



## Call for book chapters

# CHILDREN IN RESPONSIBLE AND SUSTAINABLE TOURISM

Full chapter submission: **01.12.21**

Editor: Dr Hugues Séraphin (<https://www.winchester.ac.uk/about-us/leadership-and-governance/staff-directory/staff-profiles/seraphin.php>)

### Rationale of the book:

Sustainability has become a well-established topic and concept in relation to tourism planning and development (Weaver, 2006; Hall et al., 2015). Within the extensive body of literature on sustainable tourism, it is widely suggested that tourism will become more sustainable if all stakeholders participate in the tourism development process (Byrd, 2007; Waligo et al., 2013; Lindberg et al., 2019). Although much tourism research has identified four main stakeholder categories: private businesses, tourists, public sector, and destination communities (Renkert, 2019), there is increased recognition that a more nuanced approach to stakeholder identification is required (Hazra, Fletcher & Wilkes, 2017; Nyanjom, Boxall & Slaven, 2018). Therefore, other stakeholder categories may include, for example, specific sectoral interests such as farmers (Xu & Sun, 2019); employees (Tuan, 2020); academics (Higham & Font, 2020); temporary populations (Hall & Müller, 2018); and students (Hergesell & Dickinger, 2013). Nevertheless, despite widespread interest in stakeholder involvement, sustainability programs have received growing criticism given their failure to generate the changes needed for tourism to become sustainable (Font, 2017; Hall, 2019).

This book proposal therefore seeks to address the following two knowledge gaps: (a) Why should children be engaged in responsible tourism? (b) How should children be engaged in responsible tourism? Drawing on Kemper, Ballantine and Hall's (2019) research on sustainability education typology, the book is going to investigate why and how children should be empowered to become active agents of responsible tourism and contributors to the achievement and implementation of SDGs. Recent literature has focused on the need for more inclusive sustainable tourism (Burrai et al., 2019), long-term strategies such as education of the next generation either in formal (such as business schools and universities; see Kemper et al., 2019) or informal structures (such as guided tours; see Smith et al., 2019, or interpretation, see Stoddard, Metzger, & Harris, 2018), and empowering stakeholders (Joo et al., 2020). In line with this prior body of work, this book proposal is, thus, not only highlighting children's empowerment as an emerging research area in the sustainability literature, but is also indicating that children are neither passive nor powerless (Hutton, 2016; Wong, Zimmermann & Parker, 2010), in making responsible consumption decisions. Also, it is emphasising the view that, with the appropriate pedagogical approach, children can become environmentally aware, change their behavior and, equally important, can encourage and contribute to changes among their peers, in other words, be sustainability transformers (Kemper et al., 2019; Madruga et al., 2003; Schill et al., 2020).

This book proposal is arguing that children empowerment should be a core component of any responsible tourism initiatives, and their involvement and support is required to achieving the Sustainable Development Goals (SDGs).

**The book will be organised in three main sections/parts.** Chapters (conceptual or empirical) will have to fall in one of the following categories:

*Part 1: Sustainability thinker*

‘Sustainability thinker’ – Children develop their critical thinking and a questioning attitude.

*Part 2: ‘Sustainability actioner’*

‘Sustainability actioner’ - Children become involved in sustainability projects, while trying to incite change in people around them (e.g. family, school friends).

*Part 3: ‘Sustainability transformer’*

‘Sustainability transformer’ - At this stage, children advocate a worldview shift. Children are environmentally aware, and as a result, change their behavior and, equally important, encourage and contribute to changes among their peers.

Email your proposal (the title of your book chapter) to [hugues.seraphin@winchester.ac.uk](mailto:hugues.seraphin@winchester.ac.uk)

By

**19.02.21**

### Timelines

- Submission of full chapter (including abstract): **May 30, 2021**
- Resubmission after review: **July 31, 2021**
- Finalisation chapters: **September – October, 2021**
- Submission of the first version of the manuscript to publisher: **December 01, 2021**

### Guideline

- Total wordcount for each chapter: **5,000 words max**

Looking forward for your valuable contributions

With profound regards,

Dr Hugues Séraphin

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