the Minimum Standards on Alternative Care for Children. They encourage such tool but find it is not being used accordingly.

To summarize, many disagreements with the literature emerged. Contrary the literature, the positive impacts of orphanage tourism outweighs the negative impacts according to our respondents. It can be assumed the disagreement lies in the fact the orphanages are sure they are atypical and point out a lot of orphanages in Cambodia are exploitative. Furthermore as educational background and experience with childcare and alternative care, they may not be aware of some of the impacts emerging from the literature. These issued will be discussed in the conclusion.

6.0. Conclusion:

Orphanage tourism is clearly different from conventional forms of tourism as it involves the combination of pleasure, work and children. The research provided background information on the phenomenon of orphanage tourism/ childcare tourism in Cambodia and its social and economic impacts through

extensive literature research and secondary data. This was the first research objective. The second research objective to reveal the positive and negative impacts according to respondents was also reached and findings were compared with the literature. Impacts of orphanage tourism are perceived as mainly positive and rarely negative: positive impacts on the children's education, life skills, confidence, staff skills, local economy and the centres finances. Impacts of residential care are also seen as more positive than the children's abusive family situations and perceived as a safe retreat for the children. It is important to mention that 1 orphanage` responses differed from the others and they in fact find the impacts of orphanage tourism on residential care centres mainly negative. All centres say the positive impacts are due to strict recruitment, induction, rules and regulations. The negative impacts are often caused by cooperation with volunteer sending agencies which have an overall negative reputation throughout the literature and secondary data. Contrasting with the literature, the research found the negative impacts on the facility low but most respondents had a certain lack of knowledge concerning negative impacts of orphanage tourism. The orphanages overall depend on volunteers for cheap skilled labour and on visitors for financial benefits It was apparent that the literature and host organisations barely mention the impacts of orphanage tourism on their staff and only 1 of the orphanages employs the volunteers to build capacity of the staff.

It was clear that respondents and the literature largely contrast in depicting the practice of orphanage tourism. The respondents distance themselves from the overly negative description of orphanage tourism in literature and media. They acknowledge the existence of "those exploitative orphanages" but do not associate with them. This calls for further research: are there in fact different types of orphanages, "good" and "bad"? The research also revealed an increasingly negative view of volunteer sending agencies in literature and secondary data.

In the research it emerged that orphanage managers lack knowledge and education about child care and family reintegration. Due to this they risk not to recognise the signs of negative impacts on the children's wellbeing, for example the RAD disorder. However the orphanages were generally willing to learn about childcare, specifically family reintegration and improve their practices. They were open for government monitoring and applaud efforts to reduce exploitation in residential care.

The impacts of orphanage tourism on the children in orphanages needs further detailed investigation, especially by psychologists and social workers. The research revealed that the majority of the orphanages were unaware and unskilled to determine the emotional and psychological impacts of orphanage tourism on children. Furthermore the impacts of orphanage tourism on staff and the

possibilities for capacity building should be further researched. The impacts of orphanage tourism on orphanages can be researched on a wider scale and in different countries, to expand the academic research on the topic and give a broader view on the subject. Finally the possibilities for alternative care in developing countries should be further investigated to determine if residential care is in fact the solution or the centres should shift towards a family re integration approach.

7.0. Recommendations

Recommendations for residential care centres to improve their volunteer and visitor management:

It is important for the residential care centres to further develop the appropriate tools to determine the commitment and intent of the volunteers and visitors, to minimize negative impacts of orphanage tourism. It is also important to determine the possible negative impacts of orphanage tourism on the children`s well-being by cooperating with therapists and social workers and measure the extent to which volunteers contribute to sustainable development. Furthermore it is suggested to address the government about their concerns with the execution of the governments monitoring and evaluations. The orphanages can also communicate their concerns to the volunteer sending agencies and even use the research findings to address the deteriorating reputation and relationship with the sending agencies. Finally the residential care centres should consider the potential benefits of capacity building and staff training by volunteers rather than just educating the children. Capacity building is an important tool towards poverty alleviation, which is an aim of orphanage tourism.

Recommendations for volunteer sending agencies:

Volunteer sending agencies play an important role in ensuring the positive impacts of orphanage tourism and minimising the negative. This study points out a large percentage of the agencies are not fulfilling this role. It is important for the sending agencies to develop positive relationships with the host organisations, focus on the needs of the organisations and asses the merits of each project to determine the impact of orphanage tourism. They should develop clear lines of communication and recognize their responsibility towards host communities. These companies need to review their practices and try to align more closely with developmental issues in order to truly `` make a difference``,

Recommendations for government

The monitoring tool could be a valuable instrument to eliminate abusive and exploitative residential care centres. Therefore it needs to be re-evaluated and the opinions and a clear tool of communication between the orphanages and the government should be developed. Finally there`s a need for educational materials about family reintegration and alternative care.

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Appendices:

Appendix 1: ConCERT Responsible Volunteering guidelines

Appendix 2: Criteria checklist

Appendix 3: Online announcement

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Appendix 1: ConCERT Cambodia Responsible Volunteering Guidelines

RESPONSIBLE VOLUNTEERING

Millions of people around the world volunteer their time for the benefit of others, both in their home communities and abroad. In Cambodia, many people are moved by what they read about the country, or witness with their own eyes during a visit, and are motivated to give up their time, and invariably their money, to come and help in some way. To realise that so many of the basic things that are taken for granted, (sufficient food, clean water, housing, education, healthcare, electricity, sanitation, state support for families in crisis etc), simply don't exist for the average Cambodian often has a very profound impact. Recognising that there are fellow human beings in great need and then trying to do something about it is without doubt a very positive action.

Volunteering can bring benefits for all concerned. The best placements enable the volunteer to have a rewarding experience whilst also bringing useful support to the organisation and the people it serves. By contrast, inappropriate volunteering can undermine local people's confidence, impose the volunteer's agenda, increase the dependency on outside help, unwittingly support and perpetuate questionable projects and practices, and create more problems than it solves.

Volunteering in Cambodia is serious stuff. It can certainly be enjoyable and great fun but it's also important to remember it is work without pay, (and we all take our normal paid jobs seriously enough!) Your work could well be with people who have very challenging lives. You're likely to be exhausted at the end of each day and emotionally drained at the end of it all. If all that hasn't put you off, then read on!

So, what do we think makes a good volunteer placement?

Firstly, you need to ask some questions. When you volunteer, especially in a foreign country, you rely heavily on the guidance and support of those in charge. You quite reasonably assume many things about the organisation where you'll be working, and you need to be sure that these basic requirements are in place:

1. Does the project where you'll be working meet a real need, and is it the appropriate response to that need? (There is, for example, much concern from organisations such as UNICEF, Save The Children, Friends International and others that, in many instances, orphanages are not the right response to the needs of poor Cambodian children)
2. Does the project operate on sound principles; is it well managed, and financially transparent?
3. Is the programme run by people who have extensive knowledge of the issues that their organisation is trying to address?
4. Is your volunteer input really needed and will it contribute to improving the situation? (Or does the organisation really just want your money...)
5. Do effective screening and matching processes take place to ensure you can bring skills that match the needs of the communities where you'll work?
6. Is the placement duration appropriate to the task, and long enough so that you can make an effective contribution? Whilst it may be possible for you to do something useful in a few days, when undertaking manual tasks for example, placements that work directly with people, (whether adults or children), need to be long enough for you to learn your role within the team, and to form appropriate relationships with the people you will be working with.

7. If your work is with vulnerable people, (such as children, young adults, people with learning or other disabilities, or people in extreme poverty), are there appropriate security measures, both within the application process and during your placement, to protect both the vulnerable and you?
8. Will your volunteering be taking away jobs from local people?
9. Will you have adequate supervision and guidance, and will your tasks be clearly explained?
10. If required, will you have general support to cope with life in a country where so many things are different, and have reasonable steps been taken to ensure your safety?

<http://concertcambodia.org/volunteer.html>

11. If you book through a volunteer programme:

- Ask what has been achieved by previous volunteers
- Look at their responsible tourism policy
- Do you know very clearly how your money is being used? How much of the fee goes to the project?

Be wary if they

- resist putting you in touch with previous volunteers or local people
- don't clearly explain where and how you fit into their overall plans
- don't ask many questions about you (except how you're going to pay)

It is particularly beneficial where volunteers can develop the capacity of the local staff in an organisation. An example would be where a professional teacher volunteers to work with the local teaching staff in a school or centre, rather than teaching the pupils directly. In this way the volunteer is less disruptive to the pupils and can pass on their skills and knowledge, enabling the local teachers to do their jobs better in the future.

There are also a few things that you can do:

- Plan ahead – think about why you want to volunteer, what you want to achieve, how long can you volunteer for?
- Research volunteering opportunities and make contact with your chosen organisation in plenty of time. The sooner you get in touch, and the longer you can stay, the more options you will have, and the more successful your placement will be
- Make sure you are committed and prepared to follow the rules of the project
- Find out what you can about Cambodia before you arrive. Researching on the internet or reading some of the many travel books will pay dividends, especially in understanding local customs and in avoiding innocent misunderstandings
- Be sensitive to the Cambodian culture; dress and behave appropriately. Wear modest clothing; nothing skimpy, particularly women as Khmer culture is very conservative in the way women dress. Men should always wear a shirt whilst teaching or in other similar situations
- Try to ensure that your stay brings benefits to the wider community --- help the local economy by buying local products in preference to imported goods
- If you want to make a donation, ask what your chosen organisation needs – it's best not to assume and just buy things before you arrive
- Environment
- Use water sparingly – there is an ever increasing demand in Siem Reap
- Play your part in the government's attempts to keep Siem Reap clean – dispose of your litter carefully
- Remember you are a role model and ambassador for yourself and your home country. Set a good example at all times in the way your dress, your behaviour, and your time keeping

Whilst the vast majority of people involved in supporting the most vulnerable are genuine, there will always be a small minority who take advantage of people's situations for their own benefit.

You can play a vital part in combating child abuse and other problems.

In addition to the steps taken by the organisations themselves, as someone from outside the organisation, you have a parallel responsibility to be vigilant during your

Appendix 2: Criteria checklist

Research Criteria Checklist:

Name of the organization:

Address and phone number:

Name of person being interviewed:

Please answer **yes** or **no** to the following questions:

- Is the orphanages legally registered and monitored?
- Does the orphanage have a child protection policy?.....
- Does the orphanage allow visitors to drop in and have access to the children without supervision?.....
- Does the orphanage require children to work to secure funds?.....
- Does the orphanage have an active family reunification program?.....
- Does the orphanage try and keep siblings together in a family unit?.....
- Is the orphanage set up as a family-like or small group setting?.....
- Is the orphanage located in the same community as the child previously lived?.....
- Does the orphanage have long-term, trained, and well supervised staff?.....
- Does the orphanage respects and accommodate each child's religious beliefs?.....
- Does the orphanage perform a background check on volunteers?.....
- Does the orphanage have volunteer rules and regulations?.....

Thank you for your cooperation!

Appendix 3: Announcement

From: verstraete.joni@gmail.com

To: cambodiaparentnetwork@yahoo.com + Facebook groups: **Phnom Penh Expats** and **Expats and locals living in Siem Reap**

Dear Cambodia Parent Network,

I'm conducting a research on the effects of volunteering on orphanages by hearing the perspective of the orphanage managers, owners and staff. The research is for the Masters in Responsible Tourism Management of the International Centre of Responsible Tourism of Leeds Metropolitan University. I myself have been living in Cambodia for 4 years and specialized in the subject of orphanage tourism and child protection in tourism.

There is a great deal of anecdotal evidence that volunteer tourism has positive and negative impacts on host organizations, but very little empirical research has been published.

Many blogs, newspapers and journalists have pointed out the potential negative effects. Tour operators are bringing forward possible positive impacts of volunteering in orphanages.

The perspective of the host: the project managers, coordinators and staff members of orphanages in Cambodia working with volunteers and receiving tourists in orphanages is rarely heard or researched.

I'll specifically focus on the orphanage managers/ volunteer coordinators opinions, experiences and ideas about the volunteering experience that happens in their facilities. The negative AND the positive effects of having volunteers in a facility where vulnerable children live together.

I believe in order to increase the benefits of volunteering and reduce the negative impacts on the host organizations and the children, a research on the impacts of volunteering on the host organization needs to be done.

Now, I'm looking for orphanages willing to participate in the research. You'll have to fill in a check list to make sure you qualify and when selected you'll be interviewed for an hour somewhere in February.

It's a great opportunity to voice your opinion and make your voice heard. This research is likely to generate media attention and might possibly result in an academic journal article. Your organization can benefit from the findings and recommendations to improve the positive impacts of volunteering on your organization.

Please contact me if interested.

Kind regards,

Joni Verstraete

Appendix 4: Interview outline

In depth interview guide:

Duration: up to 1 hour

All respondents must:

- *Speak English or Dutch*
- *Be residential care directors/managers or coordinators.*

Introduction:

- Introduction of self
- Explanation of research aims and objectives.
- Explanation of research rationale
- Reassurance of impartiality
- Reassurance of confidentiality
- Signing of the consent form.
- Respondent introduction

General:

- When did the orphanage start, how and why?
- Is there a reason you didn't opt for support of family based care or community based care?

The volunteers:

- How are the volunteers recruited? What are the criteria to enable someone to volunteer at your organization? What are the kinds of volunteers you ideally would want to work at your organization?
- Where are they from?
- How long do they usually stay?
- What are the different jobs and tasks for volunteers?
- How do you explain the child protection policies to the volunteers?
- How do you follow up if they respect these policies?
- How much effort do you have to put into each new volunteer? Do the benefits of letting them volunteer outweigh the costs and efforts?
- What do you say to volunteers who want to help out for 1 or 2 days? Is there a minimum time they're required to stay?
- What are the motivations of the volunteers when they apply to volunteer?
- What are their expectations?
- Do you feel their expectations are met in the end?
- How do you evaluate volunteer experiences? Can they write feedback on the end of their stay? Do you use their feedback to improve the volunteering experience?
- Did you encounter any conflicts or difficult situations concerning the volunteer's behaviors or motivations?

Working with volunteer agencies:

- Do you use an overseas volunteer agency to find volunteers? If so, which one and why this one?
- How did they select your organization? Did they come to visit?
- How much of the volunteers money goes to your project?
- What are the benefits for you to work with this agency?
- What are the difficulties of working with agencies?

Education:

- Many children are placed in orphanages because of poverty and the attractiveness of better education and food. How does the volunteer in

your mind contribute to better education? What are the positive sides of having volunteers teach in your organization.

- Are they guided or given information on what to teach?
- Does the next volunteer start where the previous volunteer stopped? Is there a curriculum or educational manual they should follow?
- What would you ideally improve about volunteers teaching in your organization?
- How do the children adapt to the changing of volunteer teachers every so many months? How can they adapt to their teaching styles and personalities?
- How do you think the volunteers influence the children most?

Childcare:

- *How does the children's day look like? Do they have a different schedule for every day of the week?*
- Does the staff have an education or training in child care?
- Do volunteers who work as child caregiver need a background or education in child care?
- How do volunteers cope with the difficulties of working with vulnerable and often traumatized children? How do the volunteers react to the poverty and sometimes difficult situations the children come from?
- Do the volunteers sometimes have a hard time working with the children? What are the hardest things for them?
- How do you support the volunteers in working as child care giver in the organization?
- What are the benefits according to you of letting the volunteers take care of the children?
- Is there a time or place when the children can voice their experiences about having volunteers in their `home`? If so, what do the children say?
- Do the children speak about the volunteers after they`re gone or do they quickly get attached to new volunteers?
- Can the staff express their experiences about working with volunteers? If so, what do they say?

- How do the volunteers react on working with local staff? What are the difficulties about what are the benefits according to them?
- What do you think are the benefits for the local staff about working with volunteers?

Parents:

- When and how do the children see their parents?
- Do the parents talk to the volunteers?
- Do the parents ask questions about the volunteers or the policies on visitors?

Orphanage tourism

- Do you allow visitors in the center?
- What are the rules they need to follow?
- Can they play with the children?
- How do they children react to those visitors?
- How does letting visitors in help your organization?
- How does it help the children?

Finances:

- How is the organization funded?
- Do you require volunteers to pay for their stay and if so how much?
- Do you require volunteers to donate funds to the organization?
- Do the volunteers buy gifts for the children? Or do they donate in another way?
- Does the local community benefit from the volunteers? For example they buy in local stores around here, eat in local restaurants in the area and sleep in a local homestay? Or do most volunteers stay near western places and the city center?

Media:

- Do you read the numerous articles and blogs about orphanage tourism?

- What have you read and what`s your opinion on this?
- How does the change in government vision about residential care centers affect your organization (explain about government changing policies and shift towards family based care).
- Have the volunteers reacted on media, news articles and campaigns (for example stop orphanage tourism)? What did they say?
- The UN reports there has been a 75 percent rise in orphanages and experts have linked this to the rise in tourism. Do you notice this rise in orphanages? What`s your opinion on this?
- A UNICEF report with recommendations about Alternative Care in Cambodia advises tourists and donors to refrain from supporting orphanages and support and volunteer in community care alternatives instead? what is your opinion on this?
- Several organizations and authors take a strong stand against volunteering and tourism to orphanages. They say the orphanage is supposed to be the child`s home and the children should be left in privacy. What`s your idea about this?

- Do you want to add anything else?

Thank you!

Appendix 5: Ethics forms

STAGE 1 - RESEARCH ETHICS APPROVAL FORM

All research carried out by students and staff at Leeds Metropolitan University must receive ethical approval before any data collection commences.

All applicants complete this [Stage 1 - Research Ethics Approval Form](#) which includes the Risk Checklist.

For student projects classified as Risk Category 1 (e.g., literature reviews), these can be approved on this [Stage 1 – Research Ethics Approval Form](#) by the Research Supervisor.

Applicants whose research studies are classified as Risk Category 2 or 3 must also complete and submit the separate [Stage 2 - Research Ethics Approval Form](#).

Guidance for completion of this form and the application process is provided on pages 3 and 4.

APPLICANT DETAILS	
Your name (if a group project, include all names)	
School	Leeds Metropolitan University
Faculty	Carnegie
STATUS	
• Undergraduate student	<input type="checkbox"/>
• Taught Postgraduate student	<input type="checkbox"/>
• Research Postgraduate student	<input type="checkbox"/>
• Staff member	<input type="checkbox"/>
• Other (give details)	Master student
IF THIS IS A STUDENT PROJECT	
• Student ID	c7057925
• Course title (eg, BA (Hons) History)	Msc Responsible Tourism Management
• Student email	J.Verstraete4432@student.leedsmet.ac.uk
• Research Supervisor's name Or Director of Studies' name	Davina Stanford
THE PROJECT/STUDY	
Project /study title	The impact of `orphanage tourism` on residential care centers in Cambodia: A qualitative research.
Start date of project	September 2013
Expected completion date of project	May 2014
Project summary – please give a brief summary of your study (maximum 100 words)	

In Cambodia increasing numbers of tourists are working as volunteers, willing to help this war torn and poor country. Most come with the very best of intentions but this growing population of short term volunteers and this new type of travel `voluntourism` has led to this trend of orphanage tourism`. A manifold of negative impacts of volunteering in residential care centers with vulnerable children has arisen in media and NGO reports in the past 3 years. Academic research is limited, with 1 published journal article to date. Literature has focused less attention on the host, either individually or as a community. The perspective of the host: the project managers, coordinators and staff members of residential care centers in Cambodia working with volunteers and receiving tourists in orphanages needs to be heard. Interviews will be conducted with 8 residential care managers to find out more about their ideas and opinions..

CONFIRMATION STATEMENTS

<p>The results of research should benefit society directly or by generally improving knowledge and understanding. <u>Please tick this box</u> to confirm that your research study has a potential benefit. <i>If you cannot identify a benefit you must discuss your project with your Research Supervisor to help identify one or adapt your proposal so the study will have an identifiable benefit.</i></p>	<input checked="" type="checkbox"/>
<p><u>Please tick this box</u> to confirm you have read the Research Ethics Policy and the relevant sections of the Research Ethics Procedures and will adhere to these in the conduct of this project.</p>	<input checked="" type="checkbox"/>

RISK CHECKLIST - Please answer ALL the questions in each of the sections below – tick YES or NO

WILL YOUR RESEARCH STUDY.....?		YES	NO
1	Involve direct and/or indirect contact with human participants?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Involve analysis of pre-existing data which contains personal or sensitive information not in the public domain?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	Require permission or consent to conduct?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Require permission or consent to publish?	<input type="checkbox"/>	<input type="checkbox"/>
5	Have a risk of compromising confidentiality?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	Have a risk of compromising anonymity?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Collect / contain sensitive data?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	Contain elements which you OR your supervisor are NOT trained to conduct?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Use any information OTHER than that which is freely available in the public domain?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Involve respondents to the internet or other visual/vocal methods where participants may be identified?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11	Include a financial incentive to participate in the research?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	Involve your own students, colleagues or employees?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	Fully or partly take place outside of the UK?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Involve participants who are particularly vulnerable or at risk?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15	Involve any participants who are unable to give informed consent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16	Involve data collection taking place BEFORE informed consent is given?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17	Involve any deliberate deception or covert data collection?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18	Involve a risk to the researcher or participants beyond that experienced in everyday life?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19	Cause (or could cause) physical or psychological harm or negative consequences?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
20	Use intrusive or invasive procedures?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
21	Involve a clinical trial?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22	Involve the possibility of incidental findings related to health status?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CLASSIFICATION	Tick the box which applies to your project
The following guidance will help classify the risk level of your study	
If you answered NO to all the above questions, your study is provisionally classified as Risk Category 1 (literature reviews will be Risk Category 1).	<input type="checkbox"/>
If you answered YES to any question from 1-13 and NO to all questions 14-22, your study is provisionally classified as Risk Category 2 .	<input checked="" type="checkbox"/>
If you answered YES to any question from 14-22, your study is provisionally classified as Risk Category 3 .	<input type="checkbox"/>

DECLARATION AND SIGNATURE/S

I confirm that I will undertake this project as detailed above. I understand that I must abide by the terms of the approval and that I may not make any substantial amendments to the project without further approval.

<i>Signed</i>	Joni Verstraete	<i>Date</i>	23/03/2014
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FOR RISK CATEGORY 1 STUDENT PROJECTS

Approval from the Research Supervisor or Director of Studies for a student project:

I have discussed the ethical issues arising from the project with the student. I approve this project.

<i>Name</i>		<i>Signed</i>		<i>Date</i>	
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NEXT STEP

RISK CATEGORY 1 PROJECTS: IF YOUR PROJECT HAS BEEN CLASSIFIED AS RISK CATEGORY 1:

- Students: The Research Supervisor should return the signed form to the student and send a copy to the Local Research Ethics Co-ordinator and where relevant, the Research Module Leader, for information.
- Staff: Submit this form to your Local Research Ethics Co-ordinator.

RISK CATEGORY 2 OR 3 PROJECTS: IF YOUR PROJECT HAS BEEN CLASSIFIED AS RISK CATEGORY 2 OR 3 please complete the Stage 2 - Research Ethics Approval form and submit both forms together with supporting documentation.

Research ethics application forms will be retained in the Faculty for the purposes of quality assurance of compliance and audit for THREE years

NOTES FOR COMPLETION

University Research Ethics Policy and Procedures

The University Research Ethics Policy and Research Ethics Procedures should be read prior to commencing this application. Consideration of the application by the reviewer/s will be undertaken in accordance with the Policy and Procedures.

External requirements for the project

Applicants should consider if there are requirements by any relevant professional, statutory or regulatory body, or learned society, which may be relevant to the project or if the project also requires external approval, e.g., from the National Research Ethics Service.

Submission

Student applicants: email the typed form/s to your Research Supervisor or Director of Studies.
Staff applicants: email the typed form/s to your Local Research Ethics Co-ordinator.

How to complete the form

You can navigate through the form by using the tab keys. If you prefer to complete a normal Word document, you can unlock the form by selecting the 'Restrict Editing' button on the Developer tab, then click on 'Stop Protection'. The boxes should expand to allow space for your text.

Signatures

Electronic/typed signatures are acceptable for emailed forms, as the emails provide the audit trail for all parties' agreement and approval of the forms (e.g., student applicant → Research Supervisor → Local Research Ethics Co-ordinator).

Outcome

Applicants will be advised of the outcome of the application by:

- The Research Supervisor or Director of Studies for Risk Category 1 student projects;
- The Local Research Ethics Co-ordinator or the Faculty Research Ethics Committee for Risk Category 2 and 3 projects.

YOU MAY ONLY BEGIN ANY DATA COLLECTION ONCE YOU RECEIVE NOTIFICATION THAT THE PROJECT HAS ETHICAL APPROVAL. If the circumstances of your research study change after approval it is your responsibility to revisit the Risk Checklist and complete a further application.

Advice

When completing the Stage 1 - Research Ethics Approval Form, if you are uncertain about the answer to any question, read the relevant section of the Research Ethics Procedures document, and if you are still unsure:

- if you are student, seek guidance from your Research Supervisor or Director of Studies;
- if you are a staff member, contact your Local Research Ethics Co-ordinator.

APPROVAL PROCESS

Local Research Ethics Co-ordinator = LREC

Faculty Research Ethics Committee = FREC

Category	Student applicants	Staff applicants
Risk Category 1	<p>If your study has been provisionally classified as Risk Category 1, your Research Supervisor (or Director of Studies) can normally give approval for the project.</p> <p>You must complete this form and submit it to your Research Supervisor for consideration.</p> <p>A copy of the signed form if approved must be given or emailed to the LREC and, where relevant, the Research Module Leader, for information.</p>	<p>If your study has been classified as Risk Category 1, you do not need ethical approval for the project.</p> <p>You must complete the remainder of this form so that your research project is registered with the University.</p> <p>Please submit this form to your LREC.</p>
Risk Category 2	<p>If your study has been provisionally classified as Risk Category 2, your Supervisor (or Director of Studies) can recommend approval for your study by the LREC.</p> <p>You must complete this application form and also the separate <u>Stage 2 - Research Ethics Approval form</u>.</p> <p>Once you have completed the forms please submit both forms and supporting documentation to your Research Supervisor for consideration. Your Supervisor may disagree with your assessment and ask you to make revisions or reject your application. When the Research Supervisor is happy to recommend the application for approval, they will send the forms to the LREC.</p> <p>The LREC will review your project and then decide to approve it, ask for revisions, reject it or pass it on for review by the appropriate FREC.</p>	<p>If your study has been provisionally classified as Risk Category 2, your project will be considered for ethical approval by the LREC.</p> <p>You must complete this application form and also the separate <u>Stage 2 - Research Ethics Approval form</u>. Please submit both forms and supporting documentation to your LREC for consideration.</p> <p>The LREC will review your project and then decide to approve it, ask for revisions or pass it on for review by the appropriate FREC.</p>
Risk Category 3	<p>Postgraduate Research Students</p> <p>If your study has been provisionally classified as Risk Category 3, your Supervisor or Director of Studies can recommend approval for your study by the LREC.</p>	<p>If your study has been provisionally classified as Risk Category 3, your project will be considered for ethical approval by an appropriate LREC.</p>

	<p>You must complete this application form and also the separate Stage 2 - Research Ethics Approval form and submit both forms to your Director of Studies.</p> <p>If your Director of Studies recommends approval of your project they will refer it to the LREC who will review your project and decide whether to grant ethical approval, request revisions, reject the application or refer it to the appropriate FREC for review.</p> <p>Undergraduate and Taught Postgraduate Students If your study has been provisionally classified as Risk Category 3, you should consult with your Research Supervisor immediately as it is unlikely you will be able to proceed and you should negotiate a project that is of lower risk. However, if you have already discussed the project with your Supervisor and they have agreed that a case for approval is warranted, proceed in line with the details above for Research Students.</p>	<p>You must complete this application form and also the separate Stage 2 - Research Ethics Approval form and submit both forms with supporting documentation to your LREC.</p> <p>The LREC will review your project and then decide to approve it, ask for revisions or pass it on for review by the appropriate FREC.</p>
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STAGE 2 - RESEARCH ETHICS APPROVAL FORM

All research carried out by students and staff at Leeds Metropolitan University must receive ethical approval before any data collection commences.

Notes

- All applicants MUST complete the Risk Checklist and [Stage 1 - Research Ethics Approval Form](#) prior to completing this [Stage 2 - Research Ethics Approval Form](#). Following completion of the Risk Checklist and [Stage 1 - Research Ethics Approval Form](#), if your research study was provisionally classified as Risk Category 2 or 3, you need to complete this form.
- Full details of the project are to be provided in this Stage 2. Where a question in the Risk Checklist was answered YES, please ensure that specific details are included in the appropriate box below.
- If a question does not apply to your project, insert 'Not applicable' or N/A.
- Help is provided for each question. Further help can be found in the Research Ethics Procedures document.
- You navigate through the form by using the tab keys. If you prefer to complete a normal Word document, you can unlock the form by selecting the 'Restrict Editing' button on the Developer tab, then click on 'Stop Protection'. The boxes should expand to allow space for your text.
- Spellchecking is not available in Word forms, so you may find it helpful to prepare your responses in a Word document and then copy these to this form.
- Ensure the form is completed in sufficient detail to allow the reviewer/s to judge the ethical issues raised by the study. Remember that the reviewer/s will be considering the following questions when reviewing your application in order to be able to give ethical approval:
 - is it ethical to conduct the research project and is the proposed method of investigation appropriate, thorough and ethical?
 - does the research project meet the requirements of the relevant Research Ethics Principles (Research Ethics Policy A2.4)?

TO BE COMPLETED FOR PROJECTS IN RISK CATEGORY 2 AND 3	
Your name	Joni Verstraete
Project title	The impact of `orphanage tourism` on residential care centers in Cambodia: A qualitative research.

1	Project Overview
<p>Please give a brief overview of your study, including a summary of your aims and objectives. Help: Describe the purpose of the research and what question(s) the project should answer.</p>	
<p>In Cambodia increasing numbers of tourists are working as volunteers, willing to help this war torn and poor country. Most come with the very best of intentions but this growing population of short term volunteers and this new type of travel `voluntourism` has led to this trend of orphanage tourism`. A manifold of negative impacts of volunteering in residential care centers with vulnerable children has arisen in media and NGO reports in the past 3 years. Academic research is limited, with 1 published journal article to date. Existing research has focused primarily on the benefit of volunteer tourism, and many studies have simply involved profiling volunteers or investigating their motivations. Literature has focused less attention on the host, either individually or as a community. The perspective of the host: the project managers, coordinators and staff members of residential care centers in Cambodia working with volunteers and receiving tourists in orphanages needs to be heard.</p> <p>Aim: To identify the impacts of `orphanage tourism` on residential care centers in Cambodia and provide recommendations to the centers and volunteering organisations.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To provide background information on the phenomenon of orphanage tourism/ childcare tourism in Cambodia and its social and economic impacts - To research the negative and positive impacts of orphanage tourism in Cambodia by interviewing the managers of 9 residential care facilities. - To develop recommendations and guidelines for the residential care centers and volunteer organisations to improve the volunteering practice in the future. 	

2	Methodology
<p>Please give a description of your methodology, including any data collection and analysis methods. Help: Give an outline of your study here. If the project is complex, you can also submit your research</p>	

proposal/protocol (no more than 2-3 A4 sides) if this would help the reviewer's understanding of the project. Include details of your (or your Research Supervisor's) appropriate skills and qualifications to carry out this research.

(please see attached research proposal)

3	Ethical Considerations
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Please give a description of the main ethical considerations involved in the study.

Help: All research projects will have ethical issues, and you will be asked later in the process on recruitment, voluntary participation and the right to withdraw, but highlight here the main ethical considerations for your study (which may concern, e.g., the type of participants, the sensitive nature of the study, the data collection process, a lone researcher carrying out research off-campus) and advise how you will address the main issues. If the project is funded, give details here, and whether there are any potential conflicts of interest involved in the study.

The participants in this study will all sign an informed consent form to a 1 hour interview and will be informed about the topics they will be discussing. Confidentiality will be ensured and nothing said will ever be published without their consent. They will be told about the recent media reports on orphanage tourism and orphanages in Cambodia. All interviews will be conducted in the residential care center or a public place nearby. The protection of the children of the residential care center is extremely important. Therefore the children are not interviewed, organizations need to have child protection policies and the researcher respects these policies.

4	Human Participants
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If your study includes Human Participants (or their data), please give a description of who will be included.

Help: Please note this should include sample size/number of participants, whether the project will focus on any particular groups/individuals, if it will include any at risk or vulnerable participants, participants aged 16 years or under, etc. Please also specify your rationale for including / excluding groups of participants. If the research involves secondary data not in the public domain, give details in this section.

The participants are adults, residential care managers, directors or volunteer coordinators. They are made fully aware of the research aim and objectives and sign a consent form. There are 9 participants who represent 9 residential care centers. The research aim is to identify impacts of volunteering in residential care tourism therefore the managers or volunteer coordinators of these centers are being interviewed and chosen as the participants.

5	Recruitment, Voluntary Participation, Consent and Right to Withdraw
<p>If your study includes Human Participants, please give a brief description of the recruitment process, how you will ensure voluntary participation, if (and how) informed consent will be obtained prior to participants taking part in the study, and the right of withdrawal from the research process.</p>	
<p><u>Help:</u></p>	
<ul style="list-style-type: none"> • This should include clear information on how participants will be identified, approached and recruited; whether the study will include any covert research or deliberate deception; whether help is required from a third party/ gatekeeper to access participants; what information you will give participants, etc. • If expenses or any incentives are to be offered to participants, give full details. • If your research involves students, colleagues and/or other employees then you must specify the rationale for this and how you will address issues of coercion or feelings of obligation. • Regarding withdrawal from the study, discuss the different stages/dates a participant could withdraw or withdraw their data, and how they could do this. 	
<p>Participants were recruited through advertisements in local online forums and group pages on social media. Some participants were approached by email as the researcher was aware of their existence and possible willingness to participate. All participants were made fully aware of the researchs aims and objectives and free to participate. No help from a third party gatekeeper was required to access the participants.</p> <ul style="list-style-type: none"> - No incentives are offered to participants. - The research doesn` t involve students, colleagues or employees. - Participants are free to withdraw their data at any point during the research by written statement. 	

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6	Risks and Benefits
<p>Please give a brief description of how, when and where the research will take place and whether there are any risks and/or benefits involved.</p> <p><u>Help:</u></p> <ul style="list-style-type: none">• This should include information on what participants will be required to do, the rationale for this and the level of risk involved.• When considering risks, please refer to risks to the participants, the researcher, any other parties to the research; and also any health and safety issues for anyone involved (e.g., for lone researchers carrying out fieldwork)• If participants will be exposed to ionising radiation, separate approval documentation must be submitted with this application.	
<p>- The participants will be interviewed at the residential care center or a public place nearby. They need to be free for 1 hour on the date and time previously agreed on with the researcher. There`s no risk involved as the participants can stay in a familiar place.</p> <p>- The researcher carries out fieldwork in Cambodia and resides most of the year in Cambodia. She has a premium international healthcare insurance.</p>	

7	Personal Data, Anonymity and Confidentiality
<p>Please specify what type of information/data will be collected/analysed and the source(s). In addition, specify if and how you will ensure the anonymity of participants and keep information confidential.</p> <p><u>Help:</u> This should include information on whether you are collecting new information/data or using that is already in the public domain; whether the data you are using includes personal details; how the data will be processed and stored; who will have access to it; how and when it will be destroyed; the Data Protection requirements for any sensitive personal data, etc. In addition, include whether there may be any requirements for disclosure of information to other parties due to professional practice or legal reasons. If there are limits to confidentiality, explain clearly how the participants would be advised about these limits and possible outcomes.</p>	
<p>- New data will be collected through interviews.</p>	

- The data includes names and addresses of the participants.
- The data will be stored on password protected devices and no one has access to it.
- There will be no disclosure of information to other parties.
- The limit to confidentiality would appear when a participant clearly shows that children are being abused and exploited in their residential care center. The participant will be clearly advised that the researcher is legally obligated to report any proof of child abuse or exploitation compliant to Cambodian law.

8	Reporting and Dissemination
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Please give details of the planned dissemination and specify if the findings from the research will be published and whether any permission is required for this.

Help: This should include information on the methods of dissemination (e.g., dissertation/thesis) and/or what will be published and where. Specify if any permission is needed (e.g., from participants, clients, gatekeepers, etc.) prior to publication, and whether there are any potential issues relating to Intellectual Property Rights when creating or using materials.

- The information will be disseminated in the form of a masters thesis.

9	Projects taking place outside of the UK
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Will part or all of the research take part outside of the UK?

YES **NO** **If yes, give details below.**

Help: If yes, please specify where the research will take place and what will be involved. Research must comply with the laws of the country where it is taking place and also comply with local Data Protection and Intellectual Property legislation: you must confirm that your research is compliant with local requirements and how you have ascertained this. Advise if the project requires ethical approval in-country and how this has been ascertained. If approval is required, a copy of this should be included in the application or details of the process of how it will be obtained. Please also make reference to insurance and indemnity cover for the project.

The research takes places in Cambodia. The research is compliant with all local requirements. The Cambodian law doesn't require ethical approval for this research.

The researcher is insured under `April Expat Insurance` premium option.

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10	Collaborative Projects
Is the research is a collaborative project (i.e., it involves more than one institution)?	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> If yes, give details below.	
<u>Help:</u> If yes, please specify the other institutions involved and if ethical approval needs to be / has been given by them. Please also specify what procedures have been put in place to ensure ethical compliance from all partners.	

11	Any other permission or external ethical approval required to undertake the project
Please specify if the project requires any other ethical approval or permissions not mentioned previously in this application and how and when these will be obtained.	
<u>Help:</u>	
<ul style="list-style-type: none">• Other permissions: ethical approval does not give the right of access to the University's students, staff or the use of University premises to carry out research, and you may need to contact an appropriate University gatekeeper for agreement to approach potential participants or for the use of premises, so please give details.• Gatekeepers: permission of a gatekeeper for initial access to participants may be required or to carry out data collection on their premises.• If your project requires approval from an external ethics committee, eg, the National Research Ethics Service, this should normally be obtained prior to submitting this application.• If a Disclosure and Barring Service check is required due to the specific participant group, give details.• Regarding insurance and indemnity cover, some projects will require individual confirmation of cover. See the Research Ethics Procedures document for more details.	
No	



FOR PROJECTS INVOLVING RISK CATEGORY 2 AND 3: DECLARATION AND SIGNATURE/S			
APPLICANT (STUDENT/STAFF MEMBER/RESEARCHER)			
<i>I confirm that I will undertake this project as detailed in stage one and stage two of the application. I understand that I must abide by the terms of this approval and that I may not make any substantial amendments to the project without further approval. I understand that research with human participants or their data must not commence without ethical approval.</i>			
I have read an appropriate professional or learned society code of ethical practice:		Yes <input checked="" type="checkbox"/> N/A <input type="checkbox"/>	
Where applicable, give the name of the professional or learned society:			
<i>Signed</i>	Joni Verstraete	<i>Date</i>	18 January 2014

RESEARCH SUPERVISOR/DIRECTOR OF STUDIES RECOMMENDATION FOR STUDENT PROJECTS					
<i>I confirm that I have read stage one and stage two of the application. The project is viable and the student has appropriate skills to undertake the project. Where applicable, the Participant Information Sheet and recruitment procedures for obtaining informed consent are appropriate and the ethical issues arising from the project have been addressed in the application. I understand that research with human participants must not commence without ethical approval. I recommend this project for approval.</i>					
<i>Name</i>		<i>Signed</i>		<i>Date</i>	

Local Research Ethics Co-ordinators

Please complete **EITHER A** (giving ethical approval for the project) **OR B** (recommending the project to the Faculty Research Ethics Committee for approval)

A LOCAL RESEARCH ETHICS CO-ORDINATOR APPROVAL <i>For projects approved by the Local Research Ethics Co-ordinator</i>					
<i>I confirm ethical approval for this project</i>					
<i>LREC Name</i>		<i>Signed</i>		<i>Date</i>	

OR

B LOCAL RESEARCH ETHICS CO-ORDINATOR'S RECOMMENDATION FOR FACULTY APPROVAL <i>For projects that require Faculty level approval</i>					
<i>I recommend this project for consideration at faculty level. It cannot be approved at local level due to the following reason(s)</i>					

<i>LREC Name</i>		<i>Signed</i>		<i>Date</i>	

Faculty Research Ethics Committee

For projects approved by FREC please complete the box below.

PROJECTS APPROVED BY THE FACULTY RESEARCH ETHICS COMMITTEE					
<i>I confirm that this project was considered by the Faculty Research Ethics Committee and has received ethical approval</i>					
<i>Chair</i>		<i>Signed</i>		<i>Date</i>	

This form will be retained for the purposes of quality assurance of compliance and audit for THREE years

SUPPORTING DOCUMENTATION: what to submit with the application

For projects involving human participants, you must submit, where appropriate, the Participant Information Sheet/s and consent form/s. You must also submit every communication a participant will see or receive. Failure to do so will cause delays to the application.

Below is a checklist reminder of what could be submitted, depending on the research project. Please tick the appropriate boxes for each attachment or give details of the document at the end of the checklist.

SUBMISSION CHECKLIST	Tick box
RISK CHECKLIST AND STAGE 1 – RESEARCH ETHICS APPROVAL FORM	<input type="checkbox"/>
STAGE 2 – RESEARCH ETHICS APPROVAL FORM	<input type="checkbox"/>
Participant Information Sheet(s)	<input checked="" type="checkbox"/>
Consent Form(s)	<input checked="" type="checkbox"/>
Assent Form (usually for children participants)	<input type="checkbox"/>
Recruitment documents <i>eg, posters, flyers, advertisements, email invitations, letters, web pages if online research</i>	<input checked="" type="checkbox"/>
Measures to be used <i>eg, questionnaires, surveys, interview schedules, psychological tests</i>	<input checked="" type="checkbox"/>
Screening questionnaire	<input type="checkbox"/>
Letters/communications to and from gatekeepers/third parties	<input type="checkbox"/>
Evidence of any other approvals or permissions <i>eg, NHS research ethics approval, in-country approval for overseas projects</i>	<input type="checkbox"/>
Research proposal/protocol (no more than 2-3 A4 pages) <i>It is not a requirement that this is included, however, if this would help the understanding of a complex project by the reviewer(s), please include</i>	<input checked="" type="checkbox"/>
Risk assessment form <i>Some projects may require a risk assessment form: see the Procedures document for details (eg, projects involving a physical intervention, collecting data off-campus)</i>	<input type="checkbox"/>

Approval documentation for projects involving ionising radiation	<input type="checkbox"/>
Confirmation of insurance and indemnity cover <i>Some projects need to be referred to the Insurance & Risk Officer: see the Procedures document for details</i>	<input type="checkbox"/>
Other: give details here:	<input type="checkbox"/>
	<input type="checkbox"/>

SUBMITTING YOUR FORMS

- Students: email the typed forms (stage one and stage two) and supporting documentation to your Research Supervisor or Director of Studies.
- Staff: email the typed forms (stage one and stage two) and supporting documentation to your Local Research Ethics Co-ordinator.

Appendix 6: Participants consent form.

- **Participants name:**
- **Organizations name:**
- **Address:**

- **Phone number:**
- **E-mail address:**

1. Researchers:

Joni Verstraete, Msc Student Responsible Tourism Management, Leeds Metropolitan University.

Address: st 183, 10b, tumnub teuk, Phnom Penh. Phone: +85592240253

2. Researchers' Statement

We are asking you to be in a research study. The purpose of this consent form is to give you the information you will need to help you decide whether to be in the study or not. Please read the form carefully. You may ask questions about the purpose of the research, the possible risks and benefits, and anything else about the research or this form that is not clear. When we have answered all your questions, you can decide if you want to be in the study or not. This process is called "informed consent." We will give you a copy of this form for your records.

3. Purpose of this Research/Project

In Cambodia increasing numbers of tourists are working as volunteers, willing to help this war torn and poor country. Most come with the very best of intentions but this growing population of short term volunteers and this new type of travel `voluntourism` has led to this trend of orphanage tourism`. A manifold of negative impacts of volunteering in residential care centers with vulnerable children has arisen in media and NGO reports in the past 3 years. Academic research is limited, with 1 published journal article to date. Existing research has focused primarily on the benefit of volunteer tourism, and many studies have simply involved profiling volunteers or investigating their motivations. Literature has

focused less attention on the host, either individually or as a community. The perspective of the host: the project managers, coordinators and staff members of residential care centers in Cambodia working with volunteers and receiving tourists in orphanages needs to be heard.

Aim:

To identify the impacts of `orphanage tourism` on residential care centers in Cambodia and provide recommendations to the centers and volunteering organisations.

Objectives:

- To provide background information on the phenomenon of orphanage tourism/ childcare tourism in Cambodia and its social and economic impacts
- To research the negative and positive impacts of orphanage tourism in Cambodia by interviewing the managers of 10 residential care facilities.
- To develop recommendations and guidelines for the residential care centers and volunteer organisations to improve the volunteering practice in the future.

The data will be collected through literature research and 10 interviews with residential care managers or volunteer coordinators in Phnom Penh and Siem Reap Cambodia.

4. Procedures

The interviews will be 1 hour long and take place between February 14 and March 7, 2014. The interviews will be held in the residential care centers or a public place nearby in Siem Reap and Phnom Penh, Cambodia. The questions asked will be about your experiences with volunteers and tourists in your residential care center. The research will be finalized on May 1, 2014.

5. Risks, Stress or Discomfort

There are no risks involved with the research. However if a question is causing stress or discomfort you may choose not to answer it.

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6. Voluntary participation

Participation in the research is voluntary and you do not have to answer questions that you don't want to and can discontinue participation in the research at any time.

7. Data

The data will be recorded by writing on the researchers laptop. The data will be destroyed after the research project, in August 2014.

8. Extent of Anonymity and Confidentiality

Anonymity is ensured during the research. All participants' names and organizations names will not be mentioned. Confidentiality is ensured and the researcher's laptop is secured by a password. There will be no disclosure of information to other parties. The limit to confidentiality would appear when a participant clearly shows that children are being abused and exploited in their residential care center. The participant will be clearly advised that the researcher is legally obligated to report any proof of child abuse or exploitation.

Your identity in this study will be treated as confidential. The research will be published as a master's thesis. The results of the study may be published but will not give your name or include any identifiable references to you. ."

9. Compensation

No compensation is to be earned in this research

10. Freedom to Withdraw

Subjects are free to withdraw from a study at any time without penalty.

There may be circumstances under which the researcher may determine that a participant should not continue in the study. This would be the case if it turns out the participant was untruthful in filling in the checklist with the criteria for participants

Subject's Statement

"I _____ have read this consent form, and I volunteer to participate in this research study. I have had all of my questions answered. I understand that I will receive a copy of this form. I hereby acknowledge the above and give my voluntary consent. I understand that my consent does not take away any legal rights. I further understand that nothing in this consent form is intended to replace any applicable Federal, state, or local laws."

Printed name of participant Signature of participant Date
